

# NATTS:

## *The First Generation*

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*a special issue of*



PUBLISHED BY

*The Baxandall Company*

**MAY, 1983**

This document is from the archives of former NATTS  
Executive Director Thomas A. Kube - 1992 to 1997.



## FOREWORD

N.A.T.T.S., the National Association of Trade and Technical Schools.

In its eighteen years of existence, the school group has grown to some 600 member institutions. Enrollment in the participating schools is about 250,000 total.

In the past two years enrollments are estimated to have increased about 15 percent annually among all NATTS schools.

In a time of wrenching economic disorders, with other nations rapidly pulling ahead of us in growth rate and availability of workers skilled in key modern technology, trade and technical schools must play a vital role in national renewal.

NATTS schools appear to be ready. The "first generation" of NATTS has laid the foundations. The completion of this work is signaled symbolically by the decision of William Goddard, Association Executive Director, to move on to still other challenges and interests. Goddard was present at the conception, together with a very talented group of school executives and owners who saw the need - and the potential.

This special issue of THE CREATIVE SERVICE explores these founding years. It glances briefly at the future opportunities. We believe readers from every field of training will be fascinated and instructed by the birth labors of this distinguished organization, still not yet fully "of age."

- Lee Baxandall and  
Michael J. Cooney,  
for THE CREATIVE SERVICE



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## CHRONOLOGY

### The Origin and Development of NATTS by Conventions

March 19, 1965, Chicago, The Organizing Meeting

June 17-18, 1965, Chicago.	Elected President:	J. Warren Davies
1966	Chicago	J. Warren Davies
1967	Cleveland	William Elkins
1968	San Francisco	William Elkins
1969	Dallas	Noel Adams
1970	Miami Beach	Noel Adams
1971	Minneapolis	Clifford L. Larson
1972	Washington	Clifford L. Larson
1973	Los Angeles	Leo Kogan
1974	Atlanta	Leo Kogan
1975	Chicago	Louis A. Dimasi
1976	San Francisco	Louis A. Dimasi
1977	Montreal	Jack F. Tolbert
1978	Mexico City	Jack F. Tolbert
1979	Scottsdale	Marvin Barab
1980	Hollywood (Fl.)	Marvin Barab
1981	Denver	Henry Herzing
1982	Honolulu	Henry Herzing
1983	Philadelphia	

Executive Director, 1966 - 1983: William Goddard



# NATTS

special issue



**J. Warren Davies, *President***  
Lincoln Technical Institute, Inc.  
West Orange, New Jersey

**M. Michael Freedland, *President***  
Philadelphia Printing School  
Philadelphia, Pennsylvania

J. Warren Davies

*J. WARREN DAVIES is President of the Lincoln Technical Institute, Inc., of West Orange, New Jersey. The corporation owns eleven schools.*

*Born in 1912, Mr. Davies attended Rutgers University, from which he obtained the B.A. in Journalism. Then, at the height of the Great Depression, he went to work as a special investigator for a retail credit company. Within a year he moved to executive recruitment. Capping that career, he was himself placed as a junior executive with Hahne & Co. He served 1942-46 with the U.S. Army, rising from foot soldier to infantry platoon leader, then staff officer in specialized training and professor of military science in ROTC. He was discharged with the rank of captain.*

*In November of 1946, following a short period as a training officer for the Veterans Administration in Newark, he became founder and president of Lincoln Technical Institute.*

*Mr. Davies was President of NATTS, 1965-67. In 1977 he was awarded the Outstanding Member Award of the year by NATTS.*

*In 1977 he also received the Outstanding Service Award from the Private Career School Association of New Jersey. For it he has been both a member of the board and Vice President; and he served as President of the New Jersey Council of State Approved Schools in 1960-65. He has been on the board of directors of the Pennsylvania Association of Private School Administrators and has been Chairman of the Interim Council of Private School Associations.*

*For the U.S. Office of Education Mr. Davies was on the Advisory Council on Insured Loans to Vocational Students. The Administrator of Veterans Affairs for the U.S. Veterans Administration appointed him to the Education and Rehabilitation Advisory Committee, and he currently is appointed to the Administrator's Educational Assistance Advisory Committee of the Veterans Administration. In 1965 Mr. Davies testified on the National Vocational Student Loan Insurance Act before Cong. John Dent's House Committee on Education, also testifying twice subsequently.*

Michael Freedland

MICHAEL FREEDLAND'S involvement in technical training dates from 1949 when he founded the first radio-television technical school in Allentown, Pennsylvania. Subsequently, he organized four additional schools in Pennsylvania and New Jersey, teaching a variety of trade skills. He currently serves as President of the Philadelphia Printing School which he purchased and reorganized in 1976.

Mr. Freedland was one of the founders of the National Association of Trade and Technical Schools (NATTS) and served on the first Board of Directors as Treasurer and Vice President. He now again serves as Vice President.

He is also chairman of the Private Trade School Board of the Pennsylvania Department of Education and is a Past President of the Pennsylvania Association of Private School Administrators.

By appointment of the Superintendent of Schools, Mr. Freedland has served for 11 years on the Philadelphia Advisory Council on Career Education. He was elected Chairman in 1979 and served for two years in that capacity.

In 1975, Mr. Freedland was appointed by the Governor of Pennsylvania to serve on the State Advisory Council on Vocational Education. He was elected chairman of the Council in 1978. He was appointed by the Secretary of Education of the State of Pennsylvania to serve on a Task Force to revise the certification process of vocational teachers and supervising personnel in 1976.

NATTS awarded him its annual Outstanding Member Award in 1975, and, in the same year, the Pennsylvania Association of Private School Administrators presented him with their Lifetime Membership Award for contribution to the technical training efforts of private schools.

A native resident of Elkins Park, Pennsylvania, Mr. Freedland was educated in Philadelphia where he attended Temple University.

Present at the Conception

An Interview With

Michael Freedland, President  
Philadelphia Printing School, Philadelphia, PA

and

J. Warren Davies, President  
Lincoln Technical Institute, West Orange, NJ

WHICH OF YOU FIRST ENTERED THE SCHOOL BUSINESS?

J. WARREN DAVIES: I guess I did. In November of 1946. When I got out of my four years of Army service, I didn't want to go back to what I had been previously doing. So I went with the Veterans Administration as a Training Officer when the G.I. Bill was first getting under way (Public Law 346). The reason I got a job as a Training Officer was that my MOS in the Army was Training. I pursued it on my own due to the opportunities I thought existed, and it proved out that way. I was given seven schools to supervise.

I had been on this assignment less than six months when I was encouraged to go into the school business on my own, which I did, in Newark, New Jersey. The corporation was formed in November 1946. Our first class was held in March 1947. We started with an Air Conditioning/Refrigeration course. Within a year we added an Oil Burner course, and within another six months, an Automotive course.

We started a traveling school working for the automotive trade, training mechanics on automatic transmissions which were comparatively new at that time. We had 14 instructors on the road over the entire country, also part of Canada and Hawaii. You'd find it hard to believe all the picturesque experiences we had. One instructor ran off with the wife of the Mayor of Louisville. Another arrived drunk in class on the day we were trying to impress the association we dealt with. These people were hired on condition they'd have only two weeks off per year at home; they were on the road constantly, and sometimes they ran off it. The result was we hired "kooks", not realizing at the time the number of people willing to be away from their wives and families. (We had all kinds of larceny committed.) At least this experience gave us a feel for the opportunities that existed elsewhere in the school field.



We opened our first branch in Washington in 1960; three months later Baltimore, then Indianapolis. Then we got into franchising. We had seven franchise automotive schools including Dallas, Denver, Des Moines. We became disenchanted with franchising because it took people about two years to really learn the business, and when they did they thought they didn't need us anymore. And we had no way to maintain a hold on them -- they owned their equipment and leased the space.

We got out of franchising. We sold the Denver and Detroit schools to the franchisees. We became involved in 1969 with the Ryder Company, selling the five schools we then had and the franchises to Ryder. Ryder bought out the franchisee in several of the schools -- Dallas, Des Moines -- and became part of the Lincoln Tech System owned by Ryder.

At this point, I stayed on with them as manager. Within about two months after this, Mike Freedland also sold his schools to Ryder. In 1973, Ryder got into problems because of the oil crisis and their dependency on oil at the proper price. They were instructed by their Board to divest themselves of businesses not directly related to their truck leasing. In Fall of 1975 I acquired the schools from Ryder. Since then we've expanded, relocated schools in better facilities, and continued to grow. Lincoln now has eleven schools.

MICHAEL FREEDLAND: I got involved with the school business before WWII. I was then a social worker. We didn't make much money, \$1200 a year for being a case worker. A number of people working with me decided that maybe we should find a way to make extra funds -- maybe we should have a preparatory school to train young people going to college. So about ten people got together to organize a little school housed in the apartment of one of the people. We got started and printed catalogs. At that time there was no supervision; we didn't have to report to anybody about the activities. It was called the Emerson College; there already was an Emerson College although we didn't know about it.

When WWII broke out there was a commotion about the need for people with training. People who had training and were part of our faculty and organization either drifted off to other industries or went into the service. That was the end of the school. We avoided a lot of trouble. If we had carried on we might have been the target of a lawsuit.

Shortly thereafter I went into the service. Late in my career in the field artillery I was asked if I would be interested in being in the Information & Education department of my batallion. In that way I was able to learn a lot about the pending G.I. Bill and all the benefits that veterans were getting.

Upon my exit from the Army in early 1946 I had a bad case of malaria which wasn't detected until I came back to the States. I had to take things easy which meant that I had to get myself a government job. I found myself working for the Veterans Administration the same as Warren - which is an interesting parallel.

I was a Registration Officer; I had to talk to applicants who wanted training, tell them what the conditions of training were, how to declare themselves eligible, how to go to colleges and talk with students who were enrolled, how to fill out the applications, the paperwork and everything else. It was a tremendous exposure to the whole scene of veterans benefits.

While I was there I noticed that many schools were organizing and I became interested in them. I also noticed there were no schools offering opportunities in electronics in my community. I decided to try my hand as an entrepreneur.

I started the first radio/television technical school in Allentown, PA. We had the usual problems of development. Veterans Administration contacts were almost impossible, they had all kinds of stringent requirements. At several points I just felt like throwing up my hands. Especially when they had the "freeze" in 1947-48 and weren't paying the schools unless you justified every nickel and dime you spent. It was a very difficult period. We had to look for credit and had to really strap ourselves. I personally wasn't able to draw any income at all. I took myself off the payroll in order to keep the school going. I found another job, and opportunities to make extra money, so I could keep the school going. For about four years that's the only way we were able to weather the storm. Those were really hard times.

Then came the turn-around. And I found myself getting more ambitious. I opened four more schools in the Philadelphia/New Jersey area where I resided, for a total of five schools. We started to move forward. Ryder asked Warren if he knew of any school he could recommend as they wanted the best possible school system they could get. Warren made the mistake of mentioning my name and Ryder approached me to ask if I wanted to "join the club." The truth came out too late; they were trapped, they had me.

I stayed with Ryder until 1974-75. Then I took a leave of absence, serving NATTS and remaining active in volunteer work for the public school system in Philadelphia and various advisory councils. I wanted to contribute something to young people. After about a year and a half, in 1976, I got a call from a "Mom & Pop" operator. She asked me if I knew of anyone interested in purchasing a printing school. They were having great difficulty running the school. I asked them to tell me more about it. I found myself being attached to this school, and in a matter of two-three weeks I took over the school. Here we are. We started with a population of about 23 students when I took over, and now we're close to 300 students.

#### WHAT WAS THE SCHOOL CLIMATE IN THE 1950'S?

FREEDLAND: We were generally viewed as at the bottom; as being personae non grata to be regarded with suspicion.

DAVIES: We were generally not accepted at all by people in public education.

One mistake I made was leaning too heavily on what gave us our start, the G.I. Bill. We had made no provision. When the 346 was winding up, all of a sudden

we had no students. We had no field representatives. We'd just opened the door, run some ads and waited for people to come in.

This necessitated getting out and finding the business, which we did by setting up Career Days at high schools, making ourselves known to the high school market, and really starting a P.R. campaign.

FREEDLAND: There was a tendency to question schools getting federal money. Stories abounded of people who abused government funding. That of course was exaggerated, but the feeling about our schools was, in a sense, "Prove that you're not a thief". We walked with our heads down low. We probably would have felt better, when people asked us what we did for a living, if we'd said we were "pimps" rather than saying we were school administrators. I'm being facetious of course. But saying something like this would almost have made us more respectable in the eyes of the general public.

Then the whole nature of recruiting changed. It had been all rather passive while the GI Bill was here.

#### WHEN DID THE G.I. BILL WIND DOWN?

FREEDLAND: Its importance dipped around late 1947. The Korean War, 1950-52, jacked it up again. We went with the GI Bill right up to the end of the 50's and into the 60's. When we first met and talked about NATTS we were still involved with the GI Bill to a large extent. It is still in existence.

DAVIES: In the early days most states had no legislation regulating our type of school. Because of the GI Bill a lot of people got into the school business overnight with no intention of staying, but rather of skimming it clean and getting out. This is what bothered me more than anything else because we were put in the same classification: "You're a private school and a rip-off operation!" That's why I wanted to get some sort of legislation or accreditation going - so we could weed out these "fly-by-night" operations that were giving us a bad reputation.

FREEDLAND: We were interested in credibility. Then I received a letter from Illeanne Littrell, saying our schools ought to get together and exchange ideas. Warren picked it up and really "ran with the ball." He was the one to really put the cement together on this.

YOUR SENSE OF BEING TREATED AS "SECOND-CLASS CITIZENS"...COULDN'T THIS ALSO BE ATTRIBUTED TO THE FACT THAT YOU TRAINED BLUE-COLLAR WORKERS, AS OPPOSED TO THE COLLEGE TYPE?

FREEDLAND: Yes, that's right.

DAVIES: A lot of it stemmed from the attitude of parents towards public vocational schools. For many years, mostly in large cities I guess, the public vocational schools were considered to be some sort of penal institution. 'If you can't cut it in high school, then we'll send you to vocational school.' 'You're the bottom of the barrel.'

FREEDLAND: 'You'll never make the grade.' 'You'll always be a guy that works with his hands.'

DAVIES: 'If you can't be anything else, you can always get a vocational education.'

YOU WERE VIEWED AS POTENTIALLY A RIP-OFF OPERATION, AND YOU WERE THE BOTTOM OF THE BARREL IN EDUCATION. THIS WAS A POPULAR VIEW OF YOUR INDUSTRY AS A WHOLE, CORRECT?

DAVIES & FREEDLAND: Yes.

AND HOW DID THE PRIVATE BUSINESS SCHOOLS VIEW TRADE SCHOOLS DURING THE '50'S?

FREEDLAND: They looked down their nose at us. They fancied themselves as being in higher education because many of the business schools were not denied the use of the title "college." In point of fact, at that time there wasn't any rule about how the school was to be identified. Later, state regulations restricted the use of "college" or "institute."

In the 40's and 50's, just the use of the name "college" made them think they were indeed a college and they disdained us.

THERE WAS A GRASS-ROOTS FEELING AMONG TRADE SCHOOL PEOPLE OF WANTING TO ORGANIZE?

DAVIES: Illeana Littrell ran a fairly viable automotive school down in Kansas City called U.S. Trade Schools. She sent out a public letter suggesting that we get together because we were being left out of a lot of things. Much legislation for financial aid was then coming into being.

We all responded, saying we were very interested. Some time passed. One day I got a call from Howard Mitnick. He ran a heavy-equipment school in Pennsylvania. He said he had been in Philadelphia at a rehabilitation convention and had been talking to the gentleman in the booth next to him, who turned out to be one Gilbert Shaw, from Charlotte, North Carolina, who



had the same type of school. They couldn't stop talking about the need for a school association. They called me asking if I would come down to talk to them.

I got on a train and went down to talk to them that day. We had one or two dinner meetings in New York after that, with another gentleman from Miami joining us. They encouraged the formation of this thing. Mike got into this very early in the game, although I'm not sure of the time frame of this.

We had some informal talks in Chicago about how this thing should be brought about, with a fellow at Greer Technical Institute by the name of Keith Hutchinson, who ran the school, and a man from public education who worked for Greer by the name of Harshbarger.

We put together our preliminary thoughts on organization and set a date to meet in March 1965. We invited about 80 schools to attend the first meeting to discuss the possibility of an organization. We had a good turnout.

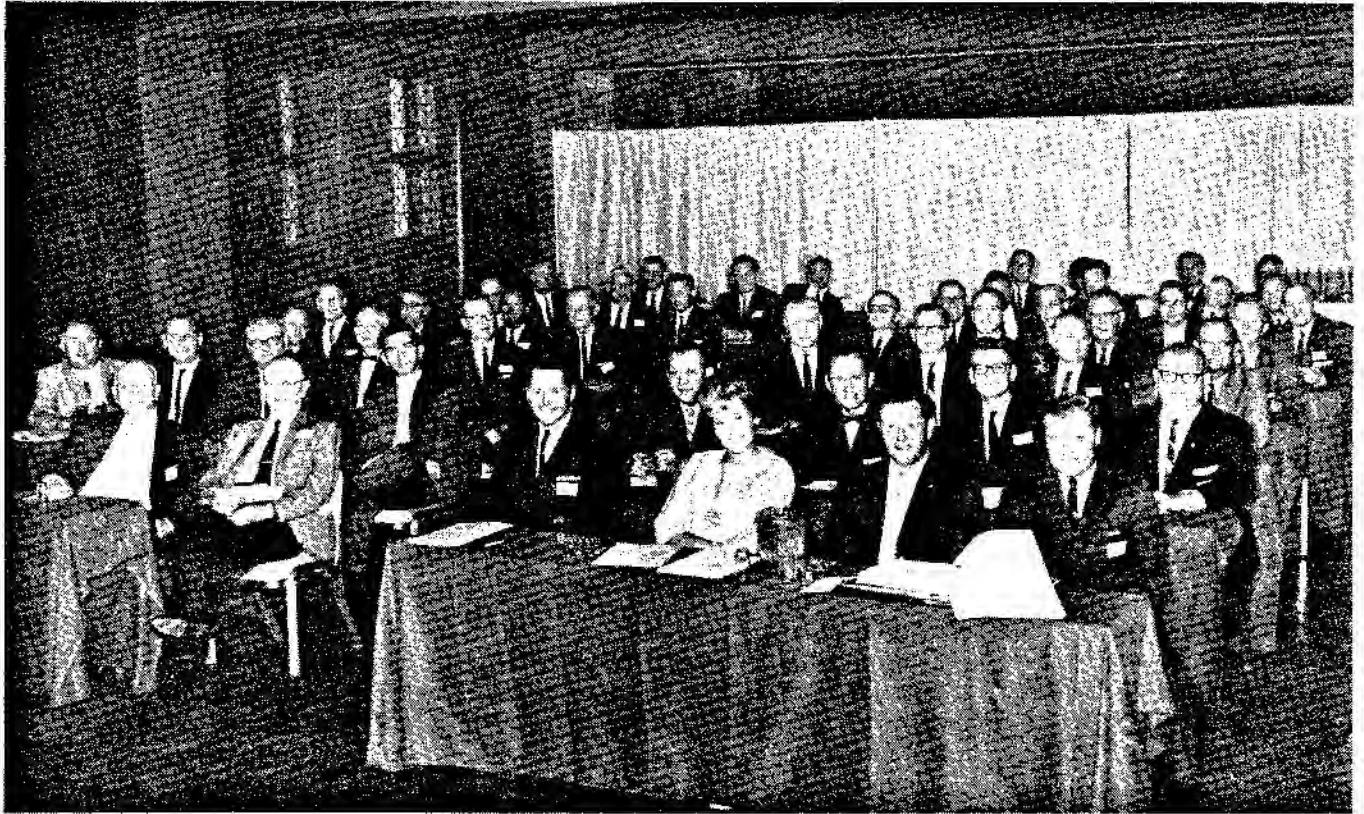
FREEDLAND: One of the big problems we kicked around at the meeting was how we would finance such an organization. Everybody was a little timid about putting up money and then having the whole thing just fall apart. H. O. Balls spoke up. (See Appendix - Ed.)

H. O. Balls, a very old man at that time, was very well known in our industry as one of the "originators" of career education. He was very dynamic and well respected. He got up and made an impassioned plea for support -- we needed money if we were to continue, we had to have mailing, we had to hire an attorney, we had to hire some personnel to do the leg work, etc. He said he was going to get the ball rolling and pledged x amount of dollars. Shortly thereafter, those of us encouraged by the prospects we had already seen also contributed. \$100 is what they wanted, and that day we collected a lot of \$100 bills.

We started an account. We set up temporary officers to get the thing going. Warren was nominated to be the first Chairman Protem. Balls was the Chairman of the Nominating Committee. He took it on himself to make sure that everyone was honest.

Balls gave everyone an honesty test. I remember very clearly that my name was suggested for the first Board of Directors and H. O. said to me, "I don't know you. But some of the people said they think you're a pretty honest guy." I just said, "Well, I hope so." There seemed to be some doubt in their minds, and I wasn't sure just how to take that. And then H. O. said, "Well, we're going to take a chance and nominate you to the Board of Directors." And I said, "Fine. I'm very interested in what's going on here and I'm complimented." That's the way I got the nomination.

That was the way Balls talked to everybody. He was a very blunt old guy. He just said what he thought, you knew where you stood with him. After that, I got to know him very well and came to be friendly with him. He served on the first accrediting commission. I served with him, it was a real honor and an experience I will never forget.



Participants at NATTS formal organizational meeting,  
June 17-18, 1965.

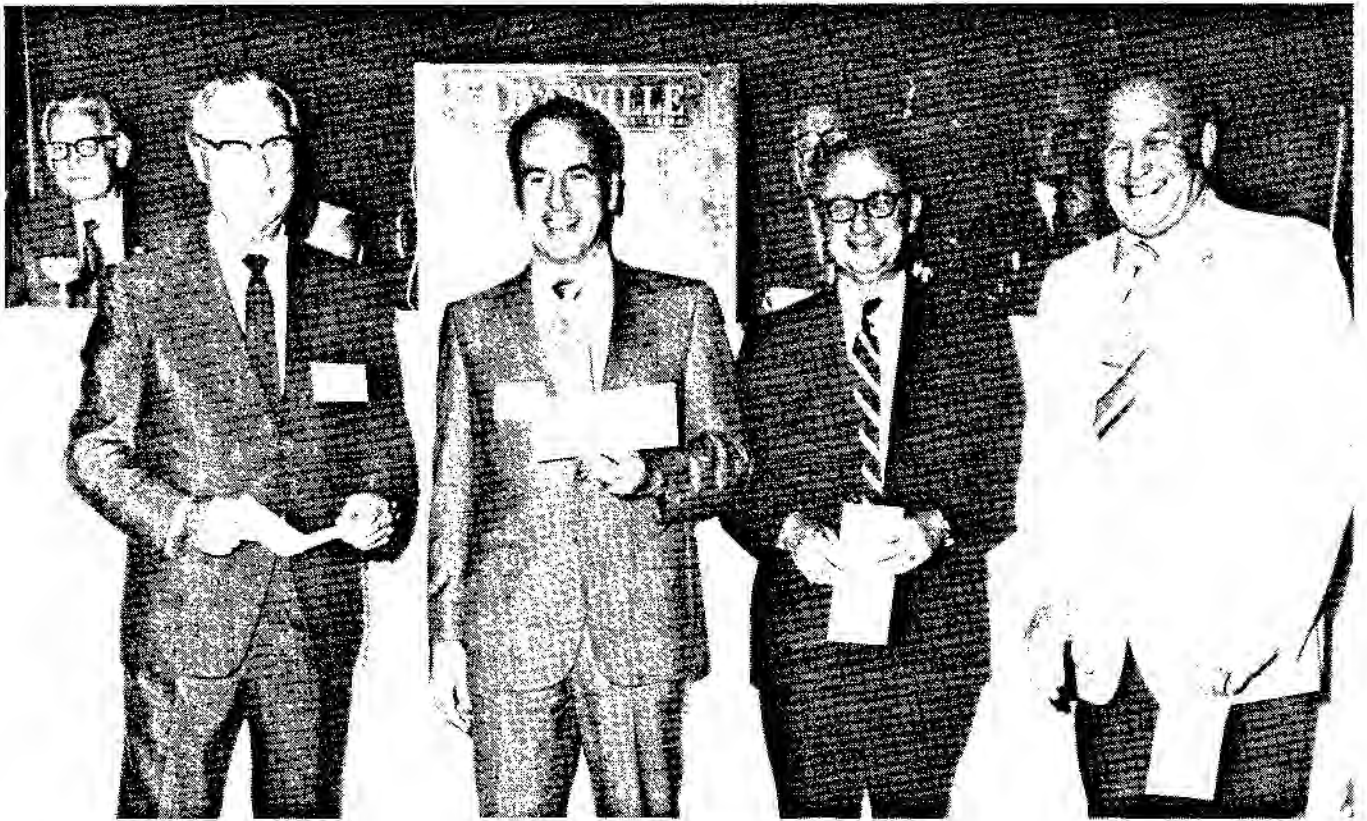


H.O. BALLS,  
extraordinary "patriarch" at the founding of NATTS.

Determined as a boy to get a practical education, he borrowed \$5 to travel into Nashville, where he signed up for a business college. His note of obligation he took around to several businessmen whom he had never before met; they endorsed his note, whereupon Balls went to the bank, obtained a loan, and paid his tuition with cash.

He graduated, taught, and was a bookkeeper. About 1918 he launched a women-only business college, and within months, an auto mechanics school. (He didn't really believe women should work outside of the home, and he never learned to drive a car.)

Balls heroically kept the automotive school open during the Depression; fought the Veterans Administration successfully, borrowing \$1 million to do so; fielded a world-class women's basketball team at the business school; and drew students to the automotive school from every state and 43 foreign countries.



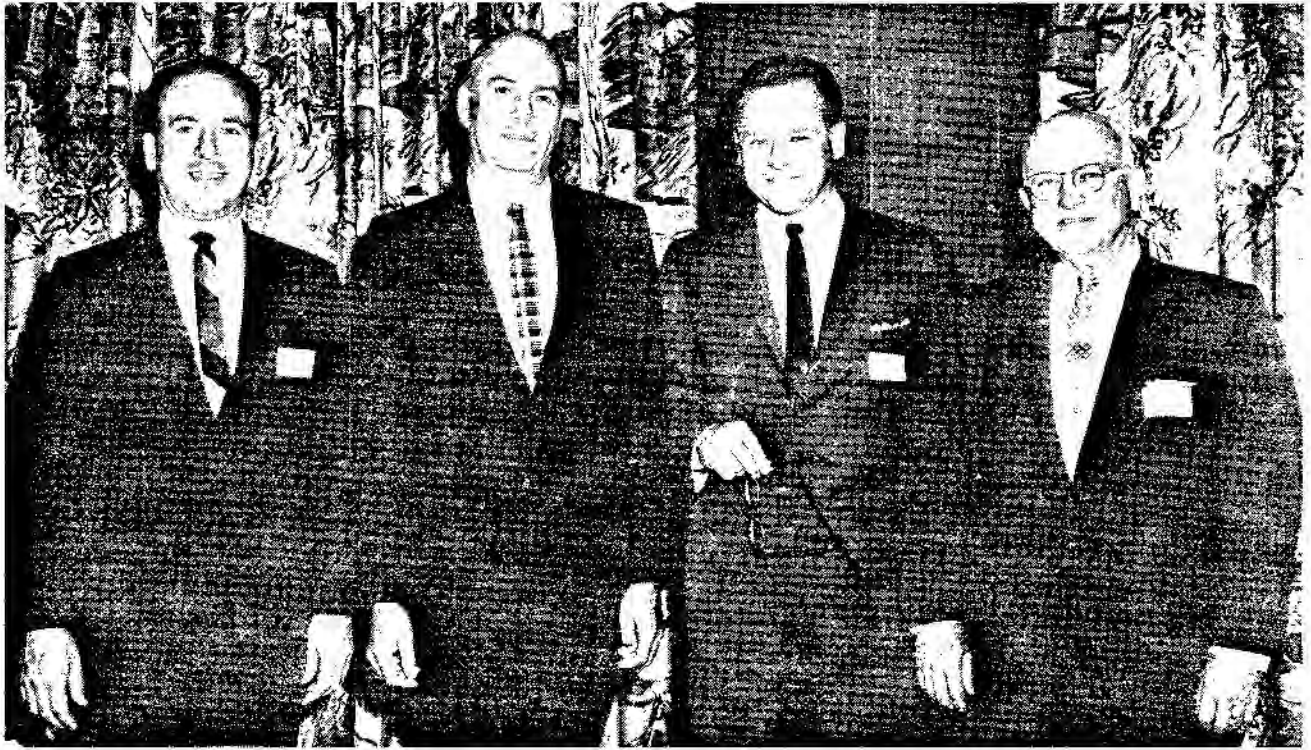
**THE DONORS GIVE AGAIN.**

Balls persuaded several NATTS founders to voluntarily give "double dues" at 1965 Convention. At Miami meet, their overpayments were returned, and these four generously again donated the "double dues" to NATTS.

*L to R, standing, they are —*

E. L. Koeneman, Louis Dimasi, Michael Freedland, and Gilbert Shaw's admissions director.  
(Faintly seen to Freedland's right is then-Congressman Gerald Ford.)





**NATTS OFFICERS — 1965**

*Left to right:* Louis Dimasi, *Secretary*; J. Warren Davies, *President*; Bennett W. Cooke, Jr., *Vice-President*; and Gilbert Shaw, *Treasurer*



**NATTS BOARD OF DIRECTORS — 1965**

*First Row (left to right):*

Leo Kogan, William Goddard, Noel Adams, and Harry Dickerson

*Second Row (left to right):*

Julian Gouse, Michael Freedland, John Galen, Carter Elliott, and W. B. Weddington

IN THE FIRST FEW YEARS, WHAT WERE SOME OF THE ISSUES THAT HAD TO BE THRASHED OUT?

DAVIES: One of the first things was accreditation. And to encourage state associations. And beyond that, to help states to write their regulations to license schools. Because when the regulations had come into being, they were horrendous. So we gained the services of Bernie Ehrlich. He wrote the model bill which we did our best to promote.

FREEDLAND: His model bill was adopted by many states, starting with Pennsylvania. Its principal elements are still generally accepted, and it all came about because of our efforts, our endorsing of the bill. It amounted to self-regulation, in the sense that "We think we can do a better job of serving the students who go to our schools if we have guidelines of what can be done and what shouldn't be done."

DAVIES: We also aimed to develop a code of ethics for our schools. A lot of people, just through sheer ignorance, made some horrendous mistakes in advertising, sales techniques, refund policy -- questions that had never been resolved before. This was intended to rein them in and make them fly right.

IT MUST HAVE BEEN A STRUGGLE SETTING UP THE ACCREDITATION.

DAVIES: We had excellent help with this. Our first Executive Director, Homer Kempfer, had been Executive Director for the National Home Study Council. He was very familiar with the accreditation set-up they had. We hired him on a part-time basis. He was a very frugal type guy. At our first big convention in Chicago, we had reservations at a very prominent hotel in the city. He attended as part of the program and I said something to him like, "How's your room here?" but he wasn't staying at the hotel. He was at the YMCA, because he felt the association couldn't afford to squander money that way.

Homer was an educator. He had good contacts with the Department of Education and was able to get support there. He was with us for only a year. It soon became evident that we needed someone who could devote full time to it. We interviewed several people, one of whom was Bill Goddard, who was at that time running Massey Technical Institute in Jacksonville, Florida. Just from the telephone conversations we had with him, it was evident that he could do a fine job for us.

WHY DID YOU DECIDE TO HIRE AS YOUR NEXT EXECUTIVE DIRECTOR A SCHOOL PERSON - AS OPPOSED TO AN ASSOCIATION OR ACADEMIC PERSON?

FREEDLAND: We didn't know any better, fortunately! We were considering only three people. All three were from a school-people background. I was on the

committee that helped select Bill. There was at first a difference of opinion about who had the right qualities. One of the qualifications that they thought Bill didn't have was the requisite educational background. He didn't have his doctorate. He wasn't a college graduate and didn't have the "formal" background. Yet he was far above the other two candidates, who had college degrees and had done some graduate work.

It was our feeling that we were past that stage. We didn't need somebody who represented us with credentials. Homer Kempfer was the one who got the accreditation off the ground, and Bill was effective in other areas that Homer wasn't really strong in. We realized that Bill knew the business well and he was a good resource for answering questions.

DAVIES: He was also very low-key. We were not looking for a lot of publicity or political activity. I'm not exactly sure why we thought so at that time, but we were fortunate in thinking that Bill could do the job. He has accomplished many, many things in his role as executive director, but on a very low-key basis. Not "rolling up his sleeves and wanting to fight," but having the approach of "We want to help" with legislators. That has been most effective. I contrast that with an attorney who was with our rival association at one time, whose philosophy was just the opposite: "We've got to get in and fight these characters."

YOU HAD SOME VERY STRONG INDIVIDUALS SITTING AROUND THE TABLES IN 1965-66 CREATING THIS ORGANIZATION. GETTING COMMON DIRECTION MUST HAVE TAKEN A LOT OF TIME.

DAVIES: My attitude when I went into this thing was: "Goddammit, this association is needed desperately and we're going to have it."

As a matter of fact, at the second meeting we had about 80 people present and we all made our pitches and speeches for the association. I made the great declaration that, "By four o'clock today we'll have an association. It may be four members, it may be 40 members, but we will have an association!"

That's where this \$100 bill came up. "To get us started, we want everyone to pledge \$100." In announcing that we were going to hold this meeting, we said we would not ask for money. And then at the second meeting, we didn't ask for money; we asked for pledges.

FREEDLAND: About eight years later the Association voted to give back the money that was "loaned" to the Association. I voluntarily said, "Let the money sit, I don't want it." Several other people then said the same thing. They held a special recognition of the people who "donated" the money.

I think most of us were principled in our approach to standards and what we thought the association should be. It wasn't going to be a self-serving



kind of association; rather, one that would help our industry and the students. There were some who saw this whole thing as a way of getting on the bandwagon. But people who thought of this simply as a way of making money dropped out; evidently they felt that they couldn't stand the scrutiny. Especially when we talked about what's involved in accreditation. We had a dropout of several individuals who couldn't hack it.

IS IT TRUE THAT ON THE FIRST ROUND OF ACCREDITATION, ONLY TWO OF THE BOARD-MEMBER SCHOOLS GOT ACCREDITED?

FREEDLAND: We all applied for accreditation at the first meeting. And I thought, Well, I'm one of the principals in accreditation. And then I got notice that my school was not worthy of accreditation!

Twelve of us board members didn't get accredited -- I was one of them -- and I remember sitting around on the evening before one of our meetings and saying, "Well, I'm gonna drop out. This is not for me. Those guys are.... #c\$#&#&\$&\$&\$%#&!!!!" Oh, I was furious!

We all got onto Bill Goddard. We asked him what happened and what was going on. Bill tried to placate us, as only Bill can do. He said this was a challenge. He took out all the positives and told us this was great. In retrospect, I think that was the best thing that ever happened.

I started to realize how serious a matter accreditation was. The Accreditation Commission wanted to make sure this was not going to be an easy thing. And they were particularly harder, I think, on the people who were the directors of the Association than on those who were non-officers and non-directors.

DAVIES: There was another factor in the early days that must be mentioned. Most schools were suspicious of other schools. We'd have a meeting, and they'd want to know how you did this, that, etc.; but they wouldn't tell you how they did it. One of the many major things that the Association brought about is the ability to communicate that we now have. People now give full disclosures to the competition. Nothing's a secret. Just ask and you shall be answered.

FREEDLAND: I think that's the most important thing that came out of our organization of NATTS, this liberal attitude towards telling others, "Here's the way we do it." If another school would adopt your plan, you'd feel it's a great compliment because they're doing what you're doing.

IN CREATING NATTS, YOU DIDN'T SHARPLY SEPARATE THE TRADE FUNCTION FROM THE ACCREDITATION FUNCTION. AT LEAST, PERSONNEL-WISE, THEY'RE PRETTY MUCH THE SAME; GODDARD IS COMMON TO BOTH ORGANIZATIONS.

DAVIES: That's true. He was Secretary to both. Legally, the two bodies have to be separate. In other words, the association has no authority over the accrediting commission. They operate independently.

FREEDLAND: Several times the government organization that oversees accreditation questioned that. They wanted to know. But Bill was able to manage to do both of the functions and do them independently. He'd put on different "hats" when he served different purposes and no one, to my knowledge, has cast any aspersion towards Bill of not being idealistic or not doing it according to the "rules of the game". Secondly, it was a matter of economics that we didn't have to pay two salaries, or three salaries, or five salaries to the group in accrediting and those in association. Those people who were examining our association and accreditation recognized Bill's effectiveness and they just said, "Okay, continue on."

HOW LONG DID IT TAKE BEFORE THE ASSOCIATION GAINED RECOGNITION?  
ONCE YOU CREATED IT?

DAVIES: That was about a two-year period, for federal government.

FREEDLAND: Universally, I think that with the advent of accreditation we were looked upon differently. People started to realize that we meant business and we were there to service the students. We were not just there to see how much money we could shovel in.

The supportive legislation that would indirectly benefit us and more directly benefit the students -- the G.I. Bill, Student Loan Program, etc. -- began to come.

The monumental experience and task was the F.T.C. history. If the F.T.C. accusations had come into being when we had no organization, I don't think we'd be sitting here today. We had a very effective organization in dealing with the F.T.C., particularly with Bill and Bernie Ehrlich.

WHAT ABOUT THE ROLE OF CORPORATE SCHOOLS?

FREEDLAND: The corporate school era effectively started in 1967. I think that the large corporations getting interested in our schools contributed to our being accepted by society. When ITT has trade schools, General Electric, etc., then we must be pretty good. When they started to look at us and they accepted the schools as they were, I think the public started to recognize us as being something legitimate. Because "Big means Good" in the eyes of a large percentage of our population.

These corporations brought a whole systematized approach to education that we learned from them. They organized budgeting, for example, and all the things that were specific and they knew for many years, and we adopted this and it became really an advantage to us.



DAVIES: For instance, when Ryder bought me out, I was told that I had to get a controller for the school division. Well, I had a guy that had been with me since a year after I started that I called a controller. But I only gave him that title, rather than more money. I never really knew what a controller was; I've since learned. So, after stalling them off for month after month, I finally had to give in and hire a controller. We had our accounting firm interview a number of people; they picked three and I picked the final guy.

That's one of the best things that ever happened to me as far as efficient operation of a school is concerned and me learning what a controller was. This guy is into everything and very constructively -- every facet of business -- budgets, projections, you name it. I would never of had that kind of talent on board, if it had been up to me as my thinking was structured at that time.

At the point when major corporations suddenly developed an interest in us all kinds of government money was apparently going into vocational education. Because the war business had diminished considerably, it's my thought that these companies felt, "Here's the next big bonanza" - "All these federal funds for education." It hasn't quite proved out that way, at least not direct funding of schools.

#### THERE WAS A NEGATIVE ASPECT OF THE CORPORATE INVOLVEMENT?

FREEDLAND: They thought the best way to run the school operation was to bring in someone from Harvard with an MBA -- a young fella who knows all the answers. That was certainly the big mistake that they made. Many of the schools that didn't survive, didn't because of that. Young fellas who come in, properly trained academically, often don't have a handle on our type of training.

DAVIES: It's mostly knowing how to deal with people.

FREEDLAND: Our secret has been that. It's mostly a "Mom & Pop" operation, generally local, and you can't do it by remote control from the central office too much. A certain amount you can do. But locally there has to be that feeling of a close relationship.

DAVIES: The thing that aggravated me with Ryder was their attitude that a manager is a manager is a manager -- it's the same guy whether he's a school director, or he runs a truck stop, or he runs a Ryder service facility. It's not that way with us.

FREEDLAND: We did get people who ran truck facilities who came into the school and thought they would just transfer their ability to manage into a school without really knowing what a school is all about. They failed miserably and it was very, very expensive for Ryder.

THERE WAS ALSO A GREAT DEAL OF PRESSURE TO KEEP A HEALTHY BOTTOM LINE?

DAVIES: It required much more attention under Ryder than it ever did among individual operators. Individually, we were really oriented towards doing a good job. We had to face the public. We had to be out there. But corporate wanted to see the dollars.

FREEDLAND: We had to face the kids everyday. They didn't, they were sitting in Miami.

TO WHAT EXTENT MIGHT THE CORPORATE INVOLVEMENT HAVE REALLY INVITED THE F.T.C. IN?

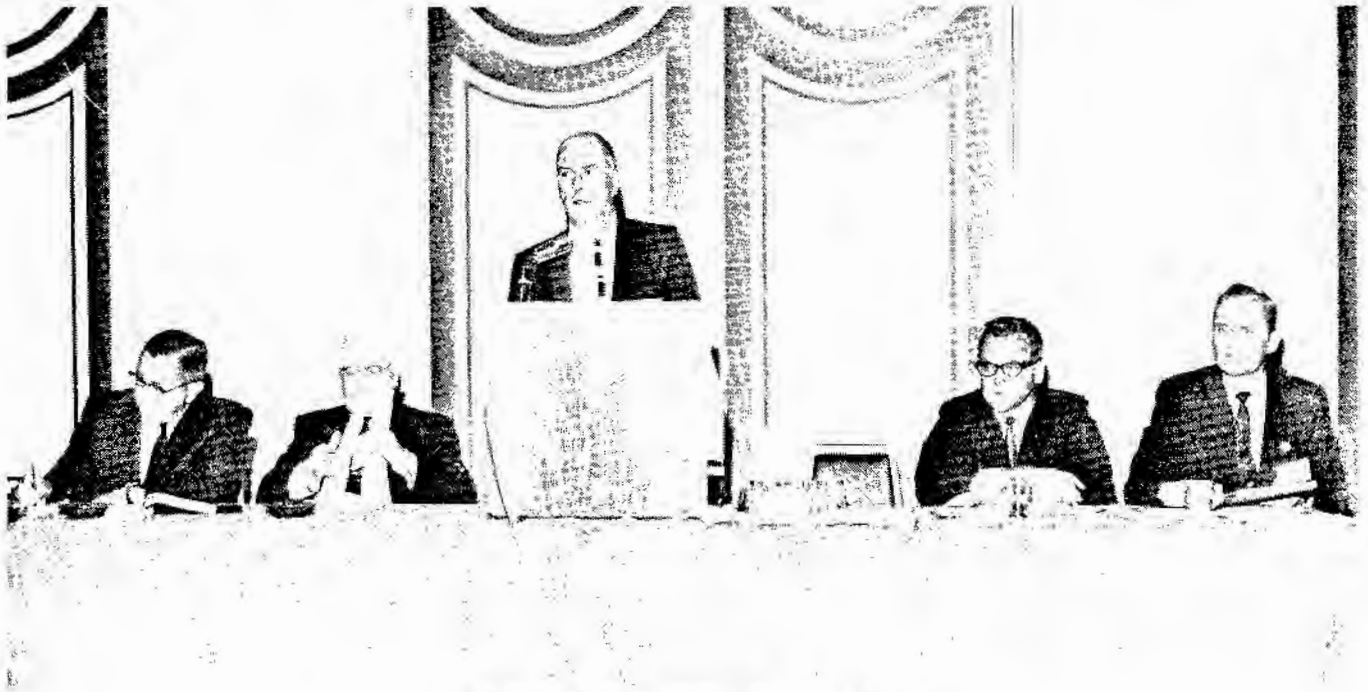
FREEDLAND: Some of the large corporations were much too energetic in their desire to fill up the seats and they started to hire outside salesmen in all states and they got carried away. Ethics became secondary considerations. High pressure and recruitment were the number one concern. They were bringing in students, promising the "blue sky" stuff, and that was the cause of a lot of problems. These same students started complaining to the local authorities, and the F.T.C., and then it was generally thought that all of the schools were the same. "This is the way they get students. They misrepresent, they say the wrong things."

DAVIES: Typical of one group was their technique of having a salesman who would walk into the high school, ask to see the principal, and tell him that they just wanted to spend a half an hour or so with a couple of classes and talk about the opportunities that, in this case, happened to be in the electronics field. So the school principal would get a group together and sit them down, and the man would come in to talk about electronics and to also talk about this remarkable school, the best in the world, etc., etc. Up to this point, that's not too bad.

Then, that night, the parent of a kid would get a phone call from one of these people saying, "Johnny was in the audience today when I spoke about the electronics industry. It's a tremendous field and his principal has recommended your boy for this type of a career." Well, right away, the parent thinks that's an endorsement. The next thing you know, they learn the truth and they're on the phone raising hell with the school administration, the Department of Education, etc.

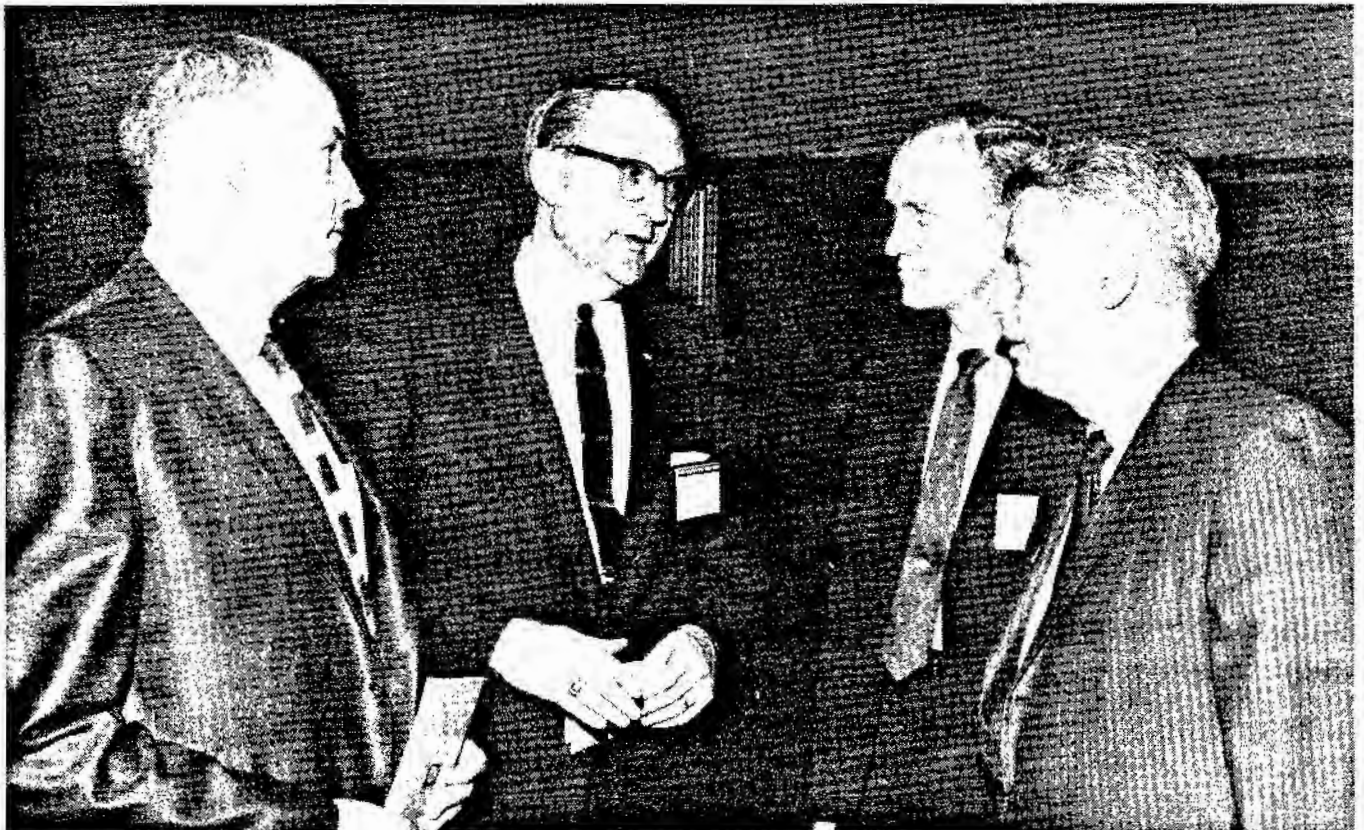
The next thing that happens is the doors start slamming in our faces; because "One school's action is the same as another." Misrepresentation on this level caused a lot of problems.

Another very bad thing that blossomed at that time was the punitive refund policy. A student would pay full tuition no later than the starting date, and if he dropped out -- "Tough, kid. We own your money."



**NATTS OFFICERS — 1967  
Cleveland Convention**

*Left to right:* Robert Nauth, Gilbert Shaw, J. Warren Davies, Bennett W. Cooke, Jr.,  
and William Goddard.



**JUNE 1967 NATTS MEETING**

*Left to right:* J. Warren Davies, Charles Feistkorn, William Goddard,  
and Bernie Ehrlich.





**OFFICERS AND PARTICIPANTS  
AT THE 1971 NATTS CONVENTION IN MINNEAPOLIS**

*Front Row (left to right):*

William Goddard, Leo Kogan, Clifford Larson, Joe DiLiberto, and Joe Belliotti

*Back Row (left to right):*

Phil Taylor, Bob Sediak, Noel Adams, Charles Feistkorn, Charles Jansen, and John Benanti



Early NATTS Public Relations efforts.  
Senator Wayne Morris, 1967 Convention speaker, is interviewed by local Cleveland media.

ONE FREQUENTLY MENTIONED CRITICISM OF NATTS, INCLUDING BY SOME OF ITS MEMBERS, CONCERNS DEMOCRATIC ELECTORAL PROCEDURE: NATTS OFFERS ONLY ONE SLATE OF OFFICERS. COMMENT?

DAVIES: The Nominating Committee members are charged with the responsibility of obtaining any input they can, then of coming up with who they recommend should run for President, Vice-President, Secretary, Treasurer, etc. But also we encourage nominations from the floor. The information on who are the nominees picked by the Nominating Committee goes out thirty days before the annual meeting, and at that time, people are encouraged to recommend other people. But there's no way that I know of that a nominating group can come up with two sets of nominees.

FREEDLAND: I think this is a universal problem with organizations generally. The officers and membership of NATTS in their wisdom thought that the former officers or former presidents would probably have a better idea of who the potential leaders are. They've been exposed to the membership and to the activities of the committees and all the other functions. When they designated the last five presidents as the nomination committee, they felt that was as close as they could get to the membership. The nomination committee are not outsiders. They are the people who have the interests of NATTS at heart, people who have proven themselves to be dedicated, and they have no agenda to bring in anything that's foreign or would be contrary to the membership's desires.

DAVIES: I think that where these people come from who become officers, are people who have agreed to be on committees and really work. That's the only way you can tell who you want to be officers - the guys that have done an outstanding job in committee. The people that usually complain about this method are people who sit back and never do a darn thing.

FREEDLAND: There was only once that the question arose at a meeting, where somebody who really was on an ego trip and wanted to be on the Board of Directors started a campaign and spent quite a bit of money to get himself nominated. Of course, that's contrary to what we've ever experienced in NATTS. And it didn't work out. I think the guy got all of eight votes, and each vote must have cost him a few hundred dollars.

Generally, I think there's a pretty good feeling in NATTS and there's confidence in the officers. There are criticisms such as, "Why did he say this," and "Why didn't he do such a thing..." As long as things are going along well, we're not being attacked, there's prosperity in the field, and we're doing a reasonably good job, I think that the officers are accepted by NATTS members.

WHAT HAVE BEEN THE MAJOR ACHIEVEMENTS OF NATTS IN THE FIRST 18 YEARS?

DAVIES: I think a major achievement, just where it ranks I'm not sure, is to develop a proper stature of vocational education in the minds of parents and employers. The attitude that it's not a disgrace if you don't go to college.

Example: the parents that come in to automotive school with their kid. They are very reluctantly there and they plan that they're going to make sure that their child changes his mind; he's going to go to college. That's the only thing that counts and carries a big price tag in return for learning, etc. Then they go through the school, meet people, talk with the students who are in school, and their attitude changes considerably.

Of course, there's been all kinds of publicity the past few years, in the Sylvia Porter column and other columns, about the fact that parents should not feel disappointed if their child chooses not to go to college. NATTS does a lot of it. We, in our own advertising, have said things like, "You don't have to go to college," "You don't have to spend four years in college to be successful". I do think that's getting a bit antagonistic towards the competition.

WHAT DO YOU THINK HAVE BEEN BILL GODDARD'S MAJOR ACHIEVEMENTS?

FREEDLAND: He developed the accreditation process with very few flaws that are apparent. He did an excellent job of it. He also was an image-maker for NATTS with the post-secondary community. We were accepted to a large extent because of Bill's visibility and his ability to project what we were and what we are. We are recognized now, much more than five to ten years ago.

Bill's ability to carry out the mandates that NATTS members wanted was also an asset. More important than that, Bill was available for any questions that any NATTS member had. There was an easy access to Bill. He would answer questions whether they were on recruiting, teaching, or demonstration of any kind at all. He researched and got the answers for the membership. I think that was probably one of his greatest assets for NATTS.

DAVIES: He demonstrated a remarkable ability to unify the diverse kinds of schools in the association and to weld them together with a common objective.

FREEDLAND: He also helped schools with problems extradite themselves from those problems. Every school develops a problem every once in a while. Bill was able to show them how they could become better schools.

WHAT DO YOU SEE AS THE FUTURE FOR YOUR SCHOOLS AND THE ASSOCIATION?

DAVIES: That's a controversial and a good question. About all I can say is, We read government statistics on declining high school population, which is probably our major source of business. But then, to offset that, there's a renewed interest in vocational education; and people who heretofore would have attended a 2-year community college or a 4-year college are now going to our type of school.

As far as the federal government goes, we don't know what is going to happen there. There may be a lot of business available there, there may be none. So, it's very difficult to say. We go on the assumption that things are going to continue at least as good as they are now, and hopefully better.

One of the most desperate needs that our individual schools have - and one that I think most schools have - is finding a source for qualified instructional personnel, management personnel, and sales personnel. We're looking for a director right now. No matter what avenue we pursue, be it headhunters or Wall Street Journal advertising, we're just not coming up with the people who have the kind of background we feel we need for our operation....

There's a lot of "theft" from one school to another. It happens too frequently. It's been done primarily by the big corporations, that were not loath to go out and grab people whom you've had for some time from under your noses.

FREEDLAND: That's right....

One of the things that Bill has contributed is getting the Foundation off the ground and organized.

#### HOW DID THE FOUNDATION IDEA COME ABOUT?

FREEDLAND: Well, originally, about ten years ago, Bill and I talked about it. I have a paper that I gave him some time ago about the Foundation....

#### THE SCHOOL BUSINESS HAS BEEN VERY GOOD TO BOTH OF YOU. IS IT POSSIBLE FOR A YOUNG MAN TO ENTER THE FIELD TODAY AND DO AS WELL?

DAVIES: Absolutely. But it would take, in today's world, a lot of money, which it didn't used to take to get started. I think that would be the greatest challenge. The next thing is to recruit competent personnel to help support it. And finally, a commitment to full attention to the individual student.



# NATTS

special issue



**William Goddard**  
*Retiring Executive Director*  
National Association of Trade and Technical Schools  
Washington, D.C.



## 17 Years of Leadership

An Interview With

William Goddard  
Retiring Executive Director  
National Association of Trade and Technical Schools  
Washington, D.C.

*"Run an association as a business and you  
will get the same results as a business."*

- Bill Goddard

YOUR PERSONAL BACKGROUND AND THAT OF THE ORGANIZATION SEEM TO  
EVINCE INTERESTING PARALLELS. YOU WERE A GOOD MATCH TO THE  
ORGANIZATION IN TERMS OF ATTITUDES IN YOUR OWN DEVELOPMENT AND  
THE TRENDS OF THE ORGANIZATION'S DEVELOPMENT.

In very narrow objectives probably. In thinking back, the only comparatives,  
from my point of view, point to the fact that you set objectives and you work  
towards achieving them.

LET'S LOOK AT YOUR PERIOD PRIOR TO GOING TO MASSEY.

You mean when I was a high school drop-out?

YES.

Okay - I dropped out of high school. Joined the Army, and transferred to  
the Air Force when the Air Force was created. I took the G.E.D. test, passed  
it. I learned how to study. I learned that I wasn't as dumb as I thought  
I was. And then I enrolled in a private business school under the G.I. Bill.

WEREN'T YOU EJECTED FROM THE SERVICE FOR BEING TOO YOUNG?

I wasn't thrown out. I got out voluntarily, but it was a minority discharge. I was too young to enlist and too young to register for the draft. But that was simply because I had quit school and run off to join. I was discharged as a sergeant.

THEN YOU WENT TO MASSEY?

Yes. It was the school my father had once attended. I was still too young to register for the draft, so I enrolled in school and attended there. And they couldn't find me a job, so they hired me.

WHAT DID YOU DO THERE INITIALLY?

Well, my first job was to direct a new program, a speedwriting school. We called it the Speedwriting Institute. We didn't connect it with the name Massey at first, though it was wholly owned by Massey. It was across the street and down the block, because we weren't so sure that it was on the up-and-up. Of course, it turned out to be so far superior to the shorthand system we were already teaching. The first year we integrated it into the secretarial programs at the school, and eventually got to where we would not accept a beginning student in Gregg Shorthand. If a student had not had first one year and later two years of Gregg we switched them to Speedwriting and saved them time in the course.

I was Director of the Speedwriting Institute - which meant I taught it, I enrolled the students, I placed the advertising, and so on. I remember I was glad that we had paper-tape recording machines (plastic tape wasn't invented yet), so that when the phone would ring I could turn on the tape recorder, and the students could take dictation, while I tried to schedule an appointment with the telephone prospect.

It was a one-person operation. Once we integrated into the school, the Massey operation, we allowed the Massey recruiters to enroll the students for it.

AT THAT POINT, YOU TOOK ON OTHER RESPONSIBILITIES AT MASSEY?

Yes. Shortly thereafter, the speedwriting became more than a one-person operation. It grew very, very rapidly. I became the Massey school bookkeeper,

and then the assistant manager, and then the manager. In 1951, I believe, I became the manager of the school. Shortly after that, I started buying stock in it. My employer was very generous in allowing me to buy into the company. I stayed with Massey for 17 years.

YOU WERE EFFECTIVELY THE SCHOOL MANAGER FOR MOST OF THOSE 17 YEARS?

Yes. I went through several different titles. I guess there wasn't a job there I didn't do at one time or another. I never thought of myself as an English teacher, but most every other subject we offered, I qualified myself to teach.

THERE WAS A POINT WHEN MASSEY GOT INTO TECHNICAL EDUCATION. WHEN DID THAT OCCUR?

In the early 1950's. We tried several ideas. We tried opening branches, and we tried correspondence education in accounting. We weren't really well qualified in those areas. Also, we found we were spending all our time traveling and not enough "running the store." We decided that doing local diversification would be a better answer.

Jacksonville previously had a radio and TV school which the owner closed during the waning days of the WWII G.I. Bill. We contacted him and bought the right to the name, and reopened the Radio and TV Repair School.

Very shortly thereafter we started talking about space programs. Florida was selected as the base for space exploration and we went from a radio and TV school into a very sophisticated industrial electronics program, communications electronics, and continued in what's now called consumer electronics (radio and TV).

YOU DID CORRESPONDENCE AS WELL AS RESIDENCE TRAINING?

Yes. By 1957, we had embarked on the writing of the world's newest electronics correspondence course. When I left Massey in 1966, we had 18,000 active correspondence students in electronics. We had 27,000 total students on the books. We had an accounting correspondence course as well as electronics and both were doing extremely well. As a matter of fact, it was by far the largest part of the operation. The business school was not growing nearly so fast, even though the combined business and technical student population at the resident school was 1100 students.

ANOTHER SIGNIFICANT DEVELOPMENT DURING YOUR TIME AT MASSEY WAS THAT YOU MET LOUISE. WOULD YOU TELL US ABOUT HER?

Louise enrolled in June 1954 as a student at Massey from Ocala. We were married in March 1955. We had a non-fraternization rule in our school, like most schools, where faculty cannot fraternize socially with the students. That just made it more interesting. We were able to keep our secret for six months or so after we started dating. From that time forward, Louise has been involved in the school activities.

WHAT DID SHE DO AT MASSEY?

A little bit of everything. She never was officially a worker, but she participated in virtually everything I did. She's really the power; I'm the front man, she pulls the strings.

YOU WERE ACTIVE IN COMMUNITY ACTIVITIES?

Not in the early days. As the school prospered and I saw broader horizons, I was able to get active in a number of civic, political, and religious activities. The Jacksonville Chamber of Commerce was one. I was active in recruiting new members; I participated in all the activities that this special committee ran, and this was where I met the real leaders of the community. Then I became an officer in the Chamber and that led to other civic obligations which I was happy to fulfill and always interested in. I was a member of the Jaycee's; that, to me, was like the Boy Scouts of previous years. I guess I served my time as a "do-gooder".

YOU WERE INVOLVED IN THE EARLY FORMATION OF NATTS. FROM YOUR PERSPECTIVE, WHAT WERE THE FORCES IN THE EARLY 60'S THAT CAUSED THE SCHOOLS TO WANT TO ORGANIZE?

Well, by this time we had accrediting in our business school organization, which was the predecessor group of AICS, and in our correspondence school organization, the National Home Study Council.

My personal goal was to achieve the same type of recognition for the activities of trade and technical schools. We had tried on several occasions prior to that time to get the business school organization to expand its scope, but the interest simply was not there.

There were about 20 of us in the business school association who had very active and fairly substantial activities in the trade school field; but we were getting static from the business school organization that in no way could we connect our business and trade school operations. It was almost as if they wanted us to wear black armbands when we represented our trade schools.

We were very concerned about this. We were separately incorporated in our trade schools. Not totally because of the business school organization; there were other reasons. But the business school organization did make it very clear to us that they would not tolerate any type of alliance between the trade school and the business school from their point of view. They didn't want their image tarnished by trade courses in business schools.

WERE YOU ACTIVE IN THE BUSINESS SCHOOL ASSOCIATION?

Yes. I went on accrediting visits. I was a member of the committee on standards and ethics. I also performed in these roles in the Home Study organization. What I remember best there was my role on the Home Study finance committee, but I certainly was concerned also with the business practices and ethical requirements. It was what bugged me the most about our whole industry. We were never criticized for the quality of education anywhere, but we were constantly criticized for business practices - some of it justified and, of course, some of it not.

DID CRITICISM TEND TO FOCUS ON REFUND POLICIES, AS IT HAS RECENTLY?

Well, in those days I don't recall many schools with anything but a "no-refund policy" - if you can call a refusal to make refunds a policy. There was a beginning trend visible -- some schools started charging very small registration fees, which is the same thing as collecting more and giving part of it back; others continued collecting large down payments and then refunding generous amounts.

In our school, we maintained the policy of no refunds for a very long time. However, the whole Massey organization from the 1890's had a principle that would help people to "bail out". They would enroll students under what they called "transferable scholarships". In other words, when a person enrolled in the school, they received a document called a transferable scholarship. If, for any reason, the person chose not to continue in the program, this entitled them to transfer that credit to someone else -- anyone else, whether it was in the same family or otherwise. Now, many schools had that policy where they could transfer that credit to any other family member. But, our organization was built on the concept that we don't want money for something we don't deliver. Sometimes, we would help a student find someone to



whom they could transfer the scholarship. In other cases, the ethics of the day were to let them find somebody to whom to transfer the scholarship. I would say in 75 percent of the cases, they were successful in finding someone.

I guess you could say that we had a fairly liberal policy considering the business practices of that day. Now, of course, I would consider even that policy to be too harsh.

#### AS TO THE FOUNDING OF NATTS?

The primary reason that caused my participation was the rejection by the business school association of any alliance with them.

The number two reason, from a personal viewpoint, was the fact that several different groups had started several times to get a body together and had failed.

I recall that Louis Dimasi had been involved with such an effort. I remember that J. Warren Davies had tried, and Leo Kogan had also been in on it. All of these were separate groups from ours; I had never met any one of these people until we got together for the NATTS meeting.

Three people, as I understand it, got together first -- Warren Davies, Gilbert Shaw, and Howard Mitnick from Pennsylvania, who was never active in NATTS.

APART FROM THE FACTOR OF RECOGNIZING THE TRADE SCHOOLS AND THE IMPORTANCE OF ENCOURAGING HIGH STANDARDS AND ETHICS, WASN'T THERE ALSO A CONCERN TO ESTABLISH ACCREDITATION SO THAT FEDERAL FUNDS COULD BE GAINED FOR STUDENT TUITIONS?

There really were no federal student loan funds at that point or by the first meeting of NATTS. At this point, I remember we were just talking about the possibility of what we were calling the Dent Bill. I know that NATTS was organized long before the Dent Bill passed Congress and was implemented.

I don't recall any other government programs - and even that one, no one knew for sure what it would come to. There was a feeling at some of those early meetings that if we didn't somehow limit it to some sort of accredited school, the whole program would flop because it would get the image of the WWII G.I. Bill. At that time, people remembered the problems of the WWII G.I. Bill rather than the benefits of it. Several Congressman recalled all the "scandals" involved with the G.I. Bill, when over 900 schools both public and private were under investigation. This caused us to be a bit afraid.



**1965 NATTS CHICAGO MEETING**

*Left to right:* Clifford Larson (Northwestern Electronics Institute),  
Dick Brown (Brown Institute), and William Goddard.



**1969 NATTS DALLAS CONVENTION**

GODDARD ELECTED DIRECTOR OF NATIONAL ASSOCIATION OF TRADE AND TECHNICAL SCHOOLS

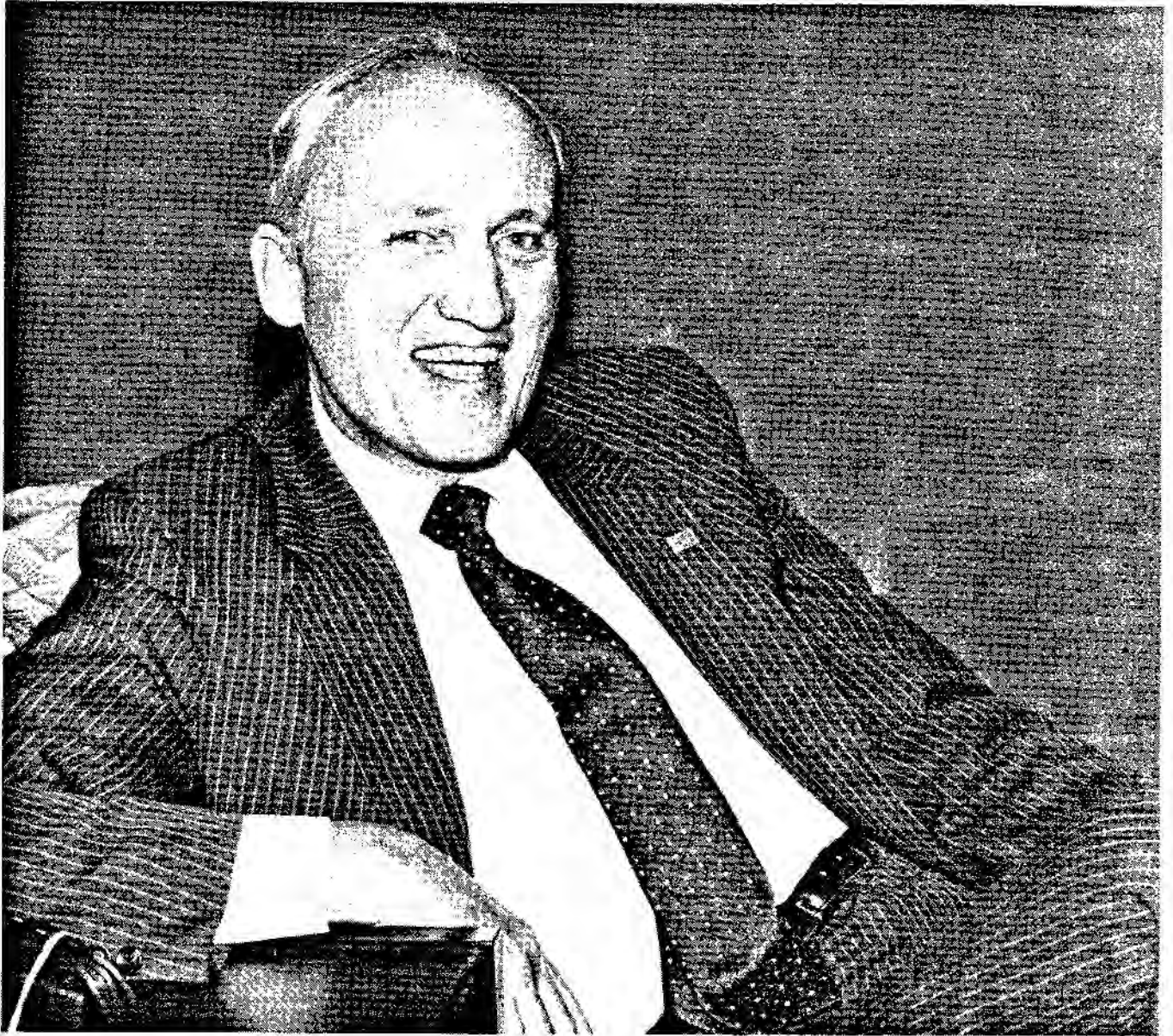


William Goddard, Vice-President of Massey Technical Institute of Jacksonville, Florida, has been selected as Executive Director of the National Association of Trade and Technical Schools with offices in Washington, D. C., and will take office in September.

Goddard has had 16 years of administrative and promotional experience in the Massey Technical Institute and the Massey Business College. He is serving his second term as president of the Florida State Association of Private Schools.

He has been active in regional and national private school associations for many years and has been involved in accrediting activities of the National Home Study Council and the Accrediting Commission for Business Schools. He has probably made more accreditation visits to private schools than any other person in the country.





1974  
NATTS  
ATLANTA  
CONVENTION



William Goddard looks over a few of the over two million requests for information the NATTS office receives yearly.

THERE WAS STILL NEGATIVE PUBLICITY FOR PRIVATE SCHOOLS AT THIS TIME?

Yes, it was still continuing. As I remember, there was a peak of negative publicity in the mid-30's which lasted for several years. It peaked again in the waning days of the WWII G.I. Bill. We were still going through some of it when NATTS was formed. Countering it could have been a high objective for some of our people. Frankly, I don't remember it being one of mine. I didn't consider it a problem, and never had considered it a problem. It certainly never interfered with our school.

HOW DID YOU ACTUALLY PARTICIPATE IN THE FOUNDING MEETING?

I sent Alvin Kaplan as a representative of Massey to the first meeting. I did not attend it; it was actually a pre-meeting before we had the first NATTS convention; but I believe I was present at all subsequent meetings.

At the first convention, I did represent Massey. I was elected to the first Board of Directors. About a year or so later, I became an officer; I believe I was elected Secretary of NATTS. A very, very short time later, about a month or two, I accepted the appointment as Executive Director. I had to resign as an officer to take that appointment.

YOU WERE THE FIRST FULL-TIME EXECUTIVE DIRECTOR?

I was the first full-time employee of NATTS. Before that there was Homer Kempfer, who only worked evenings and a few weekends for NATTS as Executive Director. He worked full-time for the federal government - for AID and the State Department.

I guess Louise was sort of my first assistant. I traveled a lot in the early days and she filled in for me. I had carried over a part-time assistant from Homer for a while, and later I was able to hire a full-time helper. But Louise still had to substitute once in a while because there were only the two of them.

WHEN YOU ACCEPTED THE POSITION OF EXECUTIVE DIRECTOR, WERE YOU RELUCTANT TO LEAVE MASSEY?

I was 35 years old. I had started winding up my affairs at Massey and was arranging to sell out when Warren Davies and Bernie Ehrlich came up to me at a meeting in 1966. Homer had announced that he was being transferred



overseas to a new job with UNESCO and would be unable to continue with NATTS after the end of August. Warren and Bernie knew of my plans and asked me if I could help out temporarily.

I agreed. I had been active as a volunteer in many organizations, but not as an employee in staff leadership. I didn't know anything about the association business. I agreed to come up but I said that I didn't need any notice to be thrown out. I would not be offended, because I had planned on changing my career anyway.

I committed to a maximum of two years. Now, I tell people that I'm a slow worker and that it took a little longer to complete the two years' work.

#### WHAT WAS BERNIE EHRLICH'S ROLE IN THE FORMATION OF NATTS?

Bernie was asked to the very first meeting to help bring us together. Bernie was General Counsel for the business schools until 1961, so all of us from the business school field knew Bernie from those days. Another 15 or 20 people active in the resident private trade schools knew Bernie from the National Home Study Council. Bernie had represented many other organizations in private education over the years. He had been involved in the establishment of accrediting by both the business school and home study organizations, so it was only logical that we called him in. We all considered him the most knowledgeable and qualified person in the whole "arena". (For more on Ehrlich's role, see Appendix - Ed.)

We employed Bernie as our counsel and, when we didn't have the cash to pay him, he was very generous and even offered his services without pay, if necessary, to help us get started. He was really the leader of the group and I don't think we could have possibly gotten NATTS going without Bernie. Some of us had tried before, without him, and failed.

Bernie was the true catalyst. We also had other very great leaders who helped.

#### LIKE H. O. BALLS?

H. O. Balls had been known forever in both the business school field and the trade school field. By that time he had been chairman of the business school accrediting commission for eight years. He was a patriarch of the movement. He was also a very strong-willed individual, who let the business schools know, very regularly, their real place in society. He had no interest whatever in this collegiate track that he saw them moving into.

H. O. Balls owned both an automotive trade school and the Nashville Business College. Nashville Business College, to this day, is the most famous business



school ever in the world. You want to know why you've perhaps never heard of it? Because Lear Siegler Corp. acquired it and ended it. But Nashville Business College was the holder of the World Championship for Women's Basketball at least twice, maybe three times in ten years. H. O. Balls was able to impress the world with one of the greatest women's basketball teams of all time. For his business school was located right in the Nashville YWCA. They had a gymnasium, classrooms, everything right there including living facilities. It was a natural. Nashville Business College got more publicity than anybody else ever in our industry. One of the championships was won in Moscow!

WE UNDERSTAND IT WAS BALLS' INTEGRITY AND FORCE OF CHARACTER IN CHICAGO THAT COLLECTED THE FIRST \$100 FROM EVERYONE, GETTING THE TREASURY STARTED.

He certainly did that. Technically H. O. did not handle any money. He rarely did, even in personal life. But he was able to "deliver the message" to everybody - and he named his nephew, Thomas, as the first NATTS Treasurer. Thomas was the one who got the money together until we had an official election.

There's a story about him that I remember even better than this one about the initial \$100. H. O. Balls stood on the platform at the first annual meeting in June 1965 and made a very eloquent appeal to the members after we had our first board meeting and set the dues. H. O. said: "It's not going to work. We're not going to have enough money with this dues schedule."

The dues schedule, however, had been set at double what we thought would be the absolute minimum. The old boy was realizing there might be some gripes. That was what I was sitting there thinking as he was saying it. He was meeting the objections before they arose - which is, I guess, a sales technique or something. So, he started an oration about how it was going to take more than this mere amount of money. He closed with the appeal that it was going to take twice as much from a lot of people in order to make it go. He believed that we should pass a resolution at that moment that we double our payment -- we pay two years' dues that first year, and take credit for the second year any year within the next five years. That made good sense because everyone knew that we needed some initial capital, even though we had computed that we would do just fine over the next few years after we got our start, but that getting started would be very difficult. Thirteen of us went home, took out the school checkbooks, and mailed in two years' dues.

Later, after I became executive director, moved to Washington, and started bringing all the books up to date, I found out that although I was one of those thirteen who had sent in two years' dues, H. O. wasn't. I went to H. O. the next time I saw him and said, "You know, we've been friends for a long time. And I always considered you my ideal for integrity and ability and willingness to help in everything. But I noticed, and maybe my records

show wrong, that thirteen schools paid double dues that first year, but your school only paid one year's dues." H. O. responded: "Well, my assignment was to get you enough extra money. We got you enough extra money, didn't we?" Whether he was just making an excuse, or never intended to pay the other money, or just forgot it or whatever, we'll never know.

DESCRIBE THE ESTABLISHMENT OF THE NATTS ACCREDITATION PROCESS.

In starting NATTS we certainly planned to create an accrediting activity as well. A number of us had been involved in accrediting -- we knew what it was.

Unfortunately, with the luck of the draw, when we selected the first officers and board members we didn't get too many of those people onto the first NATTS board. I guess we were sort of reserving a lot of our evaluative expertise for the accrediting commission membership - and maybe this led to our problem when we formed an accrediting commission a year later.

The accrediting commission granted accreditation to only two of the 14 NATTS board members at the first meeting. I remember going to the first board meeting after the schools had been advised, at the DuPont Plaza Hotel. That was sort of a traumatic meeting. I recall it was after dark when I arrived the night before the meeting. I walked into the lounge to a group of "snarling lions". All I tried to do was smile and say, "You fellas created quite a monster, didn't you?" It was very difficult to make light of because they were really after me. Of course, I was the only person who had signed any letters so they assumed that I had done it to them. That worked itself out in a few months.

Most of the reasons why the schools weren't on the accredited list the first time had nothing to do with quality; they had to do with the accrediting commission getting its feet wet and learning how to do what it was assigned to do. Because of this, the commissioners were extra conservative and if a file wasn't totally complete, then the school just simply wasn't added to the list at that point.

We did have, sadly enough, as the years went by, some board members who never achieved accredited status. I do remember one such case - one board member who never got accreditation and was actually dropped as a NATTS member when the rule came into effect that you had to be accredited or be dropped. We had told schools in the beginning that they would have to eventually be accredited or be dropped because it was our intent from the beginning to have an association of accredited schools, not an association with voluntary accreditation as the business schools had. We made this clear, and when this provision in our requirements came into force in 1969, we lost about 35 members.

OUR INTERVIEW WITH WARREN DAVIES AND MIKE FREEDLAND SUGGESTED THAT THE DENIAL OF ACCREDITATION TO SOME BOARD MEMBERS WAS ONE OF THE EARLY VICTORIES, IN THE SENSE OF ESTABLISHING THE IMPARTIALITY AND CREDIBILITY OF THE ASSOCIATION.

Well, we certainly could say it had significant impact!

It was a very interesting period. However, with respect to and to the honor of the leadership at that time, I'd have to say that they took it very well and very constructively -- after the discussions.

At first they thought they had gotten into something that was totally out of control. But as the years went by, I would overhear the same individuals bragging at meetings that they did not get accredited the first time around. They were actually so proud of NATTS that they used that as the best example of how NATTS enforced its standards, how good the schools were, and how careful we were. So, I guess we were able to capitalize on that.

AFTER THE START-UP, WHAT WAS YOUR RELATIONSHIP WITH THE BUSINESS SCHOOL GROUP AND OTHER EDUCATION ORGANIZATIONS?

For the record, our relations have always been exceedingly good.

AICS legal counsel Dick Fulton and I - having come from almost identical backgrounds, in the identical city and even the identical grammar school - knew how to communicate extremely well. Dick certainly was then and is now an outstanding communicator. He knows how to get points across and he knows strategy. We always worked together well.

Unfortunately, there was always an element of rivalry that existed between the organizations. Actually I guess I can't say that was unfortunate. If we're the private sector and we believe in a two-party system in education, then one of the strengths is competition and rivalry. So I guess we capitalized on this, too.

There were times when Dick showed his members the threat of what NATTS might do; and there were times when we showed our members the threat of what the business schools might do. The perceived rivalry certainly benefited us immensely, and particularly in working with the higher education community and with Congress. Very consistently, each of us was able to go in and get a hearing with a group - and then the other could come along and get equal time, based simply on the rivalry that the third party perceived to exist.

Neither Dick nor I discouraged that image, because there were times when all the groups at One DuPont Circle together were given fifteen or twenty minutes on a program or in a hearing. Subsequently, one of us would hear about it and would go in and get our fifteen-twenty minutes because they -- the higher educators -- couldn't speak for us in their words, and we'd generally quote their words saying that we're not the same. We were also capitalizing on their rejection of proprietary education.

As soon as one of us would get our equal time, then the other would go in and say, "We understand that the business schools (or the trade schools) are appearing on your program. We're sure you understand that they can't speak

for us. We would like to be there too." Then we'd ask how much time they were being allowed and that we would like that much time. Sometimes, since we were following them, we would agree that maybe five minutes of their presentation represented our view also on certain areas; however, we would like the rest of the time to explain the differences in our sector and the interests of our students as being different from those of (business school) students. So, the way it ended up was that the Congressional committee meeting would have a witness table comprised of one person from all of higher education, and two people from the proprietary sector.

WEREN'T THERE INSTANCES WHEN NATTS UNSUCCESSFULLY SOUGHT A WORKING ALLIANCE WITH THE DUPONT CIRCLE PEOPLE - OR AT LEAST OFFICE SPACE IN THAT BUILDING?

There were a number of such situations. The one you're thinking of occurred when the Kellogg Foundation offered to help ACE acquire its new headquarters building at One DuPont Circle. I submitted a letter of inquiry asking for access, saying that we'd like to be considered as a tenant in their new building. I got a very nice letter of rejection - that I was later able to use dozens of times.

HOW?

To show that we were rejected by the higher education people. You see, therefore we had a right to speak for ourselves; they couldn't tie us up in the same bundle. That gave us many entrees to represent the needs of our students as compared to theirs. This was one of many strengths we had going, as what had previously been institutional aid to education evolved into direct federal aid to students, providing a total freedom of choice by students.

POSSIBLE MERGER WAS HINTED BY BOTH AICS AND NATTS INTERESTS IN THE LATE 1960'S. THE GROUPS NEVER SEEMED TO BE ABLE TO GET TOGETHER. WHY?

Actually, on two separate occasions the business schools proposed merger. Meetings were held. On both occasions the then leadership of NATTS formally rejected the merger proposals.

By this time, NATTS had gotten a foothold in Washington, a very strong one; and we certainly did not agree with a number of AICS principles.



That's not to say they were wrong, by any means. It's just that we had different principles, in the area of collegiate identity for example. For years, AICS had been pursuing the collegiate image, and the trade school people had been trying to pursue an image more closely related to occupations and jobs than to education. We certainly wanted to be known as a part of education, but we didn't believe that we wanted to be collegiate in our image.

If you recall, higher education was going through a very turbulent period in the late 60's. The "law-and-order" types who predominated in the trade school field didn't want any part of it. They resented it; they considered it un-American if not something else.

But we were collegiate. We were just much more interested in where the jobs were, and how to train students better, and how to help students to have access to our schools.

YOU MENTIONED LEAR SIEGLER'S PURCHASE OF H. O. BALLS' BUSINESS COLLEGE. CORPORATE MULTI-SCHOOL INVESTMENT CAME STRONGLY INTO OUR FIELD IN THE LATE 60'S, DEPARTING TO SOME DEGREE IN THE EARLY 70'S. CAN YOU COMMENT ON ITS SIGNIFICANCE?

I've always felt the involvement of major corporations was one of the greatest things that ever happened to our field. I don't think we could possibly have achieved nearly the level of visibility we did, or even get the quality of speakers like Gerald Ford and others to address our groups or to meet with us and discuss national policy and educational philosophy, had it not been for the big corporations that came into our field.

Some of them were already in. RCA Institute was founded by General David Sarnoff in 1936. And there were others. When the Vietnam conflict was winding down many corporations were looking at commissioned economic studies on the topic of "After Vietnam, What?" which indicated that the Lyndon Johnson Administration was paying a whale of a lot of attention to education.

I think they came in to share in the federal education budget. Since a significant amount of it seemed to be headed towards student financial aid, they felt it might be more valuable to enter the service area of education as opposed to the manufacturing of educational equipment and building materials.

So, they sort of invaded the industry. The nation's major corporations, which are also the major defense contractors, started competing to purchase schools. But with their names being in the industry, I know most of my earliest contacts with prominent people both in government and industry were mentioning the other prominent organizations that were involved in this trend in one way or another.

It went beyond just those buying schools. It included very prominent companies we were utilizing to provide us with accrediting team expertise. We were asking people from major companies to serve as team members on our accrediting visits. We always have used members of the team from industry as well as education. We learned how to do that from the accrediting activity of the National Home Study Council.

We developed quite a following in the business community as well as in government, and we certainly mentioned the names of companies, such as GE, that just gave me a blanket letter to call in anybody in the company that I wanted to serve on the accrediting team. As we were able to name more and more of these companies, we got entrees we never had before. So, from that point of view, I've always maintained that it was a great benefit to have the big corporations within our field.

Now, they left an awful lot of good schools in shambles before they left the field. And of course, some of them have not left and have done very well. But most just simply could not make it in this industry, because you cannot run a personal service enterprise like you run a manufacturing plant. That's proved itself over and over.

As a generalization: The big companies just didn't know how to do it. There are some very notable exceptions like Control Data Corporation and ITP that have succeeded and done very well with quality institutions in the field.

WOULD YOU COMMENT ON HOW THE SO-CALLED "THIRD PARTY ENDORSEMENT" HAS HELPED TO BUILD THE CREDIBILITY AND STATURE OF NATTS AND ITS SCHOOLS? THIS SEEMS TO HAVE BEEN A TIME-SAVING FACTOR IN GROWTH.

Yes. We would invite all kinds of people to go along with accrediting teams. We especially made it a policy to invite government officials on every visit. We gave the lists of pending visits to people from all levels of government -- local, state, and federal -- to encourage them to accompany our teams and see how we do it, and to give us suggestions on how to improve our method. Needless to say, virtually everybody who went responded to our follow-up letter by saying, "Gee, we think it's just wonderful. We can't think of any way you can improve it. It's great and I'm sure pleased that you gave me an opportunity to discover how well you do things."

After the first few months of doing that, we were able to use those letters to attract other people to do the same thing. We would even send them samples of letters that had been written previously. Isn't that the way you run a school? In the school business, we call it "testimonial". But it doesn't have to be from a graduate. When I was in the school business, we had testimonials from the mayor, from pastors of churches of all the denominations in our city, and we stayed in correspondence with them regularly. We used their letters of praise to help people reassure themselves that we were doing what we should be doing, and they in turn would frequently write us similar letters; just like students write letters to schools telling about their better job and more pay.

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CAN YOU DESCRIBE THE PUBLIC RELATIONS EMPHASES OF NATTS?

NATTS has always been active in public relations. We've had a P.R. committee that was very interested, and we've always tried to capitalize on every opportunity to earn some recognition. If we earned it, we've gotten it.

Brochure distribution has been a major emphasis. Obviously, in the mid-60's, the typical response from the high school guidance department was that young people should go to college. The secondary response was usually 'watch out for the proprietary or trade schools'. But today, I would say 90 percent of the support of our goals, our P.R. goals, comes directly through the guidance departments of high schools in the United States. I estimate the total for this past year will be over 2 million pieces of literature sent out, mostly to the high schools at the request of high school guidance departments.

We receive thousands of letters and cards every year - many, many thousands - requesting publications for distribution and commending us for the services we perform. We try to respond to that need. We try to earn confidence by printing a special newsletter that goes solely to high school guidance departments. We call it Career News Digest. We try to help them do their job better. We've done this for many years now and we have a very loyal following for this publication.

In addition, we have the famous Benanti mailings every year, where John Benanti has taken it upon himself for many years now to get a mailing out to all the high schools of the United States promoting the use of the NATTS publications in their guidance programs. That generates a very substantial amount of that response.

CAN WE DEAL WITH SOME ONGOING ISSUES, IN CONCLUSION? FIRST, THE DISSIMILARITY OF THE KINDS OF SCHOOLS DOING ACCREDITATION VISITS.

Yes. On purpose.

THE QUESTION RAISED BY SOME SCHOOL PEOPLE SEEMS TO BE, "WHAT DOES A DOG-GROOMING SCHOOL KNOW ABOUT MY BARBER COLLEGE?"

If accreditation truly has the primary goal of making good schools even better, you've got to have cross-fertilization. I don't think a whole lot can be gained in school administration by electronics schools meeting only with electronics schools over and over, or aircraft mechanics schools meeting only with the same. They soon run out of ideas to exchange.

I think the greatest strength of NATTS is its diversity; the way we have been able to discover for the dog-grooming schools how to adapt principles from the barbering schools, and vice versa.

We were able to synergize, to get the ideas crossing back and forth constantly. It's very rare that anybody would attend any NATTS meeting and not come away saying the new ideas alone from the other occupational fields were worth the cost of the meeting.

ANOTHER ISSUE, OR AREA OF COMMENT, IS THAT NATTS IS NOT REALLY DEMOCRATIC. THAT THERE'S ONLY ONE SLATE OF PROPOSED OFFICERS SUBMITTED BY THE NOMINATING COMMITTEE AT ELECTIONS.

I assume you're comparing the procedure with AICS, which names two people for each office to give a so-called selection. Well, let's say you have ten people qualified for five offices. It seems to me that five of those are better than the other five. And if you take the best five - knowing that nominations can be made from the floor in NATTS right at the time of the election - you're putting up your best five candidates who have been studied in great depth by the nominating committee. If the nominating committee is wrong, the membership can change the slate very easily. We've had individuals run for election at the conferences.

SUCCESSFULLY?

No. And I think that's been a great endorsement of the leadership and past leadership of NATTS. For that's how our nominating committee is comprised -- of the past presidents of NATTS and of the people who obviously have demonstrated that they have the most willingness to serve the goals of NATTS. I don't think that the odds would be very great they would make a bad choice.

You always here about the fickle voters and fickle memberships of organizations. Any day that could happen. I certainly believe the right should be in the bylaws for the membership to throw the "jokers" out if something goes wrong. I believe that very, very strongly. It has never happened, however. There's never been cause for it to happen.

So, it seems to me that submitting the five best is far better than submitting the ten best and having five of those chosen. I can't see any particular reason for pitting one person against another person. I believe that the nominating committee's selection, through very studied and lengthy examination of the abilities of the people, is going to prevail and certainly will be best in most all situations. I just can't imagine it being any other way.

I guess the point that bothers me most about the system that just happens to be used by the other organization is that you may not always end up with the five best, and to me there's such a risk of a tremendous difference between the ability of number five and number ten. Now, there may not be a whole lot of difference between number one and number five, but there'd be a whale of a lot of distance between the fifth candidate and the tenth.

I think it's almost like a roulette wheel when you submit the ten. Because you may not have compatibility when you select five of the ten. The compatibility factor would have been considered by the nominating committee in selecting its five. That is my personal philosophy, and I think it's also the philosophy of the people who care most about NATTS -- generally the leadership and people who get involved in the activities, the so-called politics of the organization.

MOVING ON, THE ALLIED HEALTH SCHOOLS HAVE NOW GAINED ACCESS TO AN ALTERNATIVE ACCREDITING BODY. WILL NATTS LOSE MEMBERS?

I think a school administrator should have the total and exclusive right to judge what's available and what's best. I'm a proponent of freedom of choice. You'll never get me to say that NATTS should be the ONLY organization to do anything. I think if we sell the concept of free enterprise and freedom of choice, we certainly ought to practice it.

I've felt that way about AICS all these years. We've never had any competitiveness with AICS. We've never had any competitiveness with anybody, and I hope we don't have any with the allied health movement.

I know, at least as of now, that NATTS provides a superior service. It's a united effort. That certainly doesn't mean that the allied health group can't do the same thing. Maybe a statement like that would serve as a challenge for them to try -- I would hope so, because the stronger the services are of the allied health group, chances are the stronger the services of NATTS. Not because it's competitive, but because it's another comparative.

FINAL ISSUE: ARE WE DONE WITH THE F.T.C.?

Absolutely not. But the time will come, no doubt about it, when the F.T.C. will be done with us. I would have hoped the F.T.C. matter would have ended long long ago, but unfortunately it didn't. It's disappointing that it's lasted this long but I guess the Federal Trade Commission has just not been able to hold itself together long enough to let good judgment prevail.

I believe the F.T.C. matter will never be put to rest without a rule. We will continue to get delays until or if a more realistic rule comes out. Obviously, this industry could have ended the matter by negotiating a rule

if the F.T.C. negotiators had tried to negotiate in good faith instead of trying to be "boss"; instead of trying to be Almighty or Omnipotent, or maybe I should say "Almightily omnipotent".

Unfortunately, we have always been a low priority item in their bureau and they have not assigned their best talent to our case. I fully believe if people of the caliber of the commissioners themselves were negotiating a rule - people who would listen to basic reason from the industry - we could have resolved a rule that schools would have embraced. It would have protected students better, which we all want, and it would have better identified the "good" schools within the industry. As it is, when they try to come up with something that will just cost students more money and will harass the high quality schools more than the bad schools, we can't go along with it.

There is no way that this industry is going to accept a rule that imposes those burdens upon students and the industry. It just simply won't happen. We'll stop it one way or another. And if there's anything that could ever pull me out of retirement, it would be the F.T.C. trying to pull another trick or two.

REFLECTING UPON YOUR 17 YEARS WITH NATTS, WHAT MAKES YOU MOST PROUD?

I'm so proud of so many things that it would be very difficult to answer the question that way. I guess I would have to answer the question, "Is there anything in the 17 years that I'm not proud of?". And there's absolutely nothing in these 17 years that I would feel that NATTS or I would have to apologize for. I believe we have been extremely fortunate in having achieved so many of the goals exactly as we had set out to achieve them. I don't know which of those achievements will carry the most meaning into the future; only history will tell. None of them were immediate goals in the first place. They were all long-range goals. I'm not the type of person who could carry out that immediate goal. My pace just wouldn't accommodate immediate goals, so if anybody ever tried to impose one, I guess I either just misunderstood it or ignored it.

IS THERE ANYTHING LEFT UNFINISHED ON THE AGENDA?

The F.T.C. matter is the only unfinished matter. I believe we have achieved all the other goals as I have understood them. I presume the debates will range over the next few years as to what the goals really were or should have been, and I think that's healthy. At this point in time, I think we have achieved what we set out to achieve.

WITH LEE KERSCHNER'S SELECTION, DO YOU SEE A CHANGE OF DIRECTION IN THE ORGANIZATION?



I don't think it has a thing to do with the selection of a mere executive director. There is a change going on, a very definite change and it's been going on for some time. It's a changing world and always will be. I don't see an executive director having as much influence on change as some might perceive. I think a good executive director manages the affairs of the organization in such a way that the organization maintains its freedom of choice in its pursuits. The executive director might sometimes get some of the credit for achieving major goals but I doubt that the credit is deserved.

OF THE THREE SOURCES FOR SELECTION OF AN EXECUTIVE DIRECTOR -- AN ASSOCIATION PERSON, INDUSTRY PERSON OR ACADEMIC PERSON -- NATTS WENT WITH AN ACADEMIC PERSON. IS THERE ANY LONG-RANGE SIGNIFICANCE TO THIS?

I think not. I think they selected a manager. We have never held any strong prejudices against academics. We've had a little fun in ribbing the academics, and sometimes the digs were deserved, but basically speaking I think that the aim in selection of an executive director this time and last time was to find good management. Anything beyond that is a mere pipe dream. And if anything else comes of it, it's just luck or the "chance of the draw". I believe the executive director's role is one of management not of leadership. Maybe that's why I survived for 17 years.

# NATTS

special issue



**Henry G. Herzing, President**  
Herzing Institutes, Inc.  
Milwaukee, Wisconsin

Henry G. Herzing

*HENRY G. HERZING was a rocketry control engineer when he found "a job" in the private postsecondary school field by looking in the want ads. The ad, for a "Computer School Director," led to a franchise to start a computer school in Milwaukee in February, 1965.*

*Mr. Herzing has held the position of President of the Wisconsin Council of Independent Education, and is past Vice-Chairman and a member of the Wisconsin Advisory Council on Vocational Education. He has also been on the board of the National Center for Higher Education Management Systems and has been a member of the Wisconsin Educational Advisory Commission. He has been Treasurer and Vice-President of NATTS, and is now completing his second year as NATTS President.*

*Mr. Herzing is a native of Libertyville, Illinois. In his spare time he enjoys swimming, sailing, skiing, and languages (not all of them computer).*

## A Look at the Future

An Interview With

Henry G. Herzing, President  
National Association of Trade and Technical Schools  
Washington, DC

and President, Herzing Institutes, Inc.  
Milwaukee, Wisconsin

WHEN AND HOW DID YOU ENTER THE PRIVATE SCHOOL FIELD?

I saw a newspaper ad seeking a computer school director. It was in 1964.

At the time, I was a systems engineer for Litton Industries. I was responsible for ensuring that the computer worked in a plane. But I was gradually getting more involved in training the technicians in the Navy and at Grumman Engineering Aircraft Company. We put the computer in, fixed it, and made it work. I guess it was this training process I was going through, getting them oriented as to how to trouble-shoot it and make it work, that focused my attention on this computer school idea.

So when I looked further into the ad, I found it involved an ECPI franchise. After a decision-making process of going back and forth between half-a-dozen cities, I finally bought my franchise in Milwaukee because a lot of other major cities had already been "sold." That's how my wife and I moved from New York where we had been living, and to Milwaukee to start a school.

EARLIER, YOU HAD WORKED AS AN ENGINEER AT WHITE SANDS PROVING GROUND?

Yes. Right after I graduated from Northwestern University I went to White Sands for three years. I was responsible for missile check-out and testing various surface-to-air missiles for the U.S. Navy. Following that I put in about 2 to 2½ years for Litton Industries, before I spotted that ad.

YOUR ECPI SCHOOL IN MILWAUKEE WAS A SUCCESS, WASN'T IT?

Yes. It took very hard work for about two years, and in the third year we started doing very well. We operated the ECPI franchise until about 1974.



In the early 70's, we had at one time four schools in Wisconsin including two separate facilities under different names in Madison. We'd acquired the Wisconsin School of Electronics in 1970, and along with it came a separate entity called Computer Careers Unlimited.

The early 70's were rough on the school industry. A lot of major schools unfortunately are no longer around because of this. We were not unique in having difficulties. It seemed judicious for us at that time to go with what was the strongest, and that was the electronics training. It seemed like computer training had gone through a little dip. We cut back essentially to our school in Madison which was offering electronics training and also offered computer programming. We offered it at just that one location.

Presently, the corporation has schools at seven locations all outside of Milwaukee.

\* \* \* \*

WHEN DID YOU FIRST BECOME INVOLVED WITH NATTS?

We were accredited at the Milwaukee location in about 1969-70. From that point on I attended NATTS conferences. My next step of involvement was on the Government Affairs Committee. I played a fairly active role with the F.T.C. fight in terms of preparing papers and testifying. In 1976 I was elected to the Board. In May of 1981 I became President of NATTS. This is my second year.

DURING YOUR TENURE AS NATTS PRESIDENT, WILLIAM GODDARD RETIRED.  
WHAT ATTRIBUTES DID YOU LOOK FOR IN SEEKING A SUCCESSOR?

We had no hard and fast list. We did realize we had several major facets to be concerned about.

One, the new Executive Director obviously should know something about Education, preferably vocational-technical education. Even one step better would be someone right out of the private school industry.

Another area is that of Associations. Some people specialize in association management. This involves skills and specialities very distinct from just running a school. Obviously, we'd look for people with this type of background.

The third facet is general Management. We encountered many people who were very intelligent, possessed excellent research skills, and were actively involved in education and sometimes even in associations. But they hadn't

really managed anything. They hadn't had people to be responsible for; they didn't have budgets they'd had to run. They lacked that day-by-day bottom-line responsibility.

These are the three groups we primarily had to choose among, along with some others of a political or straight public relations background. We did have resumes from these backgrounds, and if they were extraordinary we did take a look at them; but generally we focused on the three areas mentioned. We received between 400 and 500 resumes.

YOUR FINAL CHOICE WAS FROM THE ACADEMIC COMMUNITY MORE THAN FROM THE ASSOCIATION OR PROPRIETARY BACKGROUND. WHY?

I think our choice was really based upon the individual. Lee Kerschner happened to be from an academic background, but had he been from another background he probably would have been our choice also. It really comes down to a feeling of somebody who's going to fit, who has the communications skills, leadership ability, and managerial skills. A person who has the vision to take an organization and see that it can go somewhere, and yet has his or her feet on the ground, is realistic and can be pragmatic when you have to be pragmatic.

I think we got the feeling of "this is our man" when we finally talked with him. We felt we were talking to a person who immediately instilled confidence, who could articulate very specifically what he had done, what he thought he could do and why he could do it. A man who could analyze problems well, but not in a manner designed merely to "snow" or impress anybody. Just clear, concise, direct language. That may not sound extraordinary, but if you interview a lot of people you find out very quickly that it is a rare skill. It indicated this is somebody who has had a great amount of experience and has thought about what he's going to do, which is very important. He had his thoughts in order and they made sense to us.

NATTS HAS ALWAYS BEEN A BIT REMOVED FROM OTHER EDUCATIONAL ORGANIZATIONS IN WASHINGTON. DO YOU THINK THAT WILL CHANGE NOW?

NATTS has distinct obligations and missions that are surely different in some ways from those of the other organizations. I think there have been times when we have cooperated better and times when we have not cooperated well with other private school associations. That can be due to many factors, one being that at times our interests are not the same.

During the time I've been President, we've attempted to cooperate as much as possible especially with the other private associations when we seemed

to have similar goals. And I think many of our goals are really similar if we look at them carefully. There are some dissimilar goals, or there are perceptions among our various constituencies of dissimilar goals, but I think there are a lot more similarities than dissimilarities.

OBVIOUSLY, WHEN YOU CHANGE NATTS ADMINISTRATORS THERE HAS TO BE SOME CHANGE OF FOCUS WITHIN THE ORGANIZATION. WHAT DO YOU ENVISION AS SOME OF THOSE CHANGES?

I think there will be a change in style. Sometimes people overemphasize style. If style is not offensive, I don't think style should be confused with substance. I don't know that there's going to be that much of a substantive change in what we're doing. I do think there could be some changes in emphasis.

The person we've chosen has been active with government relations and with working with the legislature. I think he will find it interesting and challenging to work with various administrative groups, Department of Education personnel, and perhaps from time to time with Congressional staffs, as the case may warrant.

On the other hand, Bill Goddard has also done that as have other people in our organization in the past. It might be that Lee Kerschner will enjoy this type of work more and will perhaps highlight it a bit more.

So, we must communicate our role effectively, in government, in Congress, to staff people, to the general public, to opinion leaders, and to industry. Here we are -- 600 and more schools -- training hundreds of thousands of people in technical jobs. We're training thousands of high technology technicians. I don't believe there is a problem in this country of training a lot of technicians for high technology from the viewpoint of having the institutions in place to do it -- we can do a lot of it.

Certainly if we have financial aid available for students who want to take our courses, we can very assuredly do a lot of what has to be done in meeting the needs of high technology training. (Of course I'm referring to training at a technician level, not at an engineering, professional, and research level. I'm talking within the context of our types of schools.)

Many people in government are not yet aware of us. We are relatively new, historically. We don't have the political impact of the community colleges. We are kind of a "fringe element" and can easily be forgotten.

We don't want to forget our role, either. We are independent and hopefully are flexible and can adapt to needs. We should let people know we are in business; that we're here to meet a need and we think we can do a pretty good job of it.

IN LIGHT OF THIS, WOULD YOU COMMENT ON THE FACT THAT YOU RECENTLY TERMINATED YOUR PUBLIC RELATIONS FIRM?

That's probably an expression on self-confidence. We think we're getting better at it ourselves. We have had a couple people working internally now for several years, and we're doing more of the P.R. work internally in terms of press releases, and news releases to newspapers and educational supplements, etc. Other than missing a few of the contacts, we think we can do a lot of these things internally, so we're going to try. It may be a bit premature, but we think we can do a good job.

NATTS HAS BEEN AN 'UMBRELLA' ORGANIZATION FOR SOME RELATIVELY DISSIMILAR KINDS OF SCHOOLS. RECENTLY ONE SUBGROUP, THE ALLIED HEALTH SCHOOLS, GAINED THE OPTION OF GETTING INSTITUTIONAL ACCREDITATION ELSEWHERE. WHAT DO YOU THINK WILL BE THE LONG-RANGE IMPACT OF THAT ON NATTS?

It's hard to say. We have talked about this for several years because this same group has had programmatic accreditation. As a matter of fact, many NATTS members have had only single programs in the health care area, or have had multi-programs but all in the health care field.

In theory, if someone wanted to leave NATTS for a different accrediting group, and felt that they could get the entire service and support they needed out of that group, they could have done it several years ago. There is a credibility to the NATTS accreditation process which is very highly recognized.

Then too, I think the service provided by NATTS is very hard to duplicate or replace. This is the only thing we can "hang our hat on." We have to be sure that we always offer this to our members; and if we do, then we will always have enough members.

WHAT CHALLENGES DO YOU SEE FACING NATTS FOR THE REST OF THE DECADE?

I see the challenge of increasing competition. One way, as just mentioned, would be fragmentation of the career accreditation area. I see also that we're probably going to have more of an onslaught from the four-year schools that will increasingly be thinking in terms of career training of various kinds. The junior colleges too are probably going to structure themselves more as vocational schools as opposed to their earlier focus on preparatory education for a four-year degree. I think these will be among the challenges of competition facing us.



Also very much on our minds in these hard economic times is the financial wherewithal for students to go to school. Substantial cutbacks in financial aid for students would make it very difficult. We have a marketplace that's very adaptive to providing vocational education, if we can prove to the funders of student aid that it's needed.

ARE THE PROBLEMS WITH THE FEDERAL TRADE COMMISSION (F.T.C.) IN THE PAST?

They are still with us. They've been with us for so long that we tend to forget about them. Under the present administration the F.T.C. doesn't look like a major threat. But these things go in cycles so the threat of unreasonable regulation could come back. It's still going to come to some type of vote in the next year or two, I imagine, although it's been on hold for quite a period of time now.

ARE THERE OTHER PROBLEMS YOU FORESEE IN THE 1980'S?

Another major problem we're all faced with is the decline of the 18-year-old age group. It's speculative right now as to whether this decline will be offset by the need to retrain workers. We hope it will. We do know there's a major need to retrain workers now.

Also, there have been so many women entering the job market over the past several years that, relatively speaking, there will be fewer additional women seeking work.

If we do get an expanding economy, there could be a change in the whole unemployment situation where suddenly there isn't a surplus of people on the market for jobs. What is certainly going to happen is there won't be the same number of new people initially entering the job market five or six years out.

What's going to happen to our national industry and commerce? Will it grow enough so that we will have the demand for more people? Or because of using robots, foreign competition, or other problems we might have, will the demand for employees go down more? If demand for employees goes down, we'll still have a large unemployment problem. As a historical observation, our schools tend to have higher enrollments during high unemployment periods.

WILL NATTS MEMBERSHIP GROW?

We seem to be growing. I think that gradually the challenges of the 80's will cause our membership to grow. I qualify that with the financial aid "if". If we have a situation where students can afford to go to school, I think NATTS schools offer the most flexible response to the training needs of our country.

We have had schools that start up by offering micro-electronics, or schools that are in electronics start offering robotics. Our schools are adaptive and meet changing needs. With all the new emerging fields that seem to come up we will have schools, new ones and existing ones, that will respond to these needs.

HAVE WE MOVED NOW INTO THE "CORPORATE SCHOOL ERA"? CAN A "MA & PA" STILL AFFORD TO MAKE IT, OPENING THEIR DOORS AND GOING TO WORK?

If we look at the new schools, most of them are the "Ma & Pa", entrepreneurial type schools.

We are seeing another swing where the corporate schools are probably increasing by a slight percentage in our overall membership. Often they do that by buying existing schools. But a lot of the new schools are "Ma & Pa". They're proving the entrepreneurial spirit -- determining a need, meeting that need in the new market with a new course. That's really the essence of our kinds of schools.

LOOKING BACK OVER BILL GODDARD'S 17 YEARS WITH NATTS, CAN YOU HIGHLIGHT HIS MAJOR ACHIEVEMENTS -- THINGS YOU WOULD REMEMBER HIM FOR?

My close association with Bill has only come in the past five or six years. I have to be particularly impressed by the fiscal and structural soundness of the organization. Bill really is responsible for this; we have to give him the lion's share of the credit. We have a solid industry which has grown and that has helped, but he has managed the association so well, in such an outstanding fiscal manner, that it's helped us to achieve the economic strength to do such things as buying a national headquarters building.

It's to Bill's credit to have the vision and to manage the organization in such a way that we're able to accomplish a step like that. He's also been very instrumental in helping us get the Foundation started and seeing that it would be a very appropriate next step for NATTS.

Those are some of the things that I have seen since I've been working closely with Bill on the Board of Directors. A more intangible asset that we will lose without having Bill there all the time, although I'm sure we'll still have his input, is his ability to look at any problem and try to turn it into either an advantage or a challenge. I think that's really a great hallmark of him as a person that he can do that, and he's been able to do it often for our organization.

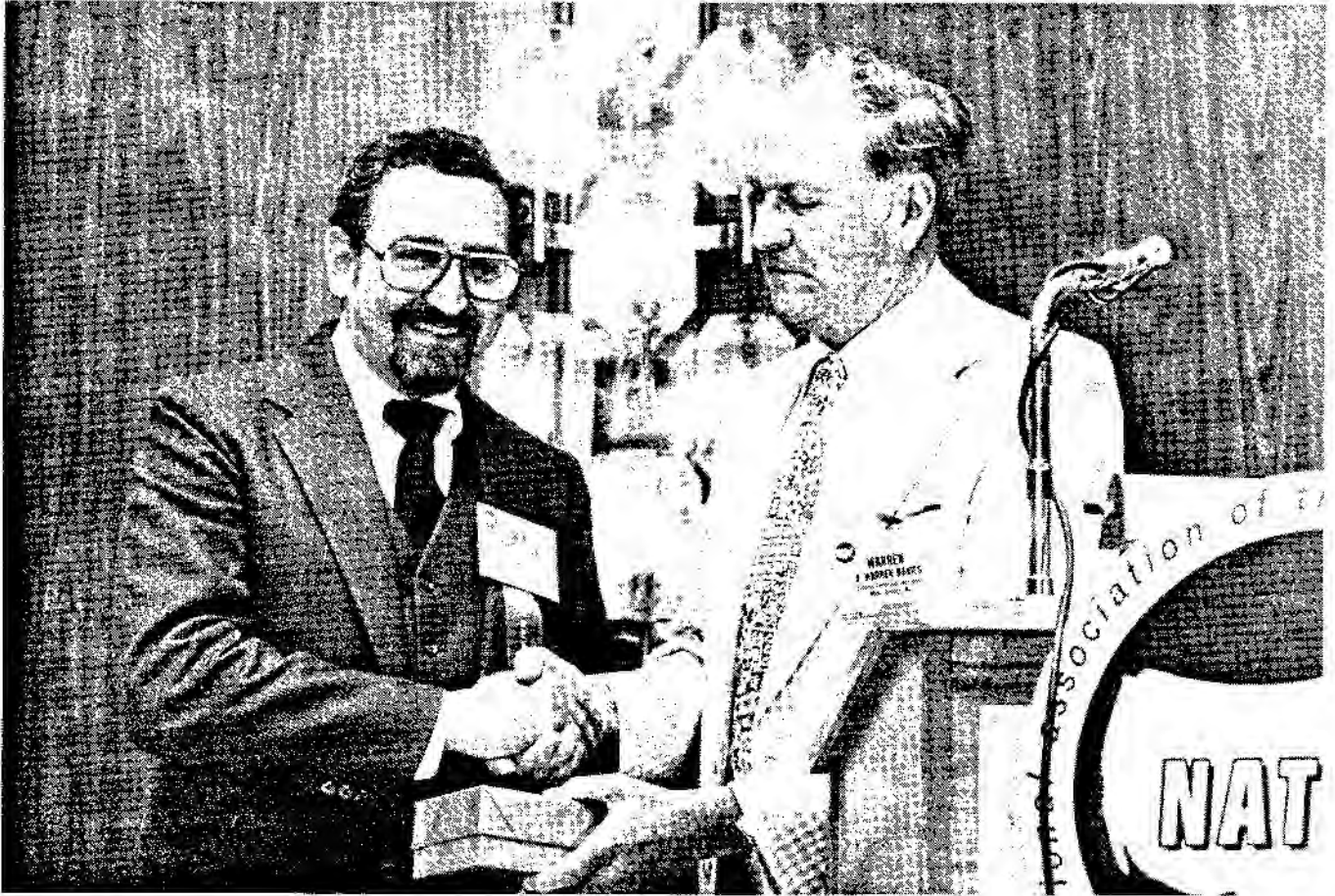
## CAN YOU PREVIEW THE FOUNDATION FOR US?

The Career Training Foundation got started officially around May, 1982 after we had all our articles approved by the Internal Revenue Service and so forth. We have established a Jack Tolbert Memorial Fund in the Foundation and we have started a fund-raising campaign. We had several corporate pledges which got us started at the beginning.

We recently obtained a resolution from the Board of Directors making a request for proposals of commissioned research having to do with the impact of trade and technical education -- What is it? What has it accomplished? Who are its students? How successful are they?

Although there is information scattered here and there on trade and technical education, we really could use a more comprehensive study if possible, or at least some more information that would tie existing research together and update it to a contemporary basis. So, we're going to probably start out by funding a fairly general study of our industry and what it accomplishes, how it does it, how efficient it is, what are the students like, what needs do we meet from an education viewpoint and from the viewpoint of the needs of industry.

Starting with research and special studies on technical and vocational education, the funding could go farther. Perhaps, at some time, we will want it to include the various seminars that NATTS conducts. It might some day publish a magazine on vocational education. Vocational education research, training, instructor and staff development and training, dissemination of research reports, and publishing -- any of these areas would be appropriate for the Foundation to undertake.



The late Jack Tolbert, NATTS President 1977-78,  
receives gift from J. Warren Davies at the 1979 convention.  
The Jack Tolbert Memorial Fund is a key part of the Career Training Foundation.



# NATTS

special issue



**Lee R. Kerschner**  
*Incoming Executive Director*  
National Association of Trade and Technical Schools  
Washington, D.C.

## Welcome Aboard

### LEE R. KERSCHNER

LEE R. KERSCHNER HAS BEEN SELECTED by the Board of Directors of the National Association of Trade & Technical Schools to follow William Goddard as the Executive Director of NATTS. Goddard offered recently his resignation (see interview).

Kerschner was selected from among scores of candidates for the position. The CREATIVE SERVICE spoke with Kerschner by telephone on April 13, and gained some notion of the unique qualifications of the man for this demanding position, as NATTS prepares to move into a "second generation" of growth and leadership.

KERSCHNER had only one contact with NATTS, he told us, prior to being proposed for the post he now assumes. He served on a NATTS Honolulu Convention panel concerned with state relationship issues. "That contact with NATTS people both exposed and excited me," he now says.

His German-born wife, Helga, is a 1972 graduate of Airline Schools Pacific (Los Angeles), a NATTS institution. With the three children off to school she chose this way to return to work. Within two weeks of graduation from ASP she obtained a high-potential position with a leading travel agency, and has never looked back. "Helga is obviously very high on NATTS schools," says Lee Kerschner.

The children are David, now 20; Gabriel, 18; and Riza, 19.

## Background

BORN 1931 in New York City, Lee R. Kerschner took his B.A. in political science at Rutgers, the State University of New Jersey (1953). He holds the M.A. degree in international relations from The School of Advanced International Studies at John Hopkins University (1958) and the Ph.D. in political science from Georgetown University (1964).

Following undergraduate studies and before enrolling for international relations at John Hopkins University, Kerschner served as a 2nd Lieutenant in the United States Air Force (commissioned 1953). In 1954 he was on active duty. In 1955 he graduated from the Defense Language Institute, seeing European service to 1957. He has been called up for duty in Europe in 1972 and 1976, and remains a Colonel in the Air Force Reserve.

In 1961 Kerschner assumed instructor duties with the California State University - Fullerton. In 1963 he became assistant professor, in 1966 associate professor, in 1971 tenured full professor. During this period he served on the faculty senate, as secretary of the faculty senate, and in 1968-69 as chairman of the faculty council. In 1969-71 he was made dean of faculty affairs at Fullerton.

IN 1971, Kerschner was made acting director of international programs for California State University - Fullerton. He became assistant executive vice chancellor from 1971 to 1976, and in 1976-77 served the university as vice chancellor of administrative affairs.

Since 1977 he has been Executive Director of the Colorado Commission on Higher Education. In this capacity he has ensured that the state's highest authority on postsecondary education has met at least once in every year at a proprietary Colorado institution, to ensure that academic colleagues begin to treat for-profit education on an equal footing with tax-supported education. He has also placed a proprietary school representative on the Commission.

Travelling throughout Western and Eastern Europe and the Orient, Kerschner has helped develop the intelligence-gathering capacities of the nation. He has lived for extended periods in Germany, Austria, and Yugoslavia, speaking Serbo-Croatian and Rumanian as well as German. He has published numerous scholarly articles, on such topics as "Cybernetics and Educational Change" (delivered at the International Congress of Cybernetics and Systems, Bucharest, 1975); "Cybernetics: Key to the Future?" (Problems of Communism); "Western Translations on Soviet Cybernetics" (Studies in Soviet Thought); "Yugoslavian Social Sciences Research and Marxist Theory"; and "Cybernetics and Dialectical-Historical Materialism".

"MY ENTIRE CAREER," Kerschner told us, "has been people-oriented. I have learned to be political, if you will, whether in military intelligence or the academic setting; and to enable people to reach goals through political interaction.

"Liaison and legislative relationships and duties, and the contacts and ties I have developed in government and the academy, should serve me well in the work of NATTS.

"I have long wanted to become involved in the private sector of public life -- but never before did I have the opportunity.

"NATTS will allow me to marry my past experience with the proprietary sector. And I think the time is just right."

#### Proprietary Career Training Today

"I SEE THE FOCUS of technical education in America as shifting toward the private training sector in the next several decades. I believe the proprietary schools are a fundamental resource of the states, in a major forthcoming effort to retrain America," Kerschner told us.

"I arrived at this view long before anyone approached me with the proposal that I apply for the NATTS position. I simply believe the private sector has an enormous role to play, in getting this country going again in vocational education.

"As executive director of the Colorado higher education commission, I put it into the proposed master plan that proprietary students have an equal opportunity at the state postsecondary scholarships - with students deciding where to best apply the funds granted.

"There seems now to be an emergent consensus that the country must retool and refocus its priorities and the economy. The NATTS schools should play an absolutely central role in this objective.

"If I can understand the Kremlin, I should have a fighting chance in Washington. My cybernetics background gives me - not as a technician, I am not that, but in a systems approach - appreciation of the role of the new technology in society.

"I think I see how NATTS schools can respond to some of the emergent needs of society. Without having been a hands-on person, technical skills and values have become acutely important for me.

"And of course, systems thinking has become my second nature. I look at events in terms of how feedback influences them and adjusts behavior. I believe I've developed a sensitivity to the nuances of information flow."

#### The Role of the States and State Associations

"THERE IS A NEW FEDERALISM in the land with the states assuming even more prominence. The present federal Administration has encouraged this trend. I see it as long-reaching, as more or less permanent, no matter which party is elected in 1984.



"This means state private school associations will continue to assume greater importance - and rightly so."

Some Immediate Prospects for NATTS

"THE IMMEDIATE PRIORITIES seem to be:

- Secure the best possible student aid provisions, with federal reauthorization now coming up; and

- Ensure that NATTS schools get their fair share of access to the federal moneys and training opportunities to be provided under the Job Training Partnership Act.

"I also think there will be new and better opportunities for NATTS schools overseas, in Third World Countries. I've good contacts there. The Association should be able to facilitate, perhaps broker situations where, say, a consortium of ten or twelve schools could work to provide needed training to an undeveloped nation."

Input Sought

"THESE ARE PRELIMINARY EXPECTATIONS. I certainly hope owners and executives of schools will soon contact me to provide their input.

"Both the NATTS administrative office and the accrediting commission are open to your ideas.

"Bill Goddard leaves NATTS with a very strong base to build upon for the future. I commend the excellent job he has done in raising NATTS," Kerschner concluded.



## APPENDIX

### The Origin and Development of NATTS

by Jerry Kokalis, Jr.

from a Ph.D. Dissertation, "Proprietary Schools,"  
University of Pittsburgh, 1982

Sometime after the 1952 Veterans' Readjustment Act was passed, private technical school administrators who were not represented by any organization (NACBS or NHSC) requested NACBS to expand its scope, admit trade and technical schools into the association, and accept applications from trade and technical schools for review by the accrediting commission. NACBS turned down the request.

Several unsuccessful letter campaigns were eventually made to organize a national trade and technical school association and accrediting commission. Three key individuals in these early efforts were Mr. Louis Dimasi of Penn Technical Institute, Pittsburgh, Pennsylvania; Mr. Michael Freedland of Electronics Training Center, Pennsauken, New Jersey; and Miss Illeanne Littrell of U.S. Trade Schools, Kansas City, Missouri.

Starting in 1964 with letters and personal telephone calls to trade and technical school administrators, three gentlemen managed to gather thirty-five people for an organizational meeting in Chicago on March 19, 1965.

The three organizers were Warren Davies of Lincoln Technical Institute, Newark, New Jersey; Gilbert Shaw of the National School of Heavy Equipment, Charlotte, North Carolina; and Howard Mitnik of a school in Scranton, Pennsylvania. Bernard Ehrlich, legal counsel until 1961 for NACBS and current legal counsel for NHSC, was invited at the suggestion of Michael Freedland to present the benefits of being organized.

\* \* \* \*

A purpose of the first meeting of the private trade and technical school administrators was to establish a national association with an accrediting body for independent trade or technical schools which would gain acceptance by federal and state government agencies. Without a unified group to represent trade and technical schools in Washington, these schools could not share in the new federally sponsored educational programs. Additional advantages of a strong association were as paraphrased from official minutes of the association: to include periodic workshops, draw up a self-imposed code of standards and ethics, improve public relations for a group of schools without a spokesman, and establish a continual effort to help member schools respond appropriately to the needs of the general public.

It was reported by Bennett Cooke of Coyne Electronics Institute, Chicago, Illinois, that Congressman John Dent of Pennsylvania would support the formation of a national trade and technical school organization. Hearings on House Bill HR 6468, 1965, were being held at which Mr. Cooke was asked to testify. This bill's scope was to include students attending all types of recognized schools as well as colleges in a federal loan program. For inclusion of trade and technical schools in Congressman Dent's bill, these schools would have to be accredited as well as meet other requirements as set forth in the bill.

An interesting aside that took place at the meeting, demonstrating once again the guarded nature of the private school administrators, is evidenced by the following paragraph taken directly from the minutes: "The question was raised about dues on part-time students. Mr. Davies said he believed it should be worked out on some fractional basis, but that it would perhaps be difficult to get school owners to tell how many students they have."

Two other important matters were discussed but tabled until the next meeting, to be held in Chicago in June, 1965: 1. The selection of a full-time executive director. 2. The make-up of the membership.

Composition of the Board of Directors was developed at this meeting. Twelve members would come from the following areas: three from the Midwest, three from the East, three from the West and three at large. Suggestions for the Board were to be sent by April 15 to the temporary officers elected.

Officers elected were as follows: President, Mr. J. Warren Davies of Lincoln Technical Institute, Newark, New Jersey; Vice-President, Mr. Bennett W. Cooke, Jr., of Coyne Electronics Institute, Chicago, Illinois;

Treasurer, Mr. Thomas Balls of Nashville Auto Diesel College, Nashville, Tennessee; Secretary, Miss Illeane Littrell of U.S. Trade Schools, Kansas City, Missouri; and Second Vice-President, Mr. Keith Hutchinson of Greer Technical Institute of Chicago, Illinois.

\* \* \* \*

At the June 17-18, 1965 meeting held in Chicago, it was reported 39 schools had applied for membership in the new organization.

The nominating committee presented the following people for officers of the association: President, Mr. J. Warren Davies; Vice-President, Mr. Bennett W. Cooke; Secretary, Mr. Louis Dimasi of Penn Technical Institute, Pittsburgh, Pennsylvania; and Treasurer, Mr. Gilbert Shaw of the National School of Heavy Equipment Operators, Charlotte, North Carolina.

Nominated for the Board of Directors: W. B. Weddington of Radio Engineering Institute, Omaha, Nebraska; Leo Kogan of Mandl School for Medical Assistants, New York, New York; and Noel Adams of Southwest Automotive School, Oklahoma City, Oklahoma, all for three year terms; Michael Freedland of Electronics Training Center, Pennsauken, New Jersey; Carter Elliott of Elkhart University of Medical and Dental Technique, Elkhart, Indiana; and Harry Dickerson of Detroit College of Applied Science, Ferndale, Michigan, all for two year terms; and William Goddard of Massey Technical Institute, Jacksonville, Florida; John Galen of ITC Technical College, San Francisco, California; and Julian Gouse of Massachusetts Trade Shops, Boston, Massachusetts, all for one year terms. All nominees were elected unanimously.

Homer J. Kempfer of International Educational Resource, Inc., former Executive Director of the National Home Study Council, was the first person employed by NATTS as its Executive Director. He began his assignment on September 2, 1965, on a part-time basis.

\* \* \* \*

Present at the first Board of Directors meeting (October 20, 1965), Dr. Kempfer stated that the first published list of accredited schools should be ready by January, 1967. He explained that the purpose of accreditation was not the commonly perceived "standardization or transfer of credits" but "is for the interest of the public and the schools, for it brings order to the field, gives the schools identity, and provides for school self-evaluation and improvement."

In a report by Michael Freedland, Chairman of the Finance, Budget, and Credit Committee, it was estimated that a membership of 100 schools was necessary to meet all association expenses. During that October 20 meeting, the Board accepted its first, official twenty-four member schools.



The schools and their locations were as follows: Acme School of Die Design Engineering, South Bend, Indiana; Brown Institute of Broadcasting, Minneapolis, Minnesota; Coyne Electronics Institute, Chicago, Illinois; Denver Automotive Institute, Denver, Colorado; Detroit College of Applied Science, Ferndale, Michigan; DeVry Technical Institute, Chicago, Illinois; Eastern School for Physicians' Aides, New York, New York; Elkhart University of Medical and Dental Technique, Elkhart, Indiana; Elkins Institute of Radio and Electronics, Dallas, Texas; Griswold Institute, Cleveland, Ohio; Hanson Mechanical Trade School, Fargo, North Dakota; ITC Technical College, San Francisco, California; Lincoln Technical Institute, Newark, New Jersey; Massachusetts Trades Shops, Boston, Massachusetts; Massey Technical Institute, Jacksonville, Florida; Nashville Auto Diesel College, Nashville, Tennessee; National Professional Truck Driver Training, Atlanta, Georgia; National School of Heavy Equipment Operation, Charlotte, North Carolina; Northwestern TV & Electronics Institute, Minneapolis, Minnesota; Penn Technical Institute, Pittsburgh, Pennsylvania; Sams Technical Institute, Indianapolis, Indiana; Union Technical Institute, Union, New Jersey; Vale Technical Institute, Blairsville, Pennsylvania; and Welding Trade Schools, Dallas, Texas.

Vice-President Bennett Cooke presented the following motion: "That membership applications up to and including September 30, 1966, be accepted by the Board of Directors based on the Standards set up by the Board. After that date membership would be accepted only after accreditation. Those who applied prior to October 1, 1966, must be accredited by September 30, 1968, or be dropped from membership. Thereafter, all membership would be by accreditation only." The motion carried unanimously.

Some of the original schools did not meet the deadlines, and were dropped from the association until such time as those schools received accreditation status.

Leo Kogan as Chairman of the National Affairs Committee, along with attorney Bernard Ehrlich, presented a report on the Dent National Vocational Student Loan Insurance Act of 1965. The Act was signed two days after the meeting (October 22, 1965).

\* \* \* \*

The number of member schools at the October, 1965 meeting was 27 and the number forecasted by the end of September, 1966, was 150. The actual number of member schools reported in the June, 1966 meeting minutes was 108.

By August of 1966, William Goddard had replaced Homer Kempfer as Executive Director. As of September 21, Goddard and Ehrlich were reporting on the change in the upcoming amendment to the 1962 Manpower Development and Training Act to include direct contracts to private trade and technical schools.

Also during 1966, fees or membership dues for NATTS schools were based on all income of a school other than income from business program students and home-study students when membership for these areas were to be paid to ACBS or NHSC, respectively.

Although unofficial, NATTS members had agreed to allow applications for accreditation from all schools which did not have an accrediting body to accredit schools of that particular discipline, but would not accept applications from those schools whose disciplines were covered by an existing accrediting body. As William Goddard related, this policy meant that NATTS would accept applications from all schools except the "4 B's": Business schools, Beauty schools, Barber schools, and Burying (mortuary) schools. (Later, the Cosmetology Accrediting Commission (CAS) refused the applications of barber schools, and NATTS accepted their applications.)

At the next annual NATTS Board of Directors meeting, held on December 15, 1966, Bernard Ehrlich reported that good relations existed between NATTS and the Veterans Administration. He also stated that the U.S. Office of Education was "extremely cooperative" with NATTS and, after the NATTS Accrediting Commission had accredited 20 schools, the U.S. Office of Education agreed to receive an application from Mr. Ehrlich for recognition by that government body.

At the meeting of the U.S. Office of Education held on December 14, 1966 Mr. Ehrlich had made the following proposals: (1) USOE employ specialists on trade and technical education; (2) Part Three of the Education Directory should include a list of all accredited schools; (3) since so many bills being proposed and enacted define eligible institutions differently, they should be revised to eliminate references to profit and non-profit, and they should state that an eligible institution is one that is accredited by a nationally-recognized accrediting agency; (4) all schools should be included in acts awarding aid to students. No private schools should participate in programs awarding aid to schools. Bernard Ehrlich reported that the Model Bill for state legislation was in the final review stage, and the Federal Trade Commission had been requesting state legislation in all states and was calling on the Council of State Governments.

\* \* \* \*

In January, 1967 the accrediting commission of the National Association of Trade and Technical Schools published its first list of accredited schools.

NATTS was looking for new member schools (to maintain 100 member schools) when computer schools began to apply. Data processing programs and schools were considered by the Office of Education as neither business schools nor trade and technical schools, and UBSA refused the data processing schools at first.

In April, 1967 the UBSA as prime contractor and NATTS as an associate prime contractor cooperated with the Department of Labor and the Department of Education to operate a \$340,000 pilot program for Manpower.

In May, 1967 the United States Air Force agreed to private tuition assistance to military personnel attending trade and technical schools.

The August, 1967 NATTS Board Meeting culminated with the report that the U.S. Commissioner had listed NATTS as an approved accrediting body able to attest to the quality of training of those institutions within its purvue. Forty-seven schools had been accredited by NATTS by that month. The Selective Service in September, 1967 extended II-A status to trade and technical school students until training was completed.

\* \* \* \*

At the March, 1968 meeting of the NATTS Board of Directors its Statement of Principles for government aid was ratified:

1. Government funds should not be granted directly to proprietary institutions for operating purposes or for capital expenditures.
2. Grants to individual students in the form of scholarships and/or loans should be available to students in any postsecondary institution which is accredited by a national recognized accrediting agency.
3. Contracts or grants to proprietary institutions accredited by a nationally recognized accrediting agency should be approved whereby their facilities are used to provide training for people "under contract." This is payment for services rendered under a contract and not funds received in the form of subsidies.

Also at the meeting, William Goddard, reporting on Accreditation Commission activities, revealed that 168 applications for accreditation had been received by NATTS through March 4, with over 120 applications considered and 71 schools being granted accreditation. Also, more than forty new schools were scheduled to be visited within two months and applications for accreditation were arriving at an accelerated rate.

\* \* \* \*

On October 22, 1969, President Richard Nixon signed the Federally Insured Student Loan Bill. Bernard Ehrlich was instrumental in having the Bill rewritten after facts of the impact and scope of the private vocational schools were demonstrated to select Congressmen. Legislation to increase veterans' benefits under the GI Bill was expected to be passed by Congress by December 1, 1969. Under the Bill, 20.6 percent of all discharged veterans have taken training.

In addition to the aforementioned federal programs, a second "pilot" MDTA project (joint USBA and NATTS) had started. NATTS had begun as an organization more than either of the other two organizations conceived to take advantage of enabling legislation for education and training, and the individual schools appeared to be benefiting from the Association's efforts.

It must be noted that proprietary schools which were not accredited in certain states were benefiting equally as well. One benefit the non-accredited schools could not enjoy was that legal counselor Bernard Ehrlich--when it could be seen as benefiting the industry--often served individual or small groups of NATTS schools, without working for them for remuneration. For example, in some states, in order to obtain some GI Bill benefits which had not existed before, some type of group action on the state level might have to be threatened or taken.

An October, 1969 report on Accreditation Commission visits indicated the following:

1. There were 189 NATTS accredited schools.
2. 194 applications were on file.
3. More than 100 schools had been denied.

\* \* \* \*

During the August, 1970 Board Meeting, merger talks between NATTS and the United Business School Association were mentioned as in progress. NATTS and its Accreditation Commission were willing to cooperate with both UBSA and ACBS in areas of mutual interest, but a merger was not accepted. A reminder was sent to UBSA that two proposals for reciprocal arrangements had been made by NATTS in the past, but UBSA and ACBS (according to NATTS minutes) had not acted upon them.



From the CORRESPONDENCE initiating the Call for the Chicago Meeting

Following are key excerpts from correspondence which directly led up to the Chicago meeting March 19, 1965. Several previous attempts at obtaining a unified participation had foundered, at both regional and national levels. Here is the letter-writing campaign which succeeded.

U.S. TRADE SCHOOLS  
500 East Ninth Street  
Kansas City 6, Missouri

TO: Fellow School Owners or Administrators

Even if I sold U.S. Trade Schools tomorrow, I would still be in favor of educational benefits for the Cold War Veterans.

Under the circumstances today, the results and the inequities of the draft law,...over half of the young men who are supposed to be eligible manage to get out or stay out.... How can anyone ignore the "unjustness" perpetrated on those who fulfilled their draft obligation?... Are you interested? Do you think that this less than 50% who served their nation should be entitled to educational benefits, at least on equal status with the unemployed or the under-employed? Over 80% of U.S. Trade Schools students work while they go to school and are able to pay all of their expenses to attend school. But, how much of a help it would be if those who served their country had at least their tuition paid?... Experts tell us that there is little interest from the "grass roots" population, telling us at the same time that there is a possibility of the passage of this bill if the people will support it. What will you do?

You are urged to get your ball point pen or pencil and some inexpensive paper and write a personal note to your Congressman (not a business letter). Urge support of Senate Bill 5. That is, if you believe that Senate Bill 5 should be passed. Senate Bill 5 is "A bill to provide readjustment assistance to veterans who served in the armed forces between January 31, 1955 and July 1, 1963."....

Many people say that private schools cannot and do not work together. How about dis-proving that accusation and do all you can to help get this bill passed?

This letter is going to 1,000 schools and/or service organizations in the United States.... Now, as possibly never before, non-tax-supported schools need to cooperate among themselves and exchange information freely if we are to continue to provide established service to present and future students.

Are you interested in student loans for aid to education in your school? Are you interested in having the Internal Revenue Service allow the taxpayers the deduction from gross income for tuition and other expenses paid by him for the education or the education of his spouse or any of his dependents? We want legislation that will permit the existing good non-tax-supported schools to continue to be part of the educational system of the United States.

Yours truly,

(Miss) Illeane D. Littrell  
President

Pennsauken, N.J.  
January 27, 1964

Dear Miss Littrell:

Thank you very much for the circular letter which you sent to school owners and administrators. The information which you presented was both enlightening and constructive. I certainly intend to follow up personally on your suggestions to write and to get others to write with regard to the new G.I. Bill.

Your question requesting interest for a national organization is long overdue and most welcome. I will pledge to help in any way I can towards this objective.

It is good to know that someone like you has shown sufficient initiative and drive to get the ball rolling. I will certainly look forward to hearing from you with regard to other specific plans and ideas which you think are feasible and which will help private trade and technical schools in this country. Action is overdue but much can yet be done.

Good luck to you. Thank you again for what you have started.

Very truly yours,

ELECTRONICS TRAINING CENTER

M. Michael Freedland, President

U.S. TRADE SCHOOLS  
500 East Ninth Street  
Kansas City 6, Missouri

February 1, 1964

Mr. M. Michael Freedland, President  
Electronics Training Center  
7300 Crescent Boulevard  
Pennsauken, New Jersey

Dear Sir:

Thank you for your letter of January 27, 1964.

So far, there have been sixteen replies from school owners indicating an interest in learning more about a national organization of private trade, technical and business schools association. This may not seem to be many when you realize that there are over 4,000 private trade, technical and business schools and probably even more than that when you add the small organizations of these quickly sprung up correspondence schools. On the other hand, ten or more active school owners or administrators can get together and form a nucleus for a good strong organization. They can carry some weight and can be the beginning for an association of possibly hundreds more....

Frankly, had the private schools had a good strong organization in the past, showing interest and action, Senate Bill 5 could have been passed... Can the private schools see how well the professional educators are organized and then follow their example?

It is hoped that the "not for private" (sic) corporation papers will be filed by no later than February 15 for a new association which will include a division for private schools, high school guidance counselors, counselor educators, personnel executives, public school administrators, etc. The gentleman organizing this project is very active in the American Personnel and Guidance Association and also the American Vocational Association and is using the better points of each of these organizations.

It is too soon to tell you any more than this, but you can see that action has begun. Perhaps one of the biggest problems in the past has been that many of these associations make "exclusive clubs" out of their organizations. Perhaps it would be better to not pick and choose who will become members but to let time take care of who remain and stay in as members.

Many things can evolve from such an association. From your letter, it is felt that you have imagination and drive which would be quite an asset to the organization.

As soon as more information is available, you will be informed....

Yours truly,

(Miss) Illeane D. Littrell  
President

*Note: Miss Littrell was nominated to be the first NATTS Secretary at the March 1965 meeting - but for some reason was dropped from the June 1965 meeting slate. She did not attend, and never became a NATTS member. She did visit the NATTS convention 15 years later.*

Pennsauken, N.J.  
December 7, 1964

Mr. J. W. Davies, President  
Lincoln Technical Institute  
472 Market Street  
Newark 5, New Jersey

Dear Mr. Davies:

You will recall that, at the P.A.P.S.A. meeting in Harrisburg, I suggested to you that in connection with your efforts to organize a national school group, you contact the man who, I think, is probably the best qualified individual to help in this effort. He is Bernard A. Ehrlich, Esq.

Mr. Ehrlich has contributed perhaps more effectively to making the N.H.S.C. as influential as it now is. He has also been instrumental for helping to organize the business school organization. Personally, I have been very much impressed with his knowledge and advice in matters relating to school organizations. Perhaps Mr. Ehrlich might agree to attend the initial meeting which you are planning in Chicago. He was present at the last effort for organization in New York which I attended several years ago. If I can be of any assistance to you, please call on me.

Very truly yours,

M. Michael Freedland, President



The CALL to the March 19, 1965 Organizing Meeting

This is the full text. Note that the objectives have been fulfilled by NATTS as established.

TEMPORARY COMMITTEE  
FOR THE FORMATION OF A  
NATIONAL ASSOCIATION OF  
PRIVATE RESIDENT SCHOOLS

*Reply to:*

*Mr. Bennett Cooke  
Coyne Electronics Institute  
1501 W. Congress Street  
Chicago, Illinois*

Dear Sir:

Through the combined efforts of the signatory schools shown at the end of this letter . . . a strong NATIONAL ASSOCIATION OF PRIVATE RESIDENT SCHOOLS will come into being on Friday, March 19, 1965.

You owe it to the future of your school to attend the organizational meeting and learn exactly what the following association benefits can mean to you:

1. Effective full time representation in Washington, D.C. to encourage use of private school facilities for federally sponsored training programs.
2. A strong public relations program to familiarize the general public with the roll of the private resident school in technical training for specific employment objectives.
3. A sound code of ethics and educational standards that will serve the best interests of the public and member schools.
4. Effective representation and support in matters pertaining to state legislative policy with regard to private resident schools operation.
5. Impartial representation in the development of liaison with municipal, state and federal agencies concerned with private resident school operations.

6. A full time Managing Director whose sole responsibility is to further the best interests of association members and the field of trade and technical education.
7. An opportunity to meet your fellow school owners face to face and exchange constructive ideas.

The shattering impact of federally financed educational programs (M.D.T.A., A.R.A., Anti-Poverty Bill, etc.) on all educational institutions can not be ignored. What they now mean to your school and what they may mean to you in the future is of utmost importance to us all.

The Manpower Development Training Act of 1962 is only one small segment of the national approach to expanded educational facilities. Yet the amount of money appropriated for this one phase alone has been increased from \$130. million in 1964 to almost \$308. million in 1965.

The effect of federal educational programs on private school operations is of vital importance to all of us. Please make every possible effort to be present at the Chicago meeting.

DATE: FRIDAY, MARCH 19, 1965

TIME: 9 A.M.

PLACE: CHICAGO, ILL.... SHERATON-BLACKSTONE HOTEL

A block of rooms has been reserved for us. Please make your own reservation now directly with the hotel.

Attendance at the meeting does not obligate you in any way whatsoever. YOU WILL NOT BE ASKED FOR MONEY. Your only cost will be your personal expenses plus a nominal registration fee of \$15. to cover the cost of luncheon, dinner and meeting room facilities. Please send in your reservation by return mail so we may plan accordingly.

IMPORTANT: Please reply not later than Friday, March 5th.

Very truly yours,

J. Warren Davies  
Temporary Chairman

JWD/ma

cc: Mr. Howard Mitnick, Pres. - Training Services Institute, Bala-Cynwyd, Pa.  
Mr. Julian Gouse, Pres. - Mass. Trades Shops School, Boston, Mass.  
Mr. Thos. Balls - Nashville Auto Diesel College, Nashville, Tenn.  
Mr. C. W. Bailey - Bailey Technical School, St. Louis, Mo.

Miss Illeane Littrell - U.S. Trade School, Kansas City, Mo.

Mr. Bennett Cooke, Pres. - Coyne Electronics Institute, Chicago, Ill.

Mr. M. Michael Freedland, Pres. - Electronics Training Center, Pennsauken, N.J.

Mr. Stanley W. Moore, Vice Pres. - Acme School of Die & Design Engr., South  
Bend, Indiana

Mr. Gilbert S. Shaw, Pres. - National School of Heavy Equipment Operation,  
Charlotte, North Carolina

Mr. K. M. Hutchison, Pres. - Greer Technical Institute, Chicago, Ill.

Mr. J. Warren Davies, Pres. - Lincoln Technical Institute, Newark, N.J.

From the

MINUTES OF THE MARCH 19, 1965 ORGANIZING MEETING

of NATTS

From the MINUTES OF THE MEETING OF THE NATIONAL ASSOCIATION OF TRADE AND TECHNICAL SCHOOLS held at Sheraton-Blackstone Hotel, Chicago, Illinois - March 19, 1965.

INVOCATION by G. S. Shaw - National School of Heavy Equipment Operation.

The meeting was called to order by Mr. J. Warren Davies of Lincoln Technical Institute, Newark, N.J. acting as chairman of the temporary committee for the formation of a National Association of Private Resident Schools.

The chairman stated that this meeting, to which all known leading trade and technical schools had been invited, was the outgrowth of several previous meetings in New York and Chicago of approximately ten school administrators who felt it imperative that everything possible be done to form an effective national association.

The chairman explained in detail the urgent need for an independent trade and technical school accrediting agency whose goal would be to gain recognition by the U.S. Department of Health, Education and Welfare as well as other compatible federal and state agencies.

The chairman described in detail the fantastic growth of federally supported educational programs and the relatively limited participation by private schools due in large part to our lack of recognition and our failure to have a strong voice in Washington.

It is evident that unless we have a unified group to represent trade and technical schools on a national level, our continued existence is seriously threatened.

The committee chairman stressed the fact that unless the association of schools establishes a full-time office in Washington with a full-time, highly qualified executive director and staff, forming an association would be a complete waste of time.

It was further pointed out that establishment of such an office calls for substantial financing. Therefore, the dues structure must be adequate to underwrite the cost involved.



Mr. Davies continued to explain the numerous additional advantages of a strong association including periodic workshops, a realistic code of standards and ethics, improved public relations, and a sustained effort to help member schools grow in response to the needs of the general public.

The chairman then announced that by 5 p.m. of that day, there would be a National Association of Private Trade and Technical Schools. The chairman announced that a temporary committee had developed a preliminary constitution and bylaws to facilitate the organizational meeting of this date.

He further stated that the constitution and bylaws would have to be modified to conform to the wishes of the members. Plans were announced to hold a second meeting at the Sheraton-Blackstone in Chicago on June 17th and 18th. At this time, permanent officers would be elected in conformance with the will of the majority. At this same meeting, membership qualification, dues structure and permanent committee responsibilities would be finalized. Meanwhile, an election would be held later in the day to select temporary officers for the interim period.

The chairman stressed the fact that the new association would in no way compete for membership with existing associations such as the United Business Schools, The National Home Study Council and the National Association of Technical Schools. He emphasized the intention to work closely with companion associates to achieve common objectives.

\* \* \* \*

Mr. Davies repeated the vital necessity of having full-time representation in Washington. He stated that the committee proposes that when the association is formed, each school applying for membership submit a check for \$100.00 with their membership application. This initial payment will later be applied to the member school's first year's dues assessment. If the school is not accepted as a member, the \$100.00 fee will be refunded following the June 17th meeting.

\* \* \* \*

The chairman then introduced the guest speaker, Mr. Bernard Ehrlich, prominent attorney with offices in Washington, D.C. The chairman stated that Mr. Ehrlich represents approximately fifteen national associations including the National Home Study Council. He has had extensive experience with private schools and their legislative activity starting back in the days of the G.I. Bill, Public Law 346.

Excerpts from the talk by Mr. Bernard Ehrlich:

Where have the Trade and Technical Schools been? They have been sitting home enrolling students and consequently are not included in the national programs. First of all, these programs were started during the Kennedy Administration and

President Johnson has just brought them up to date, stating that every child must be encouraged to get as much education as he has ability to take. "We want this not only for his own sake, but for the Nation's sake." Mr. Ehrlich had participated in the writing of the National Defense Education Act, which included trade, technical and business schools. The problem was to get the trade and technical schools included. The first question raised about accepting trade and technical schools was how would they know they were accredited. The answer was that the Office of Education would have to set up groups to determine which schools were eligible. During the G.I. days the government told you how you could operate and how you could not operate, do you want that to happen under the National Defense Education Act? The Manpower Development Program also had this program at the outset. Very few schools have participated in this program and very few schools are aware of the changes in the act. Manpower training has been a boondoggle so far. (He told of several experiences where they attempted to train people out of work for entirely different types of work and then asked them to move to other parts of the country which they did not want to do. Also of large classes starting and the large number of dropouts.)

Many say it is an example of inefficiency in our government. By the same token it is also inefficiency on the part of private schools. Most of the men working in this program have had no experience and you should be helping them.

Vocational Education Act contracts can be made with individual groups. Some schools do not know how to go about getting students under this act.

The Anti-Poverty Bill. President Johnson's promise is to "Wipe out poverty." Some of the bright young men they have brought in to Washington to administer this Bill don't know anything about poverty.

Major corporations going into any educational field are going to try to hire your best people to handle the program for them because they need experienced people. When school people come down to Washington in regard to the Anti-Poverty Bill, most of them come down asking what the people in Washington can do for them. This is the wrong approach. The people down there don't know anything about your schools - you should go to Washington and tell them what you can do.

You don't have any representation in Washington because they don't know who you are - even you people in the field don't know the names of all your schools, so how can people in Washington know who you are? Many feel that they are "anti" your schools, but they are not. They don't know if you are a reputable school with responsible people, or a fly by night operator. I do not suggest by this that if you had a National Association all these things would be settled, but I do suggest that if you had a National Organization you may have been participating to a far greater extent in these programs than you are today.

On the matter of student loans, the wording seemed to be for college students only, but they are now going to consider a loan bill which Congressman Dent is drawing up which would include trade and technical schools who meet certain

qualifications. You must have a program that is responsible and you must be accredited. We will have to set up a board to qualify all schools in your group to meet the requirements of the bill. When this legislation is passed, a national organization will be a necessity.

Regarding Electronic Technicians. Eighteen states at the present time are considering bills to regulate T.V. repairmen. The bills will require certain educational requirements and it should be important to you that your students can sit for the examinations that will be required, and pass them. It should be a good selling angle for good schools that their students are prepared to pass the required examinations. We are going to have more government regulation for licensing in other areas too.

Another disturbing factor is the Area Vocational Schools being run by people who know little about running them properly. They have lots of beautiful new equipment, but proper instruction is sadly lacking. Another unfortunate thing is that most private schools are not included in any survey when the government is making plans for your city. A National Organization could see that you are included in these surveys and let Washington know what you have to offer.

You will have to look to the future and become aware of certain trends and take specific action as a result of it. Major corporations are getting into the educational field more and more - Why? The major problem is every big corporation today has training needs. Where do they go for training? Many have surveyed some private schools and talked to private school people but find no interest, or very little, on the part of private schools.

Mr. Ehrlich told of companies training 1000 people in various areas. The schools seem to be disinterested, so that the companies set up their own training programs. He told of a couple of companies unable to find training who set up their own schools. The same thing is true of the government. They will set up their own schools if they cannot find schools to train people for the courses they propose, and they will also be "raiding" your school for trained personnel.

Need of an organization: Do you want an organization that is going to secure recognition for you? I can convince you that you need a national organization. First, to participate in National programs and State programs, but if that is all you want, don't start it! It is important to get a good start and have an educational background.

Your organization, if you agree to have one, must be built on a sound educational program. You are first and foremost Educational institutions. You must be engaged in quality programs. Congress will never recognize all schools. They want to determine which schools measure up to established standards. So you must have high standards. Problems are created by unscrupulous schools which make it difficult for good schools. Quality education has got to be the cornerstone of this group and each school must measure up to the standards set up, so you can secure the same type accreditation that the National Home Study Council has secured. You will then have

an opportunity to participate in the government programs but not before. At the present time this is the only area not covered and, in my opinion, the most important area in the next ten years is the vocational school area. There is practically no place in business or industry today for unskilled labor.

I urge your wholehearted cooperation with the project. It is one of the most significant things you could be doing and each one of you should work toward its success.

The unions are taking the position that by 1970 the Federal Government will be providing some free education for everyone to the extent of their ability to learn - I would change that to say the Federal Government will be thinking of giving free education to practically everyone from the cradle to the grave, and you schools should be prepared to participate.

\* \* \* \*

Miss Illeana Littrell, Chairman of the Standards and Ethics Committee, stated that it was rather difficult to write up standards and ethics as it needs to be correlated with other things, but that she and her committee have some temporary things worked out. She thanked Mr. Davies for all the work he has done to get the association started thus far. Miss Littrell had copies of her report and asked each one to obtain a copy later. Mr. Davies stated that this outline of Standards and Ethics would be worked on so as to be ready for the June meeting.

\* \* \* \*

Mr. Davies explained that the \$100.00 fee to be submitted with applications represents only a deposit based on what your later fees will be. He asked for a show of hands as to how many feel they will probably be interested in and become a part of this association. From 35 to 40 hands were raised. We will not ask for money at this meeting, but we will not refuse it. He asked Mr. H. O. Balls' Secretary to be stationed at the door to accept any \$100.00 deposits that those in attendance may wish to pay at this meeting.

\* \* \* \*

Mr. H. O. Balls stated that his nephew, Thomas Balls, had prepared a budget but was not able to be there. He had suggested \$12,000.00 for an Executive Director of the association. However, H. O. Balls said he felt that we should consider paying as much as \$20,000.00. In our field, we all know certain schools should not be in an association of this kind, so we need a strong



educator to help watch over this. We need a good director and we cannot get a good man without paying him well. He believes we should begin as a top-notch organization. If each school paid the price of one student's tuition of its longest course, for instance, that would cover the cost. He said he believed that the idea that we each pay \$100.00 is a start in the right direction.

\* \* \* \*

Mr. Davies stated that he wants to be sure everyone participates in this organization. He wants everyone to have a job and really work. The temporary officers selected today will act as a steering committee, until permanent officers are elected at the June meeting on the 17th and 18th. The following men were asked to serve on the Membership Committee in the interim: Mr. Stanley Moore of South Bend, Indiana, Mr. L. Kogan of New York, Mr. Freedland of the Pennsylvania Association, Mr. Abdouch of the Nebraska Association. Mr. Davies then asked for volunteers from the floor and the following gentlemen offered to serve: Mr. Harold Haase of Los Angeles, Mr. Wiley of Tulsa and Mr. Bill Elkins of Dallas.

Mr. Bill Bailey of Bailey Technical Schools, St. Louis, is ill and could not make this meeting. He was temporary chairman of the Nominating Committee and in his absence, Mr. Freedland of the Pennsylvania Association will substitute for him. At this time, a telegram was read from Mr. Bailey stating the nominating committee's slate of temporary officers, as follows:

President	- Mr. J. Warren Davies
Vice-President	- Mr. Bennett W. Cooke, Jr.
Treasurer	- Mr. Thomas Balls
Secretary	- Miss Illeane Littrell
Second Vice-Pres.	- Keith Hutchinson

\* \* \* \*

If you do not give your check for \$100.00 today, please write the name of your school and the name of the representative on a piece of paper, if you intend to send in the \$100.00, and leave with Mr. Balls' Secretary so we will know what to expect. The checks should be made out to the National Association of Trade and Technical Schools.

If you are not paying the \$100.00 fee today, you will receive instructions on this along with your membership application.

\* \* \* \*

The question was raised about dues on part time students. Mr. Davies said he believed it should be worked out on some fractional basis, but that it

would perhaps be difficult to get a school owner to tell how many students they have. However, the majority feel that we could work it out on this basis. This will be left up to the committee to work out.

Mr. Balls stated that the S.O.S. Research Inc. counts all students and the Council of Business Schools have a maximum fee which is charged if a school does not want to disclose the number of their students.

\* \* \* \*

The question was raised as to why our name eliminated business schools when it understood that this association would represent all private resident schools. Mr. Davies stated this had been discussed a lot in the last months and days and will be handled by the proper committee and let the membership know. Someone suggested a division of various types of schools.

Mr. Cooke stated he had explored the possibility of merging our group with the U.S.B.A. if agreeable to them, but as the matter was explored further, it didn't seem to be workable, and after some discussion, they were not too anxious to go ahead with us.

Mr. Ehrlich stated that we schools have problems separate and apart from schools in the U.S.B.A. group. Possibly in the future something might be worked out to merge with them.

Mr. Balls says he talked to U.S.B.A. for half an hour. They are wondering about the formation of this organization and he suggests that no business schools be taken into this association. Some business schools have not been able to get into U.S.B.A. and on the other hand, some that have no desire to join U.S.B.A. are anxious to know about our organization. Mr. Davies said he would have to limit discussion to 10 minutes. Several present spoke on why they believed we should not permit business schools to join this association. There is a wide area of schools in the Trade and Technical field and they believed this should be kept to Trade and Technical Schools. Mr. Davies said the fact that we tried to get every type of private resident school interested in this meeting and to attend it, but that those present are preponderantly from Trade and Technical Schools may indicate that we should keep this for Trade and Technical Schools.

Another felt that we should include all resident schools, including business schools as we all need to know how to deal with these government programs. If we did not want to include them, we could have an associate membership for business and other types of schools.

Mr. Freedland stated that as long as having an executive director was the most important matter to be taken care of at this time, we should discuss this and set up a committee to interview prospective directors. Mr. Harshbarger

stated that the constitution says the Executive Director should be selected by the Board of Directors, but believes a committee should be set up to explore the possibilities.

\* \* \* \*

Mr. Davies stated we do now have an organization which will be working between now and June 17th and we hope many of our problems will be resolved by that time when committee will report to this entire group, as well as new schools attending. He hoped as many as possible will plan to attend that meeting. The meeting adjourned at 4:30 p.m.

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Proposed CODE OF ETHICS AND STANDARDS for NATTS

Our approach to the study of ethics and standards applicable to an organization such as this immediately leads one to examine his own practices. These first become the criteria and anyone different is unethical or sub-standard.

After this phase passes, one finds that most ethics and standards are derived from the religions, the philosophies and the professions. Some examples have been drawn from each of these sources.

As I understand my responsibility, I was to make this preliminary report as a working paper for the full committee to be appointed later. Also, our work must be integrated with the work of the membership and constitution committees.

One of the first ideas that occurred was that our statements must be so simple and clear that no misunderstanding by member or public is possible. They must not be viewed as mere verbalisms.

Proprietary and non-profit institutions, deriving operating expenses in a large part from student fees, must separate ethics and standards into those applicable to their business functions, their educational programs, their responsibilities to each other and their responsibilities to the public. The clearer these distinctions can be made, the better will be our acceptance, as individuals and as a group, in the vocational education plans for the future on state and federal levels.

Through our statements on ethics and standards, we must convey the idea that we are not only operating in good faith but are actively avoiding bad faith. We must make provisions for demonstrating an absence of prejudice. We must show concern for social welfare. Our statements must show direct opposition to exploitation in any form. We must indicate an awareness of the need for good faith in all human relations.

The following statements are general examples that can be written to apply to all types of schools and programs by committee members representing each type.

1. The prime objective of every member school shall be the service it can render.
2. A member school's advertising and information service shall be dignified and accurate and shall adhere to established professional standards.



3. All fees, expenses and manner of payment should be clearly understood prior to entrance of the student and no changes be made during the contract period without concurrence in writing of all parties concerned.
4. No person shall be enrolled for whom tuition, fees and other expenses involved shall be an obvious, undue burden.
5. A member school shall indicate an understanding of its limitations and refrain from undertaking activities for which it is not prepared.
6. Only those persons whom we have evidence can profit from our services will be admitted to our programs of study and training.
7. When it is evident that an individual cannot succeed in training or in the occupation for which he is preparing he shall be released without obligation or prejudice on the part of the school or student.
8. Neither the school nor any person having knowledge of the student through the school, shall in any way use this knowledge to do injury to this person after he leaves the school, regardless of circumstances of termination.
9. The personality and character of employed school personnel shall be such that student contact with these persons shall in no way endanger or have an adverse effect on the personality or character of the student.
10. Member schools shall cooperate in every way with agencies, authorities, businesses and industries which show a concern for developing and maintaining the highest standards of excellence.
11. The dignity and honor of every other member, and persons associated with the organization, or member schools individually, must be of concern and respected by all other members.
12. Members must be constrained from gaining favor or reward by comparisons damaging to other members or other educational services of quality.
13. The school shall provide such accurate information to the public as will enhance this organization and all members.

I believe these statements will serve as a comprehensive basis for the development of specific items in a code of ethics and standards of excellence vital to the purposes of this organization.

This report is submitted for consideration, acceptance and implementation by the organization and its appointed officers and representatives.

Illeane D. Littrell  
March 19, 1965

# N. A. T. T. S. NEWSLETTER

National Association of Trade and Technical Schools

Suite 607

• 2020 F Street, N.W.

• Washington, D.C. 20006

• Phone: 202-296-5632

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(NOTE: No copy of the 1st NATTS NEWSLETTER of 1965 is known to have been preserved. If you should have it in your files, kindly contact us.)

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No. 2, September 25, 1965:

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## OFFICE HOURS

The Washington office is open from 8:30 a.m. to 5:30 p.m. Monday through Friday except for occasional errands and an hour out for lunch--12 to 1. Approximately the same hours will be maintained on most Saturdays. The Executive Director is available only by appointment.

## WORK PROCEEDS ON STANDARDS

William Goddard, Chairman of the Business Standards Committee, has asked his committee members to respond by mail to the Washington office before the end of September. He expects to spend the first weekend in October in Washington consolidating their ideas.

## MEMBERSHIP PLANS

Fifty-one applications for membership have been received to date. Additional schools desiring to be considered should send their applications in to the Washington office as early as possible.

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No. 3, October 16, 1965:

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## EDUCATIONAL STANDARDS COMMITTEE MET

Harry W. Dickerson (Detroit College of Applied Science) worked all day with his Research and Educational Standards Committee on September 29. The Committee started with the draft of standards prepared by Cliff Larson (Northwestern TV and Electronics Inst) and worked it over to its satisfaction. Other Committee members present were Donald R. Vale (Vale Tech. Inst.) and John L. Biehl (Penn Inst. of Tech). Gilbert Shaw (Nat. School of Heavy Equipment Operation) sat with the Committee and contributed valuable ideas. The Executive Director also met with the Committee.

## BUSINESS STANDARDS

William Goddard (Massey Tech. Inst.) consolidated the suggestions of his Business Standards Committee into a 3-page statement. This Draft has been distributed to applicants, to a list of potential applicants, to selected Better Business Bureaus, and to State Supervisors of Private Trade Schools.

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No. 5, November 26, 1965:

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CONGRESSMAN DENT INTRODUCES  
CONSTRUCTION BILL

Congressman John H. Dent of Pennsylvania has introduced H. R. 11412 providing loan assistance to business, trade and technical schools for the construction of facilities.

The definition of an eligible institution is the same as is contained in the National Vocational Student Loan Insurance Act of 1965.

SENATOR PELL INTRODUCES SCHOLARSHIP BILL

Senator Pell has now introduced a bill entitled "The Higher Education Scholarship Act of 1965," S. 2250, which would provide free scholarships of \$1,000 for each academic year. There is no distinction in the measure as to the type of institution that a student may attend so long as it is accredited.

In his remarks upon introduction of the bill, Senator Pell said: "The definition of 'institution' is broadened to include accredited private business, trade, technical and vocational schools, much as did the old G.I. Bill."

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No. 6, December 13, 1965

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TREASURY POSITION STRONG

The 73 members assure a solvent association for the coming year.

The Treasurer, Gilbert Shaw, and Chairman of the Budget, Finance, and Audit Committee, Michael Freedland, gave very favorable reports. Income has exceeded expectations. Fifty members were considered the minimum necessary for solvency. The 73 give added strength.

Even without any additional members, funds on hand will more than cover expenses for the remainder of this fiscal year. The Treasurer expects to enter the new fiscal year next July with a healthy five figure balance. Monies on hand and in sight will allow the NATTS to move forward with its plans for accreditation and further development of the Association.

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No. 11, May 18, 1966

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NEW MEMBERS

Membership in NATTS now totals 105.

V A REGULATIONS AVAILABLE SOON.

New regulations regarding the new G.I. Bill have been sent to the printers. Copies should be available in regional V A offices within a week or ten days. Schools desiring copies quickly may want to check with their regional offices. We shall try to supply copies to our member schools but cannot be sure when they may be available.

DIRECTORIES OUT

Practically all of 60,000 Directories have been distributed. They do no good lying around the office--ours or yours!

The biggest batch went to high school guidance counselors. Every high school with a twelfth grade in the U.S. should have received at least one copy. We are happily filling dozens of requests for additional copies.

AVERAGE MEMBER IS 23 YEARS OLD

Our oldest member school was established 84 years ago. We admit no school under two years of age. The mean age is

19 years and the arithmetic average is nearly 23 years. This means that half our schools were started in 1947 or earlier and half in 1947 or later.

Harry Dickerson, Chairman of the Accrediting Committee, spent Saturday, May 7, in Washington going over accrediting plans with the Executive Director and the Legal Counsel. It is such volunteer work as this that assures the Association a sound future.

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No. 12, June 27, 1966

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#### BIG ATTENDANCE IN CHICAGO

The highlight of the year was our second Annual Meeting in Chicago on June 8 and 9. Nearly 200 people attended from trade and technical schools and other related organizations.

#### EHRlich RECEIVES AWARD

Bernard Ehrlich, Legal Counsel of the NATTS and prominent Washington trade association attorney, was presented with a plaque at the Annual Banquet in Chicago on June 8 in honor of his services to the Association.

While the Association is only one year old, all the "old timers" recognize the hard work done by Bernie in getting the new Association organized and into high gear. Bernie got the early leadership together and at the appropriate time wrote the Constitution. He has served as the guiding hand in the Association's early months.

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No. 67-8, August 25, 1967

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#### NATTS ACCREDITING COMMISSION LISTED BY U.S. OFFICE OF EDUCATION

On August 24, 1967, the Accrediting Commission of the National Association of Trade and Technical Schools was listed by the U.S. Office of Education as a nationally recognized accrediting agency.

This approval, under the provisions of Chapter 33, Title 38, U.S. Code, and subsequent legislation, will authorize students attending NATTS-accredited schools to secure government-guaranteed low-interest loans under the provisions of the National Vocational Student Loan Insurance Act of 1965. Also, the schools will be able, in some cases, to simplify record-keeping requirements in their administration of veterans' programs.

Forty-seven schools offering trade and technical training are presently accredited by the NATTS Commission. Applications from nearly 100 other schools are in various stages of processing. NATTS is anticipating a substantial increase in the number of applications as a result of its listing by USOE.

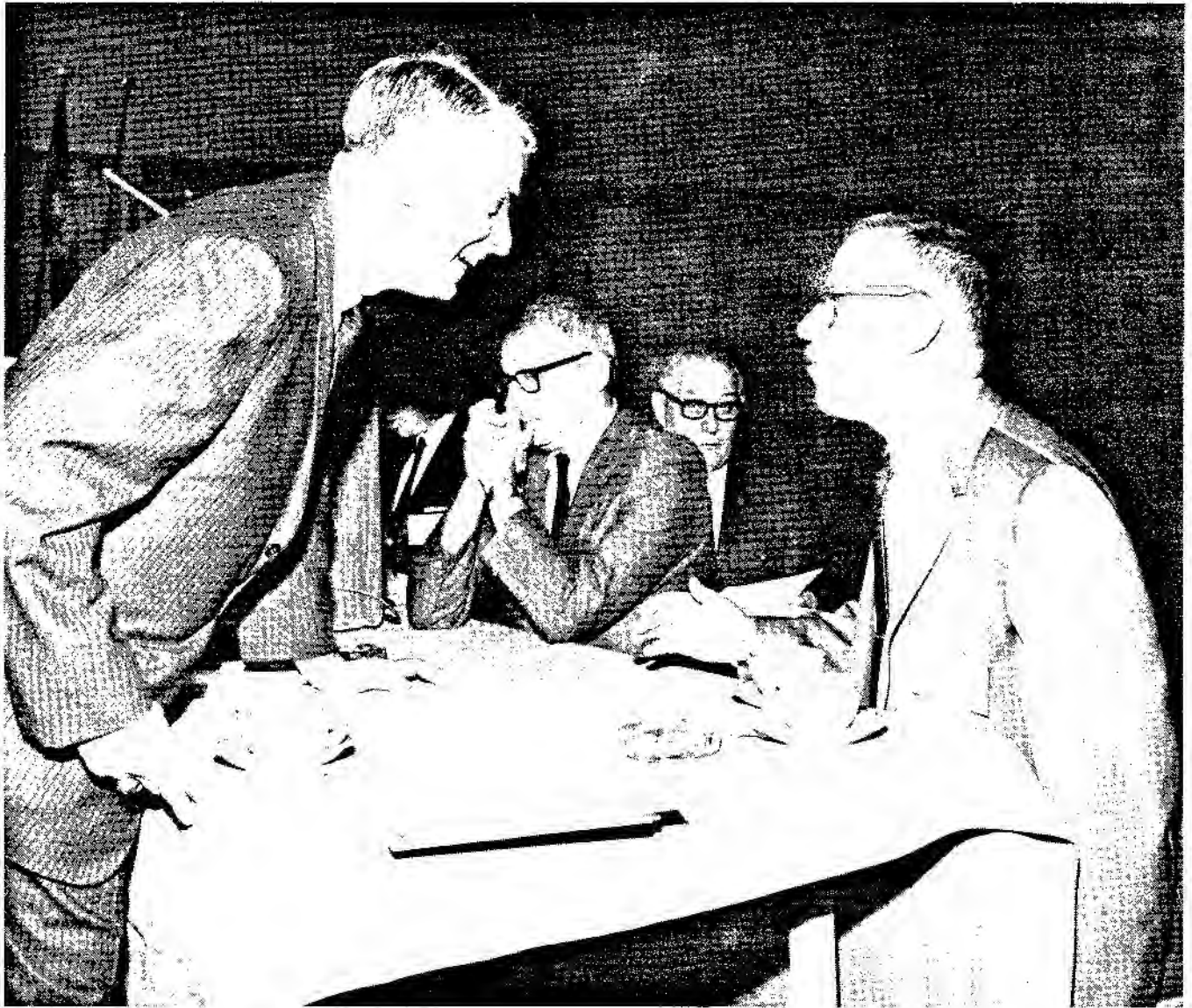
William A. Goddard, Secretary to the NATTS Commission, and Bernard H. Ehrlich, NATTS Legal Counselor, appeared before the USOE Accrediting Review Committee on July 24 regarding the NATTS request to be listed. The NATTS program has been underway for 2 1/2 years and its application for listing was filed with USOE on April 13 of this year.

In a letter to NATTS, Harold Howe II, U.S. Commissioner of Education commented, "I am pleased to agree with the findings of the Committee. Please accept my warm



congratulations to your organization for its achievements to date and its promise for the future."

The NATTS Accrediting Commission, at its last meeting on July 31 and August 1, appointed a liaison committee to establish and maintain close association with other accrediting agencies in serving the school-evaluation needs of the public, the students, and the schools concerned with trade and technical training.



Bernie Ehrlich, "The Man With The Answers", and Donald Vale, Vale Tech, at the Cleveland Convention, 1967.

A Note on the Role of BERNIE EHRLICH in forming NATTS

by Jerry Kokalis, Jr.

Bernard Ehrlich was a prodigy of a young man. He had graduated from college, finished law school, and served his country all by the time he was 20 years old.

In 1949, still too young to sit for the Bar exam, Ehrlich volunteered his services to Congressman Olin Teague of Texas, head of the House Veterans Affairs Committee.

Although not paid a salary Ehrlich was asked, possibly because of his age, to gather information about proprietary schools, to enroll in some, and to report accurately on what he found.

The Congressman particularly asked that Ehrlich travel to Pennsylvania. The state VA agency there had cited more incidents of misuse of funds and of false advertising than had any other adjoining state.

Ehrlich liked his task. But he was becoming anxious to play a larger role, based on the knowledge he had gained.

Adverse publicity about proprietary schools from the various regional and state offices and from friends of Congressmen seemed to be copiously tabulated in the Committee's Office. This adverse comment seemed to heavily impact the Committee. But Ehrlich felt strongly that more restrictions on the schools were not the answer to the various educational and financial problems of the Veterans Administration.

In his personal examination of dozens of schools, Ehrlich discovered that the best schools did not always receive due recognition from the VA offices. His plan was for better control and operation of the VA law. He wanted to award both tuition and subsistence payments directly to the returning veteran, and give him his choice of schools. In addition, all schools should be evaluated -- preferably by the Office of Education -- and accredited. All schools meeting the standards of the accreditation commission(s), over and above minimum state licensure requirements, should receive accreditation and subsequent approval to train returning veterans.

The National Federation of Private School Associations - a provisional coalition composed from the business school group, the short-lived National Association of Technical Schools, and the National Home Study Council - now hired Ehrlich to represent its interests.

William Goddard relates that Ehrlich could not get an appointment with the Administrator of Veterans' Affairs; accordingly, he staged a sit-in with a cot and blankets at the Administrator's door.

However, the VA was not the only path. As Ehrlich told me: "The approach was to receive recognition for those schools which did what they said they could do -- offer quality education in a skill area with no frills, in a short period of time. We aimed to gain accreditation by the Office of Education."

The business schools were best organized, and in 1949 Ehrlich was retained as legal counsel for what was then NACBS. Despite Ehrlich's efforts, an accrediting body that he conceived for NACBS was refused review leading towards federal approval - according to the Commissioner of Education, because of a lack of funds.

Ehrlich went back to work with the Congressional Committee. (The story resumes with the letter from Freedland to Davies of December 7, 1964, elsewhere in this issue. - Editor.)





NATIONAL ASSOCIATION  
OF TRADE AND  
TECHNICAL SCHOOLS

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