The feasibility of implementing a cooperative office education program at Abraham Lincoln High School in Council Bluffs, Iowa

Pam Troutman Ziebarth
University of Nebraska at Omaha

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THE FEASIBILITY OF IMPLEMENTING A COOPERATIVE OFFICE EDUCATION PROGRAM AT ABRAHAM LINCOLN HIGH SCHOOL IN COUNCIL BLUFFS, IOWA

A Field Project
Presented to the Department of Educational Administration – Supervision and Foundations and the Faculty of the Graduate College University of Nebraska

In Partial Fulfillment of the Requirements for the Degree Specialist in Education University of Nebraska at Omaha

by
Pam Troutman Ziebarth
July 1981
FIELD PROJECT ACCEPTANCE

Accepted for the faculty of the Graduate College, University of Nebraska, in partial fulfillment of the requirements for the degree Specialist in Education, University of Nebraska at Omaha.

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ACKNOWLEDGEMENTS

I would like to thank all those Abraham Lincoln High School students, Council Bluffs businesses, and area office education coordinators who completed the questionnaires for this study. Without their assistance the study could not have been done. I would also like to thank those administrators at the Iowa Department of Public Instruction and Council Bluffs School System who answered my many questions.

Many thanks go to my advisor, Dr. Tom Petrie, for his assistance and willingness to read the various drafts of the study.

I am particularly grateful to my husband for his invaluable guidance and patience given to me during the many aspects of the study.

Pamela Troutman Ziebarth
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Chapter 1

INTRODUCTION

One of the fundamental precepts on which public education in the United States is founded is that it should meet the needs of all youth who participate in that educational experience. Among the many needs that can be identified, one of the most basic is the ability to enter and progress in the world of work.

With clerical workers presently constituting the largest and fastest growing white collar workers in the country (Wine:1980:11) and with the expectations that the demand for many types of clerical jobs will increase another 50 percent by 1985 (Uthe:1981:2), it is not surprising that business education departments play a key role in most secondary schools. The need to prepare high school graduates to successfully enter a wide variety of business and office occupations has continually demanded that those involved in the business education programs seek improved ways of delivering learning experiences. One of the most promising of these delivery systems has been the cooperative office education program. In such a program, students spend a portion of the school day in classes while the remainder of the time is spent in on-the-job training under the supervision of a coordinator.

While cooperative programs in general are found in many areas and at many levels of education, cooperative office education programs are among those few that receive state and federal support. Cooperative office education can trace much of its ancestry to the 1930's when the passage of the George-Deen Act provided federal support for the closely
allied area of distributive education (Nanassy: 1977: 25). The 1963 Vocational Education Act became the vehicle whereby federal funds provided direct support for cooperative office education. This legislation and the subsequent 1968 Vocational Education Act Amendments gave the program increased impetus and vitality. The growth of the program has been termed phenomenal by leaders in the area (Douglas: 1973: 378), and it is not surprising the cooperative office education programs are offered in almost all urban public secondary schools across the United States (Mitchell: 1977: 5). Cooperative work experience programs now exist in 54 secondary school districts (65 attendance centers) in Iowa according to the Iowa State Plan (1980: 82).

Despite the growing popularity of such programs, there remain yet a few large urban secondary schools that do not have a cooperative office education program. Abraham Lincoln High School in the Council Bluffs School System is one such school. The Business Education Department at Abraham Lincoln presently offers a full range of business and office education courses. Abraham Lincoln also has cooperative programs in distributive education, trades and industry, and food service. However, at this point, no cooperative office education program has been developed.

The staff and administration of the school need to assess the need for instituting such a program. It is to this question that this study is addressed.
THE PROBLEM AND ITS SIGNIFICANCE

The question of the feasibility of developing a cooperative office education program at Abraham Lincoln High School can be translated into a basic problem with several subproblems. This problem, its subproblems, and the significance of the study are described in the following paragraphs.

**Problem Statement and Subproblems**

Is there a need for a cooperative office education program at Abraham Lincoln High School; and what are the projected costs for such a program in terms of staffing, equipment, facilities and curriculum changes? This problem, in turn, gives rise to a number of subproblems as indicated below.

**Subproblem 1.** How many students would actually be interested in enrolling in a cooperative office education program if such a program were available?

**Subproblem 2.** Are there sufficient training stations available in the community that will provide the appropriate learning experiences for those who participate in the program?

**Subproblem 3.** What curricular changes will be needed in business education at Abraham Lincoln High School to implement a cooperative office education program?

**Subproblem 4.** What staffing changes will need to be made in the Abraham
Lincoln High School Business Education Department to implement a cooperative office education program and what will these cost?

Subproblem 5. Will new equipment be needed to implement a cooperative office education program and at what cost?

Subproblem 6. Will existing facilities in the Abraham Lincoln High School Business Education Department need to be modified and at what cost?

Significance of the Study

This study has significant implications for the business education curriculum at Abraham Lincoln High School as well as for other schools. First, it will provide a rational basis on which to decide whether or not to implement such a program at Abraham Lincoln High School. In addition, the study should provide a model that other schools could use if they were faced with the similar question of whether or not to implement a cooperative office education program.

DEFINITION OF TERMS

Certain terms used in the field of cooperative education should be defined and understood. Those terms are listed below. (Douglas:73:380-381)

Cooperative Education

A method of education that integrates learning experience in the school with work experience made available in some cooperating agency outside the school.
Coordinator

A person who holds a secondary teaching certificate plus special technical and professional requirements in the office, distributive, or trade field, as well as a certain amount of actual occupation experience in his/her particular field.

Related Class

Instruction provided under a vocationally competent instructor and is directly meaningful to the student enrolled in a cooperative program.

Training Station

A cooperating business that agrees to employ a student on a part-time basis and to provide this student with a variety of experiences and training necessary to develop occupational efficiency.

Sponsor

An employee appointed by the business firm to carry out the training and rotation of the student through a series of experiences.

Advisory Committee

A group of business people and others of the community who are interested in the welfare and advancement of the cooperative program within the school. They provide suggestions and advice to the school in matters concerning the cooperative program, especially in those phases directly involving business.

Vocational Program

A cooperative program that, by maintaining certain standards,
receives state and federal moneys under provisions of the state and federal vocational legislation.

PROCEDURES

To obtain data that will answer the question central to the purpose of the study and that will provide information relevant to the problem and its subproblems, a variety of techniques were used. The primary design of the study involved surveying individuals both within Abraham Lincoln High School as well as those who are members of the Council Bluffs business community and individuals in nearby school systems. In addition, characteristics of the present Abraham Lincoln High School facilities, curriculum, support equipment, and staffing patterns were examined.

Populations and Samples

Several populations were sampled to gain information for the study. Among these were: (1) students who are or will enroll in advanced business education classes at Abraham Lincoln High School, (2) businesses in the Council Bluffs area that might serve as training stations for such students, and (3) office education coordinators serving on the staffs of high schools in the Omaha-Council Bluffs area. Samples of each of these populations were selected in the following manner:

The sample of business education students consisted of those students who were currently enrolled in the second year of typewriting class and those students who were currently enrolled in the first year of accounting class at Abraham Lincoln High School. Approximately 150 students were enrolled in these classes at the time the study was
conducted. This particular group of students was selected since they have shown an interest in and aptitude for pursuing business education curriculum and possibly an office-related career. At the same time they still have at least one year of high school remaining and thus would be in a position to make a meaningful decision about enrolling in a cooperative office education program.

A sample of 260 local businesses was selected to determine the availability of training stations for the students in such a program and the interest that potential employers have for making such opportunities available. The sample of businesses was stratified by size of business so that a satisfactory cross section of potential employers was obtained.

A sample of area office education coordinators consisted of those coordinators in which cooperative office education programs have been implemented within recent years.

Data and Instrumentation

Questionnaires to survey the sample of business education students and the sample of local businesses were developed. A questionnaire was developed to obtain data and other information from the sample of coordinators.

State and federal regulations relating to cooperative office education programs were reviewed, and the implications of such legislation and regulations were assessed. The present financial, curricular, and staffing characteristics and resources of Abraham Lincoln High School were examined and the impact of implementing a cooperative office education program on these factors was analyzed.
ASSUMPTIONS AND LIMITATIONS

Several assumptions and limitations underlie this study that must be kept in mind as the results are interpreted. These are described in more detail in the following paragraphs.

Assumptions

Among the assumptions that underlie this study are the following:

1. The samples selected are truly representative of the populations from which they have been drawn.

2. The information provided via the questionnaires and interviews is valid.

3. The financial, staffing, and curricular characteristics of Abraham Lincoln High School are and will continue to be fairly stable in the years to come.

4. State and federal support for cooperative office education will continue in a manner similar to what has gone on in the recent past.

Limitations

Among the limitations of this study are the following:

1. Those surveyed and interviewed based their knowledge of cooperative office education programs on the information provided through the study. The extent to which this presents a realistic picture of a cooperative office education program could effect the responses provided.

2. The information for the study is provided by the indirect means of questionnaires. The extent to which additional significant information not solicited by this means would have on the results is unknown.
3. Changing economic conditions and/or technological advances in office activities could drastically alter both the need for office trained personnel and the ability of area businesses and schools to support such a program.

ORGANIZATION OF THE STUDY

In the present chapter an introduction to the study, the statement of the problem and subproblems, definition of important terms, description of the procedures that were followed, and assumptions and limitations of the study have been provided.

The following chapter contains a review of the literature related to cooperative office education programs and studies relevant to the problem under consideration.

Chapter three provides a detailed analysis of the procedures followed to obtain the data and other information used in the study.

Chapter four contains a summary of the findings provided through the applications of these procedures.

The final chapter includes a summary of the study, the conclusions drawn from the data, and the recommendations based upon these conclusions.
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Iowa State Board of Education

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1977 Cooperative Vocational Education. Boston: Allyn and Bacon, Inc.

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Uthe, Elaine F.

Wine, Mary B.
Chapter 2

REVIEW OF THE LITERATURE

A wide variety of literature was reviewed as a background and basis for this study. For organizational purposes, it has been categorized into three groups. The first includes that which deals with the history, philosophy, and development of cooperative office education; the second with those studies that have considered the value of cooperative office education programs; and the third with the problems and procedures associated with establishing such a program.

HISTORY, PHILOSOPHY AND DEVELOPMENT

The cooperative office education program as currently found in the secondary schools of this country is the result of the interweaving of four distinct strands of development. Its present status is thus the result of a relatively long history of development based upon responses to social, economic, and educational changes. Each of these strands is considered in some detail in the following sections.

Business Education in the Secondary Schools

Some traces of business education can be traced far back into history. The apprentices to the early merchants and traders were among the first business education students. As Harris (1967:14) says, "While history is not clear exactly when formalized instruction in business began, there is strong evidence that many of the skills of business were practiced many centuries ago."
The transition from the individual apprenticeship to more formalized instruction did not come about early in the educational history of this country. Nanassy (1977:21) points out that, "As might be expected, there were few evidences of formal business education in the American Colonial period." He (1977:24) further suggests that it was not until the 1890's that business education began its rapid expansion in the public high schools. This expansion was aided by the success of business education in the private business colleges and the increasing career opportunities for girls in the expanding stenographic and clerical occupations.

The early business curriculum tended to be limited primarily to bookkeeping, shorthand, and typewriting; and it was not until almost 1920 that significant changes in the program were made. As Keller (1971:114) describes it:

In 1919 a committee of the NEA recommended that a twelfth grade secretarial practice course be introduced to integrate typewriting, shorthand, and transcription. Later, office cooperative programs were organized in larger cities: Wilmington, Delaware, organized a cooperative office program in 1926; the Detroit Public Schools started cooperative office education at Murray-Wright High School in 1929.

Also, by that time some of the other strands that have become a part of the modern business education curriculum were becoming apparent.

**Office Education**

Office education is often seen as a subordinant part of the more general area of business education. However, in other instances the two are seen as equal and parallel paths with "business education" signifying the courses associated with bookkeeping, business law, general business, etc. "Office education," on the other hand, usually includes the skill
areas of typing, shorthand, and business machines. Much of the impetus for office education came about during the latter part of the nineteenth century and was promoted by three major factors.

The first was the growth of large business organizations which, in turn, required managers with substantial office staffs. The second was the development and perfection of the typewriter. The third salient factor was the development and widespread use of various shorthand systems. These three factors soon had an effect on the business education curriculum, and as described in the 1976 National Business Education Association (NBEA) Yearbook, (Lambrecht:1976:76) "Since its first appearance as a single course in 1898 in Philadelphia, the office procedures curriculum has continued to be one of the most dynamic areas of the business curriculum."

Cooperative Education

The term "cooperative education" is sometimes misunderstood by those who are not familiar with its basic premise. As defined in the 1967 NBEA Yearbook (Smutz:1967:299):

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.

While this definition can be applied to cooperative programs in all areas and at all levels of education, it has specific application to the secondary business education curriculum. A more refined definition put forth by Harris (1967:4) states:

The term "cooperative" reflects the working relationship which exists between the secondary school and the business to achieve the basic objective of preparing young people for careers . . . Properly conceived, the classroom represents the center of
the instructional program, and the employment status of the students serves to provide the necessary laboratory experience.

Harris (1967:14) goes on to say that education in business and education utilizing the cooperative method have been in existence for hundreds of years and probably will continue to play an important role in the training of workers.

Conceptually, the cooperative education program is intended to smooth the transition between the academic world that may be highly artificial and the real world of work. Many advocates of this type of educational experience would echo the description of the purpose of cooperative education found in the 1967 NBEA Yearbook (Smutz:1967:299):

The primary purpose of cooperative occupational training is to serve the occupational needs and introduce the high school student, usually in his senior year, to the world of work in the field of his career objective. Such training bridges the gap between school life and occupational competency.

Evidence that this purpose is being fulfilled can be found by examining the extent to which school systems that initiate such programs continue and expand them. Typical of such a pattern is the PEN program adopted by the St. Louis school system in 1974. Starting with a single school and a handful of students, the program has grown substantially in the past half-dozen years. Walters (1980:12) describes the program in the following manner:

The program . . . enables students to obtain an in-depth education about business; perform successfully on machines . . . acquire self-confidence . . . increase chances for employment . . . dress in proper business attire; gain a wealth of knowledge about many different types of careers to follow in the future; and acquire and improve skills . . .

Are there advantages to the combination of schooling and employment in a cooperative education program that are not present in a
situation where the student goes to school and holds a full- or part-time job as well? Again, the cooperative education advocates would argue that, indeed, there are both distinctions between full-time employment and cooperative education and advantages to the latter. Blair (1979:12) writing in the March, 1979, issue of the Business Education Forum points out this distinction in the following manner:

There is a great deal of difference between cooperative education and simply holding a job. Cooperative education is based on learning objectives that are related to the student's academic discipline. The learning objectives are set in cooperation with the student, the employer, and the cooperative education coordinator; participation by all three is of the utmost importance.

Although, as Harris (1967) has indicated, one may trace the roots of cooperative education back several hundreds of years, its first formal recognition in the secondary school curriculum is not found until shortly after the turn of the twentieth century. Even in recent times, the full potential of this approach has not been tapped as Keller (1971:114) writing in the 1971 NBEA Yearbook indicates:

Cooperative education, since its founding in 1906, has combined vocational instruction and planned employment experiences to increase the quality of the educational process. Cooperative education has been called a "sleeping giant" because this concept of education has been present for a long time, but schools have not yet instituted it in the massive proportions that are needed.

This lack of implementation of a highly regarded program can be supported by examining the extent to which students are involved in such programs. As Keller (1971:115) goes on to say:

Cooperative education through the years has gained prominence and congressional support, and the part-time cooperative plan is said to be the best program in vocational education. It consistently yields high placement records, high employment stability, and high job satisfaction. Yet, a House subcommittee found that less than five percent of vocational students were
enrolled in a cooperative education program.

What accounts for this failure to capitalize on such a laudable approach to curriculum design and implementation? Probably many factors. However, many would attribute its stunted growth to funding problems. As Harris (1967:20) suggests:

The growth of the cooperative office education program has been very sporadic . . . The results of various reports such as the Educational Policies Commission and the Panel of Consultants on Vocational Education have given considerable emphasis to the need and value for this educational service. The growth has probably been limited more by lack of financial assistance than any one factor.

It is to a similar situation in the Council Bluffs school system that this study speaks. A cooperative office education program at Abraham Lincoln High School would appear to be highly desirable from a philosophical and educational point of view. Yet, as many of the writers cited have pointed out about cooperative education programs in general, such a program has not yet been implemented. Why? Are the reasons primarily financial as Harris suggests or are there other factors involved?

Vocational Education

The fourth and final strand that provides the fabric of the modern office education curriculum is the vocational education concept. This concept began prior to 1920 and represented the direct involvement of federal government in the curriculum of the secondary school. Initially, it was applied to the areas of agriculture, industrial arts, and eventually home economics. Office education did not benefit from the vocational education support until the 1960's. As described in the 1971 NBEA Yearbook (Keller:1971:114):
The financial support for cooperative office education was limited to state reimbursement and local effort. No congressional authorization or appropriations were made for federal fiscal involvement for cooperative office education until December 1963.

This failure to be included under the vocational education umbrella imposed serious limitations on the growth of cooperative office education, particularly if it is true that lack of financial support is one of the key factors in preventing the implementation of such programs. Hanson (1981:8) feels this is the case in his description of the growth and development of business education:

This story began in 1963 with the signing of the 1963 Vocational Education Act by President Johnson shortly after President Kennedy's death. Even though business education programs had been in our schools for many years, preparing students for the world of work, we hadn't been considered "vocational." That didn't hurt our feelings, but it did hurt the funding of our programs. We made it on our own until 1963. Then we were made a part of vocational education when the term "office" was added to the legislation.

Although Hanson claims that business education programs "made it on their own until 1963," this may be an oversimplification of the actual situation. Apparently some schools and states were enterprising enough to find ways to get vocational education support for office education programs as Harris (1967:17) describes the relationship both before and after the 1963 Vocational Education Act:

Many states seized a modification of the Smith-Hughes Act to aid in training vast numbers of students in areas such as the office field. Today, however, the diversified occupations program is offered to provide training in the trade and industry phase of vocational education.

With the financial assistance available from trade and industry funds, many communities started office occupations cooperative programs. Some of these programs were an outgrowth of the diversified occupations program while others were new cooperative programs in the community.
With the passage of the 1963 Vocational Education Act, the picture of the modern business education curriculum is complete. Fully recognized as a legitimate vocational education program and with the underpinning of federal funding, cooperative office education was ready to take its place in the contemporary educational enterprise. A dozen years after the passage of the Act, Lambrecht (1976:82) reflects on the impact of that legislation:

Vocational education as a whole has long been heir of the categorical guidelines of the Smith-Hughes Act of 1917. While office occupations were not directly included in this and subsequent vocational legislation until 1963, office education has been strongly affected by the philosophy of this earlier vocational legislation. Without doubt, however, the 1963 Vocational Education Act and the subsequent 1968 Vocational Education Amendments have had the most profound effect on office education as funding and prescribing forces.

What has been the impact of including cooperative office education within vocational education? Has the funding and prescribing forces of the 1963 Vocational Education Act materialized as Lambrecht indicates? Some statistics cited by Hanson (1981:8-9) suggest that they have:

Enrollments in federally funded business education were first recorded in 1965 and grew by more than 2.5 million students by 1978. Even while vocational business education was shown in its infancy in 1965, it represented over 13 percent of the total vocational student population. By 1978, business education accounted for 19.83 percent of the total vocational student population and 22.9 percent of the total growth.

Thus, the present day business education curriculum can be seen as an evolving and developing program influenced by a variety of factors. When the term "cooperative office education" is currently used, it is in actuality a legacy of a variety of diverse factors which have come together at this time.
VALUE OF COOPERATIVE OFFICE EDUCATION

The historic picture of cooperative office education can be seen as an example of curriculum growth and development in response to a variety of social and economic forces in a logical way. However, this is not sufficient grounds to install such a program in a given school. Those who entertain such notions need to look beyond historic precedence for the justification of such a program. Unfortunately, such justification in the form of hard data is difficult to find. The literature is replete with broad generalizations about the value of cooperative office education programs. Writing in the 1967 NBEA Yearbook, Smutz (1967:299) states:

Cooperative occupational training is of value to the youth involved, to the school, to the employer, and to the community. The student receives experience in line with his interests, his abilities, and his occupational needs.

But benefits do not accrue only to the students who participate according to Smutz (1967:300). He further goes on to point out the values of such a program for the school and the community stating:

The community profits from cooperative occupational programs. The young persons in the cooperative programs often remain in their home community and enrich it with their skills and high ideals of service.

Cooperative occupational training permits the school to use the facilities of the cooperating businesses for a broader curriculum and greater advantages for students. By using the equipment of the community as a laboratory, the school can better adjust the curriculum and classroom instruction to meet the needs of the modern world.

The literature is replete with similar statements extolling the virtues of cooperative education programs. In 1963, Nolan and Hampton (1963:79-80) praised the program by stating:
The students have realism brought to their education—realism hard to achieve by any other method of motivation. In a very real sense, training of this character "bridges the gap" between school and business for the student trainee. In a well-organized properly taught and effectively supervised program all learning factors are blended to produce greater vocational efficiency with the work experiences of the students vitalizing the study experiences of the classroom.

The passage of time has not dimmed the glow that many feel cooperative office education provides. Sixteen years after Nolan and Hampton made their statement, Wine (1979:19) echoed their sentiments saying:

The link between the classroom and the business office is necessary to give those who will enter the world of work the meaningful and useful experience they will need to shape their careers. Utilizing community resources will provide students with the proper perspective they need to become integrated into the daily activities of the business office.

Nor are such laudable comments limited to individuals. Even committees can reach similar conclusions about cooperative office education. A joint committee of the National Business Education Association and the Business and Office Education Division of the American Vocational Association (BOE/AVA-NBEA) recently developed a statement on the status, potential, and needs of business education in the 1980's. In this statement they (1980:11) declare:

We need to expand our on-the-job training and field-related occupational experience programs for students in business education. This, to some, seems too costly. Yet the successful record of cooperative education programs bears out their great value to students who actually get hands-on experience under the guidance and tutelage of a teacher in a real work situation.

Finally, the most recent yearbook of the National Business Education Association presents its views on cooperative office education programs in no uncertain terms. Lang and Echternacht (1981:129) describe
A well-coordinated work-experience program for advanced students is an excellent way to use the business community to supplement and enrich classroom laboratory experiences. Cooperative work-experience programs have benefits not only for the students but for the teacher, the school, and the cooperating businesses as well.

With national leaders and national organizations viewing cooperative office education programs as "good," the expectation that state and local school officials would see similar virtue in such programs is not unlikely. However, it is important to determine if that is truly the case, for educational decisions in a particular school are much more influenced by local and state level opinions than by national sentiment. The view of the Iowa State Board of Public Instruction toward cooperative education programs could exert an important influence on the feasibility of developing such a program at Abraham Lincoln High School. In this case, however, the Iowa officials share the positive view toward cooperative office education programs described earlier. The Iowa State Board of Public Instruction in their State Plan (1980:Appendix C:1) is quoted as declaring:

Cooperative programs are an excellent means to encourage the development of students' vocational skills. The State Board will continue to support cooperative programs and will encourage the development of secondary cooperative programs which are feasible to operate.

Not everyone is willing to accept the value of cooperative programs without some measure of proof. Nanassey (1977:206) raises some particularly important points when he says:

Advocates of cooperative work experience are exceedingly enthusiastic about its value, particularly that which is reimbursed by the federal government. In some cases they consider it the absolute essential and assume that no job instruction is valid unless the students have participated in
cooperative training. When carried to an extreme, this point of view may be questioned.

Some attempts have been made to determine how effective cooperative office education programs are by examining the products of such programs. A number of these studies were examined and described in the 1971 NBEA Yearbook by Keller (1971:118):

The test of efficacy of COE programs rests in the performance of the products—the student-learners. Follow-up studies of high school graduates which vary considerably in depth are available (DePianta, 1968; Haines, 1963 and 1966; Hunter, 1968; Jensen, 1967; McIntyre, 1968; and Taylor, 1967). Most of these studies are local or state oriented and deal with recent graduates. COE is generally recognized as a good method for bridging the gap between school and work, but pragmatic results of continuing success for students in job placement is not available.

The need for research particularly dealing with the value of cooperative programs is becoming more prominent in recent years. Perhaps the trend toward the necessity of accountability is having its effect in this area as well. As Keller (1971:125) says:

The list of urgently needed vocational research includes program evaluation—evidence of the effectiveness of the instructional phase of COE and cost-effectiveness of the coordination activities. Significant beginnings have been made, but much of the research is yet to be completed.

Three recently completed doctoral dissertations have attempted to provide some evidence about the value of the cooperative office education programs.

Teague (1976) compared the attitudes of students who were enrolled in cooperative office education with those who were not in such a program. Among his findings was the following:

At the end of the semester the two groups were significantly different, with the cooperative education group showing a favorable attitude change. Also, when the starting attitudes of the two groups were adjusted for differences at the start of the semester, the amount of the attitude change between the two
groups was significant, with the cooperative education group showing a favorable attitude change.

DeRose (1976) also examined the feelings and perceptions of students toward the cooperative education approach. She also found a strong positive attitude toward this approach. As she states it:

While students expressed some minor dissatisfactions with the COE program, they overwhelmingly expressed positive perceptions of the overall program. Only 11 out of 937 participants held negative perceptions of the total program. Increases in self-confidence and ability to make decisions were two of the intangibles gained through COE, while the opportunities to practice skills already learned, learn new skills, and receive pay for working were some of the tangible benefits of the cooperative office education program.

Hatch (1976) also attempted to evaluate cooperative office education programs by comparing the graduates of such programs with graduates of non-cooperative programs in terms of potential earnings and program costs. Among her findings were:

The Vocational Office Occupations (V00) graduates earned significantly more than the Business Education Office Practice (BEOP) graduates in each of these instances. The projected lifetime earnings, escalated at 4.2 percent and discounted at 0, 7, and 10 percents, were higher for the Vocational Office Occupations graduates of 1967 and 1968 and for the Business Education Office Practice graduates of 1969 through 1972.

When she examined the costs of such programs, she found that "the costs were significantly greater for the Vocational Office Occupations." However, she concluded that "Benefit/cost ratios, based on projected lifetime earnings . . . were favorable for the Vocational Office Occupations program."

Thus, it seems safe to say that many of the leaders in business education and vocational education see much value in the cooperative office education approach. While only limited amounts of research and evaluation of such programs have been done, that which has been reported
tend to support the empirical conclusions reached by the advocates.

PROCEDURES FOR ESTABLISHING COOPERATIVE OFFICE EDUCATION PROGRAMS

As sparse as the literature is on the value of cooperative office education programs, it is even less descriptive when the techniques for starting such a program are sought. As with any curriculum change, however, it must be inbedded in the needs of society and the discipline in general as well as in the specific needs of the local community and students. Speaking to the more general needs, Olivas (1981:5) describes a number of anticipated changes that will be taking place in the work place and work force during the 1980's. Based on these changes he comes to the following conclusions about business education programs:

First, course offerings from the secondary level to the collegiate level must reflect the trends through content and instruction. Second, patterns of development and the information on changing technology (e.g., word processing) should be constantly incorporated into programs so that graduates are continuously aware of the past, present, and anticipated changes in the business setting.

On a state-wide basis in Iowa (Iowa State Plan:1980:82), "The current annual output of secondary graduates in office occupations is supplying only 7% of the current labor demand for entry-level positions in those occupations for which vocational instruction is offered."

As valuable as the knowledge and anticipation of trends and developments in the offices of the future might be, the unique needs of the community in which the school resides must not be forgotten. As Dierks and Donnel (1981:99) suggest, "Curriculum should reflect not only technological changes but also specific areas of student and community needs assessments."
What techniques are available to assess local community needs? While many procedures are available, a number of writers advocate the use of community surveys. Among such advocates are Wenrich and Wenrich (1974:252) who suggest:

Local manpower surveys are commonly used to help determine curriculum needs. Formal and informal surveys can also be used effectively to get feedback from various communities about perceptions of the school or college and how it is fulfilling its mission.

Support for this approach is provided by Witherow (1981:90) who points out that "... the usage of local surveys, interviews, and published research projects to identify desired content changes should be encouraged."

The logic of such an approach is difficult to refute and, not surprisingly, is not new. In 1963, Nolan and Hampton (1963:81) indicated:

Before the inception of a cooperative program it is good practice to make a community survey to determine the actual job opportunities and gain firsthand knowledge of the pattern of training that should be offered.

It was this type of recommendation that led to the incorporation of a community survey into the feasibility study. Not only would such a survey reveal trends and developments in local office skills, practices, machines, and procedures; but it would also indicate the availability of training stations for students in a cooperative office education program.

One of the unique and widely advocated characteristics of cooperative programs of all types is the concept of the advisory committee. Members of such committees are representatives of the business community and, as the title suggests, provide advice and counsel for the school in general and the coordinator specifically. The
importance of such an advisory committee has been suggested by Pierce (1973:157) who believes that too few representatives of business and industry "have become intimately involved with the processes and products of vocational education."

It may well be that in addition to the general public relations activities that the coordinator must conduct, the establishment and utilization of an advisory committee is a high priority item in the developmental process. As Nolan and Hampton (1963:81) indicate:

The Chamber of Commerce and local service clubs made up of business and professional men are excellent sounding boards for predetermining the amount of cooperative effort the businessmen will contribute to this sound medium of business training. Most certainly, an advisory committee consisting of a balanced grouping of employers and employees, should evolve from this group.

On the other hand, the value of advisory committees may be overestimated. For example, Uthe and Schroeder (1969:124) noted the Michigan State Plan says that an advisory committee should be utilized by all vocational programs; however, only 72 of the 178 programs in cooperative office education surveyed utilized an advisory committee. This study also revealed that 43 percent of the advisory committees meet only when necessary rather than on a regularly scheduled basis.

A more recent study revealed a similar lack of advisory utilization as reported by DeRose (1976). "Advisory committees, required under the state guidelines, were reported by only 55 percent of the participating schools to have met at least one time during the school year 1975-76."

Hlavac (1981:81) indicates another problem with advisory committees when she describes the impact that the Vocational Education
Amendments of 1976 have had on the advisory committee membership. She points out that in addition to having at least one representative of business, industry, and labor, committee membership should also have representatives of sex, race, age, occupation, socio-economic status, and geographic location. It should also include women, minorities, the handicapped, and a balance of big business and smaller industries. She concludes that the attempt to meet all of the criteria "... accounts for the trend toward one large overall vocational advisory committee serving an entire city, regional vocational school, or other consortium."

Another area of difficulty that the coordinator or other initiator of the office education program may find is the high amount of time and low teacher-pupil ratio that such a program demands. As reported in the 1971 NBEA Yearbook, Harris (1971:121) found office and distributive education teachers in Illinois agreeing that the coordinator who has 20 students in the cooperative program should spend approximately 10 hours a week performing on-the-job visitations.

This figure of 20 students agrees closely with the findings of the Shill study. However, as Shill (1966:116) points out, "Some state guides recommend reducing enrollment for all cooperative vocational education classes to a maximum of 15 students. Some cities, however, find it necessary to require a minimum of 24 students because of teacher-pupil ratio cost factors.

Finally, the prospective coordinator of such program must recognize that there are several other factors that must be kept in mind that may prevent such a program from functioning even as the initial contacts and relationships have been established. As described in the
1971 NBEA Yearbook, these difficulties may include the following:

The correct placement of youth may be a challenge because of any of several stumbling blocks elicited by Wolansky (1967:122):

1. The Child Labor Laws place some limitations on the kinds of work, time of day, number of hours, etc. for employment of minors.
2. School insurance, workman's compensation, and labor union difficulties may create problems in terms of the placement.
3. A work permit may be required for employment of students under 18 years of age.
4. Military and research projects prohibit the employment of minors for security reasons.
5. Lack of appropriate work stations in the surrounding area, lack of specialty trained coordinators, and difficulty in time schedules for work for classes may be encountered.

SUMMARY

Much has been written about cooperative office education programs. The literature about the history, development and value of such programs abounds. Unfortunately, studies that provide hard data about the value of such programs and descriptions of the manner in which one should proceed to develop such a program are much less plentiful.
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Chapter 3

DESIGN OF THE STUDY

To determine the feasibility of establishing a cooperative office education program at Abraham Lincoln High School and to answer the question posed in the statement of the problem, data was gathered from four broad areas: students, area businesses, state and local vocational administrators, and coordinators of cooperative office education in other area schools. The type of information sought and the procedures by which it was obtained are considered in this chapter.

STUDENT INTEREST

One basic ingredient in a successful cooperative office education program is the participation of a sufficient number of students. To ascertain student interest in such a program at Abraham Lincoln High School and to provide data relative to subproblem 1, a questionnaire was developed (see Appendix A) and administered to all students enrolled in selected eleventh grade level business education courses in May of 1981. This questionnaire sought such information as the business courses students have previously taken or are presently taking, the students' plans to take additional business courses, their present work status, post-secondary work and school plans, and their interest in participating in a cooperative office education program.

A total of 125 students completed and returned a questionnaire with usable results.
AVAILABLE TRAINING STATIONS

A second key ingredient in a cooperative office education program is the availability of suitable locations in which to place students for their on-the-job experience. To determine the availability of training stations and to answer the question generated by subproblem 2, a questionnaire survey of Council Bluffs businesses was conducted by mail.

Questionnaire

A three-page questionnaire was developed for the survey of Council Bluffs businesses. Appendix B contains a copy of the questionnaire, while a list of businesses to which the questionnaire was sent is contained in Appendix C. The questionnaire itself dealt with more than a cooperative office education program. It also sought to determine the knowledge and skills office managers sought in beginning office employees, what types of office machines were used in offices, what strengths and weaknesses these office managers felt high school graduates had, their experience with cooperative programs, their interest in participation in such a program, and their interest in serving on an advisory committee.

This broad-based questionnaire was utilized for several reasons. First, if a cooperative office education program were developed, it could not be done in isolation. Other aspects of the business education program, particularly the secretarial skills courses that would prepare students for the cooperative office education program, would need to be adjusted so that the appropriate competencies were developed. The
portion of the questionnaire that sought information about such skills and knowledges was designed for that purpose.

Secondly, even if a cooperative office education program were not established, such information would provide the valuable base for reviewing existing business education courses and making appropriate changes.

Thirdly, by including the questions about a cooperative office education program in a broader-based survey, respondents might be more inclined to react to the possibility of participating in improving business education rather than being forced to accept or decline participation in a cooperative office education program.

The Sample

A total of 260 businesses, government agencies, and institutions were identified as potential recipients of the questionnaire. Names and addresses were determined by using the Council Bluffs City Directory and the Council Bluffs Telephone Book.

Those businesses surveyed were limited to the city of Council Bluffs even though many potential training stations would also be available in Omaha. This limitation was imposed since it was felt that a Council Bluffs school cooperative office education program should be supported by its own community if at all possible. Also, the cooperative office education coordinators from other schools use Omaha businesses as training stations. The survey of these coordinators would be a source of information about the availability of such potential training stations in Omaha.
Procedure

On June 4, 1981, the 260 questionnaires with a cover letter and stamped, return envelope were mailed to the "Office Managers" of the selected businesses. Recipients were asked to return the questionnaire by June 12. On June 17 a second questionnaire and cover letter were sent to those who had not responded to the first mailing. In this letter the respondents were asked to return the questionnaire immediately. The date of June 26 was established as the date beyond which any returns would no longer be included in the analysis of the results.

STATE AND LOCAL SCHOOL ADMINISTRATORS

Subproblems 3, 4, 5, and 6 raised questions about what curriculum staffing, equipment, and facility adjustments might need to be made at Abraham Lincoln High School if a cooperative office education program were established. With the inclusion of office education under the vocational education umbrella since 1963, rules and regulations for establishing and operating federally reimbursed cooperative office education programs have become increasingly complex. Accordingly, input from the Iowa State Department of Public Instruction and Council Bluffs Schools central administration was sought to answer the questions that constituted these subproblems. Personal and phone interviews were used and relevant written materials were examined.

State Department Information

To obtain information about cooperative office education programs from the state perspective, Dr. Vern Fennell, Consultant, was contacted and interviewed by phone. He also provided a copy of the Iowa State Plan
for 1980-82. This document contains labor demand/supply information and data about the unmet needs of specific target groups. This information is then blended with the information about available and anticipated federal, state, and local financial resources to develop a year-by-year delineation of the particular combination of vocational education programs, services, and activities being planned to partially meet those needs.

Local Administrators

The regulations governing the operation of reimbursed cooperative office education programs specify that certain requirements must be met by the local school districts to receive such reimbursement. Consequently, appropriate administrators within the Council Bluffs School system central office were interviewed. These interviews sought information about the administrative operation of the cooperative office education program at Thomas Jefferson High School. The impact of the staffing, facility, and equipment requirements on the existing staff, facilities, and equipment in the business education department at Abraham Lincoln were discussed with these administrators.

The information from both sources was compiled, reviewed, and analyzed.

AREA COOPERATIVE OFFICE EDUCATION COORDINATORS

The fourth source of data for the feasibility study consisted of cooperative office education coordinators in selected secondary schools in the Omaha-Council Bluffs area. These individuals could also provide information about the availability of training stations in the Omaha
area. This, in turn, could provide data relevant to subproblem 2. If a cooperative office education program was found to be feasible, their input could provide practical guidelines for the teacher/coordinator of the new program.

The coordinators were identified by contacting area school district offices. A written questionnaire (see Appendix D) was sent to each coordinator with an accompanying cover letter and a stamped, return envelope. This questionnaire sought information about the number of students in the program at each school and how they are selected, placed, and supervised; the responsibilities, assignment, and contract length of the coordinator; the availability of and procedures for securing training stations; and the nature and functions of the advisory committee.

Twelve coordinators were identified in Omaha-Council Bluffs area schools. The questionnaire was mailed on June 23, 1981. A total of 5 of the 12 questionnaires were returned with usable data by July 1.
Chapter 4

THE RESULTS OF THE STUDY

Utilizing the procedures described in Chapter 3, the data relevant to the cooperative office education feasibility study was gathered and analyzed. In this chapter the summarized data are presented. The organization of the presentation follows the structure described in the study design. The first section includes data from the student survey, the second with data from the survey of businesses, the third with information obtained from state and local school administrators, and the fourth with data gathered from Omaha and Council Bluffs area cooperative office education coordinators.

STUDENT INTEREST

The first step in determining the feasibility of instituting a cooperative office education program at Abraham Lincoln High School was to ascertain the amount of interest students might have in such a program. To accomplish this, a one-page questionnaire (see Appendix A) was developed that sought the students' interest in a cooperative office education program; the students' past, present, and anticipated business education course enrollments; the extent of their present involvement in part-time employment; and their anticipated educational and occupational plans.

Students selected to be surveyed were those who were classified as eleventh grade students enrolled at Abraham Lincoln High School in May
of 1981, and who were enrolled in one or more eleventh grade-level business education course. These students were selected since they were most likely to be far enough into their school program to be able to make serious decisions about career plans and yet would have an additional year of schooling left in which they could enroll in a cooperative office education program.

Instructors of selected business courses were asked to administer the questionnaire to those students who met the criteria during the week of May 18, 1981. By May 21, 125 questionnaires were returned.

The returns were classified into three groups: those who indicated an interest in a cooperative office education program, those who indicated they were not interested in such a program, and those who were uncommitted or undecided. The latter were those who did not respond to the question about the cooperative office education program. Of the 125 students, 70 (60 percent) said yes, 30 (24 percent) said no, and 20 (16 percent) were in the uncommitted group. Over three-fourths (98) of the 125 were females; 20 were males; and 7 did not respond to the question relating to their sex. Nearly two-thirds (65 percent) of the females were interested in a cooperative office education program while only one-third (35 percent) of the males showed such an interest. Table I displays the data relative to the interest in a cooperative office education program by sex of the respondents.

Despite the fact that the only description of the cooperative office education program was the brief statement on the questionnaire, these results indicate that Abraham Lincoln High School business education students would be interested in such a program.
### TABLE I

**ABRAHAM LINCOLN HIGH SCHOOL STUDENT INTEREST IN COOPERATIVE OFFICE EDUCATION PROGRAM BY SEX OF RESPONDENTS**

<table>
<thead>
<tr>
<th>Sex</th>
<th>Yes</th>
<th>No</th>
<th>Uncommitted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>7</td>
<td>35</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Female</td>
<td>64</td>
<td>65</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Not Indicated</td>
<td>4</td>
<td>57</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>60</td>
<td>30</td>
<td>24</td>
</tr>
</tbody>
</table>
Course Enrollment Patterns

What business education courses had these 125 students enrolled in prior to their junior year, what courses were they currently enrolled in, and what did they anticipate taking in the twelfth grade? The answer to these questions were provided by the responses to the section on course enrollment on the questionnaire.

Courses Completed. By far the most common business course taken prior to this year by these students was Typing 1-2. A total of 101 (81 percent) of the sample had completed this course. This pattern was consistent for the groups when considered by interest in a cooperative office education program where the percentage was 84 for the "interested" group, 70 percent for the "not interested" group, and 85 percent for the "uncommitted" group. The only other course that had been completed by more than 10 percent of the sample was Notehand, while another one-tenth had taken no prior business education courses. These results are contained in Table II.

Current Course Enrollment. Accounting 1-2 was the most popular business course in which the students in the sample were presently enrolled. A total of 93 (74 percent) indicated that they were enrolled in that course. This pattern of popularity was consistent regardless of interest in a cooperative office education program. Second year typing (Typing 3-4) was the second most common business course in which the students were enrolled. A total of 71 (57 percent) indicated enrollment in that course. In the case of Typing 3-4 some differences between cooperative office education interest groups could be noted. Almost two-thirds (64
### TABLE II

**BUSINESS EDUCATION COURSES COMPLETED BY ALHS BUSINESS EDUCATION STUDENTS BY COE PROGRAM INTEREST**

<table>
<thead>
<tr>
<th>Courses Taken</th>
<th>Interest in COE Program</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes (N=75)</td>
<td>No (N=30)</td>
<td>Uncommitted (N=20)</td>
<td>Total (N=125)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Typing 1-2</td>
<td>63</td>
<td>84</td>
<td>21</td>
<td>70</td>
<td>17</td>
</tr>
<tr>
<td>Notehand</td>
<td>10</td>
<td>13</td>
<td>5</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Recordkeeping</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Personal Typing</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>None</td>
<td>10</td>
<td>13</td>
<td>3</td>
<td>10</td>
<td>1</td>
</tr>
</tbody>
</table>
percent) of the "interested" group was enrolled in Typing 3-4, while one-half (10) of the "uncommitted" and 43 percent (13) of the "not interested" group was enrolled in that course.

The third most common business course in which students were currently enrolled was Shorthand 1-2. Out of the total 125 students, 39 (31 percent) were enrolled in that course. Nearly one-half (9) of the "uncommitted" group and over a third (35 percent) of the "interested" group were enrolled in Shorthand 1-2 while only 4 (13 percent) of the "not interested" group was so enrolled. The remainder of the courses attracted only about 10 percent or less of the group when considered totally or when grouped by interest in cooperative office education programs. The analysis of current course enrollments is displayed in Table III.

Courses Anticipated. The most commonly mentioned business education course in which the students in the sample planned to enroll during 1981-82 was Accounting 3-4 with 54 (43 percent) indicating that choice. Over one-half (38) of those in the "interested" group did so.

Other popular courses for those interested in a cooperative office education program were Office Practice (40 percent) and Shorthand 3-4 and Business Machines (each 21 percent). One-fourth (5) of the "uncommitted" group also indicated Business Machines.

Over one-fourth (26 percent) of the total sample indicated no further plans to enroll in business education courses. By cooperative office education interest group, the results indicated over one-half (16) of the "not interested," nearly one-third (6) of the "uncommitted", and 11 (15 percent) of the "interested" group would not take additional
### TABLE III

**BUSINESS COURSES IN WHICH ALHS BUSINESS EDUCATION STUDENTS ARE CURRENTLY ENROLLED BY COE PROGRAM INTEREST**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Taking</th>
<th>Yes (N=75)</th>
<th>No (N=30)</th>
<th>Uncommitted (N=20)</th>
<th>Total (N=125)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>Accounting 1-2</td>
<td></td>
<td>58 77</td>
<td>20 67</td>
<td>15 75</td>
<td>93 74</td>
</tr>
<tr>
<td>Typing 3-4</td>
<td></td>
<td>48 64</td>
<td>13 43</td>
<td>10 50</td>
<td>71 57</td>
</tr>
<tr>
<td>Shorthand 1-2</td>
<td></td>
<td>26 35</td>
<td>4 13</td>
<td>9 45</td>
<td>39 31</td>
</tr>
<tr>
<td>Business Machines</td>
<td></td>
<td>10 13</td>
<td>0 0</td>
<td>2 1</td>
<td>12 10</td>
</tr>
<tr>
<td>Typing 1-2</td>
<td></td>
<td>7 9</td>
<td>3 10</td>
<td>2 10</td>
<td>12 10</td>
</tr>
<tr>
<td>Business Law</td>
<td></td>
<td>8 11</td>
<td>2 7</td>
<td>1 5</td>
<td>11 9</td>
</tr>
<tr>
<td>Office Production</td>
<td></td>
<td>4 5</td>
<td>1 3</td>
<td>0 0</td>
<td>5 4</td>
</tr>
<tr>
<td>Consumer Sales</td>
<td></td>
<td>2 .3</td>
<td>1 3</td>
<td>0 0</td>
<td>3 2</td>
</tr>
<tr>
<td>Notehand</td>
<td></td>
<td>2 3</td>
<td>0 0</td>
<td>0 0</td>
<td>2 2</td>
</tr>
<tr>
<td>Personal Typing</td>
<td></td>
<td>1 1</td>
<td>0 0</td>
<td>0 0</td>
<td>1 1</td>
</tr>
<tr>
<td>Recordkeeping</td>
<td></td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
</tr>
</tbody>
</table>
business education courses. This latter figure somewhat contradicts the expression of interest in cooperative office education. However, the decision about course registration had been made earlier in the year. If a cooperative office education program were made available, the expression of interest could have been translated into course enrollment. The courses in which the business education students planned to enroll during 1981-82 is displayed in Table IV.

Part-Time Work Experience

Since a cooperative office education program involves part-time employment while attending school, the extent to which business education students were currently employed part time was relevant. Questions were asked which sought to determine if the students were currently employed part time; and if so, how many hours per week they worked and at what type of jobs.

Over 60 percent (77) of the students indicated they currently worked part time. By cooperative office education program interest groups, 40 (53 percent) of the "interested", 21 (70 percent) of the "not interested," and 16 (80 percent) of the "uncommitted" indicated part-time employment. Table V contains the breakdown of part-time employment by interest group.

The number of hours these students worked ranged from 5 per week to over 40 in three instances. However, most of the work amount ranged in the 20-24 hour intervals. Table VI shows the part-time employment hour pattern of the sample.

Of particular interest to this study was the type of part-time employment students currently held. If many of the students already held
TABLE IV
BUSINESS COURSES IN WHICH ALHS BUSINESS EDUCATION STUDENTS PLAN TO ENROLL DURING 1981-82 BY COE PROGRAM INTEREST

<table>
<thead>
<tr>
<th>Courses</th>
<th>Interest in COE Program</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes (N=75)</td>
<td>No (N=30)</td>
<td>Uncommitted (N=20)</td>
<td>Total (N=125)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>Accounting 3-4</td>
<td></td>
<td>38 51</td>
<td>7 23</td>
<td>9 45</td>
<td>54 43</td>
</tr>
<tr>
<td>Office Practice</td>
<td></td>
<td>30 40</td>
<td>4 13</td>
<td>2 10</td>
<td>36 29</td>
</tr>
<tr>
<td>Business Machines</td>
<td></td>
<td>16 21</td>
<td>1 3</td>
<td>5 25</td>
<td>22 18</td>
</tr>
<tr>
<td>Shorthand 3-4</td>
<td></td>
<td>16 21</td>
<td>0 0</td>
<td>2 10</td>
<td>18 14</td>
</tr>
<tr>
<td>Business Law</td>
<td></td>
<td>11 15</td>
<td>2 7</td>
<td>2 10</td>
<td>15 12</td>
</tr>
<tr>
<td>Shorthand 1-2</td>
<td></td>
<td>9 12</td>
<td>2 7</td>
<td>1 5</td>
<td>12 10</td>
</tr>
<tr>
<td>Accounting 1-2</td>
<td></td>
<td>5 7</td>
<td>0 0</td>
<td>1 5</td>
<td>6 5</td>
</tr>
<tr>
<td>Office Production</td>
<td></td>
<td>5 7</td>
<td>0 0</td>
<td>1 5</td>
<td>6 5</td>
</tr>
<tr>
<td>Typing 3-4</td>
<td></td>
<td>2 3</td>
<td>1 3</td>
<td>1 5</td>
<td>4 3</td>
</tr>
<tr>
<td>Notehand</td>
<td></td>
<td>1 1</td>
<td>3 10</td>
<td>0 0</td>
<td>4 3</td>
</tr>
<tr>
<td>Consumer Sales</td>
<td></td>
<td>2 3</td>
<td>0 0</td>
<td>2 10</td>
<td>4 3</td>
</tr>
<tr>
<td>Typing 1-2</td>
<td></td>
<td>3 4</td>
<td>0 0</td>
<td>0 0</td>
<td>3 2</td>
</tr>
<tr>
<td>Recordkeeping</td>
<td></td>
<td>1 1</td>
<td>0 0</td>
<td>0 0</td>
<td>1 1</td>
</tr>
<tr>
<td>Personal Typing</td>
<td></td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
</tr>
</tbody>
</table>
### TABLE V

ALHS BUSINESS EDUCATION STUDENTS PARTICIPATION IN PART-TIME WORK BY INTEREST IN COE PROGRAM

<table>
<thead>
<tr>
<th>Interest in COE Program</th>
<th>Working Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes (N=75)</td>
</tr>
<tr>
<td></td>
<td>No. %</td>
</tr>
<tr>
<td>Yes</td>
<td>40 53</td>
</tr>
<tr>
<td>No</td>
<td>35 47</td>
</tr>
</tbody>
</table>

### TABLE VI

TYPE OF PART-TIME WORK EXPERIENCE OF ALHS BUSINESS EDUCATION STUDENTS BY COE PROGRAM INTEREST

<table>
<thead>
<tr>
<th>Interest IN COE Program</th>
<th>Work Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clerical</td>
</tr>
<tr>
<td></td>
<td>(N=40)</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No. %</td>
</tr>
<tr>
<td>Clerical</td>
<td>4 10</td>
</tr>
<tr>
<td>Non-Clerical</td>
<td>36 90</td>
</tr>
</tbody>
</table>
part-time clerical positions, involving them in a cooperative office education program could be simplified since such part-time employment could possibly serve as the work phase of the program. Thus, although the types of positions held ran the gamut of typical teenage part-time work, they were categorized into clerical and non-clerical for purposes of the study. When analyzed on this basis, only 8 (10 percent) students currently held part-time positions that could be considered clerical in nature. However, this is not surprising since many clerical positions require skills that eleventh grade students do not possess. It does mean that if a cooperative office education program were started, the present part-time positions students held would not qualify as training stations for such a program. The part-time positions by cooperative office education interest groups are shown in Table VII.

Future Plans

Both the educational and occupational plans of sampled students after completing high school were sought since these plans could have an impact on cooperative office education program participation. Frequently, the part-time employment experience that students engage in as part of a cooperative office education program becomes the full-time occupation of these students after graduation. Thus, occupational or educational plans that are contrary to this pattern could affect student involvement.

Work Goal. Students were asked to indicate what type of occupational goal they had and were given a choice of four office related occupations (secretarial, clerical, accounting, and data processing) as well as other
### TABLE VII

**NUMBER OF HOURS CURRENTLY DEVOTED TO PART-TIME EMPLOYMENT BY ALHS BUSINESS EDUCATION STUDENTS BY COE PROGRAM INTEREST**

<table>
<thead>
<tr>
<th>Hours Worked</th>
<th>Interest in COE Program</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes (N=40)</td>
<td>No (N=21)</td>
<td>Uncommitted (N=16)</td>
<td>Total (N=77)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>0- 4</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>5- 9</td>
<td>2 5</td>
<td>1 5</td>
<td>2 13</td>
<td>5 6</td>
<td></td>
</tr>
<tr>
<td>10-14</td>
<td>3 8</td>
<td>1 5</td>
<td>1 6</td>
<td>5 6</td>
<td></td>
</tr>
<tr>
<td>15-19</td>
<td>6 15</td>
<td>3 14</td>
<td>2 13</td>
<td>11 14</td>
<td></td>
</tr>
<tr>
<td>20-24</td>
<td>14 35</td>
<td>5 24</td>
<td>4 25</td>
<td>23 30</td>
<td></td>
</tr>
<tr>
<td>25-29</td>
<td>8 20</td>
<td>4 19</td>
<td>3 19</td>
<td>15 19</td>
<td></td>
</tr>
<tr>
<td>30-34</td>
<td>3 8</td>
<td>1 5</td>
<td>3 19</td>
<td>7 9</td>
<td></td>
</tr>
<tr>
<td>35-39</td>
<td>2 5</td>
<td>2 10</td>
<td>1 6</td>
<td>5 6</td>
<td></td>
</tr>
<tr>
<td>40-44</td>
<td>1 3</td>
<td>2 10</td>
<td>0 0</td>
<td>3 4</td>
<td></td>
</tr>
<tr>
<td>Varied</td>
<td>1 3</td>
<td>2 10</td>
<td>0 0</td>
<td>3 4</td>
<td></td>
</tr>
</tbody>
</table>
business related occupations or a non-business related occupation. For the total sample, accounting was the most popular choice with over one-fourth (26) indicating that type of work. Secretarial was named by 20 (16 percent) and clerical by 17 (14 percent). Nearly a third (37) of the group indicated a non-business occupation.

Differences between cooperative office education program interest groups could be noted relative to these plans. Over one-fourth of those interested in cooperative office education planned for secretarial and clerical positions while less than 5 percent of the other groups had such interests. Of the "not interested" group, 13 (43 percent) planned on a non-business career. These data are displayed in Table VIII.

Education Plans. Of the 125 students surveyed, 40 (32 percent) indicated they planned to attend a four-year college. Two-year colleges were indicated by 23 (18 percent) and business school by 18 (14 percent). Again the future educational plans varied by the cooperative office education program interest. Of those interested in a cooperative office education program, nearly one-fourth (18) planned on a two-year college and another one-fifth (14) planned on a business school. Less than 10 percent (2 in each category) of the "not interested" group had such plans. On the other hand, over three-fifths (19) of the "not interested" group planned on a four-year college compared with only 19 percent (14) of those interested in a cooperative office education program. A breakdown of educational plans of the sampled students is contained in Table IX.
TABLE VIII
FUTURE WORK PLANS OF STUDENTS ENROLLED IN ALHS BUSINESS EDUCATION COURSES BY COE PROGRAM INTEREST

<table>
<thead>
<tr>
<th>Work Goal</th>
<th>Interest in COE Program</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes (N=75)</td>
<td>No (N=30)</td>
<td>Uncommitted (N=20)</td>
<td>Total (N=125)</td>
</tr>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>Non-Business</td>
<td>17 23</td>
<td>13 43</td>
<td>7 35</td>
<td>37 30</td>
</tr>
<tr>
<td>Accounting</td>
<td>16 21</td>
<td>3 10</td>
<td>7 35</td>
<td>26 21</td>
</tr>
<tr>
<td>Secretarial</td>
<td>18 24</td>
<td>1 3</td>
<td>1 5</td>
<td>20 16</td>
</tr>
<tr>
<td>Clerical</td>
<td>16 21</td>
<td>1 3</td>
<td>0 0</td>
<td>17 14</td>
</tr>
<tr>
<td>Data Processing</td>
<td>3 4</td>
<td>3 10</td>
<td>3 15</td>
<td>9 7</td>
</tr>
<tr>
<td>Other Business</td>
<td>5 7</td>
<td>2 7</td>
<td>0 0</td>
<td>7 6</td>
</tr>
</tbody>
</table>

TABLE IX
FUTURE EDUCATIONAL PLANS OF ALHS BUSINESS EDUCATION STUDENTS BY COE PROGRAM INTEREST

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Interest in COE Program</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes (N=75)</td>
<td>No (N=30)</td>
<td>Uncommitted (N=20)</td>
<td>Total (N=125)</td>
</tr>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>College-4 years</td>
<td>14 19</td>
<td>19 63</td>
<td>7 35</td>
<td>40 32</td>
</tr>
<tr>
<td>College-2 years</td>
<td>18 24</td>
<td>2 7</td>
<td>3 15</td>
<td>23 18</td>
</tr>
<tr>
<td>Business School</td>
<td>14 19</td>
<td>2 7</td>
<td>2 10</td>
<td>18 14</td>
</tr>
<tr>
<td>Military</td>
<td>6 8</td>
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<tr>
<td>Vocational School</td>
<td>5 7</td>
<td>1 3</td>
<td>5 25</td>
<td>11 9</td>
</tr>
<tr>
<td>Other</td>
<td>4 5</td>
<td>2 7</td>
<td>1 5</td>
<td>7 6</td>
</tr>
</tbody>
</table>
AVAILABLE TRAINING STATIONS

To determine if Council Bluffs businesses would be interested in employing office education students on a part-time basis in a cooperative education program, a three-page questionnaire was developed and mailed with a cover letter to 260 Council Bluffs businesses. The initial mailing was made on June 4, 1981. A second cover letter and another questionnaire was mailed to those who had not responded by June 17. Of the 260 businesses identified, 10 proved to be no longer operating or had moved reducing the total of the original sample to 250. The two mailings resulted in 125 responses for a 50 percent return rate. Of these, 2 could not be used thus reducing the number of usable questionnaires to 123.

Size of Business

On the questionnaire, the respondents were asked to indicate both the total number of employees as well as the number of full- and part-time clerical and secretarial employees. The latter number was of particular interest to this study since it was focused on clerical and secretarial positions. Because of this focus, the number of such positions was used as the basis for classifying the businesses into small, medium, and large categories. Those with less than four full-time clerical/secretarial positions were considered small. Those with four through ten full-time clerical/secretarial positions were considered medium and those with more than ten such employees were classified as large. Using this classification scheme, 89 (72 percent) of the businesses were small, 22 (18 percent) were medium, and 12 (10 percent)
were large. A complete breakdown of the number of full- and part-time clerical/secretarial employees is displayed in Table X.

The respondents were also categorized into type of business. A total of 42 different types of businesses were identified. Retail Sales (13) and City and County Government (5 and 8) were the two categories with the largest number of businesses. Real Estate (10), Insurance (7), Loans (6), and Wholesale Distributing (6) were the next most frequently indicated business types. The remainder of the categories had 5 or fewer businesses in each. Table XI contains the listing of business categories.

COE Program Interest

Although the questionnaire contained a variety of questions relating to business education in general and to the Abraham Lincoln High School program specifically, of prime concern was the interest the respondents might have in participating in a cooperative office education program. Three questions dealt with that issue. The first asked whether the respondents had had any prior experience with a cooperative education program. The second asked if the respondents would definitely or possibly employ someone in a cooperative office education program. The third asked if the respondents had an employee who would be willing to serve on an advisory committee.

Of the 123 respondents, nearly one-third (37) had had experience with a cooperative education program before. By size of business, this experience ranged from about one-fourth (24) of the small, to one-third (7) of the medium, and to one-half (6) of the large. Not all of these experiences had been with office education programs and not all were at
## TABLE X

FULL- AND PART-TIME CLERICAL/SECRETARIAL EMPLOYEES IN COUNCIL BLUFFS BUSINESSES BY SIZE OF OFFICE

<table>
<thead>
<tr>
<th>Size</th>
<th>No. of Full-Time Employees</th>
<th>Number of Part-Time Employees</th>
<th>Total No.</th>
<th>%</th>
</tr>
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<td></td>
<td></td>
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<tr>
<td>1</td>
<td>27</td>
<td>8 1 0 1</td>
<td>89</td>
<td>72</td>
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<tr>
<td>Small</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>11</td>
<td>6 2 0 1</td>
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<td>0 0 0 0</td>
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<tr>
<td>6</td>
<td>1</td>
<td>1 2 0 0</td>
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<td></td>
</tr>
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<td>0 0 0 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>95</td>
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<td>0 0 0 1</td>
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</table>
### TABLE XI
CLASSIFICATION OF COE SURVEY RESPONDENTS BY TYPE OF BUSINESS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Architects</td>
<td>Insurance (7)</td>
</tr>
<tr>
<td>Abstract Office (2)</td>
<td>Loans (6)</td>
</tr>
<tr>
<td>Attorneys (7)</td>
<td>Machine Shop</td>
</tr>
<tr>
<td>Auto Sales/Service (4)</td>
<td>Medical (5)</td>
</tr>
<tr>
<td>Bank (2)</td>
<td>Manufacturing (4)</td>
</tr>
<tr>
<td>Beer Distributor</td>
<td>Motel/Hotel (3)</td>
</tr>
<tr>
<td>Brokerage Firm</td>
<td>Newspaper</td>
</tr>
<tr>
<td>Cable TV</td>
<td>Non-Profit Organization</td>
</tr>
<tr>
<td>Certified Public Accountants</td>
<td></td>
</tr>
<tr>
<td>City Government (5)</td>
<td>Plumbing</td>
</tr>
<tr>
<td>Country Club</td>
<td>Radio Repair</td>
</tr>
<tr>
<td>County Government (8)</td>
<td>Real Estate (10)</td>
</tr>
<tr>
<td>Credit Union (3)</td>
<td>Retail Drug (2)</td>
</tr>
<tr>
<td>Education</td>
<td>Retail Sales (13)</td>
</tr>
<tr>
<td>Engineers (2)</td>
<td>Retirement Community</td>
</tr>
<tr>
<td>Farm Coop</td>
<td>Rustproofing</td>
</tr>
<tr>
<td>Finance</td>
<td>Service (3)</td>
</tr>
<tr>
<td>Funeral Home (2)</td>
<td>Travel Agency (2)</td>
</tr>
<tr>
<td>Grain Marketing (2)</td>
<td>Truck Line (2)</td>
</tr>
<tr>
<td>Grocery (2)</td>
<td>Vending</td>
</tr>
<tr>
<td>Hospital (2)</td>
<td>Veterinary (2)</td>
</tr>
<tr>
<td></td>
<td>Wholesale Distributing (6)</td>
</tr>
</tbody>
</table>
the secondary level. Nevertheless, cooperative education does not appear to be a completely unknown experience for Council Bluffs businesses.

Only 9 (7 percent) of the respondents indicated that they would definitely employ a student in a cooperative office education program. However, another 64 (52 percent) said they had a possible interest in participating in a cooperative office education program and would like additional information. Thus nearly three-fifths (59 percent) of all the businesses indicated some degree of interest in the cooperative office education program. By size, the medium businesses showed the greatest interest with over 81 percent (18) indicating either definite or possible interest. However, well over half of both the small (54 percent) and large (59 percent) also indicated interest.

These results suggest that there likely would be sufficient suitable training stations in the Council Bluffs area to support a cooperative office education program. The fact that all sizes of businesses expressed interest provides additional impetus for a cooperative office education possibility. Although businesses with large clerical/secretarial staffs can frequently provide more than one training station, these often tend to be specialized assignments requiring only a single skill (i.e. typing). On the other hand, smaller businesses can provide situations that require a clerk or secretary to perform a variety of tasks and utilize a number of skills. While not all of the businesses that expressed an interest in participating in a cooperative office education program would actually employ a student, a sufficient number of them would likely be willing to do so to the extent that a program could be initiated.
Nearly one-fourth (23) of all respondents indicated a willingness to serve on an advisory committee. As with the interest in the program, a higher proportion (41 percent) of the medium sized businesses indicated advisory committee interest than did either the small (17 percent) or large (33 percent). These results are summarized in Table XII. Again, there appears to be more than sufficient interest on the part of Council Bluffs businesses that a cooperative office education advisory committee could be formed if one were to be desirable. On the other hand, the present advisory committee at Abraham Lincoln that serves the present cooperative programs could be enlarged by adding one or two business persons to represent and serve the cooperative office education program.

Other Business/School Relationships

Table XIII shows the results of the responses to two other questions on the questionnaire that were also related to the possibility of establishing closer ties between the Abraham Lincoln High School business education program and Council Bluffs businesses. One asked if the business could provide a resource person who might speak to business education classes about their business and what types of clerical and secretarial opportunities the business might offer high school graduates. The second asked if the business might serve as a location where a business education class as a whole or an individual business education student might visit to see the business office "in operation."

The notion of providing a resource person to speak to business education classes appealed to one-fifth (24) of the respondents. This interest was directly related to size of the business with only slightly over one-tenth (11 percent) of the small businesses indicating such a
TABLE XII
COUNCIL BLUFFS BUSINESSES EXPERIENCE WITH AND INTEREST IN COOP PROGRAMS BY SIZE OF BUSINESS

<table>
<thead>
<tr>
<th>COE Interest</th>
<th>Size of Business</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Small (N=89)</td>
<td>Medium (N=22)</td>
<td>Large (N=12)</td>
<td>Total (N=123)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Previous Experience</td>
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<td>27</td>
<td>7</td>
<td>32</td>
<td>6</td>
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<tr>
<td>With Coop Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Definite Interest</td>
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<td>6</td>
<td>2</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>In COE Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Possible Interest</td>
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<td>16</td>
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<td>5</td>
</tr>
<tr>
<td>In COE Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest in</td>
<td>15</td>
<td>17</td>
<td>9</td>
<td>41</td>
<td>4</td>
</tr>
<tr>
<td>Advisory Committee</td>
<td></td>
<td></td>
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</table>

TABLE XIII
EXTENT TO WHICH COUNCIL BLUFFS BUSINESSES COULD PROVIDE RESOURCE PERSONS OR SERVE AS A FIELD TRIP SITE FOR BUSINESS EDUCATION CLASSES

<table>
<thead>
<tr>
<th>Service Provided</th>
<th>Size of Business</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Small (N=89)</td>
<td>Medium (N=22)</td>
<td>Large (N=12)</td>
<td>Total (N=123)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Resource Person</td>
<td>10</td>
<td>11</td>
<td>7</td>
<td>32</td>
<td>8</td>
</tr>
<tr>
<td>Field Trip Visit</td>
<td>24</td>
<td>27</td>
<td>11</td>
<td>50</td>
<td>9</td>
</tr>
</tbody>
</table>
willingness. This increased to nearly one-third (32 percent) of medium and two-thirds (67 percent) of the large businesses.

Over one-third (44) of all respondents thought that their business might provide a field trip site for business education students and classes. Again, size of business was directly related to the interest indicated. A little over one-fourth (27 percent) of small businesses indicated a positive response to this possibility while one-half (11) of the medium and three-fourths (9) of the large did so. These results suggest that the opportunities for closer ties between the business department and business community do exist and probably should be developed regardless of the cooperative office education program status.

**Business Skills Needed**

The next part of the questionnaire contained questions that dealt with various aspects of the business education curriculum and the degree to which it prepared students to enter office work.

**Office Skills.** Respondents were provided with a list of sixteen skills that are commonly considered to be needed by students entering the world of office work and were asked to indicate which of the skills were needed in their particular business. The two most frequently selected were telephone usage and typing being selected by 96 percent (118) and 92 percent (113) of the respondents respectively. A total of 86 percent (106) listed filing and 83 percent (102) selected appearance and dress. Mail handling was indicated by 77 percent (95) followed by money handling (74 percent) and the 10-key calculator (73 percent). Over two-thirds (69
percent) listed accounting/bookkeeping while 62 percent (76) suggested human relations.

The remaining skills were indicated by less than a third of the respondents. Reprographics was listed by a total of 29 percent, machine transcription by 24 percent, and the computer by 22 percent. Shorthand was suggested by 14 percent of the respondents and word processing by 11 percent. The keypunch and microcomputer were the least needed skills, each being indicated by 7 percent of the respondents. Of the skills that were mentioned by fewer than one-third of the businesses, most are relatively new skills relating to emerging technologies. Only shorthand is among the traditional business education offerings. All of the skills listed are presently included in the Abraham Lincoln High School business education curriculum. However, these results may suggest a change in emphasis for some of them. The results, which are displayed in Table XIV, were quite consistent for all businesses regardless of size, which suggests that a common core of office skills are needed by those who plan clerical/secretarial careers regardless of the size or type of business they plan to or do enter.

Minimum Speed Requirements. The respondents were also asked to indicate minimum speeds needed in the case where typing and shorthand were required skills. Since only 17 respondents required shorthand, valid conclusions about the minimum speed needed were difficult to draw. A total of 7 of the 17 specified no minimum; 4 specified 60 words per minute; and 3 said 80 words per minute.

Minimum typing speeds ranged from 30 to 75 words per minute. The speed of 50 words per minute was most frequently selected being indicated
<table>
<thead>
<tr>
<th>Skills Needed</th>
<th>Size of Business</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Small (N=89)</td>
<td>Medium (N=22)</td>
<td>Large (N=12)</td>
<td>Total (N=123)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
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<td>22</td>
<td>100</td>
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<tr>
<td>Typing</td>
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<td>22</td>
<td>100</td>
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<td>75</td>
<td>84</td>
<td>20</td>
<td>91</td>
<td>11</td>
</tr>
<tr>
<td>Appearance/Dress</td>
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<td>82</td>
<td>19</td>
<td>86</td>
<td>10</td>
</tr>
<tr>
<td>Mail Handling</td>
<td>69</td>
<td>78</td>
<td>18</td>
<td>82</td>
<td>8</td>
</tr>
<tr>
<td>Money Handling</td>
<td>64</td>
<td>72</td>
<td>20</td>
<td>91</td>
<td>7</td>
</tr>
<tr>
<td>Ten-Key Calculator</td>
<td>64</td>
<td>72</td>
<td>18</td>
<td>82</td>
<td>8</td>
</tr>
<tr>
<td>Accounting/Bookkeeping</td>
<td>59</td>
<td>66</td>
<td>18</td>
<td>82</td>
<td>8</td>
</tr>
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<td>63</td>
<td>11</td>
<td>50</td>
<td>9</td>
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<tr>
<td>Reprographics</td>
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<td>30</td>
<td>6</td>
<td>27</td>
<td>3</td>
</tr>
<tr>
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<td>18</td>
<td>9</td>
<td>41</td>
<td>4</td>
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<td>18</td>
<td>8</td>
<td>36</td>
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<tr>
<td>Shorthand</td>
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<td>11</td>
<td>4</td>
<td>18</td>
<td>3</td>
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<tr>
<td>Word Processing</td>
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<td>8</td>
<td>4</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>Keypunch</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Microcomputer</td>
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<td>4</td>
<td>18</td>
<td>1</td>
</tr>
</tbody>
</table>
by slightly over one-fourth of those who expected typing as an entering skill. A total of 18 percent set 40 words per minute as a minimum speed and 16 percent set 60. The minimum typing and shorthand speed results are found in Table XV.

Business Machines Used

Another area of interest was the type of business machines used in Council Bluffs businesses. One item of the questionnaire asked the respondents to indicate which of eleven different business machines they used. The most frequently used machine was the typewriter, which was indicated by 95 percent of the respondents. This was followed by the electronic calculator (88 percent), the photocopier (83 percent) and the 10-key adding machine (76 percent). Less than one-half (45 percent) listed the postage machine and only one-third (34 percent) named the check writer. Word processors were named by a total of 15 percent and microcomputers by 14 percent. The least used machines were the mimeograph (7 percent) and the spirit duplicator (1 percent).

For most machines, usage was not related to size of business. The exceptions were transcribers and word processors. A total of 83 percent of the large businesses used transcribers and two-thirds used word processors. Less than one-third of either the medium and small businesses used either of these machines. This was not surprising since it is typically the larger office for which such equipment is designed. The results of equipment usage responses are contained in Table XVI.

Typewriters. One of the trends in business education programs in recent years has been to eliminate manual typewriters from typing classrooms and
<table>
<thead>
<tr>
<th>Words Per Minute</th>
<th>Typing (N=113)</th>
<th></th>
<th>Shorthand (N=17)</th>
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<tr>
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<td>%</td>
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<td>1</td>
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<td>7</td>
</tr>
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<td>Equipment Type</td>
<td>Size of Business</td>
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<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Small (N=89)</td>
<td>Medium (N=22)</td>
<td>Large (N=12)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
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<td>Typewriter</td>
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<td>21</td>
</tr>
<tr>
<td>Electronic Calculator</td>
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<td>88</td>
<td>20</td>
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<td>Photocopy Machine</td>
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<td>79</td>
<td>21</td>
</tr>
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<td>Ten-Key Adding Machine</td>
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<td>72</td>
<td>20</td>
</tr>
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<td>Postage Machine</td>
<td>32</td>
<td>36</td>
<td>15</td>
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<td>Transcriber</td>
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<td>28</td>
<td>7</td>
</tr>
<tr>
<td>Check Writer</td>
<td>19</td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>Word Processor</td>
<td>6</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Microcomputer</td>
<td>9</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Mimeograph</td>
<td>7</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Spirit Duplicator</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
use electric typewriters exclusively. Thus, one of the interesting aspects of the questionnaire results was the extent to which Council Bluffs businesses use electric typewriters. Over two-thirds (69 percent) of those that used typewriters had electric machines exclusively. Another 20 percent had both, while 11 percent had only manual typewriters. As might be expected, manual typewriters tended to be found in smaller businesses. No large business and only one medium business had manual typewriters exclusively. The results of this aspect of the survey are found in Table XVII. Apparently the trend toward electric typewriters in business education classrooms mirrors developments in the business world.

An important decision the business education departments must make is what brand of business machine to purchase for student use. Usually several brands are acquired in hopes that exposure to a variety of brands will prepare the student for whatever eventualities will be encountered in the work situation. For this reason the respondents were asked to indicate what brands of typewriters, electronic calculators, transcribers, microcomputers, and word processors they used.

No one model of typewriter dominated the field; although if the various models of IBM typewriters (Non-Selectric, Selectric, Correcting Selectric, and Electronic) were grouped, the IBM brand accounted for 40 percent of the typewriters being used. No other single brand or model of typewriter accounted for more than 10 percent of the machines used by Council Bluffs businesses. Table XVIII contains the summary of the brands and models of typewriters used by the respondents. Size of business had no bearing on the brand of typewriter used.
### TABLE XVII

**RELATIVE DISTRIBUTION OF ELECTRIC AND MANUAL TYPEWRITERS IN COUNCIL BLUFFS BUSINESSES BY SIZE OF BUSINESS**

<table>
<thead>
<tr>
<th>Kind Of Typewriter</th>
<th>Size of Business</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Small (N=84)</td>
<td>Medium (N=21)</td>
<td>Large (N=12)</td>
<td>Total (N=117)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Electric Only</td>
<td>62</td>
<td>74</td>
<td>10</td>
<td>48</td>
<td>9</td>
</tr>
<tr>
<td>Electric and Manual</td>
<td>10</td>
<td>12</td>
<td>10</td>
<td>48</td>
<td>3</td>
</tr>
<tr>
<td>Manual Only</td>
<td>12</td>
<td>14</td>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Typewriter Brand</td>
<td>Size of Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>Small (N=28)</td>
<td>Medium (N=15)</td>
<td>Large (N=14)</td>
<td>Total (N=57)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>IBM Selectric</td>
<td>18</td>
<td>14</td>
<td>9</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>IBM Non Selectric</td>
<td>17</td>
<td>13</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>IBM Correcting Selectric</td>
<td>16</td>
<td>12</td>
<td>4</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Smith Corona Electric</td>
<td>14</td>
<td>11</td>
<td>4</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Adler Electric</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Olympia Electric</td>
<td>11</td>
<td>9</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Royal Electric</td>
<td>9</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Olivetti Electric</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>IBM Electronic</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Olivetti Electronic</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Facit Electric</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Olympia Electronic</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Manuals (any brand)</td>
<td>18</td>
<td>14</td>
<td>9</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>
Electronic Calculators. The picture for the electronic calculator was equally mixed. No one brand accounted for more than 15 percent of the brands named. The Olivetti topped the list, followed closely by Cannon, Sharpe, and Adler. No relationship between brand and size of business could be discerned. The results of this aspect of the survey are shown in Table XIX.

Transcribers. Approximately one-fourth of the transcribers used by Council Bluffs businesses were Norelcos and another one-fourth were Dictaphone. The remaining brands were distributed among IBM, Lanier, Olympia, and Sony in that order. Table XX contains the results of the brand preference of transcribers by Council Bluffs businesses.

Microcomputers and Word Processors. Only 19 microcomputers and 18 word processors were named by the respondents. Because of this small number, conclusions about brand preference were difficult to make. No one brand dominated in either type of machine although the IBM word processor was the most frequently mentioned in that category. The brand preferences for microcomputers and word processors are found in Tables XXI and XXII.

The questionnaire results relating the clerical/secretarial skills expected and the business machines used by Council Bluffs businesses produced few surprises. Some shift in emphasis in some business education courses may need to be considered; however, the relationship between what businesses are doing and using and the preparation students receive in the business education curriculum appears to be close.
TABLE XIX

POPULARITY RANKING OF ELECTRONIC CALCULATOR BRANDS BY SIZE OF BUSINESS

<table>
<thead>
<tr>
<th>Electronic Calculator Brand</th>
<th>Size of Business</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Small (N=128)</td>
<td>Medium (N=40)</td>
<td>Large (N=30)</td>
<td>Total (N=198)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Olivetti</td>
<td>19</td>
<td>15</td>
<td>5</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Cannon</td>
<td>18</td>
<td>14</td>
<td>3</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Sharpe</td>
<td>14</td>
<td>11</td>
<td>7</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>Adler</td>
<td>14</td>
<td>11</td>
<td>5</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Monroe</td>
<td>13</td>
<td>10</td>
<td>5</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Texas Instruments</td>
<td>10</td>
<td>8</td>
<td>2</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Olympia</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Casio</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Victor</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Burroughs</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Facit</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Programmable (any brand)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Others</td>
<td>16</td>
<td>13</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Transcriber Brand</td>
<td>Size of Business</td>
<td>Small (N=28)</td>
<td>Medium (N=15)</td>
<td>Large (N=14)</td>
<td>Total (N=57)</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------</td>
<td>-------------</td>
<td>---------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Norelco</td>
<td>4</td>
<td>14</td>
<td>5</td>
<td>33</td>
<td>6</td>
</tr>
<tr>
<td>Dictaphone</td>
<td>7</td>
<td>25</td>
<td>3</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>IBM</td>
<td>3</td>
<td>11</td>
<td>3</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>Lanier</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Olympia</td>
<td>3</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sony</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Others</td>
<td>9</td>
<td>32</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
# TABLE XXI

**POPULARITY RANKING OF MICROCOMPUTER BRANDS BY SIZE OF BUSINESS**

<table>
<thead>
<tr>
<th>Microcomputer Brand</th>
<th>Size of Business</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Small (N=10)</td>
<td>Medium (N=7)</td>
<td>Large (N=2)</td>
<td>Total (N=19)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td></td>
</tr>
<tr>
<td>Wang</td>
<td>6 60</td>
<td>4 57</td>
<td>1 50</td>
<td>11 58</td>
<td></td>
</tr>
<tr>
<td>Apple</td>
<td>1 10</td>
<td>1 14</td>
<td>0 0</td>
<td>2 11</td>
<td></td>
</tr>
<tr>
<td>Radio Shack</td>
<td>1 10</td>
<td>0 0</td>
<td>1 50</td>
<td>2 11</td>
<td></td>
</tr>
<tr>
<td>Pet</td>
<td>0 0</td>
<td>1 14</td>
<td>0 0</td>
<td>1 5</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>6 60</td>
<td>4 57</td>
<td>1 50</td>
<td>11 58</td>
<td></td>
</tr>
</tbody>
</table>

# TABLE XXII

**POPULARITY RANKING OF WORD PROCESSOR BRANDS BY SIZE OF BUSINESS**

<table>
<thead>
<tr>
<th>Word Processor Brand</th>
<th>Size of Business</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Small (N=3)</td>
<td>Medium (N=5)</td>
<td>Large (N=10)</td>
<td>Total (N=18)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td></td>
</tr>
<tr>
<td>IBM</td>
<td>0 0</td>
<td>4 80</td>
<td>5 50</td>
<td>9 50</td>
<td></td>
</tr>
<tr>
<td>Olivetti</td>
<td>1 33</td>
<td>1 20</td>
<td>3 30</td>
<td>5 27</td>
<td></td>
</tr>
<tr>
<td>Lanier</td>
<td>0 0</td>
<td>0 0</td>
<td>1 10</td>
<td>1 6</td>
<td></td>
</tr>
<tr>
<td>Radio Shack</td>
<td>1 33</td>
<td>0 0</td>
<td>0 0</td>
<td>1 6</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>1 33</td>
<td>0 0</td>
<td>1 10</td>
<td>2 11</td>
<td></td>
</tr>
</tbody>
</table>
Student Strengths and Weaknesses

One portion of the questionnaire not yet analyzed consisted of two open-ended questions. One asked for strengths that the respondents observed in recent high school graduates they had employed. The other asked for weaknesses they observed.

About one-half of the respondents in each case indicated that they did not hire employees right out of high school or else did not respond to the items. As might be expected, a wide variety of comments was offered. For purposes of analysis these comments were grouped into four broad categories:

1. Office Skills which included specific performance activities like typing, filing, etc.

2. Office/Business Knowledge which dealt with more generalized understandings of how offices operate and how to function in one.

3. General Knowledge which included skills and understandings that would generally be beyond the scope of business education and would be the responsibility of the school in general (math, English, etc.)

4. Attitudes or affective behaviors that suggest values that students hold about themselves and about work.

Using this classification scheme, the strengths the respondents found in high school graduates were Office Skills with 45 comments falling in that category. This was followed by Attitudes (24 comments), General Knowledge (20 comments), and Office/Business Knowledge (15 comments).
As might be anticipated, weaknesses cited were almost the reverse with General Knowledge the major weakness identified in 40 comments. Office/Business Knowledge was identified as a weakness in 25 comments and Attitude in 24. The lowest rated weakness was Office Skills being identified in 22 comments. These data are displayed in Tables XXIII and XXIV. Apparently business education programs are doing a good job in developing specific office skills that students need. However, more needs to be done in the area of a general understanding of the roles an office employee must perform.

Curriculum Additions

One final aspect in the questionnaire asked the respondents to suggest additions to the business education curriculum. Although there was some expectation that additional courses might be suggested, most of the recommendations consisted of fairly specific topics or competencies. Not surprisingly, these suggestions reflected the weaknesses that the respondents saw in recent high school graduates and the skills they considered necessary in their businesses. These suggestions were also categorized into four areas similar to the students' strengths and weaknesses.

Among the Office Skills that respondents felt should be added, business communication and telephone usage were named most frequently with each being indicated 9 times. These were followed by money handling (4 times), computers (3), keypunch (2), and sales (2) as suggestions with more than one comment. Under Office Understandings, human relations was mentioned 14 times and was by far the most often suggested topic in this
### TABLE XXIII

STRENGTHS OF ALHS RECENT GRADUATES AS PERCEIVED BY COUNCIL BLUFFS BUSINESSES

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Respondents Indicating That Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Skills</td>
<td>45</td>
</tr>
<tr>
<td>Attitudes</td>
<td>24</td>
</tr>
<tr>
<td>General Knowledge</td>
<td>20</td>
</tr>
<tr>
<td>Office/Business Knowledge</td>
<td>15</td>
</tr>
<tr>
<td>Do Not Hire Right Out of High School</td>
<td>24</td>
</tr>
<tr>
<td>No Response or NA</td>
<td>42</td>
</tr>
</tbody>
</table>

### TABLE XXIV

WEAKNESSES OF ALHS RECENT GRADUATES AS PERCEIVED BY COUNCIL BLUFFS BUSINESSES

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Respondents Indicating That Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Knowledge</td>
<td>40</td>
</tr>
<tr>
<td>Office/Business Knowledge</td>
<td>25</td>
</tr>
<tr>
<td>Attitudes</td>
<td>24</td>
</tr>
<tr>
<td>Office Skills</td>
<td>22</td>
</tr>
<tr>
<td>Do Not Hire Right Out of High School</td>
<td>23</td>
</tr>
<tr>
<td>No Response or NA</td>
<td>40</td>
</tr>
</tbody>
</table>
or any other category. No one topic was mentioned more than once in the Office Attitudes category that included such items as pride, dress, decorum, work habits, work ethic, and dependability. The fourth and final category of General Skills and Knowledge, was topped by spelling (5), grammar (4), English (3), and math (2). Again almost one-half of the respondents made no comment or said the curriculum offerings were appropriate. Table XXV displays these curriculum recommendations.

STATE AND LOCAL SCHOOL ADMINISTRATORS

Although student interest in a cooperative office education program and the availability of training stations are essential ingredients to the development of such a program, state and local school officials also represent important parameters to examine when a cooperative office education program is under consideration. Accordingly, both the Iowa State Department of Public Instruction and administrators at Abraham Lincoln High School and in the Council Bluffs school system central office were contacted as a part of the feasibility study.

State Department of Public Instruction

Conceivably, a cooperative office education program could be initiated and operated by a local school system without state support or regulations other than that provided for any other area of the curriculum. However, with the inclusion of office education under the Vocational Education Act in 1963, the incentives to meet the requirements for vocational funding support have been great. To determine what requirements must be met for a cooperative office education program to
### TABLE XXV
BUSINESS EDUCATION CURRICULAR ADDITIONS SUGGESTED
BY COUNCIL BLUFFS BUSINESSES*

<table>
<thead>
<tr>
<th>Office Skills</th>
<th>Office Understanding</th>
<th>Office Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Communications (9)**</td>
<td>Human Relations (14)</td>
<td>Pride</td>
</tr>
<tr>
<td>Telephone Usage (9)</td>
<td>Problems (3)</td>
<td>Dress</td>
</tr>
<tr>
<td>Money Handling (4)</td>
<td>Psychological Aspects</td>
<td>Decorum</td>
</tr>
<tr>
<td>Computers (3)</td>
<td>Goal Setting</td>
<td>Work Ethic</td>
</tr>
<tr>
<td>Keypunch (2)</td>
<td>Time Management</td>
<td>Work Habits</td>
</tr>
<tr>
<td>Sales (2)</td>
<td>Business Methods</td>
<td>Dependability</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Telephone Solicitation</td>
<td></td>
</tr>
<tr>
<td>Cash Register</td>
<td>Money Management</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>Role of Secretary</td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td>Management</td>
<td></td>
</tr>
<tr>
<td>Tax Forms</td>
<td>Office Supervision</td>
<td></td>
</tr>
<tr>
<td>Consumer Education</td>
<td>Common Sense</td>
<td>Spelling (5)</td>
</tr>
<tr>
<td>Data Processing</td>
<td>Job Interview</td>
<td>Grammar (4)</td>
</tr>
<tr>
<td>Transcription</td>
<td>Job Seeking</td>
<td>English (3)</td>
</tr>
<tr>
<td>Word Processing</td>
<td>Professional Conduct</td>
<td>Math (2)</td>
</tr>
<tr>
<td>Medical/Legal Terminology</td>
<td></td>
<td>Speech</td>
</tr>
<tr>
<td>Proofreading</td>
<td></td>
<td>Comprehension</td>
</tr>
<tr>
<td>Document Reading</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*62 businesses made no response or indicated no additions necessary.

**Number of times mentioned.
qualify for vocational support, Dr. Vern Fennell, Coordinator, Career Education Division at the Iowa Department of Public Instruction was contacted by phone. He indicated that the following conditions must be met by the school:

1. The cooperative office education teacher must qualify for State Vocational Certification.
2. The school must offer a "Related Class" for those students who enroll in a cooperative office education program.
3. The cooperative office education teacher/coordinator must have time within the school day for coordination activities (i.e. visiting the training stations).
4. Appropriate facilities, equipment, and office education courses must be provided for students in the cooperative office education program.

Schools that meet these requirements will qualify for vocational funding. This support amounts to 50 percent reimbursement of the teacher's salary and the cost of any equipment and supplies needed for the program during the first two years that the program is in operation. After this initial two-year period, the funding is reduced to the rate for "on-going" programs. Currently, that reimbursement is 23 percent of the program costs. This reimbursement rate varies from year to year since it is subject to federal budgetary shifts.

Essentially, Abraham Lincoln High School would need to add one course to the business education curriculum and "free" a teacher from three presently assigned classes to teach the Related Class and coordinate the cooperative office education program. The Related Class
would need to meet in a business education classroom that was furnished with appropriate business education equipment and instructional materials.

Council Bluffs School Administrators

To determine whether Abraham Lincoln High School could meet the requirements for a vocationally funded cooperative office education program and make the necessary staffing, scheduling, and curriculum adjustments, various administrators at Abraham Lincoln High School and in the Council Bluffs school system central office were consulted. In addition, business education course enrollment trends, class scheduling patterns, and faculty teaching assignments were reviewed.

Three present members of the Abraham Lincoln High School business education department faculty would meet state vocational certification requirements. Thus a qualified vocational instructor would be available to teach the Related Class and coordinate a cooperative office education program.

Like most secondary schools, Abraham Lincoln High School has experienced declining enrollments in recent years, and the business education department has had enrollment drops that parallel that of the entire school. As a result, small classes have been marked for elimination and the number of sections offered of others classes have been reduced. Although no faculty members have been RIFed at this point because of retirements, at least two have less than full teaching loads. Consequently, there is "slack" in the teaching assignments of the present faculty that would allow one of the present faculty members to teach the Related Class and coordinate the cooperative office education program.
without requiring the employment of additional faculty members.

The Related Class could also be added to the curriculum by replacing one of the low enrollment courses with that course. In particular, the Office Production Class currently enrolls six students and would be a likely candidate for replacement by the cooperative office education Related Class.

This Office Production Class also meets in a completely equipped business education classroom; thus if it were replaced by the cooperative office education Related Class, the qualification of that class meeting in a properly equipped business education classroom would also be met.

None of the administrators contacted could see any particular difficulties with developing and offering the cooperative office education program at Abraham Lincoln from an administrative aspect.

The state requirements for a vocationally funded cooperative office education program at Abraham Lincoln can be met, and no administrative obstacles within the Council Bluffs school system appear to be present that would prevent the implementation of such a program.

AREA SCHOOL COE COORDINATORS

The fourth source of information regarding the feasibility of developing a cooperative office education program at Abraham Lincoln High School consisted of office education coordinators in other secondary schools in the Omaha-Council Bluffs area. Twelve such coordinators were identified and were mailed a two-page questionnaire on June 23, 1981. Five coordinators returned questionnaires. Although the number of returns was small, they did represent a variety of school systems
including two from a large urban school district, two Omaha suburban districts, and a Council Bluffs suburban school district. Also, the information provided by those coordinators would have the least direct influence on the feasibility study since the data sought would provide suggestions for the coordinator of the program rather than help directly to determine whether one should be initiated. However, one item on the questionnaire that might have assumed importance if there was insufficient interest in a cooperative office education program on the part of Council Bluffs businesses was a question dealing with the availability of training stations in the Omaha area. Two of the four Omaha area coordinators stated that there were ample training stations in the school's geographic location. One indicated that there were not. Possibly this could be attributed to the fact that the school is in an older, limited growth area of Omaha.

In addition to availability of training stations, the questionnaire sought information about the coordinator's schedule during the day and year; how many students were in the cooperative office education program; how they were selected; how training stations were found; what size businesses were used; whether an office education advisory committee was formed; and, if so, how useful it was.

The questionnaire returns indicated that the coordinators had been in their position less than five years, they spent two weeks in addition to the regular school year performing cooperative office education activities, and spent two periods per day coordinating the program.

The average number of students in the cooperative office
education programs ranged from 20 to 30. Less than one-fourth of the students held office jobs when they entered the program. Students are recruited into the program, but are screened on the basis of academic and personality factors.

Most students are visited on the job about once per month. There are no systematic ways for obtaining new training stations, and the training stations are divided about equally between small and large companies.

Most of the coordinators had a separate advisory committee for the office education program, but the committee was of very little use in the operation of the cooperative office education program.

None of the information provided revealed anything unexpected in the nature of the operation of cooperative office education programs. However, the time teachers devote to coordinating cooperative office education programs in Omaha area schools seems to be considerably less than that of Abraham Lincoln High School teachers who coordinate the distributive education and trades and industry programs at that school. Whether this is due to differences between the Nebraska and Iowa State Plans or to some other factors is unknown at this point.

SUMMARY

To determine the feasibility of developing a cooperative office education program at Abraham Lincoln High School, data was gathered from students presently enrolled in business education courses at Abraham Lincoln; Council Bluffs businesses; Iowa State Department of Public Instruction; Council Bluffs school system administrators; and Omaha and
Council Bluffs area coordinators.

A total of 60 percent (75) of the 125 eleventh grade level students currently enrolled in business education courses at Abraham Lincoln High School are interested in participating in a cooperative office education program.

Over 50 percent of Council Bluffs businesses responded to a questionnaire concerning their interest in a cooperative office education program. The questionnaire also sought information about what skills these businesses expected in newly employed office employees, what business machines they used, and what strengths and weaknesses they observed in the high school graduates they employed. Of those returning a questionnaire, 60 percent indicated that they were interested in the possibility of employing a student in a cooperative office education program. Typing and telephone handling were the two most often used skills in their businesses, and the typewriter was the most often used business machine. Students were seen to be strongest in office skills and weakest in general office knowledge.

The State Department of Public Instruction provided information about the requirements a school must meet to have its cooperative office education program qualify for vocational funding. Consultation with Council Bluffs school administrators and an examination of Abraham Lincoln business department faculty qualifications, teaching assignments, class scheduling, facilities, and equipment indicated that Abraham Lincoln could meet these requirements.

Five Omaha-Council Bluffs area cooperative office education coordinators responded to a questionnaire concerning the operation of
their program. Their responses to the questionnaire indicated fairly common patterns regarding coordinators schedules, selection of students to participate in cooperative office education programs, availability of training stations, and use of advisory committees.
Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter the study of the feasibility of establishing a cooperative office education program at Abraham Lincoln High School has been summarized, conclusions have been drawn from the data, and recommendations regarding the program implementation have been made.

SUMMARY

Much has been written about the value of cooperative education programs in which students spend a portion of their school day in classroom work and the other portion employed in an office job. In such programs a teacher/coordinator provides both classroom instruction and visits the student at the employment site. This type of experience bridges the gap between what is learned in the classroom setting and the work world where the learning must be applied. The program provides a transition whereby the skills being learned in school can become more relevant, and the specialized problems encountered on the job can be dealt with by the teacher/coordinator and thus more likely be resolved.

The inclusion of office education in the 1963 Vocational Education Act made cooperative office education programs eligible for federal vocational funding support. This provided considerable impetus for the growth and development of cooperative office education programs, particularly in school districts located in or near urban population centers.
Although Abraham Lincoln High School in the Council Bluffs school system has a large student population, a strong business education department, and is located in a major urban population center, no cooperative office education program is offered by the school. It was the purpose of this study to determine the feasibility of developing such a program at Abraham Lincoln High School by gathering data to answer the question posed in the statement of the problem.

The problem was divided into several subproblems and procedures were established to obtain information that would answer the questions posed in these subproblems.

**Student Interest**

Subproblem 1 asked the question, "How many students would actually be interested in enrolling in a cooperative office education program if such a program were available?"

To determine the answer to that question, a questionnaire was developed and given to eleventh grade students enrolled in Abraham Lincoln High School business education courses in May of 1981. A total of 125 students completed the questionnaire. Of these, 75 (60 percent) indicated an interest in enrolling in such a program. Since the typical cooperative office education program enrolls only about 25 students per year, the interest level indicated a high probability that a sufficient number of students would participate in a cooperative office education program if one were developed at Abraham Lincoln High School.

**Available Training Stations**

Subproblem 2 raised the question, "Are there sufficient training
stations available in the community that will provide the appropriate learning experiences for those who participate in the program?"

To determine if Council Bluffs businesses would participate in a cooperative office education program, a questionnaire was developed and mailed to 260 Council Bluffs businesses on June 4, 1981. A second questionnaire was mailed to the non-respondents on June 17. Of the original 260 businesses identified, 10 were found to have left the Council Bluffs area or to have gone out of business. Of the adjusted sample of 250 businesses, 125 (50 percent) returned questionnaires. Two of these were unusable; thus, the data base for the study consisted of the 123 remaining responses.

In addition to raising the question of interest in a cooperative office education program, the questionnaire also sought information about the office skills these businesses expected their employees to have and what business machines they used in their businesses. The respondents were also asked to indicate what strengths and weaknesses they observed in students they employed directly out of high school and what additions they felt should be made in the business education curriculum. This additional information was sought since it might suggest revisions in the business education curriculum and provide some structure for the Related Class in which cooperative office education students would enroll if the program were initiated.

Of the 123 returns, 73 (60 percent) of the businesses said they would be interested in participating in a cooperative office education program by employing a student on a part-time basis. On the basis of these results, the conclusion was reached that a sufficient number of
training stations could be found in Council Bluffs to accommodate students who might enroll in a cooperative office education program.

The businesses were categorized by the type and by size. The latter classification was based on the number of full-time clerical and secretarial employees. A total of 42 different types of businesses were identified with the most frequently indicated types being real estate and government. Businesses employing less than four full-time office positions were considered small; those with four to ten such positions were classified as medium; and those with over ten as large. Using this categorization system, the 123 returns were classified into 89 (72 percent) small businesses, 22 (18 percent) medium, and 12 (10 percent) large. Although some relationship between size of business and the nature of the response could be noted on some questionnaire items, business size did not appear to be an important factor in considering the questionnaire results.

The skills most often needed by employees were telephone usage and typing with each being indicated by over 90 percent of the respondents. These were followed by filing, appearance and dress, mail handling, money handling, and operating the 10-key calculator. Of the traditional business education skills, shorthand was named by only 14 percent of the businesses.

The most frequently used business machine was the typewriter which was indicated by 95 percent of the respondents. This was followed by the electronic calculator, photocopier, and 10-key adding machine. The least used machines were the mimeograph and spirit duplicator. Almost three-fourths of the businesses used electric typewriters exclusively.
The businesses were also asked to indicate the brand or model of machines they used. With the exception of typewriters, where some model of IBM was found in about 40 percent of the businesses, no clear-cut preferences could be noted.

Student strengths and weaknesses were categorized into the four broad areas of Office Skills, Office Knowledge, General Knowledge, and Attitudes. Respondents saw the students as strongest in Office Skills and weakest in the General Knowledge area. The recommended curriculum additions were also categorized in a similar fashion. A wide variety of recommendations were made in each category. Most frequently named additions included human relations, business communications, telephone usage, spelling, grammar, and English.

State and Local School Administrators

Subproblems 3, 4, 5, and 6 dealt with specific aspects of the state requirements for a school to qualify for vocational support for a cooperative office education program and the extent to which Abraham Lincoln High School could meet these requirements.

Subproblem 3 asked, "What curricular changes will be needed in business education at Abraham Lincoln High School to implement a cooperative office education program?"

Subproblem 4 asked, "What staffing changes will need to be made in the Abraham Lincoln High School business education department to implement a cooperative office education program and what will these cost?"

Subproblem 5 asked, "Will new equipment be needed to implement a cooperative office education program and at what cost?"
Subproblem 6 asked, "Will existing facilities in the Abraham Lincoln High School business education department need to be modified and at what cost?"

The qualifications for vocational support were determined by consulting with the Coordinator of Career Education in the Iowa State Department of Public Instruction and reviewing the current Iowa State Plan for Vocational Education. Essentially the requirements include (1) placing a vocationally certified teacher in charge of the cooperative office education program, (2) offering a "Related Class" for students enrolled in the cooperative office education program, (3) providing time in the cooperative office education teacher's schedule to coordinate the cooperative office education program by visiting the training stations, and (4) having appropriate facilities and equipment for cooperative office education students to use.

Discussions were held with administrators at Abraham Lincoln High School and at the school district's central office. A review of the business department's faculty qualifications, class assignments, teaching schedules, and room assignments was conducted. These indicated that all of the conditions could be met without major adjustments in the department's staffing, curriculum, facilities, and equipment.

The conclusion was reached that (1) no major curricular changes would be needed in the business education program at Abraham Lincoln High School beyond the addition of the Related Class and that this could replace an existing low-enrollment class (subproblem 3); (2) no major staffing changes would need to be made in the business department beyond reassigning some present faculty who are currently under-load (subproblem
4); (3) no new equipment would be needed (subproblem 5); and (4) no facilities would need to be changed (subproblem 6).

**Area School COE Coordinators**

Information was also sought about cooperative office education programs offered in other secondary schools in the Omaha and Council Bluffs area. To gather such information, cooperative office education coordinators in twelve area schools were identified and sent a questionnaire on June 23, 1981. The questionnaire sought information about the coordinators schedule; how many students were in their program and how these students were selected; how available were training stations and how they were located; and how useful were the advisory committees.

The information sought was of a more practical nature for a new cooperative office education coordinator rather than as data for the feasibility study. However, if the Council Bluffs businesses had not shown sufficient interest in the cooperative office education program, then the question of available training stations in Omaha would have been crucial to the study. The interest shown by the Council Bluffs business respondents indicated that Omaha businesses would have only limited use as training stations.

**CONCLUSIONS**

Based on the results obtained through the various data gathering procedures employed in the study, several conclusions can be drawn relative to the feasibility of developing a cooperative office education program at Abraham Lincoln High School.
1. Enough student interest exists in such a program and a sufficient number of students would participate in a cooperative office education to make it viable.

2. Council Bluffs businesses have a sufficiently strong interest in a cooperative office education program to provide an adequate number of training stations for program participants.

3. Omaha offers additional training stations that could be used if suitable positions could not be found in Council Bluffs.

4. The skills Council Bluffs businesses expect in their beginning employees and the type of business machines these businesses used are being taught in the Abraham Lincoln High School business program; however, some skills (shorthand) and machines (spirit duplicator, mimeograph) are considerably less important than the emphasis they receive in the curriculum.

5. The office skills that are being developed by the business education programs are considered strengths of new employees; however, these same employees are seen to be weakest in the area of General Knowledge.

6. Council Bluffs businesses see several topics and competencies that should receive additional emphasis in the business curriculum to help overcome weaknesses they perceive in new employees.

7. The requirements the Iowa State Department of Public Instruction has established for cooperative office education programs to qualify for vocational funding support can be met by the Abraham Lincoln High School business department with a minimal amount of staffing, curriculum, scheduling, and facility adjustments.
8. A vocationally supported cooperative office education program is feasible at Abraham Lincoln High School.

RECOMMENDATIONS

Based on the conclusions drawn from the analysis of the data, several recommendations have been made relative to implementing a cooperative office education program at Abraham Lincoln High School.

1. The results of this study should be given to the appropriate administrators at Abraham Lincoln High School and Council Bluffs school system central office, and their approval to proceed with implementation plans should be sought.

2. The appropriate forms and procedures for making formal application for vocational funding of a cooperative office education program should be obtained from the Iowa State Department of Public Instruction, and the process of completing this application should be initiated.

3. Administrators at Abraham Lincoln High School should be alerted to the scheduling changes that will be needed to implement the cooperative office education program by Fall, 1982-83.

4. Counselors at Abraham Lincoln High School should be informed about the planned program implementation so that students and parents can become familiar with the opportunities such a program provides.

5. The syllabus for the cooperative office education "Related Class" should be developed, and the procedures necessary to enter it into the curriculum offerings should be initiated.

6. Procedures for identifying students who are potential
participants in a cooperative office education program should be developed and implemented.

7. Both follow-up contacts with the Council Bluffs businesses who expressed an interest in cooperative office education programs and additional contacts with businesses not responding to the survey need to be made. The use of other vehicles for contacting businesses like the Chamber of Commerce and the existing advisory committee at Abraham Lincoln High School should also be explored.
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REFERENCES

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Harris, E. E. 

Harris, E. Edward 

Hatch, Virginia Leveille 

Hlavac, Lois 
Iowa State Board of Education


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Lambrecht, Judith H.


Lang, Mary Jane and Lonnie Echternacht


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APPENDIX A. STUDENT QUESTIONNAIRE
OFFICE EDUCATION INTEREST SURVEY

Directions: Please complete the following survey by checking the appropriate blanks or writing a short answer in the space provided. Please read each question and answer it as accurately as possible. Thank you for your help.

Present Grade Level: ___10 ___11 ___12  Sex: ___F ___M

<table>
<thead>
<tr>
<th>Business Classes You Have Completed</th>
<th>Business Classes You Are NOW Taking</th>
<th>Business Classes You Plan to Take Next Year</th>
</tr>
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<tbody>
<tr>
<td>___Typing 1-2</td>
<td>___Typing 1-2</td>
<td>___Typing 1-2</td>
</tr>
<tr>
<td>___Personal Typing</td>
<td>___Typing 3-4</td>
<td>___Typing 3-4</td>
</tr>
<tr>
<td>___Recordkeeping</td>
<td>___Typing 1-2</td>
<td>___Typing 3-4</td>
</tr>
<tr>
<td>___Notehand</td>
<td>___Personal Typing</td>
<td>___Typing 1-2</td>
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<td></td>
<td>___Notehand</td>
<td>___Typing 3-4</td>
</tr>
<tr>
<td></td>
<td>___Shorthand 1-2</td>
<td>___Typing 3-4</td>
</tr>
<tr>
<td></td>
<td>___Shorthand 3-4</td>
<td>___Typing 1-2</td>
</tr>
<tr>
<td></td>
<td>___Business Machines</td>
<td>___Typing 3-4</td>
</tr>
<tr>
<td></td>
<td>___Recordkeeping</td>
<td>___Typing 1-2</td>
</tr>
<tr>
<td></td>
<td>___Business Law</td>
<td>___Typing 3-4</td>
</tr>
<tr>
<td></td>
<td>___Consumer Sales</td>
<td>___Typing 1-2</td>
</tr>
<tr>
<td></td>
<td>___Office Production</td>
<td>___Typing 3-4</td>
</tr>
</tbody>
</table>

An Office Education Program is one in which the student attends school in the morning and is placed in an office job during the afternoon. The Office Education teacher at school works with the employer to determine the student's progress and success on the job. Grades and credit are given for both the job and a related class that must be taken during the morning at school.

Would you enroll in an Office Education Program if it were offered? ___yes ___no

WORK STATUS

Where do you now work? __________________________________________ Approx. Hrs. Per Wk __

Your job duties __________________________________________________

Work Goal After Graduation:
___Secretarial (includes shorthand)  ___Non-Business Related (describe)
___Clerical (no shorthand)           ________________
___Accounting                       ________________
___Data Processing                  ________________
___Other Business Related (describe)
                                           ________________

FUTURE EDUCATION PLANS

___College (2 years)           ___Vocational School  ___Military Service
___College (4 years)           ___Business School    ___Full-Time Employment

___Other (describe) ________________________________________________
APPENDIX B. BUSINESS SURVEY QUESTIONNAIRE AND COVER LETTERS
June 4, 1981

Office Manager

Council Bluffs, IA 51501

Dear Sir or Madame

As you are aware, technological developments are making a major impact on the way offices are operated. New equipment has not only required office personnel to learn new skills, but has also altered the way in which they perform many of the traditional activities. This, in turn, has important implications for high school business education programs since the skills and knowledges students learn will need to be adjusted accordingly.

The Business Education Department at Abraham Lincoln High School is in the process of reviewing its curriculum. To effectively conduct this review, we need your help. Although we are aware of the general trends that are taking place in both the office and in business education, we are not as knowledgeable about specific developments that are occurring in offices in Council Bluffs. This, after all, is where many of our business education graduates get jobs.

How can you help us? By completing the enclosed questionnaire and returning it in the stamped, addressed envelope. Please respond to every question and return the questionnaire by June 12.

Your assistance in this important task is greatly appreciated!

Sincerely

Mrs. Pam Ziebarth
Business Education Department Head

Enclosures
This questionnaire has three basic components. Part I seeks some information about your company/organization. Part II asks for your evaluation of and suggestions about the present Abraham Lincoln High School Business Education curriculum. Part III requests your reactions to a Cooperative Office Education Program. Most of the items can be answered by checking or placing a numeral in a blank. A few will require a longer response. All of the questions are important to our curriculum review, so please try to respond to each one. If you need additional space, the back of the questionnaire may be used.

Name of Company/Organization _________________________________________________________

Type of Office (insurance, government, etc.) ____________________________________

Total Number of Employees: Full time _____ Part time_____

Number of Clerical/Secretarial positions: Full time _____ Part time_____

Number of positions requiring training/experience beyond high school_______

Which of the following skills are needed by employees who would assume entry-level positions in your office. Indicate by placing a check in the blanks before the skills. In the case of shorthand and typewriting, please enter the minimum speed you require.

- Typewriting____ WPM
- Shorthand _____WPM
- Filing/Records Management
- Accounting/Bookkeeping
- Reprographics/Duplication
- Telephone Usage
- Machine Transcription
- Mail Handling
- Money Handling
- Keypunch
- Microcomputer
- Computer
- Word Processing
- Human Relations
- Appearance/Dress
- 10-Key Calculator

An important aspect of the high school business curriculum is teaching students to use various business machines. From the following list of common models/brands of machines, please indicate which are used in your office by placing the number of such machines you have in the blank before the machine.

- Photocopying Machine
- Spirit-Direct Process Duplicator
- Mimeograph Stencil Duplicator
- Check Writing Machine
- Postage Machine
- 10-key adding machines
- 10-key adding machines
- Transcribing Equipment
- IBM
- Norelco
- Olympia
- Lanier
- Dictaphone
- Sony
- Other

Electronic Calculators
- Adler
- Casio
- Cannon
- Monroe
- Olympia
- Sharpe
- Olivetti
- Programmable (any brand)
- Other

Microcomputers
- Apple
- Radio Shack
- Pet
- Wang
- Other
Typewriters
IBM (Non-Selectric)  IBM Selectric
IBM Correcting Selectric  IBM Electronic
Olympia Electric  Olympia Electronic
Olympia Electronic  Olivetti Electric
Olivetti Electronic  Facit Electric
Adler Electric  Royal Electric
Smith Corona Electric  Manual Typewriters (nonelectric)
Other

Word Processing Equipment  With Text Editing/Document Storage
IBM  IBM
_  _  _
Olivetti  Olympia
Lanier  Radio Shack
Wang  Other

PART II

What skills/knowledges do you think are particularly strong in students who are employed by you right out of high school?

What skills/knowledges do you think are particularly weak in students who are employed by you right out of high school?

The business education course offerings at Abraham Lincoln consist of:

**Full Year Courses:**
- First Year Typewriting
- Second Year Typewriting
- First Year Accounting
- Second Year Accounting
- First Year Shorthand (Gregg)
- Second Year Shorthand
- Office Practice/Business Machines
- Office Production

**Semester Courses:**
- Business Machines
- Business Law
- Consumer Sales
- Recordkeeping
- Personal Typewriting
- Notehand

What additions to the curriculum would you suggest?

If there is someone in your office that would serve as a Resource Person and would be willing to talk to the business classes, please list their name below.

Is your office a place where a student or group of students could visit as a field project? **yes**  **no**
One suggested technique for improving the skills and competence of business education students is the utilization of a Cooperative Office Education Program.

This program is one in which the student attends school in the morning and is placed in an office job during the afternoon. The Cooperative Office Education teacher at school works with the employer to determine the student's progress and success on the job. The students are paid and grades are given for both the job and a related class that must be taken during the morning at school.

At present, Abraham Lincoln High School has cooperative programs in Distributive Education (DE), Trades and Industry (T&I), and Food Service (FS) but does not have such a program in Office Education (OE). One curriculum revision currently under consideration is the addition of such a program.

The following questions relate to a Cooperative Office Education Program.

Has your company/organization ever participated in any cooperative education program?

___yes
___no

If so, in what area and from what school: Abraham Lincoln (AL); Thomas Jefferson (TJ); Lewis Central (LC); or some other community.

___T&I     ___AL     ___TJ     ___LC     ___Other________________________
___DE      ___AL     ___TJ     ___LC     ___Other________________________
___FS      ___AL     ___TJ     ___LC     ___Other________________________
___OE      ___TJ     ___LC     ___Other________________________

Would you employ a student in a Cooperative Office Education Program if one were established at Abraham Lincoln? (you are under NO obligation!!)

___yes definitely
___possibly, but would like additional information
___no would not be interested or not able to do so

An Advisory Committee is a group of business people and others of the community who provide suggestions and advice to the school in matters concerning the cooperative program(s), especially in those phases directly involving business.

Would someone in your office be willing to serve on an Advisory Committee?

___yes  Name____________________________________
___no

Comments:
June 17, 1981

Dear Sir or Madame

Recently a questionnaire concerning trends and developments in office equipment and activities was sent to over 250 businesses and institutions in Council Bluffs. The study is being conducted to gather data that, in turn, could be used to help review and revise the business education curriculum at Abraham Lincoln High School.

To draw valid conclusions from the study, we need to have every questionnaire completed and returned. Thus far our records indicate that we have not yet received your response.

On the chance that the first questionnaire did not reach you or was mislaid, I am sending you a second copy. Won't you please take a few minutes right now to complete it and return it in the stamped, addressed envelope that is enclosed. The information that you can provide is vital to the study and, ultimately, to the young men and women who will be taking business education courses at Abraham Lincoln.

Thank you again for your assistance.

Sincerely

[Signature]

Mrs. Pam Ziebaith
Business Education Department Head

Enclosures
APPENDIX C. BUSINESS SURVEY QUESTIONNAIRE RECIPIENTS
SENT QUESTIONNAIRES TO THE FOLLOWING BUSINESSES IN COUNCIL BLUFFS

A Abba Heating & Air Conditioning
AAA Motor Club of Iowa
ABC Electric Inc
ABC Moving & Storage
A & H Auto Sales & Service
A R A Service Co
Abstract Guaranty Co
Aetna Freight Lines, Inc
Aidex Corporation
Ainsworth Photo & Printing
Ak-Sar-Ben Steel Erectors
Allied Communications Equipment Supply
Allstate Insurance Companies
Almake Auto Parts
American Furniture & Appliance
American Heritage Cablevision
American Securities & Loan
Animal Hospital of Council Bluffs
Apple Realty
Associated Business Forms Inc
Associates Financial Services
Auto Glass Service
Automatic Systems Co
Automotive Warehouse Distributors Inc
Avco Financial Services
Barber Transportation
Barritt-Guill Business Equipment & Supplies Inc
Bartlett & Co Grain
Beem-Belford Funeral Home
Beneficial Finance Co of Iowa
Beno’s Department Store
Berger Transportation Inc
Best Western Village Inn
Bethany Lutheran Home
Better Living Realty
Blue Chip Realty Corp
Blue Cross and Blue Shield
Blue Star Foods Inc
Bluffs Escrow and Appraising Inc
Bluffs Gynecology Associates
Bluffs Insurance
Bluffs Printing Co
Bluffs Psychiatric Associates PC
Bluffs Toyota
Bluffs U P Employees Credit Union
Bogardus Plumbing & Heating
Brandeis
Broadway Auto Electric
Broadway Cleaners & Laundry
Brodkay Jewelers
Browning-Ferris Industries
Brown’s Music
Brown’s Shoe Fit Co.
Burgin Robert H & Assoc Inc.
Burlington Northern Inc
Business & Professional Credit Management
Business Services & Equipment
Busy Bee Van & Storage
Butler Mfg Co Builder
C B & O Equipment Co Inc
C H C Vending
C I T Financial Services
Cabinetcraft Ind. Inc
Campbell Insurance Agency Inc
Canon Studio
Tom Capel Construction
Capital Consultants Inc
Cargill Inc
Carlson Electric Co.
Carpenters Local 364
Carrier-Transicold
George Cenovich, Acct.
Central Life Assurance Co.
Central Valley Rentals
Century 21 Banks Realty
Chalet Best Western Motel
The Chamber of Commerce
Chapman Construction
Chardean Software Inc
Chicago & Northwestern Transportation Co.
Chix Iowa Inc
Christensen & Petersen
Christian Home Association
Clark Drug Co.
Cleveland Insurance Agency
Ron Cleveland Agency
CNM Contract Carriers Inc
Coats Freightways Inc
Cogley Clinic
Cohoe Lumber & Supply Co.
Con Drug
Connolly Drug Co
Co-Op Farm Service Co
Coors Beer Distributing Co
Council Bluffs Abstract Co
Council Bluffs Allergy Clinic
Council Bluffs Care Center
Council Bluffs City Manager
Council Bluffs City Attorney
Council Bluffs City Treasurer
Council Bluffs Library
Council Bluffs Clerk of Court
Council Bluffs Personnel
Council Bluffs Police Department
Council Bluffs Purchasing Department
Council Bluffs Credit Bureau
Council Bluffs Hatchery
Council Bluffs Orthopedic Associates
Council Bluffs Savings Bank
Council Bluffs Veterinary Clinic
Council Elevator Co
Countryside Realty Inc
Countrywide Manufacturers Associates
Cresline Plastic Pipe Co Inc
Crouse Cartage Co.
Harry Crowl Company
Crown Real Estate of Council Bluffs Inc
Cutler Funeral Home
Dakota Title & Escrow Co.
Diamond Realty
Diamond Vogel Paint Center
Dot Real Estate
Downtown Chrysler-Plymouth Inc
Edwards Lincoln-Mercury
Evans Chiropractic Health Center
Farmland Industries Inc
Firestone Stores
First Farm & Home Realty Inc
First Federal Savings & Loan Assoc. of Council Bluffs
First Iowa Credit Union
First National Bank of Council Bluffs
Franksen & Johnson
Frito Lay Inc
Future Foam Inc
Gateway Union 76 Auto Truck Plaza
Giant Mfg Inc
Gibbs Rental & Hardware
Glenn Electric
Global Fidelity General Service
Gohlinghorst Plumbing
Goodyear Tire & Rubber Co
Great Central Insurance Co
Greenwood Plumbing Inc
Griffin Pipe Products Co.
Grosse Transfer
Hall & Hall Realtors
Hall & Son Heating & Air Conditioning
Hamling Construction Co
Hamms Distributing Co
Hanusa Co
Harding Glass Industries
Hayes-Everest Agency Inc
Department of Public Health
Help, Inc
Heritage Real Estate Co
Herman's Clothes Shop
Hines Lumber Co.
Holiday Inns Inc
Hollis & Miller Architects & Engineers
Holmes Printing Service Inc
Home Federal Savings & Loan Assn.
Hough Plumbing Co.
Household Finance Corporation
Howard Johnson's
Hunter Realty
Hy Vee Food Store (2)
Illinois Central Gulf Railroad
Indian Hills Nursing Center
Ingraham Real Estate Services Inc
Insurance Agents Incorporated
Interstate Electric Supply Co
Iowa Power and Light
Jennie Edmundson Memorial Hospital
Jensen & Jensen Realty Co
Johnson Pharmacy
K Mart Discount Stores
KLNG Radio
Katz Insurance
Kealy Hamilton & Co
Key Real Estate
Kraschel & Comes
Lakeshore Country Club
Lauhoff Grain Company
Leach Camper Sales Inc
Legal Services Corp of Iowa
Lewis Business Service
Lincoln Highway Realty
Loess Hills Area Education Agency 13
Lutheran Retirement Center
MFA Insurance Cos Agents
F W Mann & Associates
McDonald Slater & Associates
McIntosh & Co Inc
McIntyre Oldsmobile-Cadillac Inc
McKeown & Associates Inc
McVey Insurance Agency
Meadow Gold Dairy
Mercy Hospital
Meyer Funeral Home
Meyerson Distributing Co
Midlands General Practice Assoc.
Midlands Psychological Associates
Midlands Travel Service
Motor Finance Co
Nonpareil
Northwestern Bell Telephone Co
Northwestern Mutual Life Ins Co
Olson Real Estate
O'Neill Insurance Service Inc
Paulson Construction Company
Paulson Heavy Equipment
Pawloski Insurance Agency
J. C. Penney Co Inc
Peoples Natural Gas Company
Perkins Sacks Hannan & Hughes
Peters Real Estate Closing
Peters Law Firm
Philips Stores
Pillsbury Co Elevator
Pogge Realty
Pogge Root & Steege
Porter Lash Reilly & Tauke
Pottawattamie Auditor
Pottawattamie Clerk of Court
Pottawattamie County Assessor
Pottawattamie Engineer
Pottawattamie Recorder
Pottawattamie Sheriff
Pottawattamie Treasurer
Pottawattamie Mutual Insurance Association
Preferred Risk Mutual Insurance
Professional Electronics
Radio Shack
Real Estate Consultants
Republic Claim Service Co
Richman Gordman
Rog & Scotty's Super Valu
Sapp Bros.
Schroder Brokerage
Scoular-Welsh Grain Co
Sears Roebuck and Co
Skaggs Drug Centers
Smith Peterson Beckman & Wilson
Social Security Administration
Strohbehn Veterinary Clinic
Subler Transfer Inc
Suburban Propane
Sunshine Veterinary Clinic
Sutherland Lumber
Tallman-Scheel Agency
Telpner & Smith
Thermal Services Inc
Tim O'Neill Datsun Inc
Title Guaranty
Tours and Trips Travel Inc
Travel and Transport Inc
Union Pacific Railroad
Walgren Drug Stores
Wallace Printing
Warren Transport
Water Works
Western Federal Savings and Loan Assn.
Western Iowa Tool & Die
Wittaker Ford Sales Inc
World Herald
Ziebart Auto-Truck Rustproofing
APPENDIX D. COE COORDINATOR QUESTIONNAIRE AND COVER LETTER
June 23, 1981

Dear Ms.

The Business Education Department at Abraham Lincoln High School is doing a needs assessment, and the feasibility of adopting a cooperative office education program is one aspect of that assessment.

My original plan was to telephone you to ask you a few questions, but I thought you might prefer to take a little time to think about your answers and respond to my questions on paper.

I have developed a questionnaire which I have mailed to Omaha area office education coordinators. Since you have been identified as the coordinator of the office education program at your school, I need your help!

Because the sample of coordinators is so small in the Omaha area, it is important that I receive a completed questionnaire from everyone. No individual school or coordinator will be identified in the final report that is based on this questionnaire.

Would you please take a few minutes to answer the questions concerning your program and return the questionnaire to me in the addressed, stamped envelope which I have enclosed. I need to receive the questionnaire by June 29.

If you have any questions or would rather answer these questions over the phone, please call me at 391-1907.

Your assistance in this important task is greatly appreciated.

Sincerely

Mrs. Pam Ziebarth
Business Education Department Head

Enclosures
OFFICE EDUCATION COORDINATOR QUESTIONNAIRE

Directions: This questionnaire has been divided into five broad areas. Please respond to each item in each area. Place the answers in the blanks or spaces provided; however, if your response requires more room than what has been provided, feel free to use the back of the questionnaire or additional paper.

Coordinators

1. How many years has the OE program been in operation in your school? ________

2. How many years have you been an OE coordinator? ________

3. How many weeks/days of extended contract do you have, and how are they divided (spring/fall)?

4. How many class periods in a day at your school?_______

5. What is your usual teaching schedule?

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Students

6. What is the approximate average number of students in your OE program each year? ________

7. Approximately what percentage of your students already have an office job when they register for the OE program? ________

8. Can students register for the OE program in the spring without talking to you first or must they apply for the program before registering?

9. On what basis do you admit/reject students to/from your OE program?

10. Do you usually find you must recruit students each year or that some must be "turned away" due to a full program?

11. What is the maximum number you will take in your OE program? ________
Training Stations

12. How often do you visit a student's station in a month? _______ a year? ______

13. Are there ample training stations in the Omaha area (never any problem finding them)? ________

14. Do you have a systematic way of finding new training stations? If so what?

15. Is there a waiting list of companies that want to participate in the OE program? ________

16. Do you place most students in a large or in a small company? ________

17. What problems do you encounter most often with the placing of students in appropriate training stations?

Advisory Committee

18. Do you have one advisory committee for all the coop programs in your school or do you have a separate one for the OE program?

19. How often does the committee meet?

20. To what extent do you find the committee of value? ___little ___some ___much

General

21. Please identify any equipment/facility in your school that is used exclusively by the OE students.

22. What suggestions can you give someone starting a new OE program?!!