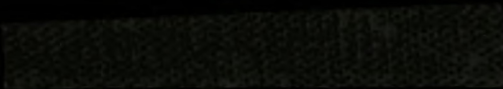


A STUDY TO DETERMINE THE FEASIBILITY OF
ESTABLISHING A COOPERATIVE OFFICE
EDUCATION PROGRAM IN THE WEST IRON
COUNTY PUBLIC SCHOOLS

AN INDEPENDENT STUDY
EDUCATION 883
MICHIGAN STATE UNIVERSITY

THOMAS W. KARJALA
1969



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ABSTRACT

A STUDY TO DETERMINE THE FEASIBILITY OF ESTABLISHING A COOPERATIVE OFFICE EDUCATION PROGRAM IN THE WEST IRON COUNTY PUBLIC SCHOOLS

by Thomas Karjala

This study consisted of a survey of the sophomore, junior, and senior classes of the West Iron County Public High School and the business community of the Iron River area. The objective of the study was to determine the feasibility of establishing a cooperative office education program in the western Iron County area. The sophomore, junior, and senior classes of 1968-69 were contacted by a letter and questionnaire issued by the principal's office. The business community was contacted by a letter and questionnaire and followed up with a personal interview. Questions pertaining to the cooperative office education program were answered during the interview.

The information received from students indicated that at present 57.8 percent of the students returning questionnaires were primarily employed at jobs of a nature leading to a distributive education program. Twenty-two percent of the students not continuing their education after high school hoped to obtain a job in a distributive occupation. While this study intended to

explore the feasibility of establishing a cooperative office education program, it also showed that it may be feasible to establish a distributive occupations training program.

Because the current jobs held by students were not of the office nature employers could not give reliable advice on shortcomings in students from that standpoint. The questionnaire to those businesses employing office personnel might have been more meaningful if the employers had the opportunity to rate general areas of weakness and indicate knowledge needed by their employees to function effectively in their operation.

The low number of responses from the students may very well be attributed to the fact that few of them had part-time jobs. The community is small, (population approximately 9,000) and the chief employer of local people closed down operations during the year the information was gathered. This event caused many men and women to take any job they were able to find until the local economy stabilizes.

Fifty percent of the students returning questionnaires were not planning to continue their education. Therefore, more extensive programs for the job-bound student should be developed. Distributive and office occupations areas received the largest response among students not planning to continue their education after

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A COOPERATIVE OFFICE EDUCATION PROGRAM
IN THE WEST IRON COUNTY PUBLIC SCHOOLS

An Independent Study
Education 883

by
Thomas W. Karjala

Business and Distributive Education
Michigan State University

December, 1969

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CHAPTER I

Until recently the educational curriculum of the West Iron County Public Schools has devoted most of its attention to the needs of the college-bound student. Changes, such as the recent merger of the three school systems, Bates Township, Stambaugh Township, and Iron River Public Schools; a change in administration; and a new emphasis on vocational education have now resulted in increased planning for the non-college bound student.

Although included in future planning, the business education department did not offer any vocationally oriented programs during the 1968-69 school year. The year was spent in studying or surveying the community for the role it might play in the public school vocational programs, especially in the area of office education. Information must be obtained regarding the willingness of the community to support the schools in such programs as cooperative office education before such a program can be instituted. No previous survey of this kind has been undertaken in the western Iron County area.

Statement of the Problem

One of the directions in which a high school vocational program can expand is that of providing its students with actual work experience which is related to their field of vocational study.

The main objective of this study was to determine if there were a sufficient number of interested businessmen in the western Iron County communities to establish appropriate training stations for a cooperative office education program in conjunction with the public schools and to determine whether there were a sufficient number of students interested in enrolling in a cooperative office education program.

Purpose of the Study

The purpose of this study was:

1. To determine the number of training stations available for placement of cooperative student learners.
2. To determine the nature of the businesses interested in cooperating in the cooperative office education program.
3. To inform the public of the goals of the cooperative office education program.
4. To determine the number of students interested in enrollment in cooperative office education programs.

The two main questions to be answered by this study were:

1. Are there a sufficient number of appropriate training stations available to warrant establishment of a cooperative office education program?
2. Are there sufficient numbers of students interested in participating in the cooperative office education program?

Assumptions

The assumptions on which the study was based were:

(1) There is a need to train students for the world of work which involves employment in a business office, and (2) there is a need for the West Iron County Public Schools to build a curriculum to prepare students who desire such training to enter that world of work.

Venn states that "the number of employment opportunities in this field is expected to increase by 27 percent, or nearly 3 million new jobs during this decade."¹

Delimitations of the Problem

The problem was restricted to those businesses in the western Iron County area that were known to employ office personnel. This study did not consider those businesses solely involved with distributive occupations.

¹Venn, Grant, Man, Education, and Work, (Washington D. C.: American Council on Education, 1964).

The objective of this study was not concerned with changing the curriculum at this time. Rather, the study was to determine whether or not there were sufficient office occupation training stations available in the western Iron County area.

Definitions of Terms

Terms used in this study were defined as follows:

Office education Office education involves the preparation of individuals for the entry-level jobs in office employment. Areas of study offered include bookkeeping, clerical skills, stenographic skills, and office machine operation.

Cooperative office education Cooperative office education programs are designed for students enrolled in a school which, through a cooperative arrangement between the school and employers, receive part-time vocational instruction in the school, and on-the-job training through part-time employment. It provides students with basic competencies in occupations in the office which fit their interests, needs, and abilities. The student learner shall be employed for an average of not less than 15 hours per week during the time of his program.

Vocational education Education designed to fit persons for useful or gainful employment in recognized occupations. These occupations are technical and industrial, and business and office occupations.

CHAPTER II

REVIEW OF RELATED LITERATURE

The establishment of a cooperative training program does not consist of a mere organization of courses in the curriculum. "Some cooperative plans have failed because an overenthusiastic business teacher attempted to put the plan into operation without first organizing the community for such a project."²

There are many factors to consider before the actual initiation of a cooperative program. Other teachers, school administration, local business firms, parents, and the over-all community must be taken into account.

Therefore, a review of the findings of related surveys is necessary to determine the process used and the success others have had when attempting to establish cooperative training programs.

Review of Studies

A study was made by Gross in Minneapolis to evaluate the occupational training program in the city's high schools. Some of the findings are stated here.

²Harms, Harm, Methods in Vocational Business Education, (Cincinnati, Ohio: The South-Western Publishing Company, 1949), p. 298.

1. As a group the graduates who participated in the training program were economically self-sustaining and functionally literate.
2. The program was endorsed by 97 percent of the respondents.
3. This survey group had a low unemployment rate--15 percent in 1959; 1.2 percent in 1961. These facts made expansion of the program an important consideration.
4. The 1960 census showed increasing numbers employed in clerical, sales, and skilled trades occupations.³

Haines and Coleman in their study on how cooperative trainees fare in the labor market had this to say:

1. The trainees fare well in the labor market.
2. Unemployment among this group is low and employment can be obtained quickly.
3. Trainees are shown to be representative of all levels of academic achievement.
4. Cooperative education does indeed result in trained employees.⁴

In a study by Haines and Ozzello on how high school cooperative trainees in the state of Michigan fare in the labor market, the findings were as follows:

1. The unemployment rate was low: less than 1 percent were unemployed ten months after graduation. More than six out of ten of those available for work had obtained their current full-time employment within one month after graduation.

³Gross, Alyce M. "An Evaluation of the Occupational Training Program in Nine Minneapolis Comprehensive High Schools," National Business Education Quarterly, March, 1964.

⁴Haines, Peter G. and Coleman, Brendon G., "How High School Cooperative Trainees Fare in the Labor Market," National Business Education Quarterly, March, 1964.

2. The trainees were putting their training to work by being employed in the field for which they were trained. Eighty-nine percent of the office trainees were working in an office occupation. Twenty-eight percent of the distributive education trainees were working in a distributive education occupation, and 75 percent of the industrial trainees were working in an industrial occupation.
3. Cooperative trainees were better than average students academically.
4. Almost four out of ten were attending college or enrolled in a school beyond the high school either on a part- or full time basis.⁵

Thorne's study showed that cooperative work experience programs benefited both the student and business education departments. Students could apply skills and knowledge learned in the classroom to actual job situations and were exposed to machines and methods not available in the classroom. The results of ratings of participating students provided information that pointed out the weaknesses and strengths of the existing course offerings, thereby enabling the business education department to provide instruction that was realistic from both the student and business world view point.⁶

⁵Haines, Peter G. and Ozzello, Lawrence M., "How High School Trainees Fare in the Labor Market," Bulletin 34, (East Lansing: College of Education, Michigan State University, Office of Research and Publication, August, 1966).

⁶Thorne, Marian H., "Maximum Benefits from the Cooperative Work Experience Program," The Journal of Business Education, Vol. XXXIX, No. 8, May, 1964, p. 327.

Schultz, in his study of cooperative office work-experience programs in selected schools in Pennsylvania, made several criticisms of the programs. He found that many coordinators failed to perform their essential duties satisfactorily due to the small amount of time available for these functions. He also noted that many trainees complained about their inability to take part in school activities and that this indicated a need for better planning to alleviate such situations. The fact that the business office experience helped trainees develop confidence in their judgment and ability to perform successfully was stated by Schultz to be an asset of the program.⁷

A quotation from Braden is probably the best way to summarize the value of cooperative office training programs. He stated, "There is no substitute for high school vocational office training when students are entering the office field after graduation without additional formal training."⁸

⁷Schultz, Kenneth A., "A Study of Cooperative Office Work-Experience Programs in a Selected Group of Secondary Schools of the State of Pennsylvania for 1957-58," National Business Education Quarterly, March, 1961.

⁸Braden, Paul, "Effects of High School Vocational Office Training Upon Subsequent Beginning Career Patterns," Unpublished Doctoral Thesis for Michigan State University, 1963.

CHAPTER III

METHODS AND PROCEDURES

The interview and questionnaire methods were used to gather the information necessary for this study.

Rummel states,

When interviewing, it is frequently possible for the questioner to detect when ideas are not being communicated and to reformulate his questions so that they are understood in the way he intended them to be.⁹

This method usually results in a higher number of responses for the survey.

The first step taken in obtaining data was to secure a list of area businesses from the Chamber of Commerce office. After deleting those businesses from the list that did not employ office workers, a letter and questionnaire was sent to businesses explaining the cooperative office education program and asking them to consider participating in such a program. Also, the letter mentioned that an interviewer would visit their business to obtain information needed to determine the feasibility of establishing such a program in the community.

⁹Rummel, J. Francis, An Introduction to Research Procedures in Education, (New York, New York: Harper and Row, Publishers, Inc., 1964), pp. 174-175.

A questionnaire was given to the tenth, eleventh, and twelfth grade students of the high school to determine the number of students currently employed. This questionnaire was also used to determine the number of students in the three grades who were interested in enrollment in a cooperative office training program.

CHAPTER IV

ANALYSIS OF DATA

Employer Viewpoint

Questionnaires were sent to the 75 businesses within the West Iron County Public School area that employed office personnel. Of these 75, 61 or 81.3 percent returned the questionnaire and were contacted for an in-depth personal interview.

Table I shows the various types of businesses receiving questionnaires, the number of questionnaires sent to each type of business, and the number of returns from each type of business.

Table I
Types and Number of Businesses
Employing Office Personnel

Types of Businesses	Number of Questionnaires Sent	Number of Returns
Petroleum distributors	8	5
Lumber and construction	7	5
Doctors offices	5	3
Manufacturing	5	1
City offices	4	2
Lawyers offices	4	3
Hardware, department stores	4	4
Automobile dealers	4	4
Credit bureaus	3	3
Banks	3	3
Real estate offices	3	3
Service industry	3	3
Accounting and Tax Service	2	2
Catalog stores	2	2
Food markets	2	2
Loan agencies	2	2
Insurance agencies	2	2
Newspapers	2	2
Utility companies	2	2
Auto parts	1	1
Diesel repair	1	1
Furniture store	1	1
Hotel	1	1
Meatpacking	1	1
Mining	1	1
Radio station	1	1
Variety store	1	1
Total	75	61
Percentage of return		81.3

Table II indicates the skills and abilities that employers felt needed improvement in student workers. The low number of responses is due to the fact that many employers do not employ students at jobs requiring the listed skills.

Table II

Skills and Abilities that Employers Felt Needed Improvement in Student Workers

Skills and Abilities	Number of Employer Responses
Attitude toward work	5
Telephone usage	5
Filing	4
Letter writing	4
Typing	4
Math	3
Office machines	3
Social skills	3
English usage	2
Spelling	2
Grammar	2
Shorthand	1

Table III indicates the type and number of businesses by their interest in participating as training stations in a cooperative office education program. Of the 61 responses, 19 were interested in participating as training stations, 24 were not interested, and 18 were undecided. The 19 businesses interested in participating as training stations were of diverse types that would allow a wide range of training situations for students.

Table III

Types and Number of Businesses by Interest in
Participation as a Training Station in a
Cooperative Office Education Program

Type of Business	Number of Responses	Number of Training Station Possibilities		
		Yes	No	Undecided
Credit bureaus	5	1	1	3
Lumber, construction	5	1	3	1
Petroleum distributors	5	2	2	1
Automobile dealers	4	2	2	
Hardware, department stores	4	2	2	
Banks	3	1		2
Doctors offices	3	1	1	1
Lawyers offices	3		2	1
Real estate	3	1	1	1
Service industry	3		2	1
Accounting and Tax service	2	1	1	
Catalog store	2		1	1
City offices	2	1		1
Food market	2	1	1	
Insurance agency	2		1	1
Manufacturing	2		1	1
Newspaper	2	1		1
Utility company	2		1	1
Auto parts	1			1
Diesel repair	1	1		
Furniture store	1	1		
Hotel	1	1		
Mining company	1	1		
Radio station	1		1	
Variety store	1		1	
Total	61	19	24	18
Percentage of Total	100	31.2	39.3	29.5

Student Viewpoint

Information gathered from the sophomore, junior, and senior classes of the West Iron County Public Schools regarding their employment and interest in a cooperative office education program is presented in the following tables.

Table IV shows the number of questionnaires returned and number of employed students by class. Of the 228 sophomores, 62 or 27.2 percent returned their questionnaires. Of these 62, only seven were employed. Seventy-eight, or 31.8 percent of the 245 juniors returned their questionnaires. Twenty-three, or 9.4 percent of the junior class indicated that they held part-time jobs. Sixty-two, or 25 percent, of the 248 seniors returned their questionnaires with 27, or 10.9 percent employed. Of the 721 questionnaires sent to the sophomores, juniors, and seniors, 202, or 28 percent were returned. Therefore, the truthfulness of the figures presented in this section on student viewpoints must be strongly questioned in view of the low rate of return.

Table IV

Number of Questionnaire Returns and Number of Employed Students by Class

Class	Number of Students	Number Employed	Percent Employed	Number of Responses	Percent of Response
Sophomore	228	7	3.0	62	27.2
Junior	245	23	9.4	78	31.8
Senior	248	27	10.9	62	25.0
Total	721	57	NA*	202	NA*

*Not applicable

Table V indicates the number of hours 25 seniors were employed by time of employment. Of the 17 employed after school, 16 worked 20 hours or less. Of the 20 students who worked weekends, all worked 20 hours or less. The totals in each time category show only the total number of seniors who were employed in that category; some students were employed in all three time categories.

Table V

Number of Hours Twenty-five Seniors Were
Employed by Time(s) of Employment

Hours per Week Employed	Time of Employment*		
	After School	Week Ends	During Summer
0 - 5	1	3	
6 - 10	8	7	
11 - 15	6	6	
16 - 20	1	4	1
21 - 25			1
26 - up			13
Totals	17	20	15

*Students may work at one, two, or all three categories of time of employment.

Table VI shows the number of hours 23 juniors were employed by time of employment. Of the 15 juniors employed after school, 14 worked 20 hours or less. Nineteen students worked 20 hours or less during the weekends. Of the 23 employed, only nine worked during the summer. As stated in Table V the time of employment categories reflect more than the total number of juniors as some juniors worked in more than one time category.

Table VI

Number of Hours Twenty-three Juniors Were
Employed by Time(s) of Employment

Hours per Week Employed	Time of Employment*		
	After School	Week Ends	During Summer
0 - 5	2	1	
6 - 10	3	11	
11 - 15	6	3	
16 - 20	3	4	1
21 - 25			2
26 - up	1		6
Totals	15	19	9

*Students may work at one, two, or all three categories of time of employment.

Table VII shows the number of hours seven sophomores were employed by time of employment. Of the three sophomores employed after school, two worked 20 hours or less, and of the six who were employed weekends, all worked 20 hours or less. Only three sophomores who returned the questionnaire were employed during the summer.

Table VII

Number of Hours Seven Sophomores Were
Employed by Time(s) of Employment

Hours per Week Employed	Time of Employment*		
	After School	Week Ends	During Summer
0 - 5	1	2	
6 - 10		2	1
11 - 15		1	
16 - 20	1	1	
21 - 25	1		
26 - up			2
Totals	3	6	3

*Students may work at one, two, or all three categories of time of employment.

Table VIII indicates that 57 of the students returning questionnaires were employed. The largest number, 15, were employed by restaurants. Filling stations and grocery stores were the next largest employers of students with eight each. The rest of the employers listed in the table employed from one to four students each.

Table VIII

Types of Businesses and Number of Students
Currently Employed

Types of Businesses	Number of Students Employed
Restaurants	15
Filling stations	8
Grocery stores	8
Automotive	4
Department stores	3
Resorts and recreation	3
Theater	2
Lumber companies	1
Radio station	1
Other	10
Total	57

Table IX shows the time of student employment and the average number of hours worked weekly. Of the students who returned the questionnaire, more were employed during the summer than any other time. Sixteen were employed after school, averaging six hours per week, and 15 were employed weekends, averaging eight and one-half hours per week. Only nine were employed during all three listed times.

Table IX

Student Employment by Time and Average Number
of Hours Worked Weekly

Time of Student Employment	Number of Students Employed	Average Number of Hours Worked Weekly
Summer	18	33
After school	16	6
Weekends	15	8 1/2
All three	9	*
No response	3	-
Total	61	

*Uncomputable

Table X shows the number and type of jobs held by students. Of the 57 students employed, 15 or 26.3 percent were employed in food service occupations. Eight or 14 percent of the students were employed by filling station operators, with sales clerk and stock boy combined employing ten or 17.6 percent of the students. The largest number of employed students, 22, or 38.5 percent, fall into the "other" category which is comprised of miscellaneous jobs.

Table X
Number and Type of Jobs Held by Students

Types of Jobs	Number of Students	Percent of Students
Food service	15	26.3
Filling stations	8	14.0
Sales clerk	5	8.8
Stock boy	5	8.8
Farm	1	1.8
Logging	1	1.8
Office	0	0.0
Other	22	38.5
Total	57	100.0

Table XI indicates future plans of students after high school graduation. The greatest number of students who returned the questionnaire, 101 or 50 percent, plan to attend college. Thirty-one, or 15.4 percent of the students plan to attend business college. The number of students planning to look for an immediate job was 28 or 14 percent. The remaining 42 or 20.6 percent of the students planned to attend a technical school, join the military service, or had other or no plans.

Table XI

Future Plans of Students After High
School Graduation

Plans	Number of Students	Percent of Total Response
College	101	50.0
Business schools	31	15.4
Immediate job	28	14.0
Military	12	6.0
Technical school	10	5.0
Other	18	9.0
No plans	2	.6
Totals	202	100.0

Table XII shows the jobs desired by students in the sophomore, junior and senior classes who were not planning to continue their education after high school. The occupation, store clerk, showed the largest job interest response with nine or 15.3 percent. The typist category was next with eight or 13.6 percent, and secretary and bookkeeping followed with five, or 8.5 percent of the responses. The largest number of students, 22 or 37.3 percent did not indicate the job they would like to obtain after high school graduation.

Table XII

Jobs Desired by Students not Continuing
Their Education After High School

Desired Jobs	Number of Students	Percent of Total Responses
Store clerk	9	15.3
Typist	8	13.6
Bookkeeping	5	8.5
Secretary	5	8.5
Filling station	3	5.0
Welder	3	5.0
Mechanic	2	3.4
Machinest	1	1.7
Salesman	1	1.7
Stenographer	0	0.0
Other or undecided	22	37.3
Total	59	100.0

Table XIII indicates the number of students by class who were interested in enrollment in a cooperative office education program. Forty-four of the 62 sophomores who returned the questionnaire were interested; 51 of the 78 juniors who returned the questionnaire were interested; and 38 of the 62 seniors who returned the questionnaire were interested in enrolling in a cooperative office education program.

Table XIII

Number of Students by Class Who Were Interested in Enrollment in a Cooperative Office Training Program

Class	<u>Number of Students</u>		Total Number of Responses
	Yes	No	
Sophomore	44	18	62
Junior	51	27	78
Senior	38	24	62
Total	133	69	202

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study consisted of a survey of the sophomore, junior, and senior classes of the West Iron County Public High School and the business community of the Iron River area. The objective of the study was to determine the feasibility of establishing a cooperative office education program in the western Iron County area. The sophomore, junior, and senior classes of 1968-69 were contacted by a letter and questionnaire issued by the principal's office. The business community was contacted by a letter and questionnaire and followed up with a personal interview. Questions pertaining to the cooperative office education program were answered during the interview.

Conclusions

The information received from students indicated that at present 57.8 percent of the students returning questionnaires were primarily employed at jobs of a nature leading to a distributive education program. Twenty-two percent of the students not continuing their education after high school hoped to obtain a job in a distributive occupation. While this study intended to

explore the feasibility of establishing a cooperative office education program, it also showed that it may be feasible to establish a distributive occupations training program.

Because the current jobs held by students were not of the office nature employers could not give reliable advice on shortcomings in students from that standpoint. The questionnaire to those businesses employing office personnel might have been more meaningful if the employers had the opportunity to rate general areas of weakness and indicate knowledge needed by their employees to function effectively in their operation.

The low number of responses from the students may very well be attributed to the fact that few of them had part-time jobs. The community is small, (population approximately 9,000) and the chief employer of local people closed down operations during the year the information was gathered. This event caused many men and women to take any job they were able to find until the local economy stabilizes.

Fifty percent of the students returning questionnaires were not planning to continue their education. Therefore, more extensive programs for the job-bound student should be developed. Distributive and office occupations areas received the largest response among students not planning to continue their education after

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high school graduation. There were sufficient numbers of businessmen willing to take part in a program to develop office skills and knowledge in students.

Recommendations

On the basis of the preceding conclusions the following recommendations can be made:

1. There were sufficient numbers of businesses and students indicating an interest in a cooperative office education program to warrant development of a proposal for such a program.
2. The large number of employers employing students at jobs of the distributive occupations nature warrants further study to explore the possibility of developing a distributive occupations education program.
3. A follow-up study of recent graduates should be made to determine job placement and location after graduation in order to plan a relevant office education curriculum.
4. A large number of students returning questionnaires did not have any plans whatsoever for the future, indicating a need for more effective and extensive guidance and counseling.



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163 pp. Typewritten.

APPENDIX

1

11

December 9, 1968

Dear Student:

How would you like to go to school and earn money at the same time? How would you like to work part-time while in school? How would you like to receive high school credit for the job you held? How would you like to train yourself for that special job you want to get after graduation?

The answer to these questions is Cooperative Office Education if you are interested in office work. Cooperative Office Education is that training in which you the student go to school and also work at a part-time job. Some of the classes you would take in school help you learn to do your job better. Hopefully by the time you graduate you will be a well-trained office worker with experience.

A program such as this may be possible in our local schools. However, I need your help in determining the feasibility of such a program. Please fill out and return the enclosed questionnaire to your principal's office.

I shall appreciate your help.

Sincerely,

Thomas Karjala
Business Teacher



STUDENT QUESTIONNAIRE

Name _____ Grade _____

Do you hold a part-time job while attending school?

Yes _____ No _____

If yes, please state your employer's name _____

When are you employed? _____ after school _____ summer only
 _____ weekends _____ all four
 _____ after school
 _____ and weekends

How many hours per week do you work? _____ during the week
 _____ weekends
 _____ summer

Indicate the classification of your job by checking the appropriate title below. If other, write title of job.

_____ office job _____ gas station attendant
 _____ farm _____ stock boy
 _____ food services _____ sales clerk
 _____ (cooks, waitress, etc.)

What are your plans after _____ other
 graduating from high school?

_____ college _____ military
 _____ technical school _____ get a job
 _____ business school _____ other

If you intend to apply for a job after high school what kind of a job do you want? Please check one of the following.

_____ secretary _____ salesman
 _____ typist _____ mechanic
 _____ stenographer _____ welder
 _____ bookkeeping _____ machinest
 _____ store clerk _____ gas station attendant

Would you be interested in taking part in a Cooperative Office Education Program? Under such a program you would learn an office skill and hold down a part-time job in that skill while in high school.

_____ Yes _____ No _____

March 12, 1969

Dear Businessman:

The West Iron County Public Schools are conducting a survey to determine the feasibility of establishing a Cooperative Office Education Program.

Cooperative education programs are designed to train high school students in various occupations. Such programs require the cooperation of business and the schools in order that they function effectively. Programs have been operating in schools in the state of Michigan and other states for many years. They are primarily established for those students who are not planning to further their education after completion of their high school program.

Students enrolled in cooperative education programs usually "block" their school hours either in the morning or afternoon, leaving one half or another of their day free to be on the job. They are employed at jobs that relate to the area of study in which they are majoring while in school. (e.g., students studying industrial subjects work in businesses at jobs such as welding, mechanics, and drafting; students studying business subjects work in office type jobs.) Such cooperative education programs require the combined efforts and supervision of both teachers and employers.

At this time a study is being conducted to determine the interest of the businesses of west Iron County regarding their participation in such a program to help train students interested in office occupations. At a later date programs will be explored in the vocational industrial arts, and vocational distributive sales occupations.

Would you please fill in the enclosed questionnaire and hold it until I can personally stop by your office and pick it up? At that time I shall be glad to talk over with you any questions you may have about cooperative education programs.

Sincerely,

Thomas Karjala, Business Teacher
West Iron County Public Schools

BUSINESS QUESTIONNAIRE

Name of business _____

Nature of business _____

How many persons do you employ in total? _____

Are you presently employing or did you employ high school students on a part-time basis?

_____ Yes _____ No _____ How many? _____

If yes, when do or did the students work?

_____ after school

_____ weekends

_____ summer

_____ all three

How many hours per week do or did they work?

_____ after school

_____ weekends

_____ summer

How many office employees do you have? _____

What is your rate of turnover for office workers (approx.)? _____

Do you employ students as part of your office staff?

_____ Yes _____ No

If you employ students, which of the following do you feel students need more training in?

_____ social skills

_____ typing skill level _____

_____ English

_____ shorthand skill level _____

_____ spelling

_____ letter writing _____

_____ grammar

_____ duplicating machines

_____ math

_____ adding machines

_____ telephone usage

_____ calculators

_____ filing

_____ attitude toward work

_____ other

Which of the following activities are performed by students working for you?

_____ typing

_____ calculator

_____ shorthand

_____ transcribing

_____ bookkeeping

_____ answering telephone

_____ filing

_____ making appointments

_____ meeting public

_____ inventory of supplies

_____ machine usage

_____ ordering supplies

_____ duplicator

_____ letter writing

_____ adding machine

_____ other

Would you be interested in participation in a cooperative office education program?

_____ interested _____ not interested _____ undecided



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