

of the vocational education enterprise can be fairly clearly shed. These are the facilities for a group of institutions have come to be known as area vocational schools and which are one of the most significant efforts to expand vocational opportunities. It should be noted that an important focus of these schools is on the victims of a changing technology, including those whose jobs have disappeared and those whose skills must be and expanded for them to function effectively in jobs which have been redefined. Thus, there is only partial overlap between area vocational schools and the existing educational establishment, and it is necessary to treat them separately. Accordingly, information in this chapter pertains exclusively to area vocational schools.

2. DESCRIPTION OF FACILITIES

General Characteristics of Area Vocational Schools

The core of meaning in the phrase "area vocational education" is best indicated by the language in the Vocational Education Act of 1963 which defines such schools to include:

(A) A specialized high school used exclusively or principally for the provision of vocational education to persons who are available for full-time study in preparation for entering the labor market, or

(B) The department of a high school exclusively or principally used for providing vocational education in no less than five different occupational fields to persons who are available for full-time study in preparation for entering the labor market, or

(C) A technical or vocational school used exclusively or principally for the provision of vocational education to persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market, or

(D) The department or division of a junior college or community college or university which provides vocational education in no less than five different occupational fields, under the supervision of the State board, leading to immediate employment but not leading to a baccalaureate degree,

and which is available to all residents of the State or an area of the State designated and approved by the State board, and if, in the case of a school, department, or division in (C) or (D), it admits as regular students both persons who have completed high school and persons who have left high school.

Standard of Performance

The necessity for developing vocational school facilities on an area basis reflects the fact that shops, laboratories and other special spaces for training in many occupational fields cannot be economically provided for very small numbers of students. This point is illustrated by the following estimates of minimum facilities for various activities:

	<i>Square feet</i>
1 agricultural shop.....	2,400
1 laboratory.....	3,200
1 mechanics facility.....	6,000

When such a school can be designed to serve a sufficiently large area, however, the physical area (about 100 square feet per student) and the cost per student of adequate facilities appear comparable to those for secondary schools in general. Similarly, there is no reason to anticipate differences between these two types of schools in the useful life of the average physical structure, which may be estimated at 30 to 40 years or more, depending on structural characteristics and quality of maintenance. Because vocational schools are