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GUIDELINES FOR PLANNING AND CONDUCTING
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IN VOCATIONAL AGRICULTURE

DISSERTATION

PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE DOCTOR OF PHILOSOPHY IN THE GRADUATE
SCHOOL OF THE OHIO STATE UNIVERSITY

BY

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* * * * *

THE OHIO STATE UNIVERSITY
1966

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Studies in Vocational Education. Professor William B. Logan

Studies in Higher-Teacher Education. Professor Earl W. Anderson

Studies in Administration and Supervision. Professor Robert E. Taylor
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CHAPTER 1

THE NATURE OF THE STUDY

Agricultural educators have long recognized the need and value of adequate occupational experience. Students enrolled in vocational agriculture have completed production projects on their home farms or have been placed on farms or ranches to gain occupational experience. The response for training in off-farm agricultural occupations, as identified in the Vocational Education Act of 1963, has created the need for extending the occupational experience phase of the program to include the placement of students in agricultural businesses and industries. As the number of programs in the high schools and area schools designed to offer training in off-farm agricultural occupations increases, the problems associated with providing adequate occupational experience are likely to increase. In many of these schools, occupational experience can best be provided through a cooperative work experience program. "A program of keeping youth in school and providing them with work experience and the type of training they can absorb seems to be one of the best methods our society can offer today to develop youth." ¹

The philosophy and concepts of cooperative work experience are quite similar to those of the traditional "placement for farm experience."

However, the placement of students in agricultural businesses and industries involves some facets which are not common to the placement of students on farms or ranches.

With the above considerations in mind, the major focus of this study was aimed at developing guidelines to help local teachers and administrators in planning and conducting cooperative work experience in off-farm agricultural occupations.

The writer first became interested in a study of this nature when he enrolled in a graduate class concerned with the administration and supervision of cooperative work experience programs in vocational education. The need for study in this area was further accentuated when the writer became associated with the development of pilot programs in off-farm agricultural occupations in Colorado. Because of his interest in this area and the request for further study and information by numerous personnel associated with programs in off-farm agricultural occupations, this study was undertaken.

**Need for the Study**

The need for this study was predicated on the following points:

1. The objectives and scope of vocational agriculture have changed.

With the enactment of the Smith-Hughes Act in 1917, the primary aim of vocational agriculture became the training of present and prospective farmers for proficiency in farming. This objective remained relatively unchanged for many years. As recently as 1958, Sledge writing in the *Encyclopedia of Educational Research* stated: "The aims and
OBJECTIVES IN AGRICULTURAL EDUCATION HAVE UNDERGONE LITTLE REVISION FROM THEIR FIRST CONCEPTION.  

The Vocational Education Act of 1963, however, has helped broaden the scope of vocational agriculture. This law states that federal monies for agriculture may be used for vocational education in any occupation involving knowledge and skills in agricultural subjects whether or not such occupation involves work of the farm or farm home.

The need for expanding our present programs to meet the new objectives has been summarized by Sullards. In his article concerning off-farm agricultural occupations he states:

For many years the aim of vocational agriculture has been to train present and prospective farmers for proficiency in farming. In order to carry out this aim, the bulk of our instructional and supervised practice programs has been the areas of farm management and production.

Although there is still a need for well-trained persons to meet the challenge of the farm today, we are aware of others who need preparation for the large number of off-farm agricultural occupations that exist. We must include in our present programs instruction and training which will meet the needs of all of our students.

2. Adequate occupational experience is a necessary part of vocational agriculture programs providing training in off-farm agricultural occupations.

The value of including realistic on-the-job experience on farms or ranches as a part of the educational program has long been recognized.

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IN VOCATIONAL AGRICULTURE. THE EXPANSION OF PROGRAMS TO INCLUDE
TRAINING FOR OFF-FARM AGRICULTURE OCCUPATIONS DOES NOT MEAN THAT THE
VALUE OF ON-THE-JOB EXPERIENCE IN OFF-FARM AGRICULTURAL OCCUPATIONS
SHOULD BE OVER-LOOKED. ROYSTER SURVEYED THE EMPLOYERS OF VOCATIONAL
AGRICULTURE GRADUATES WORKING IN AGRICULTURAL RELATED OCCUPATIONS, AND
HIS STUDY REVEALED THAT APPROXIMATELY 90 PERCENT OF THE EMPLOYERS
INDICATED THAT STUDENTS WOULD NEED ON-THE-JOB TRAINING.

THE IMPORTANCE OF ADEQUATE OCCUPATIONAL EXPERIENCE IN OFF-FARM
AGRICULTURE IS EXPRESSED BY FULLER.

IDENTIFICATION OF THAT WHICH AGRICULTURAL EDUCATORS CAN DO
BEST IN PREPARING STUDENTS FOR EMPLOYABILITY IN OFF-FARM AGRI-
CULTURAL OCCUPATIONS CAN BE FACILITATED IF THE CONCEPT OF
LEARNING BY DOING IS APPLIED. SUPERVISED AGRICULTURAL EXPERI-
ENCE PROGRAMS MUST BE BROAD ENOUGH TO ENCOMPASS ALL ASPECTS
OF THE OPERATION OF OFF-FARM AGRICULTURE FIRMS. NARROW,
SPECIALIZED EXPERIENCE PROGRAMS AT THE HIGH SCHOOL LEVEL ARE
AS OUTDATED AS A WALKING PLOW.6

3. OCCUPATIONAL EXPERIENCE IN OFF-FARM AGRICULTURAL OCCUPATIONS
CAN BE PROVIDED THROUGH A COOPERATIVE WORK EXPERIENCE PROGRAM.

COOPERATIVE WORK EXPERIENCE PROGRAMS HAVE BEEN EMPLOYED BY OTHER
VOCATIONAL EDUCATION SERVICES FOR MANY YEARS. ALTHOUGH THERE IS STILL
ROOM FOR IMPROVEMENT, A STATE SUPERVISOR OF DISTRIBUTIVE EDUCATION SAYS,
"COOPERATIVE EDUCATION IS STILL THE BEST METHOD FOR THE STUDENT-LEARNERS
IN AN EXPANDED SOCIETY, AND FOR THE SCHOOL AND THE STUDENT'S CAREER."7

5RALPH ROYSTER, "ANALYSIS OF OFF-FARM AGRICULTURAL OCCUPATIONS
OF BOYS HAVING TRAINING IN VOCATIONAL AGRICULTURE" (UNPUBLISHED ED.D.
DISSERTATION AGRICULTURAL EDUCATION DEPARTMENT, MICHIGAN STATE
UNIVERSITY).

6GERALD R. FULLER, "GUIDELINES FOR TEACHING OFAO," AGRICULTURAL
EDUCATION MAGAZINE, XXXVIII (JANUARY, 1965), P. 168.

7ROBERT F. KOZELKA, "RESOLVED: COOPERATIVE EDUCATION IS BEST,"
THE TEACHERS COLLEGE JOURNAL, XXXVI (NOVEMBER, 1964), P. 76.
A cooperative work experience program enables specific instruction to be given in a variety of occupations, with the on-the-job and classroom instruction coordinated with the students needs. Kennedy found that many agricultural occupations are highly specialized and require varying degrees of knowledge of farming. He recommended, therefore, that training programs for these occupations should be flexible, adjusted to the requirements of the job, and highly individualized.

4. The number of students trained for off-farm agricultural occupations will undoubtedly increase in the future.

Recent studies have also shown that even when no specific training programs for agricultural occupations other than farming were being offered in a school, many of the vocational agriculture graduates found employment in agriculturally related occupations. Bail conducted a follow-up study of former graduates in vocational agriculture in New York State for the period 1945-1958 and found that 13 percent of the students were employed in agricultural occupations related to farming. This is similar to the findings of Perkins. His study found that 12 percent of a group of 1,030 former vocational agriculture students in Vermont entered occupations related to agriculture.


9 Joe P. Bail, "Follow-up Study of Former Students in Vocational Agriculture 1949-58, in New York State" (unpublished study conducted by the Agricultural Education Division, Cornell University, Ithaca, New York, 1959).

10 Edward C. Perkins, "A Follow-up of 1,030 Former Vocational Agriculture Students in Vermont" (unpublished study conducted by the Agricultural Education Department, University of Vermont, Burlington, Vermont, 1958).
Wilson found that 12.1 percent of a group of former vocational agriculture students in the wheat area of Washington State entered occupations related to farming.

The response from the supervisors contacted in the conduct of this study indicated that many states are presently conducting pilot programs in off-farm agricultural occupations. It is logical to assume that when the results of these pilot programs are analyzed, the number of schools offering this type of training will increase. This belief is further supported by Cunningham. He states: "I believe these agricultural related industries are an untapped resource which vocational agriculture has only begun to utilize."12

5. There is a need for more research and study concerning ways of providing occupational experience in off-farm agricultural occupations.

A review of Summaries of Studies in Agricultural Education13 revealed that not a single study of the 3,248 reported dealt with methods of providing occupational experience in off-farm agricultural occupations.


In referring to the need for more research in this area, Sullards states:

We have done an outstanding job in the past, but we cannot rest on our laurels. Agricultural education workers should be the first to recognize that changes in our programs must be made if we are to provide training and instruction which is current with today’s agriculture, both on and off the farm.

To do this, we must develop within our program an instructional and a supervised training program in off-farm agricultural occupations. In order to develop this type of program, much research, planning, discussion, experimentation, and evaluation must be done before the objective can be obtained.¹⁴

The need for further study in this area of cooperative work experience in vocational education is summarized in Kozelka’s statement.

The cooperative programs as we know them today are in the Model-T stage of development. As we learn more about student-learners, we will improve the teaching-learning process for the benefit of more students. As we develop better understandings with employers and interpret their needs we will develop better general and vocational curriculums.¹⁵

Major Purpose of Study

The major purpose of this study was to develop guidelines for use in planning and conducting cooperative work experience in vocational agriculture programs providing training in off-farm agricultural occupations.

¹⁴Sullards, p. 163.

¹⁵Kozelka, p. 76.
Objectives of the Study

The following specific objectives were identified to guide the direction of this study.

1. To identify and evaluate guidelines and operative procedures for planning and conducting cooperative work experience programs in vocational agriculture.

2. To compare the nature and characteristics of cooperative work experience programs in distributive education, trade and industrial education, and agricultural education.

3. To compare the degree of importance given to activities associated with planning and conducting cooperative work experience programs.

4. To determine selected situational factors and characteristics of cooperative work experience teachers and the influence of these factors on the importance assigned to guidelines for planning and conducting cooperative work experience programs.

Basic Assumptions

Several basic assumptions were made by the investigator at the initiation of this study.

1. Many of the procedures and activities employed by the vocational agriculture teachers now utilizing cooperative work experience in off-farm agricultural occupations will be of a recurring nature that would be beneficial to the successful development of future programs, and specific guidelines can serve to improve the planning and conducting of these future programs.
2. Many of the procedures employed by other vocational education services in planning and conducting cooperative work experience would be applicable to vocational agriculture.

3. The teachers involved in the study could indicate, by the aid of an instrument, the degree of emphasis which should be given to certain procedures and activities associated with cooperative work experience.

4. Many of the problems, activities, and procedures of cooperative work experience employed by other vocational services, as described in the literature, would serve as a basis for the development of a tentative instrument to determine the guiding statements and operational procedures for planning and conducting cooperative work experience programs in vocational agriculture.

**Scope of the Study**

This was a national study involving vocational agriculture personnel in the forty-eight contiguous states and Hawaii. States with vocational agriculture departments providing cooperative work experience in off-farm agricultural occupations and selected states providing cooperative work experience in distributive and trade and industrial education constituted the universe of this study. A total of 160 vocational agriculture teachers representing 44 states, 80 distributive education teachers representing 20 states, and 77 trade and industrial education teachers representing 17 states were included as respondents to the survey instrument.

A more detailed discussion concerning the personnel involved and the analysis of the returns is found in Chapter 11.
METHOD OF INVESTIGATION

THE FOLLOWING STEPS BRIEFLY DESCRIBE THE PROCEDURES USED IN CONDUCTING THIS STUDY:

1. An outline of the proposed study and investigation procedure was reviewed by a graduate class in research methods in agricultural education, staff members of the Department of Agricultural Education at The Ohio State University, and the writer's graduate committee. Numerous suggestions were received and included in the study.

2. Criteria for the types and qualifications of the vocational agriculture programs to be included in the study were developed.

3. A letter was sent to each state supervisor of vocational agriculture asking them to list the names of the instructors and the schools conducting programs that met the criteria developed in step two.

4. A letter was sent to selected state supervisors of distributive education and trade and industrial education asking them to list five teachers who were conducting outstanding cooperative work experience programs in their states.

5. An extensive review of the literature related to vocational cooperative work experience programs was made. From this review, the investigator identified eighteen areas associated with cooperative work experience programs. A specific guiding statement was formulated for each of these areas. Specific procedures were then listed under each of these areas.

6. This tentative list of guiding statements and activities was reviewed by a small advisory group and the writer's graduate committee.
After the tentative guiding statements and activities had been modified and refined, an instrument was designed to secure data on the nature of the teachers and programs involved and the degree of importance that should be given to each guiding statement and activity.

8. A cover letter explaining the nature and purpose of the study, along with the survey instrument, was sent to the teachers identified in steps three and four.

9. Follow-up letters were sent to the respondents who did not send back the completed instrument. A second follow-up letter was sent to those teachers who had not returned the questionnaire two weeks after the first follow-up letter had been sent.

A detailed discussion on the procedures followed in each of the above steps is presented in Chapter II.

Limitations of the Study

The investigator was cognizant of the following limitations.

1. This study was limited in that the training for off-farm agricultural occupations in vocational agriculture was relatively new and the number of schools offering this type of training was limited.

2. The time available and the geographic location of the programs imposed a limitation in that the investigator was not able to visit all the schools personally.

3. The nature of new or pilot programs in vocational agriculture imposed a limitation in that the actual operation and administration of the various programs accounted for considerable diversity among the different schools involved.
4. This study was limited in that only the teacher in charge of the program was involved and no attempt was made to identify items that were entirely administrative in nature.

5. This study did not attempt to determine the various methods that can be employed to carry out some of the recommended guidelines, but only identified the desirable guidelines that may be used.

6. Additional limitations associated with the use of written survey instruments are:

   a. The extent to which the respondents represented the universe of the study.
   b. The extent to which the instrument failed to include all the guidelines or resulted in inaccurate data due to difference in interpretation.
   c. The degree to which the respondents evaluated the guidelines without bias.

**Definition of Terms**

In order to minimize the possibility of misunderstanding, a number of terms used in this study are defined below.

**Advisory Committee.** A group of persons, usually outside the education profession, appointed by the school board for the purpose of offering counsel to the school regarding the vocational program with particular attention toward keeping the program practical and attuned to community needs. Members are representatives of the local community who are interested in the activities with which the program is concerned.
**Agricultural Occupation.** An occupation in which the worker needs competency in one or more of the primary areas of Plant Science, Animal Science, Agricultural Mechanization, and Agricultural Business Management.

**Area School.** Junior and community colleges, vocational schools, technical institutes, and branches of universities serving areas usually larger than local-school districts.

**Completion Certificate.** A certificate stating that a student has satisfactorily completed one or two years of cooperative occupational experience.

**Cooperative Work Experience.** A program that provides supervised training for gainful employment in various occupations. The program is accomplished by establishing a cooperative arrangement between the school and the businesses or industries in the community.

**Follow-up Study.** A survey to determine what occupations the graduates of vocational agriculture enter and how effective their training was in relationship to actual needs of the job.

**Hazardous Occupation.** An occupation considered dangerous and injurious to the health and well being of minors up to eighteen years of age as designated by the Secretary of Labor.

**Recognition Certificate.** A certificate presented to employers or persons designated by him to recognize their part in the training program by serving as on-the-job instructors.

**Related Instruction.** Classroom and laboratory instruction designed to increase knowledge and understanding which enables a student to solve technical and theoretical problems concerned with a particular occupation.
**Student Learner.** A student enrolled in a vocational cooperative occupational experience program.

**Student-learner certificate.** A certificate which will enable students enrolled for cooperative occupational experience to be exempt from certain provisions of the Fair Labor Standards Act. The student must meet certain requirements before being eligible for the certificate.

**Student-information sheet.** A form kept by the teacher-coordinator listing specific information concerning each student enrolled in cooperative occupational experience.

**Study guide.** A guide designed to enable students to study the related instructional material on an individual basis. Each study guide should correspond to the individual training plan of the student for a specific occupation.

**Teacher-coordinator.** The vocational agriculture instructor who has the responsibility for teaching the related instruction and for coordinating the cooperative work experience.

**Training agreement.** A document listing the terms of employment of a trainee in an approved training station. This is sometimes called a "training memorandum" or "memorandum of agreement."

**Training station.** The agricultural business or firm in which the student will work while participating in the cooperative occupational experience program. This is sometimes referred to as a "training center."

**Training plan.** A listing of the activities in which the student will be engaged at the training station. In addition, it
CONTAINS A LISTING OF THE INFORMATION THAT SHOULD BE TAUGHT IN THE RELATED INSTRUCTION CLASS. IT IS ALSO REFERRED TO AS THE "TRAINING OUTLINE" OR "COURSE OUTLINE."

WORK EXPERIENCE. ANY EMPLOYMENT UNDERTAKEN BY A STUDENT WHILE ATTENDING SCHOOL THAT MAY OR MAY NOT BE UNDER THE SUPERVISION OF SCHOOL AUTHORITIES.

ORGANIZATION OF THE STUDY

CHAPTER II

PROCEDURES UTILIZED IN THE COLLECTION
AND TREATMENT OF THE DATA

AFTER THE GENERAL NATURE OF THE PROBLEM HAD BEEN IDENTIFIED, THE WRITER WAS CONFRONTED WITH MANY PROBLEMS AS TO THE MOST APPLICABLE PROCEDURES TO EMPLOY IN GATHERING AND INTERPRETING THE DATA TO FULFILL THE OBJECTIVES OF THE STUDY. THIS CHAPTER PRESENTS THE VARIOUS PROCEDURES USED.

DETERMINING THE METHOD
OF INVESTIGATION


ALTHOUGH THE SURVEY METHOD HAS LIMITATIONS AS OUTLINED BY
Hillway and Best, nevertheless, it possessed advantages when employed in this study. For as Best states: "In spite of these limitations, the process of opinion measurement has merit, and until more precise measures of attitude are developed, this technique may serve a useful purpose."³

**Selection of Participants**

In determining the personnel to utilize to complete the survey instrument, it appeared that teachers who were involved in conducting cooperative work experience programs would be the logical source of information. Preliminary discussion with state supervisors of vocational agriculture indicated that there was a sufficient number of vocational agriculture teachers utilizing cooperative work experience to form an adequate study population. However, since most vocational agriculture teachers had been utilizing cooperative work experience for a relatively short period of time, the writer concluded that it would be advantageous to include distributive and trade and industrial education teachers in the study. This would permit a comparison of the nature and characteristics of the programs and the ratings of the teachers from the two vocational services operating reimbursement cooperative work experience programs for several years with those of the vocational agriculture teachers with less experience in this area.


³ Ibid.
Since the number of vocational agriculture teachers utilizing cooperative work experience was relatively small, it was decided to attempt to include all the teachers operating a program of this type in the study.

On April 7, 1965, a letter was sent to each state supervisor in the forty-eight contiguous states and Hawaii explaining the purpose of the study and requesting the names of teachers in their states utilizing cooperative work experience in vocational agriculture (Appendix page 245). A recording sheet and self-addressed envelope were enclosed for the supervisors to return the names of the teachers who qualified under the criteria listed (Appendix page 246). On April 21, 1965, a follow-up letter was sent to those supervisors who had not replied at that date (Appendix page 247).

In order to have a somewhat equal basis of comparison, it was the desire of the writer that the total number of distributive and trade and industrial education teachers to be included in the study be approximately equal to the number of vocational agriculture teachers. Rather than select a random sample of teachers from the various states, the researcher decided to have the state supervisor of the respective services select the teachers in his state to be included in the study. In this way, the research worker could ask the supervisor to list the names of teachers who because of their experience and past accomplishments would be better qualified to participate in the study. Another advantage was that selected teachers would more likely return the survey instrument.

Rather than include distributive and trade and industrial teachers from all the states, it was decided that an adequate sample
COULD BE OBTAINED BY REDUCING THE NUMBER OF STATES INVOLVED. THE RESEARCHER DECIDED TO INCLUDE THOSE STATES WHICH HAD THE GREATEST NUMBER OF COOPERATIVE WORK EXPERIENCE PROGRAMS IN EACH OF THESE RESPECTIVE SERVICES. ALTHOUGH UTILIZING STATES WITH THE GREATER NUMBER OF COOPERATIVE WORK EXPERIENCE PROGRAMS IN OPERATION DID NOT INSURE THE FACT THAT THESE STATES HAD MORE DESIRABLE PROGRAMS, IT DID ENABLE THE SUPERVISORS TO HAVE A LARGER GROUP FROM WHICH TO SELECT THE TEACHERS TO PARTICIPATE.

A REVIEW OF THE PUBLICATION ENTITLED VOCATIONAL AND TECHNICAL EDUCATION REVEALED THAT 26 STATES REPORTED 20 OR MORE COOPERATIVE DISTRIBUTIVE EDUCATION PROGRAMS, AND 16 STATES HAD 20 OR MORE COOPERATIVE TRADE AND INDUSTRIAL EDUCATION PROGRAMS IN OPERATION DURING THE FISCAL YEAR OF 1963. FOUR ADDITIONAL STATES WITH FEWER THAN 20 TRADE AND INDUSTRIAL EDUCATION PROGRAMS WERE SELECTED TO OBTAIN MORE RESPONDENTS FROM THIS SERVICE. THESE STATES THEN BECAME THE BASIS FOR SELECTING THE TEACHERS TO REPRESENT THE DISTRIBUTIVE AND TRADE AND INDUSTRIAL EDUCATION VOCATIONAL SERVICES.


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SUPERVISORS WHO HAD NOT COMPLIED WITH THE REQUEST FOR TEACHERS' NAMES (APPENDIX PAGE 250).

Development of the Survey Instrument

The development of the survey instrument seemed to be one of the critical steps in the execution of this study. In effect, the overall value of this study depended largely upon the effectiveness of this instrument. A review of the literature failed to reveal the previous development of such an instrument.

The first step in the development of the instrument was to identify the areas that would be involved in planning and conducting cooperative work experience programs. Drawing on his personal experience and a review of the literature, the writer identified eighteen broad areas associated with planning and conducting cooperative work experience. A guiding statement was then developed for each of these areas. After the guiding statements had been developed, a list of activities and procedures that would be used in carrying out the intent of the guiding statement was developed. Again the writer drew upon his personal experience and the literature to develop this list.

The tentative guiding statements and procedures were then submitted to staff members in the Department of Agricultural Education at The Ohio State University. The staff members reviewed the list for comprehensiveness and also determined those procedural items that could be combined to reduce the number of items. The list was also submitted to a reviewing committee as a further check on the comprehensiveness and appropriateness of the various items. This committee consisted of a former vocational agriculture teacher, who is now
CONDUCTING A COOPERATIVE DISTRIBUTIVE EDUCATION PROGRAM; A VOCATIONAL AGRICULTURE TEACHER WITH EXPERIENCE IN PLANNING AND CONDUCTING COOPERATIVE WORK EXPERIENCE; AND A TEACHER EDUCATOR IN DISTRIBUTIVE EDUCATION.

The suggestions and comments of both groups were then incorporated into the final list of guiding statements and procedures to be used in the survey instrument. The final list was structured around the eighteen guiding statements. Consideration was given to include all the guiding statements in one section separate from the procedures. However, it was realized it would serve to introduce the procedures and decrease the chance of misinterpretation if the guiding statements were dispersed throughout the instrument with the procedures for implementing each guiding statement directly below.

Selection of an Appropriate Measuring Device for the Survey Instrument

After considering a number of alternatives, a five-point scale was chosen as the most appropriate technique for measuring the degree of importance teachers assigned to the guiding statements and procedures for planning and conducting cooperative work experience. The writer realized that more extensive and elaborate scales could have been adopted. However, as one authority points out, "There is an upper limit to the fineness of discrimination and it is possible to have one's scale divided too finely for feasibility in practice."^5

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IN DETERMINING THE NUMBER OF POSITIONS ON A SCALE IS SUMMARIZED IN THE FOLLOWING STATEMENT:

No hard-and-fast rule can be laid down for the number of units or steps on a rating scale. Too few steps result in coarse ratings because the observer is not given opportunity to exercise fully his powers of discrimination. Too detailed or refined a scale makes it difficult for an observer to discriminate between one step and the next.

The writer believed the five-point scale would be easier to interpret if descriptive adjectives were assigned to the numerical values. For as one author points out, "Indeed it is preferable to permit the rater to think in terms of descriptive adjectives, a far more familiar form of thought." After several trials with fellow graduate students, the following qualifying language was assigned to each of the values on the scale:

4. Of Extreme Importance
3. Of Considerable Importance
2. Of Some Importance
1. Of Limited Importance
0. Of No Importance

After administering the scale on a trial basis, it became apparent that further clarification was needed to enable the respondent to accurately discriminate between the values. This problem was overcome by further defining the descriptive adjectives as follows:

4. **OF EXTREME IMPORTANCE.** Those items that in your opinion are essential or crucial to the proper operation of the program, or in other words, absolutely necessary.

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7 Symonds, p. 42.
3. **OF CONSIDERABLE IMPORTANCE.** Those items which have much importance but cannot be classified as absolutely necessary.

2. **OF SOME IMPORTANCE.** Those items which can be classified as important but would only be performed if the time and effort needed for their completion would not hinder the completion of items classified as extremely important or of considerable importance.

1. **OF LIMITED IMPORTANCE.** Those items which have some value but would have little effect upon the success of the overall program.

0. **OF NO IMPORTANCE.** Those items which you feel should not be undertaken because they would bring no benefit to the program and in some cases they may have an undesirable effect.

The selection of the digits four through zero on the scale was not done in a casual way. The zero on the extreme right position on the scale corresponded to "of no importance" and the four at the left indicated "of extreme importance." The selection of a scale extending from zero upward with the larger numbers indicating a greater degree of importance enabled the analysis of regression statistical treatment to be employed. A more complete discussion on the statistical treatment is presented later.

The writer was aware that there may be a tendency among some persons to rate the majority of the items at the central point rather than at the extremes when using a five-point scale. An attempt to overcome this was made by the use of the descriptive adjectives and specific directions which asked the respondent to rate each item considering its
individual merit. A visual inspection of each instrument as it was returned revealed that there was a considerable range in the ratings in each questionnaire. This led the writer to believe the reliability and validity of the ratings were not significantly affected by the error of central tendency.

Other Features of the Instrument

In addition to obtaining a rating of the importance of various procedures associated with cooperative work experience programs, it was within the objectives of this study to compare the nature and characteristics of the teachers and programs of the three vocational services involved. The writer also wished to determine the possible influence that the selected factors had upon the teachers' ratings of the guiding statements.

To obtain the necessary data to achieve these objectives, a separate section was constructed. This section was designed to explore certain features and characteristics of the setting in which the teachers function. Items which would enable one to describe the differences and similarities in the various programs, plus all items which the writer considered might have an effect on the teachers' ratings, were included in this section.

The writer realized that it would be impossible to include all the items that various teachers would consider important to successfully plan and conduct cooperative work experience programs in the instrument. To enable the teachers to contribute additional information they thought pertinent to the problem, space was provided to write additional procedural items. Space was also provided to enable them to
REACT TO THE GUIDING STATEMENTS BY CHANGING THE WORDING OR BY MODIFYING THE STATEMENT. THE WRITER WAS AWARE OF THE DIFFICULTY INVOLVED IN TREATING THESE RESPONSES. HOWEVER, AS GOOD AND SCATES⁸ POINT OUT, SUCH QUESTIONS MAY PROVIDE A MORE ADEQUATE PICTURE OF HOW RESPONDENTS REALLY FEEL ABOUT A TOPIC.

**Final Preparation of the Survey Instrument**

In order to provide the necessary information and understanding needed by the teachers to adequately react to the instrument, a separate direction sheet was constructed (Appendix page 251). This sheet gave specific points for completing the instrument that were not included in the cover letter. The direction sheet was not attached to the survey instrument for a specific reason. This enabled the respondent to refer to the directions and the rating scale as he completed the various pages of the survey instrument. By doing this, it was not necessary to repeat the rating scale on each page of the survey instrument.

The direction sheet and the survey instrument were then tested on a small group of teachers. This enabled the writer to determine the approximate amount of time needed to complete the instrument and determine whether the instrument could be completed without additional information and interpretation. The writer considered it "essential that the criticisms of qualified persons be obtained before the final

FORM IS PREPARED AND MAILED OUT.\(^9\) After minor revisions, the survey instrument was then adopted (Appendix Pages 252-263).

Because the survey instrument was rather lengthy, the writer wished to print the instrument on the fewest number of pages possible. This was accomplished by using a typewriter with small type and by using off-set printing so both sides of the paper could be printed.

DISTRIBUTION AND FOLLOW-UP OF "THE SURVEY INSTRUMENT"

A cover letter explaining the purpose of the study and asking for the respondents cooperation was developed to accompany the survey instrument sent to the vocational agriculture teachers identified (Appendix Page 264). A separate cover letter was designed for the distributive education and trade and industrial education teachers who were selected by their state supervisor (Appendix Page 265). A stamped, self-addressed envelope was also included for the respondent's convenience. At the top of the survey instrument the following caption was placed: "PLACE IN SELF-ADDRESS ENVELOPE AND RETURN BY APRIL 30."

On April 22, 1965, the survey instrument was mailed to all the teachers who had been identified by that time. By April 30, 1965, five more supervisors had returned the form listing the names of eligible respondents. These teachers were then sent questionnaires. All names of teachers received after April 30, 1965, were not included in the study due to the limited time available to complete and return the instrument before the completion of the school year.

\(^9\) Ibid., p. 622.
On May 11, 1965, a follow-up letter was sent to those vocational agriculture teachers who had not returned the completed instrument (Appendix page 266). On the same day, a follow-up letter was also sent to the distributive education and trade and industrial education teachers who had not responded (Appendix page 267). On May 24, 1965, a second follow-up letter was sent to those teachers who had not responded by that date (Appendix page 268).

**Analysis of Returns**

A total of 317 instruments were utilized to formulate the data for this study. This represented 83 percent of the eligible respondents. Twenty-one instruments were returned by vocational agriculture teachers with an explanation that their programs were not developed to the stage where they felt competent to be included in the study. One instrument from a distributive education teacher had to be discarded because of insufficient data. These respondents were not considered in calculating the percentage of returns.

Of the 26 state supervisors of distributive education asked to submit names of teachers, 23, or 87 percent, returned the form. The names of teachers from 20 of these states were received in time to be included in the study. These 20 supervisors listed the names of 95 distributive education teachers. Of these, 80, or 84 percent, returned usable survey instruments.

Seventeen, or 85 percent, of the 20 state supervisors of trade and industrial education contacted submitted names of trade and industrial education teachers utilizing cooperative programs. Teachers from 16 states were included in the study. Of the 85 teachers contacted, 77, or 91 percent, returned usable questionnaires.
Forty-eight, or 98 percent, of the vocational agriculture supervisors returned the form requesting the names of teachers. Five supervisors indicated there were no cooperative work experience programs in operation in their states. Of the 202 eligible respondents in the 44 states included, 160, or 79 percent, returned usable instruments.

As previously stated, 83 percent of the eligible respondents returned the survey instrument. Although this level of return may be questioned by some, the writer felt that this incompleteness would not bias the study. With the writing in the Encyclopedia of Educational Research supports the writer's belief when he states:

With a nonresponse rate of 20 percent or less, although the unobtained responses differ from the majority interviewed, they are sufficiently heterogeneous and their number sufficiently small to virtually guarantee that their inclusion would not significantly alter the results for any percentage figure.\(^\text{10}\)

The foregoing comment refers to an 80 percent return of a random sample. Since the returns in this study surpass this figure and since the instrument was not mailed to a random sample but to selected personnel, the writer felt confident that the level of return was more than adequate to achieve the objectives of the study.

**Selection of the Statistical Models**

Considerable thought was given to the most applicable procedures to utilize to interpret the collected data. After consultation with his graduate advisor and Dr. D. Ransom Whitney, Director of the Statistics Laboratory, Department of Mathematics, The Ohio State University, the writer decided that due to the complexity of the

\(^{10}\) Harris, p. 1448.
STATISTICAL TREATMENT NECESSARY TO ACHIEVE THE OBJECTIVES OF THE STUDY
AND THE SCOPE OF THE DATA ON THE SURVEY INSTRUMENT, THE STATISTICAL
TREATMENT COULD BEST BE ACCOMPLISHED BY UTILIZING ELECTRIC DATA
PROCESSING. THE WRITER THEN MADE ARRANGEMENTS TO UTILIZE THE IBM 794
COMPUTER AVAILABLE THROUGH THE NUMERICAL COMPUTATIONS LABORATORY AT
THE OHIO STATE UNIVERSITY.

IN ORDER TO UTILIZE ELECTRONIC DATA PROCESSING, IT WAS NECESSARY
to code the information so that it could be punched on IBM cards. The
face data on the front of the instrument was categorized so that a
numerical value from zero to nine could be assigned to each of the
various items. Since the rating of the guiding statements and procedures
was already in a numerical value ranging from zero to four, the actual
rating could be recorded. Each of the survey instruments was reviewed
by the writer and the numerical values were recorded on a coding sheet
(Appendix page 269). The coding sheets were then used to punch the
three IBM cards necessary for each survey instrument.

One of the objectives of the study was to determine the influence
of selected factors on the respondents' rating of the guiding state-
ments. After consultation with Dr. Whitney, it was decided that the
multiple regression technique would be the most appropriate statistical
model to use to achieve this objective. The multiple regression
technique used was similar to that explained by Snedecor. As this
authority points out, the regression technique provides a means of

11 Conference with Dr. D. Ransom Whitney, September 8, 1965.
12 George W. Snedecor, Statistical Methods (Ames, Iowa: The
LEARNING IF THE DEPENDENT VARIABLES (Y) DO DEPEND ON THE INDEPENDENT VARIABLES (X) AND, IF SO, TO GET A MEASURE OF RELATIONSHIP. The multiple regression technique also indicates the degree of influence of the independent variables on the dependent variables. However, the reader must remember that the relationship between the independent variables and the dependent variables is not one of cause and effect. Just because an independent variable does exist, there is no assurance that the dependent variable will also exist.

The design of the study also called for a measure of central tendency of the teachers' ratings of the guiding statements and procedures and an indication of the dispersion in their responses. The mean and the standard deviation were selected for the "mean is the most efficient measure of central value, and the standard deviation is the most efficient measure of dispersion." The mean and standard deviation had an additional advantage since they were computed incidental to the calculations required for the multiple regression technique.

The objective of determining whether the ratings on each of the various items by the three groups of teachers significantly differed was accomplished by administering the F test of significance.

One of the decisions involved in utilizing the multiple regression technique was whether to use a one or two-tailed test to

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13 Ibid., p. 122.
14 Conference with Dr. Whitney, September 15, 1965.
DETERMINE THE SIGNIFICANCE OF THE T VALUES. The one-tailed test would have been suitable if the writer could have predicted with reasonable assurance the direction in which the independent variables would influence the dependent variables. However, since the writer had no previous research on which to predict the probable direction of influence, the two-tailed test was chosen to determine significance.

The .05 level of significance was chosen as the confidence limit to use in determining significance of the T and F values, since this is the commonly accepted level of significance for similar research in education. The writer decided to accept all values at the .05 level as significant, but indicated those which were also significant at the .01 level. This would enable the reader to determine those items in which there was the greatest difference of opinion among the three groups.

A more complete discussion on interpreting the T values is found in Chapter VI. The interpretation of the F values is further discussed in Chapter VII.

The numerical values were rounded to two decimal places. Where the number being rounded was exactly half way, e.g., .0550 the number was rounded to the nearest even number, e.g., .06. Although this procedure is arbitrary, in the long run it will be equally likely to raise or lower a number.

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16 Conference with Dr. Whitney, September 15, 1965.
17 Dornbusch and Schmid, p. 5.
CHAPTER III

REVIEW OF THE DEVELOPMENT AND NATURE
OF COOPERATIVE WORK EXPERIENCE

Personnel associated with agricultural education generally are
quite familiar with the nature and characteristics of supervised occupa-
tional experience in production agriculture. However, many agricultural
educators have had limited exposure to cooperative work experience
programs. It is the purpose of this chapter to present a brief over-
view of the development and characteristics of cooperative work
experience.

THE INITIATION OF COOPERATIVE

Work Experience Programs

"The fundamental nature of work experience as an application of
a basic, and therefore nearly timeless, principle in education makes
isolation of its origins as difficult as isolation of the origin of
human learning."

To list those persons who contributed to the concept of work
experience would also be difficult. For as Ivins and Runge state:

Our list of pioneer personalities could have begun with
the name of Comenius (1592-1670) who advocated a knowledge of
the trades and occupations of life; Francke (1663-1727), who
used the work concept in his school for young nobles; Pestalozzi
(1746-1827), who felt that joining work and education was the
solution to the educational problems of the lower classes; or

Wilson H. Ivins and William B. Runge, Work Experience in
Fellenburg (1771-1884), whose school combined practical training with the usual school subjects.  

Throughout the early history of man, manual and domestic skills constituted most of the essential knowledge handed down from parents to children. With the rise of apprenticeship, work and education were joined in an agency outside the family. However, the industrial revolution required a great diversity in the types of workers needed, and as a result, "apprenticeship with its paternalistic father-and-son characteristics gave way to other forms of occupational experience." The Manual Labor School Movement and the extensive amount of work experience made available in many early colleges and agricultural schools accentuated the association of work and education.

Although work and education had been closely associated for many years, the true plan of cooperative education was not originated until 1906. In that year, Dean Herman Schneider of the University of Cincinnati initiated the concept of having students enrolled in engineering courses spend part of their school time in the shops and factories in which they were to be engineers. This new concept was based on the theory that many items of technical knowledge and personal growth can be secured most economically through actual on-the-job employment. "Schneider's basic plan established the form for most cooperative work experience programs that exist today."

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2 Ibid., p. 42.


4 Ivins and Runge, p. 45.
The idea conceived by Schneider went much further than the mere paralleling of experience and school work. He insisted that a basic objective of the plan was to bring the work experience into the classroom study, and vice versa. "His insistence upon this basic requirement led to the development of an outstanding function of all cooperative work experience programs today -- that of coordination."

Following the introduction of the cooperative program at the University of Cincinnati, an experimental program was developed in the Cincinnati Public Schools. This was perhaps the first cooperative program organized on the secondary public school level. Schneider also served as advisor to the successful cooperative programs that were established in Fitchburg, Massachusetts High School in 1908, and in York, Pennsylvania High School in 1911. Schneider also served as a consultant to ten programs that were installed in New York City High Schools in 1915.

In 1917, with the passage of the Smith-Hughes Act, the Federal Board for Vocational Education recognized cooperative courses and encouraged their establishment in the schools. Since this time, cooperative work experience programs have shown a steady increase in numbers. For instance, in 1960 enrollment in cooperative distributive education courses had grown consistently having increased tenfold since 1938.

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5Ibid., p. 45.

DEFINING COOPERATIVE WORK EXPERIENCE

"The term work experience . . . has come into such widespread use that it has achieved almost a generic meaning." The mere employment of a student in a part-time job while attending school may be referred to as work experience. However, the term cooperative work experience is more specific in nature. Cooperative work experience differs from the mere employment of students in that the experience program is planned and coordinated cooperatively by the school and the employer to insure that the program will be truly educational in nature.

The characteristics of cooperative education are described by Smultz when she says,

Cooperative occupational training is a plan which correlates actual work experience in the community with classroom instruction under the supervision of a coordinator or teacher-coordinator who is occupationally competent. The community and the school cooperate to give occupational instruction to the students who want it, need it, and can profit by it.

The committee on research and publications of the American Vocational Association refer to a cooperative work experience program as

A training program that provides for alternation of study in school with a job in industry or business, the two experiences being so planned and supervised by school and employer that each contributes definitely to the student's development in his chosen occupation. Work periods and school attendance may be on alternate days, weeks, or other periods of time,


BUT THE HOURS AT WORK EQUAL OR EXCEED THE HOURS SPENT IN
SCHOOL DURING THE REGULAR SCHOOL YEAR.9

THE DEFINITION OF COOPERATIVE EDUCATION BY GOOD IS QUITE SIMILAR:

COOPERATIVE EDUCATION IS A PROGRAM THAT PROVIDES FOR
ALTERNATION OF STUDY IN SCHOOL WITH A JOB IN INDUSTRY OR
BUSINESS THE TWO EXPERIENCES BEING SO PLANNED AND SUPERVISED
COOPERATIVELY BY THE SCHOOL AND THE EMPLOYER THAT EACH
CONtributes DEFINITELY TO THE STUDENT'S DEVELOPMENT IN HIS
CHOSEN OCCUPATION; WORK PERIODS AND SCHOOL ATTENDANCE MAY
BE ON ALTERNATE HALF DAYS, DAYS, WEEKS OR OTHER PERIODS
OF TIME.10

THE PRECEDING DEFINITIONS INDICATE THE COOPERATIVE AND EDUCA-
TIONAL ASPECT OF COOPERATIVE WORK EXPERIENCE. THE MORE GLOBAL ASPECT
OF THE TERM WORK EXPERIENCE IS APPARENT IN GOOD'S DEFINITION. IN
REFERRING TO WORK EXPERIENCE HE STATES:

WORK EXPERIENCE IS ACTUAL EXPERIENCE IN AN OCCUPATION
BEFORE A PERSON BEGINS A FULL-TIME JOB; MAY OCCUR (A) IN
CONNECTION WITH A COURSE OF STUDY, WHERE THE STUDENT SPENDS
A PART OF HIS TIME ON AN ACTUAL JOB IN A REGULAR BUSINESS OR
INDUSTRY; (B) IN CONNECTION WITH AN EDUCATIONAL INSTITUTION
WHERE PRODUCTION OF ARTICLES IN QUANTITY TAKES PLACE; OR
(C) IN CONNECTION WITH A PART-TIME JOB CARRIED ON BEFORE
AND AFTER SCHOOL HOURS, OUTSIDE THE EDUCATIONAL INSTITUTION
ATTENDED AND NOT CONNECTED WITH IT IN ANY WAY.11

WORK EXPERIENCE AND COOPERATIVE
EDUCATION COMPARED

THE PRECEDING DISCUSSION HAS INDICATED THERE IS CONSIDERABLE
DIFFERENCE IN THE NATURE AND OBJECTIVES OF WORK EXPERIENCE AND

9COMMITTEE ON RESEARCH AND PUBLICATIONS, DEFINITIONS OF TERMS
IN VOCATIONAL AND PRACTICAL ARTS EDUCATION (WASHINGTON: AMERICAN

10CARTER V. GOOD, DICTIONARY OF EDUCATION (NEW YORK: McGRAW-
HILL BOOK COMPANY, INC., 1959), P. 131.

11IBID., P. 215.
COOPERATIVE EDUCATION AS REPRESENTED BY A COOPERATIVE WORK EXPERIENCE PROGRAM. IN REFERRING TO THIS DIFFERENCE MASON AND HAINES STATE:

There has been in some American schools and among some groups of American educators an unfortunate degree of confusion about the difference between cooperative education and work experience education. In some cases the confusion has been due to the surface resemblance of the programs to the superficial observer who having seen one believed he had seen the other. In other cases confusion has arisen from poorly operated cooperative programs -- ones which turned out to be just "plain work experience" through such errors as inadequate supervision, lack of correlated classroom instruction, and the enrollment of any student without qualification. In still other cases, educators have compounded the problem by a semantic error, that of using the term "work experience" to describe any situation in which a student obtains experience on an actual job.  

The fundamental differences between the two types of programs can best be illustrated by the analysis presented by Kozelka.

THE STUDENT

"IN THE WORK EXPERIENCE PROGRAM:

1. Is hired as a producing worker.

2. Learns only the 'how-to do-it' aspects of his job.

3. Is not always able to understand the relationship of his work experience to his classroom activity.

4. Does not always rotate from job to job within the organization.

"IN THE COOPERATIVE EDUCATION PROGRAM:

1. Is hired as a learning worker.

2. Learns also the 'why-it-is-done' aspects of his work.

3. Engages in classroom activities which are integrated with his on-the-job experiences.

4. Follows a planned rotation schedule during the length of the year-long program.

12 Mason and Haines, p. 57.
"In the work experience program:

5. Does not receive the benefits of a job analysis.

6. May or may not be suited to the occupation.

7. Receives little assistance in matters of personal development and social adjustment.

8. Receives little information or inspiration to take additional or specialized training.

9. Is tempted to drop out of school and to accept a full-time position.

10. May work under conditions which may deteriorate.

11. May attempt to maintain a school schedule and a work schedule which are injurious to his health.

The Parent

"In relation to the work experience program:

1. Is not sure where the responsibility of the school begins or ends.

2. Is not sure of the relationship of the job experiences and the classroom activities.

"In the cooperative education program:

5. Receives the benefits of a job analysis.

6. Is matched to the job by an occupationally experienced coordinator.

7. Receives the immediate attention of the coordinator in matters pertaining to personal development and social adjustment.

8. Is given an insight into his need and abilities for taking additional or specialized training.

9. Is encouraged to remain in school and increase his vocational competency.

10. Will work in an establishment which is continuously approved by the coordinator.

11. Follows a reduced schedule of school activities and a supervised job-schedule which are not permitted to have an adverse effect on him.

"In relation to the cooperative education program:

1. Knows that the school has not relinquished responsibility for the student.

2. Knows that the on-the-job experiences and the classroom activities complement and strengthen each other.
"In relation to the work experience program:

3. Is not sure that the student knows what he got himself into.

4. Is not sure when the student's working hours begin or end.

5. Does not know what prestige the job has, in terms of acceptance of the student by his peers.

The School

"Which operates a work experience program:

1. Has little or no opportunity to integrate classroom activities with the work experiences of the student.

2. Has no opportunity to assist the student in matters of social adjustment.

3. Loses an opportunity to maintain the contacts with the student which are so important for later adult education.

4. Ordinarily does not give credit for unsupervised work experience.

5. Is comparatively helpless in relation to adverse publicity in connection with this type of program.

"In relation to the cooperative education program:

3. Knows that the student received the benefit of good guidance before being placed on the job.

4. Knows the student is not being exploited.

5. Knows that the student received the maximum of prestige from an approved credit-carrying course of study.

The School

"Which operates a cooperative education program:

1. By means of the job analysis, is able to integrate the classroom activities of each student with his on-the-job experiences.

2. Is prepared, when the need arises, to assist the student to make necessary social adjustments.

3. Gains an opportunity to develop an interest in post-graduate and adult education.

4. Can give credit for vocational experience, part of which is acceptable for college entrance.

5. Prevents the rise of adverse publicity through frequent visits by the coordinator.
"Which operates a cooperative education program:

6. Has the advantage of the services of an advisory committee.

The Employer

"Who participates in a cooperative education program:

1. Obtains an oriented student who wants to learn to work.

The preceding analysis appears to create the impression that work experience is an undesirable program because it lacks related

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INSTRUCTION AND EMPLOYS LIMITED SUPERVISION. "THIS POINT IS NOT VALID BECAUSE GENERAL EDUCATION WORK EXPERIENCE PROGRAMS CAN BE POOR OR EXCELLENT DEPENDING UPON HOW THEY ARE OPERATED." IN REFERRING TO THE VALUE OF WORK EXPERIENCE OF A GENERAL NATURE, A SCHOOL SUPERINTENDENT STATES THAT "ONE OF THE THINGS WHICH EDUCATORS SOMETIME FAIL TO REALIZE IS THAT WORK, WORK FOR WAGE IN PRIVATE EMPLOYMENT IS IN ITSELF A VALUABLE EDUCATIVE EXPERIENCE."15

ALTHOUGH BOTH WORK EXPERIENCE AND COOPERATIVE WORK EXPERIENCE PROGRAMS HAVE VALUE, THEY HAVE DIFFERENT OBJECTIVES. MASON AND HAINES SUMMARIZE THIS WHEN THEY STATE:

WORK EXPERIENCE PROGRAMS AND COOPERATIVE EDUCATION PROGRAMS SERVE TWO DIFFERENT SETS OF PURPOSES; IN COMMON, EACH UTILIZES EXPERIENCE ON A JOB BUT VIA A DIFFERENT SET OF ORGANIZATIONAL, OPERATIONAL, AND INSTRUCTIONAL PRACTICES AND FOR DISSIMILAR PURPOSES. THEREFORE, THE TWO METHODS SHOULD BE RECOGNIZED FOR THAT WHICH EACH CAN DO MOST EFFECTIVELY AND EFFICIENTLY. NEITHER PER SE IS "GOOD" NOR "POOR"; THE PARAMOUNT POINT IS THAT SCHOOL PERSONNEL SHOULD UNDERSTAND THE DIFFERENCE BETWEEN THE PROGRAMS, CHOOSE THE ONE THAT WILL BEST MEET THEIR OBJECTIVES, AND PROVIDE THE RESOURCES NECESSARY TO THE SUCCESS OF THE METHOD CHOSEN.16

ALTHOUGH THE TERM WORK EXPERIENCE MAY BE USED THROUGHOUT THIS STUDY, THE WRITER WAS CONCERNED WITH DEVELOPING GUIDELINES FOR COOPERATIVE WORK EXPERIENCE PROGRAMS. THEREFORE, ALL REFERENCES TO WORK EXPERIENCE REFER TO THE EXPERIENCE GAINED IN A COOPERATIVE PROGRAM UNLESS OTHERWISE STIPULATED.

14 MASON AND HAINES, P. 59.
16 MASON AND HAINES, PP. 59-60.
Advantages and Values of Cooperative Work Experience

Since the initiation of cooperative work experience programs in the schools of America, many values have been realized by this type of education that can be a real school and community service. "Not only does it provide opportunities for students and make for a more effective school program, it also has values for employers as well as for the community in general."\(^{17}\)

"By adopting a work experience program a community is broadening work opportunities for its youth and is reducing delinquency through the creative activity that work experience provides."\(^{18}\) The value of this type of program to the total education system was expressed by Kenneth E. Beck, principal of the Janesville, Wisconsin High School. He states: "I am convinced that work experience programs make the overall educational program of our secondary schools more effective."\(^{19}\)

Work experience programs also enable schools to retain many of the students who would normally be drop-outs. For as one educator states: "Work experience is essential to the success of efforts to rehabilitate and redirect potential drop-outs."\(^{20}\) Although the primary


PURPOSE OF COOPERATIVE WORK EXPERIENCE PROGRAMS IS NOT TO PROVIDE EDUCATION FOR THESE POTENTIAL DROP-OUTS, ITS VALUE AND SUCCESS IN THIS AREA CANNOT BE OVERLOOKED. COOPERATIVE WORK EXPERIENCE PROGRAMS PROVIDE THE TYPE OF EDUCATION THAT IS MEANINGFUL AND BENEFICIAL TO THE STUDENTS. AS A RESULT, THEIR DESIRE TO REMAIN IN SCHOOL IS INCREASED.

Surveys of former students have shown that they benefited from this type of program. For instance, a survey of former cooperative pupils in New York City revealed an almost unanimous opinion that the program was of value to them in the business world.21

The preceding discussion has indicated that a cooperative work experience program is advantageous to a variety of persons. It benefits the student, school, employer, and the community in general. The list of advantages of cooperative work experience programs as identified by Linson and Anderson summarize the overall benefits of a cooperative program in vocational agriculture. They list the following advantages:

To The Student

1. Provides an opportunity to become trained for a payroll occupation while completing the requirements for a high school diploma.

2. Helps in the choice of occupations in agriculture other than farming.

3. Arouses the student's interest in the field of agriculture.

4. Provides supervised training on the job under actual working conditions.

5. Provides an opportunity for student to make an intelligent choice of his life's work.

6. Lends encouragement to stay in school until graduation.

7. Provides opportunity to receive individual instruction in the chosen field of interest at a relatively low cost.

8. Develops definite work habits, attitudes, and responsibilities.

9. Offers opportunity to learn the technical information of a trade as well as the manipulative skills.

10. Provides opportunity to realize the necessity of cooperation with others.

11. Provides a foundation for post-high school subjects.

12. Provides opportunity to establish a reputation on the job through experience.

13. Motivates interest in other school subjects.

To The School

1. Helps meet the training needs of the community without over-training in any one trade or occupation.

2. Provides a terminal course for students who do not continue their education beyond high school.

3. Increases community interest in school activities.

4. Promotes good public relations between the school and community.

5. Offers a program for a school to place its graduates in payroll occupations.

6. Provides opportunity for the school to cooperate in other fields of agriculture.

7. Lessens the disciplinary problems at the school and the drop-out problem.

8. Provides opportunity for school to share in decreasing the number of unemployed.

9. Provides a qualified staff member to assist in vocational guidance work. Helps in the establishment of out of school classes.
TO THE EMPLOYER

1. PROVIDES OPPORTUNITY TO INCREASE THE INTEREST OF YOUNG PEOPLE IN THE FIELD OF AGRICULTURE IN WHICH THE EMPLOYER IS ESTABLISHED.

2. EMPLOYERS HAVE AN OPPORTUNITY TO HAVE DIRECT CONTRIBUTION TO THE SCHOOL PROGRAM.

3. PROVIDES A SELECTION OF FUTURE EMPLOYEES WHO ARE INTERESTED AND QUALIFIED FOR THE FIELD IN WHICH THE EMPLOYER IS ENGAGED.

4. TRAINEES MAY BE ABLE TO TAKE OVER WHEN KEY MEN ARE SICK, ON VACATION, ETC.

5. A BETTER TRAINED EMPLOYEE IS AVAILABLE.

6. TRAINEE EFFICIENCY AND ALERTNESS IS MAINTAINED AND INCREASED THROUGH THE COUNSEL AND COOPERATION OF THE AGRICULTURAL OCCUPATIONS TEACHER-COORDINATOR.

7. HELPS REDUCE TRAINING PROBLEMS AND EXPENSES.

8. INCREASES EFFICIENCY OF REGULAR EMPLOYEES.

9. OFFERS OPPORTUNITY TO PARTICIPATE IN AN EDUCATIONAL ENTERPRISE.

10. ENABLES EMPLOYER TO RECEIVE MORE DIRECT RETURNS FROM SCHOOL TAX DOLLARS.

TO THE COMMUNITY

1. ENCOURAGES YOUNG PEOPLE TO REMAIN IN THE COMMUNITY AFTER GRADUATION.

2. IMPROVES ECONOMY BY PROVIDING ADDITIONAL INCOME TO THE CITIZENS OF THE COMMUNITY.

3. HELPS TO IMPROVE CITIZENSHIP IN THE COMMUNITY.

4. LESSENS THE UNEMPLOYMENT PROBLEM.

5. PROMOTES CLOSER COOPERATION BETWEEN THE SCHOOL AND COMMUNITY.

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22. MARVIN G. LINSON AND HAROLD ANDERSON, HANDBOOK FOR DEVELOPING AND OPERATING AGRICULTURAL OCCUPATIONS PROGRAMS (DENVER, COLORADO: COLORADO STATE BOARD FOR VOCATIONAL EDUCATION, 1964), PP. 3-4.
Briefly, the value and success of cooperative education was stated by Charles F. Kettering, director of research for General Motors for many years, when he said, "What gives cooperative education its strength is that it lap-welds theory from the classroom with practice on the job." 23

**Types of Programs Utilizing Work Experience**

The world of work is the scene of many school sponsored learning experiences. Numerous school programs take advantage of the opportunities provided by work experience. However, as the previous discussion has pointed out, these programs include a diversity in their objectives and methods of operation. Mason and Haines have categorized these programs into the following basic types:

A. **For General Education Purposes**—

1. *Work Observation Programs.*
2. *General Work Experience Programs.*

B. **For Occupational Education Purposes**—

1. *Work Study Programs.*
2. *Internships.*
3. *Cooperative Education Programs.* 24

Mason and Haines describe the basic components of these programs as follows:

*Work Observation* -- Student observes work, does not perform tasks except to understand them. Unpaid. Usually few weeks in length at most. May be tied in with a class in which occupational information is discussed.

*General Work Experience* -- Student performs tasks of actual job. May or may not be paid. Typically engaged in for general

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24Mason and Haines, p. 48.
EDUCATION VALUES, INCLUDING EXPLORATORY. Usually one semester or less. Limited school supervision; usually no related class.

Work-Study and Internships -- Student performs in approved job situation. Usually paid and given credit. In-school instruction usually before work period and seldom tied in directly with job experiences. Typically one semester or more. "Internship" is term used for collegiate experiences.

Cooperative Education -- Occupational goals based on student's career objective. The work situation is an occupational laboratory for the classroom instruction. Selected training stations. Correlated instruction in school. Pay and credit consistent school supervision. Typically at least one year.

The primary attention of this study was focused on cooperative education programs for vocational agriculture. As previously stated, cooperative programs have been utilized by other vocational services for many years. The following discussion concerns itself with the development of a brief overview of the cooperative programs that are found in the various vocational services.

Cooperative Programs in Distributive Education

"Distribution is that phase of the economic structure of our society which is concerned with the movement of goods and services from producer to ultimate consumer." Although cooperative training programs in distribution were provided prior to 1936, the George Deen Act enacted in that year gave the impetus for cooperative training in distribution. After starting chiefly as a means of training retail sales persons, the program has now expanded to serve the whole range of distributive occupations.

25 Ibid., p. 49.
26 Ibid., p. 96.
The following discussion by Mason and Haines gives an indication of the various ways distributive education programs may be operated.

The State Plan of Vocational Education in almost every state allows local boards of education the option of using one of three patterns for the distributive education cooperative program. These patterns are known as Plans A, B, and C. Plan A is a two-year program typically at the eleventh and twelfth grade levels which consists of related instruction for a single period daily for each of the two years, accompanied by a minimum of 15 hours per week of occupational experience during both years. Plan B is a one-year program at the twelfth grade level and consists of a double period daily of related instruction plus the 15 hours minimum per week of occupation experience. Plan C is also a one-year program at the twelfth grade level. Like Plan B, it calls for one year (450 hours) of occupational experience. However, the related instruction is reduced to one period daily, but a preparatory curriculum is required, which is described as two units of distributive subjects. In practice, this means at least an eleventh grade pre-cooperative course called "Retailing" or "Introduction to Distribution." State plans differ in the exact requirements for the Plan C program. In some states the preparatory subjects must be taught by the cooperative teacher-coordinator; in other states a related subjects teacher may be employed. In some states the preparatory unit is a one-year course, while in others it consists of two one-semester courses, often one in Retailing and one in Sales.27

Cooperative Programs in Industrial Education

Cooperative industrial education is one of the oldest forms of cooperative education. Cooperative programs have been carried on between industries and educational institutions for approximately sixty years.

The Smith-Hughes Act contained provisions for cooperative industrial training to homogeneous groups. However, it was realized that this type of training was limited to larger cities because of the limited employment opportunities in smaller cities and towns. Similarly,

27Ibid., p. 99.
The traditional trade preparatory training at the school was not feasible in the smaller cities except in those which had one or two predominant industries.

Consequently, in 1931, the Federal Board for Vocational Education modified its policies to permit training in a variety of occupations. However, cooperative programs are still provided for single occupations. Mason and Haines give the following account of cooperative industrial programs:

Basically there are two types of cooperative industrial education programs. One is perhaps best described as the single-trade program in which all student-learners are preparing for a given trade. For example, some large high schools or technical schools have drafting cooperative programs or chief cooperative programs. But most schools operate the second type of cooperative industrial program in which the student-learners represent a variety of trades and industrial occupations—draftsmen, auto mechanics, building tradesmen, and the like.

Many terms are in use to identify industrial cooperative programs. "Such terms as Cooperative Part-Time Classes, Part-Time Cooperative Classes, Part-Time Training in Diversified Occupations, Diversified Occupations, Diversified Cooperative Classes, Diversified Occupations (or merely "D. O.") are frequently used interchangeably."29

Cooperative Office Education Programs

Unlike distributive and industrial cooperative programs, the cooperative office education program was not eligible for reimbursement with Federal funds until the enactment of the Vocational Education Act

28 **ibid.**, p. 103.

of 1963. However, many states recognized the merits of this type of education, and programs were funded solely by local and in some cases state money.

Although programs can be operated for more than one year, most office programs are confined to the senior year. Mason and Haines state:

The reason for this is that office skills typically require several preparatory units in the tenth and eleventh grades in courses such as typewriting, bookkeeping, shorthand, and general business. The typical cooperative office education program involves one period of directly related instruction in a class taught by the teacher-coordinator and enrolling only office student-learners. Often the class is called "Office Practice" or "Cooperative Office Practice." Many programs have only this one period of instruction because of the preparatory units that have been completed by the student-learners. However, some schools require student-learners to enroll in a second period of instruction that is supplemental to the career objective, such as advanced bookkeeping, shorthand, typewriting, or courses in operating various machines.3

**Cooperative Programs in Vocational Agriculture**

Although the cooperative aspect of providing occupational experience has been used on a limited scale by agriculture teachers for a number of years, it wasn't until the passage of the Vocational Education Act of 1963 that the advantages of this type of experience began to be utilized on a broad scale. The response of the state supervisors, indicating that cooperative programs were being utilized in 44 states during the 1964-65 school year indicates the expansion in this area.

As more programs are initiated to provide training in off-farm agricultural occupations and as further research and study is conducted on the methods and procedures of utilizing cooperative work experience

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30 Mason and Haines, pp. 107-08.
IN VOCATIONAL AGRICULTURE, IT APPEARS THAT THERE WILL BE A GREAT GROWTH
IN THE NUMBER OF PROGRAMS UTILIZING THIS METHOD OF PROVIDING OCCUPA-
TIONAL EXPERIENCE.

**Cooperative Programs in Home Economics**

Home economics is facing a new challenge of providing vocational
training for wage earning occupations. It appears to the writer that
the cooperative approach can be utilized to provide occupational ex-
perience in these occupations. Just as in vocational agriculture, much
research and study is needed to determine the most appropriate methods
of utilizing this type of education.

**Combination Programs**

Combination programs are those "in which directly related in-
struction is given separately to students in each occupational area,
but in which one teacher teaches both classes and coordinates both
groups."31 The most common combinations are office and distributive
programs. An example is the CODE (Cooperative Office and Distributive
Education) programs found in Ohio.

Although these programs enable smaller schools to broaden their
curriculum, "the problem of the combination program is to find a
teacher who is prepared in both areas in terms of subject matter, pro-
fessional methods and occupational experience."32

**Other Organizational Patterns**

In some schools, new patterns are evolving for providing

31 *ibid.*, p. 110.
32 *ibid.*
COOPERATIVE EDUCATION. THESE PATTERNS INVOLVE TWO OR MORE VOCATIONAL SERVICES. MOST OF THESE OPERATE BY HAVING THE STUDENTS GAIN THEIR TECHNICAL RELATED INSTRUCTION IN A CLASS CONDUCTED BY A VOCATIONAL INSTRUCTOR FROM ONE SERVICE, AND THE COORDINATION IS UNDER THE AUSPICES OF A PERSON FROM ANOTHER VOCATIONAL SERVICE. FOR EXAMPLE, A STUDENT WITH AN OCCUPATIONAL OBJECTIVE IN AGRICULTURAL SALES COULD RECEIVE HIS TECHNICAL INFORMATION IN THE VOCATIONAL AGRICULTURE CLASS AND THEN BE PLACED IN THE DISTRIBUTIVE EDUCATION CLASS FOR OCCUPATIONAL EXPERIENCE AND GENERAL RELATED INSTRUCTION IN SALES AND DISTRIBUTION.

ALTHOUGH THIS PLAN HAS ADVANTAGES FOR SMALLER SCHOOLS AND MAY RECEIVE INCREASED ATTENTION IN THE FUTURE, IT "HAS A DISADVANTAGE BECAUSE ACROSS THE COUNTRY THERE ARE FEW DISTRIBUTIVE EDUCATION OR INDUSTRIAL COOPERATIVE PROGRAMS IN SMALL HIGH SCHOOLS IN RURAL COMMUNITIES.\(^{33}\)

\(^{33}\) **BID.**, PP. 114-15
CHAPTER IV

VALIDATION OF THE GUIDING STATEMENTS

To achieve the basic purpose of the study, the writer decided it was necessary to formulate broad guidelines or principles which encompassed the total area of planning and conducting cooperative work experience programs. In this way, the broad guidelines or guiding statements could serve as the basis for formulating the specific procedures for their implementation.

Since cooperative work experience programs have been utilized by other vocational services for many years, the writer felt that a review of the literature would enable him to formulate these guiding statements. The history and characteristics of cooperative work experience was presented in the preceding chapter. It is the purpose of this chapter to indicate the agreement of the guiding statements, as proposed by the writer, with the literature.

The writer attempted to incorporate the current practices in planning and conducting cooperative work experience programs into the guiding statements. These guiding statements could then serve as the main guidelines to which teachers and administrators could refer in planning and conducting these programs. While these statements should stand on their individual merit, they are also intended to be an interlocking set with each statement enhancing and complementing the other. Therefore, they should be read and interpreted in their total context.
THE GUIDING STATEMENTS PROPOSED BY THE WRITER ARE:

1. A WRITTEN LOCAL POLICY STATEMENT SHOULD BE DEVELOPED TO HELP IN ADMINISTERING COOPERATIVE WORK EXPERIENCE.

2. AN ADVISORY COMMITTEE SHOULD BE ORGANIZED TO GIVE GUIDANCE AND DIRECTION TO THE TEACHER-COORDINATOR.

3. A SURVEY OF THE APPROPRIATE BUSINESSES AND FIRMS IN THE COMMUNITY SHOULD BE CONDUCTED BEFORE STUDENTS ARE PLACED IN TRAINING STATIONS.

4. SYSTEMATIC AND COMPREHENSIVE EFFORTS SHOULD BE MADE TO PROMOTE THE PROGRAM TO STUDENTS, SCHOOL PERSONNEL, AND THE PUBLIC.

5. A WELL PLANNED AND SYSTEMATIC METHOD OF SELECTING TRAINING STATIONS WHICH CONSIDERS DEFINITE STANDARDS AND CRITERIA SHOULD BE EMPLOYED TO INSURE THE BEST POSSIBLE TRAINING ENVIRONMENT FOR THE STUDENT.

6. THE SCHOOL SHOULD HAVE A DEFINITE PLAN FOR SCREENING AND SELECTING STUDENTS THAT CONFORMS TO LOCAL SCHOOL POLICY, SATISFIES Cooperating Employers, and meets Student Needs.

7. A CONCERTED EFFORT SHOULD BE EXERTED BY THE TEACHER-COORDINATOR TO INSURE THAT THE INTEREST OF BOTH THE STUDENT AND THE EMPLOYER IS CONSIDERED WHEN A STUDENT IS PLACED FOR EMPLOYMENT IN A TRAINING STATION.

8. A WRITTEN TRAINING PLAN WHICH LISTS THE LEARNING ACTIVITIES THE STUDENT SHOULD ENGAGE IN AT THE TRAINING STATION SHOULD BE DEVELOPED TO SERVE AS A GUIDE TO THE EMPLOYER IN OFFERING ON-THE-JOB INSTRUCTION AND TO THE TEACHER-COORDINATOR IN PLANNING AND TEACHING RELATED INSTRUCTION.

INVOLVED SHOULD BE DEVELOPED FOR STUDENTS PLACED IN COOPERATIVE WORK EXPERIENCE.

10. Adequate and appropriate facilities are essential and should be made available in schools conducting vocational cooperative work experience programs.

11. The school should provide sufficient instructional materials to supplement the teaching of related classroom instruction and reference material related to the areas of work in which students are being trained.

12. The related classroom instruction should be organized and planned so as to provide the information and experience which is not taught on the job and is necessary for students to progress in the various occupations.

13. The teacher-coordinator should have an organized and systematic plan for visiting students at their training stations so that related classroom instruction can be correlated with on the job training.

14. Employers should have the responsibility of providing adequate and timely instruction and supervision of the student while they are working in the training station.

15. Certain records and reports should be kept to help insure sound operation of a vocational cooperative work experience program.

16. Achievement in both classroom related instruction and performance on the job should be considered in evaluating students.

17. The school should maintain an organized system of "following-up" cooperative work experience students after graduation.
18. The vocational cooperative work experience program should practice a continuous and planned program of evaluation.

A validation of these statements from the literature follows.

Policy Statement

Guiding Statement: A written local policy statement should be developed to help in administering cooperative work experience.

Many schools have some type of policy concerning the operation of the vocational program. However, specific written policies dealing with occupational experience are rather limited. Since this type of program is somewhat unique when compared to the other curriculum offerings of the school, the need for written policies becomes apparent.

"Although we have had boards of education for 300 years, there has been little conscious attention by boards until recently to the provision of organized, written policies or to the process of policy making."¹ "Many problems and misunderstandings have arisen in schools where written policy statements do not exist regarding the various duties and functions of the vocational agriculture instructor and the departmental programs."² Cooperative work experience is relatively new to vocational agriculture. The need for written policies in this area is more critical. Hamlin reaffirms this when he states:

Agriculture education is still a developing field. There are critical decisions to be made locally about it. If the


LOCAL PEOPLE REFUSE TO FACE THESE DECISIONS, ONLY A SMALL PART OF ITS POSSIBILITIES WILL BE DEVELOPED. EFFECTIVE AGRICULTURAL EDUCATION REQUIRES A RELATIVELY STABLE SITUATION IN WHICH LONG-TERM PLANNING AND SLOW, PATIENT EFFORT CAN PRODUCE THE RESULTS OF WHICH IT IS CAPABLE.

POLICIES HELP TO PROVIDE THE NEEDED STABILITY.\(^3\)

IT IS EVIDENT FROM THE PRECEDING DISCUSSION THAT WRITTEN POLICIES ARE NECESSARY FOR SOUND OPERATION OF A PROGRAM. CASTETTER SUPPORTS THIS BY SAYING, "THEY ARE AUTHORITATIVE DECISIONS WHICH ESTABLISH THE BASIS FOR ADMINISTRATIVE ACTION."\(^4\)

NORENBERG SUMS UP THE NEED FOR A WRITTEN POLICY STATEMENT WHEN HE SAYS, "IT WOULD BE TIME WELL SPENT FOR EACH VOCATIONAL AGRICULTURE INSTRUCTOR, ALONG WITH HIS ADMINISTRATOR, TO WRITE OUT THOSE ITEMS FOR INCLUSION . . . SO THAT THE INSTRUCTOR AND DEPARTMENT PROGRAM CAN FUNCTION WITH GREATER HARMONY AND UNDERSTANDING WITHIN THE SCHOOL SYSTEM."\(^5\)

**ADVISORY COMMITTEE**

**GUIDING STATEMENT:** AN ADVISORY COMMITTEE SHOULD BE ORGANIZED TO GIVE GUIDANCE AND DIRECTION TO THE TEACHER-COORDINATOR.

A LOCAL ADVISORY COMMITTEE CAN BE OF MUCH ASSISTANCE IN PLANNING COOPERATIVE WORK EXPERIENCE PROGRAMS. "NO VOCATIONAL AGRICULTURE TEACHER HAS THE BACKGROUND TO CONDUCT AN EFFECTIVE TRAINING PROGRAM IN


\(^5\)NORENBERG, P. 182.
ALL OF THE FIELDS OF AGRICULTURE WITHOUT THE ASSISTANCE OF REPRESENTATIVES FROM THESE FIELDS.\(^6\)

"Since the success of any pre-employment training program -- especially one of the cooperative type -- depends upon the close relationship and cooperation between the school and the industries of the community, it is obvious that there is a definite need for a committee composed of representative persons from business and industry, to guide the school in inaugurating and maintaining a program of instruction which will best meet the training needs of the community."\(^7\)

Another writer in emphasizing the value of using an advisory committee to help meet the needs of the community says, "One of the most effective ways of establishing this kind of relationship is by using an advisory committee to its fullest extent."\(^8\) The committee on research and publications of the American Vocational Association further this belief when they state: "The school should know what the people want and the people should know what the school is teaching. Advisory committees provide this necessary communications link."\(^9\)

Another writer also recognizes the value of advisory committees in keeping programs up-to-date. He states: "Change is the only constant in modern education. Curriculum changes so well known for their


\(^7\)Industrial Cooperative Training, p. 9.


LAG BEHIND THE SOCIAL SCENE MAY BE FACILITATED BY THE FUNCTIONAL USE
OF ADVISORY COMMITTEES. USE THEM!10

ADVISORY COMMITTEES ALSO HAVE OTHER BENEFITS. "AN ADVISORY
COMMITTEE CAN BE EXTREMELY HELPFUL IN ASSISTING THE TEACHER-COORDINATOR
IN THE PROMOTION AND OPERATION OF THE COOPERATIVE EDUCATION PROGRAM
IN THE COMMUNITY."11

MASON AND HAINES SUMMARIZE THE MANY USES OF AN ADVISORY COM-
MITTEE IN THE FOLLOWING STATEMENT.

THE ADVISORY COMMITTEE SHOULD REMAIN A SOUNING BOARD FOR
ADVICE ON OPERATING PROCEDURES. THE COMMITTEE MAY BE ASKED
ADVICE ON PUBLIC INFORMATION PROGRAMS AND MAY ASSIST IN THESE
ACTIVITIES. IT MAY SUGGEST SOURCES OF TRAINING STATIONS,
SUGGEST SOURCES AND TYPES OF INSTRUCTIONAL MATERIALS, ASSIST
WITH THE EMPLOYER APPRECIATION BANQUET AND IDENTIFY ADULT
EDUCATION NEEDS.12

ALTHOUGH THE VALUE OF ADVISORY COMMITTEES IS WELL KNOWN, THEY
MUST BE ORGANIZED AND USED PROPERLY. "THE FUNCTION OF THE ADVISORY COM-
MITTEE IS TO ADVISE AND COUNSEL THE SCHOOL IN IMPROVING THE VOCATIONAL
PROGRAM."13 THEY, THEREFORE, SHOULD BE ORGANIZED SO THEY WILL NOT
ASSUME POLICY AUTHORITY BUT FUNCTION WITHIN DEFINITE BOUNDARIES.
HAMLIN STRESSES THE VALUE OF PROPER ORGANIZATION WITH THE FOLLOWING
STATEMENT: "THE VALUE OF A SCHOOL INITIATED CITIZEN'S COMMITTEE
DEPENDS UPON THE MANNER IN WHICH IT IS ORGANIZED."14

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10 NORMAN R. STRANGER, "A NEW SLANT ON USING TRADE ADVISORY COM-
11 COOPERATIVE PART TIME TRAINING FOR THE DISTRIBUTIVE OCCUPATIONS,
BUSINESS EDUCATION PUBLICATION NO. 107 (SACRAMENTO: STATE DEPARTMENT
OF EDUCATION), P. 15.
12 MASON AND HAINES, P. 164.
13 LINSON AND ANDERSON, P. 9.
14 HERBERT M. HAMLIN, CITIZEN'S COMMITTEES IN THE PUBLIC SCHOOLS
(DANVILLE, ILLINOIS: THE INTERSTATE PRINTING COMPANY, 1952), P. 74.
COMMUNITY SURVEY

Guiding Statement: A survey of the appropriate businesses and firms in the community should be conducted before students are placed in training stations.

A survey of the businesses and industries in the community is of prime importance in establishing an effective cooperative work experience program. The Texas Manual for Cooperative Training in Industrial Education gives the following account of the importance of a community survey.

Unless there is a need for a cooperative training program in a community, it would be foolish for the school to sponsor this type of training. The first problem a locality is faced with then, is to determine whether or not it is wise to incorporate the program ... in the high school course of study. The answer cannot be obtained by consulting school officials only, but requires in addition that both employer and employee organizations be contacted to ascertain whether or not they will have a cooperative attitude toward the program. The employer furnishes the job for the student, and generally speaking, employees who are skilled workmen will do most of the training. Consequently, the survey should determine the attitude of all concerned.\(^\text{15}\)

Other values of the survey are indicated in the New York Manual. It states:

A survey of community resources helps determine the number of potential training establishments and the local needs for personnel. The results of this survey should contain information about current and projected needs for skilled industrial personnel; availability of local training opportunities; trends in business and industrial development; personnel policies including wages, hours, and union affiliations.\(^\text{16}\)

Rakestraw in referring to a community survey says that an "essential step to be taken in organizing a program is to make an


\(^{16}\text{Vocational Industrial Cooperative Programs, p. 8.}\)
OCCUPATIONAL SURVEY OF THE COMMUNITY FOR THE PURPOSE OF DETERMINING TRAINING OPPORTUNITIES. "17 "THE BUSINESS COMMUNITY SERVED BY THE SCHOOL SHOULD BE SURVEYED TO DETERMINE THE NEEDS OF THE EMPLOYERS."18 "THEMFORE, THE PERSON WHO STARTS THE PROGRAM MUST FIRST CONDUCT OR BE INSTRUMENTAL IN CONDUCTING A COMMUNITY SURVEY."19

ANOTHER WRITER REAFFIRMS THE NEED FOR BEING FAMILIAR WITH THE COMMUNITY BY STATING:

THE COORDINATOR MUST HAVE THE ABILITY TO UNDERSTAND THE NEEDS OF MANY BUSINESSES, INDUSTRIES, AND AGRICULTURAL ENTERPRISES. IT IS BETTER FOR THE COORDINATOR TO SPEND A CONSIDERABLE AMOUNT OF TIME STUDYING THE NEEDS OF A GIVEN FIRM BEFORE ATTEMPTING TO SELL THE FIRM WITH SOME "HALF-BAKED PROGRAM."20

IT IS APPARENT THAT THE COORDINATOR MUST BE FAMILIAR WITH THE BUSINESSES AND INDUSTRIES IN THE COMMUNITY. "THE COMMUNITY SURVEY CAN PROVIDE FOR THE TEACHER ONE OF THE MOST USEFUL MEANS OF CONTACT WITH THE COMMUNITY."21


21IBID.
Promotion of the Program

Guiding Statement: Systematic and comprehensive efforts should be made to promote the program to students, school personnel, and the public.

"The dissemination of publicity regarding cooperative training is definitely as much a part of the teacher-coordinator's duties as doing guidance work, counselling with individuals and placing students in employment. Good publicity arouses interest and secures cooperation of the public in providing more efficient school programs for the benefit of future citizens."\textsuperscript{22}

"The whole task of advertising, selling, and public relations is a very complex one."\textsuperscript{23} It involves numerous people, and should provide understanding for all the groups affected. For as McCloskey says, the public relations efforts should be aimed at "the development of the largest possible amount of genuine understanding."\textsuperscript{24}

In order to provide the largest amount of understanding of the program, special efforts should be exerted to inform the groups involved. This includes the business community, the students, and their parents. It also requires that the teachers be trained and aware of their responsibilities in this area. In this respect, a coordinator states:

Employment of various teaching techniques learned in college equip a teacher to meet the challenges of a classroom but these alone are not the answer. The real secret

\textsuperscript{22} \textit{Industrial Cooperative Training}, p. 95.

\textsuperscript{23} \textit{Ivins and Runge}, p. 228.

LIES IN THE DEVELOPMENT OF FRIENDLY RELATIONS BETWEEN THE
STUDENTS, EMPLOYERS, AND THE TEACHER-COORDINATOR.25

"Regardless of the number of years the cooperative program
has been in operation in a business community, there are always some
businesses which have not taken part in the program and, therefore,
many persons who are not familiar with the program and how it oper-
ates.26 "An effective public relations program can be maintained if
we gain the confidence of the business community and educate them to
understand school problems."27 The importance of promoting cooper-
ative programs to the business community is summarized by Beaumont.
He states that "public relations activities are an essential part of
a program which operates cooperatively between the school and the busi-
ness community."28

In addition to the business community "the school must promote
the program with both students and parents."29 Often the value of pro-
motional activities aimed at parents is overlooked. "Whatever the
program in education of youth for the world of work, parents must be
a part of the team since it is in the home that children first form

25Robert H. Smith, "Distributive Education Coordination
Integrates Several Factors," Business Education Forum, XIV (December,

26Jonathan Cottrell, "Recruitment of Training Stations," Business

27Wesley E. Scott, "How Schools Can Promote Good Public
Relations in the Business Community," Business Education Forum, XIV


29Krawitz, p. 33.
ATTITUDES TOWARD WORK AND GAIN IDEAS ON THE STATUS OF DIFFERENT OCCUPATIONS. Therefore, it is essential that "the teacher-coordinator must tell the story of the program to parents."  

The importance of the teacher-coordinator recognizing his role in promoting the program is summarized by Hampton. He states: "Even as the salesmen must sell his prospect on the benefits of the product, so must the person responsible for the program sell its merits. He must be aware of the fact that no one else is going to win community support for the program."  

**Training Stations**

**Guiding Statement:** A well planned and systematic method of selecting training stations which considers definite standards and criteria should be employed to insure the best possible training environment for the student.

The desirability of the training station at which a student is placed for on-the-job instruction and experience is one of the most important factors in determining the success of a cooperative work experience program. Even "in a program that has been in operation for a year or even a mature program that has been in operation for five years or longer, it is advisable to review existing training stations."  


32 Hampton, p. 106.

33 Mason and Haines, p. 208.
"Not all places in a community are suitable for training high school students. In determining whether particular establishments should be used, the coordinator considers such factors as opportunities for appropriate training, safety devices and safe practices, the general working environmental ratios between skilled workmen and wages and hour schedules." 34

It is imperative, therefore, that "the selection of appropriate employment opportunities in the cooperative education program should be made on the basis of definite criteria." 35

The importance of utilizing definite criteria in selecting training stations is also stressed by Mason. He states that "training stations will be up-graded as coordinators select them more carefully according to criteria determined by taking into consideration his local business community and the quality and objectives of his cooperative education students." 36

"Too many coordinators merely locate a part-time job for a student or let him find one of his own." 37 Even if the availability of adequate training stations is limited, the coordinator should not place students for experience where they will not gain a true educational experience. Cohen and Pyle in referring to placing students just for the sake of numbers say,

When the practice is to judge the success of a program on numbers--numbers of students enrolled and number of training

34 Vocational Industrial Cooperative Programs, p. 19.
37 Ivins and Runge, p. 285.
STATIONS—THERE IS AN OBVIOUS TEMPTATION FOR THE COORDINATOR TO SOLICIT THE PARTICIPATION OF EMPLOYERS WHO HAVE NOTHING TO OFFER BY WAY OF TRAINING IN CURRENTLY NEEDED VOCATIONAL SKILLS. WHEN THIS IS THE CASE, THE PROGRAM DEGENERATES INTO A SOURCE OF CHEAP LABOR FOR THE EMPLOYER AND POCKET MONEY FOR THE STUDENT.38

Selection of Students

GUIDING STATEMENT: The school should have a definite plan for screening and selecting students that conforms to local school policy, satisfies cooperating employers, and meets student's needs.

"One of the chief factors determining the efficiency of a cooperative training program is the quality of students selected to enter training. 'Quality students' does not necessarily mean those in the 'Grade A' quartile, but refers to those students who possess the aptitudes and qualifications required for success in a given field of work."39

Therefore, "one of the most important duties for the coordinator to perform is to find, select, and enroll in the course those students who can be helped the most and those who will build a sound program."40 The study by Logan reaffirmed this when he stated that one of the principles of cooperative distributive education was that the program "should be limited to those students who indicate an interest and are able to profit by training."41 It is important,


39 Industrial Cooperative Training, p. 15.

40 Ivins and Runge, p. 250.

THEREFORE, THAT THE SELECTION OF STUDENTS MUST BE SYSTEMATIC AND WELL PLANNED. THE NEW YORK MANUAL STATES:

IT IS ADVISABLE TO HAVE A DEFINITE PLAN FOR SCREENING AND SELECTING STUDENTS THAT CONFORMS WITH LOCAL SCHOOL AND ADMINISTRATIVE POLICY, SATISFIES COOPERATING EMPLOYERS AND MEETS STUDENTS NEEDS. POLICIES FOR STUDENT SELECTION SHOULD BE UNDERSTOOD AND ACCEPTED BY TEACHERS, STUDENTS AND EMPLOYERS.\(^42\)

THE IMPORTANCE OF USING A PLANNED SELECTING PROCEDURE BASED ON DEFINITE CRITERIA IS SUMMARIZED BY MEYER AND LEVENDOWSKI. THEY STATE:

SOME STUDENTS OBVIOUSLY BENEFIT FROM COOPERATIVE EDUCATION MORE THAN OTHERS. WHILE SEVERAL FACTORS CONTRIBUTE TO THE VALUE OF OCCUPATIONAL EXPERIENCE, PERHAPS THE THREE MOST INFLUENTIAL ARE (1) THE IMPORTANCE A STUDENT ATTACHES TO A CHOSEN FIELD, (2) HIS APTITUDE FOR THE FIELD AND (3) HIS READINESS FOR WORK IN PRODUCTION IN PRIVATE EMPLOYMENT. UNLESS A STUDENT IS INTERESTED IN AN OCCUPATIONAL FIELD, UNLESS HE HAS THE AP­TITUDE FOR CERTAIN OCCUPATIONS WITHIN THE FIELD, AND UNLESS HE IS SOCIALLY AND EMOTIONALLY MATURE ENOUGH TO WORK SUCCESSFULLY WITH ADULTS, IT IS NOT LIKELY THAT HE WILL GAIN ENOUGH BENEFIT FROM COOPERATIVE EDUCATION TO WARRANT HIS ENTERING THE PROGRAM. IN FACT, THERE IS A GOOD CHANCE IT WILL DO HIM MORE HARM THAN GOOD.\(^43\)

Placement of Students in Training Stations

Guiding Statement: A concerted effort should be exerted by the teacher-coordinator to insure that the interest of both the student and the employer is considered when a student is placed for employment in a training station.

"THE CAPABILITIES AND INTERESTS OF STUDENT WORKERS VARY, AND THE COORDINATOR SHOULD ENDEAVOR TO PLACE STUDENTS IN JOB SITUATIONS COMMENSURATE WITH THEIR INTERESTS AND ABILITIES."\(^44\)

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\(^42\) Vocational Industrial Cooperative Programs, p. 9.


\(^44\) Cooperative Work Experience Manual for Business and Distributive Education, p. 25.
Therefore, "the coordinator should use every resource of information available to fit the trainee to the job. He must be careful not to allow exploitation of the trainees by allowing employment of the most capable student in marginal routine jobs that hold no promise for advancement; nor can he send a trainee to a job beyond his capabilities."\(^{45}\)

The above statement is very similar to the belief expressed by another teacher-coordinator who says,

Students' interests and abilities are matched to the requirements for success in the business. If a student has a background of interest and has evidence of ability in automechanics, but cannot conceive of himself as a mechanic, he may find satisfaction in an occupation where he sells automotive products or services. Placement of students should make the most of a student's talents and interest.\(^{46}\)

Although the importance of fitting the student to the job cannot be over-emphasized, the interests of the employer cannot be overlooked. "If employers are to be asked to cooperate with schools . . . , obviously the school must make the program worthwhile for the employer."\(^{47}\) It stands to reason that "employers are eager to work with students who can really be useful to them."\(^{48}\)

**Training Plans**

**Guiding Statement:** A written plan which lists the learning activities the student should engage in at the training station should be


\(^{47}\) Reeve, p. 40.

DEVELOPED TO SERVE AS A GUIDE TO THE EMPLOYER IN OFFERING ON-THE-JOB INSTRUCTION AND TO THE TEACHER-COORDINATOR IN PLANNING AND TEACHING RELATED INSTRUCTION.

"One of the most important steps in the proper establishment of a training station is that of preparing a written plan of training."49 The employment of a student in a job does not necessarily insure the student that he will receive training and that the experience will be educational in nature. Therefore, teacher-coordinators "must develop a step-by-step training plan, for if there is true training it must be planned."50 "A written plan provides for systematic scheduling of the job experience the student will receive."51

"The development of a step-by-step training plan for a particular student brings him face-to-face with the problem of determining his ultimate vocational objective and deciding what competencies he must develop."52 In this respect, a coordinator writes:

Through the students involvement in setting up the training plan and his periodic check on performances completed, he immediately sees responsibilities that he himself must accept. He knows that he is able to make the right judgments in using the knowledge and skills that are involved in each step of the plan.53

49 Mason and Haines, p. 185.


52 Mason and Haines, p. 185.

Since "the student should be provided with varied and progressive work experience that will lead to the mastery in each succeeding job,"\textsuperscript{54} it is imperative that the training be "centered around an organized plan."\textsuperscript{55}

**Training Agreement**

**Guiding Statement:** A written agreement between the school and the employer which lists specific responsibilities of the parties or individuals involved should be developed for students placed in cooperative work experience.

"In establishing and operating a work experience program, a great number of responsibilities exist for success. Many persons will be involved and interested."\textsuperscript{56} It is necessary, therefore, that "a standard agreement . . . be prepared for each student."\textsuperscript{57} "The agreement between the employer, the school, and the student learner sets forth the conditions under which the student learner is to work, minimizes misunderstandings, and affords an opportunity for organized training on the job and correlated study in school."\textsuperscript{58}

In addition, numerous other items which will help insure proper training may be included in a written agreement. However, "included in any training agreement should be the purposes of the cooperative . . . education program and an indication of the responsibilities of all

\textsuperscript{54} Logan, p. 68.

\textsuperscript{55} Industrial Cooperative Training, p. 31.

\textsuperscript{56} Ivins and Runge, p. 67.

\textsuperscript{57} Diversified Part-Time Cooperative Training, p. 30.

\textsuperscript{58} Rakestraw, p. 163.
concerned: the employer, the school, the student, and the parents." 59

In referring to the successful operation of a cooperative education program, a teacher-coordinator stated: "The coordinator of the program must see that the proper contractual arrangements are made with the employer." 60

**Facilities and Equipment**

Guiding Statement: Adequate and appropriate facilities are essential and should be made available in schools conducting vocational cooperative work experience programs.

There may be a tendency among some educators to feel that one advantage of a cooperative program is that no special consideration need be given to providing adequate facilities and equipment. They may say that since the student is placed in business and industries for realistic experience, any type of classroom will be sufficient to provide related instruction. This is not true for "it is desirable that a classroom be specifically designed to fit the specific needs of the course." 61

Mason and Haines confirm this belief. In referring to distributive education facilities they say that "the distributive education cooperative program requires an instructional laboratory conducive to vocational instruction in distribution in the same way that

59 Cooperative Part-Time Training for the Distributive Occupations, p. 28.


61 Distributive Education Classroom Layouts, Distributive Education Service, Division of Vocational Education (Columbus, Ohio: State Department of Education), p. 1.
LABORATORIES ARE NECESSARY FOR INSTRUCTION IN CHEMISTRY, MUSIC, AND PHYSICAL EDUCATION."

IN ADDITION TO AN ADEQUATE CLASSROOM, "SCHOOL OFFICIALS ALSO SHOULD PROVIDE ADEQUATE EQUIPMENT FOR THE ROOM."^63 THE "LABORATORY SHOULD BE EQUIPPED IN SUCH A WAY AS TO PROVIDE THE TYPE OF RELATED INSTRUCTION CORRELATING WITH THE VARIETY OF JOBS REFLECTED IN THE PROGRAMS WORK STATIONS."^64

IN ADDITION TO THE CLASSROOM, "AN ADJOINING BUT SEPARATE OFFICE IS DESIRABLE SO THAT THE COORDINATOR CAN ADMINISTER HIS PROGRAM EVEN THOUGH HIS CLASSROOM IS IN USE."^65 IT IS ALSO DESIRABLE TO HAVE A CONFERENCE ROOM FOR MEETINGS OF ADVISORY GROUPS AND STUDENT COMMITTEES AS WELL AS CONSULTATION WITH STUDENTS, EMPLOYERS, PARENTS, AND FACULTY MEMBERS. "BOTH OFFICE AND CONFERENCE ROOM SPACE ARE NECESSARY PARTS OF AN IDEAL CLASSROOM."^66

INSTRUCTIONAL MATERIALS

GUIDING STATEMENT: THE SCHOOL SHOULD PROVIDE SUFFICIENT INSTRUCTIONAL MATERIALS TO SUPPLEMENT THE TEACHING OF RELATED CLASSROOM INSTRUCTION AND REFERENCE MATERIAL RELATED TO THE AREAS OF WORK IN WHICH STUDENTS ARE BEING TRAINED.

"IN ADDITION TO THE PHYSICAL CLASSROOM AND FIXTURES NEEDED FOR IT, THE CLASS WILL NEED A GOOD LIBRARY OF TEXTBOOKS, PAMPHLETS,

^MASON AND HAINES, P. 350.

^RAKESTRAW, P. 130.

^COOPERATIVE WORK EXPERIENCE MANUAL FOR BUSINESS AND DISTRIBUTIVE EDUCATION, P. 10.

^MASON AND HAINES, P. 10.

^VOCATIONAL INDUSTRIAL COOPERATIVE PROGRAMS, P. 43.
WORKBOOKS, TRADE JOURNALS, MAGAZINES, BULLETINS, COURSES OF STUDY, AUDIO AND VISUAL AIDS, AND OTHER SUCH INSTRUCTIONAL MATERIALS."67

The fact that the related instruction class may contain students with different occupational objectives increases the need for adequate instructional materials. Linson and Anderson recognized this and they state:

Providing adequate instructional materials is a must for gaining the utmost of a program of this type. The individual assignments the student will be required to complete during the related instructional period must be supported by ample reference material.68

The need for adequate instructional materials is further supported by Logan. In developing a list of principles for distributive education he states: "The in-school instructional materials should meet the specific needs of the students at the time they need it and at the level on which they can most effectively profit by their use."69

Mason and Haines summarize the need in this area by stating:

Effective instruction in almost every school subject requires that students have access to a store of instructional materials that supplement the text. In an occupational training program a library of instructional materials is vital in keeping the instruction attuned to the business and industrial world and in aiding students in their progress toward their individual career goals.70

**Related Classroom Instruction**

**Guiding Statement:** The related classroom instruction should be organized and planned so as to provide the information and experience which

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68 Linson and Anderson, p. 44.
69 Logan, p. 68.
70 Mason and Haines, p. 248.
IS NOT TAUGHT ON THE JOB AND IS NECESSARY FOR STUDENTS TO PROGRESS IN THE VARIOUS OCCUPATIONS.

Since the students enrolled in cooperative training may have different occupational objectives, the related classroom instruction must differ from the traditional textbook instruction offered in most other school classes. "One of the fundamentals of the cooperative program is the correlation of instruction with the program objectives and the career goals of the individual student." 71

Eddy in referring to this states:

"It is not reasonable to assume that providing organized on-the-job experiences and correlated technical information automatically brings about the personal-social development necessary for effective job adjustment. Deliberate instruction must be provided at the school ... to make the most profitable use of the time allotted for related instruction an equitable time distribution should be made between directly related and general related instruction." 72

"Related general instruction somewhat resembles the social studies. The subject content is focused on the specific needs of young people adjusting to the world of work." 73 While, directly related instruction "has to do with the information and knowledge needed for competence in a skilled occupation but which is not usually learned on the job." 74 In order to teach both types of information requires the use of individual instruction techniques. For as a coordinator states: "There is no right or wrong way to handle individual instruction, but

71 Sampson, p. 9.
72 Max Eddy, "Related Instruction: Direct or General?" School Shop, XXI (October, 1961), p. 81.
73 Vocational Industrial Cooperative Programs, p. 59.
74 Ibid., p. 61.
WE KNOW THAT IT IS ABSOLUTELY NECESSARY AND ONE OF THE MOST IMPORTANT PARTS OF THE PROGRAM.75

THE NEED FOR THE TEACHER-COORDINATOR TO RECOGNIZE HIS IMPORTANT ROLE IN TEACHING RELATED INSTRUCTION IS POINTED OUT IN THE FOLLOWING STATEMENT:

TO PROVIDE THE MERE PHYSICAL REQUIREMENTS OF A CLASS—REFERENCE MATERIAL, COURSES OF STUDY AND THE LIKE—IS NOT ENOUGH; WITHOUT THE ABILITY TO ASSIST STUDENTS BY INTERPRETING RELATED MATERIAL AND CORRELATING IT WITH ACCEPTED INDUSTRIAL PRACTICES, THE TEACHER-COORDINATOR HAS LITTLE JUSTIFICATION FOR HIS BEING EMPLOYED IN ANY CAPACITY OTHER THAN STUDY HALL KEEPER.76

A TEACHER-COORDINATOR OF DISTRIBUTIVE EDUCATION REAFFIRMED THIS BY SAYING,

THE TEACHER-COORDINATOR IS RESPONSIBLE FOR THE QUALITY OF ALL ASPECTS OF THE DISTRIBUTIVE INSTRUCTIONAL PROGRAM. IT IS HE WHO CREATES THE CLIMATE FOR LEARNING BY COORDINATING IN-SCHOOL INSTRUCTION WITH OCCUPATIONAL EXPERIENCES AVAILABLE FOR STUDENTS LEARNING. INDEED, IT IS ONLY UNDER THESE CONDITIONS THAT OCCUPATIONAL EXPERIENCES BECOME A BONAFIDE EDUCATIONAL ACTIVITY DESERVING THE SUPPORT OF ADMINISTRATORS AND OWNERS OF DISTRIBUTIVE ENTERPRISES.77

SUPERVISION OF STUDENTS BY THE TEACHER-COORDINATOR

GUIDING STATEMENT: THE TEACHER-COORDINATOR SHOULD HAVE AN ORGANIZED AND SYSTEMATIC PLAN FOR VISITING STUDENTS AT THEIR TRAINING STATIONS SO THAT THE RELATED CLASSROOM INSTRUCTION CAN BE CORRELATED WITH ON-THE-JOB TRAINING.

"PERIODIC PERSONAL VISITS TO TRAINING CENTERS ARE NECESSARY FOR EFFICIENT PROGRAM OPERATION. THEY ARE VALUABLE IN CORRELATING RELATED CLASSROOM INSTRUCTION WITH JOB TRAINING; IN MAKING COMPARISONS

75 Rowe, p. 13.

76 Industrial Cooperative Training, p. 43.

BETWEEN ACTUAL WORK ACCOMPLISHED WITH TRAINING OUTLINE CONTENT; AND IN EVALUATING RATE AND QUALITY OF STUDENT PROGRESS ON THE JOB."78

Visits to students at the training station, therefore, constitute one of the important tasks of coordination. Adequate provisions for making these visits are a must. "The school official should have available sufficient free time to visit the trainer to discuss the trainees adjustment. The scheduling of such free time is essential to the success of the program."79

Another coordinator expresses a similar belief when she says that "the coordinator should spend enough time observing the trainee on the job to have a thorough understanding of the duties of the job, its relationship to other jobs in the firm, and the adjustment of the trainee in performing the duties."80

Logan in referring to the need for on-the-job visits says that "periodic visits in the store to see the student at work are most significant in making work experience meaningful to the student-learner."81

A frequent question arising is, how often should the student be visited at the training station. Mason and Haines state that "the exact number of visits cannot be predicted because of variations in

78 Vocational Industrial Cooperative Programs, p. 57.
80 Daughtery, p. 15.
THE CALIBER OF STUDENT, VARIATIONS IN THE ADEQUACY OF TRAINING SUPERVISION PROVIDED BY THE FIRM AND THE LIKE. 82

"IN PLANNING VISITS, THE COORDINATOR SHOULD VISIT HIS STUDENT WORKER ON THE JOB OFTEN ENOUGH TO KEEP HIMSELF INFORMED OF THE SITUATION. HE SHOULD MAKE A VISIT WITH A PURPOSE IN MIND AND HE SHOULD NOT WASTE THE COOPERATING MERCHANT'S TIME." 83

SUPERVISION OF THE STUDENTS BY EMPLOYERS

GUIDING STATEMENT: EMPLOYERS SHOULD HAVE THE RESPONSIBILITY OF PROVIDING ADEQUATE AND TIMELY INSTRUCTION AND SUPERVISION OF THE STUDENT WHILE THEY ARE WORKING IN THE TRAINING STATION.


"IMPROVING THE EFFECTIVENESS OF INSTRUCTION CARRIED ON BY TRAINING SPONSORS ON THE JOB HAS BEEN ONE OF THE COORDINATOR'S GOALS FOR MANY YEARS." 85 IT IS NECESSARY THAT SUPERVISORS "LEARN HOW TO MOTIVATE

82 MASON AND HAINES, P. 202.
83 COOPERATIVE WORK EXPERIENCE MANUAL FOR BUSINESS AND DISTRIBUTIVE EDUCATION, PP. 27-28.
84 COOPERATIVE PART-TIME TRAINING FOR THE DISTRIBUTIVE OCCUPATIONS, P. 38.
85 WARREN G. MEYER, "IMPROVING OCCUPATIONAL EXPERIENCE," BUSINESS EDUCATION FORUM, XVII (APRIL, 1963), P. 3.
AND UNDERSTAND THEIR PEOPLE DAILY ON A MINUTE-BY-MINUTE, FACE-TO-FACE ENCOUNTER WITH THEM."86

MASON AND HAINES STATE THAT "IMPROVING INSTRUCTION AT TRAINING STATIONS IS A CONTINUOUS TASK FOR THE COORDINATOR, PARTICULARLY AS NEW TRAINING STATIONS ARE ADDED, AS PERSONNEL CHANGE IN ESTABLISHED TRAINING STATIONS, AND AS INDIVIDUAL STUDENT-LEARNERS GROW AND DEVELOP AT DIFFERENT RATES."87

A TEACHER-COORDINATOR IN REFERRING TO THIS SAYS THAT "OUR FUNDAMENTAL PROBLEM IS TO EASE THE TRAINING SPONSOR INTO A POSITION IN WHICH HE KNOWS WHAT TO TEACH AND HOW TO TEACH IT."88

RECORDS AND REPORTS

GUIDING STATEMENT: CERTAIN RECORDS AND REPORTS SHOULD BE KEPT TO HELP INSURE SOUND OPERATION OF A VOCATIONAL COOPERATIVE WORK EXPERIENCE PROGRAM.

IN REFERRING TO THE NEED FOR RECORDS AND REPORTS, THE NEW YORK MANUAL FOR COOPERATIVE INDUSTRIAL COORDINATORS STATES:

AN EFFICIENT REPORTING SYSTEM IS GOOD PRACTICE. IT ENABLES THE TEACHER-COORDINATOR TO MAINTAIN AN ACCURATE RECORD OF TIMELY AND PERTINENT FACTS ABOUT THE PROGRAM. SUCH INFORMATION CAN SERVE AS THE BASIS FOR REPORTS REQUIRED BY THE STATE EDUCATION DEPARTMENT, REPORTS TO LOCAL ADMINISTRATORS, SCHOOL BOARD MEMBERS, AND LOCAL CITIZENS.89

86 CHET SHEAHER, "SPONSOR DEVELOPMENT IN DISTRIBUTIVE EDUCATION," AMERICAN VOCATIONAL JOURNAL, XXIX (SEPTEMBER, 1964), P. 35.

87 MASON AND HAINES, P. 202.


89 VOCATIONAL INDUSTRIAL COOPERATIVE PROGRAMS, P. 71.
MASON AND HAINES IN STRESSING THE VALUE OF RECORDS AND REPORTS STATE:

The development of useful records and reports is recognized by effective coordinators as a very important activity. The preparation of useful reports is vital and not to be considered as wasteful effort. An effective coordinator recognizes early his need for records that reflect a true image of his program, allowing him to evaluate, to back up his requests, and to demonstrate effectiveness.90

An adequate reporting system includes a system whereby both the teacher-coordinator and the student maintain appropriate records. For instance, "The coordinator should keep a record of his store calls to assure himself that all the student-learners are given an equal number of visits."91 In the same respect, "Students need to be taught what to observe on-the-job as well as how to report these observations intelligently."92

EVALUATION OF STUDENT PROGRESS

Guiding Statement: Achievement in both classroom related instruction and performance on the job should be considered in evaluating students.

If both the classroom instruction and on-the-job experience in cooperative education are to be educational in nature, it seems logical to assume that both should be considered in evaluating the student's progress. We should, therefore, "let the employer become a teaching colleague by seeking his judgment at the time of evaluation."93

90 Mason and Haines, p. 256.
92 Sampson, p. 10.
93 Hackett, p. 299.
Since both classroom and on-the-job achievement are to be considered in rating students, we must realize that "evaluation of student development is the joint responsibility of both coordinator and the employer."  

Most coordinators utilize the judgment of employers in rating the on-the-job progress of students by constructing rating forms. This enables the employer to participate in the rating of students. "It should be pointed out here that employers are frequently prone to rate students higher than their actual progress warrants, and their ratings must be reconciled with the coordinators own rating of the student for purposes of arriving at an equitable grade to satisfy local school requirements."  

Mason and Haines summarize the need for considering various items in evaluating students in the following statement:

Evaluation of the student-learner in regard to the classroom instruction is based upon his performance (1) on written subject matter assignments, (2) on work in assigned manuals, (3) on oral presentations, and (4) on other individual or group projects. The evaluation of the student-learners on-the-job learning and his performance progress is based (1) on observations of the teacher-coordinator, (2) on a check of the students weekly job report, (3) on the teachers discussions with the training sponsor regarding the training profile or step-by-step training plan, and (4) on an employee rating sheet filled out by the training sponsor.  

Student Follow-Up After Graduation

Guiding Statement: The school should maintain an organized system of "following-up" cooperative work experience students after graduation.  

94 Vocational Industrial Cooperative Programs, p. 67.  
95 Industrial Cooperative Training, p. 89.  
96 Mason and Haines, pp. 368-72.
One of the most beneficial procedures a school can utilize is the follow-up of former students. This consists of not only determining the employment status of former students but also concrete efforts directed toward placement of these students in appropriate full-time jobs.

The value of follow-up activities in distributive education is evident in the following discussion:

The teacher coordinator of a distributive education program can gain valuable insight into the effectiveness of the program by conducting a periodical follow-up of students who have graduated from the program. These studies repeated at regular intervals can produce invaluable data for analyzing the strengths and weaknesses of the program.97

Follow-up studies in a cooperative business education program is also beneficial as Roman states:

A follow-up study of graduates and drop-outs in the business education program is usually made for several reasons. Such an investigation can help students make satisfactory job adjustments. Information can be obtained which will be helpful in improving the business education program, the teaching techniques and public relations between schools and the business community.98

Bieber stresses the importance of helping locate employment positions. She says that "as educators we are responsible to help every student find the place where he can best serve his community. We guide each step through school. It is equally important that we guide the final step of the student into employment."99 She further

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97 Cooperative Part-Time Training for Distributive Occupations, p. 36.


STATES THAT "WE SPEND HUNDREDS OF DOLLARS AND TWELVE YEARS OF WORK TO PREPARE OUR YOUNG PEOPLE FOR ADULT LIFE. SURELY IT IS IMPORTANT TO TAKE THE FINAL STEP TO GUIDE THEM INTO WORTHWHILE EMPLOYMENT."100

MASON AND HAINES RECOGNIZE THE IMPORTANCE OF FOLLOW-UP STUDIES BY STATING:

AT LEAST A MINIMUM FOLLOW-UP OF GRADUATES SHOULD BE MADE EVERY YEAR AND A DEPTH STUDY SHOULD BE MADE AT LEAST EVERY THREE TO FIVE YEARS. THE MINIMUM FOLLOW-UP EACH YEAR SHOULD ASCERTAIN THE EMPLOYMENT STATUS OF EACH GRADUATE, ANY ADDITIONAL EDUCATION WHICH HE IS UNDERTAKING, AND THE RELATIONSHIP OF HIS EMPLOYMENT TO HIS CAREER OBJECTIVE AND HIS TRAINING PLACEMENT.101

**PROGRAM EVALUATION**

**GUIDING STATEMENT:** THE VOCATIONAL COOPERATIVE WORK EXPERIENCE PROGRAM SHOULD PRACTICE A CONTINUOUS AND PLANNED PROGRAM OF EVALUATION.

"FROM TIME TO TIME, THE WORK EXPERIENCE PROGRAM SHOULD BE REVIEWED FOR PURPOSES OF EVALUATING ITS EFFECT ON THE INDIVIDUAL, THE SCHOOL, AND THE COMMUNITY."102 "THE LONG-RANGE SUCCESS OF ANY PROGRAM DEPENDS TO A LARGE EXTENT ON ITS PROVISION FOR CONTINUING EVALUATION AND REVISION TO MEET CHANGING NEEDS."103

"HIGH STANDARDS AND CONTINUED IMPROVEMENT OF A COOPERATIVE EDUCATION PROGRAM ARE POSSIBLE ONLY WHEN IT IS SUBJECT TO PERIODIC

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101*MASON AND HAINES, P. 271.

102*FRANKLIN R. ZERAN, LIFE ADJUSTMENT EDUCATION IN ACTION (NEW YORK: CHARTWELL HOUSE, INC., 1953), P. 429.

EVALUATION. IVINS and RUNGE REAFFIRM THIS BY STATING:

If one is to maintain and improve standards for any type of program or class in education, evaluation is needed. Criteria that cover all functions and phases of the cooperative program must be developed. This list of criteria may be compared with accomplishments for the same type of course in other schools so that some idea may be obtained about the effectiveness and standard of operation maintained. The coordinator may perform his own evaluation or the school administrator or an outsider may do it. In any event, it is an essential phase of the over-all operation of a cooperative program and it should be done by someone interested in developing standards as high as possible.

MASON AND HAINES HAVE A SIMILAR POINT OF VIEW WHEN THEY STATE:

Improvement of a cooperative program is based on a systematic program of evaluation involving both informal and formal investigation. Naturally, an alert educator constantly asks himself the question, "How are things going?" as he engages in his daily routines, but program evaluation implies a systematic, organized search for strong and weak aspects of the endeavor. Among the tools of evaluation are program reviews with the teacher-educator and with the state staff members in the reimbursable program, follow-up studies of graduates, personal interviews with graduates who have gone to college or other post high school institutions, writing descriptive annual reports for school accreditation teams, and contractual evaluations carried on by private educational organizations hired by the school board.

104 COOPERATIVE PART-TIME TRAINING FOR THE DISTRIBUTIVE OCCUPATIONS, p. 42.
105 IVINS and RUNGE, pp. 407-08.
106 MASON and HAINES, p. 221.
CHAPTEK V

SELECTED DATA CONCERNING THE CHARACTERISTICS OF THE TEACHERS AND PROGRAMS INCLUDED IN THE STUDY

DURING THE PROCESS OF FORMULATING GUIDELINES FOR COOPERATIVE WORK EXPERIENCE PROGRAMS IN VOCATIONAL AGRICULTURE, IT WAS REALIZED THAT THE DIVERSITY IN THE CHARACTERISTICS OF INDIVIDUAL TEACHERS AND PROGRAMS WOULD HAVE A BEARING ON THE UTILIZATION OF THE GUIDELINES ON THE LOCAL LEVEL. SINCE TEACHERS FROM THREE VOCATIONAL SERVICES WERE INVOLVED, THE WRITER ASSUMED THERE WOULD BE DIFFERENCES IN THE CHARACTERISTICS OF THE TEACHERS AND THE PROGRAMS INCLUDED IN THIS STUDY.

IT ALSO SEEMED LOGICAL TO ASSUME THAT THESE DIFFERENCES MAY HAVE AN EFFECT UPON THE TEACHERS' RATING OF THE GUIDING STATEMENTS AND PROCEDURAL ITEMS. A PRESENTATION OF SELECTED DATA ON THE THREE GROUPS OF TEACHERS INCLUDED IN THE STUDY ENABLES THE READER TO BECOME FAMILIAR WITH THE MORE IMPORTANT CHARACTERISTICS AND SITUATIONAL FACTORS OF THE TEACHERS AND PROGRAMS REPRESENTED. THIS BACKGROUND INFORMATION WILL ALSO ENABLE THE READER TO DEVELOP AN UNDERSTANDING OF THE REASONS WHY THERE MAY BE DIFFERENCES IN THE IMPORTANCE ASSIGNED BY THE THREE GROUPS OF TEACHERS TO VARIOUS ITEMS ASSOCIATED WITH COOPERATIVE WORK EXPERIENCE.

TEACHING EXPERIENCE OF THE RESPONDENTS

Table 1 presents the amount of teaching experience possessed by the respondents included in the study. As can be seen, there was a
Wide range in the experience of the teachers in each of the three groups represented. The teachers were quite evenly dispersed throughout the various categories indicating that the method of selecting the respondents resulted in an approximate representative sample.

TABLE 1.—Teaching experience of respondents

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Distributive&lt;sup&gt;A&lt;/sup&gt;</th>
<th>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</th>
<th>Agriculture&lt;sup&gt;C&lt;/sup&gt;</th>
<th>Combined Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>10.1</td>
<td>4.1</td>
<td>6.3</td>
<td>6.7</td>
</tr>
<tr>
<td>3-4</td>
<td>15.2</td>
<td>13.5</td>
<td>6.3</td>
<td>10.2</td>
</tr>
<tr>
<td>5-6</td>
<td>20.3</td>
<td>6.8</td>
<td>10.0</td>
<td>11.8</td>
</tr>
<tr>
<td>7-8</td>
<td>11.4</td>
<td>9.5</td>
<td>8.1</td>
<td>9.3</td>
</tr>
<tr>
<td>9-10</td>
<td>11.4</td>
<td>6.8</td>
<td>7.5</td>
<td>8.3</td>
</tr>
<tr>
<td>11-12</td>
<td>7.6</td>
<td>10.8</td>
<td>5.0</td>
<td>7.0</td>
</tr>
<tr>
<td>13-14</td>
<td>6.3</td>
<td>13.5</td>
<td>10.6</td>
<td>10.2</td>
</tr>
<tr>
<td>15-16</td>
<td>2.5</td>
<td>2.7</td>
<td>12.5</td>
<td>7.7</td>
</tr>
<tr>
<td>17-up</td>
<td>15.2</td>
<td>32.4</td>
<td>33.8</td>
<td>28.8</td>
</tr>
</tbody>
</table>

<sup>A</sup><sub>N=79</sub>  
<sup>B</sup><sub>N=74</sub>  
<sup>C</sup><sub>N=160</sub>

It may be noted that approximately one-third of the vocational agriculture teachers included in this study had seventeen or more years of teaching experience. Since cooperative work experience is rather new to the field of vocational agriculture, teachers including it in
THEIR PROGRAMS COULD BE CONSIDERED PIONEERS. THE FACT THAT THE PER-
CENTAGE OF THE TEACHERS WITH CONSIDERABLE EXPERIENCE WAS THIS LARGE 
INDICATES TEACHING EXPERIENCE HAS NOT HINDERED INNOVATIVENESS ON THE 
PART OF CHANGING THE VOCATIONAL AGRICULTURE PROGRAM TO INCLUDE COOP-
ERATIVE TRAINING IN OFF-FARM AGRICULTURAL OCCUPATIONS.

**Occupational Experience of the Respondents**

An indication of the amount of occupational experience possessed 
by the teachers can be secured by examining Table 2. Approximately 
one-third of the agriculture teachers included indicated no previous 
occupational experience. The percentages in this category were much 
lower for the distributive and trade and industrial education teachers. 
This can probably be accounted for by the fact that most state plans 
have specific requirements for occupational experience for teachers 
of distributive and trade and industrial cooperative programs. Gen-
erally, this is from two to five years and a further examination of 
the table shows that a great number of the teachers from these services 
were concentrated in the categories between these limits.

Most states require occupational experience for certification 
in vocational agriculture, but characteristically this is met through 
actual farm or ranch experience. This experience, even though of 
definite value to vocational agriculture teachers, was not included in 
the table so an indication could be secured of the amount of experi-
ence vocational agriculture teachers had gained in off-farm occupations. 
The fact that almost two-thirds of the teachers reported some previous 
occupational experience indicates that many teachers operating coop-
erative programs in vocational agriculture had both farm or ranch and 
off-farm occupational experience.
TABLE 2.--Occupational experience of respondents

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Percentage of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
</tr>
<tr>
<td>0</td>
<td>5.1</td>
</tr>
<tr>
<td>1-2</td>
<td>10.1</td>
</tr>
<tr>
<td>3-4</td>
<td>30.4</td>
</tr>
<tr>
<td>5-6</td>
<td>17.7</td>
</tr>
<tr>
<td>7-8</td>
<td>12.7</td>
</tr>
<tr>
<td>9-10</td>
<td>11.4</td>
</tr>
<tr>
<td>11-12</td>
<td>2.5</td>
</tr>
<tr>
<td>13-14</td>
<td>0</td>
</tr>
<tr>
<td>15-16</td>
<td>5.1</td>
</tr>
<tr>
<td>17-up</td>
<td>5.1</td>
</tr>
</tbody>
</table>

<sup>A</sup>N=79

<sup>B</sup>N=75

The population of the towns in which schools with cooperative work experience programs were located is shown in Table 3. It appears that the most significant fact presented in this table is that almost two-thirds of the vocational agriculture departments were located in towns with less than 10,000 population. This seems reasonable since most vocational agriculture programs are located in smaller rural towns.
TABLE 3.--POPULATION OF TOWN IN WHICH PROGRAMS WERE LOCATED

<table>
<thead>
<tr>
<th>Thousands of Persons</th>
<th>Percentage of Programs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial</td>
</tr>
<tr>
<td>UNDER 10</td>
<td>15.2</td>
<td>18.7</td>
</tr>
<tr>
<td>10-19</td>
<td>17.7</td>
<td>26.7</td>
</tr>
<tr>
<td>20-29</td>
<td>10.1</td>
<td>13.3</td>
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<tr>
<td>30-39</td>
<td>11.4</td>
<td>10.7</td>
</tr>
<tr>
<td>40-49</td>
<td>8.9</td>
<td>5.3</td>
</tr>
<tr>
<td>50-74</td>
<td>12.7</td>
<td>4.0</td>
</tr>
<tr>
<td>75-99</td>
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</tr>
<tr>
<td>100-199</td>
<td>6.4</td>
<td>12.0</td>
</tr>
<tr>
<td>200-299</td>
<td>2.5</td>
<td>2.7</td>
</tr>
<tr>
<td>300-UP</td>
<td>8.9</td>
<td>2.7</td>
</tr>
</tbody>
</table>

<sup>A</sup><sub>N = 79</sub>  
<sup>BN = 75</sup>  
<sup>C</sup><sub>N = 159</sub>

Some persons may have reservations about including a cooperative program in the smaller towns because of the difficulty in finding training stations. Since the number of vocational agriculture students placed for experience was generally fewer than the number placed in other programs as Table 6 shows, and since in the smaller towns most of the businesses are usually agriculturally orientated, it appears that this is not an unsurmountable problem. Also, the fact that over 15 percent of the distributive and trade and industrial programs were located...
IN THE SMALLER TOWNS ATTESTS TO THE FACT THAT COOPERATIVE PROGRAMS CAN BE LOCATED IN SMALLER TOWNS.

IT ALSO SEEMS NOTEWORTHY TO POINT OUT THAT THE MAJORITY OF THE TRADE AND INDUSTRIAL EDUCATION PROGRAMS WERE LOCATED IN TOWNS OF LESS THAN 40,000 POPULATION. THIS WAS PROBABLY DUE TO THE FACT THAT SCHOOLS IN THE LARGER CITIES HAVE SUFFICIENT STUDENT NUMBERS AND PLACEMENT OPPORTUNITIES TO OFFER REGULAR TRADE PREPARATORY CLASSES AT THE SCHOOL.

THE SCHOOLS PROVIDING COOPERATIVE DISTRIBUTIVE TRAINING WERE FAIRLY EVENLY DISTRIBUTED AMONG THE VARIOUS CATEGORIES INDICATING THAT THESE PROGRAMS ARE ADAPTABLE TO BOTH THE SMALLER AND THE LARGER COMMUNITIES.

**DISTANCE TO TOWNS OF 10,000 OR OVER**

THE DISTANCE FROM TOWNS HAVING LESS THAN A POPULATION OF 10,000, WITH PROGRAMS IN OPERATION, TO A TOWN WITH A POPULATION OF 10,000 OR MORE IS PRESENTED IN TABLE 4.

AS CAN BE SEEN, ALMOST 50 PERCENT OF THE VOCATIONAL AGRICULTURE PROGRAMS WERE LOCATED AT LEAST 25 MILES FROM A TOWN WITH A POPULATION OF 10,000 OR MORE. THIS FACTOR FURTHER SUBSTANTIATES THE BELIEF THAT TRAINING STATIONS CAN BE SECURED IN SMALLER TOWNS SINCE IT IS LOGICAL TO ASSUME THAT MOST STUDENTS WOULD NOT DRIVE OVER 25 MILES FOR THEIR ON-THE-JOB EXPERIENCE.

THE MAJORITY OF THE DISTRIBUTIVE AND TRADE AND INDUSTRIAL PROGRAMS WERE ALSO LOCATED IN TOWNS AT LEAST 25 MILES FROM A TOWN WITH A POPULATION OF 10,000 OR MORE. HOWEVER, IT SHOULD BE POINTED OUT THAT THE NUMBER OF PROGRAMS REPRESENTING THESE SERVICES IN THIS TABLE WAS QUITE SMALL.
TABLE 4.—DISTANCE TO TOWN OF 10,000 POPULATION OR OVER TO PROGRAMS LOCATED IN TOWNS OF LESS THAN 10,000 POPULATION

<table>
<thead>
<tr>
<th>Miles</th>
<th>DISTRIBUTIVE&lt;sup&gt;A&lt;/sup&gt;</th>
<th>TRADE AND INDUSTRIAL&lt;sup&gt;B&lt;/sup&gt;</th>
<th>AGRICULTURE&lt;sup&gt;C&lt;/sup&gt;</th>
<th>COMBINED GROUPS</th>
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</thead>
<tbody>
<tr>
<td>UNDER 5</td>
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<td>0</td>
<td>3.92</td>
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</tr>
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<td>5-9</td>
<td>8.3</td>
<td>21.4</td>
<td>13.7</td>
<td>14.1</td>
</tr>
<tr>
<td>10-14</td>
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<td>15-19</td>
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</tr>
<tr>
<td>20-24</td>
<td>8.3</td>
<td>0</td>
<td>10.8</td>
<td>9.4</td>
</tr>
<tr>
<td>25-29</td>
<td>16.7</td>
<td>14.3</td>
<td>6.9</td>
<td>8.6</td>
</tr>
<tr>
<td>30-34</td>
<td>25.0</td>
<td>7.1</td>
<td>11.8</td>
<td>12.5</td>
</tr>
<tr>
<td>35-39</td>
<td>16.7</td>
<td>21.4</td>
<td>7.8</td>
<td>10.2</td>
</tr>
<tr>
<td>40-44</td>
<td>0</td>
<td>14.3</td>
<td>5.9</td>
<td>6.3</td>
</tr>
<tr>
<td>45-UP</td>
<td>16.7</td>
<td>14.3</td>
<td>16.7</td>
<td>16.4</td>
</tr>
</tbody>
</table>

<sup>A</sup>N = 12  
<sup>B</sup>N = 14  
<sup>C</sup>N = 102

HIGH SCHOOL ENROLLMENT

Table 5 shows the distribution of the programs according to the total enrollment of the schools in which they were located. Perhaps, the most significant factor revealed by this table is that of the apparent relationship between the high school enrollment, shown here, with the population of the towns in which programs were located as presented in Table 3. In other words, just as a higher percentage of distributive
EDUCATION PROGRAMS WERE LOCATED IN THE LARGER CITIES THERE WAS ALSO A GREATER PERCENTAGE OF THESE PROGRAMS LOCATED IN THE LARGER SCHOOLS.

TABLE 5.--HIGH SCHOOL ENROLLMENT OF SCHOOLS IN WHICH PROGRAMS WERE LOCATED

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>DistributiveA</th>
<th>Trade and IndustrialB</th>
<th>AgricultureC</th>
<th>Combined Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 200</td>
<td>0</td>
<td>1.4</td>
<td>6.7</td>
<td>3.6</td>
</tr>
<tr>
<td>200-299</td>
<td>1.3</td>
<td>1.4</td>
<td>10.7</td>
<td>5.9</td>
</tr>
<tr>
<td>300-399</td>
<td>1.3</td>
<td>2.7</td>
<td>7.3</td>
<td>4.6</td>
</tr>
<tr>
<td>400-499</td>
<td>1.3</td>
<td>5.4</td>
<td>8.7</td>
<td>5.9</td>
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<tr>
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<td>12.6</td>
<td>26.7</td>
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</tr>
<tr>
<td>750-999</td>
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<td>21.6</td>
<td>10.7</td>
<td>13.2</td>
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<td>1000-1249</td>
<td>12.7</td>
<td>12.2</td>
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</tr>
<tr>
<td>1500-1749</td>
<td>7.6</td>
<td>5.4</td>
<td>6.0</td>
<td>6.3</td>
</tr>
<tr>
<td>1750-up</td>
<td>41.8</td>
<td>25.7</td>
<td>10.6</td>
<td>22.4</td>
</tr>
</tbody>
</table>

AN = 79
BN = 74
CN = 150

A FURTHER EXAMINATION REVEALS THAT 4.9 PERCENT OF THE DISTRIBUTIVE EDUCATION PROGRAMS AND 10.0 PERCENT OF THE TRADE AND INDUSTRIAL PROGRAMS WERE LOCATED IN SCHOOLS WITH LESS THAN 500 ENROLLMENT. THE PERCENTAGE OF THE VOCATIONAL AGRICULTURE PROGRAMS FOR THE CORRESPONDING CATEGORY WAS 33.4. THIS, PLUS THE FACT THAT 41.8 PERCENT OF THE DISTRIBUTIVE EDUCATION PROGRAMS AND 25.7 PERCENT OF THE TRADE AND
Industrial programs were located in schools with enrollments of 1,750 or over, indicates that cooperative programs in these services are confined to the larger schools with their broader curriculum offerings.

Another interesting factor is that 6.7 percent of the vocational agriculture programs were located in schools with a total enrollment of less than 200. This indicates that cooperative programs in vocational agriculture can be initiated even in the relatively small school.

**Number and Grade of Students Placed for Cooperative Work Experience**

Data concerning the number and grade of students placed for cooperative work experience is found in Table 6. It should be noted that the total number of students placed for cooperative experience in distributive and trade and industrial education programs was considerably larger than the number placed by the vocational agriculture teachers. An apparent reason for this is that the cooperative approach is the primary method utilized to gain occupational experience in these services, and almost all the students under the direction of the teacher are placed in this type of occupational experience. In vocational agriculture many students are interested in production agriculture and gain experience on farms or ranches, and, therefore, only a portion of the students under the direction of one teacher is placed for cooperative experience in off-farm agriculture.

In reviewing this table, it may be noted that the percentage of sophomore vocational agriculture students placed in cooperative work experience was greater than the percentage of sophomore students placed by distributive and trade and industrial education teachers. This probably occurred since most of the distributive and trade and
INDUSTRIAL PROGRAMS ARE ONE OR TWO YEARS IN LENGTH AND GENERALLY CONFINED TO JUNIOR AND SENIOR STUDENTS WHILE VOCATIONAL AGRICULTURE PROGRAMS CAN BE ORGANIZED FOR THREE OR FOUR YEARS ENROLLING FRESHMEN AND SOPHOMORES.

TABLE 6.—Number and grade of students placed in cooperative work experience

<table>
<thead>
<tr>
<th>Grade</th>
<th>Type of Program</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive</td>
<td>Trade and Industrial</td>
<td>Agriculture</td>
<td>Combined Groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Av. Per Teacher</td>
<td>Av. Per Teacher</td>
<td>Av. Per Teacher</td>
<td>Av. Per Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of Total</td>
<td>of Total</td>
<td>of Total</td>
<td>of Total</td>
<td></td>
</tr>
<tr>
<td>SOPHOMORES</td>
<td>.2 .4</td>
<td>.5 1.3</td>
<td>1.5 17.4</td>
<td>.9 3.7</td>
<td></td>
</tr>
<tr>
<td>JUNIORS</td>
<td>8.1 20.3</td>
<td>10.9 27.8</td>
<td>2.7 31.5</td>
<td>6.2 25.1</td>
<td></td>
</tr>
<tr>
<td>SENIORS</td>
<td>31.5 79.3</td>
<td>27.8 70.8</td>
<td>4.4 51.1</td>
<td>17.5 71.2</td>
<td></td>
</tr>
<tr>
<td>ALL GRADES</td>
<td>39.8 100.0</td>
<td>39.3 100.0</td>
<td>8.7 100.0</td>
<td>24.5 100.0</td>
<td></td>
</tr>
</tbody>
</table>

\[A_N = 79\] \[B_N = 69\] \[C_N = 140\]

THE COOPERATIVE PROGRAMS IN DISTRIBUTIVE AND TRADE AND INDUSTRIAL EDUCATION HAVE BEEN IN OPERATION FOR SEVERAL YEARS AND IN MOST INSTANCES THEY HAVE CONFINED COOPERATIVE WORK EXPERIENCE TO THE JUNIOR AND SENIOR YEARS. THE WRITER BELIEVES THAT THIS MAY HAVE IMPLICATIONS FOR VOCATIONAL AGRICULTURE AND THE PLACEMENT OF SOPHOMORE STUDENTS FOR COOPERATIVE EXPERIENCE BY VOCATIONAL AGRICULTURE TEACHERS TO THE
Extent shown in this table may be questioned. Since most states place the minimum working age at sixteen, the writer doubts that the true objectives of a cooperative program can be fulfilled by placing sophomore students who normally are not this old when the on-the-job placement should be made.

**Years Program Has Been in School**

The number of years a cooperative program has been in operation in the schools is presented in Table 7. An examination of these data

**TABLE 7.**—Number of years cooperative work experience has been provided by the school

<table>
<thead>
<tr>
<th>Years</th>
<th>Distributive&lt;sup&gt;A&lt;/sup&gt;</th>
<th>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</th>
<th>Agriculture&lt;sup&gt;C&lt;/sup&gt;</th>
<th>Combined Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7.9</td>
<td>5.3</td>
<td>45.0</td>
<td>26.3</td>
</tr>
<tr>
<td>2</td>
<td>7.9</td>
<td>4.0</td>
<td>17.5</td>
<td>11.9</td>
</tr>
<tr>
<td>3</td>
<td>4.0</td>
<td>2.6</td>
<td>11.3</td>
<td>7.4</td>
</tr>
<tr>
<td>4</td>
<td>5.3</td>
<td>5.3</td>
<td>5.6</td>
<td>5.5</td>
</tr>
<tr>
<td>5</td>
<td>5.3</td>
<td>1.3</td>
<td>5.6</td>
<td>4.5</td>
</tr>
<tr>
<td>6</td>
<td>1.3</td>
<td>0</td>
<td>.6</td>
<td>.6</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>4.0</td>
<td>2.5</td>
<td>2.2</td>
</tr>
<tr>
<td>8</td>
<td>2.6</td>
<td>1.3</td>
<td>1.3</td>
<td>1.6</td>
</tr>
<tr>
<td>9 or more</td>
<td>65.8</td>
<td>76.3</td>
<td>10.6</td>
<td>40.1</td>
</tr>
</tbody>
</table>

<sup>A</sup> N = 76  
<sup>B</sup> N = 76  
<sup>C</sup> N = 160
reveal that almost one-half of the vocational agriculture programs have been in operation for only one year, and almost three-fourths have only been in operation for three years or less. This seems logical since most cooperative programs in vocational agriculture probably were initiated after the Vocational Education Act of 1963 created the challenge to provide training in off-farm agricultural occupations.

In reviewing other data concerning the ratings of the three groups of teachers, it should be kept in mind that almost three-fourths of the agriculture teachers have had somewhat limited experience due to the length of time the program has been in operation in the schools. As would be expected, approximately two-thirds of the distributive education and three-fourths of the trade and industrial programs have been in operation for nine years or more.

It may be noted that approximately one-fourth of the vocational agriculture programs represented have utilized cooperative work experience four or more years. This seems significant since it shows that this method of providing occupational experience was not unique to vocational agriculture at the enactment of the Vocational Education Act of 1963.

Table 8 shows the number of months per year the instructors from the three vocational services were employed. Based on the data presented in this table, one may conclude that vocational agriculture instructors are contracted for longer periods of service to the school each year than are teachers from the other two vocational services.
Since the value of summer employment has long been recognized in vocational agriculture, the large percentage of vocational agriculture teachers employed for the full twelve month period as indicated in this table seems reasonable.

TABLE 8.—Total number of months teachers were employed

<table>
<thead>
<tr>
<th>Months of Employment</th>
<th>Distributive A</th>
<th>Trade and Industrial B</th>
<th>Agriculture C</th>
<th>Combined Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>6.3</td>
<td>4.1</td>
<td>1.9</td>
<td>3.5</td>
</tr>
<tr>
<td>9½</td>
<td>2.5</td>
<td>2.7</td>
<td>0</td>
<td>1.3</td>
</tr>
<tr>
<td>10</td>
<td>49.4</td>
<td>23.0</td>
<td>.6</td>
<td>18.3</td>
</tr>
<tr>
<td>10½</td>
<td>11.4</td>
<td>2.7</td>
<td>.6</td>
<td>3.9</td>
</tr>
<tr>
<td>11</td>
<td>15.2</td>
<td>29.7</td>
<td>12.0</td>
<td>17.0</td>
</tr>
<tr>
<td>11½</td>
<td>0</td>
<td>0</td>
<td>.6</td>
<td>.3</td>
</tr>
<tr>
<td>12</td>
<td>15.9</td>
<td>37.8</td>
<td>84.2</td>
<td>55.6</td>
</tr>
</tbody>
</table>

\[A_N = 79\] \[c_N = 158\] \[b_N = 74\]

The fact that the majority of the teachers from the other two services were employed longer than the characteristic nine or nine and one-half month period for academic teachers, indicates that some summer employment of the instructor is necessary to conduct cooperative work experience programs. However, since the summer employment will enable the teacher-coordinator to devote full time to making vital student, parent, and employer contacts and other duties associated with planning
AND CONDUCTING THE PROGRAM, IT APPEARS TO THE WRITER THAT MANY SCHOOLS, PARTICULARLY THOSE PROVIDING PROGRAMS IN DISTRIBUTIVE EDUCATION, WERE NOT TAKING ADVANTAGE OF EMPLOYING THE VOCATIONAL TEACHER-COORDINATOR OF A COOPERATIVE PROGRAM ON A FULL-TIME BASIS.

**NUMBER OF WEEKS STUDENTS WORK PER YEAR**

An indication of the average number of weeks worked per year by the students enrolled in cooperative programs in the various services can be gained by reviewing Table 9. As can be seen, almost all of the

**TABLE 9.--NUMBER OF WEEKS STUDENTS PLACED FOR COOPERATIVE WORK EXPERIENCE WORK PER YEAR**

<table>
<thead>
<tr>
<th>Average Number of Weeks Worked</th>
<th>Distributive&lt;sup&gt;A&lt;/sup&gt;</th>
<th>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</th>
<th>Agriculture&lt;sup&gt;C&lt;/sup&gt;</th>
<th>Combined Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDER 10</td>
<td>0</td>
<td>0</td>
<td>3.5</td>
<td>1.6</td>
</tr>
<tr>
<td>10-14</td>
<td>0</td>
<td>0</td>
<td>10.5</td>
<td>4.7</td>
</tr>
<tr>
<td>15-19</td>
<td>0</td>
<td>0</td>
<td>7.0</td>
<td>3.2</td>
</tr>
<tr>
<td>20-24</td>
<td>0</td>
<td>1.4</td>
<td>10.5</td>
<td>5.1</td>
</tr>
<tr>
<td>25-29</td>
<td>0</td>
<td>0</td>
<td>6.1</td>
<td>2.8</td>
</tr>
<tr>
<td>30-34</td>
<td>10.1</td>
<td>1.4</td>
<td>14.0</td>
<td>9.5</td>
</tr>
<tr>
<td>35-39</td>
<td>65.2</td>
<td>51.4</td>
<td>14.9</td>
<td>38.7</td>
</tr>
<tr>
<td>40-44</td>
<td>15.9</td>
<td>14.3</td>
<td>11.4</td>
<td>13.4</td>
</tr>
<tr>
<td>45-49</td>
<td>1.5</td>
<td>2.9</td>
<td>2.6</td>
<td>2.4</td>
</tr>
<tr>
<td>50-52</td>
<td>7.3</td>
<td>28.6</td>
<td>19.3</td>
<td>18.6</td>
</tr>
</tbody>
</table>

<sup>A</sup><sub>N = 69</sub>  
<sup>B</sup><sub>N = 70</sub>  
<sup>C</sup><sub>N = 114</sub>
PROGRAMS IN DISTRIBUTIVE AND TRADE AND INDUSTRIAL EDUCATION HAD STUDENTS WORK AN AVERAGE OF AT LEAST THIRTY WEEKS PER YEAR. STUDENTS IN THE MAJORITY OF THE PROGRAMS FROM THESE SERVICES WORKED FROM THIRTY-FIVE TO THIRTY-NINE WEEKS. THE REASON FOR THIS IS OBVIOUS SINCE MOST STATE PLANS IN THESE TWO SERVICES CALL FOR AT LEAST THIRTY-SIX WEEKS OF ON-THE-JOB TRAINING.

A REVIEW OF THE AVERAGE NUMBER OF WEEKS WORKED BY STUDENTS IN THE VOCATIONAL AGRICULTURE PROGRAMS REVEALS THAT THEY ARE DISPERSED THROUGHOUT THE VARIOUS CATEGORIES, RANGING FROM AN AVERAGE OF LESS THAN TEN WEEKS TO A FULL YEAR.

IT IS LIKELY THAT THE VOCATIONAL AGRICULTURE TEACHERS WHO REPORTED STUDENTS WORKING FOR THE SHORTER NUMBER OF WEEKS CONFINED THE ON-THE-JOB EXPERIENCE TO THE SUMMER MONTHS OR SHORTER PERIODS DURING THE END OF THE SCHOOL YEAR. SINCE THIS PROGRAM IS SOMEWHAT NEW, VERY FEW STATES HAVE INCLUDED REQUIREMENTS IN THE STATE PLAN FOR THE LENGTH OF ON-THE-JOB TRAINING IN OFF-FARM AGRICULTURE. THIS MAY ACCOUNT FOR THE DIVERSITY IN THE LENGTH OF ON-THE-JOB TRAINING PERIODS REPORTED IN THIS TABLE.

ALTHOUGH THE PROBLEMS OF PROVIDING ON-THE-JOB TRAINING IN OFF-FARM AGRICULTURE OCCUPATIONS MAY BE DIFFERENT FROM THOSE EXPERIENCED BY TEACHERS CONDUCTING COOPERATIVE DISTRIBUTIVE AND TRADE AND INDUSTRIAL PROGRAMS, THE WRITER FEELS THAT SERIOUS THOUGHT SHOULD BE GIVEN TO PROVIDING STANDARDS FOR THE LENGTH OF ON-THE-JOB TRAINING PERIODS IN OFF-FARM VOCATIONAL AGRICULTURE. IF PERSONNEL, WITH SEVERAL YEARS EXPERIENCE IN CONDUCTING COOPERATIVE PROGRAMS, ASSOCIATED WITH OTHER VOCATIONAL PROGRAMS HAVE FELT THAT THESE STANDARDS IN THIS AREA ARE NECESSARY, IT APPEARS THAT THE NATURE OF COOPERATIVE PROGRAMS IN
VOCATIONAL AGRICULTURE HAS ENOUGH SIMILARITY TO CONSIDER ESTABLISHING STANDARDS FOR THE LENGTH OF THE ON-THE-JOB TRAINING PERIOD.

**HOURS STUDENTS WORK PER WEEK**

**Table 10** presents the average number of hours worked per week.

**TABLE 10.--AVERAGE NUMBER OF HOURS STUDENTS PLACED IN COOPERATIVE WORK EXPERIENCE WORK PER WEEK**

<table>
<thead>
<tr>
<th>AVERAGE NUMBER OF HOURS WORKED</th>
<th>DISTRIBUTIVE(^A)</th>
<th>TRADE AND INDUSTRIAL(^B)</th>
<th>AGRICULTURE(^C)</th>
<th>COMBINED GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>0</td>
<td>0</td>
<td>2.4</td>
<td>1.1</td>
</tr>
<tr>
<td>5-9</td>
<td>0</td>
<td>0</td>
<td>13.7</td>
<td>6.4</td>
</tr>
<tr>
<td>10-14</td>
<td>2.8</td>
<td>1.4</td>
<td>21.8</td>
<td>11.2</td>
</tr>
<tr>
<td>15-19</td>
<td>25.0</td>
<td>19.7</td>
<td>27.4</td>
<td>24.7</td>
</tr>
<tr>
<td>20-24</td>
<td>38.7</td>
<td>50.7</td>
<td>25.8</td>
<td>36.3</td>
</tr>
<tr>
<td>25-29</td>
<td>23.6</td>
<td>22.5</td>
<td>4.0</td>
<td>14.2</td>
</tr>
<tr>
<td>30-34</td>
<td>6.9</td>
<td>5.6</td>
<td>2.4</td>
<td>4.5</td>
</tr>
<tr>
<td>35-39</td>
<td>1.4</td>
<td>0</td>
<td>0</td>
<td>.4</td>
</tr>
<tr>
<td>40-44</td>
<td>0</td>
<td>0</td>
<td>1.6</td>
<td>.8</td>
</tr>
<tr>
<td>45 OR OVER</td>
<td>0</td>
<td>0</td>
<td>.8</td>
<td>.4</td>
</tr>
</tbody>
</table>

\(^A\)\(^N\) = 72

\(^B\)\(^N\) = 71

\(^C\)\(^N\) = 124

An indication of standards imposed by state plans for distributive and trade and industrial education programs for the minimum number of hours students work per week is also evident in this table. As can be seen,
ALMOST ALL OF THE PROGRAMS IN THESE TWO SERVICES REPORTED THAT THE STUDENTS AVERAGED AT LEAST FIFTEEN HOURS PER WEEK WORKING AT TRAINING STATIONS. SINCE MOST STATE PLANS IN THESE SERVICES REQUIRE THAT STUDENTS WORK FOR A MINIMUM OF FIFTEEN HOURS PER WEEK, THESE DATA SEEM REASONABLE. IT MAY BE NOTED THAT THE GREAT MAJORITY OF THE PROGRAMS IN THESE TWO SERVICES FALL WITHIN THE CATEGORIES OF FIFTEEN TO THIRTY HOURS WORKED PER WEEK BY THE STUDENTS.

JUST AS IN THE TOTAL NUMBER OF WEEKS WORKED, THE AVERAGE NUMBER OF HOURS WORKED PER WEEK BY VOCATIONAL AGRICULTURE STUDENTS SHOWED QUITE A DIVERSITY. THIS IS ALSO PROBABLY DUE TO THE LACK OF HAVING STANDARDS IN THE STATE PLANS FOR THIS RELATIVELY NEW TYPE OF PROGRAM. IT IS THE OPINION OF THE WRITER THAT MINIMUM STANDARDS FOR NUMBER OF HOURS WORKED PER WEEK BY STUDENTS SHOULD BE GIVEN CONSIDERABLE THOUGHT AND RESEARCH. HE SERIOUSLY QUESTIONS WHETHER OR NOT A STUDENT CAN GAIN REALISTIC EXPERIENCE BY WORKING AN AVERAGE OF ONLY FOUR HOURS PER WEEK AS REPORTED BY SOME OF THE VOCATIONAL AGRICULTURE TEACHERS.

**Amount of Time Available for Students to Work During School Hours**

The average number of minutes available per day for students to work during school hours is found in Table I. It is evident from this table that the students enrolled in distributive and trade and industrial programs generally have more time available to work during the school day. All the programs in these two services provided at least some amount of school time to work in the training station. In over one-fourth of the vocational agriculture programs only thirty minutes or less of school time was provided the students to work in the training station.
TABLE 11.--AVERAGE NUMBER OF MINUTES AVAILABLE TO COOPERATIVE WORK EXPERIENCE STUDENTS TO WORK DURING SCHOOL HOURS

<table>
<thead>
<tr>
<th>Minutes per Day</th>
<th>Percentage of Programs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DISTRIBUTIVE(A)</td>
<td>TRADE AND INDUSTRIAL(B)</td>
</tr>
<tr>
<td>UNDER 30</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>30-59</td>
<td>4.4</td>
<td>1.5</td>
</tr>
<tr>
<td>60-89</td>
<td>4.4</td>
<td>1.5</td>
</tr>
<tr>
<td>90-119</td>
<td>17.7</td>
<td>13.4</td>
</tr>
<tr>
<td>120-149</td>
<td>27.9</td>
<td>26.9</td>
</tr>
<tr>
<td>150-179</td>
<td>17.7</td>
<td>16.4</td>
</tr>
<tr>
<td>180-209</td>
<td>19.1</td>
<td>31.3</td>
</tr>
<tr>
<td>210-239</td>
<td>1.5</td>
<td>3.0</td>
</tr>
<tr>
<td>240-269</td>
<td>7.4</td>
<td>6.0</td>
</tr>
</tbody>
</table>

\(A_N = 68\) \hspace{1cm} \(C_N = 101\) \hspace{1cm} \(B_N = 67\)

According to the definition of a true cooperative program presented in Chapter III, school time for on-the-job experience is a vital characteristic. The fact that many of the vocational agriculture programs provided little or no school time may have been due to scheduling problems and other factors that would be present when a new program is being initiated, plus the fact that the school may have had little experience with cooperative programs. As these programs develop and more experience is gained, it is possible that the value of including school time for on-the-job experience will be recognized. In any
RESPECT, THE WRITER BELIEVES THAT VOCATIONAL EDUCATORS IN AGRICULTURE SHOULD GIVE INCREASED ATTENTION TO ALERTING TEACHERS AND ADMINISTRATORS OF THE VALUES THAT CAN BE GAINED BY PROVIDING SCHOOL TIME FOR ON-THE-JOB TRAINING.

**Method of Providing Classroom Instruction**

Table 12 shows the method utilized by schools to provide related classroom instruction. The regular daily period was the most common method utilized by the programs in all the services with 98.8 percent of the distributive and 100 percent of the trade and industrial education programs using this method.

It seems noteworthy that over one-fifth of the vocational agriculture programs provided related instruction by means of an

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DISTRIBUTIVE&lt;sup&gt;A&lt;/sup&gt;</td>
</tr>
<tr>
<td>Daily Period</td>
<td>98.8</td>
</tr>
<tr>
<td>Individual Conference</td>
<td>0</td>
</tr>
<tr>
<td>Alternate Period</td>
<td>1.3</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

<sup>A</sup><sub>N</sub> = 80

<sup>B</sup><sub>N</sub> = 76

<sup>C</sup><sub>N</sub> = 159
INDIVIDUAL CONFERENCE. Since the number of students placed for cooperative work experience in vocational agriculture was somewhat smaller than in the other services, this may be the reason more vocational agriculture teachers utilized this method. In many schools, only one or two vocational agriculture students were placed for cooperative experience. It appears to the writer that rather than schedule a separate class for these students, teachers can offer related instruction by this method. It seems logical to the writer that programs that have limited numbers of students placed in cooperative experience may have to utilize this method in the future so that the maximum efficiency in the use of the teacher's time can be realized.

**Length of Related Classroom Instruction Period**

The length of the related classroom instruction period provided by the various programs is presented in Table 13. Although there was considerable diversity in the length of the periods, the largest number of programs for all the services fell in the category of forty-five to fifty-nine minutes. This would seem to indicate that the majority of the programs provided one period of classroom instruction per day. This assumes that the normal classroom period ranges from forty-five to fifty-nine minutes. Many schools may have had longer periods, and the second largest concentration of the programs in the category ranging from sixty to seventy-four minutes further substantiate the belief that a single daily related instruction period was most common.

It may be noted that there was considerable similarity in the dispersion of the percentages of programs of the three services among
THE CATEGORIES INDICATING THAT THERE WAS NO APPARENT DIFFERENCE IN THE LENGTH OF THE RELATED INSTRUCTION PERIOD PROVIDED BY PROGRAMS IN THE VARIOUS SERVICES.

TABLE 13—LENGTH OF CLASSROOM INSTRUCTION PERIOD

<table>
<thead>
<tr>
<th>Minutes per Day</th>
<th>Percentage of Programs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive\textsuperscript{a}</td>
<td>Trade and Industrial\textsuperscript{b}</td>
</tr>
<tr>
<td>0-44</td>
<td>3.8</td>
<td>1.3</td>
</tr>
<tr>
<td>45-59</td>
<td>62.5</td>
<td>68.0</td>
</tr>
<tr>
<td>60-74</td>
<td>16.3</td>
<td>20.0</td>
</tr>
<tr>
<td>75-89</td>
<td>3.8</td>
<td>1.3</td>
</tr>
<tr>
<td>90-104</td>
<td>8.8</td>
<td>5.3</td>
</tr>
<tr>
<td>105-119</td>
<td>2.5</td>
<td>2.7</td>
</tr>
<tr>
<td>120-134</td>
<td>1.3</td>
<td>1.3</td>
</tr>
<tr>
<td>135-149</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>150-164</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>165 or over</td>
<td>1.3</td>
<td>0</td>
</tr>
</tbody>
</table>

\textsuperscript{a}N = 80
\textsuperscript{b}N = 75
\textsuperscript{c}N = 135

MINIMUM WAGE RECEIVED BY STUDENTS

AN INDICATION OF THE MINIMUM WAGE RECEIVED BY STUDENTS ENROLLED IN THE VARIOUS VOCATIONAL COOPERATIVE PROGRAMS CAN BE OBTAINED BY REVIEWING TABLE 14. IT IS EVIDENT THAT THERE WAS CONSIDERABLE DIVERSITY
IN ALL THE SERVICES WITH NO APPARENT CONCENTRATION OF PROGRAMS IN ANY ONE CATEGORY.

TABLE 14.—MINIMUM WAGE RECEIVED BY COOPERATIVE WORK EXPERIENCE STUDENTS

<table>
<thead>
<tr>
<th>CENTS PER HOUR</th>
<th>DISTRIBUTIVE A</th>
<th>TRADE AND INDUSTRIAL B</th>
<th>AGRICULTURE C</th>
<th>COMBINED GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Wage</td>
<td>0</td>
<td>4.1</td>
<td>8.1</td>
<td>4.9</td>
</tr>
<tr>
<td>1-49</td>
<td>1.3</td>
<td>1.4</td>
<td>1.5</td>
<td>1.4</td>
</tr>
<tr>
<td>50-59</td>
<td>9.1</td>
<td>24.7</td>
<td>13.2</td>
<td>15.0</td>
</tr>
<tr>
<td>60-69</td>
<td>16.9</td>
<td>16.4</td>
<td>3.7</td>
<td>10.5</td>
</tr>
<tr>
<td>70-79</td>
<td>14.3</td>
<td>16.4</td>
<td>24.3</td>
<td>23.7</td>
</tr>
<tr>
<td>80-89</td>
<td>18.2</td>
<td>8.2</td>
<td>5.9</td>
<td>11.9</td>
</tr>
<tr>
<td>90-99</td>
<td>7.8</td>
<td>1.4</td>
<td>2.9</td>
<td>4.7</td>
</tr>
<tr>
<td>100-109</td>
<td>19.5</td>
<td>13.7</td>
<td>29.4</td>
<td>27.5</td>
</tr>
<tr>
<td>110-109</td>
<td>2.6</td>
<td>0</td>
<td>.7</td>
<td>1.1</td>
</tr>
<tr>
<td>120 OR OVER</td>
<td>10.4</td>
<td>13.7</td>
<td>10.3</td>
<td>11.2</td>
</tr>
</tbody>
</table>

A N = 77
B N = 73
C N = 136

IN REVIEWING TABLE 14, IT SEEMS NOTEWORTHY THAT A SMALL NUMBER OF PROGRAMS IN VOCATIONAL AGRICULTURE AND TRADE AND INDUSTRIES REPORTED THAT STUDENTS RECEIVED NO WAGE. THE WRITER REALIZES THAT LOCAL CONDITIONS MAY PROHIBIT PAYING STUDENTS FOR WORK WHICH IS A PART OF A SCHOOL SUBJECT. HOWEVER, THE WRITER DOUBTS THAT A TRUE REALISTIC EXPERIENCE WILL BE GAINED BY THE STUDENTS WHEN THEY ARE NOT RECEIVING
some sort of compensation. This, coupled with the factor that most workers must be on the payroll to receive workmen's compensation and other benefits, leads him to believe that the value of compensating students for their work performed be made known to teachers of agriculture planning and conducting cooperative work experience programs.

**Maximum Wage Received by Students**

The maximum wage received by students enrolled in cooperative work experience programs is found in Table 15. Although there was a

**Table 15.--Maximum wage received by cooperative work experience students**

<table>
<thead>
<tr>
<th>Cents Per Hour</th>
<th>Distributive(^A)</th>
<th>Trade and Industrial(^B)</th>
<th>Agriculture(^C)</th>
<th>Combined Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 75</td>
<td>0</td>
<td>1.4</td>
<td>1.7</td>
<td>1.1</td>
</tr>
<tr>
<td>75-99</td>
<td>0</td>
<td>1.4</td>
<td>5.0</td>
<td>2.6</td>
</tr>
<tr>
<td>100-124</td>
<td>3.9</td>
<td>0</td>
<td>10.7</td>
<td>5.9</td>
</tr>
<tr>
<td>125-149</td>
<td>39.0</td>
<td>29.2</td>
<td>47.1</td>
<td>40.0</td>
</tr>
<tr>
<td>150-174</td>
<td>15.6</td>
<td>27.8</td>
<td>10.7</td>
<td>16.7</td>
</tr>
<tr>
<td>175-199</td>
<td>19.5</td>
<td>18.1</td>
<td>6.6</td>
<td>13.3</td>
</tr>
<tr>
<td>200-224</td>
<td>6.5</td>
<td>2.8</td>
<td>7.4</td>
<td>5.9</td>
</tr>
<tr>
<td>225-249</td>
<td>3.9</td>
<td>5.6</td>
<td>2.5</td>
<td>3.7</td>
</tr>
<tr>
<td>250 or Over</td>
<td>3.9</td>
<td>2.8</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>No Maximum</td>
<td>7.8</td>
<td>11.1</td>
<td>5.0</td>
<td>7.4</td>
</tr>
</tbody>
</table>

\(^A\)N = 77  \hspace{1cm} \(^C\)N = 121

\(^B\)N = 72
Dispersion of the programs throughout the various categories, the highest percentage of programs for all the services fell in the category of $1.25 to $1.49. The Federal minimum wage in 1965, was $1.25, and this may be the reason that the greatest percentage of programs had the maximum wage of their students within this category.

It may be noted that a limited number of programs in all the services had students earning over $2.50 per hour. This is approaching the wage received by skilled workers and indicates that students receiving this type of training can obtain jobs in the skilled category, which may not be as readily available to students who have not received vocational training.

**Number of Students Required to Complete Student Learner-Certificates**

Table 16 presents data concerning the number of students who were required to complete student-learner certificates. By reviewing

**Table 16.--Number of students enrolled in cooperative work experience programs required to complete student-learner certificates**

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Percentage of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive(^A)</td>
</tr>
<tr>
<td>All</td>
<td>20.0</td>
</tr>
<tr>
<td>Some</td>
<td>48.8</td>
</tr>
<tr>
<td>None</td>
<td>31.3</td>
</tr>
</tbody>
</table>

\(^A\) N = 80 \hspace{1cm} \(^C\) N = 152

\(^B\) N = 75
THE TABLE, ONE CAN SEE THAT THE PERCENTAGE OF VOCATIONAL AGRICULTURE PROGRAMS THAT REQUIRED NONE OF THEIR STUDENTS TO COMPLETE THESE CERTIFICATES WAS MUCH GREATER THAN THAT SHOWN FOR THE OTHER TWO SERVICES. THIS MAY BE EXPLAINED BECAUSE THE PROGRAM WAS RELATIVELY NEW TO MANY TEACHERS IN THIS SERVICE, AND THEY WERE NOT COMPLETELY FAMILIAR WITH EXISTANCE OR PROPER UTILIZATION OF THESE CERTIFICATES. THE LOCATION OF MANY OF THE VOCATIONAL AGRICULTURE PROGRAMS IN THE SMALLER COMMUNITIES, WHERE FEDERAL WAGE AND EMPLOYMENT REGULATIONS ARE NOT AS STRICTLY ENFORCED, MAY ALSO EXPLAIN WHY MANY OF THE VOCATIONAL AGRICULTURE DEPARTMENTS DID NOT REQUIRE THESE CERTIFICATES.

**Utilization of Selected Procedures by Teachers Conducting Cooperative Work Experience Programs**

The utilization of selected procedures by teachers conducting cooperative work experience programs is shown in Table 17.

**Table 17.--Utilization of Selected Procedures by Teachers Conducting Cooperative Work Experience Programs**

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Percentage of Teachers Utilizing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
</tr>
<tr>
<td>Student follow-up procedures</td>
<td>93.7</td>
</tr>
<tr>
<td>Definite standards for selecting students</td>
<td>87.3</td>
</tr>
</tbody>
</table>

<sup>A</sup><sub>N = 79</sub>  
<sup>B</sup><sub>N = 69</sub>  
<sup>C</sup><sub>N = 140</sub>
### TABLE 17.—Continued

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Percentage of Teachers Utilizing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DISTRIBUTIVE&lt;sup&gt;A&lt;/sup&gt;</td>
</tr>
<tr>
<td>Written training plans for each student</td>
<td>70.9</td>
</tr>
<tr>
<td>Definite procedures for selecting training stations</td>
<td>83.5</td>
</tr>
<tr>
<td>Yearly evaluation of the program</td>
<td>74.7</td>
</tr>
<tr>
<td>Using school time to make on-the-job visits</td>
<td>96.2</td>
</tr>
<tr>
<td>Allowing students to work during school hours</td>
<td>91.3</td>
</tr>
<tr>
<td>Written training agreements</td>
<td>68.4</td>
</tr>
<tr>
<td>Written policy statement</td>
<td>79.8</td>
</tr>
<tr>
<td>An advisory committee</td>
<td>59.5</td>
</tr>
<tr>
<td>Definite budget for purchasing supplies and equipment</td>
<td>58.2</td>
</tr>
<tr>
<td>Yearly community business survey</td>
<td>40.5</td>
</tr>
</tbody>
</table>

<sup>A</sup><sub>N = 79</sub>  
<sup>B</sup><sub>N = 69</sub>  
<sup>C</sup><sub>N = 140</sub>
<table>
<thead>
<tr>
<th>Procedure</th>
<th>The Percentage of Teachers Utilizing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DISTRIBUTIVE&lt;sup&gt;A&lt;/sup&gt;</td>
</tr>
<tr>
<td>Having one or more students members of unions</td>
<td>50.6</td>
</tr>
</tbody>
</table>

<sup>A</sup><sub>N = 79</sub>  
<sup>B</sup><sub>N = 69</sub>  
<sup>C</sup><sub>N = 140</sub>

As can be seen, over two-thirds of all the teachers involved utilized the first nine listed procedures. It seems noteworthy that in twelve of the thirteen items a lower percentage of the vocational agriculture teachers were utilizing the procedure than teachers from other services. A considerable difference was noted on utilizing school time for on-the-job visits, allowing students to work during school hours, having a written policy statement, and having any students as members of unions. This could possibly be explained because of the larger number of teachers who were initiating new programs and these teachers did not have an opportunity to fully develop their vocational agriculture cooperative programs.

It seems significant that approximately one-third of the distributive and trade and industrial teachers and almost two-thirds of the vocational agriculture teachers did not utilize the services available from an advisory committee. Since a committee of this nature apparently
BRINGS REAL BENEFITS TO COOPERATIVE PROGRAMS AS BROUGHT OUT IN CHAPTER IV, IT APPEARS THAT MORE EFFORT SHOULD BE EXPENDED TO EXPAND THEIR USE ON THE LOCAL LEVEL.

FEWER THAN ONE-HALF OF THE TEACHERS HAD A DEFINITE BUDGET FOR THE PURCHASE OF SUPPLIES AND EQUIPMENT. SINCE THERE IS AN APPARENT NEED FOR ADEQUATE INSTRUCTIONAL MATERIALS IN A COOPERATIVE PROGRAM, IT IS THE WRITER'S OPINION THAT MANY OF THE TEACHERS CONDUCTING COOPERATIVE PROGRAMS SHOULD MAKE CONCERTED EFFORTS TO PROMOTE THE ESTABLISHMENT OF A DEFINITE BUDGET FOR THE PURCHASE OF INSTRUCTIONAL SUPPLIES AND EQUIPMENT.

ALTHOUGH MANY TEACHERS PROBABLY CONDUCT COMMUNITY SURVEYS, THE PERCENTAGE REPORTED IN THIS TABLE IS RATHER LOW. THIS IS MOST LIKELY DUE TO THE WORDING ON THE SURVEY INSTRUMENT WHICH ASKED IF A YEARLY SURVEY WAS BEING CONDUCTED. MANY TEACHERS CONDUCT A COMPREHENSIVE SURVEY ON ALTERNATING YEARS OR EVERY THREE YEARS, AND THEREFORE, THE PERCENTAGE REPORTING A YEARLY SURVEY WAS REDUCED.

THE PERCENTAGE OF TEACHERS, ESPECIALLY THOSE CONDUCTING VOCATIONAL AGRICULTURE PROGRAMS, REPORTING THAT THEIR STUDENTS WERE MEMBERS OF UNIONS WAS RATHER LOW. IT SEEMS LOGICAL THAT FEWER OF THE VOCATIONAL AGRICULTURE STUDENTS WOULD BE MEMBERS OF UNIONS SINCE THE MAJORITY OF THE PROGRAMS ARE LOCATED IN THE SMALLER COMMUNITIES WHERE FEWER UNIONIZED WORKERS ARE FOUND IN THE AGRICULTURALLY RELATED BUSINESSES.
CHAPTER VI

THE INFLUENCE OF SELECTED SITUATIONAL FACTORS AND CHARACTERISTICS UPON THE TEACHERS' RATING OF THE GUIDING STATEMENTS

One of the objectives of this study was to determine the degree to which selected characteristics and factors influence the teachers' rating of the guiding statements. During the development of the survey instrument, the writer attempted to identify those characteristics and factors which, in his opinion, might influence teachers' ratings. Such items as the teachers' experience, the locations or setting in which the program was operating, the teachers' utilization of selected procedures associated with conducting work experience programs, and the vocational service represented by the teachers were identified prior to the final adoption of the survey instrument.

A preliminary analysis conducted by the Statistical Laboratory at The Ohio State University indicated that twenty of these previously identified items received sufficient response to be included as independent variables. These, then, became the independent variables \( X \) which could be tested for their influence on the guiding statements or dependent variables \( Y \). As mentioned in Chapter II, the regression analysis technique was chosen as the statistical model to use to determine the degree of influence of these variables.

The influence of these variables on the guiding statements is presented in Table 18. A key to the independent variables used is presented on page 113 to enable the reader to interpret the table. The list of guiding statements is found on pages 114 and 115.
### Key to Independent Variables in Table 18

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$X_1$</td>
<td>Distributive Education Teacher</td>
</tr>
<tr>
<td>$X_2$</td>
<td>Trade and Industrial Education Teacher</td>
</tr>
<tr>
<td>$X_3$</td>
<td>Number of Years of Teaching Experience</td>
</tr>
<tr>
<td>$X_4$</td>
<td>Number of Years of Occupational Experience</td>
</tr>
<tr>
<td>$X_5$</td>
<td>Population of Town in Which Program Was Located</td>
</tr>
<tr>
<td>$X_6$</td>
<td>Enrollment of High School in Which Program Was Located</td>
</tr>
<tr>
<td>$X_7$</td>
<td>Number of Years Cooperative Work Experience Had Been Provided</td>
</tr>
<tr>
<td>$X_8$</td>
<td>Number of Months Teachers Were Employed</td>
</tr>
<tr>
<td>$X_9$</td>
<td>Students Permitted to Work During School Hours</td>
</tr>
<tr>
<td>$X_{10}$</td>
<td>Students Were Members of Unions</td>
</tr>
<tr>
<td>$X_{11}$</td>
<td>The Program Utilizes an Advisory Committee</td>
</tr>
<tr>
<td>$X_{12}$</td>
<td>A Written Policy Statement for the Program Had Been Developed</td>
</tr>
<tr>
<td>$X_{13}$</td>
<td>Definite Procedures for Selecting Students</td>
</tr>
<tr>
<td>$X_{14}$</td>
<td>Individual Written Training Plans</td>
</tr>
<tr>
<td>$X_{15}$</td>
<td>Follow-up of Students Upon Graduation</td>
</tr>
<tr>
<td>$X_{16}$</td>
<td>Written Training Agreements</td>
</tr>
<tr>
<td>$X_{17}$</td>
<td>Systematic Yearly Evaluation of the Program</td>
</tr>
<tr>
<td>$X_{18}$</td>
<td>Yearly Community Business Survey</td>
</tr>
<tr>
<td>$X_{19}$</td>
<td>Definite Policy and Procedures for Selecting Training Stations</td>
</tr>
<tr>
<td>$X_{20}$</td>
<td>Definite Budget for Purchasing Supplies and Equipment</td>
</tr>
</tbody>
</table>
Key to Guiding Statements in Table 18

Y1. A written local policy statement should be developed to help in administering cooperative work experience.

Y2. An advisory committee should be organized to give guidance and direction to the teacher-coordinator.

Y3. A survey of the appropriate businesses and firms in the community should be conducted before students are placed in training stations.

Y4. Systematic and comprehensive efforts should be made to promote the program to students, school personnel, and the public.

Y5. A well planned and systematic method of selecting training stations which considers definite standards and criteria should be employed to insure the best possible training environment for the student.

Y6. The school should have a definite plan for screening and selecting students that conforms to local school policy, satisfies cooperating employers, and meets student needs.

Y7. A concerted effort should be exerted by the teacher-coordinator to insure that the interest of both the student and the employer is considered when a student is placed for employment in a training station.

Y8. A written training plan which lists the learning activities the student should engage in at the training station should be developed to serve as a guide to the employer in offering on-the-job instruction and to the teacher-coordinator in planning and teaching related instruction.

Y9. A written agreement between the school and the employer which lists specific responsibilities of the parties or individuals
INVOLVED SHOULD BE DEVELOPED FOR STUDENTS PLACED IN COOPERATIVE WORK EXPERIENCE.

Y10. ADEQUATE AND APPROPRIATE FACILITIES ARE ESSENTIAL AND SHOULD BE MADE AVAILABLE IN SCHOOLS CONDUCTING VOCATIONAL COOPERATIVE WORK EXPERIENCE PROGRAMS.

Y11. THE SCHOOL SHOULD PROVIDE SUFFICIENT INSTRUCTIONAL MATERIALS TO SUPPLEMENT THE TEACHING OF RELATED CLASSROOM INSTRUCTION AND REFERENCE MATERIAL RELATED TO THE AREAS OF WORK IN WHICH STUDENTS ARE BEING TRAINED.

Y12. THE RELATED CLASSROOM INSTRUCTION SHOULD BE ORGANIZED AND PLANNED SO AS TO PROVIDE THE INFORMATION AND EXPERIENCE WHICH IS NOT TAUGHT ON THE JOB AND IS NECESSARY FOR STUDENTS TO PROGRESS IN THE VARIOUS OCCUPATIONS.

Y13. THE TEACHER-COORDINATOR SHOULD HAVE AN ORGANIZED AND SYSTEMATIC PLAN FOR VISITING STUDENTS AT THEIR TRAINING STATIONS SO THAT RELATED CLASSROOM INSTRUCTION CAN BE CORRELATED WITH ON-THE-JOB TRAINING.

Y14. EMPLOYERS SHOULD HAVE THE RESPONSIBILITY OF PROVIDING ADEQUATE AND TIMELY INSTRUCTION AND SUPERVISION OF THE STUDENT WHILE THEY ARE WORKING IN THE TRAINING STATION.

Y15. CERTAIN RECORDS AND REPORTS SHOULD BE KEPT TO HELP INSURE SOUND OPERATION OF A VOCATIONAL COOPERATIVE WORK EXPERIENCE PROGRAM.

Y16. ACHIEVEMENT IN BOTH CLASSROOM RELATED INSTRUCTION AND PERFORMANCE ON THE JOB SHOULD BE CONSIDERED IN EVALUATING STUDENTS.

Y17. THE SCHOOL SHOULD MAINTAIN AN ORGANIZED SYSTEM OF "FOLLOWING UP" COOPERATIVE WORK EXPERIENCE STUDENTS AFTER GRADUATION.

Y18. THE VOCATIONAL COOPERATIVE WORK EXPERIENCE PROGRAM SHOULD PRACTICE A CONTINUOUS AND PLANNED PROGRAM OF EVALUATION.
TABLE 18.--FACTORS INFLUENCING TEACHERS' RATINGS OF GUIDING STATEMENTS
FOR PLANNING AND CONDUCTING COOPERATIVE WORK EXPERIENCE PROGRAMS

<table>
<thead>
<tr>
<th>Guiding Statement (Y)⁸</th>
<th>( t ) Value of Independent Variable⁹</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( X_1 )</td>
</tr>
<tr>
<td>( Y_1 )</td>
<td>.97</td>
</tr>
<tr>
<td>( Y_2 )</td>
<td>- .03</td>
</tr>
<tr>
<td>( Y_3 )</td>
<td>.14</td>
</tr>
<tr>
<td>( Y_4 )</td>
<td>2.16²</td>
</tr>
<tr>
<td>( Y_5 )</td>
<td>.82</td>
</tr>
<tr>
<td>( Y_6 )</td>
<td>2.23²</td>
</tr>
<tr>
<td>( Y_7 )</td>
<td>1.60</td>
</tr>
<tr>
<td>( Y_8 )</td>
<td>-.52</td>
</tr>
<tr>
<td>( Y_9 )</td>
<td>-1.20</td>
</tr>
<tr>
<td>( Y_{10} )</td>
<td>1.33</td>
</tr>
<tr>
<td>( Y_{11} )</td>
<td>.92</td>
</tr>
<tr>
<td>( Y_{12} )</td>
<td>.84</td>
</tr>
<tr>
<td>( Y_{13} )</td>
<td>-.02</td>
</tr>
<tr>
<td>( Y_{14} )</td>
<td>1.42</td>
</tr>
<tr>
<td>( Y_{15} )</td>
<td>1.24</td>
</tr>
<tr>
<td>( Y_{16} )</td>
<td>1.89</td>
</tr>
<tr>
<td>( Y_{17} )</td>
<td>2.50²</td>
</tr>
<tr>
<td>( Y_{18} )</td>
<td>.37</td>
</tr>
</tbody>
</table>

⁸See page 114 for key to guiding statements.
⁹See pages 113 for key to independent variables.
²Significant at the .05 level of confidence.
³Significant at the .01 level of confidence.
| Guiding Statement \( (Y) \)^B | \( t \) Value of Independent Variable\(^A\) |
|---|---|---|---|---|---|
| \( Y_1 \) | - .27 | -2.61 | - .30 | - .22 | - .98 |
| \( Y_2 \) | - .23 | .23 | - .30 | 1.48 | -2.50 | \( C \) |
| \( Y_3 \) | .86 | -1.85 | .19 | -1.59 | - .92 |
| \( Y_4 \) | .50 | -2.42 | .15 | .24 | 1.18 |
| \( Y_5 \) | .53 | -2.26 | .56 | -1.21 | -1.51 |
| \( Y_6 \) | .77 | -.65 | -.01 | -1.88 | .93 |
| \( Y_7 \) | 1.95 | -2.14 | 1.45 | 1.23 | 1.32 |
| \( Y_8 \) | .03 | -.09 | .79 | .30 | 1.43 |
| \( Y_9 \) | .72 | -.95 | .05 | -2.27 | .98 |
| \( Y_{10} \) | .35 | -.46 | -1.40 | -1.49 | .67 |
| \( Y_{11} \) | 1.00 | .42 | -.70 | 1.32 | -.01 |
| \( Y_{12} \) | 1.79 | -.30 | -.10 | .40 | .23 |
| \( Y_{13} \) | .30 | .21 | 1.59 | 1.41 | -.65 |
| \( Y_{14} \) | -.18 | -.71 | .70 | -2.01 | .90 |
| \( Y_{15} \) | 2.21 | -.41 | 1.10 | .00 | .67 |
| \( Y_{16} \) | 1.85 | -.15 | -.77 | -1.29 | 1.46 |
| \( Y_{17} \) | .22 | -.70 | 1.88 | 1.15 | .62 |
| \( Y_{18} \) | .69 | -.41 | 1.09 | .25 | -.18 |

\(^A\)See page 113 for key to independent variables.

\(^B\)See pages 114 and 115 for key to guiding statements.

\(^C\)Significant at the .05 level of confidence.

\(^D\)Significant at the .01 level of confidence.
<table>
<thead>
<tr>
<th>Guiding Statement (Y)^B</th>
<th>T Value of Independent Variable^A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X11</td>
</tr>
<tr>
<td>Y1</td>
<td>- .20</td>
</tr>
<tr>
<td>Y2</td>
<td>-3.79^D</td>
</tr>
<tr>
<td>Y3</td>
<td>- .15</td>
</tr>
<tr>
<td>Y4</td>
<td>-1.02</td>
</tr>
<tr>
<td>Y5</td>
<td>- .81</td>
</tr>
<tr>
<td>Y6</td>
<td>- .29</td>
</tr>
<tr>
<td>Y7</td>
<td>.72</td>
</tr>
<tr>
<td>Y8</td>
<td>2.21^C</td>
</tr>
<tr>
<td>Y9</td>
<td>.89</td>
</tr>
<tr>
<td>Y10</td>
<td>- .84</td>
</tr>
<tr>
<td>Y11</td>
<td>.84</td>
</tr>
<tr>
<td>Y12</td>
<td>1.63</td>
</tr>
<tr>
<td>Y13</td>
<td>- .15</td>
</tr>
<tr>
<td>Y14</td>
<td>- .51</td>
</tr>
<tr>
<td>Y15</td>
<td>- .05</td>
</tr>
<tr>
<td>Y16</td>
<td>.32</td>
</tr>
<tr>
<td>Y17</td>
<td>1.79</td>
</tr>
<tr>
<td>Y18</td>
<td>.04</td>
</tr>
</tbody>
</table>

---

^ASee page 113 for key to independent variables.
^BSee Pages 114 and 115 for key to guiding statements.
^CSignificant at the .05 level of confidence.
^DSignificant at the .01 level of confidence.
TABLE 18.---CONTINUED

<table>
<thead>
<tr>
<th>Guiding Statement (Y)</th>
<th>T Value of Independent Variable&lt;sup&gt;A&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X16</td>
</tr>
<tr>
<td>Y&lt;sub&gt;1&lt;/sub&gt;</td>
<td>.88</td>
</tr>
<tr>
<td>Y&lt;sub&gt;2&lt;/sub&gt;</td>
<td>.18</td>
</tr>
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<tr>
<td>Y&lt;sub&gt;5&lt;/sub&gt;</td>
<td>-.62</td>
</tr>
<tr>
<td>Y&lt;sub&gt;6&lt;/sub&gt;</td>
<td>-.08</td>
</tr>
<tr>
<td>Y&lt;sub&gt;7&lt;/sub&gt;</td>
<td>-.62</td>
</tr>
<tr>
<td>Y&lt;sub&gt;8&lt;/sub&gt;</td>
<td>-2.02&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>Y&lt;sub&gt;9&lt;/sub&gt;</td>
<td>-3.82&lt;sup&gt;D&lt;/sup&gt;</td>
</tr>
<tr>
<td>Y&lt;sub&gt;10&lt;/sub&gt;</td>
<td>-1.24</td>
</tr>
<tr>
<td>Y&lt;sub&gt;11&lt;/sub&gt;</td>
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<td>Y&lt;sub&gt;12&lt;/sub&gt;</td>
<td>-.61</td>
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<tr>
<td>Y&lt;sub&gt;13&lt;/sub&gt;</td>
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</tr>
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<td>Y&lt;sub&gt;14&lt;/sub&gt;</td>
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<td>Y&lt;sub&gt;15&lt;/sub&gt;</td>
<td>-1.40</td>
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<tr>
<td>Y&lt;sub&gt;16&lt;/sub&gt;</td>
<td>-2.49&lt;sup&gt;C&lt;/sup&gt;</td>
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<td>Y&lt;sub&gt;17&lt;/sub&gt;</td>
<td>.09</td>
</tr>
<tr>
<td>Y&lt;sub&gt;18&lt;/sub&gt;</td>
<td>.74</td>
</tr>
</tbody>
</table>

<sup>A</sup>See page 113 for key to independent variables.

<sup>B</sup>See pages 114 and 115 for key to guiding statements.

<sup>C</sup>Significant at the .05 level of confidence.

<sup>D</sup>Significant at the .01 level of confidence.
**INTERPRETING THE T VALUES**

The following discussion is presented to help the reader interpret the t values presented in Table 18.

As mentioned in Chapter 11, the t values resulting from the computation of the regression analysis statistical model can be tested for significance by either the one-tailed or two-tailed test. The two-tailed test was chosen because the writer could not predict the direction of the influence as explained in Chapter 11. The t value needed for significance with 236 degrees of freedom at the .05 level of confidence was 1.96 and 2.57 at the .01 level.¹

In reviewing the list of independent variables (X) on page 113, the reader will note that in some instances the variables were dynamic, e.g., years of teaching experience. In other instances they were static, possessing an either-or quality, e.g., the teachers either utilized an advisory committee or they did not.

The reader will also note that vocational agriculture teachers were not included in these variables. In reality, these teachers were not omitted, but rather they were used as a reference point in determining significance for teachers from the other two services. The main concern was to determine if variations did exist in the rating of the guiding statements by the three groups of teachers. The relative ratings given by the vocational agriculture teachers can be inferred by interpreting the t values from the distributive and trade and industrial teachers (X₁ and X₂). This is further explained in the examples that follow.

Examples for Interpreting the t Values

The following examples are presented to help the reader interpret the t values for the various independent variables.

Example: For specific guiding statement \((Y_{15})\)--value of records--the t value for an independent variable \((X_3)\)--years of experience--was -2.05. The reader would infer:

1. Since 2.05 is larger than 1.96, the value required for significance at the .05 level, this independent variable did significantly influence the teachers' rating.

2. Since the value is negative and significant, the reader would infer that teachers with the greater number of years experience would tend to rate this guiding statement lower. In other words, the greater the teaching experience the less the value assigned to keeping records and reports. Conversely, teachers with less experience would tend to rate this statement higher.

In the event that the t value would have been positive, the reader would infer that the teachers with greater experience would tend to rate the value of records and reports higher, and conversely, the teachers with fewer years of experience would rate this guiding statement lower.

Example: The t value for the independent variable \((X_3)\)--years of teaching experience--and for the guiding statement \((Y_1)\)--written policy statement--was 1.32. In this case, the reader would conclude:

1. The t value is not larger than the minimum established for significance (1.96), and therefore, this variable does not significantly influence the teachers' rating of the importance of having a written policy statement for administering cooperative work experience.
The preceding examples should aid the reader in interpreting the t values for variables $X_3, X_4, X_5, X_6, X_7,$ and $X_8$.

In interpreting the t values for the independent variables $X_9$ through $X_{20}$, the reader should remember that these variables have an either-or quality. For example, students were permitted to work during school hours or they were not.

In recording the response of the teachers for the statistical analysis, zero was assigned to the teachers that gave a positive answer, and one was assigned to those who responded negatively or did not employ the procedure. The reader must keep this in mind in interpreting the t values for these variables, since a negative t value actually means that teachers who were employing the procedures rate the guiding statement higher. The following example is presented to clarify this:

Example: If for a specific guiding statement ($Y_2$)--an advisory committee should be organized--the t value for independent variable ($X_{11}$)--the teacher using an advisory committee--was $-2.50$, the reader would infer:

1. The value is larger than $1.96$, and therefore, is significant at the .05 level.

2. Since the value was negative and significant, the reader would infer that teachers who did utilize advisory committees rate their importance higher than those who did not. Conversely, if the value would have been positive, the reader would expect teachers without advisory committees to rate this statement higher.

In interpreting the t values for variables $X_1$ and $X_2$--the vocational service the teachers represent--the reader should keep in mind the following:

1. If the t value is positive and significant, the reader
WOULD INFER THAT THE VOCATIONAL SERVICE THE TEACHER REPRESENTED INFLUENCES THE TEACHERS' RATING.

2. THE READER WOULD ALSO INFER THAT TEACHERS FROM THIS SERVICE TENDED TO RATE THIS GUIDING STATEMENT HIGHER THAN THE OTHER SERVICES, PARTICULARLY THE VOCATIONAL AGRICULTURE TEACHERS.

3. IF THE T VALUE WAS NEGATIVE AND SIGNIFICANT, THE READER WOULD INFER THAT THE TEACHER FROM THIS SERVICE TENDED TO RATE THE GUIDING STATEMENT LOWER THAN THE TEACHERS FROM THE OTHER TWO SERVICES, PARTICULARLY THE VOCATIONAL AGRICULTURE TEACHERS.

IN ORDER TO ESTABLISH A RELATIVE POSITION FOR THE RATINGS OF THE GUIDING STATEMENTS BY THE VOCATIONAL AGRICULTURE TEACHERS, THE FOLLOWING POINTS SHOULD BE KEPT IN MIND:

1. IF THE T VALUES FOR BOTH THE DISTRIBUTIVE AND TRADE AND INDUSTRIAL EDUCATION TEACHERS ARE POSITIVE, THE RATINGS BY THE VOCATIONAL AGRICULTURE TEACHERS WOULD BE THE LOWEST.


3. IF THE T VALUES ARE NEGATIVE FOR BOTH SERVICES, THE VOCATIONAL AGRICULTURE TEACHERS' RATINGS WERE THE HIGHEST.

INFLUENCE OF SELECTED SITUATIONAL FACTORS AND CHARACTERISTICS ON THE TEACHER'S RATING OF THE GUIDING STATEMENTS

THE FOLLOWING DISCUSSION IS PRESENTED TO GIVE A BRIEF OVERVIEW OF THE INFLUENCE OF SITUATIONAL FACTORS AND CHARACTERISTICS ON THE TEACHERS RATINGS OF THE GUIDING STATEMENTS. ONLY THOSE ITEMS WHICH THE
By interpreting the T values in Table 18 can obtain an indication of the influence on a particular guiding statement by any one of the factors if he so desires.

Distributive education teachers ($X_1$)

A review of Table 18 shows that distributive education teachers rated three of the guiding statements significantly higher than the vocational agriculture teachers. These dealt with: promotion of the program ($Y_4$), definite student selection procedures ($Y_6$), and following up students after graduation ($X_{15}$). It may be noted that the T values for fourteen of the eighteen guiding statements were positive indicating that the distributive education teachers rated over three-fourths of the guiding statements higher than the vocational agriculture teachers.

The negative T value for written training agreements ($Y_9$) indicates that the teachers rated this item lower than vocational agriculture teachers, but the value recorded was not large enough to be significant at the .05 level.

Trade and industrial education teachers ($X_2$)

The trade and industrial education teachers rated three of the guiding statements significantly higher than did the vocational agriculture teachers. These dealt with: definite procedures for screening and selecting students ($Y_6$), the need for adequate instructional materials ($Y_{11}$), and the responsibility of the employer in providing on-the-job instruction ($Y_{14}$). Thirteen of the guiding statements had positive T values indicating that the trade and industrial teachers gave these statements higher ratings than the vocational agriculture teachers did.
**Number of Years of Teaching Experience (X_3)**

A review of the t values in Table 18 shows that only one of the guiding statements was significantly influenced by the years of teaching experience possessed by the teachers (X_3). This statement dealt with the importance of keeping records and reports (Y_15). The negative value infers that the teachers with more experience did not feel an adequate system of keeping records and reports was as important as did those with less experience.

Since two-thirds of the guiding statements had negative values, one can infer that the more experienced teachers did not tend to rate the guiding statements as high as the lesser experienced teachers.

**Number of Years of Occupational Experience (X_4)**

It appears significant to the writer that the number of years of occupational experience gained by the teachers did not significantly influence the ratings of any of the guiding statements. Although the value of occupational experience to vocational teachers is well known, this may indicate that longer periods of occupational experience are not necessary to teach in a cooperative program since the teachers with less experience in this area tended to be in agreement with those with more experience in respect to the importance of the guiding statements.

**Population of Town in Which Program Was Located (X_5)**

The population of the town in which the program was located had a significant influence on the rating of one of the guiding statements. This was the statement concerning a community business survey (Y_3). The negative value infers that teachers in larger towns did not place as much importance on this statement.
Since one important function of a survey is to locate possible training stations, the probable reason these teachers rated this statement lower was because they have many more businesses from which to select their training stations. As a result, they do not need to survey the entire community. It also stands to reason that a comprehensive community survey would be much more difficult to conduct in the larger towns.

**High School Enrollment (X6)**

The importance of keeping records and reports (Y15) was the only guiding statement significantly influenced by the size of the high school. The positive value infers that teachers in the larger schools assigned more importance to this area. This appears to be a reasonable finding since the teachers in larger school systems generally are required to maintain more records and reports in order to inform the greater number of school administrative personnel. Therefore, their experience in maintaining a greater number of required school reports and records could have caused them to recognize their value and rate the value of records and reports for a cooperative program higher.

It also appears that the teachers in larger schools assigned more importance to the guiding statements as a whole, since fifteen of the eighteen T values had a positive value.

**Number of Years a Cooperative Work Experience Program Has Been Provided (X7)**

The length of time the cooperative program had been in operation significantly influenced the following three guiding statements: use of an advisory committee (Y2), promotion of the program (Y4), and the placement of students in training stations (Y7). In each of these, a
NEGATIVE T VALUE WAS RECORDED INDICATING THAT THE TEACHERS IN THE NEWER PROGRAMS ASSIGNED MORE IMPORTANCE TO THESE GUIDING STATEMENTS.

THE HIGHER RATING OF PROMOTIONAL ACTIVITIES BY THE TEACHERS IN THE NEWER PROGRAMS SEEMS LOGICAL SINCE THE IMPORTANCE OF PROMOTING THE PROGRAM IS MOST CRITICAL WHEN IT IS IN ITS FIRST YEARS OF OPERATION. THE VALUE OF ADVISORY COMMITTEES IN HELPING GUIDE AND PROMOTE THE PROGRAMS IS ALSO GREATER FOR THE NEWLY ORGANIZED PROGRAM AND THESE DATA SEEMED TO INDICATE THAT THE TEACHERS IN THE NEWER PROGRAMS RECOGNIZE THIS FACT.

THE TEACHERS CONDUCTING PROGRAMS THAT WERE ESTABLISHED FOR LONGER PERIODS OF TIME APPARENTLY RATED THE IMPORTANCE OF USING DEFINITE PROCEDURES IN THE PLACEMENT OF STUDENTS IN TRAINING STATIONS LOWER BECAUSE THEY ARE MOST LIKELY PLACING STUDENTS WITH EMPLOYERS WHO HAVE HAD PREVIOUS EXPERIENCE. AS A RESULT, THE EMPLOYER IS MUCH MORE KNOWLEDGEABLE CONCERNING HIS SPECIFIC DUTIES AND THE REQUIREMENTS OF THE STUDENT.

NUMBER OF MONTHS TEACHERS WERE EMPLOYED ($X_8$)

THE NUMBER OF MONTHS TEACHERS WERE EMPLOYED PER YEAR APPARENTLY HAD LITTLE EFFECT ON THEIR RATING OF GUIDING STATEMENTS FOR COOPERATIVE WORK EXPERIENCE. THIS ASSUMPTION IS MADE ON THE BASIS THAT NONE OF THE T VALUES FOR THIS VARIABLE WERE SIGNIFICANT AT THE .05 LEVEL.

STUDENTS WORKING DURING SCHOOL HOURS ($X_9$)

THOSE TEACHERS CONDUCTING PROGRAMS IN SCHOOLS THAT PERMITTED STUDENTS TO WORK DURING SCHOOL HOURS RATED TWO OF THE GUIDING STATEMENTS SIGNIFICANTLY HIGHER. THESE DEALT WITH WRITTEN TRAINING AGREEMENTS ($Y_9$), AND THE RESPONSIBILITY OF EMPLOYERS IN PROVIDING ON-THE-JOB INSTRUCTION.
The reader must remember, as pointed out previously, that a negative T value for this and the remaining variable indicates that teachers utilizing the variable rated the statement higher.

_Students members of unions (X_{10})_

The T values for variable \( (X_{10}) \) --students members of unions-- indicates that the rating for one guiding statement was significantly influenced by this variable. This statement dealt with the importance of using an advisory committee \( (Y_2) \).

One of the most effective ways of cooperating with unions is through the use of an advisory committee. By permitting organized labor to serve on this committee they are generally much more enthusiastic about promoting and encouraging the program. This could be the reason that teachers with students as members of unions rated the importance of an advisory committee higher than those teachers who did not have this contact with organized labor.

_Use of an advisory committee (X_{11})_

As would be expected, those teachers who were utilizing the services of advisory committees rated the importance of the guiding statement concerning an advisory committee \( (Y_2) \) much higher than those who did not have an organized committee in operation. The fact that teachers with an advisory committee in operation rated their importance significantly higher indicates that if more teachers would take the time to properly organize a committee for their programs, they would probably see how beneficial they can be in a program of this type.

It may be noted that these teachers also rated the importance of a written training plan \( (Y_3) \) significantly higher than the other teachers.
USE OF A WRITTEN POLICY STATEMENT \((X_{12})\)

Teachers who had a written policy statement to help in administering the program rated two of the guiding statements significantly higher than the remaining teachers. These dealt with the importance of a written policy statement \((Y_1)\), and the importance of definite policies and procedures for placing students in training stations \((Y_7)\).

It seems logical that teachers with established policy statements would rate the importance of the statement dealing with this area higher. Since the standards and procedures for placing students in training stations should compose one of the major areas of a written policy statement, it is also understandable why these teachers rated the importance of definite standards and policies for student placement higher.

STUDENT SELECTION PROCEDURES \((X_{13})\)

The variable concerning definite standards for screening and selecting students \((X_{13})\) did not significantly influence the rating of any of the guiding statements. Therefore, the utilization of this procedure apparently had little effect on the teachers' concept of the importance of the items associated with planning and conducting cooperative work experience programs.

It may be noted that the rating of the teachers who used definite student selection procedures was almost the same as those who did not employ definite selection procedures. This could infer that even though teachers did not use student selection procedures, which in many cases may be due to existing conditions on the local level, they did recognize the importance of using this important procedure in planning and conducting cooperative programs.
INDIVIDUAL WRITTEN TRAINING PLANS ($X_{14}$)

A review of the t values in Table 18 reveals that the independent variable ($X_{14}$)—use of written training plans—had more influence on the rating of the guiding statements than any of the other variables. The rating of one-half of the guiding statements was significantly influenced by this variable. The negative t value indicates that the teachers who utilized written training plans rated the importance of all nine of these guiding statements higher than did the other teachers.

It may be noted that all of the t values for this variable, whether significant at the .05 level or not, were negative. This indicates that teachers who required written training plans rated all of the guiding statements higher than did the other teachers.

STUDENT FOLLOW-UP AFTER GRADUATION ($X_{15}$)

The use of follow-up procedures for graduated students ($X_{15}$) significantly influenced the rating of one guiding statement. This statement dealt with the promotion of the program ($Y_{14}$).

The negative t value indicates that teachers who utilized student follow-up procedures placed more importance on the promotion of the program than teachers who did not follow-up their students.

It may be noted that although teachers who utilized follow-up procedures rated the guiding statement concerning student follow-up higher, the difference was not sufficient to be significant at the .05 level.

WRITTEN TRAINING AGREEMENTS ($X_{16}$)

Teachers who used written training agreements rated the importance of four of the guiding statements significantly higher. These
STATEMENTS DEALT WITH: THE USE OF WRITTEN TRAINING PLANS \((Y_8)\), THE USE OF WRITTEN TRAINING AGREEMENTS \((Y_9)\), THE RESPONSIBILITY OF EMPLOYERS FOR TRAINING \((Y_{14})\), AND EVALUATION OF THE STUDENT \((Y_{16})\).

It is understandable why these teachers would rate the use of written agreements higher, since they probably would not be using them if they did not feel they were of real importance. It is also reasonable to assume that they would rate the other three guiding statements higher since a written agreement would most likely contain provisions concerning these three areas.

**Program Evaluation \((X_{17})\)**

Based on the \(t\) values in Table 18, it appears that conducting a yearly evaluation of the cooperative program does not significantly influence teachers' ratings of procedures associated with planning and conducting the program. As can be seen, none of the \(t\) values for this variable were significant at the .05 level.

It may be noted that the number of positive and negative values were almost equal. This indicates that there is no apparent influence on the rating of the importance of the guiding statements as a whole by this variable.

**Yearly Community Business Survey \((X_{18})\)**

Those teachers who conducted a yearly community business survey rated two of the guiding statements significantly higher than teachers not utilizing this procedure. These statements dealt with the yearly survey \((Y_3)\) and the follow-up of students after graduation \((Y_{17})\). These two statements are directly related and it appears logical that teachers conducting community surveys would more readily recognize the
VALUE OF THESE PROCEDURES AND RATE THEIR IMPORTANCE HIGHER THAN THOSE WHO WERE NOT.

IT IS NOTEWORTHY THAT ALL OF THE T VALUES FOR THIS VARIABLE WERE NEGATIVE. THIS INDICATES THAT THOSE TEACHERS CONDUCTING COMMUNITY SURVEYS RATED ALL OF THE GUIDING STATEMENTS HIGHER THAN THE OTHER TEACHERS.

**Training Station Selection Procedures (X19)**

Three of the ratings on the guiding statements were significantly influenced by the variable (X19)—definite standards for selecting training stations. These dealt with the importance of using standards for selecting training stations (Y6), the importance of adequate and appropriate facilities (Y10), and supervision by the teacher-coordinator (Y13).

The negative T value for the statement concerning selecting training stations indicates that teachers who utilized this procedure rated its importance higher than those who used no definite standards and procedures.

The positive T value for the other two statements indicates that the teachers who used definite procedures in selecting training stations did not rate the importance of adequate school facilities and supervision by the teacher-coordinator as high as the other teachers.

It is possible that these teachers did not rate these statements as high since they can impose standards dealing with modern facilities and supervision by the employer when they select training stations. If these criteria are met through the selection of training stations, the importance of adequate school facilities and teacher supervision would not be as great.
**Budget for the Program (X_{20})**

Having a definite budget for the operation of a cooperative program did not influence the teachers' ratings of any of the guiding statements. None of the t values for this variable were significant and since the positive and negative values were almost equal, this variable seems to have little influence on the rating of importance of the guiding statements as a whole.
CHAPTER VII

GUIDELINES FOR PLANNING AND CONDUCTING COOPERATIVE WORK EXPERIENCE IN OFF-FARM AGRICULTURE

This chapter presents an analysis of the ratings of guiding statements for planning and conducting cooperative work experience and procedural items associated with each of these statements by distributive, trade and industrial, and agricultural teachers conducting cooperative work experience programs.

Since little previous research has been conducted by agricultural educators concerning planning and conducting cooperative work experience, the writer formulated the guiding statements by relying on his experience working with programs utilizing cooperative work experience in vocational agriculture and by reviewing the research and literature on this subject. The validation of the guiding statements has been presented in Chapter IV. It is the purpose of this chapter to present an analysis of the ratings of these statements by the three groups of teachers.

It was also within the scope of this study to identify those procedural items that would enable teachers to carry out the intent of the guiding statements. These were formulated in much the same way as the guiding statements. An analysis of the teachers' ratings of these procedural items is also included in this chapter.

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Interpreting the Statistical Findings

As explained in Chapter II, the mean was chosen as the method to obtain a measure of central tendency. In referring to the mean scores in the tables presented in this chapter, the reader should remember that the following scale was used in assigning an importance rating:

<table>
<thead>
<tr>
<th>Importance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extreme</td>
<td>4</td>
</tr>
<tr>
<td>Considerable</td>
<td>3</td>
</tr>
<tr>
<td>Some</td>
<td>2</td>
</tr>
<tr>
<td>Limited</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
</tr>
</tbody>
</table>

When interpreting the standard deviation listed in the tables, the reader will recall that standard deviation is a measure of dispersion. In other words, this measure gives an indication of the variability on the ratings of the respondents. The larger the standard deviation, the greater the variability or range of the responses. Therefore, the reader may assume that when a standard deviation is large there was less agreement in the ratings assigned by the teachers. Conversely, when a standard deviation is small, it indicates a homogeneity in the ratings of importance assigned by the teachers.

The F test was chosen to determine if there were a significant difference in the ratings of the three groups of teachers. The following values are needed to indicate a significant difference: 3.04 for the .05 level of confidence and 4.71 for the .01 level of confidence. If an F value was greater than 3.04, the reader may assume that the ratings assigned by the three groups of teachers did significantly differ.

1Blalock, p. 453-54.
Teachers' Ratings of Guiding Statements for Planning and Conducting Cooperative Work Experience

An analysis of the teachers' ratings of the guiding statements is presented in Table 19.

It seems noteworthy that the mean rating of the combined groups of teachers was over three for each of the guiding statements. With the exception of the rating on the importance of using written training plans by the distributive education teachers, the same could be said for each individual group of teachers. This rating was very near 3 with a score of 2.97.

Since a rating of three indicated that the statement was of considerable importance and since all the statements received a combined rating higher than this, one may conclude that the guiding statements, as proposed by the writer, are valid and can be used as broad guidelines for teachers to use in planning and conducting cooperative work experience programs.

The validity of the statements identified by the writer can further be supported by the fact that two-thirds of the guiding statements received a rating over 3.5. This would indicate that teachers felt that the guidelines suggested by these statements are of extreme importance in planning and conducting cooperative work experience programs.

Another noteworthy factor evident in Table 19 is the high degree of agreement as to the relative importance assigned to the various statements by the three groups of teachers. The ratings on only two of the guiding statements significantly differed. These statements dealt with student selection procedures and follow-up of students after graduation.
### TABLE 19: Teachers’ Ratings of Guiding Statements for Planning and Conducting Cooperative Work Experience Programs

<table>
<thead>
<tr>
<th>Guiding Statement</th>
<th>Teachers’ Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>A concerted effort should be exerted by the teacher-coordinator to insure that the interest of both the student and the employer is considered when a student is placed for employment in a training station.</td>
<td>3.75</td>
<td>3.78</td>
<td>3.70</td>
</tr>
<tr>
<td>The school should have a definite plan for screening and selecting students that conforms to local school policies, satisfies cooperating employers, and meets student needs.</td>
<td>3.82</td>
<td>3.83</td>
<td>3.62</td>
</tr>
</tbody>
</table>

<sup>A</sup>AN = 67  
<sup>B</sup>N = 60  
<sup>C</sup>N = 130  
<sup>D</sup>Significant at the .05 level of confidence.
### Table 19—Continued

<table>
<thead>
<tr>
<th>Guiding Statement</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive</td>
<td>Trade and Industrial</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Systematic and comprehensive efforts should be made to promote the program to students, school personnel, and the public.</td>
<td>3.82</td>
<td>3.75</td>
<td>3.61</td>
</tr>
<tr>
<td>Achievement in both classroom related instruction and performance on the job should be considered in evaluating students.</td>
<td>3.87</td>
<td>3.72</td>
<td>3.58</td>
</tr>
<tr>
<td>The teacher-coordinator should have an organized and systematic plan for visiting students at their training stations so that related classroom instruction can be correlated with on-the-job training.</td>
<td>3.69</td>
<td>3.72</td>
<td>3.66</td>
</tr>
</tbody>
</table>

\[ A_N = 67 \]

\[ B_N = \]

\[ G_N = 130 \]
TABLE 19.—Continued

<table>
<thead>
<tr>
<th>Guiding Statement</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
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<tbody>
<tr>
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<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>The school should provide sufficient instructional materials to supplement the teaching of related classroom instruction and reference material related to the areas of work in which students are being trained.</td>
<td>3.73</td>
<td>3.87</td>
<td>3.54</td>
</tr>
<tr>
<td>A well planned and systematic method of selecting training stations which considers definite standards and criteria should be employed to insure the best possible training environment for the student.</td>
<td>3.69</td>
<td>3.63</td>
<td>3.66</td>
</tr>
</tbody>
</table>

<sup>A</sup>N = 67  
<sup>B</sup>N = 60  
<sup>C</sup>N = 130
TABLE 19.—Continued

<table>
<thead>
<tr>
<th>Guiding Statement</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>Certain records and reports should be kept to help insure sound operation of a vocational cooperative work experience program.</td>
<td>3.70</td>
<td>3.72</td>
<td>3.61</td>
</tr>
<tr>
<td>The related classroom instruction should be organized and planned so as to provide the information and experience which is not taught on the job and is necessary for students to progress in the various occupations.</td>
<td>3.67</td>
<td>3.80</td>
<td>3.54</td>
</tr>
<tr>
<td>The vocational cooperative work experience program should practice a continuous and planned program of evaluation.</td>
<td>3.66</td>
<td>3.62</td>
<td>3.60</td>
</tr>
</tbody>
</table>

<sup>A</sup><sub>N = 67</sub>  
<sup>B</sup><sub>N = 60</sub>  
<sup>C</sup><sub>N = 130</sub>
TABLE 19—Continued

<table>
<thead>
<tr>
<th>Guiding Statement</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>A WRITTEN LOCAL POLICY STATEMENT SHOULD BE DEVELOPED TO HELP IN ADMINISTERING COOPERATIVE WORK EXPERIENCE.</td>
<td>3.60</td>
<td>3.42</td>
<td>3.57</td>
</tr>
<tr>
<td>ADEQUATE AND APPROPRIATE FACILITIES ARE ESSENTIAL AND SHOULD BE MADE AVAILABLE IN SCHOOLS CONDUCTING VOCATIONAL COOPERATIVE WORK EXPERIENCE PROGRAMS.</td>
<td>3.69</td>
<td>3.68</td>
<td>3.39</td>
</tr>
<tr>
<td>EMPLOYERS SHOULD HAVE THE RESPONSIBILITY OF PROVIDING ADEQUATE AND TIMELY INSTRUCTION AND SUPERVISION OF THE STUDENT WHILE THEY ARE WORKING IN THE TRAINING STATION.</td>
<td>3.46</td>
<td>3.63</td>
<td>3.40</td>
</tr>
</tbody>
</table>

<sup>A</sup>\(N = 67\)  
<sup>B</sup>\(N = 60\)  
<sup>C</sup>\(N = 130\)
TABLE 19.--CONTINUED

<table>
<thead>
<tr>
<th>Guiding Statement</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive(^A)</td>
<td>Trade and Industrial(^B)</td>
<td>Agriculture(^C)</td>
</tr>
<tr>
<td>The school maintains an organized system of &quot;following up&quot; cooperative work experience students after graduation.</td>
<td>3.58</td>
<td>3.42</td>
<td>3.35</td>
</tr>
<tr>
<td>A written training plan which lists the learning activities the student should engage in at the training station should be developed to serve as a guide to the employer in offering on-the-job instruction and to the teacher-coordinator in planning and teaching related instruction.</td>
<td>3.22</td>
<td>3.50</td>
<td>3.48</td>
</tr>
</tbody>
</table>

\(^A\)\(^N\) = 67  
\(^B\)\(^N\) = 60  
\(^C\)\(^N\) = 130  
\(^D\)Significant at the .05 level of confidence.
### TABLE 19—CONTINUED

<table>
<thead>
<tr>
<th>Guiding Statement</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>A survey of the appropriate businesses and firms in the community should be conducted before students are placed in training stations.</td>
<td>3.37</td>
<td>3.15</td>
<td>3.52</td>
</tr>
<tr>
<td>A written agreement between the school and the employer which lists specific responsibilities of the parties or individuals involved should be developed for students placed in cooperative work experience.</td>
<td>2.97</td>
<td>3.48</td>
<td>3.42</td>
</tr>
<tr>
<td>An advisory committee should be organized to give guidance and direction to the teacher coordinator.</td>
<td>3.10</td>
<td>3.00</td>
<td>3.03</td>
</tr>
</tbody>
</table>

<sup>A</sup><sub>N = 67</sub>  
<sup>B</sup><sub>N = 60</sub>  
<sup>C</sup><sub>N = 130</sub>
The high degree of agreement by the three groups of teachers as to the importance of the guiding statements indicates that even though vocational agriculture teachers had less experience with cooperative programs, they apparently were quite familiar with the basic guidelines that must be followed in planning and conducting these programs. This also indicates that no matter what basic area the training is centered around, whether it be agriculture or distribution, the basic guidelines for planning and conducting cooperative programs are similar.

The low rating assigned to the importance of utilizing an advisory committee was quite surprising to the writer. As can be seen, the rating for this statement was considerably lower than the rating for any of the other statements. This seems difficult to explain since the value of an advisory committee to this type of program has been reaffirmed by numerous persons. However, since almost one-half of the teachers responding did not utilize a committee for their program, this rating may be understandable. The relatively high standard deviation score, plus the fact that Table 17 indicated that the existence of an advisory committee influenced the rating of this guiding statement, would lead one to believe that if the teachers involved would have exerted the effort to establish a committee they would have rated this statement much higher.

In 1952, Kohrman conducted a study which surveyed teachers conducting business, distributive, and industrial programs and found that these teachers rated the importance of an advisory committee at 2.6 on
A scale with 3 as the maximum. This was somewhat higher than the rating of the teachers involved in this study. However, 70 percent of the teachers involved in Kohrman's study utilized an advisory committee and this may account for the higher rating.

The standard deviation score on guiding statement nine dealing with the use of written training agreements is also quite high. This would indicate that not all teachers were in agreement as to the degree of importance of written training agreements. They appear to meet with the least amount of favor among the distributive education teachers since this statement was ranked lowest by them.

It seems noteworthy to point out that the guiding statements ranking in the first ten on the mean rating of importance showed a very small range in their scores. In other words, the guiding statements that ranked tenth had a mean score of only about one-tenth of a point lower than the statement with the highest rating. The reader should keep this point in mind. Even though a statement did rank ninth or tenth, it still had a score which was rated very close to the importance assigned the top ranking guiding statement.

An Analysis of the Teachers' Ratings of the Procedural Items Associated With Carrying Out the Intent of the Guiding Statements

Since the basic purpose of this study was to develop guidelines for planning and conducting cooperative programs, the writer concluded that more was needed than the broad guiding statements. To be most

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USEFUL TO TEACHERS AND ADMINISTRATORS ON THE LOCAL LEVEL, ACTIVITIES AND PROCEDURES SHOULD BE IDENTIFIED TO HELP PERSONS CARRY OUT THE INTENT OF THE GUIDING STATEMENTS. THIS SECTION PRESENTS AN ANALYSIS OF THE TEACHERS' RATINGS OF VARIOUS PROCEDURES ASSOCIATED WITH EACH OF THE GUIDING STATEMENTS.

**Teachers' Ratings of the Procedures Associated with a Written Policy Statement for Cooperative Work Experience Programs: Guiding Statement**

An analysis of the items that should be included in a written policy statement is presented in Table 20. It seems significant that sixteen of the nineteen items received a combined rating over three. This indicates that these items, in the opinion of the teachers, have considerable importance and should be included in a written policy statement.

It seems noteworthy that the teachers representing the three vocational services were in agreement as to the importance of eleven of the items, since no significant difference was found on their ratings of these procedures.

Three of the procedures received a rating below three. These dealt with: organizing an advisory committee, regulations for student wages, and membership in youth organizations. Apparently teachers felt that provisions for membership in youth organizations should be a part of the organization’s constitution and not included in school policy, since this procedure received a relatively low rating. Although the teachers did significantly differ on the importance of this item, all groups rated it below 2.7 with the vocational agriculture teachers rating this item below 2.
TABLE 20.—TEACHERS’ RATINGS OF THE PROCEDURES ASSOCIATED WITH A WRITTEN POLICY STATEMENT FOR COOPERATIVE WORK EXPERIENCE—GUIDING STATEMENT 1

<table>
<thead>
<tr>
<th>Provisions to be Included</th>
<th>Teachers’ Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>1. Objectives of the program.</td>
<td>3.82</td>
<td>3.76</td>
<td>3.62</td>
</tr>
<tr>
<td>2. Responsibility for student safety and liability.</td>
<td>3.46</td>
<td>3.61</td>
<td>3.64</td>
</tr>
<tr>
<td>3. Administrative relationships.</td>
<td>3.53</td>
<td>3.75</td>
<td>3.50</td>
</tr>
<tr>
<td>4. Selection standards for students.</td>
<td>3.65</td>
<td>3.45</td>
<td>3.37</td>
</tr>
<tr>
<td>5. Standards for supervision by the teacher-coordinator</td>
<td>3.51</td>
<td>3.59</td>
<td>3.37</td>
</tr>
<tr>
<td>6. Time and travel allowances for the teacher-coordinator.</td>
<td>3.39</td>
<td>3.56</td>
<td>3.41</td>
</tr>
<tr>
<td>7. Age of students to be enrolled.</td>
<td>3.57</td>
<td>3.80</td>
<td>3.19</td>
</tr>
</tbody>
</table>

<sup>A</sup>N = 79  
<sup>B</sup>N = 71  
<sup>C</sup>N = 150  
<sup>D</sup>Significant at the .05 level of confidence.  
<sup>E</sup>Significant at the .01 level of confidence.
### TABLE 20.—CONTINUED

<table>
<thead>
<tr>
<th>Provisions to be Included</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;b&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;c&lt;/sup&gt;</td>
</tr>
<tr>
<td>8. School time provided for on-the-job instruction.</td>
<td>3.61</td>
<td>3.83</td>
<td>3.13</td>
</tr>
<tr>
<td>9. Financing of the program.</td>
<td>3.37</td>
<td>3.38</td>
<td>3.30</td>
</tr>
<tr>
<td>10. Content of related instruction.</td>
<td>3.28</td>
<td>3.42</td>
<td>3.17</td>
</tr>
<tr>
<td>11. Standards for supervision and instruction by employer.</td>
<td>3.30</td>
<td>3.24</td>
<td>3.19</td>
</tr>
<tr>
<td>12. Requirements for student training plans.</td>
<td>3.03</td>
<td>3.28</td>
<td>3.29</td>
</tr>
<tr>
<td>13. Length of student on-the-job training period.</td>
<td>3.10</td>
<td>3.28</td>
<td>3.07</td>
</tr>
</tbody>
</table>

<sup>a</sup>N = 79

<sup>b</sup>N = 71

<sup>c</sup>N = 150

<sup>d</sup>Significant at the .05 level of confidence.

<sup>e</sup>Significant at the .01 level of confidence.
<table>
<thead>
<tr>
<th>Provisions to be included</th>
<th><strong>Teachers' Mean Rating</strong></th>
<th>Standard Deviation</th>
<th><strong>F</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Distributive</strong></td>
<td><strong>Trade and Industrial</strong></td>
<td><strong>Agriculture</strong></td>
</tr>
<tr>
<td>14. Standards for facilities and instructional materials.</td>
<td>3.14</td>
<td>3.26</td>
<td>3.02</td>
</tr>
<tr>
<td>15. Minimum and maximum size of classes.</td>
<td>3.10</td>
<td>3.07</td>
<td>3.06</td>
</tr>
<tr>
<td>16. Length of classroom instruction periods.</td>
<td>3.04</td>
<td>3.38</td>
<td>2.93</td>
</tr>
<tr>
<td>17. Organizing and using an advisory committee.</td>
<td>3.03</td>
<td>2.82</td>
<td>2.76</td>
</tr>
<tr>
<td>18. Regulations for student wages.</td>
<td>2.48</td>
<td>2.34</td>
<td>2.56</td>
</tr>
<tr>
<td>19. Membership in youth organizations.</td>
<td>2.67</td>
<td>2.27</td>
<td>1.95</td>
</tr>
</tbody>
</table>

$^A N = 79$

$^B N = 71$

$^C N = 150$

$^e$Significant at the .01 level of confidence.
The importance of including the objectives of a cooperative program in a written policy statement is substantiated by the fact that this procedure received a considerably higher rating than any of the other items. This seems logical since this program does differ in its objectives from the traditional academic class. The intent and purpose of the program can be made known to administrators, teachers, employers, parents, students, and others interested in the program by including the objectives in a written policy statement.

The reader will recall that the survey instrument was designed to enable teachers to record procedures that they thought were important but were not included in the survey instrument. Very few were added in regard to this section. However, two procedures were mentioned by more than one teacher. These procedures recommended policies concerning a coordinated student placement program where more than one school was located in a city and policies dealing with the procedures for grading students.

Although these policies may not have application in all programs, the writer realizes that they would be of definite benefit under certain local conditions.

Teachers' ratings of the procedures associated with utilizing an advisory committee:

Guiding Statement 2

Table 21 presents an analysis of the teachers' ratings of the procedures associated with organizing and utilizing an advisory committee for cooperative programs. As can be seen, the majority of the items did not receive a rating of three. However, the reader will recall that this guiding statement was rated lowest by the teachers.
<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>1. Should include representatives of business, labor, and the public.</td>
<td>2.88</td>
<td>3.47</td>
<td>3.38</td>
</tr>
<tr>
<td>2. Should be involved in publicizing and promoting the program.</td>
<td>3.19</td>
<td>3.25</td>
<td>2.97</td>
</tr>
<tr>
<td>3. Should help determine community situations and needs.</td>
<td>3.07</td>
<td>3.15</td>
<td>3.06</td>
</tr>
<tr>
<td>4. Should help evaluate the program.</td>
<td>2.96</td>
<td>3.08</td>
<td>3.08</td>
</tr>
<tr>
<td>5. Should help develop employment opportunities.</td>
<td>3.11</td>
<td>3.05</td>
<td>2.97</td>
</tr>
</tbody>
</table>

<sup>A</sup><sub>N = 75</sub>  
<sup>B</sup><sub>N = 73</sub>  
<sup>C</sup><sub>N = 156</sub>  
<sup>E</sup>Significant at the .01 level of confidence.
<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DISTRIBUTIVE(^A)</td>
<td>TRADE AND INDUSTRIAL(^B)</td>
<td>AGRICULTURE(^C)</td>
</tr>
<tr>
<td>6. Should provide guidance in wage and hour problems.</td>
<td>2.61</td>
<td>2.75</td>
<td>2.63</td>
</tr>
<tr>
<td>7. Should be involved in conducting a community survey.</td>
<td>2.47</td>
<td>2.58</td>
<td>2.62</td>
</tr>
<tr>
<td>8. Should help secure resource persons for classroom instruction.</td>
<td>2.88</td>
<td>2.55</td>
<td>2.22</td>
</tr>
<tr>
<td>9. Should be appointed or approved by the local school board.</td>
<td>1.80</td>
<td>2.45</td>
<td>2.76</td>
</tr>
</tbody>
</table>

\(^A\)\(N = 75\)
\(^B\)\(N = 73\)
\(^C\)\(N = 156\)

\(^D\)Significant at the .05 level of confidence.

\(^E\)Significant at the .01 level of confidence.
### TABLE 21.--CONTINUED

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Distributive A</td>
<td>Trade and Industrial B</td>
<td>Agriculture C</td>
<td>Combined Groups</td>
</tr>
<tr>
<td>10. Should help locate training stations.</td>
<td>2.20</td>
<td>2.38</td>
<td>2.56</td>
</tr>
<tr>
<td>11. Should be involved in setting local training standards.</td>
<td>2.51</td>
<td>2.42</td>
<td>2.33</td>
</tr>
<tr>
<td>12. Should be involved in determining course content.</td>
<td>2.16</td>
<td>2.34</td>
<td>2.40</td>
</tr>
<tr>
<td>13. Should be involved in setting standards for student selection.</td>
<td>2.21</td>
<td>2.25</td>
<td>2.28</td>
</tr>
<tr>
<td>14. Should be involved in selecting classroom equipment.</td>
<td>1.89</td>
<td>1.75</td>
<td>1.82</td>
</tr>
</tbody>
</table>

\[^a_N = 75\]

\[^b_N = 73\]

\[^c_N = 156\]

\[^d\]Significant at the .05 level of confidence.
<table>
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<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive(^a)</td>
<td>Trade and Industrial(^b)</td>
<td>Agriculture(^c)</td>
</tr>
<tr>
<td>15. Should help select and develop instructional materials.</td>
<td>1.84</td>
<td>1.99</td>
<td>1.69</td>
</tr>
</tbody>
</table>

\(^a\)N = 75  
\(^b\)N = 73  
\(^c\)N = 156
This, coupled with the fact that only about one-half of the teachers were actually utilizing a committee for their programs, could account for the lower ratings of these items. The high standard deviation scores also seem to indicate that several of the teachers rated the procedures in this area higher.

It seems noteworthy that the teachers rated the procedure associated with makeup of the committee the highest. This indicates that it is of considerable importance to include representatives of both labor, management, and the general public on the committee.

The teachers also recognized the importance of using an advisory committee in promoting the program, determining community needs, developing employment opportunities, and evaluating the program since these procedures were rated above three.

Although the standard deviation scores are rather high indicating considerable variability in the ratings of the teachers, there was considerable agreement on the degree of importance of these procedures among the three groups of teachers. This conclusion can be drawn by observing that only four of the procedures had an F value sufficiently high to be significant at the .05 level of confidence.

Several suggested procedures were written in by the respondents, but an analysis of these failed to show that any one procedure was recommended by more than one teacher. The writer, therefore, concluded that even though there may be a variety of ways in which an advisory council could be utilized, they would not have broad enough application to be identified as guidelines for all programs.
The teachers' ratings of the procedures associated with conducting a community business survey are presented in Table 22. A considerable variability in the ratings on the various procedures is shown. The mean ratings ranged from a high of 3.71 to a low of 2.29.

It is quite evident that teachers felt that the most important item that should be determined by a community survey was the willingness of the firm to cooperate as a training station. This procedure was rated considerably higher than any of the others listed.

The relatively low ratings assigned to the procedures associated with the minimum or maximum wage that a firm will pay seems significant. This indicates that when determining the desirability of a training station, the monetary benefits that a student may receive is secondary to the educational value of the training.

The lower rating assigned to the procedure associated with determining workmen's compensation or other benefits available to students is difficult to explain. It appears to the writer that the safety, health, and protection of the student should be of paramount importance. Workmen's compensation and other employees' benefits provided by employers provide an indication of the firm's interest in the welfare of its employees. It seems, therefore, that this should be one of the more important items to consider when surveying possible training stations.

The procedures dealing with the total number and classification of the firm's employees were rated as having some importance but did not receive as high a rating as the majority of the procedures.
### TABLE 22: Teachers' ratings of procedures associated with conducting a community business survey—Guiding Statement 3

<table>
<thead>
<tr>
<th>Items to Determine</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>1. Willingness of firm to cooperate as a training station.</td>
<td>3.82</td>
<td>3.61</td>
<td>3.71</td>
</tr>
<tr>
<td>2. Number of jobs available.</td>
<td>3.29</td>
<td>3.40</td>
<td>3.28</td>
</tr>
<tr>
<td>3. Total number of training stations meeting minimum standards.</td>
<td>3.26</td>
<td>3.16</td>
<td>3.35</td>
</tr>
<tr>
<td>4. Existence of labor unions of company policies prohibiting the hiring of student workers.</td>
<td>3.30</td>
<td>3.29</td>
<td>2.99</td>
</tr>
<tr>
<td>5. Names of person to contact for future meetings.</td>
<td>3.17</td>
<td>3.31</td>
<td>3.00</td>
</tr>
</tbody>
</table>

<sup>A</sup><sub>AN = 76</sub>

<sup>B</sup><sub>BN = 72</sub>

<sup>C</sup><sub>CN = 155</sub>

<sup>D</sup>Significant at the .05 level of confidence.
<table>
<thead>
<tr>
<th>Items to Determine</th>
<th>Teachers Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive(^A)</td>
<td>Trade and Industrial(^B)</td>
<td>Agriculture(^C)</td>
</tr>
<tr>
<td>6. Number of new positions available in five years.</td>
<td>2.70</td>
<td>3.05</td>
<td>3.25</td>
</tr>
<tr>
<td>7. Names of personnel capable of serving as on-the-job instructors.</td>
<td>3.04</td>
<td>3.04</td>
<td>3.03</td>
</tr>
<tr>
<td>8. Main function of the firm.</td>
<td>2.96</td>
<td>3.08</td>
<td>3.05</td>
</tr>
<tr>
<td>9. Workmen's compensation and other benefits available to student workers.</td>
<td>2.58</td>
<td>2.97</td>
<td>2.92</td>
</tr>
<tr>
<td>10. Maximum wage available.</td>
<td>2.74</td>
<td>2.50</td>
<td>2.63</td>
</tr>
</tbody>
</table>

\(^A\)\(^N\) = 76
\(^B\)\(^N\) = 72
\(^C\)\(^N\) = 155

\(^D\)Significant at the .05 level of confidence.

\(^E\)Significant at the .01 level of confidence.
TABLE 22.--CONTINUED

<table>
<thead>
<tr>
<th>ITEMS TO DETERMINE</th>
<th>TEACHERS' MEAN RATING</th>
<th>STANDARD DEVIATION</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DISTRIBUTIVE&lt;sup&gt;A&lt;/sup&gt;</td>
<td>TRADE AND INDUSTRIAL&lt;sup&gt;B&lt;/sup&gt;</td>
<td>AGRICULTURE&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>11. Classification of employees.</td>
<td>2.39</td>
<td>2.75</td>
<td>2.72</td>
</tr>
<tr>
<td>12. Willingness of representative of firm to serve on an advisory committee.</td>
<td>2.42</td>
<td>2.56</td>
<td>2.77</td>
</tr>
<tr>
<td>13. Total number of employees.</td>
<td>2.13</td>
<td>2.42</td>
<td>2.33</td>
</tr>
<tr>
<td>14. Maximum wage student workers may receive.</td>
<td>1.97</td>
<td>2.32</td>
<td>2.43</td>
</tr>
</tbody>
</table>

<sup>A</sup> N = 76
<sup>B</sup> N = 72
<sup>C</sup> N = 155

<sup>D</sup> Significant at the .05 level of confidence.
<sup>E</sup> Significant at the .01 level of confidence.
ASSOCIATED WITH CONDUCTING A COMMUNITY BUSINESS SURVEY.

IN REVIEWING THE ADDITIONAL RESPONSES WRITTEN IN BY THE RESPONDENTS, THERE APPEARED TO BE NO DEFINITE PATTERN. A LIMITED NUMBER OF THE TEACHERS SAID THEY THOUGHT THAT A SURVEY SHOULD ONLY BE CONDUCTED IF A NEW PROGRAM WAS BEGINNING. THIS MAY ACCOUNT FOR THE LOW RANK OF THIS GUIDING STATEMENT IN COMPARISON TO THE OTHERS.


Table 23 presents an analysis of the teachers' rating of the procedures associated with promoting a cooperative work experience program. As can be seen, the teachers thought the majority of the items were of considerable importance.

According to the teachers' ratings, the most important procedure used in promoting a cooperative program is individual contact with students and parents. It may be noted that there was a great degree of similarity in the mean rating of this procedure among the three groups of teachers.

The teachers' high rating concerning their responsibility for promoting the program seems significant. This high rating affirms
### TABLE 23. -- Teachers' Ratings of the Procedures Associated with Promoting a Cooperative Work Experience Program -- Guiding Statement 4

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>1. Individual contacts with students and parents.</td>
<td>3.60</td>
<td>3.70</td>
<td>3.67</td>
</tr>
<tr>
<td>2. The teacher-coordinator should assume the major responsibility for promoting the program.</td>
<td>3.78</td>
<td>3.81</td>
<td>3.36</td>
</tr>
<tr>
<td>3. Newspaper announcements and stories.</td>
<td>3.60</td>
<td>3.49</td>
<td>3.37</td>
</tr>
<tr>
<td>4. Talks to teachers and other school personnel.</td>
<td>3.43</td>
<td>3.52</td>
<td>3.40</td>
</tr>
<tr>
<td>5. Talks to civic groups or other organizations.</td>
<td>3.47</td>
<td>3.42</td>
<td>3.36</td>
</tr>
</tbody>
</table>

<sup>A</sup>N = 77
<sup>B</sup>N = 73
<sup>C</sup>N = 151

<sup>E</sup>Significant at the .01 level of confidence.
TABLE 23—Continued

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive</td>
<td>Trade and</td>
<td>Agriculture</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Industrial</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. School publications.</td>
<td>3.58</td>
<td>3.51</td>
<td>3.17</td>
</tr>
<tr>
<td>7. Letters of appreciation to employers and</td>
<td>3.48</td>
<td>3.14</td>
<td>3.31</td>
</tr>
<tr>
<td>parents.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Recognition certificates to employers and</td>
<td>3.19</td>
<td>2.99</td>
<td>3.14</td>
</tr>
<tr>
<td>on-the-job instructors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Letters to students and parents.</td>
<td>3.01</td>
<td>2.96</td>
<td>3.17</td>
</tr>
<tr>
<td>10. School exhibits, tours, and projects.</td>
<td>3.10</td>
<td>2.84</td>
<td>3.01</td>
</tr>
</tbody>
</table>

\[A_N = 77\]
\[B_N = 73\]
\[C_N = 151\]

\[D\text{Significant at the .05 level of confidence.}\]

\[E\text{Significant at the .01 level of confidence.}\]
<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive^A</td>
<td>Trade and Industrial^B</td>
<td>Agriculture^C</td>
</tr>
<tr>
<td>11. Employer-employee banquet.</td>
<td>3.48</td>
<td>3.34</td>
<td>2.56</td>
</tr>
<tr>
<td>12. Free radio or television time.</td>
<td>3.10</td>
<td>2.88</td>
<td>2.77</td>
</tr>
<tr>
<td>13. School assembly programs.</td>
<td>3.03</td>
<td>3.11</td>
<td>2.68</td>
</tr>
<tr>
<td>14. A section in the school yearbook.</td>
<td>2.96</td>
<td>3.08</td>
<td>2.25</td>
</tr>
<tr>
<td>15. Employers' newspaper ads.</td>
<td>2.64</td>
<td>2.41</td>
<td>2.51</td>
</tr>
</tbody>
</table>

^A N = 77
^B N = 73.
^C N = 151

^D Significant at the .05 level of confidence.
^E Significant at the .01 level of confidence.
THE FACT THAT PROMOTING THE PROGRAM IS ONE OF THE MAJOR RESPONSIBILITIES OF A TEACHER-COORDINATOR. IT SEEMS NOTEWORTHY THAT THE VOCATIONAL AGRICULTURE TEACHERS RATED THIS ITEM SIGNIFICANTLY LOWER THAN THE OTHER TWO GROUPS OF TEACHERS. AS CAN BE SEEN, THE DISTRIBUTIVE AND TRADE AND INDUSTRIAL EDUCATION TEACHERS RANKED THIS PROCEDURE HIGHEST OF THOSE LISTED IN THIS SECTION.

THERE WAS ALSO A CONSIDERABLE DIFFERENCE IN THE RATING BY THE VOCATIONAL AGRICULTURE TEACHERS CONCERNING THE IMPORTANCE OF UTILIZING THE SCHOOL YEARBOOK IN PROMOTING THE PROGRAM. THE DISTRIBUTIVE AND TRADE AND INDUSTRIAL TEACHERS RATED THIS PROCEDURE AS BEING OF CONSIDERABLE IMPORTANCE. THIS IS DIFFICULT TO EXPLAIN. APPARENTLY DISTRIBUTIVE AND TRADE AND INDUSTRIAL EDUCATION TEACHERS, WHO ARE NORMALTY IN THE LARGER SCHOOLS, HAVE TAKEN MORE ADVANTAGE OF SCHOOL CONNECTED PROMOTIONAL ACTIVITIES SINCE THEY ALSO RATED THE IMPORTANCE OF OTHER SCHOOL PUBLICATIONS AND ASSEMBLY PROGRAMS SIGNIFICANTLY HIGHER.

THE IMPORTANCE OF UTILIZING AN EMPLOYER-EMPLOYEE BANQUET ALSO MET WITH CONSIDERABLE DIFFERENCE OF OPINION. THE RELATIVELY LOW RATING BY THE VOCATIONAL AGRICULTURE TEACHERS INDICATES THAT THEY HAVE NOT RECOGNIZED THE PUBLIC RELATION VALUE OF SUCH AN ACTIVITY. IT IS THE WRITER'S OPINION THAT VOCATIONAL AGRICULTURE TEACHERS SHOULD BE INFORMED OF THE IMPORTANCE OF THIS TYPE OF ACTIVITY SINCE THE TEACHERS FROM OTHER VOCATIONAL SERVICES WITH MORE EXPERIENCE IN CONDUCTING COOPERATIVE PROGRAMS RATE THE IMPORTANCE OF THIS PROCEDURE MUCH HIGHER.

A LIMITED NUMBER OF TEACHERS INDICATED THAT OTHER PROCEDURES NOT LISTED ON THE SURVEY INSTRUMENT SHOULD BE USED IN PROMOTING THE PROGRAM. THOSE WITH A RATING OF FOUR WERE: PROVIDING AWARDS TO OUTSTANDING STUDENTS AND EMPLOYERS, USING A HALL BULLETIN BOARD AND
DISPLAY WINDOW, TALKS TO JUNIOR HIGH SCHOOL STUDENTS, AND HAVING EMPLOYERS TALK AT MEETINGS AND BANQUETS.

Teachers' Ratings of the Procedures Associated with Selecting Training Stations: Guiding Statement 5

An analysis of the ratings of the procedures associated with selecting training stations is presented in Table 24. It seems significant that all fourteen procedures received a rating above three indicating that teachers felt all of the procedures were of considerable or extreme importance in the proper selection of training stations.

The top four procedures were very similar as to the mean rating assigned by the combined groups of teachers. All were considered to be of extreme importance. These procedures were: the employer should have an interest in training the student and appreciate the importance of the program, a personal contact should be made in the firms which appear to meet the minimum requirements for training stations, good employer-employee relations should exist, and the training station should have a good reputation and be accepted by the community as a reliable, respectable firm.

A considerable difference in the importance assigned to procedure ten, the training station should be capable and willing to provide training throughout the school year, was noted. The vocational agriculture teachers rated this item considerably lower than the other two groups of teachers. Since many of the vocational agriculture teachers were placing students for period of training shorter than the normal school year, this lower rating is understandable. However, the writer feels that as the importance of providing adequate length
### TABLE 24.--Teachers' ratings of the procedures associated with selecting training stations—Guiding Statement 5

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>1. The employer should have an interest in training the student and appreciate the importance of the program.</td>
<td>3.80</td>
<td>3.77</td>
<td>3.75</td>
</tr>
<tr>
<td>2. A personal contact should be made in the firms which appear to meet the minimum requirements for training stations.</td>
<td>3.78</td>
<td>3.74</td>
<td>3.76</td>
</tr>
<tr>
<td>3. Good employer-employee relationships should exist.</td>
<td>3.72</td>
<td>3.81</td>
<td>3.73</td>
</tr>
<tr>
<td>4. The training station should have a good reputation and be accepted by the community as a reliable, respectable firm.</td>
<td>3.85</td>
<td>3.74</td>
<td>3.55</td>
</tr>
</tbody>
</table>

<sup>A</sup><sub>N = 79</sub>  
<sup>B</sup><sub>N = 77</sub>  
<sup>C</sup><sub>N = 157</sub>  
<sup>D</sup>Significant at the .05 level of confidence.
TABLE 24.—CONTINUED

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers’ Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>5. The working conditions of the training station should be satisfactory, clean, safe, on par with similar jobs.</td>
<td>3.72</td>
<td>3.70</td>
<td>3.59</td>
</tr>
<tr>
<td>6. The training station should provide a position which requires training—not just a routine work experience of a repetitive nature.</td>
<td>3.53</td>
<td>3.74</td>
<td>3.54</td>
</tr>
<tr>
<td>7. The establishment should provide the trainee with adequate supervision by an on-the-job instructor.</td>
<td>3.53</td>
<td>3.75</td>
<td>3.52</td>
</tr>
</tbody>
</table>

<sup>A</sup>N = 79  
<sup>B</sup>N = 77  
<sup>C</sup>N = 157  
<sup>D</sup>Significant at the .05 level of confidence.
TABLE 24—Continued

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>8. A community survey should be conducted to determine all of the possible training stations.</td>
<td>3.24</td>
<td>3.25</td>
<td>3.52</td>
</tr>
<tr>
<td>9. The training station should have adequate facilities, equipment and use up-to-date methods.</td>
<td>3.32</td>
<td>3.47</td>
<td>3.36</td>
</tr>
<tr>
<td>10. The training station should be capable and willing to provide training throughout the school year.</td>
<td>3.66</td>
<td>3.69</td>
<td>2.97</td>
</tr>
<tr>
<td>11. The training station should provide training in occupations approved by the state department.</td>
<td>3.49</td>
<td>3.48</td>
<td>3.02</td>
</tr>
</tbody>
</table>

<sup>A</sup><sub>N = 79</sub>

<sup>B</sup><sub>N = 77</sub>

<sup>C</sup><sub>N = 157</sub>

<sup>E</sup> Significant at the .01 level of confidence.
TABLE 24.--CONTINUED

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Distributive&lt;sup&gt;A&lt;/sup&gt;</th>
<th>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</th>
<th>Agriculture&lt;sup&gt;C&lt;/sup&gt;</th>
<th>Combined Groups</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. The training station should be within a reasonable distance of the school.</td>
<td>3.04</td>
<td>3.08</td>
<td>3.30</td>
<td>3.18</td>
<td>.81</td>
<td>3.60&lt;sup&gt;D&lt;/sup&gt;</td>
</tr>
<tr>
<td>13. The training station should be willing to pay the minimum wage for student workers.</td>
<td>3.32</td>
<td>3.21</td>
<td>2.92</td>
<td>3.09</td>
<td>1.02</td>
<td>4.69&lt;sup&gt;D&lt;/sup&gt;</td>
</tr>
<tr>
<td>14. The training station should offer opportunities for advancement within the establishment.</td>
<td>3.01</td>
<td>3.12</td>
<td>3.04</td>
<td>3.05</td>
<td>.62</td>
<td>.31</td>
</tr>
</tbody>
</table>

<sup>A</sup>N = 79  
<sup>B</sup>N = 77  
<sup>C</sup>N = 157  
<sup>D</sup>Significant at the .05 level of confidence.
OF TRAINING PERIODS BECOMES KNOWN TO VOCATIONAL AGRICULTURE TEACHERS, THEIR RATING OF THE IMPORTANCE OF THIS PROCEDURE WILL INCREASE.

IT SEEMS NOTEWORTHY THAT THE TWO LOWEST RATED PROCEDURES IN THIS SECTION DEALT WITH PAYING THE MINIMUM WAGE TO STUDENTS AND THE OPPORTUNITIES FOR ADVANCEMENT WITHIN THE ESTABLISHMENT. THE LOWER RATING ON THESE ITEMS REAFFIRM THE BELIEF THAT THE PRIMARY PURPOSE OF ON-THE-JOB EXPERIENCE IS TO RECEIVE EDUCATIONAL TRAINING AND NOT TO EARN MONEY OR GAIN PERSONAL BENEFITS FOR THE STUDENTS.

AN INDICATION THAT THE ITEMS LISTED ON THE SURVEY INSTRUMENT ENCOMPASSED THE MAJOR PROCEDURES ASSOCIATED WITH SELECTING TRAINING STATIONS WAS GAINED BECAUSE ONLY TWO TEACHERS SUGGESTED ADDITIONAL PROCEDURES. THESE DEALT WITH THE OPPORTUNITY FOR EMPLOYMENT AFTER GRADUATION AND THE DESIRABILITY OF THE EMPLOYER TO BE IN SYMPATHY WITH SCHOOL POLICIES.

TEACHERS' RATINGS OF THE PROCEDURES ASSOCIATED WITH SELECTING STUDENTS: GUIDING STATEMENT 6

TABLE 25 PRESENTS AN ANALYSIS OF THE TEACHERS' RATINGS OF THE PROCEDURES ASSOCIATED WITH SELECTING STUDENTS FOR COOPERATIVE WORK EXPERIENCE PROGRAMS. ALL BUT ONE OF THE FOURTEEN PROCEDURES LISTED IN THIS SECTION RECEIVED A COMBINED GROUP RATING OVER THREE.

THE EXTREME IMPORTANCE OF CONDUCTING A PERSONAL INTERVIEW WITH INTERESTED STUDENTS BECOMES QUITE EVIDENT WHEN ONE REVIEWS THIS TABLE. AS CAN BE SEEN, THE RATING OF THE COMBINED GROUPS WAS VERY HIGH WITH A MEAN SCORE OF 3.86. ALTHOUGH THE VOCATIONAL AGRICULTURE TEACHERS' RATING WAS SIGNIFICANTLY LOWER THAN THE OTHER GROUPS, IT WAS STILL VERY HIGH. IT MAY BE NOTED THAT THE RATING OF THE TRADE AND INDUSTRIAL TEACHERS INDICATES THAT ONLY ONE OF THE TOTAL ELIGIBLE RESPONDENTS
TABLE 25.—Teachers' ratings of the procedures associated with selecting students—Guiding Statement 6

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>1. The teacher-coordinator should conduct personal interviews with each interested student.</td>
<td>3.90</td>
<td>3.99</td>
<td>3.79</td>
</tr>
<tr>
<td>2. Students should obtain the approval of their parents for participation.</td>
<td>3.63</td>
<td>3.86</td>
<td>3.64</td>
</tr>
<tr>
<td>3. Students should be able to get to and from the training station.</td>
<td>3.70</td>
<td>3.81</td>
<td>3.58</td>
</tr>
<tr>
<td>4. Interested students should fill out application forms.</td>
<td>3.76</td>
<td>3.79</td>
<td>3.38</td>
</tr>
</tbody>
</table>

<sup>A</sup> N = 79
<sup>B</sup> N = 77
<sup>C</sup> N = 159

<sup>D</sup> Significant at the .05 level of confidence.

<sup>E</sup> Significant at the .01 level of confidence.
### TABLE 25.—Continued

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>5. Students should be at least 16 years old when the on-the-job training begins.</td>
<td>3.89</td>
<td>3.86</td>
<td>3.28</td>
</tr>
<tr>
<td>6. A general announcement concerning the program should be made to all students.</td>
<td>3.62</td>
<td>3.65</td>
<td>3.39</td>
</tr>
<tr>
<td>7. Students should have maintained good school attendance records.</td>
<td>3.57</td>
<td>3.44</td>
<td>3.29</td>
</tr>
<tr>
<td>8. Students should be interested in occupations in which adequate training stations are available.</td>
<td>3.34</td>
<td>3.40</td>
<td>3.28</td>
</tr>
</tbody>
</table>

<sup>A</sup><sub>N = 79</sub>  
<sup>B</sup><sub>N = 77</sub>  
<sup>C</sup><sub>N = 159</sub>  
<sup>D</sup>Significant at the .05 level of confidence.  
<sup>E</sup>Significant at the .01 level of confidence.
<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive</td>
<td>Trade and Industrial</td>
<td>Agriculture</td>
</tr>
<tr>
<td>9. The guidance counselor should be consulted in determining capable and qualified students.</td>
<td>3.56</td>
<td>3.27</td>
<td>3.22</td>
</tr>
<tr>
<td>10. Personal contact should be made with each student's parents before a final selection is made.</td>
<td>2.95</td>
<td>3.06</td>
<td>3.47</td>
</tr>
<tr>
<td>11. Students should be selected during the school year preceding the year the students enroll.</td>
<td>3.58</td>
<td>3.39</td>
<td>2.86</td>
</tr>
<tr>
<td>12. Students should be able to work during a portion of the regular school day.</td>
<td>3.54</td>
<td>3.81</td>
<td>2.64</td>
</tr>
</tbody>
</table>

\[^{A}N = 79\]
\[^{B}N = 77\]
\[^{C}N = 159\]

\[^{E}Significant at the .01 level of confidence.\]
<table>
<thead>
<tr>
<th>Procedure</th>
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<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>13. Students should have a definite occupational objective.</td>
<td>3.01</td>
<td>3.38</td>
<td>2.96</td>
</tr>
<tr>
<td>14. Occupational interest and IQ tests should be used in making the final selection.</td>
<td>2.91</td>
<td>2.84</td>
<td>2.86</td>
</tr>
</tbody>
</table>

<sup>A</sup>N = 79

<sup>B</sup>N = 77

<sup>C</sup>N = 159

<sup>E</sup>Significant at the .01 level of confidence.
FROM THIS SERVICE RATED THIS PROCEDURE BELOW THE MAXIMUM OF FOUR.

THE ONE PROCEDURE WHICH DID NOT RECEIVE A RATING OF THREE
DEALT WITH UTILIZING OCCUPATIONAL INTEREST AND I.Q. TESTS IN THE
SELECTION OF STUDENTS. APPARENTLY TEACHERS FELT THAT THESE TESTS
DID NOT HAVE AS MUCH VALUE AS THE OTHER PROCEDURES LISTED WHEN MAKING
THE FINAL SELECTION OF STUDENTS.

IT APPEARS NOTEWORTHY THAT ON OVER THREE-FOURTHS OF THE PRO-
CEDURES THERE WAS A SIGNIFICANT DIFFERENCE IN THE RATINGS OF THE THREE
GROUPS OF TEACHERS. A REVIEW OF TABLE 25 SHOWS THAT FOR THE MOST PART
THE VOCATIONAL AGRICULTURE TEACHERS' RATINGS WERE LOWER. THE NUMBER
OF YEARS STUDENTS WERE ENROLLED IN THE VARIOUS PROGRAMS MAY ACCOUNT
FOR THIS DIFFERENCE. AS WILL BE RECALLED, COOPERATIVE PROGRAMS IN
DISTRIBUTIVE AND TRADE AND INDUSTRIAL EDUCATION WERE CONFINED MAINLY
TO THE JUNIOR AND SENIOR YEARS. STUDENTS WERE PLACED FOR COOPERATIVE
EXPERIENCE THEIR FIRST YEAR IN THE PROGRAM. IN VOCATIONAL AGRICULTURE,
WHERE FRESHMEN AND SOPHOMORES MAY ENROLL, MANY TEACHERS HAVE HAD PRE-
VIOUS PERSONAL CONTACT WITH THE STUDENTS BEFORE THEY ARE PLACED FOR
COOPERATIVE WORK EXPERIENCE. THIS PREVIOUS CONTACT WITH THE STUDENTS,
WOULD MOST LIKELY ENABLE TEACHERS TO PLACE LESS IMPORTANCE ON THE
OTHER SELECTION PROCEDURES.

MORE ADDITIONAL RESPONSES WERE WRITTEN IN BY THE TEACHERS IN
THIS SECTION THAN IN ANY OTHER. HOWEVER, AN ANALYSIS OF THESE RE-
SPONSES INDICATED THAT ALMOST ALL OF THEM DEALT WITH CONSIDERING THE
STUDENT'S ATTITUDE, CHARACTER, AND CITIZENSHIP RECORD BEFORE MAKING
THE FINAL SELECTION. APPARENTLY THE TEACHERS FELT THAT A STUDENT'S
ATTITUDE IS ONE OF THE MOST IMPORTANT ITEMS TO CONSIDER WHEN ENROLLING
STUDENTS FOR COOPERATIVE WORK EXPERIENCE. ANOTHER ITEM MENTIONED
WHICH APPEARS TO BE USEFUL IS REQUIRING STUDENTS TO RECEIVE A RECOMMENDATION BY THE COUNSELOR AND OTHER TEACHERS. ONE TEACHER STATED THAT STUDENTS SHOULD NOT MARRY WHILE ENROLLED IN THE PROGRAM.

TEACHERS' RATINGS OF THE PROCEDURES ASSOCIATED WITH PLACING STUDENTS IN TRAINING STATIONS:

GUIDING STATEMENT 1

AN ANALYSIS OF THE PROCEDURES ASSOCIATED WITH THE PLACEMENT OF STUDENTS IN TRAINING STATIONS IS FOUND IN TABLE 26.

ALTHOUGH THE GUIDING STATEMENT CONCERNING PLACEMENT OF STUDENTS IN TRAINING STATIONS RECEIVED THE HIGHEST RATING, ONE-HALF OF THE PROCEDURES ASSOCIATED WITH THE IMPLEMENTATION OF THIS STATEMENT WERE RATED BELOW THREE.


THE TEACHERS APPARENTLY FELT THAT A WRITTEN LETTER OF APPLICATION WAS NOT TOO IMPORTANT. THEY ONLY ASSIGNED IT A VALUE OF HAVING SOME IMPORTANCE. IT APPEARS NOTEWORTHY THAT THE VOCATIONAL AGRICULTURE TEACHERS RATED THIS PROCEDURE SIGNIFICANTLY HIGHER THAN DISTRIBUTIVE AND TRADE AND INDUSTRIAL TEACHERS.

TEACHERS ALSO HAVE DEFINITE RESERVATIONS ABOUT FURNISHING THE EMPLOYER WITH SCHOOL ATTENDANCE RECORDS AND I.Q. SCORES. SEVERAL TEACHERS INDICATED ON THE SURVEY INSTRUMENT THAT THEY FELT I.Q. SCORES SHOULD NEVER BE FURNISHED TO EMPLOYERS.
TABLE 26.---Teachers’ ratings of the procedures associated with placing students in training stations---
Guiding Statement 7

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>1. The student should be interviewed by the employer before being employed.</td>
<td>3.90</td>
<td>3.90</td>
<td>3.61</td>
</tr>
<tr>
<td>2. Instruction should be given students on applying for a job, and employer-employee relations before the student begins working in a training station.</td>
<td>3.73</td>
<td>3.47</td>
<td>3.60</td>
</tr>
<tr>
<td>3. The final selection of the student should be made by the employer.</td>
<td>3.78</td>
<td>3.76</td>
<td>3.26</td>
</tr>
</tbody>
</table>

<sup>A</sup><sub>n = 73</sub>  
<sup>B</sup><sub>n = 70</sub>  
<sup>C</sup><sub>n = 145</sub>  

<sup>D</sup>Significant at the .05 level of confidence.  
<sup>E</sup>Significant at the .01 level of confidence.
TABLE 26.—CONTINUED

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive A</td>
<td>Trade and Industrial B</td>
<td>Agriculture C</td>
</tr>
<tr>
<td>4. The employer should be furnished the names of students interested in the type of jobs available in his training station.</td>
<td>3.19</td>
<td>3.20</td>
<td>3.21</td>
</tr>
<tr>
<td>5. The teacher-coordinator should prepare a letter of introduction for the student when he applies for a job at the training station.</td>
<td>2.96</td>
<td>2.56</td>
<td>2.72</td>
</tr>
<tr>
<td>6. Students should complete Labor Department Student-Learner Certificates.</td>
<td>2.63</td>
<td>3.19</td>
<td>2.36</td>
</tr>
</tbody>
</table>

\[ A_N = 73 \]
\[ B_N = 70 \]
\[ C_N = 145 \]
### TABLE 26.--Continued

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive (^A)</td>
<td>Trade and Industrial (^B)</td>
<td>Agriculture (^C)</td>
</tr>
<tr>
<td>7. The employer should be furnished school attendance records, IQ scores, and other student information possessed by the school if he so desires.</td>
<td>2.42</td>
<td>2.79</td>
<td>2.52</td>
</tr>
<tr>
<td>8. Students should write a letter of application for the job they are interested in.</td>
<td>2.30</td>
<td>2.03</td>
<td>2.85</td>
</tr>
</tbody>
</table>

\(^A\)N = 73

\(^B\)N = 70

\(^C\)N = 145

\(^E\)Significant at the .01 level of confidence.
Other written responses by the teachers concerning this section were: more than one student should apply for a job, the final placement should be after a try-out period, and the teacher should accompany the student when applying for a job.

**Teachers' ratings of the procedures associated with developing and utilizing written training plans: Guiding Statement 8**

Table 27 presents an analysis of the teachers' ratings of the procedures associated with developing and utilizing written training plans. As will be noted, all of the procedures listed received a mean rating above three.

Developing the plan jointly with the employer received the highest rating in this section. It seems significant that all three groups of teachers were similar in their opinion of the importance of this item as indicated by the low F value.

The procedure concerning distributing a copy of the training plan to personnel associated with the training program was rated lowest in this section. It may be noted that this procedure failed to receive a rating of three from the distributive education teachers.

A review of the additional procedures suggested by the teachers not listed on the survey instrument revealed very few responses. Two procedures suggested were that the plan should be flexible and it should receive continued evaluation.

**Teachers' ratings of procedures associated with developing and utilizing written training agreements: Guiding Statement 9**

An analysis of the procedures associated with written training agreements is presented in Table 28. As can be seen, all but one of
<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive A</td>
<td>Trade and Industrial B</td>
<td>Agriculture C</td>
</tr>
<tr>
<td>1. THE TRAINING PLAN SHOULD BE DEVELOPED JOINTLY BY THE TEACHER-COORDINATOR AND THE EMPLOYER.</td>
<td>3.56</td>
<td>3.57</td>
<td>3.47</td>
</tr>
<tr>
<td>2. THE TRAINING PLAN SHOULD PROVIDE FOR ROTATION AMONG THE DIFFERENT SKILLS NECESSARY FOR THE STUDENT TO BECOME PROFICIENT IN THE OCCUPATION.</td>
<td>3.25</td>
<td>3.59</td>
<td>3.48</td>
</tr>
<tr>
<td>3. THE TRAINING PLAN SHOULD CONTAIN PROVISIONS FOR KEEPING A RECORD OF THE STUDENT'S ON-THE-JOB EXPERIENCES.</td>
<td>3.30</td>
<td>3.29</td>
<td>3.50</td>
</tr>
<tr>
<td>4. A TRAINING PLAN SHOULD BE DEVELOPED FOR EACH STUDENT.</td>
<td>3.21</td>
<td>3.47</td>
<td>3.30</td>
</tr>
</tbody>
</table>

A N = 73  
B N = 70  
C N = 145  
E Significant at the .01 level of confidence.
<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive A</td>
<td>Trade and Industrial B</td>
<td>Agriculture C</td>
</tr>
<tr>
<td>5. All activities considered essential to the occupational training</td>
<td>3.12</td>
<td>3.36</td>
<td>3.25</td>
</tr>
<tr>
<td>training should be included in the training plan with provisions for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>priority areas indicated.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The training plan should list the related instruction that will be</td>
<td>3.12</td>
<td>3.33</td>
<td>3.19</td>
</tr>
<tr>
<td>provided at school that corresponds to the experiences engaged in on the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>job.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The employer, student, school, and parent should receive a copy of</td>
<td>2.89</td>
<td>3.17</td>
<td>3.26</td>
</tr>
<tr>
<td>the training plan.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[^A \text{N}= 73\]

\[^B \text{N}= 70\]

\[^C \text{N}= 145\]

\[^D \text{Significant at the .05 level of confidence.}\]
TABLE 28.—TEACHERS' RATINGS OF THE PROCEDURES ASSOCIATED WITH DEVELOPING AND UTILIZING WRITTEN TRAINING AGREEMENTS—GUIDING STATEMENT 9

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>1. The training agreement should contain the responsibilities of the student, employer, school, and parents.</td>
<td>3.34</td>
<td>3.51</td>
<td>3.46</td>
</tr>
<tr>
<td>2. The training agreements should be developed jointly by the teacher-coordinator and the employer.</td>
<td>3.05</td>
<td>3.43</td>
<td>3.40</td>
</tr>
<tr>
<td>3. The training agreement should contain provisions for student safety such as insurance, workmen's compensation, etc.</td>
<td>2.84</td>
<td>3.31</td>
<td>3.55</td>
</tr>
<tr>
<td>4. The training agreement should contain the objectives of cooperative work experience.</td>
<td>3.18</td>
<td>3.46</td>
<td>3.30</td>
</tr>
</tbody>
</table>

<sup>A</sup><sub>N = 76</sub>  
<sup>B</sup><sub>N = 68</sub>  
<sup>C</sup><sub>N = 156</sub>

<sup>E</sup>Significant at the .01 level of confidence.
TABLE 28.—Continued

<table>
<thead>
<tr>
<th>Procedure</th>
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<th>Standard Deviation</th>
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<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>5. THE TRAINING AGREEMENT SHOULD CONTAIN PROVISIONS FOR NOT EMPLOYING STUDENTS WHEN THEY DO NOT ATTEND OR DROP OUT OF THE RELATED INSTRUCTION CLASS.</td>
<td>3.18</td>
<td>3.16</td>
<td>3.31</td>
</tr>
<tr>
<td>6. THE TRAINING AGREEMENT SHOULD CONTAIN THE MINIMUM AND MAXIMUM HOURS STUDENTS ARE TO WORK PER WEEK.</td>
<td>3.22</td>
<td>3.26</td>
<td>3.21</td>
</tr>
<tr>
<td>7. THE EMPLOYER, STUDENT, SCHOOL, AND PARENT SHOULD RECEIVE A COPY OF THE TRAINING AGREEMENT.</td>
<td>2.91</td>
<td>3.21</td>
<td>3.37</td>
</tr>
<tr>
<td>8. THE TRAINING AGREEMENT SHOULD CONTAIN THE DATE THE TRAINING IS TO BEGIN AND END.</td>
<td>2.97</td>
<td>3.24</td>
<td>3.21</td>
</tr>
</tbody>
</table>

<sup>A</sup><sub>N = 76</sub>  
<sup>B</sup><sub>N = 68</sub>  
<sup>C</sup><sub>N = 156</sub>  
<sup>E</sup>SIGNIFICANT AT THE .01 LEVEL OF CONFIDENCE.
<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
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<tr>
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<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>9. The training agreement should be developed and signed before a student is placed in the training station.</td>
<td>2.70</td>
<td>3.13</td>
<td>3.31</td>
</tr>
<tr>
<td>10. The training agreement should contain the minimum and maximum wage students may receive.</td>
<td>2.42</td>
<td>2.79</td>
<td>2.90</td>
</tr>
<tr>
<td>11. The training agreement should contain the student's relation with labor unions or other agencies.</td>
<td>2.03</td>
<td>2.16</td>
<td>2.35</td>
</tr>
</tbody>
</table>

<sup>A</sup><sub>N = 76</sub>  
<sup>B</sup><sub>N = 68</sub>  
<sup>C</sup><sub>N = 156</sub>  
*Significant at the .01 level of confidence.
The items listed were rated as having considerable importance by the teachers.

The main purpose of a written training agreement in clarifying the responsibility of the student, employer, and school was revealed by the fact that this procedure received the highest rating from each of the groups of teachers. It is also noteworthy that there was considerable similarity in the ratings of this procedure by the three groups of teachers.

The rating of the importance of including the student's relations with labor unions and other agencies was considerably lower than any of the other procedures listed in this section. One could infer that the relatively small percentage of cooperative students who were members of unions would influence the teachers' rating of this procedure.

It may be noted that the distributive education teachers rated most of the procedures in this section lower than the other groups of teachers. However, the guiding statement concerning training agreements failed to receive a rating of three by this group, and therefore, one may conclude that distributive education teachers do not assign as much importance to the overall importance of written training agreements as did the other groups of teachers.

The relatively high standard deviation scores for the procedures indicates that there was considerable variability in the opinion of the teachers as to their importance. There were apparently some teachers who felt that training agreements do not have much value. This belief was held by one teacher who wrote in this section of the survey instrument, "Training agreements cause more problems than they
Another teacher wrote, "Many employers are reluctant to sign written agreements."

An analysis of all of the written responses by the teachers in this section revealed no suggested additional procedures. All of the responses dealt with the teachers concern over the value of written training agreements.

Table 29 presents an analysis of the procedures associated with providing adequate and appropriate facilities for cooperative work experience programs.

A review of Table 29 reveals that five of the procedures received a rating by the combined groups of teachers over three. A closer look at these items shows that the recommended procedures would be applicable to any type of program regardless of the occupational area in which the training was to be offered. One could infer that these procedures are of considerable importance regardless of the vocational service in which cooperative programs are organized.

However, most of the remaining procedures would not be applicable to all types of programs. This probably accounts for the great difference in the ratings among the three groups of teachers. As can be seen, the ratings by the three groups of teachers on each of the procedures differed significantly. For the most part, the differences were significant at the .01 level of confidence. These differences in ratings seem logical. For instance, a display case, while being of considerable importance to a distributive education teacher,
TABLE 29.—TEACHERS' RATINGS OF THE PROCEDURES ASSOCIATED WITH PROVIDING ADEQUATE FACILITIES AND EQUIPMENT FOR COOPERATIVE WORK EXPERIENCE PROGRAMS—GUIDING STATEMENT 10

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>1. The classroom should contain moveable tables rather than fixed desks.</td>
<td>3.59</td>
<td>3.51</td>
<td>3.11</td>
</tr>
<tr>
<td>2. The teacher-coordinator should have access to a room for small groups and counseling purposes.</td>
<td>3.42</td>
<td>3.42</td>
<td>3.06</td>
</tr>
<tr>
<td>3. The classroom should contain movie and slide projection equipment.</td>
<td>3.42</td>
<td>3.03</td>
<td>3.23</td>
</tr>
<tr>
<td>4. The teacher-coordinator should be provided a separate office.</td>
<td>3.62</td>
<td>3.58</td>
<td>2.66</td>
</tr>
</tbody>
</table>

<sup>A</sup>N = 79  
<sup>B</sup>N = 69  
<sup>C</sup>N = 151  
<sup>D</sup>Significant at the .05 level of confidence.  
<sup>E</sup>Significant at the .01 level of confidence.
<table>
<thead>
<tr>
<th>Procedure</th>
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<th>F</th>
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<tr>
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<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>5. A separate classroom should be provided for offering related classroom instruction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The classroom should contain display cases and units.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The classroom should contain an overhead projector.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The classroom should contain laboratory facilities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The classroom should contain a sales counter.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The classroom should contain a cash register.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>A</sup>N = 79  
<sup>B</sup>N = 69  
<sup>C</sup>N = 151  
<sup>E</sup>Significant at the .01 level of confidence.
WOULD BE OF LIMITED VALUE TO AN AGRICULTURE OR TRADE AND INDUSTRIAL EDUCATION TEACHER.

Several teachers suggested additional facilities to be included as a part of a cooperative program. An analysis of these responses showed many teachers advocated having a telephone as a part of the facility. In fact, this item received more response than any other item written in by teachers. A large number of teachers also said that bookcases and filing cabinets were also extremely important.

Other items which were not listed on the survey instrument but rated as extremely important by more than one teacher were: corridor display window, typewriter, tape recorder, and display equipment.

Teachers' ratings of the procedures associated with instructional materials for cooperative work experience programs; Guiding Statement II

An indication of the importance assigned to the procedures associated with instructional materials for cooperative work experience programs can be gained by reviewing Table 30.

A survey of this table shows that each of the three procedures listed were rated as being extremely important. It may be noted that the vocational agriculture teachers' ratings were significantly lower on each procedure.

The ratings by the trade and industrial teachers were the highest for each of the procedures. One could infer that this was due to the nature of the trade and industrial cooperative program. Since these programs have a great diversity in the types of occupations the students are being trained for, it is very difficult to obtain teachers with a background in all of the occupational areas represented. For
TABLE 30.—Teachers' ratings of the procedures associated with providing adequate instructional materials, for cooperative work experience programs—Guiding Statement II

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>1. An appropriately coordinated library which provides up-to-date reference material related to the areas of work in which students are being trained should be provided.</td>
<td>3.61</td>
<td>3.87</td>
<td>3.49</td>
</tr>
<tr>
<td>2. Books and references should be located in the classroom or adjacent to it.</td>
<td>3.65</td>
<td>3.84</td>
<td>3.46</td>
</tr>
<tr>
<td>3. A definite budget should be established for purchase of books and reference material.</td>
<td>3.62</td>
<td>3.67</td>
<td>3.41</td>
</tr>
</tbody>
</table>

<sup>A<sub>N</sub> = 79</sup>  
<sup>B<sub>N</sub> = 69</sup>  
<sup>C<sub>N</sub> = 151</sup>  
<sup>E</sup>Significant at the .01 level of confidence.
This reason, teachers must rely heavily on instructional materials to provide adequate related instruction.

The importance of adequate instructional materials to industrial cooperative teachers was also brought out in the study by Kohrman. In this study, the importance of instructional materials and facilities ranked first among the twelve items surveyed.

Very few additional procedures were suggested by the respondents. The only procedure that was recommended by more than one teacher dealt with obtaining subscriptions to periodicals and trade magazines. However, the writer would consider this a part of the adequate library suggested in Procedure One.

Teachers' ratings of the procedures associated with providing related classroom instruction:

Guiding Statement 12

Table 31 presents an analysis of the teachers' ratings of the procedures associated with related classroom instruction. It seems significant that each of the items listed was rated "of extreme importance" by the combined groups of teachers.

Although the item which suggested that related instruction should consist of both individual and group instructional procedures received the highest mean score, the other two procedures were very similar in their mean scores.

It seems noteworthy that for the most part the vocational agriculture teachers' ratings were significantly lower than the ratings assigned by the other two groups of teachers.

3 Ibid.
### TABLE 31.---Teachers' ratings of the procedures associated with providing related classroom instruction---

**Guiding Statement 12**

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive(^A)</td>
<td>Trade and Industrial(^B)</td>
<td>Agriculture(^C)</td>
</tr>
<tr>
<td>1. Related instruction should consist of both individual and group instructional procedures.</td>
<td>3.70</td>
<td>3.73</td>
<td>3.45</td>
</tr>
<tr>
<td>2. Related instruction should be organized so material relevant to all students is presented and time is still available to provide individual instruction in the specific occupations.</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.61</td>
<td>3.71</td>
<td>3.49</td>
</tr>
<tr>
<td>3. Related instruction should be based upon individual needs.</td>
<td>3.41</td>
<td>3.79</td>
<td>3.45</td>
</tr>
</tbody>
</table>

\(^A\) N = 76

\(^B\) N = 73

\(^C\) N = 157

\(^D\) Significant at the .05 level of confidence.

\(^E\) Significant at the .01 level of confidence.
One additional procedure written in by the teachers received sufficient response to be mentioned. This procedure advocates that related instruction should be developed with the recommendations of employers.

Teachers' ratings of the procedures associated with supervision of students by the teacher-coordinator: Guiding Statement 13

An analysis of the teachers' ratings of the procedures associated with visiting students at the training station is presented in Table 32. All but two of the procedures received a mean rating above three indicating that these procedures are "of considerable importance."

It seems significant that each group of teachers felt the most important procedure to perform when visiting training stations was to determine the employers' satisfaction with the student. This procedure received the highest rating of any listed in this section.

The two procedures rated the lowest by the teachers dealt with informing employers of visits and planning a weekly schedule of visits in advance. Apparently the teachers felt that this advanced planning was not too important since it was rated considerably lower than the other procedures. Although the vocational agriculture teachers rated this procedure higher than the other two groups of teachers, their ratings on these two items were also considerably lower than those they assigned to the other procedures.

The high rating of the procedure stating that visits should be based on individual situations may give some indication as to why the rating on the previous mentioned procedure was lower. One may infer that if visits are to be based on individual situations, it is difficult to plan visits on a weekly schedule.
<table>
<thead>
<tr>
<th>Procedure</th>
<th>Distributive&lt;sup&gt;A&lt;/sup&gt;</th>
<th>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</th>
<th>Agriculture&lt;sup&gt;C&lt;/sup&gt;</th>
<th>Combined Groups</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When making a visit the teacher should determine employer satisfaction.</td>
<td>3.79</td>
<td>3.70</td>
<td>3.59</td>
<td>3.67</td>
<td>.56</td>
<td>3.37&lt;sup&gt;D&lt;/sup&gt;</td>
</tr>
<tr>
<td>2. Visits to student should be based upon individual situations.</td>
<td>3.66</td>
<td>3.70</td>
<td>3.48</td>
<td>3.58</td>
<td>.60</td>
<td>4.20&lt;sup&gt;D&lt;/sup&gt;</td>
</tr>
<tr>
<td>3. The teacher-coordinator should plan his visit so as to avoid rush hours or other congested periods.</td>
<td>3.61</td>
<td>3.63</td>
<td>3.52</td>
<td>3.51</td>
<td>.75</td>
<td>.72</td>
</tr>
<tr>
<td>4. When making a visit the teacher should discuss the training plan with the on-the-job instructor to determine student progress and needed revisions in on-the-job experiences and related instruction.</td>
<td>3.55</td>
<td>3.45</td>
<td>3.54</td>
<td>3.52</td>
<td>.66</td>
<td>.56</td>
</tr>
</tbody>
</table>

<sup>A</sup> N = 76

<sup>B</sup> N = 73

<sup>C</sup> N = 157

<sup>D</sup> Significant at the .05 level of confidence.
<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive (^A)</td>
<td>Trade and Industrial (^B)</td>
<td>Agriculture (^C)</td>
</tr>
<tr>
<td>5. When making a visit the teacher should observe the student at work.</td>
<td>3.36</td>
<td>3.51</td>
<td>3.50</td>
</tr>
<tr>
<td>6. The teacher-coordinator should record his observations made during visits to students at training stations.</td>
<td>3.33</td>
<td>3.11</td>
<td>3.40</td>
</tr>
<tr>
<td>7. Conferences with employers should be made away from the student and his work area.</td>
<td>3.47</td>
<td>3.14</td>
<td>3.30</td>
</tr>
<tr>
<td>8. The teacher-coordinator should inform employers of visits.</td>
<td>2.43</td>
<td>2.37</td>
<td>2.93</td>
</tr>
</tbody>
</table>

\(^A\)N = 76

\(^B\)N = 73

\(^C\)N = 157

\(^D\)Significant at the .05 level of confidence.

\(^E\)Significant at the .01 level of confidence.
### TABLE 32—Continued

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DISTRIBUTIVE&lt;sup&gt;A&lt;/sup&gt;</td>
<td>TRADE AND INDUSTRIAL&lt;sup&gt;B&lt;/sup&gt;</td>
<td>AGRICULTURE&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>9. The teacher-coordinator should plan a weekly schedule of on-the-job visits in advance.</td>
<td>2.68</td>
<td>2.32</td>
<td>2.81</td>
</tr>
</tbody>
</table>

<sup>A</sup><sub>N = 76</sub> \hspace{1cm} <sup>C</sup><sub>N = 157</sub> \hspace{1cm} <sup>B</sup><sub>N = 73</sub> \hspace{1cm} <sup>E</sup>Significant at the .01 level of confidence.
An analysis of the additional procedures written in by the teachers showed that three procedures were recommended by more than one teacher. These were: coordinate over a cup of coffee, visits should always have a purpose, and always arrange a conference with a student after a visit is made.

Teachers' ratings of the procedures associated with the supervision of students by employers:

Guiding Statement 14

Table 33 presents an analysis of the teachers' ratings of the procedures associated with supervision by the employer.

A review of Table 33 shows that two of the procedures listed received a rating over three. These dealt with the responsibility of the employer to provide the experiences listed in the training plan and that on-the-job instructors should have daily contact with the students.

The lower rating assigned to the other two procedures could be accounted for in that apparently many teachers felt that these requirements could not be imposed upon employers. It stands to reason that many employers would be reluctant to participate in the program if too many standards were imposed upon them.

Very few additional responses were added to this section. None of the procedures listed were suggested by more than one teacher.

Teachers' ratings of the procedures associated with keeping adequate records and reports:

Guiding Statement 15

An analysis of the procedures associated with keeping adequate records and reports is presented in Table 34. A review of this table enables one to conclude that vocational teachers conducting cooperative
TABLE 33.--TEACHERS' RATINGS OF THE PROCEDURES ASSOCIATED WITH SUPERVISION OF STUDENTS BY EMPLOYERS--GUIDING

**STATEMENT 14**

<table>
<thead>
<tr>
<th>Procedure</th>
<th>TEACHERS' MEAN RATING</th>
<th>STANDARD DEVIATION</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DISTRIBUTIVE^A</td>
<td>TRADE AND INDUSTRIAL^B</td>
<td>AGRICULTURE^C</td>
</tr>
<tr>
<td>2. ON-THE-JOB INSTRUCTORS SHOULD HAVE DAILY CONTACT WITH STUDENTS AT THE TRAINING STATION.</td>
<td>3.15</td>
<td>3.48</td>
<td>3.03</td>
</tr>
<tr>
<td>3. THE ON-THE-JOB INSTRUCTOR SHOULD BE FREED FROM SOME OF HIS REGULAR DUTIES TO GIVE HIM TIME FOR PROVIDING ON-THE-JOB INSTRUCTION.</td>
<td>2.63</td>
<td>2.72</td>
<td>3.06</td>
</tr>
</tbody>
</table>

^A N = 79

^B N = 71

^C N = 154

^E Significant at the .01 level of confidence.
4. The on-the-job instructor should be responsible for the actions of the student while working in the training station.

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>2.67</td>
<td>3.07</td>
<td>2.82</td>
</tr>
</tbody>
</table>

<sup>A</sup><sub>N = 79</sub>  
<sup>B</sup><sub>N = 71</sub>  
<sup>C</sup><sub>N = 154</sub>  
<sup>D</sup>Significant at the .05 level of confidence.
### TABLE 34.--Teachers' ratings of the procedures associated with keeping adequate records and reports of cooperative work experience programs--Guiding Statement 15

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Distributive&lt;sup&gt;A&lt;/sup&gt;</th>
<th>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</th>
<th>Agriculture&lt;sup&gt;C&lt;/sup&gt;</th>
<th>Combined Groups</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher-coordinator should keep a record of the employers rating of student progress.</td>
<td>3.86</td>
<td>3.80</td>
<td>3.49</td>
<td>3.66</td>
<td>.52</td>
<td>18.30&lt;sup&gt;E&lt;/sup&gt;</td>
</tr>
<tr>
<td>2. The teacher-coordinator should keep a copy of the individual students training plans and agreements.</td>
<td>3.46</td>
<td>3.69</td>
<td>3.35</td>
<td>3.46</td>
<td>.75</td>
<td>5.14&lt;sup&gt;E&lt;/sup&gt;</td>
</tr>
<tr>
<td>3. The teacher-coordinator should keep a record of visitations of students at the training station.</td>
<td>3.41</td>
<td>3.18</td>
<td>3.36</td>
<td>3.33</td>
<td>.78</td>
<td>1.78</td>
</tr>
<tr>
<td>4. The teacher-coordinator should keep placement records of former students.</td>
<td>3.27</td>
<td>3.25</td>
<td>3.32</td>
<td>3.29</td>
<td>.82</td>
<td>.24</td>
</tr>
</tbody>
</table>

<sup>A</sup>_N = 79  
<sup>B</sup>_N = 71  
<sup>C</sup>_N = 154  
<sup>E</sup>Significant at the .01 level of confidence.
TABLE 34.--CONTINUED

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>3.58</td>
<td>3.44</td>
<td>3.04</td>
</tr>
</tbody>
</table>

5. The teacher-coordinator should keep a record of individual student earnings and hours worked while enrolled in the program.

*<sup>A</sup>N = 79<br>*<sup>B</sup>N = 71<br>*<sup>C</sup>N = 154

<sup>E</sup>Significant at the .01 level of confidence.
PROGRAMS RECOGNIZE THE VALUE OF RECORDS AND REPORTS. ALL THREE GROUPS OF TEACHERS ASSIGNED THE PROCEDURES A RATING OVER THREE.

KEEPING A RECORD OF THE EMPLOYER'S RATING OF A STUDENT'S PROGRESS WAS RATED HIGHEST BY ALL THE GROUPS OF TEACHERS. IT SEEMS NOTEWORTHY THAT THE DISTRIBUTIVE AND TRADE AND INDUSTRIAL TEACHERS ASSIGNED THIS A VERY HIGH RATING INDICATING THAT THEY FELT THE USE OF EMPLOYER RATING FORMS ARE EXTREMELY IMPORTANT.

KEEPING A RECORD OF STUDENT EARNINGS AND HOURS WORKED RECEIVED THE LOWEST RATING IN THIS SECTION. APPARENTLY SOME TEACHERS FELT THAT THE INDIVIDUAL RECORDS OF EARNINGS AND HOURS WORKED KEPT BY THE STUDENT IS SUFFICIENT. HOWEVER, IT APPEARS THAT TEACHERS SHOULD KEEP A RECORD OF THEIR STUDENT'S EARNINGS AND EFFORTS PUT FORTH IN A COOPERATIVE PROGRAM JUST AS VOCATIONAL AGRICULTURE TEACHERS KEEP A RECORD OF THE EARNINGS OF STUDENTS SUPERVISED FARMING PROGRAMS.

A REVIEW OF THE ADDITIONAL RESPONSES WRITTEN IN BY THE TEACHERS SHOWED THAT VERY FEW ADDITIONAL PROCEDURES WERE RECOMMENDED. HOWEVER, TWO TEACHERS RECOMMENDED THAT THE TEACHERS KEEP A CUMULATIVE RECORD FOR EACH STUDENT.

TEACHERS' RATINGS OF THE PROCEDURES ASSOCIATED WITH EVALUATING STUDENT PROGRESS: GUIDING STATEMENT 16

Table 35 presents an analysis of the procedures associated with evaluating students' progress. As can be noted, all the procedures were rated over three.

THE TEACHERS HAD A DEFINITE CONVICTION THAT STUDENTS SHOULD RECEIVE HIGH SCHOOL CREDIT FOR WORK PERFORMED AT THE TRAINING STATION SINCE THIS PROCEDURE WAS RATED AS BEING EXTREMELY IMPORTANT.
**TABLE 35.**—Teachers' ratings of the procedures associated with evaluating student progress—Guiding Statement 16

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Distributive^A</th>
<th>Trade and Industrial^B</th>
<th>Agriculture^C</th>
<th>Combined Groups</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students should receive high school credit for the work performed at the training station during school hours.</td>
<td>3.84</td>
<td>3.85</td>
<td>3.37</td>
<td>3.60</td>
<td>.75</td>
<td>16.39E</td>
</tr>
<tr>
<td>2. Employers should have the responsibility for rating the on-the-job achievement of the student.</td>
<td>3.67</td>
<td>3.72</td>
<td>3.36</td>
<td>3.53</td>
<td>.64</td>
<td>10.69E</td>
</tr>
<tr>
<td>3. The teacher-coordinator should supply the employer a rating sheet that lists desirable outcomes rather than letter grades to help them rate student performance.</td>
<td>3.57</td>
<td>3.66</td>
<td>3.34</td>
<td>3.47</td>
<td>.73</td>
<td>5.89E</td>
</tr>
</tbody>
</table>

^A N = 79

^B N = 71

^C N = 154

^E Significant at the .01 level of confidence.
It seems significant that the vocational agriculture teachers rated each of the procedures lower than the other groups of teachers. Perhaps, this has resulted from their experience with students gaining occupational experience from supervising farming programs where the student evaluation procedures are somewhat different.

An analysis of the additional responses of the teachers concerning this section revealed that several teachers recommended that a separate grade be given for classroom achievement and also a grade be given for on-the-job work experience. No additional procedures were recommended.

Teachers' ratings of the procedures associated with student follow-up after graduation:
Guiding Statement 17

The teachers' ratings of the two procedures associated with student follow-up after graduation are presented in Table 36.

A review of Table 36 shows that teachers felt keeping a record of employment positions and other pertinent information was "of considerable importance." The close similarity in the ratings of this procedure by the three groups of teachers seems noteworthy.

Although the teachers recognized the importance of helping locate permanent positions for graduates, they did not rate this procedure as high as the former procedure. Apparently some teachers felt that they did not have the time to devote to such an activity, since to perform this procedure adequately would require considerable time and effort on the part of the teacher-coordinator.

No additional comments or procedures were written in by the teachers in this section.
TABLE 36.--TEACHERS' RATINGS OF THE PROCEDURES ASSOCIATED WITH STUDENT FOLLOW-UP AFTER GRADUATION--GUIDING STATEMENT 17

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>1. A record of employment positions and other pertinent information on former students should be maintained by the teacher-coordinator.</td>
<td>3.20</td>
<td>3.23</td>
<td>3.21</td>
</tr>
<tr>
<td>2. The teacher-coordinator should help locate employment positions for students after graduation.</td>
<td>2.85</td>
<td>2.70</td>
<td>2.95</td>
</tr>
</tbody>
</table>

<sup>A</sup><sub>N</sub> = 79  
<sup>B</sup><sub>N</sub> = 71  
<sup>C</sup><sub>N</sub> = 154
Teachers' ratings of the procedures associated with evaluating the cooperative work experience program: Guiding Statement 18

An analysis of the procedures associated with evaluating a cooperative work experience program is presented in Table 37. A review of this table reveals that all of the procedures were rated "of considerable importance."

It may be noted that the teachers assigned the highest rating to the procedure of involving present students in a program of evaluation, while the lowest ranking procedure dealt with involving state vocational supervisors.

Perhaps the most interesting fact revealed by this table was the similarity of the ratings on the various procedures. As can be seen, none of the ratings by the three groups of teachers concerning each of the eleven procedures showed a significant difference. In fact, several of the ratings among the three groups were extremely close. This seems to indicate that teachers from different vocational services have similar concepts as to the procedures to utilize and personnel to involve in evaluating a cooperative work experience program.

Several teachers suggested additional personnel to be involved in program evaluation. An analysis of these responses showed the following persons were suggested by more than one teacher: county vocational supervisors, school counselors, college teacher educators, parents, other teachers, and other teacher-coordinators.

Teachers' ratings in regard to the time and length of cooperative on-the-job experience

In addition to obtaining a rating of the procedures associated
TABLE 37—Teachers' ratings of the procedures associated with evaluating cooperative work experience programs—Guiding Statement 18

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>1. An evaluation should involve present students.</td>
<td>3.61</td>
<td>3.62</td>
<td>3.60</td>
</tr>
<tr>
<td>2. An evaluation should involve employers.</td>
<td>3.55</td>
<td>3.53</td>
<td>3.54</td>
</tr>
<tr>
<td>3. An evaluation should involve former students.</td>
<td>3.55</td>
<td>3.52</td>
<td>3.51</td>
</tr>
<tr>
<td>4. An evaluation should survey the number of students placed in permanent jobs.</td>
<td>3.61</td>
<td>3.52</td>
<td>3.45</td>
</tr>
<tr>
<td>5. An evaluation should survey the types of jobs students are placed in.</td>
<td>3.53</td>
<td>3.53</td>
<td>3.46</td>
</tr>
<tr>
<td>6. An evaluation should involve school administrators.</td>
<td>3.29</td>
<td>3.41</td>
<td>3.26</td>
</tr>
</tbody>
</table>

<sup>A</sup>N = 77  
<sup>B</sup>N = 73  
<sup>C</sup>N = 156
<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive&lt;sup&gt;A&lt;/sup&gt;</td>
<td>Trade and Industrial&lt;sup&gt;B&lt;/sup&gt;</td>
<td>Agriculture&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>7. AN EVALUATION SHOULD SURVEY THE RATINGS OF ON-THE-JOB INSTRUCTION BY STUDENTS AND OTHERS.</td>
<td>3.29</td>
<td>3.22</td>
<td>3.31</td>
</tr>
<tr>
<td>8. AN EVALUATION SHOULD SURVEY THE RATINGS OF RELATED CLASSROOM INSTRUCTION BY STUDENTS, EMPLOYERS, AND OTHERS.</td>
<td>3.30</td>
<td>3.27</td>
<td>3.26</td>
</tr>
<tr>
<td>9. AN EVALUATION SHOULD INVOLVE LOCAL BUSINESSMEN.</td>
<td>3.26</td>
<td>3.25</td>
<td>3.16</td>
</tr>
<tr>
<td>10. AN EVALUATION SHOULD INVOLVE STATE VOCATIONAL SUPERVISORS.</td>
<td>3.26</td>
<td>3.10</td>
<td>3.08</td>
</tr>
</tbody>
</table>

<sup>A</sup><sub>N = 77</sub>  
<sup>B</sup><sub>N = 73</sub>  
<sup>C</sup><sub>N = 156</sub>
With implementing the guiding statements, the writer desired to obtain a rating from the teachers in the three vocational services concerning the different times to provide cooperative experience and the length of the on-the-job training period. Table 38 presents an analysis of these ratings.

It seems significant that teachers from all the vocational services assigned relatively high ratings to the procedures of providing school time for on-the-job experience. Although the vocational agriculture teachers rated this item significantly lower, they still felt that providing school time for on-the-job experience was "of considerable importance." One can infer from the rating of this procedure and the low ratings assigned the fourth, fifth, and sixth procedure that many schools providing cooperative training in vocational agriculture, who confine on-the-job training to after school hours or Saturdays, should seriously consider making provisions for providing school time for on-the-job training.

Two procedures dealt with the length of the on-the-job training period. It seems noteworthy that requiring students to receive at least 500 hours of on-the-job experience was rated "of considerable importance." This reaffirms the writer's belief that definite standards of the on-the-job training period in off-farm agricultural occupations should be set.

The procedure stating that the training period should be at least six months in length also received a relatively high rating. One could infer from this that teachers now limiting the on-the-job training period to the summer months or six week periods should seriously consider lengthening the training period.
TABLE 38.—Teachers' ratings of the procedures associated with the time and duration of the cooperative work experience

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teachers' Mean Rating</th>
<th></th>
<th>Standard Deviation</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distributive</td>
<td>Trade and</td>
<td>Agriculture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Industrial</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Combined</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Groups</td>
<td></td>
</tr>
<tr>
<td>1. Should be included as a portion of the regular school day.</td>
<td>3.6</td>
<td>3.9</td>
<td>3.0</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Should include at least 500 hours of actual on-the-job experience.</td>
<td>3.4</td>
<td>3.7</td>
<td>2.4</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Should be at least six months in duration.</td>
<td>3.0</td>
<td>3.0</td>
<td>2.7</td>
<td>2.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Should be required outside school hours and during the summer months.</td>
<td>1.1</td>
<td>1.7</td>
<td>2.2</td>
<td>1.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Should be required outside regular school hours only.</td>
<td>.7</td>
<td>.4</td>
<td>1.4</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Should be required during summer months only.</td>
<td>.3</td>
<td>.4</td>
<td>1.1</td>
<td>.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[A_N = 66\] \[C_N = 132\] \[B_N = 63\] \[D\]Significant at the .01 level of confidence.
It may be noted that the standard deviation scores were very high indicating that there was a considerable variability and range in the responses. As shown in Chapter V, there was considerable diversity in the length of training periods and time provided for on-the-job training by the programs represented in the study. This undoubtedly accounted for the diversity in the responses to these procedures.

Procedures with the Most Significant Differences in the Teachers' Mean Ratings

An indication of the procedures that received the most variability in mean ratings among the three groups of teachers can be gained by reviewing Table 39.

Table 39.--Twenty procedures with the most significant difference in the teachers' mean ratings as evidenced by the twenty highest Z scores.

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Z Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students should be able to work during a portion of the regular school day.</td>
<td>50.44</td>
</tr>
<tr>
<td>2. The classroom should contain a sales counter.</td>
<td>40.54</td>
</tr>
<tr>
<td>3. The teacher-coordinator should be provided a separate office.</td>
<td>36.47</td>
</tr>
<tr>
<td>4. A separate classroom should be provided for offering related classroom instruction.</td>
<td>35.13</td>
</tr>
<tr>
<td>5. An employer-employee banquet should be used to promote the program.</td>
<td>33.51</td>
</tr>
<tr>
<td>6. The training station should be capable and willing to provide training throughout the school year.</td>
<td>33.25</td>
</tr>
<tr>
<td>7. The classroom should contain a cash register.</td>
<td>25.96</td>
</tr>
<tr>
<td>Procedure</td>
<td>Z Score</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>8. Students should be at least sixteen years old when the on-the-job training begins.</td>
<td>25.13</td>
</tr>
<tr>
<td>9. Students should be selected the year preceding the year they enroll.</td>
<td>24.76</td>
</tr>
<tr>
<td>10. The classroom should contain laboratory facilities.</td>
<td>21.70</td>
</tr>
<tr>
<td>11. A written policy statement should contain provisions for providing school time for on-the-job instruction.</td>
<td>21.16</td>
</tr>
<tr>
<td>12. Students should write a letter of application for the job in which they are interested.</td>
<td>20.20</td>
</tr>
<tr>
<td>13. A section in the school yearbook should be used to help promote the program.</td>
<td>18.47</td>
</tr>
<tr>
<td>14. The teacher-coordinator should keep a record of the employer's rating of student progress.</td>
<td>18.30</td>
</tr>
<tr>
<td>15. Interested students should fill out application forms for admission.</td>
<td>17.38</td>
</tr>
<tr>
<td>16. Student training agreements should contain provisions for student safety such as workmen's compensation, etc.</td>
<td>16.80</td>
</tr>
<tr>
<td>17. The teacher-coordinator should have the major responsibility for promoting the cooperative work experience program.</td>
<td>16.75</td>
</tr>
<tr>
<td>18. Students should receive high school credit for work performed at the training station during school hours.</td>
<td>16.39</td>
</tr>
<tr>
<td>19. The employer should be furnished with school attendance records, I.Q. scores, and other information the school possesses if he desires.</td>
<td>15.77</td>
</tr>
<tr>
<td>20. An advisory committee should be appointed and approved by the school board.</td>
<td>15.29</td>
</tr>
</tbody>
</table>
The procedure concerned with providing school time for students to work at the training station had the highest score. This high score resulted from the considerably lower rating this procedure was assigned by the vocational agriculture teachers.

The differences in the ratings of the procedures dealing with the facilities and equipment for a cooperative program seem reasonable. The differences in the objectives and teaching procedures of the three programs would reflect in the type of facility and equipment needed. It seems logical, therefore, that teachers would rate the procedures associated with their specific programs higher than would the other teachers.

The other procedures were associated with implementing a variety of the guiding statements. For the most part, it appears that these procedures would be as applicable to one type of vocational cooperative program as to another. The differences in the ratings may be attributed to the lesser experience with cooperative programs possessed by the vocational agriculture teachers. This lack of experience, and the fact that many vocational agriculture programs were in the developmental stage, would have prevented these teachers from utilizing the procedures and recognizing their value.
CHAPTER VIII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It is the purpose of this final chapter to review the purpose, objectives, method of investigation, and the findings of a study conducted to develop guidelines for planning and conducting cooperative work experience programs in off-farm agriculture.

Conclusions will be drawn, and recommendations will be made on the basis of a review of the literature and the findings of this study.

Purpose of the Study

The ultimate purpose of this study was to develop guidelines for use in planning and conducting cooperative work experience in vocational agriculture programs providing training in off-farm agricultural occupations.

Objectives of the Study

The following specific objectives were identified to guide the direction of the study:

1. To identify and evaluate guidelines for planning and conducting cooperative work experience programs in vocational agriculture.

2. To compare the characteristics of teachers and programs in distributive, trade and industrial, and agricultural education with students placed in cooperative work experience.
3. To determine selected situational factors and characteristics that influence the importance assigned to broad guidelines for planning and conducting cooperative work experience.

4. To compare the degree of importance assigned to activities and procedures associated with cooperative work experience by teachers from various vocational services.

**Need for Study**

The need for this study was predicated on the following points:

1. The objectives and scope of vocational agriculture have changed.

2. Adequate occupational experience is an essential part of programs providing training in off-farm agriculture.

3. Occupational experience in off-farm agricultural occupations can be provided by means of a cooperative work experience program.

4. The number of students enrolled in off-farm agricultural occupations training in vocational agriculture will undoubtedly increase in the future.

5. There is a need for more research and study concerning ways of providing occupational experience in off-farm agricultural occupations.

**Method of Investigation**

The following is a review of the method utilized by the writer in conducting this study.

After the purpose and specific objectives had been identified, the writer identified the respondents to be included in the study. This was accomplished by requesting each state supervisor of vocational
AGRICULTURE TO LIST THE NAMES OF THE TEACHERS IN HIS STATE CONDUCTING
PROGRAMS PROVIDING COOPERATIVE WORK EXPERIENCE IN OFF-FARM AGRICULTURE.
The names of teachers from distributive and trade and industrial edu-
cation were secured by requesting approximately twenty state supervisors
in each of these services to submit the names of five teachers who were
conducting outstanding cooperative work experience programs in their
respective vocational service.

During the time the names of the respondents were being secured,
a survey instrument was developed. An extensive review of the liter-
ature enabled the writer to identify eighteen guiding statements for
planning and conducting cooperative work experience which provided the
framework of the survey instrument. Procedures for implementing the
guiding statements were included in the survey instrument. Teachers
were requested to record the importance of the guiding statements and
the procedural items using a five-point scale.

Survey instruments were returned by vocational agriculture
teachers representing 44 states, distributive education teachers
representing 20 states, and trade and industrial education teachers
representing 17 states. A total of 317 teachers or 83 percent of the
total eligible respondents returned usable survey instruments.

The data was analyzed utilizing an IBM 794 computer. Mean
ratings were determined on each of the guiding statements and proce-
dural items for each of the groups of teachers. The standard deviation
of the responses of the teachers was computed. The F test was admin-
istered to determine if significant differences occurred in the ratings
of the three groups of teachers. The multiple regression analysis
technique was utilized to determine the relative influence of the
SITUATIONAL FACTORS ON THE TEACHERS’ RATINGS OF THE GUIDING STATEMENTS.

MAJOR FINDINGS

Following are the major findings derived from an analysis of the data collected.

CHARACTERISTICS OF THE TEACHERS AND PROGRAMS INCLUDED

Teaching experience.--The teaching experience of the respondents from each of the vocational services was similar with teachers ranging from one year to over seventeen years of experience in each of the vocational services.

Occupational experience.--The percentage of vocational agriculture teachers with no occupational experience other than farming or ranching was 33.9. This compared to 5 percent of the distributive education teachers and none of the trade and industrial education teachers with no occupational experience.

Population of town program was located in.--The percentage of vocational agriculture programs located in towns under 10,000 population was 65.8. This compared to 15.2 percent for the distributive and 18.7 percent for the trade and industrial programs.

Distance to town over 10,000 population.--Over one-half of the programs in all the services located in towns smaller than 10,000 population were 20 miles or more from a town with at least 10,000 inhabitants.

High school enrollment.--The percentage of distributive education programs located in schools with 1,750 or more students enrolled was 41.8. This compared to 25.7 percent of the trade and industrial programs and only 10.6 percent of the vocational agriculture programs.
Number and Grade of Students Placed in Cooperative Work Experience.—The average number of students placed in cooperative work experience by the distributive and trade and industrial education teachers was 39.8 and 39.3 respectively. This compared to 8.7 students per teacher for vocational agriculture programs. Of the vocational agriculture students placed, 17.4 percent were sophomores while the distributive and trade and industrial percentage for the same grade was .4 and 1.3 respectively.

Number of Years Cooperative Experience Has Been Provided by the School.—Forty-five percent of the vocational agriculture programs had been in operation for only one year while 65.8 percent of the distributive and 76.3 percent of the trade and industrial programs had been in operation nine years or more.

Total Number of Months Employed.—The percentage of the distributive education teachers who were employed for a full twelve month period was 15.9 while 57.8 percent of the trade and industrial and 84.2 percent of the vocational agriculture teachers were contracted by the school on a full-year basis.

Number of Weeks per Year Students Were Placed for On-the-Job Experience.—For both the distributive and trade and industrial services, 98.6 percent of the programs had students work on-the-job an average of at least thirty weeks per year. This corresponds to 62.4 percent of the vocational agriculture programs requiring students to work for this period of time.

Average Number of Minutes Available to Work at the Training Station during School Hours.—All of the distributive and trade and industrial programs provided at least thirty minutes per day of school
TIME TO ENABLE STUDENTS TO WORK AT THE TRAINING STATION. WHEREAS, 26.7 PERCENT OF THE VOCATIONAL AGRICULTURE PROGRAMS PROVIDED LESS THAN THIRTY MINUTES.

**Method used for providing classroom instruction.**—One hundred percent of the trade and industrial and 98.8 percent of the distributive education programs utilized a regularly scheduled period to provide related classroom instruction. The percentage of vocational agriculture programs utilizing this method was lower since 20.8 percent of the teachers reported they provided instruction by means of an individual conference.

**Average number of hours worked per week.**—The percentage of distributive and trade and industrial programs having students average at least 15 hours per week at the training station was 97.2 and 98.6 respectively. This corresponds to 62.4 percent for the vocational agriculture programs.

**Length of the classroom instruction period.**—There was no apparent difference in the length of the classroom instruction period provided by programs representative of the three services. Most schools apparently allocated one period per day for related instruction.

**Minimum wage received by students.**—A considerable range was reported in the minimum wage received by the students in all the programs represented. However, 8.1 percent of vocational agriculture teachers reported that their students received no wage. This compared with 4.1 percent of the trade and industrial and none of the distributive education teachers who reported the same for their programs.

**Maximum wage received by students.**—The most common maximum wage received by students from each of the vocational services represented...
WAS FROM $1.25 TO $1.49 PER HOUR. APPROXIMATELY 3 PERCENT OF THE TEACHERS IN EACH OF THE SERVICES REPORTED SOME OF THEIR STUDENTS WERE RECEIVING $2.50 OR MORE PER HOUR.

NUMBER OF STUDENTS REQUIRED TO COMPLETE STUDENT-LEARNER CERTIFICATES. — SEVENTY-THREE PERCENT OF THE VOCATIONAL AGRICULTURE TEACHERS REPORTED NONE OF THEIR STUDENTS WERE REQUIRED TO COMPLETE STUDENT-LEARNER CERTIFICATES. THE OTHER TWO SERVICES HAD MORE PROGRAMS REQUIRING AT LEAST SOME OF THEIR STUDENTS TO COMPLETE THESE CERTIFICATES SINCE 31.3 PERCENT OF THE DISTRIBUTIVE AND 21.3 PERCENT OF THE TRADE AND INDUSTRIAL EDUCATION TEACHERS RECORDED NONE OF THEIR STUDENTS WERE IN THIS CATEGORY.

UTILIZATION OF SELECTED PROCEDURES ASSOCIATED WITH CONDUCTING COOPERATIVE WORK EXPERIENCE. — FOLLOWING IS THE PERCENTAGE OF TEACHERS FROM ALL THE COMBINED GROUPS UTILIZING SELECTED PROCEDURES:

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Percentage Utilizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Follow-up After Graduation</td>
<td>85.8</td>
</tr>
<tr>
<td>Student Selection Standards</td>
<td>81.3</td>
</tr>
<tr>
<td>Written Training Plans</td>
<td>78.1</td>
</tr>
<tr>
<td>Training Station Selection Standards</td>
<td>76.0</td>
</tr>
<tr>
<td>Yearly Program Evaluation</td>
<td>74.7</td>
</tr>
<tr>
<td>School Time for On-The-Job Instructor Visits</td>
<td>74.0</td>
</tr>
<tr>
<td>Students Allowed to Work During School Hours</td>
<td>73.1</td>
</tr>
<tr>
<td>Written Training Agreements</td>
<td>70.5</td>
</tr>
<tr>
<td>Written Policy Statement</td>
<td>69.4</td>
</tr>
<tr>
<td>Advisory Committee</td>
<td>50.4</td>
</tr>
</tbody>
</table>
### Procedure

<table>
<thead>
<tr>
<th>Definite Budget</th>
<th>47.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yearly Community Survey</td>
<td>35.1</td>
</tr>
<tr>
<td>Students Members of Unions</td>
<td>25.6</td>
</tr>
</tbody>
</table>

### Situational Factors and Their Influence

Situational factors and their influence on the guiding statements

Following is a list of the situational factors and the number of guiding statements that were influenced by the independent variables based on a .05 level of confidence.

**Independent Variable**

<table>
<thead>
<tr>
<th><strong>Number of Statements Significantly Influencing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X_{14}</strong> Written Training Plans</td>
</tr>
<tr>
<td><strong>X_{16}</strong> Written Training Agreements</td>
</tr>
<tr>
<td><strong>X_{1}</strong> Distributive Education Teacher</td>
</tr>
<tr>
<td><strong>X_{2}</strong> Trade and Industrial Education Teacher</td>
</tr>
<tr>
<td><strong>X_{7}</strong> Number of Years Cooperative Experience Had Been Provided</td>
</tr>
<tr>
<td><strong>X_{19}</strong> Definite Policies for Selecting Training Stations</td>
</tr>
<tr>
<td><strong>X_{9}</strong> Students Permitted to Work During School Hours</td>
</tr>
<tr>
<td><strong>X_{11}</strong> Utilization of an Advisory Committee</td>
</tr>
<tr>
<td><strong>X_{12}</strong> Written Policy Statement</td>
</tr>
<tr>
<td><strong>X_{18}</strong> Yearly Community Survey</td>
</tr>
<tr>
<td><strong>X_{3}</strong> Years Teaching Experience</td>
</tr>
<tr>
<td><strong>X_{5}</strong> Population of Town</td>
</tr>
<tr>
<td><strong>X_{6}</strong> High School Enrollment</td>
</tr>
<tr>
<td><strong>X_{10}</strong> Students Members of Unions</td>
</tr>
</tbody>
</table>
INDEPENDENT VARIABLE

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number of Statements Significantly Influencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>$X_{15}$ Student Follow-up After Graduation</td>
<td>1</td>
</tr>
<tr>
<td>$X_{14}$ Years of Occupational Experience</td>
<td>0</td>
</tr>
<tr>
<td>$X_{13}$ Months Teachers Are Employed</td>
<td>0</td>
</tr>
<tr>
<td>$X_{17}$ Student Selection Procedures</td>
<td>0</td>
</tr>
<tr>
<td>$X_{17}$ Yearly Program Evaluation</td>
<td>0</td>
</tr>
<tr>
<td>$X_{20}$ Definite Budget</td>
<td>0</td>
</tr>
</tbody>
</table>

GUIDING STATEMENTS AND PROCEDURES FOR THEIR IMPLEMENTATION

The guiding statements and procedural items listed below were assigned a mean rating over 2.5 by the combined groups of teachers using the following importance scale:

<table>
<thead>
<tr>
<th>Importance</th>
<th>Importance</th>
<th>Importance</th>
<th>Importance</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>OF EXTREME</td>
<td>OF CONSIDERABLE</td>
<td>OF SOME</td>
<td>OF LIMITED</td>
<td>OF NO</td>
</tr>
<tr>
<td>IMPORTANCE</td>
<td>IMPORTANCE</td>
<td>IMPORTANCE</td>
<td>IMPORTANCE</td>
<td>IMPORTANCE</td>
</tr>
</tbody>
</table>

4 3 2 1 0

1. Guiding Statement: A written local policy statement should be developed to help in administering cooperative work experience.

The statement should include provisions for:

A. Objectives of the program.$^A$
B. Responsibility for student safety and liability.
C. Administrative relationships.$^A$
D. Selection standards for students.$^A$

$^A$Significant difference in the ratings among the three groups of teachers at the .05 level of confidence.
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e. Standards for supervision by the teacher-coordinator.
f. Time and travel allowances for the teacher-coordinator.
g. Age of students to be enrolled.
h. School time provided for on-the-job training.
i. Financing of the program.
j. Content of related instruction.
k. Standards for supervision and instruction by employer.
l. Requirements for student training plans.
m. Length of student on-the-job training period.
n. Standards for facilities and instructional materials.
o. Minimum and maximum size of classes.
p. Length of classroom instruction periods.
q. Organizing and using an advisory council.

2. Guiding Statement: An advisory committee should be organized
to give guidance and direction to the teacher-coordinator.

A. The advisory committee should include representatives of
business, labor, and the public.
B. The advisory committee should be involved in determining
community situations and needs.
C. The advisory committee should be involved in publicizing
and promoting the program.
D. The advisory committee should be involved in evaluation
of the program.

A Significant difference in the ratings among the three groups
of teachers at the .05 level of confidence.

B Significant difference in the ratings among the three groups
of teachers at the .01 level of confidence.
e. The advisory committee should be involved in developing employment opportunities.

f. The advisory committee should be involved in providing guidance in wage and hour problems.

g. The advisory committee should be involved in conducting a community business survey.

3. Guiding Statement: A survey of the appropriate businesses and firms in the community should be conducted before students are placed in training stations.

The community survey should determine:

A. Willingness of firm to cooperate as a training station.

B. Number of jobs available.

C. The total number of training stations meeting minimum standards.

D. Existence of labor unions or company policies prohibiting the hiring of student workers.

E. Name of person to contact for future meetings.

F. Number of new positions available five years from now.

G. Names of personnel capable of serving as on-the-job instructors.

H. Workmen's compensation and other benefits available to student workers.

I. Minimum wage available for student workers.

A Significant difference in the ratings among the three groups of teachers at the .05 level of confidence.

B Significant difference in the ratings among the three groups of teachers at the .01 level of confidence.
J. Classification of employees (professional, skilled, etc.)^A

K. Willingness of a representative of the firm to serve on an advisory council.^A

4. Guiding Statement: Systematic and comprehensive efforts should be made to promote the program to students, school personnel, and the public.

A. Individual contacts with students and parents should be used as promotional activities.

B. The teacher-coordinator should assume the major responsibility for promoting the program.^B

C. Newspaper announcements and stories should be used as promotional activities.

D. Talks to teachers and other school personnel should be used as promotional activities.

E. Talks to civic groups or other organizations should be used as promotional activities.

F. School publications should be used as promotional activities.^B

G. Letters of appreciation to employers and parents should be used as promotional activities.^A

H. Recognition certificates to employers and on-the-job instructors should be used as promotional activities.

^A Significant difference in the ratings among the three groups of teachers at the .05 level of confidence.

^B Significant difference in the ratings among the three groups of teachers at the .01 level of confidence.
1. Letters to students and parents should be used as promotional activities.

J. School exhibits, tours, and projects should be used as promotional activities.

K. Employer-employee banquets should be used as promotional activities.\(^B\)

L. Free radio or television time should be used as promotional activities.\(^A\)

M. School assembly programs should be used as promotional activities.\(^B\)

N. A section in the school yearbook should be used as a promotional activity.\(^B\)

5. Guiding Statement: A well planned and systematic method of selecting training stations which considers definite standards and criteria should be employed to insure the best possible training environment for the student.

A. When selecting a training station, the employer should have an interest in training the student and appreciate the importance of the program.

B. When selecting a training station, a good employer-employee relationship should exist.

C. A personal contact should be made in the firms which appear to meet the minimum requirements for training stations.

\(^A\)Significant difference in the ratings among the three groups of teachers at the .05 level of confidence.

\(^B\)Significant difference in the ratings among the three groups of teachers at the .01 level of confidence.
D. When selecting a training station, the training station should have a good reputation and be accepted by the community as a reliable, respectable firm.\(^A\)

E. When selecting a training station, the working conditions should be satisfactory, clean, safe, on a par with similar jobs.

F. When selecting a training station, the training station should provide a position which required training--not just a routine work experience of a repetitive nature.

G. When selecting a training station, the establishment should provide the trainee with adequate supervision by an on-the-job instructor.\(^A\)

H. A community survey should be conducted to determine all of the possible training stations.\(^B\)

I. When selecting a training station, the training station should be within a reasonable distance of the school.

J. When selecting a training station, the training station should be capable and willing to provide training throughout the school year.\(^B\)

K. When selecting a training station, the training station should provide training in an occupation approved by the state department.\(^B\)

\(^A\) Significant difference in the ratings among the three groups of teachers at the .05 level of confidence.

\(^B\) Significant difference in the ratings among the three groups of teachers at the .01 level of confidence.
l. When selecting a training station the training station should be within a reasonable distance of the school.

m. When selecting a training station the training station should be willing to pay the minimum wage for student workers.

n. When selecting a training station the training station should offer opportunities for advancement within the establishment.

6. Guiding Statement: The school should have a definite plan for screening and selecting students that conforms to local school policy, satisfies cooperating employers, and meets student needs.

A. The teacher-coordinator should conduct personal interviews with each interested student.

B. In making the final selection of students, students should obtain the approval of the parents for participation.

C. In making the final selection of students, students should be able to get to and from the training station.

D. Interested students should fill out application forms.

E. In making the final selection of students, students should be at least sixteen years old when the on-the-job training begins.

A Significant difference in the ratings among the three groups of teachers at the .05 level of confidence.

B Significant difference in the ratings among the three groups of teachers at the .01 level of confidence.
F. A general announcement concerning the program should be made to all students.

G. When making the final selection of students, students should have maintained good school attendance records.

H. When making the final selection students, students should be interested in occupations in which adequate training stations are available.

I. The guidance counselor should be consulted in determining capable and qualified students.

J. Personal contact should be made with each student's parents before a final selection is made.

K. Students should be selected during the school year preceding the year the students enroll.

L. Students should be able to work during a portion of the regular school day.

M. In making the final selection of students, students should have a definite occupational objective.

N. Occupational interest and I.Q. tests should be used in making the final selection.

7. Guiding Statement: A concerted effort should be exerted by the teacher-coordinator to insure that the interest of both the student and the employer are considered when a student is placed for employment in a training station.

A Significant difference in the ratings among the three groups of teachers at the .05 level of confidence.

B Significant difference in the ratings among the three groups of teachers at the .01 level of confidence.
A. The student should be interviewed by the employer before being employed in a training station.\textsuperscript{B}

B. Instruction should be given students on applying for a job and employer-employee relations before the student begins working in a training station.\textsuperscript{A}

C. The final selection of the student should be made by the employer.

D. The employer should be furnished the names of students interested in the type of jobs available in his training station.

E. The teacher-coordinator should prepare a letter of introduction for the student when he applies for a job at the training station.

F. Students should complete Labor Department Student Learner Certificates.\textsuperscript{B}

G. The employer should be furnished school attendance records, I.Q. scores, and other student information possessed by the school if he so desires.\textsuperscript{B}

H. Students should write a letter of application for the job in which they are interested.\textsuperscript{B}

8. Guiding Statement: A written training plan which lists the learning activities the student should engage in at the training station should be developed to serve as a guide to the employer in offering

\textsuperscript{A}Significant difference in the ratings among the three groups of teachers at the .05 level of confidence.

\textsuperscript{B}Significant difference in the ratings among the three groups of teachers at the .01 level of confidence.
ON-THE-JOB INSTRUCTION AND TO THE TEACHER-COORDINATOR IN PLANNING AND TEACHING RELATED INSTRUCTION.

A. The training plan should be developed jointly by the teacher-coordinator and the employer.

B. The training plan should provide for rotation among the different skills necessary for the student to become proficient in the occupation. B

C. The training plan should contain provisions for keeping a record of the student's on-the-job experiences.

D. A training plan should be developed for each student.

E. All activities considered essential to the occupational training should be included in the training plan with provisions for priority areas indicated.

F. The training plan should list the related instruction that will be provided at school that corresponds to the experiences engaged in on the job.

G. The employer, student, school, and parent should receive a copy of the training plan. A

9. Guiding Statement: A written agreement between the school and the employer which lists specific responsibilities of the parties or individuals involved should be developed for students placed in cooperative work experience.

A Significant difference in the ratings among the three groups of teachers at the .05 level of confidence.

B Significant difference in the ratings among the three groups of teachers at the .01 level of confidence.
A. **The training agreement should contain responsibilities of the student, employer, school, and parents.**

B. **The training agreement should be developed jointly by the teacher-coordinator and the employer.**

C. **The training agreement should contain provisions for student safety such as insurance, workmen's compensation, etc.**

D. **The training agreement should contain objectives of cooperative work experience.**

E. **The training agreement should contain provisions for not employing students when they do not attend or drop out of the related instruction class.**

F. **The training agreement should contain minimum and maximum hours students are to work per week.**

G. **The employer, student, school, and parent should receive a copy of the training agreement.**

H. **The training agreement should contain the date training is to begin and end.**

I. **The training agreement should be developed and signed before a student is placed in the training station.**

J. **Minimum and maximum wage students may receive should be included in the training agreement.**

10. **Guiding Statement:** Adequate and appropriate facilities are essential and should be made available in schools conducting vocational cooperative work experience programs.

---

B Significant difference in the ratings among the three groups of teachers at the .01 level of confidence.
A. The classroom where the related instruction is offered should contain moveable tables rather than fixed desks.

B. The teacher-coordinator should have access to a room for small groups and counseling purposes.

C. The classroom where the related instruction is offered should contain movie and slide projection equipment.

D. The teacher-coordinator should be provided a separate office.

E. A separate classroom should be provided for offering related classroom instruction.

F. The classroom where the related instruction is offered should contain display cases and units.

G. The classroom where the related instruction is offered should contain overhead projector.

II. Guiding Statement: The school should provide sufficient instructional materials to supplement the teaching of related classroom instruction and reference material related to the areas of work in which students are being trained.

A. An appropriately coordinated library which provides up-to-date reference material related to the areas of work in which students are being trained should be provided.

B. Books and references should be located in the classroom or adjacent to it.

---

A Significant difference in the ratings among the three groups of teachers at the .05 level of confidence.

B Significant difference in the ratings among the three groups of teachers at the .01 level of confidence.
c. A definite budget should be established for purchase of books and reference material.\(^B\)

12. Guiding Statement: The related classroom instruction should be organized and planned so as to provide the information and experience which is not taught on the job and is necessary for students to progress in the various occupations.

a. Related instruction should consist of both individual and group instructional procedures.\(^B\)

b. Related instruction should be organized so material relevant to all students is presented and time is still available to individual instruction in the specific occupations.\(^A\)

c. Related instruction should be based upon individual needs.\(^B\)

13. Guiding Statement: The teacher-coordinator should have an organized and systematic plan for visiting students at their training stations so that related classroom instruction can be correlated with on-the-job training.

a. When making a visit, the teacher-coordinator should determine employer satisfaction.\(^A\)

b. Visits to students should be based upon individual situations.\(^A\)

\(^A\)Significant difference in the ratings among the three groups of teachers at the .05 level of confidence.

\(^B\)Significant difference in the ratings among the three groups of teachers at the .01 level of confidence.
c. **The teacher-coordinator should plan his visit so as to avoid rush hours or other congested periods.**

d. **When making a visit, the teacher-coordinator should discuss the training plan with the on-the-job instructor to determine student progress and needed revisions in on-the-job experiences and related instruction.**

e. **When making a visit, the teacher-coordinator should observe the student at work.**

f. **The teacher-coordinator should record his observations made during visits to students at training stations.**

g. **Conferences with employers should be made away from the student and his work area.**

h. **The teacher-coordinator should inform employers of visits.**

i. **The teacher-coordinator should plan a weekly schedule for on-the-job visits in advance.**

14. **Guiding Statement:** Employers should have the responsibility of providing adequate and timely instruction and supervision of the student while they are working in the training station.

a. **The on-the-job instructor should have the responsibility of providing the on-the-job experiences listed in the training plan.**

---

*S*ignificant difference in the ratings among the three groups of teachers at the .05 level of confidence.

**S**ignificant difference in the ratings among the three groups of teachers at the .01 level of confidence.
B. **On-the-job instructors should have daily contact with students at the training station.**

C. **The on-the-job instructor should be freed from some of his regular duties to give him time for providing on-the-job instruction.**

D. **The on-the-job instructor should be responsible for the actions of the students while working in the training station.**

15. **Guiding Statement:** Certain records and reports should be kept to help insure sound operation of a vocational cooperative work experience program.

A. The teacher-coordinator should be responsible for maintaining records or reports of the employer's rating of student progress.

B. The teacher-coordinator should be responsible for maintaining records or reports of individual training plans and agreements.

C. The teacher-coordinator should be responsible for maintaining records or reports of visitations to students at training stations.

D. The teacher-coordinator should be responsible for maintaining records or reports of placement records of former students.

*A Significant difference in the ratings among the three groups of teachers at the .05 level of confidence.

*BSignificant difference in the ratings among the three groups of teachers at the .01 level of confidence.
E. The teacher-coordinator should be responsible for maintaining records or reports of individual student earnings and hours worked while enrolled in the program.\textsuperscript{b}

16. Guiding Statement: Achievement in both classroom related instruction and performance on the job should be considered in evaluating students.

A. Students should receive high school credit for the work performed at the training station during school hours.\textsuperscript{b}

B. Employers should have the responsibility for rating the on-the-job achievement of the students.\textsuperscript{b}

C. The teacher-coordinator should supply the employer a rating sheet that lists desirable outcomes rather than letter grades to help them rate student performance.\textsuperscript{b}

17. Guiding Statement: The school should maintain an organized system of following up cooperative work experience students after graduation.\textsuperscript{a}

A. A record of employment positions and other pertinent information on former students should be maintained by the teacher-coordinator.

B. The teacher-coordinator should help locate employment positions for students after graduation.

18. Guiding Statement: The vocational cooperative work experience program should practice a continuous and planned program of evaluation.

\textsuperscript{a}Significant difference in the ratings among the three groups of teachers at the .05 level of confidence.

\textsuperscript{b}Significant difference in the ratings among the three groups of teachers at the .01 level of confidence.
A. A PROGRAM EVALUATION SHOULD INVOLVE PRESENT STUDENTS.
B. A PROGRAM EVALUATION SHOULD INVOLVE EMPLOYERS.
C. A PROGRAM EVALUATION SHOULD INVOLVE FORMER STUDENTS.
D. A PROGRAM EVALUATION SHOULD SURVEY THE NUMBER OF STUDENTS PLACED IN PERMANENT JOBS.
E. THE PROGRAM EVALUATION SHOULD SURVEY THE TYPES OF JOBS STUDENTS ARE PLACED IN.
F. A PROGRAM EVALUATION SHOULD INVOLVE SCHOOL ADMINISTRATORS.
G. THE PROGRAM EVALUATION SHOULD SURVEY RATINGS OF ON-THE-JOB INSTRUCTION BY STUDENTS AND OTHERS.
H. THE PROGRAM EVALUATION SHOULD SURVEY RATINGS OF RELATED CLASSROOM INSTRUCTION BY STUDENTS, EMPLOYERS, AND OTHERS.
I. A PROGRAM EVALUATION SHOULD INVOLVE LOCAL BUSINESSMEN.
J. A PROGRAM EVALUATION SHOULD INVOLVE ADVISORY COUNCIL.
K. A PROGRAM EVALUATION SHOULD INVOLVE STATE VOCATIONAL SUPERVISORS.

Conclusions

THE FOLLOWING CONCLUSIONS, BASED ON THE STUDY, WERE PREPARED BY THE INVESTIGATOR:

1. THE GUIDING STATEMENTS DEVELOPED IN THIS STUDY ARE USABLE AND HAVE BEEN RATED AS BEING OF CONSIDERABLE IMPORTANCE IN PLANNING AND CONDUCTING COOPERATIVE WORK EXPERIENCE PROGRAMS.

2. THE PROCEDURES IDENTIFIED BY THIS STUDY ARE THE MAJOR ACTIVITIES THAT SHOULD BE CARRIED OUT TO IMPLEMENT THE GUIDING STATEMENTS.
3. The guiding statements are of similar importance regardless of the vocational service in which the training program is provided.

4. Although many of the procedures for implementing the guiding statements are of similar importance regardless of the vocational service providing the training, several procedures have more importance to one service than to another.

5. Although vocational agriculture teachers have limited experience in conducting cooperative work experience programs, they are quite familiar with the basic guidelines that should be followed to properly plan and conduct such a program.

6. Most states have off-farm cooperative vocational agriculture training, however, the programs are limited in number and student enrollment and, for the most part, are in the developmental stage.

7. There is considerable variation in the nature and characteristics of the vocational agriculture departments that offer cooperative training, particularly in respect to the requirements for the length of the on-the-job training period and the number of hours students work.

8. Certain factors and characteristics influence teachers' ratings of the guiding statements, however, most of these significantly influence only a small number of these statements.

Recommendations

The following recommendations were made to help implement the findings of this study. In preparing these recommendations, the writer was aware that they are not based entirely on the facts and data
Evolving from this study, but are judgments growing out of his work in this area.

It is recommended:

1. That vocational agriculture departments expand the use of cooperative training as a means of providing occupational experience in off-farm agricultural occupations.

2. That consideration be given to utilizing the guiding statements and procedural items to develop an evaluation device for use by teachers and administrators in evaluating cooperative work experience programs in vocational agriculture.

3. That the guiding statements and procedural items be used for discussion in undergraduate and graduate courses and workshops dealing with occupational experience in off-farm agriculture.

4. That more attention be given in special workshops and in the undergraduate training of teachers to the procedures associated with planning and conducting cooperative work experience.

5. That teachers conducting cooperative work experience programs in vocational agriculture be given ample school time for coordination and supervision.

6. That instructional materials concerning off-farm agricultural occupations be developed to assist teachers in providing specific related instruction.

7. That sample training plans be developed for the major off-farm agricultural occupations.

8. That consideration be given to the adoption of state plan requirements for students concerning the minimum duration and number of
HOURS OF ACTUAL ON-THE-JOB OCCUPATIONAL EXPERIENCE TO BE GAINED IN OFF-FARM AGRICULTURAL OCCUPATIONS.

9. That schools with vocational agriculture cooperative work experience programs provide school time for students to work in training stations.

10. That state supervisors and teacher educators give increased attention to informing teachers of the need and value of advisory committees and written policy statements in helping administer a cooperative work experience program.

11. That state plans in vocational agriculture be revised to take into consideration the special nature and characteristics of the vocational agriculture programs providing cooperative work experience in off-farm agriculture.

Recommendations for Further Study

During the conduct of the study the writer became aware of the need for further study in areas related to this study. Following are some areas needing additional research:

1. To obtain the opinions of school administrators and employers concerning the guiding statements and procedures identified in this study.

2. To determine possible curriculum patterns for providing occupational training in off-farm agricultural occupations.

3. To develop procedures for organizing and conducting combination programs providing cooperative training in vocational agriculture and one or more other vocational service.

4. To develop procedures for evaluating occupational experience in off-farm agriculture.
5. To determine methods of offering specific related instruction when students are placed in various occupational areas.

6. To further perfect the guiding statements and identify additional procedural items for their implementation.

7. To determine other factors which may influence teachers' ratings of the guiding statements.

8. To determine methods of providing in-service education to teachers conducting cooperative programs in vocational agriculture.

9. To determine the most adequate number of hours of on-the-job occupational experience needed in the major off-farm agricultural occupations.

10. To repeat this study in five years to determine if the increased experience gained by vocational agriculture teachers will change their opinions as to the importance of the guiding statements and procedural items.
Dear State Supervisor:

At the present time, many states are developing programs to provide training in agricultural occupations other than farming. One area that appears to need further study is determining the best methods for providing adequate work experience in these agricultural occupations.

In order to answer many of the prevalent questions, we are formulating guidelines for developing and conducting the cooperative work experience phase of off-farm agricultural occupations programs. To do this, we are surveying the opinions of the teachers in the various states who are conducting programs that have on-the-job work experience in agricultural businesses or firms as an integral part of the program.

We would like to ask your cooperation in providing the names and addresses of the teachers in your state conducting programs that have students placed in agricultural businesses for work-experience. We would like to send these teachers a questionnaire that will indicate their opinion as to the various procedures that should be followed in developing and conducting the cooperative work experience phase of the program. The time required to complete this questionnaire should not exceed 30 minutes.

A separate sheet and self-addressed envelope is enclosed for you to record the names and addresses of the teachers who are conducting programs which meet the above mentioned criteria. Much of the information obtained will be utilized to develop a publication which will be available to all state supervisors and teacher educators. This publication will be one of those evolving from the off-farm agricultural occupations summarization study being conducted by the National Center. Since the time is short to develop this publication, we hope you will return the necessary information by April 15.

At the present time, we plan to give a preliminary report of the progress of the study at the May meeting of state supervisors and teacher educators at Ohio State University. If you wish to make any comments concerning the study, feel free to write them on the bottom or back of the enclosed reporting sheet.

We would appreciate it if you would inform the teachers you list on the reporting sheet and request their cooperation in the study.

Sincerely yours,

Ralph E. Bender, Chairman
Department of Agricultural Education

Harold Anderson, Instructor
Department of Agricultural Education

REB:cr
Enclosures
NAMES OF TEACHERS CONDUCTING VOCATIONAL AGRICULTURE PROGRAMS
WHICH REQUIRE WORK EXPERIENCE IN AGRICULTURAL BUSINESSES

(Note: If no programs are in operation in your state which meet the criteria mentioned, please write none on this sheet and return it.)

1. Teacher ____________________ School ____________________
   Address ____________________

2. Teacher ____________________ School ____________________
   Address ____________________

3. Teacher ____________________ School ____________________
   Address ____________________

4. Teacher ____________________ School ____________________
   Address ____________________

5. Teacher ____________________ School ____________________
   Address ____________________

6. Teacher ____________________ School ____________________
   Address ____________________

7. Teacher ____________________ School ____________________
   Address ____________________

8. Teacher ____________________ School ____________________
   Address ____________________

9. Teacher ____________________ School ____________________
   Address ____________________

(If more space is needed, continue on back.)
April 21, 1965

Dear State Supervisor:

We recently sent you a request for the names of Vocational Agriculture teachers in your state who have cooperative work experience in agricultural businesses or firms as an integral part of the program. As yet we have not received a reply from your state.

We feel this study would be more valuable if all the states were represented in the outcome. It is possible that there are no programs of this type presently operating in your state. If this is the case, please indicate so on the form and return it so an accurate report of the scope of present programs can be made at the May meeting of state supervisors and teacher trainers sponsored by the National Center.

We wish to thank you in advance for your cooperation, and we hope you will send us the necessary information at your earliest convenience.

Sincerely yours,

Ralph E. Bender, Chairman
Department of Agricultural Education

Harold Anderson, Instructor
Department of Agricultural Education

REB: cr
Dear State Supervisor:

Recent changes in the objectives of vocational agriculture have broadened the scope of the program to include training for occupations other than farming. As a result of these changes, programs are now being developed to provide training in many of these occupations. One area of concern in the development of these new programs is the provision for work experience. Presently we are attempting to formulate guidelines for developing and conducting cooperative work experience in vocational agriculture. We realize that teachers of distributive education have had training and experience in cooperative work experience since it is an integral part of the distributive education program. We would like to utilize the knowledge and experience of outstanding teachers in selected states in the development of guidelines for vocational agriculture programs which require work experience in agricultural businesses or industries.

We would like to ask your cooperation by providing us with the names of five teachers in your state who because of their experience and past accomplishments are qualified to complete a questionnaire which will indicate their opinion as to the guidelines to follow in developing and conducting cooperative work experience. The time required to complete the questionnaire should not exceed 30 minutes, so it should not interfere with the performance of the teachers' regular duties.

A separate sheet and self-addressed envelope is included for you to record the names and addresses of five teachers from your state. We hope to have the data summarized in time to develop a publication before the beginning of next school year, so we would like to have the names of the teachers from your state by April 15. If you would like to receive a copy of the publication, please check the appropriate place in the right hand corner of the recording sheet.

We would also appreciate it if you would inform the teachers you have selected and request their cooperation in completing the questionnaire.

Sincerely yours,

Ralph E. Bender, Chairman
Department of Agricultural Education

Harold Anderson, Instructor
Department of Agricultural Education

REB:cr
Enclosures
Please place in self-addressed envelope and return by April 15

I would like a copy of publication resulting from this study
Yes _____ No _____

State ____________________________

Supervisor ________________________

NAME AND ADDRESS OF SELECTED TEACHERS

1. Name __________________________ School __________________________
   Address __________________________

2. Name __________________________ School __________________________
   Address __________________________

3. Name __________________________ School __________________________
   Address __________________________

4. Name __________________________ School __________________________
   Address __________________________

5. Name __________________________ School __________________________
   Address __________________________
April 21, 1965

Dear State Supervisor:

Recently we sent you a request for the names of five teachers in your state who because of their experience and qualifications could help us formulate guidelines for cooperative work experience in Vocational Education. As of now, we have not received a reply from your state.

Since the number of states that we have selected to participate in this study is limited, we would like to have all those selected be represented; for we believe the programs in these states represent our best source of information.

We have enclosed another form for you to list the teachers from your state. If for some reason you do not want to have your state involved in the study, would you please indicate this on the report form and return it to us.

We wish to thank you in advance for your cooperation, and we hope you will send us the names of the teachers to represent your state at your earliest convenience.

Sincerely yours,

Ralph E. Bender, Chairman
Department of Agricultural Education

Harold Anderson, Instructor
Department of Agricultural Education

REB:cr

Enclosure
READ THESE DIRECTIONS BEFORE COMPLETING THE QUESTIONNAIRE. PLACE IT BESIDE THE QUESTIONNAIRE SO YOU MAY REFER TO THE SCALE FOUND BELOW WHEN PLACING YOUR OPINION IN TERMS OF A NUMERICAL VALUE.

PART I

The purpose of this section is to determine selected characteristics of the schools and instructors involved in the study. If a question does not apply to your situation, write NA (not applicable).

PART II

The purpose of this section is to determine opinions as to the importance of various areas and activities associated with conducting vocational cooperative work experience programs. A vocational cooperative work experience program refers to those programs which provide supervised training for gainful employment in various occupations. The program is accomplished by establishing a cooperative arrangement between the school and the businesses of firms in the community which serve as on-the-job training stations.

This section is divided into various areas generally associated with vocational cooperative work experience programs. Under each area a "guiding statement" is presented. Below each guiding statement space is provided for you to record your reactions to the statement. If you feel the statement can be improved or should be changed, record your suggested changes on the designated line. To the right of each guiding statement and the activities listed below them, a set of numerical values (4 3 2 1 0) is found. These values correspond to the alternatives in the scale explained below. Please circle the number which most nearly indicates your opinion as to the importance of each item. Evaluate each item. Evaluate each item whether you practice it or not.

IMPORTANCE SCALE

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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<tbody>
<tr>
<td>OF EXTREME IMPORTANCE</td>
<td>OF CONSIDERABLE IMPORTANCE</td>
<td>OF SOME IMPORTANCE</td>
<td>OF LIMITED IMPORTANCE</td>
<td>OF NO IMPORTANCE</td>
</tr>
</tbody>
</table>

4—OF EXTREME IMPORTANCE—Those items that in your opinion are essential or crucial to the proper operation of the program, or in other words absolutely necessary.

3—OF CONSIDERABLE IMPORTANCE—Those items which have much importance but cannot be classified as absolutely necessary.

2—OF SOME IMPORTANCE—Those items which can be classified as important, but would only be performed if the time and effort needed for their completion would hinder the completion of items classified as extremely important or of much importance.

1—OF LIMITED IMPORTANCE—Those items which have some value but would have little effect upon the success of the over-all program.

0—OF NO IMPORTANCE—Those items which you feel should not be undertaken because they would bring no benefit to the program and in some cases they may have an undesirable effect.
AN INSTRUMENT TO IDENTIFY GUIDELINES FOR PLANNING AND CONDUCTING
COOPERATIVE WORK EXPERIENCE IN VOCATIONAL EDUCATION

PART I

Please complete each of the following questions to the best of your ability.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name of instructor</td>
<td></td>
</tr>
<tr>
<td>2. Address of school</td>
<td></td>
</tr>
<tr>
<td>3. Years of vocational teaching experience</td>
<td></td>
</tr>
<tr>
<td>4. Population of town in which high school is located</td>
<td></td>
</tr>
<tr>
<td>5. Total high school enrollment</td>
<td></td>
</tr>
<tr>
<td>6. Number of students in your section placed in cooperative work experience</td>
<td></td>
</tr>
<tr>
<td>7. Number of years cooperative work experience has been provided in this school in the vocational section in which you teach</td>
<td></td>
</tr>
<tr>
<td>8. Total number of months instructor is employed per year</td>
<td></td>
</tr>
<tr>
<td>9. Classroom instruction related to the students job is provided</td>
<td></td>
</tr>
<tr>
<td>10. What is the length in minutes of the daily classroom instruction period, if provided?</td>
<td></td>
</tr>
<tr>
<td>11. Students are available to work in training stations—outside regular school hours only</td>
<td></td>
</tr>
<tr>
<td>12. What is the average number of minutes during the regular school day available for students to work in training stations, if provided?</td>
<td></td>
</tr>
<tr>
<td>13. On-the-Job visits are made by the instructor—outside regular school hours only</td>
<td></td>
</tr>
<tr>
<td>14. How many minutes per day are made available to the instructor for visiting students at their training stations during regular school hours?</td>
<td></td>
</tr>
<tr>
<td>15. The minimum wage of students in your class</td>
<td></td>
</tr>
<tr>
<td>16. Are any of your students members of labor unions?</td>
<td></td>
</tr>
<tr>
<td>17. Are students required to complete Labor Department student learner certificates?</td>
<td></td>
</tr>
<tr>
<td>18. Check the procedures or activities associated with the cooperative work experience program in your school. (If not practiced, place NP in the blank.)</td>
<td></td>
</tr>
</tbody>
</table>

An advisory council is organized specifically for the program under your direction. No. of members No. of meetings held per year

A written and approved policy statement for administering the program.

Definite procedures for selection of students.

Individual training plans for each student.

Follow-up of students upon graduation(employment, positions held, etc.).

Written training agreements with cooperating employers.

A systematic yearly evaluation of the program.

A yearly community business survey.

Definite policies and standards for selecting training stations.
Policy Statement

GUIDING STATEMENT: A written local policy statement should be developed to help in administering cooperative work experience. Suggested changes in above statement, if any

1. A local policy statement governing cooperative work experience should include provisions for:
   a. Age of students to be enrolled. 4 3 2 1 0
   b. School time provided for on-the-job training. 4 3 2 1 0
   c. Selection standards for students. 4 3 2 1 0
   d. Regulations for student wages. 4 3 2 1 0
   e. Length of student on-the-job training period. 4 3 2 1 0
   f. Responsibility for student safety and liability. 4 3 2 1 0
   g. Requirements for student training plans. 4 3 2 1 0
   h. Membership in youth organizations. 4 3 2 1 0
   i. Length of classroom instruction periods. 4 3 2 1 0
   j. Content of related instruction. 4 3 2 1 0
   k. Minimum and maximum size of classes. 4 3 2 1 0
   l. Standards for facilities and instructional materials. 4 3 2 1 0
   m. Standards for supervision and instruction by employer. 4 3 2 1 0
   n. Standards for supervision by the teacher-coordinator. 4 3 2 1 0
   o. Time and travel allowances for the teacher-coordinator. 4 3 2 1 0
   p. Objectives of the program. 4 3 2 1 0
   q. Administrative relationships. 4 3 2 1 0
   r. Financing of the program. 4 3 2 1 0
   s. Organizing and using an advisory council. 4 3 2 1 0
   t. Others (list) 4 3 2 1 0

Advisory Council

GUIDING STATEMENT: An advisory council should be organized to give guidance and direction to the teacher-coordinator. Suggested changes in above statement, if any

1. The advisory council should be appointed or approved by the local school board. 4 3 2 1 0

2. The advisory council should include representatives of business, labor, and the public. 4 3 2 1 0
3. The advisory council should be involved in:
   a. Locating training stations; 4 3 2 1 0
   b. Determining course content; 4 3 2 1 0
   c. Determining community situations and needs; 4 3 2 1 0
   d. Publicizing and promoting the program; 4 3 2 1 0
   e. Evaluation of the program; 4 3 2 1 0
   f. Developing employment opportunities; 4 3 2 1 0
   g. Providing guidance in wage and hour problems; 4 3 2 1 0
   h. Setting standards for student selection; 4 3 2 1 0
   i. Selection of classroom equipment; 4 3 2 1 0
   j. Setting local training standards; 4 3 2 1 0
   k. Selecting and developing instructional material; 4 3 2 1 0
   l. Conducting a community business survey; 4 3 2 1 0
   m. Securing resource personnel for classroom instruction; 4 3 2 1 0
   n. Others__________________________ 4 3 2 1 0
   o. Others__________________________ 4 3 2 1 0

Community Survey

GUIDING STATEMENT: A Survey of the appropriate businesses and firms in the community should be conducted before students are placed in training stations.
Suggested changes in above statement, if any__________________________

1. The community survey should determine:
   a. The total number of training stations meeting minimum standards. 4 3 2 1 0
   b. Willingness of firm to cooperate as a training station. 4 3 2 1 0
   c. Minimum wage available for student workers 4 3 2 1 0
   d. Existence of labor unions or company policies prohibiting the hiring of student workers. 4 3 2 1 0
   e. Main function of the firm. 4 3 2 1 0
   f. Total number of employees. 4 3 2 1 0
   g. Classification of employees (Professional, skilled, etc.) 4 3 2 1 0
   h. Number of jobs available. 4 3 2 1 0
   i. Number of new positions available five years from now. 4 3 2 1 0
   j. Workmen’s compensation and other benefits available to student workers. 4 3 2 1 0
   k. Willingness of a representative of the firm to serve on an advisory council. 4 3 2 1 0
   l. Maximum wage student workers may receive. 4 3 2 1 0
   m. Names of personnel capable of serving as on-the-job instructors. 4 3 2 1 0
1. The community survey should determine: (con't)
   n. Name of person to contact for future meetings.
   o. Others
   p. Others

Promotion of the Program

GUIDING STATEMENT: Systematic and comprehensive efforts should be made to promote the program to students, school personnel, and the public.

Suggested changes in above statement

1. The teacher-coordinator should assume the major responsibility for promoting the program.
2. The following promotional activities should be used:
   a. Newspaper announcements and stories.
   b. School publications.
   c. School assembly programs.
   d. Talks to civic groups or other organizations.
   e. Talks to teachers and other school personnel.
   f. School exhibits, tours and projects.
   g. Employers' newspaper ads.
   h. Free radio or television time.
   i. A section in the school yearbook.
   j. Letters to students and parents.
   k. Individual contacts with students and parents.
   l. Employer-employee banquets.
   m. Letters of appreciation to employers and parents.
   n. Recognition certificates to employers and on-the-job instructors.
   o. Others
   p. Others

Selection of Training Stations

GUIDING STATEMENT: A well planned and systematic method of selecting training stations which considers definite standards and criteria should be employed to insure the best possible training environment for the student.

Suggested changes in above statement, if any

1. A community survey should be conducted to determine all of the possible training stations.
2. A personal contact should be made in the firms which appear to meet the minimum requirements for training stations.
3. A training station should be selected on the following basis:
   a. The training station should provide training in an occupation approved by the State Department. 4 3 2 1 0
   b. The training station should provide a position which required training—not just a routine work experience of a repetitive nature. 4 3 2 1 0
   c. The training station should offer opportunities for advancement within the establishment. 4 3 2 1 0
   d. The establishment should provide the trainee with adequate supervision by an on-the-job instructor. 4 3 2 1 0
   e. The working conditions should be satisfactory, clean, safe, on a par with similar jobs. 4 3 2 1 0
   f. The training station should have a good reputation and be accepted by the community as a reliable, respectable firm. 4 3 2 1 0
   g. The employer should have an interest in training the student and appreciate the importance of the program. 4 3 2 1 0
   h. The training station should be capable and willing to provide training throughout the school year. 4 3 2 1 0
   i. The training station should have adequate facilities, equipment and use up-to-date methods. 4 3 2 1 0
   j. The training station should be within a reasonable distance of the school. 4 3 2 1 0
   k. Good employer-employee relationships should exist. 4 3 2 1 0
   l. The training station should be willing to pay the minimum wage for student workers. 4 3 2 1 0
   m. Others
   n. Others
4. Others

Selection of Students

GUIDING STATEMENT: The school should have a definite plan for screening and selecting students that conforms to local school policy, satisfies cooperating employers and meets student needs. 4 3 2 1 0

Suggested changes in above statement, if any

1. A general announcement concerning the program should be made to all students. 4 3 2 1 0
2. Interested students should fill out application forms. 4 3 2 1 0
3. The guidance counselor should be consulted in determining capable and qualified students. 4 3 2 1 0
4. The teacher-coordinator should conduct personal interviews with each interested student. 4 3 2 1 0
5. Personal contact should be made with each student's parents before a final selection is made. 4 3 2 1 0
6. Occupational interest and IQ tests should be used in making the final selection. 4 3 2 1 0
7. Students should be selected during the school year preceding the year the students enroll.

8. Students should be able to work during a portion of the regular school day.

9. In making the final selection of students, students should:
   a. Have a definite occupational objective.
   b. Obtain the approval of the parents for participation.
   c. Be at least 16 years old when the on-the-job training begins.
   d. Have maintained good school attendance records.
   e. Be able to get to and from the training station.
   f. Be interested in occupations in which adequate training stations are available.
   g. Others (list)______________________________
   h. Others______________________________

10. Others______________________________

Placement of Students in Training Stations

GUIDING STATEMENT: A concerted effort should be exerted by the teacher-coordinator to insure that the interest of both the student and the employer are considered when a student is placed for employment in a training station.

Suggested changes in above statement, if any______________________________

1. Instruction should be given students on applying for a job, and employer-employee relations before the student begins working in a training station.

2. The employer should be furnished the names of students interested in the type of jobs available in his training station.

3. The student should be interviewed by the employer before being employed in a training station.

4. The teacher-coordinator should prepare a letter of introduction for the student when he applies for a job at the training station.

5. Students should write a letter of application for the job they are interested in.

6. The final selection of the student should be made by the employer.

7. The employer should be furnished school attendance records, IQ scores and other student information possessed by the school if he so desires.

8. Students should complete Labor Department Student Learner Certificates.

9. Others______________________________
Training Plans

GUIDING STATEMENT: A written training plan which lists the learning activities the student should engage in at the training station should be developed to serve as a guide to the employer in offering on-the-job instruction and to the teacher-coordinator in planning and teaching related instruction.

Suggested changes in above statement, if any:

1. The training plan should be developed jointly by the teacher-coordinator and the employer.
2. A training plan should be developed for each student.
3. The training plan should provide for rotation among the different skills necessary for the student to become proficient in the occupation.
4. All activities considered essential to the occupational training should be included in the training plan with provisions for priority areas indicated.
5. The training plan should contain provisions for keeping a record of the student's on-the-job experiences.
6. The training plan should list the related instruction that will be provided at school that corresponds to the experiences engaged in on the job.
7. The employer, student, school, and parent should receive a copy of the training plan.
8. Others
9. Others

Training Agreements

GUIDING STATEMENT: A written agreement between the school and the employer which lists specific responsibilities of the parties or individuals involved should be developed for students placed in cooperative work experience.

Suggested changes in above statement, if any:

1. The training agreement should be developed and signed before a student is placed in the training station.
2. The training agreement should be developed jointly by the teacher-coordinator and the employer.
3. The employer, student, school, and parent should receive a copy of the training agreement.
4. The training agreement should contain:
   a. Objectives of cooperative work experience.
   b. Date training is to begin and end.
   c. Minimum and maximum wage students may receive.
   d. Minimum and maximum hours students are to work per week.
   e. Provisions for student safety such as insurance, workmen's compensation, etc.
4. The training agreement should contain: (cont't)
   f. Students relation with labor unions or other agencies.
   4 3 2 1 0
   g. Responsibilities of the student, employer, school
      and parents.
   4 3 2 1 0
   h. Provisions for not employing students when they do not
      attend or drop out of the related instruction class.
   4 3 2 1 0
   i. Others
   4 3 2 1 0

5. Others

Facilities and Equipment

GUIDING STATEMENT: Adequate and appropriate facilities are
essential and should be made available in schools conducting
vocational cooperative work experience programs.
Suggested changes in above statement, if any

1. A separate classroom should be provided for offering
related classroom instruction.
   4 3 2 1 0

2. The teacher-coordinator should be provided a separate
office.
   4 3 2 1 0

3. The teacher-coordinator should have access to a room
for small groups and counseling purposes.
   4 3 2 1 0

4. The classroom where the related instruction is offered
should contain:
   a. Moveable tables rather than fixed desks.
   4 3 2 1 0
   b. Display cases and units.
   4 3 2 1 0
   c. Sales counter.
   4 3 2 1 0
   d. Movie and slide projection equipment.
   4 3 2 1 0
   e. Overhead projector.
   4 3 2 1 0
   f. Laboratory facilities (sink, hot and cold water,
      gas, etc.).
   4 3 2 1 0
   g. Cash register.
   4 3 2 1 0
   h. Others
   4 3 2 1 0

5. Others

Instructional Materials

GUIDING STATEMENT: The school should provide sufficient
instructional materials to supplement the teaching of related
classroom instruction and reference material related to the
areas of work in which students are being trained.
Suggested changes in above statement, if any

1. An appropriately coordinated library which provides up-to-
date reference material related to the areas of work in which
students are being trained should be provided.
   4 3 2 1 0

2. A definite budget should be established for purchase of
books and reference material.
   4 3 2 1 0
3. Books and references should be located in the classroom or adjacent to it.

4. Other

5. Other

Related Classroom Instruction

GUIDING STATEMENT: The related classroom instruction should be organized and planned so as to provide the information and experience which is not taught on the job and is necessary for students to progress in the various occupations.

Suggested changes in above statement, if any

1. Related instruction should be organized so material relevant to all students is presented and time is still available to individual instruction in the specific occupations.

2. Related instruction should consist of both individual and group instructional procedures.

3. Related instruction should be based upon individual needs.

4. Other

5. Other

Supervision of Students by the Teacher-coordinator

GUIDING STATEMENT: The teacher-coordinator should have an organized and systematic plan for visiting students at their training stations so that related classroom instruction can be correlated with on-the-job training.

Suggested changes in above statement, if any

1. Visits to students should be based upon individual situations.

2. The teacher-coordinator should record his observations made during visits to students at training stations.

3. Conferences with employers should be made away from the student and his work area.

4. The teacher-coordinator should plan a weekly schedule on on-the-job visits in advance.

5. The teacher-coordinator should inform employers of visits.

6. The teacher-coordinator should plan his visit so as to avoid rush hours or other congested periods.

7. When making a visit the teacher-coordinator should:
   a. Observe the student at work.
   b. Determine employer satisfaction.
   c. Discuss the training plan with the on-the-job instructor to determine student progress and needed revisions in on-the-job experiences and related instruction.
   d. Other

8. Other
Supervision of Students by Employers

GUIDING STATEMENT: Employers should have the responsibility of providing adequate and timely instruction and supervision of the student while they are working in the training station. Suggested changes in above statement, if any

1. On-the-job instructors should have daily contact with students at the training station.
2. The on-the-job instructor should be freed from some of his regular duties to give him time for providing on-the-job instruction.
3. The on-the-job instructor should be responsible for the actions of the student while working in the training station.
4. The on-the-job instructor should have the responsibility of providing the on-the-job experiences listed in the training plan.
5. Other

Records and Reports

GUIDING STATEMENT: Certain record and reports should be kept to help insure sound operation of a vocational cooperative work experience program. Suggested changes in above statement, if any

1. The teacher-coordinator should be responsible for maintaining the following records or reports:
   a. Employers rating of student progress.
   b. Reports of visitation to students at training stations.
   c. Placement records of former students.
   d. Individual student earnings and hours worked while enrolled in the program.
   e. Individual training plans and agreements.
   f. Other

Evaluation of Student Progress

GUIDING STATEMENT: Achievement in both classroom related instruction and performance on the job should be considered in evaluating students.

Suggested changes in above statement, if any

1. Employers should have the responsibility for rating the on-the-job achievement of the students.
2. The teacher-coordinator should supply the employer a rating sheet that lists desirable outcomes rather than letter grades to help them rate student performance.
3. Students should receive high school credit for the work performed at the training station during school hours.
4. Other
### Student Follow-Up After Graduation

**GUIDING STATEMENT:** The school should maintain an organized system of following up cooperative work experience students after graduation.

**Suggested changes in above statement, if any**

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<td>A record of employment positions and other pertinent information on former students should be maintained by the teacher-coordinator.</td>
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### Program Evaluation

**GUIDING STATEMENT:** The vocational cooperative work experience program should provide a continuous and planned program of evaluation.

**Suggested changes in above statement, if any**

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<td>f.</td>
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<td>The program evaluation should survey:</td>
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<td>Number of students placed in permanent jobs.</td>
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<td>b.</td>
<td>Types of jobs students are placed in.</td>
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<td>c.</td>
<td>Ratings of on-the-job instruction by students and others.</td>
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<td>d.</td>
<td>Ratings of related classroom instruction by students, employers and others.</td>
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PART III

Please rate the following items in regard to the time and duration of cooperative on-the-job experience.

1. Cooperative on-the-job experience:
   a. Should be included as a portion of the regular school day. 4 3 2 1 0
   b. Should be required outside regular school hours only. 4 3 2 1 0
   c. Should be required during the summer months only. 4 3 2 1 0
   d. Should be required both outside school hours and during summer months. 4 3 2 1 0
   e. Should be at least six months in duration. 4 3 2 1 0
   f. Should include at least 500 hours of actual on-the-job experience. 4 3 2 1 0

Please place any comments you have concerning the study below.
April 22, 1965

Dear Vocational Agriculture Teacher:

Your state supervisor has listed your name as one of the teachers in your state who has students placed in agricultural businesses or firms for work experience. We would like to ask your help in the development of guidelines for cooperative work experience. Enclosed is a questionnaire that is designed to identify the emphasis that should be placed upon various activities associated with cooperative work experience.

A separate sheet explaining the questionnaire is enclosed. Please read these directions carefully before completing the questionnaire. We hope to use the information from the questionnaire to develop a publication before July 1, so it is imperative that you return the information before May 1. This publication will be made available to your state supervisor and teacher education department.

Since the number of teachers who are qualified to participate in this study is very limited, it is necessary that each teacher selected for participation complete the questionnaire. We realize that as a teacher who is involved in an area that is relatively new to most vocational educators in agriculture, your time is quite valuable. Trial experiences have shown that the questionnaires can be completed in approximately 30 minutes.

Since this area appears to be of vital concern to agricultural educators in all states, we hope we can count on your knowledge and experience by participating in the study. A self-addressed envelope is enclosed for the return of the questionnaire. We wish to thank you in advance for your cooperation.

Sincerely yours,

Ralph E. Bender, Chairman
Department of Agricultural Education

Harold Anderson, Instructor
Department of Agricultural Education

Enclosures
April 22, 1965

Dear Vocational Educator:

Your state supervisor has listed your name as one of the five teachers in your state who because of your accomplishments and experience is qualified to participate in the development of guidelines for cooperative work experience in vocational education. Enclosed is a questionnaire that is designed to identify the emphasis that should be placed upon various activities associated with cooperative work experience.

A separate sheet explaining the questionnaire is enclosed. Please read these directions carefully before completing the questionnaire. We hope to use the information from this questionnaire to develop a publication before July 1, so it is imperative that you return the questionnaire before May 1. This publication will be made available to your state.

Since the number of teachers selected is small and the number of states involved is limited, it is necessary that each teacher selected for participation complete the questionnaire. We realize that as an outstanding teacher, your time is quite valuable; trial experiences have shown that the questionnaire can be completed in approximately 30 minutes.

When you have completed the questionnaire, place it in the self-addressed envelope for return. We wish to thank you in advance for your cooperation and contribution to this area which is of concern to many vocational educators.

Sincerely yours,

Ralph E. Bender, Chairman
Department of Agricultural Education

Harold Anderson, Instructor
Department of Agricultural Education

Enclosures
May 11, 1965

Dear Vocational Agriculture Teacher:

Recently we asked you to complete a questionnaire designed to help us formulate guidelines for cooperative work experience. As yet, we have not received a copy of your completed questionnaire.

It has come to our attention that due to delays in the mail or for other reasons you may have received the questionnaire late. If we receive the questionnaire within the next week we can still meet the deadline for the publication resulting from this study, so we hope you will forward the completed questionnaire to us at your earliest convenience.

As new programs in off-farm agricultural occupations develop, the importance of finding answers to the questions associated with cooperative work experience in agricultural businesses or firms becomes more profound. We feel that many of these questions can best be answered by teachers, such as yourself, who have had experience in this area.

As stated before, the number of participants involved in this study is quite limited since only a very few teachers in a limited number of states are qualified to participate. For this reason we need the cooperation of each individual involved.

We realize that your time schedule is quite full. However, with the national interest expressed in this study, we feel the contribution you will be making to the profession will justify the time you spend completing the questionnaire.

If you have misplaced the original questionnaire or for some other reason you would like another copy, please inform us and we will send one to you.

Sincerely yours,

Ralph E. Bender, Chairman
Department of Agricultural Education

Harold Anderson, Instructor
Department of Agricultural Education
Dear Vocational Educator:

Recently we asked you to complete a questionnaire designed to help us formulate guidelines for cooperative work experience in vocational education. As yet, we have not received your completed questionnaire.

It has come to our attention that due to delays in the mail you may have received the questionnaire late. If we receive the questionnaire within the next week we can still meet the deadline for the publication resulting from this study, so we hope you will forward the completed questionnaire to us at your earliest convenience.

As stated before the number of participants involved in this study is quite limited since only a select few in those states which contain outstanding programs in this area were asked to participate. For this reason the success of the study hinges on the cooperation of all the individuals involved.

As new programs based on the cooperation among various vocational services develop, the need for research which involves the participation of the leaders in more than one service becomes profound. This study is designed with this in mind; and, therefore, it should benefit all vocational services.

As a leader in your field, we realize that your time schedule is quite full. However, with the national interest expressed in the study, we feel the contribution you will make to your profession by participating in this study will justify your time spent.

If you have misplaced the original questionnaire or for some reason you would like another copy, please inform us and we will be happy to send one to you.

Sincerely yours,

Ralph E. Bender, Chairman
Department of Agricultural Education

Harold Anderson, Instructor
Department of Agricultural Education

REB: cr
May 24, 1965

Dear Vocational Educator:

As of this date we have not received a copy of the questionnaire we recently asked you to complete on developing guidelines for cooperative work experience in vocational education. Since the school year is almost complete, we hope we will receive your response as soon as it will be possible for you to comply.

Response to the questionnaire up to this date has been excellent. However, since the number of participants from each state involved in the study is quite limited, we hope to have all those eligible to participate represented in the outcome.

We realize that this is a very busy time of the school year, but we hope you will find the time to complete the questionnaire and in so doing you will be making a contribution to an area of great concern to vocational educators.

Sincerely yours,

Ralph E. Bender, Chairman
Department of Agricultural Education

Harold Anderson, Instructor
Department of Agricultural Education
The Ohio State University Statistics Laboratory

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