

ECONOMIC OPPORTUNITY ACT AMENDMENTS OF 1967 2925

Course	Hours	Scores	
		Pre	Post
Reading engineering drawings.....	14	24	96
Applied trigonometry.....	22	27	87
Binary math.....	5	53	100
Applied electricity.....	21	19	90
Logic.....	13	55	99
Nutrition.....	14	61	94
Introduction to data processing.....	12	0	92

We have had very little evidence of unsatisfactory completions on the part of our students. We assume that the freedom of movement that they are allowed in course assignment coupled with the individual attention our situation offers them has been greatly responsible for this.

We conducted a short study concerning our programed blueprint reading course in the first two months of this training year. The statistics which follow were gathered to help a local industry with a training problem involving programed instruction.

Pertinent data

1. Number of courses completed.....	11
2. Average number of hours to complete.....	14.8
3. Average pre-test score (percent).....	34
4. Average post-test score (percent).....	93

[Percent increase 59 percent average]

Course	Hours	Scores	
		Pre	Post
1. Reading engineering drawings.....	14	48	91
2. Reading engineering drawings.....	13	32	97
3. Reading engineering drawings.....	14	20	86
4. Reading engineering drawings.....	12	56	95
5. Reading engineering drawings.....	15	23	94
6. Reading engineering drawings.....	19	22	94
7. Reading engineering drawings.....	12	36	94
8. Reading engineering drawings.....	18	30	97
9. Reading engineering drawings.....	13	44	88
10. Reading engineering drawings.....	14	44	96
11. Reading engineering drawings.....	18	12	85

With the experimentation in this new educational device many benefits have been reaped by Mahoning Valley and the vocational movement in Ohio. Following are a few:

1. Better quality job preparation for vocational trainees.
2. MDTA city programs incorporating P.L. Centers in educational structures in Ohio.
3. Joint Vocational Schools in Ohio are incorporating Programed Learning Centers in building plans.
4. Co-ordinator of Programed Learning Center at M.V.V.S. given N.E.A. 1967 award for outstanding work in Programed Instruction in U.S.A.

Mahoning Valley has also been able to help six high school dropouts receive their diplomas through the use of programed courses. This in itself is a great reward for our Programed Learning Center and its work.

Learning is the most important concern of our work in the PLC. We think that through the creation of their new educational tool we may be able to overcome some of our major problems. Much of our work at present is experimental in nature and it will take us sometime before we can really be sure our educational ideas and approaches are worthwhile.