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THE NEED FOR AND ABILITY TO SUPPORT A PROGRAM OF
COOPERATIVE VOCATIONAL BUSINESS EDUCATION
IN THE SALT LAKE CITY HIGH SCHOOLS

by

Calvin Dean Lowe

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

of

DOCTOR OF EDUCATION

in

General Administration

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1963

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Calvin D. Lowe

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CHAPTER I
INTRODUCTION

The United States Office of Employment Security, early in 1962, reported that there were nearly five million available workers unemployed in the United States (3). An economic recession causing industry to cut back on production, more efficient methods in the manufacturing process, and the rapid changes in labor brought about by automation were listed as a few of the causes contributing to this condition. Another cause as depicted by an industry-produced film, "The Awesome Servant," showed that a large number of Americans that have had their jobs taken over by a machine have not been re-hired because they lack an employable skill. The plight of labor was portrayed by showing that machines have either replaced or displaced laborers. Those who have skills have been displaced to help build machines, market them, tend, or repair them. Those workers who have been replaced by the machines, and do not have technical skills, are finding it difficult to remain employed. The film also indicated that many companies are keeping their displaced employees on payrolls and training them for other jobs. However, other organizations must release their employees and are forcing them to look for work elsewhere (5).

Poor educational backgrounds of workers today is an additional factor contributing to unemployment as reported by the United States Office of Employment Security. Not only is there a lack of vocational training, but the general education necessary to learn technical skills. Robert E. Halladay, manager of the Utah Manufacturers Association, in

the same year, stated that there were about 20,000 unemployed in the state of Utah with nearly that many job openings. His contention was that the unemployed could not be matched with the job openings because they lacked the skills necessary to handle the available positions (13).

In a personal interview with the writer, Mr. Arthur D. Coleman, of the Utah Office of Employment Security, estimated that 30 percent of the total number of unemployed in America belong to a group who dropped out of school prior to graduation and are under 25 years of age (3). Dr. Lawrence G. Derthick, former commissioner of Health, Education, and Welfare, reported in October of 1957 that nearly 40 percent of our youth dropped out of school prior to high school graduation (11). Because such significant proportions of the total unemployed fell in the ranks of school drop-outs there was great concern expressed by management and labor. The manner in which the schools were meeting this situation was indicative of concern expressed by educators. In a survey of 1,763,000 Americans reported in 1962, 18 percent of the 1961 high school graduates were unemployed as compared to 5 or 6 percent for all age groups (28). Those who had dropped out of school had even more difficulty finding work and were in an even more unfavorable position in the labor market with 27 percent unemployed (28). A high proportion of the employed high school drop-outs were working in agriculture, service, or unskilled classifications. Twenty percent of those employed were working on a part-time basis only (28).

Although it might sometimes appear that the drop-out left school because he lacked the capacity to measure up to the high academic standards of today's high schools, Kohler and Fontaine reported that nearly one out of five drop-outs have an I.Q. of more than 120 (15, p. 16). In

search of a solution to the problem of pupil drop-out, Kohler and Fontaine also investigated the activities of many schools and communities across the nation. In general, they found that courses in business education were doing much to keep students in school and provide them with employable skills. In their report it was indicated that a business education course entitled "distributive education" not only provided students with employable skills in the field of distribution, but almost eliminated pupil drop-out among its enrollees. From the results of this study it was found that distributive education served many communities well in holding students in school longer and prepared them better to bridge the gap between high school graduation and full-time employment (15, p. 50).

The seeming lack of balance between vocational training and the demands of business and industry, pupil drop-out and unemployment aroused the writer's interest in those factors which caused these conditions. Personal interest in the education of youth stimulated the desire to make a more intensive investigation of the need for vocational business training among young people. Because of the concentration of population, business and industry, a personal knowledge of the community and educational system in Salt Lake City, and the fact that management, labor, and the schools both state and local expressed interest, Salt Lake City was selected for the present study. Before any positive steps were taken, inquiry was made into the desirability and value of a study which might determine the need for a cooperative vocational business education program in the Salt Lake City high schools. In discussing the objective of such a study with various groups in education, labor, and industry, the writer was given much encouragement to go ahead with the undertaking. The United States Office of Employment Security, the Utah Manufacturers

Association, the Utah State Department of Public Instruction, and the Salt Lake City schools were especially encouraging. These organizations pledged their support to assist in determining the need for vocational business education training in the Salt Lake City schools. It was also recommended that the study should include an investigation of the ability of the schools and business community to work "cooperatively" together in providing an on-the-job work experience type of educational program.

Statement of the Problem

The purpose of this study is to determine the need for and ability of Salt Lake City, Utah to support a program of cooperative vocational business education in its high schools. Information will be gathered from the business community of Salt Lake City, educators, and students from which conclusions may be drawn to determine the need for a cooperative training program. Businessmen will be asked to participate in the study for their appraisal of the need for part-time help in the Salt Lake City business community, and if they are willing and able to cooperate with the schools in providing work experience for high school students. Teachers will be questioned regarding their interest and desire to teach cooperative subjects and to determine their academic and work-experience backgrounds necessary to qualify them for such an assignment. Students will be contacted to determine whether there is a sufficient number who have interest in and need for vocational training in order that a program would be warranted.

It is the contention of the writer that there is a need for cooperative vocational business training in the Salt Lake City community, and that business and industry and the schools have the ability to support

such a program. Further, it is anticipated that a number of significant benefits would accrue to the following concerned:

For the students:

1. Academic work will become more meaningful.
2. An insight into business will be gained.
3. Responsibilities of young adults in an adult business world will be learned.
4. An opportunity to earn money while learning skills will be provided.
5. The gap between high school graduation and full-time employment will be bridged for many.

For the teachers of business education:

1. Classes will gain vitality by having students in them who have had practical business experience.
2. Laboratories will be provided, in work experience stations, which will increase the student's understanding of business theories.
3. The teacher-coordinator will be provided with an opportunity to supplement his regular salary by supervising students on the job.

For businessmen:

1. Provision for the services of a professional teacher to train prospective employees will be made.
2. The provision for workers at a minimum wage during the hours the businessman needs help most will be achieved.
3. An opportunity to observe prospective employees, on the job, without becoming obligated to hire them on a full-time basis until they have proved themselves capable will be realized.

For the community:

1. Unemployment will be reduced because there will be trained workers who can offer business and industry employable skills.
2. The drop-out problem will be reduced because many young people will have their economic problems solved.
3. Many students will be encouraged to stay in school because an extended business curriculum will have attracted their interests and filled their needs.
4. Better trained youth will mean more men and women on payrolls, carrying their share of the tax load, instead of being on welfare as a public liability.

Limitations of the Study

This study consists of a survey by questionnaire and personal interview of business firms, educational administrators, teachers of business education, and high school students in Salt Lake City, Utah. Comparable data is used from the United States Office of Employment Security, business and industry, educational institutions, and related studies to show the effects of cooperative business education programs in other communities and school systems throughout the United States. Additional statistical information is used that has been gathered from business, industry, the state of Utah, and the federal government.

Only business firms engaged in manufacturing, wholesale and retail sales, finance, and the service establishments located within the Salt Lake City limits were asked to participate in the survey. The manufacturing firms were contacted whose names appeared in The Directory of Utah Manufacturers. The department stores, ladies apparel stores, men's

apparel stores, shoe stores, gift shops, hardware stores, drug stores, grocery stores, ice cream stores, and flower shops were contacted whose names appeared in the yellow pages of the 1961 Salt Lake City telephone directory. Financial institutions and dry cleaning establishments and wholesale firms in the above categories whose names appeared in the yellow pages of the 1961 telephone directory were also contacted. Educational administrators included the assistant superintendent in charge of curriculum, supervisors, principals, assistant principals, guidance counselors, and clerks. These people were all interviewed personally. Business education teachers and business education supervisors on the junior and senior high school level were the only members of the teaching staff asked to complete a questionnaire. High school students in the eleventh grade and business education students in the twelfth grade participated in the survey. Students in grades 7 through 10 were regarded as too young to objectively give an opinion on many of the questions contained in the questionnaire. It was also believed that they could not have had enough work experience to warrant opinions of value in planning a business curriculum or determine personal or vocational needs.

Procedure

A combination questionnaire and personal interview was used in contacting all respondents in this survey. The eleventh grade students in the four Salt Lake City high schools were asked to complete a questionnaire. Twelfth grade students enrolled in business education classes were also asked to complete a questionnaire (Appendix). The number of students sampled in the survey totaled 3,198. All students who participated completed a questionnaire while in attendance at their regular classes in school.

Thirty-eight of the 40 teachers in business education employed in the Salt Lake City junior and senior high schools participated in the survey by completing a business teacher's questionnaire (Appendix). This was accomplished at a district wide meeting for teachers of business education held in November, 1961.

The business and industrial firms that made up the mailing list for the business occupations survey totaled 1,051. All business firms whose names appeared on this list were mailed a letter explaining the purpose of the survey. They were also mailed a questionnaire and a self-addressed, stamped envelope in which to return the questionnaire. There was a total of 636 firms that completed the questionnaire and returned it (Appendix).

All information concerning drop-outs in the Salt Lake City high schools was obtained through personal interviews with the administrators and counselors of the four Salt Lake City high schools from the records of the various high schools and the records of the Board of Education of Salt Lake City.

Definition of Terms

The terms used throughout this study have been used in accordance with the definitions provided as follows:

Ability is defined in Winston's Dictionary as the capacity, aptitude, talent, skill, or competencies needed to perform a required task. For purposes of this study ability also includes: the ability of businessmen to provide part-time positions and on-the-job instruction for high school students. The ability of teacher-coordinators to instruct youth on marketing subjects in school and supervising their on-the-job work-experiences, and the ability of high school students to demonstrate the

maturity, interest, and personality development to handle business subjects in school and fill the adult role of an employee in the business world.

Business education for purposes of this study is that phase of education which is designed primarily to prepare students for initial positions in the field of business. Business education courses include, but are not limited to: bookkeeping, distributive education, general business, business arithmetic, office and clerical practice, shorthand and transcription, and typewriting.

Clerical training for offices is a type of training, vocational in nature, concentrating on a group of subjects such as typing, shorthand, bookkeeping; its primary objective is to prepare persons to enter a clerical job.

A cooperative program for purposes of this study utilizes a well-organized adaptation of the apprentice method, with the student-learner taking regular classwork at school while also working part-time for wages under close supervision at some assigned local business firm.

A coordinator is one who regulates, adjusts, harmonizes, and combines formal school instruction with actual job experiences, so that both have approximately the same rank and motivating power in the educational process for efficient work and life values.

Coordination means all those activities that involve patient, persistent, systematic and tactful teaching, checking, rating, commending, rewarding, and correcting necessary to make plans materialize into actual accomplishment.

Distributive education is a type of training, specifically vocational in nature, revolving around a group of skills, abilities, knowledges,

understandings, appreciations, and judgements that are integrated with such subjects as retail selling, principles of retailing, store operation and management, advertising, merchandising knowledge, and allied subjects. The primary objective of distributive education is to train individuals to participate more efficiently in the distribution of goods and services.

Distributive occupations are those jobs in which workers are employed in the commercial procedures necessary for making available to consumers the goods and services produced by others. These occupations are followed by workers directly engaged in marketing activities, or in direct contact with buyers and sellers when:

1. Distributing to consumers, retailers, jobbers, wholesalers, and others, the products of farm and industry;
2. Managing, operating, or conducting a commercial or personal-service business, or selling the services of such a business.

Need is defined in the Winston Dictionary as a state of circumstances requiring something or a lack of anything desired. For purposes of this study need also includes the need of: businessmen for part-time employees to them operate their business or help in training workers; the need of teachers for an instructional type program which provides students with a work-experience in order that classwork may become more meaningful, the need of students for part-time employment in order to gain the necessary work-experience needed to become employable, or the need of students to earn money.

A supervisor in addition to being a coordinator, is one who is charged with the responsibility of improving a state or local educational program through the professional leadership required to attain that goal.

A teacher-coordinator has the same functions as a coordinator. However, the teacher-coordinator always teaches as well as coordinates. The coordinator may only coordinate.

Training means systematic instruction and drill.

A training station, as it applies to cooperative vocational business education, is a place of employment on a bona-fide job, where planned experiences are used as aids in the teaching and learning process.

Vocational pertains to an employment, occupation, or vocation.

CHAPTER II

A REVIEW OF RELATED LITERATURE

The Cooperative Education Movement

The exact time and location of the earliest cooperative education program in the United States may not be known. However, there is evidence that the movement began about 1906 when President Herman Schneider, of the University of Cincinnati, first conceived the idea (26).

Cooperative education did not start in the regular high schools, but rather in classes for adults during extra-school hours. According to Helen Moran, in her article entitled "Distributive Education in the Boston Public Schools," the first class in salesmanship was offered to adults in the city of Boston in 1906. In 1910, other adult classes were offered to those employed in the shoe and leather trades. At the same time the program was extended to include one class in dry goods (17).

In 1912, the field of retailing was growing in the Boston area to the extent that it was creating a demand for trained salespeople. On May 20, 1912, the first course, on the high school level in retailing, was offered in Boston. In 1914, the program was extended to nine high schools on a cooperative basis. Students were excused from school on Mondays and various days when the stores conducted special sales (17).

The regular high school course work in business education found in the Boston schools consisted of a study of English, commercial mathematics, textiles, art, and design. The cooperative work experience program was also carefully planned. The schools entered into an agreement with the

stores that they would train the students in marking, stock work, and sales activities (17). In 1921, the alternate week cooperative course was introduced in one of the high schools. Under such a program the students worked in pairs. One of the students worked in the store, or office, while his partner was in school. At the end of the week, they traded places (26).

In 1911, New York City felt the need for an educational program which offered training in vocational education. The city of New York appropriated \$50,000 and employed Professor Paul Henry Hanus of the Harvard University to conduct a survey to determine the need for a cooperative type educational program. They also called in President Herman Schneider, of the University of Cincinnati, as the expert in vocational education (26). President Schneider believed that:

. . . a sound economic situation is necessary to spiritual and aspirational development. He believed that 'professional training was an obvious obligation on the part of the university' and in a like way that 'training for economic service in the ranks and in the lesser supervisory jobs was an equally obvious obligation' of the public schools. He held that the most effective and economical method of accomplishing training for the day's work was to be found in the cooperative system. (26, p. 334)

In 1914, the Board of Education of New York City passed a resolution authorizing \$100,000 to be used for cooperative education (26). The program was under the direction of Dr. Herman Schneider, whom they regarded as the champion of cooperative education. Students were assigned in pairs to work alternate weeks in offices, stores, and shops. One student was in school while the other one was on the job, thus allowing both operations to move along without interruption. By 1915, 10 schools, 63 firms and 366 students, formed New York City's first cooperative group. The majority of the boys were employed in machine shops, at clerical jobs, and in selling positions. The majority of the girls were in clerical,

selling, and dressmaking positions (26). Gimbel's Department Store is credited with having hired the first pair of students under the cooperative plan (26).

In an article appearing in the March 17, 1962 issue of The Saturday Evening Post magazine, the authors Mary Conway Kohler and Andre' Fontaine observed:

. . . all over the country the schools are graduating from commercial courses girls who can go out and get jobs--as file clerks, typists, general office workers. (Of course, we are right on the brink of losing thousands of such jobs a year to automation. One company, for instance, has built, but not yet marketed, a machine which types letters from dictation. Already electronic billing and payroll machines are performing tasks which formerly employed many thousands of girls).

Not quite so widespread but almost as effective have been high school courses in distributive education--salesmanship, merchandising, and so on. Much commercial and distributive training is given by what is called work-experience education--that is, the student works half time and goes to school half time. Such training requires the cooperation of businessmen in the community and, in most places, gets it. Usually two students share one job, one working while the other goes to school. And usually the drop-out rate from this kind of training is negligible--eight out of ten graduates remain with the firm that trained them. (16, p. 50)

In their Saturday Evening Post article Kohler and Fontaine further described activities in this field:

Three vocational schools in New York City, for example, have a course in oil heating that shows what can be done when an industry and the schools work together. The boys are taught all about oil heating equipment and its repair. The industry has a major share in recruiting the teachers, in deciding on the curriculum, and on what equipment will be used to teach the youngsters.

When the boys are graduated, they are placed as trainees with oil companies for six months; at the end of that time, they are put on the job, admitted to the union, and, other things being equal, are set for life. They are so well trained that most oil companies are eager to get them. This is the kind of organized, logical transition from school to work that could be arranged for the millions of youngsters if industry, unions and schools worked together. These boys waste no years in aimless floundering. (16, p. 62)

Support of Cooperative Vocational
Business Education

In 1936 and 1946 the federal government passed legislation which appropriated funds to be used in the field of distributive education. The two acts which provided federal aid to business education were the George-Deen Act of 1936, and the George-Barden Act of 1946. Under the George-Deen Act approximately \$15,000,000 was appropriated for vocational education. This act also extended the program to include distributive education. In 1946, the George-Barden Act was passed, which superseded the George-Deen Act and provided \$28,850,000 annually for vocational education; in 1948, these funds were increased to \$36,050,000 (29). Of the total appropriation \$2,500,000 was designated for distributive education and apportioned for expenditure in the proportion the state's population related to the total population of the several states and territories. The sum of \$15,000 was fixed as the minimum amount that any state or territory shall receive during any one fiscal year. The funds were to be used:

. . . in the maintenance of adequate programs of administration, supervision, and teacher-training; for salaries and necessary travel expenses of teachers, teacher-trainers, vocational counselors, supervisors and directors of vocational education and vocational guidance; for securing necessary educational information and data as a basis for the proper development of programs of vocational education and vocational guidance; for training and work-experience training programs for out-of-school youths; for training programs for apprentices; for purchase or rent of equipment and supplies for vocational instruction: Provided, that all expenditures for the purpose as set forth in this section shall be made in accordance with the State plan for vocational education. (29, p. 13)

In order for a distributive education program to meet the requirements necessary to qualify for reimbursement under the George-Barden Act, part-time classes must conform to the following standards (29).

1. Persons enrolled in part-time classes must be employed in distributive occupations.
2. Enrollees must be at least 16 years of age.
3. Part-time students must be employed during the school year for not less than 15 hours per week.
4. Cooperative classes must conform to plans A, B, or C as set forth in detail in the Appendix.

In about 1939, the John Hay Cooperative Office Course was started on a voluntary basis during a period when jobs were scarce. The students would work two or three afternoons a week in hospitals, schools, settlement homes--the places confined almost entirely to charitable or public institution offices. Only twelfth graders were allowed to participate (9). Today the cooperative educational program is extending to office training programs as well as in other vocational areas.

Distributive Education in
Salt Lake City, Utah

According to James E. Haslam, former principal of adult education in the Salt Lake City schools, distributive education in Salt Lake City was initiated on the adult level in 1938. This program was conducted in the "Vocational Center" under the supervision of Mr. Haslam and Earle F. Gardemann. Classes in salesmanship, advertising, and other marketing subjects were offered to adults who were already employed in distributive occupations. The purpose of the courses was to help employees become more proficient in their work. Businessmen and public school teachers were used to instruct these classes whose salaries were reimbursed in part from federal funds provided under provisions of the George Dean Act of 1936.

Cooperative distributive education on the high school level officially started after the Second World War in 1946 with passage of the George Barden Act which superseded the George Dean Act and increased the funds available for distributive education. Mr. Gardemann and others were instrumental in getting merchants in northern Utah to donate store display and merchandising units to high schools in Logan, Ogden, Provo, and the three Salt Lake City high schools. Various merchants in these cities also donated display forms, cash registers, package wrapping equipment, and items of clothing, jewelry, and cosmetics which were used in the classroom instruction.

Teacher-coordinators were engaged for the Salt Lake City high schools who taught salesmanship, fashion merchandising, merchandising, and cooperative distributive education. The cooperative program was limited to twelfth grade students and the other classes were offered to both eleventh and twelfth grade youth. The students enrolled under the cooperative program spent their mornings in regular classroom instruction and afternoons on-the-job in various types of distributive positions. Teacher-coordinators also spent their mornings on campus and afternoons in the business community of Salt Lake City. They taught distributive classes in the mornings and their afternoons were devoted to supervising student activities on-the-job.

Records of the Salt Lake City high schools showed that in the school year 1950-51 there were 324 students enrolled in merchandising classes in the three high schools. In the school year 1961-62 Highland High School enrolled 20 students in sales training and West High School 24 students. East High School and South High School had no students enrolled in distributive subjects (8).

Cooperative Education in Utah

Mr. Allan L. Petersen, State Supervisor of Business and Distributive Education in Utah indicated some of the activities conducted in the state of Utah. On May 12, 1961, the Utah State Board for Vocational Education passed House Bill 281 (Appendix) which provided additional classroom units in six Utah high schools as a pilot study in vocational business education (21). The purpose of the program and the provisions of House Bill 281 under which vocational business education classes operate were summarized as follows:

1. To help meet the labor training needs of Utah's rapidly expanding business and industrial economy.
2. To aid in defraying the additional costs involved in vocational courses in the upper two grades of senior high schools in Utah.
3. To establish standards for such courses, develop course outlines, and improve teacher competencies.

West High School of the Salt Lake City School District, was one of the two large high schools chosen for the pilot study. During the school year 1961-62, 38 students participated. Eighteen were enrolled in a class entitled, "advanced dictation and transcription," and 20 in a class entitled, "clerical office practice." Of the 38 students enrolled in these classes 18 were employed on a part-time basis by various business firms in Salt Lake City. During the school year these employed students earned a total of \$7,312.95 or an average of \$406.27 per student. Twelve of the students were engaged in stenographic work, five as cashiers and/or clerical, and one in service activities (10).

The Manpower Act

On March 15, 1962, President Kennedy signed into law the Manpower Development and Training Act of 1962 (35). According to Seymour L. Wolfbein, Deputy Assistant Secretary of Labor, this act marked a course of events to be watched with interest by observers both in America and abroad as a possible solution to the problem of unemployment. The purpose of the act was to provide training for part of the several million who were either presently unemployed or lacked full-time employment. Five major propositions reflected the philosophy of the administration of this legislation (35):

1. Everyone can be trained; every man and woman properly guided, tested, and trained can develop an employable skill.
2. Everyone needs to be trained and/or re-trained in order to meet the demands of America's changing economy.
3. Training is needed everywhere. In the United States, industry, business and commerce is on the move creating enormous changes in the location of employment opportunities.
4. The status and quality of vocational training must be upgraded.
5. Trainers and trainees must assume the responsibility of being responsive, flexible, and adaptable.

The act provided:

1. A three-year program of occupational training with those earning less than \$1,200 per year having priority.
2. Training to be carried out primarily through the existing state vocational agencies.
3. The apportionment of federal funds among the states are based

on the size of the labor force, the level of insurance benefits, and the incidence of unemployment within each state.

4. The training allowances to be roughly equal to unemployment compensation benefits in the respective states.

5. The appropriations authorized were \$5,000,000 prior to June 30, 1962, \$100,000,000 the first year, \$165,000,000 the second year, and \$165,000,000 the third year.

6. The cost of the training program to be financed 100 percent by the federal government the first two years, and on a 50-50 federal-state matching basis the third year (35).

Studies in Cooperative Business Education

In 1935, according to Smith and Roos, a survey was conducted to determine the value of the cooperative education program to the schools, students, and industry of New York City. The survey covered cooperative graduates of the classes of this type from January, 1928 to January, 1935. Some of the findings were:

1. Of the 357 graduates employed by one company, at the time of graduation, 184 or 51% were still employed by the same company in February, 1935, or eight years after the first of the 357 had graduated.

2. That these 184 were on highly diversified jobs.

3. The positions occupied, while largely of clerical nature, included many of a supervisory nature and several senior clericals, a service manager's and an assistant buyers's. (26, p. 335)

In 1935, Percy Straus of Macy's department store, wrote the following endorsement of the cooperative movement in a letter to Grace Brennan, Assistant to the Director of Placement and Guidance for the New York City Schools:

Cooperative high schools are an essential part of the secondary school system of any progressive city.

From the point of view of the child, there were two reasons, broadly, why so small a percentage did not continue beyond the grades. One was, and is, economic pressure, or the need to help out the family budget; the other is a realistic attitude towards life which yearns for action and is bored with continued study.

The cooperative high school meets both of these reasons why children do not go to high school. By providing a weekly wage in alternate weeks, the family budget is helped. By providing more direct contact with the bigger world outside of school, every alternate week, the second difficulty is in a large measure overcome.

From the point of view of the school system, a more complete development of the cooperative high school will gradually decrease and presently entirely eliminate the need for the continuation school, which is a disagreeable necessity at best.

From the point of view of the employer, the young boys and girls who spend alternate weeks in industry supply the raw material, which, by the end of the high school period, can be made into the most efficient type of employee.

At Macy's we have been interested in these part-time high school students from the beginning of the movement in New York. We have found the cooperative student really cooperative, anxious to learn, regular in attendance, and ready, at the end of the school period, to assume greater responsibility.

I heartily endorse the statement that 'cooperative high schools are an essential part of the secondary school system of any progressive city.' And I am now going to quote from an article by James Bryant Conant, the President of Harvard University, whose article appears in the current Reader's Digest.

"In my opinion, our system of public education has potentialities of which we little dream. In this century we have erected a new type of social instrument. Our secondary school system is a vast engine which we are only beginning to learn how to operate for the public good. And I hope that it will aid us in recapturing that great gift to each succeeding generation--opportunity, a gift that once was the promise of the frontier." (26, p. 329)

In 1951 the state of Virginia began a progressive five year study to determine the types of jobs high school graduates were engaged in after leaving high school. Over 5,000 students who had taken distributive education during the period 1951 through 1956 were selected in an effort to determine whether the program was accomplishing its purpose. From a sampling of 5,733 distributive education graduates, 1,167 individuals responded. Fifty-four percent of the 57 percent who were working were still engaged in distributive occupations; 20 percent in office occupations, 18 percent in trades and industry, and 8 percent in other

occupations. This study also showed that only 4 percent were attending school. It was concluded that the students in Virginia regarded distributive education as a terminal subject (34). It was also assumed that the students who trained in distributive education were satisfied with their area of training and chosen field (34).

The state of Georgia conducted a follow-up study of distributive education graduates for the years 1955-56 and determined that of the 372 former students who responded to the questionnaire, 62.9 percent were working at the time they participated in the Georgia study. Three-fourths of this group were still in distributive occupations with 48.7 percent still on the same job they had in high school (12). Of the other 37.1 percent who were not working, 6 percent were in college and not working and 31.1 percent were in the armed forces or housekeeping. The percentage of women working was 10 percent higher than that of men. The percentage of men in college and not working was higher than that of women. The study further indicated that of the 234 graduates still working, 50 percent were in retailing jobs, 24.8 percent in distributive education service jobs, 11.5 percent in secretarial or office work, 2.5 percent in trade and industry, and 11.2 percent in other types of work (12).

In 1955 a survey study was undertaken to determine the need for a work-experience type program in the high schools of Torrence, California. It was hoped that the survey would aid in finding possible work stations, help determine the skills needed to fill these positions, and other information needed in gearing the high school curriculum to a work-experience educational program (1).

The demands of businessmen for part-time workers in Torrence indicated a need for a cooperative program and stimulated interest on the part of

school officials. As early as November of 1955 members of the staffs of two of Torrence's high schools demonstrated their interest in a work-experience program. They searched the available literature and began planning for a pilot study to be conducted the second semester of the school year 1955-56. At the beginning of the second semester, 30 students were enrolled in a distributive work-experience program. The program was to be jointly sponsored by the Torrence Unified School District and various businesses in the City of Torrence California (1). Lysle R. Albro, in reporting the findings of the study, concluded that there was an interest in the work-experience program as evidenced by the support given by those concerned. There were 153 training stations available, 42 of which were considered distributive in nature. Mr. Albro recommended a training program which offered classes in basic business, bookkeeping, business law, consumer economics, business machines, retail salesmanship, merchandising, and work-experience education for the high schools of Torrence, California (1).

In 1958 the Torrence Unified School District made a follow-up survey report of distributive and diversified work-experience education programs in Torrence, California. The purpose of this survey was to evaluate the work-experience education program there. Special importance was placed on discovering how the program had affected attendance and pupil drop-out, vocational planning, attitudes, social maturity, scholarship and citizenship. The study included a survey of 321 students and the employers who had been actively engaged in the program. Questionnaires were mailed to more than 200 students with an 80 percent return. There were 121 different employers who were mailed questionnaires. Eighty-nine percent of this group completed and returned a questionnaire.

Lysle R. Albro, district coordinator of work-experience education, made the following conclusions from the results of the survey (2):

1. Students, generally, enrolled in the program for reasons other than financial. Only 35.6 percent expressed need to work at the time they enrolled with only 16.8 percent indicating a definite financial need. However, of the group who had to work, 23 of the respondents stated that they would have had to quit school and go to work to support dependent members of the family if it had not been for the program.

2. Grades improved for about 46 percent of the students enrolled in the program with less than 1 percent indicating that their grades were down. The balance of the students grades remained the same.

3. Improvements in attitudes were claimed by almost all of the respondents.

4. More than half of the group believed that the work-experience program contributed greatly to their making a vocational choice.

5. Businessmen claimed that the student's command of basic skills improved while participating in the cooperative program. Individual instruction was credited with doing much to improve the students in their basic skills.

It was further concluded by Mr. Albro that the work-experience education program at the Torrence Unified School District was of the utmost value to the students who participated. The improvement in grades, attitudes, social maturity, and finances showed that the program was a valuable curriculum offering (2).

The Grossmont Union High School District, San Diego County, California, made a survey in 1958 to determine the need for a distributive education work-experience program. Approximately 475 questionnaires were

received from business and industrial firms in the San Diego area. Eighty-two percent of the respondents said that if business warranted they would be willing to hire high school students and cooperate with the schools in a work-experience training program (27). More than 25 percent (122) of the businessmen indicated a willingness to serve on an advisory committee. Dr. Fred M. Tidwell in reporting the findings of the survey concluded that there was an interest in distributive education with over 50 percent of the students indicating they wanted to take a work-experience type class in school. Dr. Tidwell further concluded that there was a need for distributive education and the community was able to give the program the support necessary for its success. In his recommendations Dr. Tidwell advised that a program be launched, with the assistance of the Bureau of Business Education of the California State Department of Education, which would provide high school students on-the-job work experience (27).

The Need for Research in Cooperative
Vocational Business Education

Allan L. Petersen, Utah State Supervisor of Business and Distributive Education, indicated that there has been very little research completed in the field of cooperative vocational business education. Studies to determine the need for and ability to support cooperative vocational business education are practically non-existent. In an effort to find other studies dealing with this topic 112 letters were mailed to state supervisors and teacher-trainers throughout the United States and its territories requesting such information. Although 55 of the addressees responded to the written letters, no additional studies dealing with the need for and ability to support cooperative business education were found

to exist. The reasons for this condition ranged from lack of funds to the recency of the program. Mr. Petersen pointed out that most distributive education programs were not initiated until after 1946 with the passage of the George Barden Act. Since then, the lack of available funds and the lack of qualified personnel to conduct research studies has greatly limited the amount of research completed in cooperative vocational business education (22). In a 1962 Circular from the U.S. Office of Education entitled "Patterns of Research in Distributive Education," experts in the field of distributive education concluded that much research is going on in the field with very little being recorded (6). These authorities report:

Distributive educators have been in the unhappy position of having very little literature in their field. Information about the majority of areas basic to the development of the distributive education program has not been available. Such provincialism must be eliminated. (6, p. 11)

CHAPTER III
THE COMMUNITY OF SALT LAKE CITY

On July 24, 1847 a group of 148 Mormon pioneers entered the Salt Lake valley and heard their leader, Brigham Young, proclaim "this is the place." By the end of the year there were 1700 individuals in the group (23). In 1850 a census showed that there were about 12,000 people living in the new territory (19). From 1847 the population steadily increased to approximately 940,000 residents in 1962 (4).

Most of the population in Utah is concentrated within a 75 mile radius of Salt Lake City, the state's capitol. The 1960 U.S. Bureau of Census report shows that there are 383,035 people living in the Metropolitan Salt Lake area with over 200,000 of this group living within the Salt Lake City limits (23). It also shows that nearly three-fourths of the state's population resides along the "Wasatch front," a group of counties which are located at the foot of the Wasatch range of mountains. Here is where the majority of Utah's trade and industry, transportation facilities, financial institutions, and residential and commercial growth and development is found.

The transportation facilities in the Metropolitan area of Salt Lake include railroads, air freight, and motor freight lines. These connect Salt Lake City with all the major cities of the western United States and places the area within a few hours travel time from Los Angeles, San Francisco, and other important western marketing centers (23).

Salt Lake City is situated near the mountains and has four seasons which provide its residents with a variety of recreational activities.

Skiing, hunting, fishing, hiking, boating, water skiing, swimming, and golfing are some of the major outdoor sports available. Yellowstone Park, Bryce Canyon, Zions Canyon, Cedar Breaks and other national parks are only a day's drive from Salt Lake City which add variety to the other recreational activities for those who care for the out-of-doors (23). Indoor recreational activities include bowling, skating, swimming, dancing, and many other sports. In addition to these participating sports, there are musicals, plays, and ballets brought to Salt Lake City from all parts of the country. The Utah Symphony Orchestra and the famed Mormon Tabernacle Choir provide entertainment for the community and the state.

From the time Utah was first settled until about World War II the state received income primarily from agriculture and mining. For the last 20 years a substantial increase in the amount of manufacturing has taken place in the state. The U.S. Department of Commerce figures show value added by manufacturing in Utah increased from \$87,000,000 in 1939 to \$515,000,000 in 1960 (28).

Salt Lake City is considered by some as the hub of a vast mineral producing area. There are more than 214 varieties of minerals produced in the state of Utah alone. With the exception of tin most of the useful minerals are found here (23). According to Dr. ElRoy Nelson in his book "Utah's Economic Patterns," Utah is an important source of copper, gold, lead, molybdenite, silver, uranium, vanadium, and many other minerals. Not only are the minerals found in variety but also in abundance (19). The state of Utah is the largest producer of coal west of the Mississippi River, and Utah coal is considered by industry as of a good quality (19). In addition to coal, Utah also produces petroleum, natural gas, and electric power as a source of energy for residential, commercial, and industrial use.

Industries presently found along the Wasatch front include the Geneva Works of U.S. Steel's Columbia Geneva Division which produces 2½ million tons of finished steel a year (23). The Kennecott Copper Corporation's Bingham mine is reported to be the world's largest open-cut copper mine and its production is the greatest in the United States (19). Four Petroleum refineries located a few miles north of Salt Lake City refine over 30 million barrels of crude oil annually (23). One of Utah's newest industries is the missile industry which had its beginning in about 1957. Today there are more than 17,000 people employed in this industry which accounts for 31 percent of the people in Utah engaged in manufacturing (32). Most of the missile industry's facilities are located within 75 miles of Salt Lake City with many of their employees residing in the Salt Lake Metropolitan area. There are also more than 20,000 others who are employed in supporting positions such as clerical, transportation, etc. (14). Approximately 600 other manufacturing firms are also located in the Salt Lake area; some of America's leading corporations are among this group. Of the 600 or more manufacturing companies whose names appear in the "Directory of Utah Manufacturers" as being located in the Metropolitan Salt Lake area, over 460 of them have their offices located within the Salt Lake City limits.

Within the Salt Lake City limits several office buildings are now under construction. In 1962 construction began on a new "federal building" for the United States Government. The Church of Jesus Christ of Latter-Day Saints is building a 25 story office building together with several other commercial type structures. The Kennecott Copper Corporation is constructing an 18 story office building. Other office buildings, banks, parking terraces, department stores, etc. were all

started in 1962. Many structures have also been announced as being in the planning stage with construction to start within the next few years (4).

Many large firms which have their manufacturing plants located outside of the state of Utah have marketing representatives located in Salt Lake City. Because of its location Salt Lake City is considered by some as a fast growing marketing center. The Salt Lake City Chamber of Commerce in a publication entitled "Greater Salt Lake Area" stated:

Business Week has termed the western United States as 'truly the first and richest of the new American markets. Of all the regions it boasts the largest increase in population income. It looks to the brightest prospects.' This area, consisting of the 11 western states, Hawaii and Alaska, is experiencing a population growth rate more than double the national average.

Salt Lake City is at the very heart of this great and growing market. Because of its advantageous position as hub of a great wheel, the Pacific Coast being one section of the rim, Salt Lake City is the best location from which to reach the entire west. From here to the major markets in the West are shorter than from any other single point. They give direct access to the great population centers of the Pacific Coast--Los Angeles, San Francisco, Oakland, Portland and Seattle. (23, p. 16)

Employment in Utah

Dr. Nelson's book shows that the employment in Utah has followed a close parallel with the population growth of the state. The wages have increased since World War II, and employment and job openings have increased at an even greater rate (19). At present the rate of growth in Utah is about $2\frac{1}{2}$ percent per year and stands at nearly one million residents (4). The rate of employment growth for the state of Utah is about 2.2 percent which is well above the national average of 0.8. The Salt Lake Metropolitan area has a more rapid employment growth rate which is presently at 3.5 percent (18). In 1952 44.6 percent of the classified

workers in Utah were employed in the Metropolitan Salt Lake area. In 1962 this increased to 49.5 percent. In a report entitled "Employment and Population Analysis and Projections, Salt Lake Metropolitan Area, Utah and the United States," Drs. Lawrence Nabers and Jewell J. Rasmussen, showed that this increase is expected to continue. It was further pointed out that this concentration of employment would be even more noticeable if the entire Wasatch front were included (18). In presenting the overall trend in business activities the categories (Appendix) of Food and Lumber, Primary Metals and Transportation and Communications were below the average rate growth by the largest amount. The categories accounting for the largest increased amount were Nonmetallic Minerals and Chemical Products, Metal Fabrication, Government, Distribution, Finance and Service.

Distribution, which includes all wholesale, retail, and other marketing activities involves many of Salt Lake City's employed. In commenting on distribution, Nabers and Rasmussen state:

Salt Lake Metropolitan Area--Growth Rate: 3.5 percent.

Employment in the Distribution category in the Metropolitan Area increased from 30,581 in 1952 to 39,681 in 1960, a rate of increase of 3.3 percent per annum. The rate of increase from 1954 to 1960 was 4.4 percent per annum. The average percentage increase was 3.3 percent, and when the widest and next widest deviations from the mean were eliminated, the result is 2.8 and 3.2 percent respectively.

Distribution is the largest employment category in the Metropolitan Area, and an examination of the location quotients indicated that it is also a major export category providing services for the rest of the state. Therefore, this category is expected to grow at least as fast as total employment has been growing in the Metropolitan Area, which, as indicated above, has been at a rate of 3.5 percent per annum. That rate also is representative of the experience in this category during the base period.

In Utah employment in Distribution increased from 48,234 in 1952 to 62,895 in 1960, a rate of increase of 3.4 percent per annum. The rate of increase from 1954 to 1960 was 4.0 percent. The average percentage increase was 3.4 percent, and when the widest and next widest deviations from the mean were eliminated then the result was

3.9 and 3.5 percent respectively.

The Salt Lake Metropolitan Area will continue to grow at a faster rate than the state. It will also, as has been pointed out, increasingly play the central city role in providing services and acting as a distribution center for the rest of the area. Therefore, the growth rate for Distribution for the state is being projected at a slightly lower rate than for the Metropolitan Area. (18, p. 81-82)

In a speech given by Curtis G. Harding, administrator of the Utah Office of Employment Security, to the Utah Occupational Outlook Conference on March 8, 1962 he stated:

We live in a rapidly changing economy. Not long ago, Utah was strongly oriented towards agriculture and mining. Today Utah has become industrialized.

What happens to us occupationally as our industrial patterns change? Unskilled and agricultural occupations are declining, professional technical, clerical, skilled and service type occupations are growing.

The fastest growing occupations in Utah during the 1960's will be professional and technical for men and clerical and service for women. This forecast is based on new information from the U.S. Census of 1960 and industry data from the Department of Employment Security.

There is a sobering note in the low number of only 1,000 new job total expected in unskilled labor and the net loss of 3,000 jobs for men in agriculture.

If you are of the male sex and are looking for a job in the 1960's your chances for obtaining one of these newly created jobs are about 50 to 1 better if you have learned some skill, or have some professional, technical, or other training. That is, there will be 50,000 new jobs available to those categories compared to the 1,000 new unskilled.

JOBS FOR WOMEN

The most rapidly growing occupation for women will be in the subgroup of stenographers, typists and secretaries with an increase of 11,000. This is an anticipated 92 percent gain between 1960 and 1970. Another clerical subgroup, consisting of business machine operators, etc., should increase by 17,000 or 81 percent making a grand total of 28,000 new jobs expected in the entire clerical category.

The biggest occupational group in terms of total job openings will be clerical. These are the secretaries, stenographers, typists, bookkeepers, file clerks, etc., mostly women. The estimate is for

fifty-five thousand total during the decade, or 5,500 average per year.

Total job openings in the rapidly growing technical and professional occupations would reach 42,000 with almost as many from replacement as newly created ones. Total service job openings at 39,000, managers and officials 23,000 and sales 16,000 will all be significant.

The most dramatic change from the past that we can expect in the next decade is the scarcity of unskilled and agricultural openings--only 9,000 in unskilled, all but 1,000 of which will be replacements, and 5,000 replacements in agriculture. It's a disturbing fact that no longer can most of the unskilled, untrained, inexperienced workers expect to find employment. Chances are they will find unemployment. (31, p. 5-6)

The Salt Lake City Schools

The public supported schools of Salt Lake City comprise 46 elementary, 13 junior high schools, 4 senior high schools, and the Adult Evening School. Utah state-supported schools located in Salt Lake City include the Salt Lake Trade Technical Institute, and the University of Utah. In addition to the public schools there are private schools for students from nursery school through the fourth year of college. Business colleges, beauty and barber schools, and various other trade schools are also found in Salt Lake City. In October of 1962 the public elementary schools in Salt Lake City had a total enrollment of 23,934 students; junior high schools enrolled 8,819, and the senior high schools had a total population of 8,028 students. The four Salt Lake City high schools had graduated 2,099 full-time day students and 20 part-time students for a total of 2,119 for the year 1961-62 (25). Salt Lake City school administrators anticipate an increase in the high school student population through 1965. This is due to the large number of babies born immediately after the Second World War. After 1965 a leveling off in enrollment is predicted or a slight decrease in the number of students who will attend the Salt Lake City high schools (25).

The four Salt Lake City high schools have been located near the center of the various residential sections of the city. This has required of students a minimum amount of travel to school. West High School is located on the northwest side of town, South High School in the south central, and East High School and Highland High School are located on the east bench near the bulk of Salt Lake City's residential area. Highland High School is located the greatest distance from the center of the Salt Lake City business district. All Salt Lake City high school students are taught in buildings within about $4\frac{1}{2}$ miles from the heart of the city or approximately 10 minutes travel time on the city bus. All of the schools are located on the main bus lines, thus providing service every few minutes throughout the school day.

The policy of the Board of Education of Salt Lake City is to provide three types of curriculums for their high school students. The manual entitled "Curriculum Foundations" states:

THE SENIOR HIGH SCHOOL completes the basic educational program for the majority of pupils and prepares those who seek further education for entrance to vocational school, college, or university. It provides a background of training and participation in democratic processes, civic responsibilities, general culture, social competencies, and good health practices. It aims to aid each pupil to develop his own possibilities and capacities to the best advantage.

The senior high school aims to provide pupils with differentiated programs based upon individual guidance. It affords three programs classified broadly as college-preparatory, general, and adjusted.

Pupils electing a college-preparatory program should be average or better in scholastic ability and achievement. They should be guided to meet college-entrance requirements.

The general program is designed for those for whom the high school is terminal. It permits a wider range of election among the course offered and provides for basic training in some vocational areas.

The adjusted program provides for pupils whose academic abilities and achievements are limited. (7, p. 18)

Generally speaking, the curriculum for each of the four Salt Lake City high schools is the same. The academic program is designed to provide students with a general education to help them become worthy citizens. In personal interviews, counselors of the four Salt Lake City high schools indicated that most of the students take a college preparatory program with the hope that they will be able to attend a college or university after graduating from high school.

The Allan L. Petersen study shows that 87 percent of the young men in the state of Utah choose professional goals for themselves (24). However, the records of the Board of Education of Salt Lake City and those of the high schools reveal that less than 15 percent of the graduates from West High School enter college. East and Highland High Schools show as many as 70 to 80 percent of their graduates start college, and South High, 38 percent. However, the administrators from the various high schools state that less than half of those who start complete college (3).

During the school year 1960-61, 296, or 14.8 percent, of the 2,002 students who were registered at West High School in the fall dropped out before the end of the school year. Eight and one-half percent of South High School's students dropped out, East High School had 5.0 percent quit, and Highland High School had 3.9 percent terminate their education during the same school year (8).

The prospects of business and industrial growth in Salt Lake City, the high percentage of workers engaged in clerical and distributive occupations, and the small percentage of students being trained in these areas by the Salt Lake City high schools, has become a matter of great concern to many educators in Utah. During the school year 1961-62 there were 44 students enrolled by the Salt Lake City high schools in

"salesmanship," a class designed to train students for the field of distribution (8). This is less than $\frac{1}{2}$ of 1 percent of the high school students being trained for a field which employs more than 28 percent of Metropolitan Salt Lake City's residents (8). Approximately 16 percent of Salt Lake City's employed are engaged in work under the job classification "clerical workers" (30). In the Salt Lake City high schools only 20 students enrolled in a class called "clerical practice." The small enrollment in distributive education classes in the Salt Lake City high schools has caused alarm to those responsible for vicational business training of high school students in Utah (20).

CHAPTER IV

THE NEED FOR AND ABILITY TO SUPPORT A PROGRAM OF COOPERATIVE BUSINESS EDUCATION IN THE SALT LAKE CITY SCHOOLS

Business and industrial firm's personnel, teachers of business education, and high school students were asked to complete questionnaires which were designed to serve bases for determining the need for and the ability of the citizens of Salt Lake City to support a program of cooperative business education in the Salt Lake City high schools. The results of these questionnaires were tabulated and are presented in four parts of this chapter. The first part deals with the information provided by responses to 12 items of the "Business Occupations Survey" (Appendix). The second part presents data dealing with 13 items the teachers of business education, in the Salt Lake City junior and senior high schools, were asked to complete. The answers, and related information to the 15-item "Student Survey" questionnaire (Appendix), are presented in part three. In the fourth and last section of this chapter, a comparison is made between the answers given by businessmen and teachers of business education to the questionnaires submitted to them.

Tables have been used to facilitate analysis and interpretation of the data supplied by the respondents to questions asked in the various questionnaires. All of the respondents were also encouraged to make comments and/or suggestions. These observations have been presented in the Appendix. All items in the questionnaires were arranged in an order designed to minimize efforts on the part of the respondents to answer

the question with anticipation or prejudice. In presenting the results in this chapter, however, the items have been re-arranged to provide continuity.

The Business Occupations Survey

Executives and personnel officials of business and industrial firms located within the Salt Lake City limits were mailed a copy of the questionnaire, the answers to which enabled them to indicate their willingness and ability to support a program of cooperative business education. The Business Occupations Questionnaire, which consisted of 12 items, was accompanied by a letter (Appendix) bearing the signature of Allan L. Petersen, the Utah State Supervisor of Business and Distributive Education, Utah State Department of Public Instruction. The covering letter explained the purpose of the survey and asked the addressee to return the questionnaire in a self-addressed, stamped envelope which was provided. The first mailing list comprised 1,051 names of Salt Lake City business firms. Letters were mailed to 466 manufacturing companies whose names appeared in the Directory of Utah Manufacturers, and whose place of business was located within the Salt Lake City limits. The remaining 585 letters were mailed to a group of Salt Lake City retail and wholesale establishments, financial institutions, and dry cleaners whose names appeared in the yellow pages of the 1961 telephone directory. Of the total number of letters posted, 30 letters were returned with notations which indicated they could not be delivered for various reasons. This left a net total of 1,021 letters which were actually delivered to the addressees.

Timing was considered to be a very important factor in getting an adequate return of the completed questionnaires. All letters were mailed in order that they might be delivered in the middle of the week. It was believed that most businessmen had more time to complete the questionnaires on Tuesday or Wednesday than on other days. Notice was also given in advance that the questionnaire was being mailed, when to expect it, and a request to complete and return the questionnaire promptly. This notice was conveyed to the respondents by means of letters and circulars sent to the various business organizations concerned. The Utah Manufacturers Association sent a letter (Appendix) to all of its members a few days before the questionnaire was posted. Similar notices were also mailed to members of the Retail Grocers Association and the Salt Lake City Chamber of Commerce.

Most of the letters were mailed during the first two weeks in December. However, questionnaires delivered to apparel shops, department stores, hardware stores and gift shops were posted the second week in January of 1962. This date was selected because it was believed that these business firms would not take the time necessary to complete the questionnaires if mailed near the Christmas rush.

Approximately 38 percent of those who received letters from the first posting returned the questionnaires. This percentage of returns was considered insufficient, thus a second mailing list was prepared from among those who did not respond to the initial request. The second posting of letters was effective in securing the cooperation of businessmen to the extent of returns totaling 636 of the 1,021, or 62.3 percent.

Table 1 consists of a tabulation of the responses to item one on the business occupations survey. The information requested respondents to

identify the type of business activity in which they were engaged. This item also called for information which shows the various categories responding to the entire questionnaire.

Table 1. Type, number, and percentage of business firms responding to the business occupations survey

Item	Type of organizations	Number	Percent
Please indicate the type of business you are engaged in.	Financial	64	10.1
	Manufacturing	245	38.5
	Retail	212	33.4
	Wholesale	43	6.7
	Service	55	8.6
	Others	<u>17</u>	<u>2.7</u>
	Total	636	100.0

From Table 1 it is observed that the largest number of any one of the types of organizations responding was manufacturing firms. In this classification 245, or 38.5 percent of all of those submitting answers to the questionnaire fell in this category. There was a total of 374, or 58.8 percent, in fields of distributive occupations (financial, retail, wholesale, and service), and 17, or 2.7 percent who did not indicate the type of their organization.

Item number two of the survey asked the question, "Do you require high school graduation of your full-time employees?" Of the 636 firms who completed the questionnaire 625, or 98.3 percent responded to this question. Table shows the answers given to item two.

Table 2. Number and percentage of Salt Lake City business firms requiring high school graduation of full-time employees

Item	Answer	Number	Percent
Do you require high school graduation of your full-time employees?	Yes	305	48.0
	No	320	50.3
	No response	<u>11</u>	<u>1.7</u>
	Total	636	100.0

Three hundred and five of the 636 business respondents answered "yes" to item two of the Business Occupations Survey questionnaire, or 48.0 percent of the businessmen who completed a questionnaire. The number of those who answered "no" when asked if they required high school graduation of their employees totaled 320, or 50.3 percent. Eleven, or 1.7 percent did not answer item two.

Table 3 shows the number and percentage of business firms who responded to item number 3 which asked respondents to indicate if they have training programs for their new employees.

Table 3. The number and percentage of training programs for new employees by selected Salt Lake City firms

Item	Answer	Number	Percent
Do you have a training program for your new employees?	Yes	345	54.3
	No	265	41.6
	No response	<u>26</u>	<u>4.1</u>
	Total	636	100.0

It was found that slightly more than 50 percent of the firms who completed a questionnaire, 345 or 54.3 percent, have some type of training program for their new employees. There were 41.7 percent of the organizations that indicated they did not have a training program, and 4.1 percent did not respond to the question.

The answers to the question, "Are there any jobs in your firm which a high school senior can handle?" have been tabulated and presented in Table 4. Ninety-seven and two-tenths percent or 618 of the 636 organizations who responded to the questionnaire answered item five.

Table 4. Number and percentage of Salt Lake City business firms and their responses which indicated whether they have jobs seniors can handle

Item	Answer	Number	Percent
Are there any jobs in your firm which a high school senior can handle?	Yes	438	68.8
	No	180	28.4
	No response	<u>18</u>	<u>2.8</u>
	Total	636	100.0

Four hundred and thirty-eight of the firms who returned a completed questionnaire reported that they had jobs in their firms which a high school senior could handle. This was 68.8 percent of the 636 respondents. Only 180, or 28.8 percent indicated they did not have jobs for high school seniors and 18, or 2.8 percent, did not respond.

Item number four asked whether the business organizations were willing to hire high school students on a part-time basis. Nearly all of the firms answered item four; a total of 625 of the 636, or 98.3

percent of the respondents.

Table 5. The number and percentage of Salt Lake City business and industrial firms and their responses which indicated their willingness to hire high school students on a part-time basis

Item	Answer	Number	Percent
Would you be willing to hire high school students on a part-time basis?	Yes	334	52.5
	No	291	45.8
	No response	<u>11</u>	<u>1.7</u>
	Total	636	100.0

It was found that 334, or 53.5 percent, of the 636 firms who completed a questionnaire answered "yes" to the question "Would you be willing to hire high school students on a part-time basis?" There were 291, or 45.8 percent, who answered "no," and 11, or 1.7 percent, did not respond to the question.

The answers given to item 7, of the business occupations survey, are presented in Table 6.

Table 6. Number and percentage of Salt Lake City business firms which have high school students working on a part-time basis and the number of high school students employed

Item	Answer	Number	Percent
How many part-time high school students are working for your firm?	None	422	66.4
	1-3	143	22.5
	3-5	34	5.4
	5-10	13	2.0
	10 or more	17	2.7
	No response	<u>7</u>	<u>1.0</u>
Total		636	100.0

Of the firms who responded to the question, "How many part-time high school students are working for your firm?" Four hundred and twenty-two, or 66.4 percent of the 636 respondents answered "none." Two hundred and seven, or 32.6 percent, reported they had from one to ten or more part-time employees, and seven or 1.0 did not answer the question.

Businessmen were also asked to indicate through whom they preferred to contact prospective employees. Table 7 indicates how this item was answered by the 603 Salt Lake City business and industrial firms who responded to item number 10.

Table 7. The source through which Salt Lake City business and industrial firms preferred to contact prospective employees

Item	Source	Number	Percent
Through whom do you prefer to contact prospective employees?	Employment Service	357	56.2
	Schools	41	6.4
	Friends	116	18.2
	Others	89	14.0
	No response	<u>33</u>	<u>5.2</u>
	Total	636	100.0

The majority, 357 or 56.2 percent, of the 636 business firms that responded to the questionnaire indicated they preferred to contact their prospective employees through the Office of Employment Security. Table 7 shows that 41, or 6.4 percent, made contacts through the schools, 18.3 percent through friends, 14.0 percent through other sources, and 33 or 5.2 percent did not respond to the question.

Item 6 asked the question "Do you contact the high school personnel for references before hiring?" This question was answered by 94 percent, or 598 of the 636 respondents. The tabulated results of item 6 are presented in Table 8.

Table 8. Number and percentage of Salt Lake City business and industrial firms which contact the schools for references

Item	Answer	Number	Percent
Do you contact the high school personnel for references before hiring?	Yes	129	20.3
	No	469	73.7
	No response	<u>38</u>	<u>6.0</u>
	Total	636	100.0

Of the 598 businessmen who responded to item six, 129, or 20.3 percent of the 636 respondents answered "yes" when asked if they contacted the high school personnel for references before hiring. There was a total 469, or 73.7 percent who answered "no," and 38, or 6.0 percent did not respond to the question.

Businessmen were asked to rate, in the order of importance, five traits which they considered contribute most to business success. Table 9 shows the traits ranked in the order they were selected most often by respondents. Number one was selected the most often and 16 the fewest number of times.

Most of the businessmen who returned a completed questionnaire rated dependability, initiative, integrity, intelligence, and appearance as the five traits most essential to business success. Sense of humor,

team work, promptness, health, and likeable personality were the five traits considered important by the fewest number of respondents.

Table 9. Traits regarded as essential to business success ranked in order of importance as selected by businessmen of Salt Lake City, Utah

Traits	
1. Dependability	9. Day's Work for Day's Pay
2. Initiative	10. Loyalty
3. Integrity	11. Neatness
4. Intelligence	12. Likeable Personality
5. Appearance	13. Health
6. Interest in Work	14. Promptness
7. Cooperation	15. Team Work
8. Courtesy	16. Sense of Humor

Businessmen were asked to rate as "very important," "recommended," or of "no value" 32 subjects or subject areas as they applied to the respondents own business. Table 10 presents the results of item number 12 of the business occupations survey.

Table 10 indicates that three classes were rated as "very important" to business success by more than 50 percent of the businessmen in response to item number 12. These classes were basic arithmetic, salesmanship, and English grammar. Most of the classes (a total of nine) were rated as of "no value."

Table 10. Ratings given by businessmen of 32 subject areas taught in the Salt Lake City high schools

Subject	Very important	Recommended	No value
Basic Arithmetic	77.3	19.4	3.3
Salesmanship	59.5	32.0	8.5
English Grammar	50.2	44.3	5.5
Business Mathematics	37.7	51.4	10.9
General Business	36.4	54.1	9.5
Typewriting	34.5	31.0	34.5
Speech	34.2	50.6	15.2
Business English	32.2	54.1	13.7
Bookkeeping	31.0	55.6	13.4
Office Machines	25.7	54.1	20.2
Driver Training	19.0	48.1	32.9
Economics	18.3	60.9	20.8
Shop	16.7	41.5	41.8
Shorthand	15.7	45.4	38.9
Transcription	14.3	41.9	43.8
Business Law	12.7	58.1	29.2
Psychology	12.5	56.5	31.0
Health Education	12.2	55.2	32.6
Algebra	9.7	48.9	41.4
Art	8.1	39.1	52.8
Chemistry	7.6	37.3	55.1
General Science	7.4	48.9	43.7
Sociology	6.9	50.5	42.6
Geometry	6.2	43.1	50.7
Physics	4.8	40.7	54.5
Biology	2.1	30.6	67.3
English Literature	1.6	37.5	60.9
Foreign Language	1.6	32.8	65.6
History	1.4	38.9	59.7
Music	1.2	27.8	71.0
Drama	.5	29.7	69.8
Dance	.2	23.7	76.1

Business Teacher Survey

Salt Lake City teachers of business education were asked to complete a "business teacher survey" questionnaire (Appendix) at a district-wide meeting held in November of 1961. This was accomplished by the 35 teachers in attendance. The teachers who were absent from the meeting were mailed copies of the questionnaire together with a self-addressed, stamped envelope provided for their use. Of the 40 teachers employed by the Salt Lake City schools in the field of business education 38, or 94.7 percent, completed a questionnaire. The 13 items used in the survey were designed to help determine the teacher's interest in, and qualifications to teach cooperative business education classes.

Table 11 shows the number and percentage of teachers of business education in the Salt Lake City schools who majored in business.

Table 11. Number, percentage, and types of fields majored in by Salt Lake City teachers of business education

Item	Major field	Number	Percent
Please indicate:	Business Majors	30	79.0
	Business Minors	3	7.9
	Others	<u>5</u>	<u>13.1</u>
	Total	38	100.0

It was found that 30 of the 38 teachers who completed the questionnaire, had majored in the field of business education. This was a total of 79.0 percent of the respondents. Three, or 7.9 percent, had minors

and 5, or 13.1 percent, were teaching outside of their field of training.

Table 12 shows the number of credit hours earned in the field of business education by teachers of business education in the Salt Lake City schools.

Table 12. Extent of training in business education by Salt Lake City teachers of business education

Item	Credit hours earned	No. of teachers	Percent
Please estimate the number of credits in business education you have earned.	1-24	6	15.8
	25-59	9	23.7
	60-99	19	50.0
	100-149	3	7.9
	150 or more	<u>1</u>	<u>2.6</u>
	Total	38	100.0

Data presented in Table 12 revealed that 23, or 60.5 percent of the teachers have earned over 60 credit hours in business education; one teacher earned more than 150 credit hours. There were 9, or 23.7 percent, who have earned from 25 to 59 credit hours, and 6, or 15.8 percent, have earned less than 25 credit hours in business education.

Table 13 shows the years of work experience in business reported by teachers of business education in the Salt Lake City schools.

The majority 20, or 52.7 percent, of Salt Lake City's teachers of business education indicated that they had more than three years of work experience in the field of business. Only 5, or 13.1 percent, reported having had less than one year, and 13, or 34.2 percent showed that they have had one to three years of work experience.

Table 13. Work experience in business by Salt Lake City teachers of business education

Item	Years of experience	Number of teachers	Percent
Approximately how many years of work experience have you had in business?	0-1	5	13.1
	1-3	13	34.2
	4-6	9	23.7
	7-10	7	18.4
	11-20	2	5.3
	21 or more	<u>2</u>	<u>5.3</u>
	Total	38	100.0

Item number 6 of the Business Teacher Survey questionnaire was designed to allow teachers to indicate if they are in favor of on-the-job training for students while attending their regular classes. Table 14 shows how this question was answered by 37 of the 38, or 97.4 percent of the teachers of business education in the Salt Lake City schools who completed the questionnaire.

Table 14. The number and percentage of Salt Lake City teachers of business education who favor on-the-job training for students

Item	Answer	Number	Percent
Are you in favor of a business education program which provides on-the-job training for students while attending their regular classes?	Yes	35	92.1
	No	2	5.3
	No response	<u>1</u>	<u>2.6</u>
	Total	38	100.0

Nearly all of the teachers sampled indicated they favor a work-experience type program of business education. When asked "Do you favor a business education program which provides on-the-job training for students while attending their regular classes?" Thirty-five, or 92.1 percent, answered "yes." Two of the 38 teachers, or 5.3 percent answered "no," and one, or 2.6 percent did not answer the question.

Teachers were asked to indicate if they would supervise students on-the-job who were engaged in part-time employment. Thirty-five of the 38 Salt Lake City teachers of business education answered the question and responded as shown in Table 15.

Table 15. The number and percentage of teachers in the Salt Lake City schools of business education who indicated they would supervise students on-the-job

Item	Answer	Number	Percent
Would you supervise students on-the-job for a reasonable consideration?	Yes	32	84.2
	No	3	7.9
	No response	<u>3</u>	<u>7.9</u>
	Total	38	100.0

In response to question 7, of the Business Teacher Survey, 32, or 84.2 percent, of the respondents answered "yes" when asked if they were willing to supervise students on-the-job for a reasonable consideration. Three, or 7.9 percent answered "no," and 3, or 7.9 percent, did not respond to the question.

Table 16 presents information concerned with teachers of business education in the Salt Lake City schools who have been graduated from a college or university and the highest degree they have earned. All of the teachers responded to item one of the Business Teacher Survey.

Table 16. Degrees held by teachers of business education in the Salt Lake City schools

Item	Degrees held	Number	Percent
Please indicate the highest degree you now hold from a college or university	Two year diploma	0	00.00
	Bachelors	32	84.2
	Masters	6	15.8
	Doctors	<u>0</u>	<u>00.0</u>
	Total	38	100.0

It is indicated in Table 16 that all of Salt Lake City teachers of business education have been graduated with a Bachelors degree, and 6, or 15.8 percent, reported they have also received a masters degree.

In response to item nine, "Do you hold a regular Utah Secondary Teaching Certificate?" 37 of the 38 responding teachers answered the question. The answers to item nine were tabulated and the data is presented in Table 17.

Virtually all, 37 of the 38 teachers responding to the questionnaire, or 97.4 percent, indicated they hold a regular Utah teaching certificate. None of the teachers indicated that they did not hold a teaching certificate, and only one, or 2.6 percent, did not respond to the question.

Table 17. The number and percentage of Salt Lake City teachers of business education who hold a Utah secondary teaching certificate

Item	Answer	Number	Percent
Do you hold a regular Utah teaching certificate?	Yes	37	97.4
	No	0	00.0
	No response	<u>1</u>	<u>2.6</u>
	Total	38	100.0

Table 18 shows the professional organizations to which Salt Lake City teachers of business education belong.

Table 18. The type, number, and percentage of professional organizations to which Salt Lake City teachers belong

Criteria	Name of Organization	Number ^a	Percent
Please place an X by the professional organization to which you belong:	N.E.A.	33	86.8
	U.E.A.	38	100.0
	S.L.T.	36	94.7
	U.B.E.A.	16	42.1
	U.V.A.	4	10.5
	Others	0	00.0

^a38 equals 100 percent.

All teachers of business education in the Salt Lake City schools, who responded to the questionnaire, indicated that they were members of the Utah Education Association. There were 36, or 94.7 percent who belonged to the Salt Lake Teachers Association, 86.8 percent to the National Education Association, 16, or 42.1 percent to the United Business Education Association, and 4, or 10.5 percent to the Utah Vocation Association.

Teachers of business education of the Salt Lake City schools were given a list of traits and asked to rate them from 1 to 5 in order of importance as they thought they contributed to business success. Table 19 shows the results ranked in order from 1 to 16 as the traits were selected by the responding teachers. The trait ranked number one was selected the "most" often as contributing to business success and number 16 the "least" often.

Table 19. Traits regarded as essential to business success ranked in order of importance as selected by teachers of business education of the Salt Lake City schools

Traits	
1. Dependability	9. Likeable Personality
2. Initiative	10. Neatness
3. Intelligence	11. Health
4. Integrity	12. Courtesy
5. Interest in Work	13. Promptness
6. Day's Work for Day's Pay	14. Loyalty
7. Cooperation	15. Sense of Humor
8. Appearance	16. Team Work

The five traits selected by teachers of business education as most essential to business success, in order of importance, were: dependability, initiative, intelligence, integrity, and interest in work. The five traits selected by the fewest number of teachers as essential to business success were: team work, sense of humor, loyalty, promptness, and courtesy.

Teachers of business education also were given a list of 32 subjects, or subject areas, taught in the Salt Lake City high schools, and asked to rate them as "very important," "recommended," or of "no value" to business success. Table 20 shows how these subjects were rated by teachers of business education in the Salt Lake City schools.

Of the 32 subjects rated by teachers of business education eight were rated as having "no value" in contributing to business success by more than 50 percent of the respondents. All of the other classes were either "recommended" or rated "very important." Thirteen classes were rated as being "very important" to business success by the majority of the teachers. Table 20 shows further that the teachers rated all of the business education classes as "very important" to business success.

The Student Survey

All eleventh grade students in each of the four high schools of Salt Lake City and all twelfth grade students of business education in these schools were asked to complete a "Student Survey" questionnaire (Appendix). These students ranged in ages from 15 to 18 years. The questionnaire contained 15 items designed to indicate:

- a. the student's interest in a program of cooperative business education,

Table 20. Ranked order values of 32 subject areas taught in the Salt Lake City schools as rated by teachers of business education

Subject	Very important (percent)	Recommended (percent)	No value (percent)
English Grammar	100.0	00.0	00.0
Business English	94.7	5.3	00.0
Basic Arithmetic	92.1	2.6	5.3
Office Machines	89.4	8.0	2.6
Typewriting	86.8	10.6	2.6
Shorthand	86.8	10.6	2.6
Transcription	86.8	10.6	2.6
Bookkeeping	86.8	10.6	2.6
Economics	71.0	29.0	00.0
Business Mathematics	65.8	28.9	5.3
Business Law	63.2	36.8	00.0
General Business	60.5	36.9	2.6
Salesmanship	57.9	42.1	00.0
Speech	47.4	50.0	2.6
Psychology	31.6	57.9	10.5
Health Education	31.6	57.9	10.5
Sociology	18.4	73.7	7.9
Driver Training	13.2	47.4	39.4
Algebra	10.5	63.2	26.3
General Science	10.5	60.6	28.9
Chemistry	7.9	23.6	68.5
History	7.9	78.9	13.2
Geometry	5.3	39.4	55.3
Biology	5.3	39.4	55.3
Physics	5.3	31.5	63.2
Shop	5.2	21.2	73.6
Foreign Language	2.6	68.5	28.9
English Literature	2.6	60.6	36.8
Art	2.6	52.7	44.7
Drama	2.6	34.2	63.2
Music	2.6	23.8	73.6
Dance	2.6	18.5	78.9

- b. the academic business training, and work-experience backgrounds of Salt Lake City's high school students,
- c. the availability of high school students for part-time employment, and,
- d. the extent of parental approval for students to work part-time while attending school.

The eleventh grade students completed the "Student Survey" questionnaire during the first part of a class period in U.S. History or English. These classes were selected because all Salt Lake City students in the eleventh grade are required to take English and U.S. History. Thus, they were afforded an opportunity to complete a questionnaire in one of their regular classes. By confining the survey of eleventh grade students to these two classes greater control and more expeditious handling was provided. The twelfth grade students completed a questionnaire in one of their business education classes.

The Student Survey questionnaire was completed by 3,198 Salt Lake City high school students. The survey was administered during regular class hours, by officials and teachers of the Salt Lake City high schools, and under the direct supervision of the writer. The survey was made between November 27, and December 8, 1961. This period was selected because it was after Thanksgiving and before the Christmas holidays, while the majority of the students were still in school; a period selected by school officials as having few interruptions.

Item number one, of the Student Survey, asked, "Do you consider high school graduation essential to business success?" This question was answered by 3,190 Salt Lake City high school students, or 99.7 percent of the 3,198 who completed the questionnaire. Table 21 shows the answers

given to item one and the number who responded. The table also shows the percentage each answer given was of the total response.

Table 21. The number and percentage of responding students who considered high school graduation essential to business success

Item	Answer	Number	Percent
Do you consider high school graduation essential to business success?	Yes	3077	96.1
	No	113	3.6
	No response	<u>8</u>	<u>.3</u>
	Total	3198	100.0

Of the 3,198 students who completed the Student Survey questionnaire, 3,077, or 96.1 percent, answered "yes" to item number one and thereby indicated that they considered high school graduation essential to business success. There were 113, or 3.6 percent of the respondents who answered "no" to item number one to show that they did not consider high school graduation essential to business success. Eight students, or three-tenths of one percent of those completing the questionnaire, did not answer item one.

Students were asked to indicate if they intended to work in the business field after completing their education. There were 3,100 Salt Lake City high school students who responded to this question, or 96.9 percent of the 3,198 sampled. Table 22 is a tabulation of the responses given to item two of the Student Survey questionnaire.

In response to the question relating to the intention to work in the business field after completing education, 2,050 students, or

64.1 percent answered "yes " Thirty-two and eight-tenths, or 1,050 answered "no" to this item. Ninety-eight, or 3.1 percent, did not answer the question.

Table 22. The number and percentage of Salt Lake City high school students who indicated intention to enter the field of business upon completion of their education

Item	Answer	Number	Percent
Do you intend to work in the business field after completing your education?	Yes	2050	64.1
	No	1050	32.8
	No response	<u>98</u>	<u>3.1</u>
	Total	3198	100.0

In an effort to help learn of the college plans of Salt Lake City high school students, the question was asked, "Do you intend to go to a college or university?" All except 37 of the 3,198 students who completed the questionnaire responded to this question. This was a total of 3,161, or 98.8 percent of the students sampled. Table 23 indicates the manner in which item three of the Student Survey questionnaire was answered.

Of the 3,198 students who completed the questionnaire 2,471 answered "yes" when asked if they intended to go to a college or university. This was 77.2 percent of the respondents. Those who answered "no" totaled 690 or 21.6 percent, and 37, or 1.2 percent, did not answer the question.

Table 23. Number and percentage of Salt Lake City high school students who indicated an intention to attend college

Item	Answer	Number	Percent
Do you intend to go to a college or university?	Yes	2471	77.2
	No	690	21.6
	No response	<u>37</u>	<u>1.2</u>
	Total	3198	100.0

Table 24 presents information concerned with the interest Salt Lake City high school students showed in a program of work experience and business training in cooperation with regularly scheduled classes.

When asked "Would you be interested in taking a course in school which would allow you to work and gain a work experience while attending your regular classes?", 2,608, or 81.5 percent of the students sampled answered "yes," 553, or 17.3 percent answered "no," and 37, or 1.2 percent did not respond to the question.

Table 24. The number and percentage of Salt Lake City high school students who indicated they wanted part-time employment while attending school

Item	Answer	Number	Percent
Would you be interested in taking a course in school which would allow you to work and gain a work experience while attending your regular classes?	Yes	2608	81.5
	No	553	17.3
	No response	<u>17</u>	<u>1.2</u>
	Total	3198	100.0

In an effort to obtain information which would show the acquaintance of students with terms associated with cooperative business education, students were asked to choose one of five terms which in their estimation best identified distributive education. The term "distributive education" was understood by the students in the Salt Lake City high schools who responded to item 9 of the Student Survey questionnaire as being associated with terms listed in Table 25.

Table 25. Salt Lake City high school student's understanding of the meaning of the term distributive education

Item	Answers	Number	Percent
Distributive Education concerns: (choose one)	Tariff Laws	71	2.2
	Transportation	275	8.6
	Publications	769	24.0
	Merchandising	1017	31.8
	Labor Relations	481	15.1
	No response	<u>585</u>	<u>18.3</u>
	Total	3198	100.0

Of the 3,198 Salt Lake City high school students who completed a Student Survey questionnaire 71, or 2.2 percent of the respondents selected tariff laws as the answer to item nine, "distributive education concerns." Transportation was the answer chosen by 275, or 8.6 percent of the respondents. Seven hundred and sixty-nine, or 24.0 percent selected publications for their answer. Merchandising was the choice of 1,017, or 31.8 percent of those who completed a Student Survey questionnaire. Four hundred and eighty-one, of 15.1 percent made labor relations

their choice as the answer to item number nine, and 585, or 18.3 percent of the students did not respond.

Salt Lake City high school students were asked to indicate if they wanted part-time employment while attending school. Table 26 shows how the students who completed the student interest questionnaire answered item seven which was concerned with part-time employment.

Table 26. The number and percentage of Salt Lake City high school students who indicated they wanted part-time employment

Item	Answer	Number	Percent
Would you like a part-time job while attending school?	Yes	2415	75.5
	No	683	21.4
	No response	<u>100</u>	<u>3.1</u>
	Total	3198	100.0

In response to item seven "Would you like a part-time job while attending school?", 2,415, or 75.5 percent of the students sampled answered "yes." Six hundred and eighty-three, or 21.4 percent answered "no," and 100, or 3.1 percent of the respondents did not answer the question. The purpose of this question was to determine whether there was a sufficient number of students interested in gaining work-experience while attending school to justify a program of cooperative business education in the Salt Lake City high schools.

Table 27 shows the number and percentage of students who indicated they wanted help in finding a part-time job. In response to item eight, of the Student Survey questionnaire, 3,108, or 97.2 percent of the 3,198

students who participated in the survey answered the question, and 90, or 2.8 percent did not respond to item eight.

Table 27. The number and percentage of Salt Lake City high school students who indicated they wanted help in finding part-time jobs

Item	Answer	Number	Percent
Would you like help in finding a part-time job?	Yes	2015	63.0
	No	1093	34.2
	No response	<u>90</u>	<u>2.8</u>
	Total	3198	100.0

Sixty-three percent, or a total of 2,015 of the students answered "yes" to the question. There were 1,093, or 34.2 percent who answered "no."

Of the 3,198 Salt Lake City high school students who completed the student questionnaire, 1,323, or 41.4 percent responded to items 12 through 15, and thus indicated that they were presently engaged in part-time employment. Table 28 presents the various types of business firms that employed students of the Salt Lake City high schools during the school year 1961-62.

Table 28 shows that slightly more than half (50.1 percent) of the student respondents, or 666, indicated they are engaged in distributive (financial, retail, wholesale, and service) occupations. A total of 68, or 5.1 percent were working for manufacturers, 477, or 36.0 percent were employed in other types of jobs, and 116, or 8.8 percent did not supply an answer to item 11.

Table 28. The number, percentage, and types of business firms employing Salt Lake City high school students on a part-time basis

Types of business firms	Number	Percent
Manufacturing	68	5.1
Financial	17	1.3
Retail	401	30.3
Wholesale	59	4.5
Service	185	14.0
Others	477	36.0
No response	<u>116</u>	<u>8.8</u>
Total	1323	100.0

Item 14 of this portion of the survey asked students employed on a part-time basis to indicate the type of work they performed. Table 29 shows the answers given by 1,238, or 92.6 percent of the 1,323 respondents.

Table 29. The number, percentage, and classification of jobs performed by students employed on a part-time basis

Classification	Number	Percent
Office	133	10.1
Selling	191	14.4
Cashier	158	11.9
Stock Clerk	124	9.4
Service Station	63	4.8
Waiter/ress	116	8.8
Construction	54	4.1
Other	399	30.1
No response	<u>85</u>	<u>6.4</u>
Total	1323	100.0

From Table 29 it is observed that 785, or 59.4 percent of the employed students sampled reported that they were employed in distributive and/or office jobs on a part-time basis. Thirty-four and two-tenths percent were working in construction and other types of employment; and 6.4 percent did not respond to the question.

Item 12 asked Salt Lake City high school students to indicate the number of hours they worked each month. Of the 1,323 students who completed the questionnaire 1,288, or 97.3 percent indicated the number of hours they worked in part-time employment. Table 30 shows the results.

Table 30. The number of hours worked per month by Salt Lake City high school students engaged in part-time employment during the school year 1961-62

Item	Hours worked	Number of students	Percent ^a
Please indicate the hours you work per month.	Less than 40	671	50.7
	More than 40	617	46.6
	No response	<u>35</u>	<u>2.7</u>
	Total	1323	100.0

^a1,323 equals 100 percent.

The purpose of item 12 was to learn the number and percentage of employed Salt Lake City high school students who meet the minimum standard of 40 working hours per month in part-time employment required for a federally supported distributive education program. Six hundred and seventeen, or 46.6 percent of the students indicated they worked more than 40 hours. There were 671, or 50.7 percent who worked less than 40 hours, and 34, or 2.7 percent did not answer item 12 of the questionnaire.

Table 31 shows the hourly wages paid to Salt Lake City high school students who answered item 13 of the Student Survey.

Table 31. Hourly wages paid Salt Lake City high school students during the school year 1961-62 expressed by number and percentage

Wages paid	Number of students	Percent
\$0.75-1.00	588	44.4
1.00-1.50	603	45.6
1.50-plus	98	7.4
No response	<u>34</u>	<u>2.6</u>
Total	1323	100.0

Five hundred and eighty-eight, or 44.4 percent of the students employed on a part-time basis who responded to item 13 indicated that they earned less than one dollar. There were 701, or 53.0 percent who earned more than one dollar, and 34, or 2.6 percent did not respond.

Students were asked to indicate the source through which they obtained part-time employment. Of the 1,323 respondents who indicated they were engaged in part-time employment 1,307, or 98.8 percent of them answered item 15.

It may be observed from Table 32 that most of the high school students secured their jobs by making the contact with employers themselves. Twenty of the 1,323 students who completed the questionnaire, or 1.5 percent of the employed students indicated that the Office of Employment Security helped them find a job. There were 1,091, or 82.4 percent, working through their friends and who made a personal contact,

were able to find employment. Three percent, or 39 students obtained part-time jobs through the schools. One hundred and fifty-seven, or 11.9 percent got their jobs through other sources, and 16, or 1.2 percent did not respond to item 15.

Table 32. Sources through which Salt Lake City high school students secured employment

Source	Number	Percent
Employment Security	20	1.5
Friends	337	25.5
Personal Contact	754	56.9
Schools	39	3.0
Others	157	11.9
No response	<u>16</u>	<u>1.2</u>
Total	1323	100.0

Ratings of Businessmen and Teachers of
Business Education Compared

In this section a comparison is reported of ratings of traits essential to business success as given by Salt Lake City businessmen and teachers of business education. Table 33 presents data found in Table 9 (page 46) dealing with ratings given independently by businessmen of traits essential to business success, and data found in Table 19 (page 54) dealing with these same traits as rated by teachers of business education. The table shows the extent of agreement between the two groups.

Table 33. Traits regarded as essential to business success ranked in order of importance as selected by businessmen and teachers of business education in Salt Lake City, Utah

Traits ranked by businessmen	Traits ranked by teachers
1. Dependability	1. Dependability
2. Initiative	2. Initiative
3. Integrity	3. Intelligence
4. Intelligence	4. Integrity
5. Appearance	5. Interest in Work
6. Interest in Work	6. Day's Work for Day's Pay
7. Cooperation	7. Cooperation
8. Courtesy	8. Appearance
9. Day's Work for Day's Pay	9. Likeable Personality
10. Loyalty	10. Neatness
11. Neatness	11. Health
12. Likeable Personality	12. Courtesy
13. Health	13. Promptness
14. Promptness	14. Loyalty
15. Team Work	15. Sense of Humor
16. Sense of Humor	16. Team Work

It may be noted that the first four traits selected by businessmen were also selected by teachers of business education. Both the teachers and businessmen chose dependability as the trait they considered to contribute most to business success. By inspection of the order of these two groups it is seen that teachers of business education and businessmen seem to be much in agreement as to the various traits young people

should have for success in business. A very close similarity in the order the traits were rated by both groups appears to exist throughout the list of 16 traits.

In an effort to obtain reactions to the value of certain subject matter areas as considered by businessmen and teachers of business education, they were asked to rate 32 subjects and subject areas taught in the Salt Lake City high schools. These subject areas were rated as very important, recommended, or of no value to business success. The results of the Business Occupations Survey which dealt with this topic have been presented in Table 10 on page 47. The results of the Business Teacher Survey, which dealt with subjects taught in the Salt Lake City high schools, are found in Table 20 on page 56. Table 34 is a combination of Tables 10 and 20 to present the ratings given by these two groups.

More than half of the teachers of business education rated 13 classes as "very important" to business success and eight of "no value." The Salt Lake City businessmen who responded to item 12 of the Business Occupations Survey questionnaire rated three classes as "very important" and eleven of "no value." Teachers of business education rated all eleven of the business education classes "very important." However, salesmanship was the only business education class rated by businessmen as "very important" to business success by more than 50 percent of this group.

Table 34. Ranked order values of 32 subject areas taught in the Salt Lake City school as rated by businessmen and teachers of business education

Subject	Businessmen			Subject	Teachers		
	Very important (percent)	Recommended (percent)	No value (percent)		Very important (percent)	Recommended (percent)	No value (percent)
Basic Arithmetic	77.3	19.4	3.3	English Grammar	100.0	00.0	00.0
Salesmanship	59.5	32.0	8.5	Business English	94.7	5.3	00.0
English Grammar	50.2	44.3	5.5	Basic Arithmetic	92.1	2.6	5.3
Business Math.	37.7	51.4	10.9	Office Machines	89.4	8.0	2.6
General Business	36.4	54.1	9.5	Typewriting	86.8	10.6	2.6
Typewriting	34.5	31.0	34.5	Shorthand	86.8	10.6	2.6
Speech	34.2	50.6	15.2	Transcription	86.8	10.6	2.6
Business English	32.2	54.1	13.7	Bookkeeping	86.8	10.6	2.6
Bookkeeping	31.0	55.6	13.4	Economics	71.0	29.0	00.0
Office Machines	25.7	54.1	20.2	Business Math.	65.8	28.9	5.3
Driver Training	19.0	48.1	32.9	Business Law	63.2	36.8	00.0
Economics	18.3	60.9	20.8	General Business	60.5	36.9	2.6
Shop	16.7	41.5	41.8	Salesmanship	57.9	42.1	00.0
Shorthand	15.7	45.4	38.9	Speech	47.4	50.0	2.6
Transcription	14.3	41.9	43.8	Psychology	31.6	57.9	10.5
Business Law	12.7	58.1	29.2	Health Education	31.6	57.9	10.5
Psychology	12.5	56.5	31.0	Sociology	18.4	73.7	7.9
Health Education	12.2	55.2	32.6	Driver Training	13.2	47.4	39.4
Algebra	9.7	48.9	41.4	Algebra	10.5	63.2	26.3
Art	8.1	39.1	52.8	General Science	10.5	60.6	28.9
Chemistry	7.6	37.3	55.1	Chemistry	7.9	23.6	68.5
General Science	7.4	48.9	43.7	History	7.9	78.9	13.2
Sociology	6.9	50.5	42.6	Geometry	5.3	39.4	55.3
Geometry	6.2	43.1	50.7	Biology	5.3	39.4	55.3
Physics	4.8	40.7	54.5	Physics	5.3	31.5	63.2
Biology	2.1	30.6	67.3	Shop	5.2	21.2	73.6
English Lit.	1.6	37.5	60.9	Foreign Language	2.6	68.5	28.9
Foreign Language	1.6	32.8	65.6	English Lit.	2.6	60.6	36.8
History	1.4	38.9	59.7	Art	2.6	52.7	44.7
Music	1.2	27.8	71.0	Drama	2.6	34.2	63.2
Drama	0.5	29.7	69.8	Music	2.6	23.8	73.6
Dance	0.2	23.7	76.1	Dance	2.6	18.5	78.9

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem

Educators have been urged to assume a greater share of the responsibility of training youth with the skills necessary for gainful employment. In 1962 the United States Office of Employment Security reported there were nearly five million available workers unemployed. A few of the factors contributing to this condition were listed as more efficient methods of production, the effects of automation, an economic recession, and an over supply of unskilled individuals in the labor market. Thirty percent of the unemployed belonged to a group under 25 years of age who dropped out of school prior to high school graduation. Of those graduated it was estimated by President Kennedy's Panel of Consultants on vocational education that 21 million non-college graduates will have to be trained during the 1960's to meet the demands of the rapidly changing world of work.

Educational leaders, government officials, and executive personnel of labor and management urged the writer to conduct a study to determine the extent of need for cooperative business training on the high school level. Salt Lake City, Utah was chosen because nearly 45 percent, or about 67,500 workers in the Metropolitan Salt Lake area are engaged in distributive and clerical occupations. Although almost half of the Salt Lake City residents earned a living in these fields, less than 1 percent

of its high school students were enrolled in distributive education during the school year 1961-62 compared with 324 during the school year 1950-51. The small enrollment in distributive education existed in the Salt Lake City high schools during a period when business and industrial firms were unable to fill available positions from among the unemployed because those seeking work lacked vocational training.

Interviews with personnel from business and industry, labor officials, and school administrators showed that:

1. Poor educational backgrounds of the unemployed was regarded as the most important factor causing unemployment in Utah; 20,000 unemployed could not be matched with an almost equal number of job openings because the jobless lacked the training required to handle the unfilled positions.

2. Nearly 15 (14.8) percent of the Salt Lake City youth who registered at West High School in the fall of 1960 dropped out before the end of the 1960-61 school year.

3. During a 20 year period Utah has increased the amount of manufacturing in the state from \$87,000,000 in 1939 to \$515,000,000 in 1961.

4. One of Utah's newest industries is the missile industry. This industry had its beginning in 1957 and in 1962 was employing more than 17,000 people which accounted for 31 percent of the workers engaged in manufacturing in the state. Virtually all of the missile industry's operations in Utah are located within 75 miles of Salt Lake City.

5. An extensive construction program of commercial and office buildings is now under way in Salt Lake City.

6. The employment growth in Utah is expected to continue at a rate of about 2.2 percent which is well above the national average of 0.8 percent.

7. The Metropolitan Salt Lake area is growing more rapidly than the rest of Utah with its rate of growth at a 3.5 percent increase in population over each previous year.

8. Salt Lake City serves as an important distribution center for Utah and the surrounding states of the intermountain area. It is the largest Metropolitan area between Denver and the West Coast.

9. Distribution is the largest occupational category for employment in the Metropolitan area of Salt Lake City. The number employed increased from 30,581 in 1952 to 39,681 in 1960; an increase of 3.3 percent. The rate of increase from 1954 to 1960 was 4.4 percent per annum. The growth in distributive occupations was projected as increasing at an even higher rate in Salt Lake City than the rest of the state.

10. The largest occupational group in the Metropolitan Salt Lake area in terms of total job openings is clerical and is expected to continue to offer 5,500 new jobs each year during the 1960's.

11. On May 12, 1961 Utah House Bill 281 provided funds to be used in six Utah high schools as a pilot study in vocational business education for purposes of meeting the labor training needs of Utah's expanding business and industrial economy.

12. The state of Utah received \$15,000 in 1961-62 as its share of the \$2,500,000 appropriated for distributive education under provisions of the George-Barden Act of 1946. This is the minimum sum any state may receive during a fiscal year.

13. On March 15, 1961 the provisions of the national Manpower Development and Training Act appropriated funds (\$100,000,000 for 1962, \$165,000,000 for 1963, and \$165,000,000 for 1964) to be used in training and/or retraining the unemployed for positions available in business and

industry. Utah became eligible for approximately \$79,000 the first year.

This study was based on the hypothesis that there is a need for a program of cooperative vocational business education in the Salt Lake City high schools. It was further believed that business and industrial firms working cooperatively with the schools have the ability to support such a training program. The need for and ability to support a program of cooperative business education was determined by personal interviews with officials of business and industry, educational administrators, counselors, supervisors, and teachers of business education. Additional data was gathered from labor and management, educators, government officials, and by the use of a questionnaire completed by businessmen, teachers, and high school students of Salt Lake City, Utah.

Method of procedure

Three questionnaires were designed to obtain information which indicated the need for and ability to support a program of cooperative business education in the Salt Lake City high schools. A total of 1,051 letters were posted containing a questionnaire for completion and return by business firms located in Salt Lake City, Utah. A total of 636 questionnaires were completed and returned for a total of 62.3 percent. Thirty-eight, or 94.7 percent of the 40 teachers of business education in the Salt Lake City school completed a "Business Teacher Survey" questionnaire. All eleventh grade students totaled 3,198 in number.

State supervisors, teacher-trainers, and program specialists in distributive education with the U.S. Office of Education were contacted in an effort to secure literature related to the study. A total of 112 letters were sent to these educators throughout the United States and its

territories; 58 letters were received in reply. All of the respondents indicated they did not know of studies completed in the field of cooperative business education which dealt with the need for/or ability to support a program of cooperative business education. A search for materials in other areas produced only a very few related studies. Reports from the U.S. Office of Education further showed that a great need for research in the field of distributive education was in evidence.

Findings

1. Four hundred and thirty-eight Salt Lake City business firms indicated there are jobs in their firms which high school seniors can handle.
2. Four hundred and sixty-six business firms indicated they did not have high school students working for their organizations.
3. A large number (334) of Salt Lake City business organizations indicated a willingness to hire high school students on a part-time basis.
4. A majority of the teachers of business education in the Salt Lake City schools are teaching in their major field of study. Thirty, or 79.0 percent, of the 38 teachers indicated they majored in business education on the college or university level.
5. Thirty-seven of the 38 teachers of business education indicated they held a valid Utah teaching certificate.
6. All of the teachers of business education in the Salt Lake City schools were graduated from four year institutions of higher learning. Eighty-four and two-tenths percent of the teachers indicated they hold a bachelors degree and 15.8 percent also held a masters degree.
7. All of the teachers of business education indicated they belonged

to the Utah Education Association. Thirty-three of the 38 teachers belonged to the National Education Association, and 94.7 percent to their local organization, the Salt Lake Teachers Association.

8. A program of business education which offers work-experience for its students was favored by 35, or 92.1 percent, of the 38 teachers of business education in the Salt Lake City schools.

9. Eighty-six and nine-tenths percent (86.9 percent) of the teachers of business education had more than one year of work-experience in the business field.

10. Thirty-two, or 84.2 percent, of the teachers of business education were willing to supervise high school students on-the-job for a reasonable consideration.

11. Less than 1 percent of Salt Lake City's high school students were enrolled in cooperative clerical and distributive education classes during the school year 1961-62.

12. Eighty-one and five-tenths percent of the 3,198 Salt Lake City high school students who completed a Student Survey questionnaire indicated they were interested in taking a course in high school which would allow them to gain a work-experience while attending their regular classes.

13. The majority of the students (2,050, or 64.1 percent) indicated an intention to enter the field of business after completing their education.

14. Two thousand four hundred and fifteen of the 3,198, or 75.5 percent of the students indicated they would like a part-time job while attending school.

15. One thousand three hundred and twenty-three (41.4 percent) of the

high school students sampled were working on a part-time basis while attending school; 59.4 percent of the above group were working under distributive and clerical job classifications.

16. The majority of the responding Salt Lake City high school students secured their own jobs by working through friends and making a personal contact themselves.

Conclusions

The following conclusions and observations are drawn from the findings of this study:

1. The Salt Lake City high schools are not training students in distributive education in proportion to the numbers engaged in the distributive field in the Metropolitan area.

Observation of first conclusion

The small number trained in marketing (44 Salt Lake City high school students) would not begin to keep pace with the increased number of new positions created each year in the field of distribution in Salt Lake City let-alone fill the replacements needed each year caused by deaths, retirement, etc. The small number of Salt Lake City students enrolled in distributive education may indicate that homeroom teachers, counselors, and school administrators might assume a greater share of the responsibility for encouraging youth to be more realistic about their vocational future and prepare for employment in high school. Many of the young people appear to be choosing professional careers without giving serious thought as to whether they can meet the necessary requirements. A professional goal may often be the goal of friends, relatives, or teachers imposed on youth who do not have either the financial means or

the mental ability to undertake such a task. Consequently, many high school graduates find themselves out of school and out of work because they do not have the financial and/or mental ability to continue on to college and they lack the training needed to secure employment. Vocational training may have provided many of the college bound youth with the job needed to stay in school and the terminal student the training required for full-time employment.

2. The majority of business and industrial firms in Salt Lake City have a need for part-time workers, are able to provide youth with jobs, and have indicated a willingness to hire high school students in numbers sufficient to support a program of cooperative business education in the four Salt Lake City high schools.

Observation of second conclusion

In order for a program of cooperative business education to function properly, there must be part-time jobs available which high school seniors can manage, and businessmen must be willing to hire these students on a part-time basis.

Sixty-eight and eight-tenths percent (438) of the business firms sampled indicated there were jobs in their firms which high school seniors can handle. It is very doubtful that all of these firms would be willing to hire high school students on a part-time basis. However, many firms may be willing and able to provide several positions for high school students.

Three hundred and thirty-four (52.5 percent) of the business respondents indicated they were willing to hire high school students on a part-time basis. If each of these firms hired only one student each they would provide enough training stations for 12 classes of 27 students.

This would be enough classes to justify a full-time teacher-coordinator in each of the four Salt Lake City high schools.

3. The teachers of business education in the Salt Lake City schools are a capable group of professional educators well qualified to teach cooperative business education subjects. Furthermore, these teachers want business education classes included in the business education curriculum which provide on-the-job work-experiences for students. The Salt Lake City teachers of business education are willing to supervise student's on-the-job activities.

Observation of third conclusion

Teacher-coordinators should have a strong academic and work-experience background in order to meet the federal and state standards for instructors of cooperative vocational business education subjects. This training is also essential if teachers are to gain the confidence and respect of business personnel, and the pupils with whom they work. Salt Lake City teachers of business appear to possess the business training and work-experience backgrounds needed to be effective teacher-coordinators.

In specialty areas, such as distributive education, some of these teachers may require a few additional courses in marketing and the philosophy of distributive education in order to meet the minimum requirements of the State Department of Public Instruction for teacher-coordinators in distributive education.

Teachers of business education themselves may be considered good judges as to the type of training students should have if academic subject matter is to be meaningful. It is evident that work-experience coupled with classroom instruction provides students with a more

meaningful learning experience than classroom instruction alone. The Salt Lake City teachers are obviously aware of this as indicated by their desire to have cooperative training for their students. A program of cooperative training provides participants with the work-experience training essential to securing employment and the academic training vital to an understanding of business principles.

Most of the Salt Lake City teachers of business education are willing to supervise students on-the-job. This phase of the cooperative program provides teachers with an opportunity to see their students working under the various pressures of business. It also provides them with an opportunity to work more closely with businessmen in an effort to provide students with a more comprehensive learning experience.

4. Data presented in this study support the conclusion that the community of Salt Lake City, Utah and its schools have sufficient resources to support a program of cooperative business education as indicated by:

- a. The Salt Lake City business organizations that have jobs which high school seniors can handle.
- b. The expressed willingness of a majority of Salt Lake City business firms to hire high school youth on a part-time basis while these students are attending school.
- c. The ability of Salt Lake City business and industrial firms to hire the 1,323 high school student respondents who were working on a part-time basis thus demonstrating the ability of business firms to provide clerical and distributive training stations.
- d. The expressed desire of Salt Lake City teachers of business education for classes in business education which provide

on-the-job work-experiences for their students.

- e. The teachers who majored in business education and are qualified and want to teach cooperative business subjects.
- f. The high school students who intend to enter the field of business after completing their education.
- g. The students interested in taking work-experience classes which could assure the enrollment needed to provide enough cooperative business education classes to warrant such a program.
- h. The Salt Lake City students who indicated they want on-the-job training.
- i. The students who indicated they need and want help in securing part-time employment.

Recommendations

The following recommendations are based on the findings and conclusions of this study:

1. It is recommended that the Board of Education of Salt Lake City give careful consideration to the possibility of developing a program of cooperative vocational business education in the Salt Lake City high schools. In order to implement this program two advisory committees are recommended as follows:

- a. General advisory committee. A general advisory committee composed of professional educators would evaluate the existing business curriculum, approve teacher-coordinators, make recommendations for the improvement of the present program of business education to help meet the changing labor demands of business

Recommended topics for other research studies

This dissertation was limited to a study of the need for and ability of the community of Salt Lake City, Utah and its high schools to support a program of cooperative vocational business education only. It is recommended that other researchers consider the following proposed areas for study:

1. Studies might be made in other communities throughout the state of Utah to determine the need for and ability of the various communities and their high schools to support programs of cooperative business education.
2. In the event a program of cooperative business education is effected in the Salt Lake City high schools it is recommended that a follow-up study be made at the end of each three year period to determine:
 - a. The affect the program of cooperative business education has had on pupil drop-out in the Salt Lake City schools.
 - b. The number of cooperative business education graduates who are still employed in business occupations.
 - c. The average number of promotions received, hourly wages being earned, and number of individuals still working for the same employer who hired the cooperative business education graduates on a part-time basis in high school.
 - d. The average number of quarter hours credit earned on the college or university level.
 - e. Any other information which may be used to help improve business education in the Salt Lake City high schools.
3. An experimental study might be made to determine whether subject matter becomes more meaningful to students who study under the cooperative business education method or the classroom method only.

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Business Occupations Survey

NOTE: Disregard the numbers next to the spaces provided for your answers. (machine tabulated)

1. Please indicate the type of business you are engaged in.

_____ (1) Financial Institutions	_____ (3) Retail	_____ (5) Service
_____ (2) Manufacturing	_____ (4) Wholesale	_____ (6) Other (specify on back)
2. Do you require high school graduation of your full-time employees?
 Yes (1) _____ No (2) _____
3. Do you have a training program for your new employees?
 Yes (1) _____ No (2) _____
4. Would you be willing to hire high school students on a part-time basis?
 Yes (1) _____ No (2) _____
5. Are there any jobs in your firm which a high school senior can handle?
 Yes (1) _____ No (2) _____
6. Do you contact the high school personnel for references before hiring?
 Yes (1) _____ No (2) _____
7. How many part-time high school students are working for your firm? None (1) _____
 One to Three (2) _____ Three to Five (3) _____ Five to Ten (4) _____ Ten or More (5) _____
8. The personnel in your firm total: 1-9 (1) _____ 10-24 (2) _____ 25-49 (3) _____ 50-99 (4) _____
 100-249 (5) _____ 250-499 (6) _____ 500 plus (7) _____
9. The married women in your firm total: 1-9 (1) _____ 10-24 (2) _____ 25-49 (3) _____
 50-99 (4) _____ 100-249 (5) _____ 250-499 (6) _____ 500 plus (7) _____
10. Through whom do you prefer to contact prospective employees? Employment Service (1) _____
 Schools (2) _____ Friends (3) _____ Specify Others (4) _____
11. Please rate in the order of importance (1 to 5) the five traits you feel contribute most to success in office or sales work in your firm. (1 = most important trait etc.)

_____ (01) Appearance	_____ (07) Initiative	_____ (13) Likeable Personality
_____ (02) Integrity	_____ (08) Intelligence	_____ (14) Day's work for a Day's Pay
_____ (03) Neatness	_____ (09) Dependability	_____ (15) Loyalty
_____ (04) Cooperation	_____ (10) Promptness	_____ (16) Team Work
_____ (05) Courtesy	_____ (11) Sense of Humor	_____ (17) _____
_____ (06) Health	_____ (12) Interest in Work	_____ (18) _____
12. From the standpoint of the requirements in your own business, please rate the following subjects as contributing to the success of a prospective employee by using the following scale:

1 = Very Important	2 = Recommended	3 = No Value
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_____ (01) English Grammar	_____ (12) Chemistry	_____ (23) Health Education
_____ (02) English Literature	_____ (13) Biology	_____ (24) Typewriting
_____ (03) Business English	_____ (14) Foreign Language	_____ (25) Shorthand
_____ (04) Speech	_____ (15) History	_____ (26) Transcription
_____ (05) Drama	_____ (16) Psychology	_____ (27) Bookkeeping
_____ (06) Basic Arithmetic	_____ (17) Sociology	_____ (28) General Business
_____ (07) Algebra	_____ (18) Driver Training	_____ (29) Economics
_____ (08) Geometry	_____ (19) Art	_____ (30) Office Machines
_____ (09) Business Math	_____ (20) Shop	_____ (31) Business Law
_____ (10) General Science	_____ (21) Music	_____ (32) Salesmanship
_____ (11) Physics	_____ (22) Dance	_____ (33) _____

COMMENTS: (Please use the back for any comments or suggestions you may care to make)

Business Teacher Survey

NOTE: Disregard the numbers next to the spaces provided for your answers. (machine tabulated)

1. Please indicate the highest degree you now hold from a college or university.
Two year diploma (1) _____ Bachelors (2) _____ Masters (3) _____ Doctors (4) _____
2. Please indicate: Bus. Major (1) _____ Minor (2) _____ Specify Other (3) _____
3. Please estimate the number of credits in business education you have earned. None (1) _____
1-24 (2) _____ 25-59 (3) _____ 60-99 (4) _____ 100-149 (5) _____ 150 or more (6) _____
4. Please indicate your total years of teaching experience. 0-3 (1) _____ 4-9 (2) _____
10-19 (3) _____ 20 or more (4) _____
5. Approximately how many years of work experience have you had in business? 0-1 (1) _____
1-3 (2) _____ 4-6 (3) _____ 7-10 (4) _____ 11-20 (5) _____ 21 or more (6) _____
6. Are you in favor of a Business Education program which provides on-the-job training for students while attending their regular classes?
Yes (1) _____ No (2) _____
7. Would you supervise students on-the-job for a reasonable consideration?
Yes (1) _____ No (2) _____
8. Do business firms contact you for references before hiring your students?
Yes (1) _____ No (2) _____
9. Do you hold a regular Utah Secondary Teaching Certificate?
Yes (1) _____ No (2) _____
10. Please place an X by the professional organization to which you belong: N.E.A. (1) _____
U.E.A. (2) _____ S.L.T. (3) _____ U.B.E.A. (4) _____ U.V.A. (5) _____ Others (6) _____
(please specify others) _____
11. Please place an X in the space by the business classes you have taught:

____ (01) Shorthand	____ (04) Economics	____ (07) General Business	____ (10) Bus. Law
____ (02) Transcription	____ (05) Salesmanship	____ (08) Advanced Business	____ (11) Type
____ (03) Bookkeeping	____ (06) Business Math	____ (09) Office Practice	____ (12) Bus. Eng.
12. Please rate in the order of importance (1 to 5) the five traits you feel contribute most to success in office or sales work. (1 = most important trait etc.)

____ (01) Appearance	____ (07) Initiative	____ (13) Likeable Personality
____ (02) Integrity	____ (08) Intelligence	____ (14) Day's Work for a Day's Pay
____ (03) Neatness	____ (09) Dependability	____ (15) Loyalty
____ (04) Cooperation	____ (10) Promptness	____ (16) Team Work
____ (05) Courtesy	____ (11) Sense of Humor	____ (17) _____
____ (06) Health	____ (12) Interest in Work	____ (18) _____
13. From the standpoint of business requirements, please rate the following subjects as contributing to the success of a prospective employee by using the following scale:
1 = Very Important 2 = Recommended 3 = No Value

____ (01) English Grammar	____ (12) Chemistry	____ (23) Health Education
____ (02) English Literature	____ (13) Biology	____ (24) Typewriting
____ (03) Business English	____ (14) Foreign Language	____ (25) Shorthand
____ (04) Speech	____ (15) History	____ (26) Transcription
____ (05) Drama	____ (16) Psychology	____ (27) Bookkeeping
____ (06) Basic Arithmetic	____ (17) Sociology	____ (28) General Business
____ (07) Algebra	____ (18) Driver Training	____ (29) Economics
____ (08) Geometry	____ (19) Art	____ (30) Office Machines
____ (09) Business Math	____ (20) Shop	____ (31) Business Law
____ (10) General Science	____ (21) Music	____ (32) Salesmanship
____ (11) Physics	____ (22) Dance	____ (33) _____
14. COMMENTS: (Please use the back for any comments or suggestions you may care to make)

Student Interest Survey

Dear Student:

High school students in the Salt Lake City Schools are being asked to answer the following questions. Your answers may help to determine:

1. The work needs of students.
2. The types of businesses that are now employing our students.
3. New class offerings in business education in the future.

NOTE: Disregard the numbers next to the spaces provided for your answers. (machine tabulated)

High school: East (1) _____ Highland (2) _____ South (3) _____ West (4) _____ Sex: M (1) _____
 Grade: 11th (1) _____ 12th (2) _____ Race: White (1) _____ Colored (2) _____ F (2) _____

Please read each question carefully before answering.

1. Do you consider high school graduation essential to business success?
 Yes (1) _____ No (2) _____
2. Do you intend to work in the business field after completing your education?
 Yes (1) _____ No (2) _____
3. Do you intend to go to a college or university?
 Yes (1) _____ No (2) _____
4. Do you think high school students should work part-time while attending school?
 Yes (1) _____ No (2) _____
5. Would you be interested in taking a course in school which would allow you to work and gain work experience while attending your regular classes?
 Yes (1) _____ No (2) _____
6. Do your parents approve of you working while attending high school?
 Yes (1) _____ No (2) _____
7. Would you like a part-time job while attending school?
 Yes (1) _____ No (2) _____
8. Would you like help in finding a part-time job?
 Yes (1) _____ No (2) _____
9. Distributive Education concerns: (choose one) Tariff Laws (1) _____ Transportation (2) _____
 Publications (3) _____ Merchandising (4) _____ Labor Relations (5) _____
10. Please place an X by the business classes completed or now enrolled in:
 _____ (01) Shorthand _____ (04) Economics _____ (07) General Business _____ (10) Bus. Law
 _____ (02) Transcription _____ (05) Salesmanship _____ (08) Advanced Business _____ (11) Type
 _____ (03) Bookkeeping _____ (06) Business Math _____ (09) Office Practice _____ (12) Bus. English

NOTE: THE BALANCE OF THE QUESTIONS ARE TO BE ANSWERED BY THOSE STUDENTS PRESENTLY EMPLOYED ONLY.

11. Please place an X in the space representing the type of business in which you are employed:
 _____ (1) Manufacturing _____ (3) Retail Sales _____ (5) Service (cleaners)
 _____ (2) Financial Institutions _____ (4) Wholesale _____ (6) Others (specify on back)
12. Please indicate the hours you work per month. Less than 40 (1) _____ More than 40 (2) _____
13. What is your present hourly wage? 75¢ - \$1. (1) _____ \$1. - \$1.50 (2) _____ \$1.50 plus (3) _____
14. Please place an X in the space describing the type of work you do.
 _____ (1) Office Work _____ (3) Cashier _____ (5) Service Station _____ (7) Construction
 _____ (2) Selling _____ (4) Stock Clerk _____ (6) Waiter/ress _____ (8) Other (on back)
15. Please indicate how you secured your job: Employment Service (1) _____ Friends (2) _____
 Personal Contact (3) _____ School (4) _____ Specify Others (5) _____
16. COMMENTS: (Please use the back for any questions or comments concerning the above questions, or business class offerings in your school)

A P P E N D I X

GEORGE-BARDEN ACT

In order for a distributive education program to meet the requirements necessary for reimbursement under the George-Barden Act, part-time classes must conform to the following standards:

102.60 Part-time classes. (a) Part-time classes are those conducted during the working hours of the enrollees. Persons enrolled in such classes must be employed in distributive occupations. Such classes are of the following types:

(1) Classes for persons at least 16 years of age who have left the full-time school.

(2) Cooperative classes conducted on a school and employment schedule which combine vocational instruction with regular on the job training in the distributive occupational field in which the trainee expects to become a full-time worker. The class must be organized through voluntary cooperative agreements (preferably in writing) between the schools and employers, which provide for legal employment of the students, an organized program of training on the job, and the supplemental vocational instruction in school. (b) Provision must be made for adequate coordination and supervision of the program, and sufficient time must be provided for a coordinator to visit employers and student-learners on the job. (c) Persons are eligible for enrollment in a part-time cooperative class provided they are at least 16 years of age and employed during the school year for as much time as they attend school. State plans are to provide that such persons be employed for an average of not less than 15 hours per week during the school year, the major portion of such employment to be during the normal day school hours. This would preclude a student attending school full time and meeting the requirement for employment outside the normal day school hours. The total hours per week in school and at work and the monetary wage paid the student-learners must conform to state and federal laws governing employment. (d) Cooperative classes are to conform to one of the following plans:

(1) Plan A. A program covering two school years providing an average of at least one regular class period a day of vocational instruction in classes limited to the cooperative group.

(2) Plan B. A program covering one school year providing an average of at least two regular class periods a day of vocational instruction in classes limited to the cooperative group.

(3) Plan C. A program covering one school year providing an average of at least one regular class period per day of vocational instruction in classes limited to the cooperative group and enrolling only those who have completed a sequence of at least two high school units of credit or two semesters in distributive subjects taught by a vocationally competent teacher, provided the state plan sets forth the qualifications of such teacher and the nature and sequence of units in distributive subjects. Funds may be used only for the year in which the vocational instruction is on a cooperative basis.

UTAH HOUSE BILL 281

AN ACT PROVIDING FOR THE AWARDING OF ADDITIONAL CLASSROOM DISTRIBUTION UNITS TO HIGH SCHOOLS AND AREA VOCATIONAL CENTERS FOR PURPOSES OF INCREASING THE SCOPE OF VOCATIONAL TRAINING IN THE STATE OF UTAH.

Be it enacted by the Legislature of the State of Utah:

Section 1. To meet more nearly the labor training needs of Utah's rapidly expanding business and industrial economy and to aid in defraying the additional costs involved in vocational courses in the upper two grades of senior high schools in Utah, additional classroom unit considerations shall be made according to the following standards and regulations:

(1) In addition to the regular classroom unit formula for all students, provided for by this code, one-half of one classroom unit shall be allowed to school districts for each 20 junior and/or senior students in average daily attendance or major fraction thereof in high schools who complete successfully a one-year's course in vocational training approved by the state board for vocational education. (Where vocational class time is less than a full school day, the additional classroom unit allowance will be prorated according to the ratio which the fractional class time bears to a full day.) Such courses shall be designed to aid students in the development of marketable skills and abilities to make them more employable immediately upon high school graduation or to help them in furthering their training preparation as students in the highly skilled and technical courses in post-high school vocational programs. High school level courses to be considered in the above training may include distributive education, vocational business,

trade and industrial education, and such other courses as the state board for vocational education may prescribe.

(2) The state board shall establish standards for such courses and shall be responsible for the development of instructional outlines and other teacher aids together with teacher training programs to improve the competencies of teachers concerned.

(3) Limitations as to the number of classroom units allowable each year are as follows:

For senior high schools with a total day-school enrollment less than 400, not to exceed one additional classroom unit.

For senior high schools with total day-school enrollments of 401 - 800, not to exceed two additional classroom units.

For senior high schools with enrollments of 801 and more, not to exceed four additional classroom units.

Programs in area vocational centers will be limited to a total of thirty classroom units to be claimed by the school districts from which students in such programs are affiliated.

The high school vocational programs provided for in this act will be limited to not more than two high school centers in each of the three size categories mentioned above. Such programs must have prior approval of the state board for vocational education.

(4) For the purpose of this act, senior high school day enrollments shall be those in the 10th, 11th, and 12th grades.

Where students from high schools attend area vocational centers full time during the entire school year, these centers shall be allowed one unit and the district one-half unit for each classroom unit ADA consideration.

Less than full-time attendance of high school students in area vocational centers during the school year shall be apportioned between the centers and the districts concerned according to the above ratio in terms of the fractional time spent at the centers.

(5) Vocational programs may be conducted during the summer months in the senior high schools or at the area vocational centers for juniors and seniors still in high school and/or for graduates who have graduated from high school any time during the year previous to the summer in which they are enrolled. Such programs shall be conducted for 45 or more days of 6 or more hours of class time. Three-eighths of a classroom unit consideration in terms of regular ADA will be allowed each center or school for such instruction.

(6) Payments for the above programs shall be made by the State Treasurer direct to the school districts concerned upon receipt of the proper reports from these educational agencies by the State Department of Education. The school district shall reimburse the area school for the instruction.

(7) This act will be operative immediately upon enactment and shall extend to June 30, 1963.

COMMENTS MADE BY BUSINESSMEN
OF SALT LAKE CITY, UTAH

The following comments are some of those made by businessmen in the business occupations survey:

The hardest thing to find and yet the most important is just plain "common sense."

Part-time help, until trained, are worthless. Minimum wage scale is stopping me from even considering hiring part-time, untrained help.

High school students could very well qualify for our work, but we find many of the high school students unqualified when they get out of school. They are unable to make proper change, they are poor in simple arithmetic, poor in typing, seldom have knowledge of shorthand, and we wonder why we have to have high priced teachers who turn out low quality students. These are simple facts, and in as much as your interest is to place these young people in responsible positions, it is well for us as tax payers to demand that our teachers give qualified workers instead of giving good grades to make it appear that they have successfully accomplished that which is necessary to meet the world.

I am very impressed with your interest in our younger generation in preparing them for an average trade on the basis of general qualification in so far as a high school education.

One of the most important (and sadly lacking) qualities we need in our young applicant is a true desire to work. To start near the bottom and work to the top. There is little sincere desire to be the best and progress toward a chosen goal--rather than progress from pay check to pay check. There is no real feeling of satisfaction in a pay check--rather in doing a good job.

Would be interested in the young people if they were more interested in giving service, going that extra mile--working for the benefit of the employer--not interested in a clock watcher or one who doesn't visualize the importance of cooperation or the scope of the entire business picture.

I would like people I hire to realize how much money it takes to train every employee for his mistakes, and if they don't stay for at least 6 months, it isn't worth the bother.

We have found that most high school students lack the desire or ability to apply themselves to a job and forget these activities with friends and school. A job, at the time, to them is not important enough to forego pleasure and retain their employers best interests. In short, they need constant supervision, even after training. They don't use common sense.

Laziness and gold bricking are the main faults today.

I should like to see the schools place greater emphasis on "how to be an employee" or "what a businessman expects from an employee in return for the wages paid."

I believe there would be more jobs available to high school people--and more willingness of businessmen to train these people if we weren't forced to pay FLSA wages during these early stages of training--and before the people were worth it.

If we could train students in school to be accurate and neat rather than fast, I think we would have accomplished a great deal. It seems a great deal of stress is placed on speed; accuracy and neatness are far more important. Speed is all right if accuracy and neatness accompany speed. For example, we have had employees who are able to file at a terrific rate of speed, and after all letters, invoices, freight bills, etc., are filed away, nothing could be found. Also, we have had employees who are able to typewrite an invoice at tremendous rates of speed, but accuracy and neatness were lacking. The work had to be done over, not only once, but many times, because each time the work would be done fast, but not at the expense of accuracy and neatness.

Another suggestion we would like to leave with the students when they start out working, is if they would only ask questions. If they do not understand how something is to be done they should ask a question. If they still do not understand, ask again. It is far better to ask a dozen questions than to guess and, of course, because of lack of experience, do the job incorrectly.

COMMENTS MADE BY TEACHERS OF BUSINESS EDUCATION
OF THE SALT LAKE CITY SCHOOLS

Give business education a fair share of the curriculum.

It would be of tremendous value to have one make of typewriter in the classroom. Also, all pica or all elite.

Also, to have more business machines in the office practice room if the administrators are going to enroll over 20 students in this class.

More time needed to prepare for classes and correct papers. We teach six periods a day, while science, math, English and social science teachers teach only five periods.

More money to purchase needed equipment. Greater interest of administrators.

Too many classes--business teachers have six--most others five--leaves no time for checking, and planning, without working almost every night and during week ends.

COMMENTS MADE BY HIGH SCHOOL STUDENTS
OF SALT LAKE CITY, UTAH

The business class offerings do interest me because I'm leaving school the third day of January.

I need a job and would like to get one very much.

It is needful for me to work. I don't believe in working while in high school because I feel that the student should devote all time possible to his studies; however, for my personal needs I must work.

I am interested in business and am now taking bookkeeping in which I am very interested but would rather learn about the selling end of business itself. I think there are many other students who think the same way I do. This questionnaire, I think will help a great deal for both the student and schools; and this will help in choosing classes in college.

I would like to see more business classes offered at East next year.

I think there should be an improvement in business classes.

I am now enrolled in a distributive education class offered here which I feel is very interesting. I wish that an advanced course, or a course on advertising would be given, as I feel it would be very helpful.

I think I should have a part-time job because, if I go to college, I will have to earn my way. However, I feel that unless it is necessary high school students should not work.

If dealers would give high school students better opportunities, I know they wouldn't be displeased. The only way I got my job was going out and finding it myself. Then I got a job I'm not satisfied with. I want office work, and the school has no opportunities for us. The training is wonderful, but for experience, which we can't get a job without, there is no chance. West does and helps the student, why can't we?

I do not feel that students should have to work while they are going to school because they lack the time and the energy. Unfortunately, school activities can be very expensive and many students have to buy their own clothes. This makes a job necessary; quite a mess!

Many people feel that a job hinders your school work and home assignments. But I feel it does a kid good to get out and learn to manage money; it also helps you meet all sorts of people, and, thus, learn to get along with them. It's also a lot better than being out in the street and getting into mischief, or even watching T.V.

I feel that students aren't given the chance they deserve. People are constantly griping about juvenile delinquency, laziness or teenagers these days, and how poor teenagers are today. Personally I feel this is unfair because (speaking from personal experience) I have tried to obtain work for the past three months, and have been turned down, not because of qualification, as I have been told. Unless I lie about my age, which is not eighteen, I cannot work in many places. I know that it is not fair to expect the labor market to give up positions to people who must work for support, but there should be someplace for teenagers. I am strong, able and want to work, not exactly for the money, but for independence, experience in the business world and with other people. Like many other students, my school work would not be affected by part-time work, and the experience and independence would be worth any interference with time.

Even though I do not advocate employment during the high school academic year I can see an occasional necessity in case of a serious economic set back.

I think it is good for high school students to work part-time, generally speaking, depending on the person and his needs.

Recently I went to the Employment Agency to apply for a part-time job. I was extremely disappointed when they said they had no work for high school students. This should be remedied. It is very unfair.

I am employed at three jobs and with schooling also. I sell clothes at a downtown men's store, have a weekly janitor job, and work in a wholesale house as a stock boy and loader.

I work at the associated press as a teletypesetter operator. My wages are \$3.68 an hour.

What is the main purpose in our taking this questionnaire? What is to come of it? Is it possible for the education department to help students find jobs?

What in the Z can the purpose of this sheet be? Seems to me it's hideous.

This form is ridiculous. It is none of your business where I work, what plans I have for completing my education, and what I do.

I am not interested in this questionnaire; it was a waste of time; and it was nobody's business but my own. I don't see how a questionnaire of this type could possibly benefit me personally, or anyone else for that matter.

Questionnaires of this type should be outlawed; and I think somebody uses them for soap-operas on television.

(SEAL)

THE STATE OF UTAH
Department of Public Instruction
Division of Vocational Education
Salt Lake City 14, Utah

Dear Sir:

In an effort to help you obtain better trained employees, a few minutes of your time is requested in completing the enclosed survey form. The purposes of this survey are:

1. to determine the extent to which a "Cooperative Vocational Business Education Program" would be valuable to students, business, and industry in the Salt Lake City School District, and,
2. to get suggestions from the community on training and behavior traits our young people should have when they enter the labor market.

Your cooperation in helping us with this survey will benefit the youth in your community. It should also help you secure better trained personnel. Prompt return of the completed survey form in the enclosed stamped envelope will be appreciated and treated as confidential.

Respectfully Yours,

/S/ Allan Petersen

Allan Petersen, Supervisor
Business & Distributive Education

BULLETIN

Utah Manufacturers Association · 425 Kearns Bldg. · Salt Lake City

November 28, 1961

Memorandum:

During the next several weeks you will receive a series of questionnaires concerning your need for certain trained personnel.

These studies are the cooperative effort of the State Board of Education and the Utah Manufacturers Association.

They will be mailed to you under the signature of State Board personnel. These questionnaires are designed to help Utah manufacturers and the schools cooperate in getting better curricula for the training of students in vocational and technical education, the results being a better labor market for you.

Would you please cooperate as these questionnaires come to you by filling out and returning them as requested?

We are sure that it is to your benefit to cooperate in this manner.

Sincerely,

Robert E. Halladay
Executive Secretary