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A STUDY TO DETERMINE WHAT BUSINESSMEN IN LOGAN KNOW
ABOUT THE COOPERATIVE OFFICE EDUCATION CONCEPT

by

Penelope Patz

A report submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Business Education

Plan B

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Penelope Patz

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The Problem

Introduction

The first program of cooperative education was established in 1906, and by 1942 there were thirty programs in the country. During World War II, all cooperative programs were stopped in the interest of getting people through school as quickly as possible. When programs were resumed after the war, the pace picked up some, going from 26 programs in 1946 to 130 programs in 1968 (Ferris, 1969, p. 480).

The primary objective of cooperative vocational education is to turn out skilled, responsible young adults who upon graduation from high school can assume a productive place in our technical society. A successful cooperative program relieves the employer of some of his training problems, and in addition, gives him the satisfaction of rendering an important service to the community (Huffman, 1969, p. 17).

The Advisory Council on Vocational Education established to evaluate implementation of the Vocational Education Act of 1963 stated, "Cooperative Education had the best record of all vocational programs in terms of the proportions of students placed in the occupation for which they were trained" (Evans, 1969, p. 17). Typical research studies show that more than 80 per cent of the graduates are so placed (Evans, 1969, p. 19).

Marion B. Folsom, former Secretary of Health, Education and Welfare

stated:

Our basic objective . . . is to increase the supply of workers qualified to fill the jobs for which there will be a demand as the economy expands and to reduce the number qualified for unskilled jobs. (Bolger, 1964, p. 28)

The growth of our economy indicates that more and better workers will be needed in the future. Even though school training is valuable for a particular job, actual experience on the job sometimes is the only way to develop the necessary competence. Cooperative education programs are designed to bridge the gap between the school and the business community. In this type of program, the student gains a first-hand knowledge of how a business operates (Raines, 1967, p. 303).

Are Logan businessmen aware of the cooperative office education programs available to them?

Because it has been unsung, people who have not been in direct contact with cooperative education have had little chance to learn much about it. Some confuse it with work-study; others have never heard of it (Ferris, 1969, p. 480).

This study will be a community survey to discover if businessmen know about the cooperative office education program and if they are willing and able to cooperate with the schools in providing work experience for high school students.

Statement of the Problem

The purpose of this study is to determine the amount of knowledge and

involvement businessmen in Logan, Utah, have about/with the cooperative office education concept.

Importance of the Study

Our new industries are clamoring for men and women who qualify for training in the skills area. These jobs are not at levels where a college education is needed. These are jobs that can be filled right out of vocational schools or cooperative education programs--if coordination and cooperation between the educational and business community exists (Carey, 1965, p. 24).

Business Advisory Committees can help bridge the gap to keep the essential job-prospect information current and help the educators to make their programs meaningful.

The Business Advisory Committee consists of men who are thoroughly familiar with the manpower requirements of their own business. These men sit in on classroom instruction, evaluate the training programs in the light of actual and prospective job conditions, advise school authorities on new developments that might affect the curriculum, and recommend improvements or changes that might be made. These businessmen must not interfere with the school administrators, they work with them (Carey, 1965, p. 25).

Mr. Walter F. Carey, President, Chamber of Commerce of the United States, stated in an address to the Southern California Industry-Education Council on December 7, 1964:

If I were allowed to make just one recommendation for the strengthening of our vocational and cooperative training programs, it would be that Advisory Committees be

expanded into every community in the nation. I honestly believe they are that important to the success of the job we are trying to perform today. (Carey, 1965, p. 25)

In an address to the 121 Annual Banquet of the Buffalo (New York) Area Chamber of Commerce on January 27, 1965, Mr. Carey again stated a need for the business community's cooperation in education.

I think it is fair to say that our problem (of unemployment) is not lack of education. We are suffering from the wrong kind of education. Some of the blame for this must go to those who run our schools--but some of it can also be charged directly to the inattention of the business community. As businessmen and as leaders in our communities, we share the responsibility for the quality and nature of our schools. We give freely of our time and effort in many local, state, and national campaigns . . . but in the area of our greatest competence and our deepest interest, we tend to leave education to the professional educators while failing to give them our help and cooperation. (Carey, 1965, p. 26)

There are undoubtedly businessmen in Logan, Utah, who are unaware of the type of secretarial or skill training the students are receiving in high school.

If the schools and the businesses could narrow the communication gap, students could be better prepared for jobs after their graduation from high school. By communicating with educators, businessmen can indicate what skills their workers are lacking. The educators may then up-grade their teaching techniques and ideas.

Occasionally, laymen see a faculty member downtown during school hours and wonder why this teacher is off school premises during school hours.

A solution to this problem would be a continuing program to educate the public about the rationale for cooperative office education (Evans, 1969, p. 29).

The importance of this study, therefore, is to determine if Logan businessmen are aware of and to what extent they are involved in the vocational training and cooperative office education programs the local school system provides.

Procedures

The questionnaire was evaluated during the pilot study. This pilot study consisted of Dr. William Stull and Dr. Charles Parker, both assistant professors who have worked with cooperative programs at Utah State University, Logan, Utah, and Mrs. Diane Hall, teacher-coordinator of the cooperative office education program at Logan High School, Logan, Utah. They were asked to review the questionnaire to determine if pertinent questions were stated.

A random selection of 50 Logan businessmen were mailed the questionnaire. A random table method was used for the selection. The list of businessmen was obtained from Mrs. Diane Hall.

The questionnaire, cover letter, and self-addressed stamped envelope were mailed; in two weeks, a telephone call to the businessmen that did not respond was made.

An analysis of the questionnaire was made by using percentage comparison to determine what businessmen in Logan knew about cooperative office education and how they could be involved more actively in the cooperative

office education program offered by Logan High School. The results were then tabulated and summarized.

Limitations of the Study

This study will have the following limitations:

1. It will survey 50 randomly selected businessmen in Logan, Utah, working in an office oriented field.
2. It will determine only the extent of knowledge and involvement businessmen have of the cooperative office education concept.
3. It will be concerned only with the cooperative office education program of vocational training.

Definition of Terms

For purposes of this study, terms will be defined as follows:

Business advisory committees. Composed of representatives of program-supporting groups. Employers and employees constitute essential members of these committees, the purpose of which is to help the school make decisions about the program's organization and operation.

Cooperative office education. It is a terminal course during the senior year in high school. It emphasizes the individual skills, knowledges, and attitudes in the stenographic, clerical, and bookkeeping areas. The objective of this course is to graduate a high school student as an office worker already adjusted to the business world. The student goes to school and works part-time with teacher-employer supervision. The teacher coordinates the out-of-school work with the in-school classwork to enable the student to become a

qualified, efficient office employee. Throughout the paper, this program may be referred to as the COE program.

Cooperative vocational education. As defined in the Vocational Education Amendments of 1968, Part G, Section 175 . . . a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability.

Teacher-coordinator. A member of the local school staff who teaches occupational and related subject matter to students preparing for employment and coordinates the efforts of all helpful agencies which can assist in a training program designed to meet the needs of learners in a cooperative vocational educational program.

Work-study. The provision of financial aid to needy students so that they can enter or pursue vocational programs.

Vocational training. A program that provides instruction in specific job skills for the purpose of using these skills in the business environment.

Review of Related Literature

The literature reviewed in this chapter will be of the cooperative education movement in the United States and the support of cooperative vocational education. It will also review cooperative office education at the national level, the State of Utah, and the City of Logan, Utah. It will further cite information by which the community and school can improve their relationship.

The Cooperative Education Movement

Between 1890 and 1910 fewer than 15 per cent of secondary school graduates were enrolling in colleges; another 20 per cent found that their training unlocked employment doors for them; but better than two-thirds of all nontechnical or commercial high school graduates were finding themselves with no immediate salable skills (Federal Board for Vocational Education, 1919, p. 87).

Then in 1906 President Herman Schneider of the University of Cincinnati first conceived the idea of cooperative education. President Schneider believed the most effective and economical method of accomplishing training for the day's work was to be found in the cooperative system (Smith and Roos, 1941, p. 330).

In 1914 the cooperative school method began as an experiment under a \$100,000 appropriation by the City of New York Board of Education. This school initiated some basic ideas which would later prove to be sound practice for cooperative office education (Mayman, 1933, p. 195).

By 1920 the advent of cooperative programs into many of the secondary schools changed the course of vocational education. Although still unsupported by federal assistance, business education, having by 1930 fully identified itself with its vocational purpose, was taking a lead in applying the principles of occupational experience in developing cooperative office education (Donley, 1971, p. xii).

From 1930 to 1945 with the cooperative method in the trade and industry program of the comprehensive school, apprentice training had begun to "catch on" and develop at the secondary level.

During the 1940's it should be realized, that cooperative office education was still not being federally supported. The areas of agriculture, distributive education, trade and industry, and home economics were all financially supported by the Federal Government, however.

In the period between 1950 and 1965 the internal resistance to vocationalization of business education in the secondary school was much less than in previous years (Donley, 1971, p. 117). That is, cooperative office education was slowly drifting into the vocational field and would soon receive federal support.

In 1961 cooperative office education contributed to the training of approximately 15 per cent of the workers of the nation engaged in office occupations. There was no doubt this figure would be climbing within the next few years (Blackstone, 1961, p. 2).

The secondary school national figure enrollment for cooperative education for 1966 was 64 per cent of the total enrollment. This was a change over 1965 of 60 per cent. Insight was gained as to where the enrollment was and where the needs would be going throughout the years (Wykle, 1967, p. 5).

Because of the passing of the Vocational Education Acts of 1963 and the Amendment of 1968, cooperative office education received federal support. Within a year, programs were being officially started throughout the United States.

Support of Cooperative Vocational Education

The Smith-Hughes Act passed Congress in February, 1917. This Vocational Education Act of 1917 set up the Federal Board of Vocational Education as a permanent body. By the end of 1918 all 48 states had submitted vocational education proposals and many were setting up vocational programs (Lee, 1928, p. 5).

This vocational act appropriated \$7 million yearly to support vocational education. By 1923 programs were in full operation in all 48 states. However, business education was not included for funding in this act (Lee, 1928, p. 25).

The George Deen Act of 1936 aided the development of vocational education in the areas of agriculture, home economics, distributive education, and trade and industry. Cooperative education was still not included. However, by 1940 cooperative education was growing popular and successful as a vocational method (Nichols, 1937, p. 8).

By 1945 cooperative education was an established fact in American Education and was being employed in almost all the existing vocational training programs. It was still not being funded and did not necessarily want to be (Donley, 1971, p. 106).

Following the trend of the George-Deen Act, Congress passed the George-Barden Act in 1946 which included, among other things, increased amounts authorized for all fields of vocational education (Arnold, 1963, p. 5).

Public Law 88-210, known as the Vocational Education Act of 1963 and also as the Perkins Act, was designed to extend certain features of the National Defense Education Act of 1958. Its major purpose was to extend the quality of vocational education and to expand its coverage to new areas. Another important purpose was to provide training for young people who were still in high school but who were in need of financial assistance (U. S. Congress, p. 1).

Public Law 99-210 and Public Law 89-4, The Vocational Education Act of 1968 and the Appalachian Region Act of 1965 provided funds for the construction of vocational facilities and for program operations (Arnold, 1963, p. 7).

Through the Vocational Education Amendments of 1968, cooperative office education greatly profited. Part G of the Amendments provided progressive amounts from \$20 million in 1969 to \$75 million in 1972 for making grants to state programs for vocational education designed to prepare students for employment through cooperative work study arrangements (U. S. Department of Health, Education and Welfare, 1969, p. 23).

Cooperative Office Education at the National Level

Usually, the American educational system is observed from the State level rather than the National level. However, the following is a review of the cooperative office education programs throughout the United States.

Audrey Donley reported in her 1971 study of Cooperative Office Education that the first cooperative office education program was started in 1912 in New York. She further stated that about 48 per cent of the programs established prior to 1963 allowed credit for cooperative office work (Donley, 1971, p. 146).

After the adoption of the Vocational Education Amendment of 1968, Donley's survey reported 309 programs in the Eastern Region of the United States enrolling 11,300 students (Donley, 1971, p. 149). The Southern Region reported 508 programs with an enrollment of 8,782 students (Donley, 1971, p. 151). The North Central Region reported 871 programs with an enrollment of 18,858 students (Donley, 1971, p. 153). The Mountain Plains Region counted 140 programs with 5,316 students (Donley, 1971, p. 155). The Western Region had 330 programs with 12,453 students (Donley, 1971, p. 157). Total cooperative office education programs for 1969 were 2,158 in the United States.

The importance of cooperative office education may be realized by the rapid growth of the programs despite the delay of Federal support until 1963.

Enrollments in the secondary schools accounted for 65 per cent of the total enrollment in office occupations education in 1966 (Blackstone, 1961,

p. 4). There were over one million students enrolled in office education classes in 1967 (Blackstone, 1961, p. 6).

Cooperative Office Education in Utah

The first cooperative office education program in Utah originated in Richmond, Utah in 1968 (Donley, 1971, p. 244).

According to Gary Lloyd, Specialist, Business and Office Occupations, Utah, there are approximately 30 cooperative office education programs in Utah. However, all of the programs are not state and federally funded.

In 1974 under Part G for cooperative education \$254,644 was appropriated from federal funds and \$141,493 from state and local funds for a total of \$396,137. The 1975 estimate was identical to the 1974 total (Utah State Board for Vocational-Technical Education, 1974-75, p. 193).

Standards for cooperative education programs under Part G of the Vocational Education Act of 1968 are as follows:

1. Money appropriated under Part G and allotted to the State shall be expended for developing new programs of cooperative education.
2. The purpose is to provide on-the-job work experience related to the student's course of study and chosen occupation.
3. Students served are those who desire and need such education and training in all communities of the State. Priority is given to areas of high rates of school dropouts and youth unemployment.
4. Use of funds is allotted to program operation and ancillary services by reimbursement of added training cost to employers, if necessary and

payment for certain services or unusual costs to students while in cooperative training will be made.

5. The federal portion of support is all or part of 100 per cent depending on the program.
6. In-school vocational instruction must be related to the occupational field and training job.
7. Work periods are on alternate half days, full days, weeks, or other periods of time.
8. Regular wages are established for the occupational field. Usually, at least minimum wage or student-learner rate established by the Department of Labor. Wages are paid by the employer.
9. Minimum age must be 14 as per Child Labor Laws.
10. Public or private employers are considered eligible for on-the-job training.
11. Administration is by the State of local educational agencies under supervision of the State Board for Vocational Education in accordance with the State Plan provisions (Utah State Board of Education, 1972, p. 7-9).

The above conditions must be met in order to receive state and federal funds for cooperative office education.

Cooperative Office Education at Logan High School

The cooperative office education program at Logan High School, Logan, Utah, has been in existence since 1971. Mrs. Diane Hall is the teacher-

coordinator for the program. The program is funded by the State and Federal government.

Since 1971, 97 students have completed the program. Thirteen students are currently enrolled in the program (1975-1976), however, only 11 students are employed.

An advisory committee of local businessmen has been established. This committee is aiding in keeping class-related instruction at its best.

No follow-up study has been conducted on graduates to determine the quality or effectiveness of the program.

School-Community Relationships

The American school was created to serve the community. The cooperative office education program can contribute to improving school-community relationships in the following ways:

1. The actual participation of business firms in the educational process is a real school-community project.
2. The outcome of participation in cooperative education by the business sector improves the quality of office training in the community.
3. Cooperative office education programs help change the school's image of general irrelevance to the world of work.
4. Through its business sector, the community helps the school accomplish occupationally related education.
5. The mutual relationship of school and the business sector leads to improve school-community relationship.

6. Cooperative programs give the business sector the opportunity of helping train student learners of the community to businesses' own specifications while they are still in school.

7. The cooperative program gives interested employers in the community an option on the graduating talent on a "look first" basis.

8. Cooperative programs may help keep office talent in the community by bringing together the prospective employer and employee for a trial period prior to graduation and full-time employment (Donley, 1971, p. 209-210).

The State and Federal governments are allocating thousands of dollars yearly to schools supporting vocational training. The community may greatly profit from this type of training, however, the community must be fully aware of the educational activities taking place. It is imperative the school and community work as a team to educate the students in the most profitable way.

The Findings

Of the 50 questionnaires mailed to businessmen in Logan, Utah, on February 6, 1976, 60 per cent (30 questionnaires) were returned by February 18, 1976. A request by telephone resulted in a reply from 15 more businessmen; thus 90 per cent (45 questionnaires) of the original 50 were returned by February 27, 1976.

The responses were gathered and divided into three sections as follows:

(1) Awareness and objectives, (2) Informing businessmen of the cooperative office education program, and (3) Participation in the cooperative office education program.

Awareness and Objectives

Of the 45 responses, 38 or 84.4 per cent were aware of the cooperative office education program at Logan High School. Table 1 illustrates the respondents knowledge of the objectives of the cooperative office education program. Thirty-two or 71.1 per cent of the 45 responses indicated an awareness of the objectives of developing and improving attitudes, work habits, and personality traits of the students to achieve maximum vocational competency. Also, 32 responses showed the businessmen knew the objective of developing a basic understanding of business organization, office procedures, customs, and techniques.

Thirty-one of the 45 responses or 68.8 per cent were aware of improving and bringing together skills previously learned, teaching new skills, and

Table 1
 The Respondents Awareness of the
 Objectives of the COE Program

Number of Respondents N = 45	Per cent of Respondents	Objectives of the COE Program
32	71.1	To develop and improve attitudes, work habits, and personality traits of the students in order to enable them to achieve maximum vocational competency.
32	71.1	To develop a basic understanding of business organization, office procedures, customs, and techniques.
31	68.8	To improve and bring together skills previously learned, to teach new skills, and extend these skills to higher levels of efficiency.
31	68.8	To ease the transition from school to full-time employment by providing supervised part-time work experience.
30	66.6	To provide the business community with a source of well-trained part-time workers.
28	62.2	To relate and integrate skills, attitudes, and understandings with situations experienced on the job.
24	53.3	To develop better school-community relations by providing the means for learning and understanding the problems of both.

extending the skill to high levels of efficiency. Also, 31 of the 45 businessmen indicated they knew the objective of easing the transition from school to full-time employment by providing the supervised part-time work experience.

Thirty or 66.6 per cent of the businessmen surveyed were aware of the COE program meeting the objective of providing the business community with a source of well-trained part-time workers. Twenty-eight of the businessmen or 62.2 per cent realized the program relates and integrates skill, attitudes, and understanding with situations experienced on the job.

In addition, 24 or 53.3 per cent, the lowest per cent, were aware that the program developed better school-community relations.

An analysis of the data indicates 7 or 15.6 per cent of the respondents were not aware of the program nor were they aware of any of the objectives of the COE program. Three or 6.7 per cent were aware of the program but did not realize the program outlined specific objectives. Thus, the majority (84.4 per cent) of the businessmen surveyed were aware of the cooperative office education program and its objectives at Logan High School.

Informing Businessmen of the Cooperative Office Education Program

Table 2 illustrates what businessmen believe to be the best methods for informing other businessmen of the COE program. The percentages total more than 100 per cent because some respondents selected one or more methods.

Table 2

Methods of Informing Other Businessmen of the COE Program

Number of Respondents N = 45	Per cent of Respondents	Methods of Informing Other Businessmen
27	60.0	Personal visits by the teacher-coordinator
18	40.0	Teacher-coordinator speaking at service club meetings
13	28.9	Newspaper and radio publicity
4	8.9	Teacher-coordinator conducting seminars at the high school
2	4.4	Educational television
1	2.2	Direct letters to businesses
1	2.2	Telephone contact
1	2.2	Work on the local level with the Department of Employment Security

The data indicates that of the 45 responses, 27 or 60.0 per cent believed the best method of informing other businessmen of the COE program is by personal visits by the teacher-coordinator. Eighteen or 40.0 per cent believed that the teacher-coordinator speaking at service club meetings would be beneficial in informing businessmen of the COE program. Thirteen or 28.9 per cent indicated newspaper and radio publicity as a method of providing information. Four or 8.9 per cent believed having the teacher-

coordinator conducting seminars at the high school as being a method of informing other businessmen of the program. Two or 4.4 per cent thought programs on educational television would be feasible. In addition, approximately 7 per cent of the responses included direct letters to businessmen, telephone contact to businesses, and working on the local level with the Department of Employment Security as methods of informing businessmen of the COE program.

Participation in the Cooperative Office Education Program

Table 3 shows of the 45 businesses surveyed, 8 or 17.8 per cent were currently participating in a cooperative office education program; and 36 or 80.0 per cent were not currently participating in a cooperative office education program. One individual did not respond to the question.

Table 3
Participation in the COE Program

Number of Respondents N = 45	Per cent of Respondents	Participation in the COE Program
36	17.8	Currently participating in the COE program. (1975-1975)
8	80.0	Not currently participating in the COE program. (1975-1976)
1	2.2	No response

Table 4 illustrates that of the 80.0 per cent of the businessmen who were not currently participating in a cooperative office education program 10 or 42.2 per cent had previously participated and 17 or 37.8 per cent had never participated in a COE program. The data indicates that of the 37.8 per cent who had never participated, 22.2 per cent were aware of the COE program and objectives; but 15.6 per cent were unaware of the program and objectives.

Table 4.

The 80 Per Cent of Respondents not Currently

Participating in a COE Program

Number of Respondents N = 36	Per cent of Respondents	Eighty Per Cent of the Respondents not Currently Participating in a COE Program
19	42.2	Previous participation in a COE program
17	37.8	Never participated in a COE program

Of the 80 per cent who were not currently participating in a COE program, 26 or 57.8 per cent were interested but unable to participate; and 10 or 22.2 per cent were not interested in participating in a COE program. The only two reasons given for not participating were: (1) Eight or 17.8 per cent had limited facilities, and (2) Twenty-two or 48.9 per cent had no need for part-time workers.

Of those who were unable to participate at the present time, 14 or 31.3 per cent stated they may be interested in participating in the future (no specific date stated); 7 or 15.6 per cent would provide training stations, 1 or 2.2 per cent would serve as an advisory committee member, 1 or 2.2 per cent as a youth club guest speaker, and the remaining did not state a method of participation.

Summary of Findings

The Logan businesses seem to be aware of the cooperative office education program. If businesses are not participating it is because of a valid reason, such as, limited facilities or no need for part-time workers.

Summary, Conclusions and Recommendations

Summary

The purpose of this study was to determine the amount of knowledge businessmen in Logan have about the cooperative office education concept. That is, are the businessmen aware of the COE program and its objectives.

A questionnaire consisting of nine questions with many sub-topics was developed to ascertain the following: (1) Are businessmen aware of the cooperative office education program and the objectives of the program, (2) Do businessmen participate in the program, and if not, how may more business people become familiar with and participate in the program.

The questionnaire was mailed to 50 businessmen randomly selected from a list of businesses in Logan. The list was obtained from Mrs. Diane Hall, teacher-coordinator of the Logan High School cooperative office education program.

After the questionnaires were received, the responses were tabulated to produce information regarding the frequency of response.

The findings showed that 84.4 per cent of the businessmen surveyed in Logan were aware of the cooperative office education program and its objectives.

Conclusions

Based on the survey:

1. It appears that the majority of businessmen in Logan are aware of the cooperative office education program.

2. It appears the majority of businessmen in Logan know the objectives of the cooperative office education program.

3. The best way, according to businessmen, to better inform other businessmen of the COE program is by personal visits by the teacher-coordinator speaking at service club meetings.

4. If the businesses in the community are not participating in the COE program, it is because of limited facilities or no need for part-time employees. A minor portion of the businesses could use student-trainees for seasonal employment.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Inasmuch as a minor proportion of seasonal employment is needed in the community, the teacher-coordinator should consider having one or two students for this purpose.
2. Since new businesses are frequently opening in the community, the teacher-coordinator should personally contact each new business.
3. The teacher-coordinator should speak at local service club meetings to inform more businessmen of the program.
4. A study should be conducted to determine the businessmen's attitude towards the program. Do businessmen believe the program to be effective and worthwhile?

5. A follow-up study should be conducted to determine how effective the program has been for the students who have completed the program. Do they have better employment opportunities as a result of the program?

6. Class enrollments in the COE program should be more balanced with each succeeding school year. The results of this study shows that sufficient training stations are available to provide for this increased enrollment.

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Appendices

Appendix A: Cover Letter



UTAH STATE UNIVERSITY

DEPARTMENT OF
BUSINESS EDUCATION

COLLEGE OF BUSINESS
UMC 35, LOGAN, UTAH 84322
Phone (801) 752-4100 Ext. 7988

February 6, 1976

Dear _____

Are you aware of the Cooperative Office Education program at Logan High School?

A study is currently being conducted to determine the amount of knowledge businessmen have concerning the Cooperative Office Education concept. This study may enhance the program offered at Logan High School.

Would you please complete the questionnaire and return it in the stamped self-addressed envelope which is enclosed for your convenience. A prompt reply will facilitate the completion of this study.

Your reply will be kept in strict confidence.

Respectfully yours,

Penny Patz

Enclosures:
Questionnaire
Envelope

Appendix B: Questionnaire

SURVEY OF BUSINESSES IN CACHE COUNTY, UTAH

Please indicate your answer as it applies to you as a businessperson by checking the appropriate blank(s). This information will be STRICTLY CONFIDENTIAL.

1. Are you familiar with the Cooperative Office Education program at Logan High School?
 - (1) Yes _____
 - (2) No _____

 2. If YES, please check the following objectives that you are aware of concerning the Cooperative Office Education program.
 - (1) _____ To improve and bring together skills previously learned, to teach new skills, and extend these skills to higher levels of efficiency.
 - (2) _____ To develop and improve attitudes, work habits, and personality traits of the students in order to enable them to achieve maximum vocational competency.
 - (3) _____ To develop a basic understanding of business organization, office procedures, customs, and techniques.
 - (4) _____ To ease the transition from school to full-time employment by providing supervised part-time work experience.
 - (5) _____ To relate and integrate skills, attitudes, and understandings with situations experienced on the job.
 - (6) _____ To develop better school-community relations by providing the means for learning and understanding the problems of both.
 - (7) _____ To provide the business community with a source of well-trained part-time workers.

 3. How can more business people be better informed about the Cooperative Office Education program? Please check the appropriate blank(s).
 - (1) _____ Seminars at the local high school
 - (2) _____ Teacher-coordinator speaking at service club meetings
 - (3) _____ Educational Television
 - (4) _____ Newspaper and radio publicity
 - (5) _____ Personal visits by teacher-coordinator
 - (6) _____ Other (Please specify)
-

4. Are you currently participating in a Cooperative Office Education program?

(1) Yes _____

(2) No _____

5. If NO, have you previously participated in a Cooperative Office Education program?

(1) Yes _____

(2) No _____

6. Are you interested in the program but unable to participate?

(1) Yes _____

(2) No _____

7. If YES, please indicate your reasons with a check in the appropriate blank(s).

(1) _____ Age qualification (hiring minors)

(2) _____ Company policy forbids participation

(3) _____ Union policy forbids participation

(4) _____ Limited facilities

(5) _____ No need for part-time workers

(6) _____ Prefer not to answer

(7) _____ Other (Please specify)

8. If you are unable to participate at the present time, would you be interested in participating in the future?

(1) Yes _____ Possible date _____

(2) No _____

9. If you are interested in participating, please check the blank indicating your preference.

(1) _____ Training station (3) _____ Youth club guest speaker

(2) _____ Advisory committee member (4) _____ Other (Please specify)

Additional comments:

THANK YOU for taking time to complete this questionnaire. Surveys such as this can help educators to improve the preparation of prospective office employees. Your early response is appreciated.

Vita

Penelope Patz

Candidate for the Degree of

Master of Science in Business Education

Plan B Report: A Study to Determine What Businessmen in Logan know
About the Cooperative Office Education Concept

Major Field: Business Education

Biographical Information:

Personal Data: Born at Gary, Indiana, December 14, 1948,
daughter of Herbert F. and Doris E. Patz.

Education: Attended elementary school at Trinity Lutheran school
in Crown Point, Indiana and Taft Jr. High School in Crown
Point, Indiana; graduated from Crown Point High School in
1966; attended Ball State University, Muncie, Indiana from
1966 to 1968 and 1969 to graduation in 1971, receiving the
Bachelor of Science degree, with a major in business
education; completed requirements for the Master of Science
degree, specializing in business education, at Utah State
University, Logan, Utah, in 1976.

Professional Experience: 1975 to 1976, Teaching Assistant, Utah
State University; 1971 to 1975, Business Teacher, Celina
Senior High School, Celina, Ohio.