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ABSTRACT

This document summarizes the results of a study which surveyed the vocational curricula of twenty public secondary schools in three Louisiana parishes. The primary purpose of the study was to examine the business, distributive education, and shop curriculums to determine if innovations in course offerings, course context, and instructional methods were occurring, what innovations were being used, and to determine what the teachers' opinions were regarding innovations. Responses obtained through interviews and questionnaires supplied the data. Findings include: (1) A majority of the teachers seemingly are receptive and cooperative in discussing innovation and change in vocational subjects, (2) More than half of the teachers are using innovative ideas that are new to this geographical area where the opportunities are available for them to use new instructional methods and modern equipment, (3) About 72 percent of the surveyed population recommended changes in future curriculum and instructional methods, (4) While nearly all of those surveyed indicated a need for the availability of additional technical training, no one mentioned sources whereby teachers might update their current knowledge, and (5) Many of the newer methods are being used in local classrooms. (Author/SN)

A STUDY OF CURRICULA INNOVATIONS IN TRADE AND INDUSTRIAL ARTS, DISTRIBUTIVE AND BUSINESS EDUCATION IN JEFFERSON, ORLEANS, AND ST. BERNARD PARISH PUBLIC SCHOOLS

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FOREWORD

The study of the vocational curricula of twenty public secondary schools in Orleans, Jefferson, and St. Bernard Parishes was conducted with the cooperation of Miss Mary Madden, Supervisor of Business Education Instruction for the Orleans Parish public schools, Mrs. Maria L. Franklin, Supervisor of Distributive Education Instruction for Orleans Parish public schools, and the cooperation of the departmental chairmen and the teachers in these public schools.

The purpose of this study was to examine the business education, distributive education, and the trade and industrial arts education curricula to determine if innovations in course offerings, course content, and new instructional methods were occurring, what innovations were being used, and the teachers' ideas and opinions regarding anticipated curricula innovations.

The Findings Section reports those innovations that are currently in use in those schools surveyed and is divided into subject areas for easier readability. In addition, local curricula innovations are compared with national curricula innovations in the vocational subjects. Specific findings about each subject area that was studied are reported.

Section Four identified specific recommendations for continued progress and improvement of the vocational curricula in the public secondary schools of the three parishes. The reader may also wish to examine the Appendix which contains the specific research instruments used and the results obtained.

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INTRODUCTION

Statement of the Problem

"A Study to Determine Innovations in the Vocational Curricula in the Jefferson, Orleans, and St. Bernard Parishes" was conducted with these major goals as objectives:

1. To survey selected specialized curricula of the public schools in the parishes of Orleans, St. Bernard, and Jefferson to determine the innovations in course offerings, course content, and new developments in teaching methods that are currently being used in the instructional programs.

2. To survey, through committee research and individual student research, selected professional literature in the content areas of business education, distributive education, and trade and industrial education to determine current innovations in vocational subjects at the national level.

3. To determine what curricula changes are anticipated by local teachers to help meet the vocational needs of the students from this tri-parish area.

Definition of Terms

The following terms are common to this study and appear so frequently that a delineation to insure smooth readibility is appropriate:

1. Innovation: Innovation is not necessarily an invention but the term is relative to locale. Rogers defines innovation as an idea perceived as new by an individual. Of importance

is the receiver's attitude toward a new idea rather than the view held by the expert. Passow expands ideas on innovation even further when he states, "To the extent that school systems . . . are taking significant valid theory and research to develop programs and procedures which are new for that system . . . such schools are participating in a kind of educational innovation."[1]

2. Comprehensive high school: The comprehensive high school offers a curriculum that is balanced in course offerings (offers courses at all levels of intellectual difficulty in academic subjects); contains depth in that courses are studied in detail so that students may develop the ability to generalize, to see relationships, and to think through problems; offers individualized education which allows the student to learn at a pace consistent with his abilities; and allows for useful learning that will prove functional outside the classroom.[2] A second definition of the comprehensive high school often used by students of curriculum is that the comprehensive high school can provide exposure and specialization for students who have different purposes and levels of ability and offers the best opportunity for a student to acquire a quality education.[3]

3. Vocational education: Any form of education, training, or re-training which is designed to prepare persons to enter or continue in gainful employment in any recognized occupation. The only occupations which are <u>excepted</u> are those which are designated as professional or which require a baccalaureate or high degree. Clearly, this is a very broad and inclusive meaning for the term. Yet it expresses the concept established by the

Vocational Education Act of 1963 and defines a scope of responsibility which vocational leaders must be prepared to accept.[4] The terms vocational education, business education, and office education are synonymous to a majority of business teachers.

4. Distributive education:[5] One phase of vocational education. It is a "program of instruction in the selling, marketing, and merchandising of goods and services for those who have entered or those who are preparing to enter distributive occupations.

5. Industrial education: This training has, until the recent development and extensive use of the computer and industrial automation, generally been referred to as trade and industrial education and may be further subdivided into a category for boys and trade and industrial education for girls. Traditionally the industrial education curriculum for boys has included courses from those of less skills, such as shoe repairing and painting, to more highly skilled courses, such as architectural drafting, electronics, and optical mechanics.[6] Popular trade and industrial education courses for girls may include beauty culture, needle trades, commercial foods, and in some curricula, practical nursing.[7]

6. Technical education: As a response to the recent rapid technological changes in industry and as a result of computerization of many of the former clerical tasks of office workers, technical education curricula are now part of some secondary course offerings. This training usually consists of some type of advanced training in computer programming, keypunch operation, or executive secretarial training.

7. Tri-parish area: The tri-parish area frequently referred to in this study represents

the Orleans, St. Bernard, and Jefferson Parishes of Louisiana and serves as the geographical boundaries for administering the study.

Additional terms may be defined at the point of appearance in the report.

METHODS OF INQUIRY

Planning the Survey

A committee of three students from the Secondary School Curriculum class was organized with each member participating in the survey, helping to administer the questionnaires in the public schools, interviewing public educators, conducting individual research in his or her specialized area of interest, tallying the results of the survey, writing the report, and preparing the oral presentation as a corollary to the study. The business education section of the report was prepared by Jean Vining; the section on distributive education was written by Pat Rheams; the section on trade and industrial education was written by Silas Connor.

Exhibit A in the Appendix illustrates the questionnaire that was mailed or taken to 160 of the secondary public school teachers in the tri-parish area. Of these, 117 or approximately 73 percent of the questionnaires were returned in time for statistical inclusion in the report.

Exhibit B is a facsimile of a thank-you letter that was mailed following one of the personal interviews. Similar letters were mailed to each of the educators who were interviewed by the survey group. Exhibit D lists those professional educators who were interviewed.

Exhibit C lists those schools and teachers to whom the questionnaires were mailed. Accompanying each set of questionnaires was a personal, individually typewritten cover letter (Appendix, Exhibit E) explaining the project and requesting the help of each public school. Tables I-X in the Appendix depict the responses in percentages to the questions and illustrate supportive facts for the study. These results are discussed and analyzed in the Findings Section of this report.

Personal Interviews

Several of the questionnaires were personally administered to insure complete returns and to test the questions for comprehensiveness and readability by the respondents. Schools where the questionnaires were personally administered include Fortier High School by Mrs. Pat Rheams, Carver Middle and Senior High Schools by Mr. Silas Connor, who surveyed the trade and industrial education faculty, and Kennedy High School where Mrs. Vining interviewed and discussed the questionnaire with Mrs. Claire Rosenberg, business education instructor. Interviews were also conducted with several other teachers in the tri-parish area. Exhibit D of the Appendix identifies the interviews conducted by the survey team as part of their data-gathering activities.

Survey of Selected Literature

One of the best ways for teachers to keep abreast of current developments, new ideas, and innovations in education is to regularly survey and read those professional journals, yearbooks, special studies, and publications in their specialized content areas. Another way to remain current and up to date is to attend various professional meetings and to participate in these meetings when possible. A survey of this type would be incomplete without some consideration of selected current writings by recognized professionals in vocational education. Each of the committee members conducted an individual, selected survey of the current trends in business education, distributive education, and industrial arts and trade education to update his or her knowledge of national innovations and current trends in vocational curricula. Following a brief description of the innovation or development, the authors of this report offer comments on the advantages, disadvantages, and general views of the profession regarding the new development.

FINDINGS

Innovations in Business Education

National Developments

Across the nation various developments in business education curricula and methods are currently in progress either in the exploratory, research stage or as adopted, hoped-for solutions to the changing technological society the high school graduate of 1972 faces. A summary of these developments and innovations must include comment upon the following instructional changes:

1. NOBELS:[8] The "New Office and Business Education Learning System" approach in curriculum making. Another name for the project, funded by USOE as a pilot project and initiated by Delta Pi Epsilon, an honorary business education professional group, is a "curriculum renewal project in business and office education on a nationwide basis." The major goal of this new approach to the business education curriculum is to develop performance goals stated in behaviorial terms for office occupations. Another objective is to evaluate the effectiveness of learning systems based on identified performance goals in preparing students for office work. Teams and specialists from other disciplines such as media specialists, social psychologists, manpower specialists, behaviorists, and educational psychologists are working with business educators to identify and state performance goals in behaviorial terms.

How will NOBELS function? In a systems-oriented curriculum for office workers, basic goals will be to pro-

vide students with these knowledges: (1) A comprehensive view of the functions for which the office is responsible, (2) an understanding of the interrelatedness of the tasks performed in the office, and (3) sufficient skills and knowledge of a major segment of these tasks so that the student can perform effectively in a job. Figure 1 on the following page illustrates the possible twelfth grade of a stenographic curriculum utilizing block scheduling (another development more and more frequently used by business educators).

One advantage of the systems approach to course offerings is the moving away from awarding the student credit merely for time spent in a class with stress placed upon interrelating various knowledge and skills for total job performance. Another advantage of the systems approach is in its likeness to the "real" office or business situation which the student encounters as he adapts as an employee. Thus, on-the-job training and orientation of new workers should be reduced.

2. Modular Scheduling:[9] A new approach to scheduling courses, modular scheduling, represents a break from the traditional class period of 50 or 60 minutes per meeting for specific, pre-arranged times per week. Time modules of varying lengths are established and may meet on alternate days rather than daily.

Another basic modular unit is the number-of-students module with various numbers of students composing a class which may meet a variety of times per week.

The content module may also be organized. Common content units are developed for presentation so that overlapping of presentation can be eliminated. For example, units on business behavior and business principles might be scheduled for students in stenography, general clerical, and bookkeeping programs rather than as separate units and separate lectures in each of these courses. Thus, the teacher's lecture effectiveness can be tripled, and simultaneously other teachers' time can be freed so they may coordinate activities for the block instruction of the content module.

Advantages of modular scheduling are that it develops responsibility, self-discipline, and student independence for the students. It is said to aid individualized instruction, use of teacher aids, team teaching, provide for both large-group and small-group instruction, and permit ability grouping. Disadvantages in modular scheduling are the difficulty of motivating students to use their unscheduled time wisely, less class time for certain subjects, that it does not work well in old buildings, that it requires up-to-date equipment, and that the plan may cause inflexibility once the student's modular schedule becomes established and the student's schedule can no longer be altered during mid-semester. Many of these disadvantages might be eliminated through better, more careful organization of the content module.

FIGURE 1.

STENOGRAPHIC CURRICULUM UTILIZING
BLOCK SCHEDULING*

Shorthand-transcription	175 hours
Office procedures	40
Business behavior and psychology	50
Business principles	50
Indexing and filing	20
Office machines	30
Introduction to data processing	30
Records and management	20
Receptionist-telephone training	15
Business correspondence and report writing	30
Record keeping	15
Simulated work project	50
	525 hours

*Source:

Lloyd L. Garrison, "New Emphases in Curriculum Making." Journal of Business Education, November, 1970.

3. Simulation:[10] This term, meaning to assume the appearance of, is not new to the field of education. For years teachers have used simulation techniques in their own various instructional methods, but only in the past three years has simulation as an organized means of vocational education been used on a large scale. Simulation is now emerging as one of the most potent instructional tools available in vocational education.[11]

   An authentic simulation should have these characteristics: (a) It should simulate the way input comes into the job. It should include input in various forms of communications that arrive on the job in a realistically unorganized fashion, as on the job. (b) The simulation should duplicate as far as possible the conditions under which the student will be expected to perform the job. The work flow, procedures, records, references, and equipment the student will encounter on the job should be provided. (c) The standards of quality and quantity by which the student's work is evaluated on the job are the final objectives for judging the office simulation.

Before use in the secondary curriculum, the simulation program was teacher and student tested at Oregon State University and was practiced and demonstrated in workshop and in-service programs for teachers in Atlanta and other regional offices by the Educational Research Division of McGraw-Hill Publishing Company. High schools throughout the country have adopted this system for their courses in clerical office practice, and new typewriting and shorthand simulation courses are in use in many classrooms.

Major advantages of the course taught via simulation are the importance upon interrelated activities, teamwork, and cooperation among workers or students, its uses as a motivational device, and as an evaluative device for measuring the established goals of the course. All current reports indicate that both teachers and students are highly pleased with the outcomes of simulation instruction.

4. Individualized Instruction. Though not a new term to educators, only recently has individualized instruction received the attention it deserves as an instructional device for use in the modern curriculum. More and more teachers appear to recognize the individual differences among their students and are attempting to organize their instructional procedures around these student variations in maturity and learning patterns.

Examples of new uses of individualized instruction can be viewed in the Individual Progress Method of teaching shorthand where students are allowed to move at their own rate of progress in learning. This procedure can be implemented by using these teaching methods: teaching packets, content units, performance-based measurement, individual progress, ability grouping, and paired learning. The teacher serves in this situation as a facilitator of knowledge and as a guide for each student. She aids the student to learn rather than preparing a tightly structured lecture and requiring the majority to fit the pattern. Individualized

instruction requires more planning and organization for the teacher and necessitates more record keeping activities on the instructor's part for tracking each student's progress as the student moves along in the learning process. The individual progress method of teaching appears to be especially suited for numerous types of vocational instruction and is being used in shorthand, bookkeeping, secretarial office practice, general business, and typewriting classes in many schools.

5. Career Development Program.[12] This program, developed by U.S. Commissioner of Education Sidney Marland and the U.S. Office of Education, will attempt to reorganize the curriculum from kindergarten through college. The purpose of the program will be to prepare students to assume jobs upon completion of high school or to educate them about careers so that they can more efficiently select the post-high school training of most value to them. The program will also stress adult and continuing education to meet the changing manpower and technological characteristics of the modern society.

The career education program is now in the pilot stage in model programs across the United States. The USOE project is to begin its exploratory work in July, 1972. Exhibit G in the Appendix describes the general features of the pilot program for a career education curriculum.

Local Curriculum Developments

Of the 160 questionnaires mailed to local schools in the St. Bernard, Orleans, and Jefferson Parishes, 107, or

approximately 70 percent, were returned. Of these, 68 percent were business and cooperative education teachers who taught a variety of the clerical, vocational, and business education courses offered in the public secondary schools of the area. Approximately 17 percent were distributive education teachers, and 15 percent were trade and industrial education teachers. Responses to the survey questions are presented for in-depth study as Tables I-X, Appendix.

The objective of the specific curriculum in which 91 percent of the business teachers instruct is to prepare students to assume jobs. The remaining teachers recognize their primary aims as preparing high school students to enter post-secondary schools other than colleges, preparing students to enter college, or to prepare students for training other than jobs or post-high school education. The kinds of curricula available in the local public secondary schools include a general curriculum in 85 percent of the schools, an academic curriculum in 87 percent of the schools, a vocational curriculum in 87 percent of the schools, and a technical curriculum present in 23 percent of the schools. A majority of the local educators consider their schools to be comprehensive according to variety of programs available.

Upon high school graduation, where do students continue their education and how many continue? Survey results indicate

that 32 percent enter a college or university, 12 percent enter a junior college, 7 percent go to business college, and 12 percent enter an area trade school. Approximately 40 percent of the students enter "other" areas of interest which may include the military and the world of work.

Sixty-four percent of the local secondary schools graduated a class of 101-500 students in 1971, and 36 percent of the students were graduated from classes of 501-999 students.

Seventy-two percent of the local teachers recommended changes in the present curricula of their schools, while 28 percent recommended no changes. There were 23 various changes in curriculum suggested. These suggestions are itemized in the Appendix, Table VI. The most frequently suggested changes for the local business education curricula were:

Increased technical training
Use of block programs and modular scheduling
More individualized instruction
Complete implementation of the continuous-progress, individualized systems approach toward vocational instruction
Additional on-the-job training programs
Additional vocational guidance and follow-up services.

All of those who were surveyed recommended individualized instruction, and 60 percent are currently using some form of individualized instructional methods in their classes. The

most frequently used methods that are new or innovative for classroom instruction were listed as the following:

Block scheduling
Career development programs
Performance-based measurement
Programmed instruction
Individualized instruction
Multimedia instruction
Simulated office practice.

Business education curriculum changes that have occurred most often in the tri-parish area schools were these:

Block scheduling
New courses added
Continuous progress systems instituted.

The last two survey questions were intended to identify to the teachers the nationally recognized vocational education terms that currently represent the newer trends in vocational instruction throughout the country. Of these terms all of the business education teachers were familiar with at least one or more, and in most instances they were familiar with several of the terms. The terms most frequently used in the instructional programs of the tri-parish area were individualized instruction, performance-based measurement, career development program, block scheduling, and programmed instruction.

Those surveyed in no way indicated the importance of updating their working knowledge of the modern office by

periodically participating in work experiences. Although this question was not specifically asked on the questionnaire, this author expected the respondents to mention in their added comments the generally recognized importance of vocational teachers remaining current via their own contacts in the world of work. Possibly the composition of the survey instrument was in error in not revealing this information.

Innovations in Distributive Education

Historical Background

Distributive Education began as a national program in 1937; however, it had been instituted in the New Orleans public schools two years earlier. Over the years New Orleans has improved and expanded its D.E. programs and, in many instances, has remained one step ahead of the rest of the nation.

It must be emphasized that Distributive Education is a complete program, not just a series of course offerings. Distributive Education is a wide-ranging program, extending from pre-employment training on the junior-high level to continuing education for adults already employed in the field of distribution. Due in large part to heavy federal funding, Distributive Education has been very successful in pursuing these broad objectives:

1. To raise the occupational efficiency of distributive workers through planned vocational training.

2. To increase the skill, technical knowledge, occupational information, understanding, appreciation, and judgment of both management and employees.

3. To prepare workers in one phase of distribution to transfer to another distributive occupation or to move to a higher position in their field.

Basically, there are four levels of Distributive Education. First, preparatory D. E. for junior-high students. In this phase the student explores the field of distribution and learns basic skills needed for a job interview and entry-level job performance (basic math, English, attitudes, good grooming, etc.). Second, senior-high D. E. There are three possible programs within this level: preparatory D. E. for sophomores and juniors (similar to the junior-high preparatory program); a one-year cooperative program for seniors; and a two-year cooperative program for juniors. In the cooperative program the student takes three courses in the morning (one is D. E.) and receives on-the-job training at his place of employment in the afternoon. This on-the-job training is closely coordinated with his school instruction in D. E. The student is graded both by his D. E. teacher for his course work and by his employer for his job performance. This level is called cooperative because the school and business community cooperate

in training the student for his place in the business world. The third level, post-secondary D. E., provides intensive, specific training on the junior-college level. Fourth, adult Distributive Education, prepares persons over 18 years of age for positions in the field of distribution or for promotion in this field.

The national student-centered club, Distributive Education Clubs of America (DECA), rounds out the program by providing opportunities for leadership and personal development. DECA activities have a tremendous psychological effect upon the attitudes of many students who may have no other opportunity to participate in social activities of the school or to develop responsibilities of citizenship. DECA members learn to serve as leaders and followers and have an opportunity for local, state, and national recognition that they might not otherwise have.

National Innovations

Since its inception, the extensive curriculum of the Distributive Education program has demanded a variety of instructional methods. The basic lecture and discussion technique of traditional teaching have been replaced, to a large extent, by a wealth of varied and exciting methods. Here are ten of the most widely-used techniques employed on

a national basis.

Multimedia instruction is a reality in the D. E. classroom. Thanks to very adequate federal funding, each D. E. class is equipped with the latest in audio-visual aids, including: 16 m.m. projector and screen, 35 m.m. sound filmstrip projector, slide projector, record player, tape recorder, overhead projector, opaque projector, camera, and some means of reproducing printed pages. Only a lack of imagination or laziness can limit a D. E. teacher's use of this equipment. Unfortunately, some teachers revert to the way they were taught, ignoring the mass of media at their disposal.

Individualized instruction is a necessity in a Distributive Education program. Indeed, it is required that each student spend approximately two hours a week of his in-school instruction devoted to his individual career objective. Again, thanks to federal funding, the D. E. program has ample instructional materials for each career objective. Individualized instruction is best used as a part of the related subjects period of a cooperative part-time class, where the need for specific information relating to the job is indicated. Individuals pursue their separate paths so long as their interests, needs, and abilities differ; and they are grouped for class information and instruction on the elements common to the distributive occupations represented in the class.

The demonstration method is quite applicable and popular with both preparatory and cooperative D. E. classes. Such demonstrations as job interview, sales demonstrations, and credit interviews give the students an opportunity to simulate these experiences before their performance is critical in the real situation. The demonstration can be recorded for later analysis and evaluation by both the demonstrating student and the students observing.

Sales projects put distribution into action in programs where such projects are permitted by the school. Fund-raising promotions help illustrate many areas involved in marketing that the beginning student ordinarily would not be involved in. The students are forced to make important decisions about what, how much, when, and from whom to order their goods; advertising their products; recordkeeping; cashiering; transportation; pricing; and channels of distribution. In many schools the D. E. class operates the school bookstore, which means multiple decision-making over the entire school year. In these schools even the preparatory students gain practical experience and learn basic skills such as cashiering and recordkeeping before being employed by the community.

Research projects are used effectively in the D. E. program to stimulate individual endeavor and responsibility and to aid in developing the ability to evaluate and present

information. The most successful of these research projects are entered into competition at the state and national leadership conferences of DECA.

The case method is used to supplement other methods. It is an adaptation of the problem method in which discussion is centered upon actual or hypothetical situations, or cases, which are advanced to instruct class members on a given subject. Class members are encouraged to write up and offer actual incidents from their experience for class discussion and analysis. In addition, professionally-prepared cases are available in most areas of study.

Community resources such as guest speakers and field trips are easily utilized in D. E., since much of the work of the program takes place in the community. Employers are usually most willing to speak to the D. E. classes and/or to allow visits to their businesses in order to offer each student a more comprehensive view of distribution in action. The local Chamber of Commerce and Sales/Marketing Executives International are also excellent sources for speakers or field trips.

Programmed instruction is a natural for distributive education, especially when two hours a week of individual instruction is recommended. The most effective means to train students in short-term, specific units is through programmed instruction. Unfortunately, there is a wide gulf between what

is needed and what is available commercially. Programmed materials are so few that of the two main suppliers of instructional materials, McGraw-Hill offers one text in basic salesmanship and South-Western offers none. The only real source of the few programs that are available are the several D. E. labs existing on college campuses. Until more individual, specific programs are commercially developed for the various areas of distribution, programmed instruction will remain a dream of the future for D. E.

Simulations and games have been receiving wider use in the last few years. Several games that were originally developed for economics or social studies can be applied to the basic D. E. curriculum. However, these methods are subject to the same limitation as programmed instruction; i.e., lack of commercially available material. Few games have been devised for the D. E. program in particular, even though the class size and format are perfect for such a method. Most of the games that have been devised are produced rather amateurishly by the university D. E. labs or individual D. E. coordinators. Until commercial producers realize the potential for games in D. E. and until D. E. coordinators accept and request games, those that are used will be mainly teacher-made.

The contract method is praticularly adaptable to the D. E. classroom, especially in the individualized phase of the

program. In this method the student contracts with the instructor to carry out specific projects constructed by the teacher and/or student. The contracts carry points which are redeemable for grades, privileges, or other rewards. The contracts can be written on such an individual level that each student is working on his level of interest and ability. This method encourages the student's initiative and sense of responsibility, for all the decisions are his. At this time few D. E. coordinators are aware of the contract method, as it is relatively new; but those that have used it in the D. E. program have found it very successful.

The Local Distributive Education Program

All of the national innovations just mentioned are in practice in the New Orleans area with the exception of: programmed instruction (lack of material), simulation games, and contracting (lack of teacher experience with these methods). At this time only this writer uses the contract method regularly. However, the New Orleans area is especially progressive, if not innovative, in other areas of the D. E. program.

To begin with, the size of the D. E. program in this area is impressive. On the senior high level there are twelve programs in New Orleans, four in Jefferson, and two in St. Bernard, employing twenty-three full-time coordinators for the eighteen

programs (five schools have two coordinators.) These programs employ more than 700 students in the New Orleans area each afternoon. In addition, New Orleans has one junior high preparatory program and the only junior college program in the state (at Delgado Junior College).

In 1966 preparatory, exploratory Distributive Education was instituted as a pilot program in four New Orleans junior high schools. The programs were set up to provide students from lower socio-economic levels with opportunities to engage in pre-employment activities of a vocational character. The exploratory training was expected to reveal the student's vocational competency and to equip him for a job in a distributive occupation. As a result of these programs, there was a marked improvement in the attendance and general attitudes of the participating students. Particularly notable was the development of a self-concept which made the student more effective as a potential employee. Unfortunately, all but one of the junior high programs were dropped because of lack of funds.

In the adult Distributive Education area, New Orleans is a leader in the state. Last year New Orleans D. F. coordinators conducted sixty-eight adult classes at night. More than 2,200 adults attended these classes. This year the number of classes is expected to be even higher. These are some typical classes: antiques, floristry, insurance, federal income taxes, investments,

sales-cashier, merchandising interiors, real estate sales, savings and loan, and transportation and traffic management. A complete list of classes that can be offered is included in the Appendix, Exhibit F.

Unfortunately, along with the progress and achievements in the New Orleans area there are also special problems. Six programs in the New Orleans area have enrollments listed as totally disadvantaged. The other six have many students who fall within this category. Our curriculum and methods must change to accommodate and prepare these youngsters to procure, maintain, and advance in their occupations. Often many remedial and basic skills must be stressed merely to achieve employability. In addition, these students must gain self-confidence and realize that they can compete successfully for employment and advancement.

In New Orleans many students in the junior high program have already reached their seventeenth birthday and completely lack the motivation to stay in school. Many of these youngsters will never complete senior high school; they are probably nearing the end of their formal education. Their predicament upon leaving school will be the familiar one: lack of training, low-level jobs, poor pay, and limited promotional opportunities. In view of the employment opportunities that exist in New Orleans, it is obvious that steps have to be taken in the public schools to help these young people. Because much of the economic activity in New

Orleans involves distribution and marketing, there are many job opportunities in these occupational areas. However, training is the essential factor when placing students. For this reason, some program must be instituted to reach and train these probable dropouts before they reach society.

A major problem confronting the D. E. programs in the New Orleans area involves the selection of students for the program. At many schools D. E. has become the dropping spot for under-achievers and potential dropouts. This type of student usually has a bad attitude about school, poor attendance habits, poor grooming, and poor basic skills. These students are obviously not very impressive representatives of the school to be sent out into the business community. Occasionally the D. E. program can help rehabilitate a student, but an entire program of these students cannot last long--the business community will soon lose confidence in the school. Students must be selected, not on inferior ability, but on possible interest in a distributive occupation. College-bound students should not be overlooked. Many D. E. students ultimately attend college--some are even sent by their employers as part of a management-trainee program. However, too many high school students are guided into college-preparatory curricula only to become disillusioned when confronted with the world of work. Especially today when our colleges are bursting at the seams, we must reach the average student who will

probably wind up in a distributive occupation and train him realistically for his place in the business community. This can be accomplished only through a cooperative effort of D.E. coordinators and realistic guidance counselors.

Innovations in Industrial Arts and Vocational Education

Historical Background

Almost since its inception industrial arts has had as one of its basic objectives the idea of creativity. The idea was expounded by some of its greatest leaders such as Woodward (1890) and Griffith (1912), who proposed that basic courses in woodworking should provide a few problems involving design.[1] Bonser and Mossman (1924) stated that the study of the principles of design would have little practical effect if they are not studied in relationship to the objects of everyday life.[2] Today we find the creativity objective to be an essential part of every set of basic objectives for industrial arts. The idea today is carried a little farther. The American Vocational Association in its manual states that one goal is to develop problem-solving and creative abilities involving materials, processes, and products of industry. These additional goals evolved as the result of the rapid growth of American industry in the late 1900's.

There has always been a misunderstanding on the part of many industrial arts educators when it comes to developing creative activities as stated by the American Vocational Association in the shop or lab. As a result, industrial arts and vocational education have been relegated to the background. We taught nineteenth century materials and processes while living in a twentieth century world of technology.

With the successful flight of Sputnik, it became necessary for the American government and American educators to take a new look, not only at our system of vocational and technical education, but at the entire system of American education. It was found lacking in many respects. For example, the American system of education is operating on the premise that all students should be educated regardless of their interests and abilities. All students should be given a general education. All of our energies are directed towards a college-preparatory program when eighty percent of the students in these programs will not graduate from college. Ten percent of the twenty percent who do graduate from college will find themselves, along with the eighty percent, entering the labor force unprepared for work.[3] Many will find themselves unemployed and become drains on the community rather than contributors.[4]

Where is the answer? The answer is in a system of education that is relevant. Governor James A. Rhodes has said that if a curriculum is relevant, it is possible to have zero dropouts.[5] Relevancy can be found in a system of education which meets the needs of all participants. It must be a system that carries out four basic functions: (1) It must identify the talents and learning styles of individual students. (2) It must impart both physical and social knowledge of the world in which the student is to participate. (3) It must provide students with requisite skills for success in that world. (4) It must satisfy the individual in terms of his own identified needs. With the development of modern concepts of vocational and technical education, that is, to allow each student to develop an interest in a vocation, pursue occupational exploration, participate in work experiences, and identify with the dignity of occupational choice, industrial arts and vocational education will and must become the core of the modern school curriculum.

The most logical place for such a relevant system to begin is at the elementary school level. The naturally inquisitive mind of the elementary school child should be allowed freedom to investigate by hands-on experiences.

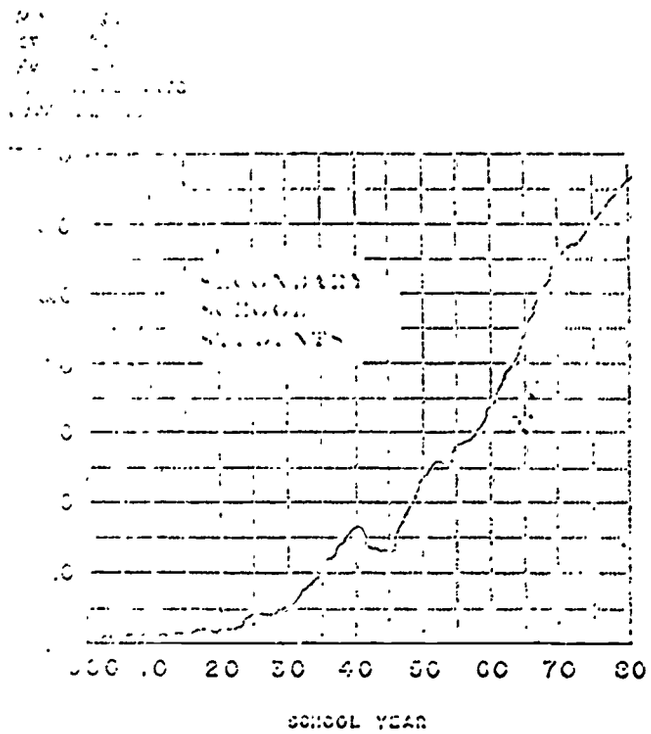
Here the child can begin to identify the relationship of people to the world of work.

In the middle school years the child has a need to develop social skills. He must learn to interact with his peers. He must learn to identify with adult models and see how these adults function in society.

Secondary school youngsters seek adulthood and try to identify as adults. It is a time when they should be given the lead. They should be allowed to try, evaluate, and reset goals. They should be allowed to develop skills that provide options. If they choose after secondary school to go to work, they should possess the skills to do so.

There is reason to believe that our educational system will eventually become a vocational-centered curriculum. The charts in Figures 2 and 3 will show the steady increase in industrial arts enrollments from 1900 to 1980. It should also be noted that the greatest increase has been in the junior high or middle school program.[6]

Now that we have justified the need for an industrial arts and vocational program in our educational system, we will survey some of the many innovations that are adding impetus to the growth of industrial and vocational education.



...ial arts secondary student enrollments, 1910-1980

FIGURE 2

NUMBER OF STUDENTS
ENROLLED IN
INDUSTRIAL ARTS

Table 1. Industrial Arts Student Enrollments and Projected Enrollments

	Year	Number of Students Enrolled in I.A.	Percentage of Sec. School Enrollment
Grades 9-12	1900	51,000[f]	10.0%
	1905	62,000[f]	10.0%
	1910	73,914[f]	10.0%
	1915	100,000[a]	11.2%
	1920	150,000[a]	12.6%
	1925	348,000[b]	13.0%
	1930	540,000[a]	16.0%
	1935	1,000,000[b]	21.0%
	1940	1,044,000[i]	20.0%
	1945	1,040,200[i]	24.0%
Grades 7-12	1950	2,400,000[i]	35.0%
	1955	2,700,000[f]	20.0%
	1960	3,001,000[d]	24.4%
	1965	4,400,000[e]	26.0%
	1970	5,800,000[h]	27.4%
	1975	6,150,000[i]	28.0%
	1980	6,000,000[i]	30.0%

FIGURE 3

INDUSTRIAL ARTS STUDENT
ENROLLMENTS AND
PROJECTED ENROLLMENTS

National Curriculum

In surveying the literature on curriculum innovations in industrial arts and vocational education, it was found that there were very few attempts to formulate a national curriculum. There are some who are for and some who are against. One of the more prominent proponents of a national curriculum is John L. Feirer. He feels that a national curriculum would give the program more uniformity and reduce the amount of confusion that exists in many areas. He is in favor of a curriculum designed by the best minds in the field and sponsored and recommended by our national associations.[7] I found that the programs surveyed, even though they are not used nationally, are designed by leaders in the field and are accepted by the national associations.

Industrial Arts in Elementary Schools

Industrial arts in the elementary schools had almost become a forgotten subject. Because of the continuing interest and work of the American Council for Elementary School Industrial Arts, several ambitious projects have emerged. Elementary school industrial arts was defined by a committee headed by Dr. William R. Hoots. This was to be turned over to the U. S. Office of Education as a

guide to the types of programs that should be promoted nationally. The group's definition states that:

> Industrial arts at the elementary level is an essential part of the education of every child. It deals with ways in which man thinks about and applies scientific theory and principles to change his physical environment to meet his aesthetic and utilitarian needs. It provides opportunities for developing concepts as a result of concrete experiences which include manipulation of materials, tools, and processes, and other methods of discovery that meet the needs of man. It includes knowledge about technology and its processes, personal development of psychomotor skills and attitudes and understandings of how technology influences society [3]

The committee identified different approaches to the program to be directed by the classroom teacher:

1. The limited classroom: This program is directed by the classroom teacher and work is correlated with other subjects. Equipment is portable.

2. Comprehensive classroom program: The classroom teacher directs the work in cooperation with the specialist. Activities relate to other subjects, the study of technology, and the discovery of personal abilities. The number and kind of tools are dictated by the type of activity.

3. The laboratory program: The industrial arts teacher directs the work while the classroom teacher assists. The industrial arts work complements the general course of study.

4. The traveling teacher program: The specialists visit two or more schools a day and direct the work as in the laboratory program.

5. The mobile laboratory or shop unit: The industrial arts teacher moves from school to school in his mobile shop unit. He works with the teachers and conducts in-service training for teachers.

6. Centralized lab: The children are transported to the lab on a regular schedule. The program is directed by the industrial arts teacher, and he has facilities for a comprehensive shop.

7. The summer-school enrichment program: This program provides for experimentation in various programs such as art, music, drama, science, and industrial arts. It also provides for in-service training for the teachers.

This program has already begun in some states, such as New Jersey. The program devised by Elizabeth Hunt is called Technology for Children. It began in 1967 and met with such success that it now involves over 13,000 kindergarten and elementary school students in school districts in every county of New Jersey. The purpose of the program is to help elementary school children understand the traditional subjects better while also developing good attitudes about the world of work.[9]

On the local level, the E.P.O.P. (Exemplary Program for Occupational Preparation), was designed for students on the elementary level to introduce them to the world of work through field trips, relate studies to job choices, and to develop sound attitudes towards vocations. The program was designed to meet the needs of the children of the Desire area. It is directed by a coordinator who works in the four elementary schools in the area.

Junior High School and Middle School Curriculum

The junior high school seems to be the most neglected in curriculum innovations. There have been many contributions in

the past three years in elementary and senior highs, but only a few for junior high. The most important change on a national level has come about in the junior high with the I.A.C.P. which will be described later in the discussion of a few changes that have been attempted.

The Industrial Arts Curriculum Project[10] is the most comprehensive of all programs being attempted on a national level. This curriculum development program is headquartered at Ohio State University in cooperation with the University of Illinois. It was supported by a contract and a grant from the U. S. Office of Education in 1965. Because most industrial arts enrollments are at the junior high school level, it was decided to plan a program at this point.

Through this program the students learn how man plans, organizes, and controls materials, tools, techniques, and people to produce goods. A two-year sequence of courses was planned. The first year of study, construction technology, was planned for the seventh or eighth grade; and a second course, manufacturing technology, was planned for the eighth or ninth grade.

Three general objectives were formulated for the two courses: (1) Pupils should be able to understand the concepts, principles, generalizations, problems, and strategies of industrial technology. (2) They should have an interest in and an

appreciation for industry as that element of the economic system which provides industrial material goods for the satisfaction of human wants for those goods. (3) They should demonstrate knowledge and skills that will be useful in life situations of occupational, recreational, consumer, and sociocultural significance.

The instructional strategy of the project can be described as following five steps. First the student is provided a textbook that provides him with concepts and principles. The textbook is organized around a conceptual structure of industrial technology and the story of construction or manufacturing.

Second, the student uses a partially programmed workbook which is designed to reinforce the major points covered in the textbook and to require application of the knowledge in solving problems.

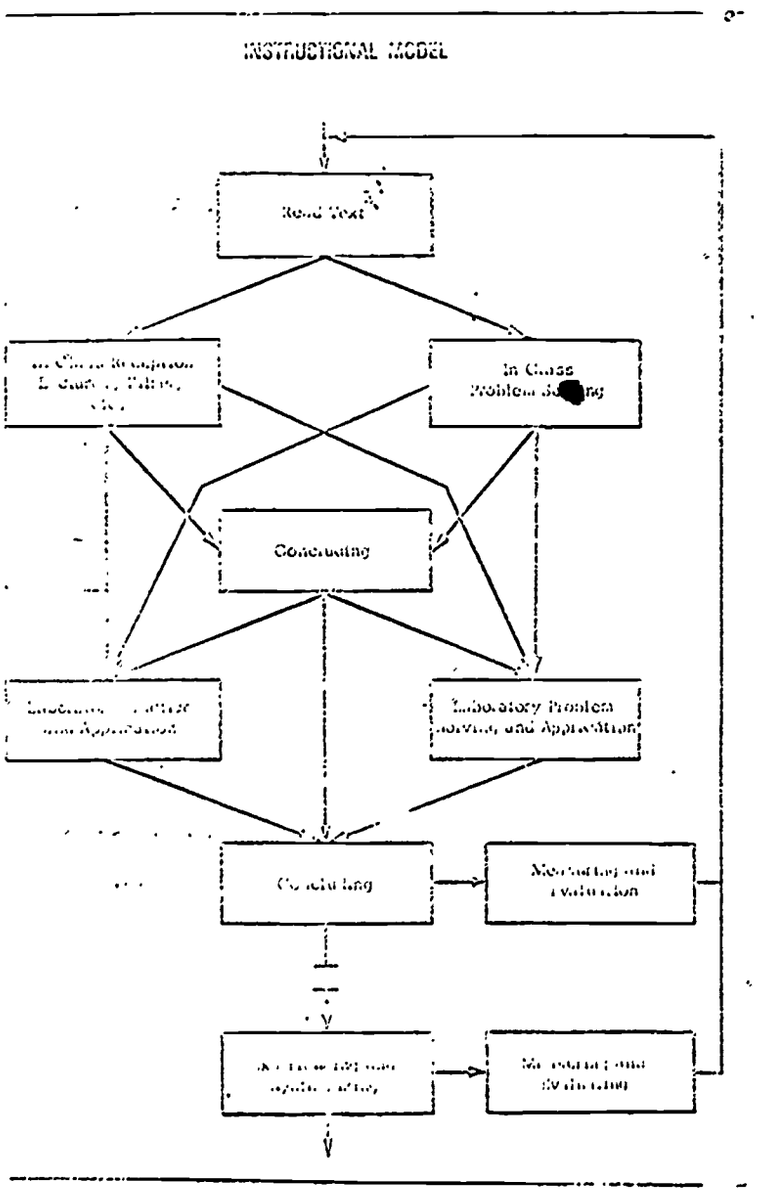
Third, to begin each class period the teacher provides a demonstration, poses a problem, or perhaps shows a filmstrip related to the textbook reading.

Fourth, a carefully structured laboratory activity is provided every day to further reinforce concepts and principles presented. These activities usually require every action by the students.

Fifth, review and testing periods are spaced at appropriate times throughout the year. (See Figure 4.)

FIGURE 4

INSTRUCTIONAL MODEL



The students read short textbook assignments approximately fifty percent of the days of the school year. A workbook assignment accompanies each reading. A laboratory manual guides students in their laboratory investigations and applications. A very detailed teacher's guide provides, among other things, terminal behavioral objectives for students and suggested classroom and laboratory management techniques for the teacher.

The program is being tested in field center schools in Cincinnati, Florida, New Jersey, California, Illinois, and Texas. There are 51 teachers and approximately 6,500 students in these six field test centers. The program is being constantly evaluated and revised.[11] At present it is being introduced to schools all over the country.

There are several other significant curriculum innovations that are being tried on the national level for junior high or middle schools. One is gaming techniques[12] or the use of career games as a means to enrich the curriculum. The games should approximate the real situations. Students can go through all the decisions one must make in pursuing a career. He must make decisions as if he were faced with the alternatives and had to live with the results. The game simulates certain features of the labor market, attempts to teach the way in which decisions about occupations are made, education, family life, and the use of leisure time. Any

number of students can play the game, and any number of teams consisting of two to four members can be involved. Test versions of these games have been tried in Florida, California, Pennsylvania, and Baltimore with great success.

The growing popularity of the middle school in the Greater New Orleans area has brought the Unified Arts program into the curriculum.[13]

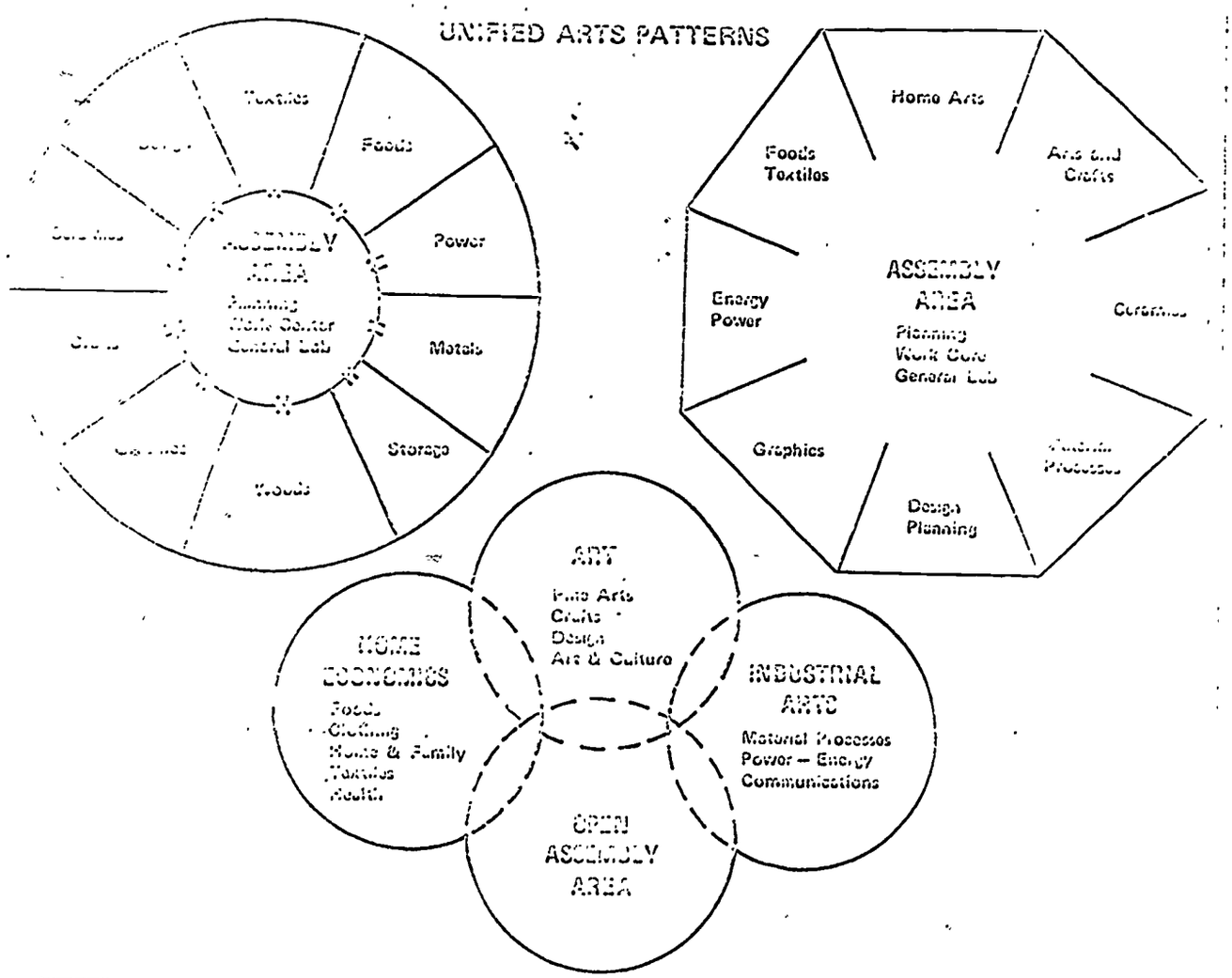
The Unified Arts program incorporates the total environment approach: home, school, community, government, business, and industry. It is concerned with the common learning needed by all persons to function in our industrial and technical society. He learns management, organization, social relations, and the use of tools and materials. He also acquires consumer information, career information, and health and safety practices.

Teachers work with the children in the laboratory to construct items related to other units of study. Other units of study that have something in common, such as design, are funneled into the unified arts area. The physical plant is comfortable and flexible to change. Figure 5 shows various patterns that can be used in the arrangement of the unified arts area.

The E.P.O.P. program in the middle school is designed to broaden the world-of-work concepts formed at the elementary level. It has extended its goals to offer semi-skilled

FIGURE 5

UNIFIED ARTS PATTERNS



training to the overage and dropout-prone students. Students are engaged in such activities as carpentry, food services, and child care. It is hoped that when these students do leave school that they will have saleable skills to offer the labor market.

The program is directed by one full-time coordinator who works with each teacher in the school conducting workshops and classroom visitations.

Senior High Schools

Following are a few samplings of promising curriculum innovations that are being tried nationwide.

Vocational Tryout.[14] New Jersey and North Carolina have developed vocational education tryout programs. The courses introduce the student to a variety of occupations, jobs, and career fields.

In New Jersey's Introduction to Vocations course, ninth grade students are cycled through two- to four-week exploratory sessions throughout the school year. Each session provides the students with an opportunity to explore training programs and careers related to graphic arts, food service occupations, building maintenance, and distributive education. Regular vocational instructors handle the short-term learning modules. Meetings and activities are scheduled in the classrooms and laboratories where the classes usually meet.

Video techniques is another media that is being used to vitalize vocational decision. Observation of role models on television or videotape can be used to help students make more accurate career plans. A program described by C. Beachley, using closed-circuit television to convey occupational information to a large number of junior and senior high school students was tried about ten years ago. The purpose of the experiment was to involve students in discussions about careers, curriculum decisions, and future plans.

The Industriology Program, which is being studied at Wisconsin State University, is defined as the study of the science of industry. The program is intended to supplement, revise, and modify the traditional programs which are too narrow in scope. The program is divided into two parts. The first part is concerned with the history, development, and implications of industry in our modern society. It examines the internal organization of industries including product development and design, manufacturing and processing, marketing, industrial relations, and purchasing. The second part covers the general types of industries under four general classifications: raw material or extracting, manufacturing, distribution, and service.

Another program designed to bring the industrial arts curriculum up to date is the Industrial Plastics Program under

study at Brigham Young University. It deals with applications, processes, and products of the plastic industry. The production of plastic products is very technical in nature; and since it has become a vital part of almost every major industry, it should take its rightful place in the industrial education curriculum.[15]

Instrumentation and Automation is a course being designed at San Jose State College. It covers the general area of industrial processes as they relate to automatic manufacturing. It covers such things as instrumentation, numerical control, automation and process control covering hydraulics, pneumatics, and electronics. The laboratory work consists of experiments with temperature, pressure level, and flow. Students also design and build control systems to automate simple machines.[16]

Trade and Industrial

In an article written by Lee W. Ralston,[17] it was stated that vocational graduates get their first full-time job much sooner than academic graduates. It was also reported that vocational graduates have more job security, earn more money, and are better prepared to hold and progress on the job. They attend some type of post-high school program, show no difference in leisure-time activities, and affiliate with community and professional organizations.

Despite this evidence of success, vocational education still has a long way to go to achieve the goal established by the Vocational Education Act of 1963. This goal is to make vocational and technical programs accessible to persons of all ages in all communities. To do this, vocational educators must develop programs to meet the needs of a given area in all types of educational institutions. The program must reflect the many changes that are occurring in our technological society. Such changes as in the communications field, the space program, oceanography, plastics, ceramics, synthetics, and superhighway construction have indicated that these criteria be applied to every vocational program:

1. Realistic understanding of employment opportunities.
2. Effective systems for recruiting and selecting students who can profit from the instruction.
3. Teachers who are occupationally competent and professionally qualified.
4. Administrative and supervisory support of the program.
5. Curriculum that is occupationally centered.
6. Adequate tools, supplies, utilities, and building facilities.
7. An advisory service that includes labor, management, and other interested groups.
8. In-service program to keep teachers up to date.
9. A built-in evaluation system.

10. A guidance system centered around vocational objectives.

11. A placement program.

12. A follow-up system.

13. A safety program.

14. A public relations program.

The growth of trade and industrial education is based upon a sound foundation of successful experience. There is widespread support for vocational education on all fronts. In order for this support to continue, future programs should continue to be developed to meet the rapid technological expansion in many fields.[18]

Local and State Senior High Schools

On the state and local level we have the Cooperative Work Experience program in industrial arts education.[19] The program is designed to provide instruction in occupational orientation and pre-entry job skills. The program is under the supervision of the industrial arts teacher. The program was approved by the Louisiana State Board of Education in 1968.

The cooperative part-time training may be pursued by students in the 11th or 12th year or both, provided their basic sciences and other general knowledge courses are taken the first two years of high school. Instruction

is offered in the fields of drafting, woodworking, metal-working, electricity, power mechanics, graphic arts, and plastics.

The program is designed so that the student can receive the required number of units for high school graduation. Table XI in the Appendix shows how the instruction is organized.

The E.P.O.P. program on the senior high level is designed so that students can use the skills acquired in industrial education courses in on-the-job training. The activities provide practical and simulated experiences in office work, practical nursing, and nurse's aid. There is a full time vocational counselor and on-the-job coordinator assigned to Carver Senior High School. There are approximately 300 students presently enrolled in the program.

The T&I program or the Trade and Industrial program of the Carver Senior High provides an opportunity for students to learn a trade in carpentry, brick masonry, auto mechanics, and electricity. The student spends one-half a day learning a trade of his choice and the other half learning academic subjects related to the trade.

The Shell Oil program is sponsored by a grant from the Shell Oil Company. The purpose of the program is to provide an opportunity for disadvantaged youth to become involved in

all phases of the operation of a service station. The students begin from fixing flat tires to managing service stations. After completion of the course, the students are given jobs working in service stations. A unique feature of the program is that the student can pool a part of his earnings each week with an equal contribution from the owner. In a specified period of time, the student will be able to lease or buy a station of his own.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Business Education

The overall picture of innovative business education in the tri-parish area can be described via the following characteristics:

1. A majority of the teachers are receptive and cooperative in answering questions and when participating in interviews concerning innovation and change in vocational subjects.

2. More than half of the teachers are using innovative ideas that are new to this geographical area where the opportunities are available for them to use these new instructional methods and modern equipment. Many of the current instructional activities are innovative in the sense that they are now being tried for the first time in the tri-parish area curricula even though similar programs may have been implemented previously in other parts of the United States. Many of the teachers view change optimistically (72 percent) and indicated a willingness to try new developments as opportunities arise.

3. About 72 percent of those surveyed recommended changes in future curricula and instructional methods to provide more up-to-date training and to better prepare students to assume jobs upon graduation.

4. While nearly all of those surveyed indicated a need for the availability of additional technical training for a technological society, no one mentioned any sources whereby teachers might update their current business knowledge although the instructors recognized the importance of participating periodically in the world of work.

5. Many of the newer methods are being used in local classrooms, and some schools appear to function in more of an experimental and innovative climate than other schools.

This author discovered that a majority of the teachers are willing and in many cases eager to cooperate in developing and experimenting with new ideas. However, the teachers need guidance in organizing their innovative efforts. They need professional advice on specific innovative projects that might be implemented for experimental and survey purposes. Follow-up services of graduates and vocational guidance are two areas where local teachers emphasize need for improvement. They feel that too little vocational guidance is available for the secondary school student and that little or no follow-up services exist to survey the vocational graduate after his graduation.

No one suggested that teachers be allowed and encouraged to return to the real business world as employees at various intervals via professional leaves or during their summers. Educators should consult local business executives in an advisory capacity to determine what the executives expect of their future employees in the way of current knowledge and skills.

Distributive Education

There is widespread use of innovative methods in Distributive Education due, to a large extent, to equipment and materials available through federal funding. However, these materials must be used imaginatively and innovatively.

There is little commercially-prepared material for programmed instruction or educational games in D.E. The New Orleans area is notably progressive, especially in the areas of preparatory and adult programs. Many problems accompany the achievements in Distributive Education: the high disadvantaged level, high dropout level, and unrealistic guidance practices.

Trade and Industrial Arts

Curriculum innovations in industrial arts and vocational education should focus on transition from school to work, interpersonal skills, the acquisition of specialized knowledge, and general education. Students when leaving school should be prepared to enter into meaningful relationships to the world of work.

There are several basic assumptions in order to establish the need for innovations in the curriculum.[20]

First, an integrated interdisciplinary approach must permeate the school. Students from kindergarten to twelfth

grade must be given an opportunity to develop attitudes about the world of work. Counselors, teachers, administrators, parents, and non-school personnel must all be involved.

Second, concerned educators and laymen must view the curriculum in broad perspective. Non-school activities must be integrated in the school curriculum. The scheduling must be flexible to meet the needs of the students.

Third, counselors must reassess their role in counseling the individual. They have an obligation to provide all students with accurate, up-to-date information. They must also examine their own attitudes toward vocational counseling.

Fourth, there is a need for increased training and skill acquisition for the world of work. Students will need occupational education as well as academic education. If students are to be helped to formulate career goals consistent with their abilities, curriculum innovations must be directed to meet these needs.

Reccommendations

Business Education Curriculum

The following suggestions are made relative to innovations in the business education curricula in the tri-parish schools of Louisiana:

1. Regularly scheduled research and follow-up studies

of vocational graduates from the public secondary schools of the tri-parish area should be conducted in a structured, well-organized pattern by local business educators. The major objectives of the research should be to obtain valid and useful information from which progressive curricula changes can be projected to eliminate the lag between development of new ideas and implementation of those innovations. The research should utilize the cooperation of vocational personnel throughout the area at the public school level, the post-secondary level of the area trade schools and junior colleges and university personnel. Supervisors and administrators should also endorse and participate in these research studies. In these ways present programs could remain modern, and the specific vocational needs of students could be determined and realized through vital, pertinent courses and instructional methods.

2. Classroom teachers should be encouraged to engage in action research projects other than those wholly sponsored by federal funds. By conducting personal classroom research related to instructional methods, several by-products would result: better instructing by the teacher, awareness of the student's needs in a course and specific awareness for enabling the student to overcome his difficulties and a raising of the professional status of education.

3. Teachers of vocational subjects should be encouraged to seek on-the-job work experience via professional leaves or by summer employment. By actually working in the modern technological society in which their students will enter, these educators would gain valuable knowledge of work requirements and the skills expected by tri-parish industries of today's workers. These educators might also serve as consultants for business and education which are vital if the educational structure is to fulfill the responsibilities expected of it by business and the public.

4. Local public school personnel such as principals, curriculum supervisors, boards of education, and parent-teacher groups should be encouraged to

hear new ideas via presentations and panel discussions from local experts in the vocational subjects. There is no substitute for a positive climate for the exchange of ideas. Maintaining a cooperative spirit between the school personnel and the community is necessary if innovation is to occur in vocational curricula of the tri-parishes and if the public's interest in vocational education is to increase.

5. Local in-service seminars should be planned annually where business educators could present the newest ideas on national and local developments and where they would summarize research projects currently in progress. These seminars could be coordinated with each parish supervisor for business education and might utilize various college and university resource people as well as outstanding local classroom teachers.

Distributive Education Curriculum

For the distributive education curricula in the tri-parish area, these recommendations are made:

1. There must be better and more use of present materials and media.

2. There is a great need for commercially-prepared programmed instruction and educational games in Distributive Education. Publishers must recognize the market and meet these demands.

3. A tremendous need exists for more junior high preparatory programs in this area both for employ-ability on the senior-high level and for probable dropouts before senior high. Distributive Education teachers and administrators should promote such junior high programs and push for their reinstate-ment into the curriculum.

4. There is a great need for more realistic guidance for vocational programs in the New Orleans area. Distributive Education coordinators can help inform guidance personnel by better promotion of the program.

Trade and Industrial Arts Curriculum

The author of the trade and industrial arts section has included both recommedations and conclusions in the Conclusion section of this report.

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A P P E N D I X

RESEARCH INSTRUMENTS

EXHIBIT A

SURVEY QUESTIONNAIRE

The following is a copy of the survey questionnaire that was submitted to 100 tri-parish educators.

QUESTIONNAIRE

The following questions are designed to elicit useful data concerning the vocational-technical curricula in the New Orleans area public schools. Your completing these questions will be greatly appreciated.

Pat Rheams, Silas Connor, Jean Vining, members of the Education 223 (Secondary School Curriculum) class at LSUNO.

---

1. In which of the following areas are you currently teaching?
   a. Business education _____
   b. Cooperative office education _____
   c. Vocational trade education _____
   d. Distributive education _____
   e. Industrial arts education _____

2. Which of the following most nearly describes the objectives of the curriculum in which you teach?
   a. To prepare students to assume jobs._____
   b. To prepare students to enter a post-secondary school other than college._____
   c. To prepare students to enter college._____

3. Which of the following types of curricula are available in your school?
   a. General _____
   b. Academic _____
   c. Vocational _____
   d. Technical _____

4. Approximately what percentage of your students pursue the following types of post-high school training?
   a. College or university _____
   b. Junior college _____
   c. Business college _____
   d. Area trade school _____
   e. Other _____

   Use these percentage ranges to answer the above question. Fill in the appropriate range by the types of training your students pursue.

   0-10% 11-30% 31-50% 51-75% 76-90% Over 90%

5. What was the approximate size of your school's graduating class in 1971?
   a. Under 100 _____
   b. 101-500 _____
   c. 501-999 _____
   d. 1,000-1,500 _____
   e. 1,500-2,000 _____
   f. Over 2,000 _____

6. Do you recommend changes in the present curriculum of your school?
Yes _____ No _____
What changes do you foresee for the future? _____
_____

7. What methods are you using this year that might be considered new, different, or innovative from previous classroom teaching methods you have used? Please list.
1. _____
2. _____
3. _____
4. _____
5. _____

8. List the changes that have occurred in the curriculum in your department within the last three years. (Example: simulated office practice course added, block scheduling instituted.)
1. _____
2. _____
3. _____
4. _____
5. _____

9. Are these terms meaningful to you?

	Yes	No
a. Simulated office practice		
b. Block scheduling		
c. Educating for the emergent office		
d. Career development program		
e. Performance-based measurement		
f. Actual keypunch equipment		
g. Simulated keypunch equipment		
h. Programmed instruction		
i. Paraprofessional aide		
j. Individualized instruction		
k. Multimedia instruction		

10. I have used the following items from Question 9 in my teaching experience. (Identify by alphabetical letter those items from the above question which you have had experience using or which you are currently using in the classroom.) List below.

EXHIBIT B

THANK-YOU LETTER

The letter typed on the following page is a facsimile of a thank-you letter that was mailed to each of the professional educators who were interviewed during this study. Similar letters were mailed to each school that was surveyed or visited.

LOUISIANA STATE UNIVERSITY IN NEW ORLEANS
LAKE FRONT · NEW ORLEANS · LOUISIANA · 70122

DEPARTMENT OF OFFICE ADMINISTRATION

January 25, 1972

Miss Mary Madden
Supervisor of Business Education
Division of Instructional Services
731 St. Charles Avenue
New Orleans, LA 70130

Dear Miss Madden:

Thank you very much for the interview yesterday. I appreciate your sharing with me some helpful facts about the status of business education in Orleans Parish. I look forward to visiting Carver High School whenever a visit may be conveniently arranged. It is good to know that business education is progressing in New Orleans.

If I can be of help to you in any way, please let me know. I hope to be able to get you a copy of our report when it is finished sometime in the latter part of February. Again, thanks so much for your help.

Sincerely yours,

Jean W. Vining

Jean W. Vining
Instructor in Office Administration

JWV/r

EXHIBIT C

SCHOOLS SURVEYED

The following schools and teachers were mailed copies of the survey questionnaire:

ORLEANS PARISH

School	Teachers
Marion Abramson High School 5500 Read Road New Orleans, LA 70127	Mrs. Theone S. Barr Mr. K. E. Fallon Mrs. Margaret A. Pincher Mrs. Bertha I. Gilmore Mrs. Geraldine G. Harris Mrs. Juanita S. Jolissaint Mrs. Romona B. Keller Mrs. Jean M. Knight Miss Yvonne M. Prejean Mrs. Eleanor L. Sheppard Mr. Edward J. Sonnier
Carver Senior High School 3059 Higgins Blvd. New Orleans, LA 70126	Mrs. Ethel Delcambre Mrs. Carolyn D. Fletcher Mrs. Angela A. Germany Mrs. Anna R. Harvey Mrs. Audrey M. Johnson Miss Marilyn A. Pierre
Carver Middle School 3059 Higgins Blvd. New Orleans, LA 70126	Mr. Charles Harris Mrs. Silas Connor Mr. Jude Soraparu
Clark Senior High School 1301 N. Derbigny Street New Orleans, LA 70116	Miss Ida M. Alexander Mr. Roosevelt Flanagan, Jr. Miss Terry A. Lay Mrs. Dolores W. Payton
Walter L. Cohen Senior High School 3620 Dryades St. New Orleans, LA 70115	Miss Charlotte E. Barzon Mr. Charles C. Coffey Mrs. Edna Q. Lewis Mr. Bernel W. Willis
Warren Easton High School 3019 Canal Street New Orleans, LA 70119	Mrs. Geneva D. Chisley Mrs. Clemence S. Devereaux Miss Lena M. Manale Mrs. Fannie P. Reddix Mrs. Elly N. Robertson Miss Lynn S. Shiell Miss Shirlie Solomon

School	Teachers
Alcee Fortier Senior High School 5624 Freret St. New Orleans, LA 70115	Mrs. Joyce DeJan Bell Mr. Cecil C. Carver Miss Dorothy Kelly Mrs. Jane M. Lewis Miss Claire E. Orth Mrs. Paula W. Pickart Mrs. Glenda S. Reed Mrs. Byrne H. Warren
John F. Kennedy Sr. High School 5700 Wisner Blvd. New Orleans, LA 70124	Mrs. Cecelia K. Carlson Mrs. Grace S. Farris Miss Linda Shelly Mrs. Laura E. Ozenovich Mrs. Claire F. Rosenberg Mrs. Flora Schech Miss Trudy J. Schmidt Mrs. Ellen M. Turner Mrs. Mary Holcombe
Landry Jr.-Sr. High School 1200 Whitney Ave. New Orleans, LA 70114	Mr. Herbert O. Champagne Mrs. Gail R. Coleman Mrs. Jennifer L. Timmons Miss Clara B. Venable
McDonough Senior High School 2426 Esplanade Ave. New Orleans, LA 70119	Mrs. Barbara H. Blackmon Miss Diane M. Henderson Mrs. Aeola G. Kelly Mr. Merlin G. Murray Mrs. Dianne F. Ramirez
Nicholls Senior High School 2830 St. Claude Ave. New Orleans, LA 70117	Mr. Henry J. Ciolino Mrs. Lynn L. Gerding Mrs. Ann M. Howell Mr. Stephen L. Juneau Mrs. Shirley J. Morris Mr. Virgil V. Ryan Miss Joe Anne Turner
Rabouin Vocational High School 727 Carondelet St. New Orleans, LA 70130	Mrs. Cynthia P. Crane Mrs. Mattie W. Dorsey Mrs. Jeri J. Klein Mrs. Rosemary H. Thompson
Perry Walker Senior High School 2832 General Meyer Ave. New Orleans, LA 70114	Miss Janis R. Baldini Miss Daria J. Chachere Mrs. Henry P. Lang Mr. Kenneth Maier

School	Teachers
	Miss Kathleen McGoey Mr. Raymond J. Pichon Mrs. Velma M. Pryce Mr. Stanley Rauch Mr. Garland H. Thomas
Booker T. Washington High School 1201 S. Roman St. New Orleans, LA 70125	Mrs. Barbara P. Loving Miss Mildred Edinburgh Mrs. Sylvia M. Vincent
JEFFERSON PARISH	
Grace King High School Carthage Street Metairie, LA	Miss Judy Thompson and staff
Riverdale High School Riverdale Drive Metairie, LA	Business Education and Cooperative Office Education staff
East Jefferson High School 400 Phlox Street Metairie, LA	Mr. Vectress Newport Mrs. Billie Burley Chairmen of Business-Technical Departments, morning and afternoon shifts, and staff
West Jefferson High School 2200 8th Street Harvey, LA	Mrs. Janice Johnson, Chairman of Business Education Department
ST. BERNARD PARISH	
Andrew Jackson High School Chalmette Avenue Chalmette, LA 70043	Mrs. Sharon Hall Miss Carol Stoll Directors of Business Education Department and staff
Chalmette High School 1101 Judge Perez Drive Chalmette, LA 70043	Mrs. Betty Moody, Chairman and staff

EXHIBIT D

PERSONS INTERVIEWED

The following professional educators were personally interviewed as part of the data-gathering procedures:

Orleans Parish Division of Instructional Services

Miss Mary Madden, Supervisor of Business Education Instruction

Mrs. Maria L. Franklin, Supervisor of Distributive Education Instruction

Carver Middle School

Mr. Charles Harris, Instructor of Industrial Arts

Mr. Isaac McMorris, Instructor of Industrial Arts

Carver Senior High School

Mr. Albert Winn, Instructor of Industrial Arts

Mr. Jude Soraparu, Instructor of Industrial Arts

Kennedy High School

Mrs. Claire Rosenberg, Instructor in Business Education

EXHIBIT E

COVER LETTER

The letter on the following page is a facsimile of the cover letter that accompanied each set of survey questionnaires and in most cases was addressed to the chairman of the business or vocational department being surveyed. Each letter was personally and originally typed rather than mass produced.

LOUISIANA STATE UNIVERSITY IN NEW ORLEANS
LAKE FRONT · NEW ORLEANS · LOUISIANA · 70122

DEPARTMENT OF OFFICE ADMINISTRATION

February 1, 1972

Mrs. Angela A. Germany
Carver Senior High School
3059 Higgins Blvd.
New Orleans, Louisiana 70126

Dear Mrs. Germany:

Enclosed are several copies of a survey questionnaire we are attempting to administer in the tri-parish area of New Orleans. We will greatly appreciate your asking your business education, distributive education, and technical or industrial arts teachers to complete the questions to the best of their knowledge.

The information obtained will become part of a research project for Education 223, The Secondary School Curriculum, a graduate class in which we are enrolled at Louisiana State University in New Orleans. We are surveying the business education, distributive education, and industrial and trade education curricula in the Jefferson, St. Bernard, and Orleans Parish public schools to determine innovations in curricula and methods of teaching that are currently being used in the secondary schools. Your knowledge will furnish a great deal of much-needed information for our project. We will be happy to mail you a copy of our report upon its completion.

Please return the completed questionnaires and unused copies in the enclosed, postage-paid envelope by February 12, 1972, to the following address:

Mrs. Jean W. Vining
Department of Office Administration
Louisiana State University in New Orleans
Lake Front
New Orleans, LA 70122

We will certainly appreciate your help, and we shall look forward to receiving the completed questionnaires soon.

Sincerely yours,

Jean W. Vining

(Mrs.) Jean W. Vining
Instructor in Office Administration

JWV/v

Enc. Questionnaires
Reply envelope

EXHIBIT F

SUGGESTED COURSES FOR
ADULT DISTRIBUTIVE EDUCATION

Courses

Advertising

Bakery Merchandising
Business Fundamentals
Business Income Tax
Business Management
Business Personality Training
Business Planning Institute
Business Record Keeping
Business Tax Problems
Buyer's Arithmetic

Cashiering
Clothing--Ladies Ready-to-Wear
Clothing--Men's Wear
Color, Line, and Fashion
Confectionery Merchandising
Credits and Collections
Customer Relations

Dairy Products Merchandising
Display Methods and Techniques
Drapery and Furniture Merchandising
Drug and Sundry Merchandising

Economics of Distribution
Employer-Employee Problems
Executive Reading Program

Fabrics
Fashion Merchandising
Feed and Farm Supply Merchandising
Floral Merchandising
Food Handling and Sanitation
Food Store Training
Furniture Merchandising

Gift Wrapping

Hardware Merchandising
Home Furnishings Merchandising

Courses

Hotel-Motel Training
Household Appliances Merchandising
How Our Business System Operates
How to Organize and Operate a Small Business
How to Supervise
How to Train Employees
Human Relations and Understanding

Income Tax Problems--Small Business
Insurance Salesmanship
Interior Decorating Merchandising
Interior Display

Job Analysis for Supervisors
Job Analysis Techniques

Laundry Service
Lumber and Building Materials Merchandising

Marketing in Our Economy
Marketing New Products
Mathematics of Distribution
Merchandise Information
Merchandise Production (Shoplifting Clinic)

Oral Communication in Business

Package Delivery
Paint and Wallpaper Sales
Personality Development for Salespeople
Petroleum Merchandising

Courses

Pre-Holiday Salesmanship
Principles of Business Law
Principles of Sales Promotion
Problems in Distribution
Professional Tour Guide Training
Psychology of Selling
Public Relations

Real Estate Law
Real Estate Sales
Receiving and Making
Retail Buying Principles and Techniques
Retail Credit Control
Retailing Principles

Sales Correspondence
Sales Promotion
Salesmanship
Selling Banking Services
Service Station Merchandising
Shoe Merchandising
Shrinkage Control in Retailing
Sporting Goods Sales
Stationery Merchandising
Surety Bond Selling

Techniques of Export Sales
Telephone Personality Training
Telephone Techniques
Traffic Management and Rates
Traffic and Transportation
Training Directors' Workshop
Travel Bureau Service

Van and Storage Service
Variety Store Merchandising

Wholesale Management Development
Wholesale Selling

Source: Orleans Parish Division of Instructional Services. Supervisor of Distributive Education.

EXHIBIT G

PILOT PROGRAM FOR CAREER EDUCATION

School-Based Model

Objective: To guide each student either to a job upon completion of high school or to further formal education.

Oriented directly toward the school setting from kindergarten through junior college.

Home-Community Model

Objective: To reach and teach each individual, especially adults, with little formal schooling or with limited skills that restrict job advancement.

Would transmit occupational training via television over which information on career options, job conditions and characteristics of various jobs would be taught.

Would provide individuals with access to cassette video tapes for home learning and procedures for re-entry into systematic skill learning.

Employee-Based Model

Objective: To provide training for those 13-18 year olds who reject the traditional classroom or who have been rejected by the traditional classroom.

This model is the most radical of the program and requires radical changes in the educational system. An alternative educational system, separate for all practical purposes from the public school, would be established and would enroll students on a completely voluntary basis. This system would be supported by the public school system through contracts with businesses.

Basic Elements of the Program

1. Common core program centered around academic fundamentals to achieve level of knowledge demanded for satisfactory employment in the business world.

2. An elective program featuring a range of studies such as creative writing, business management, manufacturing skills, and production standards.

EXHIBIT G (Continued)

3. A series of diversified work experiences (the program's most critical element) specifically designed to familiarize the student with the varieties of job opportunities available to him.

Cooperation between all facets of the educational structure are necessary to assure the student that he would receive a high school diploma upon satisfactory completion of this program.

Source:
Sidney Marland, "Educating for the Real World," NBEA Journal, November, 1971.

TABLES

QUESTIONNAIRE RESPONSES

The following tables represent the statistical results of the survey questionnaires that were returned to the survey team in time to be tabulated for inclusion in this report.

TABLE I

Question 1

In which of the following areas are you currently teaching?

Area	Percent
Business education	55%
Cooperative office education	13%
Distribution education	17%
Industrial arts and vocational trade education	15%

TABLE II

Question 2

Which of the following most nearly describes the objectives of the curriculum in which you teach?

Description	Percent
To prepare students to assume jobs	91%
To prepare students to enter a post-secondary school other than college	3%
To prepare students to enter college	5%
To prepare students to enter college, post-high school training other than college, and to prepare students to assume jobs	5%

TABLE III

Question 3

Which of the following types of curricula are available in your school?

Curricula Available	Percent of Schools*
General	85%
Academic	87%
Vocational	87%
Technical	23%

TABLE IV

Question 4

Approximately what percentage of your students pursue the following types of post-high school training?

Types of Training	Percentage of Students*
College or university	32%
Junior college	12%
Business college	7%
Area-trade school	12%
Other	4%

*Many replies responded with multiple answers which resulted in a total larger than 100% in some instances.

TABLE V

Question 5

What was the approximate size of your school's graduating class in 1971?

Size of Class	Percentage of Schools
Under 100	0%
101-500	64%
501-999	36%
1,000-1,500	0%
1,500-2,000	0%
Over 2,000	0%

TABLE VI

Question 6

Do you recommend changes in the present curriculum of your school?

Answer	Percent
Yes	72%
No	28%

What changes in school curriculum do you foresee for the future?

Changes	Percent
Additional courses	3%
Better selection of students for classes	3%
Career development programs	3%
Complete implementation of non-graded continuous progress individualized system of business instruction	3%
Fewer teachers	3%
Foresee no changes	19%
Increased technical training	15%
Individual progress	3%
Less academic training	6%
Modular scheduling	3%
More individualization	3%
More mechanical subjects	3%
More team teaching	6%
More vocational, on-the-job training preparation, more cooperative office education programs	23%
Newer courses	3%
Non-graded courses	6%
Overcrowding	3%
Packets or programmed teaching projects	6%
Post-graduate courses in business	3%
Systems approach	3%
Use of block programs	17%
Varying textbook and supplementary materials	3%

TABLE VII

Question 7

What methods are you using this year that might be considered new, different, or innovative from previous classroom teaching methods that you have used? Please list.

	New Methods	Percent
1.	Ability grouping	6%
2.	Block scheduling	28
3.	Changed desk placement to simulate an office	3
4.	Contracts	3
5.	Grouping by subject areas	6
6.	Giving awards for achievement	3
7.	Independent study groups	11
8.	Individualization of instruction	20
9.	None	14
10.	Overhead projector in teaching	6
11.	Packets of work	14
12.	Programmed instruction	6
13.	Progressing at own rate of comprehension	11
14.	Project method	6
15.	Simulated office practice	24
16.	Simulated shorthand class	6
17.	Small group presentations	6
18.	Supplementary textbook materials	6
19.	Team teaching	6
20.	Teaching more to students' interests	3

TABLE VIII

Question 8

List the changes that have occurred in the curriculum in your department within the last three years.

Changes	Percent
Ability grouping	6%
Block scheduling	27
Career development program	1
Continuous progress	8
Courses broken down into twelve-week blocks	3
Expansion of curriculum	3
Fewer students enrolled in business courses	6
Fewer students enrolled in advanced business course sections	6
First year teaching--don't know changes	3
Increased student participation	3
Independent study added	3
Individualized instruction	5
More textbooks	3
More visual aids	3
New courses added	17
No changes	6
Packets of work	6
Teacher-advocate program added	3

TABLES IX AND X

Questions 9 and 10

Are these terms meaningful to you? Which of the terms have you used in your teaching?

Terms	Meaningful		Percent Used in Teaching
	Percent "Yes"	Percent "No"	
Simulated office practice	94%	6%	17%
Block Scheduling	94%	6%	24%
Education for the emergent office	66%	34%	13%
Career development program	72%	28%	28%
Performance-based measurement	66%	34%	28%
Actual keypunch equipment	83%	17%	13%
Simulated keypunch equipment	58%	42%	9%
Programmed instruction	88%	12%	23%
Paraprofessional aide	66%	34%	8%
Individualized instruction	100%	0%	60%
Multimedia instruction	72%	28%	22%

TABLE XI

COOPERATIVE WORK-EXPERIENCE PROGRAM
IN INDUSTRIAL ARTS

Time Allotment	Number of Semesters	Cooperative Part-Time Training Program	Minimum Grades Possible	Units	Maximum Credit
One hour class work daily and an average of fifteen hours of work experience in a two-year program.	2 or 4	Industrial Arts	2	2	4