

VOCATIONAL EDUCATION ON A SECONDARY LEVEL IN A CATHOLIC SCHOOL

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## VOCATIONAL EDUCATION ON A SECONDARY LEVEL IN A CATHOLIC SCHOOL

### I. Introduction

In the past ten years our nation has made gigantic strides in the scientific and technological area. Let's face it, we are living in a scientific and technological era. This nation looks to our educators in providing our youth of today with the necessary qualifications to cope with life's situation in this peculiar era.

We are all aware of the problems confronting educators in the education of youth today. Our nation, educators, parents, and the youth of today are aware also of the peculiar era in which we are living. It was my opportunity and privilege of being in a position to observe personally the life and ideas of our young men in the Army. The Army has a cross section of young men from all parts of this beloved land of ours.

For several years the desire to take an active part in the field of education has been dominant. This desire has continued to grow through these last few years, especially after having served on active duty as a Chaplain in the United States Army.

The particular area in the field of education which holds great interest is in the area of vocational education. If the Catholic system of education is to make progress in modern times, more

Catholic educators are needed to develop a sound vocational education program. Since the trend of the time evolves in the scientific and technological area, and the Catholic Church is divinely commissioned to teach all nations, then She is to develop a sound vocational education program, for "it is necessary that every other subject (besides religious instruction) that is taught to (our youth) be permeated with Christian piety. If this is wanting, little good can be expected from any kind of learning."<sup>1</sup>

It is very difficult to cover the entire sphere in the field of vocational education. Actually the surface is only being scratched, but it is the writer's intention to pursue graduate work in this field with the intention of actively engaging in this work for the educational system of the Archdiocese of Los Angeles.

People are moving into California at the rate of fifteen hundred per day. The California State Board of Education has announced officially by way of radio and television that five hundred new pupils a day have to be provided with educational facilities. By the same token, we can estimate that at least twenty-five per cent of these pupils will be Catholic. Proportionately, educational facilities will have to be provided for Catholic pupils. As a result, the need for educational facilities in Catholic secondary schools will have to be expanded; more teachers, administrators, and buildings. The challenge is great, but what challenge has not been met by the Catholic Church and succeeded? None!

## II. Principles and Development of Vocational Education

Most of the research work done in this area of vocational education has been mainly based upon the work of Franklin J. Keller, principal of Metropolitan Vocational High School, New York City. I would consider much of his work controversial, but at least an attempt has been made to contribute a positive and alert recognition of the problems confronted in the field of vocational education.

Vocational education is not job training. It is not perfection of skills. It is not tricks of the trade. It is not haggling in the marketplace, wrangling in law courts, breaking of soil, or binding of wounds. It is creative spirit in the mechanic, service rendered by the merchant, food raised by the farmer, and life saved by the doctor. It is attitudes, emotions, ethics, conduct, language, and beauty. Vocational education assumes guidance, discovery and recognition of aptitudes and capacities, and their development into socially useful activities.<sup>2</sup>

There is much confusion and uncertainty concerning the distinction between vocational training and vocational education. Many educators are under the impression that they are one and the same thing. This is absolutely false. The purpose of vocational education is not to train the students for one specific trade. Trade schools have been established for that purpose. Industrial Arts education is an integral part of the educational program in the public schools of California. The increasing complexity of our modern industrial society and the increasing amount of mechanization encountered in almost every phase of daily living

make it essential that industrial arts experiences be regarded as basic and fundamental for all youth. It is for this reason that approximately ninety-eight per cent of California Secondary Schools offer industrial arts education. It is for that reason that the California Industrial Arts Curriculum Committee has prepared a guide for the following industrial arts shops and classes--auto, drafting, electricity--radio, graphic arts, handicrafts, metal, photography, wood and comprehensive general. The variety of industrial arts courses that may be offered in a school depends upon the staff and facilities. The courses that should be offered depend upon the needs of the students. Even the smallest school with only part-time industrial arts instructors can offer opportunities for students to have experiences in many different areas of industrial arts by employing a comprehensive general shop organization.<sup>3</sup>

The preparation of youth for life and work is very essential in a present day system of education. Vocational education is much more than knowing how to work: it is education with a purpose, for a purpose. It is therefore learning how to work in a milieu, among people, with people, for people. It is learning how to live with other workers, at home, at play, and in the community.<sup>4</sup>

An "education," to many individuals, means books, not tools. Even many teachers in all types of academic schools harbor the idea that education is what they acquired in school and the real thing must be academic. Vocational education is education itself, begun when the first interest in activity presents itself to the individual, terminated only when the last interest in work has

died. One of the challenges of our age is so to rouse in students the sense of connection between ideas and day-to-day action that their wills will be enlisted for what their minds accept, and for none has this point more importance than for those who see life as primarily action.<sup>5</sup>

Father Penna, Principal of Don Bosco Technical High School, San Gabriel, California, defines vocational education:

In a restricted sense, vocational education is a well-rounded prevocational training course in a specific manipulative skill, such as machine shop, auto mechanics, electricity, etc., aimed at job training for gainful employment. In the broad sense, vocational education is a series of planned exploratory shop experiences in mechanical and creative skills, aimed at unearthing and stimulating native capacities and tendencies. This general purpose can be best summed up as (1) prevocational, in so far as there is guidance through a wide range of exploratory shop experiences toward the eventual selection of some vocational occupation; (2) non-vocational, that is, desirable exposure to a broader cultural industrial background for liberal arts and professional majors; (3) social, that is, an aid to the future worker-citizen in becoming more readily adjustable to the changing complexities of an industrialized national economy; and (4) disciplinary, that is, supplying immediate motivational interests to the slothful, restless or mentally retarded as one of the several practical solutions to the disturbing dropout problem. This broader phase of vocational education now goes under the accepted terminology of industrial-arts education.<sup>6</sup>

Gordon O. Wilber, instructor in Industrial Arts, has this to say in regard to a definition of Industrial Arts. Industrial Arts is defined as those phases of general education which deal with industry--its organization, materials, occupations, processes, and products--and with the problems resulting from the industrial and technological nature of society.<sup>7</sup>

In line with further principles of vocational education, we must necessarily consider the objectives and purpose of vocational

education.

The purpose of general education is to transmit a way of life, to improve and reconstruct that way of life, and the most feasible method being by training for effective critical thinking; to meet the needs of individuals in the basic aspects of living.

Some of the important objectives of industrial arts, as shown by the purpose of general education, are (1) to explore industry and American industrial civilization in terms of its organization, raw materials, processes and operations, products and occupations. (2) to develop recreational and avocational activities in the area of constructive work. (3) to increase an appreciation for good craftsmanship and design, both in the products of modern industry and in artifacts from the material cultures of the past. (4) to increase consumer knowledges to a point where students can select, buy, use and maintain the products of industry intelligently. (5) to provide information about, and, in so far as possible, experiences in the basic processes of many industries, in order that students may be more competent in choosing a future vocation. (6) to encourage creative expression in terms of industrial materials. (7) to develop desirable social relationships, such as cooperation, tolerance, leadership, and tact. (8) to develop a certain amount of skill in a number of basic industrial processes.<sup>8</sup>

Along with the overwhelming complexities of our scientific and technological age, it is readily evident that in the consideration of some of the principles of vocational education, constant effort is being exerted to develop the entire function, purpose, and scope of vocational education.

From the very beginning of the history of the human race man had to work in order to live. Father would pass his knowledge of life, simple as it was then, to his son. He would teach him how to hunt, fish, and build for survival. As the human race began to increase and multiply, it became necessary to learn not only how to live, work, and recreate, but also how to live with others in the formation of social life. This naturally also brought on many complexities, but it is not our place here to consider them. Thus for many centuries, father passed knowledge and trade down to son.

As the process of living became more involved, and with the practical application of Christian perfection in the establishment of monastic life, education began to play a more prominent role in the life of man. The monasteries would take young people at the request of their parents and transform these youngsters into educated people. Along with their ability to read and write these young people were taught trades. Thus another step was made in the advancement of vocational education, which has enhanced the culture and life of the world immeasurably. Not only were these young people taught how to read, write, and ply a trade, but also how to save their immortal soul which was a complete education, since consideration was made of the whole man, soul and body. "It must never be forgotten that the subject of Christian education is man whole and entire, soul united to body in unity of nature, with all his faculties, natural and supernatural, such, as right reason and revelation show him to be."<sup>9</sup>

Eventually organized vocational school education evolved in

the latter part of the nineteenth century. One outstanding institution was Fellenberg's School at Hofwyl in Switzerland operating from 1806 to 1844.

The next development was the spread of trade and technical education in the United States, France, England, and Germany. Night classes in mechanics, institutes where organized classes in drawing, mathematics, science, and other subjects useful to the mechanic were presented to men engaged in their trades during the day.

In 1917, in this country, the National Association for the promotion of industrial education brought about the passage of the Smith-Hughes Law, with its federal aid provision, thus giving stimulus to a wide-spread program of vocational education on the less-than-college grade level.

Certain amounts of money were appropriated that in order to receive the benefits of these appropriations for the salaries of teachers of trade, home economics, and industrial subjects, the state board of any state shall provide in its plan for trade, home economics and industrial education that such education shall be given in schools or classes under public supervision or control; that the controlling purpose of such education shall be fit for useful employment; that such education shall be designed to meet the needs of persons over fourteen years of age who are preparing for a trade or industrial pursuit or who have entered upon the work of a trade or industrial pursuit; that such schools or classes giving instruction to persons who have not entered upon employment shall require that at least half of the time of such instruction

be given to practical work on a useful or productive basis, such instruction to extend over not less than nine months per year and not less than thirty hours per week.<sup>10</sup>

The provision by the Federal Act for fifty per cent vocational training, twenty-five per cent related work and twenty-five per cent general or academic work is too inflexible as a plan for the education of youth. The Smith-Hughes Law, however, was passed to encourage a certain type of vocational education that had been sadly neglected. The federal law requires no community in the United States to offer vocational education of any kind. Flexibility, therefore, can be attained in terms of individual aptitudes and capacities.

To sum up, unity has to be achieved in the definition and concept of vocational "education" in its confusion with vocational "training." More educators, administrators, teachers, instructors, parents, and youth must be alerted as to the acuteness of all the ramifications and effects upon our industrial society. A consolidation of effort upon all to whom falls the lot of this responsibility is to provide decent citizens not only in this world, but also to possibly assure their future citizenship in heaven. For many years vocational training was considered to be the lot of delinquents. Trade training was reformatory; it had been for a long time been given to mental subnormals as a last resort in attempting to educate them.

Technology has become too complicated, competition too keen, skill too specialized, and theory too important to make it possible to carry on the world's work through "pick-up," "by education" or

other fortuitous methods. A manual and pedestrian world has given way to the machine and speed. Society demands that its workers be educated men and women. What society needs is men and women capable of producing a good life for all, and capable themselves of living in it effectively.

### III. Modern Concepts and Problems of Vocational Education

In the previous section, the principles and development of vocational education were considered, but from a nation which was largely agrarian and in which industries were simple and widely decentralized, the United States has moved rapidly to a position of world leadership in industrial development; it has become necessary for an evaluation in vocational education from the standpoint of work, personality, reality, democracy, method, intelligence, physique and ethics. Courses for industrial teachers have been many and varied. However, they generally fall into these categories: educational history, trade analysis, job analysis, curriculum making, course of study planning, psychology, education, methods (general and special, observation and practice, class organization and management, vocational guidance, administration and supervision, special problems, sociology and economics.<sup>11</sup>

Parents, community officials, clergymen, newspaper editors, service clubs, chamber of commerce, union officials are all cognizant of the vast strides being made in the field of vocational education, and it is incumbent upon all actively engaged in this work to keep all these units informed.

It is quite apparent that all the facts point to a needed change in the curricula of the secondary schools. The traditional college-preparatory curriculum is considered no longer suitable and must be revised. Modern social, economic, and industrial conditions require that a new type of training be given youth in the secondary school. Also, a new concept of vocational education

is being developed. The old plan of attempting to develop high school pupils into highly skilled workmen is being questioned. Many maintain that the high school should give some form of pre-vocational training which would not require the expensive shops and equipment of the present program. (This would be quite a boon to Catholic secondary school system.)<sup>12</sup>

Vocational education is identified with the process of developing in youth those specialized skills that are necessary for the successful performance of the small but important proportion of modern occupations which require such skills. Nichols says that vocational education is understood to include any type of training that has for its primary object the preparation of people to engage in any useful occupation that is of value to society, to increase the efficiency and promotional possibilities of those already employed in such occupations, or to increase the workers understanding of the social implications of economic activities.<sup>13</sup>

The tension of modern living is on the increase and our youth are affected by its reverberations. Vocational education is concerned with the basic essentials of working for a living. It strives to develop a certain degree of initial competence as well as to cultivate such vocational virtues as dependability, thoroughness, straight thinking, and diligence. Ideally, it enriches and diversifies a program of general education. This diversification could partly ease the tense situation of proper motivation and interest.<sup>14</sup>

The diversification program through vocational education as the modern type of general education can prove to be very effective.

Some provision should be made in the secondary-school program for the vocational education of youth. A broad type of occupational preparation in the general education program can very well serve as a solution for a general type of vocational education for youth. The secondary school should be a cosmopolitan school which will serve the needs of all students irrespective of their abilities or their future vocational goals. The secondary school should not attempt to produce the finished tradesman; it should not remain content with developing only specialized skills in its pupils. It will not undertake the specialized training which will be given either in the junior college or on the job. It will give the youth a training that will enable him to adapt himself to changing business and social conditions. It will provide him with a truly cultural education; it will give him an understanding of the problems of society, his place in society, and the contributions which he and his fellows should make to promote the welfare of that society. The secondary school must provide vocational education in the broadest sense of the term. It must provide a type of training that will prepare all students for their future vocations and especially for the vocation of citizenship in American society.<sup>15</sup>

Citizenship in America means how the pupil will adjust himself to living with his fellow man after he finishes his formal education. Thus the task of the secondary school today is to provide its pupils with a general education which will enable them to make a satisfactory occupational and social adjustment after leaving school. These pupils need very few, if any, specialized skills for the performance of their duties as workers. What they

do need is a well-trained mind which will enable them to tackle intelligently, and perhaps solve, the many problems with which they will be confronted. They need an understanding of the many factors that condition modern industrial and business procedure; they should have a fair knowledge of economics; they should understand some of the basic principles of mechanics upon which modern industry depends; they should also have some understanding of the problem of capital and labor, wages and hours, and labor legislation. In this age of shorter working hours and increased leisure, these pupils should have developed certain cultural interests which will enable them to spend their free time profitably. All of the above items are indeed essential to vocational adjustment.<sup>16</sup>

If any educational system is to succeed and bear fruit in the lives of our youth, vocational facilities must be provided in the general high schools, not in separate trade schools. The secondary school, having no obligation to develop highly skilled technicians, can dispense with costly shops and equipment. It should give its students certain elementary skills and an understanding of the mechanical processes common to a number of related occupations. In order to insure sound social and occupational adjustment, the secondary school should provide a new type of general, prevocational education. This new curriculum will afford the pupil an opportunity to study the scientific, economic, and social factors underlying and conditioning various occupations.<sup>17</sup>

The past decade has seen a swing in public education slowly approaching the midway compromise between the liberal and the manual schools of thought. Vocational education is experiencing

a startling renaissance. It is now generally regarded by educators, industrial executives, legislators and labor leaders as filling a definite place in general education.<sup>18</sup>

It may seem that a reconciliation of so-called general and vocational education on the secondary level should be a very simple matter. Yet, practically all high schools throughout the country, except those specifically designated as vocational, do not teach vocations. The problem lies in the fact that there is a traditional respect for academic subjects. Another difficulty is a scarcity of teachers with occupational experience. It will be only as vocational teachers climb into the supervisory and administrative saddle will they be able to affect the hidebound academic curriculum. Lack of research results and effective public opinion to show that vocational schools have produced a high caliber of young person who is of exceedingly great use to society has presented a problem. Failure of the general public to understand that vocational education is not merely "training," but is a combination of practice, knowledge, and social attitudes is another thorn in vocational educator's side.<sup>19</sup>

The hue and cry on the part of Catholic educators centers a great deal on the inability of being provided with financial support of vocational education in the Catholic secondary school. Financing a vocational education program is as vital a function of aims and policies as are curriculum and method. This problem of financing such a program in the Catholic secondary school seems to be the main drawback in the inauguration of such a program in the Catholic secondary school. This problem may be partly solved

through the cooperation of the diocesan superintendent of schools; a concerted effort on the part of administrators of schools to gain the full support of the parents, community projects, and aid which could be derived from many of the industrial leaders in a community. The public school system derives its aid from state or federal funds. When the parents, community, union officials, and industrial leaders are aware of such a worth while project, their full support and cooperation can be relied upon. It will require tact, good public relations and ingenuity on the part of administrators to make a success of such a program and it can be done.

#### IV. Vocational Education Program in Catholic Secondary Schools

Today as a result of changed economic and social conditions, a smaller percentage of the graduates of Catholic secondary schools are enrolling in the higher institutions of learning. Catholic educators are beginning to criticize the curricular offerings of the Catholic secondary schools. The consensus of opinion among these educators seems to be that the Catholic secondary school should provide some form of vocational education for those boys and girls who do not intend to continue their education beyond the secondary level. The Department of Education of the National Catholic Welfare Conference, becoming aware of the growing interest of vocational education, recently undertook a survey of the Catholic secondary schools of the United States in an effort to determine the extent to which vocational education is being offered in these schools.<sup>20</sup>

The one field in which the Catholic schools might be expected to be carrying an effective work is that of homemaking. Catholic educators are continually calling attention to the important role that the school must play in insuring a stable family life. More and more the school has had to assume the obligation of preparing the young boy or young girl to meet the requirements of family life in modern society. This may rightly be regarded as one aspect of vocational education.

The Catholic secondary school has grown considerably in the past decade and this, of course, has been a source of gratification to those interested in the progress of Catholic education.

The fact remains, however, that although increasing numbers of youth are being educated in Catholic secondary schools, the ideal of every Catholic boy and girl in a Catholic school is still a long way from being realized. Many Catholic educational authorities are of the opinion that the chief reason for the failure to realize this aim is to be found in the curricular offerings of the majority of the Catholic secondary schools, which are mainly of the classical or college-preparatory type.<sup>21</sup>

With an increasing interest on the part of parents and youth in the progress being made to establish secondary schools in conformity with modern and economic concepts of vocational education more Catholic secondary schools will be erected and be able to gradually approach the ideal of every Catholic boy and girl in a Catholic school.

What the Vocational Guidance bureau attempts to do for the state schools can be accomplished more efficiently in our educational system if the clergy and the teachers recognize the utility of such a movement and lend their united efforts to support it. Mutual cooperation between school and home, and an organized system are necessary to make the program for the pupils a success. It is essential that every teacher aid in preparing pupils for their life work, and more especially should there be some one who more particularly devotes time and energy to the vocational guidance of pupils. This is necessary to avoid, on the one hand, duplication of effort, and on the other, partial or complete neglect.<sup>22</sup>

The recent trend in progressive education is to make education meet the functional needs of individuals. Vocational education

is definitely functional. It prepares for more effective occupational life. To say that this is utilitarian is begging the question. Economic security has become a much-to-be desired thing for most people.

Vocational education has its tap roots deep in the soil called "life-needs." It seeks to prepare individuals for, and to keep them in effective adjustment to constantly changing occupational requirements. This, too, is integrative experiencing.

If it be true that meanings, values, and insights are best developed through social and economic reality, then vocational education must be rich in elements that make for integration. If education should concentrate upon the improvement of living, then vocational education, which lies at the foundation of art and culture is directly concerned with preparation for living, has socially valuable contributions to make.<sup>23</sup>

Since this section deals with the educational program in a Catholic secondary school, it may be well to use the program as put into practice at Don Bosco Technical High School, San Gabriel, California:

The total vocational education program, as well defined by the legislation of the past thirty-seven years, covers the following spheres of mechanical and creative activities: (1) production, through agricultural education for the future farmers of America, and trade and industrial education for the future skilled and semiskilled workers of America; (2) distribution, through business education and distributive education; and (3) consumptive, through home economics education and industrial arts education. To date, there does not exist a universally accepted pattern for applying successfully the vocational objectives as such in a public school system. This is left to local boards of education.

The vocational education program is a distinct part of specialized pre-employment education. Here we have the trade shop called by its specific trade name; as, for instance, the carpentry shop, the printing shop, etc. The trade shop is the true product of the combined planning efforts of labor, industry, business, and education in a given locality. The trade shop program, in its best present-day form covers three distinct areas of learning: (1) mechanical skill, which directly prepares for wage earning; (2) technical instruction which is required for a thorough grasp of the potentialities of a given trade, and related knowledge is applied mathematics, industrial physics and chemistry and drafting; (3) cultural book learning, which makes the student socially aware of his Western cultural heritage and is, besides, required for the reception of a high school diploma.<sup>24</sup>

A well-rounded program of vocational education could be developed on a secondary level in a Catholic school providing the trade teachers are experienced and practical; academic teachers must be experienced and scholarly; the two kinds of teachers must be personally acquainted with, understand and appreciate each other; a strong guidance department must assure each pupil a program appropriate to his interest and capacity; the principal and other administrators must be those rare combinations of worker and scholar that can keep the various places of the entire program in balance.

The vocational education administrator is to build a vocational program that will include those vocations that need to be taught to provide the world with the services it demands. With work as a focus, vocational education presents to the student a picture of the world's affairs in all their ramifications. Art, literature, mathematics, science, human relations, all find their place in the vocational program, coordinated, integrated, made significant with relation to the directed, purposeful activity of the pupil. It is tempered to the capacity of the individual and

prepares him for total living with all other individuals.<sup>25</sup>

A more specific vocational program would also serve as a preparation of a livelihood and at the same time make all of life worth living. Speaking, reading, writing--are skills necessary for any kind of living with people, at home, in company, at work. The promotion of good health should be largely a family matter, however, so long as society cannot guarantee economic support for privately purchased health service, it must do so through the school with the local board of health. The newer school must provide for all kinds of interest, interests that may be passing or abiding, hobbies or vocations. To the extent that both kinds of interests are served, both types of education are furthered. However, it is all-important that these interests be genuine, realistic and humanistic. Training in specific vocational skills provides for the usefulness in pursuing an occupation: machine shop practice for the machinist, art for the artist, music for the musician, radio for the radio repairman, architecture for the architect, etc. And, of course, whatever manual skill or occupational theory is not used for the purpose of earning a living, may be turned to account for better consumption or more enjoyable play. Vocational guidance is a feature of all good education, whether general or vocational. Under any auspices work experience must be real experience. When it is made available in school, it must be on real jobs, whether they are classified as auto repair in a trade school or orthodontia in a dental school. It must be strongly motivated. It must be activity with a purpose. Wherever education takes place, interest must be present and activity must

eventuate, not only in skill but also in knowledge and understanding. If preparation for a vocation is the aim, it must still be human. The vocational teacher must know a great deal about human relationships, and the academic teacher must know something about occupational techniques.<sup>26</sup>

To sum up, a sound vocational education program provides an all-around education for the individual and is, in fact, the best kind of general education.

## V. Summary

It may be said without any reservations that at the present time Catholic secondary schools, and for that matter all secondary schools in this country, are passing through the most critical period of their history. Catholic secondary school authorities find themselves with the largest enrollment they have ever had in this country. Despite mounting enrollments, bigger and better buildings, more and better teachers, the only real source of financial assistance being the Catholic parents, the Catholic secondary school now finds itself face to face with a greater educational problem. In place of the relatively select group for which it used to serve as a college-preparatory institution, the Catholic high school now finds itself working with a vastly different type of student body. The desire for preparation for entrance into higher institutions of learning no longer is the chief reason why these youths are enrolled in Catholic high schools. By reason of lack of interest or ability, or simply because of economic circumstances, the majority of Catholic secondary school youths will complete their formal education at the high school level, and will then attempt to find some sort of work in industry or business. In brief, for their vocations as industrial workers or business employees, these youths, it is held today, need a type of training or preparation quite different from that which they receive by pursuing a college-preparatory curriculum.

It is quite evident that practically all Catholic school authorities agree in their criticism of the present offering of Catholic high schools. In the same breath, however, they profess

inability to do anything about the situation. Vocational education of youth in Catholic schools would mean expenditures of large sums of money for separate schools, shops, and equipment needed for specialized training. Public schools, they say can afford additional costs which the vocational program entails. Therefore, they come to the conclusion, regardless of its shortcomings, the old college-preparatory program is the best that Catholic high schools can offer under the present circumstances.

On the surface, the situation may appear to be insoluble. However, even though enormous sums of money have been expended by public schools for their vocational education program, outstanding educational authorities such as John Dewey, Charles Judd, and David Snedden, and many others in watching the steps that the public secondary schools have taken to prepare their pupils for their future vocations as workers and citizens, are in agreement that satisfactory means have not as yet been devised. The main criticism is that they have provided vocational training programs instead of a program of vocational preparation or vocational education. Along with the great amount of time expended in furnishing vocational training, little or no time is left for the acquisition of technical and cultural information so essential for successful social and occupational adjustment.

These authorities point out that in this age of highly mechanized industry, the need for specialized skills is no longer as great as it used to be. There is little justification, therefore, for the schools spending vast sums of money and years of effort in an attempt to turn out large numbers of specialized

mechanics or tradesmen. Industry prefers and has professed its willingness to give the new employee whatever specialized training he needs. Change seems to be characteristic of all aspects of modern life. Nowhere is this more true than in industry and business. The rapid march of scientific and technological progress is constantly influencing business and industry. Demands for new products are created, which, in turn, necessitate for their production new machinery and new skills. In the electronics field alone one thousand new patents are issued monthly. Successful occupational adjustment in the modern economic world requires adaptability or the capacity for adjustment to new and varying demands. This capacity for continuous readjustment will be the possession of only those who, in addition to essential skills, are endowed with a broad fund of knowledge and an alertness to the factors that produce economic changes. Vocational or specialized training will assist youths in their occupational adjustment only if it is implemented by knowledge and understanding of industrial, social, and cultural problems. The educational program of the Catholic secondary school can meet and accept the challenge. Much profit can be derived from the experimentation of the public school system in its vocational education development program, and as long as Catholic schools exist, the needs of youth will be served.

## Footnotes

1. Pope Leo XIII, "Militantis Ecclesiae," as quoted by Pope Pius XI in Encyclical, "Divinus Illius Magistri," Social Wellsprings, p. 114, vol. II.
2. Franklin J. Keller, Principles of Vocational Education, pp. 3-4.
3. California Industrial Arts Curriculum Committee, Suggested Courses of Instruction in Industrial Arts for the Senior High School Level, p. 1.
4. Franklin J. Keller, op. cit., p. 35.
5. Idem, pp. 120-121.
6. Felix J. Penna, S.D.B., "Vocational Education in Catholic Schools," Catholic School Journal. 131 (July, 1955) p. 4.
7. Gordon O. Wilbur, Industrial Arts in General Education, p. 2.
8. Idem, pp. 42-43.
9. Pope Pius XI, "Divinus Illius Magistri," Social Wellsprings, p. 107.
10. Franklin J. Keller, op. cit., pp. 256-258.
11. Idem, pp. 293-295.
12. Thomas F. Jordan, The Problem of Vocational Education and the Catholic Secondary School, pp. 65-66.
13. Idem, pp. 68-69.
14. Loc. cit.,
15. Idem, p. 78.
16. Idem, p. 99.
17. Idem, p. 105.
18. Felix J. Penna, S.D.B., op. cit., p. 4.
19. Franklin J. Keller, op. cit., p. 148.
20. Thomas F. Jordan, op. cit., pp. 28-29.

21. Idem, p. 61.
22. Sister M. Jeanette Roesch, O.S.B., Vocational Preparation of Youth in Catholic Schools, p. 63.
23. Theodore F. Struck, Creative Teaching, pp. 592-593.
24. Felix J. Penna, S.D.B., op. cit., p. 4.
25. Franklin J. Keller, op. cit., pp. 60-61.
26. Idem, pp. 148-149.

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