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A STUDY OF THE COOPERATIVE OFFICE EDUCATION PROGRAMS
IN THE STATE OF LOUISIANA
TO DETERMINE THE NATURE AND EXTENT TO WHICH SUCH PROGRAMS
SERVE THE NEEDS OF LOW-AVERAGE-ABILITY STUDENTS

By

Willie Mae Bacon

B.S., Alcorn A. & M. College, 1964

Presented in partial fulfillment of the requirements
for the degree of

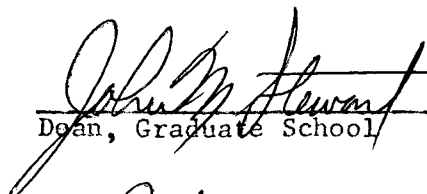
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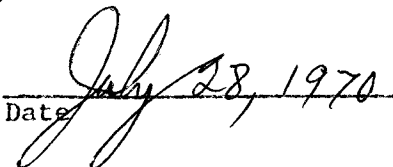
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Willie Mae Bacon

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CHAPTER I

INTRODUCTION

There are many possible ways in which a nation can educate its youth, and just as many ways in which it can provide itself with skilled manpower. This country adopted a unique system of education, wherein these two societal functions were joined. Vocational preparation was defined largely in terms of the craft and the farm, and was to be a semiautonomous part of public secondary education.

For various reasons, religious, civic, and philanthropic institutions theoretically capable of providing this nation's youth with vocational training failed to do so, and so the public turned to its educational system.

There were many alternative responses the educational community could have made. In the largest sense, the alternatives involved acceptance or rejection of vocational training as an expanding, necessary, and legitimate form of education and therefore deserving of full status and support. Put in these terms, the responses of the educational community were largely negative. But the nation, facing mounting demands from a changing world of work, refused to take no for an answer. Vocational education was pushed into the educational system; when it came in, it did so on its own terms.¹

¹Grant Venn, Man, Education and Work, (American Council on Education, Washington, D. C., 1964), p. 63.

The Vocational Education Amendment Act of 1968 is the most important legislative history of vocational education since 1917. It is comprehensive, it shuts out no group, no occupation, except those generally considered professional or as requiring a baccalaureate or higher degree. It is concerned about workers of all ages at all levels for all fields; about persons in sparsely settled areas as well as the urban; about employed as well as the unemployed and the underemployed.

In its provisions for making vocational training and retraining accessible; it requires each state and each community to plan its vocational program with an eye always on the changes taking place in the economy and the world of work.¹

Basically, vocational education is a locally developed plan of education that meets realistically the demands of occupations which are available to high school graduates. Vocational education helps prepare many students for entry jobs, helps lead some students into post-secondary programs of advanced vocational and technical education, and helps serve the culturally deprived or the academically handicapped through specially designed courses or activities.²

Statement of the Problem

The problems involved in this study are (1) to identify the number of Louisiana vocational education approved high school cooperative office

1

Sar A. Levitan, Vocational Education and Federal Policy, (W. E. Upjohn Institute for Employment Research, Kalamazoo, Michigan, 1963), p. 33.

2

James Bolger, "The New Look in Vocational Education," Business Education World Part I--The First 100 Years in Vocational Education, XXXV (September, 1964), pp. 14-46.

education programs that serve low-average-ability students, and (2) to determine to what extent such programs meet the needs of low-average-ability students.

A review of related literature is made to develop a thorough understanding of the role of the low-average-ability student in the Cooperative Office Education program.

The areas of research pertinent to this study are: (1) Federal legislation as it relates to business education, (2) the objectives, operation, and status of the Cooperative Office Education program, and (3) the nature and extent to which the needs of low-average-ability students have been and can be served through vocational education.

Definition of Terms Used

For the purpose of clarity, the terms listed below have been defined as to their usage in this study.

1. Vocational Education - a locally developed plan of education that meets realistically the demands of occupations which are available to high school graduates.
2. Cooperative Office Education - a vocational education program on the high school level designed for the training and preparing of youth for employment in office occupations.
3. Teacher-coordinator - a person employed by the school district to operate the cooperative office education program. He possesses the technical education, professional education, and business or industrial experience necessary to his success as a vocational teacher. He teaches the daily vocational class at the school and coordinates the employment learning experiences with the school learning experiences of each student-learner.
4. Student-learner - a person enrolled in the cooperative education program for the expressed purpose of preparing

for an occupation or an area of occupations. He is a student in a secondary school and a learner in an occupation in the supervised business laboratory experiences.

5. Training station - a cooperating business or industry that is selected according to criteria which measure its ability to provide the opportunities for a supervised educational experience to prepare the student for his intended career objective.
6. Training sponsor - an individual who supervises the student learner at the training station while being trained for his intended career objective.
7. Low-average-ability student - a student having an intelligence quotient of 90 or lower, or a stanine score of three or lower.
8. Parish - a civil division in Louisiana, corresponding to a county.

Office Occupations

Training of the office occupations has traditionally not been reimbursable under federal vocational legislation; yet this form of vocational education is offered far more extensively than any other. The Vocational Education Act of 1968 specifically makes office occupations eligible for support.

It is estimated that such programs exist in some 80 per cent of the high schools in this country, and enroll about 1,800,000 students. The secondary schools employ more than 60,000 business teachers, compared to 37,000 teachers engaged in all the federally aided vocational programs. Business education is also one of the most widely taught high school adult education programs and is by far the most commonly taught occupational program of this country's two year colleges.¹

¹
Grant Venn, Man, Education and Work, (American Council on Education, Washington, D.C., 1964), p. 80.

The extent of offering is indicative of the growing demand for well-trained workers in the office occupations. During this decade, employment in this field is expected to increase by 27 per cent, or nearly 3 million new jobs. In addition, 400,000 new workers are needed annually as replacements in this high turnover field.

Increasing use of electronic office equipment and the expansion of secretarial opportunities in scientific, engineering, medical, and other special fields will require a higher level of education and skill for many of the new entrants into the office and secretarial occupations. Good secretaries and specialty secretaries especially are already in short supply in almost all parts of the country. The need is not only for more, but also for specialized, programs in these occupations.¹

Description and Objectives of Cooperative Office Education

Cooperative Office Education is a cooperative work and training program for high school students who are preparing for employment in office occupations. The students attend school in the morning and work in an office in the community for the latter part of the school day.²

This plan is used when there are sufficient training stations in the community that can offer the student a variety of activities while training on the job. The student receives pay for this work, and is under the supervision of the coordinator from the school and competent job sponsor from

¹Ibid., p. 81.

²Josephine C. Willis, Coordinator's Handbook Cooperative Office Education, (State Department of Education of Louisiana, No. 1143, 1969), p. 1.

the business by which he is employed. The program is designed to prepare competent workers to enter and succeed in an office occupation in the field of their choice.

The program is a well-developed instructional program which requires a teacher-coordinator to organize the learning activities of student trainees around their career interests and goals. He coordinates classroom instruction with on-the-job experience. The job training helps student-trainees develop essential attitudes of respect and responsibility.

Cooperative Office Education's strongest characteristic is probably its flexibility. The program works effectively in the small communities as well as in the larger communities for it can be adjusted to fit into the school programs of both small and large schools, training young people in a wide variety of occupations. Students learn to work with others in an adult world where they recognize the importance of acceptable behavior and desirable attitudes as they associate with their fellow workers.¹

The general objectives of the Cooperative Office Education program are:

1. To provide a realistic method for expanding and improving the instructional program with continuous evaluation by business and school in order to meet more effectively the vocational needs of students.
2. To provide exploratory opportunities by offering realistic occupational choices for the students with varying interests and aptitudes.
3. To develop in a practical way an understanding and appreciation of the functioning of our competitive economic system.

¹Ibid., p. 2.

4. To provide an effective cooperative education program that will facilitate the transition from school to work by assisting the student to enter productive employment.¹

The specific objectives of the Cooperative Office Education program are:

1. To integrate classroom experience and practical work experience.
2. To provide opportunity for the student to work with professionals who are already successful in the business field.
3. To develop and improve effective skills and techniques for the world of work.
4. To emphasize the importance of dependability, tact, poise, adaptability, and other personality characteristics necessary for success on the job.
5. To extend the learning process of students by providing income-producing jobs for those who need financial assistance in order to remain in school.
6. To graduate an office worker already adjusted to the business world with a sense of responsibility which will make him a more efficient worker with training that will contribute to his advancement in the business world.
7. To develop a close rapport between the school and business community by an identity of interests.²

Significance and Purpose of the Study

Wide interest has been aroused during the past few years in programs for the socio-economically handicapped student, the under-achiever, and the potential dropout.

In the state of Louisiana more than 25 additional Cooperative Office Education programs were organized in 1967 and 1968. This means that more

¹Josephine C. Willis, Coordinator's Handbook Cooperative Office Education, (State Department of Education of Louisiana, Bulletin No. 1143, 1969), p. 3

²Ibid., p. 4.

educators are aware of the problems of the unskilled, the dependent, and the delinquent who comprise a vast group who apparently lack the incentive as well as the ability to become self-supporting.

There is an undeniable need for research to determine how the secondary school can best serve the pre-employment training needs of academically handicapped youth. It is because of this significant need for business educators to contribute to the development of the occupational competence of low-average-ability students that this study was initiated.

A great deal of federal funds has been spent on facilities, equipment, materials, and for the training of business teachers to teach cooperative office education, and since the Vocational Act of 1968 emphasizes that programs of this type are for students with special needs, it motivated the writer to engage in this study to see if the programs have been actually serving students with low-average-ability.

Limitations of the Study

This study involves 29 Parishes in the state of Louisiana and will include 60 Cooperative Office Education programs. A check list was used for evaluation and the collection of data. The use of a check list is a limitation in itself, as it relies on a degree of cooperation on the part of the respondent. This instrument has a tendency to obtain data that has more validity than an ordinary yes or no questionnaire. However, data collected by the check list method is limited to opinions, preferences, and facts known to the individuals answering the items. The validity of such an instrument is questionable and depends to a large extent on the

proper and skillful construction and use of the check list. Extreme care was taken to reduce the limitations of the check list to a minimum.

Another limitation was recognized in the mailed check list as the data-gathering instrument.

The information in the unreturned questionnaires might have changed the results of the investigation materially. The very fact of no response might imply certain types of reactions, reactions that can never be included in the summary of data.¹

The researcher has acknowledged the above limitations as being worthy of serious considerations; however, it was not felt that these limitations were so restrictive as to prevent effectiveness in assessing the adequacy of the Cooperative Office Education programs in Louisiana.

Methods of Procedure

The study was conducted by a survey check list which was sent to all of the teacher-coordinators in the state of Louisiana, and from information obtained from these check lists, further study was made by a second check list to see how needs of low-average-ability students are met.

Survey research was employed because the writer felt that this method was uniquely suited for the data needed to answer the questions raised by the problem.

Permission to conduct this study was officially granted by Mr. Richard D. Clanton, Director of Vocational Business and Office Education in the state of Louisiana. Mr. Clanton provided the writer with a list of the Cooperative

¹John W. Best, Research in Education, (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959), p. 143.

Office Education Coordinators and their mailing addresses, along with a handbook published for COE coordinators by the State Department of Public Education.

After receiving the information, related literature pertinent to the study was revised, summarized, and organized for interpretation.

The check lists were constructed and mailed to each COE coordinator in the state along with explanatory letters. Self-addressed stamped envelopes were also included so that the check lists could be returned to the researcher.

Follow-up letters were mailed to respondents who failed to return completed check lists within a three-week period.

The returned check lists were organized, responses tabulated, and appropriate statistical measures and explanatory tables were utilized to show relationships and differences of responses. Findings, conclusions, and recommendations were duly stated and given the necessary interpretations.

CHAPTER II

REVIEW OF RELATED LITERATURE

The literature related to this study reveals that there is general agreement among authorities and researchers that there is a definite need to include low-average-ability students in vocational programs. The investigations further point out that business educators should take the initiative to organize programs for low-average-ability students.

In the 1964 issue of the Journal of Business Education, Eyster pointed out that past vocational education programs in the secondary schools have been geared to the needs of pupils of average and above average general scholastic ability. He further asserted that the major employment opportunities of students of the lower one-third in general scholastic ability will be in business if they received appropriate pre-employment training in schools and through on-the-job training in business.¹

A year later Eyster made the following statement:

Many more youth are in high school than ever before. This means many low-average-ability pupils are in every high school. High school business programs have not yet been modified to accommodate the needs of this group. Changes must come in the curriculum in business to meet these needs.²

¹ Elvin S. Eyster, "Preparing the Lower One-Third in General Scholastic Ability for Business Employment," Journal of Business Education, Vol. XXXIX (February, 1964), pp. 180-181.

² Elvin S. Eyster, "Tomorrow's Business Teacher," Journal of Business Education, XXXX (March, 1965), p. 227.

Vocational Education of Low-Average-Ability Students

Before attempting to study the low-average-ability student, it is important to first understand ability as a measurement. In the Encyclopedia of Educational Research, the distinction between ability and aptitude is discussed.

An aptitude may be defined as a person's capacity or hypothetical potential for acquisition of a certain more or less well-defined pattern of behavior involved in the performance of a task with respect to which the individual has had little or no previous training. On the other hand, ability may be viewed as the current performance of an individual on a task near his maximal level of motivation--a task with respect to which he has had a limited amount of more or less loosely structured experience. The aptitude measure serves to indicate what an individual will be able to learn and the ability measure presents evidence of what the individual is able to do now (or in the future without additional training) if he applies himself.¹

An investigation of the literature disclose considerable variance in the range of intelligence quotients used by authorities to classify lower ability students. There is also a lack of agreement of a standardized term to describe these students who are referred to as low-average-ability students, slow learners, reluctant learners, non-academic students, borderline students, et cetera. Some authorities regard students with I.Q. scores from 70 to 90 as lower ability students. Others believe anyone with an I.Q. less than 95 to be of lower ability. Still others classify lower ability students as those persons having I.Q. scores of 80 to 100. Although

¹ Chester W. Harris (Ed.) with assistance of Marie R. Liba, Encyclopedia of Educational Research, (New York: The MacMillian Company, 1960), p. 59.

there is not complete agreement about setting a standard I.Q. level to indicate below-average-ability, most authorities are in agreement of the traits that characterize lower ability students. Enos Perry's description is representative of prevailing opinions.

The person of lower ability has below average native intelligence. His rate of mental growth is slower than normal. He has little ability to learn from experience, to foresee consequences, to compare and generalize. He reads slowly and with poor comprehension. His attention and memory spans are short. His achievement is deficient. Socially he is not so retarded as he is academically, but he is rarely a leader and his companions are usually like him. As a result of all these things his attitude toward school is not enthusiastic.¹

The low-average-ability student presents a problem that many educators face. Since this student will probably not pursue post-secondary education and may not attain graduation from high school, it is important for the secondary school to attempt to meet his vocational needs. Studies have shown that with adequate training these individuals can become productive citizens; without training, they often are forced to become parasites of society. The obligation of education in the secondary schools, and particularly business education teachers, is apparent. In the 1965 Yearbook of the National Society for the Study of Education, Barlow states that many educators recognize the plight of the non-academic student, but the movement toward a solution of the problem has been slow. According to Barlow:

¹"Symposium: Business Education for Students of Lower Ability," Business Education Forum, XIV (January, 1960), p. 30.

Education in general has failed to help the disadvantaged youth and vocational education has largely eliminated the group by imposing selection devices. Now the Vocational Educators of the nation well aware that these students want to, or should, go to work, are attempting to meet the challenge.¹

In developing a vocational preparation program for low-average-ability students, their vocational abilities must be determined. The following list of types of office work suitable for the student of lower skills is suggested by Enos Perry.

1. Duplicating and related work - operate the duplicating machine, collate and staple material, operate folding machine, photocopying.
2. Stock work - physically distribute stock, distribute stock tags, count merchandise.
3. General office work - keeping the office clean, dating, numbering, and sorting papers, run errands, check and order supplies.
4. Receptionist (with reservations) - operate small switchboard, limited typewriting.
5. General clerical - straight-copy typewriting, form letters, fill in printed forms on the typewriter, typewrite addresses on envelopes, typewrite labels, roughly alphabetize and sort materials.
6. Sales - wrapping, delivering and checking some sales.²

Marmas, after reviewing studies that have been conducted to determine the vocational business success of slow learners, concluded that there is evidence that the slow learner can be accommodated within the lower limits

¹Melvin L. Barlow, Vocational Education, (Chicago: University of Chicago Press, VI 1965), p. 13.

²"Symposium: Business Education for Students of Lower Ability," Business Education Forum, XIV (January, 1960), p. 30.

of office and sales occupations if the student possesses such traits as interest and ambition.¹

Maxie Lee Work expresses her belief that lower ability students can be successful office workers. She asks, "Because of his dependability and his earnestness to succeed, could it be that most of these well-mannered and often personable students are good prospects for the routine jobs that bright impatient youngsters would not be contented to fill."²

Naturally, there are obstacles in setting up an adequate and practical vocational program for lower ability students; in fact, the development of such a program may seem impossible in certain schools. Barner, assistant supervisor of secondary and vocational education in the public schools of St. Paul, Minnesota, offers these suggested business subjects as examples of those that may help meet the needs of the low-average-ability student.

1. General office training for those who cannot meet the requirements of stenographers.
2. Personal typing for all pupils.
3. On-the-job training programs which assume their share of responsibility for the low-average-ability pupil.
4. Personal bookkeeping of a non-vocational nature designed to prepare pupils to handle their personal business affairs.³

¹James B. Marmas, "The Vocational Business Success of Slow Learners," The Balance Sheet, XLVI (January, 1965), pp. 204-5.

²"Symposium: Business Education for Students of Lower Ability," op. cit., p. 31.

³Galen Jones and Glenna F. Barner, "What Program Can Be Developed for Students with Non-Academic Abilities and Interest?" National Association of Secondary School Principals Bulletin, XXXVIII (April, 1954), p. 297.

Balthaser believes that the high school clerical program can be adopted to fit the ability of any student. He is convinced that participation in a cooperative work-experience program is one of the most effective methods of educating youngsters of varying abilities because of the availability of individual instruction furnished in the program and the high level of motivation created by the on-the-job experience.¹

Not all business educators would agree that participation in a cooperative education program or a work-experience program is a desirable activity for the lower ability student. Warner recommends that only "intelligent, honest, dependable, neat students be allowed to participate in the program since they are reflective of the entire school."²

Daughtrey indicates that the choosing of only the "best qualified" students is a factor which contributes to the success of a cooperative education program.³ Freedman questions the validity of school-sponsored programs that train marginal students for the marginal jobs they are capable of filling.⁴

It is reasonable to assume that there are other business teachers who believe that the inclusion of lower ability students in the cooperative

¹ R. D. Balthaser, "Administering the High School Clerical Program," National Business Education Quarterly, XXVIII (December, 1959), pp. 38-44.

² Richard A. Warner, "Public Approval of Business Education," The Balance Sheet, XLVI (December, 1964), p. 15.

³ Annie Scott Daughtrey, "Guidance in Work-Experience Programs," Business Education Forum, XII (January, 1958), p. 15.

⁴ Marcia K. Freedman, "Part-Time Work Experience and Potential Early School-Leavers," American Journal of Orthopsychiatry, XXXIII (April, 1963), p. 511.

office education programs would weaken their programs. To say that this possibility does not exist would be unreal. To assume that a capable teacher-coordinator who is sympathetic to and understands the problems of the low-average-ability student could not cope with the situation is equally untrue. In speaking of the cooperative education program, Harland Samson commented, "The capacity of the distributive program to serve those of lower ability is thus limited only by the adaptability of the coordinator, availability of suitable training stations, and the presence of materials and facilities suited to the student's need."¹

Although his remarks refer to distributive education programs, it can be assumed that they would apply to other cooperative education programs.

There are a number of high schools that have developed successful business education programs for lower ability students. The senior high school of Des Moines, Iowa, has established a work-study program to prepare mentally retarded youngsters for responsible jobs. A majority of the work experiences are in service occupations; others are involved in clerical and sales, unskilled, semiskilled, and agricultural occupations. The administration of the school considers the achievement of the program outstanding in that these retarded youngsters are becoming economically self-sufficient and self-supporting individuals.²

¹"Symposium: Business Education for Students of Lower Ability," Business Education Forum, XIV (January, 1960), p. 34.

²Robert R. Denny and John H. Harris, "A Work-Study Program for Slow Learners," American School Board Journal, CXLVI (February, 1963), p. 19.

Kane conducted an experimental clerical-practice program in the Adams High School in Ozone Park, New York. Mrs. Kane taught a group of girls who had been identified as potential dropouts on the basis of poor attendance, low grades, and disciplinary offenses. The I.Q. scores of the girls ranged from 74 to 127. Much attention was devoted to helping the students solve their personal problems. A primary goal, of course, was to make the girls employable by teaching them the necessary skills and knowledges for initial job competence. At the conclusion of the school year, a desirable change of attitude and behavior had occurred among these girls, as well as improved attendance. In general, they attained more than satisfactory achievement in subject matter. Some students remained in school after completing the program and were able to return to regular classes. Most of those who dropped out of school were employed.¹

All business education teachers should take time every now and then to evaluate their programs to see if they are really meeting the needs of their students.

In 1965, a study of the cooperative office education programs in the state of Illinois was made by Charlotte Lee. The purposes of this study were to find out the approved vocational education programs that served low-average-ability students, and the nature and extent to which such programs serve the needs of low-average-ability students. The teacher-coordinators who were interviewed were primarily concerned with preparing the low-average-ability student to successfully function in the business

¹Eleanor Kane, "Clerical Practice and the Potential Dropout," Journal of Business Education XXXIX (February, 1964), pp. 191-4.

world and in preparing the students for a particular job for which they were suited. The teacher-coordinators considered these things as their major objectives.

The problems encountered by the coordinators in working with low-average-ability students were: (1) the difficulties in obtaining training stations for these students; (2) the development of appropriate personal qualities as well as skills in low-average-ability students in their cooperative office education programs.¹

The literature presented in this study reveals that there are programs in business education on the secondary level that business educators can organize for the low-average-ability student. It further reveals that authorities and researchers feel a definite need to include the low-average-ability student in these programs to become self-supporting and independent citizens of our society.

¹Charlotte Lee, "Cooperative Office Education and the Low-Average Student," The Balance Sheet, Vol. L, No. 5, (January, 1969), pp. 204-5.

CHAPTER III

PRESENTATION AND INTERPRETATION OF DATA

Introduction

Presented in this chapter are the results obtained from tabulated data collected from the Cooperative Office Education Coordinators in the state of Louisiana. The writer employed two separate check lists for collecting the data. Seven items were used to obtain the opinions of the coordinators on the first check list, and each item gave the coordinator four to six possible responses relating to their COE program and students.

The results obtained from this questionnaire were used to determine the COE coordinators who would receive a second questionnaire.

Sixty questionnaires were mailed to the coordinators during the month of October, 1969. The returns from the first questionnaire was 97 per cent, with two teacher-coordinators indicating that their programs had been discontinued because of school merging, and therefore, they did not complete the questionnaire. A copy of this questionnaire is presented in the Appendix on page 54.

The second questionnaire was sent out to eleven teacher-coordinators as a result of the first questionnaire because these COE coordinators indicated that they had low-average-ability students in their programs. These were mailed the second week in November, 1969. Eighty-two per cent

of the questionnaires were returned; nine out of the eleven teacher-coordinators completed and returned this questionnaire. A copy of this questionnaire is presented in the Appendix on page 56.

In that only nine teacher-coordinators completed and returned the second questionnaire, one could assume that the second group of COE coordinators were reluctant to reveal any information about their programs and students, or it could mean that in the beginning they were cooperative because the questionnaire was easy to complete, but the second one took a little more time and thought.

In the presentation and analysis of the data, the following procedural plan was adhered to: First, the data derived from the questionnaires were presented in tabular form, showing the number and percentage. It should be noted that the percentages reported throughout the presentation and analysis of the data have been rounded to the nearest whole number. Secondly, narrative summaries of significant check list item responses by the separate respondents are included.

Number and Percentage of Participants Responding

Table I, on page 22, indicates the number of responses received from the check lists mailed to the teacher-coordinators. The percentage of check lists returned by the coordinators was 97. Three per cent did not respond because their COE programs had been discontinued for the 1969-70 school year.

TABLE I
NUMBER AND PERCENTAGE OF PARTICIPANTS RESPONDING

	Responding		Did Not Respond		Total	
	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent
Coordinators	58	97	2	3	60	100

In that 97 per cent of the teacher coordinators responded, one could assume that they are willing to help researchers in improving the vocational programs in Louisiana. As a result of the above tabulations, the rest of this study will be based on 58 COE programs instead of the original 60.

Enrollment of Each High School that Participated

Table II, on page 23, presents the enrollment of the high schools that have Cooperative Office Education programs.

TABLE II
HIGH SCHOOL ENROLLMENT

Student Enrollment	School	
	Number	Per Cent
0 - 500	3	5
501 - 1,000	18	31
1,001 - 2,000	27	47
Over 2,000	10	17

According to the survey, approximately 27 schools or 47 per cent of the schools have student enrollments of 1,001 to 2,000 students. Only five per cent of the schools or three schools have enrollments of 500 or less.

The table indicates that most of the COE programs are in high schools that have large enrollments.

The Approximate Population of the Communities that are Served by the School

Table III, on page 24, presents the approximate population of the communities that are served by the Cooperative Office Education programs in Louisiana.

TABLE III

POPULATION OF COMMUNITIES

Population	Communities		All Cities	
	Num-ber	Per Cent	Num-ber*	Per Cent
0 - 10,000	10	17	232	87
10,001 - 25,000	19	33	20	7
25,001 - 50,000	9	16	4	2
50,001 - 100,000	6	10	4	2
100,001 - 250,000	7	12	3	1
Over 250,000	7	12	2	.8

*These figures are based on the 1960 census of the state of Louisiana, taken from THE WORLD BOOK ENCYCLOPEDIA.

According to the table presented above, 33 per cent of the communities that are served by COE programs have populations from 10,000 to 25,000. Only twelve per cent of the communities have populations of 250,000 and over. This would indicate that most of the COE programs are in the smaller communities. Table III also shows that a total of 94 per cent of the cities of Louisiana have populations of 0 to 25,000, and these are the communities that are served by half of the COE programs.

It can be concluded that most of the COE programs are in the smaller communities because there are few cities in the state of Louisiana with populations over 100,000 people.

Number of Years COE Programs have Been in Operation

Table IV, below, presents the number of years the Cooperative Office Education programs have been in operation including the 1969-70 school year.

TABLE IV

NUMBER OF YEARS COE PROGRAMS HAVE BEEN IN OPERATION

Number of Years	School	
	Number	Per Cent
1	2	3
2	21	36
3	9	16
4	10	17
5	5	9
6	6	10
Over 6	5	9

It was found that five schools were in operation before the Vocational Act of 1963 funds were available, and these are the schools with large enrollments. Although schools had Cooperative Office Education programs prior to this Act, the survey shows that 36 per cent of the programs now in operation have been in operation only two years. The remaining 64 per cent have been in operation anywhere from one to six years. This would imply that more programs were organized since the Vocational Amendment Act of 1968 because this Act provided more funds for COE programs.

Intelligence Scores of the COE Students

The Cooperative Office Education programs set up in the state of Louisiana are only for seniors who are preparing for employment in office occupations. As indicated by the teacher-coordinators of the fifty-eight programs that are operational in the state, there are 830 students participating in the programs during the 1969-70 school year.

The next two tables will show the intelligence scores of the students in the COE programs.

Some schools use I.Q. scores and some use Stanine scores. The check lists were organized so the teacher-coordinator could indicate I.Q. or Stanine scores for her students. Two separate tables are used to reveal the number of students having I.Q. scores, and those with Stanine scores. The purpose of these scores is to indicate the approximate number of students that are of low-average-ability in the program.

As a result of the tabulation, 18 per cent had neither I.Q. or Stanine scores listed, and no other type score indicated. The teacher-coordinator did not check I.Q. or Stanine scores for these students, and only stated that they were not used or not known.

Table V, on page 27, lists the I.Q. scores that were checked by the teacher-coordinators.

TABLE V
STUDENT I.Q. SCORES

Score	Student	
	Number	Per Cent
100 and Above	334	40
95 - 100	168	20
90 - 94	69	8
Below 90	<u>21</u>	<u>3</u>
Totals	592	71

Table V. above, reveals that 40 per cent of the students participating in the COE programs have I.Q.s of 100 and above and only 3 per cent of the students have I.Q.s below 90. The latter would be considered the below average students.

Although this table represents only 71 per cent of the students in the COE programs, one could assume that the majority of the students in the state of Louisiana that are COE students have I.Q.s of 100 or more, and are average or above average students.

TABLE VI
STANINE SCORES

Score	Student	
	Number	Per Cent
Above 5	11	1
5	36	4
4	30	4
3	13	2
Below 3	<u>0</u>	<u>0</u>
Totals	90	11

The Stanine scores in Table VI, above, shows that 4 per cent of the students have Stanine scores of five and 1 per cent above five. It also shows that 2 per cent of the students have Stanine scores of three, which are considered below average students.

One could assume now after looking at both tables that of the students who participate in the Louisiana COE programs, and whose scores were indicated as I.Q. or Stanine, 95 per cent are average or above average, but only 5 per cent are below average.

From the information given in Tables V and VI, the number of schools that serve low-average-ability students was then apparent.

All of the teacher-coordinators who indicated that their student's I.Q. scores ranged anywhere from 90 to below 90 or had a Stanine score of 3 and below were selected for further study. Eleven COE coordinators were selected out of the 58.

The second questionnaire was sent out the second week in November, 1969. Only four of the eleven responded within the first two weeks. A follow-up letter was sent to the other seven coordinators, and of this number, five responded, so that a total of 81 per cent of the teacher-coordinators provided completed questionnaires and returned them to the researcher.

The information on the questionnaire was based on suggestions given in a Coordinator's Handbook for Teaching COE in the state of Louisiana.

In the presentation and analysis of the second questionnaire, the following procedural plan was adhered to: First, the data that were checked on the questionnaires are presented in tabular form, showing the number and percentage, again rounded to the nearest whole number. Second, the opinionated responses are listed as stated on the questionnaires.

Criteria Used for the Selection of Students in the COE Programs

Table VII, on page 30, is concerned with the criteria used for the selection of students to participate in the COE programs.

The Coordinator's Handbook lists all of the items that appear in Table VII, but they are only suggested criteria, and all of them do not have to be used. The purpose here is to show those used by the nine participating educators.

TABLE VII

CRITERIA FOR SELECTION OF STUDENTS IN COE PROGRAMS
BY THE NINE PARTICIPATING EDUCATORS

Item	Used	
	Number	Per Cent
1. Recommendations from other teachers	9	100
2. Interview and counsel prospective students	8	89
3. Student's pattern of attendance and punctuality	7	78
4. Student's health record	3	33
5. Student's career intent	6	67
6. Personality traits	4	44
7. Interest	6	67
8. Educational background	6	67
9. Moral responsibility	3	33
10. Scholastic standing	3	33
11. Aptitude	3	33
12. Test scores	2	22
13. Past work experience	0	0
14. Physical suitability	2	22

The above figures show the number and per cent of respondents who use the criteria listed under item.

The percentage of subjects who used each of the criteria for student selection is not large. Only six of the fourteen suggested criteria were used by more than half of the respondents. They were: Recommendations from other teachers, interview and counsel prospective students, student's pattern of attendance and punctuality, student's career intent, interest,

and educational background. It should be noted that the per cent of respondents reporting use of these criteria were 100, 89, 78, 67, 67, and 67.

Although all of the items listed in Table VII are only suggestions, it is recommended by the Coordinator's Handbook that each COE Coordinator take into serious consideration recommendations from other teachers, and should obtain student scores on aptitude, achievement, interest, and personality through the use of standardized tests.

Major Objectives Concerning the Low-Average-Ability Student

The following major objectives were listed concerning the low-average-ability student by the teacher-coordinators.

1. To place the student in a job requiring menial, repetitive tasks.
2. Give the student the individual instruction that will enable him to advance.
3. Make him a productive member of our community.
4. Orient the student to the world of work.
5. Fulfill student's desires.
6. Help him to become proficient in duplication and some machine operations.
7. Stress being neat and careful with handwritten reports, statements, etc.
8. Help him build typing accuracy and as much speed as possible.
9. Place him on a routine job in which he can succeed.
10. Build up his self-confidence through job success.
11. Give him an incentive to improve in his scholastic work other than COE.
12. Help him develop proper attitudes toward his job.

Objectives 1, 2, 3, 9, and 10 were listed by all nine teacher-coordinators, indicating that these were some of the most important objectives that are used in teaching low-average-ability students.

The following methods were used by all teacher-coordinators in the placement of low-average-ability students.

1. Job interview
2. Coordinator selection

They commented that each student was matched according to his skill ability with the demands of the job, and that the teacher-coordinator made an analysis of the tasks to be done on the job before these students were placed.

Out of the nine questionnaires returned by the teacher-coordinators, only two indicated that the training station sponsor did not know that the student was of low-average-ability. The other seven indicated that the training station sponsor was allowed to see the student's records showing his I.Q. or Stanine score if requested.

The reaction of training sponsors in accepting the low-average-ability student as indicated by the teacher-coordinator, was average. Most of the teachers felt that the coordinators should spend some time talking to the employers about hiring low-average-ability students, and how it would help these students become self-supporting citizens. They felt that if this was done before the students were hired, they are better accepted.

The two teacher-coordinators who indicated that the training sponsor did not know that the student was a low-average-ability student, commented

that the training sponsor usually was able to detect the student's weaknesses over a period of time, and would mention this to the teacher-coordinator.

Specific Teaching Methods

The following specific teaching methods were checked by the nine teacher-coordinators indicating the methods of instructing the low-average-ability students.

1. Individual instruction
2. Rotation plan
3. Project plan
4. General discussion

Some of the teachers commented that the use of the individual instruction plan was not used as often as they wanted to because they had too many students of average and above average ability in the same class and could not spend as much time as they wished with those that needed individual instruction.

The rotation and project plans were used more than the other teaching methods. They also commented that since these students were in the same class with the average and above average students, the same teaching methods were used.

Specific Equipment Utilized in the Classroom Instruction of Low-Average-Ability Students

When asked to check the equipment used to teach the low-average-ability students, the following items were checked.

1. Typewriters (manual and electric)
2. Rotary calculators

3. Transcribing machines
4. Adding and listing machines
5. Filing equipment
6. Key punch machines
7. Fluid duplicators
8. Stencil duplicators
9. Overhead projectors
10. Tape recorders
11. Filmstrip projectors
12. EDL projectors

At least ten of the twelve items listed were used by all of the teacher-coordinators, indicating that they do have adequate equipment to help them teach the low-average-ability student.

Methods Used for the Evaluation of On-The-Job Performance of the Low-Average-Ability Students

Table VIII, on page 35, lists the methods used in evaluating the on-the-job performance of the low-average-ability students.

Since this is evaluation of on-the-job performance of the low-average-ability student, it is expected that the method most often used for evaluation is the rating sheet. Of course this does not eliminate the use of others.

As indicated by the Table on page 35, observation of student-trainee's work is used just as often as the rating sheet. The COE coordinators use several methods in evaluating the on-the-job performance of the low-average-ability student as indicated on the Table.

TABLE VIII

METHODS USED IN EVALUATING THE ON-THE-JOB PERFORMANCE
OF THE LOW-AVERAGE-ABILITY STUDENT
BY THE NINE PARTICIPATING EDUCATORS

Item	Used	
	Number	Per Cent
1. Rating sheet	8	89
2. Step-by-step training plan	2	22
3. Observation of student-trainee's work	8	89
4. Samples of trainee's work	1	11
5. Conferences	7	78
6. Self-rating sheet	2	22
7. How student-trainee uses his job training knowledge and his skill in class discussions	6	67

The per cent of subjects that use each of the methods is about average. Four out of the seven suggested methods for evaluating are used by more than half of the teacher-coordinators.

These methods, as indicated by the check list, were not different from the methods used in evaluating the average and above average students.

Methods Used in Evaluating the Classroom Performance of the Low-Average-Ability Students

Table IX, on page 36, lists the methods the teacher-coordinator uses in evaluating classroom performance of the low-average-ability student.

TABLE IX

METHODS USED IN EVALUATING THE CLASSROOM PERFORMANCE
OF THE LOW-AVERAGE-ABILITY STUDENT
BY THE NINE PARTICIPATING EDUCATORS

Item	Used	
	Number	Per Cent
1. Tests	9	100
2. Classroom participation	5	56
3. Operation of machines	3	33
4. Individual projects	9	100

Three of the suggestive methods are used by more than half of the teacher-coordinators. All nine coordinators use tests in evaluating the COE low-average-ability students, and all use individual projects to evaluate the low-average-ability student.

In comparing the evaluation on-the-job with the classroom evaluation, one could assume that the individual projects are related to the job assignments, since more than half of the teacher-coordinators use this method more than any other method in evaluating the on-the-job performance of the student (Table VIII, page 35).

All of the teacher-coordinators indicated that these classroom evaluation methods are different in that they are prepared especially for the low-average-ability student, and did not contain a lot of detail information that is used in the evaluating of the average and above average students.

How the Program is Beneficial to the Low-Average-Ability Students

The teacher-coordinators were asked why they believe the program is beneficial to the low-average-ability students, and these are their responses:

1. All of the nine coordinators felt that the low-average-ability student had to live and make a living in the world in competition with people of average and above average ability, and this gives him an opportunity to learn to do this before he leaves high school. The student must learn to adjust to a competitive world. They felt that the low-average-ability student usually knows his limitations, and he needs to learn that he can compete in spite of these limitations.
2. They all agreed that having an opportunity to participate in the COE program gives the low-average-ability student confidence he may never obtain on his own.
3. Four of them commented that there are tasks in the clerical area that he can do successfully. He learns that hard work leads to rewards.

How the Program Fails to Meet the Needs of the Low-Average-Ability Students

The teacher-coordinators had these comments about how the program fails to meet the needs of the low-average-ability students:

1. Several of the teacher-coordinators felt that the program did not allow time to give special attention to the low-average-ability students.
2. Most of the COE coordinators feel that because the program was not set up for the low-average-ability students, there are some things they are not able to do in the program.
3. One teacher-coordinator commented that since there is not enough time for individualized instruction when these students are in the same class with the average students, it would be better to start working with these students in a controlled group situation when they are juniors, and place them in the COE program when they are seniors.

4. All of the COE coordinators believe that failure comes later when a student tries to go into work that he is not mentally equipped to handle, because he has not had a chance to find out what he can do while in high school.

Problems Encountered in Securing Training Stations for Low-Average-Ability Students

The following problems were cited in securing training stations for the low-average-ability students:

1. Some of the coordinators stated that many employers want the cream of the crop, and it is sometimes an uphill job for them to persuade an employer that an average or low-average-ability student can do as good a job for him as a superior student.
2. Sometimes, there are training stations requiring work that some of these students cannot do; but some stations do not challenge the better students, therefore, it seems to work out satisfactory for all.
3. More than half of the coordinators have experienced difficult times when the low-average-ability student lose a job during the school year, therefore, making it difficult to place other students.
4. In areas where there is not a variety of jobs, the low-average-ability student is usually the one left without a job.
5. Most employers want good COE students each year, and only a few recognize the type of student their work-station requires.

When asked if the teacher-coordinators were going to continue to include the low-average-ability students in their programs, the following comments were given:

1. They all felt that the program was set up for these students, and they are the ones who need help to be able to become independent and self-sufficient.

2. They all feel that as long as work stations are available, they will include low-average-ability students. These students can benefit very much from the program.
3. Most of the coordinators feel that this is the only way the low-average-ability student can receive understanding, encouragement, and infinite patience.
4. One coordinator stated that these are the students who will not go on to college, and COE contributes to the potential for permanent employment after graduation.
5. Another coordinator stated that in her school, the students only have to pass two business courses and they automatically are accepted as COE students.

The above comments indicate that teacher-coordinators will always have low-average-ability students in their programs. Most of them feel that the program should be for the low-average-ability student. These comments indicate that some teacher-coordinators in the state of Louisiana are trying to meet the needs of the low-average-ability students.

The final question asked the teacher-coordinators was if they had considered dividing the Cooperative Office Education students into two separate groups: (1) a secretarial office group, and (2) a general office or clerical group.

Some felt that this would solve their problem and they would be able to give individual instruction to the low-average-ability student, while others stated that classes were too small to divide into two groups, and their areas were too small to train for the secretarial office work. Most of the work is for general office or clerical in nature.

There was one teacher-coordinator who said that there are only boys in the class and they are not interested in being secretaries and are being trained to be general office workers.

The data presented in this chapter is the results of the questionnaires sent to each of the COE coordinators in the state of Louisiana. The first questionnaire established a need for the second questionnaire, and although all of the teacher-coordinators did not receive the second questionnaire, those that did presented enough information to show that some of them are trying to meet the needs of the low-average-ability students.

CHAPTER IV

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Recapitulation of Research Design

The problem implied that the Cooperative Office Education programs in the state of Louisiana needed to be studied in an effort to determine the adequacy of the program.

In summary, the purposes of this study were: (1) to determine the Cooperative Office Education programs in the state of Louisiana that served low-average-ability students; (2) to see to what extent they met the needs of the low-average-ability students.

The investigator utilized the descriptive-survey method of research for this study, employing two separate check lists as the data gathering instruments.

The check lists were based fundamentally upon parts of the Cooperative Office Education Handbook for COE Coordinators in the state of Louisiana.

Check lists were constructed in terms considered relevant and plausible for the survey setting. The check lists, along with a cover letter and stamped self-addressed envelope, were mailed to the respondents. Follow-up letters were mailed to the respondents who failed to return the check lists within three weeks.

At the end of the three-week period, the returned check lists were organized, the responses were tabulated, and percentages were applied to

the number of opinion responses received. Also, this included the construction of tables to illustrate the data.

Summary of Related Literature

The review of the literature pertinent to the study revealed the following:

1. There are some business education teachers that feel low-average-ability students should not be included in the COE programs, because they will represent the school in the community.¹
2. Education in general has failed to help the disadvantaged youth and vocational education has largely eliminated the group by imposing selection devices. Now the vocational educators of the nation, well aware that these students want to, or should, go to work, are attempting to meet the challenge.²
3. After reviewing studies that have been conducted to determine the vocational business success of slow learners, conclusions are that there is evidence that the slow learner can be accommodated within the lower limits of office and sales occupations if the student possesses such traits as interest and ambition.³
4. It has been suggested that the following business subjects may help meet the needs of the low-average-ability student.
 - a. General office training for those who cannot meet the requirements of stenography.
 - b. Personal typing for all pupils.

¹Richard A. Warner, "Public Approval of Business Education," The Balance Sheet, XLVI (December, 1964), p. 15.

²"Symposium: Business Education for Students of Lower Ability," Business Education Forum, XIV (January, 1960), p. 30.

³Ibid., p. 30.

- c. On-the-job training programs which assume their share of responsibility for the low-average-ability pupil.
 - d. Personal bookkeeping of a non-vocational nature designed to prepare pupils to handle their personal business affairs.¹
5. Participation in a cooperative work-experience program is one of the most effective methods of educating youngsters of varying abilities because of the availability of individual instruction furnished in the program and the high level of motivation created by the on-the-job experience.²
 6. The senior high school of Des Moines, Iowa, has established a work-study program to prepare mentally retarded youngsters for responsible jobs. A majority of the work experiences are in service occupations; others are involved in clerical and sales, unskilled, semiskilled.³
 7. An experimental program was conducted in a clerical practice program in New York with a group of girls who had been potential dropouts on the basis of poor attendance, low grades, and disciplinary offenses. The I.Q. scores of the girls ranged from 74 to 127. At the conclusion of the school year a desirable change of attitude and behavior had occurred among these girls. They were now employable, and have learned the necessary skills and knowledge for initial job competency.⁴

¹Galen Jones and Glenna F. Barnes, "What Program Can be Developed for Students with Non-Academic Abilities and Interests?" National Association of Secondary School Principals Bulletin, XXXVIII (April, 1954), p. 279.

²R. D. Balthaser, "Administering the High School Clerical Program," National Business Education Quarterly, XXVIII (December, 1959), pp. 38-44.

³Robert R. Denny and John H. Harris, "A Work-Study Program for Slow Learners," American School Board Journal, CXLVI (February, 1963), pp. 19-20.

⁴Eleanor Kane, "Clerical Practice and the Potential Dropout," Journal of Business Education, XXXIX (February, 1964), pp. 191-194.

Findings

The following statements summarize the findings obtained from the check list data from the 58 schools that have Cooperative Office Education programs.

1. Twenty-seven of the COE programs are in high schools that have rather large enrollments. Most of the schools have enrollments from 1,000 to 2,000 students.
2. Nineteen of the communities that are served by the COE programs have populations from 10,000 to 25,000 people.
3. There were five schools in operation before the Vocational Education Act of 1963. Thirty-six per cent of the schools have been in operation only two years although five were started before 1963. Those schools that have programs in operation for the last two years also come from communities of 10,000 to 25,000 people.
4. It was found that the programs that have been in operation more than five years, also come from the largest communities (over 100,000 people).
5. The COE programs in the state of Louisiana are for seniors only; and, during the 1969-70 school year, there are 830 students participating in the programs.
6. More than 95 per cent of the students in the COE programs in the state of Louisiana are of average and above-average ability.
7. About five per cent of the COE students in the state of Louisiana are of low-average-ability.
8. Only eleven schools were found to have a number of low-average-ability students in their programs.

Findings

Relative to the means by which the low-average-ability students are being served by the COE program.

1. Criteria used for the selection of students in the COE programs:

- a. Recommendations from other teachers
 - b. Interview and counsel of prospective students
 - c. Student's pattern of attendance and punctuality
 - d. Student's career intent
 - e. Interest
 - f. Educational background
2. Major objectives concerning the low-average-ability student.
- The following objectives were used by all COE coordinators:
- a. To place student in a job requiring menial, repetitive tasks.
 - b. Give the student individual instruction that will enable him to advance.
 - c. To make the student a productive member of the community.
 - d. Placing a student on a routine job in which he can succeed-- nothing complicated nor requiring initiative.
 - e. Build up self-confidence through job success.
3. All teacher-coordinators used job interview and coordinator selections as methods in placing the low-average-ability students.
4. Most training sponsors were told that they have low-average-ability students, and others usually found out over a period of time.
5. The following equipment is used in teaching the low-average-ability students:
- a. Typewriters (manual and electric)
 - b. Rotary calculators
 - c. Transcribing machines.
 - d. Adding and listing machines
 - e. Filing equipment
 - f. Key punch machines
 - g. Fluid duplicators
 - h. Stencil duplicators
 - i. Overhead projectors
 - j. Tape recorders
 - k. Filmstrip projectors
 - l. EDL projectors

6. The following specific teaching methods are used by the COE coordinators in the classroom:
 - a. Individual instruction
 - b. Rotation plan
 - c. Project plan
 - d. General discussion
7. It was found that the classroom teaching methods were the same for the average and above average students that were used to instruct the low-average-ability students.
8. The following methods are used by most of the COE coordinators in evaluating on-the-job performance of the COE students:
 - a. Rating sheet
 - b. Observation of student-trainee on the job
 - c. Conferences
 - d. How student-trainee used his job-training knowledge and his skill in class discussions
9. The evaluation of the low-average-ability student on-the-job and the evaluation methods of the average and above average students were the same.
10. The following methods were used in evaluating the classroom performance of the low-average-ability students:
 - a. Tests
 - b. Classroom participation
 - c. Individual projects
 - d. Operation of machines
11. It was found that all COE coordinators used tests in evaluating the low-average-ability student, and these methods were different from those used in evaluating the average and above average students, because they were prepared especially for the low-average-ability students.
12. The teacher-coordinators felt that the following are reasons why the program is beneficial to the low-average-ability students.
 - a. Gives the students an opportunity to make a living and compete.
 - b. The student learns that hard work leads to success.
 - c. Having an opportunity to participate in the COE program gives the student confidence he may never obtain on his own.

- d. Student becomes an independent person in the community.
13. The program fails to meet the needs of the low-average-ability students in the following ways:
- a. It does not allow time to give individual instructions when the students are in a class with the average and above average students
 - b. The program as it is, does not meet the needs of the low-average-ability students because there are too many things available that they are not able to do.
 - c. Failure comes later when he tries to go into work that he is not mentally equipped to handle, because he has not had a chance to find out what he can do while in high school.
14. The following problems were found in securing training stations for the low-average-ability students:
- a. Many employers want the cream of the crop, and it is difficult to persuade the employer that the low-average-ability student can do a good job.
 - b. It is difficult to keep students employed because the low-average-ability student lose jobs during the year.
 - c. Most training stations do not train in different areas, therefore, the low-average-ability student is usually left out.
 - d. Most employers want good COE students each year, and only a few recognize the type of student their work-station requires.

It was found that all of the COE coordinators plan to continue to have low-average-ability students in their programs because they believe the program is basically for these students.

Most of the teacher-coordinators would like to divide the COE class into a secretarial office group, and a general office or clerical group because in this way they will be able to utilize individual instruction within the classroom.

Conclusions

Within the limits of this study, the findings reported tend to support the following conclusions: (The nine participating Coordinators)

1. All nine coordinators feel that students of low-average-ability can benefit from participating in a COE program.
2. All of the nine COE coordinators agree that it is difficult to place low-average-ability students, but that there are positions that they can fill.
3. Most of the COE programs have adequate equipment to use for classroom instruction of the low-average-ability students, therefore, if they had more students of this ability, they could train more for jobs.
4. All of the COE coordinators would like to have these students in a separate class in order to give more individualized instructions.
5. Some of the nine COE coordinators felt that the training sponsor should be told that the student-learner was of low-average-ability, while others felt that he would find out during the training period, therefore, did not think it was necessary to tell the training sponsor.
6. Some teacher-coordinators felt that the training-sponsors should be informed as to the advantages of training the low-average-ability student, and they would get more cooperation.

Recommendations

The findings from the data used for this study seemed to suggest the following recommendations:

1. Teacher-coordinators who have experienced success in working with low-average-ability students should share the results of their successes with other teacher-coordinators of cooperative office education programs.
2. Research should be conducted in various geographic areas to determine the number and types of office jobs available for students of low-average-ability.

3. Teacher-coordinators should inform carefully selected prospective employers of the limitations of student-learners before these students are placed in the training stations.
4. Teacher-coordinators of cooperative office education programs should inform training sponsors of the on-the-job success that has been realized by low-average-ability students in an effort to overcome the prejudices which exist against such students.
5. Research should be conducted to determine the feasibility of having both a secretarial group and a clerical office group in the cooperative office education program.
6. Research needs to be instigated to determine the best organization and administration of cooperative office education programs for serving the needs of low-average-ability students.
7. A follow-up study should be made of the low-average-ability students that participated in cooperative office education programs to determine the extent to which the programs have served the long-range needs of these students.
8. A greater number of low-average-ability students should be included in cooperative office education programs.

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APPENDICES

7-B Abbott Street
Natchez, Mississippi
October 5, 1969

Dear Teacher:

In order to provide educators with information to help upgrade the vocational education programs in the state, and in partial fulfillment for the Master of Science degree, I am making a study of the cooperative office education programs in the state of Louisiana.

The enclosed questionnaire is being sent to all COE coordinators in the state. I would appreciate it very much if you would complete and return the questionnaire in the enclosed addressed envelope.

Your signature on the enclosure merely indicates that you have responded. All information will be used in a group analysis and individual data kept strictly confidential.

Thank you very much for your cooperation.

Sincerely,

(Mrs.) Willie Mae Bacon

Enclosure

COOPERATIVE OFFICE EDUCATION QUESTIONNAIRE

NAME OF SCHOOL _____

1. The enrollment of your high school is: (Please Check)
 - A. 0 - 500..... _____
 - B. 501 - 1,000..... _____
 - C. 1,001 - 2,000..... _____
 - D. Over 2,000..... _____

2. The approximate population of the community or communities that are served by your school is
 - A. 0 - 10,000..... _____
 - B. 10,001 - 25,000..... _____
 - C. 25,001 - 50,000..... _____
 - D. 50,001 - 100,000..... _____
 - E. 100,001 - 250,000..... _____
 - F. Over 250,000..... _____

3. Including the 1969-70 school year, your cooperative office education program has been in operation
 - A. 1 year..... _____
 - B. 2 years..... _____
 - C. 3 years..... _____
 - D. 4 years..... _____
 - E. 5 years..... _____
 - F. 6 years..... _____

4. The total number of juniors enrolled in your cooperative office education program during the 1969-70 school year is..._____.

5. The total number of seniors enrolled in your cooperative office education program during the 1969-70 school year is..._____.

SOME SCHOOLS DEAL WITH STANINE SCORES RATHER THAN I.Q. ACCORDING TO THE TYPE OF INTELLIGENCE SCORES YOUR SCHOOL USES, ANSWER EITHER QUESTION 6 OR 7.

6. If your school uses I.Q. scores, indicate in the listed classifications the number of the students currently participating in your cooperative office education program who have the following I.Q.s
 - A. Above 100..... _____
 - B. 95 - 100..... _____
 - C. 90 - 94..... _____
 - D. Below 90..... _____

7. If your school uses Stanine scores, indicate in the listed classifications the number of your students currently participating in your cooperative office education program who have the following Stanine scores
 - A. Above 5..... _____
 - B. 5..... _____
 - C. 4..... _____
 - D. 3..... _____
 - E. Below 3..... _____

Signature of Coordinator _____

7-B Abbott Street
Natchez, Mississippi
November 10, 1969

Dear Teacher:

Several weeks ago you completed a questionnaire regarding your cooperative office education program.

You indicated that there were some students in your program with an I.Q. of 90. For my study I am classifying these students as "low-average-ability students."

I have enclosed a second and last questionnaire which will be of further help to me and will appreciate it very much if you would complete and return it in the enclosed addressed envelope.

Again, all information will be used only in a group analysis and individual data kept strictly confidential.

Thank you very much for your cooperation.

Sincerely,

(Mrs.) Willie Mae Bacon

Enclosure

COOPERATIVE OFFICE EDUCATION QUESTIONNAIRE

NAME OF SCHOOL _____

I. WHAT CRITERIA DO YOU USE IN THE SELECTION OF STUDENTS FOR YOUR COOPERATIVE OFFICE EDUCATION PROGRAM? (PLEASE CHECK THOSE THAT APPLY)

- 1. RECOMMENDATIONS FROM OTHER TEACHERS _____
- 2. INTERVIEW AND COUNSEL PROSPECTIVE STUDENTS _____
- 3. STUDENT'S PATTERN OF ATTENDANCE AND PUNCTUALITY _____
- 4. STUDENT'S HEALTH RECORD _____
- 5. STUDENT'S CAREER INTENT _____
- 6. PERSONALITY CHARACTERISTICS _____
- 7. INTEREST _____
- 8. EDUCATIONAL BACKGROUND _____
- 9. MORAL RESPONSIBILITY _____
- 10. SCHOLASTIC STANDING _____
- 11. APTITUDE _____
- 12. TEST SCORES _____
- 13. PAST WORK EXPERIENCE _____
- 14. PHYSICAL SUITABILITY _____
- 15. OTHERS _____

II. WHAT ARE YOUR MAJOR OBJECTIVES CONCERNING THE LOW-AVERAGE ABILITY STUDENT?

- 1.
- 2.
- 3.

III. WHAT METHODS DO YOU FOLLOW IN PLACING LOW-AVERAGE ABILITY STUDENTS IN TRAINING STATIONS?

- 1. JOB INTERVIEW _____
- 2. COORDINATOR SELECTION _____
- 3. OTHERS _____

IV. ARE THE TRAINING SPONSORS OF THE COOPERATIVE BUSINESS FIRMS INFORMED THAT THEIR STUDENT TRAINEES ARE OF LOW-AVERAGE ABILITY?

Yes _____ NO _____

V. WHAT IS THE REACTION OF TRAINING SPONSORS IN ACCEPTING THE LOW-AVERAGE ABILITY STUDENT?

- 1. EXCELLENT _____
- 2. AVERAGE _____
- 3. POOR _____

VI, If the training sponsors are not informed, do you feel they are able to detect the student's weaknesses?

Yes _____ No _____

VII. If yes, have the training sponsors indicated to you that the student is a low-average ability student?

Yes _____ No _____

VIII. What specific equipment do you utilize in the classroom instruction of low-average ability students?

- 1. Typewriters
 - Manual _____
 - Electric _____
- 2. Rotary Calculators _____
- 3. Transcribing machines _____
- 4. Adding and Listing Machines _____
- 5. Filing Equipment _____
- 6. Key Punch machines _____
- 7. Fluid duplicators _____
- 8. Stencil Duplicators _____
- 9. Overhead Projectors _____
- 10. Tape recorders _____
- 11. Filmstrip projectors _____
- 12. Others _____

IX. What methods do you use in evaluating the on-the-job performance of the low-average ability student?

- 1. Rating sheets _____
- 2. Step-by-step training plan _____
- 3. Observation of student-trainee on the job _____
- 4. Samples of trainee's work _____
- 5. Conferences with supervisors, employers, and trainee _____
- 6. Self-rating sheets _____
- 7. How student-trainee uses his job training knowledge and skill in classroom discussions and activities _____
- 8. Others _____

X. Are these methods different from those used in evaluating the average and above average students?

Yes _____ No _____

XI. What specific teaching methods do you follow in the classroom instruction of low-average ability students?

- 1. Battery Plan _____
 - 2. Individual Instruction Plan _____
 - 3. Programmed Instruction _____
 - 4. Rotation Plan _____
 - 5. Project Plan _____
 - 6. General Discussion _____
 - 7. Others _____
-

XII. Are these teaching methods different from those used in the classroom instruction of the average and above average students?

Yes _____ No _____

XIII. What methods do you use in evaluating classroom performance of the low-average ability student?

- 1. Tests _____
 - 2. Classroom participation _____
 - 3. Operation of Machines _____
 - 4. Individual projects _____
 - 5. Others _____
-

XIV. Are these classroom evaluation methods different from those used in evaluating the average and above average students?

Yes _____ No _____

XV. How do you believe the program is beneficial to the low-average ability student?

XVI. How do you believe the program fails to meet the needs of the low-average ability student?

XVII. What problems have you encountered in securing training stations for low-average ability students?

XVIII. Do you plan to continue to include low-average ability students in your cooperative office education program? If yes why?

XIX. Have you considered dividing the Cooperative Office Education students into two separate groups: (1) A secretarial office group, and (2) A general office or clerical group?

Yes _____ No _____