



8-1-1969

## Vocational Office Education in the European Economic Community Countries: An Interpretive Analysis with Specific Emphasis on the Secondary School Level

Helene L. Zimmerman

Follow this and additional works at: <https://commons.und.edu/theses>

### Recommended Citation

Zimmerman, Helene L., "Vocational Office Education in the European Economic Community Countries: An Interpretive Analysis with Specific Emphasis on the Secondary School Level" (1969). *Theses and Dissertations*. 3585.

<https://commons.und.edu/theses/3585>

This Dissertation is brought to you for free and open access by the Theses, Dissertations, and Senior Projects at UND Scholarly Commons. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of UND Scholarly Commons. For more information, please contact [und.common@library.und.edu](mailto:und.common@library.und.edu).

VOCATIONAL OFFICE EDUCATION IN THE EUROPEAN ECONOMIC COMMUNITY  
COUNTRIES: AN INTERPRETIVE ANALYSIS WITH SPECIFIC  
EMPHASIS ON THE SECONDARY SCHOOL LEVEL

by

Helene L. Zimmerman

Bachelor of Science  
State University of New York at Albany 1953

Master of Science  
State University of New York at Albany 1959

A Dissertation

Submitted to the Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

for the degree of

Doctor of Philosophy

Grand Forks, North Dakota

August  
1969

Copyright by  
Helene L. Zimmerman  
1969<sup>70</sup>

T1969  
265  
v.1

This Dissertation submitted by Helene L. Zimmerman in partial fulfillment of the requirements for the Degree of Doctor of Philosophy from the University of North Dakota is hereby approved by the Faculty Advisory Committee under whom the work has been done.

John L. Rowe  
(Chairman)

Dorothy C. Brown

Robert N. Hanson

~~Alleen. Reber~~

Stanley N. Murry

William Johnson  
Dean of the Graduate School

293876

Permission

Title            Vocational Office Education In The European Economic  
                  Community Countries: An Interpretive Analysis With  
                  Specific Emphasis On The Secondary School Level

Department    Business Education

Degree         Doctor of Philosophy

In presenting this dissertation in partial fulfillment of the requirements for a graduate degree from the University of North Dakota, I agree that the Library of this University shall make it freely available for inspection. I further agree that permission for extensive copying for scholarly purposes may be granted by the professor who supervised my dissertation work or, in his absence, by the Chairman of the Department or the Dean of the College in which my dissertation work was done. It is understood that any copying or publication or other use of this dissertation or part thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the University of North Dakota in any scholarly use which may be made of any material in my dissertation.

Signature Melrose L. Zimmerman

Date July 29, 1969

## ACKNOWLEDGEMENT

The writer extends sincere appreciation and thanks to Dr. John L. Rowe, Chairman; Dr. Dorothy C. Grovom; Dr. Robert N. Hanson; Dr. Russell A. Peterson; and Dr. Stanley N. Murray for their valuable guidance and assistance in completing this study.

Special recognition is extended to The Honorable Frank A. Horton, Congressman representing the 36th District of the State of New York, whose assistance enabled the writer to complete the collection of the necessary data successfully within a short time schedule. Special appreciation is also extended to the American Embassy officials, the personnel in the Ministry of Education, the directors and vocational office education teachers of the schools visited in the six European Economic Community countries who provided the needed primary data for the study.

TABLE OF CONTENTS

ACKNOWLEDGEMENT . . . . .	v
LIST OF TABLES . . . . .	viii
LIST OF ILLUSTRATIONS . . . . .	xii
LIST OF PHOTOGRAPHS . . . . .	xiii
ABSTRACT . . . . .	xvii
Chapter	
I. THE PROBLEM . . . . .	1
II. REVIEW OF RELATED LITERATURE . . . . .	10
III. PROCEDURES . . . . .	17
IV. BELGIUM . . . . .	22
V. FEDERAL REPUBLIC OF GERMANY . . . . .	74
VI. FRANCE . . . . .	135
VII. ITALY . . . . .	191
VIII. LUXEMBOURG . . . . .	244
IX. THE NETHERLANDS . . . . .	280
X. COMPARISON OF SELECTED FACTORS . . . . .	338
XI. SUMMARY, CONCLUSIONS, RECOMMENDATIONS . . . . .	363
Appendix	
A. TIME SCHEDULE . . . . .	370
B. CORRESPONDENCE WITH AMERICAN EMBASSIES AND CONGRESSMAN FRANK A. HORTON . . . . .	372
C. CORRESPONDENCE WITH AMERICAN AUTOMOBILE ASSOCIATION . . . . .	391
D. INTERVIEW GUIDE SHEETS . . . . .	395
E. MINISTRY OF EDUCATION INTERVIEWS . . . . .	399

F. SCHOOL INTERVIEWS . . . . .	402
G. INTERPRETERS' SERVICES EMPLOYED . . . . .	407
H. TRANSLATORS . . . . .	409
I. LETTERS OF APPRECIATION . . . . .	411
REFERENCES CITED . . . . .	461



LIST OF TABLES

Table	Page
1. EEC Countries--Population and Land Size . . . . .	2
2. Length of Year, Week, Courses, Class Periods . . . . .	39
3. Enrollment Figures For Secondary Schools 1966-1967 French Sector of Belgium . . . . .	41
4. Enrollment Figures For Secondary Schools 1966-1967 Dutch Sector of Belgium . . . . .	42
5. Lower Secondary Level--Course Offerings for Boys . . . . .	44
6. Lower Secondary School--Course Offerings for Girls . . . . .	45
7. Subjects and Topics in Vocational Office Education Lower Secondary School . . . . .	46
8. Course Offerings--Fourth Year Lower Secondary School . . . . .	47
9. Higher Secondary School--Course Offerings for Boys . . . . .	49
10. Higher Secondary School--Course Offerings for Girls . . . . .	50
11. Subjects and Topics in Vocational Office Education Higher Secondary School . . . . .	51
12. Minimum Speeds (Words a Minute) in Typewriting and Stenography End of Third Year, Higher Level . . . . .	66
13. Timetable of Weekly Lessons for Kaufmännische Berufsschulen in Hesse and Berlin . . . . .	104
14. Timetable of Weekly Lessons for Berufsfachschulen in Hesse and North Rhine-Westphalia . . . . .	107
15. Timetable of Weekly Lessons for Three-Year Handelsschule in City of Munich . . . . .	108
16. Timetable of Weekly Lessons in Two-Year Handelsschule and One-Year Höhere Handelsschulen in Lower Saxony, Schleswig-Holstein, Rhineland-Palatine . . . . .	109

Table	Page
17. Timetable of Weekly Lessons in Two-Year Höhere Handelsschulen in North Rhine-Westphalia, Rhineland-Palatine, Saarland . . . . .	110
18. Subjects and Topics in Vocational Office Education in Various German Schools . . . . .	112
19. Minimum Speeds in Typewriting and Stenography End of Full-Time or Apprentice Programs . . . . .	129
20. Length of Year, Week, Courses, Class Periods . . . . .	154
21. Hours Schedule and Program of Courses for Certificat d'Aptitude Professionnelle . . . . .	157
22. Subjects and Topics in Vocational Office Education Certificat d'Aptitude Professionnelle . . . . .	158
23. Hours Schedule and Program of Courses for Stenographer-Typist-Correspondent . . . . .	160
24. Hours Schedule and Program of Courses for Bookkeeper-Machine Operator . . . . .	161
25. Hours Schedule and Program of Courses for Office Employee . . . . .	162
26. Hours Schedule and Program of Courses for Administrative Agent . . . . .	163
27. Subjects and Topics in Vocational Office Education for Brevet d'étude professionnelle . . . . .	164
28. Hours Schedule and Program of Courses for Baccalauréat de Technicien . . . . .	169
29. Subjects and Topics in Vocational Office Education for Baccalauréat de Technicien . . . . .	170
30. Length of Year, Week, Courses, Class Periods . . . . .	210
31. Weekly Schedule of Lessons for Administrative Curriculum Commercial Technical Institute . . . . .	213
32. Weekly Schedule of Lessons for Foreign Language Correspondent Curriculum Commercial Technical Institute . . . . .	214
33. Weekly Schedule of Lessons for Tourism Curriculum Commercial Technical Institute . . . . .	215
34. Subjects and Topics in Vocational Office Education Commercial Technical Institutes . . . . .	216

Table	Page
35. Weekly Schedule of Lessons for Stenographer-Typist Curriculum Vocational Training Institute . . . . .	218
36. Weekly Schedule of Lessons for Secretarial Curriculum Vocational Training Institute . . . . .	219
37. Weekly Schedule of Lessons for Bookkeeping Curriculum Vocational Training Institute . . . . .	220
38. Weekly Schedule of Lessons for Administrative Curriculum Vocational Training Institute . . . . .	221
39. Weekly Schedule of Lessons for Tourism Curriculum Vocational Training Institute . . . . .	222
40. Subjects and Topics in Vocational Office Education Vocational Training Institute . . . . .	223
41. Length of School Year, Week, Courses, Class Periods . . . . .	258
42. Schedule of Classes--Hours Per Week . . . . .	260
43. Schedule of Hours per Week for the Bookkeeping-Management Section . . . . .	261
44. Schedule of Hours per Week for the Secretarial-Stenographic Section . . . . .	262
45. Subjects and Topics in Vocational Office Education . . . . .	263
46. Standards in Typewriting, Stenography, Bookkeeping . . . . .	274
47. Length of School Year, Week, Courses, Class Periods . . . . .	301
48. Weekly Schedule of Lessons for L.e.a.o. Schools . . . . .	304
49. Subjects and Topics in Vocational Office Education L.e.a.o. Schools . . . . .	305
50. Weekly Schedule of Lessons for M.e.a.o. Schools . . . . .	307
51. Subjects and Topics in Vocational Office Education M.e.a.o. Schools . . . . .	308
52. Weekly Schedule of Lessons for H.e.a.o. Schools . . . . .	310
53. Length of School Year, Week, Courses, Class Periods . . . . .	346
54. Minimum Speeds in Typewriting and Shorthand of the Vocational Office Education Programs in the Six EEC Nations . . . . .	353

Table	Page
55. Office Positions for Graduates of Vocational Office Education Programs . . . . .	361
56. Time Schedule . . . . .	371

LIST OF ILLUSTRATIONS

Illustration	Page
1. EEC Countries . . . . .	1
2. Belgian Educational System . . . . .	22
3. German Educational System . . . . .	74
4. French Educational System . . . . .	135
5. Italian Educational System . . . . .	191
6. Luxembourg Educational System . . . . .	244
7. Dutch Educational System . . . . .	280

## LIST OF PHOTOGRAPHS

Photograph	Page
1. Ecole Communale de Commerce, Brussels, Belgium . . . . .	54
2. Technisch Instituut Sint Agnes, Antwerp, Belgium . . . . .	55
3. Typewriting Classroom, Institut Leon Lepage, Brussels, Belgium . . . . .	56
4. Typewriting Wall Chart, Institut Leon Lepage, Brussels, Belgium . . . . .	56
5. Selected Textbooks in Vocational Office Education, Belgium . . . . .	61
6. Typewriting Textbook, <u>Methode de Dactylographie</u> . . . . .	62
7. Example of Theory Lesson, <u>Stenographie Systeme</u> <u>Prevost-Delaunay</u> . . . . .	63
8. Example of Stenographic Copy, <u>Stenographie Systeme</u> <u>Prevost-Delaunay</u> . . . . .	64
9. Bookkeeping Entries, <u>Comptabilité et Organisation</u> <u>Financiere des Societes</u> . . . . .	65
10. Kaufmännischen Bildungsanstalten I, Bonn, Germany . . . . .	111
11. Kaufmännische Berufsschule 1, Frankfurt, Germany . . . . .	116
12. Color-Coded Keys, Adler Manual Typewriter . . . . .	117
13. Controlled Reader for Typewriting Instruction, Kaufmännische Berufsschule 7, Frankfurt, Germany . . . . .	118
14. Work Station in Model Office, Kaufmännische Berufsschule 7, Frankfurt, Germany . . . . .	119
15. Bookkeeping Machine Work Station, Joachim-Wussow- Oberschule, Berlin, Germany . . . . .	122
16. Olivetti P203 Computer, Joachim-Wussow-Oberschule, Berlin, Germany . . . . .	123
17. Selected Textbooks in Vocational Office Education, Germany . . . . .	125

Photograph	Page
18. Drill Exercises, <u>Grundlehrgang für das Maschinenschreiben</u> , Typewriting Textbook . . . . .	126
19. Theory Page, <u>Deutsche Einheitskurzschrift</u> , Stenography Textbook . . . . .	127
20. Shorthand Timed Writing, <u>Lehr- und Lernbuch für das Maschinenschreiben</u> . . . . .	128
21. Le Lycée Technique Municipal Mixte, Paris, France . . . . .	174
22. Le Lycée Technique Municipal Mixte, Paris, France . . . . .	175
23. Typewriting Room, Lycée Verlomme, Paris, France . . . . .	176
24. Machines Room, Lycée Verlomme, Paris, France . . . . .	177
25. Typewriting Room, Le Lycée Technique Municipal Mixte . . . . .	179
26. Machines Room, Le Lycée Technique Municipal Mixte . . . . .	179
27. Selected Textbooks in Vocational Office Education, France . . . . .	181
28. Sample Page, <u>Methode de Dactylographie</u> , Typewriting Textbook . . . . .	182
29. Sample Page, <u>Stenographie Programme Systeme Prevost-Delaunay</u> . . . . .	183
30. Sample Page, <u>Stenographie Programme Systeme Prevost-Delaunay</u> . . . . .	184
31. Sample Page, <u>Comptabilité et Organisation Financiere des Societes</u> , Bookkeeping Textbook . . . . .	185
32. Istituto Tecnica Commerciali "Duca Degli Abbruzzi" Rome, Italy . . . . .	225
33. Istituto Tecnica Commerciali "Pantaleoni", Rome, Italy . . . . .	226
34. Istituto Professionali di Stato "Don Guiseppe Morosini", Rome, Italy . . . . .	227
35. Typewriting Wall Chart, Istituto Professionali di Stato "Don Guiseppe Morosini" . . . . .	228
36. Typewriting Room, Istituto Professionali di Stato "Don Guiseppe Morosini" . . . . .	229

Photograph	Page
37. Olivetti Bookkeeping Machine, Istituto Tecnica Commerciali "Duca Degli Abruzzi" . . . . .	230
38. Selected Textbooks in Vocational Office Education, Italy . . . . .	232
39. Sample Page of Copy Exercises, <u>Impariamo la Dattilografia</u> , Typewriting Textbook . . . . .	233
40. Sample Page, <u>Lettere Mozze</u> , Meschini Stenographic System . . . . .	234
41. Sample Page, <u>Trattato di Stenografia</u> , Gabelsberger Stenographic System . . . . .	235
42. Ecole primaire, Vianden, Luxembourg . . . . .	248
43. Ecole professionnelle de l'Etat, Esch-sur-Alzette, Luxembourg . . . . .	264
44. Typewriting Room, Ecole professionnelle de l'Etat, Esch-sur-Alzette, Luxembourg . . . . .	265
45. Typewriting Room, Centres d'enseignement professionnel de l'Etat . . . . .	265
46. Typewriting Room, Centres d'enseignement professionnel de l'Etat . . . . .	266
47. Selected Textbooks in Vocational Office Education, Luxembourg . . . . .	268
48. Sample Page of Typing, <u>Cours de dactylographie</u> , Typewriting Textbook . . . . .	269
49. Sample Page, <u>Cours de Stenographie Duployé</u> , French Stenography Textbook . . . . .	270
50. Sample Page, <u>Cours de Stenographie Duployé</u> , German Stenography Textbook . . . . .	271
51. Sample Page, <u>Cours de Stenographic Duployé</u> , English Stenography Textbook . . . . .	272
52. Sample Page, <u>Comptabilité et Organisation Financiere des Societes</u> , Bookkeeping Textbook . . . . .	273
53. M.e.a.o. School, Rotterdam, The Netherlands . . . . .	311
54. H.e.a.o. School, Amsterdam, The Netherlands . . . . .	312



Photograph	Page
55. Typewriting Room, M.e.a.o. School, Rotterdam, The Netherlands . . . . .	314
56. Typewriting Station, M.e.a.o. School, Rotterdam, The Netherlands . . . . .	315
57. Selected Textbooks in Vocational Office Education, The Netherlands . . . . .	317
58. Selected Textbooks in Vocational Office Education, The Netherlands . . . . .	318
59. Sample Page, <u>Flitsende Toetsen</u> , Typewriting Textbook . .	319
60. Sample Page, <u>Steno-Leerboek Engels</u> , Stenography Textbook . . . . .	320
61. Sample Page of Dictation Material, <u>Handelsbrieven Engels</u>	321
62. Sample Page of Dictation Material, <u>Handelsbrieven Frans</u>	322
63. Sample Page of Dictation Material, <u>Handelsbrieven Duits</u>	323
64. Sample Page, <u>Administratieve Hulpmiddelen</u> . . . . .	324
65. Sample Page, <u>Boekhouden voor het Winkelbedrijf</u> , Bookkeeping Textbook . . . . .	325
66. Invoice Problem, <u>Rekenen voor het Winkelbedrijf</u> , Calculation Textbook . . . . .	326
67. Sample Crossfooting Problem, <u>Kantoorpraktijk I</u> , Office Practice Textbook . . . . .	327
68. Sample Exercise, <u>Kantoorpraktijk II</u> , Office Practice Textbook . . . . .	328
69. Sample Exercise (continued), <u>Kantoorpraktijk II</u> , Office Practice Textbook . . . . .	328

## ABSTRACT

The primary objective of this study was to describe, analyze, and compare the vocational office education programs of the six European Economic Community countries (Belgium, Federal Republic of Germany, France, Italy, Luxembourg, The Netherlands). In these vocational office education programs, specific emphasis was placed on the secondary school level. The following facets were represented in the description and analysis of each country's program and in the comparison of the programs of the six countries: (1) philosophy and objectives; (2) schools where available; (3) organization, administration, and supervision of these schools; (4) how schools are financed; (5) curriculum, content of courses, prerequisites; (6) work experience programs; (7) equipment and other physical facilities; (8) textbooks, teaching aids, and materials; (9) examinations; (10) standards; (11) types of jobs available to graduates; (12) participation of industry; (13) teacher education, recruitment, and supervision; (14) student recruitment, selection, and follow-up; (15) teacher and student organizations; (16) trends in the program for the country; (17) cooperation among the European Economic Community nations.

The descriptive research method using structured interviews was selected as the most feasible means of collecting the data. Each country's Ministry of Education, school administrators, and vocational office education teachers served as primary sources for the collection of the appropriate data. Each of the above-mentioned primary sources

was visited personally. During each interview, a guide sheet was used. In the presentation of the data, the offerings for each country were described and analyzed in a separate chapter and then compared with the other five countries on selected facets in a final chapter.

Tradition plays a very important role in the educational systems of these countries. Thus, even necessary changes come slowly. Each country is attempting to update its own educational system in order to meet the demands of the modern world. Therefore, there has been little cooperation among the six countries in the development of one standard system of vocational education throughout the European Economic Community.

Students are encouraged to gain a general cultural background in addition to their vocational training for living in the modern world. The students are encouraged to develop oral and written skills in at least one or two foreign languages during their secondary school attendance.

Five of the six countries have a national ministry of education which governs the education system. Each lander or city-state of the Federal Republic of Germany is responsible for its own system of education. With the exception of Germany, there are curriculum syllabi available from the national ministry for the implementation of the vocational office education programs. Because of the size of these countries, their national systems of education are most equivalent to the individual state education systems in the United States.

Most of the schools are financed by local and either regional or national governments. Equipment ranged from no specialized equipment to

the very newest of electronic computers, typewriters, and office machines.

Teacher organizations included general and specialized professional organizations and trade unions. The student organizations are set up primarily for social or sports purposes and are not connected with an academic area or program.

Participation of industry in the vocational office education programs varies with each country. Work experience programs are not a requirement in all programs. Thus, the availability of such programs varies. The apprenticeship programs that are available enable the students to support themselves financially while continuing their education in some type of vocational school.

## CHAPTER I

### THE PROBLEM

#### Introduction

The European Economic Community, created in 1958, is composed of the countries of Belgium, Federal Republic of Germany, France, Italy, Luxembourg, and The Netherlands as shown in Illustration 1 below.

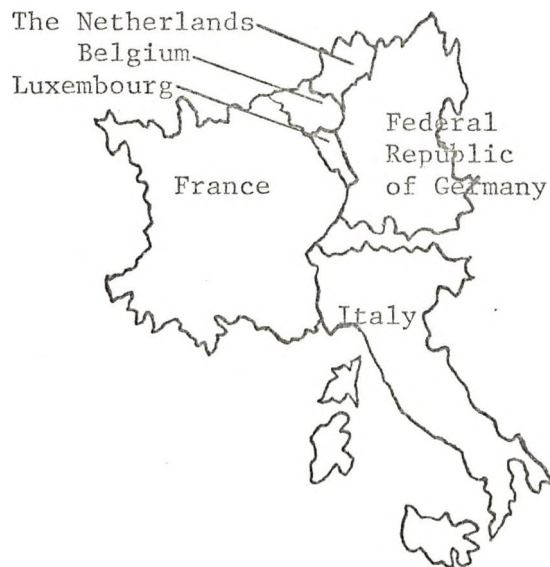


Illustration 1: EEC Countries

These six countries vary in land size from the smallest, which is Luxembourg with 999 square miles, to the largest, which is France with 212,918 square miles. Luxembourg also has the smallest population-- 335,000--while the Federal Republic of Germany has the largest population

--59,872,000. For comparison purposes population and land-size statistics for the six countries are shown in Table 1 below.

TABLE 1  
EEC COUNTRIES--POPULATION AND LAND SIZE (1)

Country	Land Size (in square miles)	Population
Belgium	11,781	9,581,000
Federal Republic of Germany (includes West Berlin)	95,937	59,872,000
France	212,918	50,662,000
Italy	116,303	53,648,000
Luxembourg	999	335,000
The Netherlands	15,800	12,597,000

These six countries have acknowledged that vocational training is one of the underlying factors to be used in the effort to achieve the main objectives of the Treaty of Rome which was signed on March 25, 1957, and ratified later in the year by each of the national parliaments. This training, which includes business education, is necessary to develop balance between the population expansion and technological changes taking place and to foster mobility of workers from country to country. It should enable the labor force to adapt itself to the varied needs of the growing economies (2).

Article 128 of the Treaty of Rome states:

The Council shall, on a proposal of the Commission and after the Economic and Social Committee has been consulted, establish general principles for the implementation of a common policy of

occupational training capable of contributing to the harmonious development both of national economies and of the Common Market (3, p. 93).

The Commission, as the main administrative body of the EEC, has as one of its responsibilities the establishment of a common social policy. As part of harmonizing the six social systems, it is the Commission's duty to implement a policy on vocational training and employment (3, p. 54). According to Benoit, the Commission has embarked on various research including an investigation of the national vocational training systems of the member countries (4, p. 57).

On February 21, 1963, the Council of Ministers adopted certain general principles on vocational training proposed by the EEC Commission.

The first principle defines the field of application of the common vocational training policy. It concerns young people and adults employed in or intending to take up jobs up to the level of medium-grade supervisory staff.

The second principle defines the main objectives of the common policy, which are:

(i) To give everyone the right to receive adequate vocational training and to reach the higher grades in his career;

(ii) To organize in good time the training facilities needed to meet the requirements of the economy;

(iii) To broaden general basic training in order to develop the worker's personality and keep up with technical progress which, besides appropriate specialization, demands a solid foundation in general technical skills;

(iv) To enable the worker to improve his skill throughout his whole career and thus give real meaning to the term "social advancement";

(v) To ensure that "training" and "production" no longer form two separate worlds but that all circles concerned participate in solving the problems of modern and efficient vocational training.

The third principle lays down the prior conditions for the implementation of the common policy; i.e. forecasting of both quantitative and qualitative requirements and constant guidance of young people and adults in the light of their capabilities and of the openings existing in the various sectors of the economy.

The fourth principle empowers the European Commission to propose to the Council or the Member States, in the framework of the Rome Treaty, all measures necessary to implement the common

vocational policy. The special import of this principle is that it makes possible genuine Community action in the vocational training field.

The fifth principle provides for the permanent exchange of information and for studies on new teaching methods and the trend of national vocational training systems.

The sixth principle also provides for exchange of experiences on new departures in this field between the responsible specialized services.

The seventh principle concerns the particular measures required to ensure the technical training and further training of teachers and instructors, in particular those who are called upon to work in the less-favoured regions of the Community and in the developing States and territories.

The eighth principle provides for the progressive narrowing of differences in training levels with a view to the mutual recognition of certificates and diplomas, which is essential to the free movement of workers in the Community.

The ninth principle concerns arrangements for rapid training courses to ensure overall balance between labour demand and supply in the Community in the light of the forecasts which will be established to this end.

The tenth principle concerns training problems arising in certain sectors and for certain categories of workers. It also provides that measures to implement the common vocational training policy may be financed jointly (3, pp. 284-285).

The ultimate goal of this Community is to bring the level of training among the member states to a common standard by gradually instituting comparable training programs and fostering similar work experiences (5, p. 33). As the broad foundation for an organized Europe, it is hoped that it one day will be a fully economic union which requires common policy and harmonization in all areas. This is one of the vital factors on the world scene which are promoting world unity (3, p. 1).

#### Statement of the Problem

This study was designed to describe, analyze, and compare vocational office education in the six European Economic Community countries with specific emphasis being placed on the secondary school level.



Purpose of the Study

The purpose of this study was to obtain factual information concerning the vocational office education programs in the six European Economic Community countries.

Specifically, this study was designed to accomplish the following objectives:

1. To analyze, using the descriptive method, the vocational office education programs as represented in the following facets:
  - a. Philosophy and objectives of the program
  - b. Schools in which program is available
  - c. Organization, administration, and supervision of these schools
  - d. How schools are financed
  - e. Curriculum, content of courses, prerequisites
  - f. Work experience programs
  - g. Equipment and physical facilities
  - h. Textbooks, teaching materials, and aids
  - i. Examinations
  - j. Standards
  - k. Types of jobs available to graduates
  - l. Participation of industry in the program
  - m. Teacher education, training, and recruitment
  - n. Recruitment, selection, and follow-up of students
  - o. Professional organizations for personnel and student organizations
  - p. Trends in the program for the country
  - q. Cooperation among the European Economic Community nations
  
2. To compare selected factors of vocational office education programs in these six countries.

As a supplemental objective, it was hoped that greater interest in business education programs in other countries of the world would be fostered by this study. This would be a step in the direction of further understanding and increased appreciation of educational systems throughout the world.

### Need for the Study

An important problem facing the peoples of the world is the enormous task of finding ways and means of improving relations and reducing tensions. One way of solving this problem is through understanding a country and its educational system. This study of vocational office education practices and procedures can provide one basis for understanding a country as a whole.

As a beginning in this direction, Eckersley states:

The tempo of the movement in education to increase international educational exchange has accelerated within this decade. The major "channels" for this exchange were opened by business educators in 1901 when the International Society for Business Education (ISBE) was founded with headquarters in Switzerland (6, p. 39).

The International Society for Business Education promotes the primary objectives of study in the field of comparative business education to facilitate the exchange of ideas. It has, to some degree, accomplished this objective through study tours and various conferences held within different countries.

These direct professional contacts have aided greatly in promoting understanding between business educators in many parts of the world, not only with regard to the cultural, social, and economic aspects, but also with emphasis on the educational programs, methods, and problems within these countries (6, p. 39).

One of the objectives of the U. S. Chapter of the International Society for Business Education is to give American business educators a better understanding of foreign business education. The Society, as an international organization, endeavors to develop business education in all countries through the following means:

To group the existing national associations and other institutions, private or public, which are interested in the promotion of business education.

To organize international meetings and congresses.

To arrange for international courses for commercial expansion and the study of language.

To discuss questions of general interest bearing on business education.

To institute a central information office.

To issue a review and other publications on business education.

To distribute to newspapers and periodicals, information regarding the development of business education in various countries.

To encourage educational tours and visits.

To cooperate with other associations and official institutions aiming at the development of economic, technical, and linguistic education (7, p. 11).

The fact that a great many contacts between countries are in the field of business and economics illustrates the necessity for a thorough understanding of the field as it exists in other countries.

Early impetus was given to this idea of comparative education studies by former President Harry S. Truman. In 1946 in a letter to the World Conference of the Teaching Profession, he stated:

. . . the tasks of education in this extraordinary age must not be narrowly conceived or meagerly executed . . . if we are to bring our world safely into the bright future that the achievements of science have marked out for it, we dare not limit the learning process of a few youthful years or localize it behind ivied walls . . . education must become a continuing adventure in human understanding, shared by all. That is the surest way I know of creating the warm international friendships that are highly important to sound political and economic arrangements among governments (8).

Business education which is directly concerned with commerce throughout the world is in a key position to help in the development of this closer economic union.

Tonne suggests that we, as Americans, might learn some new ideas from other countries.

. . . American and European methods of business training are . . . dissimilar . . . ; in the differences lie many opportunities for us to learn from Europeans and for them to learn from us.

That is a classic example of something that is being said all around us every day. Everyone hears, everyone reads, everyone knows the need for great international understanding in our own special field--business teaching--can be made to pay dividends all around.

American business teachers need to see what is going on outside their own classrooms--what is going on in other classrooms in their own areas, in other communities, in other countries. There are things to learn . . . ; there are things to marvel at . . . ; there are new understandings to be achieved (9, p. 151).

Eckersley in an editorial entitled "Oriental-Occidental

Business Education" states:

There are many ways that educators in this country can help educators in many lands; however, knowledge and understanding are companions to action in international educational exchange between continents (6, p. 39).

Therefore, educators in the field of business education should feel the necessity and responsibility for becoming aware of international developments in their field of endeavor.

#### Delimitations

This study was restricted to the study of the current practices in the systems of vocational office education in the European Economic Community countries of Belgium, Federal Republic of Germany, France, Italy, Luxembourg, and The Netherlands. It was further restricted to the secondary schools and vocational-technical schools at the secondary level offering vocational office education in these six countries.

No attempt was made to provide a critical evaluation of the vocational office education programs in these countries.

No attempt was made to provide historical background of vocational office education in these countries.

#### Limitations

This study was limited by the number of schools which were visited as a sampling of the schools in each country--three in Belgium, five in the Federal Republic of Germany, three in France, five in Italy,

three in Luxembourg, and seven in The Netherlands. The study was further limited by the opportunities for interviewing appropriate people in the Ministries of Education, the school administrators, and the vocational office education teachers in the schools visited in each country.

#### Definitions of Terms

Vocational Office Education - Training for a career in office work; program(s) designed to prepare individuals for gainful employment and semi-skilled or skilled workers in recognized office occupations.

European Economic Community - EEC - Belgium, Federal Republic of Germany, France, Italy, Luxembourg, and The Netherlands which formed the Common Market under the Treaty of Rome in 1957.

Structured Interview - An interview in which the interviewer uses a checklist as a guide to asking questions so that identical areas of information are obtained from each interviewee.

Further definitions of terms applicable to each individual country are defined in the chapter on that specific country.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The bibliographic survey of this field revealed that very few theses and dissertations have been completed in the area of international business education. None of these studies were exclusively related to vocational office education in the European Economic Community countries.

The first doctoral dissertation reviewed was by Kuhn (10) in which he compared the public secondary school field of business education in the United States with the secondary school field of business education in the Federal Republic of Germany. His primary objective was to determine similarities and dissimilarities between the two systems in the following areas: (1) philosophy, (2) organization of education, (3) types of schools, (4) types of students, (5) curricula and course outlines, (6) testing procedures. He sent letters of inquiry and questionnaires to the Ministers of Education and the Chambers of Commerce and Industry in Germany. Letters were written to business teachers in the United States who had a knowledge of German education. In addition, foreign students from Germany then in the United States were personally contacted and interviewed. Data were secured from the Library of the State University of Iowa. Some pertinent information was mailed directly from Germany to the researcher. The researcher did not go to Germany to gather his data. His findings were as follows:

1. Within Germany business education is viewed as lay education consisting of apprentice training for the mass of youth choosing business education for their future vocation.

2. In the Federal Republic of Germany the major problem confronting business education is that of providing both general education and vocational education on a part-time basis within a vocational school structure which is virtually separated from those schools offering general education.

3. The philosophy of education in Germany views business education as strictly vocational education.

4. The primary objective is to provide training for vocational use and proficiency within a given occupational area.

5. Business education as a part of vocational education is an extension of elementary education and is isolated from the secondary schools.

6. Business education schools are special subject-matter schools within the vocational school structure and are separated from schools of an academic nature.

7. Attendance at vocational schools, and thus business education schools, is compulsory for those students completing only an elementary education.

8. The full-time business education schools within the Republic devote their entire time to the study of business education.

9. Business education part-time schools are subdivided into special occupational compartments for the purpose of providing specific instruction concerning specialities within specialized business vocations.

10. Business education part-time schools are designed to supplement the practical experience of the apprentice student with theoretical knowledge and skills specifically related to the occupational area in which the student is employed.

11. The time period devoted to specialization within the field of business education is considerably longer, more restrictive in content and more intensive in nature than is true within the comprehensive school of the United States.

12. Course outlines do not vary significantly between the U. S. and Germany although those within Germany are designed to provide skills needed by an individual working within a given occupational area.

13. Typewriting and shorthand and perhaps economic geography and special aspects of business arithmetic are the only courses viewed as having personal use value for all students.

14. The purpose of testing within the business education schools and for that matter all schools in Germany is not so much to serve as a teaching device but to serve as a selective device for determining admission and continuance of a student's educational program within the field of business education.

15. Students attending business education schools make decisions concerning future occupations at the approximate age of 14 prior to enrollment. This is based upon one course offered the last year of elementary school entitled Occupations.

The study by Lanza (11) concerning business education in the Republic of Turkey during the years of 1955 and 1956 was designed to serve two purposes: (1) To serve as a guide for the Ministry of Education in future planning, (2) To serve as a basic reference for



foreign consultants in education who desire to learn about the nature and extent of business education in Turkey.

His presentation was based on a survey and review of the English and Turkish literature, historical and economic reports, and official publications and reports of the Ministry of Education. Data not readily available in this literature were sought through school visitations, personal interviews, and two questionnaires--one for business school directors and the other for business teachers. Questionnaire responses were matched against existing criteria, and conclusions were drawn as to the manner in which business education colleges were meeting their objectives.

The scope of the study was limited to investigation in the areas of:

1. History, philosophy, and objectives of business education.
2. Administration and supervision of business education.
3. Curriculum organization and content.
4. Enrollment data and trends.
5. Guidance, selection, placement, and follow-up.
6. School plant, equipment, materials, and methods.
7. Business teacher training and responsibility.

One of Lanza's major findings was the fact that school staffs need much more direction in modern educational concepts since the Ministry provides them little or no supervision in teaching methods, guidance, curriculum, educational research, and teacher professionalization.

Ogunbamowo (12) in his report discussed the types of secondary schools in Nigeria. He reviewed their organization, curriculum

offerings, and types of examinations. The development of vocational and technical training, teacher training, and supervision were traced; and trends in all of these areas were noted.

Russell's (13) study described and analyzed the business education program and standards of achievement in secondary schools in England and Wales. She suggested that the findings of the study would be valuable to publishers, textbook writers, and research workers in the field of business education. This study was designed to enable curriculum experts to improve business education programs on the secondary level.

Norris (14) surveyed the business education programs in the secondary schools in the Atlantic provinces of Canada. The data were based upon questionnaires completed by 63 of the secondary schools offering business education in Nova Scotia, New Brunswick, Prince Edward Island, and Newfoundland. Her data included comparisons of total enrollments, subjects studied, textbooks, length of class periods, number of typewriters--manual and electric, kinds of business machines, and guidance procedures. The kinds of business machines included in the study were full keyboard and ten-key adding machines, key-driven and printing calculators, transcription machines, duplicators, and bookkeeping machines.

The primary objective of the study by Johnson (15) was to make people more aware of those educational changes taking place in the Arab world, especially in Egypt, which was the center of the then current economic, social, and political chaos. Utilization was made of the materials in the UNESCO Library to obtain basic facts about the organization of schools in Egypt. The researcher obtained the names of eleven

Egyptian students through the Foreign Student Office of the University of Minnesota. These students supplied pamphlets and source materials from the Egyptian Embassy in Washington, D. C. The writer also attended pertinent campus functions on related topics. Investigation was made of newspaper and magazine articles concerning the political and economic upheavals in Egypt.

Lawson (16) explored the educational changes in Germany since World War II. The starting point or basis for analyzing reforms was with the educational program of the United States occupation and the similar British program. Educators were interviewed and schools were observed. No attempt was made to deal with universities, private schools, vocational schools, or other institutions with limited educational objectives except where their role was pertinent to a general reform consideration. Although this study was confined to education, education is inter-related with the complex of institutions and social attitudes that determine the character of the Society. Lawson concluded that change in education is dependent upon its acceptance and support among educators, officials, the public, and other institutions. Post-war changes in education have been concomitant with other socio-political changes in Germany and have been largely incorporated into the traditional structure and made to accord with traditional aims. Thus, these changes do not constitute a comprehensive, independent, and educational reform.

Using French as the language medium, an International Seminar on Teaching in Commercial Schools (17) was held in Brussels, Belgium, from May 23 to May 25, 1968. Among the sixty people attending were representatives from four of the European Economic Community countries--Belgium,

France, Germany, and Italy. The four topics discussed were modern foreign languages, office techniques, commercial subjects, and general studies. The working parties tried to achieve a harmonization of curricula. In the last sessions the main emphasis was placed on the exchange of ideas, on the making and taking of suggestions for practical work in the classrooms. Reports from the people attending the Seminar showed a desire for a similar international exchange of ideas.

As the literature has revealed, only the completed doctoral study by Kuhn related directly to the study of the European Economic Community countries. Kuhn's study was considered the initial step in the direction of comparative business education. The other research studies suggest factors and techniques which could be incorporated into the type of research study the writer pursued.

## CHAPTER III

### PROCEDURES

The descriptive research method using structured interviews was selected as the most feasible means of obtaining the necessary data. Primary and secondary sources were used for background material. Each country's Ministry of Education, school administrators, and vocational office education teachers served as primary sources for the collection of the appropriate data.

The first procedure was to complete the survey of available related literature. The business education and education literature such as research studies, books, and periodicals were checked to find information already written about the development of vocational office education in the six European Economic Community countries. With this objective in mind, the following sources were checked:

Business Education Index

Education Index

International Index

Card Catalogue

Index of Dissertations

Dissertation Abstracts

Reader's Guide to Periodical Literature

New York Times Index

Summaries of Studies and Research in Business Education

Bibliography of Research Studies in Business EducationUNESCO--Division of Education

Division of International Education, Office of Education, U. S.  
Department of Health, Education, and Welfare

International Society of Business EducationInternational Bureau of Education

References obtained from these sources were located, consulted, and pertinent data recorded.

The second procedure was to visit the European Economic Community countries personally. The following procedures were used in planning the trip to the six countries to collect the data:

1. A time schedule for traveling in Europe was tentatively arranged. A copy of this schedule is in Appendix A, page 371.
2. Congressman Frank Horton, a member of the U. S. House of Representatives from Rochester, New York, was contacted for help in establishing contacts with the Embassies and Consulates for each country concerning the interview with the Ministries of Education, school administrators, and vocational office education teachers. Congressman Horton was very successful in making arrangements with the American Embassy in each country concerning the proposed trip and needed contacts. Letters pertaining to these contacts are in Appendix B, pages 373-390.
3. The American Automobile Association in Fargo was contacted concerning physical details of the trip. Mr. Gene Coon, World-Wide Travel Department Manager, was instrumental in making the necessary reservations. Details of the final plans and letters pertaining to these arrangements are located in Appendix C, pages 392-394.

An interview guide sheet was developed for each of the following: Ministry of Education, school administrators, and vocational office education teachers. Sufficient copies of the three interview guide sheets were mimeographed so that a copy of each could be left with the appropriate interviewee. A copy of each of these guide sheets will be found in Appendix D, pages 396-398.

The interviews were conducted during the period of September 8, 1968, through December 7, 1968. Upon arrival in Paris on September 8, 1968, initial contact was made with the American Embassy. This became the first procedure when arriving for the first time in each of the six countries. The officials at the American Embassy contacted the Ministry of Education in order to place the writer in contact with the proper person connected with vocational office education in the Ministry.

At least one person connected with vocational office education in the Ministry of Education was contacted and interviewed using the structured interview technique and the prepared guide sheet. A list of people in the Ministries of Education who were interviewed appears in Appendix E, pages 403-406. These individuals were requested to provide the names and addresses of at least three large, three medium, and three small schools offering vocational office education in that particular country. If there was a difference in the types of schools in the various geographic areas of the country, the Ministry was asked to suggest names in each of these different geographic areas.

In the case of Luxembourg, there were only two public secondary schools offering vocational office education programs and both were visited. In addition, a visit was arranged to one of the private secondary schools offering this type of program. In Belgium three

schools were visited in each of the French and Flemish sectors of the country. In the other countries, the researcher selected at least one school of each size. Five schools in Italy, three schools in France, seven schools in The Netherlands, and five schools in the Federal Republic of Germany were visited.

The Ministry of Education in each country contacted by telephone the schools which the researcher selected to visit. Arrangements were made for a time, place, and the individuals to be interviewed. In several instances in the Federal Republic of Germany and in Italy, the Ministry provided the name of a prominent person in a geographic area who made the final arrangements in the schools.

At each school the researcher interviewed the school administrator and at least one of the teachers in the vocational office education program. The structured interview technique with an interview guide sheet was used for this purpose. Permission was granted by the schools for photographs of physical facilities and classes in session for inclusion in the written report. Permission was also granted, wherever possible, to observe classes in session so various teaching methods and techniques relating to student achievement could be seen and recorded. A list of schools, their administrators and vocational office education teachers who participated in the interviews, will be found in Appendix F, pages 403-406.

Where necessary, an interpreter's services were employed. This proved necessary only at the Ministries of Education in France and Italy and at the schools visited in France. In all the other interviews, the individual either spoke fluent English or provided an interpreter's



services. A list of interpreters employed is located in Appendix G, page 408.

Upon the researcher's return to the United States on December 10, 1968, the photographs taken in Europe were sent to Kodak for processing. Slides were prepared for talks and illustrated lectures. Black and white photographs were prepared for inclusion in the dissertation. Translator services were employed for materials in Dutch and Italian. The researcher translated the materials in French and German. A list of translators is found in Appendix H, page 410. Photographs of the books and materials used in the classrooms of these various countries were developed and prepared by the Instructional Services Center of the University of North Dakota. Letters of appreciation were written to American Embassy officials, Ministries of Education, and the schools visited in each country. Copies of these letters will be found in Appendix I, pages 412-460.

CHAPTER IV

BELGIUM

Background of School System

The structure of the Belgian school system is divided into several education levels as shown in Illustration 2 below.

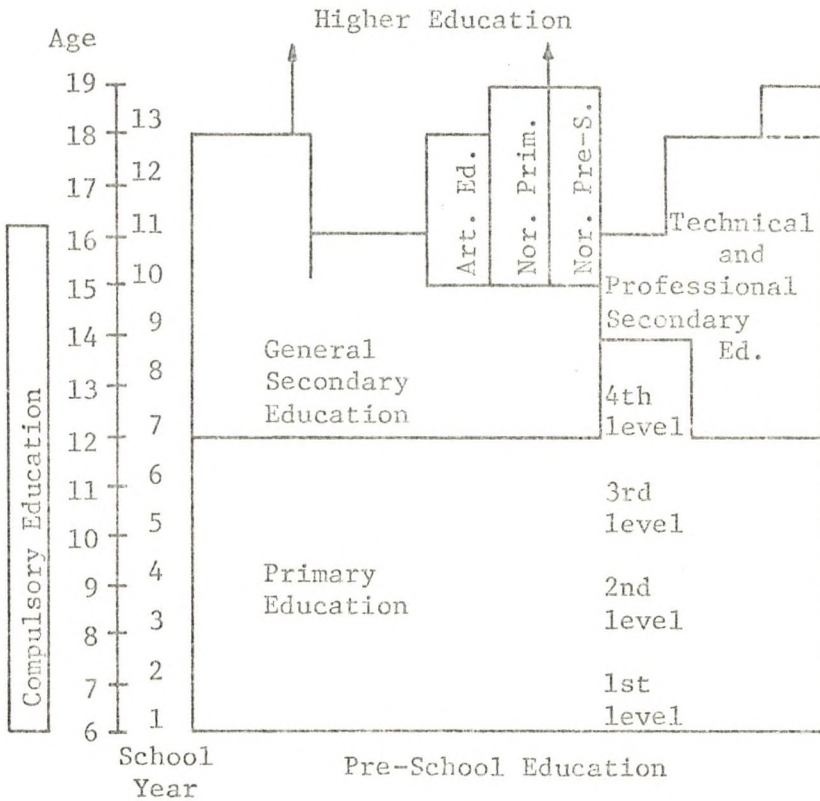


Illustration 2: Belgian educational system (18, p. 49)

Before beginning the discussion of the Belgian system, the following definitions of schools and terms (18, pp. 53-55) should be understood:

Académie - School for fine arts

Agrégé de l'enseignement secondaire inférieur - "Agrégé" of lower secondary education

Agrégé de l'enseignement secondaire supérieur - "Agrégé" of higher secondary education

Athénée - Secondary general State school for boys

Certificat d'humanities - Upper secondary general education certificate

Collège or Institut - Secondary general private school for boys or girls

Commission d'homologation - Special commission for endorsing certificates

Conservatoire - School for music

Cycle secondaire inférieur - Lower level of secondary education (12-15 years)

Cycle secondaire supérieur - Upper level of secondary education (15-18 years)

Enseignement de formation général - Secondary general education

Enseignement de formation professionnelle - Vocational training

Enseignement de formation technique - Technical education

Licence - University degree

Lycée - Secondary general State or private school for girls

The law of May 29, 1959, governs the stipulations and regulations regarding the entire body of elementary and secondary education. This law defines the rights of the State as an organizer of school systems and decides the general conditions which shall govern the granting of subsidies to other institutions and authorities maintaining educational systems. The law makes provision for granting to the parents the free choice of education for their children. Distinction between

denominational and non-denominational education is also provided in the law (19, p. 5).

Responsibility for the administration of Belgian schools rests with the Ministry of National Education and Cultural Affairs. This responsibility is shared within the Ministry according to language--French and Dutch primarily--and according to types of activities--educational or cultural. A few schools are partly or completely administered by the ministry specifically connected with that area, such as the Ministry of Justice (18, p. 43).

"Official education" covers those schools falling under the educational system maintained by the State, the provinces, the cities, or townships. "Independent education" covers those schools which do not come under the classification of "official education" (19, p. 5). The private schools are called free schools and almost all are administered by Catholic authorities. These private schools number approximately fifty per cent of the schools in Belgium (20).

The Ministry of National Education and Cultural Affairs has as one of its most important duties the organization and administration of the State schools on all levels (18, p. 43). In the State schools, the State builds the schools and also pays all the expenses of operation. The provincial and city schools are built and modernized by the authorities maintaining such schools but receive up to sixty per cent reimbursement of these costs. There are no subsidies from the State for the building of independent schools (20).

The law of May 29, 1959, also provides a series of requirements which must be met by schools in order for them to be a part of the subsidy system. The Ministry subsidizes the schools which are organized

by the provinces, cities, and private authorities if these schools meet the requirements of the law. These subsidies include the salaries of the staff, operating costs, and part of the equipment costs (19, p. 6). These schools receive a subsidy of between 4,000 and 5,000 Belgian francs (\$80-\$100) per pupil (20). These subsidies are granted to nursery and elementary schools the first year the school begins to function. Subsidies are granted to the secondary schools as soon as the school has completed one year of operation and has been recommended by the inspector. The admission to the subsidy system becomes final once a school has become complete and has granted diplomas according to regulations (19, p. 6).

Timetables and programs are fixed by the Minister in the State schools. In the case of schools maintained by provinces, cities, or private authorities, these timetables and programs should be submitted to the Minister for his approval. The State provides a system of public supervision for both State and subsidized schools. The subsidized schools have additional supervision provided by provincial, city, or private inspectors depending on the type of school (18, pp. 43-44).

Teachers in the State schools are appointed by the King. It is the responsibility of the province, city, or private authorities to recruit and select its teachers from qualified applicants (18, p. 44). It is also the responsibility of these school authorities to remove teachers who do not receive favorable ratings by inspectors (20). There are advisory councils for each type of education. These councils make recommendations on various educational problems such as schedules, programs, textbooks, and teaching materials (18, p. 44).

Education in Belgium is compulsory for all children from 6 to 15 years of age. The future aim is to extend this compulsory age to 16 years (20). At the nursery and elementary school levels, education is completely free. There are no tuition fees and no charges for school-books. On the secondary level, there are no tuition charges; but parents must pay for textbooks and other school supplies. Higher education is entirely at the expense of the parents. However, there are scholarships which aid families in need of financial assistance (18, p. 44).

The law of May 29, 1959, stipulates that the official schools for elementary and secondary education must include two hours reserved for religious instruction (Catholic, Protestant, or Jewish) or moral instruction (non-denominational) in their weekly schedule (19, p. 6).

According to the royal decree of November 30, 1966, which provides implementation of the Language Law of July 30, 1963, instruction is to be given in the language of the region in both elementary and secondary schools. This means French would be used in the Walloon district, Dutch in the Flemish district, and German in the East district. Special regulations exist for frontier zones and especially for the district of Brussels and its suburbs (18, p. 44).

#### Pre-School Education

Pre-school or nursery education is for children from 3 to 6 years of age. This part of Belgium's educational system is not compulsory. Its main objectives are to develop children's abilities through various activities and to prepare the children for social life (18, p. 45).

### Primary Education

Primary education is for pupils from 6 to 12 years of age. It is divided into six grades, two years in each of three levels. The main objectives of primary education are the development of elementary knowledges and the development of essential basic skills. Primary education is provided in either primary schools connected with general secondary schools or in separate primary schools not connected directly with secondary schools. Examinations are given by the province or the city. A diploma is given upon satisfactory completion of this level of education (18, p. 45).

### Secondary Education

Secondary education is divided into two levels of three years each--the lower level from 12 to 15 years of age and the higher level for pupils from 15 to 18 years of age (18, p. 45). Recommendations are provided by the lower school as to where a child should be placed, but parents have a free decision in the choice of school for the child. The schools recommend that the student have an average of 75 or above in order to enter classical or modern athénée (boys), lycée (girls), or collège (Catholic). If the pupil's average is below 75, the technical branch of secondary education is recommended. These recommendations are not mandatory (20).

The lower level consists of three types of education:

(1) secondary general--classical and modern humanities, (2) technical education, (3) secondary vocational education. Secondary general education includes three cycles: (1) Latin, (2) modern with commercial specialization, (3) home economics. It is possible to transfer from one

cycle to another. A guidance course, which was started in 1957 as an experiment in State secondary schools, became obligatory for all new schools in 1963. Some technical schools also offer this type of guidance course. The guidance course covers the entire three years of the lower level. In the first and second years, all pupils follow a course of 30 lessons; in the third year, 25 lessons. In addition, the schedule includes a chosen option of either Latin, modern, or technical courses and complementary activities such as supervised preparation, clubs, sports, and remedial work (18, pp. 45-46).

The upper level, which completes the specialized studies started at the lower level, consists of three types of education: (1) secondary general education, (2) primary and nursery teacher training, (3) technical and vocational education, (4) art education. Secondary general education at this level includes the following cycles: (1) Latin-Greek, Latin-science, Latin-mathematics; (2) science based on mathematics and physics; (3) science based on natural sciences; (4) economics. Pupils who satisfactorily complete all six years of secondary general school receive the certificate of upper secondary general education--certificat d'humanites. This certificate must be ratified by a commission called "commission d'homologation." Pupils entering a university must pass an additional qualifying examination. The pupils in the primary teacher training program follow the same courses as the upper level of secondary general education. In addition, they are required to take pedagogic studies and practice teaching. At the end of this program, the pupils may receive two certificates--one to qualify for higher studies, the other for teaching in primary schools. Art education includes training in the arts of music, drama, plastics, and architecture. The length of



this art education depends on which courses are pursued and the aptitude of the pupil. The pupils may obtain a proficiency certificate of art which is recognized as being equal to that of technical education and which may admit the pupil to higher studies (18, pp. 45-47).

Secondary education is provided in the following types of schools: (1) intermediate schools offering a three-year course of lower secondary general education, (2) athénées which are officially supported boys' schools offering a six-year course of secondary general education leading to higher studies, (3) lycées which are officially supported girls' schools offering a six-year course of secondary general education leading to higher studies, (4) collèges or institutes which are private schools for boys and girls offering a six-year course of secondary general education leading to higher studies, (5) comprehensive schools which include both general and technical courses, (6) technical and vocational schools, (7) pre-school and primary teacher training schools, (8) art schools including fine art academies and music conservatories (18, p. 47).

#### Vocational and Technical Education

Technical education is directed by administrative services of technical education--one for teaching the French language and one for teaching the Dutch language--under the jurisdiction of the Ministry of National Education. This type of education has its own laws but is also governed by general rules common to all school systems except the university. Since technical education is concerned with economic aspects of modern life, its major aim is to develop general knowledges and professional skills (19, p. 3).

The lower level of technical education provides general, theoretical, and technical education which is completed in the upper level. In order to be considered full-time education, 28 required hours per week for a duration of 40 weeks is the minimum. Those pupils wishing to obtain a leaving certificate must stay a fourth year which qualifies them at the skilled worker level. Further specialization can lead to higher qualification at the end of a fifth year (optional). The lower level of vocational training provides practical preparation for trade and industrial employment. It is similar in organization to technical education (19, pp. 3-4).

The upper level of technical and vocational training, which completes the training of the lower level, lasts three years. The minimum number of hours required is 28 per week for a duration of 40 weeks. This level leads to the qualifications of technician or equivalent professor. An additional year may be taken (19, p. 3).

Pupils with secondary technical school certificates may enter an advanced technical school or a school for training secondary technical teachers. These pupils may enter the university after passing an additional qualifying examination (18, p. 46).

Vocational education is of a practical technological type. It prepares a pupil for the practice of his profession (19, p. 4). Pupils with secondary vocational school certificates may enter advanced level vocational schools only (18, p. 47).

### Higher Education

Higher education is available in the following types of schools: (1) universities, (2) advanced levels of vocational and technical schools, (3) teacher training schools.

The State has organized an experiment in primary teacher education training. This includes one year of higher non-university education after successful completion of schooling for a humanities certificate (21, p. 24). There is a lower-middle school teacher training college which lasts two years. Then the pupil is awarded the lower secondary schools teacher's diploma (21, p. 117). Upper level secondary school teachers (athénées, lycées, and higher technical) receive education at a university. There are also higher institutes of education attached to universities which provide four years of training for teachers in teacher training colleges (18, p. 48).

Higher technical education consists of three levels. The highest or third level closely resembles academic training and in some cases the same type of diplomas are granted as by the universities. The following higher schools are included at this level: (1) higher commercial schools, (2) schools where the licentiate's degree of interpreter is granted, (3) schools for mass media. Engineers and architects are trained in the second level of the higher technical schools. The other schools for this type of training are classified as belonging to the first level (19, p. 4).

### Teacher Education

Pre-School.---For entry to a nursery school training college, a pupil must hold a lower secondary school certificate. This course, which

lasts four years, places particular emphasis on physical education, modeling, art, and music. Training in teaching methods is part of the curriculum in the last two years (21, pp. 25-26).

Primary School.--Those teacher training institutions which follow the traditional system require the pupil to have a lower secondary school certificate. This four-year course comprises sections of classical and modern humanities at the higher middle school level. The first and second years are similar in nature to those of a corresponding section of the higher middle school level. The whole of the third and fourth years of primary teacher training are similar to the third and fourth years of a corresponding middle school level. Subjects which are required in primary schools are part of a basic curriculum which also includes music, drawing, and handicrafts. Professional training begins in the third year and includes psychology, theory of teaching, and theory of educational methods. For the third-year pupils, a ten-day course introducing them to youth activities is part of practical application. Fourth-year pupils do two one-week periods of practice teaching at a primary school (21, pp. 22-23).

The experimental system requires for admission a higher middle school certificate, which shows successful completion of six years of secondary schooling. An entrance examination is given for qualification purposes. The following branches of education are included in this curriculum: (1) psychology, (2) theory of teaching, (3) theory of educational methods, (4) mother tongue, (5) geography, (6) mathematics and natural sciences. Physical education, modeling and art, and music are also an integral part of this training (21, pp. 24-25).

At the conclusion of this primary school training, a pupil may acquire either a primary teacher's diploma, a humanities certificate entitling him to enter a university, or both. Primary school teachers fill posts on a temporary basis for two or three years before receiving a permanent post (21, p. 23).

There is in-service training of teachers in the form of part-time courses held at the regional education institutes. After two years, a certificate of educational studies is given; after three years, a diploma of education. Other in-service courses may take the form of lectures or conferences during holiday time (21, pp. 81-82).

Secondary Level.--In two years, secondary general teacher training schools prepare teachers of general subjects in lower secondary general and technical schools. Admission to the two-year lower level secondary teacher training college requires a higher secondary school certificate or a primary schools teacher's diploma. The following six sections of curriculum are concentrated in this course: (1) mother tongue and history, (2) modern languages, (3) mathematics, (4) science and geography, (5) physical education and biology, (6) art. Education subjects take a minimum of eight hours per week for each year of this training. Two separate weeks of practice teaching--one at a middle school and the other at a lower secondary technical school--are required of second-year students. After successful completion of these two years, the pupils are awarded the lower secondary schools teacher's diploma (*agrégé de l'enseignement secondaire inférieur*). These teachers are then called "regents" (21, pp. 117-118).

Teachers for lower secondary schools and technical secondary schools are trained at either middle school teacher training colleges

or at technical teacher training colleges for two years. Teachers of certain specialized technical subjects may be trained in specialized technical institutes where they must pass tests on proficiency and experience. To be admitted to the above programs, pupils must possess a school leaving certificate from a higher technical secondary school.

Technical teacher training comprises the following special subjects:

(1) commerce, (2) dressmaking and sewing, (3) fashion drawing, (4) art, (5) domestic science. Technical teacher training colleges award the lower secondary school teacher's diploma also (21, p. 181).

Secondary school teachers who are qualified for teaching in upper division of secondary school--both general and technical--hold the higher secondary school teacher's diploma (*agrégé de l'enseignement secondaire supérieur*). This training is provided in universities (18, p. 48). Studies leading to the "*agrégé*" may be taken at the same time as those for the university degree "*licence*." These studies include: (1) theory courses in experimental pedagogics, (2) general methods, (3) history of education and teaching techniques, (4) practice teaching under supervision in higher secondary schools. Training for the teaching profession at the universities is highly specialized. In addition to recognized degrees given by the faculties of art, philosophy, and science, graduates in commerce, social science, and physical education may obtain the same diploma entitling them to teach subjects in which they have specialized (21, p. 118).

Higher institutes of education attached to various universities provide a four-year course leading to the Diploma of Education. This allows a person to teach at a teacher training college (21, p. 119).

## Vocational Office Education

### Types of Schools Where Available

There are four types of schools in which secondary vocational office education may be offered. The public or "official" schools include those operated by the State, the province, or the city. "Independent" schools are private schools, most of which are operated by Catholic authorities (2, p. 5). For girls, vocational office education may be offered in lycées, collèges or institutes (the types of secondary schools); for boys, in athénées, collèges or institutes (18, p. 47).

Depending on the school, one or more of the three cycles of vocational office education may be offered. The first cycle is the lower level of secondary school lasting three years for students 12 to 15 years of age. The second cycle is the higher level of secondary school lasting three years for students 15 to 18 years of age. The third cycle is higher vocational training for those students 18 years and over (19, p. 4).

Of the six schools visited, the division was as follows: (1) two were provincial--Provinciaal Handels-en Taalinstituut in Ghent (22) and Ecole Technique Feminine du Hainaut at Saint Ghislain (23); (2) two were city--Institut Leon Lepage (24) and Ecole Communale de Commerce (25), both in Brussels; and (3) two were private Catholic schools subsidized by the State--Technisch Instituut O. L. Vrouw (26) and Technisch Instituut Sint Agnes (27) in Antwerp.

### Organization and Administration

The Belgian schools are organized by one of the following: State, province, city, or private authority. All the schools are

controlled by the State in some way. In addition, each school is subject to control by the division which has organized it (18, p. 43).

Institut Leon Lepage is a city school for boys which is accepted by the State as a secondary technical and vocational school. It includes both lower and upper cycles of commercial training (24). Ecole Communale de Commerce is also a city school for boys. It offers only the higher cycle of commercial training (25).

Provinciaal Handels-en Taalinstituut (22) and Ecole Technique Feminine du Hainaut (23) are set up by the provinces. These schools receive a subsidy of approximately 4,000 to 5,000 Belgian francs per pupil. In addition, the teachers are paid by the State. Both schools offer the lower and higher levels of vocational office education. Provinciaal Handels-en Taalinstituut has an advanced two-year junior college type program for both boys and girls (22). Ecole Technique Feminine du Hainaut offers an advanced two-year secretarial-modern language program for its girls (23).

The two free schools--Technisch Instituut O. L. Vrouw and Technisch Instituut Sint Agnes--are operated under a Catholic diocese. These schools are controlled by both the State and the Catholic authorities. Technisch Instituut O. L. Vrouw, which is strictly a commercial school, has three divisions within its school--the lower and higher levels of secondary commercial training and the advanced level of either secretarial-modern language or commercial teacher training (26). Technisch Instituut Sint Agnes has the lower and higher levels of secondary commercial training as part of its entire technical and vocational offerings (27).



The Ecole Communale de Commerce is administered by only the Headmaster since the school is small. There are no assistants nor department chairmen (25). Institut Leon Lepage has a director as its administrator. The director is responsible to the Administrative Commission which includes both businessmen and teachers (24).

Provinciaal Handels-en Taalinstituut has as its chief administrator a person called the director. He is assisted by two assistant directors--one for boys and one for girls. These people are responsible to both provincial and State governments (22). Ecole Technique Feminine du Hainaut is administered by a directrice with department chairmen as assistants (23).

Each of the two free schools--Technisch Instituut O. L. Vrouw and Technisch Instituut Sint Agnes--has a Commission of Organization from the diocese. This commission is involved with initial building, remodeling, repair and maintenance problems. Each school also has a Direction Commission which is concerned with instruction, curriculum, and examinations. Each school has a directrice who is over all the faculty and students (26, 27). Technisch Instituut Sint Agnes has several additional administrative bodies. The first is the Founder's Committee to which must be referred all proposals concerning school matters. Then there is a Direction Committee for each section. This committee is composed of people specialized in each area who act in an advisory capacity. All suggestions from this committee must be presented to the Founder's Committee for approval. The school also has an assistant directrice (27).

### How Financed

All teachers' salaries are paid by the State for all schools-- official and independent. For the provincial schools, the province must provide and finance building and physical facilities, equipment, and furniture. For the city schools, it is the city's responsibility to provide physical facilities such as building, equipment, and furniture. Provincial and city schools receive a subsidy of 4,000 to 5,000 Belgian francs (\$80-\$100) per pupil from the State each year (20).

The Catholic diocese has the responsibility of financing the private schools' physical facilities. A school may obtain a loan from the diocese to build, purchase, or remodel. However, the school must return 20 per cent of the State subsidy to the diocese each year until the debt is repaid. The State provides a subsidy of 3,250 Belgian francs (\$65) per pupil each year to this type of school. In addition, some equipment costs are reimbursable from the State up to 60 per cent of the cost (26, 27).

### Philosophy and Objectives

Vocational office education aims at preparing pupils for entrance into initial office positions of the level completed. Both the development of the necessary general knowledges and the development of professional skills are the principal objectives of this type of program. It is believed that this training should be adapted to the pupil's age and to the knowledges and skills required in performing various office jobs. This secondary instruction provides the pupils with the possibility of continuing their studies on a higher level (19, pp. 3-4).

Length of School Year, Week, Courses, and Class Periods

Much similarity exists among the six schools visited in Belgium in this area as shown in Table 2 below. The yearly schedule--September 1

TABLE 2  
LENGTH OF YEAR, WEEK, COURSES, CLASS PERIODS

School	School Year	School Week	Course Length	Class Periods
Ecole Communale de Commerce (25)	September 1 -June 30	6 days with Wed. & Sat. afternoons free	One Year	50 minutes
Institut Leon Lepage (24)	September 1 -June 30	6 days with Wed. & Sat. afternoons free	One Year	50 minutes
Ecole Technique Feminine du Hainaut (23)	September 1 -June 30	6 days with Wed. & Sat. afternoons free	One Year	50 minutes
Provinciaal Handels-en Taalinstituut (22)	September 1 -June 30	6 days with Wed. & Sat. afternoons free	One Year	50 minutes
Technisch Instituut O. L. Vrouw (26)	September 1 -June 30	6 days with Sat. after- noons free	One Year	50 minutes
Technisch Instituut Sint Agnes (27)	September 1 -June 30	6 days with Wed. & Sat. afternoons free	One Year	50 minutes

to June 30 approximately including holidays--was the same for all schools visited. In each of the schools, classes were in session six days a week with Wednesday and Saturday afternoons free. However, at

Technisch Instituut O. L. Vrouw in Ghent, this class schedule was true only for secretarial students. The other students had to attend classes on Wednesday afternoon (26). All six schools had class periods lasting 50 minutes. The courses were for a full-year duration in all six schools.

#### Enrollment Data

The Bureau of Statistics of the Ministry of National Education provided a breakdown of enrollment for the French and Dutch sectors of Belgium for the school year 1966-1967 as shown in Tables 3 and 4 on pages 41 and 42 (28).

#### Curriculum Offerings and Course Content

The Ministry of National Education has a committee called Conseil de Perfectionnement de l'enseignement technique for the development of programs of study and curriculum offerings. This committee is composed of two groups. The first group consists of members from industry, commerce, and administration. The second group consists of inspectors, professors, and directors of schools as its members. This committee meets either once a week or twice a month to write or revise programs (20).

Lower Division of Secondary Technical Schools.--The curriculum and course offerings for this lower division follow the recommendations from the Ministry of National Education syllabus (29) in the majority of the schools. The private schools also use the recommendations from the Catholic diocese syllabus in determining course offerings and content. Institut Leon Lepage and Provinciaal Handels-en Taalinstituut were the only two schools visited which offered vocational office training to

TABLE 3

ENROLLMENT FIGURES FOR SECONDARY SCHOOLS 1966-1967  
FRENCH SECTOR OF BELGIUM (28)

Program	State			Provincial			City			Free		
	No. of Schools	Population Boys Girls		No. of Schools	Population Boys Girls		No. of Schools	Population Boys Girls		No. of Schools	Population Boys Girls	
<u>Lower Division</u>												
Commerce	16	215	502	19	256	1396	35	806	3204	78	1838	4598
Secretary	1	4	6	1	27	124	4	28	220	10	---	566
Accountant	1	---	2	1	---	---	2	76	5	1	85	---
<u>Higher Division</u>												
Commerce	2	36	10	--	---	---	2	157	24	6	1161	200
Secretary	3	36	170	--	---	---	2	6	41	2	---	176
Office Worker	--	---	---	--	---	---	--	---	---	--	---	---
Accountant	--	---	---	--	---	---	1	37	7	--	---	---

TABLE 4

ENROLLMENT FIGURES FOR SECONDARY SCHOOLS 1966-1967  
DUTCH SECTOR OF BELGIUM (28)

Program	State			Provincial			City			Free		
	No. of Schools	Population Boys Girls		No. of Schools	Population Boys Girls		No. of Schools	Population Boys Girls		No. of Schools	Population Boys Girls	
<u>Lower Division</u>												
Commerce	10	210	379	4	270	239	14	357	591	79	1855	4687
Secretary	2	42	152	1	58	147	3	50	237	1	50	232
Accountant	2	61	13	1	32	---	--	---	---	--	---	---
<u>Higher Division</u>												
Commerce	1	6	341	1	325	480	6	732	1943	51	2988	11322
Secretary	--	---	---	--	---	---	--	---	---	--	---	---
Office Worker	1	---	81	--	---	---	2	---	75	19	---	1127
Accountant	--	---	---	--	---	---	--	---	---	--	---	---

boys (30, 31). Table 5 on page 44 shows the comparison between the Ministry recommendations of course offerings and hours (29) and the actual course offerings of the two schools for the entire three years (30, 31).

Four schools offer programs for girls in this lower division. These schools are Provinciaal Handels-en Taalinstituut, Technisch Instituut Sint Agnes, Technisch Instituut O. L. Vrouw, and Ecole Technique Feminine du Hainaut. All four schools offer the first year of the program as a general one for all vocational office students (32, 33-35). Then Ecole Technique Feminine du Hainaut divides the program into three areas of specialization--commerce, modern language, office work--for the remaining two years (35). Table 6 on page 45 shows the comparison of the course offerings and hours of each school with the Ministry's recommendations.

The topics included in the vocational office education subjects of typewriting, stenography, bookkeeping, and business techniques are shown for the lower secondary school in Table 7 on page 46.

For students who wish to develop their skills or who wish further specialization, a fourth and final year is possible in this lower secondary school. When the student leaves school, this additional year qualifies him/her for initial employment in business and public administration positions. Table 8 on page 47 shows the course offerings and hours recommended by the Ministry for boys and girls for this additional year.

Upper Division of Secondary Technical Schools.--The curriculum and course offerings for this upper division follow the recommendations from the Ministry of National Education syllabus (29, 36) in the majority

TABLE 5

## LOWER SECONDARY LEVEL--COURSE OFFERINGS FOR BOYS (29, 30, 31)

Courses	First Year			Second Year			Third Year		
	Ministry	Lepage	Provinciaal	Ministry	Lepage	Provinciaal	Ministry	Lepage	Provinciaal
<u>General Courses</u>									
Religion-ethics	2	2	2	2	2	2	2	2	2
Mother tongue (either French or Dutch)	7	8	7	6	7	6	5	6	5
Second language (either French or Dutch)	5	6	6	4	5	5	3	4	5
Third language (usually English)	-	-	-	2	3	2	2	2	2
History	2	2	2	2	2	2	1	1	1
Geography	2	2	2	2	2	2	2	2	2
Mathematics (algebra, geometry)	5	6	-	5	5	2	4	5	2
Sciences (biology, physics, chemistry)	2	2	2	2	2	2	2	2	2
Physical education	2	2	2	2	2	2	2	2	2
Music education	1	1	1	1	1	1	1	1	1
Art education	2	1	2	1	1	1	1	1	1
<u>Technical Courses</u>									
Family education	-	-	-	-	-	-	1	-	1
Commercial arithmetic	-	-	5	-	-	3	-	-	2
Economics	-	-	-	-	-	-	4	4	-
<u>Professional Courses</u>									
Business techniques	2	-	-	2	-	-	-	-	2
Typewriting	-	-	-	2	2	-	2	2	2
Stenography	-	-	-	-	-	-	2	2	2
Bookkeeping	-	-	-	-	-	-	-	-	2
Total Hours per Week	32	32	31	33	34	30	34	36	36



TABLE 6

## LOWER SECONDARY SCHOOL--COURSE OFFERINGS FOR GIRLS (29, 32-35)

	First Year					Second Year						Third Year								
	Ministry	Provinciaal	Sint Agnes	O. L. Vrouw	Hainaut	Ministry	Provinciaal	Sint Agnes	O. L. Vrouw	Hainaut			Ministry	Provinciaal	Sint Agnes	O. L. Vrouw	Hainaut			
										Commerce	Mod. Lang.	Of. Work.					Commerce	Mod. Lang.	Of. Work.	
<u>General Courses</u>																				
Religion-ethics	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Mother tongue	7	7	7	7	7	6	6	6	6	6	6	7	5	5	5	4	5	5	6	
Second language	5	6	5	6	6	4	5	4	5	4	5	5	3	5	3	4	3	4	4	
Third language	-	-	-	-	-	2	2	2	2	2	3	-	2	2	2	2	3	4	4	
History	2	2	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	
Geography	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	1	1	
Mathematics-calculation	5	5	5	5	5	5	5	5	5	5	6	5	4	4	4	4	4	4	5	2
Science	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	-
Physical education	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Music education	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Art education	2	2	2	1	2	1	1	1	1	1	2	3	1	1	1	1	1	1	1	1
<u>Technical Courses</u>																				
Family education	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Economic geography	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	
Bus. econ. & bkbp.	-	-	-	-	-	-	-	-	-	-	-	-	4	-	-	3	4	4	2	
<u>Professional Courses</u>																				
Bus. & office tech.	4	4	4	4	4	4	3	4	4	4	-	4	3	5	4	3	3	-	3	
Typewriting	-	-	-	-	-	2	2	2	2	2	2	3	2	2	2	2	2	4	4	
Stenography	-	-	-	-	-	-	-	-	-	-	-	-	2	2	4	2	2	-	2	
Feminine education	-	-	-	-	-	-	-	-	-	-	3	-	-	1	-	-	-	-	-	
Total Hours per Week	35	36	35	35	36	36	36	36	37	36	37	36	37	38	36	36	38	38	36	

TABLE 7

SUBJECTS AND TOPICS IN VOCATIONAL OFFICE EDUCATION  
LOWER SECONDARY SCHOOL (36)

Subjects and Topics	First Year	Second Year
<u>Typewriting</u>		
Typewriters and their parts	x	-
Touch method of typewriting	x	-
Drills and exercises	x	x
Letters	-	x
Envelopes	-	x
Tabulations	-	x
Minimum speed	no	no
<u>Stenography</u>		
Theory	x	-
Dictation exercises	x	-
Transcription exercises	x	-
Minimum speed	no	-
<u>Bookkeeping</u>		
Theory	x	-
Fundamental principles	x	-
Balance sheet	x	-
Accounts	x	-
Recording of information	x	-
Inventory	x	-
Adjusting entries	x	-
Closing entries	x	-
Financial statements	x	-
Practical applications	x	-
<u>Business Techniques</u>		
Definition of commerce	x	-
Functions of commerce	x	-
Tradesmen--obligations	x	-
Tradesmen--rights	x	-
Types of businesses	x	-
Purchases and sales	x	-
Means of payment	x	-
Transportation	x	-

TABLE 8

COURSE OFFERINGS--FOURTH YEAR  
LOWER SECONDARY SCHOOL (29)

Courses	Boys	Girls
<u>General Courses</u>		
Religion-ethics	2	2
Maternal language	4	4
Second language	3	3
Third language	2	2
Physical education	2	2
Music education	1	1
<u>Technical Courses</u>		
Family education	1	1
Commercial correspondence	2	2
Economic geography	1	1
Commercial arithmetic	2	2
Law	2	2
Business organization and economics	6	6
<u>Professional Courses</u>		
Typewriting	3	3
Stenography	3	3
Business techniques	<u>—</u>	<u>3</u>
Total Hours per Week	34	37

of the schools. The private schools also use the recommendations from the Diocese syllabus in determining course offerings. The three schools offering vocational office programs for boys in this division are: Institut Leon Lepage (30), Ecole Communale de Commerce (25), and Provinciaal Handels-en Taalinstituut. Two different programs--business and bookkeeping--are offered at Provinciaal Handels-en Taalinstituut (31). Table 9 on page 49 shows the comparison of course offerings and hours of each school with the Ministry's recommendations.

Four schools offer programs for girls in this upper division. These schools are Technisch Instituut Sint Agnes (27), Technisch Instituut O. L. Vrouw (34, 37), Provinciaal Handels-en Taalinstituut (32), and Ecole Technique Feminine du Hainaut (35). Provinciaal Handels-en Taalinstituut has two programs--business and secretarial (32). Ecole Technique Feminine du Hainaut has two programs--commerce and modern languages (35). Table 10, page 50, shows the comparison of course offerings and hours of each school with the Ministry's recommendations.

The topics included in the vocational office education subjects of typewriting, stenography, law, bookkeeping, and commercial arithmetic are shown for the higher secondary school in Table 11 on pages 51-53.

### Physical Facilities

School Plant.--Institut Leon Lepage consists of two parts--an old building constructed in 1910 and a new wing completed in 1966 (24). Ecole Technique Feminine du Hainaut has been in operation since 1936. Since it was necessary to rebuild the school in 1952, it is of modern construction (23). At the present time, the buildings of the Provinciaal Handels-en Taalinstituut are reconverted old mansions. It is planned

TABLE 9

## HIGHER SECONDARY SCHOOL--COURSE OFFERINGS FOR BOYS (25, 29-31)

Courses	First Year					Second Year					Third Year				
	Ministry	Lepage	Ecole	Prov.		Ministry	Lepage	Ecole	Prov.		Ministry	Lepage	Ecole	Prov.	
				Bus.	Bkkp.				Bus.	Bkkp.				Bus.	Bkkp.
<u>General Courses</u>															
Religion-ethics	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Mother tongue	5	5	5	4	4	5	5	5	4	4	5	4	5	4	4
Second language	3	4	4	5	5	3	3	3	5	5	3	3	3	4	4
Third language--English	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2
Fourth language--German	3	3	3	3	3	2	2	2	2	-	2	2	2	2	-
History	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Geography	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Mathematics	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Science	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Physical education and music	3	2	2	3	3	3	2	2	3	3	3	2	2	3	3
<u>Technical Courses</u>															
Dutch correspondence	-	-	-	1	1	2	1	2	1	1	2	-	2	1	1
French correspondence	-	-	-	-	-	-	1	-	2	2	-	1	-	2	2
English correspondence	-	-	-	-	-	-	-	-	-	-	-	1	-	1	-
Commercial arithmetic	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Law	2	2	2	1	1	2	2	2	1	1	2	2	2	1	1
Business economics	4	4	-	-	-	4	4	-	-	-	3	3	1	-	-
Political economics	-	-	-	-	-	-	-	-	-	-	1	1	1	-	-
<u>Professional Courses</u>															
Business techniques	-	-	1	1	1	-	-	1	1	1	-	-	-	1	1
Typewriting and stenography	3	4	3	3	3	3	4	3	3	-	2	3	2	2	-
Bookkeeping	-	-	4	3	3	-	-	3	2	6	1	1	3	2	7
Total Hours per Week	35	36	36	36	36	36	36	35	36	35	36	36	35	35	35

TABLE 10

## HIGHER SECONDARY SCHOOL--COURSE OFFERINGS FOR GIRLS (29, 32-33, 35, 37)

Courses	First Year							Second Year							Third Year						
	Ministry	Agnes	Vrouw	Prov.		Hain.		Ministry	Agnes	Vrouw	Bus.	Sec.	Com.	Mo.La.	Ministry	Agnes	Vrouw	Bus.	Sec.	Com.	Mo.La.
				Bus.	Sec.	Bus.	Sec.														
<u>General Courses</u>																					
Religion-ethics	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Maternal language	5	5	4	4	4	5	5	5	5	4	4	4	5	5	5	5	4	4	4	5	5
Second language	3	3	5	5	5	4	5	3	3	5	5	5	4	5	3	3	4	4	4	3	5
Third language	2	2	2	2	2	4	5	2	2	2	2	2	3	5	2	2	2	2	2	3	5
Fourth language	3	3	3	3	3	-	6	2	2	2	2	2	-	4	2	2	2	2	2	-	4
History	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Geography	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Mathematics	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2
Science	2	2	2	2	2	2	1	2	2	2	2	2	2	1	2	2	2	2	2	2	1
Physical education	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Esthetic education	1	1	1	1	1	-	-	1	1	1	1	1	-	-	1	1	1	1	1	-	-
<u>Technical Courses</u>																					
Commercial correspondence	-	1	1	1	1	-	1	2	3	3	3	3	3	1	2	3	3	4	4	4	1
Commercial arithmetic	1	1	1	1	1	2	-	1	1	1	1	1	1	-	1	1	1	1	1	1	-
Law	2	1	1	1	1	2	-	2	1	1	1	1	2	1	2	1	1	1	1	2	1
Bus. organ. & econ.	4	-	-	-	-	-	-	4	-	-	-	-	-	-	3	1	-	-	-	-	-
Political economics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	-	-	1	-
Bus. tech. & sec. of. pract.	-	1	5	1	1	1	1	-	1	3	1	3	1	1	-	1	3	1	4	2	-
<u>Professional Courses</u>																					
Typewriting & stenography	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	4	4
Bookkeeping	-	3	-	3	3	3	1	-	2	-	2	-	3	1	1	3	1	3	-	2	1
Total Hours per Week	35	35	37	36	36	36	37	36	35	36	36	36	36	36	36	36	36	36	36	38	35

TABLE 11

SUBJECTS AND TOPICS IN VOCATIONAL OFFICE EDUCATION  
HIGHER SECONDARY SCHOOL (36)

Subjects and Topics	First Year	Second Year	Third Year
<u>Typewriting</u>			
Handling the typewriter	x	-	-
Touch method of typing	x	-	-
Speed and accuracy exercises	x	x	x
Letters and envelopes	x	x	x
Tabulations	x	x	x
Carbon copies	x	x	x
Reproducing processes	x	x	x
Business forms	x	x	x
Duplicating processes	-	x	x
Dictation exercises	-	x	x
Correction of errors	-	x	x
Combination with stenography	-	-	x
Speed (words a minute)	-	-	25
<u>Stenography</u>			
Theory	x	x	-
Dictation exercises	x	x	x
Transcription			
Simple texts	x	x	-
Commercial letters	x	x	x
Techniques	x	x	x
Speed (words a minute)			
Administrative and commercial texts	-	-	90
Commercial letters	-	-	100
<u>Law</u>			
Civil law			
Concepts	x	-	-
Sources	x	-	-
Classification	x	-	-
Persons	x	-	-
Property	x	-	-
Obligations	x	-	-
Contracts	x	-	-
Guarantees	x	-	-
Sureties	x	-	-

TABLE 11--Continued

Subjects and Topics	First Year	Second Year	Third Year
Social legislation			
Employment services	--	x	--
Regulations of work	--	x	--
Social security system	--	x	--
Work accidents	--	x	--
Professional illnesses	--	x	--
Types of organizations	--	x	--
Commercial law			
Need for	--	x	--
Characteristics of	--	x	--
Acts of commerce	--	x	--
Persons	--	x	--
Types of societies	--	x	x
Contracts	--	--	x
Checks and letters of exchange	--	--	x
Intermediaries	--	--	x
Essential concepts			
Delay in payment	--	--	x
Bankruptcy	--	--	x
Fiscal legislation			
Tax principles	--	--	x
Tax classifications	--	--	x
Direct taxes	--	--	x
Indirect taxes	--	--	x
Calculation of taxes	--	--	x
Utilization of tax forms	--	--	x
<u>Bookkeeping</u>			
General			
Review and summary	x	--	--
Accounts	x	--	--
Adjusting entries	x	--	--
Transfer entries	x	--	--
Classic methods	x	--	--
Practical applications	x	x	--
Types of organizations	--	x	--
Liquidation of businesses	--	x	--
Societies			
Theory	--	x	--
Characteristics	--	x	--



TABLE 11--Continued

Subjects and Topics	First Year	Second Year	Third Year
Societies (continued)			
Types of	-	x	-
Constitutions	-	x	-
Withdrawal of capital	-	x	-
Division of profit and loss	-	x	-
Liquidation	-	x	-
Practical applications	-	x	-
Anonymous societies	-	-	x
Cooperative societies	-	-	x
Industrial			
Theory	-	x	-
Cost price and its determination	-	x	-
Elements of cost price	-	x	-
Practical applications	-	x	-
Adaptation to various businesses	-	-	x
<u>Commercial Arithmetic</u>			
Fundamental operations	x	-	-
Rapid calculation	x	-	-
Aliquot parts	x	-	-
Percentage	x	-	-
Interest	x	x	x
Discounting procedures	x	x	x
Maturity dates and amounts	-	x	x
Complex numbers	-	x	-
Figuring cost price	-	x	-
Study of current accounts	-	x	x
Classification of money	-	-	x
Foreign exchange of money	-	-	x
Stocks	-	-	x
Stock exchange operations	-	-	x

that new facilities will be available for the school year 1969-1970 (22). Technisch Instituut O. L. Vrouw was in the process of completing a new wing which was attached to the old building (26).

Ecole Communale de Commerce is a three-floor building of the old-type construction. Photograph 1 below shows the outside framework of this school. In contrast to this type of construction (25), Photograph 2 on page 55 shows the new type of construction now taking place. This photograph is of the building housing commerce and dress-making sections of the Technisch Instituut Sint Agnes. This particular building was completed in 1962 (27).



Photograph 1: Ecole Communale de Commerce  
Brussels, Belgium



Photograph 2: Technisch Instituut Sint Agnes  
Antwerp, Belgium

Room Layout and Equipment.--Each of the schools visited had at least one typewriting room as part of its physical facilities. A typical typewriting classroom scene is shown in Photograph 3 on page 56. This photograph also shows the device called a "blinder." Its purpose is to encourage students to learn the typewriter keyboard by touch. All typewriting classrooms contained a wall chart similar to the one shown in Photograph 4 on page 56.

Ecole Communale de Commerce had one room with typewriters in it. However, the room was used for other classes. This special room had 28



Photograph 3: Typewriting Classroom  
 Institut Leon Lepage  
 Brussels, Belgium



Photograph 4: Typewriting Wall Chart  
 Institut Leon Lepage  
 Brussels, Belgium

manual Remington and Royal typewriters from five to ten years old. The furniture in the typewriting room was a mixture of flat-surfaced tables and desks. Neither desks nor chairs were adjustable. No other equipment such as office machines, duplicating machines, or audio-visual machines were available for use in the classrooms (25).

At the Institut Leon Lepage, the only room equipped for business was the typewriting-stenography room. Other classes were assigned to available classrooms. The typewriting room contained 40 non-adjustable desks and chairs. The typewriters were a mixture of makes--Remington, Olympia, Holda, Hermes, Olivetti, and Smith-Corona. These typewriters were manuals ranging from 5 to 15 years of age. In addition, there were 3 IBM standard electrics ranging from 5 to 10 years of age. There was one Gestetner mimeograph machine available for use and also spare typewriters. Musical recordings and a metronome were part of the typewriting room instructional aids (24).

Ecole Technique Feminine du Hainaut had only one typewriting room. This classroom contained 25 manual typewriters--Remington, Smith-Corona, and Olympia--which were from 5 to 10 years old. Students brought their own portables to class to replace broken machines. There was no trade-in policy on the typewriters. There were two Remington electrics for use of advanced level students only. Neither chairs nor desks were adjustable. The classroom did have good fluorescent lighting. There were wooden box-type blinders to aid beginning students in learning touch typewriting. No office machines were available for student use (23).

Technisch Instituut Sint Agnes had two typing rooms containing a total of 45 manual Olympia typewriters less than five years old.

Regular typewriting desks and adjustable chairs were part of the furniture for the two rooms. A third room was outfitted as a model office. This room contained 4 IBM standard and 2 IBM Selectric typewriters less than 5 years old, 3 Olivetti printing calculators, 1 Gestetner mimeograph, and 10 Dictaphone voice-writing machines which included individual controls and headsets. The audio-visual equipment included a record player, rhythm records, and a tape recorder (27).

At Technisch Instituut O. L. Vrouw, the two combination shorthand-typewriting rooms contained a total of 30 manual typewriters ranging from 0 to 10 years of age. The typewriter makes included Royal, Olympia, Grundig, Siemag, Triumph, Olivetti, and Remington. These rooms also were equipped with 1 Siemag electric and 1 IBM Selectric typewriter. Office-type desks with adjustable chairs were furnished for each work area. In the one room 10 Grundig dictating-transcribing machines were available. Additional equipment available for both teacher and student use included a Gestetner mimeograph and 5 adding-calculating machines (Olivetti, Siemag, Smith-Corona-Marchant). Audio-visual equipment included a filmstrip projector, an opaque projector, an overhead projector, and 2 record players (26).

Provinciaal Handels-en Taalinstituut had three typewriting rooms, two office machines rooms, and a shorthand-language laboratory. Each typewriting room was equipped with approximately 40 manual typewriters (Adler, Olympia, Olivetti, Remington) and several electric typewriters (Adler, Olympia)--all from 3 to 10 years of age. There was a table for each typewriter and an adjustable chair for each typing station. Each machines room was equipped with the following: (1) 1 bookkeeping machine (Remington Rand in one room and NCR in the other room), (2) 35 machines--

ten-key adding, printing calculator, rotary calculator--of which 10 were electric, (3) 13 multiple-form holds for processing data, (4) 1 Addressograph machine, (5) 30 metal tables, (6) 30 non-adjustable chairs, (7) large floor filing cabinet for student work, (8) 2 large filing cabinets for supplies and machines. The makes of adding and calculating machines included Odhner, Addo-X, Olympia, Olivetti, Facit, Monroe, Victor, Totalia, and Marchant; and these machines were from 3 to 10 years old. In the combination shorthand-language laboratory, there were 20 individual carrells. Students were able to operate controls individually or the teacher could operate from the console (22).

#### Supplies and Materials

In all six schools visited, supplies were available to the teachers up to the limit imposed by budgetary controls. When the limit is reached, the teachers must supply materials at their own expense. Students are expected to furnish their own paper, exercise books, and other necessary supplies.

Each school had a rental plan for needed textbooks. Provinciaal Handels-en Taalinstituut requires students to pay 100 Belgian francs (\$2) each year as a guarantee on books they receive for classes (22). Ecole Communale de Commerce requires 250 Belgian francs (\$5) as a rental fee on textbooks (25). At Technisch Instituut O. L. Vrouw in the first three years of the lower division, the students pay a textbook rental fee of 300 Belgian francs (\$6) per year while all other students must purchase their textbooks (26). At Technisch Instituut Sint Agnes, only the most expensive textbooks are loaned to students; the others they must

purchase (27). Both Ecole Technique Feminine du Hainaut and Institut Leon Lepage indicated that they loaned or rented textbooks to students but neither suggested an amount as a fee (23, 24).

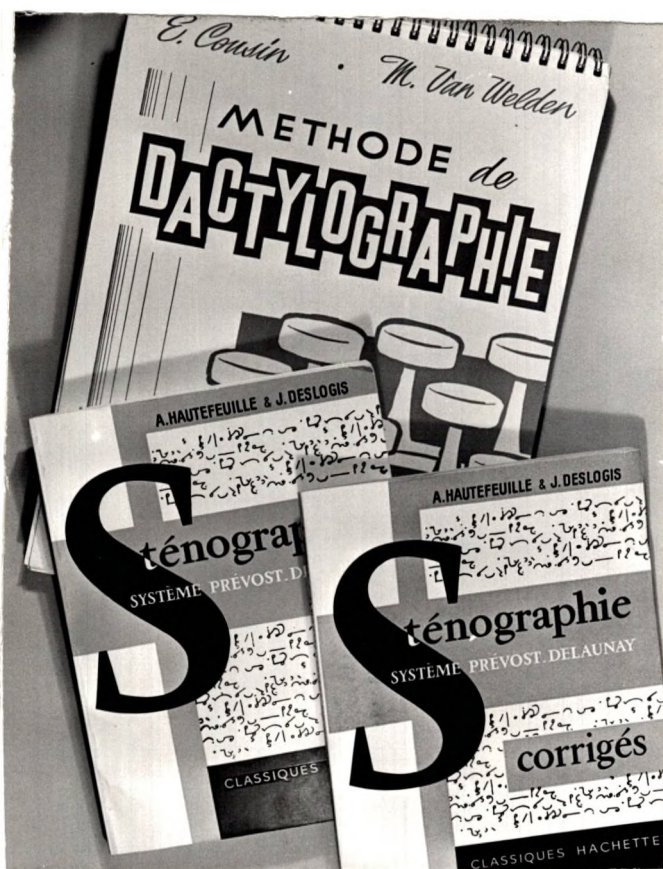
### Textbooks and Teaching Aids

Each type of education has an advisory council which makes recommendations concerning textbooks to be used in the schools. In each school, a list of acceptable textbooks is developed from these recommendations. The teachers are free to select textbooks for their classes from these lists (18, p. 44).

Photograph 5 on page 61 shows a selected group of the many textbooks available for vocational office education. The typewriting textbook is entitled Methodes de Dactylographie. This particular typewriting textbook is divided into eight parts: (1) study of keyboard and rules of typewriting; (2) speed development exercises; (3) letters, memorandums, envelopes, and postal cards; (4) centering exercises; (5) simple and decimal tabulations; (6) medical secretarial typewriting exercises; (7) duplicating and reproducing processes, use of electric typewriters; (8) speed control, corrections, sample examinations, and texts in different languages. Photograph 6 on page 62 shows a typical day's lesson in beginning typewriting (38).

The stenography textbook is entitled Stenographie Systeme Prevost-Delaunay. Each lesson in this textbook consists first of the presentation or review of theory followed by exercises to be transcribed into stenographic notes or into French. At the end of the theory lessons, there are sections on: (1) abbreviations, (2) materials in French to be transcribed into stenographic notes, (3) materials in stenography





Photograph 5: Selected Textbooks in  
Vocational Office Education  
Belgium

to be transcribed into French, (4) speed dictation materials ranging from 40 to 80 words per minute. A sample page from a theory lesson of this book is shown in Photograph 7 on page 63. An additional paperback book is available which has correct transcripts in either French or stenography corresponding to exercise materials in the initial textbook. This is available to both students and teachers in the retail stores. Page 84 of this book is shown in Photograph 8 on page 64. For those

Le clavier est connu. Voici les gammes à reproduire.  
Respectez les règles apprises : bon maintien, à chaque touche, son doigt.  
Ne regardez pas le clavier.

**Méthode de travail.**

1. Copiez ± 5 fois la pensée qui précède le texte, c'est un excellent exercice d'assouplissement.
2. Copiez 3 lignes des mots ou groupes de mots soulignés. (préparation)
3. Reproduisez le texte proposé jusqu'à ce qu'il soit parfaitement présenté.

Exemple :

**Exercice n° 1**

Que celui qui ne peut ce qu'il veut, veuille au moins ce qu'il peut.

acquérir acquis acquêt acquéreur acquisition

acquérir...

acquérir...

égyptiennes...

égyptiennes...

égyptiennes...

façonnées...

façonnées...

façonnées...

Elles sont façonnées dans des moules et séchées lentement à l'air

Elles sont

Elles sont

Elles sont

Les briques sont au contraire passées dans des fours

Les briques...

Les briques...

Les briques...

Les plus perfectionnées sont des presses rotatives automatiques

Les plus...

Les plus...

LES BRIQUES.

La fabrication des briques est très ancienne : on trouve ce matériau dans la plupart des monuments grecs et romains ainsi que dans les ruines égyptiennes. On distingue les briques crues fabriquées avec de l'argile et du sable. Elles sont façonnées dans des moules et séchées lentement à l'air. Les briques cuites sont au contraire passées dans des fours. Elles sont d'autant plus résistantes qu'elles sont plus denses. Dans les importantes briqueteries, les matières sont mélangées mécaniquement en une pâte homogène. De même le moulage se fait dans des machines ou des presses. Les plus perfectionnées sont des presses rotatives à fonctionnement et alimentation automatiques.

X...

35

**Photograph 6: Typewriting Textbook  
Méthode de Dactylographie**

students learning stenography in Dutch, Meysman's adaptation of Aimee Paris is used (40).

One of the suggested bookkeeping texts is entitled Comptabilité et Organisation Financière des Sociétés. Photograph 9 on page 65 shows a sample page which includes journal entries and a balance sheet (41).

Examinations

In all six schools visited, the examinations given were school, not government examinations, developed by the teachers involved in the instruction process. These examinations are usually given in December

## B. — Signes d'initiales, voyelles : Point.

• Point à gauche et à hauteur du commencement du signe suivant<sup>1</sup>

A oi      —      dme  
é  
è  
i

• Point au-dessous du commencement du signe suivant<sup>1</sup>

O eu      —      homme  
u  
ui  
oui

## Exemples.

aide /    hisse —    ode /    aube /    ouïmes —    houpe /

<sup>1</sup> Le signe d'initiale point peut être tracé : soit après le tracé du signe de consonne qui lui sert de support (ce qui permet de mieux le situer mais oblige à revenir vers la gauche), soit avant le tracé du signe de consonne.

## ABRÉVIATIONS

Les abréviations représentent, par des tracés plus rapides que ceux de l'écriture sténographique orthodoxe, des mots et des locutions d'un usage fréquent. Elles sont toutes d'un emploi obligatoire. (Voir partie jaune, p. 140.)

et (ai, hé, etc.)		tu		tes	
tout, tous, toutes		des	/	ces	—
vous	\	pas	!	pendant	]
cependant	]	dépendant	]	répendant	]

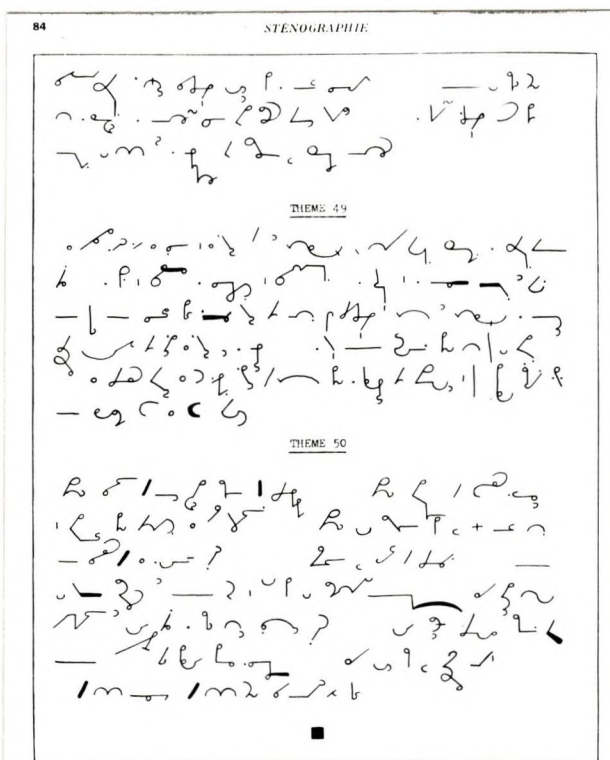
## Exercice 2.

œuf — élève — avide — et — ces — hume — olive — avive — tu — vous.  
aube — étude — aubade — tes — pas — halle — huile — Ovide — tout —  
pendant.  
aime — humide — Hérode — des — cependant — épisode — atome — étape  
— arrive — épave.  
affame — attitude — assomme — huppe — oisive — étouffe — étuve — happe  
hall — aide.  
habitude — Yves — dépendant — Aude — houle — aride — étoffe — répan-  
dant — isotherme — Esope.

Photograph 7: Example of Theory Lesson  
Stenographie Systeme  
Prevost-Delaunay

and in June. At Technisch Instituut O. L. Vrouw, the teachers engage the cooperation of businessmen in the preparation of some examinations (26).

At Technisch Instituut Sint Agnes, the examination for each course is prepared by the individual teacher, submitted to the Directrice for approval, administered, and graded by the teacher. For the final or third year of the lower and higher divisions, examinations are somewhat special. The teachers must submit more than one set of questions for each examination. A jury of people specialized in the area but not



Photograph 8: Example of Stenography Copy  
Stenographie System  
Prevost-Delaunay

belonging to the school, together with the teachers, make a choice of questions from all those previously submitted (27).

The Ministry of National Education recommends topics which should be included in the final examinations of the lower secondary studies in the areas of economics and bookkeeping (42). In economics, these topics include: (1) organization and documents of interior commerce, (2) introduction to concepts of commerce, (3) elements of sales, (4) elements of payments, (5) elements of credit, (6) intermediaries and institutions, (7) laws and duties connected with businessmen (25, p. 18). In bookkeeping, the topics included are: (1) fundamentals; (2) systematic study of various types of accounts; (3) techniques of keeping books--

Comme la société a sur Paris une créance de 250 000 F, elle lui reste redevable de 305 000 F. Cette dette est payée en espèces à concurrence de 105 000 F et par un chèque sur banque pour le solde.

## ARTICLES.

1	Capital à Paris, s/c Courant	500 000	500 000
	<i>Réduction du capital par suite de la démission de l'associé Paris.</i>		
2	Réserve	33 333	
	Pertes et Profits à Paris, s/c Courant	21 667	55 000
	<i>Part de Paris dans la Réserve et dans les profits.</i>		
3	Paris, s/c Courant à Caisse	305 000	105 000
	Banque		200 000
	<i>Paiement à Paris du solde dû.</i>		

**Remarque.** — Si le compte « Paris, n/Avance de fonds » a été ouvert et porte 250 000 F à son débit (voir note au bas de la page précédente), le 3<sup>e</sup> article ci-dessus devient :

3	Paris, s/c Courant à Paris, n/Av. de fonds	555 000	250 000
	Caisse		105 000
	Banque		200 000
	<i>Règlement avec Paris.</i>		

**Exemple 15.** — Après deux années d'existence, la Société en nom collectif Lebrun et Marchal, au capital de 1 500 000 francs souscrit par moitié, présente son bilan comme suit :

Actif.	BILAN.		Passif.
Mobilier ... ..	150 000	Fournisseurs ... ..	240 000
Clients ... ..	195 000	Effets à payer ... ..	60 000
Marchandises ... ..	465 000	Capital ... ..	1 500 000
Effets à recevoir ... ..	180 000		
Banque ... ..	250 000		
Caisse ... ..	110 000		
Pertes et Profits ... ..	450 000		
	<b>1 800 000</b>		<b>1 800 000</b>

*De commun accord, le capital est ramené à 1 000 000 francs. La perte est virée au C/c des associés, lesquels reprennent la différence par chèque sur la Banque de Bruxelles.*

**Photograph 9: Example of Bookkeeping Entries**  
Comptabilité et Organisation  
Financière des Sociétés

journal, ledger, financial statements, legal regulations; (4) end-of-cycle work--inventory, adjusting and closing entries, development of financial statements (42, p. 19).

Students must successfully complete examinations at the end of a year in order to be promoted to the next year of schooling. In order to receive the appropriate diploma, a student must successfully complete examinations at the end of the three years of either lower or higher level secondary education (20).

Standards

Lower Level.---The Ministry of National Education recommends a minimum typewriting speed of 30 words a minute in the mother tongue at the end of the three years (20). Only two schools listed a minimum in typewriting. Provinciaal Handels-en Taalinstituut expects its students to attain a speed of 20 words a minute while Ecole Technique Feminine du Hainaut expects a minimum speed of 25 words a minute (22, 23). The Ministry recommends a minimum stenographic speed of 75 words a minute in the mother tongue at the end of the three years (20). None of the schools listed a minimum speed in stenography.

Higher Level.---Table 12 below lists the minimum speeds in typewriting and stenography which students are expected to attain by the end of the third year at this higher level.

TABLE 12

MINIMUM SPEEDS (WORDS A MINUTE) IN TYPEWRITING AND STENOGRAPHY  
END OF THIRD YEAR, HIGHER LEVEL

Subject	Ministry	Sint Agnes	Communale	Lepage	Hainaut	Provinciaal	O. L. Vrouw
<u>Typewriting</u>							
Mother tongue	25	25	40	30	25	35	40
Second language	no	no	no	no	no	no	no
<u>Stenography</u>							
Mother tongue							
Commercial and administrative texts	90	90	75	90	90	--	--
Commercial letters	100	100	100	100	100	110	100
Second language	no	no	no	no	60	no	100

### Diplomas, Certificates, Degrees

At the completion of three years of studies in the lower level of secondary business, the student receives a "certificate homologue de l'enseignement secondaire inferieur, section commerce." This certificate permits the student to enter the same type of studies at the higher level without an admission examination (20).

The "diplome homologue de l'enseignement secondaire superieur" is given at the end of the higher level of secondary business studies. This diploma gives the student access to either non-university advanced studies or to university studies upon successful passing of the entrance examination (20).

Belgium has a special commission entitled "commission d'homologation" which ratifies all certificates and diplomas. The private school students must also have their certificates and diplomas validated by this commission (18, p. 46).

### Student Selection and Follow-Up

In the case of a provincial school, the students come from the primary or secondary schools of the province in which the school is located (22-23). The city schools accept students not only from the city but also its surrounding suburbs (24-25). The private schools usually admit all qualified students who come to them (26-27). At Technisch Instituut Sint Agnes, most of the students come from another part of the school. The school uses such public relations media as newspaper advertisements, recommendations of former students, and Catholic news bulletins (27).

Students may enter a school for which they have been told they are not qualified only if it does not have an entrance examination as a requirement. There are no formal follow-up procedures of either graduates or students who leave before completion of studies at any of the schools (20).

Lower Level.--In order to be admitted as a student at this level, the pupil must possess the certificate at the end of primary studies. The student who has not passed the sixth year of primary studies successfully and who has attained the age of 12 by December 31 of the school year may be admitted upon successful completion of an admission examination. This examination covers the sixth year primary studies in the mother tongue and arithmetic. Admission to the second and third years of studies is dependent on the successful passing of the preceding year's studies in the same section. A student must perform satisfactorily during the first trimester in order to be admitted to second year studies from another section of a technical or professional lower school or from another type of lower school. In order to enter the third year of studies, students who successfully pass a year in another section of a technical or professional lower school or in another type of lower school must submit to a reorientation examination three months after the beginning of school. This examination deals with typewriting and the English language (30, 35).

Higher Level.--To be admitted to the first year of this level, the student should possess the certificate for the completion of the lower secondary technical business studies. A student who has successfully passed the third year of another section of a technical secondary lower school or the third year of another type of lower school must



submit to a reorientation examination three months after the beginning of the school year. This same procedure is required for a student entering the second or third year of the program from either another section or another type of school (30, 35).

#### Student Organizations

There are no student organizations in any of the six schools visited. The Ecole Communale de Commerce has an alumni organization called "l'amicale des anciens eiliker ou l'ecole ou commerce" which aids in placement of students in suitable job openings (25).

#### Participation of Industry

Because it is against Government regulations, industry cannot help the schools financially. But industry plays a varying role in the vocational office training programs of the schools visited (20).

At the Ecole Communale de Commerce and the Ecole Technique Feminine du Hainaut, industry does not take an active part in the vocational office training programs. The only cooperation between industry and these two schools is in the employment of the schools' qualified graduates (25, 23).

The Institut Leon Lepage has an administrative commission which includes members from industry. This commission has a part in the supervision of instruction and in making suggested improvements in instruction (24). At the Provinciaal Handels-en Taalinstituut, there is a consulting commission which includes industry representatives. This commission gives suggestions for curriculum improvement (22). At the Technisch Instituut O. L. Vrouw, industry representatives help the teachers in preparing certain examinations. They also form a questioning group for

oral examinations for several of the diplomas. The school chooses the businessmen or industry representatives to serve in this group (26). At the Technisch Instituut Sint Agnes, there is an advisory committee including businessmen. This school has in the past had a one-day program called "contact day" between the school and various industries (27).

#### Teacher Education and Supervision

In order to teach business subjects in the lower level of secondary schools, the teacher must be a graduate of a higher technical school with a first degree. Secondary technical teacher training schools prepare these teachers in a program that lasts two years. Admission to this type of program requires a higher secondary school certificate or a primary school teacher's diploma. Second-year students of this program complete two separate weeks of practice teaching in the lower secondary technical schools. Upon graduation from this program, teachers bear the title "agrégé de l'enseignement secondaire inferieur." No practical work experience is necessary (20; 21, pp. 117-118, 181).

A teacher must be either a university graduate or a graduate of a higher technical school with a second degree in order to teach in the upper division of the secondary technical school. Those teachers who qualify for upper division teaching bear the title "agrégé de l'enseignement secondaire superieur." Studies leading to this "agrégé" may be pursued at the same time as those for the university degree or "licence." These studies include general methodology, history of education, theories of education, and teaching techniques. During the last year of the studies, practice teaching under supervision in the higher secondary

schools is required. No practical work experience is necessary (20; 21, p. 118).

Teachers must normally be Belgian citizens since they are considered civil servants of the government. All teachers must meet State requirements no matter which type of school is involved. It is the responsibility of the State, province, city, or private authorities to recruit and select needed teachers from the qualified applicants. Teachers apply for positions, are interviewed by the director of the school, and are employed by appropriate authorities with government approval (20).

Supervision of teachers is done by the director of the school, State inspectors, and inspectors from either province, city, or diocese depending on the type of school. After two years of acceptable teaching, the teacher may receive a fixed appointment. Teachers not receiving favorable ratings must be removed by the same authorities who employed them (20).

#### Teacher Organizations

Teachers in Belgium may belong to professional organizations or trade unions; there is no obligation for them to join any particular one. For all teachers, there is a choice among Liberal, Socialist, or Catholic political teacher organizations which work for professional advancement (20). There are various trade unions for all teachers--such as State, Catholic, Flanders area--which are instrumental in bringing about better working conditions and higher salaries (26). One specific organization for teachers in economics called "Association des Professeurs de Science Economiques" was mentioned as being much like a trade union (20).

### Methods and Techniques of Teaching

In the theory courses such as law and economics, the lecture method is primarily used along with the question-and-answer technique. In the skill courses, the presentation of new material and theory is followed by drills and practical exercises and applications. Those schools which have stenography-language laboratories use them for drill purposes, remedial work, and practice dictation at varying speeds. Typewriting records are used to promote rhythm in typewriting. Many of the teachers use visual aids such as documents and forms in their classes.

### Types of Jobs for Graduates

All six schools visited agreed that graduates of the vocational office education program in the higher division of secondary school should be able to obtain employment in initial office and bookkeeping positions. These positions are mainly located in banks, insurance companies, and other commercial or industrial enterprises. Such initial jobs as bookkeeping clerk, payroll clerk, file clerk, receptionist, typist, and stenographer are available. A graduate of the secretarial-modern language program has several job possibilities--either as a public relations employee or as a bi-lingual secretary, stenographer, or typist.

### Trends

There is definitely an increase in vocational office education as each year passes. As a nation, Belgium's economy is steadily changing from agricultural-mining emphasis to emphasis on commercial development (20).

Cooperation among EEC Nations

Most of the schools have not felt the influence of the European Economic Community on their vocational office education programs. The Ministry representatives felt that more cooperation would be under way in the area of vocational training in a few years. It was stated that France has seemed to be the stumbling block for further cooperation. Industry has increased in parts of Belgium because of the EEC; thus there is an increase in job possibilities (20).

CHAPTER V

FEDERAL REPUBLIC OF GERMANY

Background of School System

The structure of the school system of the Federal Republic of Germany is divided into various educational levels as shown in Illustration 3 below.

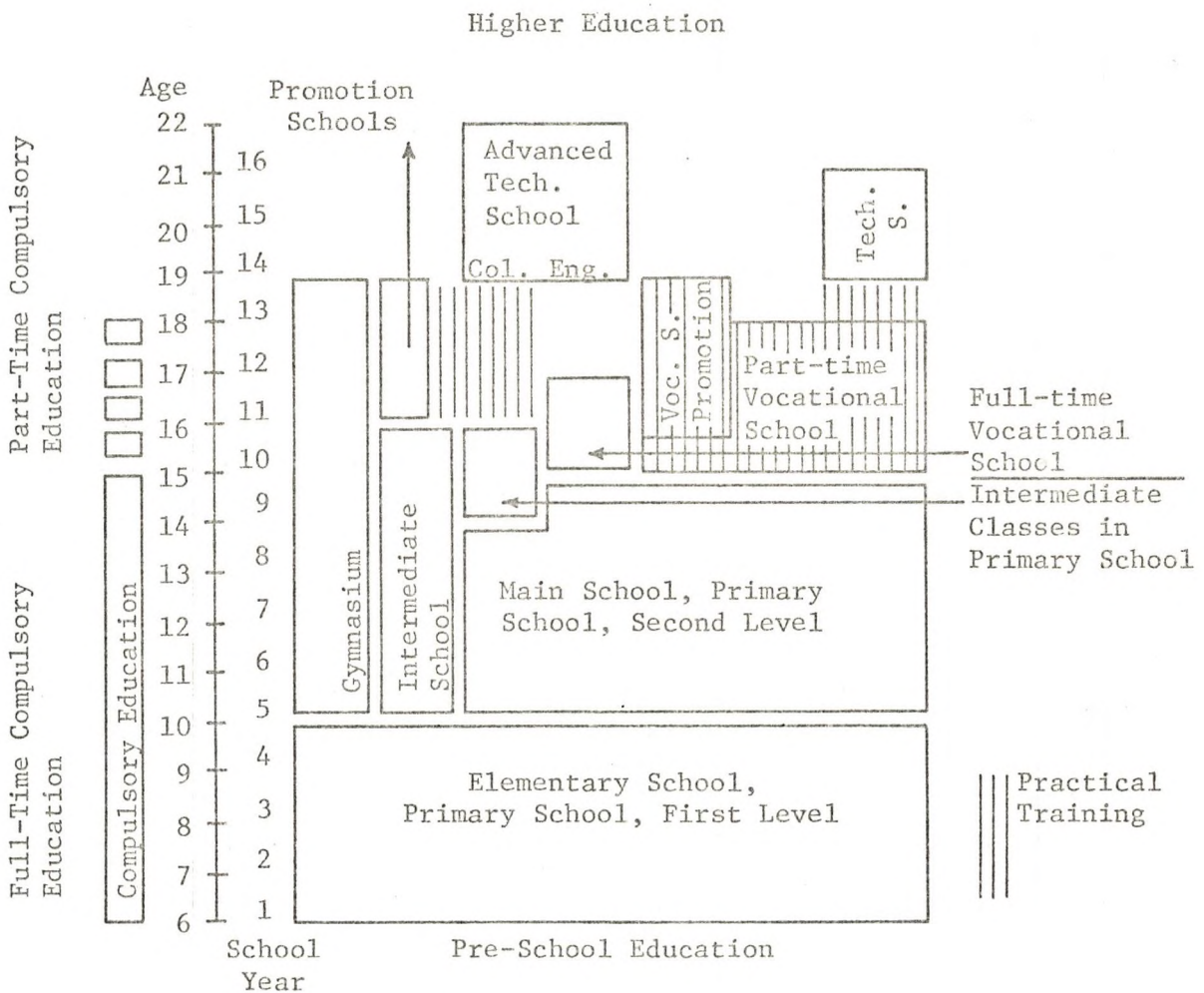


Illustration 3: German educational system (18, p. 87)

Before beginning the discussion of this school system, the following definitions of schools and terms (18, pp. 91-92) should be understood:

- Abitur - Maturity examination
- Akademie - College
- Berufsaufbauschule - Vocational extension school
- Berufsbildenschule - Vocational school
- Berufsfachschule - Full-time vocational school
- Berufsschule - Part-time vocational school
- Fachschule - Technical school
- Grundschule - Primary school, first level
- Gymnasium - Secondary general school leading to higher education
- Handelsschule - Commercial school
- Hauptschule - Main school, secondary education
- Höhere Handelsschule - Secondary commercial school
- Kolleg - Institute of further education leading to higher education
- Länder - State or province
- Meisterschule - School for master craftsmen
- Mittelschule - Intermediate school, secondary general school shorter course
- Realschule - Intermediate school, secondary general school shorter course
- Teknikerschule - School for technicians
- Volksschule - Primary school, first and second level

Each of the eleven states, including the three city-states of Berlin, Bremen, and Hamburg, is responsible for the legislative and administrative procedures concerning education and cultural affairs in

its own area. There is no federal ministry of education as in the other five countries of the European Economic Community (18, p. 81).

In order to coordinate the work of the Ministers of Education in the eleven states, the Standing Conference of the Ministers of Education and Cultural Affairs of the States in the Federal Republic of Germany (Standige Konferenz der Kultusminister der Lander in der Bundesrepublik Deutschland) was formed in 1948. This Conference of Ministers meets regularly to discuss problems concerning the structure of the school system, curriculum, and examinations. This is usually brought about through the efforts of the Secretariat of the Conference who is located in Bonn. All decisions must be passed unanimously before being referred to the state authorities. These recommendations to the states do not become law until the state passes upon them in the form of laws or regulations (43, pp. 9-10). One of the permanent committees of this Conference is the School Committee which examines all matters of primary and secondary education, of vocational and technical schools, of colleges of engineering and teacher training for the purpose of submitting a joint resolution to the full session of the Conference (18, p. 81).

The aims of education in this country have changed since World War II and the partitioning of Germany. The function of education currently is best expressed in a quote from the Education Act of September 14, 1954, for the state of Lower Saxony:

Schools have the duty of preparing young people entrusted to them for later life and a vocation, of educating them and bringing them up in the traditions of Christianity, of the cultural possessions of the western world and of the heritage of German education, and of helping them to become independent-minded and responsible citizens of a democratic, social and constitutionally governed state.

No child must be restricted in his educational development for social reasons (43, p. 12).



There are both public and private schools in the Federal Republic of Germany. Local and state authorities support the public schools while the expenses for teachers' salaries are covered in the state budget. It is possible for the private schools to receive grants or subsidies from the state authorities if the work they do is in the public interest and they replace a state school. Education, general and vocational, is free in all State schools. In most of the states, textbooks and some teaching materials are free for all students; in some of the states, the students must prove financial need before receiving these free materials (18, p. 81).

In the Federal Republic of Germany, education is compulsory for all students up to the age of 18 years. Until the ages of 14 or 15, the students spend this time in a full-time school of general education. After this time, the students who decide to leave a full-time school must still spend an additional three years in a part-time vocational school (Berufsschule) (18, p. 81).

The curriculums issued by the Ministers of Education are in the form of broad guidelines and plans. Teachers have much freedom within this broad framework. Textbooks are recommended by the Ministers in the states, and teachers are free to choose books for their classes (18, p. 81).

#### Pre-School Education

Pre-school education is free and on a voluntary basis for children between the ages of 3 and 6. This education takes place in a kindergarten or a nursery school. Most of these schools are equipped and financed from public funds with inspection procedures generally carried

out within the framework of school inspection. This type of education through the use of play activities is aimed at the development of self-expression, simple manual dexterity skills, and the ability to get along with other children. Four hours is normally the maximum daily time spent at nursery school. Kindergarten is considered an extension of the nursery school (43, pp. 19-20).

### Primary Education

The aim of the primary school is to lead the children gradually from play to purposeful work while encouraging their growth and development. It is further aimed to develop physical and intellectual abilities and to equip them with knowledges, understandings, and skills necessary at their stage of development (43, p. 21).

The first level of the primary school is the first stage for all students and is considered the foundation of the whole educational system. In the three city states, the grades 1 to 6 (6 to 12 years of age) belong to the first level of the primary school. In the other states, the first level of primary school includes the grades 1 to 4 (6 to 10 years of age). Grundschule is the name given to this first level. All children are examined to determine whether they are ready for school. Those not considered mature are sent to a kindergarten. When a student has completed the Grundschule, he may choose among several different types of secondary schools. He may choose to attend the second level of the Volksschule (called Hauptschule or Oberstufe der Volksschule), to transfer to the Realschule (formerly called Mittelschule), or to transfer to the Gymnasium. The majority of the students remain at the Volksschule and leave after the eighth or ninth year (43, pp. 21-22).

The curriculum for the first level is the same for boys and girls--religious education, German language, singing, local geography, arithmetic, physical education--except that the girls have extra lessons in needlework (43, p. 23).

For physically handicapped children, there is compulsory schooling in special schools set up for these children. Children who are mentally handicapped or otherwise maladjusted are normally transferred after careful examination from regular primary schools to schools for less able children. Both types of schools have an eight- or nine-year curriculum (43, p. 22).

### Secondary Education

The three types of general secondary schools are:

(1) Hauptschule (main school); (2) Realschule (secondary general school, shorter course); (3) Gymnasium (secondary general school giving access to higher education). There are no selective procedures for the students transferring from the Grundschule to the Hauptschule. In the case of transferring to a Realschule or a Gymnasium, there is an entrance procedure from the Grundschule. The parents complete an application form and the student is given several days' trial schooling during which time the teachers observe in order to determine where the student should be placed (43, pp. 26-28).

Hauptschule.--This school is the senior division of the Volksschule and a continuation of the Grundschule. It is the school attended by the majority of 11 to 16 year old students. It is a school for general education, not vocational training. However, it is a school for those students with an aptitude for practical occupations. Thus, its

aim is to provide fundamental knowledges and skills for students to enter a practical career or to go on for further training in a vocational school of some type. The subjects taught include: religious instruction, German, one foreign language, arithmetic, history, social studies, geography, biology, physical education, drawing, handicrafts, and music. The one foreign language taught is usually English. This school ends at the end of the eighth or ninth year. There is no final examination. Students who complete the final year satisfactorily receive the leaving certificate of the Hauptschule. This certificate qualifies the holder for entrance to a special vocational school, practical training at a trade while attending a vocational school (apprenticeship), or a career in the lower or middle-grade public services while attending a vocational school. It is possible for gifted students with this leaving certificate to enter a university by way of a vocational continuation school and then attendance at an institution of further education (43, pp. 28-33).

Realschule.--The Realschule comes between the Hauptschule and the Grundschule. This school leads up to the tenth year--starting at the end of the fourth primary school year and lasting six years. By giving the students the necessary general education, the Realschule prepares the students for duties in practical life which require more specialized knowledge and greater social business responsibility. The Realschule prepares the students for professional and practical employment in various businesses and trades and also prepares for training in schools of engineering and higher vocational schools (43, pp. 34-36).

A wider variety of subjects than those offered in the Hauptschule include: religious education; German; history, social science, and

geography; English; a second foreign language which is usually French; mathematics; geometric drawing; physics, chemistry, and biology; music and art; crafts and domestic science; physical education; and shorthand (43, p. 154). The first foreign language, which is generally English, is compulsory, but the second foreign language is usually voluntary. In the senior classes of the Realschule, the students are allowed to concentrate more on languages, mathematics and science, or commercial subjects and social studies (43, p. 36). Some states require final examinations; others, only inspection for the granting of a leaving certificate. This leaving certificate qualifies the holder for: (1) practical training in business and administrative employment with a one-day-a-week release to attend a vocational school; (2) careers as civil servants, clerical or higher executive with one-day-a-week release to attend a vocational school; (3) entering after two years of vocational practice a school of engineering or an advanced technical school or other technical school requiring this standard of education; (4) attending the upper grades of the Gymnasium or a Kolleg if the holder intends to sit for the Abitur. It is possible to acquire this leaving certificate by taking an external school examination. More and more, the Realschule is becoming a transitional institution for students who come from environments which make it difficult for them to be admitted to the Gymnasium (43, pp. 37-38).

Gymnasium.--The Gymnasium is the secondary general school which gives the necessary qualification for entrance to academic studies at the universities, colleges of technology, teacher training colleges, and other institutions of higher education. It also provides training in professions which demand certain academic standards even if a degree is not essential. This school lasts through the thirteenth year of studies.

Even though the Gymnasiums are classified as to type, this should not be regarded as early specialization with a view to a definite vocational aim. There are no marked differences until classes 11 through 13. Until then, the aims and programs of studies are similar in such subjects as religious instruction, German, history, social science, geography, music, art, and physical education. The differences come in the subjects characteristic to the type of school and the order of the languages learned in the senior classes. Therefore, there are possibilities for transfer between the different gymnasiums during the first four years (43, pp. 39-41).

There are two forms of organization for the Gymnasium. The normal form of the Gymnasium starts after the fourth primary school year (the end of the Grundschule) and continues for seven or nine years. The second and shorter form of the Gymnasium is called the "Aufbauform"--promotion type--and follows the sixth or seventh years of the Hauptschule. This shorter form is available only in modern languages and in mathematics-science (43, pp. 41-42).

The three traditional types of the Gymnasium are: (1) classical languages, (2) modern languages, (3) mathematics and science. The Gymnasium for Classical Languages is characterized by instruction in Latin and Greek, Roman and Greek culture, and history which leads to study of current world problems. One modern language is also included in the studies of this school. The Gymnasium for Modern Languages has its emphasis on modern languages especially English and French; but Latin is also included. The culture and history of these countries is studied. A third foreign modern language may be required depending on the state in which the school is located. The Gymnasium for Mathematics

and Science aims at a thorough foundation in mathematics and sciences. The languages taught are usually English and French with Latin sometimes available (43, p. 42).

There are several new types of gymnasiums which also lead to the maturity certificate for higher education: (1) commercial subjects, (2) social subjects, (3) fine arts. In the Gymnasium for Commercial Subjects, the stress of instruction is upon subjects concerning economics and social studies. Generally, this type of school comprises only the classes 11 to 13, following the tenth year of another Gymnasium. The Gymnasium for Social Subjects is, as a rule, for girls in which new educational subjects are chosen from the social, juridical, economic, and political spheres. This instruction in social science is completed by ideas and knowledges gained in practical social science courses for several weeks. Normally, this school comprises classes 11 to 13 also. In the Gymnasium for Fine Arts, the subjects of music and art are emphasized, with additional concentration in instrumental music. These schools may be separate or may be attached to modern language Gymnasiums. They begin with the fifth class in some cases and in others with the seventh class of the Hauptschule (43, pp. 43-44).

Two other types of Gymnasiums lead to university entrance level for certain specified subjects. The first type is called Commercial Gymnasium. For admission, it is necessary for students to possess the leaving certificate of the Realschule or an equivalent certificate such as the final certificate of a vocational school (business branch). This school contains classes 11 to 13 and leads to university courses restricted to commercial subjects. The second type is called Women's High School. This is a special form of Gymnasium for girls. Academic,

artistic, and domestic subjects are part of the curriculum in this type of school. A leaving certificate from this school allows students to enter teacher training colleges or with a supplementary examination all forms of higher education (43, pp. 44-45).

The Abitur (maturity examination) terminates the Gymnasium education and is uniformly regulated in all the states of the Federal Republic of Germany. The number of subjects connected with this examination is six. The Abitur consists of a written, an oral, and a practical examination. The written part covers four main compulsory subjects. The oral part covers the four subjects of the written part, plus social science and one other subject (43, p. 48).

Other Types of Secondary Schools.--The boarding schools in the Federal Republic of Germany are private for the most part. Their aim is to combine training in manual skills with academic education. The state boarding schools are for rural students who have transportation problems. There are also privately operated correspondence courses to prepare for final examinations of the Realschule, the promotion-type vocational schools, and the Abitur (43, pp. 52, 54).

There are evening Gymnasiums which are either privately or publicly operated for those people who are employed full-time. Admission requires that the students have either completed a vocational training course or have been employed for at least three years (minimum age is 19). In a course lasting a minimum of three years, it is possible for the students to rise to the certificate of maturity standard (43, pp. 52-53).

The Kolleg, which was organized since World War II, is an institute which prepares young adults for the Abitur. Admission requires the



leaving certificate of a vocational school of the promotion type, a special vocational school, or the Realschule. The students must have completed their vocational training and performed satisfactorily on the job. This course lasts for two and one-half years of full-time schooling, and students must not be employed during that time. The curriculum is designed to take into consideration the vocational training and experience of the students. General subjects of German, history or social studies, mathematics, and a foreign language plus the beginning year of a second foreign language are compulsory. In the last year of this school, one science subject is added as well as either commercial subjects or social studies (43, pp. 53-54).

#### Vocational and Technical Education

The broad classification of vocational schools includes all those which play an important and relevant part in vocational training. Vocational education is divided into five types of schools: (1) part-time vocational school (Berufsschule), (2) vocational extension school (Berufsaufbauschule), (3) full-time vocational school (Berufsfachschule), (4) technical school (Fachschule), (5) college (Akademie) (44, pp. 3-4).

Part-Time Vocational School.--Attendance at this type of school is compulsory for all students who have not completed the Realschule or have not qualified for admission to the Gymnasium. This school is also compulsory for students who have entered new apprenticeship contracts after completing their general education. These apprentices must attend this vocational school until the completion of their apprenticeship contract. Compulsory attendance for all students terminates at the age of 21 (44, p. 3).

This school represents a dual system of vocational training and education since it operates concurrently with on-the-job training. The main emphasis in this program is on the practical training on the job or in an office while the theoretical part of this type of work is systematically taught and supplemented in this part-time school (44, p. 3).

Instruction generally involves 8 to 12 lessons a week, which may be completed in one or two days. The regulations governing the number of lessons are dependent upon the type of work the student is employed in. Instruction in general academic subjects such as German and social studies is given in these part-time schools. On-the-job emphasis is placed on specialization in the knowledges and skills necessary to carry out the job efficiently. The school attempts to improve on the knowledges and skills gained on the job and gives insight into fundamental principles of commerce (43, p. 64).

These part-time schools cover all sectors of commerce and industry. Included in this classification are schools for domestic work, agriculture, horticulture, crafts, industrial training, commerce and administration, mining and metallurgy, transport, and subsidiary trades. There are special courses for unskilled workers also. Students with mental and physical disabilities and handicaps may continue their education in established special part-time vocational schools (44, p. 5).

In the large population centers, the school buildings usually constitute a complete training center in many types of trades. In rural areas, this type of part-time school may be centralized into one school composed of different specialized courses. These schools may also be boarding schools where courses of very short duration (such as for roofers and chimney sweeps) are involved. Another type is the

experimental training institution such as the Brewery-Berufsschule in Ulm. In some states, the above type of school is substituted for trades and occupations for which there are not proper training facilities in the regular part-time vocational schools. A student who receives this training is considered to have discharged his obligatory attendance at the Berufsschule (44, p. 5).

Block instruction experiments are being conducted in some of the part-time vocational schools. These programs take the form of full-time instruction. For an extended period of time, the students attend daily classes with practical training being suspended for that time. This training is followed by an equal duration during which only the practical training is given in the job or office. Other experimental programs include courses concerned with basic vocational training which is given to all students. At a later stage, this is followed by specialized courses for individual groups (44, pp. 5-6).

The division of the part-time vocational school into specialized courses depends on the number and the ability of students, the occupations involved, and the density of the population of the region where the school is located. The final examinations for the trainees and apprentices are not school examinations. At the end of the prescribed period of practical apprenticeship, the examinations are administered by the professional chambers of commerce and industry or craft chambers. The teachers also play a part in the theoretical and practical parts of the examinations. The student who successfully passes this examination receives a diploma from the chamber council. The leaving certificate obtained may give admission to the promotion-type vocational school (44, p. 6).

Vocational Extension School.--This type of school is designed principally for leavers of the Hauptschule who are undergoing an apprenticeship or have shown competence in their careers. It is also for students from the Realschule and Gymnasium. This school provides career-related education which enables the students to occupy a position involving greater responsibility. It supplements the instruction given in the Berufsschule and may be attended after the completion of the apprenticeship. The function of the school is to provide necessary understandings of new complex work processes such as automation and to help students meet the requirements of these new types of positions (44, p. 8).

Admission to this school requires the successful completion of a Hauptschule or an equivalent type of school. At least six months of successful training in an apprenticeship situation and a Berufsschule is also necessary. If a student wants to attend this school after completion of his apprenticeship, he must show satisfactory performance in the Berufsschule and in the final apprentice examinations. Admission at a more advanced level is given to students possessing the leaving certificate of the Realschule, to students who have qualified for admission to grade 11 of a Gymnasium, and to those students who have attended more than a year of courses in a full-time vocational school (44, p. 9).

These vocational extension schools are optional. They form independent or separate classes of the Berufsschule. A minimum of 1,500 lessons is required. Where this training follows eight years of schooling in a Hauptschule, the students spend three six-month periods in full-time instruction. Part-time instruction generally lasts from six to seven six-month periods (44, p. 8). Where this school starts as a

full-time school and terminates as a part-time school, the length of time a student must spend in the school is determined by the total number of hours of teaching required (44, p. 8).

The Berufsaufbauschule divides into five areas: (1) commercial, (2) general-industrial, (3) industrial-technical, (4) domestic-nursing-social education, (5) agriculture. Compulsory subjects include German, political education, mathematics, science, one modern foreign language, and career-related instruction. The career-related instruction is designed to create a meaningful link with the student's past experience and knowledge (43, p. 66).

This school terminates with an examination which qualifies the successful candidate for entrance to a technical school, a college of engineering, a gymnasium with a technical basis, or a general gymnasium which gives access to certain restricted fields of study at a university. Regardless of the field of specialization, the holder is eligible for admission to a college. This certificate qualifies the holder for positions of greater responsibility in commerce and industry. It is considered the equivalent of the final certificate of the Realschule. Thus, the Berufsaufbauschule is considered to be the bridge between general and vocational education (43, p. 66).

Within this type of school organization is an additional phase of education entitled "Second Path." This means that a person may pursue advanced studies independent of previous schooling and career training. This phase includes the following institutions: (1) Kolleg or evening Gymnasium to obtain qualification for unrestricted university entrance, (2) Berufsaufbauschule to obtain qualification for a Fachschule,

(3) College to obtain qualification for university entrance to a restricted number of subjects, (4) evening secondary schools to obtain the "Intermediate Certificate" (44, pp. 10-11).

Full-Time Vocational School.---These full-time vocational schools called Berufsfachschulen are a varied group of institutions with differences in admission requirements, levels, and length of training (43, p. 67). The one common denominator of all these schools is the combination of theoretical training and practical workshop training under unified direction within the school proper. The duration of courses in these schools lasts from one to three years of full-time attendance. The attendance at one of these schools takes the place of compulsory attendance for training at a Berufsschule (44, p. 13).

In order to be admitted to this type of school, an applicant must meet one of the following requirements: (1) hold the leaving certificate of the senior level of a Hauptschule, (2) hold the leaving certificate of a Realschule, (3) qualify for admission to grade 11 of the Gymnasium, or (4) possess an equivalent certificate (44, p. 11).

There are four types of full-time vocational schools. The first one takes the place of an apprenticeship in a workshop, factory, or office. It is a combination of theoretical education and practical training. The second type takes over certain parts of apprenticeship training but does not take the place of a full apprenticeship. Frequently, this schooling is the first year of an apprenticeship. Both of these types of Berufsfachschulen have a very large number of weekly lessons (over forty in many cases). Two-thirds of the weekly lessons are used for practical workshop training and one-third for general and theoretical education. The final certificate is the certificate of

completed apprenticeship in Type 1. In Type 2, the time spent at the school--usually one year--will be credited in full to the apprenticeship period (44, p. 12).

The third type of full-time vocational school prepares for but does not count as part of the apprenticeship. This school is designed to assist in the general preparation for work and to aid in the choice of a career. It is a one-year course running parallel to the ninth year of schooling (44, p. 12).

In the fourth type of full-time vocational school, the course counts as part of a subsequent apprenticeship. An expanded general education is given in addition to the theoretical and practical training. One-third of the course is devoted to each of practical, general, and theoretical education. An example of this type is the two-year commercial school. The leaving certificate qualifies for entrance to higher, non-technical employment (44, p. 13).

There are full-time vocational schools for careers in crafts and industrial work, commerce, domestic work, and the arts and social work. Under this classification are the technical schools for girls which prepare them for a career. This type of school trains technical assistants for such professions as medicine, chemistry, physics, and electro-technology. Admission to this program requires the leaving certificate of the Realschule or its equivalent. This theoretical and practical training lasts two years and terminates with a school examination (44, pp. 13-14).

The completion of a full-time vocational school program is not considered as completed training in a given occupation. A committee of state examiners administers the final examination at the school. The

final certificate of a two-year course corresponds to the Intermediate Certificate. After the student completes his apprenticeship and has done further practical work, he may obtain his qualification for entrance to a Fachschule (technical school) (44, p. 14).

The commercial schools and advanced commercial schools occupy an important place in full-time vocational education. The duration of courses is not uniform but generally extends over two years. After completion of a Hauptschule, the student may prepare for a career in business, industry, or administration in these schools. The final certificate is equal to that of the Realschule (44, p. 14).

In the advanced commercial schools (Höhere Handelsschulen), the two-year course is designed for employment in middle-range positions in commerce and administration. The objective of this school is to provide students with basic economic and commercial education (considering their ages and previous education) and to train students in a specific field of activity. Students are admitted either with the final certificate of the Realschule or with qualification for grade 11 of a Gymnasium. It is possible now in the State of North Rhine-Westphalia for students who have completed thirteen years of schooling to qualify for unrestricted access to a university (44, pp. 14-15).

Other types of advanced full-time vocational schools include those for girls, rural domestic work, gymnastics, and technical assistants (44, p. 15).

Technical Schools.--The technical schools provide further vocational education and require for entry the completion of vocational training and some experience in employment. The final certificate of a Hauptschule is also an admission requirement. Attendance is voluntary



since students are over 18 years of age. Between two and four semesters of full-time schooling are needed to complete the course of the Fachschule. There are also evening courses for employed persons. There are technical schools for almost all kinds of employment in manual and industrial occupations, teaching, nursing, commerce, agriculture, social work, and the arts (43, pp. 69-70).

The curriculum allows for the practical work experience the students have already gained. The teaching methods are adapted to the maturity of the students, and the training at the technical school terminates with both oral and written examinations. A certificate of completed studies is issued upon successful passing of the final examination (44, p. 16).

There are also in this category the Schools for Master Craftsmen and the Schools for Technicians. The craftsmen schools train for most of the craft and industrial careers. The courses are terminated by an examination supervised by the appropriate craft or industrial Chamber which leads to the designation of master craftsman. The Schools for Technicians train skilled technicians of intermediate grade. There are also schools for training in mechanical, electrical, structural, and textile engineering. These courses terminate with state examinations (44, p. 17).

Colleges.--The colleges prepare students for the advanced stage of completed career training and provide access to responsible intermediate range positions. Students must have an advanced general education as shown through the final certificate of a Realschule, eligibility for entrance to a technical school, or eligibility for entrance to grade 11 of a Gymnasium. One must also prove that one has completed the first

stage in career training or that one has had several years of practical work experience. There are colleges of engineering as well as for careers in business, industry, social work, and domestic science. Full-time studies last at least five semesters with the engineering program requiring six semesters. After the basic studies are completed, students must take intermediate examinations during the remainder of the course. Graduates of these schools may be granted entrance to a university in their field of studies (44, pp. 17-18).

The colleges of engineering provide academic training which enables students to work as graduate engineers. The fundamental fields of mathematics, science, technology, industrial management, human culture, and civilization are covered within these colleges. The training includes theoretical studies, practical and independent work, and general education. After the third semester, the student must pass an intermediate examination in order to enter the fourth semester. At the end of the sixth semester, the state board supervises the final examination (44, pp. 20-21).

### Higher Education

The Certificate of Maturity or Abitur, as the final examination of the Gymnasium, is the entrance examination for the university. However, the state education administration decides the qualifications necessary for admission to the university, the colleges of technology, and the teacher training colleges (43, p. 54).

Admission to general studies for which the Abitur is the qualification entitles the student to study any subject of any faculty at a university or other institute of higher education. Admission to a

university for the study of restricted subjects only qualifies a student to study a certain specified subject or within a specific faculty. There are also special external examinations given which may qualify a student for access to higher education (43, p. 55).

### Teacher Education

Pre-School.--The staff for nursery schools and kindergartens are specially trained for two years in special vocational schools. Admission to this training requires a leaving certificate of a Realschule. In kindergartens, the nursery school supervisors are employed after a one-year course at a training college which follows the training as a kindergarten teacher and at least two years' practical experience (43, p. 20).

Primary.--In all states of the Federal Republic of Germany, admission to primary teacher training centers requires the holding of the higher leaving certificate called the Abitur. One exception to this is the admittance after successful completion of a special entrance examination of a candidate who has had adequate general education and practical teaching experience. In most of the states, the training of primary school teachers is undertaken by teacher training colleges (Pedagogische Hochschulen). These teacher training colleges may be independent institutions or may be connected with universities.

In all the states, this training course lasts six semesters or three years and leads to the first State examination. This training includes: (1) basic subjects of psychology, philosophy, sociology, theory of teaching, general teaching methods, and school organization; (2) methods of teaching primary school subjects; (3) intensive study of

one primary school subject; (4) practice teaching. This practice teaching takes the form of day practice (one morning per week) and extended practice (two four-week periods) in both a town school and in a country school. After two to five years of practical teaching experience, the teacher is entitled to a permanent appointment upon successful passing of a second State examination (21, pp. 59-60).

Secondary.--Admission to secondary general teacher training requires the Abitur. Students must take university courses for a minimum of eight semesters. In actuality, this is lengthened to ten semesters in most cases. Two State examinations in academic studies and theory of education are required for the secondary teacher's certificate in all states. In the states, the candidates for the first State examination must have passed a separate examination in philosophy and teacher training. This is usually taken after the sixth semester. Students wishing to take the first State examination must have completed eight weeks of practice teaching (21, p. 151). The first State examination consists of a short thesis, supervised written examinations, and an oral examination in chosen subjects before a board of university professors and government representatives. Then the candidate receives an appointment as a student teacher for two years. At the end of the two years the students sit for the second State examination, consisting of a written paper on a teaching problem, two or three demonstration lessons, and an oral theory examination. The principal's recommendation on the teacher's work in the school is also considered. Successful passing of the second State examination qualifies the candidate to teach at a senior secondary school (21, pp. 152-153).

Teachers for the Realschule are trained in two ways. After a special examination, primary school teachers who have acquired additional training in at least two subjects of the Realschule can become qualified. A teacher may also take a three-year course of study at a university and additional practical and theoretical training (18, p. 85).

The training of teachers for the Gymnasium also takes place in the university for four to six years. Each teacher must qualify to teach two or three subjects. Then the teacher may take the first State examination (18, p. 85).

Teachers for the various types of vocational and technical schools are trained at universities, technical colleges, or specialized institutes attached to a university or technical college. These courses last from three to five years. Before beginning these studies, the students must first possess the Abitur or its equivalent and at least one year of practical experience in the chosen subject (21, p. 194).

Teachers at commercial schools also have a university education. Student teachers in industrial and technical subjects are trained at technical colleges. Practical experience in the subject or area the prospective teacher expects to enter is a requirement for admission to the course of study. There is no required examination (21, p. 195).

Teachers at technical secondary schools receive technical education only--no teacher training. Practical work is completed in school workshops under the guidance of instructors and technicians (21, p. 195).

Qualifications for teachers at colleges include either completed studies as a Gymnasium teacher or completed university studies with several years of practical experience in the chosen field (44, p. 18).

Vocational Office EducationTypes of Schools Where Available

Vocational office education in the Federal Republic of Germany is offered in five types of schools: (1) part-time vocational schools (Berufsschulen), (2) full-time vocational schools (Berufsfachschulen), (3) vocational extension schools (Berufsaufbauschulen), (4) technical schools (Fachschulen), (5) advanced technical schools (Akademien). These schools each have their own entrance requirements and fulfill a purpose for part-time and full-time career training for those students concerned (44).

Berufsschule.--This part-time vocational school follows the completion of the compulsory general education. Entrance to this type of school is usually from the completion of the last year of the Volksschule. Attendance is compulsory for all those students not enrolled in a full-time school either up to the end of age 18; or until the termination of the apprenticeship; or, at the latest, at the age of 21. This school operates concurrently with on-the-job training of students. This school represents a dual system of vocational training and education where the practical training is given in the office while the theoretical aspects are taught in the school (44).

Berufsfachschule.--This full-time vocational school usually has a two-year program, but there are exceptions in certain areas of training. Entrance to this school is normally after completion of the Volksschule or the Hauptschule or sometimes the Realschule. Two of the most important and common full-time vocational schools are the commercial school (Handelschule) and the advanced commercial school (Höhere

Handelsschule). Within this type of school, vocational instruction is combined with practical training (44).

Berufsaufbauschule.--This vocational extension school aims to qualify young working people by additional general education and technical education for higher level business positions. There are part-time schools offering programs which last from three to three and one-half years, full-time schools offering programs which last from one to one and one-half years, or schools which are combinations of part-time and full-time programs. These schools supplement the instruction given in the part-time vocational schools or are attended after the completion of an apprenticeship. Attendance at this type of school is optional (44).

Fachschule.--This technical school prepares students for intermediate range positions in specialized occupations. Instruction may be on a part-time or a full-time basis. The length of training ranges from one to two years. In addition to the day schools, there are also evening schools for employed persons. Attendance is voluntary and follows the completion of career training. Entrance requirements include a final certificate from a Hauptschule and documented evidence that the career training has been completed (44).

Akademie.--This advanced technical school primarily prepares students for advanced stages in completed career training and provides access to intermediate-range positions. The program at this full-time school lasts from five to six semesters. The evening divisions require a longer period of study. Entrance requirements are generally the completion of vocational training or the first stage of a person's career training and a final certificate from a Realschule or an equivalent institution (44).

Organization and Administration

In the Federal Republic of Germany each of the eleven states is the legislative and administrative authority for all matters concerning education in its own area. The Secretariat of the Standing Conference of Ministers of Education and Cultural Affairs is the coordinating person for these eleven states (45).

Four of the schools visited were set up by the city in which located. Kaufmännischen Bildungsanstalten I in Bonn was built in 1961. The city of Bonn owns the school and is responsible for the repairs and maintenance of the building. This school is made up of three divisions of education, one of which is commercial training (46). Kaufmännischen Berufsschule 1 and Kaufmännische Berufsschule 7 in Frankfurt are schools which have been built and maintained by the city. These schools are both part-time vocational schools. The city of Frankfurt has a central administration for education. Thus, the schools in Frankfurt are responsible both to the city and state administration (47, 48).

Stadt Kaufmännische Berufsschule für Mädchen in Munich is also set up by that city. This school is a part-time commercial school for girls (49). Berlin, one of the three city states in Germany, controls its own schools. Thus, Joachim-Wussow-Oberschule in West Berlin is under the city's control. This school offers both part-time and full-time vocational office education programs (50).

Each school has its own head who is responsible for the operation of the school. This head may be assisted by department chairmen or assistants of various kinds. These school directors and administrators are directly responsible to the city administration (if there is one) and to the state educational administration. Kaufmännischen



Bildungsanstalten I in Bonn and Joachim-Wussow-Oberschule in West Berlin are administered by a director and an assistant director (46, 50).

Kaufmännische Berufsschule 1 in Frankfurt is administered by only a director (47). Kaufmännische Berufsschule 7 in Frankfurt is administered by a director and an assistant director. In addition, there is a head teacher for every branch of studies (48). Städt Kaufmännische Berufsschule für Mädchen in Munich is administered by a director and three sub-directors. One of the sub-directors controls the general administration, the second controls the industrial and wholesale trade programs, and the third controls the junior clerks' program (49).

#### How Financed

All state education is jointly maintained by the state and the local governments. Teacher salaries are paid by the states. Building costs, maintenance expenses, equipment, supplies, and non-teaching staff salaries are borne by the responsible authorities, mainly the local authority and the district (43). Joachim-Wussow-Oberschule in West Berlin is completely financed by the city-state of Berlin (50). Except for teachers' salaries, the city of Bonn finances the Kaufmännischen Bildungsanstalten and the city of Munich finances the Städt Kaufmännische Berufsschule für Mädchen (49). The school in Bonn receives a subsidy for equipment from the state government (46). The city of Frankfurt finances both Kaufmännische Berufsschule 1 and Kaufmännische Berufsschule 7 for all expenditures except teachers' salaries (47, 48).

#### Philosophy and Objectives

The primary aim of all the vocational office education programs is the preparation of the student for entrance into an office position

for which he has the capabilities. The principal objectives of these programs are the development of necessary general knowledges and the development of marketable professional and technical skills. The general courses aim at developing a solid cultural base for the modern world and at developing the individual so he will be an asset to modern society. The professional and technical courses aim at developing fundamentals and skill proficiencies which are required in various levels of office positions (44, 45).

#### Length of School Year, Week, Courses, and Class Periods

The school year actually lasts the entire year, but the summer holiday schedule of five to six weeks is staggered across Germany. Kaufmännische Berufsschule 7 in Frankfurt and Kaufmännischen Bildungsanstalten I in Bonn both have a school year from September 1 through July 15 with the remainder of July and August as vacation (48, 46). The other three schools visited did not have an assigned vacation period out of the entire school year (47, 49, 50). At Joachim-Wussow-Oberschule in West Berlin, the full-time students attend classes five days a week--Monday through Friday (50). At the other schools visited, the full-time students attend classes during the mornings six days a week (47, 46). For students who are apprentices, attendance at a part-time vocational school is required one full day or two half days a week. For a student attending a full-time school program, the courses generally last at least one full year. For a student attending the part-time program, the courses last the duration of the program--in most cases, three years. Four of the schools visited had 45-minute class periods while

the Städt Kaufmännische Berufsschule für Mädchen in Munich had 50-minute periods (46-50).

#### Enrollment Data

At the Joachim-Wussow-Oberschule in West Berlin, the part-time program has for three years an enrollment of 285 students--284 girls and 1 boy. The full-time program has an enrollment of 227 students--123 girls and 104 boys--for the two years (50). There are 1,500 girls in the Städt Kaufmännische Berufsschule für Mädchen in Munich (49).

Kaufmännische Berufsschule 7 in Frankfurt has 1,800 students of which 1,500 are girls while Kaufmännische Berufsschule 1 also in Frankfurt has 1,450 students--1,250 apprentices and 200 full-time students (48, 47). Kaufmännischen Bildungsanstalten I in Bonn has a total enrollment of 2,000 students, of which 300 are boys. There are 1,600 students in the vocational office education programs with 400 of these students attending the full-time section (46).

#### Curriculum Offerings and Course Content

Each of the various types of schools has its own schedule of hours and subjects which the students must complete in order to receive the appropriate certificate or diploma.

Berufsschule.--In these part-time vocational schools, instruction is given in different subjects for 8 to 12 hours a week. Generally, students come to the school for one full day or two half days and then work on their jobs the remaining work days of the week. The student must first find a job in a company which will sponsor him before gaining admission to the apprenticeship program of the school. Then within the school his theoretical training program must correspond with the

practical training program he is receiving on the job. For example, a student who has taken a job as an office clerk in an insurance company must enter the insurance program and not one of the others offered at the school. Table 13 below lists examples of a weekly schedule of courses for apprentices in six areas of vocational office education in the land of Hesse and the city state of Berlin. These may be considered typical programs for the Berufsschule of the Federal Republic of Germany.

TABLE 13

TIMETABLE OF WEEKLY LESSONS FOR KAUFMÄNNISCHE BERUFSSCHULEN  
IN HESSE AND BERLIN (51, pp. 160-61; 52)

Subjects	Hesse			Berlin		
	Class I	Class II	Class III	Class I	Class II	Class III
<u>Retail Business</u>						
Religion	1	1	1	-	-	-
Civics	1	1	1	1	1	1
German	1	-	-	2	1	2
Business economics with correspondence	1	2	2	2	2	2
Commercial law	2	2	2	2	1	2
Bookkeeping	1	1	1	-	2	2
Sales knowledge	1	1	1	1	-	1
Market research	1	1	1	1	2	1
Poster lettering	-	-	-	2	2	-
Physical education	-	-	-	<u>1</u>	<u>1</u>	<u>1</u>
Lessons per Week	9	9	9	12	12	12
<u>Book Trade</u>						
Religion	1	1	1	-	-	-
Civics	1	1	1	1	1	1
German	3	3	3	4	4	4
Business economics with correspondence	2	2	2	3	3	3
Commercial law	1	1	1	1	1	1
Bookkeeping	1	1	1	1	1	2

TABLE 13--Continued

Subjects	Hesse			Berlin		
	Class	Class	Class	Class	Class	Class
	I	II	III	I	II	III
Typewriting	-	-	-	1	1	-
Physical education	-	-	-	1	1	1
Lessons per Week	<u>9</u>	<u>9</u>	<u>9</u>	<u>12</u>	<u>12</u>	<u>12</u>
<u>Insurance</u>						
Religion	1	1	1	-	-	-
Civics	1	1	1	1	1	1
German	-	-	-	2	2	1
Business economics with correspondence	3	3	3	2	3	3
Insurance law with statistics	2	2	2	1	1	2
Bookkeeping	2	2	2	1	2	2
Shorthand	-	-	-	2	-	-
English	-	-	-	2	2	2
Physical education	-	-	-	1	1	1
Lessons per Week	<u>9</u>	<u>9</u>	<u>9</u>	<u>12</u>	<u>12</u>	<u>12</u>
<u>Transportation</u>						
Religion	1	1	1	-	-	-
Civics	1	1	1	1	1	1
German	-	-	-	2	2	1
Business economics with correspondence	4	3	3	4	3	4
Commercial law	2	2	2	1	2	2
Bookkeeping	1	2	2	2	2	2
Commercial geography	2	2	2	1	1	1
Physical education	-	-	-	1	1	1
Lessons per Week	<u>11</u>	<u>11</u>	<u>11</u>	<u>12</u>	<u>12</u>	<u>12</u>
<u>Lawyer and Notary Assistant</u>						
Religion	1	1	1	-	-	-
Civics	1	1	1	1	1	1
German	-	-	-	2	1	2
Knowledge of management, law knowledge, and correspondence	2	4	3	3	2	3
Management law	1	1	1	1	1	1

TABLE 13--Continued

Subjects	Hesse			Berlin		
	Class	Class	Class	Class	Class	Class
	I	II	III	I	II	III
Bookkeeping	-	-	1	-	2	-
Shorthand	2	1	1	2	2	2
Typewriting	2	1	1	2	2	2
Physical education	-	-	-	<u>1</u>	<u>1</u>	<u>1</u>
Lessons per Week	9	9	9	12	12	12
<u>Dentist Assistant</u>						
Religion	1	1	1	-	-	-
Civics	1	1	1	1	-	1
German	1	-	-	1	-	1
Knowledge of office with correspondence	2	2	-	2	-	1
Knowledge of department	2	2	-	2	-	3
Management law	2	2	-	1	-	2
Bookkeeping	-	1	-	-	-	-
Shorthand	-	-	-	2	-	1
Typewriting	2	2	-	2	-	2
Domestic science	-	-	4	-	-	-
Physical education	-	-	-	<u>1</u>	-	<u>1</u>
Lessons per Week	11	11	6	12	-	12

Berufsfachschule.--These full-time vocational schools may have programs which last one, two, or three years. These schools include both the commercial schools and the higher commercial schools. Table 14 on page 107 lists examples of the weekly schedule of courses for the two-year programs in vocational office education for the lands of Hesse and North Rhine-Westphalia. These may be considered as typical two-year programs.

Table 15 on page 108 lists an example of the weekly schedule of courses for the three-year program in vocational office education for the city of Munich.

TABLE 14

TIMETABLE OF WEEKLY LESSONS FOR BERUFSFACHSCHULEN IN  
 HESSE AND NORTH RHINE-WESTPHALIA  
 (51, pp. 456, 473; 52)

Subjects	Hesse		North Rhine- Westphalia	
	Class	Class	Class	Class
	I	II	I	II
Religious education	1	1	2	2
German	4	3	5	4
English	4	4	5	4
Management	-	-	2	3
Mathematics for economics	-	-	5	4
Bookkeeping	3	2	3	2
Clerical instruction	-	3	-	3
Economic geography	1	2	2	2
Civics and history	3	3	2	2
Shorthand and typewriting	6	8	6	6
Physical education	2	2	2	2*
Domestic science	4	2	-*	-*
Business law	3	3	-	-
Correspondence	<u>3</u>	<u>3</u>	<u>-</u>	<u>-</u>
Lessons per Week	34	36	34	34

\*Number of lessons may be different for girls

Table 16 on page 109 lists examples of the weekly schedule of courses for the combination program of two years in a commercial school and one year in a higher commercial school in the lands of Lower Saxony,

TABLE 15

TIMETABLE OF WEEKLY LESSONS FOR THREE-YEAR HANDELSSCHULE  
IN CITY OF MUNICH (51, p. 177)

Subjects	Class I	Class II	Class III
<u>Required</u>			
Religious education	1	1	1
German	4	4	4
History and civics	1	1	2
English	5	5	5
Business economics, political economics	2	1	2
Commercial correspondence	1	1	1
Bookkeeping	3	4	3
Office practice	-	-	2
Law	4	4	4
Economic geography	2	2	2
Penmanship	1	1	1
Artistic writing	-	1	-
Shorthand	2	2	2
Typewriting	3	3	3
Physical education, gymnastics	2	2	1
Singing	<u>1</u>	<u>1</u>	<u>1</u>
Lessons per Week	32	33	34
<u>Optional</u>			
French	2	2	2
Italian	-	2	2
Spanish	-	2	2
English shorthand	-	-	2
Artistic writing	-	-	1
Instrumental lessons	1	1	1
Choral singing	1	1	1
Indoor games	<u>2</u>	<u>2</u>	<u>2</u>
Lessons per Week	6	10	13

Schleswig-Holstein, and Rhineland-Palatine. These may be considered typical of those programs offered in the eleven states.

Table 17 on page 110 lists examples of the weekly schedule of courses for the two-year higher commercial schools in the lands of



TABLE 16

TIMETABLE OF WEEKLY LESSONS IN TWO-YEAR HANDELSSCHULE AND ONE-YEAR HÖHERE HANDELSSCHULEN IN LOWER SAXONY, SCHLESWIG-HOLSTEIN, RHINELAND-PALATINE (51, pp. 467, 482, 502)

Subjects	Lower Saxony			Rhineland-Palatine			Schleswig-Holstein		
	Handelsschule		Höhere Handelsschule	Handelsschule		Höhere Handelsschule	Handelsschule		Höhere Handelsschule
	Class I	Class II		Class I	Class II		Class I	Class II	
Religious education	1	1	1	2	2	1	1	1	-
Civics	2	2	2	2	2	1	1	1	1
German	4	4	3	4	4	3	4	4	3
Business economics & corres.	4	3	5	4	4	4	4	4	5
Bookkeeping	3	3	3	3	3	3	2	3	4
Commercial arithmetic	4	4	3	-	-	-	-	-	-
Economic geography	2	2	2	2	2	2	2	2	2
Political economics	-	-	1	-	-	2	-	-	2
English	5	4	3	5	5	3	4	5	3
French or Spanish	-	-	3	-	-	3	-	-	3
Office practice	-	3	1	-	-	-	-	-	-
Shorthand	3	3	4	4	4	4	4	4	4
Typewriting	4	3	5	3	3	4	4	4	4
Sports (boys)	2	2	-	2	2	2	1	2	1
Domestic science (girls)	2	2	-	3	3	3	4	2	-
Commercial law	-	-	-	3	3	4	3	3	4
Poster lettering	-	-	-	-	-	-	-	1	-
Lessons per Week	36	36	36	37	37	39	34	36	36

North Rhine-Westphalia, Saarland, and Rhineland-Palatine as typical programs within the Federal Republic of Germany.

TABLE 17

TIMETABLE OF WEEKLY LESSONS IN TWO-YEAR HÖHERE HANDELSSCHULEN IN  
NORTH RHINE-WESTPHALIA, RHINELAND-PALATINE, SAARLAND  
(51, pp. 474, 482, 490)

Subjects	North Rhine- Westphalia		Rhineland- Palatine		Saarland	
	First Year	Second Year	First Year	Second Year	First Year	Second Year
Religious education	2	2	2	2	2	1
German	4	4	3	3	3	3
History and civics	2	2	3	3	1	1
Economic geography	1	2	-	-	2	2
English	4	4	3	3	3	3
French or Spanish	4	3	3	3	4	4
Economic and social instruction	5	5	-	-	4	3
Bookkeeping	2	2	3	3	3	3
Mathematics	4	3	-	-	-	2
Natural science	2	-	-	-	-	-
Clerical instruction	3	6	-	-	-	-
Physical education	2	2	2	2	2	2
Business economics with correspondence	-	-	3	4	-	-
Commercial law	-	-	3	3	3	2
Shorthand	-	-	3	3	3	3
Typewriting	-	-	3	3	3	2
Domestic science	-	-	3	-	-	-
Political economics	-	-	2	2	1	1
French shorthand	-	-	-	-	-	-
Lessons per Week	35	35	36	34	34	32

The topics included in the vocational office education subjects of typewriting, stenography, office practice, and bookkeeping are shown for each of the four types of vocational schools--Berufsfachschule, Berufsschule, Handelsschule, and Höhere Handelsschule--in Table 18 which begins on page 112. Not all topics or subjects are offered in all

schools so differences in the year taught and topics included occur consistently in the programs in Germany.

### Physical Facilities

School Plant.--All the schools visited had at least three floors of classrooms which were used for business subjects. Most of these schools have been built since World War II, especially in the 1960's. Kaufmännischen Bildungsanstalten I in Bonn was built in 1961 by the city authorities. Photograph 10 below shows the outside framework of this school building (46).



Photograph 10: Kaufmännischen Bildungsanstalten I  
Bonn, Germany

Kaufmännische Berufsschule 1 in Frankfurt was built by the city authorities also. The outside framework of this school building is shown in Photograph 11 on page 116 (47).

TABLE 18

SUBJECTS AND TOPICS IN VOCATIONAL OFFICE EDUCATION  
IN VARIOUS GERMAN SCHOOLS (46-51)

Subjects and Topics	Berufsschule			Berufsfachschule		Handelsschule		Höhere Handelsschule	
	First Year	Second Year	Third Year	First Year	Second Year	First Year	Second Year	First Year	Second Year
<u>Typewriting</u>									
Knowledge of keyboard	x	-	-	x	-	x	-	x	-
Handling the typewriter	x	-	-	x	-	x	-	x	-
Speed and accuracy copy exercises	x	x	x	x	x	x	x	x	x
Letters and envelopes	-	x	x	x	x	x	x	x	x
Business forms	-	x	x	x	x	x	x	x	x
Tabulations	-	x	x	-	x	-	x	-	x
Manuscripts and rough drafts	-	-	x	-	x	-	x	-	x
Minimum speed (strokes a minute)	-	-	150	-	150	-	150	-	150

TABLE 18--Continued

Subjects and Topics	Berufsschule			Berufsfachschule		Handelsschule		Höhere Handelsschule	
	First Year	Second Year	Third Year	First Year	Second Year	First Year	Second Year	First Year	Second Year
<u>Stenography</u>									
New theory presentation	x	-	-	x	-	x	-	x	-
Dictation-transcription exercises	x	x	x	x	x	x	x	x	x
Minimum speed (syllables a minute)	-	-	120	-	120	-	120	-	120
<u>Bookkeeping</u>									
Fundamental principles	x	x	x	x	x	x	x	x	x
Journals	x	x	x	x	x	x	x	x	x
Accounts	x	x	x	x	x	x	x	x	x
Inventory	x	x	x	x	x	x	x	x	x
Financial statements	x	x	x	x	x	x	x	x	x
Balancing of accounts	x	x	x	x	x	x	x	x	x
Practical application	x	x	x	x	x	x	x	x	x
Adjusting entries	-	x	x	x	x	x	x	x	x
Closing entries	-	x	x	x	x	x	x	x	x

TABLE 18--Continued

Subjects and Topics	Berufsschule			Berufsfachschule		Handelsschule		Höhere Handelsschule	
	First Year	Second Year	Third Year	First Year	Second Year	First Year	Second Year	First Year	Second Year
Posting references	-	x	x	x	x	x	x	x	x
American style	-	-	x	-	x	-	x	-	x
Industrial	-	-	x	-	x	-	x	-	x
Bookkeeping machines	-	-	x	-	x	-	x	-	x
Banking procedures	-	x	x	x	x	x	x	x	x
<u>Office Practice</u>	*	*	*						
Office machines									
Fundamental operations				-	x	-	x	x	x
Application exercises				-	x	-	x	x	x
Organization of business				-	-	-	x	x	x
Filing procedures				-	x	-	x	x	x
Telephone procedures				-	x	-	x	x	x
Personality development				-	x	-	x	x	x
Postal information				-	x	-	x	x	x
Duplicating procedures				-	x	-	x	x	x
Duplicating machines				-	x	-	x	x	x
Photocopying exercises				-	x	-	x	x	x

TABLE 18--Continued

Subjects and Topics	Berufsschule			Berufsfachschule		Handelsschule		Höhere Handelsschule	
	First Year	Second Year	Third Year	First Year	Second Year	First Year	Second Year	First Year	Second Year
Correspondence exercises				-	x	-	x	x	x
Receptionist techniques				-	x	-	x	x	x
Incoming-outgoing mail procedures				-	x	-	x	x	x

\*There was no access to curriculum showing when topics were taught, but there was a model office in each school.



Photograph 11: Kaufmännische Berufsschule 1  
Frankfurt, Germany

Room Layout and Equipment.--Each of the schools visited had at least one typewriting room, one office machines room, and one model office as part of its physical facilities. Each of the typewriting rooms contained a typewriting wall chart which was color coded for fingering purposes.

Kaufmännischen Bildungsanstalten I in Bonn had one typewriting room, one office machines room, and one model office. The typewriting room contained 30 manual Adler typewriters (0-5 years), 30 adjustable posture chairs, 30 non-adjustable typing desks, 30 copyholders, and 1 record player console connected to the teacher's desk. All the typewriters had caps on the keys, color coded to match the typewriting wall chart. Photograph 12 on page 117 shows a typewriter with the color-coded keys.



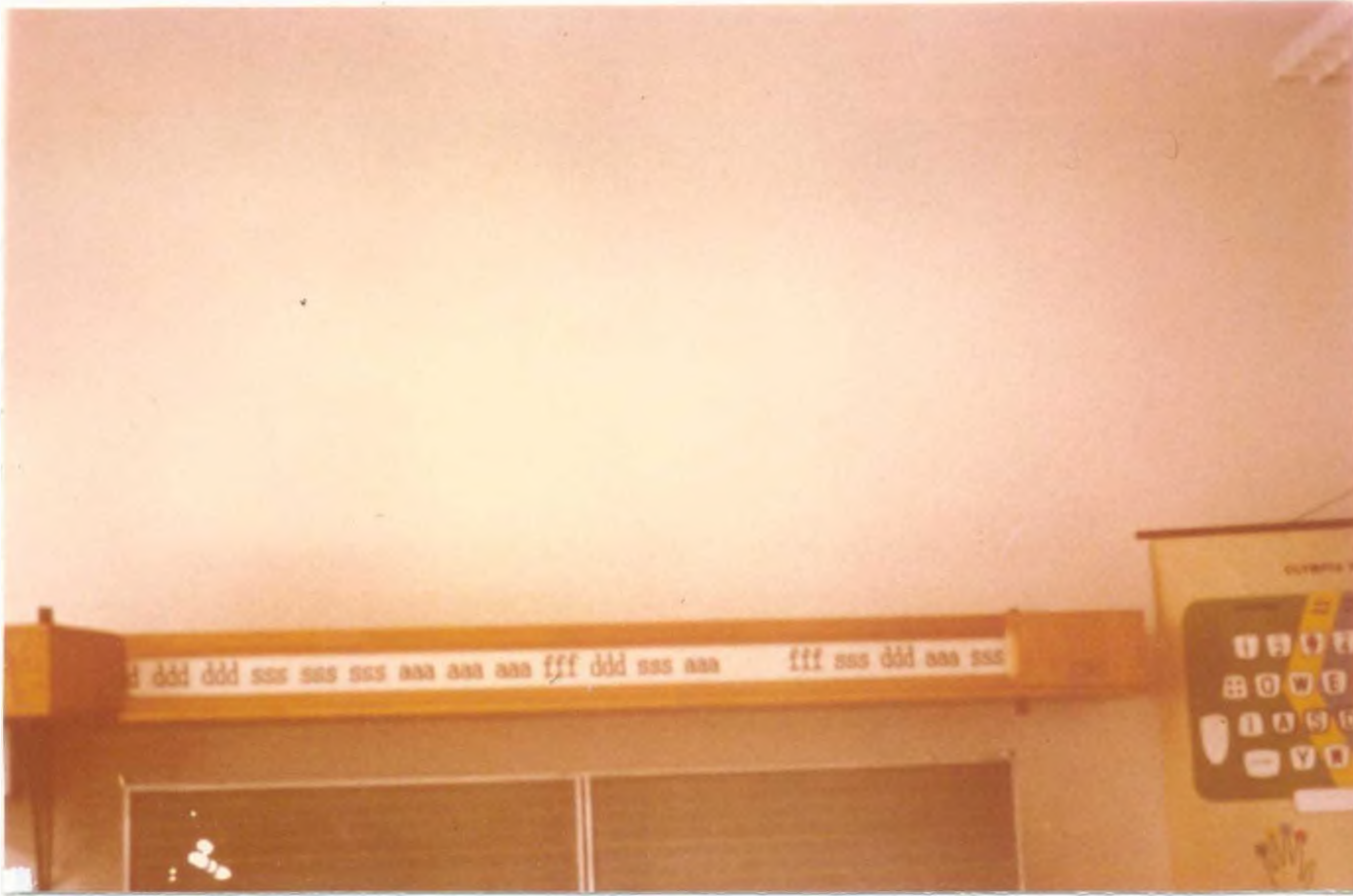


Photograph 12: Color-Coded Keys  
Adler manual typewriter

In the office machines room, the furniture included 10 typing desks, 10 machine desks, and 20 adjustable posture chairs. The equipment included 10 electric typewriters, of which 5 were IBM standards and 1 was an IBM Selectric; 5 Ausmann dictating machines; and several adding and calculating machines. The office practice room (model office) contained 20 office style desks with filing drawers on one side, 20 adjustable posture chairs, and filing cabinet space along several walls. There were 14 manual Olympia and Adler typewriters, telephones for each desk with a central control, 2 ten-key printing calculators, and filing equipment available for class use in the model office (46).

Kaufmännische Berufsschule 7 in Frankfurt had two typewriting rooms, one office machines room, one bookkeeping room, one duplicating room, and one model office as part of its facilities. The first

typewriting room contained 30 electric Adler typewriters, 30 dictating tape machines, 30 copyholders, 30 typing desks, 30 adjustable chairs, and a sink. There were microphones and headsets for each of the typing stations. At the teacher's station, there was a console complete with three tape machines for three channels. These facilities were also used for shorthand dictation and language practice. The second typewriting room contained 30 electric Olympia typewriters, 30 typing desks, 30 adjustable posture chairs, a controlled reader, and a sink. Photograph 13 below shows the controlled reader equipment. The office machines



Photograph 13: Controlled Reader for Typewriting Instruction  
Kaufmännische Berufsschule 7  
Frankfurt, Germany

room was equipped with 24 Olivetti printing calculators, 24 machine desks, 24 adjustable office-type chairs, and a sink. The bookkeeping room was equipped with 15 electric Olivetti bookkeeping machines, 30 desks and chairs, and a sink. Two students generally work together on

one machine. The duplicating room contained 2 manual spirit duplicators, 1 Gestetner electric mimeograph, 1 Doluphurt electric photocopier, 1 opaque projector, 1 Addressograph, 1 trimmer, filing equipment, and a sink. The model office contained 1 Olivetti P203 computer, 10 electric Olympia typewriters, 2 Olivetti electric bookkeeping machines, 1 sink, 1 Olivetti printing calculator, 30 adjustable chairs, and 10 wastebaskets. There were 10 desks, each designed for 3 people, and a place in the desk for a typewriter or business machine. Each desk also had a telephone which was controlled by the central switchboard in the room. Photograph 14 below shows an example of a work station in this model office (48).



Photograph 14: Work Station in Model Office  
Kaufmännische Berufsschule 7  
Frankfurt, Germany

Kaufmännische Berufsschule 1 in Frankfurt had two typewriting rooms, two office machines rooms, and one model office as part of its classroom facilities. Each of these rooms contained a sink and ample wall outlets. One typewriting room contained 32 typing desks, 32 adjustable office-style chairs, 32 electric Adler typewriters, and a controlled reader. The second typewriting room was equipped with 32 typing desks, 32 adjustable office-style chairs, 32 electric Adler typewriters, 32 dictating-transcribing machines, and a console at the teacher's desk for control purposes. The first machines room contained 32 Olivetti electric printing calculators, 32 machine desks, and 32 adjustable office-style chairs. The second machines room was equipped with 15 electric Olivetti bookkeeping machines, 15 machine desks, and 15 adjustable office-style chairs. The model office was equipped with 12 office desks, each with 1 place for a typewriter or office machine and designed to seat 3 students. The other equipment in the room included 1 Olivetti bookkeeping machine, 1 Olivetti P203 computer, 1 Olivetti printing calculator, 10 electric Olivetti typewriters, and a telephone on each desk which was controlled by a master switchboard (47).

Joachim-Wussow-Oberschule in West Berlin had five typewriting rooms, two office machines rooms, one bookkeeping machines room, one conference room, and two model offices as part of its classroom facilities. The first typewriting room contained 14 manual Olympia typewriters, 6 manual Triumph typewriters, 1 IBM Selectric typewriter, 21 typing desks, and 21 adjustable office-style chairs. The second typewriting room was equipped with 24 manual Olympia and Triumph typewriters, 24 typing desks, and 24 adjustable chairs. The equipment and furniture in the third typewriting room included 20 electric Olympia typewriters,

1 IBM Selectric typewriter, 20 Olympia dictating-transcribing machines, 21 typing desks, and 21 adjustable chairs. The fourth typewriting room contained 16 manual Olympia typewriters, 16 headsets plus master control at the teacher's desk, 16 typing desks, and 16 adjustable chairs. The fifth typewriting room was equipped with 10 IBM standard electric typewriters, 8 Triumph electric typewriters, 18 Grundig Stenorette and Ausmann tape dictating machines and headsets, a master control for the teacher, 18 typing desks, and 18 adjustable chairs. The conference room was equipped with tables which could be moved for circle or oval arrangements. This room was used by the students when pursuing group projects. The bookkeeping machines room was equipped with 6 Taylorix bookkeeping machines, 6 Siemag combination typewriters and calculators, 12 machine desks, 12 adjustable office-style chairs, machine supplies, and storage space. Photograph 15 on page 122 shows a bookkeeping machine work station from this machines room.

The first office machines room was equipped with 20 electric Olympia calculators, 20 machine desks, and 20 adjustable chairs. In addition, this room contained a museum of old office machines. The second machines room contained 9 Olympia electric printing calculators, 9 Walther electric printing calculators, 18 machine desks, and 18 adjustable chairs. One model office was equipped with four desks, each of which had room for 3 students; adjustable chairs; 5 Olympia electric printing calculators; 4 Triumph electric typewriters; 1 Lumoprint photocopier; a conference table; and files/filing cabinets. The second model office was equipped with desks and chairs similar to the first model office, 2 duplicators (1 spirit, 1 wax), 1 Olivetti P203 computer, 5 Olympia and Triumph electric typewriters, and 1 IBM Selectric



Photograph 15: Bookkeeping Machine Work Station  
Joachim-Wussow-Oberschule  
Berlin, Germany

typewriter. Photograph 16 on page 123 shows the Olivetti P203 computer from the model office of this school (50).

Städt Kaufmännische Berufsschule für Mädchen had one typewriting room, three machines rooms, and one model office as part of its classroom facilities. The typewriting room contained 16 electric Triumph typewriters, 15 IBM standard electric typewriters, 31 typing desks, and 31 adjustable office-style chairs. The first machines room was equipped with 15 electric Triumph bookkeeping machines complete with typewriter keyboard, 15 machine desks, and 15 adjustable chairs. The second machines classroom included 6 Kienzle bookkeeping machines, 3 Torpedo bookkeeping machines, 1 Triumph bookkeeping machine, 10 machine desks, and 10 adjustable chairs. The third machines classroom was equipped with 4 Ausmann dictating-transcribing machines, 1 Stenorette dictating



Photograph 16: Olivetti P203 Computer  
Joachim-Wussow-Oberschule  
Berlin, Germany

machine, 5 electric Olympia and Triumph typewriters, 1 IBM Selectric typewriter, 1 IBM Executive typewriter, 2 Factura combination typewriter-calculators, 1 IBM 26 key-punch machine with control, 2 Siemens tele-typewriters, 1 Stielow addressograph, 1 postage meter, 1 folding machine, 1 Geha duplicator, machine desks, and adjustable chairs (49).

### Supplies and Materials

In all five schools visited, the necessary supplies were furnished for the teachers up to the budgetary limits. Four of the schools required the students to furnish their own supplies such as paper and exercise books. In these schools, however, all special forms and papers for machines such as computers and bookkeeping machines were furnished the students. These types of supplies were not readily available for purchase in retail stores (46-47, 49-50). At the Kaufmännische Berufsschule 7 in Frankfurt, the supplies were furnished to both teachers and students (48).

### Textbooks and Teaching Aids

There is no central authority in the Federal Republic of Germany which standardizes lists of textbooks which may be used in the schools. The Ministry of Education in each state or city state usually develops an approved list of textbooks from which the school may choose. Usually the teachers and the head of the school decide when a change is necessary. This choice is subject to the approval of the state. In all five schools visited, the textbooks were supplied to the students free of charge for use during the school year.

Photograph 17 on page 125 shows a selected group of the many textbooks available for vocational office education. The typewriting textbook entitled Grundlehrgang für das Maschinenschreiben contains the following sections: (1) the typewriter and its parts, (2) presentation of the keyboard using the touch method of fingering, (3) drill exercises for speed and accuracy. Other textbooks which follow this beginning book include production typewriting projects such as letters,





Photograph 17: Selected Textbooks in Vocational Office Education Germany

business forms, and tabulations. Photograph 18 on page 126 shows a page of drill exercises from this typewriting book (53).

One of the beginning textbooks in German stenography published in 1968 was entitled Deutsche Einheitskurzschrift. In each lesson new theory is presented. The rules of the writing of new theory are given, followed by context material written in stenography for reading and dictation purposes. In the back of the textbook after the theory lessons, there is a series of short articles in stenography for reading

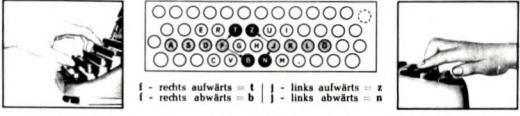
**5. Übung**

**Unterarme und Handrücken bilden eine Gerade!**

**Rücktaete (Maschinenskunde Seite 4)** Die Rücktaete wird aus der Grundstellung heraus mit dem kleinen Finger bedient (bei den mechanischen Schreibmaschinen wird sie kurz und kräftig niedergedrückt).

**W1** asdf jklo frfv jujm ded ded kik k,k edc ik, edc ik, dec ki,  
ja da du er es am im um auf aus mal sie dir mir der die das  
lief, lief, viel, viel, drei, drei, vier, vier, ruck, ruck,  
fgf jhj fgf jhj frf fvf juj jmj gef gef gef ihj ihj gef sch  
ich ich mag mag hor hor geh geh ihr ihr auch auch hier hier  
lag lag, sehr sehr, scheu scheu, frage frage, sieh dich um,

**Neu:**  
t z  
b n



**Gr**

1. frf fgf ftf ftf 2. juj jhj jzj jzj 3. ftf jzj ftf jzj  
4. fvf fgr fbr fbr 5. jmj jhj jnj jnj 6. fbr jnj fbr jnj  
7. ftf fbr ftf fbr 8. jzj jnj jzj jnj 9. ftf fbr jzj jnj

**T1** frf ftf juj jzj fvf fbr jmj jnj

**T2** R|t|R| v U|z|U| v G|t|G| v h|z|h| v V|b|V| v m|n|m| v G|b|G| v h|n|h| v  
be be te te st st ab ab un un ni ni zu zu, in in, an an  
jet jet eht eht ber ber cht cht tzt tzt ind ind nic nic

**Ü A** bei bei bei uns uns uns bei bei bei uns uns uns bei bei bei  
bei uns bei uns bei uns bei uns bei uns bei uns bei uns bei  
ein ein ein und und und ein ein ein und und und ein ein ein  
ein und ein und ein und ein und ein und ein und ein und ein  
nun nun nun hat hat hat nun hat nun hat nun hat nun hat nun  
bis bis bis zum zum zum bis zum bis zum bis zum bis zum bis

**T3a** bei uns ein und hat nun bis zum

**B** geht geht geht nach nach nach geht geht geht nach nach nach  
geht nach geht nach geht nach geht nach geht nach geht nach  
sind sind sind bald bald bald sind sind sind bald bald bald  
sind bald sind bald sind bald sind bald sind bald sind bald  
habe habe habe aber aber aber habe aber habe aber habe aber  
hast hast hast kein kein kein hast kein hast kein hast kein

**T3b** geht nach sind bald habe hast

**C** jetzt jetzt jetzt nicht nicht nicht jetzt jetzt nicht jetzt nicht  
jetzt nicht jetzt nicht jetzt nicht jetzt nicht jetzt nicht  
halte halte halte beide beide beide halte halte beide beide  
halte beide halte beide halte beide halte beide halte beide  
heute heute heute lange lange lange heute heute lange lange  
heute lange heute lange heute lange heute lange heute lange

**T3c** jetzt nicht halte beide heute

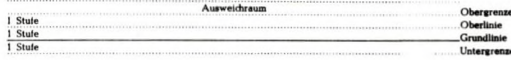
**G** hin hin hin her her her ist ist ist neu neu neu tun tun tun  
1. ein und aus, 2. das ist mir neu,  
3. hin und her, 4. ich habe zu tun,  
ein und aus, hin und her, das ist mir neu, ich habe zu tun,  
hier geht es heute ein und aus, ich habe nicht viel zu tun,

Photograph 18: Page of Drill Exercises  
Grundlehrgang für das Maschinenschreiben  
Typewriting Textbook

and writing practice followed by several pages of rules for writing German stenography. Photograph 19 on page 127 shows a page of a theory lesson in this textbook (54).

Once the students have learned both beginning typewriting and stenography, the transcription process on the typewriter begins. There are several textbooks which provide material written in German stenography for typewritten transcription under time limits. One of these textbooks is entitled Lehr- und Lernbuch für das Maschinenschreiben. Photograph 20 on page 128 shows a page of shorthand material for transcription on the typewriter (55).

- c) Die Rechtschreibung ist vereinfacht:
- es gibt in der Kurzschrift keine großen Anfangsbuchstaben;
  - die Silbendehnung bleibt unbezeichnet (mor = Moor oder Mohr, sal = Saal, bir = Bier, irer = ihrer, mer = Meer oder mehr);
  - auch Silbenscharfung bleibt in der Regel unbezeichnet (weter = Wetter, sin = Sinn, lipe = Lippe, schif = Schiff oder schief, heke = Hecke, saz = Satz); merken Sie: ll, rr, ss müssen immer geschrieben werden;
  - Fremdwörter und bekannte Namen können nach der Aussprache geschrieben werden (filosofi = Philosophie, lürk = Lyrik).
- d) Für häufig vorkommende Wörter und Silben (vor allem für Vor- und Nachsilben) sind besondere Abkürzungen (Kürzel, Sigel) aufgestellt.
- Um den Größen- und Stellungsunterschied der Zeichen genau ausführen zu können, wird im Einführungsunterricht nur in das Vierliniennetz geschrieben:



2. Sprachliche Begriffe

- a) Selbstlaute und Mitlaute  
Die Wörter bestehen aus Silben, die Silben aus Lauten. Die Laute sind entweder Selbstlaute (a, e, i, o, u; au, ei, eu; ä, ö, ü, äu) oder Mitlaute (b, c, d, f, g usw.). Die unmittelbare Aufeinanderfolge von Mitlauten nennt man Mitlautfolge (z. B. rd, dr, tr, ng, schn, schw).
- b) Wortgliederung  
Man unterscheidet zwischen dem Stamm und den Formteilen eines Wortes. Die Formteile gliedert man in Vorsilben und Schlußsilben. Bei den Schlußsilben unterscheidet man Nachsilben, Endsilben, Endungen und Zwischensilben.

Vorsilbe = Vs.	Stamm	Zwischensilbe	Endsilbe	Nachsilbe = Ns.	Endung
—	leg	—	—	—	en, st, t
ge	leg	—	—	—	en
Unge	leg	en	—	heit	en
Ver	leg	—	er	—	—

c) Stammgliederung  
Der Wortstamm wird zerlegt in:

Anlaut	Inlaut	Auslaut
br	ei	t
tr	—	eu
a	—	ll

Beachten Sie:  
Der Inlaut ist immer ein Selbstlaut.  
Zerlegen Sie: Anteil, Brandstiftung, Kleiderschrank, Genossenschaftswesen, Einführungsmöglichkeit, du entgingst, ein fleißiger Schuler, ein schönes Buch.

Photograph 19: Theory Page  
Deutsche Einheitskurzschrift  
Stenography Textbook

Audio-visual aids including tape recorders, record players, film projectors, and filmstrip projectors were available in all the schools visited.

Examinations

For those students who are in a full-time program, the final examinations are made up and given by school officials. For the apprentices, there are also school examinations during the three years of schooling. However, the final examination for the apprentice is administered by the Chamber of Commerce and Industry of that particular city

Übertragungsaufgaben für Briefgruppe I (Einfache Textbriefe)  
Achten Sie bitte auf die Abschnitte und auf die Rechtschreibung!

Stilben	⑩	Anzahl
51	... ..	131
71	... ..	200
117	... ..	426
161	... ..	505
204	... ..	748
250	... ..	925
307	... ..	1064
⑪		
55	... ..	136
92	... ..	203
130	... ..	305
167	... ..	400
207	... ..	654
247	... ..	790
289	... ..	950
319	... ..	1063
⑫		
55	... ..	119
75	... ..	202
121	... ..	426
165	... ..	563
200	... ..	741
250	... ..	925
300	... ..	1074
⑬		
55	... ..	142
75	... ..	305
119	... ..	452
155	... ..	568
194	... ..	741
235	... ..	895
277	... ..	1045
319	... ..	1210
360	... ..	1357

40

Photograph 20: Shorthand Timed Writing  
Lehr- und Lernbuch für das Maschinenschreiben

or state. These examinations include oral, written, and practical divisions. Each Chamber of Commerce and Industry has a standing committee on examinations. This committee generally includes one teacher and three persons with commercial experience plus several people from the community. This committee is responsible for preparing examinations and for determining those students who should receive their diplomas (46-50).

Standards

Each state or city state is responsible for setting its minimum standards in the various subjects. Where apprentices are involved, these standards should meet those expected by the Chamber of Commerce

and Industry. Table 19 below lists the minimum standards in typewriting and stenography expected by each of the schools visited.

TABLE 19

MINIMUM SPEEDS IN TYPEWRITING AND STENOGRAPHY  
END OF FULL-TIME OR APPRENTICE PROGRAMS

School	Typewriting (strokes a minute)	Stenography (syllables a minute)
Kaufmännischen Bildungsanstalten I	150	120
Kaufmännische Berufsschule 1	100	110
Kaufmännische Berufsschule 7	150	120
Joachim-Wussow-Oberschule	180	120-180
Städt Kaufmännische Berufsschule für Mädchen	150	120

Diplomas, Certificates, Degrees

The students who graduate from the full-time programs receive a diploma or certificate from the school stating the qualifications each has attained in the various subjects. The apprentices generally receive a school diploma or certificate at the end of the three years. However, the most important diploma for them is the one given by the Chamber of Commerce and Industry. This diploma is necessary to obtain a position in the business world. These diplomas list the qualifications of the apprentice, including attained speeds in typewriting and shorthand where applicable (46-50).

### Student Selection and Follow-Up Procedures

Students normally come from the town in which the school is located or from the surrounding areas which do not have the desired curriculum. These students have completed at least eight years of elementary schooling (46-50).

Most of the schools no longer have an entrance examination for full-time students. Admission to the school is based on the previous years' work and the recommendations of the teachers from lower schools (46, 48-50). Kaufmännische Berufsschule 1 in Frankfurt requires an entrance examination. In this school the students are graded each year within the range of 1 to 6 points. One to 4 is passing; 5 and 6 are failing. In order to advance to the next year, the agreement of teachers is necessary concerning satisfactory completion of the work (47).

In order to enter the apprentice program, the student must have a job and a company to sponsor him. These students must go to schools that offer training programs corresponding to their jobs. This school training is usually one day a week for eight hours.

There were no follow-up procedures in any of the schools visited. Any vocational guidance is given by the Federal Institute for Employment and Unemployment Insurance. There are no specially trained teachers in these schools to take over this task.

### Student Organizations

There were no student organizations in any of the five schools visited. The schools do not normally consider student organizations as one of their functions (46-50).

### Participation of Industry

Industry plays a very major role in the schools which offer vocational office education programs. Primarily, industries are the employers of the part-time students who are members of an apprenticeship contract. Industry, through the medium of the Chamber of Commerce and Industry, prepares, administers, and evaluates the final examinations of these apprentices before awarding appropriate certificates and diplomas. Industry and commerce also participate in development of the curriculum and hire other students in part-time positions (46-50).

### Teacher Education and Supervision

Teachers for vocational office education programs are trained in either a university or a teachers' college (Akademie).

A prerequisite for entering the four years of university education is one year of required practical work experience in a position similar to the teaching major. The four-year university program ends with a diploma examination for the teaching of commercial subjects. After successful completion of this first State examination, the teacher earns the title of diplom-handelslehrer. This is followed by two additional years of teaching experience which terminates with the second State examination on teaching theory and practice. This examination, when successfully completed, entitles the teacher to be known as a "student assessor." After two to four years, the teacher may become a "Studienrat." This title is conferred by the state for a job well done and is a lifetime appointment.

Teachers of shorthand, typewriting, and office practice usually have successfully completed the Akademie. They must attend a seminar

for two additional years for training in practical teaching methods and procedures. At the end of the two years, these teachers take a second State examination which officially classifies them as Fachlehrer (46-50).

Supervision of the teachers is the responsibility of the director of the school and the inspector from the state government (46-50). In cities the size of Frankfurt, the town administration may also provide inspection and supervision (47, 48).

The schools apply to the state government for needed teachers. The school director has a choice of teachers needed for his staff. He may use credentials and references provided as well as interview the candidates before making his final decision for selection. Teachers receive a fixed income depending on grade. This grade is determined by the completed education and marital status (single, married with or without children). There is generally a raise in salary every two years.

#### Teacher Organizations

The teachers are free to join either professional organizations or trade unions. There was one professional organization entitled "Verband Deutscher Diplom-Handelslehrer" which is open to certified commercial school teachers (46, 48-49). Teachers may also join international organizations for economics, stenography, and/or typewriting (46).

#### Methods and Techniques of Teaching

The one method which was common to German schools was the use of a controlled reader in the beginning typewriting classes. This device encouraged the students to learn to type by touch as they had to keep their eyes on moving copy at the front of the room while typewriting.



The controlled reader had controls for increasing the pacing speed necessary to progress from 50 to over 300 strokes a minute. Another common practice was the color coding of caps on the keys to match the colors on the typewriting wall chart (46-50).

The model offices provided in each school were important aids to learning the office routine of various types of companies. The teaching of the operations of a small computer was also common only in the German schools. The other classroom procedures and techniques were similar to those in the other five countries (46-50).

#### Types of Jobs for Graduates

After the successful completion of the full-time commercial program or of the apprenticeship program, graduates may be employed in lower- or middle-level office positions. These positions include bookkeepers, typists, stenographers, receptionists, payroll clerks, file clerks, machine operators, and junior clerks. Openings for these workers are found in banks, insurance companies, stores, legal offices, and industrial enterprises. Apprentices who have been with a particular company on a part-time basis may move to a higher position within the same company (46-50).

#### Trends

Advanced commercial schools are increasing in number because more and more girls are attending these schools. Reform measures are now being developed for the university and college level of education. Little reform is planned for the secondary level in the near future (45). A second educational route more closely connected with vocational

training, leading from the Hauptschule to an institute of higher education, is attempting to join general and vocational education (43, p. 125).

#### Cooperation among EEC Nations

There is much exchange of information among the six countries. Each country is presently struggling so much with its own educational system that it appears that the development of identical programs and standards for all six countries will not be accomplished in the foreseeable future (45).

CHAPTER VI

FRANCE

Background of School System

The structure of the French school system is divided into several education levels as shown in Illustration 4 below.

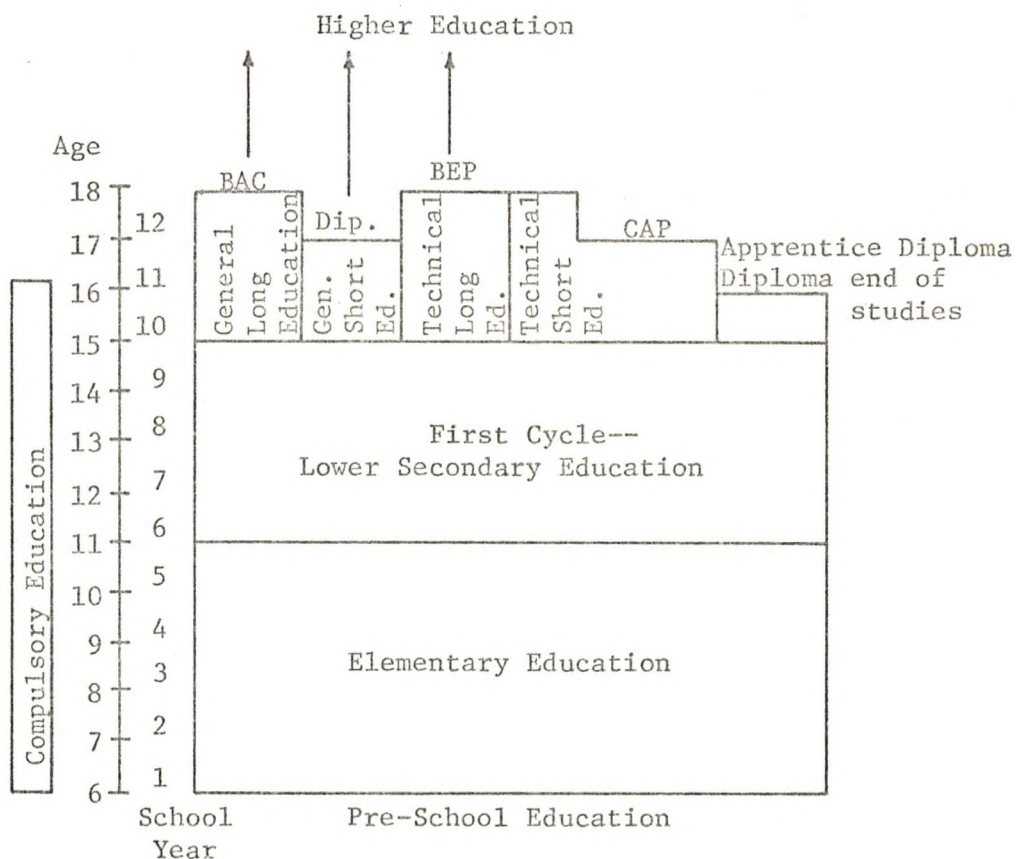


Illustration 4: French educational system (18, p. 121)

Before beginning the discussion of the French system, the following definitions of schools and terms (18, pp. 125-127) should be understood:

Baccalauréat - Final certificate of general secondary studies qualifying for higher education

Baccalauréat technique - Final certificate of technical studies qualifying for higher education.

Brevet - Diploma

Brevet d'enseignement général - Certificate of completion of schools providing general education

Brevet de technicien - Final certificate of technical studies (technician level)

Certificat d'aptitude pédagogique - Teacher's certificate for primary schools

Certificat d'aptitude professionnelle - School leaving certificate of college d'enseignement technique

College d'enseignement général - Secondary general school

College d'enseignement technique - Secondary technical school

College d'enseignement secondaire - New type of comprehensive secondary school

Diplome de fin d'études obligatoires - Certificate of completion of compulsory education

Dossier scolaire - Guidance paper

Ecole normale - Teacher training school

Ecole normale primaire - Training school for primary school teachers

Ecole normale supérieur - Teacher training college

Ecole primaire élémentaire - Primary school

Enseignement pré-scolaire - Pre-school education

Enseignement général - General education

Enseignement élémentaire - Primary education

Enseignement général court - Upper level of schools providing general education not leading to higher education

Enseignement général long - Higher sections of secondary general education leading to higher education

Enseignement premier cycle - Secondary education, lower level

Enseignement deuxième cycle - Secondary education, upper level

Enseignement technique court - Secondary technical education (intermediate level) providing a two-year course

Enseignement technique long - Secondary technical education leading to higher education

Enseignement pratique terminal - Third and fourth years of secondary education for less able pupils

Formation des maîtres - Teacher training

Grande école - Higher professional school

Institut universitaire technologie - I.U.T. - University institute of technology

Lycée - Secondary school leading to higher education

Lycée classique et moderne - Classical and modern type of secondary school leading to higher education

Lycée technique - Secondary technical school leading to higher education

Lycée agricole - Secondary agricultural school leading to higher education

The Ministry of National Education, a centralized administrative unit under the direct authority of the Minister of National Education, supervises French public education and is responsible for organizing and controlling education at all levels. Various Ministerial departments assume responsibility for specialized education or higher technical

institutions; for example, the Ministry of Agriculture governs agricultural education. Alongside the public institutions are the private educational institutions created and maintained by individuals, associations, professional bodies, and religious organizations. The Ministry of Youth and Sports is responsible for problems relating to activities for both youth and adults such as physical and sports education, leisure participation in sports, and the necessary equipment (18, p. 113).

The Secretary-General of the Ministry, under direct authority of the Minister, has responsibilities for planning, supervising, and coordinating actions of the General Inspectorate services and those of the seven Directorates. The Inspectors-General carry out missions entrusted to them by the Minister. They have the responsibility for regularly visiting schools and institutions to study problems and to guide and evaluate the teaching staff. At the regional level they are assisted by regional pedagogic inspectors. Considered to be groups of services logically arranged around simple functional concepts, the seven Directorates consist of higher education; pedagogy; teaching staff of schools; school, university, and sports equipment; administrative and social services; cooperation; and libraries (56, p. 5).

As far as the national education system is concerned, France is divided into twenty-three educational districts called "regions academiques." Each district is headed by a rector, who is delegated by the Ministry to manage all the educational services and establishments in that district. The rector is assisted by academic inspectors in each department, primary inspectors in local districts, and specialized inspectors for such areas as technical education. Various consultative committees and commissions, whose members are either appointed or

elected, are attached to the educational authorities. The authorities, appointed or elected in the departments, districts, or municipalities, carry out material and financial action concerning provision and maintenance of buildings, utilities, furniture, equipment and teaching materials, and school attendance supervision (56, p. 5).

Ministerial regulations determine the time schedules, the curricula, and the methods for all of France. Teachers are recruited and trained under the same conditions throughout France. All members of public education are appointed either by the Minister or his delegates (the rectors) and are paid out of the national budget (18, p. 113).

The French Constitution states that "the nation guarantees equal access of children and adults to instruction, vocational training, and culture. The organization of public education, which is free and non-denominational at all levels, is a duty of the State." Thus French education is based on the following principles: (1) freedom of education should permit co-existence of public educational services and private institutions which can receive State aid and which are under State supervision; (2) compulsory instruction is for all children of both sexes from the age of 6 to the age of 16; (3) public education is free except for university entrance fees; (4) public education is non-denominational thus maintaining neutrality in matters of religion, philosophy, and politics; (5) public examinations are open to all pupils with the conferring of degrees and diplomas a privilege of the State (56, pp. 3-4).

### Pre-School Education

Pre-school education from 2 to 6 years of age is provided in separate nursery schools or in infants' departments of the primary schools (see Illustration 4, page 135). Attendance is optional. This pre-school education is considered to be preparation for the school life which follows (18, p. 114).

### Primary Education

Primary education is common to all children, whatever direction their subsequent studies take. There are primary schools just for boys, just for girls, and those which are co-educational in nature. Primary education is divided into three stages: (1) the preparatory course for ages 6 to 7, (2) the elementary course for ages 7 to 9, (3) the intermediate course for ages 9 to 11 (18, p. 114).

Elementary primary instruction includes the following areas:

(1) teaching of French; (2) moral and civics teaching; (3) reading and writing; (4) arithmetic and the metric system; (5) history and geography, especially of France; (6) elementary science and objective lessons; (7) physical exercise; (8) elements of drawing, singing, manual, and craft work (needlework for girls). Besides the above, the following additional features are available: (1) classes providing special educational treatment for mentally maladjusted children (either attached to primary schools or in separate schools); (2) special classes or schools for pupils suffering from sensory or motor deficiencies; (3) national special schools with boarding facilities for giving students vocational training; (4) open-air schools for children with delicate health problems; (5) schools created for children with various mental, physical,



and social problems; (6) classes attached to certain hospitals for children requiring medical care; (7) schools with boarding facilities for children of moving families such as boatmen and nomads (18, p. 114).

#### Lower Secondary Education

This first cycle of secondary education for pupils 11 to 15 years of age provides general cultural background but no vocational training in its various sections. Each section has its own characteristics corresponding to the aptitudes and objectives of the pupils taking the course. So that transfers may be facilitated, it has been planned that the different sections should remain parallel and as close as possible in their teaching (56, p. 6).

This lower secondary education comprises four years (sixth, fifth, fourth, third classes) of instruction. Pupils are admitted to this program after primary school at the level of the sixth class. In order to be admitted to the first year (sixth class), pupils must be at least 11 but no more than 12 years of age and have had their aptitudes checked by an examination of their school files. Pupils from private establishments or those whose files do not reveal sufficient training must submit to an examination. The commissions which examine the files or examination results are comprised of members of public education, a representative of school and vocational guidance, a medical inspector of the Public Health, and representatives of parents (56, p. 7). Students are now admitted to the next levels of schooling by means of a guidance paper called "dossier scolaire." The family and the guidance council may confer on which section the child belongs if there is a question of placement. If the family is not satisfied and the guidance

council feels different from the family, it may be requested that the child take an examination for correct placement (57).

There are three types of institutions providing this lower secondary education. The classical and modern lycées give instruction for the classical and modern sections. The collèges d'enseignement general (C.E.G.) give instruction of the modern II section and may also have transition and terminal courses attached to them. The more recent development in institutions, collèges d'enseignement secondaire, are better adapted to current needs. This last type is a multi-purpose school containing all the various sections under the same administration, the same pedagogic authority, and in the same place. This type of school was planned to help overcome the problems created among students when it is necessary for them to change from one section to another, thus from one school to another (56, p. 8).

There are four different sections for instruction of pupils in this lower secondary cycle. The classical section is characterized by the study of Latin. It is possible to begin Greek in the fourth class (eighth year of studies). The modern I section is characterized in particular by the additional teaching of French and the teaching of two additional modern languages. The study of the second modern language begins in the fourth class. The modern II section includes only one modern language. The fourth and third classes may include elements of technology. The transition section is a two-year course of a general character which supplements primary education. It is primarily for those students not considered fit for direct admission to the first lower secondary years. This section has as its objective the teaching of the pupils adapted to the level of their intellectual capacities. The

studies in this last section lead to a certificate for the completion of compulsory education (diplome de fin d'études obligatoires) which may be obtained either at the end of the practical terminal course or at the end of an additional year (56, pp. 6-7).

### Upper Secondary Education

This second cycle of secondary education for pupils from 15 to 18 years of age includes general and technical courses of both long and short duration. The long courses give preparation for the various baccalauréats and the technician's baccalauréat or brevet while the short courses give vocational and general training at the same time (56, p. 8).

The short general course follows the lower level of secondary education. Pupils take two years of terminal studies which contain a share of practical training with a vocational slant. This course is specifically intended to prepare pupils for examinations leading to jobs of middle grade of a non-technical type. This short course leads to a brevet d'enseignement général (intermediate certificate of secondary general studies), mentioning the specialty chosen (18, p. 117).

The vocational training has three groups of courses: (1) industrial sections to train skilled workers, (2) commercial sections to train skilled employees, (3) administrative sections to train employees who specialize in types of public administration and private enterprise. The vocational courses lead to brevet d'études professionnelles (diplomas of vocational studies). Vocational training of one-year duration leads to a vocational training certificate. In addition, vocational aptitude certificates corresponding to specific jobs conclude

the training given directly in apprenticeship and vocational courses. Agricultural training, provided in agricultural collèges and lycées for one or two years, is intended to train skilled personnel and staff in this specific area (56, pp. 8-9).

The long general course lasting three years is given in classical, modern, and technical lycées which include literary, scientific, technical, and industrial sections. The literary section starting with a modern language opens to pupils seven different streams--three with Latin, four with a second modern language. An introduction to economics can be given alongside the study of Latin or the second modern language. The scientific section offers a choice between Latin and a second modern language. In addition, optional instruction in Greek makes it possible for the best pupils to associate classical culture with scientific culture (56, p. 9).

At the end of the second year of this upper secondary education, it is decided whether or not a pupil enters by promotion the terminal class (twelfth year of studies). This class leads to a baccalauréat corresponding to five different forms of training: (1) literary and linguistic; (2) statistical mathematics and introduction to the human sciences and economics; (3) study of mathematics and physical exact sciences; (4) natural sciences and applied mathematics; (5) scientific, technical, and industrial. These various streams are aimed at achieving a correct balance between the literary and the scientific disciplines and provide enriched training of pupils considering their tastes and aptitudes (56, pp. 9-10).

The basic purpose of the long technical courses is to train technicians. This training is integrated with the long upper secondary

courses in the same way as other forms of training. The object of training technicians is to provide skilled staff members who can be promoted to middle-grade workers in France's economy. This training leads to the diploma of a certified technician second degree (technicien brevete). The instruction in this technical training is given in technical lycées and similar institutions. Agricultural technical education in the agricultural lycées leads to the diploma of certified agricultural technician. Special sections train these technicians in two years (18, pp. 118-119).

#### Higher Education

Higher education has four main objectives: (1) to contribute to the progress of science and the development of research, (2) to dispense a high level of culture, (3) to give preparation for professions requiring both broad culture and thorough knowledge, (4) to take part in cultural education and professional advanced training at the highest level (56, p. 10).

Both public and private establishments offer higher education. Public institutions comprise three types: (1) faculties, (2) university institutes of technology, (3) higher scientific-literary establishments and specialized higher professional schools (56, p. 10).

The faculties of the universities are characterized by their disciplines and have the privilege of granting State degrees such as baccalauréat, license, and doctoral. The different faculties are law and economics, medicine, science and technology, letters and human sciences, and pharmacy. Normally, each university is comprised of one faculty of

sciences and one faculty of letters and human sciences. Most of them also have a faculty of law and economics (56, p. 10).

University institutes of technology (I.U.T.) are intended to train staff officers and higher technicians in industry. These institutes have as their objective a scientific and technological training of a specific character which is well adapted to present-day conditions. This training extends over two years of study and leads to a national degree called "university diploma of technology" noting the specialty studied. Admission to this type of institution is at the level of the baccalauréat. However, it is possible for a pupil to be admitted who does not hold the baccalauréat degree if he shows necessary aptitude for profiting by this higher technical training (56, p. 12).

Higher education is provided in a number of institutes attached to a faculty or university and in higher professional schools called "grandes ecoles." These grandes ecoles prepare for higher echelon careers in administration, teaching, business, military, and public services. The senior staff officers of industry and commerce are trained by the higher schools of commerce and schools of engineers. In the higher schools of commerce, studies last three years. These studies are adapted to the economic character of the region in which the school is located. Students are admitted to the higher professional schools after successfully passing an entrance examination which requires the possession of real intellectual and contemplative qualities, a level of studies higher than that of the baccalauréat, and frequently two to three years of preparation undertaken in special classes of the lycées (56, pp. 12-13).

Teacher Education

The ecoles normales or teacher training colleges (two per department or district) train teachers in primary education. Entry into teaching is by annual competitive examination (18, p. 119). Upon completing four years of study at a classical, modern, or technical lycée or collège d'enseignement général, candidates are admitted to the teacher training college at the fifth-year level on the strength of the above examination. Preparation for the baccalauréat takes three years and is followed by a one-year vocational training course (theory, methods, and practical training in teaching). Candidates who have completed the fifth year at a lycée and successfully pass the competitive examination can enter the teacher training college at the sixth-year level. Then it takes two years for the baccalauréat. The vocational training period lasts two years. Baccalauréat holders enter the vocational training class of the teacher training college for two years (56, pp. 15-16).

Student teachers are financed entirely by the State in return for which they sign an agreement upon entering college to serve in State establishments for ten years after graduation. To be appointed to a permanent post as a primary school teacher, a person must have had two years' teaching experience in a State school, hold a teacher's diploma, and be on the eligibility list for such a post. The appointment is made by the rector of the district in which the candidate will be teaching. This gives the right to a specific post with all the benefits. In-service training is given for teachers with temporary status who wish to qualify for a permanent post and for permanent teachers who wish to bring their knowledges and techniques up to date (56, p. 16).

In the general short secondary school, instruction is given by specialized teachers who hold a general secondary school teacher's diploma. For this type of appointment, the minimum age is 25. The individual must possess a teacher's diploma. This appointment may become permanent after two years of service (56, p. 16).

The teachers in the general long course (classical, modern, and technical sections) are professors with a university degree in the discipline in which they teach. Regular teachers are recruited by competitive examinations. There are two kinds of competitive examinations: the certificate of aptitude for teaching in secondary education (C.A.P.E.S.) or in technical education (C.A.P.E.T.) and the agregation. Candidates for C.A.P.E.S. must hold the teaching license corresponding to their discipline, and candidates for C.A.P.E.T. must hold a group of certificates or an engineer's diploma (56, p. 16).

The regional education centers (centres pedagogiques regionaux) give pedagogic training to student teachers in secondary education. These students must already hold a license in their specialty obtained in a university and the theoretical part of the secondary teacher's certificate (C.A.P.E.S. or C.A.P.E.T.) (18, p. 119). At the end of the year spent in one of these centers, candidates take a national competitive examination with practical and oral theoretical tests. Those who pass become certified teachers and are officially authorized to teach in secondary classes of the long duration (56, p. 16).

Candidates for agregation must hold both the teaching license and a diploma of higher studies. This agregation competitive examination is open to candidates who hold the master's degree and is considered to be part of the national recruitment policy for teachers. This



preparation lasts one university year. Success in obtaining agregation brings with it the right to occupy a post in second cycle secondary education and those classes preparing for higher professional schools. It is also a direct route to an assistant's post in higher education (56, p. 16).

After a competitive examination, students preparing for a university degree, the C.A.P.E.S., and the agregation diploma may enroll in institutes for upper secondary teaching (I.P.E.S.). Pupils enrolled in the I.P.E.S. and other teacher training colleges receive a salary to improve their living conditions and to facilitate their studies (56, p. 17).

Teachers of general subjects at technical secondary schools must have the same qualifications as teachers at upper secondary general schools and must hold a technical teacher's certificate (C.A.P.E.T.). The course for the technical teacher's certificate is similar to the general secondary school teacher's certificate, though more specialized. The teachers of technical subjects are recruited by competitive examination. Requirements concerning degrees and diplomas, length of professional activity, and age vary according to the specialty chosen (56, p. 16).

Advanced training courses and other in-service courses for teachers of various subjects are organized at the regional educational centers under the direction of the inspectors-general for the subjects concerned (56, p. 16). At the university level, lecture teaching is given by professors holding chairs, lecturers, and agregé teachers. Each of these various university teaching positions has definite requirements including competitive examinations (56, p. 17).

Salaries are paid by the State. They are determined by the individual's position in the educational hierarchy. Each grade is divided into classes or steps in which promotion is affected usually by seniority. Teachers with families receive family allowances like all citizens and also social security services which are available to all workers (56, p. 17).

### Vocational Office Education

#### Types of Schools Where Available

With the reforms in the educational system of France, various changes in divisions or sections within schools have been made or are in the process of change. However, the same schools as under the old system offer vocational office education in addition to some newly designated ones.

The short upper secondary courses, consisting of two years of study after the first cycle of secondary education, are taught in the following two types of secondary schools: (1) collège d'enseignement technique which prepares pupils for vocational aptitude certificates as skilled workers, (2) technical lycée which prepares pupils for a commercial training certificate. The long upper secondary courses, consisting of three years of study after the first cycle of secondary education, are also taught in the above-named two types of schools (56, p. 9).

#### Organization and Administration

The schools are organized by the national government and are under the direct authority of the Ministry of National Education. France is divided into 23 educational regions or "academies." Each academy is headed by a rector, delegated by the Ministry, who is head of the

university. The rector is responsible for management of all educational services and establishments of his region. He is represented in each department by an inspector of the academy who administers educational services and establishments of his department. They are further assisted by specialized inspectors for such areas as technical education (58).

There are three kinds of secondary schools in France: (1) state--completely dependent on the State; (2) national--one-half of the funds from the State, one-half from the city; (3) municipal--most of the funds from the city (59).

Lycée Verlomme was originally started in 1875 as a type of training school for domestics. Currently it is principally a commercial school with one class of couture training. The school belongs to the city of Paris and is managed by the city (60). Collège d'enseignement commercial, a public school financed by the State with additional money from the city of Paris, has seven classes in its commercial section. This school starts with primary school children of six years of age (61). Le Lycée Technique Municipal Mixte belongs to the city of Paris. It is a specialized school for secretarial, economic, and administrative studies (59).

The entire French school system is administered by either appointed or elected authorities in the departments. Curricula and methods are determined for all of France by ministerial regulation (58). Lycée Verlomme is administered by a directrice according to national regulation (60). At the Collège d'enseignement commercial, the only administrator is the directrice (61). Le Lycée Technique Municipal Mixte is administered by a directrice and two assistants. The first assistant

with the title of "censure" has as his specific assignment the relations between the directrice and the teachers and their work. He is further responsible for the timetables and schedules of both teachers and students. The second assistant with the title of "surveillant general" is assigned to working relationships with the pupils of the school (59).

#### How Financed

The Ministry at the beginning gives the new building and equipment as in the case of Le Lycée Technique Municipal Mixte two years ago. In this type of school, most of the operating money comes from the municipality--in this case, Paris (59). Districts or municipalities are expected to provide funds; a suitable building; upkeep of building and equipment; utilities such as heat, light, and water; furniture and equipment; teaching materials and aids; and supervision of school attendance. The apprenticeship tax which is levied on industrial operations may be used for those items not provided by the Ministry (58).

Each year a budget showing needed equipment, supplies, etc. must be prepared by the director or directrice of a school. This budget is then given to the school's Board of Directors, who in turn submit the budget to the Ministry for approval. The director or directrice of the school must be able to account for budget funds at the end of the year. One expenditure not included in a school's budget is that of the salaries of teachers, administrators, and other staff. All members of public education are paid out of the national budget (58).

Philosophy and Objectives

According to the Constitution, the philosophy of the French educational system contains the following principles: (1) it is compulsory for all children between the ages of 6 and 16 to attend school; (2) public education shall be free and non-denominational; (3) official degrees, diplomas, and certificates are granted by the State after successful passing of a public examination appropriate to the level; (4) preparation is for entry into social and vocational life. This constitutes an effective general basis for either adaptation to employment immediately or later in life (58).

The objectives of the technical program are now being geared toward more general and basic knowledge which can be adapted more readily to many different job classifications rather than being so specific that much retraining of employees must constantly take place. It still naturally aims at sufficiently training pupils for entry into vocational life. Just as the economic situation to which professional and technical education is geared constantly changes, so must the pupils' training progress with the economy (58).

The first article of the law of December 3, 1966, suggests the principle that professional training constitutes a national obligation. As such, it should have as its purposes the access of youth and adults to different levels of culture and professional training and the assurance to them of economic and social progress. It concerns itself also with permitting youth to enter enterprise in a position for which capacity is shown and to later be eligible for promotion. Through organization of instruction for all levels of personnel, it concerns

itself with eventual adaptation to evolution of conditions of work, promotion of workers, and perfecting of workers' situations (62, p. 2).

Length of School Year, Week, Courses, and Class Periods

In Table 20 below a comparison of the three schools visited shows that all have a school year beginning September 15 and ending June 30. The pupils attend classes six days a week during the above period. In all three schools visited, the pupils are free from studies on Saturday afternoon. In addition, Le Lycée Technique Municipal Mixte (59) has Thursday afternoon free. This lycée has three terms of twelve to thirteen weeks each.

TABLE 20

LENGTH OF YEAR, WEEK, COURSES, CLASS PERIODS

School	School Year	School Week	Course Length	Class Periods
Lycée Verlomme (60)	September 15 to June 30	6 days	1 year	60 minutes
Collège d'enseignement commercial (61)	September 15 to June 30	6 days	1 year	60 minutes
Le Lycée Technique Municipal Mixte (59)	September 15 to June 30	6 days	1 year	55 minutes

All course offerings are at least for the duration of one year. Two of the schools, Lycée Verlomme (60) and Collège d'enseignement commercial (61), have 60-minute class periods while Le Lycée Technique Municipal Mixte has 55-minute class periods. In the Collège d'enseignement commercial, the pupils attend four hours in the morning (8 to 12) with a 10-minute break allowed after two hours and then three

hours in the afternoon (1:30 to 4:30). At Le Lycée Technique Municipal Mixte the students are divided into two groups: the first group attends 8 to 11:50 in the morning and 1 to 4:50 in the afternoon while the second group attends from 8:55 to 12:45 in the morning and 1:55 to 5:45 in the afternoon. After the second period in the morning, the pupils also have a 10-minute break. At Lycée Verlomme pupils attend classes from 8:20 to 12:30 in the morning and 1:05 to 6 in the afternoon. Within this time period, a staggered lunch schedule is set up to accommodate the large number of pupils.

#### Enrollment Data

October, 1968, national statistics for the terminal school year of courses leading to the Certificat d'aptitude professionnelle were quoted by a representative of the Ministry of National Education as follows: (1) office employee--14,962 students; (2) bookkeeping aide--14,230 students; (3) stenographer-typist--12,574 students; (4) machine operator--10,580 students (58).

October, 1968, national statistics for the terminal school year of courses leading to the Brevet de technicien superieur were quoted by a representative of the Ministry of National Education as follows: (1) secretarial direction--1,529 students; (2) bookkeeping-management--1,145 students; (3) secretary-three languages--259 students; (4) information clerk--178 students; (5) commercial distribution--108 students; (6) publicity-advertising--26 students. Other figures were not available (58).

At Le Lycée Technique Municipal Mixte, the total enrollment is 850 students--400 girls and 450 boys (59). The Collège d'enseignement

commercial begins with a primary school. Its commercial division has seven classes with a student enrollment of 185 girls (61). Lycée Verlomme has 1,000 students in the main building. This total includes 410 boys. All are commercial students except 30 girls in a dressmaking class. Another building houses 450 students who are enrolled in the short course (60).

#### Curriculum Offerings and Course Content

Certificat d'aptitude professionnelle.--The old formation leading to the C.A.P. included three years of study, one of which was common to all sections. This formation was taught in the collèges d'enseignement commercial and was divided into five areas of study, of which three could be labeled vocational office education. This formation, although being replaced by the B.E.P., will probably continue to operate in the collèges d'enseignement commercial for several more years (63).

If a pupil chooses to enter this old formation, the courses and hours per week for each of the vocational office education areas for the entire three years are shown in Table 21 on page 157. The topics in the vocational office education subjects of stenography, typewriting, bookkeeping, commerce, correspondence, and office practice are shown in Table 22 beginning on page 158.

Brevet d'étude professionnelle.--This new formation has been in effect two complete years (1967-1969) and is running concurrently with the old formation. Not a reality as yet is the one-year course leading to Certificat d'education professionnelle. Since October, 1967, a two-year course leading to the Brevet d'étude professionnelle (B.E.P.) has been in effect. There are actually four B.E.P. commercial programs in



TABLE 21

 HOURS SCHEDULE AND PROGRAM OF COURSES FOR  
 CERTIFICAT D'APTITUDE PROFESSIONNELLE (63)

Courses	First Year	Second Year			Third Year		
		Stenographer Typist	Bookkeeping Aide	Employee in Office	Stenographer Typist	Bookkeeping Aide	Employee in Office
<u>General</u>							
French	5	5	5	5	5	5	5
Morals, civic instruction, legislative work	1	1	1	1	1	1	1
History, geography	2	2	2	2	2	2	2
Modern language	2	2	2	2	2	2	2
Mathematics	5	2	4	3	2	4	3
Science and hygiene	1	1	1	1	1	1	1
<u>Professional</u>							
Commerce, bookkeeping	4	2	5	3	1	4	3
Commercial correspondence	-	1	1	1	1	1	1
Commercial office practice	-	2	3	2	3	3	3
Stenography	3	4	-	3	4	-	2
Typewriting	3	4	2	3	4	3	3
<u>Complementary</u>							
Domestic economics	3	3	3	3	3	3	3
Art and music education	2	2	2	2	2	2	2
Physical education	2	2	2	2	2	2	2
Total Hours per Week	33	33	33	33	33	33	33

experimentation. They are: (1) stenographer-typist-correspondent, (2) bookkeeper-machine operator, (3) commerce--employee in commercial services, (4) administrative agent. Each has certain required courses

TABLE 22

SUBJECTS AND TOPICS IN VOCATIONAL OFFICE EDUCATION  
CERTIFICAT D'APTITUDE PROFESSIONNELLE (63)

Subjects and Topics	First Year	Second Year			Third Year		
		Stenographer Typist	Bookkeeping Aide	Employee in Office	Stenographer Typist	Bookkeeping Aide	Employee in Office
<u>Stenography</u>							
Theory presentation (either Duployé or Prevost-Delaunay system)	x	-	-	-	-	-	-
Dictation exercises	x	x	-	x	x	-	x
Transcription exercises	x	x	-	x	x	-	x
Minimum speed (words a minute)	-	80	-	70	100- 110	-	80- 85
<u>Typewriting</u>							
Keyboard using touch method	x	-	-	-	-	-	-
Essential parts of the typewriter	x	-	-	-	-	-	-
Copy exercises	x	x	x	x	x	x	x
Tabulations	-	x	x	x	x	x	x
Letters and envelopes	-	x	x	x	x	x	x
Business forms and documents	-	x	x	x	x	x	x
Reports	-	-	-	-	x	x	-
Stencils	-	-	-	-	x	-	-
Minimum speed (words a minute)	15	25	15	20	30- 35	20	25
<u>Bookkeeping</u>							
Fundamental principles	x	x	x	x	x	x	x
Balance sheet	x	x	x	x	x	x	x
Accounts	x	x	x	x	x	x	x
Journalizing entries	x	x	x	x	x	x	x
Analysis of bookkeeping procedures	-	-	-	-	x	x	x
End-of-cycle procedures	-	-	-	-	x	x	x
Financial statements	-	-	-	-	x	x	x
Récords control	-	-	-	-	-	-	x

TABLE 22--Continued

Subjects and Topics	First Year	Second Year			Third Year		
		Stenographer Typist	Bookkeeping Aide	Employee in Office	Stenographer Typist	Bookkeeping Aide	Employee in Office
<u>Commerce</u>							
Types of organizations and services	x	x	x	-	x	x	-
Sales	x	-	x	-	-	-	-
Regulations	x	-	x	-	-	-	-
Postal and telecommunication services	x	-	x	-	-	-	-
Commercial documents	x	x	x	-	-	-	-
Transportation	-	x	x	-	-	-	-
Banks	-	-	-	-	x	x	-
Law	-	-	-	-	x	x	-
Review of previous work	-	x	x	-	x	x	-
<u>Correspondence</u>							
Commercial letters							
Order	-	x	-	-	x	-	-
Delivery	-	x	-	-	x	-	-
Sales	-	x	-	-	x	-	-
Application	-	x	-	-	x	-	-
Recruitment	-	x	-	-	x	-	-
Information	-	x	-	-	x	-	-
Regulations	-	x	-	-	x	-	-
Current operations	-	x	-	-	x	-	-
Receipt of merchandise	-	x	-	-	x	-	-
<u>Office Practice</u>							
Filing procedures	-	x	x	x	x	-	x
Use of typewriter	-	x	x	x	x	x	x
Office machines	-	x	x	x	x	x	x
Reproduction and duplicating procedures	-	x	-	x	x	-	x
Incoming-outgoing mail procedures	-	-	-	-	x	-	x
Business forms	-	x	x	x	x	x	x
Bookkeeping work	-	-	x	-	-	x	x
Directed work projects	-	x	x	x	x	x	x

for its own division. However, in all four areas, the following programs or courses are similar: (1) French expression, (2) modern foreign languages, (3) aspects of problems of contemporary world (58).

If a pupil chooses the division of stenographer-typist-correspondent, the courses and hours per week are as shown in Table 23 below.

TABLE 23  
HOURS SCHEDULE AND PROGRAM OF COURSES FOR  
STENOGRAPHER-TYPIST-CORRESPONDENT (64)

Courses	First Year	Second Year
<u>Specific</u>		
Stenography	6	6
Typewriting	6	6
Office mail	4	6
Business organization	2	2
Initiation to general economics	1	1
Knowledge of public institutions	-	1
<u>Scientific Auxiliary Disciplines</u>		
Applied mathematics and bookkeeping	3	-
<u>Modern Foreign Language</u>	2	2
<u>Disciplines of Expression and Information</u>		
French expression	4	4
Initiation to professional and social life	1	1
Knowledge of the contemporary world	1	1
Physical education	<u>2</u>	<u>2</u>
Total Hours per Week	32	32

If a pupil chooses the division of bookkeeper-machine operator, the courses and hours per week are as shown in Table 24 below.

TABLE 24

HOURS SCHEDULE AND PROGRAM OF COURSES FOR  
BOOKKEEPER-MACHINE OPERATOR (65)

Courses	First Year	Second Year
<u>Specific</u>		
Bookkeeping and machines	5	5
Business organization	2	2
Office bookkeeping practice	7	7
Typewriting	2	2
Initiation to general economics	1	1
Knowledge of public institutions	-	1
<u>Scientific Auxiliary Discipline</u>		
Mathematics and applied mathematics	3	2
<u>Modern Foreign Language</u>		
	2	2
<u>Disciplines of Expression and Information</u>		
French expression	4	4
Initiation to professional and social life	1	1
Knowledge of the contemporary world	1	1
Physical education	<u>2</u>	<u>2</u>
Total Hours per Week	30	30

For the employee in business, the first year is the same as for the employee in sales as far as required work is concerned. The second year becomes a further specialization as to either office or sales services. For the office employee in this division, the courses and hours per week are as shown in Table 25 on page 162.

TABLE 25

HOURS SCHEDULE AND PROGRAM OF COURSES FOR  
OFFICE EMPLOYEE (66)

Courses	First Year	Second Year
<u>Specific</u>		
Administrative organization and commercial functions	4	3½
Techniques of sales	-	2½
Bookkeeping	2	-
Commercial office practice	6	6
Typewriting	2	2
Initiation of general economics	1	1
Knowledge of public institutions	-	1
<u>Scientific Auxiliary Discipline</u>		
Mathematics and applied mathematics	3	2
<u>Modern Foreign Language</u>	3	3
<u>Disciplines of Expression and Information</u>		
French expression	4	4
Initiation of professional and social life	1	1
Knowledge of the contemporary world	1	1
Physical education	<u>2</u>	<u>2</u>
Total Hours per Week	29	29

If a pupil chooses the division of administrative agent, the courses and hours per week are as shown in Table 26 on page 163.

The topics in the vocational office education subjects of stenography, typewriting, bookkeeping, office practice, business organization, initiation to professional and social life, and general economics are shown in Table 27 beginning on page 164.

TABLE 26

HOURS SCHEDULE AND PROGRAM OF COURSES FOR  
ADMINISTRATIVE AGENT (67)

Courses	First Year	Second Year
<u>Specific</u>		
Mathematics and applied mathematics	3	3
Business organization	3	3
Office practice	7	6
Typewriting	2	2
Initiation to general economics	1	1
Knowledge of public institutions	-	2
Administrative instruction	-	1
<u>Auxiliary Scientific Discipline</u>		
Bookkeeping	2	2
<u>Modern Foreign Language</u>	2	2
<u>Disciplines of Expression and Information</u>		
French expression	4	4
Initiation to professional and social life	1	1
Knowledge of the contemporary world	1	1
Physical education	<u>2</u>	<u>2</u>
Total Hours per Week	28	30

Baccalauréat de Technicien.---The technical lycée has been established by the Ministry of National Education for the professional development of the pupils at the end of the first cycle of secondary instruction. Three years of study are necessary, at the end of which the pupils receive a professional diploma called "baccalauréat de technicien." The development of all the technicians begins with the technical lycée or

TABLE 27

SUBJECTS AND TOPICS IN VOCATIONAL OFFICE EDUCATION FOR  
BREVET D'ETUDE PROFESSIONNELLE (64-67)

Subjects and Topics	First Year				Second Year			
	Stenographer Typ.-Corres.	Bookkeeping- Machine Oper.	Office Employee	Administrative Agent	Stenographer Typ.-Corres.	Bookkeeping- Machine Oper.	Office Employee	Administrative Agent
<u>Stenography</u>								
Theory presentation and review	x	-	-	-	x	-	-	-
Dictation exercises	x	-	-	-	x	-	-	-
Transcription exercises	x	-	-	-	x	-	-	-
Minimum speed (words a minute)	85	-	-	-	110	-	-	-
<u>Typewriting</u>								
Typewriter and its parts	x	x	x	x	-	-	-	-
Keyboard - fingering using touch method	x	x	x	x	-	-	-	-
Typewriting rules	x	x	x	x	x	x	x	x
Letters and envelopes	x	x	-	x	x	x	x	x
Tabulations	x	x	-	x	x	x	x	x
Speed and accuracy exercises	x	x	x	x	x	x	x	x
Practical applications	x	x	x	x	x	x	x	x
Rough drafts	-	-	-	-	x	x	-	x
Manuscripts	-	-	-	-	x	x	-	x
Business forms	-	-	-	x	x	x	x	x
Minimum speed (words a minute)	20- 25	no	no	no	30- 35	no	no	no
<u>Office Practice</u>								
Filing procedures	x	x	x	x	x	x	x	x
Incoming-outgoing mail procedures	x	-	x	x	x	-	x	x
Reproducing and duplicating procedures	x	-	x	x	x	x	x	x
Use of reference books	-	-	x	x	x	-	x	x
Receptionist procedures	-	-	x	x	x	-	-	-





TABLE 27--Continued

Subjects and Topics	First Year				Second Year			
	Stenographer Typ.-Corres.	Bookkeeping- Machine Oper.	Office Employee	Administrative Agent	Stenographer Typ.-Corres.	Bookkeeping- Machine Oper.	Office Employee	Administrative Agent
<u>Initiation to Professional and Social Life</u>								
Civil law								
Role of law	x	x	x	x	—	—	—	—
Classification of laws	x	x	x	x	—	—	—	—
Persons	x	x	x	x	—	—	—	—
Responsibilities	x	x	x	x	—	—	—	—
Punishments	x	x	x	x	—	—	—	—
Guaranties to creditors	x	x	x	x	—	—	—	—
Commercial law								
Acts of commerce	x	x	x	x	—	—	—	—
Rights of businessmen	x	x	x	x	—	—	—	—
Obligations of businessmen	x	x	x	x	—	—	—	—
Business contracts	x	x	x	x	—	—	—	—
Principal types of commercial societies	x	x	x	x	—	—	—	—
Characteristics of commercial societies	x	x	x	x	—	—	—	—
Social legislation								
Law of work	—	—	—	—	x	x	x	x
Employment of workers	—	—	—	—	x	x	x	x
Worker organizations	—	—	—	—	x	x	x	x
Contracts	—	—	—	—	x	x	x	x
Salaries	—	—	—	—	x	x	x	x
Social security								
Necessity and evolution	—	—	—	—	x	x	x	x
General organization	—	—	—	—	x	x	x	x
Social insurances								
Illness	—	—	—	—	x	x	x	x
Disability	—	—	—	—	x	x	x	x
Old-age	—	—	—	—	x	x	x	x
Death	—	—	—	—	x	x	x	x
Prevention of accidents	—	—	—	—	x	x	x	x
Family benefits	—	—	—	—	x	x	x	x

TABLE 27--Continued

Subjects and Topics	First Year				Second Year			
	Stenographer Typ.-Corres.	Bookkeeping- Machine Oper.	Office Employee	Administrative Agent	Stenographer Typ.-Corres.	Bookkeeping- Machine Oper.	Office Employee	Administrative Agent
<u>General Economics</u>								
French population								
Description	x	x	x	x	-	-	-	-
Needs and wants	x	x	x	x	-	-	-	-
Sources of revenue	x	x	x	x	-	-	-	-
French business								
Definition and role	x	x	x	x	-	-	-	-
Classification	x	x	x	x	-	-	-	-
Elements of production	x	x	x	x	-	-	-	-
Gross national product	-	-	x	x	x	x	x	x
Supply and demand	-	-	x	x	x	x	x	x
Role of the State	-	-	x	x	x	x	x	x
Future economic planning	-	-	x	x	x	x	x	x

in the technical sections of the classic and modern lycées. The first year of instruction is general training only with lessons in general economics. Then in the second year, which is entitled the "premier year," the specialized training begins with the pupils determining which section they choose to enter. It is possible for a pupil to correct his choice of section at this time in his education or even at the end of the premier year if necessary. At the end of the first class, it is decided whether or not a pupil should be admitted to the terminal class. Consideration is given to both academic results of the year and the aptitudes of the pupil before a decision is made to admit him to the terminal class.

The terminal class comprises the same sections as the first class and leads to the baccalauréat corresponding to the section chosen by the pupil (62, p. 6).

There are three programs leading to a baccalauréat in the vocational office education area. These are entitled: (1) commercial techniques, (2) administrative techniques, (3) quantitative techniques of management. The courses and hours required for each program--first and terminal classes--are shown in Table 28 on page 169.

The courses common to all three programs are: (1) French, (2) knowledge of the contemporary world, (3) modern foreign language, (4) general economics, (5) law, (6) mathematics, (7) economics and organization of enterprise (68). There are two courses particularly assigned for study by pupils pursuing the baccalauréat in commercial techniques. These courses are commercial techniques and commercial office practice (68). There are three courses particularly assigned for study by pupils pursuing the baccalauréat in administrative techniques. These courses are administrative organization, administrative techniques, and secretarial work (68). There are two courses particularly assigned for study by pupils pursuing the baccalauréat in quantitative techniques of management. These courses are quantitative techniques of management and bookkeeping office practice (68).

The topics in the vocational office education subjects of law, general economics, business organization, commercial techniques, office practice, administrative organization, administrative techniques, quantitative techniques, and bookkeeping office practice are shown in Table 29 on pages 170-173.

TABLE 28

HOURS SCHEDULE AND PROGRAM OF COURSES FOR  
BACCALAURÉAT DE TECHNICIEN (68-69)

Courses	Management		Administrative		Commercial	
	First Year	Term. Year	First Year	Term. Year	First Year	Term. Year
<u>Required Disciplines</u>						
French	3	3	3	3	3	3
Knowledge of the contemporary world	2	2	2	2	2	2
Modern language I	3	3	3	3	3	3
General economics	2	2	2	2	2	2
Law	2	2	2	2	2	2
Mathematics	3	3	-	-	3	3
Administrative organization	-	-	1	1	-	-
Economics and business organization	2	2	2	2	2	2
Quantitative techniques of management	5	5	-	-	-	-
Administrative techniques	-	-	7	7	-	-
Commercial techniques	-	-	-	-	6	6
Bookkeeping, secretarial, or commercial practice including correspondence	7	7	5	7	6	6
Physical education	2	2	2	2	2	2
<u>Facultative Discipline</u>						
Modern language II	-	-	2	2	-	-
Total Hours per Week	31	31	31	33	31	31

TABLE 29

SUBJECTS AND TOPICS IN VOCATIONAL OFFICE EDUCATION FOR  
BACCALAURÉAT DE TECHNICIEN (68-69)

Subjects and Topics	First Year	Second Year
<u>General Economics</u>		
Review of previous work	x	-
Production	x	-
Mechanisms of economic activity	x	-
Economic function of the State	x	-
National revenue	x	-
Economic equalization	x	-
Historical and modern economic systems	-	x
Evolution of various economic systems	-	x
International economic relations	-	x
<u>Law</u>		
Civil law		
Sources	x	-
Classifications of	x	-
Persons	x	-
Property	x	-
Obligations and responsibilities	x	-
Punishments	x	-
Sureties	x	-
Contracts	x	-
Commercial law		
Sources	-	x
Acts of commerce	-	x
Obligations of merchants	-	x
Foundations of commerce	-	x
Contracts	-	x
Social legislation		
Principles of law of work	-	x
Sources of law of work	-	x
Contracts	-	x
Individuals and groups	-	x
Legal conditions of work	-	x
Social security	-	x

TABLE 29--Continued

Subjects and Topics	First Year	Second Year
Fiscal law		
State resources	-	x
Collectives	-	x
Taxation	-	x
 <u>Business Organization</u>		
Role of business	x	-
Types of businesses	x	-
Functions of business		
Commercial	x	-
Financial	x	-
Administrative	x	-
Technical	x	-
The business and its surroundings	-	x
Human relations	-	x
Growth of business	-	x
 <u>Commercial Techniques</u>		
Bookkeeping fundamentals	x	-
Balance sheet	x	-
Inventory procedures	x	-
Adjusting and closing entries	x	-
Financial statements	x	-
Analysis of bookkeeping procedures	-	x
Elements of management	-	x
Recording of information	-	x
Commercial function	x	-
Structure of commerce	x	-
Purchases and sales	x	-
Products	x	-
Psychology in business relations	-	x
Communications	-	x
Analysis of business procedures	-	x
Problems of management	-	x
Public relations	-	x
Economic regulations	-	x
Exterior commerce	-	x

TABLE 29--Continued

Subjects and Topics	First Year	Second Year
<u>Office Practice</u>		
Business documents	x	x
Bookkeeping analysis	x	x
Recording of information	x	x
Filing procedures	x	x
Office machines	x	x
Reproducing and duplicating procedures	x	x
Research and case problems	x	x
Correspondence	x	x
Social security	-	x
<u>Administrative Organization</u>		
Definition of administrative duties	x	-
General principles of organization	x	x
Classification of information	x	-
Execution of administrative work	x	x
Measurement of work production in the office	-	x
Organization of office work	-	x
Recording of information	-	x
Office machines utilization	-	x
Practical application exercises	x	x
<u>Administrative Techniques</u>		
Stenography		
Theory presentation	x	-
Dictation exercises	x	x
Transcription exercises	x	x
Minimum speed (words a minute)	85	100
Typewriting		
Speed and accuracy exercises	x	x
Letters	x	x
Tabulations	x	x
Business forms	x	x
Rough drafts and manuscripts	x	x
Reproduction work	x	x
Mail procedures	-	x
Practical application exercises	x	x



TABLE 29--Continued

Subjects and Topics	First Year	Second Year
Secretarial work		
Business forms	x	x
Filing procedures	x	x
Office machines	x	x
Reproducing and duplicating techniques	x	x
Research	-	x
Mail procedures	x	x
Correspondence	x	x
Travel procedures	-	x
Telephone techniques	-	x
Case studies	-	x
 <u>Quantitative Techniques</u>		
Bookkeeping		
Fundamentals	x	-
Balance sheet	x	-
Inventory	x	-
Accounts	x	-
Recording of information	x	-
Financial statements	x	-
Analysis of bookkeeping procedures	x	-
Analysis of accounts	-	x
Analysis of financial statements	-	x
Forecasting by management	-	x
Information		
Office machines utilization	x	-
Bookkeeping machines	x	-
Documents and control	x	-
Recording of data	-	x
Filing procedures	-	x
Applied statistics	x	x
 <u>Bookkeeping Office Practice</u>		
Business documents	x	x
Filing procedures	x	-
Reproducing and duplicating procedures	x	-
Correspondence	x	x
Management work, analysis, and case studies	-	x
Business machines	-	x
Legal procedures	-	x
Recording of operations	x	-

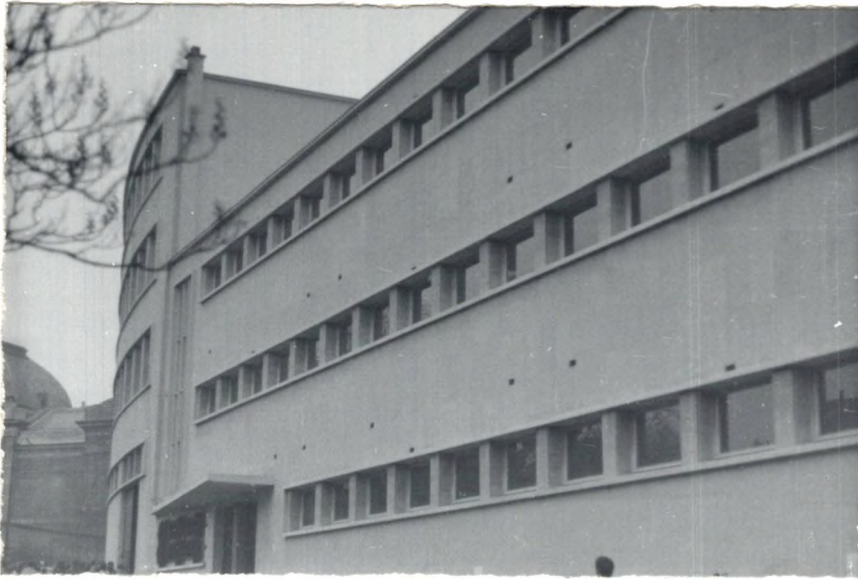
## Physical Facilities

School Plant.--Two of the three schools visited were old and quite crowded for classroom space--Lycee Verlomme and College d'enseignement commercial. The third school, Le Lycee Technique Municipal Mixte is only two years old. This school has four floors of classrooms, a gymnasium, and an enclosed courtyard. Photograph 21 below and Photograph 22 on page 175 show the new type of school design possible in France (59).



Photograph 21: Le Lycee Technique Municipal Mixte  
Paris, France

Room Layout and Equipment.--Each school visited in France had at least one typewriting room and one machines room. College d'enseignement commercial had one typewriting room in which 40 manual typewriters were located. These were a mixture of Olivetti, Olympia, and Remington. The furniture in the room included 40 typing desks and 40 ordinary chairs.



Photograph 22: Le Lycee Technique Municipal Mixte  
Paris, France

In the machines room, there were various types of machines and makes-- 1 manual spirit duplicator, 15 hand calculators, 4 electric printing calculators, 7 electric ten-key adding machines, 3 electric calculators. When the machines were not being used in classes, they were placed on shelves so that the tables could be used by other classes. The teacher's office contained the files, the storage area, and a photocopier. All the rooms had regular lighting, old furniture, and were quite crowded. There were tape recorders and record players available for classroom use by the teachers (61).

Lycee Verlomme occupied two floors of a large, old building. This school had two typewriting rooms and one machines room. There were approximately 100 typewriters available for use--4 of them electric, including 1 IBM Selectric. The first typewriting room contained the

following equipment: 40 manual typewriters--35 Japy (a French make) and 5 Olivetti, 1 IBM standard electric, 40 old and non-adjustable desks, 40 adjustable chairs, a wall chart, cabinets, and files for storage. The room was filled to capacity so the teacher had difficulty reaching individual students. The second typewriting room contained 50 newer Japy manual typewriters, 50 non-adjustable desks, 50 adjustable chairs, and storage space (see Photograph 23 below). The machines room



Photograph 23: Typewriting Room  
Lycee Verlomme, Paris

contained the following equipment: 2 manual full-keyboard adding machines, 15 manual calculators, 5 manual Monroe educators, 4 electric bookkeeping machines, and 5 manual ten-key adding machines. The pupils sat on old chairs at old desks. Wall charts of each make of machine and its operations were posted. It was necessary for pupils to put machines in a cabinet at the end of each period since the classroom was used for other purposes. Photograph 24 below shows part of this classroom's facilities. There were 8 duplicating machines--2 spirit, 4 mimeograph, 2 photocopy--which were placed on cabinets with wheels for easy movement. There was no service policy for any of the equipment. Approximately 25 to 30 typewriters were traded in each year. Record players and tape recorders were available for classroom use by the teachers (60).



Photograph 24: Machines Room  
Lycee Verlomme, Paris

Le Lycée Technique Municipal Mixte had three typewriting rooms, one duplicating room, one machines room, and one machines-accounting room for commercial classes (see Photographs 25 and 26 on page 179). In the one typewriting room, there were 50 manual Olivetti typewriters, 40 typing desks, and 40 adjustable chairs. The second typewriting room had 25 manual Japy typewriters, 25 office desks, and 25 adjustable chairs. The third typewriting room had 30 manual Facit typewriters, 24 office-typing desks, 49 adjustable chairs, 1 electric mimeograph, and storage space across the back of the room. There were reserve typewriters and wall charts in each typewriting room. In the machines room, there were 25 electric printing calculators, 25 desks, and 25 adjustable chairs. In the machines-accounting room, the following were found: 1 long-carriage typewriter, 7 bookkeeping machines, 1 computer-type machine with retrieval unit, 9 desks for the above machines, 20 student desks, 30 chairs, and wall charts for the machines. In the duplicating room, the following equipment was found: 1 electric mimeograph, 1 mimeoscope, 1 spirit duplicator, 1 portable overhead projector, 1 photocopier, 5 manual typewriters, 1 IBM long-carriage Selectric, 1 record player, desks for each type of machine, 15 chairs, and wall charts for different machines. Besides the overhead projector, the school had audio-visual equipment including record players, tape recorders, film and filmstrip projectors (59).

#### Supplies and Materials

Supplies for the teacher's use in the classroom are supplied within the budget limitations. Supplies may be purchased from the apprenticeship tax fund when the city or State budget does not provide for



Photograph 25: Typewriting Room  
Le Lycee Technique Municipal Mixte



Photograph 26: Machines Room  
Le Lycee Technique Municipal Mixte

them. Students must purchase and furnish their own school supplies unless supplies are special ones such as used on a bookkeeping machine. It is possible for teachers to obtain free materials from machine companies for use in their classes (59-61).

#### Textbooks and Teaching Aids

Teachers are free to choose the textbooks which they feel best suit the needs of their classrooms. There is no government approved list. Usually the teachers will consult with the director or directrice of the school and their fellow teachers. Students are expected to purchase their textbooks (58). However, at Lycée Verlomme, because most students are in the lower economic class, more than one-half of them have scholarships which help with this cost (60).

Photograph 27 on page 181 shows a selected group of the many textbooks available in vocational office education. The typewriting text is entitled Methode de Dactylographie (70). This particular typewriting textbook is divided into four parts: (1) study of the keyboard and rules of composition; (2) study of commercial documents--letters, envelopes, tabulations, forms; (3) various speed development exercises; (4) typical typewriting examinations administered by the Ministry of National Education. The stenography textbooks are a set of two programmed learning folders entitled Stenographie Programmee Systeme Prevost-Delaunay (71). The traditional stenography textbooks are used in most classrooms. In the East and South of France, the Duployé stenographic system is used. In the other parts of France, the Prevost-Delaunay stenographic system is used. Each textbook lesson has theory at the beginning followed by exercises of word lists and then connected



matter in French and in stenography for the students to practice. The bookkeeping book is entitled Comptabilité et Organisation Financière des Sociétés (41). Samples of pages from each of the textbooks are shown in Photographs 28, 29, 30, and 31 on pages 182-185.



Photograph 27: Selected Textbooks in Vocational Office Education France

### Examinations

School examinations are given until the terminal year when the pupils must take examinations for certificate, diploma, or degree for that division. These examinations are given by the Ministry, which also

## EXERCICES

Disposer les en-têtes mixtes suivants sur feuilles de format commercial :

I. — Mentions à placer en haut de la feuille et dans son axe : Verres et cristaux artistiques de Nancy, Edgar Bernaud, 18, place Stanislas, Nancy. R. C. Nancy 34 450.  
Mentions à placer en manchette, à gauche : Tél. 35-04-18, dépôt à Paris, 32, rue de Paradis, Exposition Universelle Paris 1900, Grand Prix.

II. — Mentions à placer en haut de la feuille et dans son axe : Toiles, batistes, mouchoirs, F. Demeslay et C<sup>ie</sup>, 9, rue de Nogent, Chartres (Eure-et-Loir). R. C. Chartres 7 193.

Mentions à placer en manchette, à gauche : Tél. 32-64-38 ; Adresse télégr. : Demeslay Chartres ; spécialités de mouchoirs chiffés, serviettes toilette éponge et nids d'abeilles, taies d'oreillers à jours fantaisie et chiffres, draps unis et brodés.

Mentions à placer en manchette, à droite : Cte Ct Postal : Paris 521-76 ; Cte Ct : Banque de l'Ouest n° 1843.

III. — Mentions à placer en haut de la feuille et dans son axe : La Nationale, caisse enregistreuse ; Société anonyme française au capital de 2 500 000 francs ; 21-23, rue des Filles-du-Calvaire, Paris 3<sup>e</sup>, Agence de Lyon, 53, cours de la Liberté, R. C. Seine 147 079.

Mentions à placer en manchette, à gauche : Tél. 606-13-95, Adresse télégr. : Nacaréco 103 Lyon, Code A B C (8<sup>e</sup> édition).

Mentions à placer en manchette, à droite : Cte Chèques Postaux : 965-45 Paris, Cte Courant : Comptoir d'Escompte n° 42 598 Paris.

IV. — Mentions à placer en haut de la feuille et dans son axe : Vins en gros et spiritueux, René Pérouse, Clos Bellecour, Digne (Basses-Alpes). R. C. Digne 9 540.

Mentions à placer en manchette, à gauche : Tél. 51-16 ; Vins du Pays ; Vins d'Algérie ; Spécialité de Corbières, Côtes du Rhône et St-Georges d'origine ; Eaux gazeuses approuvés par la Société d'Hygiène de France ; Médailles d'or, Paris, 1927 et Bruxelles 1936.

Mentions à placer en manchette, à droite : Chèques Postaux : Marseille 286-81 ; Cte Ct : Société Générale, n° 4 532.

## TITRES

RÈGLE. — Les titres doivent être disposés au milieu de l'espace occupé par le texte auquel ils se rapportent.

Il faut donc tenir compte des marges de gauche et de droite.

MARGES. — Supposons que, la feuille étant mise en place, les marges coincident avec les divisions 18 et 78 de la règlette (ligne de 60 divisions).

MARCHE À SUIVRE. — Soit à disposer le titre Répartition des bénéfices, en minuscules, souligné.

1<sup>o</sup> Travail préparatoire : compter le nombre de divisions occupées par le titre : 25.

2<sup>o</sup> Calculer le nombre de divisions de la ligne de texte qui resteront libres de part et d'autre du titre :  $\frac{60 - 25}{2} = 17$ .

La première lettre du titre sera donc frappée à la division :  $18 + 17 = 35$ .

Exercice 20. Sample page from  
Méthode de Dactylographie  
Typewriting Textbook

provides the appropriate certificate, diploma, or degree when the pupil successfully completes his examinations (58).

### Standards

The standard for typewriting at the end of the terminal year of studies is 30 words per minute minimum in French only. The standard for stenography at the end of the terminal year of studies is a minimum of 100 words a minute which can be transcribed into acceptable form (59-61).



<u>LEÇON 2</u>			
<u>Récapitulation des sténogrammes</u>			
	Vanves	récente	recevant
∖ / ^	tétant	vivante	refende
\ ^	fente	cédant	redescende
∖ / ^	vivante	défende	dansante
∖ < <	s'évente	Titan	tand
∖ ↓	sondant	fondante	domptant
∖ > /	fendons	Danton	tant(ions)
∖ /	divan	d'enfants	vendant
< < >	ressent	Dente	vendons
∖ / ∖	tendons	tondant	redescendant
∖ / ∖	Si vous avez commis plus de <u>trois</u> erreurs, revoyez la leçon.		
Sur votre cahier de papier quadrillé, écrivez :			
<u>Leçon 2 - Récapitulation</u>			
Datez et répétez 10 fois, les sténogrammes ci-dessus.			

Photograph 30: Sample Page from  
Stenographie Programmée  
Systeme Prevost-Delaunay  
 Stenography Textbook

(1) bookkeeper-machine operator, (2) stenographer-typist-correspondent, (3) employee of commercial services, (4) administrative agent (58).

Three years of technical preparation are involved in receiving the B.A.C. or baccalaureat de technicien from the long secondary course in a technical lycee. The three specialized areas involving vocational office education are: (1) administrative techniques, (2) commercial techniques, (3) quantitative techniques of management (58).

#### Student Selection and Follow-Up Procedures

Students come from the lower secondary schools in the region in which the school is located. In the case of Le Lycee Technique Municipal

## B. — Remboursement au-dessus du pair.

Les articles des solutions précédentes deviennent :

Pertes et Profits à Fonds d'amort. d'actions <i>prélèvement sur bénéfice pour amortissement d'actions.</i>	92 000	92 000
Fonds d'amort. d'actions à Actions à rembourser <i>160 actions de 500 francs à rembourser à 575 francs.</i>	92 000	92 000
Capital à Capital amorti <i>rectification du compte débit: 160 actions à 500 francs.</i>	80 000	80 000
Actions à rembourser à Caisse <i>remboursement de 160 actions à 575 francs.</i>	92 000	92 000

## III. — Remboursement d'une somme égale à toutes les actions.

**Exemple 44.** — Une société prélève annuellement une certaine somme (variable), de façon à constituer un fonds qui permette le remboursement de 100 F par titre de 500 francs.

Chaque année, cette société prélève une certaine somme pour doter le Fonds d'amortissement d'actions; lorsque celui-ci est jugé suffisant, elle rembourse 1/5 du nominal de l'action. Chaque action doit rentrer à la société pour estampillage. (S'il s'agissait de parts sociales, il suffirait de détacher un coupon pour le remboursement partiel).

## ARTICLES.

Pertes et Profits à Fonds d'amort. d'actions <i>prélèvement pour remboursement du cinquième de chaque action.</i>	.....	.....
Fonds d'amort. d'actions à Remboursement sur actions <i>remboursement à effectuer: 100 F par titre.</i>	200 000	200 000
Remboursement sur actions à Caisse	200 000	200 000
Capital à Capital amorti	200 000	200 000

Photograph 31: Sample Page from  
Comptabilité et Organisation  
Financiers des Sociétés  
Bookkeeping Textbook

Mixte this is primarily Paris. However, it is possible for students to come from suburban regions where courses are not offered in that locality (59).

Students are now admitted to a school of the next level by means of a guidance paper called "dossier scolaire." Teachers in this guidance function recommend where students should be placed based on their academic record and also on their personal record. Members of the family and the guidance council may confer when there is a question as to which section a student belongs. If they cannot resolve the situation, the

student may be requested to take an examination for placement. For bookkeeping, they look especially at mathematics grades. For secretarial, they look at grades in writing, language, and grammar (58).

There are no placement services for students upon graduation. It is expected that the students will find their own positions. As yet, no follow-up procedures have been developed to determine where students go either upon graduation or upon leaving school (59-61).

#### Student Organizations

Student organizations in France are either social in nature or sports oriented. The organizations are not connected with actual studies and course work (58). Of the three schools visited in Paris, the following was true: (1) the Collège d'enseignement commercial had no student organizations (61), (2) Lycée Verlomme had several student organizations which were either social or sports oriented (60), (3) Le Lycée Technique Municipal Mixte had 15 different student organizations--social and sport --to which approximately 300 to 400 students belonged (59).

#### Participation of Industry

France has commissions called CNPC (commission nationale professionnelle consultative) in which both industrial and teaching representatives work together in the planning of programs. These commissions may only propose that a program should be tried, but the final decision is not theirs. These commissions propose programs to teachers' councils (conseils d'enseignement) who in turn make proposals to conseil superieur de l'education nationale. From this latter council, the proposal proceeds to the Ministry, where if deemed satisfactory and necessary, it becomes law (58).

On the board of directors of a school such as Le Lycée Technique Municipal Mixte, one-fourth of the members must be from industry (59).

The only financial help the schools receive from industry is the amount of "apprenticeship tax" the government has levied on the various industrial organizations. The money from this apprenticeship tax can be used to buy materials and equipment which the Ministry does not provide for in its budget (59-61).

#### Teacher Education and Supervision

Recruitment for the shorter course of the secondary school is by competitive examination. There are three types of teachers in commerce: (1) secretarial, (2) bookkeeping, (3) commerce. These teachers must pass through the level of baccalauréat technicien supérieur. This is followed by one year of pedagogical study in écoles normales supérieures after receiving the B.T.S. In the future, it is planned to have two years of pedagogic training with six months in practice teaching and observation in a school and six months in a company or business (58).

Recruitment for the longer course of second cycle secondary school is by competitive examination which appears at two different levels. Level 1 offers two certificates--C.A.P.E.S. (certificate of aptitude for teaching in secondary education) and C.A.P.E.T. (certificate of aptitude for teaching in technical education). Level 2 offers the "agregation." This prepares teachers for the higher type of secondary school and for assistant posts in higher education. Teachers for C.A.P.E.S. and C.A.P.E.T. must hold the teaching "licence" corresponding to their discipline (first university degree). Teachers for C.A.P.E.T. may also hold a group of certificates (58).

There are also special establishments which enroll students after an examination who wish to prepare for teaching "licence" and C.A.P.E.S. and C.A.P.E.T. examinations called I.P.E.S. (instituts preparatoires aux enseignements de second degre). Since the reform in the educational system, holders of "licence" are admitted to regional pedagogic centers according to marks received in faculty during the year of "licence." This is where teacher preparation and pedagogic methods are taught. At the end of the year in this school, there are national competitive examinations with practical and oral theoretical tests. Those who succeed are officially certificated and authorized to teach in the long course of the secondary school (58).

Since the reform, "agregation" is a national competitive examination by recruitment open to candidates holding the "maitrise" or master's degree. One university year of preparation is required for this examination. Then a person may occupy a post in higher level of secondary school or in teaching classes preparing for higher professional schools or as an assistant in higher education. The ecoles normales superieures and various faculties of letters and science give preparation for the "agregation."

Teachers are recruited and selected by the Ministry for the different schools. The director of a school tells the Ministry which teachers are needed but has no choice of which teacher is assigned to his school. A teacher with a diploma may only be transferred by his own request. The Ministry fills positions with qualified teachers before opening positions to provisional teachers (58).

Supervision for B.E.P. teachers is by the "academic" inspectors of the region. Supervision for B.A.C. teachers is by the national



general inspectors. The director or directrice is also responsible for supervision in his school (58).

### Teacher Organizations

The professional organization in France for all teachers is Federation de l'education nationale. This organization is divided in two ways: (1) according to specialty or discipline, (2) the regrouping according to political parties (58). At the Collège d'enseignement commercial, a teacher may choose between joining a professional organization or a trade union (61).

### Methods and Techniques in Teaching

The lecture method along with directed practical work is used in classes such as law and economics where there is much material to be covered in a short time. In the skill classes such as typewriting, bookkeeping, shorthand, and machines, a great amount of time is spent first in presenting new material or theory followed by drills on this work and finally practical assignments for application purposes (58, 56).

At Lycée Verlomme, stenography is taught both by the traditional method and by use of programmed learning materials and techniques. Also, the machines classes use a programmed learning plan. Students proceed from one type of machine to the next at their own individual pace (60).

### Types of Jobs for Graduates

At the completion of the short secondary course, second cycle with either the C.A.P. or B.E.P., a pupil may pursue a lower level commercial position such as bookkeeping clerk, stenographer-typist, or other initial office jobs--mainly in banks and insurance companies (58-60).

With the completion of the long secondary course, second cycle, the student receives the baccalauréat de technicien diploma in one of three areas. This would open up to him higher level--middle or better--positions in business such as an accountant, a secretary, an administrative clerk, or a machine operator. If the specialized area is administrative techniques, the student would be capable of handling a stenographer-typist or a beginning secretarial position. A position in commercial direction would be open to one whose specialized area was commercial techniques. Accounting or other financial positions would be open to one whose specialty is quantitative techniques of management (58-59).

#### Trends

According to members of the Ministry of National Education, there is an increasing focus on vocational office education with reforms now taking place. Since students are not locked in a specific curriculum or track any more, there is more interest on their part in entering the area of vocational office education (58).

#### Cooperation among EEC Nations

More industry has settled in France and the other European Economic Community countries as the result of the organization of the six countries. This participation has been mainly on the business level. So far, it has had little to do with education. France is currently struggling to settle strife among teachers and students. With reforms now underway, it is hoped that progress will be made toward a general European education system, especially involving vocational training as stated in the Treaty of Rome (58).

CHAPTER VII

ITALY

Background of School System

The structure of the Italian school system is divided into several education levels as shown in Illustration 5 below.

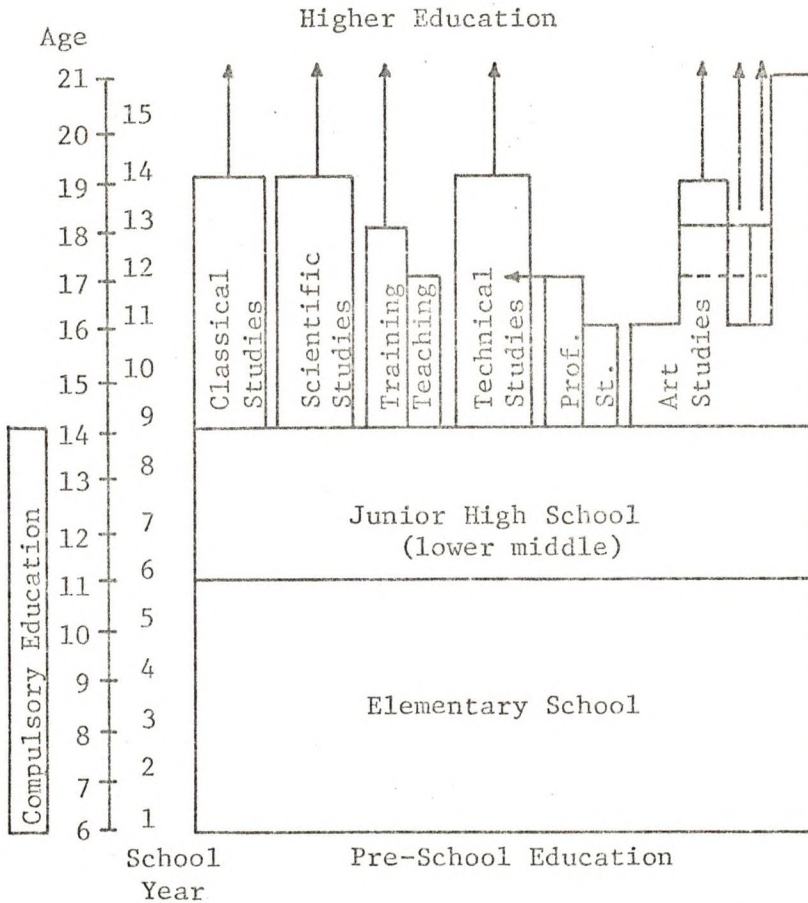


Illustration 5: Italian educational system (18, p. 183)

Before beginning the discussion of the Italian system, the following definitions of schools and terms (18, pp. 187-189) should be understood:

Diploma di abilitazione magistrale - Diploma in primary school teaching

Diploma di abilitazione tecnica - Technical proficiency diploma

Diploma di qualifica - Qualifying diploma granted by vocational training institutes

Istituto professionale - Vocational training institute

Istituto professionale per il commercio - Vocational training institute for commerce

Istituto tecnico - Technical institute

Istituto tecnico commerciale - Commercial technical institute

Istruzione professionale - Vocational education

Istruzione tecnica e professionale - Technical and vocational education

Licenza media - Certificate of the intermediate school

Scuola media - Intermediate school of comprehensive type

In 1859 the Casati Act was passed as the fundamental law of public instruction. This law has continued through to the present time (72, p. 1). As far as the national government's part in education is concerned, the Italian Constitution provides the following principles: (1) promotion of development of culture and of scientific and technical research; (2) creation of State schools of all types at all levels; (3) State schools shall be free and open to all students; (4) education shall be free and compulsory for the first eight years; (5) state examinations shall be essential for admission to certain types of schools, for termination of studies, and for qualification to practice a profession. It is possible for institutions and individuals to open educational

facilities other than those of the State. If they wish to have these facilities remain at the same level as the State schools, freedom and treatment of students must be equal to that guaranteed by the State schools (18, p. 175).

The philosophy of the entire education system aims to provide mass education, obligatory and free, for eight years--five years of elementary and three years of lower middle school. This education is completed at age 14. It is hoped during this time that the student will show a definite tendency toward a specialized branch, be it technical, scientific, humanities, or another area (73).

The educational system in Italy is directed by the Ministry of Public Instruction. The Minister is a Cabinet member and must report to the Parliament and Senate for the approval of the yearly budget. The Ministry is composed of eight general divisions: (1) elementary, (2) secondary classical, (3) secondary technical, (4) university, (5) fine arts, (6) museums and libraries, (7) cultural relations with foreign countries, (8) personnel and general affairs. The Ministry is advised by the Higher Council of Education. This council is subdivided into three sections--higher, secondary, and primary education--and is made up of teachers and professors elected by their colleagues (72, p. 3).

The two principal functions of the Ministry are to act as an expert in the establishment of general standards of education at the various levels and to act as an administrator. Italian schools are either state or private schools. The private schools are divided into two types--legally recognized and simply authorized schools (72, p. 3).

The Ministry recommends for each type of schools the amount of knowledge in the various subjects that must be possessed by the students

at the termination of the program they have chosen. This knowledge is tested by both written and oral examinations. Successful passing of these examinations leads to either a diploma from that type of school or to admission to the next level of studies. The State schools and the legally recognized schools grant degrees or diplomas. The authorized schools, which have complete freedom in their programs, do not grant degrees or diplomas. In addition to responsibility for standards, the Ministry is also responsible for the appointment of new teachers and professors (72, p. 4).

All schools except universities of a province are under the supervision of a Ministry representative (provveditore). This representative is responsible for primary and secondary education in that province. He is responsible for the enforcement of the regulations and laws applicable to State and private schools (18, p. 176). Each school is administered by a director or principal who is responsible to this Ministry representative. In both State and private secondary schools, the Ministry supervises and controls the teaching and disciplinary aspects using a selected body of inspectors who are appointed on a national or regional scale. The full financial burden for the teaching staff is assumed by the Ministry for the State schools. Other services are partially financed by the provincial or local authorities (72, p. 3).

#### Pre-School Education

Pre-school education for children from 3 to 6 years of age is optional. It is recreational in nature with the aim of developing desirable personal characteristics and traits in each individual child. The pre-school establishments are generally operated by either private

or public organizations. They are known by names such as nursery schools, day nurseries, or kindergartens (18, p. 176).

### Primary Education

Primary education lasts for five years for children from 6 to 11 years of age. This part of Italy's education system is compulsory and free of charge for all children. This instruction is given in elementary schools or primary schools (*scuola elementare o primaria*). There are two cycles to primary education. The first cycle is for ages 6 to 8. The curriculum is general to all in this first cycle. In the second cycle, which is for ages 8 to 11, the subjects may vary depending on the school and the pupils. At the end of each cycle, there are oral and written examinations. The second cycle terminates with the examination for the primary school certificate (*licenza elementare*). This qualifies the students for entrance to the intermediate school (*scuola media*) (18, p. 176).

The following types of special schools and classes are included within the framework of primary education: (1) special schools for mentally retarded children, (2) special schools for physically handicapped children, (3) differentiated classes for children who have been judged abnormal, (4) open-air schools for children with health problems (18, pp. 176-177).

### Secondary Education

Lower Secondary School.--Compulsory free education continues in the lower secondary school for pupils from 11 to 14 years of age for three additional years. This is in accordance with Law No. 1859 of December 31, 1962. Admission to this lower secondary school is by the

possession of a primary school certificate. Since October 1, 1963, this comprehensive high school has replaced all the other schools previously intended for pupils of this age group (18, p. 177).

The aims of the lower secondary school are twofold: the development of good citizens and the preparation of the students for future life in society. The curriculum of this intermediate school includes the following compulsory subjects: religious instruction, Italian, history and civics, geography, mathematics, natural sciences, foreign language, art education, and physical education. Manual training and music education are compulsory for the first year but optional for the second and third years. In the second year, Latin is also compulsory. These compulsory subjects are not to occupy more than 26 hours per school week. Latin is optional during the third year. Depending on the locality, other studies and voluntary out-of-school activities may be organized. These activities and studies should last at least 10 hours per school week. These possibilities are free and optional. The students may choose one or two options at the beginning of each school year (18, p. 177).

The intermediate school diploma (*licenza media*), which is required for entrance to the second stage of secondary education including technical, vocational, and art schools, is granted after successful completion of the leaving examination. A test in Latin is required for entrance to the classical secondary school (*licei classici*). There are also remedial classes for the first and third years and various types of classes for maladjusted students (18, p. 177).

Higher Secondary School.---The higher secondary school is composed of three separate branches---classical, technical, and vocational.



Each of these branches has various types of schools connected with it. The classical branch includes the classical gymnasium and lyceum, the scientific lyceum, and the art lyceum (72, p. 2).

The classical gymnasium and lyceum provide a classical education to students from 14 to 19 years of age. This school is divided into two cycles--the first cycle covers the first two years and the second cycle the three following years. Admission to the first cycle is granted to students who hold the intermediate school diploma. These two years terminate with an entrance examination to the second cycle. The studies include the humanities, classical culture (Roman and Greek), philosophy, and literature. This school prepares the students for entrance to all university facilities. These studies lead to a final certificate of secondary education in classics (18, p. 178).

The scientific lyceum is intended for students from 14 to 19 years of age who hold an intermediate school diploma. The curriculum emphasizes science and mathematics and includes one foreign language. This school prepares students for all university facilities except letters, philosophy, and law. These studies lead to a final certificate of secondary education in science (18, p. 178).

Art education is given in the following secondary establishments: (1) secondary art schools, (2) schools of applied arts, (3) institutes of applied arts, (4) academies of music (18, p. 180).

The secondary art schools provide a basic training for students which will enable them to pursue specialized studies in sculpture, painting, interior decorating, theatrical design, or architecture at an advanced level of education. Admission to these schools is by possession of the intermediate school diploma. These studies last four years and

include literary, scientific, and artistic subjects. The first two years are general to all students. The students must then choose between two sections for the remaining two years. The first section includes further studies in sculpture, painting, decorative arts, and theatrical design. The second cycle includes further studies in architecture. These studies lead to a diploma in the fine arts. Students who receive this diploma from the first section may enter an academy of fine arts. Those students who receive this diploma from the second section may enter a faculty of architecture or may take an examination for the certificate of proficiency in the teaching of drawing in secondary schools (18, p. 181).

The main objective of the schools of art is to train future artistic craftsmen in the skills of their trades. Admission to this school is on the possession of an intermediate school diploma. The various units of instruction include general culture and technique, design in relation to the finished product and, finally, in studio practice. The instructional unit is called a section. It takes its name from the material such as metal or wood on which the students work. The instructional unit may also be an entire branch of applied arts such as fashion design or graphic arts. At the termination of their studies, the students must successfully pass an examination before receiving the specialized craftsman's diploma. This diploma entitles the holder to either practice a specialized craft or to remain in school for an extra year of studies in an institute of applied arts (18, p. 180).

Students are trained to produce their own creative and original work in a particular branch of applied arts in the institutes. These schools are divided into sections according to the type of study to be

pursued. Admission to these schools is based on the holding of an intermediate school diploma. These studies last three years and terminate in a master craftsman's diploma. The holder may enter an academy of fine arts. At the termination of these studies the holder may sit for an examination for the certificate of proficiency in the teaching of drawing in the intermediate schools. The holder may also register for the two-year training course for art school teachers held at some of the institutes (18, p. 180).

Admission to the academy of music is based on the possession of an intermediate school diploma. Each music school imposes a minimum age according to the development of either the voice or the muscles. The curriculum includes the main courses which are called schools and the complementary courses which are intended as finishing courses for both general and professional education. The examination covers not only the main subject but also the complementary subjects, whether compulsory or optional depending on the school involved. The diploma awarded by this type of school corresponds to the diploma of the secondary school. In certain schools, this diploma also includes the first two years of higher education (18, p. 181).

Secondary school teachers, including the technical school teachers, are appointed by competitive examination. Admission requirements for candidates to this competitive examination include the possession of a prescribed diploma or certificate and the successful passing of a teaching aptitude test. Usually the qualification is a degree, which requires not less than four years of university studies. Teachers of certain subjects such as physical education, typewriting, and stenography are not required to have a degree (21, p. 139). These

competitive examinations are both oral and written and have as their objective the ascertainment of the cultural preparation and teaching ability of the candidates (72, p. 4). Competitive examinations for the appointment of secondary school teachers at all levels are on a national basis. The competition for each discipline is announced by the Ministry of Public Instruction. The Ministry appoints a Judging Commission whose members are two-thirds university professors and one-third secondary school teachers. Only those students approved can enter careers in the teaching profession. After three years of satisfactory teaching, the teachers are given permanent appointments as regular teachers (72, p. 4). Teachers are promoted according to seniority in the classical and technical secondary schools. If they pass the competitive examination with "distinction," it is possible for them to be promoted more rapidly (21, p. 139). The Ministry, on the basis of a national competitive examination, also selects the directors or administrative heads of the secondary schools. For admission to this examination, it is necessary for teachers to be in a permanent classification and to possess above-average cultural and moral requirements (72, p. 4).

#### Vocational and Technical Education

Technical education is given in schools called technical institutes. Admission to these institutes requires an intermediate school diploma. The courses last five years. The following types of schools offer technical courses: (1) agricultural technical institutes, (2) commercial technical institutes, (3) industrial technical institutes, (4) nautical technical institutes, (5) technical institutes for girls, (6) technical institutes for surveyors, (7) technical institutes for tourist trade.

These technical institutes offer both theoretical and practical instruction. The first two years of the schools are considered to be the preparatory years. Some subjects are required for the entire five years while some specialized subjects are taught only the last three years. Completion of the studies at the technical institutes results in the receiving of a technical proficiency diploma in the chosen specialized area. This technical proficiency diploma may give admission to certain university faculties under certain conditions (18, pp. 178-179).

Vocational education prepares skilled workers for various jobs--especially manual tasks--in agricultural, industrial, and service enterprises. This vocational training is of a more practical nature than that of technical education. It is offered in the following types of vocational training schools: (1) industry and crafts, (2) commerce, (3) tourist and hotel trades, (4) agricultural, (5) marine activities, (6) girls'. Admission to this type of school is limited to the holder of the intermediate school diploma. Studies continue for two or three years, depending on the trade or profession chosen by the student. The completion of studies leads to a qualifying diploma. These diplomas do not give access to higher education facilities. However, the holder of this diploma may enter a technical institute of the same or related discipline (18, pp. 179-180).

#### Higher Education

There are advanced schools for teacher training which are considered higher education. Primarily, higher education is offered in the universities of Italy. The universities are divided into various faculties which lead to a doctor's degree. This education generally lasts

four years. However, for engineering, architecture, and industrial chemistry the program is five years in length; and for medicine it is six years in length. There are also post-university institutions which provide further specialization in a definite professional line lasting one or two years. These institutions are either attached to university faculties or are separate institutions (72, p. 3).

University professors are selected on the basis of a national competition. The Ministry is asked to open competition for a vacant chair that the faculty of a school of a university wants filled. When this request is approved by the Higher Council of Education, the Ministry opens the competition. The Ministry invites the staff of the interested school in each Italian university to vote for two full professors of this subject to be members of the Judging Commission. The five full professors receiving the largest number of votes become the members of the Judging Commission. Applicants send the appropriate credentials to the Ministry and the Judging Commission. The Commission then meets, carefully compares the records of all the applicants, and then nominates three winners of the competition in order of merit. The Faculty may then appoint one of the three winners. Three years after appointment, the professor is subject to a review of his scientific and teaching activities by a committee of his senior colleagues. He is promoted to full professor if the review is satisfactory. This position is so permanent that the professor may not be removed even by the Ministry except for moral misdoings (72, p. 5).

Teacher Education

Pre-School.--For pre-school or nursery school teachers, instruction is given in training institutes for teachers or in kindergarten training schools. Girls who hold the intermediate school diploma may enter a training school for future kindergarten teachers. This course lasts three years and leads to a proficiency diploma in kindergarten teaching (18, p. 178).

Primary.--Students who hold the lower secondary school certificate are educated at teacher training colleges (istituti magistrali) for primary school teaching. These students are normally from 14 to 18 years of age (18, p. 178).

For the first year of this program, the following subjects are taught: religion, Italian language and literature, Latin language and literature, foreign language, history and geography, natural sciences and chemistry, mathematics and physics, drawing and history of art, choral singing, physical education, and instrumental music (optional). In the second year, the courses of philosophy-teaching theories and psychology are added to the program of the first year. In the third and fourth years, the foreign language requirement is eliminated. The psychology course is also eliminated in the fourth year. In the last two years, the optional subjects of bookkeeping and agricultural techniques are offered in some of the teachers' colleges (21, p. 44).

Part of the professional training of future primary school teachers is completed at the local primary schools under the supervision of a methods teacher. The students do practical work with the assistance of a primary school teacher or a headmaster. This practical work includes two hours a week during the third year and four hours a week

during the fourth year. First-hand knowledge of the basic problems of primary education and an understanding of the education process in children are part of the practical work requirement. Every effort is made to correlate theoretical studies in psychology and teaching methods with the practical work (21, pp. 44-45).

The students take a State examination, which if successfully passed, permits them to receive the primary teacher's diploma. This diploma allows the holder to take the examination for appointment to a faculty (18, p. 178).

Refresher courses and additional training courses are held each year for primary teachers at various schools. The length of these courses varies with the purpose. Three objectives of any course of this type are cultural value, teaching value, and appropriateness to the type of school. These courses provide contact between primary, secondary, and university teachers. The primary aim of this contact is the closer cooperation among the different levels (21, p. 86).

Secondary.--In the majority of instances, the teachers are trained in university or higher education institutes which admit holders of higher secondary school certificates in classics or sciences. Some of the teaching faculties are open to students who hold a primary or a technical teacher's certificate. To be admitted to this advanced teacher training, however, the holder of the primary teacher's certificate must successfully pass a competitive entrance examination (21, pp. 140-141).

This is a four-year school and is divided into two sections--classical and modern. The following subjects in the curriculum are basic for all students: Italian and Latin literature, Roman history,



geography, and a choice of theoretical or moral philosophy or history of philosophy or theory of teaching. For the classical section, the additional subjects include Greek literature and history, linguistics, archaeology, and history of Greek and Roman art. For the modern section, the additional subjects include history of medieval or modern art, medieval and modern history, and Romance philology. Each university decides the supplemental subjects it will require in its curriculum for a particular degree and for how long and where each will be taught. Admission to the examination for the Arts degree is dependent on the student having followed certain courses and having passed a preliminary examination in all the basic subjects, the subjects of the section he has chosen, and in eight additional subjects. A Latin paper is compulsory for all students. The examination for the Arts degree includes the defense of a thesis on a theme related to one of the subjects the student has studied (21, pp. 140-141).

#### Vocational Office Education

##### Types of Schools Where Available

There are two types of schools which offer vocational office education in Italy. The first type is called the vocational training institute (istituto professionali) which terminates in a qualifying diploma. The program of studies in this institute lasts three years and is considered to be of a lower standard than the second type of program. The second type of school is called the commercial technical institute (istituto tecnica commerciali) which terminates in a technical proficiency diploma in the specialized area. The program of study for

this school lasts five years and is considered to be on a higher educational level than the first program (73).

#### Organization and Administration

Both types of commercial institutes are set up by the Ministry of Public Instruction when it is deemed necessary for a certain region or province (73). Istituto Tecnica Commerciale "Duca Degli Abbruzzi," a five-year technical school, dates back to pre-World War II days. This school was taken over by the national government; but once the school was organized, the administration and financing was turned over to the municipality. Finances for this school flow from the Ministry through the Town Council to the school (74).

Istituto Tecnico a Indirizzo Commerciale e Amministrative "Giuseppe Cesare Abba," a five-year technical school, occupies the top two floors of a building which also houses the industrial sections. The operation of this school is the responsibility of the province (75).

Istituto Tecnica Commerciali "Pantaleoni" is one of the five-year technical schools with emphasis on training in administration. This school was organized by the State, and the funds for building and equipping the school were received from the State (76).

The Ministry of Public Instruction set up Istituto Professionali di Stato "Don Giuseppe Morosini." This is a three-year vocational training institute on the third floor of a building which also houses kindergarten and primary children (77). Istituto Professionali per il Commercio di Stato "A. Bertani" is also a three-year vocational training institute in commerce (78).

Each school has its own head (director, principal, or headmaster) who is responsible for the operation of the school. This head may be assisted by deputies or assistants of various kinds such as department chairmen. These school administrators are directly responsible to an administrative board or council which includes a representative of the national government, a representative of the particular field or area involved, and either two or three other members (73).

Istituto Professionali per il Commercio di Stato "A. Bertani" has an administrative council of four members appointed by the Ministry and responsible to the State. These four members include a representative of the Chamber of Commerce and a provincial representative. The president or chief administrator of the school is also a member of the Council (78). Istituto Professionali di Stato "Don Guisepe Morosini" is administered by a director who is responsible for operation of the school, the teachers, and other matters pertaining to the school. However, at the top of all the school direction is the administrative board. At present, the chairman of this board is the mayor of Rome. Other members of this board are chosen by the Ministry from industry and politics (77).

The president of Istituto Tecnica Commerciali "Pantaleoni" is directly responsible to an administrative board consisting of five people (two representatives appointed by the Ministry, one representative of the city or province, one representative of the local Chamber of Commerce, and the president who is also the secretary of the group). The president has an election among the faculty at the beginning of the year for the president's council of four members. An assistant is chosen

by the president from these four people to be the deputy for the school year (76).

A president and a vice-president administer Istituto Tecnico a Indirizzo Commerciale e Amministrativo "Giuseppe Cesare Abba." These two administrators are directly responsible to an administrative board of directors. This board is responsible for drafting the budget and distributing funds received from the State (75). Istituto Tecnica Commerciali "Duce Degli Abruzzi" is also administered by a president and a vice-president within the school. These two administrators are directly responsible to an administrative board of directors.

#### How Financed

In the case of State schools, the schools are entirely financed out of State funds. Each school through either its board of directors or administrative council must submit a report similar to a budget to the Ministry of Public Instruction for approval. Once the Ministry approves the budget, the funds may be spent as deemed necessary by school authorities. A balance of accounts must be submitted to the Ministry at the end of the year (73).

In the case of schools operated by the province, the administrative council must submit its budget to the provincial government. This budget must also be approved by the Ministry since this type of school is also subsidized by the national government. Once approved, the budget money may be spent as the council deems necessary. In this type of school, the province provides funds for buildings, utilities, maintenance, and other non-teaching expenses. In return, the province

receives a subsidy from the national government. These schools must also submit a balance of accounts at the end of the year (75).

All teachers are paid by the Ministry. All non-teaching help are paid by the State or the province depending on the classification of the school (73).

#### Philosophy and Objectives

Commercial Technical Institute.--The commercial technical institute has as its primary aim the preparation of a professional technologist. It has as its responsibility the further development of the human personality and the technical capacity in each student since this will directly benefit the profession and society. These students will be able to make a better contribution to the economic life and the productivity of society. Therefore, it is considered particularly necessary to provide a cultural formation which is both general and solid. In addition, it is extremely important that students acquire an adequate and comprehensive professional preparation. Therefore, the new programs have been carefully arranged to provide better connections between the school and the outside world (79-81).

Vocational Training Institute.--Vocational office education in these institutes has as its primary aim the preparation of students for entrance into initial office positions. Both the development of necessary general knowledges and the development of professional skills are the principal objectives of this type of program. Thus the general courses aim at developing a solid cultural base for modern life and the molding of the student into an individual who will be an asset to the whole of society. The professional courses aim at developing

fundamentals, knowledges, and skills in the activities required in various office positions (82-84).

Length of School Year, Week, Courses, and Class Periods

Much similarity exists among the schools visited in Italy as is shown in Table 30 below. The students in all schools start the school year on October 1 and complete the school year on June 15. However, the teachers must work until July 31 correcting examinations and completing other professional duties. The teachers must return on approximately September 15 to prepare plans for the forthcoming school year. In the commercial technical institutes the teachers generally teach only five out of six school days a week. The teachers do not have to be at the school when they do not have classes (73).

TABLE 30

LENGTH OF YEAR, WEEK, COURSES, CLASS PERIODS

School	School Year	School Week	Course Length	Class Periods
"Pantaleoni" (76)	October 1 -June 15	6 days	One Year	50 minutes
"Don Guiseppe Morosini" (77)	October 1 -June 15	6 days	One Year	50 minutes
"Duca Degli Abbruzzi" (74)	October 1 -June 15	6 days	One Year	50 minutes
"A. Bertani" (78)	October 1 -June 15	6 days	One Year	60 minutes
"Guiseppe Cesare Abba" (75)	October 1 -June 15	6 days	One Year	50 minutes

Classes are in session six days a week in all the schools. Normally, this schedule is for the mornings only with approximately five hours of classes--8:30 a.m. to 1:30 p.m. Because of the number of students, Istituto Tecnica Commerciali "Pantaleoni" has a split double session. The students in the first section were required to come three mornings and three afternoons a week; the second section, three afternoons and then three mornings (76). Most schools have a 10- or 15-minute break after the third class session. Istituto Professionali per il Commercio di Stato "A. Bertani" has 60-minute periods for the first five periods, and the sixth period is only 50 minutes in length to allow for a mid-morning break (78).

#### Enrollment Data

At the Istituto Professionali per il Commercio di Stato "A. Bertani," the total enrollment is 250 students--17 boys, 203 girls, and 30 girls in a fourth-year special section (78). The Istituto Tecnica Commerciali "Pantaleoni" has an enrollment of 700--235 boys and 465 girls (76). Istituto Professionali di Stato "Don Guiseppe Morosini" has 40 boys and 245 girls, making a total enrollment of 285 students (77). At the Istituto Tecnico a Indirizzo Commerciale e Amministrative "Guiseppe Cesare Abba," the total enrollment is 1,300 students--640 boys and 660 girls (75). The Istituto Tecnica Commerciale "Duce Degli Abruzzi" has an enrollment of 2,000--1,400 girls and 600 boys (74).

#### Curriculum Offerings and Course Content

The curriculum and programs for both the commercial technical institutes and the vocational training institutes come from the Ministry of Public Instruction. The various programs are prepared by groups of

experts in each particular area of teaching. These experts may ask commerce and industry for suggestions, but this is not mandatory.

Commercial Technical Institutes.--The administrative curriculum is primarily for the training of accountants and bookkeepers for the various types of businesses and public administrative offices in Italy--state, province, city. A weekly schedule of lessons for this administrative curriculum is shown in Table 31 on page 213.

Proper conversation and written techniques, including work in stenography and typewriting, are the objectives of the foreign language correspondent curriculum. A weekly schedule of lessons for this foreign language correspondent curriculum is shown in Table 32 on page 214.

The tourism curriculum is designed to train students to become experts in tourist services--travel agencies, tour companies, transportation companies. A weekly schedule of lessons for this tourism curriculum is shown in Table 33 on page 215.

The topics included in the vocational office education subjects of typewriting, stenography, accounting and bookkeeping, calculating machines, and law are shown for each of the three curriculums--administrative, foreign language correspondent, tourism--in Table 34 on pages 216-217.

Vocational Training Institutes.--The stenographer-typist curriculum is a two-year program which leads directly to employment. A weekly schedule of lessons for this curriculum is shown in Table 35 on page 218.

The secretarial and the bookkeeping curriculums are both three-year programs with the first two years being a common set of subjects. The third year results in specialized training for either secretarial or



TABLE 31

WEEKLY SCHEDULE OF LESSONS FOR ADMINISTRATIVE CURRICULUM  
 COMMERCIAL TECHNICAL INSTITUTE  
 (79, p. 5; 83, p. 19)

Courses	Class I	Class II	Class III	Class IV	Class V
Religion	1	1	1	1	1
Italian language and letters	5	5	3	3	3
History and civics	2	2	2	2	2
First foreign language	3	3	3	-	-
Second foreign language	3	3	3	3	3
Mathematics	4	4	2	2	2
Physics	2	2	-	-	-
Natural science	3	-	-	-	-
Chemistry and commercial technology	-	2	2	-	-
General and economic geography	2	2	2	2	2
Accounting	-	-	3	4	4
Bookkeeping and commercial technology	-	-	3	3	2
Political economics, finance, statistics	-	-	2	3	3
Law	-	-	4	3	3
Typewriting	2	1	-	-	-
Stenography	2	2	-	-	-
Calculating machines	-	2	-	-	-
Accounting and machines	-	-	-	1	2
Commercial technology and machine calculation	-	-	-	2	2
Physical education	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
Total Lessons per Week	31	31	32	31	31

bookkeeping positions. A weekly schedule of lessons for this secretarial curriculum is shown in Table 36 on page 219. A weekly schedule of lessons for the bookkeeping curriculum is shown in Table 37 on page 220.

The two-year administrative curriculum is designed primarily to train students as office workers for general administrative offices and

TABLE 32

WEEKLY SCHEDULE OF LESSONS FOR FOREIGN LANGUAGE CORRESPONDENT CURRICULUM  
COMMERCIAL TECHNICAL INSTITUTE (80)

Courses	Class	Class	Class	Class	Class
	I	II	III	IV	V
Religion	1	1	1	1	1
Italian language and letters	6	6	3	3	3
History and civics	2	2	2	2	2
First foreign language					
Grammar	3	3	3	3	3
Conversation	1	1	1	1	1
Second foreign language					
Grammar	4	4	3	3	3
Conversation	1	1	1	1	1
General and economic geography	2	2	2	2	2
Mathematics--applied and statistics	4	3	3	3	3
Physics	2	2	-	-	-
Natural science	2	-	-	-	-
Chemistry and elements of merchandising	-	3	-	-	-
Professional administrative techniques	-	3	5	5	5
Political economics, finance, law	-	3	5	4	4
Stenography and typewriting	-	-	4	4	4
Physical education	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
Total Lessons per Week	30	36	35	34	34

services. A weekly schedule of lessons for this administrative curriculum is shown in Table 38 on page 221.

The three-year tourism curriculum instructs students in the various office procedures necessary for this type of business. It is possible for students in this curriculum to transfer to a commercial technical institute in the same program. A weekly schedule of lessons for this curriculum is shown in Table 39 on page 222.

TABLE 33

WEEKLY SCHEDULE OF LESSONS FOR TOURISM CURRICULUM  
COMMERCIAL TECHNICAL INSTITUTE (81)

Courses	Class I	Class II	Class III	Class IV	Class V
Religion	1	1	1	1	1
Italian language and letters	5	5	3	3	3
History and civics	2	2	2	2	2
Art history	-	-	1	2	2
Mathematics	4	4	-	-	-
Physics	2	-	-	-	-
French					
Grammar	3	2	-	-	-
Conversation	2	2	2	2	2
English					
Grammar	2	2	2	2	2
Conversation	2	2	2	2	2
German					
Grammar	2	2	2	2	2
Conversation	2	2	2	2	2
General, economic, and tourist geography	2	2	2	2	2
Transportation	-	2	3	3	-
Tourist techniques	2	2	2	2	3
General and applied accounting	-	2	4	4	3
Law and tourist legislation	-	-	3	3	3
Political economics, statistics, and finance	-	-	3	2	1
Propaganda, publicity, and public relations	-	-	1	1	-
Agency application exercises	-	-	-	-	5
Stenography	2	2	-	-	-
Typewriting	1	1	-	-	-
Physical education	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
Total Lessons per Week	36	37	37	37	37

The topics included in the vocational office education subjects of typewriting, duplicating techniques, stenography, machine calculation, office and commercial techniques, and bookkeeping are shown for each of the five curriculums--stenographer-typist, secretarial, bookkeeping, administrative, tourism--in Table 40 on pages 223-224.

TABLE 34

SUBJECTS AND TOPICS IN VOCATIONAL OFFICE EDUCATION  
COMMERCIAL TECHNICAL INSTITUTES (79-81)

Subjects and Topics	Administrative Curriculum	Tourism Curriculum	Foreign Language Correspondent Curriculum
<u>Typewriting</u>			
Knowledge of the key-board	x	x	x
Handling the typewriter	x	x	x
Copy and dictation exercises	x	x	x
Letters and envelopes	x	x	x
Documents	x	-	x
Copying in foreign languages	-	x	x
Minimum speed (words a minute)	40	40	40- 50
<u>Stenography</u>			
Theory presentation	x	x	x
Dictation exercises	x	x	x
Transcription exercises	x	x	x
Letter writing	x	x	x
Minimum speed (words a minute)	60	60	60- 70
<u>Law</u>			
General principles	x	x	x
Sources of law	x	x	x
Contracts	x	x	x
Public (state, city, province)	x	x	x
Civil	x	x	x
Commercial	x	x	x
<u>Accounting and Bookkeeping</u>			
Fundamental principles	x	x	-
Fundamental theory	x	x	-

TABLE 34--Continued

Subjects and Topics	Administrative Curriculum	Tourism Curriculum	Foreign Language Correspondent Curriculum
Journals	x	x	-
Accounts	x	x	-
Financial statements	x	x	-
Inventory	x	x	-
Adjusting entries	x	x	-
Closing entries	x	x	-
Double-entry system	x	x	-
Interest	x	x	-
Discounting	x	x	-
Money exchange	x	x	-
Application exercises	x	x	-
Various types of businesses			
Mercantile	x	-	-
Maritime	x	-	-
Insurance	x	x	-
Banking	x	x	-
Philanthropic	x	x	-
Commercial	x	x	-
Transportation	x	x	-
Lodging	x	x	-
Travel	x	x	-
<u>Calculating Machines</u>			
Knowledge of machines	x	-	-
Fundamental operations	x	-	-
Exercises related to the Common Market	x	-	-
Practical application to commercial techniques	x	-	-
<u>Physical Facilities</u>			

School Plant.--All the schools visited had at least three floors of classrooms although all of the floors may not have been used for commercial subjects. Istituto Tecnica Commerciali "Duca Degli Abbruzzi"

TABLE 35

WEEKLY SCHEDULE OF LESSONS FOR STENOGRAPHER-TYPIST CURRICULUM  
 VOCATIONAL TRAINING INSTITUTE (83)

Courses	Class I	Class II
Religion	1	1
General culture and civics	6	6
Material of commercial culture	3	3
Foreign language	4	4
Stenography	6	6
Typewriting and duplicating techniques	6	6
Professional practice	4	4
Physical education and recreation activities	<u>2</u>	<u>2</u>
Total Lessons per Week	32	32

dates back to pre-World War II days when it was not a commercial school. The outside framework of this school building is shown in Photograph 32 on page 225.

Istituto Tecnico a Indirizzo Commerciale e Amministrative "Guiseppe Cesare Abba" is a school containing three floors--the top two of which house the commercial students. The first floor is occupied by an industrial school (75). Istituto Tecnica Commerciali "Pantaleoni" is approximately fifteen years old. It was built after World War II and occupies five floors. The outside framework of this school building is shown in Photograph 33 on page 226 (76).

TABLE 36

WEEKLY SCHEDULE OF LESSONS FOR SECRETARIAL CURRICULUM  
 VOCATIONAL TRAINING INSTITUTE (83)

Courses	Class I	Class II	Class III
Religion	1	1	1
General culture and civics	7	7	4
General mathematics	4	4	-
Merchandising	-	-	2
General and economic geography	2	2	2
Social and legal legislation	-	-	2
First foreign language	3	3	2
Second foreign language	4	4	5
Administrative techniques of business			
Commercial techniques	3	3	2
Bookkeeping	2	2	3
Office techniques	-	-	3
Machine calculation	1	1	1
Stenography	3	3	4
Typewriting	3	3	4
Physical education and recreational activities	<u>2</u>	<u>2</u>	<u>2</u>
Total Lessons per Week	35	35	37

The school plant of Istituto Professionali di Stato "A. Bertani" is not very new but the equipment and other facilities inside the school are very modern (78). Istituto Professionali di Stato "Don Guisepe Morosini" is a comprehensive school building housing kindergarten and

TABLE 37

WEEKLY SCHEDULE OF LESSONS FOR BOOKKEEPING CURRICULUM  
 VOCATIONAL TRAINING INSTITUTE (83)

Courses	Class I	Class II	Class III
Religion	1	1	1
General culture and civics	7	7	4
General and economic geography	2	2	2
General mathematics	4	4	-
Social and legal legislation	-	-	2
First foreign language	3	3	-
Second foreign language	4	4	2
Administrative techniques of business			
Commercial techniques	3	3	4
Bookkeeping	2	2	4
Office techniques	-	-	4
Machine calculation	1	1	2
Bookkeeping and machines	-	-	3
Applied mathematics	-	-	2
Stenography	3	3	2
Typewriting and duplicating procedures	3	3	3
Physical education and recreation activities	<u>2</u>	<u>2</u>	<u>2</u>
Total Lessons per Week	35	35	37

primary children on the first two floors and the commercial division occupying the third floor. The outside of this school building is shown in Photograph 34 on page 227 (77).



TABLE 38

WEEKLY SCHEDULE OF LESSONS FOR ADMINISTRATIVE CURRICULUM  
VOCATIONAL TRAINING INSTITUTE (84)

Courses	Class I	Class II
Religion	1	1
General culture and civics	6	6
Material of professional culture	3	3
Technical materials on commercial topics	6	6
Foreign language	4	4
Stenography	4	4
Typewriting and duplicating techniques	4	4
Professional practice	3	3
Physical education and recreation activities	<u>2</u>	<u>2</u>
Total Lessons per Week	33	33

Room Layout and Equipment.—Each of the schools visited had at least one typewriting room as part of its physical facilities. All typewriting classrooms contained a wall chart similar to the one shown in Photograph 35 on page 228.

Istituto Professionali di Stato "Don Guiseppe Morosini" had two typewriting rooms in addition to the regular classrooms. The first typewriting room contained 30 electric Facit and Remington typewriters, 30 typing desks, and 30 adjustable chairs. Each student station was equipped with earphones for typing to the speed of a metronome in the front of the room. An example of this equipment is shown in

TABLE 39

WEEKLY SCHEDULE OF LESSONS FOR TOURISM CURRICULUM  
 VOCATIONAL TRAINING INSTITUTE (82)

Courses	Class I	Class II	Class III
Religion	1	1	1
General culture, history, and civics	7	7	4
First foreign language	5	4	2
Second foreign language	4	4	2
Third foreign language	-	-	5
Commercial techniques	3	3	3
Office techniques for tourism	-	-	3
Accounting	-	2	4
General mathematics	4	4	-
Economics, general, tourist geography	2	2	2
History and folklore	2	2	2
Tourist legislation	-	-	3
Psychology, public relations, propaganda, and publicity	-	-	1
Machine calculation	1	1	1
Stenography	2	2	-
Typewriting and duplicating techniques	1	1	-
Physical education	<u>2</u>	<u>2</u>	<u>2</u>
Total Lessons per Week	34	35	35

TABLE 40

SUBJECTS AND TOPICS IN VOCATIONAL OFFICE EDUCATION  
VOCATIONAL TRAINING INSTITUTE (83-84)

Subjects and Topics	Steno-Typist Curriculum	Secretarial Curriculum	Bookkeeping Curriculum	Administrative Curriculum	Tourism Curriculum
<u>Stenography</u>					
Theory presentation	x	x	x	x	x
Application exercises	x	x	x	x	x
Dictation and transcription					
Commercial letters	x	x	x	x	x
Commercial forms	x	x	x	x	x
Minimum speed	80	80	70	70	60-
(words a minute)					70
<u>Typewriting</u>					
Keyboard--touch method	x	x	x	x	x
Copy and dictation exercises	x	x	x	x	x
Commercial letters	x	x	x	x	x
Commercial documents	x	x	x	x	x
Multiple copies	x	x	x	x	-
Duplicating copy	x	x	x	x	-
Minimum speed	240	200	180	200	200
(strokes a minute)					
<u>Bookkeeping</u>					
Types of businesses	-	x	x	x	x
Fundamental principles	-	x	x	x	x
Journal	-	x	x	-	x
Accounts	-	x	x	-	x
Financial statements	-	x	x	-	x
Balancing of accounts	-	x	x	-	x
Inventory	-	x	x	-	x
Practical exercises	-	x	x	-	x
<u>Calculating Machines</u>					
Fundamental operations	-	x	x	x	x
Application exercises	-	x	x	x	x

TABLE 40--Continued

Subjects and Topics	Steno-Typist Curriculum	Secretarial Curriculum	Bookkeeping Curriculum	Administrative Curriculum	Tourism Curriculum
Interest	-	x	x	-	x
Percentage	-	x	x	-	x
<u>Commercial Arithmetic</u>					
Decimals	-	x	x	-	-
Percentage	-	x	x	-	-
Interest	-	x	x	-	-
Monetary exchange	-	x	x	-	-
<u>Office and Commercial Techniques</u>					
Organization of business	-	x	x	x	-
Commercial correspondence	x	x	x	-	x
Publicity and public relations	-	x	x	x	x
Personality development	-	x	x	x	x
Protocol	x	x	x	-	x
Receptionist duties	-	x	x	-	-
Telephone and telegraph procedures	-	x	x	-	-
Postal information	-	x	x	-	-
Filing procedures	x	x	x	-	-
Oral and written reports	-	x	x	-	-
Office machines	-	x	x	-	x

Photograph 36 on page 229. The second typewriting room contained 35 manual Olivetti typewriters, 35 small typing tables, and 35 adjustable chairs. This room was equipped with two record players and a tape recorder for use in the typing classes. In addition to the previously mentioned equipment, there were several old ten-key adding machines. There were no duplicating machines for student use (77).



Photograph 32: Istituto Tecnica Commerciali  
"Duca Degli Abruzzi"  
Rome, Italy

Istituto Professionali di Stato "A. Bertani" had three typewriting rooms and three machines rooms in addition to the regular classrooms. The first typewriting room contained 35 manual Olivetti typewriters, 35 small typing desks, 35 adjustable chairs, and storage space for supplies. The second typewriting room contained 18 Olivetti electric typewriters, 18 typing desks, and 18 adjustable chairs. The third typewriting room contained 15 Olivetti electric typewriters, 15 typing desks, and 15 adjustable chairs. The first machines room was



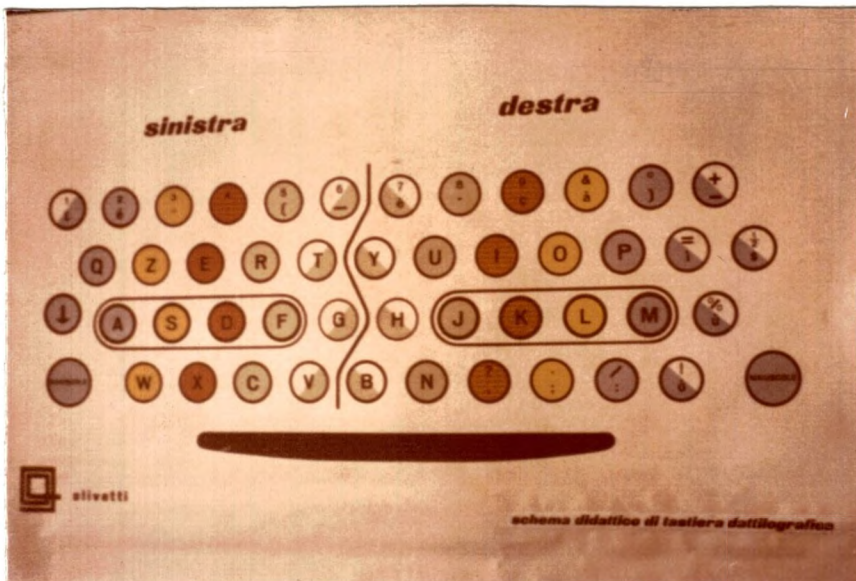
Photograph 33: Istituto Tecnica Commerciali  
"Pantaleoni"  
Rome, Italy

equipped with 4 electric Olivetti printing calculators, 6 Remington and Olivetti manual typewriters, 6 steel office desks, 12 adjustable secretarial chairs, and files and storage cabinets. The second machines room was equipped with 10 Olivetti audit 513 accounting machines, 10 machine desks, and 20 stools (no chairs) so that two students could work at each machine station. In the third machines room, the equipment included 35 electric Olivetti printing calculators, 35 small machine desks, and 35 adjustable chairs (78).



Photograph 34: Istituto Professionali di Stato  
"Don Giuseppe Morosini"  
Rome, Italy

The specially equipped commercial rooms included one typewriting room and two machines rooms at Istituto Tecnica Commerciali "Pantaleoni." The typewriting room was equipped with 35 manual Olivetti and Facit typewriters, 30 typing desks, and 30 adjustable chairs. The first machines room included 37 electric Olivetti Divisumma 24 printing calculators, 1 Marchant calculator, 2 Facit calculators, 40 machine desks, and 40 adjustable chairs. In the second machines room, 20 electric



Photograph 35: Typewriting Wall Chart  
 Istituto Professionali di Stato  
 "Don Guiseppe Morosini"  
 Rome, Italy

Olivetti accounting machines, 20 machine desks, 20 adjustable chairs, and files and storage cabinets were available (76).

The only specially equipped room for commercial studies was the typewriting room at Istituto Tecnico a Indirizzo Commerciale e Amministrative "Guiseppe Cesare Abba." This room was equipped with 40 manual Olivetti typewriters, 40 small typing desks, 40 non-adjustable chairs, and a loudspeaker system for dictation at the typewriter (75).

At Istituto Tecnica Commerciale "Duca Degli Abruzzi," the specially equipped commercial rooms included two typewriting rooms and two machines rooms. The first typewriting room was equipped with 40 manual Olivetti and Facit typewriters, 40 small typing tables, 40 stools (no chairs), a record player, and records for drill practice. The other





Photograph 36: Typewriting Room  
Istituto Professionali di Stato  
"Don Guiseppe Morosini"

typewriting room was much smaller and was located in the basement of the school. The first machines room was equipped with 35 Olivetti printing calculators, 35 machine desks, 35 chairs, and wall charts for instruction. The second machines room contained 35 Olivetti bookkeeping machines, 35 machine desks, 35 chairs, and wall charts for machine instruction. Photograph 37 on page 230 shows an Olivetti bookkeeping machine (74).



Photograph 37: Olivetti Bookkeeping Machine  
Istituto Tecnica Commerciale  
"Duca Degli Abruzzi"  
Rome, Italy

### Supplies and Materials

Supplies were available to the teachers for use in their classes up to the budgetary limit at all five schools visited. The teachers make a request for supplies, and it is then determined by the administration if these supplies are necessary and worthwhile. The students are expected to furnish their own textbooks, exercise books, paper, and other supplies. There are grants or scholarships given to cover the

cost of supplies and books to students and their families who have financial problems (74-78).

### Textbooks and Teaching Aids

Although there is no official list, the teachers must choose textbooks from the scope of the Ministry suggestions. Individual teachers cannot make their own choice of a textbook for a particular subject. Usually a committee (commission) consisting of those teachers who are teaching a subject or those who are in the same division decides which textbooks will be prescribed. This is normally completed in May of the previous school year (72).

Photograph 38 on page 232 shows a selected group of the many textbooks available for vocational office education. The typewriting textbook is entitled Impariamo la Dattilografia. This particular typewriting textbook is divided into the following sections: (1) the typewriter and its parts; (2) presentation of the keyboard and the touch method of typewriting; (3) copy and drill exercises; (4) commercial letters and envelopes--also in English, French, and Spanish; (5) various types of manuscript copy; (6) typing from stenographic notes of one of the following systems--Gabelsberger, Meschini, Cima, Stenita-Mosciaro; (7) bookkeeping and commercial documents; (8) artistic typing; (9) preparation of duplicating masters and stencils for spirit, mimeograph, and offset machines. Photograph 39 on page 233 shows a sample page of copy exercises from this typewriting book (85).

The two stenographic systems which seemed most in use were Gabelsberger and Meschini. The beginning textbook for the Meschini system is entitled Lettere Mozze. In this textbook each lesson has the



Photograph 38: Selected Textbooks in  
Vocational Office Education  
Italy

presentation of new theory at the beginning, followed by a list of rules about the writing of this new theory. The next section of the lessons is devoted to observations concerning the writing of the theory in various places within a word. Exercises in writing from Italian into stenography and the copying of plate materials follow next. The final section of the lesson is devoted to questions which relate to the theory previously presented. Photograph 40 on page 234 shows examples of theory rules first, then observations for correct stenographic writing, and finally an exercise of writing Meschini stenographic notes for the list of Italian words (86).

## ESERCITAZIONI DI COPIATO

### 1° ESERCITAZIONE

a) Ripetere fino alla velocità di 120 battute al minuto primo:

indispensabili mobili	peristilio Pericle
funzioni iscrizioni	fuliggine ruggine
costituito comprendeva	soggiorno contorno
appartamento argomento	affollandoli fisiologiche

b) Copiare alla velocità di 90 battute

#### LA CASA DEI GRECI

74 La casa del cittadino comune dell'età di Pericle era ben misera cosa. I	74
72 Greci abbellivano e ornavano i luoghi dove trascorrevano la maggior par-	146
70 te del giorno, affollandoli di templi, di statue, di altari, profonden-	216
70 dovi tesori di arte e di ricchezza, ma non si preoccupavano della casa,	286
70 luogo di temporaneo soggiorno per le indispensabili funzioni vegetative	356
73 e fisiologiche. La casa omerica, per lo più, presenta il peristilio con	429
70 il cortile circondato di portici, la stanza dove si riunivano gli uomi-	499
69 ni, oscura e piena di fumo e di fuliggine, che poteva servire anche da	568
72 cucina, e infine l'appartamento delle donne. Quest'ultimo era costitui-	640
69 to da una sala centrale di soggiorno e di lavoro e comprendeva inoltre	709
57 la camera nuziale, e altri ambienti destinati ad usi vari.	766

### 2° ESERCITAZIONE

a) Ripetere fino alla velocità di 120 battute al minuto primo:

ammalato ambedue	rispondeva ritornava
mortifera fruttifera	figlio meglio
spessissimo capacissimo	trattenute tradire
verecondia verità	aspetto appetito

b) Copiare alla velocità di 90 battute

#### AMORE CONIUGALE

(Trad. da Plinio il Giovane)

74 Cecina Peto, marito di Arria, era ammalato, ed era ammalato anche il fi-	74
72 glio; ambedue, sembrava, di malattia mortifera. Il figlio, di splendida	146
70 bellezza, di ugual verecondia e amato dai propri genitori: non tanto per	216
73 altra ragione che per essere loro figlio, morì. Arria preparò il funera-	289
69 le e tutte le esequie in modo tale che il marito non se ne accorse; ed	358
70 anzi, ogni volta che entrava nella camera di lui, fingeva che il figlio	428
68 fosse vivo e che stesse un po' meglio, e al marito che spessissimo le	496
71 chiedeva cosa il figlio facesse, rispondeva: «Ha riposato bene, ha man-	557
72 giato con appetito». Poi, quando le lacrime a lungo trattenute volevano	639
69 il loro sfogo, usciva (dalla camera del marito): allora si abbandonava	708
68 al dolore; asciugatisi gli occhi e preso un aspetto sereno, ritornava	776
62 come se avesse lasciato fuori il dolore per il figlio perduto.	838

67

Photograph 39: Sample Page of Copy Exercises  
Impariamo la Dattilografia  
Typewriting Textbook



The beginning textbook for the Gabelsberger system is entitled Trattato di Stenografia. In this textbook, each lesson has the presentation of new theory at the beginning followed by stenographic plate material to be copied and Italian material to be transcribed into stenographic notes. The final section of the textbook has stenographic plate material designed to increase speed in reading and in writing Gabelsberger stenography. Photograph 41 on page 235 shows a sample page of theory from the Gabelsberger stenographic system textbook (87).

29. La sigla **anno** è data dal segno della nasale **an**.

30. La sigla **non** è data dal segno della nasale **on** (quindi trattasi di **segno ascendente**) che incrocia con la base.

31. La sigla **più** è data dal segno rafforzato della **ù** (u accentata).

#### OSSERVAZIONI

- 1) L'altezza delle vocali **a, o** dà il corpo di scrittura, il quale è consigliabile sia di mm. 3 circa.
- 2) I segni delle accentate **à, ò** vengono usati anche per le voci verbali **ha, ho**.
- 3) Va ricordato che le vocali accentate sono la metà delle rispettive non accentate.
- 4) Mentre le nasali ascendenti (**an, on**) devono essere esattamente il doppio delle rispettive vocali, è bene sviluppare sensibilmente quelle orizzontali allo scopo di abituarsi a tracciare stenogrammi ben caratteristici e differenziati, il che consente sicurezza e prontezza di rilettera.
- 5) Si noti che nelle unioni **ao, ai, au, oa, la, lo, lu, ul** i segni debbono venir collegati senza angolo.
- 6) Va tenuto ben presente che i segni delle nasali vanno applicati anche quando la **n** forma sillaba con la vocale seguente.
- 7) Si osservi bene la differenza fra la preposizione **al** (  ) e la voce verbale **hai** (  ).

#### ESERCIZIO N. 2

*Stenoscrivere le seguenti unioni:*

uai, uio, aiu, oio, oiaio, tuo, ona, anu, unii, inai, oan, anin, inan, ani, onan.

15

Photograph 40: Sample Page from  
Lettere Mozze  
Meschini Stenographic System

### Examinations

Commercial Technical Institute.--For the first four years of this type of commercial school, there are no end-of-year examinations. Students and parents receive a progress report at three-month intervals. At the end of each of these four years, the professors meet to discuss the points each student has and whether the student should be promoted or asked to repeat the year or certain subjects. These points range from 1 to 10 with a minimum of 6 necessary for promotion. The board of teachers discusses case by case all possible deficiencies and failures. Depending on school regulations, a student may review on his own in the

CAPITOLO DECIMO

**VOCALE « I » MEDIA**

§ 1.

La vocale *i*, che ha suono alto e acuto, si simboleggia con l'*innalzamento della consonante che segue la vocale i* di mezzo corpo di scrittura, in confronto alla consonante che precede; se la consonante da innalzare è piccola, si pone immediatamente al di sotto della II ausiliare:

Es.:

vile	lira	Pisa <sup>1</sup>	fine <sup>1</sup>

miro	mirare <sup>2</sup>	mirava

Se la consonante è media si innalza in modo che tagli la II ausiliare:

Es.:

macigno	pigna	fido

<sup>1</sup> L'innalzamento dopo *f p* avviene prolungando il filetto finale delle consonanti.  
<sup>2</sup> Dopo un innalzamento per *i* le consonanti piccole restano dove si trovano, le medie e le grandi tornano sulla linea di base.

51

Photograph 41: Sample Page from  
Trattato di Stenografia  
 Gabelsberger Stenographic System

summer and retake the examinations in September. If a student fails more than the number allowed, he may be asked to repeat the entire year (73). For Istituto Tecnica Commerciale "Duca Degli Abruzzi," a student may repeat one to four subject examinations. Four is rare and permitted only for a minor subject area (74). Both Istituto Tecnica Commerciali "Pantaleoni" and Istituto Tecnico a Indirizzo Commerciali e Amministrative "Giuseppe Cesare Abba" have set their limit at three subjects which may be repeated. Students are normally permitted to repeat a school year twice before leaving school (76, 75).

The government examinations are given at the end of the fifth year. This set of examinations normally covers the curriculum of the

fifth year but also requires the application of basic ideas and concepts already acquired in prior school years. The examining commission is composed of members of commerce and industry, plus one member from the school. The length of each written and practical test is made up from time to time by the Ministry. The examining commission prepares the examination.

The government examinations cover the following commercial subjects: (1) actuarial and financial mathematics, (2) accounting and related machines, (3) business technology and calculating machines, (4) law, (5) economics and statistics (80, p. 75).

An oral test is given in actuarial and financial mathematics. This test includes practical exercises on the fifth-level class, amortization procedures, and value and financing of loans (80, p. 76).

Oral, written, and practical examinations are required for accounting and related machines. The written examination is based on one or more subjects which are covered in the oral examination. The oral test is based on the fifth-level classes and covers types of commercial companies, capital and its many facets, international and domestic commerce procedures and accounts, and bookkeeping procedures. The practical examination is also based on material presented in the fifth year (80, p. 76).

Business technology and calculating machines also involve written, oral, and practical examinations. Again, the written examination is based on the subjects covered in the oral examination. The oral examination covers the following topics: merchandise and inventory procedures, sales, purchases, transportation, and the documents involved with each. It further covers foreign trade relations, especially with



respect to the European Economic Community. The practical examination is based on material presented in the fifth-level class (80, pp. 76-77).

Only an oral examination is required at the termination of the law course. This examination covers governmental and constitutional law and civil law procedures. An oral examination is also given on economics on the topics of production, consumption, capital, pricing, and profits and losses (80, p. 77).

Vocational Training Institute.--For the first two years of this program, there are no end-of-year examinations. For the end of each of these two years, the teachers meet to discuss the points each student has and whether the student should be promoted or asked to repeat the year. These points range from 1 to 10 with a minimum of 6 necessary for promotion. If one or two subjects are failed, the student may review on his own during the summer and try the examinations again in September. If a student fails more than two subjects, he must repeat the entire year. At this type of school, there is an examining commission for the final examinations which is composed of teachers from the school and two persons from offices and industries (77-78).

### Standards

Vocational Training Institute.---The Ministry of Public Instruction recommends a minimum typewriting speed of 200 to 240 strokes per minute in Italian at the end of the course. The Ministry also recommends a minimum stenographic speed of 60 to 70 words a minute in Italian at the end of the course (73). At Istituto Professionali di State "Don Guiseppe Morosini," the minimum stenographic speed is 80 words a minute in Italian only. The minimum typewriting speed is from 180 to 200

strokes a minute in Italian only (77). At Istituto Professionali di Stato "A. Bertani," the minimum stenographic speed is 80 words a minute in Italian only. The minimum typewriting speed is 200 strokes a minute in Italian only. There are no minimum speeds for stenography and typewriting in the English language (78).

Commercial Technical Institute.--The Ministry of Public Instruction recommends a minimum typewriting speed of 200 strokes per minute in Italian at the end of the course. The Ministry also recommends a minimum stenographic speed of 60 words a minute in Italian at the end of the course (73). These standards in stenography and typewriting are the requirements at Istituto Tecnica Commerciali "Pantaleoni" and Istituto Tecnica Commerciale "Duca Degli Abruzzi" (76, 74). At Istituto Tecnico a Indirizzo Commerciale e Amministrative "Guiseppe Cesare Abba," the stenography requirement is the same as the Ministry recommendation. The minimum typewriting speed requirement of 240 strokes a minute is higher than the Ministry recommendation (75).

#### Diplomas, Degrees, Certificates

The diploma received upon successful completion of the five-year commercial technical institute is called "Diploma di Ragioniere e Perito Commerciale." Students receiving this diploma may either enter a university faculty of commerce or economics or may take a position in commerce and industry (74-76).

"Qualifica Professionale" for a prescribed section such as stenographer-typist, secretary, bookkeeper, or tourism is the name of the diploma received upon successful completion of a two-year or three-year program in a vocational training institute. With this diploma,

the student is expected to enter the working world. However, the student may continue his education by entering a commercial technical institute in the same subject area and proceeding from there to higher education (77-78).

#### Student Selection and Follow-Up Procedures

Generally, the commercial technical institutes and the vocational training institutes in Italy admit all qualified candidates. The only admission requirement is the diploma or certificate of the lower middle school. There are no entrance examinations for either type of institute (73-78). At the two vocational training institutes, the students fill out an application form for admission after the successful completion of the lower middle school. There is a preliminary examination for graduates of this type of institute to enter the fourth and fifth sections of the commercial technical institutes. Students are restricted to study in the two areas of commerce and foreign languages at this higher institute (77-78).

It is each school's decision as to whether or not the school will help the students find jobs. The school officials, including the administrative board, may help in this area. Companies in commerce and industry will often call a school for help in locating qualified personnel. This job-finding role on the part of the school is the only type of follow-up procedure used in these schools (73, 77-78).

#### Student Organizations

Three of the schools visited had no student organizations of any type. At Istituto Professionali di Stato "Don Guiseppè Morosini," there were only sports organizations (77). At Istituto Tecnica Commerciali

"Duca Degli Abruzzi," there was a student club which sponsors touring activities, sports, other entertainment, and also issues a school paper (74).

#### Participation of Industry

Private industry does not interfere with the operations of the schools. In the commercial technical institutes (istituto tecnico commerciale), a representative of the local Chamber of Commerce serves as one of the five members of the board of directors of the school. Industry representatives also serve on the examining board for the fifth-year examinations. In the vocational training institutes (istituto professionali), industry is represented on the administrative board which governs the school. These representatives are appointed by the Ministry. Industry members are also represented on the examining board for the Ministry examinations (73).

#### Teacher Education and Supervision

Most of the teachers in both the commercial technical institutes and the vocational training institutes are university graduates with the degree called "Laurea." Bookkeeping teachers normally have their degree in economics. Stenography and typewriting teachers need only the diploma of the secondary school. They then take courses in private institutes for stenography and typewriting. At the end of this specialized training, they must pass a competitive examination. The university graduates must also pass a competitive examination. No work experience is required (73, 78, 76).

In order for a teacher to be qualified on a permanent basis, he must successfully pass a further examination called "abilitazione."

Normally, a qualified teacher is not transferred unless he or she asks for a transfer. If a teacher does not pass this further examination, he must wait to see which positions are not filled with qualified applicants. Then he may apply to the Ministry for a provisional job. This type of teacher is employed on a year-to-year basis (76).

The schools are not free to hire their own personnel. This is done by the Ministry. In the case of the vocational training institutes, the teachers apply directly to the school with their credentials and references. However, the Ministry must still approve the appointments (78).

The Ministry pays the salaries of all teachers. Salaries are the same all over Italy for the same degree and the same number of years of teaching experience. Generally, a teacher must go where the Ministry has an opening but can request a transfer to another area (73, 78).

Supervision of the teachers is the responsibility of the school administration. As long as the teacher follows the State programs, he is otherwise completely free to choose his own teaching methods. There are no national inspectors for the teaching staff. National inspectors are available for administrative personnel only (73, 76, 78).

#### Teacher Organizations

The professional organizations for teachers are mainly syndicates or trade unions. The trade unions are generally set up according to grade or type of school (73). These professional organizations have been formed to promote increased salaries, better working conditions, and the improvement of instruction. A teacher is entirely free to choose which professional organization, if any, he will join (77, 76).

### Methods and Techniques of Teaching

In several of the typewriting class visits, the following two techniques were observed. The first technique involved the use of individual earphones by the students to listen to the speed of the metronome, located in the front of the room, for rhythm in typing copy. The second technique involved the use of the record player. This machine was used for dictation of drills and other copy material to the students while they were at the typewriters. Otherwise, the students seemed to work on their own most of the time (76-77).

In stenography the new theory was presented at the beginning of a class period and then was followed by drills and dictation on previously covered material. The bookkeeping classes were operated on much the same basis as in the other countries with presentation of new principles and theory, then a question-and-answer or discussion period for clarification, and finally by practical examples of application work (76-77).

### Types of Jobs for Graduates

After the successful completion of training in the commercial technical institutes, graduates may be employed as accountants, bookkeepers, and high-level clerks in private industry, banks, and state administrative offices. In most cases, the stenography and typewriting taken at one of these institutes is of minor importance but an aid in performing the functions of the other positions. For persons who have taken additional study in these two areas, a secretarial position is possible. In the state administrative offices, various types of high-level clerk positions are available. With the successful completion of

competitive examinations, employment in positions in the various ministries is available. These employees are classified as civil servants (73-76).

After the successful completion of training in the vocational training institutes, graduates may be employed as assistant bookkeepers, typists, receptionists, beginning stenographers, and office clerks of various types. These are lower-level positions as compared to positions available after graduation from a commercial technical institute (73, 77-78).

#### Trends

There is an increase in vocational office education as evidenced by the rise in the number of technical and vocational schools offering this program each year. There are still many private institutions for training in commerce but the State is attempting to meet the needs of the students so that they will remain in school longer. It is hoped this will help the unemployment problem in Italy. Italian citizens are not inclined to go to another country to work (73).

#### Cooperation among EEC Nations

There has not been much cooperation among the Common Market nations as far as the schools and education are concerned. Most of the cooperation has been among the commercial and industrial enterprises of the countries. Thus far, there has been sufficient difficulty in Italy with its own educational system without attempting to set up one standard for all six countries (73).

CHAPTER VIII

LUXEMBOURG

Background of School System

The structure of the Luxembourg school system is divided into several education levels as shown in Illustration 6 below.

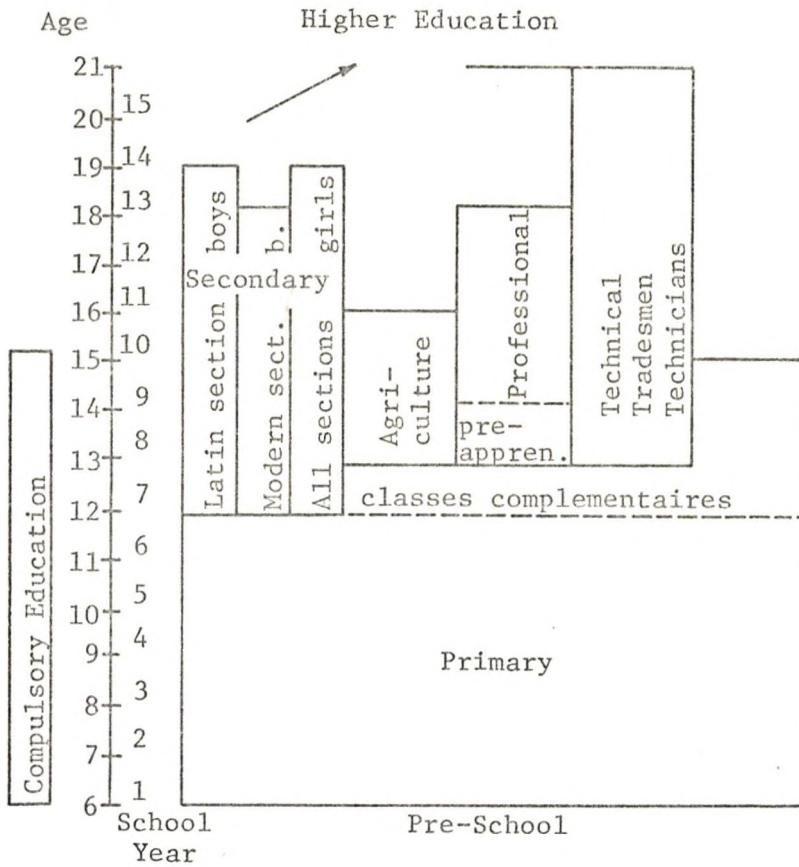


Illustration 6: Luxembourg educational system (18, p. 197)



Before beginning the discussion of the Luxembourg system, the following definitions of schools and terms (18, pp. 191-196) should be understood:

Centre de formation menagere rurale - Center for the training in rural domestics for girls

Centres d'enseignement professionnel - Centers for vocational training which prepare students for the CAP

Certificat d'aptitude pédagogique - Certificate given to primary school teachers upon the successful completion of the Institut pédagogique

Certificat d'aptitude professionnelle - CAP - Certificate given in satisfactory completion of vocational school

Certificat de fin d'études - Certificate given in satisfactory completion of Ecole des Arts et Metiers

Classes complementaires - Seventh, eighth, ninth years of schooling

Ecole agricole - School which provides agricultural education for boys

Ecole de Commerce - Commercial school

Ecole des Arts et Metiers - School for tradesmen

Ecole hoteliere - School for hotel staff

Ecole professionnelle de l'Etat - State vocational school which prepares students for the CAP

Ecole technique - Technical college for higher technicians

Examen de fin d'études secondaires - The final examination given at the completion of either Latin or modern section of the lycée

Institut pédagogique - Teacher training institute for primary school teachers

Jardin d'enfants - Nursery school, pre-school education for children of 4 to 6 years of age

Lycée - Secondary school with various sections

Maitresse de l'enseignement menager familial - Home economics teacher

Maitresse des jardin d'enfants - Nursery school teacher

Education in Luxembourg is under the direct authority of the Minister of Education, but the local authorities are responsible for the organization of primary and pre-school education (18, p. 191). However, all decisions must be submitted to the government for approval. Agricultural education is the responsibility of the Minister of Agriculture. A Consultative Commission composed of representatives of the Ministers of Education, of Labor, and of Economic Affairs advises on technical and vocational education. There is a central administration under the direct responsibility of the Minister of Education. A National Youth Service created in 1964 deals with out-of-school education.

The State exercises a strict and very effective supervision both of the organization of the schools and of the management and conduct of courses. It has more particularly reserved for itself the right to make such decisions as are deemed necessary with regard to the curriculum and the inspection of the schools (88).

Schooling is compulsory for all children for a period of nine consecutive years, beginning in the year when the child reaches the age of 6.

Primary school teachers are nominated by local authorities. Staffs of all the other branches of the system are nominated and appointed by the Grand Duke. The State advances the funds for the salaries of the teachers, and it remains responsible for two-thirds of

these salaries, the last one-third being refunded to the State by the local authorities (88).

#### Pre-School Education

Pre-primary school education from 4 to 6 years of age is provided in nursery schools established by the local authorities. Attendance is optional. Local authorities are obliged to open such schools whenever the number of children is large enough to justify their establishment. Under the Act of August 5, 1963, it is stated that pre-school education is not to be instructional in character (88).

#### Primary Education

Approximately 90 per cent of all primary schools are public, where no tuition is charged. Private schools play an insignificant part; they are mainly limited to orphanage schools and to a few schools providing preparation for admission to private secondary schools. A photograph of one of the primary schools located in the town of Vianden is shown on page 248.

Primary education is given in primary schools for boys, for girls, and in co-educational ones. The conditions of creating and organizing these schools are fixed by law (18, p. 192). The education is the same for all children and deals with the following subjects: religious instruction, home language, French and German languages, arithmetic, national history, local environment, geography, natural sciences, painting, writing, handicrafts, music, physical education, and education in road sense (highway safety). German is taught from the beginning of the first year; French from the beginning of the second year. A number of lessons are set aside for the reading and study of texts by authors



Photograph 42: Ecole primaire  
Vianden, Luxembourg

writing in the Luxembourg dialect. Religious instruction is part of the primary school curriculum; however, the pupil may be excused from attending these courses on his parents' request (88).

The State provides special educational treatment for intellectually handicapped, mentally handicapped, and physically handicapped children. These classes are for pupils who might benefit from some education, but who are permanently or temporarily incapable of following successfully the normal program. The aim of these special classes is to provide these pupils, by appropriate methods and means, with a suitable education, re-education, and instruction (88).

The seventh, eighth, and ninth years are called classes complementaires. Following the first six years of the cycle, they belong administratively to primary education. The special aim of the

education in these classes is to complete the elementary knowledge of the pupils and to develop aptitudes required for social life and for choosing a career. There are separate schools for boys and girls. Pupils of several localities may be grouped into regional schools. Besides general education, the curriculum includes fundamentals of handicraft activities which might awaken interest in trades for the boys. For the girls a complementary education in home economics is offered to prepare them for their special role in the family and household. In some areas of Luxembourg there are also upper primary schools, covering two or three years, for children who have completed their compulsory schooling. The objective of this program is to improve the education of those who will not be pursuing higher studies (18, p. 192).

Primary school teachers receive two years of professional training at the Institut p dagogique. Admission to this college is limited to candidates who have completed satisfactorily the secondary school cycle. During these two years of training, the future teachers receive a monthly grant from the State. After the two years they receive the Certificat d'aptitude p dagogique and are allowed to teach in the primary schools (88).

### Secondary Education

Secondary education is provided in State secondary schools. There are no private (i.e. run by religious orders) secondary schools for boys, but there are several private secondary schools for girls. All students, whether attending private or public schools, must take examinations given at the State secondary schools. The secondary educational system has been modified by the law of May 10, 1968 (88). A

basic general education is given in one of the following: lycées classiques, lycée de garçons, and lycée de jeunes filles. Pupils must pass an entrance examination which is the same for all the lycées after the sixth year of primary education. Then they must choose between one of two possible sections---Latin or modern. In the Latin section the student receives a classical education during the next seven years with Latin being compulsory from the first year. Through the entire classical curriculum from the first year on, the study of three languages is compulsory: French, Latin, and German. For the third year a fourth language is added--either Greek or English. From the third class on there is a choice between continuing in the Latin section or entering the Greek-Latin section. At the end of the fourth year a transitional examination is held which qualifies the pupils for a diploma. Pupils who continue in the Latin section choose between two sub-sections: emphasis on languages and literature or emphasis on mathematics. At the beginning of the sixth year the pupils have a final opportunity of choosing a third sub-section dealing mainly with natural sciences. The education in this classical section ends after the seventh year with the final examination called examen de fin d'études secondaires.

In the modern section, study is devoted to modern languages and to elementary science and technology. English is compulsory as the third language beginning with the first year. At the end of the third year a transitional examination is held which gives access to two further divisions--industrial, where the pupils are especially prepared to undertake engineering studies, and commercial, in which the pupils are prepared for staffing commercial and industrial concerns and advanced studies in economics. In the industrial division, stress is placed on

mathematics. In the commercial division, stress is placed on commercial and economic problems. The modern section lasts six years, at the end of which is the final examination called examen de fin d'études secondaires. The secondary education for girls lasts seven years with Latin introduced at the beginning of the fourth year. At the same time two sections begin--Latin and modern languages (two sub-sections of commercial and domestic). The girls take the same final examination as the boys (18, p. 193).

#### Vocational and Technical Education

Vocational and technical education is provided by a wide variety of schools. The vocational training for boys is organized by the State while the vocational training for girls is organized by a number of local authorities and by independent persons and bodies (88). The chief types of schools are:

(1) The "Ecole des Arts et Metiers" which provides a three- or four-year course of training in various crafts. Pupils may enter at the age of 14 after completing two years in the classes complementaires and passing the entrance examination. General education usually occupies eleven periods a week including German, French, and English; Roman Catholic doctrine; history; geography; civics; biology; and hygiene. There are three different sections of technical training: (a) the four-year section of technical trades in training technicians in house-building mechanics, electro-technics, and machine tooling; (b) the three-year section of art trades training technicians in joinery, cabinet-making, skilled blacksmithing, painting, decorating sculpture, and ceramics; (c) the two-year section of Beaux-Arts preparing for art

schools abroad. A final examination qualifies for the Certificat de fin d'études which is given in place of the Certificat d'aptitude professionnelle given in vocational schools (18, p. 194).

(2) The Ecole Technique which is a continuation and complement of the School of Arts and Crafts. It provides technical training in mechanical and electrical engineering and in special technical skills required by the iron and steel industry. This school has a preparatory year of which six months must be done in a workshop and six months must be devoted to general and technical education. Even during this technical training the pupils receive a general education comprised of German, French, ethics, mathematics, and physics and chemistry (18, p. 194).

(3) The Ecole professionnelle de l'Etat and the Centres d'enseignement professionnel prepare the pupil in the area of vocational education for the Certificat d'aptitude professionnelle in trade, commerce, and industry. The entrance conditions are the same as those for the School of Arts and Metiers. No entrance examination is required. The pupils must possess a certificate from the National Office of Vocational Guidance. The examinations for certificates from these schools are organized by the different trade unions under the control of a government commissioner in accordance with government regulations (18, pp. 194-195).

(4) Domestic science schools are provided by the local authorities and by religious orders. The curriculum is not defined by the State education authorities; practically all of these schools provide courses in cooking, domestic work, needlework, etc. (88).



(5) Agricultural education for boys is given in the Ecole agricole and for girls in the Centre de formation menagere rurale (center for training in rural home domestics). An entrance examination is held for pupils who have reached the age of 13. After completion of one year of the classes complementaires, pupils who have reached the age of 13 take an entrance examination. A three-year course which prepares boys and girls for their respective tasks in the rural communities is given in these schools. Preparatory courses for gardeners and foresters are also available (18, p. 195).

All teachers in the secondary, vocational, and technical education areas are trained in universities or other institutes in other countries. They must then complete a two-year practical pedagogical probation in the schools where they have to teach and then must pass a final examination before obtaining a permanent appointment (18, p. 196).

#### Higher Education

There is no university in Luxembourg. Under the terms of the Constitution, students are allowed to study at any foreign university they choose. However, degrees are taken in Luxembourg before a Luxembourg examining body. This system is in the revision process. At several of the athenées and lycées for boys, special courses are offered in preparation for academic professions such as law and medicine (88).

#### Vocational Office Education

##### Types of Schools Where Available

There are only two public secondary schools in Luxembourg offering vocational office education; all the other schools which offer this type of program are privately operated, usually by religious orders.

The two public schools visited represent the two types of schools preparing students in the area of vocational education for the Certificat d'aptitude professionnelle (CAP) in trade, commerce, and industry. The Ecole professionnelle de l'Etat is located in Esch-sur-Alzette (89). Centres d'enseignement professionnelle de l'Etat whose headquarters is in the city of Luxembourg has divisions of the school in rural areas of the country (90).

#### Organization and Administration

Organization of the schools in Luxembourg is left to the local authorities, who must receive permission from the government to establish a school.

The public secondary schools offer the vocational office education program as one section of a number of vocational branches. The Ecole professionnelle de l'Etat at Esch-sur-Alzette has had a commercial branch--bookkeeping and secretarial--as one of its eight branches since 1963 (89). Centres d'enseignement professionnelle de l'Etat offers four main branches, one of which is commercial where specialization may be obtained in bookkeeping, secretarial, and/or sales (90).

Pensionnat Ste. Famille, the private school visited by the researcher, is typical of the private school type (91). It is a private Catholic school on the secondary level set up by an order of Sisters. The government has no connection with the organization of this type of school although the school attempts to follow government regulations so that students may take state examinations at the end of their studies.

The two public schools are each administered by a director who is directly responsible to the government. The private Catholic school is

administered by a directrice who is a member of the order of Sisters founding the school. It is the duty of the director or directrice to watch over the good functioning of his/her school and to exercise general control and supervision over the instruction as well as over the teaching personnel and students (92). The directors in establishments of private instruction must satisfy the same conditions as those of the public secondary school. Appropriate relief from teaching tasks must be accorded the directors.

Memorial Act No. 23 of May 25, 1968 (93), has made provision for a professor to be named assistant director or directrice when the need arises in the secondary school. This assistant is named by the Grand Duke for a term of three years, and this part of the contract is not renewable. For this added professional work, the assistant receives an annual remuneration of approximately 15,000 Luxembourg francs (\$300). This salary varies with the cost of living according to the rules of salaries of State civil servants. Besides the financial part of the position, the assistant also receives appropriate relief from teaching tasks in order to carry out his administrative responsibilities.

#### How Financed

Each year it is the public school director's responsibility to establish a budget for his school, subject to governmental approval. All necessary and approved monies are provided by the government. Students attending public schools are charged neither tuition nor other fees (88). According to Article 27 of the Memorial Act No. 60 (92), the division of expenses of building construction must be agreed on between

the State and the community in which the establishment is to be situated. The upkeep of the buildings is charged to the State.

In the case of the private schools, no help is received from the government in any way. The schools are normally financed entirely from one or two sources---student fees and/or funds from Catholic authorities. For example at Pensionnat Ste. Famille (91), day students pay between 13,000 and 15,000 Luxembourg francs (\$260-\$300) a year depending on year in school and course. For both school fees and boarding privileges, boarding students pay 85,000 Luxembourg francs (\$1,700) a year.

#### Philosophy and Objectives

It is acknowledged that all students need a general background of knowledge for living in the modern world. In addition, vocational education is provided for those students who desire technical or professional training sufficient to enable them to obtain and hold a position and perhaps be promoted through the ranks (88).

Education must be useful, that is prepare for life, in order to be realistic. The mission of the economic and commercial training is to give a complete education which will develop both intelligence and character in the men and women, thus enhancing their opportunities for a bright future. It is hoped through adequate teaching and instruction, the elements of general culture and the elements of apprenticeship will be connected together to form the desired complete education (94).

Within the vision of the Ministry of National Education and the competent Chamber of Commerce professionals, the preparatory years have been instituted to furnish the commercial schools the possibility of realizing a three-fold aim: (1) very homogeneous school population,

(2) assurance of adequate preparation and instruction in each of the commercial specialities, (3) encouragement of students to put forth sustained effort to achieve goals and success (94).

The homogeneity of the school population is assured by the admission examinations which furnish the criteria for the selection of the students having the necessary intellectual aptitudes. If a student is found to be lacking in the necessary aptitudes and proper traits for the studies he is pursuing, it is considered part of the school's responsibility to orient the student toward another choice, perhaps within the same specialty area, without losing time.

The preparatory years are considered essential to providing students with sufficient general background and information for orientation to a specialization of their choice.

The student determines the volume of effort he chooses to furnish and the perseverance he will have to be successful. It is considered essential that there be cooperation and collaboration among school, parents, and student for proper guidance of the child into a specialization of work (94).

#### Length of School Year, Week, Courses, and Class Periods

A comparison of the three schools visited as to length of school year, week, courses, and class periods is shown in Table 41 on page 258. All schools have a school year beginning approximately September 15 and ending approximately July 15. The students attend classes six days a week during the term with Thursday afternoons and Saturday afternoons free. In the two public schools the commercial students must come to classes every day even though students in other areas of vocational training within the schools do not.

TABLE 41

## LENGTH OF SCHOOL YEAR, WEEK, COURSES, CLASS PERIODS

School	School Year	School Week	Course Length	Class Periods
Ecole professionnelle de l'Etat (89)	September 15 -July 15	6 days	One Year	55 minutes
Centres d'enseignement professionnelle de l'Etat (90)	September 15 -July 15	6 days	One Year	50 minutes
Pensionnat Ste. Famille (91)	September 15 -July 15	6 days	One Year	50 minutes

All course offerings are for one year with the two public schools being on the trimester plan. Two of the schools, Centres d'enseignement professionnelle de l'Etat and Pensionnat Ste. Famille, have 50-minute class periods while the school at Esch-sur-Alzette has 55-minute class periods.

#### Enrollment Data

At Centres d'enseignement professionnelle de l'Etat the total enrollment of the school is 3,000 students with approximately 500 of these 3,000 enrolled in the commerce section--350 girls, 150 boys. The preparatory years show 50 first-year students and 100 second-year students. The two years of professional training have a total of 230 students--150 in the first year and 80 in the second year (90).

There are 1,800 students in the total enrollment of the Ecole professionnelle de l'Etat. Of the 300 commercial students, approximately one-half are boys. The first year of this professional training has an enrollment of 257 with no division into specialties. The second year

shows a breakdown in enrollment of 16 secretarial majors and 27 bookkeeping majors (89).

For all three years of commercial education, Pensionnat Ste. Famille has 100 students out of a total enrollment of 1,000 students in both middle and high school (91).

#### Curriculum Offerings and Course Content

The instruction in each of the schools is under the leadership of the director who must make final decisions on curriculum and course content within the boundaries of the national law. The government distributes a suggested outline of what courses should be taught and the content of each course. The private schools follow the prescribed syllabi as much as possible so that their students are also granted permission to take state examinations for diplomas and certificates.

During the first two preparatory years, whether taken in the same school or not, the suggested program from the government for the two public secondary schools offering commercial training is shown in Table 42 on page 260.

The last two years of commercial school provide specialization in either the bookkeeping-management or in the secretarial-stenographic section. The suggested curricula for the bookkeeping-management section is similar for the public schools in most respects as shown in Table 43 on page 261. For the secretarial program, the schedule of classes for the two public schools is also suggested by the government as seen in Table 44 on page 262.

TABLE 42

## SCHEDULE OF CLASSES--HOURS PER WEEK (95)

Classes	First Year	Second Year
Christian doctrine	2	2
French language	6	6
German language	6	2
English language	-	5
Mathematics-arithmetic	4	4
History	2	1
Geography	2	1
Natural sciences	2	2
Art education	2	2
Music education	1	-
Physical education	3	2
Typewriting	-	2
Correspondence	-	<u>2</u>
Total Hours per Week	30	31

The topics covered in the vocational office education subjects of typewriting, stenography, correspondence, and bookkeeping are shown in Table 45 on page 263.

In all sections of vocational office education, it is deemed necessary that students through the general requirements receive sufficient background information to help them become good, well-informed national citizens. In addition, through the successful completion of



TABLE 43

SCHEDULE OF HOURS PER WEEK FOR THE  
BOOKKEEPING-MANAGEMENT SECTION (95)

Courses	First Year		Second Year	
	Ecole	Centres	Ecole	Centres
<u>General</u>				
French language	4	4	3	4
German language	3	3	-	2
English language	3	3	4	2
Hygiene	1	1	-	-
Civics	2	-	-	2
Moral education	-	1	-	-
Physical education	1	2	1	1
<u>Professional</u>				
Commercial arithmetic	3	3	5	4
Bookkeeping	4	4	6	5
Legislation-fiscal practices	-	-	2	2
Business documents	2	2	-	-
Commercial law	-	-	2	2
Political economics	-	-	2	2
French correspondence	2	2	2	2
German correspondence	1	1	-	1
English correspondence	-	-	2	1
Stenography	2	2	-	-
Typewriting	2	2	-	1
Economic geography	2	2	1	1
Merchandising	2	2	-	-
Psychology of management	-	-	2	-
Sign writing and decoration	-	-	2	2
Total Hours per Week	34	34	34	34

the professional requirements in one of the specialties, the student should be equipped with necessary knowledges, understandings, and skills to enter an initial position in his chosen specialty.

TABLE 44

SCHEDULE OF HOURS PER WEEK FOR THE  
SECRETARIAL-STENOGRAPHIC SECTION (95)

Courses	First Year		Second Year	
	Ecole	Centres	Ecole	Centres
<u>General</u>				
French language	4	4	4	5
German language	3	3	2	2
English language	3	3	4	4
Hygiene	1	1	-	-
Civics	2	-	-	2
Moral education	-	1	-	-
Physical education	1	2	1	1
<u>Professional</u>				
Commercial arithmetic	3	3	-	-
Bookkeeping	4	4	-	-
Political economics	-	-	-	2
Business documents	2	2	-	-
French correspondence	2	2	3	3
German correspondence	1	1	2	2
English correspondence	-	-	3	3
Stenography	2	2	6	5
Typewriting	2	2	6	6
Economic geography	2	2	1	-
Merchandising	2	2	-	-
Psychology of management	-	-	2	-
Total Hours per week	34	34	34	35

Physical Facilities

School Plant.--When it is deemed necessary that a new school be opened, a private architect discusses the plans with the government and the community before final decisions on the building are made. A contrast between the old type of construction in 1953 and the new wing which was added in 1963 to the Ecole professionnelle de l'Etat is shown in Photograph 43 on page 264. Since the Centres d'enseignement

TABLE 45

SUBJECTS AND TOPICS IN VOCATIONAL OFFICE EDUCATION  
(94-95)

Subjects and Topics	First Year	Second Year
<u>Typewriting</u>		
Handling the typewriter	x	-
Keyboard--touch method	x	-
Typewriting rules	x	-
Speed and accuracy exercises	x	-
Copy exercises	x	-
Business letters	x	-
Typing in French, German, and English	x	-
Minimum speed (strokes a minute)	120	-
<u>Stenography</u>		
Theory presentation	x	-
Dictation and transcription exercises	x	x
<u>Correspondence</u>		
Letter and envelope addresses	x	-
Personal letters	x	-
Business letters	x	-
Calling cards	x	-
Telegrams	x	-
Business forms	x	-
<u>Bookkeeping</u>		
Fundamental principles	x	x
Inventory	x	x
Balance sheet and accounts	x	x
Financial statements	x	x
Adjusting and closing entries	-	x
Correction of errors	x	x
Practical application exercises	x	x
Types of bookkeeping systems	-	x
Liquidation procedures	-	x



Photograph 43: Ecole professionnelle de l'Etat  
Esch-sur-Alzette, Luxembourg

professionnelle de l'Etat in Luxembourg was opened in 1964, it is of the more modern construction plans and materials.

Room Layout and Equipment.--The only special room in two of the three schools visited was the typewriting room facility (89, 91). In the third school, Centres d'enseignement professionnelle de l'Etat, there was an additional room set up in secretarial style with office-type desks and typewriters.

As can be seen from Photographs 44 and 45 on page 265 and from Photograph 46 on page 266, the desks in these special rooms were modern non-adjustable typing desks. The chairs were adjustable in the two public schools. Typewriter makes most often found in the two public schools were Olympia, Adler, and Olivetti (89-90). At least one IBM Selectric was available in each typewriting room. In the private school,



Photograph 44: Typewriting Room  
Ecole professionnelle de l'Etat  
Esch-sur-Alzette, Luxembourg



Photograph 45: Typewriting Room  
Centres d'enseignement  
Luxembourg, Luxembourg



Photograph 46: Typewriting Room  
Centres d'enseignement  
Luxembourg, Luxembourg

the typewriters were Remington Rand--not recent models. Here the students were encouraged to bring their own portables to class to use in place of improperly working machines (91). The copyholders, as seen in Photographs 45 and 46 on pages 265-266, were provided at the Centres d'enseignement professionnelle de l'Etat (90). A typewriting keyboard wall chart, as seen in Photograph 46 above, was provided in the front of the typewriting room in all three schools.

None of the three schools had office machines available for student use. All three schools provided duplicating machines, record players, tape recorders, and filmstrip projectors for teacher use (89-91).

### Supplies and Materials

Students and teachers normally furnish their own supplies. There was a limited supply of some articles and materials needed by the teacher in the classroom. Business forms are obtainable from various businesses and government agencies for use in classes (89-91).

### Textbooks and Teaching Aids

The government furnishes an approved list of textbooks for the schools. Textbooks are purchased by the students either at the government printing office or at retail bookstores (89-91).

Photograph 47 on page 268 shows several of the prescribed textbooks available in commercial office education. The typewriting text is entitled Cours de dactylographie (96). The stenography textbooks are a set of three paperback books entitled Cours de Stenographie Duployé (97).

The typewriting text has copy in all three languages--French, German, and English--for the students to type as shown in Photograph 48 on page 269. As can be seen from the photograph, the student must type in all three languages in any one day's lesson. The loose-leaf folder is set up in two parts. Part I contains the theory material, and Part II contains the material for the practical work in the class. The students learn to set up letters, tabulations, and other business forms in these three languages (96).

In stenography, the basics are learned first in the French language. Then adaptations of the system by Emile Duployé are made to German and English. Each textbook lesson has theory at the beginning and then connected matter in that language and in stenography for the



Photograph 47: Selected Textbooks in Vocational Office Education Luxembourg

students to practice. Samples of pages from each of the languages are shown in Photographs 49, 50, and 51 on pages 270-272 (97).

Photograph 52 on page 273 shows a sample of the bookkeeping work which is taught in the classes.

Students must provide exercise books and other supplies for their school work. The teacher must also supply his/her own teaching materials, aids, and supplies. Audio-visual aids and some office machines are available for teacher use in each school.



- Page 21 -  
portant sur les index f et j reliés et écartés  
en collaboration avec les majors d et k  
(voir manuel page 21)

Mots de la main gauche, espacements pouce droit.

cet cette date acte tard cet cette date acte tard cet cette  
cet cette date acte tard cet cette date acte tard cet cette  
cet cette date acte tard cet cette date acte tard cet cette

beg draft read beg draft read beg draft read beg draft read  
beg draft read beg draft read beg draft read beg draft read  
beg draft read beg draft read beg draft read beg draft read

Mots des deux mains, espacements pouce droit.

cent vend doit droit cent vend doit droit cent vend doit  
cent vend doit droit cent vend doit droit cent vend doit

croit coter donc dont croit coter donc dont croit coter  
croit coter donc dont croit coter donc dont croit coter

donne cher achat grand franc donne cher achat grand franc  
donne cher achat grand franc donne cher achat grand franc

nicht recht macht nicht recht macht nicht recht macht nicht  
nicht recht macht nicht recht macht nicht recht macht nicht

danke beide kommt danke beide kommt danke beide kommt danke  
danke beide kommt danke beide kommt danke beide kommt danke

end and hand had end and hand had end and hand had end and  
end and hand had end and hand had end and hand had end and

good find found once long good find found once long good  
good find found once long good find found once long good

Mots des deux mains, espacements pouce gauche.

chez, devez aucun chez, devez aucun chez, devez aucun chez,  
chez, devez aucun chez, devez aucun chez, devez aucun chez,  
chez, devez aucun chez, devez aucun chez, devez aucun chez,

ich durch daran, deren ich durch daran, deren ich durch  
ich durch daran, deren ich durch daran, deren ich durch  
ich durch daran, deren ich durch daran, deren ich durch

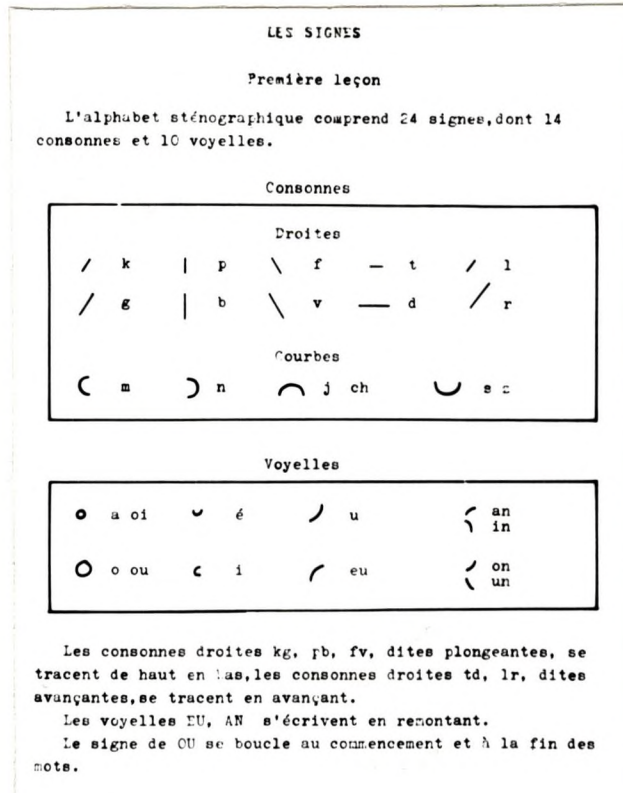
think, each, much, check, can, think, each, much, check,  
think, each, much, check, can, think, each, much, check,  
think, each, much, check, can, think, each, much, check,



Photograph 48: Sample Page from  
Cours de dactylographie  
Typewriting Textbook

Examinations

A government commissioner for examinations acts as the liaison between the Chamber of Commerce and the schools in these vocational areas of study (90). The Chamber of Commerce plays an important part in the examinations. Usually the examinations are developed by teachers and businessmen. Some examinations are both prepared and given by the Chamber, with government approval (89). Even the private schools have students take prescribed government examinations. Thus, these students also receive a recognized diploma at the completion of specialized study (91).



Photograph 49: Sample Page from  
Cours de Sténographie Duployé  
 French Stenography Textbook

A typical final examination for beginning bookkeepers from the Chamber of Commerce might include several problems asking students to complete the following tasks: (1) journalizing of a number of entries, (2) working with inventory figures, (3) completing a cycle at the end of a period--work sheet, balance sheet, profit and loss statement (98).

For final examinations in typewriting and stenography, it depends on the commercial specialty whether the examination is from the local school or from the Chamber of Commerce. In the secretarial specialty both stenography and typewriting examinations include material in the three languages of French, German, and English. In typewriting, besides timed copying of straight-copy material, the student must be able to set

59

Sie uns eine entsprechend/ längere Lie-  
ferfrist vorschreiben. Ihren Aufträgen  
stets gern gewidmet/, begrüßen wir Sie.

*Handwritten notes:* ~ ~ ~ ~ ~  
op ~  
~ ~ ~ ~ ~

**Anmerkungen.**

H G	mögen morgen	λ	langten Länder, landeten	⊕	Hauptpunkt
A	bis	D	Zeitpunkt	⊙	Höhepunkt
l	bisher	~	Gesichtspunkt	~	Schwerpunkt
l	bis dahin	~	Standpunkt	~	gleichzeitig
l	bisessen	~	Schlusspunkt	~	gleichgültig
l	Beziehung	~	Mittelpunkt	~	gleichwertig
λ	lang, langen Länge, landen	~		~	gleichförmig

6

Tratte zur Annahme und Preissteigerung.

Den Betrag unserer Rechnung vom 15. ds  
Mts gestatten wir uns/, auf Ihre werte  
Firma zu entnehmen. Wir übersenden Ihnen  
beiliegend/ unsere Tratte von 25.000 fr  
per 15. Juli/ ds Jhr. mit der Bitte, sie  
uns gefälligst mit Ihrer Annahme/verse-  
hen wieder zusenden zu wollen. Wir teil-  
ten Ihnen bereits gestern/telephonisch

*Handwritten notes:* > ~ ~ ~ ~ ~  
X ~ ~  
~ ~ ~ ~ ~  
f ~ ~ ~ ~ ~  
~ ~ ~ ~ ~  
~ ~ ~ ~ ~  
~ ~ ~ ~ ~

Photograph 50: Sample Page from  
Cours de Stenographic Duployé  
German Stenography Textbook

up quickly and accurately commercial letters and various commercial forms. In stenography, letters will be dictated at appropriate speeds in each of the three languages and then must be transcribed within an error limit in a specified time limit (99).

For those courses or areas of study for which there is no government or Chamber of Commerce examination, it is expected that the professor teaching the course or area will develop and write an appropriate examination to test the proficiency of his students (88).

30  
 hope we shall/have no difficulty in settling this matter. p 2 20  
✓ ✓

Anmerkungen.

H	account	✓	have	✓	is, his
✓	acquaint	✓	having	✓	sending
✓	still, steel, style	✓	hand	✓	section
	settle	✓	hence	✓	send, sent
✓	wet			D	
	wait, weight	3	not	✓	freely
	white	3	nothing	✓	truly
2	no	2	next	✓	thoroughly
	know			✓	highly
✓	just	3	business	✓	easily
	chest	3	goodness	✓	happily
✓	matter	3	kindness	✓	speedily
	meter				

----- . -----  
9

Request for Settlement.

We are very much surprised at the contents/ of your letter. After six months you write us/that the goods are unsaleable and that you/ would like to return them. We are absolutely/ unable to admit your complaint. The goods/were saleable when delivered to you. You/must know better than we do what quantities/ of such

p 2 20  
✓ ✓  
p 2 20  
✓ ✓  
p 2 20  
✓ ✓  
p 2 20  
✓ ✓  
p 2 20  
✓ ✓  
p 2 20  
✓ ✓  
p 2 20  
✓ ✓  
p 2 20  
✓ ✓  
p 2 20  
✓ ✓

Photograph 51: Sample Page from Cours de Stenographie Duployé  
English Stenography Textbook

Standards

The standards for courses such as bookkeeping in which there is a Chamber of Commerce examination are set by the successful passing of the specified examination. Much uniformity is gained by subjecting the students to these prescribed examinations in order for them to be able to qualify for a recognized diploma.

The government syllabus suggests the following standards in typewriting and stenography as shown in Table 46 on page 274. For the first year of typewriting the goal is 120 strokes a minute in all three languages--French, German, English--with 5 per cent error limit; the

DES SOCIÉTÉS EN NOM COLLECTIF		47
222.0	.....	
222.1	Impôts à payer	
	222.10	.....
	222.11	Précompte mobilier à payer.
	222.12	.....
	222.9	.....
223	Effets à payer.	
242	Gratifications au personnel.	
269	.....	
<i>Passif fictif.</i>		
270	.....	
279	.....	
<i>Passif d'ordre.</i>		
280	.....	
289	.....	
<i>Passif de chevauchement (de redressement).</i>		
290	Intérêts à payer.	
299	.....	
<b>3. Comptes courants.</b>		
300	X, s/C Courant.	
<b>4. Comptes de résultats.</b>		
401	Pertes et Profits.	
	401.0	Frais généraux.
	401.1	.....
	401.2	Charges financières.
		401.20 Charges fiscales (afférentes aux in-
		terêts supportés).
	401.3	.....
	401.4	.....
	401.5	X, s/C Prélèvements.
§ 8. — ACTES OU EXTRAITS D'ACTES RELATIFS		
A DEUX SOCIÉTÉS EN NOM COLLECTIF		
Ci-après un extrait d'acte de prorogation et un acte de dissolution		
publiés aux Annexes du Moniteur des 1-2 janvier 1960.		

Photograph 52: Sample Page from  
Comptabilité et Organisation  
Financière des Sociétés  
 Bookkeeping Textbook

second year, 240 strokes a minute in all three languages. At the end of the second year of the secretarial specialty, it is also suggested that 180 strokes be the goal for dictated material and 150 strokes a minute on material to be typed from stenographic notes. Again, the copy will be eliminated if there is more than 5 per cent in errors. Pensionnat Ste. Famille (91) requires its students to type at the rate of 350 strokes a minute at the end of the third year in all three languages.

For stenography the speeds of 120 syllables a minute at the end of the first year and 144 syllables a minute at the end of the second

year in all three languages are considered the desired goals. The speed goals are considered a definite requirement in French and are also hopefully sought in German and English stenography.

TABLE 46  
STANDARDS IN TYPEWRITING, STENOGRAPHY, BOOKKEEPING  
(89-91)

Subject	Ecole	Centres	Pensionnat
<u>Typewriting</u> (strokes a minute)*			
First Year	120	120	120
Second Year	240	240	240
Third Year	---	---	350
<u>Stenography</u> (syllables a minute)			
First Year	120	120	120
Second Year	144	144	144

\*In all three languages

In the other courses in which there is no government or Chamber of Commerce examination, the professor must develop an appropriate examination to test the students' knowledge of material covered in class.

#### Student Selection and Follow-Up Procedures

The successful passing of an entrance examination is required for admittance to the commercial route in the two public vocational schools (89-90). Students are usually 14 years or older when entering the professional training section of the school. Some of the students may have failed to pass examinations in the regular academic high school and so apply for this type of school (89).

In the private school, the students come primarily from a lower school operated by the same order of Sisters. Since this school is on the government approved list, it may be suggested to prospective students. No entrance examination, as such, is required (91).

There are no written or formal procedures for the follow-up of graduates from the various programs of the three schools. The most that is accomplished in the way of follow-up procedures is the informal talk between a professor and his former student concerning what the person is now doing in his special line of training.

#### Student Organizations

Graduates of commercial programs may belong to a national organization called Duriciele des Ecoles de Commerce de l'Etat (90). There are no student organizations at the Ecole professionnelle de l'Etat (89). Pensionnat Ste. Famille (91) has no student organizations connected with school work. All organizations of students would be for social purposes.

#### Participation of Industry

Industry may not provide any financial aid to education according to government mandate. One of the roles industry plays in education is in the hiring of the graduates from these vocational programs of the schools (91).

A major role of industry in education is through its membership in the Chamber of Commerce. The Chamber of Commerce is one of the main reasons this type of vocational school has been organized (89). The Chamber cooperates with the national government in both the writing of

and the administration of the examinations in these vocational areas (90). The diplomas for various types of vocational training come from the Chamber.

#### Teacher Education and Supervision

In preparation for commercial teaching, one must first present a diploma from high school. This diploma is now received upon completion of seven years of schooling. Before the school year 1968-1969, this part of the beginning teacher's education could be completed in either six or seven years. Then one attends a commercial business school for specialized training which is located outside the country. This procedure is necessary because Luxembourg provides only training for primary school teachers within its national boundaries. After a normal period of six semesters or three years, the University gives a diploma. All beginning teachers now need four years in training and education. Upon completion of that phase of one's education, one must enter business or enterprise for practical training. This lasts one year if one completes only three years of University education. If one completes four years of University, this practical training period is reduced to a half year. After this practical work experience, one must take examinations for entrance to a two-year period of pedagogical training in theory and methods. During this two-year period, each prospective teacher is assigned to a professor who is responsible for supervising and counseling him in his student teaching (89).

Professors (teachers on the secondary level) who qualify for government-indicated openings may apply and then be interviewed for such positions. When it has been determined that the necessary qualifications



have been met, professors are named to their positions by the Grand Duke of Luxembourg as fonctionnaires of the State (92). The government also has the right to transfer professors to other schools of the same type. In establishments of private instruction, the teaching personnel must also satisfy the conditions set forth by the government (91).

There are government inspectors for the entire school system but there are no specialized ones for the area of commerce as yet (88). Supervision in the schools is provided by the director of the school with little or no government interference. In the case of the private schools, the supervision is done by the directrice. There is no actual supervision from the State except through the medium of the examinations (91).

#### Teacher Organizations

A general Catholic professional organization for all teachers is available to any teacher who wishes to join (91). One of the professional teachers' organizations in Luxembourg is ADUSEC--Association des Diplomes Universitaires en Sciences Economiques et Commerciales--which was founded in 1956. There is a similar international organization for this type of professional teacher (89). There is a national teachers' organization called Association des Personnel Enseignement de l'enseignement professionnel et technique. Also, there is an international organization which is free and open to private membership. It is called the International Federation of Shorthand and Typewriting Professors and Parliament Stenographers (90).

### Methods and Techniques of Teaching

The lecture method is used in the classes such as commercial law, economics, and economic geography, where much material must be covered in a short period of time. In courses such as bookkeeping, stenography, and typewriting, much time is spent in presenting new material and theory followed by drill on this new material and then practical homework and classwork assignments.

### Types of Jobs for Graduates

Most of the students who become graduates of the vocational office programs enter initial commercial positions in banks, stores, businesses, and government offices. The secretarial positions, especially because of the tri-lingual training, are some of the best available. Banking is the biggest business in Luxembourg so there are many initial jobs such as bank clerk and bookkeeping clerk available. In the area of banking are the positions mainly connected with the European Economic Community.

### Trends

The increasing need for this type of vocational training has led to the development of vocational office education programs and the setting up of such programs in the two special public secondary schools in Luxembourg. If increased emphasis on cooperation among European Economic Community nations as to vocational training under the Treaty of Rome continues, more schools of this type will be necessary to meet the training challenge (88).

Cooperation among EEC Nations

There is not as much cooperation among the six countries as was expected under the Treaty of Rome in the area of education. France seems to be the stumbling block to all-out cooperation so countries are still mostly nationalistic in educational systems (88).

The cooperation among the six nations has influenced the growth of more industry. Therefore, more jobs are available because of companies which have decided to locate in these countries (90).

CHAPTER IX

THE NETHERLANDS

Background of School System

The structure of the school system of The Netherlands is divided into several education levels as shown in Illustration 7 below.

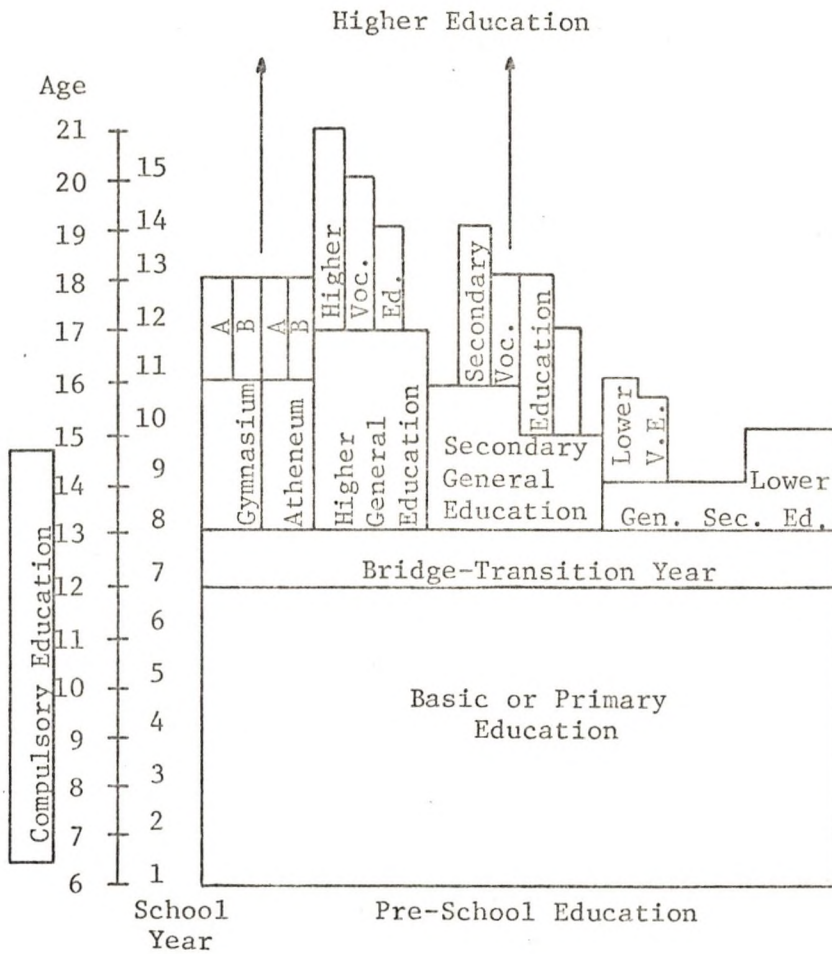


Illustration 7: Dutch educational system (18, p. 215)

Before beginning the discussion of the Dutch system, the following definitions of schools and terms (18, pp. 219-223) should be understood:

- Algemeen voortgezet onderwijs - General post-primary education
- Basisonderwijs - Primary education
- Beroepsonderwijs - Vocational education
- Brugjaar - First (transitional or bridge) year of post-primary education
- Buitengewoon lager onderwijs - Special primary education
- Gewoon lager onderwijs - Ordinary primary education
- Handelsschool - Commercial day school
- Hoger algemeen voortgezet onderwijs - Higher general post-primary education - h.a.v.o.
- Hoger economisch en administratief onderwijs - Higher economic and administrative education
- Hogere burger school - Modern grammar school
- Lager algemeen voortgezet onderwijs - Lower general post-primary education - l.a.v.o.
- Lager economisch en administratief onderwijs - Lower economic and administrative education - l.e.a.o.
- Middlebaar algemeen voortgezet onderwijs - Secondary or intermediate post-primary education - m.a.v.o.
- Middlebaar economisch en administratief onderwijs - Secondary economic and administrative education - m.e.a.o.
- Uitgebreid lager onderwijs - Advanced primary education - u.l.o.
- Vorbereidend wetenschappelijk onderwijs - v.w.o. - Secondary general education

The Constitution grants the parents the freedom to choose an education for their children in accordance with their principles and beliefs. The various education acts subscribe to this Constitutional privilege but define each school's responsibilities (18, p. 209). There are five important acts which affect the whole education system:

(1) The Nursery School Education Act of 1956 is concerned with children from the ages of 4 to  $6\frac{1}{2}$  approximately. (2) The New Primary Education Act, concerning children from  $6\frac{1}{2}$  to  $12\frac{1}{2}$  years of age, is still in the preparation stages. (3) The Mammoth Act which came into force in 1968 covers all post-primary education except for university level education. (4) The Scientific Education Act came into force in 1960. (5) The Apprenticeship Act which came into operation in 1968 provides for an extension of this type of training outside the technical and home economics sectors of education (100, p. 1).

Except for agricultural training, all legislation and the execution of rules and regulations are the responsibility of the Minister of Education and Sciences. There is an Education Council which advises the Minister in matters relating to new legislation and its execution, curricula, and reorganization. Two Directors-General (one for education and one for sciences), an Inspector General, Inspectors, department heads, and counselors are under the supervision of the Minister (18, p. 207).

Both public schools maintained by the Government or the municipalities and private schools maintained by denominational or non-denominational institutions or authorities are available to the students. This division of education exists because of the principle that parents should have access to education for their children in keeping with their

beliefs, their way of life, and their preference of teaching methods (18, p. 207). There is an evening school system which complements the day school program whereby employed persons may pursue advanced studies (100, p. 2).

The public schools are financed completely by the Government. The Government subsidizes almost all the expenses involved in the operation of the Dutch private schools. According to the Post-Primary Education Act, a procedure has been adopted that determines which schools will be subsidized. Each year the Minister of Education and Sciences draws up a master plan naming the schools to be considered for subsidies for the next three years. If a school is not included, an appeal may be made to the Crown concerning the decision (100, p. 2).

The Government gives quite specific directions as to curricula in the public schools. For the private schools, these directions are less specific even when subsidies are involved (18, p. 208).

Education is compulsory for eight years of schooling---ages 6½ to 14½ approximately. This education is free. There are scholarships and loans available for students who need financial help for further education (18, p. 208).

#### Pre-School Education

Pre-school education commencing at age 4 and ending at a maximum age of 7 is not compulsory but approximately 90 per cent of all Dutch children attend nursery school. A schedule of play and work is part of this program which endeavors to teach habits of neatness, good behavior and manners, and politeness. The children learn to play together through participation in games and physical exercises. In addition, modeling,

drawing, music, story-telling, and nursery rhymes are included in the curriculum. There are special nursery schools for handicapped children. For the most part, the schools which offer this education are private schools (100, p. 3).

### Primary Education

Primary education lasts for six years and is compulsory. This education includes the subjects of reading, writing, arithmetic, Dutch language and history, nature study, singing, drawing, physical education, highway study, and sometimes handicrafts. Knitting and needlework are included for the girls. According to regulations, a year's course in primary school must comprise 1,040 sixty-minute lessons. In order to adapt this type of school to individual aptitudes and abilities as much as possible, an effort is being made to provide differentiated courses in the higher classes. Special primary education is available for physically and mentally handicapped children and for children of barge crew members and other traveling tradesmen (100, pp. 3-4).

### Secondary Education

Secondary education or post-primary education contains the following four divisions: (1) pre-university education; (2) general post-primary education--elementary, secondary, and higher grades; (3) vocational training--elementary, secondary, and higher grades; (4) other forms of post-primary education (100, p. 4).

Pre-University (v.w.o.).--This type of post-primary education includes the gymnasium, the athenaeum, and the lyceum. All of these schools are six years in length and prepare the students for the university. In the old-style gymnasium, the students must take Greek and



Latin. In addition, Dutch, three modern languages (French, German, English), history, geography, mathematics, science (physics, chemistry, biology), physical education, drawing, and music are taught. In the last two years, the students may decide between two sections. The emphasis is on Greek and Latin in the first section while in the second section, the emphasis is placed on mathematics and natural sciences. In the new-style gymnasium, manual skills, political institutions, and civics are also taught. This school is also divided into two sections at the beginning of the third year. In the second section, the students may take a classical language as one of their optional subjects. It is planned that the old-style school will be non-existent after 1975 (100, p. 4).

In the athenaeum, a modern grammar school, the students are taught Dutch, three modern languages, geography, history, political institutions, civics, mathematics, science, physical education, drawing, manual skills, and music. Latin is taught as an optional subject; the other classical languages are not taught in this type of school. During the last three years, there is a division into two sections. In the first section, the emphasis is placed on subjects relating to economics and social sciences. The second section places the emphasis on mathematics and natural sciences (100, p. 4).

The lyceum is a multilateral type of school with both gymnasium and athenaeum course offerings following the end of either one or two common years (100, p. 4).

General Post-Primary Education (l.a.v.o., m.a.v.o., h.a.v.o.).--

The l.a.v.o. school provides general education. This schooling may also be a part of a vocational training school. In this case, the students

are prepared with a vocational purpose in their training beginning with the second and succeeding years. This type of school may also constitute the first phase of elementary vocational training. The general education in these schools includes Dutch, one modern language, history, geography, civics, mathematics, nature study, manual skills, physical education, drawing, and music (100, p. 5).

The m.a.v.o. school provides general education and preparation for higher and secondary vocational training. Most of these schools have a four-year program, but some three-year programs still exist. The diversified curriculum of this school includes Dutch, two or three modern languages, history, political institutions, geography, civics, mathematics, science, drawing, music, physical education, manual skills, and business principles. The students have a choice of four other subjects besides Dutch and one modern language in the last year of this school. The three-year program of the m.a.v.o. permits the student a choice of three other subjects in addition to the compulsory subjects of Dutch and one modern language (100, p. 5).

The l.a.v.o. school has a five-year course with a diversified curriculum. All students take Dutch, three modern languages, history, political institutions, geography, mathematics, civics, science, drawing, music, manual skills, and physical education. During the last two years, the students choose four optional subjects besides the compulsory ones of Dutch and one modern language. These optional subjects may include economics and commercial subjects. These last two years may be a separate section linked to schools for pre-university education, secondary general post-primary education, or to training colleges for primary school teachers (100, p. 5).

Also included in this category of schools is the comprehensive school containing combinations of two or more different school types. Here the first year is usually common to all the students. A lyceum is one form of this comprehensive school. In this type of school, the student need not choose the final type of school when entering the school. He may wait until after the common year or perhaps even later without leaving the comprehensive school (100, p. 6).

Other Forms.--The other forms of post-primary education include the apprenticeship system, the educational establishments for children who are over school-leaving age, special schools, and the correspondence courses. The instruction in educational establishments for children over school-leaving age mainly benefit boys from 14 to 19 years of age and girls over 17 years of age. The curriculum includes social, cultural, and domestic education; manual skills; sports and games; and development of responsibility, respect, and cooperation so that the students emerge with a balanced personality. Special post-primary education is provided in special schools for mentally and physically handicapped children and for those children of barge crew members and other traveling tradesmen. Private institutions provide the variety of correspondence courses available. The Association for the Inspection of Teaching by Correspondence, which receives financial support from the State, supervises the institutions in this area of education (100, pp. 8-9).

There are new regulations under the Mammoth Act for curriculums in all branches of post-primary education. These regulations cover the required subjects, the number of lessons per subject, the number of lessons per week (minimum and maximum), and the splitting or combining of classes or groups. The first year is set up as a transition or

bridge year in these schools. During this time period, the students are observed and judged so that the determination of a future course is more likely to fit the capabilities of the students (100, pp. 9-9a).

#### Vocational and Technical Education

Vocational training is given in the following types of schools:

(1) technical schools, (2) schools of home economics, (3) agriculture schools, (4) schools for tradespeople, (5) economic and administrative schools, (6) teacher-training schools, (7) schools of socio-pedagogy, (8) schools of art (100, pp. 6-7).

Schools of home economics provide both general and practical instruction and education in housekeeping and rural domestic economy--for personal use or for family service occupations. Students are prepared for the independent practice of a craft or trade in the schools for tradespeople. The economic and administrative schools prepare their students for varied economic and administrative occupations. These three types of schools plus the technical and agricultural schools have three levels of training--elementary, secondary, and higher--within a single school (100, pp. 6-7).

The teacher-training schools prepare the students for staffing nursery schools, primary schools, and schools for post-primary education. The students who wish to prepare themselves for occupations in the various branches of art normally enter the art schools. At the secondary and higher levels of training, the schools of socio-pedagogy prepare their students for occupations in youth and adult education, social and cultural work, community development, child protection, and medical services (100, p. 7).

The usual requirement for admission to an elementary vocational training school is the completion of primary education. Most of the elementary technical schools have four-year programs; however, the home economics course for girls is a three-year program (100, p. 7).

The secondary vocational training schools are of four years maximum duration. Admission requirements include either a three-year m.a.v.o. certificate or an elementary vocational training school certificate. Higher vocational training schools are of four-years' duration and may be preceded by a preparatory year if necessary. Admission requirements include a certificate from one of the following: a v.w.o., a h.a.v.o., or a secondary vocational training school (100, p. 7).

The apprenticeship system is primarily a continuation of the vocational training received at the elementary vocational training schools. The students are placed under an apprenticeship contract. They receive practical training in a specific occupation by a master of that occupation. In addition, the students receive general and vocational training either during working hours one day a week or during evenings or afternoons. This type of training is considered to be the necessary finishing touch for the future skilled worker (100, p. 8).

The Mammoth Act establishes regulations for both public and subsidized private schools and training courses. These regulations cover the duration of the course, the curriculum, the number of lessons per week in each subject, the subjects and groups of subjects (minimum number of lessons and study periods), and the minimum-maximum number of lessons that must be attended each week. The transition or bridge year is found in the elementary vocational training schools in order to provide for better guidance into further education (100, pp. 10-11).

### Higher Education

In addition to the universities, higher education is available at teacher training colleges and higher technical colleges. The minimum requirement for admission to these schools is generally four years of general secondary education. The technical college courses are designed to improve the general technical knowledge of the students by developing a thorough theoretical base with direct application. This training prepares the students for intermediate posts in all types of industrial undertakings. This course of study lasts for four years. It includes one year of training on the job. For those with only four years of general education, an additional preparatory year is necessary. These technical schools may include departments of architecture, various types of engineering, science, surveying, metallurgy, and mechanical technology (18, p. 211).

### Teacher Education

Pre-School.--Admission to the training colleges for nursery school teachers requires the successful completion of the first three years at either a gymnasium, a modern grammar school, a secondary school for girls, or a four-year commercial school. Admission to the second year of this training college requires either the successful completion of the first year or a leaving certificate of a gymnasium, a modern grammar or a secondary school for girls, or successful completion of the first stage of a training college for primary school teachers. Admission to the third year requires the students to either have successfully passed the second-year course or to hold a primary school teacher's certificate. At the end of the third year, there is an examination.

Certificates are given to the successful students. This entitles them to teach in a nursery school. The fourth year of this study prepares fully qualified nursery school teachers for a headmistress diploma.

Compulsory subjects include: teaching theory and psychology; teaching methods and techniques; reading and story-telling; Dutch language, literature, and culture; history; music; drawing; hygiene and child care; handwork; physical education; and religion (21, pp. 54-55).

Primary.--Primary school teachers are usually trained at teacher training colleges. The training is divided into three levels. The first two-year level constitutes a continuation of general education for those students who have not progressed beyond the lower grade schools of continued education. For admission to this first level, the student must either hold a diploma of a four-year u.l.o. school or a three-year commercial school; or have completed three years at either a gymnasium, a secondary modern school, a secondary school for girls, or a four-year commercial school; or have passed an entrance examination. For these two years, the curriculum includes the following subjects: Dutch language and literature; three modern languages (French, English, German); mathematics; science; history; geography; drawing; music; physical education; handicrafts; art; needlework for girls; and religion (21, pp. 55-56).

The second level (also two years in length) constitutes teacher training methods and techniques. To enter this level, the students must either hold a secondary school certificate or have completed the first level successfully. In the area of teacher education, the following subjects are taught: general teaching methods and theory; philosophy of education; general, genetic, and educational psychology; and

general knowledge of Dutch culture and society. Special teaching techniques are used in presenting the Dutch language and literature, reading, writing, arithmetic, science, history, geography, drawing, music, handwork, needlework, and physical education. For one morning per week the third-year students are required to attend a practice school connected with the training college. For fourth-year students, this requirement becomes one full day per week. The final examination is under the supervision of secondary school teachers and Ministry of Education representatives. At the end of these four years, a student may obtain a certificate which qualifies him to teach in an ordinary primary school (21, pp. 55-56).

In order to be fully trained, the student should complete level 3, which is one year in length. This year provides more advanced training for a fully qualified position at the u.l.o. school or as a head of an ordinary primary school. Students who enter this level must possess a primary school teacher's certificate. Subjects for this third level include Dutch language, literature, and culture; philosophy and psychology of education; and theory of teaching. Each student must write an essay on at least two subjects which are selected in consultation with the director of the training college. Students may also obtain special certificates for a number of specific subjects offered at the u.l.o. schools (21, pp. 56-57).

Secondary.--The training of secondary school teachers takes place in universities or in institutes preparing the students for the secondary school teacher's certificate. Students must possess a leaving certificate from a gymnasium or a modern grammar school to study at the university in this capacity. The students must work as student



teachers for three to six months in a secondary school. The total length of training varies from five to six years. After the student passes the doctorate or degree examination, a certificate is issued stating which subjects the student is qualified to teach. For a permanent teaching appointment, a person must be able to show that he has had adequate training in teaching theories and practices, especially in the subjects he will be teaching. This type of education is tested by means of a theoretical examination. Qualifications vary according to the certificate required for the particular subjects or schools involved (21, pp. 148-149).

Some certificates entitle the holder to teach in a gymnasium, a modern grammar school, a lyceum, a secondary school for girls, and a commercial school with a four-year course. In order to take the examinations for a secondary school teacher's certificate for these schools, the students must possess one of the following: a gymnasium or modern grammar school leaving certificate, a certificate from a girls' secondary school or a higher technical school, a gymnasium or modern school State certificate, a fully qualified primary teacher's certificate, a primary teacher's certificate plus two additional certificates in special subjects, or other certificates of equal standard. The average length of study for this certificate is from five to six years. This certificate authorizes the holder to teach the subject mentioned in primary, upper primary, and advanced primary schools. Other certificates entitle the holder to teach in commercial schools with a three-year course or an evening program. For these certificates, the length of study is from two to three years. The holder of the secondary teacher's certificate

may be appointed only if he has a certificate of teaching theory and practice (21, pp. 148-149).

Vocational.---The teaching of general educational subjects in elementary and secondary schools of a vocational and technical nature requires the same certificates and diplomas for schools for boys and schools for girls even though they may be separate schools. The teachers giving instruction in these schools may be divided into four groups:

- (1) general subjects, (2) exact sciences, (3) practical subjects,
- (4) theoretical and technical subjects (21, pp. 187, 193-194).

Teachers at primary and secondary technical schools must have the same certificates as the teachers at the u.l.o. school. Some of these teachers also hold one or more additional certificates or a secondary teacher's certificate. An elementary certificate is required for teaching mathematics in these schools. There is a special industrial teaching certificate for physics, mathematics, and mechanical subjects. The teachers who give instruction in primary and secondary schools in practical subjects are usually former students of primary technical schools who have received further teacher training. These teachers must show proof of an adequate general education before beginning their actual teacher training. Special courses to improve their general education are given at primary technical schools, higher technical schools, or special establishments. These consist of ten lessons per week for two years of evening courses. When the student passes the examination for the certificate of general education for industrial education, he then begins his actual teacher training. This training is divided into the following four periods: (1) basic training of two years, (2) advanced training of one year, (3) final training of one year,

(4) teaching theory and methods for one year. In the advanced training, there is a differentiation into vocational branches. The final year is one of complete specialization. At the end of the course, the students take State examinations. In order to take these examinations, evidence must be shown for actual work experience of at least four years in the specialized branch. In the teacher training year, the subjects include psychology, teaching theories and methods, and organization of technical training. At the end of this period, the students take a government examination. After acquiring a teaching certificate, the teacher is fully qualified to teach in primary and secondary technical schools in subjects listed on the certificate (21, pp. 188-191).

The training of teachers of theoretical and technical subjects is similar to the training of teachers of practical subjects. Those teachers who have passed the final examination of the higher technical school leaving certificate are qualified to teach theoretical and technical subjects at primary and secondary technical schools. These teachers must have worked for three years in industry. Engineering graduates may teach science and mathematics. They may also teach technical and theoretical subjects if they meet the work experience requirement (21, pp. 191, 193).

Teachers of general subjects in higher technical schools must have passed a doctoral examination or hold a certificate for teaching in secondary schools. They may teach the principal subject listed on the certificate and the minor related subjects as recognized by the Faculty. The teachers of exact sciences must hold either the certificate of the doctoral examination, an engineer's diploma, or a secondary teaching proficiency certificate. The qualifications for the teachers of

practical, technical, and theoretical subjects are similar to the requirements of the secondary technical schools (21, pp. 192-193).

### Vocational Office Education

#### Types of Schools Where Available

There are three types of schools in The Netherlands which offer programs in vocational office education. The first type is called the l.e.a.o. (lager economisch en administratief onderwijs). These schools are considered to be elementary vocational training schools where vocational office education may be part of the program. This program of studies lasts three years and is for students from 12 to 15 years of age. The second type of school is called the m.e.a.o. (middlebaar economisch en administratief onderwijs). These are secondary vocational training schools where studies last three years. Students from 15 to 18 years of age normally attend these schools. The third type of school is called the h.e.a.o. (hoger economisch en administratief onderwijs). These schools are considered training colleges for middle management jobs in the business world. This program of studies lasts three years and is generally for students from 18 to 21 years of age (101).

#### Organization and Administration

These schools are either set up by the government or by the city or municipality when it is deemed necessary. The l.e.a.o. school in Amsterdam was organized by the local authorities (102). The l.e.a.o. school in s'Hertogenbosch is classified as a private Catholic school but any girl from the area may apply for admission. This school is governed by three Sisters (103). The m.e.a.o. school in Naarden was organized five years ago as part of the government experimental project (104).

The l.e.a.o. school at The Hague was organized as a government school. The municipality controls this school under the supervision of the government (105). The m.e.a.o. school in Rotterdam was officially started two years ago under the experimental plan. It is a municipal school for both boys and girls from 15 to 20 years of age. These students generally come from a secondary modern school of three or four years (106). The m.e.a.o. school in Amsterdam is a combination of three schools. The m.e.a.o. part of the school is in its second year even though the Mammoth Act just went into effect. This school was organized through the combined efforts of the city and the government (107). The h.e.a.o. school in Amsterdam is one of the six so-called management training colleges. This is a college of business administration above the secondary school. This school was started a year ago as an experiment and is now under the Mammoth Act as part of the regular school system (108).

Each school has its own head (director, principal, or headmaster) who is responsible for the operation of the school. This head may be assisted by deputies or assistants of various kinds. These school administrators are directly responsible to either an administrative body from the municipality or to the government. The m.e.a.o. school in Rotterdam is administered by a director and an assistant director. There is a Chamber of Commerce committee which helps in the curriculum development phase of the school. The school administrators are directly responsible to the municipality committee which has the burgomaster (mayor) as its chairman (106). The m.e.a.o. school in Amsterdam is administered by a director and an assistant director who are responsible to both the city and government education officials (107). The l.e.a.o.

school at The Hague is administered by a director and an assistant director. Over these two administrators is the municipal committee, of which the burgomaster is chairman, and the government (107). At the m.e.a.o. school in Naarden, the director is head of the school. He is directly responsible to the central administration of education in the town and also to the government (104). The l.e.a.o. school in Amsterdam is administered by a headmaster and two deputies. One of the deputies is in charge of student administration. The other deputy is in charge of the bridge class, the classes outside the school, and the guidance counseling (102). The l.e.a.o. school in s'Hertogenbosch is administered by a director and two assistant directors. These three administrators are responsible to the governing body of Sisters and the government (103). The h.e.a.o. school in Amsterdam is administered by a director and three assistants who each serve as head of a work division. These administrators are directly responsible to both the city of Amsterdam and the government (108).

#### How Financed

The schools are subsidized by the government either directly or through the municipality in which they are located. All of the teachers' salaries are paid by the government (101). At the h.e.a.o. school in Amsterdam, the budget depends on the number of students in the school. This school receives 50 guilders (\$13) per student per year from the government for instructional materials. Other parts of this budget vary from 25 to 50 guilders (\$7 to \$13) per student (108).

The l.e.a.o. school in The Hague receives its money from the municipality which receives the government subsidy. The building of the

school was the municipality's responsibility. This school receives approximately 25 guilders (\$7) per student to buy books and supplies. This must be used for this purpose and not channeled into other needed areas (105). The l.e.a.o. school at s'Hertogenbosch is subsidized by the government. First-year students pay 25 guilders (\$7) per year toward school expenses. Second-year students pay from 25 to 35 guilders (\$7 to \$9) depending on the section they are in. Third-year students pay 35 guilders (\$9). For a family having more than one student at the school, the first student pays the full amount while each student thereafter pays one-half of the regular amount (103). At the l.e.a.o. in Amsterdam, the local government, through subsidies from the State, has provided financial support. After January, 1969, this financial support will come directly from the State (102). Each student at the m.e.a.o. school in Amsterdam is expected to pay 60 guilders (\$16) per year for textbooks and other supplies. For each family, the first student pays the full amount while the others pay only one-half the regular amount (108).

#### Philosophy and Objectives

The purpose of economic and administrative education is so that the students will receive both a general background education and a training which is especially suited to vocational business occupations. These vocations for which the students are prepared are found in the sectors of commerce, industry, traffic, government, semi-government services, insurance, credit, and banking services. Therefore, these vocational training schools aim at the following objectives: (1) general training of the students, (2) specialized training in skills (109).

The schools offer the students the following: (1) training for the necessary skills, (2) a sound knowledge and insight into the various subjects which will be important directly in later vocational life, (3) understanding of an opportunity for acquaintance with commercial life and with government and semi-government services in general, (4) understanding of the significance of these vocations in the general complex of business and services, (5) knowledge and insight in problematics which are found in the practicing of the above vocations and the methods used in solving these problematics, (6) understanding the hierarchy of business which is necessary in respect to the personnel factor, (7) understanding the dynamics of business life and the so-called functionaries of business, (8) a desire to study and gather knowledge and insight for further development in the chosen direction (109).

#### Length of School Year, Week, Courses, and Class Periods

Much similarity exists among the schools visited in The Netherlands as shown in Table 47 on page 301. The students in all the l.e.a.o. and m.e.a.o. schools start the school year approximately on August 15 and complete the school year on approximately June 30. The h.e.a.o. school in Amsterdam operates for the entire year. Its schedule is divided into seven weeks of lectures and study, then one week of examinations, one week of vacation, and then the cycle begins again (108). In all the l.e.a.o. and m.e.a.o. schools, classes are in session five days a week. In the h.e.a.o. school, classes are in session four days a week--Monday, Tuesday, Thursday, Friday--with Wednesday used for excursions or lectures by businessmen (108). Normally, school begins each day at approximately 8:30 a.m. Depending upon the allotment of



time for lunch and for midmorning and/or midafternoon breaks, school will close at any time from 3 p.m. to 4:50 p.m.

TABLE 47  
LENGTH OF SCHOOL YEAR, WEEK, COURSES, CLASS PERIODS  
(102-108)

School	School Year	School Week	Course Length	Class Periods
l.e.a.o. school Amsterdam	August 20 -June 30	5 days	One Year	50 minutes
l.e.a.o. school The Hague	August 20 -June 28	5 days	One Year	50 minutes
l.e.a.o. school s'Hertogenbosch	August 15 -June 30	5 days	One Year	50 minutes
m.e.a.o. school Amsterdam	August 15 -June 30	5 days	One Year	50 minutes
m.e.a.o. school Naarden	August 15 -June 30	5 days	One Year	50 minutes
m.e.a.o. school Rotterdam	August 23 -June 30	5 days	One Year	50 minutes
h.e.a.o. school Amsterdam	All year	4 days	One Year	50 minutes

#### Enrollment Data

In The Netherlands there are 91 l.e.a.o. schools with a total student population of 21,834; 22 m.e.a.o. schools with a total student population of 2,783; and 6 h.e.a.o. schools with a student population of 1,151 (101).

At the l.e.a.o. school in Amsterdam, the total enrollment is 440 students with a ratio of one girl to two boys. There are 75 students in the vocational office education classes (102). The l.e.a.o. school

at s'Hertogenbosch has an enrollment of 510 girls, 20 per cent of whom are in the commercial classes. There are approximately 17 vocational office education students in each year's program (103). The l.e.a.o. school at The Hague has an enrollment of 561 commercial students--371 boys and 190 girls (105).

The m.e.a.o. school in Rotterdam has 214 boys and 20 girls, constituting a total enrollment of 234 students. There are 13 students in the bridge year, 34 students in the second year, and 62 students in the third year. Of the second-year students, 16 are in the commercial division and 18 are in the administrative division. Of the third-year students, 16 are in the commercial division and 46 are in the administrative division (108). The m.e.a.o. school in Amsterdam has 15 girls and 210 boys, making a total enrollment of 225 students. This total figure includes 91 commercial students in the first year and 38 in the second year, with a third-year section beginning in the fall of 1969 (107). At the m.e.a.o. school in Naarden, there are 174 students--only 20 are girls. The first year includes 84 students; the second year, 43 (25 administrative, 8 commercial, 10 secretarial); and the third year, 47 (24 administrative, 18 commercial, 5 secretarial) (104).

The h.e.a.o. school in Amsterdam has a total enrollment of 396 students. For the first year, there are 247 students, of which only 10 are girls. The total enrollment of 149 in the second year is divided into 3 areas--business administration (42 boys, 1 girl); commercial (62 boys, 2 girls); and public administration (42 boys) (108).

Curriculum Offerings and Course Content

The curriculum and the programs for all schools are recommended by the Ministry of Education and Sciences. These various programs are prepared in cooperation with representatives of business and the teachers in each specialized area of concentration.

l.e.a.o.--The curriculum in the l.e.a.o. schools is designed primarily to train students for simple office positions such as typist, receptionist, and assistant bookkeeper. This program includes the bridge year, which is the first year of the school. It is common to all students in all specialties. It is also possible for students to stay an additional or fourth year in this school for more specialized training. Table 48 on page 304 lists the weekly schedule of lessons for this type of school.

The topics included in the vocational office education subjects of typewriting, bookkeeping, office practice, calculation, and law are shown in Table 49 on pages 305-306.

m.e.a.o.--The curriculum in the m.e.a.o. schools is designed to train students for office positions as secretaries, bookkeepers, and similar middle-level jobs. The first year of this school is common to all students. Table 50 on page 307 lists the weekly schedule of lessons for this type of school.

The topics included in the vocational office subjects of typewriting, office practice, stenography, calculation, and law are shown in Table 51 on pages 308-309.

h.e.a.o.--The curriculum in the h.e.a.o. schools is designed to train students for middle management positions in business which do not

TABLE 48

WEEKLY SCHEDULE OF LESSONS FOR L.E.A.O. SCHOOLS  
(103, 105, 110)

Subject	First Year	Second Year	Third Year	Fourth Year
Dutch language	4	4	4	-
First modern language (English)	3	3	3	4
Second modern language (French)	-	4	4	-
History and geography	3	2	2	2
Social science	-	1	1	-
Mathematics	4	-	-	-
Natural science	2	2	-	-
Music	1	1	-	-
Drawing	2	1	1	-
Handicrafts	6	1	1	-
Physical education	3	2	2	2
Study habits	2	-	-	-
Bookkeeping and commercial organization	-	5	4	3
Business practices, rights, laws	-	2	2	4
Office practice	-	1	4	6
Typewriting	-	2	3	2
Electives	2	1	1	-
Business calculation	-	-	-	3
German language	-	-	-	3
Business correspondence	-	-	-	3
Total Lessons per Week	32	32	32	32

require too much specialization. Table 52 on page 310 lists the weekly schedule of lessons for this type of school for the three years of training.

### Physical Facilities

School Plant.--The l.e.a.o. school in Amsterdam consists of a set of temporary buildings which were constructed in 1958 to replace those destroyed by a fire. This school is located on an island surrounded by a canal. Access to the island is by means of a bridge (102). The school

TABLE 49

SUBJECTS AND TOPICS IN VOCATIONAL OFFICE EDUCATION  
L.E.A.O. SCHOOLS (103, 105, 110)

Subjects and Topics	Second Year	Third Year
<u>Bookkeeping</u>		
Fundamental principles	x	x
Fundamental theory	x	x
Cashbook	x	x
Transfer book	x	x
Bankbook	x	x
Current expenses	x	x
Customers	x	x
Transportation	x	x
Journals	x	x
Accounts	x	x
Inventory	x	x
Adjusting entries	-	x
Closing entries	-	x
Financial statements	x	x
Cases	-	x
Application work	x	x
<u>Typewriting</u>		
Knowledge of keyboard	x	x
Handling the typewriter	x	x
Copy and dictation exercises	x	x
Letters and envelopes	x	x
Business forms and papers	x	x
Foreign languages	x	x
Minimum speed (strokes a minute)		
Dutch	-	120
Foreign language	-	-
<u>Office Practice</u>		
Administrative skills		
Critical observation	x	x
Filing	x	x
Transportation	x	x
Calculation	x	x
Ordering	x	x
Memory training	x	x

TABLE 49--Continued

Subjects and Topics	Second Year	Third Year
Writing and correction supplies	x	x
Storage supplies	x	x
Diverse small office machines	x	x
Application exercises	x	x
Machine calculation	-	x
Office machines and their use		
Typewriter	x	x
Telephone	-	x
Calculating machines	-	x
Reproducing and copying machines	-	x
Business forms	-	x
Card, ordering, storage systems	-	x
 <u>Calculation</u>		
Fundamentals	x	-
Percentage	x	x
Measures	x	-
Interest	x	x
Figuring of cost price	x	x
Figuring of sale price	x	x
Figuring for various business forms	x	x
Foreign money	-	x
Salaries and wages	-	x
Depreciation	-	x
Tables	-	x
Application work	-	x
 <u>Law</u>		
Income taxes	x	x
Deductions	x	x
Settlements	x	x
Shop-trade	x	x
Business registration	x	x
Food	x	x
Labor and work	x	x
Agreements	x	x
Contracts	x	x
Sales	x	x
Purchases	x	x
Payments	x	x
Legislation concerning personal, income, and business taxes	x	x

TABLE 50

WEEKLY SCHEDULE OF LESSONS FOR M.E.A.O. SCHOOLS  
(104, 106, 109)

Subjects	First Year Common	Second Year		Third Year	
		M.e.a.o., Naarden	M.e.a.o., Rotterdam	M.e.a.o., Naarden	M.e.a.o., Rotterdam
Dutch language	5	4	4	4	4
English language	3	3	3	5	5
French language	3	2	3	2	5
German language	3	2	3	2	5
Social studies	2	2	1	-	1
Law	2	2	2	3	3
Business administration	3	4	2	4	2
Statistics	-	2	2	3	3
General economics	2	2	2	3	3
Commercial economics and calculation	2	-	3	-	4
Business economics and calculation	2	4	-	4	-
Fine arts	1	1	1	-	-
Typewriting	1	2	2	2	2
Business office practice	-	2	2	2	2
Physical education	3	2	2	2	2
Stenography	-	-	2	-	3
Total Lessons per Week	32	34	34	36*	44*

\*Choice given so students normally take a maximum of 32 hours each year.

plant of the l.e.a.o. school in s'Hertogenbosch is ten years old. The l.e.a.o. school in The Hague was started in 1960. Before then, it was a primary building which had to be converted to meet the needs of this school (103).

TABLE 51

SUBJECTS AND TOPICS IN VOCATIONAL OFFICE EDUCATION  
M.E.A.O. SCHOOLS (104, 106, 109)

Subjects and Topics	First Year	Second Year	Third Year
<u>Typewriting</u>			
Knowledge of keyboard	x	-	-
Handling the typewriter	x	-	-
Copy exercises (speed and accuracy)	x	x	-
Dictation exercises	x	x	x
Letters	-	x	x
Envelopes	-	x	x
Post cards	-	x	x
Business forms	-	x	x
Tabulations	-	x	x
Stencils	-	x	x
Reproducing materials	-	x	x
Corrections	-	-	x
Manuscripts and rough drafts	-	x	x
Minimum speed (strokes a minute)			
Dutch	-	135	165
Foreign language (secretarial)	-	120	165
<u>Stenography</u>			
Theory presentation			
Dutch	-	x	x
Foreign languages	-	-	x
Dictation exercises	-	x	x
Transcription exercises	-	x	x
Letter writing	-	x	x
Minimum speed (syllables a minute)			
Dutch	-	80	120
Foreign language	-	-	100
<u>Office Practice</u>			
Use of simple business machines	-	x	x
Knowledge of forms and paper	-	x	x
Communications			
Telephone	-	x	x
Postal	-	x	-
Service regulations	-	x	-
Telex	-	x	-
Bookkeeping	-	x	x



TABLE 51--Continued

Subjects and Topics	First Year	Second Year	Third Year
Bookkeeping machines	-	x	x
Invoicing machines	-	x	x
Place of machines in business	-	x	-
Stencils and their application	-	x	-
Filing	-	x	x
Documents and business forms	-	x	x
Personnel and human relations	-	x	x
Structure of office	-	x	x
Internal organization of business	-	x	x
Punched cards and electronic machines	-	-	x
Orientation to business	-	-	x
Dictating machines	-	-	x
 <u>Calculation</u>			
Fundamentals	x	x	x
Interest	x	x	x
Cost price	x	x	x
Wages	x	x	x
Foreign money	x	x	x
Assets	-	x	x
Insurance	-	x	x
Profit and losses	-	x	x
Terms in buying and selling	-	x	x
Credit	-	-	x
Claims	-	-	x
Percentage	-	x	x
 <u>Law</u>			
Basic knowledges of law	x	x	x
Principles of law	x	x	x
Modern juridical procedures	-	x	x
Concepts of law and justice	-	x	x
Jurisprudence and legislation	-	x	x
Personal and business rights	-	x	x
Contracts	-	x	x
Proof in law	-	x	x
Taxation and legislation	-	x	x

TABLE 52

WEEKLY SCHEDULE OF LESSONS FOR H.E.A.O. SCHOOLS  
(108, 111)

Subject	First Year	Second Year			Third Year		
		Bus. Ad.	Com. Ec.	Pub. Ad.	Bus. Ad.	Com. Ed.	Pub. Ad.
Netherlands language	2	1	2	2	1	-	-
English	2	2	3	2	2	1	2
French, German, or Spanish	1	1	1	3	2	3	2
Social economics	4	2	2	2	-	-	-
Business economics	2	4	1	1	-	-	-
Commercial economics	2	-	3	-	-	3	-
Law	3	1	1	4	-	-	3
Sociology-psychology	2	2	2	2	-	2	2
Mathematics-statistics	2	2	2	2	-	-	-
Business administration	3	2	1	1	2	-	-
Business calculation	-	2	2	-	2	-	-
Business organization	-	2	2	2	-	-	-
Office machines practice	-	1	1	1	-	-	-
Physical education	3	3	3	3	3	3	3
Tax laws	-	1	-	1	-	-	-
Social geography, tax laws, and research operations	-	-	-	-	8	8	8
Electives	-	-	-	-	6	6	6
Total Lessons per Week	26	26	26	26	26	26	26

The m.e.a.o. school at Naarden is rented from the municipality. It was formerly a primary school (104). The m.e.a.o. school in Amsterdam is fifty years old. It was formerly a secondary commercial school (107). The m.e.a.o. school in Rotterdam was built twenty years ago soon after World War II ended. A new wing has been added. Photograph 53 on page 311 shows the outside framework of this school building (106).

The h.e.a.o. school in Amsterdam is eighty years old. It also was another type of school before conversion. In the fall of 1969, two



Photograph 53: m.e.a.o. school  
Rotterdam, The Netherlands

additional buildings will be used by this school. Photograph 54 on page 312 shows the outside framework of this school building (108).

Room Layout and Equipment.--Two of the schools visited had no special classrooms for vocational office education (102, 108). The l.e.a.o. school in Amsterdam employs a company-institute to bring portable typewriters to the school once a week for typewriting instruction. The school provided tape recorders and record players for use by the teacher in the classroom (102). At the h.e.a.o. school in Amsterdam, there were movable chairs and desks in conventional classrooms. There were approximately 10 manual typewriters and several adding machines available for student use. Both the typewriters and the adding machines were from 10 to 20 years old. A Gestetner mimeograph machine was available in the office. Teachers had access to a tape recorder (108).



Photograph 54: h.e.a.o. school  
Amsterdam, The Netherlands

At the m.e.a.o. school in Naarden, only one room was especially equipped for typewriting and stenography. The other rooms were regular classrooms. In this special typewriting room there were 22 modern steel office desks and 22 adjustable chairs. Other equipment available for use included 22 manual Triumph typewriters (0-3 years), 1 IBM Selectric typewriter, 6 Olympia and Victor ten-key adding machines, 2 Addo-X bookkeeping machines, 2 Victor full-keyboard adding machines, 4 Odhner rotary calculators, 1 Olivetti printing calculator, and 1 Gestetner mimeograph machine. Audio-visual equipment included a tape recorder and a record player (104).

The l.e.a.o. school in The Hague had a room specially equipped for typewriting, one room for office practice, and one room for selling. The typewriting room had 26 manual Olympia typewriters (0-5 years),

26 office-style desks, 26 adjustable chairs, and textbook copyholders for each typing station. The office practice room was set up as a model office with office desks and adjustable chairs. The equipment in this room included 5 Olivetti calculators, 1 Olivetti bookkeeping machine, 1 Stenorette dictating-transcribing machine, 1 Gestetner mimeograph machine, 5 manual Olympia typewriters (0-5 years), 3 manual Siemag typewriters (5-10 years), filing materials, 2 sets of connected telephones, and many types of small business materials like postal scales and stamps. Several of the typewriters were equipped with long carriages. A tape recorder and a record player were available for use (105).

At the m.e.a.o. school in Amsterdam, there was a typewriting room equipped with 30 manual Olympia and Remington typewriters (5-10 years). Audio-visual equipment included a tape recorder and a record player. Office machines had been ordered for equipping a new office machines room (107).

The m.e.a.o. school in Rotterdam provided one typewriting room which contained the necessary equipment. This room was used for both typewriting and stenography classes. The furniture in this room included 16 office-type desks and 16 adjustable chairs. The equipment included 20 manual Adler typewriters (0-10 years), 4 electric Adler typewriters (0-10 years), 1 manual Gestetner mimeograph machine, 1 electric Rex-Rotary mimeograph machine, 1 Grundig tape recorder, 1 3M photocopy machine, and 1 record player. There was a large storage cabinet in the back of the room for supplies and machines. Photograph 55 on page 314 and Photograph 56 on page 315 show this typewriting room.



Photograph 55: Typewriting Room  
m.e.a.o. school  
Rotterdam, The Netherlands

In another room there were also some office desks and adjustable chairs. This room had a locked cabinet in which 6 Totalia and Addo-X printing calculators and 10 Triumph and Olivetti ten-key adding machines were stored when not in use. This school had a repair service contract for all of its typewriters and business machines (106).

At the l.e.a.o. school in s'Hertogenbosch there were specially equipped rooms for office practice and typewriting. The furniture in the office practice room included work tables (where 2 students might sit), 12 steel office desks, and non-adjustable chairs. The equipment in this room included 4 Olivetti printing calculators, 4 Lagomarsino-Numeria full-keyboard calculators, 1 Rex-Rotary mimeograph machine, 1 Quick duplicator, 3 Odhner rotary calculators, filing practice sets, and a Teletrainer. There were electric outlets located around the room.



Photograph 56: Typewriting Station  
m.e.a.o. school  
Rotterdam, The Netherlands

These outlets were controlled by a master switch. The furniture in the typewriting room included 6 office-type desks, 18 typing tables, 24 adjustable chairs, and 12 bookkeeping tables with 24 chairs to accompany these tables. The equipment included 24 manual Olivetti typewriters (6 new, 18 were 1-year old, 2 were long-carriage), copyholders and metronomes. There was a sink in the room. Audio-visual equipment which was available for use included 1 tape recorder, 2 record players, 3 film-strip and slide projectors, 1 portable screen projector, and 1 overhead projector (103).

### Supplies and Materials

Each of the schools visited had a different policy concerning supplies and materials needed by both the students and the teachers. At the m.e.a.o. school in Naarden, the m.e.a.o. school in Amsterdam, the m.e.a.o. school in Rotterdam, and the h.e.a.o. school in Amsterdam, the students were required to purchase all needed supplies while the teachers received their needed supplies out of subsidies from the government funds (106-108). Both the teachers and the students provided their own supplies at the l.e.a.o. school in The Hague (105). At the l.e.a.o. school in Amsterdam, supplies were furnished by the school. The students paid into a fund which the teachers drew on for necessary materials (102). At the l.e.a.o. school in s'Hertogenbosch, the supplies were furnished for the teachers. The students paid a fee for furnished supplies (103). Business forms were generally received from the various business firms free of charge.

### Textbooks and Teaching Aids

Schools may choose their textbooks from those approved by the Ministry of Education and Sciences (101). In three of the schools (m.e.a.o. in Rotterdam, h.e.a.o. in Amsterdam, m.e.a.o. in Naarden) the students must purchase their own textbooks. The school acts as the central purchasing agent in this matter (104, 106, 108). At the l.e.a.o. school in s'Hertogenbosch, the l.e.a.o. school in The Hague, and the m.e.a.o. school in Amsterdam, the textbooks are furnished. However, the students must pay for any damage to the textbooks (103, 107).

Photographs 57 and 58 on pages 317-318 show a selected group of the many textbooks available for vocational office education.





Photograph 57: Selected Textbooks in Vocational Office Education The Netherlands

The typewriting textbook is entitled Flitsende Toetsen. This particular textbook is divided into the following parts: (1) the typewriter and its parts, (2) presentation of the keyboard using the touch system, (3) drills for speed and accuracy, (4) letters and envelopes-- American style and Dutch style, (5) rough draft manuscripts, (6) use of carbon paper, (7) various types of business forms, (8) letters with tabulated material in the body. Photograph 59 on page 319 shows a



Photograph 58: Selected Textbooks in Vocational Office Education The Netherlands

sample page of a correctly typed post card in Dutch style from this typewriting book (112).

One of the textbooks used in stenography is entitled Steno-Leerboek Nederlands Stenographie 'Groote.' Each lesson in this book has new theory plus review theory material at the beginning. This theory is followed by directions for reading and writing context material in stenography and in Dutch (113). Steno-Leerboek Engels contains theory which is adapted from Dutch to English. Each lesson contains

<p>Inullen in machineschrift</p> <p>Naam en voorletters: Examenplaats: Ex.nummer :</p> <p style="text-align: center;">BRIEFKAART</p> <p style="text-align: center;">N. V. Izomar, Hellingweg 57, Hilversum.</p>
<p style="text-align: right;">Haarlem, 3 juli 1962.</p> <p>N. V. Izomar, Hilversum.</p> <p>Mijne Heren,</p> <p>Hierdoor delen wij U mede, dat wij U geheel vrijblijvend, mits onverkocht, kunnen aanbieden: 1000 stuks goed bruik- bare hellingplaten tegen f 0,40 per stuk, franco wagon; vrachtkosten voor Uw rekening.</p> <p>Uw berichten, respectievelijk bestelling, zien wij gaarne tegenmoet.</p> <p style="text-align: center;">Hoogachtend,</p>

Photograph 59: Sample Page from  
Flitsende Toetsen  
Typewriting Textbook

theory exercises followed by context material in stenography and English for reading and transcribing purposes. Photograph 60 on page 320 shows a sample page from this textbook containing an English word list with Dutch stenography (114).

There are also three dictation books available for dictating letters in each of the three languages--French, German, English. Each of these dictation books is divided into speed sections commencing with a dictation rate of 20 syllables a minute. Each section increases by 5 syllables a minute. The last section starts with a speed of

## Verkortingen III.

particular	f	sir	2	thought	l
perfect	f	some	1	through	6
perhaps	h	somebody	f	thus	f
possible(y)	h	something	h	towards	0
principal(ly)	h	sometimes	l	up	1
purpose	f	success	3	upon	f
put	h	such	2	us	2
receipt	r	than, then	h	whatever	00
receive	g	thank	2	were *)	2
regular	f	them	f	when	0
relative	h	there, their	6	whenever	03
reply	f	they	l	whether	0
respect	g	thing	h	which	5
separate	3	think	2	with	0
several	3	this	l	would	0
should	l	thorough	l	yesterday	u
since	2	(al)though	1		

\*) Bij *where* blijven slechts de letters weg, die niet worden uitgesproken. We schrijven dus: *wer*.

Photograph 60: Sample Page from  
Steno-Leerboek Engels  
 Stenography Textbook

150 syllables a minute. Photograph 61 on page 321 shows a sample page from the dictation book for English, Handelsbrieven Engels (115). A sample page from the dictation book for French, Handelsbrieven Frans, is shown in Photograph 62 on page 322 (116). Photograph 63 on page 323 shows a sample page from the dictation book for German, Handelsbrieven Duits (117).

One of the textbooks used in teaching about various office equipment, supplies, and materials is entitled Administratieve Hulpmiddelen. This book is a guide to correct usage of pens, rulers, envelopes, and

21

9 few // errors have been made through confusing dozens and  
grosses. / We are enclosing a corrected copy of our Stock book.  
We / thank you for pointing out the error and beg to be ex-  
cused / for the mistake. Trusting everything will now be in  
10 order. //

70 (35. 52. 105. 140)

Brief 50.

James Wilson & Sons, 36, Cross Avenue, Manchester. / We  
are in receipt of your letter of the third instant requesting / us to  
make some modifications in the rates of commission / quoted by  
1 us for payment on your letters of credit. Although it // is our wish  
to satisfy you in every way, we are sorry / not to be in a position  
to do so this time. The rates / quoted by us are really those which  
we grant, quite / exceptionally, to our best friends. We hope ne-  
2 vertheless that our // negative reply will not prevent you to give  
us preference / for this kind of business, as the many facilities  
and / advantages which we shall give to the holders of your  
letters / of credit are more than a compensation for the rate  
3 of // commission charged by us on such transactions.

Brief 51.

English Sales / Corporation, Liverpool. We acknowledge  
receipt of your letters of the / third instant, for which we thank  
you. We wish to observe, however, / that the amount you men-  
4 tioned is too low and we kindly request // you to investigate this  
matter, as probably one of / your assistants made a mistake.  
Yours truly.

Brief 52.

Thomson, London. / We shall feel much obliged if you will  
let us know whether the enclosed / bond has been drawn. With  
5 thanks in advance for your reply by return of mail. //

70 (35. 52. 105. 140)

Brief 53.

English Sales Company, London. Extreme pressure of work /  
during the past week has prevented my confirming your visit  
and / the details which were settled then, but I take this oppor-  
1 tunity / of saying that our managing directors are entirely // in  
agreement with the granting of an agency on the terms which /

Photograph 61: Sample Page of Dictation  
Handelsbrieven Engels

small pieces of equipment such as a stapler or a scale. Photograph 64 on page 324 shows a page from this textbook which explains the various types of envelopes (118).

Boekhouden voor het Winkelbedrijf is one of the bookkeeping textbooks available. It begins the teaching of bookkeeping theory with the balance sheet and proceeds through accounts, journal entries, and various types of ledgers. Photograph 65 on page 325 shows from this book a sample page containing a bookkeeping problem (119).

A common textbook used in commercial arithmetic is entitled Rekenen voor het Winkelbedrijf. Included in its topics are the figuring

navire à notre port. Comme vous pourrez le voir, il s'agit  
 1 // de différences sur la cargaison d'Anvers, aux agents du  
 quel / port, nous n'avons pas manqué d'envoyer copie de ce  
 rapport. / Nous avons étendu nos recherches aux autres  
 ports d'escale / et dans l'attente des informations respectives.  
 2 nous // vous présentons, Monsieur, nos salutations sincères.

## Brief 44

Holland / Amerika Lijn, Amsterdam. J'ai l'honneur de me  
 référer / à la visite, que j'ai eu le plaisir de vous faire le /  
 3 mois dernier. Par la présente, je viens vous confirmer ma //  
 demande de bien vouloir me confier la représentation / de  
 votre Compagnie en Suisse. Comme j'ai pu vous / expliquer  
 de vive voix, je représente déjà de nombreuses / Compagnies  
 4 hollandaises et je dispose de bureaux // très vastes et bien  
 placés, avec agences à Bâle, St. / Gallen et Montreux. J'étudie  
 actuellement la création / à Berne d'une organisation spéciale,  
 5 groupant / toutes les entreprises hollandaises de navigation //  
 et autres dans un but de propagande en faveur de la /  
 Hollande. En attendant le plaisir de vous lire, je vous prie /  
 d'agréer, Messieurs, l'expression de mes sentiments distin-  
 gués. /

## Brief 45

André Fils & Cie, Namur. Nous vous accusons réception //  
 6 de votre lettre du 14 courant dont le contenu / a eu toute  
 notre attention. Conformément au désir / que vous nous  
 exprimez, nous allons intervenir auprès de / Messieurs Pol-  
 7 len & Zoon, afin que leur trafic de fer à // destination de  
 Montevideo et Buenos-Aires / vous soit confié au départ de  
 Rotterdam. Nous ne manquerons / pas de vous tenir au  
 courant du résultat de notre / démarche et vous présentons,  
 8 Messieurs, nos salutations // empressées.

## Brief 46

Poulin, Toulon. Nous vous accusons réception de / votre  
 relevé du 6 avril s'élevant à la somme de / ffrs. 5000.— avec  
 lequel nous sommes d'accord. Nous vous re/mercions de  
 9 votre lettre du 20 courant renfermant chèque // sur Paris  
 de Frs. 3000.— somme que nous porterons au crédit / de  
 votre compte sauf bonne fin. En espérant que vous nous /  
 favoriserez bientôt de nouveaux ordres, nous vous prions /  
 10 d'agréer, Monsieur, nos salutations les plus distinguées. //

65 (32, 49, 97, 130)

## Brief 47

Clairisse, Rouen. Nous avons l'honneur de vous accuser /  
 réception de votre carte du 19 courant. Nous sommes gran-

Photograph 62: Sample Page of Dictation  
Handelsbrieven Frans

of rent, interest, percentage, exchange of foreign currency, invoices, depreciation, and inventory. Photograph 66 on page 326 shows an invoice problem from this textbook (120).

Kantoorpraktijk I contains practical exercises in filing (alphabetic, geographic, date, numeric, subject) and in the figuring of amounts for various types of business forms. Photograph 67 on page 327 shows a practical exercise in crossfooting a problem from this textbook (121). Kantoorpraktijk II contains more practical exercises in filing. In addition, more complex calculations followed by the correct typing of the form and the checking of numbers and names are included. A sample

55 (27. 41. 83. 110)

## Brief 22

Garthof, Zwole. Wie wir aus Ihrem Schreiben vom 6. /  
 ds. Mts. ersehen, soll die Preisfrage das / Hindernis für einen  
 grösseren Umsatz sein. Wie / Ihnen bekannt ist, haben wir  
 1 unsere Kalkulation // wirklich äusserst bemessen, und im  
 Laufe der / Fabrikation noch verschiedene Verbesserungen /  
 angebracht, die im Preise nicht berücksichtigt sind. Auch  
 2 sind / wir anlässlich der im Januar ds. Jrs. erfolgten // 5%  
 Erhöhung der Arbeitslöhne nicht an / Sie herangetreten. Ihrer  
 werten Nachricht sehen / wir gern entgegen.

## Brief 23

Keizer, Amsterdam. Wir gelangten / in den Besitz Ihres  
 3 Schreibens vom 9. August // d.J. und teilen Ihnen antwortlich  
 mit, dass / wir dem Besuch Ihres werten Herrn Bijveld  
 gern / entgegensehen. Wir bitten Sie aber, uns noch die /  
 4 genaue Zeit seines Besuches bekanntzugeben. // Bei dieser  
 Gelegenheit teilen wir Ihnen mit, / dass die Lieferung Ihrer  
 Bestellungen Nr. E / 351 und E 352 / voraussichtlich im Monat  
 5 Februar erfolgt. //

55 (27. 41. 83. 110)

## Brief 24

Lobedann, Hannover. Ich kam in den Besitz Ihres / Schrei-  
 bens vom 18. d.M. und habe Ihnen / wunschgemäss einen  
 Scheck in Höhe von / hFl. 750.- auf die „Amsterdam-Rotterdam  
 1 Bank“ // zugehen lassen, den Sie bitte zur Einlösung / meiner  
 Tratte per 10. d.M. verwenden / wollen. Obwohl es mir  
 2 diesmal sehr schwer fiel, Ihrer / Bitte Folge zu leisten, habe  
 ich doch mein Möglichstes // getan, um Ihnen aus der Ver-  
 legenheit zu helfen. / Leider werde ich Ihnen in Zukunft  
 nicht mehr auf / diese Weise entgegenkommen können. Die /  
 3 regelmässige Ausdehnung meines Geschäftes stellt immer //  
 höhere Anforderungen an meine Barmittel / und diese augen-  
 blickliche Knappheit des Geldes macht / mir viele Sorgen.  
 Ich hoffe jedoch, dass die lange / und freundschaftliche Ge-  
 4 schäftsverbindung, welche mich // immer veranlasste, Ihnen  
 notfalls entgegenzu / kommen, auch Ihnen Anlass geben wird,  
 mich mit Ihren / geschätzten Aufträgen dauernd zu beehren. /

## Brief 25

5 Stiftel, Köln. Antwortlich Ihres Briefes vom zehnten // No-  
 vember können wir Ihnen hinsichtlich der obigen / Geschäfte  
 leider nur folgendes mitteilen. Es ist / uns leider nicht möglich

Photograph 63: Sample Page of Dictation  
Handelsbrieven Duits

practical exercise in setting up a table is shown in Photographs 68 and 69 on page 328 (122).

Examinations

The first two years of the l.e.a.o. and m.e.a.o. schools have school examinations only. The third year of these two types of schools ends in an oral and written examination given by the government for appropriate diplomas and certificates (102-103, 105-107). At the m.e.a.o. school in Naarden, examinations are given periodically in each course. Normally each examination counts from 0 to 10 points and then



Photograph 64: Sample Page from Administratieve Hulpmiddelen

these points are cumulative for the final grade in the course. The third-year examinations are given by the government (104).

A typical typewriting examination involves production work such as letters and envelopes, post cards, business forms, tabulations, and manuscripts (105). The bookkeeping and calculation examination includes figuring of balances; journalizing various kinds of bookkeeping entries; and figuring and entering account debits, credits, and balances (105). The stenography examination at the end of the three years in the m.e.a.o. school consists of 4 minutes of dictation in Dutch, 4 minutes in one foreign language, and 4 minutes in a second foreign language. The



Alle ontvangsten en uitgaven komen in het Kasboek.  
 Ontvangsten noteren we aan de debetzijde, uitgaven aan de creditzijde.  
 Het kasboek begint altijd met een Saldo.  
 Dit saldo aan de debetzijde schrijven.

Onthoud

Voorbeeld  
 J. van Doorn te Enkhuizen houdt een kasboek bij.  
 Op 1 januari 1965 had hij f 54<sup>5</sup>, 18 in kas. Gedurende de eerste week van januari had hij de volgende inkomsten en uitgaven

2 jan.	Ontvangen van J. van Zelst	f 12,85
3 jan.	Betaald aan leverancier J. M. v. Tricht & Zn.	f 395,60
4 jan.	Contant verkocht, 2 lakens à	f 6,75
	1 klosje garen	f 0,25
5 jan.	Ontvangen van maandklant P. de With, het bedrag van onze rekening	f 108,60
5 jan.	Ontvangen van J. Jansen	f 63,34
6 jan.	Betaald fa. Lith en Veere	f 53,60
7 jan.	Voor huishouding uit de kas genomen	f 40,--
7 jan.	Contante verkopen	f 134,67
7 jan.	Ontvangen van M. de Waard	f 35,10

Van deze gebeurtenissen maakt J. van Doorn in zijn kasboek de volgende aantekeningen:

1965		Kasboek J. van Doorn		folio I	
jan. 1	Saldo	545 18	jan. 3	J. M. v. Tricht & Zn.	395 60
2	J. van Zelst	12 85	6	fa. Lith en Veere	53 60
4	Contante verkopen	13 75	7	Huishouding	40 --
5	P. de With	108 60			
	J. Jansen	63 34			
7	Contante verkopen	134 67			
	M. de Waard	35 10			

Opmerking  
 In de kolom Omschrijving hoeft men niet te zetten betaald of ontvangen, want dat blijkt al uit het feit dat het bedrag aan de debet- of aan de creditzijde geboekt is.

9

Photograph 65: Sample Page from  
Boekhouden voor het Winkelbedrijf  
 Bookkeeping Textbook

students have two hours in which to transcribe these letters on the typewriter. Part of the typewriting examination for the m.e.a.o. school includes two dictated letters on tape--one letter in Dutch and one letter in a foreign language (106).

Examinations for the first two years of the h.e.a.o. school are made up by the teacher. There are no final examinations, but examinations at the end of each period count from 1 to 10 points. These points are added together at the end of the year and averaged for determination of passing or failing of the students. Examinations may be

OPGAVEN  
Vul nu zelf de volgende factuur eens in:  
118

H. M. v. Groningen    Amersfoort, 21 januari 19.. Grossier Koppelstraat 8 Amersfoort																			
Factuur voor: <div style="text-align: right;">           de heer J. Witters            Provinciale weg 4            EEMNES         </div>																			
8	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">balen, brutogewicht 40 kg p. baal ... kg</td> <td style="width: 50%;"></td> </tr> <tr> <td>tarra 4 %    ... kg</td> <td></td> </tr> <tr> <td>nettogewicht ... kg à f 0,75 p. <math>\frac{1}{2}</math> kg</td> <td style="text-align: right;">f .....</td> </tr> <tr> <td></td> <td style="text-align: right;">Rabat <math>2\frac{1}{2}</math> %</td> </tr> <tr> <td></td> <td style="text-align: right;">f .....</td> </tr> <tr> <td></td> <td style="text-align: right;">Contant <math>1\frac{1}{2}</math> %</td> </tr> <tr> <td></td> <td style="text-align: right;">f .....</td> </tr> <tr> <td></td> <td style="text-align: right;">Te betalen</td> </tr> <tr> <td></td> <td style="text-align: right;">f .....</td> </tr> </table>	balen, brutogewicht 40 kg p. baal ... kg		tarra 4 %    ... kg		nettogewicht ... kg à f 0,75 p. $\frac{1}{2}$ kg	f .....		Rabat $2\frac{1}{2}$ %		f .....		Contant $1\frac{1}{2}$ %		f .....		Te betalen		f .....
balen, brutogewicht 40 kg p. baal ... kg																			
tarra 4 %    ... kg																			
nettogewicht ... kg à f 0,75 p. $\frac{1}{2}$ kg	f .....																		
	Rabat $2\frac{1}{2}$ %																		
	f .....																		
	Contant $1\frac{1}{2}$ %																		
	f .....																		
	Te betalen																		
	f .....																		

Bij de volgende factuur wordt f 4, -- gerekend voor iedere kist. Men noemt dat "Emballage".  
Als de kisten weer terug gestuurd worden, wordt het bedrag dat voor emballage werd bijgerekend, weer terug betaald.

Photograph 66: Sample Invoice Problem from  
Rekenen voor het Winkelbedrijf  
Calculation Textbook

cumulative as the teachers may ask questions about work previously covered. Examinations are administered in all subjects except physical education. The third-year examinations are under government supervision since the students will receive their diplomas from the government. These examinations are in both oral and written form and are supervised by delegates of the Ministry of Education and Sciences (108).

#### Standards

1.e.a.o. -- According to the syllabus from the Ministry for this type of school, the minimum typewriting speed at the end of the third year is 120 strokes a minute (110). Both the 1.e.a.o. school in

<b>Kantoorpraktijk I</b>		<b>TAKENBOEK</b>					
		<b>Vaardigheidsoefeningen</b>					
<b>Opgave: N 1</b>							
Neem onderstaande gegevens over, totaliseer en stem vierkant af.							
<b>Veroordelingen wegens misdrijven</b>							
Provincie	1957	1958	1959	1960	1961	1962	Totaal
Groningen	217	208	225	277	580	600	
Friesland	151	144	150	136	415	455	
Drente	251	258	244	259	570	632	
Overijssel	245	226	225	236	558	383	
Gelderland	253	230	205	244	431	615	
Utrecht	262	281	252	324	434	822	
Noord-Holland	238	242	234	225	358	614	
Zuid-Holland	249	232	243	241	529	545	
Zeeland	231	223	217	219	416	530	
Noord-Brabant	250	226	195	208	385	539	
Limburg	232	318	321	242	569	730	
<b>totalen</b>							

Photograph 67: Sample Crossfooting Problem  
Kantoorpraktijk I  
 Office Practice Textbook

s'Hertogenbosch and the l.e.a.o. school at The Hague have a minimum typewriting speed of 130 strokes a minute (103, 105). The necessary minimum speeds differ with the type of certificate or diploma.

m.e.a.o.---According to the syllabus from the Ministry for this type of school the minimum typewriting speed at the end of the third year is 130 strokes a minute in Dutch and in one foreign language. The minimum shorthand speeds are 120 syllables a minute in Dutch and 100 syllables per minute in a foreign language (109). The m.e.a.o. school in Naarden requires a minimum typewriting speed of 130 strokes a minute in Dutch and in English. The minimum shorthand speeds are 130 syllables a minute in Dutch and 100 syllables a minute in a foreign language (104). At the m.e.a.o. school in Rotterdam, the minimum typewriting speed at the end of the second year is 120 strokes a minute;

Vervolgens vul je in de kolom "code" van boven naar beneden de codeletters A t/m H in.  
Tenslotte stem je de zes subkolommen vierkant af.

Opdracht II: Maak een overzicht van Latijns-Amerika I - Chili (bijlage 5e); waarbij de kostenbestanddelen moeten worden uitgedrukt in een percentage van de totaal-kosten. Opschrift: "LATIJNS-AMERIKA I - CHILI, juli '65 t/m dec. '65. Kostenbestanddelen uitgedrukt in % van het totaal".

Kolomindeling en opschriften:

1. "code"
2. "omschrijving"
3. "kosten-exact"
4. "kosten afgerond op honderdtallen"
5. "percentages-exact"
6. "percentages-afgerond"

Toelichting:

kolommen 1,2,3: neem de gegevens voor deze kolommen over van bijlage 5e;

Photograph 68: Sample Exercise from  
Kantoorpraktijk II  
Office Practice Textbook

- kolom 4: - rond de getallen van kolom 3 af op honderdtallen en vul deze afgeronde getallen in in kolom 4; rond 50 en hoger naar boven af, verwaarloos getallen beneden de 50  
- totaliseer deze kolom;
- kolom 5: - het totaal van kolom 4 is 100%, dus je weet ook wat 1% is  
- bereken nu de percentages van de afgeronde getallen van kolom 4; deel tot en met één cijfer achter de komma  
- vul de uiterekende percentages in in kolom 5;
- kolom 6: - vul in deze kolom de percentages van kolom 5 in, evenwel afgerond op hele procenten; 0,5 en meer wordt 1%, 0,4 en minder wordt verwaarloosd  
- totaliseer deze kolom.

Photograph 69: Sample Exercise (continued)  
Kantoorpraktijk II  
Office Practice Textbook

and at the end of the third year, this increases to 165 strokes a minute. This includes American- and Dutch-style letters, dictated letters, and stencils. If a student is in the secretarial division, he/she must

pass the above typewriting standards not only in Dutch but in two foreign languages. At the end of the second year, the minimum shorthand speed is 120 syllables a minute. At the end of the third year, the minimum shorthand speed is 130 syllables a minute in Dutch and 100 syllables per minute in a foreign language (106).

#### Diplomas, Certificates, Degrees

l.e.a.o.--A graduate of the l.e.a.o. school receives a diploma certifying that he has successfully passed all work and examinations. This diploma also reveals if the student is qualified in office work. An additional typewriting certificate with the speed attainment listed may also be obtained from the school authorities (102-103, 105).

m.e.a.o.--Upon successful completion of the third year of this type of school, the government awards the student a m.e.a.o. diploma. This is the same procedure used in all of these schools. A student may receive a typewriting diploma after two years if he/she is not in the secretarial division (104, 106-107).

h.e.a.o.--Upon successful completion of the third year of this school, the student receives a diploma from the government (108).

#### Student Selection and Follow-Up Procedures

Generally, the various schools which offer vocational office education admit all the qualified candidates. The admission requirement is the diploma or certificate from a lower school. At the l.e.a.o. school in Amsterdam and the l.e.a.o. school in s'Hertogenbosch, the students come from the primary school. To be admitted, they must take an entrance examination prepared by the teachers of the l.e.a.o. school. These teachers also correct the examinations and choose the students

based on the results. The students entering the l.e.a.o. school in Amsterdam come from an elementary school into the bridge year. During this year, these students are carefully observed for proper guidance into specialized training (102-103). The students entering the l.e.a.o. school at The Hague come from the municipality and surrounding areas. They may also come from the general section of the school located in another building (105). The students entering the m.e.a.o. school in Rotterdam come from the municipality and the surrounding areas and small towns. Selection is on the basis of a certificate or diploma presented for qualification. Students are observed during the bridge year for abilities and then guided into different programs (106). The m.e.a.o. school in Naarden recruits its students from the secondary modern schools in the town and the surrounding areas. Only students of questionable ability are asked to take an entrance examination (104). The m.e.a.o. school in Amsterdam recruits its students through direct contacts with the directors of secondary schools and advertisements in various journals. Those students who have completed a secondary school with a diploma are admitted to the school without an entrance examination (107). At the h.e.a.o. school in Amsterdam, the students come from all parts of The Netherlands. The three basic selection features for this school are: (1) education--usually from secondary high school with a diploma or certificate, (2) a written theme of 100 words on why the student wishes to enter this school and his plans to make use of the education upon graduation, (3) psychological tests in some cases where there is a question (108).

Most of the schools visited did not have follow-up procedures or placement services for their graduates. The m.e.a.o. school in Naarden

does help its graduates find jobs (104). The students often enter full-time positions for the same employer who hired them in cooperation with the school's work experience program (102, 105). The m.e.a.o. school in Rotterdam does have a placement service for its graduates (106). The m.e.a.o. school in Amsterdam and the h.e.a.o. school in Amsterdam hope to organize a placement service by the time the first group of graduates are ready for job placement (107-108).

#### Student Organizations

Four of the schools visited do not have any student organizations. The m.e.a.o. school in Amsterdam started a School Parliament during the past school year (107). The m.e.a.o. school in Naarden has one very active student organization which publishes a monthly newspaper (104). The h.e.a.o. school in Amsterdam has one student organization (108). In most cases, the students are too busy with homework and other projects to participate in organizations.

#### Participation of Industry

Industrial and business firms play a very important part in the vocational office education programs of the Dutch schools. Good contacts are made with business through field trips to various establishments, through inviting businessmen to be guest lecturers on specialized topics, and through the work experience programs. Work experience programs are available to students in the l.e.a.o. school in The Hague, the l.e.a.o. school in Amsterdam, and the h.e.a.o. school in Amsterdam (105, 102, 108). At the l.e.a.o. school in The Hague, the students work for a business firm for two periods of from ten to twelve days in the third and fourth school years at a minimum salary (105). The work

experience program at the h.e.a.o. school in Amsterdam is three months long. Placement on the job in this program is from the personal contacts the teachers and/or the students have with various firms. This school hopes to include business representatives on its advisory committee in the future (108).

At the m.e.a.o. school in Naarden, business representatives are a part of the examining committee for the final examination at the end of the third year (104). At the m.e.a.o. school in Rotterdam the businessmen take part in the oral examinations. The written examinations come from a centrally organized association. The examination committee of this Association consists partially of members of business. Currently, the Secretary of the Chamber of Commerce is the chairman of this committee (106).

Business firms are quite willing to supply reading materials and guest lecturers as well as cooperate in the development of suitable curriculums. The schools and the business firms are attempting to improve public relations with the community so that citizens will understand what the various diplomas and certificates mean.

#### Teacher Education and Supervision

Teacher training for vocational office education includes both general education and office skills education. There are no special commercial teaching institutes so prospective teachers receive training in the general teacher training institutes. There are special non-university courses to prepare teachers for the office skill subjects such as stenography and typewriting. These courses are set up by a special committee appointed by the Ministry of Education and Sciences. There are two lines of teacher training--university and special institutes.



These special institutes do not have the right to give qualifications. The teachers must pass an examination given by an examination board appointed by the Ministry. There are three levels of teacher training. The third level gives qualifications for lower vocational schools and junior secondary general education schools. The second level gives qualifications for secondary vocational schools and the first three years of the higher general vocational schools. The first level gives qualifications for higher vocational schools, gymnasium, and the higher classes of secondary or high schools. It is necessary for a teacher to have one year of practice in several schools for which he/she has qualifications (101).

l.e.a.o.--Teachers for this school may be graduates of a primary teacher's college. Then the teachers take courses in the subjects they wish to teach. It is not necessary to attend a university. Another avenue is the training college for secondary teachers plus a certificate in a certain area. No work experience is necessary (21, 102-103, 105).

m.e.a.o.--Teachers for this school may either be university trained or may take special courses privately or those given by public institutions. These special courses are followed by a qualifying examination. No work experience is necessary (21, 104, 106-107).

h.e.a.o.--Teachers for this school need either a university degree or an equivalent degree. Other qualifications depend on the subject to be taught. Most of the teachers are university graduates; however, teachers may obtain qualifications in evening programs while teaching in a lower school. In addition, three to five years of work experience in industry in the chosen area is required (21, 108).

The school or the municipality inserts recruitment notices in newspapers and professional journals stating necessary qualifications and asking candidates to apply. Teachers then send applications and teaching credentials to the municipal administration. The school chooses the teacher it wishes through an interview. Before the teacher's appointment becomes effective, the Ministry must approve the choice (101, 103, 106, 108).

Teachers' salaries depend upon the qualifications and the number of years of service. There is a maximum salary at each level. This maximum is raised when the cost of living and other salaries are raised. A teacher with certain qualifications and a certain number of years of service receives the same salary no matter where he teaches in The Netherlands (104).

There are three inspectors in the Ministry of Education and Sciences for the commercial subjects. Teachers are supervised by the directors of the schools, the town or municipality inspectors, and the government inspectors (102).

#### Teacher Organizations

There are several commercial teacher organizations in The Netherlands. These are in the areas of economics, administration, and shorthand and typewriting. There is also an international shorthand and typewriting organization. Many of the teachers belong to a government, Catholic, or Protestant professional organization. These organizations help to promote the educational and professional status of teachers (101). The commercial teachers in the h.e.a.o. school tend to

belong to field organizations such as The Netherlands branch of the American Marketing Association or the Institute for Efficiency (108).

#### Methods and Techniques of Teaching

Several excellent techniques were observed in classroom visitations. Teachers are encouraged to use audio-visual equipment and materials in their classrooms. In one typewriting class, the students were allowed to proceed at an individual pace. The entire class was not expected to be at the same place in the textbook each day (106). In one of the bookkeeping classes, the bookkeeping principles were presented visually on the chalkboard. Then a question period was permitted. Answers to the questions were carefully given and the visual presentation repeated until the students understood. Then the teacher, together with the students, proceeded to work an application problem on the chalkboard (106). The teacher of one of the business arithmetic classes used visual materials to get across the points on percentages in addition to the chalkboard presentation (105).

The use of case problems on tape was one of the regular features of an office practice class. The students listened to the tape once. Then the second time the tape was played, the students listed points which needed correction. The class discussed the case thoroughly, and the teacher then played the correct way on the tape. These students were part of a one-day-a-week work experience program. They were required to keep a notebook on which they recorded their experiences on the job. In-class discussion covered points and situations concerning experiences of the students (103).

### Types of Jobs for Graduates

Students who receive a leaving certificate from the l.e.a.o. school with special training in vocational office education should be sufficiently skilled to enter the lower or initial office positions. These types of positions were as follows: typists, receptionists, assistant bookkeepers, file clerks, general office clerks, travel bureau clerks, and simple automation workers (102-103, 105).

Students receiving the leaving certificate from the m.e.a.o. school are prepared more for middle-level positions. They should be sufficiently skilled to take positions as secretaries, bookkeepers, or accountants, and civil servants. In Rotterdam, there is especially a need for secretaries in shipping firms and international trade organizations (104, 106-107).

After leaving the h.e.a.o., the students should be able to enter middle-management positions which do not require too much specialization.

### Trends

There is an increasing number of business firms developing in The Netherlands through the influence of the European Economic Community and other avenues of trade. Since this involves much paper work and recordkeeping, there is an increasing number of office positions for trained and skilled office workers (101).

### Cooperation among EEC Nations

Even though there is a deadline stated as part of the Treaty agreements for the early 1970's, there does not seem to be any indication of an attempt to develop one common standard for vocational education

in all six countries. Each country is currently working on its own education problems. Until each country is satisfied with the progress it is making in its own education system, it is likely that little will be accomplished toward a common standard for all countries (101).

## CHAPTER X

### COMPARISON OF SELECTED FACTORS

For the six countries of the European Economic Community (Belgium, Federal Republic of Germany, France, Italy, Luxembourg, The Netherlands), a comparison was made of the following selected factors of vocational office education: (1) types of schools where available; (2) organization and administration; (3) how financed; (4) philosophy and objectives; (5) length of school year, week, courses, and class periods; (6) curriculum offerings and course content; (7) supplies; (8) textbooks, teaching aids, and materials; (9) examinations; (10) standards; (11) diplomas, certificates, and degrees; (12) student selection and follow-up procedures; (13) student organizations; (14) participation of industry; (15) teacher education and supervision; (16) teacher organizations; (17) types of jobs for graduates; (18) trends; (19) cooperation among EEC nations.

#### Types of Schools Where Available

Each of the six countries provided secondary schools in which vocational office education was offered. Belgium offered vocational office education in four types of schools. Three of these types of schools were public or "official" schools operated by the State, the province, or the city. The fourth type were the private or "independent" schools, most of which were operated by Catholic authorities. For girls, these schools were called lycées, collèges, or institutes; for

boys, athénées, collèges, or institutes. Each of the schools offered from one to three levels of education. Each level was a duration of three years. The lower level was for students of 12 to 15 years of age; the intermediate level for students from 15 to 18 years of age, and the higher level for students age 18 and over (19, pp. 4-5; 18, p. 47).

Vocational office education programs in the Federal Republic of Germany were offered in five types of schools. The part-time vocational school (Berufsschule) was operated in connection with the apprenticeship training agreements, usually of three-years' duration. The full-time vocational school (Berufsfachschule) generally offered a two-year program but there were also three-year programs available at some of the schools. The vocational extension school (Berufsaufbauschule) was available on either a part-time or a full-time basis to students who had completed their apprenticeship training. The part-time programs lasted from 3 to 3½ years while the full-time programs lasted from 1 to 1½ years. The advanced technical school (akademie) offered a five- or six-semester full-time program which followed the first stage of the student's career training and a final certificate from the Realschule or equivalent institution (44).

France provided two types of secondary schools where these programs were available. Each of the two types of schools offered both cycles of the program after the completion of the first cycle of secondary education. The collège d'enseignement offered the short upper secondary course of two years while the technical lycee offered the longer upper secondary course of three years (56, p. 9). Two types of secondary schools were also found in Italy. The vocational training institute (istituto professionali) offered a three-year program

terminating in a qualifying diploma. The commercial training institute (istituto tecnica commerciali) offered a five-year program of study terminating in a technical proficiency diploma in a specialized area (73).

Luxembourg had only two public secondary schools in which this program was taught, but there were other private schools maintained by religious orders which also taught vocational office education. The two public schools represented the two types of technical schools offering this type of program--a professional school of the State and a center for professional instruction (88).

The Netherlands provided three types of schools at different education levels in which vocational office education was offered. For students from 12 to 15 years of age, the l.e.a.o. (lager economisch en administratief onderwijs) school offered a three-year program. The m.e.a.o. (middlebaar economisch en administratief onderwijs) school offered a three-year program of vocational training for students from 15 to 18 years of age. The h.e.a.o. (hoger economisch en administratief onderwijs) school offered a post-secondary program for middle management positions. This program was three years in duration and was for students from the ages of 18 to 21 (101).

#### Organization and Administration

In Belgium the schools were organized by the state, provincial, city, or private authorities. Each school was subject to control by the division which organized it and was also controlled in some way by the National Ministry of Education (18, p. 43). In the Federal Republic of Germany, each of the eleven lander and city-states was the



legislative and administrative authority for all matters concerning the organization of the schools. The Secretariate of the Standing Conference of Ministers of Education and Cultural Affairs acted as the coordinating unit among the eleven regions. Schools were set up by the city or by the lander in the majority of cases (45). The schools in France were established by the national government and were under the direct supervision of the Ministry of Education. The rector of each of France's 23 educational regions was responsible for the management of the educational services and establishments in that region (58).

Both types of commercial institutes in Italy were set up by the Ministry of Public Instruction when it was deemed necessary (73). Luxembourg left the organization of its schools to the local authorities. However, these local authorities needed permission from the national government to set up new schools (88). The schools in The Netherlands were organized by the national government, the city or the municipality, or by private authorities. Private schools were generally governed by a council of Sisters (102-103).

In all six countries, each school was administered by at least one head--director, directrice, principal, or headmaster. Where the schools had a large school population, one or more assistants were generally named to aid the chief school administrator. In each of the schools, these administrators were directly responsible to higher authorities which included either city, regional, or national governments or private governing commissions. Depending on the type of school in Belgium, the school administrators were responsible to the city, the provincial, or the state authorities. The private school heads were governed by an administrative commission of the diocese in addition to

the Ministry of Education (26-27). For the schools in the Federal Republic of Germany, the directors were responsible to the city or municipality and then to the government for those schools set up by the city or municipality. For the schools set up in surrounding regions, the school administrators were generally directly responsible to the lander education administration (46-50).

In Italy, the administrators were directly responsible to the schools' administrative boards which included a representative from the national government, a representative of the particular field involved, and two or three additional members (73). In Luxembourg the public school administrators were directly responsible to the national government (88). In The Netherlands the administrators were responsible to the municipal government or the national government, depending on how the school was currently organized (102).

#### How Financed

In five of the EEC countries, the teachers' salaries were paid by the national government. In the Federal Republic of Germany, each lander was responsible for the payment of teachers' salaries.

The provincial and city governments in Belgium provided the buildings and other physical facilities for which they received a subsidy from the State each year (20). The Catholic diocese was responsible for the buildings and other physical facilities of the private schools. These schools also received a subsidy from the State each year for each pupil. In some cases, the equipment costs were reimbursable (26-27). Depending on the type of school in the Federal Republic of Germany, the building costs, maintenance expenses, equipment, supplies,

and non-teaching staff salaries were borne by authorities responsible for the organization of the school--mainly local or district in nature (43). The national schools in France received one-half of their funds from the State and the other half from the city while municipal schools received most of their funds from the city, and the State schools were completely financed by the State (59). Districts or municipalities were expected to provide funds for the building, equipment, utilities, and all necessary supplies. Each year a budget showing needed equipment and supplies had to be drawn up by the school director who presented the budget first to the school's board of directors and finally to the Ministry for approval. There was an apprenticeship tax levied on industrial corporations which helped with the financing of equipment and supplies (58).

In Italy, state schools were financed entirely from state funds. Each school submitted a report similar to a budget to the Ministry of Public Instruction for approval. Once the budget was approved, it was up to the individual school as to how the money was to be expended (73). Provincial or city schools had to submit the budget to the local government, but this budget had to be approved by the Ministry because of the subsidies received from the national government (75). Each year in Luxembourg the public school director established a budget for his school subject to governmental approval (94). In the case of the private schools, finances generally came entirely from one or two sources--student fees and/or funds from the Catholic authorities (91). The schools in The Netherlands were subsidized either directly or indirectly by the national government, depending on the type of school (101). Some of the schools charged fees for supplies (103, 107).

Philosophy and Objectives

In each of the six countries, the primary objective of the vocational office education program was the development of skilled office workers who could at least be employed in initial office positions.

In Belgium, the vocational office education program aimed at preparing students for entrance into initial office positions of the curriculum level completed. Both the development of necessary general knowledges and professional skills were the principal objectives of this program. It was believed that the training should be adapted to each pupil's age and to the knowledges and skills required in the performance of various office jobs (19, pp. 3-4).

The primary aim of all the vocational office education programs in the Federal Republic of Germany was the preparation of the student for entrance into office positions for which he had the capabilities. The principal objectives of these programs were the development of necessary general knowledges and marketable professional-technical skills. The general courses aimed at developing a solid cultural base for the modern world and at developing the individual as an asset to modern society. The professional and technical courses aimed at developing fundamentals and skill proficiencies required in various levels of office positions (44-45).

The objectives of the vocational office education program in France were being geared toward more general and basic knowledges which could be adapted more readily to different job classifications. Primarily, the program still aimed at sufficiently training a student for entry into vocational life (58).

The commercial technical institute in Italy had as its primary aim the preparation of a professional technologist. This institute had the additional responsibility of developing further both the human personality and technical capacity of each student for direct benefit to both the profession and society (79). The vocational training institute had as its primary aim the preparation of students for entrance into initial office positions. Both the development of necessary general knowledges and professional skills were the principal objectives of this program (80-82).

In Luxembourg, vocational office education had a two-fold purpose. First, the students needed a background of knowledge for living in the modern world. Second, the practical training was to be sufficient to enable the students to obtain and hold a position. Thus, it was expected that, through adequate teaching and instruction, the elements of general culture and the elements of apprenticeship would be connected to form a complete education (88, 94).

In The Netherlands, the purpose of the vocational office education program was primarily that the students would receive both a general background education and sufficient training to enter an initial office position (109).

#### Length of School Year, Week, Courses, and Class Periods

A comparison of the length of the school year, the school week, the courses, and the class periods is shown in Table 53 on page 346.

#### Curriculum Offerings and Course Content

Five out of the six countries visited had recommended syllabi of curriculum offerings and course content published by the national

TABLE 53

## LENGTH OF SCHOOL YEAR, WEEK, COURSES, CLASS PERIODS

Country	School Year	School Week	Course Length	Class Periods
Belgium	September 1 -June 30	6 days	1 year	50 minutes
Federal Republic of Germany	September 1 -July 15	5 days <sup>a</sup>	1 year <sup>b</sup>	45-50 minutes
France	September 15 -June 30	6 days	1 year	55-60 minutes
Italy	October 1 -June 15	6 days	1 year	50 minutes
Luxembourg	September 15 -July 15	6 days	1 year	50-55 minutes
The Netherlands	August 15 -June 30	5 days	1 year	50 minutes

<sup>a</sup>Apprentices come 1 day a week or its equivalent.

<sup>b</sup>Apprentices take courses for length of apprentice agreements.

ministry of education. The exception to this policy was the Federal Republic of Germany. In Germany, the determination of the curriculum offerings and course content for the vocational office education programs was left to the educational administration of the individual lander and city-state.

The Ministry of National Education in Belgium had a committee called Conseil de Perfectionnement de l'enseignement technique for the development of programs of study and curriculum offerings in vocational office education. The committee was composed of two groups. The first group contained members from industry, commerce, and administration. The second group included inspectors, professors, and directors of the

schools. These two groups met at least once a month to discuss curriculum development and change.

In France the syllabi of curriculum offerings and course content were established by the Ministry of National Education. Both old and new types of the vocational office education programs were still in effect so that some of the schools were running both formations concurrently. The curriculum and programs for both the commercial technical institutes and the vocational training institutes in Italy were issued by the Ministry of Public Instruction. The various programs were prepared by groups of expert teachers in each area of concentration with suggestions from commerce and industry.

In Luxembourg, the instruction in each of the schools was under the leadership of the director of the school who had to make the final decisions on curriculum and course content within the boundaries of the national regulations. The national government did describe a suggested outline of what courses should be taught and the content of each course. The private schools followed these prescribed syllabi as much as possible so that their students would also be granted permission to take the State examinations for diplomas and certificates.

In The Netherlands, the curriculum and the programs for all the schools were recommended by the Ministry of Education and Sciences. These various programs were prepared in cooperation with the representatives of business and the teachers in each specialized area of concentration.

Supplies and Materials

In five of the six countries, the supplies and materials needed by the teachers in the classrooms were supplied at least up to the budget limits of the school. Only in Luxembourg were the teachers expected to furnish their own supplies (89). Business forms and special materials used with computers and bookkeeping machines were furnished free to students and teachers in all six countries. In France the apprenticeship tax was used for equipment and supplies not covered in the city or State budget (59-61). In Belgium, the Federal Republic of Germany, France, Italy, and Luxembourg, the students were expected to furnish their own supplies such as paper and exercise books. In Italy there were grants or scholarships for poor families to purchase supplies. The Netherlands policy on supplies for students varied from school to school. In some of the schools, the students had to purchase their own supplies; and, in other schools, the students paid into a fund from which the teachers purchased the supplies.

Textbooks and Teaching Aids

In the six countries, varied plans of choosing textbooks for the vocational office education programs were in effect. In Belgium each type of education had an advisory council which recommended textbooks to be used. Teachers were free to choose textbooks from these recommendations. There were rental textbook plans for the students in all the Belgian schools (18, p. 44). The Federal Republic of Germany had no central authority which standardized the lists of textbooks. The Ministry of Education in each lander or city-state usually developed an approved list from which the schools and the teachers could choose.



Textbooks were supplied free to the students in the schools visited. In France there was no government list of textbooks, so the teachers were free to choose. Usually the teachers consulted with the director of the school and fellow teachers before making a final decision. Students were expected to purchase their own textbooks (58).

In Italy, there was no official list of textbooks. However, the teachers had to choose textbooks from the scope of the Ministry of Public Instruction's recommendations. Individual teachers were not permitted to choose textbooks, but a commission of teachers in the same subject area or division made the decisions concerning textbooks in May of the previous school year (73). The National Ministry of Education in Luxembourg furnished an approved list of textbooks for commercial programs. Textbooks were purchased by students at either the government printing office or at retail bookstores. In The Netherlands, the textbooks were chosen by the schools from the approved list issued by the Ministry of Education and Sciences (101). The students generally purchased their own textbooks with the schools acting as central purchasing agents for this purpose. Other schools gave their students the necessary textbooks for use during the school year. The students paid only for any damage to the textbooks.

Each country's schools had varied kinds and numbers of audio-visual equipment for the classrooms. Generally, audio-visual equipment included record players, tape recorders, film projectors, and filmstrip projectors.

Examinations

In Belgium, examinations were school--not government--examinations developed by the teachers involved in the instruction process. The examinations were usually given in December and June. The Ministry of National Education did recommend topics which should be included in the final examinations of the lower secondary studies in the areas of economics and bookkeeping (42). Students had to successfully complete the examinations at the end of the year in order to be promoted to the next year of school. In order to receive the appropriate diploma, the student had to successfully pass the examinations at the end of three years of either the lower or higher level of secondary education (20).

In the Federal Republic of Germany, the final examinations for those students who were in full-time programs were prepared and administered by the school. For the apprentices there were also school examinations throughout the three years of school. However, the final examinations for the apprentices were administered by the Chamber of Commerce and Industry of that particular city or lander. These examinations included oral, written, and practical divisions. Each Chamber of Commerce and Industry had a standing committee on examinations. This committee generally included one teacher, three persons with commercial experience, and several people from the community. This committee was responsible for preparing examinations and for determining those students who should receive their diplomas (46-50).

School examinations were given in France until the year the students had to take examinations for certificates and diplomas. These examinations were given by the Ministry which also provided an

appropriate certificate or diploma upon completion (58). For the first four years of the commercial technical institutes in Italy, there were no end-of-year examinations. Teachers decided at the end of the year whether a student was to be promoted on the basis of a range of points from 1 to 10, with 6 the minimum for promotion. Government examinations were given at the end of five years. The examining commission was composed of members of commerce and industry with one member from the school. The tests were of an oral, written, and practical nature (73). For the first two years of the vocational training institute, there were no end-of-year examinations. Again, the same procedure was followed as for the commercial technical institute. At the end of three years, there was an examination commission composed of teachers from the school and two persons from office and industry for the final examinations (77-78).

In Luxembourg a government commission for examinations acted as the go-between for the Chamber of Commerce and the schools. The Chamber of Commerce played an important part in the examinations. Usually the examinations were developed by teachers and businessmen. Some examinations were both prepared and given by the Chamber of Commerce with government approval (89-90). Even the private schools had their students take the prescribed government examinations. For those courses or areas of study for which there were no government or Chamber of Commerce examinations, the teachers were expected to write an appropriate examination to test the proficiency of their students (88).

In The Netherlands the first two years of the l.e.a.o. and m.e.a.o. schools had school examinations only. The third year ended in an oral and written examination given by the government for the

appropriate diploma or certificate. Examinations for the h.e.a.o. schools for the first two years were teacher examinations. The third-year examinations were under government supervision and were both in oral and written form. These examinations were supervised by delegates of the Ministry of Education and Sciences (108).

#### Standards

The standards of the various programs in the six countries are compared in Table 54 on page 353. These standards are for the end-of-the-program minimums except where indicated otherwise.

#### Diplomas, Certificates, and Degrees

In Belgium, diplomas and certificates were awarded by the Ministry of Education. The students received the certificate upon completion of three years of studies in the lower level of business. The students received a diploma at the end of the higher level of secondary business studies. Belgium had a special commission which ratified all certificates and diplomas, including those from the private schools (18, p. 46).

In the Federal Republic of Germany, the students who graduated from the full-time programs received a diploma or certificate from the school stating the qualifications they had attained in the various subjects. Apprentices generally received a school diploma or a certificate at the end of the three years. Their most important diploma was the one given by the Chamber of Commerce and Industry since this gave them access to the business world.

At the end of the short secondary course in France, there were two types of diplomas or certificates available. Three years of

TABLE 54

MINIMUM SPEEDS IN TYPEWRITING AND SHORTHAND OF THE VOCATIONAL  
OFFICE EDUCATION PROGRAMS IN THE SIX EEC NATIONS

Country	Typewriting (a minute)	Shorthand (a minute)
<u>Belgium</u>		
Lower level	30 words	75 words
Higher level	25-40 words	100-110 words
<u>Federal Republic of Germany</u>		
	150 strokes	120 syllables
<u>France</u>		
	30 words	100 words
<u>Italy</u>		
Vocational training institute	200-240 strokes	60-70 words
Commercial technical institute	200 strokes	60 words
<u>Luxembourg</u>		
First year (3 languages)	120 strokes	120 syllables
Second year (3 languages)	240 strokes	144 syllables
<u>The Netherlands</u>		
L.e.a.o. school	120 strokes	-----
M.e.a.o. school	130 strokes (Dutch and one foreign language)	120 syllables (Dutch language) 100 syllables (foreign language)

technical preparation were involved in receiving the baccalaureat de technicien from the long secondary course in a technical lycee.

In Italy, the students received the diplomas upon the completion of the three-year or the five-year program from the Ministry of Public Instruction after successful completion of the examination.

Luxembourg students received a diploma from the national government and a certificate from the Chamber of Commerce in the appropriate area of specialization. The diplomas for various types of vocational training came from the Chamber of Commerce.

In The Netherlands the diplomas for the l.e.a.o., m.e.a.o., and the h.e.a.o. school students came from the government. Additional typewriting and shorthand certificates were given which stated the speed attainment in each.

#### Student Selection and Follow-Up

In Belgium, students came from the primary or secondary schools of the province, city, or surrounding areas. Private schools normally admitted all qualified students. Some of the schools used public relations media to advertise their schools. No formal follow-up procedures were used.

In the Federal Republic of Germany, students normally came from the town or surrounding region in which the school was located. These students had completed at least eight years of elementary education. No longer were entrance examinations required. Admission to the schools was based on the previous years' work and the recommendations of the teachers from the lower schools. In order to be admitted to the apprenticeship program, the student had to have a job and a sponsoring employer. These students had to enroll in the program which corresponded with the type of job they had under the apprentice agreement. There was no follow-up plan for graduates of these schools.

French students came from the lower general secondary schools in the region in which the school was located (58). These students

were admitted to the school on the next level by means of a guidance paper. No placement or follow-up procedures were available. The Italian schools generally admitted all qualified candidates. The only admission requirement was the diploma or certificate of the lower middle school. There was no entrance examination and no follow-up procedures for the graduates. In The Netherlands, the schools generally admitted all qualified candidates. Admission was on the basis of possession of the diploma or certificate from a lower school. Students came from the town and surrounding areas to these schools. There were no follow-up procedures of the graduates.

#### Student Organizations

Three of the six countries (Belgium, Federal Republic of Germany, Luxembourg) had no student organizations connected with their schools. In France, the student organizations were either social in nature or sports-oriented. These organizations were not connected with actual studies or fields of specialization (58). Three of the five schools visited in Italy had no student organizations. The other schools visited had either sport or touring clubs (74, 77). In The Netherlands, four of the seven schools visited had no student organizations. In the other schools, the student organizations were primarily social in purpose.

#### Participation of Industry

In Belgium, industry did not help the schools financially. However, the Chamber of Commerce and the various industries did play a varying role in the vocational office training programs of the schools (20). In the Federal Republic of Germany, industry played a major role

in the schools. Industry served as the employer of the part-time students who were members of an apprenticeship agreement. Industry through the medium of the Chamber of Commerce prepared, administered, and evaluated the final examinations of these apprentices before awarding them the appropriate diplomas. Industry and commerce also participated in the development of the curriculums.

France had a commission in which both industrial and teaching representatives worked together in the planning of programs. This commission could only propose the programs as the Ministry of National Education had the final say (58). In Italy, industry did not interfere with school operations. For the commercial technical institutes, a representative of the local Chamber of Commerce served as one of the five members of the board of directors of the school. Industry representatives also served on the examination board for the fifth-year examinations. For the vocational training institutes, the industry representatives served on the administrative board which governed the school. These representatives also formed part of the examination board for the Ministry in examining of students.

Luxembourg allowed no financial aid from industry. The major role of industry in this country was through its membership in the Chamber of Commerce. Here it helped with the writing and the administering of examinations in these vocational areas.

Industries and business in The Netherlands played a very important part in the vocational office education programs. Field trips to business, guest lecturers from business, and school work experience programs all required the cooperation of business and industry.



Industry also supplied materials for computers and bookkeeping machines to be used in the school classrooms.

#### Teacher Education and Supervision

In order to teach at the lower level of the secondary schools in Belgium, the teacher had to be a graduate of a higher technical school with a first degree. A teacher had to be either a university graduate or a graduate of the higher technical school with a second degree in order to teach in the upper division of the secondary technical school. Teachers had to be Belgian citizens and meet the State requirements. It was the responsibility of the school authorities to recruit the needed teachers. Supervision was completed by the director of the school and either State, provincial, or city inspectors (20; 21, pp. 117-118).

Teachers for vocational education programs in Germany were trained in either a university or a teacher's college. The prerequisites for entrance to a university for four years required practical work experience in a similar program as that of the teaching major. Teachers of shorthand, typewriting, and office practice were generally graduates of the akademie. Then they had to attend a seminar for two years. Supervision of the teachers was the responsibility of the director of the school and the inspector from the lander government. Large cities also had their own inspectors. The school applied to the lander for teachers but was able to choose, through interviews and credentials, the teachers who were thought to be better qualified for the positions.

French teachers were recruited and selected by the Ministry for the different schools. Supervision was by the director of the school and either a regional or a national inspector. Teachers for the shorter course of the secondary schools had to have the level of baccalaureat technicien superieur which had to be followed by one year of pedagogic study. Teachers for the higher level and longer course of the secondary school had to have at least the level 1 certificate of aptitude for teachers in secondary or technical education. At level 2 they received the title of agrégé. Teachers had to have a teaching license which corresponded to their discipline.

Most of the teachers in Italy, both for the commercial technical institute and the vocational training institute, were university graduates with a degree. Stenography and typewriting teachers only needed the diploma of the secondary school, followed by courses in private institutions for these areas. Then the teacher must have passed a competitive examination. Personnel were hired by the Ministry. Supervision was considered to be the responsibility of the director and the school administration.

In order to teach in Luxembourg, one needed a diploma from the high school. With this diploma, the student could attend a commercial business school for specialized training outside the country. When the student returned to Luxembourg, he had to pass an examination before being permitted to teach. There were no specialized inspectors for commerce. This was the responsibility of the director of the school.

In The Netherlands no special training institutes for commercial teachers were available so they were trained in general institutes.

There were special non-university courses to prepare teachers for the office skill subjects set up by the Ministry of Education and Sciences (101). Teachers had to pass examinations given by the examining board of the Ministry. There were three levels of teachers. The schools had to do their own recruiting; but before the teacher was appointed, the Ministry had to approve the choice. The teachers were supervised by the directors of the school, then by town or municipal inspectors, and also by government inspectors.

#### Teacher Organizations

In all six countries, both professional organizations and trade unions were available for teacher membership. Several international organizations in the areas of economics, shorthand, and typewriting were also available for individual membership. However, the teachers in these countries were not obligated to join any type of organization. In Belgium, there was a choice among Liberal, Socialist, or Catholic political teacher organizations (20). The Federal Republic of Germany had one professional organization for certified commercial school teachers called Verband Deutscher Diplom-Handelslehrer. There was one professional organization for all teachers in France named Federation de l'education nationale. This organization was divided into two sections. The first section grouped the teachers according to specialty or discipline while the second section regrouped the teachers according to political parties (58).

In Italy, the professional organizations were mainly syndicates or trade unions. The trade unions were generally set up according to grade and type of school (73, 76-77). There was a general Catholic

professional organization for the teachers in Luxembourg (91). There were several commercial organizations in the areas of economics, administration, and shorthand-typewriting in The Netherlands. Many teachers belonged to the government, Catholic, or Protestant professional organizations (101).

#### Types of Jobs for Graduates

In all six countries, graduates of a secondary level vocational office education program were expected to have attained employment standards for initial office positions. A comparison of office positions available in each country is shown in Table 55 on page 361.

#### Trends

In each of the countries visited, it was stated that there was an increase in the demand for skilled office workers. This was indicated to be caused, in some measure, by the additional industrial and commercial enterprises attracted to these six countries because of the European Economic Community organization. Therefore, each of the six countries was attempting to establish the appropriate schools to provide for this increased demand.

#### Cooperation among EEC Nations

Interviewees in each of the countries stated that there was much exchange of information and ideas among them generally but not specifically in the area of vocational office education. Representatives of different countries suggested that it was necessary for its government to solve its educational problems first, such as modernizing its entire system, before there was a possibility of developing one

TABLE 55

## OFFICE POSITIONS FOR GRADUATES OF VOCATIONAL OFFICE EDUCATION PROGRAMS

Belgium	Federal Republic of Germany	France	Italy	Luxembourg	The Netherlands
<u>Higher Level</u>	Bookkeepers Stenographers	<u>Short Course</u>	<u>Three-Year Course</u>	Bank clerks Bookkeeping clerks	<u>L.e.a.o.</u>
Bookkeepers Stenographers Payroll clerks Bookkeeping clerks Receptionists Typists	Typists Payroll clerks File clerks Machine operators	Bookkeeping clerks Stenographers Typists	Assistant bookkeepers Typists Receptionists Beginning stenographers Office clerks	Stenographers Typists Bookkeepers	Typists Receptionists Assistant bookkeepers File clerks General office clerks
<u>Secretarial- Modern Language</u>		<u>Long Course</u>		<u>Secretarial- Modern Language</u>	
Bi-lingual secretaries		Bookkeepers Secretaries Administrative clerks Machine operators	<u>Five-Year Course</u>	Tri-lingual secretaries	<u>M.e.a.o.</u>
			Bookkeepers High-level clerks Accountants		Secretaries Bookkeepers Civil servants
					<u>H.e.a.o.</u>
					Middle management positions

standard system of vocational office education for all six countries of the European Economic Community.

## CHAPTER XI

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS

#### Summary

The primary objective of this study was to describe, analyze, and compare the vocational office education programs of the six European Economic Community countries. In these vocational office education programs, specific emphasis was placed on the secondary school level. The following facets were represented in the description and analysis of each country's program and in the comparison of the programs of the six countries: (1) philosophy and objectives; (2) schools where available; (3) organization, administration, and supervision of these schools; (4) how schools are financed; (5) curriculum, content of courses, prerequisites; (6) work experience programs; (7) equipment and other physical facilities; (8) textbooks, teaching aids, and materials; (9) examinations; (10) standards; (11) types of jobs available to graduates; (12) participation of industry; (13) teacher education, recruitment, and supervision; (14) student recruitment, selection, and follow-up; (15) teacher and student organizations; (16) trends in the program for the country; (17) cooperation among the European Economic Community nations.

The descriptive research method using structured interviews was selected as the most feasible means of collecting the data. Each country's Ministry of Education, school administrators, and vocational

office education teachers served as primary sources for the collection of the appropriate data. Each of the above-mentioned primary sources was visited personally. During each interview, a guide sheet was used. In the presentation of the data, the offerings for each country were described and analyzed in a separate chapter and then compared with the other five countries on selected facets in a final chapter.

### Conclusions

From the data collected from the six European Economic Community countries, the following conclusions were reached:

1. Students are encouraged to gain a general cultural background in addition to their vocational training for living in the modern world.
2. Students are encouraged to develop oral and written skills in at least one foreign language. In most cases, the students study at least two foreign languages during their secondary school attendance.
3. Tradition plays a very important role in the educational systems of these countries; thus, even necessary changes come slowly.
4. Because of the size of these countries, the national educational system in each country is the equivalent of the individual state educational systems in the United States.
5. The schools are not comprehensive schools as we in the United States know them with both pre-university and professional programs of studies available in one school complex.
6. The apprenticeship programs available in these six countries enable the students to support themselves financially while continuing their education in part-time vocational schools.



7. The homogeneous grouping of students by programs of studies in separate schools does not allow cooperation among different levels of students as does the heterogeneous student body in the comprehensive school.

8. There is an increasing demand for skilled office workers in these six countries.

9. As the demand for skilled office workers increases, each country is attempting to meet this demand by organizing new types of schools and programs.

10. Each country provided some type of vocational office education program in the secondary school division of its educational system.

11. Vocational and technical education is still primarily taught in schools separate from academic studies, although comprehensive schools are beginning to develop in several of the countries.

12. None of the six countries has a plan for vocational guidance of the students in the schools and in the vocational office education programs.

13. None of the six countries has a plan for the follow-up of graduates of the vocational office education programs.

14. Each school was administered by a director or head who was responsible to some higher authority for the operation of the school.

15. Supervision of the teachers in the schools was the responsibility of the school head and either local or national inspectors.

16. Initial office positions such as stenographers, typists, clerks, and bookkeepers were available to the graduates of the vocational office education programs.

17. Five of the six countries have a national ministry of education which governs the educational system. Each lander or city-state of the Federal Republic of Germany is responsible for its own system of education.

18. Most of the schools are financed by local and either regional or national governments.

19. With the exception of the Federal Republic of Germany, there are curriculum syllabi available from the national ministry of education for implementation of the vocational office education programs in each country.

20. Participation of industry in the vocational office education programs varies with each country.

21. Teacher organizations include general professional organizations, professional organizations in areas of specialization, and trade unions.

22. There are very few student organizations in these six countries. The student organizations which are set up are primarily social or sports-oriented and not connected to an academic area or program.

23. Work experience programs are not a requirement in all the vocational office education programs. Thus, the availability of such programs varies from country to country and school to school.

24. Equipment available in the schools of these six countries ranged from no specialized equipment to the very new modern electronic computers, typewriters, and office machines.

25. Each country is attempting to update its own educational system in order to meet the demands of the modern world.

26. Business education in these six countries is strictly vocational in its objectives; there are no personal-use courses for students to take as electives.

27. There has been little cooperation among the six countries in the development of one standard system of vocational education throughout the European Economic Community. This is primarily due to the problems each country has had with its own system.

#### Recommendations

Based on the findings of this study, the following recommendations are made:

1. It is recommended that vocational guidance and follow-up procedures be developed for the vocational office education programs in the six European Economic Community countries.

2. Business educators should look more closely at business education programs in other countries for procedures, techniques, and ideas which may be adapted to their own programs.

3. It is recommended that each of these six countries organize experimental comprehensive schools in order to determine if this type of school would better fulfill the educational objectives of the country.

4. It is recommended that business educators look more closely at the apprenticeship programs in these six countries in order to adapt the appropriate techniques of these programs to the work experience programs available in the United States.

For future study and research, the following recommendations are made:

1. It is recommended that companion studies in business teacher education, vocational distributive education, and post-secondary business training be completed for the six European Economic Community countries.

2. It is recommended that a similar study in vocational office education in the Outer Seven European countries be completed. It would then be possible to compare the vocational office education programs in the European Economic Community countries with the Outer Seven European countries.

3. It is recommended that descriptive and comparative studies be completed in the area of business education in other foreign countries, especially in the Far East and in South America.

4. It is recommended that further comparative business education studies be completed in order to facilitate the exchange of ideas among countries of the world.

5. It is recommended that graduate departments of business education consider the development of a comparative business education course in order to broaden the students' knowledge of what the modern world is doing in this field of specialization.

6. In order to broaden one's point of view, it is recommended that business teachers be encouraged to travel to different countries to visit and observe business education programs in action.

7. It is recommended that business teachers be encouraged to join the International Society of Business Education as a means of facilitating the exchange of ideas among nations of the world.

8. It is recommended that exchange programs among business teachers of the countries of the world be developed and organized to promote not only international understanding but also the exchange of ideas.

TABLE 56  
TIME SCHEDULE

Country	Number of Weeks	Inclusive Dates
France	2	September 8-14 December 1-7
Luxembourg	1	September 15-21
Belgium	2	September 22-October 5
The Netherlands	2	October 6-19
Federal Republic of Germany	3	October 20-November 9
Italy	3	November 10-30

209 State Street  
Grand Forks, N. D. 58201  
July 29, 1968

Honorable Frank A. Horton  
Congressman, 36th District of New York  
House Office Building  
Washington, D. C. 20225

Dear Mr. Horton:

At present I am on leave from Williamson Central School, Williamson, New York, working on my doctorate in business education at the University of North Dakota. In September I am hoping to begin collecting the necessary data for my dissertation, "Vocational Office Education in the European Common Market Countries: An Interpretive Analysis With Specific Emphasis on the Secondary School Level."

I would very much appreciate your assistance in contacting the Consular Generals of the countries of Belgium, France, Germany, Italy, The Netherlands, and Luxembourg in order to arrange for personal interviews with the Ministries of Education of these countries. You will notice from the enclosed proposal, the tentative time schedule I plan to follow in each of these countries. I have planned to visit the country's Ministry of Education first before visiting the schools in that country.

The approximate dates I plan to be in each country are as follows:

France - September 9-13 and December 2-13  
Luxembourg - September 16-20  
Belgium - September 23-October 4  
The Netherlands - October 7-18  
Germany - October 21-November 8  
Italy - November 11-29

I hope that it will be possible to obtain interviews with the Ministry of Education during the first week of my stay in each country.

Thank you for your cooperation.

Sincerely yours,

Helene L. Zimmerman

August 7  
1968

Miss Helene L. Zimmerman  
209 State Street  
Grand Forks, North Dakota 58201

Dear Miss Zimmerman:

I have received your letter of July 29, with your enclosed Dissertation Proposal.

I am very pleased to have the opportunity to contact the American Consuls in your behalf and will advise you as soon as I receive their respective reports.

Thank you for giving me this opportunity to serve you.

With kindest personal regards, I am

Sincerely,

Frank Horton

FH/jr



August 7  
1968

Hon. Sargent Shriver, Jr.  
Ambassador  
American Embassy  
2 Avenue Gabriel  
Paris, France

Dear Ambassador Shriver:

In behalf of my constituent who is identified in the attached correspondence, I should like to request your consideration of her request to meet with the Ministry of Education. I am enclosing a copy of her time schedule and interview guide.

I am impressed with her dissertation proposal and would appreciate your help in accommodating her request.

Thank you for your cooperation in this matter. I look forward to your reply.

With kindest personal regards, I am

Sincerely,

Frank Horton

FH/jrf  
Enclosures

August 7  
1968

Hon. George J. Feldman  
Ambassador  
American Embassy  
Luxembourg

Dear Ambassador Feldman:

In behalf of my constituent who is identified in the attached correspondence, I should like to request your consideration of her request to meet with the Ministry of Education. I am enclosing a copy of her time schedule and interview guide.

I am impressed with her dissertation proposal and would appreciate your help in accommodating her request.

Thank you for your cooperation in this matter. I look forward to your reply.

With kindest personal regards, I am

Sincerely,

Frank Horton

FH/jrf  
Enclosures

August 7  
1968

Hon. Ridgeway B. Knight  
Ambassador  
American Embassy  
27 Boulevard du Regent  
Brussels, Belgium

Dear Ambassador Knight:

In behalf of my constituent who is identified in the attached correspondence, I should like to request your consideration of her request to meet with the Ministry of Education. I am enclosing a copy of her time schedule and interview guide.

I am impressed with her dissertation proposal and would appreciate your help in accommodating her request.

Thank you for your cooperation in this matter. I look forward to your reply.

With kindest personal regards, I am

Sincerely,

Frank Horton

FH/jrf  
Enclosures

August 7  
1968

Hon. Henry C. Lodge  
Ambassador  
American Embassy  
Bonn, Germany

Dear Ambassador Lodge:

In behalf of my constituent who is identified in the attached correspondence, I should like to request your consideration of her request to meet with the Ministry of Education. I am enclosing a copy of her time schedule and interview guide.

I am impressed with her dissertation proposal and would appreciate your help in accommodating her request.

Thank you for your cooperation in this matter. I look forward to your reply.

With kindest personal regards, I am

Sincerely,

Frank Horton

FH/jrf  
Enclosures

August 7  
1968

Hon. Gardner Ackley  
American Ambassador  
American Embassy  
Via V. Veneto 119  
Rome, Italy

Dear Ambassador Ackley:

In behalf of my constituent who is identified in the attached correspondence, I should like to request your consideration of her request to meet with the Ministry of Education. I am enclosing a copy of her time schedule and interview guide.

I am impressed with her dissertation proposal and would appreciate your help in accommodating her request.

Thank you for your cooperation in this matter. I look forward to your reply.

With kindest personal regards, I am

Sincerely,

Frank Horton

FH/jrf  
Enclosures

August 7  
1968

Hon. William R. Tyler  
Ambassador  
102 Lange Voorhout  
The Hague  
Netherlands

Dear Ambassador Tyler:

In behalf of my constituent who is identified in the attached correspondence, I should like to request your consideration of her request to meet with the Ministry of Education. I am enclosing a copy of her time schedule and interview guide.

I am impressed with her dissertation proposal and would appreciate your help in accommodating her request.

Thank you for your cooperation in this matter. I look forward to your reply.

With kindest personal regards, I am

Sincerely,

Frank Horton

FH/jr  
Enclosures

August 16, 1968

Dear Mr. Horton:

In the absence of Ambassador Ackley I am replying to your letter of August 7 concerning the forthcoming visit to Rome from November 11 to November 29 of Miss Helene L. Zimmerman.

Regarding Miss Zimmerman's request to meet with officials of the Ministry of Education, I suggest that she contact the office of the Cultural Attache at the Embassy on her arrival in Rome, 4674, extension 474. My associates and I will be happy to extend the courtesies of the Embassy to Miss Zimmerman and to assist her in any way we can while she is here.

With best wishes.

Sincerely yours,

Francis E. Meloy, Jr.  
Minister

The Honorable  
Frank Horton  
House of Representatives  
Washington, D. C. 20515

Bonn/Bad Godesberg  
Germany

August 16, 1968

Honorable Frank Horton  
House of Representatives  
Washington, D. C. 20515

Dear Congressman Horton:

Thank you for your letter of August 17, telling me about  
your constituent, Miss Helene L. Zimmerman.

You can be assured that we will do everything we can at the  
Embassy and in the consulates to be of assistance to her.

With kind regards,

Sincerely yours,

Henry Cabot Lodge



August 19, 1968

Honorable Frank Horton  
House of Representatives  
Washington, D. C. 20515

Dear Congressman Horton:

In the absence of Ambassador Feldman, I am undertaking to reply to your letter of August 7 addressed to him. You asked the Ambassador for his help in arranging for your constituent, Helene L. Zimmerman, to meet with appropriate officials of the Luxembourg Ministry of Education during her visit to Luxembourg, September 16 to 20.

It is the custom of government officials here in Luxembourg to take leave during the month of August, and it appears all of the appropriate officials are indeed now on leave. A couple of them are expected back in the first week of September. We shall get in touch with them as soon as they are in their offices.

We anticipate no difficulty whatsoever in arranging for an appointment for Miss Zimmerman although we understand that the Ministry of Education itself does not conduct in its school system the type of training in which she is interested. There are, however, certain private schools in Luxembourg which we understand do concern themselves with vocational office training.

We shall be delighted to receive Miss Zimmerman and to see to it that she has an opportunity to discuss her dissertation with those most knowledgeable in Luxembourg.

Sincerely,

Marshall Hays Noble  
Chargé d'Affaires ad interim

August 20, 1968

Honorable Frank A. Horton  
Congressman, 36th District of New York  
House Office Building  
Washington, D. C. 20225

Dear Mr. Horton:

In reply to your letter of August 8th to Ambassador Tyler, the Ministry of Education in The Hague will be pleased to assist Miss Zimmerman in gathering information about the Netherlands' vocational office education for her dissertation.

Miss Zimmerman would do best to write directly to the Ministry of Education, Department of International Relations, Nieuwe Uitleg 1, The Hague, to make an appointment. She may wish to describe her dissertation topic briefly in her letter in order that the appropriate interviews may be arranged.

If the Embassy can be of further assistance in this matter, please let us know.

With best wishes,

Sincerely,

Earl D. Sohm  
Chargé d'Affaires ad interim

August 20, 1968

Honorable Frank Horton  
House of Representatives  
Washington, D. C. 20515

Dear Congressman Horton:

Thank you for your letter of August 7 requesting our assistance for your constituent, Helene L. Zimmerman.

We have contacted officials in the Ministry of Education who will be happy to assist Miss Zimmerman by arranging appointments for her with knowledgeable people working in her field here in Belgium.

Miss Zimmerman should call the Embassy on her arrival in Belgium and ask to speak to Mr. John Plompen, the Cultural Affairs Assistant, who will be happy to make the necessary arrangements.

Sincerely yours,

Chris G. Petrow  
Chargé d'Affaires a.i.

August 26  
1968

Miss Helene L. Zimmerman  
153 Miller Street  
Williamson, New York 14589

Dear Miss Zimmerman:

My secretary, Mrs. Turner, has told me of your visit to my office early last week. I am sorry I could not be here to greet you.

I have just received the enclosed replies in answer to my inquiries on your behalf. As replies have not been received from France and Luxembourg, I have contacted the State Department, requesting that a constituent travel circular be sent to these countries. I understand that Mrs. Turner explained that this circular would advise the respective Embassies of your visit and of our previous letter regarding your visit. If you will go to the Embassies on your arrival, I am sure you will be received with courtesy.

It was a pleasure for me to be of service to you in this matter. I trust your trip abroad will prove enjoyable and informative.

With kindest personal regards, I am

Sincerely,

Frank Horton

FH/rr  
Enclosures

August 28, 1968

Miss Helene L. Zimmerman  
The University of North Dakota  
209 State Street  
Grand Forks, N. D. 58201

Dear Miss Zimmerman:

A copy of your letter addressed to Congressman Horton and announcing your plans for a research trip to Europe has come to my desk for reply.

I note the dates you will be in France and the general outline of your research. Since educational circles in this country are in a bit of confusion following the events of last May and June, I believe it would be better to await your arrival here to set up any appointments. Besides, the part of education devoted to vocational training is complicated by the fact that much of it does not fall at all under the Ministry of Education, but rather under other official offices. It would therefore be well to know exactly what you have in mind before we try to arrange matters for you.

If you would come to my office, therefore, on your arrival in Paris, I shall be happy to put you in the hands of our educational counselors, who will be able to guide you to those offices most likely to be of the help you need.

All good wishes as you start this comparative study.

Sincerely,

Leslie S. Brady  
Counselor for Public Affairs

August 29, 1968

The Honorable  
Frank Horton  
House of Representatives  
Washington, D. C. 20515

Dear Frank:

I have your letter concerning the visit to Europe of Miss Helene L. Zimmerman, who plans to do research in comparative education.

The enclosed copy of a letter addressed to her by the Counselor for Public Affairs is fully self-explanatory. You can be sure that we shall look after her as best we can upon her arrival here, with the aim of permitting her to make maximum use of the time she will spend in France.

Sincerely,

Robert Sargent Shriver

Enclosure:

Copy of letter to Miss Zimmerman

Miss Helene Zimmerman,  
c/o American Express Office,  
22-24 Place Rogier,  
BRUSSEL  
Belgie.

September 9, 1968

IB 100.705 September 27, 1968

Study visit to the Netherlands.

Dear Miss Zimmerman,

With reference to your above-mentioned letter I have pleasure in informing you that Mr. J. Th. Schelfhout, inspector of economic and administrative education of the Ministry of Education and Sciences, is prepared to assist you in gathering information about the Netherlands' vocational office education for your dissertation, and to arrange appropriate interviews and visits for you.

You are kindly requested to come to Mr. Schelfhout's office on Monday, October 7, next at 10:30 a.m.

The address is Lange Kerkdam 3 in Wassenaar (near The Hague).

I hope your stay in the Netherlands will be of some use to you.

Yours sincerely,

For the Minister,

(Dr. C. C. D. Schmidz).

September 27, 1968

Honorable Frank Horton  
House of Representatives  
Washington, D. C. 20515

Dear Congressman Horton:

I am writing in continuation of my letter of August 19 concerning the visit to Luxembourg of your constituent, Helene L. Zimmerman, and her interest in meeting appropriate officials of the Luxembourg Ministry of Education.

Miss Zimmerman arrived in Luxembourg on September 16, remaining through the 20th, as scheduled. An Embassy officer met with her and later accompanied her to the Ministry of Education, where she was briefed on the Luxembourg educational system. The Ministry further assisted Miss Zimmerman by arranging appointments for her to visit the two public schools in Luxembourg working in her field of interest, as well as several private institutions.

I was particularly pleased that we were able to assist her in pursuing her research in Luxembourg.

Sincerely,

Marshall Hays Noble  
Chargé d'Affaires ad interim



July 5, 1968

Miss Helene L. Zimmerman  
209 State Street  
Grand Forks, North Dakota 58201

Dear Miss Zimmerman:

I am pleased to advise that Air France returned the call shortly after you left our office on Tuesday to advise me that all reservations as we had originally requested are now confirmed under your name.

We have also directed correspondence to our office in New York to request the lease as well as the hotel for you in Paris. You may be assured that as soon as this information has been confirmed and received at this office we shall notify you with the final details.

In the meantime, if you have any further questions or comments in this matter please do not hesitate to let me know. I would also appreciate at your convenience if you would forward to me your passport number and date and place of issue. I am not certain whether or not we will need this information in connection with the lease but just in case I will then have it on hand.

Thank you once again for allowing this office the pleasure of serving you.

Sincerely,

Gene R. Coon, Manager  
World Wide Travel Department

GRC:sm

July 19, 1968

Miss Helene Zimmerman  
209 State Street  
Grand Forks, North Dakota

Dear Miss Zimmerman:

I have just received advise from New York that your lease has been confirmed and that the final papers should be in our hands within a week or 10 days.

We have also received confirmation of your hotel in Paris as well of course as the air space which was previously confirmed.

As soon as all documents have been received, issued, and gone over, I shall advise, submitting for payment our invoice. Upon receipt of your check we will mail the documents to you in Grand Forks.

I trust that this meets with your approval and that if you have any further questions or comments that you will not hesitate to let me know.

Sincerely,

Gene R. Coon, Manager  
World Wide Travel Department

July 31, 1968

Miss Helene Zimmerman  
209 State Street  
Grand Forks, North Dakota

Dear Miss Zimmerman:

We are now pleased to advise that we have received your car lease papers and that all airline tickets have been issued in your behalf.

You will find the enclosed invoice our 010 which reflects the balance due this office in connection with your European arrangements for departure September 7. We would appreciate receiving your remittance on or before August 15 at which time everything will be mailed to you. I trust that if you have any further questions or comments in connection with this matter that you will not hesitate to let me know.

Thank you once again.

Sincerely,

Gene R. Coon, Manager  
World Wide Travel Department

GRC:sm

Enclosure

## GUIDE FOR MINISTRY OF EDUCATION INTERVIEW

Information is desired on the following topics. If printed material is available covering any of the topics, it would be appreciated if a copy could be supplied the researcher.

	<u>Printed</u>	<u>Notes</u>
Philosophy of educational system		
Types of secondary schools offering vocational office education programs		
Number of schools		
School population		
How these schools are organized administered financed		
Objectives of the vocational office education program		
Curriculum offerings syllabi available work experience program standards examinations entrance at end of course/program diplomas/certificates role of industry in program		
Students recruitment procedures selection procedures follow-up procedures organizations jobs available upon graduation		
Teachers education, training, preparation for teaching recruitment procedures selection procedures supervision procedures professional organizations		
Trends in vocational office education program in your country		
Cooperation among the Common Market nations		
No. of inspectors for commercial education		
Percentage of total education budget allocated to commercial programs		
Is there an approved list of textbooks?		
No. of schools above secondary offering commercial programs		

## GUIDE FOR SCHOOL DIRECTOR INTERVIEW

Information is desired on the following topics. If printed material is available covering any of the topics, it would be appreciated if a copy could be supplied the researcher.

	<u>Printed</u>	<u>Notes</u>
School		
how organized		
how administered		
how financed		
student enrollment		
general for entire school		
vocational office education program		
Instruction		
how controlled		
what curriculum is offered		
length of school year		
length of course offerings		
length of class periods		
Facilities		
school plant		
room layout		
equipment		
supplies		
Teachers		
recruitment procedures		
selection procedures		
supervision		
Types of jobs available to graduates		
Role of industry in vocational office education program		

## GUIDE FOR VOCATIONAL OFFICE EDUCATION TEACHER INTERVIEW

Information is desired on the following topics. If printed material is available covering any of the topics, it would be appreciated if a copy could be supplied the researcher.

	<u>Printed</u>	<u>Notes</u>
Curriculum		
course offerings		
course content		
prerequisites for each course		
standards for each course		
examinations in each course		
Facilities		
room layout		
furniture		
equipment		
typewriters		
office machines		
duplicating machines		
audio-visual		
other		
textbooks		
teaching materials		
teaching aids		
supplies		
Students		
recruitment procedures		
selection procedures		
follow-up procedures		
organizations		
Teachers		
education		
training		
work experience		
supervision		
professional organizations		
Role of industry in vocational office education program		
Diplomas/certificates awarded upon completion of program		
Types of jobs available to graduates		

## MINISTRY OF EDUCATION INTERVIEWS

Belgium

F. Bera, Inspecteur General  
Enseignement Technique - French sector

J. Meeuws, Inspecteur General  
Enseignement Technique - Dutch sector

Oscar Laurent, Secretaire d'administration  
Enseignement Technique - French sector

W. Pottilius, Secretaire d'administration  
Enseignement Technique - Dutch sector

Robert Boucart, Inspecteur  
Enseignement Technique - French sector

Federal Republic of Germany

H. Haagman, Secretariate  
Standing Conference of Ministers of Education and  
Cultural Affairs of the Lander in the Federal  
Republic of Germany

France

M. Clappier  
Institute Pedagogic Nationale

R. Janicot  
Inspector for Technical  
Ministry of National Education

M. Robert  
Inspector for Commercial  
Ministry of National Education

R. Thomas  
Inspector for General Studies  
Institute Pedagogic Nationale

Italy

Guido D'Aniello  
Inspecteur General  
Ministry of Public Instruction

Luxembourg

Paul Reiles  
Government Attaché  
Ministry of National Education

The Netherlands

J. Th. Schelfhout, Inspector  
Economic and Administrative Education  
Ministry of Education and Sciences



## SCHOOL INTERVIEWS

BelgiumL'Ecole Technique Feminine du Hainaut - Saint Ghislain

M. Couez, Directrice  
E. Findlay, English professor  
M. Simon, Commercial professor  
C. Desirs, Commercial professor  
A. Mildchest, Commercial professor  
R. Wambach, Language Department chairman

Ecole Communale de Commerce - Brussels (suburg of Schaerbeck)

Raymond Talpaert, Headmaster  
M. Borgon, English and commercial professor

Institut Leon Lepage Enseignement Commercial - Brussels

Raymond Masure, School director  
Roger Alleman, Commercial professor  
George Gilbert, Commercial professor  
Andre Lejeune, Commercial professor  
Jean Uyttersprat, Commercial professor  
Guy Waltenier, Language professor

Provinciaal Handels-en Taalinstituut - Ghent

Ant. Verplancke, Director  
Gaston Goethals, Commercial professor  
M. Mestday, Director for girls  
Emile Buyle, Assistant director

Technisch Instituut O. L. Vrouw - Ghent

P. Melkenbeeck, Directrice  
E. DeStobbeleir, Commercial professor

Technisch Instituut Sint-Agnes - Antwerp (suburb of Borgerhout)

Susanne Van Styovoch, Directrice  
Yvonne Soomers, Assistant director  
Paula Caron-Vonnegen, English and commercial professor

Federal Republic of GermanyKaufmännischen Bildungsanstalten I - Bonn

Ingeborg Erle, Director and commercial professor

Kaufmännische Berufsschule 7 - Frankfurt

Otmar Fischer, Assistant director  
Marliese Müller-Kroemer, Commercial professor

Kaufmännische Berufsschule 1 - Frankfurt

Amalie Leth, Director  
Margaret Dörfel, English and commercial professor

Joachim-Wussow-Oberschule - West Berlin

Bernhard Hans, Oberstudiendirektor  
Lydia Eichler, Commercial professor

Stadt Kaufmännische Berufsschule für Mädchen - Munich

F. Ludwig, Director  
D. Eichinger, Commercial professor  
Friederike Pilz, English and commercial professor

FranceCollège d'enseignement commercial, Ecole de Filles - Paris

Denise Morel, Directrice  
M. Migraine, Commercial professor  
C. Hagney, Commercial professor  
A. Bruand, Commercial professor  
F. Romarc্লাire, Commercial professor

Lycée Verlomme - Paris

Renee Ouvrieu, Directrice  
J. Derrien, Commercial professor  
C. Cauet, Commercial professor

Le Lycée Technique Municipal Mixte - Paris

Ginette Nay, Directrice  
C. Vaysse, Commercial professor  
R. Dondenne, Surveillant general

ItalyIstituti Professionali di Stato "Don Guiseppe Morosini" - Rome

Ercoline Dallacasa-Tonelli, Director  
 Giovanna Vitole, Commercial professor  
 Mira Pavan, Commercial professor  
 Pietro Valeri, Commercial professor  
 Anna Casilli, English professor

Istituto Tecnica Commerciali "Duca Degli Abbruzzi" - Rome

Ettore Ciocca, Headmaster  
 Ferdinando Zazzara, English and commercial professor  
 M. Pìpir, Vice president

Istituto Tecnica Commerciali "Pantaleoni" - Rome

Aida Rossi, President  
 Germane D'Agostino, English professor  
 Lucia Lucuratolo, Commercial professor

Istituto Professionali per il Commercio di Stato

"A. Bertani" - Genoa

Donato Vitolo, President  
 Adriano Forno, Commercial professor

Istituto Tecnico a Indirizzo Commerciale e Amministrativo

"Guiseppe Cesare Abba" - Genoa

C. Torrente, President  
 David Goode, U. S. Fulbright student in Genoa  
 Graziella Bombiagi, English and commercial professor

LuxembourgEcole Professionnelle de l'Etat - Esch-sur-Alzette

Aloyse Reiffers, Director  
 Pierre Kayser, Commercial professor

Centres d'Enseignement Professionnelle de l'Etat - Luxembourg

M. Guy Felten, Director  
 Michel Lemmer, Commercial professor

Pensionnat "Ste. Famille" - Luxembourg

Sister Marie Francisca, Commercial professor

The Netherlandsl.e.a.o. school - The Hague

J. H. Scholten, Director  
 C. Pierot, Assistant director  
 K. Schyfsma, Commercial professor

m.e.a.o. school - Rotterdam

P. Knegtmans, Director  
 T. A. de Ruysscher, Assistant director  
 K. H. Rangelrooij, Commercial professor  
 J. Ducrocq, English professor

l.e.a.o. school - s'Hertogenbosch

K. Lips, Directrice  
 P. Hertog, Assistant director  
 Adrienne Termeer, English professor  
 J. van Beers, Commercial professor  
 Sister Schaaf, Commercial professor

h.e.a.o. school - Amsterdam

S. J. Verboon, Director  
 G. van Reenen, Commercial professor  
 T. G. C. Frenk, Commercial professor

m.e.a.o. school - Naarden

P. v.d. Goot, School director  
 D. A. van Genderen, English and commercial professor  
 B. Rijken, Commercial professor  
 J. Valkenberg, Commercial professor

m.e.a.o. school - Amsterdam

A. Kunst, Director  
 J. Franke, Assistant director  
 P. v.d. Berg, Commercial professor

l.e.a.o. school - Amsterdam

J. B. de Lange, Director  
 K. H. v.d. Neut, Commercial professor  
 A. C. Kooger, Commercial professor

## INTERPRETERS' SERVICES EMPLOYED

France

Miss Isabelle Birmant  
Student at the University of Paris  
Paris, France

Mr. R. Viguie  
Student at the University of Paris  
School of Law  
Paris, France

Italy

Mrs. Anna Maria Livi-DePaoli  
United States Information Office  
American Embassy  
Rome, Italy

TRANSLATORS

Italian material

Mr. Stephen Highbill  
3519 University Avenue  
Grand Forks, North Dakota

Dutch material

Dr. Simon Kistemaker  
227 1st Avenue S.E.  
Sioux Center, Iowa

Dr. Benjamin DeBoer  
312 Alpha Avenue  
Grand Forks, North Dakota

January 21, 1969

The Honorable Frank Horton  
House of Representatives  
Washington, D. C. 20515

Dear Congressman Horton:

May I express my appreciation to you for your help in arranging the initial visits to the American Embassies and Consulates in each of the six European Common Market countries. This certainly paved the way for easily arranging interviews with the appropriate individuals in the Ministries of Education and the secondary commercial schools in these countries. These interviews have provided me with the necessary data for my dissertation on vocational office education on the secondary school level in these six countries.

The interviews at the Ministry of Education were enlightening concerning the entire education system for each country, which does affect what type of office training is offered and at what level of schooling. The school visits and observations were both informative and enjoyable.

Considering my time schedule, this would have been an almost impossible task for me to accomplish on my own. My sincere thanks for your cooperation in making my study a success.

Sincerely yours,

Helene L. Zimmerman

January 21, 1969

Mr. John Plompen  
Cultural Affairs Assistant  
Embassy of the United States of America  
217 Avenue Louise  
Brussels, Belgium

Dear Mr. Plompen:

May I express my appreciation to you for your help in obtaining appointments with the appropriate people in the Ministry of Education in Belgium. The arranged school interviews and observations were both informative and enjoyable. These interviews have provided me with the necessary data for my dissertation on vocational office education in the European Common Market countries.

I appreciated also your making advanced hotel reservations for me in Ghent and Antwerp. My sincere thanks for your cooperation in making my study a success.

Sincerely yours,

Helene L. Zimmerman



January 24, 1969

Monsieur F. Bera, Inspecteur General  
Enseignement Technique  
Bloc Belliard, Residence Palace  
155 rue de la Loi  
Brussels, Belgium

Dear Monsieur Bera:

May I express my appreciation to you for permitting me to interview you concerning the vocational office education program in your country. This interview provided me with the necessary data for my dissertation on this type of education in the European Common Market countries.

Please extend my thanks to Messieurs Boucart, Pottilius, Laurent, and Meeuws for the help they also gave me with my project. I also appreciated the opportunity to talk with several of you at lunch.

A special thank you is in order for arranging the appointments and interviews at typical schools in your country. Considering my time schedule, this would have been a most difficult task without your help and cooperation.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Mme. Couez, Directrice  
L'Ecole Technique Feminine du Hainaut  
Saint Ghislain  
Belgium

Dear Mme. Couez:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Thank you, too, for the complimentary copy of the school booklet issued for your school.

Please extend my thanks to Miss Findlay, Mme. Simon, Miss Desirs, Mrs. Mildchest, and Mr. Wambach, the professors whom I interviewed in your school. The visits to their classrooms were most enjoyable and enlightening. The observation of their classes in action was very interesting and educational.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 24, 1969

Mr. Raymond Talpaert, Headmaster  
Ecole Communale de Commerce  
168 rue Royale Ste. Marie  
Brussels (Schaerbeek), Belgium

Dear Mr. Talpaert:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries.

Please extend my thanks to Mr. Borlon, the professor whom I interviewed in your school. The visits to the classrooms were both interesting and educational.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 24, 1969

Mr. Raymond Measure, School Director  
Institut Leon Lepage Enseignement Commercial  
30 rue des Riches-Clares  
Brussels, Belgium

Dear Mr. Measure:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Thank you, too, for the materials on your school.

Please extend my thanks to Messieurs Alleman, Gilbert, Lejeune, Uyttersprat, and Waltenier, the commercial professors whom I interviewed in your school. The visits to their classrooms were most enjoyable and enlightening. The observation of their classes in action was very interesting and educational.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 24, 1969

Mr. Ant. Verplancke, Directeur  
Provinciaal Handels-en Taalinstitut  
27 Savaanstraat  
Gent, Belgium

Dear Mr. Verplancke:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Thank you, too, for the complimentary materials on your school.

Please extend my thanks to Mr. Goethals, Ms. Mestdag, and Mr. Buyle, the professors whom I interviewed in your school. The visits to the classrooms were most enjoyable and enlightening. The observation of the classes in action was very interesting and educational.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 24, 1969

Miss P. Melkenbeeck, Directrice  
Technisch Instituut O. L. Vrouw  
72 Sint-Amandstraat  
Gent, Belgium

Dear Miss Melkenbeeck:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Thank you, too, for the complimentary materials on your school.

Please extend my thanks to Miss DeStobbeleir, the commercial professor whom I interviewed in your school. The visits to the classrooms were most enjoyable and enlightening. The observation of the classes in action was very interesting and educational.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 24, 1969

Directrice Susanne Van Styovoch  
Technisch Instituut Sint-Agnes  
226 Turnhoutsebaan  
Antwerp (Borgerhout), Belgium

Dear Directrice Van Styovoch:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Thank you, too, for the complimentary materials on your school.

Please extend my thanks to Assistant Director Soomers and Mrs. Caron-Vonnegen, the professors whom I interviewed in your school. The visits to the classrooms were most enjoyable and enlightening.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 21, 1969

Mrs. Ursula Bodenburg  
Cultural Attache's Office  
Embassy of the United States of America  
Mehlemer Avenue  
Bad Godesburg, Germany

Dear Mrs. Bodenburg:

May I express my appreciation to you for your help in obtaining appointments with the appropriate people in the Ministry of Education in Germany. The arranged school interviews and observations were both informative and enjoyable. These interviews have provided me with the necessary data for my dissertation on vocational office education in the European Common Market countries.

I appreciated, too, the material on Germany you gave me and our lunch together at the Embassy. My sincere thanks for your cooperation in making my study a success.

Sincerely yours,

Helene L. Zimmerman



January 21, 1969

Dr. Edwin Neumann  
Cultural Affairs Officer  
United States Mission  
Clayallee 170  
Berlin, West Germany

Dear Dr. Neumann:

May I express my appreciation to you for your help in obtaining appointments with the appropriate people in the commercial schools of West Berlin. The arranged school interviews and observations were both informative and enjoyable. These interviews have provided me with the necessary data for my dissertation on vocational office education in the European Common Market countries.

My sincere thanks for your cooperation in making my study a success.

Sincerely yours,

Helene L. Zimmerman

January 21, 1969

Cultural Affairs Officer  
United States Consulate  
Munich, West Germany

Dear Sir:

May I express my appreciation to you for your help in obtaining appointments with the appropriate people in the commercial schools in Munich. The arranged school interviews and observations were both informative and enjoyable. These interviews have provided me with the necessary data for my dissertation on vocational office education in the European Common Market countries.

My sincere thanks for your cooperation in making my study a success.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Herr Haagman, Secretariate  
Standing Conference of Ministers of Education  
and Cultural Affairs of the Lander in the  
Federal Republic of Germany  
8 Nassestrasse  
Bonn, Germany

Dear Herr Haagman:

May I express my appreciation to you for permitting me to interview you concerning the vocational office education program in West Germany. This interview provided me with part of the necessary data for my dissertation on this type of education in the European Common Market countries.

Thank you, too, for the printed materials you gave me on the educational system in Germany. My sincere thanks for your cooperation in making my study a success.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Mrs. E. Kau, Training Director  
Ford Motor Company  
Koeln-Deutz, Otto-Platz  
Koln, Germany

Dear Mrs. Kau:

May I express my appreciation to you for granting me an interview which provided me with necessary information and insight into company training programs connected with vocational office education programs in Germany. This has given me data for my dissertation on vocational office education in the European Common Market countries.

My sincere thanks for your cooperation in making my study a success.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Frau Krone  
Chamber of Commerce and Industry  
17 Bonner Talweg  
Bonn, Germany

Dear Frau Krone:

May I express my appreciation to you for granting me an interview which provided me with necessary examination data for vocational office education in Germany, especially in Bonn. This interview provided me with appropriate data for my dissertation on this type of education in the European Common Market countries.

My sincere thanks for your cooperation in making my study a success.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Professor Dr. Otto Monsheimer  
7 Mozartstrasse  
Wiesbaden, Germany

Dear Professor Monsheimer:

May I express my appreciation to you for your help in obtaining an appointment with a commercial school in Frankfurt. The arranged school interviews and observations were both informative and enjoyable. These interviews have provided me with part of the necessary data for my dissertation on vocational office education in the European Common Market countries.

My sincere thanks for your cooperation in making my study a success.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Frau Director Ingeborg Erle  
Kaufmännischen Bildungsanstalten I  
235 Kolnstrasse  
Bonn, Germany

Dear Frau Erle:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Thank you, too, for the curriculum materials you gave me.

Please extend my thanks to the professors whose classes I visited in your school. The visits to the classrooms were both interesting and informative.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Mr. Otmar Fischer, Assistant Director  
Kaufmännische Berufsschule 7  
36 Rohrbachstrasse  
Frankfurt, Germany

Dear Mr. Fischer:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries.

Please extend my thanks to Mrs. Müller-Kroemer and Mrs. Fischer, the professors whom I interviewed in your school. The visits to the classrooms were most enjoyable and enlightening. The observation of the classes in action was very interesting and educational.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman



January 28, 1969

Frau Director Amalie Leth  
Kaufmännische Berufsschule 1  
32 Seilerstrasse  
Frankfurt, Germany

Dear Frau Leth:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries.

Please extend my thanks to Mrs. Dörfel, the professor whom I interviewed in your school. The visits to the classrooms were both interesting and informative.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Oberstudiendirektor Bernhard Hans  
Joachim-Wussow-Oberschule  
Klixstrasse, Ecke Grunewaldstrasse  
West Berlin, Germany

Dear Dr. Hans:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Thank you, too, for the complimentary copies of shorthand and typewriting textbooks used in your school.

Please extend my thanks to Mrs. Eichler, the commercial professor whom I interviewed in your school. The visits to the classrooms were both interesting and informative.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Frau Director Ludwig  
Städt Kaufmännische Berufsschule für Mädchen  
37 Briennerstrasse  
Munich, Germany

Dear Frau Ludwig:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Thank you, too, for the curriculum materials.

Please extend my thanks to Dr. Eichinger and Fraulein Pilz, the commercial professors whom I interviewed in your school. The visits to the classrooms were most enjoyable and enlightening. The observation of classes in action was very interesting and educational.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 21, 1969

Miss Marjorie Ferguson  
Cultural Affairs Office  
Embassy of the United States of America  
Paris, France

Dear Miss Ferguson:

May I express my appreciation to you for your help in obtaining appointments with the appropriate people in the Ministry of Education in France. The arranged school interviews and observations were both informative and enjoyable. These interviews have provided me with the necessary data for my dissertation on vocational office education in the European Common Market countries.

My sincere thanks for your cooperation in making my study a success.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Mme. Clappier  
Institute Pedagogic Nationale  
29 rue d'Ulm  
Paris 5<sup>e</sup>, France

Dear Mme. Clappier:

May I express my appreciation to you for obtaining the appointments with the appropriate people in the Ministry concerning the vocational office education program in your country. These interviews provided me with the necessary data for my dissertation on this type of education in the European Common Market countries. Please express my appreciation to Monsieur Thomas, too.

A special thank you is in order for arranging the appointments and interviews at typical schools in your country. Considering my time schedule, this would have been a most difficult task without your help and cooperation.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Monsieur Janicot  
Inspector for Technical  
Ministere l'education nationale  
91 avenue Ledru Rollin  
Paris, France

Dear Monsieur Janicot:

May I express my appreciation to you for permitting me to interview you concerning the vocational office education program in your country. This interview provided me with the necessary data for my dissertation on this type of education in the European Common Market countries.

Please express my appreciation to Madame Robert, too. A special thank you is in order for arranging the appointments and interviews at typical schools in your country. Considering my time schedule, this would have been a most difficult task without your help and cooperation.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Madame Directrice Denise Morel  
Collège d'enseignement commercial  
Ecole de Filles  
41 rue de l'Arbalette  
Paris 5<sup>e</sup>, France

Dear Madame Morel:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Thank you, too, for the curriculum materials used in your school.

Please extend my thanks to Mme. Migraine, Mme. Hagney, Mme. Bruand, and Mlle. Romarclaire, the commercial professors whom I interviewed in your school. The visits to the classrooms were most enjoyable and enlightening. The observation of the classes in action was very interesting and educational.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Madame Renee Ouvrieu, Directrice  
Lycée Verlomme  
24 rue Fondary  
Paris, France

Dear Madame Ouvrieu:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Thank you, too, for the materials you gave me on your school.

Please extend my thanks to Monsieur Derrien and Madame Cauet, the professors whom I interviewed in your school. The visits to their classrooms were most enjoyable and enlightening. The observation of their classes in action was very interesting and educational.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman



January 28, 1969

Madame Directrice Ginette Nay  
Le Lycée Technique Municipal Mixte  
48 Avenue des Gobelins  
Paris 13<sup>e</sup>, France

Dear Madame Nay:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Thank you, too, for the curriculum materials used in your school.

Please extend my thanks to Mme. Vaysse and Mr. Dondenne, the professors whom I interviewed in your school. The visits to the classrooms were most enjoyable and enlightening. The observation of the classes in action was very interesting and educational.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 21, 1969

Miss Gemma Iviani  
Cultural Division  
Embassy of the United States of America  
119 Via Vittorio Veneto  
Rome, Italy

Dear Miss Iviani:

May I express my appreciation to you for your help in obtaining appointments with the appropriate people in the Ministry of Education in Italy. The arranged school interviews and observations were both informative and enjoyable. These interviews have provided me with the necessary data for my dissertation on vocational office education in the European Common Market countries.

My sincere thanks for your cooperation in making my study a success.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Miss Maddalena Stellino  
USIS Office, American Consulate  
Piazza Portello  
Genoa, Italy

Dear Miss Stellino:

May I express my appreciation to you for your help in obtaining appointments and interviews with the appropriate people at two commercial schools in Genoa. The arranged school interviews and observations were both informative and enjoyable. These interviews have provided me with the necessary data for my dissertation on vocational office education in the European Common Market countries.

My sincere thanks for your cooperation in making my study a success.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Dott. Guido D'Aniello  
Inspector General  
Ministry of Public Instruction  
Viale Trasterere  
Rome, Italy

Dear Dott. D'Aniello:

May I express my appreciation to you for permitting me to interview you concerning the vocational office education program in your country. This interview provided me with the necessary data for my dissertation on this type of education in the European Common Market countries.

A special thank you is in order for arranging the appointments and interviews at typical schools in your country. Considering my time schedule, this would have been a most difficult task without your help and cooperation.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Director Mrs. Ercolina Dallacasa-Tonelli  
Istituti Professionali di Stato  
"Don Guiseppe Morosini"  
Via Pietro Matti 45  
Rome, Italy

Dear Mrs. Tonelli:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Thank you, too, for the complimentary copies of shorthand and typewriting textbooks used in your school and also the curriculum materials.

Please extend my thanks to Mrs. Vitole, Mrs. Pavan, Mr. Valeri, and Miss Casilli, the commercial professors whom I interviewed in your school. The visits to the classrooms were most enjoyable and enlightening. The observation of the classes in action was very interesting and educational.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Headmaster Professor Ettore Ciocca  
Istituto Tecnica Commerciali  
"Duca Degli Abruzzi"  
Via Palestro 38  
Rome, Italy

Dear Headmaster Ciocca:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Thank you, too, for the curriculum materials used in your school.

Please extend my thanks to Professor Zazzara and Vice Presidenza Pipir, the professors whom I interviewed in your school. The visits to the classrooms were both interesting and informative.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Presidenza Aida Rossi  
Istituto Tecnica Commerciali "Pantaleoni"  
Via Luisa di Savoia 14  
Rome, Italy

Dear Presidenza Rossi:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries.

Please extend my thanks to Mrs. D'Agostino and Miss Lucuratolo, the professors whom I interviewed in your school. The visits to the classrooms were most enjoyable and enlightening. The observation of the classes in action was very interesting and educational.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Presidenza Donato Vitolo  
Istituto Professionale per il Commercio  
di Stato "A. Bertani"  
Viale G. A. Bottaro 3  
Genova, Italia

Dear Presidenza Vitolo:

May I express my appreciation to you for granting me an interview which provided me with the necessary data for my dissertation on vocational office education in the European Common Market countries.

Please extend my thanks to Mrs. Forno, the commercial professor whom I interviewed in your school. The visits to the classrooms were both interesting and informative.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman



January 28, 1969

Presidenza C. Torrente  
Istituto Tecnico a Indirizzo Commerciale  
e Amministrativo  
"Giuseppe Cesare Abba"  
Via Chiusone 1  
Genova, Italia

Dear Presidenza Torrente:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Thank you, too, for the curriculum materials used in your school.

Please extend my thanks to Mr. Goode and Miss Bombiagi, the professors whom I interviewed in your school. The visits to the classrooms were both interesting and informative.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 21, 1969

Mr. Jay R. Grahame, Cultural Attache  
Embassy of the United States of America  
Luxembourg, Luxembourg

Dear Mr. Grahame:

May I express my appreciation to you for your help in obtaining appointments with the appropriate people in the Ministry of Education in Luxembourg. The arranged school interviews and observations were both informative and enjoyable. These interviews have provided me with the necessary data for my dissertation on vocational office education in the European Common Market countries.

My sincere thanks for your cooperation in making my study a success.

Sincerely yours,

Helene L. Zimmerman

January 24, 1969

Mr. Paul Reiles  
Attaché de Gouvernement  
Ministere de l'Education Nationale  
Luxembourg, Luxembourg

Dear Mr. Reiles:

May I express my appreciation to you for permitting me to interview you concerning the vocational office education program in your country. This interview provided me with the necessary data for my dissertation on this type of education in the European Common Market countries.

A special thank you is in order for arranging the appointments and interviews at typical schools in your country. Considering my time schedule, this would have been a most difficult task without your help and cooperation.

Sincerely yours,

Helene L. Zimmerman

January 24, 1969

Mr. Aloyse Reiffers, Directeur  
Ecole Professionnelle de l'Etat  
Place Victor Hugo  
Esch-sur-Alzette, Luxembourg

Dear Mr. Reiffers:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Thank you, too, for the complimentary copies of curriculum materials used in your school.

Please extend my thanks to Mr. Pierre Kayser, the commercial professor whom I interviewed in your school, and also to Miss Noel Mayos, the school secretary. The visits to the classrooms were most enjoyable and educational.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 24, 1969

Mr. M. Guy Felten, Directeur  
Centres d'Enseignement Professionnelle  
de l'Etat  
106 Avenue Pasteur  
Luxembourg, Luxembourg

Dear Mr. Felten:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Thank you, too, for the complimentary curriculum materials used in your school.

Please extend my thanks to Mr. Michel Lemmer, the commercial professor whom I interviewed in your school. The visits to the classrooms were most enjoyable and very educational.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 24, 1969

Sister Marie Francisca  
Pensionnat "Ste. Famille"  
21 rue d'Anvers  
Luxembourg, Luxembourg

Dear Sister Marie Francisca:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Please extend my thanks to the Directrice of your school for permitting me to visit the school. The visits to the classrooms were both interesting and educational.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 21, 1969

Mr. Earl D. Sohm  
Chargé d'Affaires ad interim  
Embassy of the United States of America  
The Hague, The Netherlands

Dear Mr. Sohm:

May I express my appreciation to you for your help in obtaining appointments with the appropriate people in the Ministry of Education in The Netherlands. The arranged school interviews and observations were both informative and enjoyable. These interviews have provided me with the necessary data for my dissertation on vocational office education in the European Common Market countries.

My sincere thanks for your cooperation in making my study a success.

Sincerely yours,

Helene L. Zimmerman

January 24, 1969

Mr. J. Th. Schelfhout, Inspector  
Economic and Administrative Education  
Ministry of Education and Sciences  
3 Lange Kerckdam  
Wassenaar, The Netherlands

Dear Mr. Schelfhout:

May I express my appreciation to you for permitting me to interview you concerning the vocational office education program in your country. This interview provided me with the necessary data for my dissertation on this type of education in the European Common Market countries.

Please extend my thanks to your wife and family. I thoroughly enjoyed the opportunity to have lunch with your family and to see a typical Dutch home.

A special thank you is in order for arranging the appointments and interviews at typical schools in your country. Considering my time schedule, this would have been a most difficult task without your help and cooperation.

Sincerely yours,

Helene L. Zimmerman



January 28, 1969

Mr. J. H. Scholten, Director  
l.e.a.o. school  
137 Sneeuwbalstraat  
The Hague, The Netherlands

Dear Mr. Scholten:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Thank you, too, for the complimentary copies of commercial textbooks used in your school. I thoroughly enjoyed having lunch with you and your associates.

Please extend my thanks to Mrs. Pierot and Mrs. Schyfsma, the professors whom I interviewed in your school. The visits to the classrooms were most enjoyable and enlightening. The observation of classes in action was very interesting and educational.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Mrs. Lips, Directrice  
l.e.a.o. school  
1 Leeghwaterlaan  
s'Hertogenbosch, The Netherlands

Dear Mrs. Lips:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Thank you, too, for the complimentary copies of the commercial textbooks used in your school. I thoroughly enjoyed having lunch with you and your associates.

Please extend my thanks to Mr. Hertog, Miss Termeer, Mr. van Beers, and Sister Schaaf, the commercial professors whom I interviewed in your school. The visits to the classrooms were most enjoyable and enlightening. The observation of the classes in action was very interesting and educational.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Mr. Knegtmans, Director  
m.e.a.o. school  
15-17 Baanweg  
Rotterdam, The Netherlands

Dear Mr. Knegtmans:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Thank you, too, for the complimentary copies of shorthand and typewriting textbooks used in your school. I thoroughly enjoyed having lunch with the Assistant Director and his associates.

Please extend my thanks to Mr. deRuysscher, Mrs. Rangelrooij, and Mr. Ducrocq, the professors whom I interviewed in your school. The visits to the classrooms were most enjoyable and enlightening. The observation of classes in action was very interesting and educational.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Mr. v.d. Goot, School Director  
m.e.a.o. school  
16 Pater Wijnterlaan  
Naarden, The Netherlands

Dear Mr. v.d. Goot:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Thank you, too, for the complimentary copies of shorthand textbooks used in your school.

Please extend my thanks to Mr. van Genderen, Mr. Rijken, and Mr. Valkenberg, the commercial professors whom I interviewed in your school. The visits to the classrooms were most enjoyable and enlightening. The observation of classes in action was very interesting and educational.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Dr. S. J. Verboon, Director  
h.e.a.o. school  
1 Raamplein  
Amsterdam, The Netherlands

Dear Dr. Verboon:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Thank you, too, for the printed materials on curriculum used in your school.

Please extend my thanks to Dr. van Reenen and Dr. Frenk, the professors whom I interviewed in your school. The visits to the classrooms were both interesting and informative.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Dr. A. Kunst, Director  
m.e.a.o. school  
1 Roelof Hartstraat  
Amsterdam, The Netherlands

Dear Dr. Kunst:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries.

Please extend my thanks to Mr. Franke and Mr. v.d. Berg, the commercial professors whom I interviewed in your school. The visits to the classrooms were both interesting and informative.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

January 28, 1969

Director J. B. deLange  
I.e.a.o. school  
20 Jacob van Maerlantstraat  
Amsterdam, The Netherlands

Dear Director deLange:

May I express my appreciation to you for granting me an interview which provided me with necessary data for my dissertation on vocational office education in the European Common Market countries. Thank you, too, for the examination materials you gave me.

I thoroughly enjoyed having lunch with you and your family in your home. Please extend my thanks to your wife.

Please express my thanks to Mr. v.d. Neut and Mrs. Kooger, the commercial professors whom I interviewed in your school. The visits to their classrooms were most enjoyable and enlightening. The observation of their classes in action was very interesting and educational.

My sincere thanks for your cooperation in making my study a success. If I can reciprocate in any way, please let me know.

Sincerely yours,

Helene L. Zimmerman

REFERENCES CITED



## REFERENCES CITED

1. Long, Luman H., ed. The World Almanac and Book of Facts 1969. New York: Newspaper Enterprise Association, Inc., 1968.
2. European Economic Community Commission. The First Stage of the Common Market, Report on the Execution of the Treaty (January 1958-January 1962). Brussels: European Economic Community Commission, 1962.
3. Weil, Gordon L., ed. A Handbook on the European Economic Community. New York: Frederick A. Praeger, Publishers, 1965.
4. Benoit, Emile. Europe At Sixes and Sevens. New York: Columbia University Press, 1961.
5. Fitzgerald, Mark J. The Common Market's Labor Programs. London: University of Notre Dame Press, 1966.
6. Eckersley, Anna Louise. "Oriental-Occidental Business Education," The National Business Education Quarterly, XXVIII (Spring, 1960), 39.
7. Veon, Dorothy. "The Role of the International Society of Business Education," Business Education Forum, XI (May, 1957), 11.
8. Truman, Harry S. "Letter to the World Conference of the Teaching Profession," Proceedings, World Conference of the Teaching Profession, Washington, D. C., 1946.
9. Tonne, Herbert A. "How Does American Business Training Compare With That in European Schools?" Business Teacher, XXVII (February, 1950), 151.
10. Kuhn, Charles Gastel, Jr. "A Comparison of the Training Programs for Business Education in the System of Education of the Federal Republic of Germany with that of the Public School Systems of the United States." Unpublished Ph.D. dissertation, State University of Iowa, 1963.
11. Lanza, Anthony R. "Business Education in the Republic of Turkey: A Guide to its Further Reorganization, Administration, and Future Planning with Emphasis on Secondary Education." Unpublished Ed.D. dissertation, New York University, 1957.

12. Ogunbamowo, Francis Adebayo. "Historical Review of Education in Nigeria with Special Reference to Vocational Education and Business Education." Unpublished Seminar report, University of Wisconsin, 1965.
13. Russell, Jane Lillian. "A Study of Business Education in the Secondary Schools of England and Wales." Unpublished Master's thesis, Boston University, 1958.
14. Norris, Sister Mary Cecelia. "The Present Status of Business Education in the Secondary Schools in the Atlantic Provinces of Canada 1959-1960." Unpublished Master's thesis, Catholic University of America, 1961.
15. Johnson, Mildred E. "A Study of the Revolutionary Changes in the Modern Educational Systems of Egypt." Unpublished Master's thesis, University of Minnesota, 1957.
16. Lawson, Robert Frederic. "Reform of the West German School System, 1945-1962." Unpublished Ph.D. dissertation, University of Michigan, 1963.
17. "A Short Report on the International Seminar on Teaching in Commercial Schools in French in Brussels, May 1968," International Review for Business Education, LXXII (November, 1968), 60-61.
18. Council for Cultural Cooperation of the Council of Europe. School Systems: A Guide. Strasbourg: Council of Europe, 1965.
19. Ministry of National Education and Culture. "Technical Education in Belgium." Brussels, undated. (Mimeographed.)
20. Bera, F.; Meeuws, J.; and Boucart, Robert. Interviews at the Ministry of National Education and Culture, Brussels, Belgium, September 23, 1968.
21. Majault, Joseph. Teacher Training. Strasbourg: Council of Europe, 1965.
22. Verplancke, A., and Goethals, Gaston. Interviews at Provinciaal Handels-en Taalinstituut, Ghent, Belgium, September 30, 1968.
23. Couez, M., et al. Interviews at Ecole Technique Feminine du Hainaut, Saint Ghislain, Belgium, September 24, 1968.
24. Masure, Raymond, et al. Interviews at Institut Leon Lepage, Brussels, Belgium, September 26-27, 1968.
25. Talpaert, Raymond, and Borgon, M. Interviews at Ecole Communale de Commerce, Brussels, Belgium, September 25, 1968.

26. Melkenbeeck, P. and DeStobbeleir, E. Interviews at Technisch Instituut O. L. Vrouw, Ghent, Belgium, October 1, 1968.
27. Van Styovoch, Susan; Sommers, Yvonne; and Caron-Vonnegen, Paula. Interviews at Technisch Instituut Sint Agnes, Antwerp, Belgium, October 2, 1968.
28. Pottilius, W., and Laurent, Oscar. Interviews at the Ministry of National Education and Culture, Brussels, Belgium, October 4, 1968.
29. Administration de l'enseignement technique. Horaires de Reference. Brussels: Ministry of National Education and Culture, undated.
30. Institut Leon Lepage. Handbook. Brussels: Institut Leon Lepage, undated.
31. Provinciaal Handels-en Taalinstituut. Secundaire Technische Handelsdagschool voor jongens. Ghent: Provinciaal Handels-en Taalinstituut, undated.
32. Provinciaal Handels-en Taalinstituut. Secundaire Technische Handelsdagschool voor meisjes. Ghent: Provinciaal Handels-en Taalinstituut, undated.
33. National Verbond van het Katholiek Technisch Onderwijs. Technische Vakken en Beroepspraktijk. Antwerp: Plantyn, 1967.
34. Technisch Instituut O. L. Vrouw. Brochure for Lower Section. Ghent: Technisch Instituut O. L. Vrouw, undated.
35. Ecole Technique Feminine du Hainaut. Handbook. Saint Ghislain, undated. (Mimeographed.)
36. Conseil de Perfectionnement de l'enseignement technique. Cours Techniques. Brussels: Ministry of National Education and Culture, 1962.
37. Technisch Instituut O. L. Vrouw. Brochure for Higher Section. Ghent: Technisch Instituut O. L. Vrouw, undated.
38. Cousin, E., and VanWelden, M. Methode de Dactylographie. 2nd ed. Brussels: Castaigne, 1967.
39. Hautefeuille, A., and Deslogis, J. Cours de Stenographie, Systeme Prevost-Delaunay. 10th ed. Paris: Classiques Hachette, 1966.
40. Hautefeuille, A., and Deslogis, J. Cours de Stenographie, Systeme Prevost-Delaunay Corriges. Paris: Classiques Hachette, 1956.

41. Chalon, Louis, and Bolly, Georges. Comptabilité et Organisation Financiere des Societes. 8th ed. Brussels: Librairie Vanderlinden, 1968.
42. Jury d'Etat de l'enseignement secondaire inferieur. Programme. Brussels: Ministry of National Education and Culture, 1966.
43. Schultze, Walter, and Führ, Christoph. Schools in the Federal Republic of Germany. Weinheim: Verlag Julius Beltz, 1967.
44. Secretariate of the Standing Conference of Ministers of Education and Cultural Affairs of the Lander in the Federal Republic of Germany. The System of Vocational Education and Training in the Federal Republic of Germany, Bonn, 1968. (Mimeographed.)
45. Haagman, H. Interview at Secretariate of the Standing Conference of Ministers of Education and Cultural Affairs of the Lander in the Federal Republic of Germany, Bonn, Germany, October 23, 1968.
46. Erle, Ingeborg. Interview at Kaufmännischen Bildungsanstalten I, Bonn, Germany, October 25, 1968.
47. Leth, Amalie, and Dörfel, Margaret. Interviews at Kaufmännische Berufsschule 1, Frankfurt, Germany, October 29, 1968.
48. Müller-Kroemer, Marliese, and Fischer, Otmar. Interviews at Kaufmännische Berufsschule 7, Frankfurt, Germany, October 28, 1968.
49. Ludwig, F.; Eichinger, D.; and Pilz, Friederike. Interviews at Stadt Kaufmännische Berufsschule für Mädchen, Munich, Germany, November 8, 1968.
50. Hans, Bernhard, and Eichler, Lydia. Interviews at Joachim-Wussow-Oberschule, Berlin, Germany, November 1, 1968.
51. Pfeiffer, Anton, et al. Handbuch für das Kaufmännische Schulwesen. Darmstadt: Gebrüder Grimm, 1963.
52. Hessischen Ministers für Erziehung und Volksbildung. Bildungsplane für die Berufsbildenden Schulen im Lande Hessen. Wiesbaden: Rud. Bechtold and Comp., 1960.
53. Behrens, Walter, and Ranft, Karl. Grundlehrgang für das Maschinenschreiben. Wolfenbüttel: Heckners Verlag, undated.
54. Moser, Franz, and Erbach, Karl. Deutsche Einheitskurzschrift. Darmstadt: Gebrüder Grimm, 1968.
55. Schönborn, Gregor. Lehr- und Lernbuch für das Maschinenschreiben. Darmstadt: Gebrüder Grimm, 1959.

56. Ministry of National Education. The Organization of Education in France (1966-67). Paris: Institut Pédagogique National, 1967.
57. Thomas, R. Interview at the Ministry of National Education, Paris, France, September 12, 1968.
58. Janicot, R., and Robert, M. Interviews at the Ministry of National Education, Paris, France, December 3, 1968.
59. Nay, Ginette; Vaysse, C.; and Dondenne, R. Interviews at Le Lycée Technique Municipal Mixte, Paris, France, December 6, 1968.
60. Ouvrieu, Renee, and Cauet, C. Interviews at Lycée Verlomme, Paris, France, December 4, 1968.
61. Morel, Denise, et al. Interviews at Collège d'enseignement commercial, Paris, France, December 6, 1968.
62. Ministry of National Education. Note a l'attention des Pedagogues Etrangers, Etablie Par le Service De Documentation Pédagogique de l'academie de Paris sur "l'organisation de l'enseignement technique." Paris, undated. (Mimeographed.)
63. Ministry of National Education. Enseignement commercial et Sections Professionnelles Assimilees. Paris: Institut Pédagogique National, 1967.
64. Ministry of National Education. Brevet d'études professionnelles: Stenodactylographie-Correspondancier. Paris, undated. (Mimeographed.)
65. Ministry of National Education. Brevet d'études professionnelles: Comptabilite et Mecanographie. Paris, undated. (Mimeographed.)
66. Ministry of National Education. Brevet d'études professionnelles: Commerce. Paris, undated. (Mimeographed.)
67. Ministry of National Education. Brevet d'études professionnelles: Agent Administratif. Paris, undated. (Mimeographed.)
68. Ministry of National Education. Annexe I, Horaire Hebdomadaire des classes preparatoires aux Baccalauréats de Technicien. Paris, undated. (Mimeographed.)
69. Le Lycée Technique Municipal Mixte. Programmes de la classe terminale BTnE preparatoire aux Baccalauréats de Technicien. Paris, undated. (Mimeographed.)
70. Aurieres, A., and Aurieres, M. Methode de Dactylographie. Paris: Dunod, 1967.

71. Guaspere, B., et al. Stenographie Programme Systeme Prevost-Delaunay. Paris: Mmes. Guaspere et Cardinal, 1968.
72. American Embassy. "A Brief Survey of the Italian Educational System," Rome, undated. (Mimeographed.)
73. D'Aniello, Guido. Interview at the Ministry of Public Instruction, Rome, Italy, November 20, 1968.
74. Ciocca, Ettore, and Zazzara, Ferdinando. Interviews at Istituto Tecnica Commerciale "Duca Degli Abbruzzi," Rome, Italy, November 23, 1968.
75. Goode, David, and Bombiagi, Graziella. Interviews at Istituto Tecnico a Indirizzo Commerciale e Amministrative "Guisepe Cesare Abba," Genoa, Italy, November 29, 1968.
76. Rossi, Aida and D'Agostino, Germane. Interviews at Istituto Tecnica Commerciali "Pantaleoni," Rome, Italy, November 25, 1968.
77. Dallacasa-Tonelli, Ercolina, et al. Interviews at Istituto Professionali di Stato "Don Guisepe Morosini," Rome, Italy, November 21, 1968.
78. Vitolo, Donato, and Forno, Adriano. Interviews at Istituto Professionali di Stato "A. Bertani," Genoa, Italy, November 29, 1968.
79. Istituti Tecnici Commerciali Indirezzi Amministrativo e Mercantile Programmi D'Insegnamento e D'Esame. Milano: L. di G. Pirola, 1967.
80. Ministry of Public Instruction. Orari e programmi di insegnamento delle sezioni di Istituto tecnico per periti aziendali e corrispondenti in lingue estere. Rome: Ministry of Public Instruction, undated.
81. Ministry of Public Instruction. Approvazione degli orari e dei programmi di insegnamento nonche dei programmi degli semi degli Istituti tecnici per il turismo. Rome: Ministry of Public Instruction, undated.
82. Consorzio Provinciale per L'Istruzione Tecnica. Una Strada Per I Vostri Figli. Torino: Consorzio Provinciale per L'Istruzione Tecnica, 1968.
83. Ministry of Public Instruction. Attivita di Istruzione Professionale sul Settore Commerciale. Rome: Ministry of Public Instruction, undated.

84. Istituto Professionale di Stato per il commercio "A. Bertani." Profilo Professionale, prove di esame, quadro orario di insegnamento, programmi di insegnamento della sezione di qualifica per applicato ai servizi amministrativi. Genoa, undated. (Mimeographed.)
85. Sofia, Guisepe, and Porello, Carla. Impariamo la Dattilografia. Milan: Edizioni Tramontana-Bresso, 1967.
86. Bisello, Cornelio. Lettere Mozze. Rome: Istituti Eredi di Erminio Meschini, 1965.
87. Pieresca, Mila Ratti. Trattato di Stenografia. 2nd ed. Brescia: La Scuola Editrice, 1965.
88. Reiles, Paul. Interviews at the Ministry of Education, Luxembourg, Luxembourg, September 16 and 20, 1968.
89. Kayser, Pierre. Interview at Ecole professionnelle de l'Etat, Esch-sur-Alzette, Luxembourg, September 17, 1968.
90. Lemmer, Michel. Interview at Centres d'enseignement professionnel de l'Etat, Luxembourg, Luxembourg, September 18, 1968.
91. Sister Marie Francisca. Interview at Pensionnat Ste. Famille, Luxembourg, Luxembourg, September 19, 1968.
92. Extract of Memorial Act No. 60 of September 18, 1965, of Luxembourg, Article 37, 1205.
93. Extract of Memorial Act No. 23 of May 25, 1968, of Luxembourg, Article 59, 435.
94. Centres d'enseignement professionnel de l'Etat. Brochure. Luxembourg, undated. (Mimeographed.)
95. National Ministry of Education. Enseignement technique et professionnel: Programme de la Section Préparatoire de l'Ecole de Commerce. Luxembourg, undated. (Mimeographed.)
96. Cours de dactylographie. Luxembourg: Office des Imprimeres de l'Etat, undated.
97. Cours de stenographie Duployé. Luxembourg: Office des Imprimeres de l'Etat, undated.
98. Chambre de Commerce du Grand-Duché de Luxembourg. Examen de cloture du Cours de Comptabilité pour Debutants--6 avril 1968. Luxembourg, undated. (Mimeographed.)
99. National Ministry of Education. Commerce Syllabus. Luxembourg, undated. (Mimeographed.)

100. Ministry of Education and Sciences. National Contribution from The Netherlands for the publication entitled "Trends and Prospects in School Education" (Council of Europe; committee for general and technical education.). Wassenaar, undated. (Mimeographed.)
101. Schelfhout, J. Th. Interview at the Ministry of Education and Sciences, Wassenaar, The Netherlands, October 7, 1968.
102. Kooger, A. C.; deLange, J. B.; and v.d. Neut, K. H. Interviews at the l.e.a.o. school, Amsterdam, The Netherlands, October 17, 1968.
103. Lips, K., et al. Interviews at the l.e.a.o. school, s'Hertogenbosch, The Netherlands, October 14, 1968.
104. Van Genderen, D. A., et al. Interviews at the m.e.a.o. school, Naarden, The Netherlands, October 11, 1968.
105. Scholten, J. H., and Schyfsma, Kay. Interviews at the l.e.a.o. school, The Hague, The Netherlands, October 8, 1968.
106. Rangelrooij, K. H., and de Ruyscher, T. A. Interviews at the m.e.a.o. school, Rotterdam, The Netherlands, October 9, 1968.
107. Kunst, A., and Franke, J. Interviews at the m.e.a.o. school, Amsterdam, The Netherlands, October 16, 1968.
108. Verboon, S. J.; Van Reenen, G.; and Frenk, T. G. C. Interviews at the h.e.a.o. school, Amsterdam, The Netherlands, October 10, 1968.
109. Ministry of Education and Sciences. M.E.A.O. experiment Leerplan. Wassenaar: Ministry of Education and Sciences, 1966. (Mimeographed.)
110. L.e.a.o. school. L.E.A.O. experiment Leerplan. s'Hertogenbosch: l.e.a.o. school, undated. (Mimeographed.)
111. H.e.a.o. school. Hogere economische school urentabel. Amsterdam: h.e.a.o. school, undated. (Mimeographed.)
112. Flitsende Toetsen. 2nd ed. J. Muusses NV--Purmerend, 1967.
113. Muller, E. B., and van Gelderen, Ads. Steno-Leerboek van de Stenografie "Groote." Amsterdam: E. B. Muller, undated.
114. Zanen, H. Steno-Leerboek Engels. Amsterdam: E. B. Muller, undated.
115. Pront-Spits, Jenny. Handelsbrieven Engels. Amsterdam: Jenny Spits' Type- en Vertaalbureau, undated.



116. Pront-Spits, Jenny. Handelsbrieven Frans. Amsterdam: Jenny Spits' Type- en Vertaalbureau, undated.
117. Pront-Spits, Jenny. Handelsbrieven Duits. Amsterdam: Jenny Spits' Type- en Vertaalbureau, undated.
118. van Kraaij, G. W. P., and Hoogendoorn, J. C. J. Administratieve Hulpmiddelen. Haarlem: Stam-Kemperman, 1967.
119. Boekhouden voor het Winkelbedrijf. Amsterdam: Stichting IVIO, undated.
120. Rekenen voor het Winkelbedrijf. Amsterdam: Stichting IVIO, undated.
121. van Kraaij, G. W. P. Kantoorpraktijk I. Haarlem: H. Stam Internationaal, 1965.
122. van Kraaij, G. W. P. Kantoorpraktijk II. Haarlem: H. Stam Internationaal, 1966.