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Guidance and Counseling Activities

in the Co-op Business Programs

(TITLE)

BY

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B. S., Eastern Illinois University, 1954

**PLAN B PAPER**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE MASTER OF SCIENCE IN EDUCATION  
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Current Practices & Problems in Counseling

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,  
CHARLESTON, ILLINOIS

1964

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS  
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A C K N O W L E D G M E N T

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## INTRODUCTION

The Office Occupation Program is one of the Co-op Business Courses. A description of the Office Occupation Program follows.

The program is a cooperative arrangement between the high school and the business and industrial enterprises of the community. The high school gives the student the necessary related and theoretical information pertaining to the business, trade, or industry he has selected as his or her probable life work, while the business firms open their places of business to the high school student on the job under actual working conditions.<sup>1</sup>

Student learners are of two types, clerical and stenographic. Both groups usually enter office occupations with a basic skill of typewriting and a good command of English and grammar. In addition to typewriting, the stenographic group must successfully have completed one year of shorthand.

The individual responsible for assisting students to be placed in the program is called a coordinator. Individuals in these positions serve a parallel role in the instructional and personnel function.<sup>2</sup>

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<sup>1</sup>Clifford P. Froehlich, Guidance Services in Schools, New York, McGraw-Hill Book Company, Inc., 1958, p. 123.

<sup>2</sup>Raymond N. Hatch and Buford Steffire, Administration of Guidance Services, Englewood Cliffs, N. J., Prentice-Hall, Inc., 1958, p. 167.

The business establishment where the student-learner receives supervised occupational learning experiences is called a training station. The person who is directly responsible for the occupational learning experiences of the student learner at the training station is called a training station sponsor.<sup>3</sup>

The coordinator arranges with the cooperating training station sponsor to carry out a training program. Training stations are chosen by the coordinator. The coordinator assists training station sponsors in selecting students who best fit the needs of the training stations, and training stations that fit the needs of the students.

Students are hired by training station sponsors for the entire school year. If, at the end of that time, they wish to retain the student they may, if the student desires to remain. Approximately three-fourths of the students become full time employees at their training stations after completion of the school year. Most of the other students are only filling part time jobs.

A student is not placed at a location if it is known he will be laid off a portion of the school year due to a seasonal slack period. If the student does not perform satisfactorily, however, the office can release him at any time during the school year.

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<sup>3</sup>Ralph E. Mason, Methods in Distributive Education, Danville, Illinois, The Interstate Printers and Publishers, Inc., 1962, p. 106.

Periodic visits are made to the training stations by the coordinator to observe students on the job and confer with training station sponsors relative to the progress of the students. The coordinator attempts to assist the students with any weaknesses in work performance or any other difficulties they may have.<sup>4</sup>

Rating sheets are mailed to each employer two weeks before the end of each grading period. After the completed forms are returned, the coordinator holds a conference with the student concerning his rating. Additional conferences are held depending upon the need indicated by the rating.<sup>5</sup>

Student problems encountered at training stations usually can be solved easily if the student is sincere in his efforts to become a trainee at his training station. Some students have more difficulty adjusting to their training station than others.

Students are not permitted to transfer from one office to another unless permission is given by the coordinator. Students are not permitted to leave one office to go to another that has a better pay schedule.

If a student leaves, or is released from, an office within two or three weeks after the beginning of school he is returned to a regular class schedule and dropped from the co-op program.

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<sup>4</sup>Ibid., p. 111-112.

<sup>5</sup>Marian Thome, "Maximum Benefit from the Cooperative Work Experience Program," Journal of Business Education, XXXIX (May, 1964), p. 328.

If a student is released from an office later in the school year, he remains at school during the afternoon when other students in the program are receiving their on-the-job training. Some kind of office work is found at school for this student until another job is found for him. The student does not receive any pay for work performed at school. If a job is not found for him, he remains at school all afternoons for the remainder of the school year.

A portion of the classroom instruction is given all students on subject matter in office training. The coordinator devotes a certain amount of time to instructing each student individually on the specific subject matter and office skills needed by them on their part time jobs.<sup>6</sup>

Each student earns two credits for the two hours daily in the office occupations classroom. An additional credit is earned for the training received at a local business or industrial office. Three of the four credits needed the senior year are earned in this program.

All students receive a rate of remuneration equal to that given to other inexperienced office workers with the same qualifications entering the same position.<sup>7</sup> Most local students earn between \$1.00 and \$1.25 per hour. They are paid for the actual hours at the office.

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<sup>6</sup>Mason, Loc. cit., p. 141.

<sup>7</sup>Dorothy R. Zarella, "Cooperative Work Experience for Office Students," Journal of Business Education, XXXVII, (March, 1962), p. 230.



The State of Illinois has minimum standards for students in the office occupation programs.

The minimum age of an enrollee shall be 16 years.

Student learners will have completed all work for entrance into the 12th grade.

Student learners are to be placed in an occupation in keeping with his abilities and interests.

The students shall be employed in an office for an average of not less than 15 hours a week throughout the school year, the major portion of such employment to be during the normal school hours.

It is recommended that student learners be employed not more than 24 hours a week.<sup>8</sup>

Students in the Mattoon, Illinois program are in school an average of 20 hours per week. Students receive not more than 20 hours training in local offices per week to give them a combined total of 40 hours per week. Students employed at professional offices do not work Thursday afternoons, but work all day Saturday. These students do not have to report to school on Thursday afternoons.

Some schools adopt the policy of arranging dual class schedules for student learners. One schedule is prepared enrolling them for office occupations and one academic subject. A second schedule also is prepared, omitting the office occupation program and substituting other course work.

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<sup>8</sup>State of Illinois, Suggested Minimums For an Office Occupations Program, Board of Vocational Education, September, 1961.

This makes it possible to leave in the alternate academic program those students who have not been placed in training stations by the opening of classes in the fall. If any additional placements are made, it is no problem to switch the student to the office occupation class schedule.<sup>9</sup>

Most coordinators are employed two weeks to one month additional time in order to begin the placement of students prior to the beginning of school. Coordinators receive additional pay for this extra coordination time.

The State of Illinois also has minimum standards for teacher-coordinators.

He shall have graduated from a 4-year college or university.

He shall have completed eight semester hours of college credit in office occupations courses, one of which shall be in the field of cooperative office occupations.

He shall have completed twenty semester hours of college credit in technical courses in the field of office occupations.

He shall have had two years of successful experience as an employee or manager in one or more office occupations.<sup>10</sup>

There are three general objectives of this program. One objective concerns student learner's acquisition of occupational skills and job intelligence basic to all office occupations. A second objective concerns the student learner's building of occupational skills and knowledge applicable to the particular initial job in which he is placed. A third

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<sup>9</sup>Mason, Loc. cit., p. 85-86.

<sup>10</sup>State of Illinois, Loc. cit., p. 2-3.

objective concerns general education. The program should contribute to improvement in the student's ability to read, write, and compute.<sup>11</sup>

There is a need to sell the program to the school and students. There are numerous job opportunities in business, many of which offer long range employment and advancement.<sup>12</sup>

The guidance value of such a course is tremendous. The occupational information the students acquire on the job is realistic and has meaning for them. Furthermore, since they are still in school, much of the information they gather is passed on informally to their classmates.

From the individual pupil's point of view, perhaps the most valuable opportunity is that of trying out an occupation he has chosen. This is the best way for him to be sure that he has the necessary qualifications, in addition to a continuing interest and liking, for the work.<sup>13</sup>

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<sup>11</sup>Illinois Curriculum Program, Cooperative Business Education Programs--Office Occupations, p. 5.

<sup>12</sup>Winferd Durham, "Counseling and Business Education," The Balance Sheet, XLV (September, 1963), p. 8-9.

<sup>13</sup>Froehlich, Loc. cit., p. 124.

## CHAPTER I

### SELECTION OF STUDENTS

Vocational guidance and counseling are included in the activities of the guidance program. The coordinator works with the guidance counselors in the selection of students interested in the office occupations program.<sup>14</sup>

It is realized that the job of counseling is too large for any one specialist, or for any committee of specially trained people. The office occupation coordinator should contribute to this program.<sup>15</sup>

With access to various school records, and with the aid, when needed, from guidance counselors, prospective student learners are selected by the coordinator from those students who pre-registered in the spring for office occupations. In a few instances teachers are also consulted for additional information concerning students.<sup>16</sup>

In Trenton, New Jersey teachers of prospective students are asked to complete reports concerning student applicants to the cooperative program. Students are denied admission

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<sup>14</sup>Froehlich, Loc. cit., p. 4, 8.

<sup>15</sup>Eunice M. Hilton, Guidance in the Age of Automation, Syracuse, New York, Syracuse University Press, 1957, p. 73.

<sup>16</sup>Mason, Loc. cit., p. 46.

to the program if reports from teachers seriously reflect on citizenship, absenteeism, tardiness, conduct or behavior.<sup>17</sup>

Recognizing the far-reaching effects of the program, New York City has as many guidance criteria as possible in selecting students for co-op programs. Factors considered are personal interests, age, general ability, skill, achievement in school work, health, and geographic location of work in relation to home of student.<sup>18</sup>

Prospective students are personally interviewed by the coordinator regarding their school and work history. Interviewing candidates partly involves finding out if the information given by the applicant on an application sheet agrees with the facts, recognizing personality traits and behavior.<sup>19</sup>

The salary received is an attraction to some students, but it is the hope that the primary reason for registering for the program is the students' own educational benefit. During the coordinator-student interview the coordinator attempts to make certain the student understands that it is an educational program preparing students for careers in business.<sup>20</sup>

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<sup>17</sup>Rose Davolio, "Planning a Cooperative Office Work Program in a New High School, The Balance Sheet, XXXV (May, 1954).

<sup>18</sup>Benjamin Rowe, "Public Relations Through Cooperative Education," National Business Education Quarterly, XIX (Winter, 1950), p. 52-53.

<sup>19</sup>Gertrude Forrester, Methods of Vocational Guidance, Boston, D. C. Heath and Company, 1944, p. 378.

<sup>20</sup>Mason, Loc. cit., p. 124.

Grades earned in previous high school years usually give good insight into prospective student learners. Low grades in high school can be either an indication that the student is either lacking in intelligence, or has put forth little effort. Employers are reluctant to hire poor students and they are usually disqualified.<sup>21</sup>

Most office occupation students are of average, or slightly above, scholastic ability. Students with average abilities who have business competencies often attain positions of responsibility. Students with below average academic abilities often find satisfying careers in business. Data shows that business skills are in demand and that they are likely to continue to be in demand.<sup>22</sup>

The coordinator and guidance counselors might meet to reach a final decision as to whether or not certain students should be retained or disqualified.<sup>23</sup>

If the student desires to remain in the program after being accepted by the coordinator, a folder is made with all information gathered and placed in an "active" file. These resumes should be prepared which are capable of easy interpretation by the potential training station sponsors.<sup>24</sup>

<sup>21</sup>Lucille Bowman, (Personal Interview), Cashier and Training Station Sponsor, Central National Bank, Mattoon, Illinois.

<sup>22</sup>"The Counselor and Business Education," Business Education Forum, XVII (May, 1963), p. 1-2.

<sup>23</sup>Mason, Loc. cit., p. 78.

<sup>24</sup>Erwin M. Keithley and Arthur S. Patrick, "Some Ideas on Cooperative Business Education," Business Education Forum, IV (April, 1950), p. 35-36.

In addition to other qualifications, the students, to be lawfully employed at a training station, must conform to all state and federal laws relating to employment.<sup>25</sup> Federal laws do not pertain to the student learners as long as the business is not involved in interstate or foreign commerce or the production of goods for such commerce.<sup>26</sup>

In the Mattoon Office Occupation Program, the coordinator makes the final decision on acceptance of student applicants. Business teachers and the guidance counselors give most assistance in the selection of students. Other teachers are contacted for information concerning borderline students. In pre-registering students the guidance counselors discourage most undesirable student applicants for the program. For this reason few students are disqualified by the coordinator.

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<sup>25</sup>Theodore F. Struck, Vocational Education for a Changing World, New York, John Wiley & Sons, Inc., 1945, p. 406.

<sup>26</sup>Davolio, Loc. cit., p. 390.

## CHAPTER II

### ORIENTATION

Students need assistance in preparing for their initial job interview. The prospective group of students is brought together for an orientation on topics related to the interview.

In preparing pupils for the interview, it must be remembered that sincerity and naturalness are desired by the employing officers. These employers desire that questions be answered frankly and openly. The student should not be acting a part for which he has been rehearsed.

Details often overlooked by applicants are good grooming, appropriate clothes, a mouth free from gum, a friendly yet dignified approach, and a readiness and willingness to discuss their qualifications. Students are encouraged to ask intelligent questions regarding the training stations when the occasion arises during interviews with training station sponsors.<sup>27</sup>

### HOME VISITATIONS

Parents are usually pleasantly surprised by home visitations by the coordinator. Most parents do not understand fully the office occupation program and the

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<sup>27</sup>Forrester, Loc. cit., p. 373-374.



visit clarifies any questions they may have concerning the program.<sup>28</sup>

During a home visitation the coordinator may be able to meet with some or all members of the family. This gives a better view of the family and its attitude toward the individual student learner. Some parents may feel freer to discuss the school, the co-op program and their child in their own environment rather than at school.

Besides a better understanding of the student, the coordinator is able to enlist the aid of the parents in the program and enable him to know first-hand the "grass-roots" philosophy of the community.<sup>29</sup>

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<sup>28</sup>Mason, Loc. cit., p. 156.

<sup>29</sup>Patricia Rath, "The Parent in the Cooperative Program," Journal of Business Education, XXXVI (February, 1961), p. 208-209.

## CHAPTER III

### PLACEMENT OF STUDENT LEARNERS

Job placement and follow-up are included as an integral part of the guidance program. This is also an important function of the teacher-coordinator.<sup>30</sup>

The placement of students at training stations has important advantages. Students gain experience in securing and holding a job. Supervised training at training stations give students a wide variety of work, providing exploratory experience toward a permanent choice of vocation.<sup>31</sup>

Counseling and other guidance services available in the school should be used by the coordinator in enrolling students in the cooperative program and in assigning them to training stations.<sup>32</sup> The coordinator should take into consideration that certain phases of office employment require different personality characteristics.<sup>33</sup>

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<sup>30</sup>Theodore Mahaffey, "Guidance in Business Education," The Balance Sheet, XXXIV (October, 1953), p. 59-60.

<sup>31</sup>H. M. Byram, Vocational Education and Practical Arts in the Community School, New York, MacMillan Co., 1956.

<sup>32</sup>Daryl E. Nichols, Selection, Placement and Evaluation in Distributive Education, Evanston High School, 1960, p. 9.

<sup>33</sup>"Guidance for Business Education," The Vocational Guidance Quarterly, XII (Winter 1963-1964), p. 112.

Personality and temperamental factors in work are important. Many young people are unprepared to meet personal frustration in job situations because it has never occurred to them it might happen.<sup>34</sup>

The coordinator should take the necessary precautions to avoid exploitation on the part of prospective training station sponsors. The coordinator should make sure that the conditions, hours, pay and environment of the work can be satisfactory.<sup>35</sup>

Prospective employers agree to give students broad experience on the job. Students are not to remain on one job the entire year, unless incapable of moving to others.<sup>36</sup>

The coordinator must do his best to place students at training stations where they will receive occupational experience to suit their needs. Well placed students at the beginning of the school year should result in fewer problems during the school year.<sup>37</sup>

In Evanston Township High School, Illinois, training stations are found to fit the individual needs of students. No student is placed during the summer immediately preceding his year in the office occupation program. Problems could

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<sup>34</sup>Anne Roe, The Psychology of Occupations, New York, John Wiley & Sons, Inc., 1956, p. 313-314.

<sup>35</sup>Byram, Loc. cit., p. 268.

<sup>36</sup>Zarella, Loc. cit., p. 230.

<sup>37</sup>Struck, Loc. cit., p. 407.

arise and the students be fired during the time the coordinator is unavailable if this practice were followed.<sup>38</sup>

In Mattoon, as in many smaller localities, the number of training stations is limited. Some years there are not enough training stations for all student applicants. Students are placed at training stations that will best fit the individual needs.

It has been past practice in Mattoon to place some students at training stations in early June, immediately following the close of school. These training station sponsors desire to begin training students during the summer months when the student is available the entire day. Students placed at these training stations during the summer are asked to call the coordinator in case of any difficulty.

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<sup>38</sup>Nichols, Loc. cit., p. 17.

## CHAPTER IV

### TYPICAL YEARLY STUDENT PROBLEMS

There are many student problems with which the coordinator is confronted during a school year, but there are just a few that occur frequently. In some cases the student does not realize that there is a problem. Not until the coordinator makes his initial or later visit to a training station is it known by either the coordinator or student.

One of the most typical early problems is the adjustment the student must make to the office. The student is in school in the morning and in an office in the afternoon. There is the daily transition from being with fellow students in the morning at school to being with adult co-workers in the afternoon at the office.

Many students ask for individual conferences to talk with the coordinator about their work or office. They enjoy the work they are doing, but do not care for the office. After a few weeks, they begin to feel differently toward the office and soon enjoy all phases of their work. Sometimes just by talking with the coordinator they seem to feel better and soon give a better report with regard to their work.

Occasionally an immature student will perform at a level less than desirable. He actually may not be ready to leave school and perform at a local office. Unless the job is routine or the employer patient, the student is likely to be released in a short time despite any efforts on the part of the coordinator.

There may be a poor relationship between the student and employer. The difficulty may have been caused by a lack of communication between the two. Unless there is quick action on the part of the coordinator, the student may soon lose his job at that location.

Some students have problems stemming from some kind of conflict with one of their fellow workers. The students usually are quick to tell the coordinator of this and are willing to talk about it at length. The difficulty often is not serious. After talking with the coordinator, the student usually reaches a solution to the problem and will do his part to reduce the difficulty with this other employee.

Another type problem is with those students who are never sure of their performance at their training station. They say that they are working hard and want to do well, but they are just not sure if the employer is satisfied with their work. The employer at this kind of training station usually has not said anything to the student about his work performance.

After the coordinator visits the training station the student may be so anxious to learn what was said that he may

call the coordinator at home. The student is usually quite relieved at what the employer had to say of his performance.

#### EXAMPLES OF PROBLEMS

The first problem reported by the coordinator this past year was concerning a student who had been on the job only three days. The coordinator had prior warning from another student that she wanted to leave her training station and go to regular classes.

The next morning the guidance counselor was advised of the coming situation because he would be the person contacted for a schedule change. The student was one who was quiet, shy and made good grades in school. Both the coordinator and counselor thought that the office training would be beneficial to the development of her personality.

The student asked for a private conference as soon as she came to school. The work that she had been assigned at her training station had been somewhat neglected prior to her employment. She had been advised that it would take her some time to do the daily routine and bring the other material up to date. She went home evenings, however, and worried because the work was not finished. She had difficulty sleeping at night because of this.

At one time during the conference with the coordinator she broke into tears, but after a short pause was able to continue without any further difficulty. There was no ill feeling between her and her training station sponsor or any

of the employees in the office. She just did not want to work any longer. In fact she wanted the coordinator to call and tell the training station sponsor she would not be at work any longer. After the conference with the coordinator she was sent to the guidance counselor.

The guidance counselor could not do or say anything that could make her change her mind. The student did realize, however, that she should go to the office herself and tell her employer that she did not wish to work any more. She then transferred to other classes.

The coordinator made a visit to that training station the same day. Another student was chosen to receive training at that location and began work the next day.

Another student this past year was placed at a new training station. The student thought her work was satisfactory, but the initial visit to the office by the coordinator brought out that the student had been typing poorly and performing inadequately in answering the telephone and meeting customers. Further conversation with the training station sponsor revealed that the student had never been advised of these inadequacies.

The office supervisor had typed material over the next day in the morning before the student arrived. She had expected the student to listen to her telephone technique and do the same as she. The student was not told this, however. The office was ready to release the student. After the coordinator's visit, a longer trial period was agreed upon.



In a conference with the student the next morning the coordinator found that the student did not seem to realize that her work had not been acceptable. She had been wanting to ask the coordinator for assistance with her telephone usage, but did not consider this a serious matter.

Immediate steps were taken to improve the performance of this student. She was given extra typing under close supervision of the coordinator and individual help in the proper method of answering a business telephone. Extra reading material was also given the student to improve her usage of the business telephone.

A visit to the same office the next week disclosed much improvement in the student's performance. The student's typing had improved greatly and there had been some improvement in her use of the telephone, but no change in meeting customers. The training station sponsor indicated that she had little patience, and would make a poor teacher in teaching students office skills of that office.

A few days later a telephone call was received by the coordinator at school. The training station sponsor advised that due to less office work, the student would no longer be needed.

This student remained at school in the afternoons for approximately one week. Another job was found for her at that time and she went to work at this new training station.

One Monday morning a student and her mother arrived at school before classes. The Saturday afternoon before the

student had been alone at work with the training station sponsor, a man in his fifties. While they were talking he became overly fresh and the girl went home.

This would, of course, end relationships with this office if what the girl and mother had said was true. The mother would not let the girl return to that office, and she was afraid that the student might fail the course and not graduate.

A visit was made to the office that afternoon to confer with this sponsor. He immediately said that he knew why the coordinator was there and asked him into his office. During the private conference he readily admitted his actions as described by the student and her mother. The man stated that he didn't know why he did it, that he had never done anything like that before. He stated further that he had discussed the incident later with his wife.

The training station sponsor said that he was sorry, and was glad that the student resisted him. The conference lasted almost two hours, and at the end the man again said that he was sorry and didn't know what prompted him to do what he did. The coordinator advised the training station sponsor to contact his priest or minister and discuss the matter with him.

Another training station was found for the student and she went to work at this one within two or three days. The parents did not want to cause any difficulty and did not bring any charges against this training station sponsor. No other student could be placed at this location.

One student learner could have been the best student in her office occupation class. She had been a mid-year transfer student to the school the year before and had achieved excellent grades at both schools.

The initial visit to the training station of this student proved quite a shock to the coordinator. Her performance had been poor for a beginner. The student did not associate with her fellow workers, only talked to them when it was necessary for her to ask a question.

Most legal documents typed by the student had to be re-typed the following morning by another employee. The student handled outgoing mail at the close of each day. Sometimes she put correspondence in wrong envelopes and would send mail supposed to be sent special delivery by registered mail.

The coordinator had a conference with this student the following morning at school. The student thought that she had to do more than a beginner should, and was given jobs that none of the other office workers wanted. She thought that everybody in the office was "square." The student stated further that she would try to do better to please her employer.

Further conference with the student indicated that she was also having difficulty at home. She was living with her grandparents. Her parents had been killed in an automobile accident years before and she had lived with some friends for a year or two, and then with an aunt and uncle for another year or two. She had always been given her way and rebelled

when her grandmother wouldn't let her do everything that she wanted.

The next visit to this student's training station was almost a duplicate of the first. She had been given a duty of lesser consequence with the hope that it would be beneficial to her. Her work was no better and her relationship with fellow workers worse. The other workers had tried to be friendly and helpful, but there was no friendliness on her part.

A telephone call was received a few days later and the coordinator was advised by the training station sponsor that she was being released. The student was told that they were hiring an additional full time employee because of increased work and they no longer would have a need for a part time employee.

The student had been in school and at this training station approximately two months and it was too late to transfer her to other classes. The coordinator was faced with the task of attempting to find another training station for this student. Her performance at the first one dictated some kind of rather routine duty not requiring any concentration on her part. It was almost a month before another training station was found for this student.

One student was actually placed in a training station as a result of the efforts of a guidance counselor. The student was extremely shy and thought that she was not liked by fellow students. She threatened to drop from

school both her sophomore and junior years in high school. Several times the student went into the rest room and would not leave. The guidance counselor would then go into the girls' rest room and persuade her to go to class.

This guidance counselor thought that possibly the co-op program might be helpful to the student and keep her in school. She had taken some business courses and became interested in the program when it was explained to her. The guidance counselor asked a businessman to take the student on a trial basis, explaining the situation to him.

The school psychologist also was called in to assist in this case and he worked more with the parents than with the student. After a slow beginning, the student seemed to gain confidence in herself and at the end of the school year was almost an entirely different person. Her school work improved and she no longer was the extremely shy individual that she had been. The training station sponsor was so pleased with the student's progress that he retained her at the end of the school year.

The counselor, psychologist, businessman, coordinator and parents all cooperated to help this student, and through their combined efforts saved a probable dropout.

#### HANDLING OF PROBLEMS

Most student having difficulties during the school year ask for private conferences with the coordinator. Those

students who come to the coordinator for assistance usually do so before their problems have become serious.

Discussion of pupil experiences with careful evaluation by the group will cover much information in a way which the class will remember. The purpose of this is to help the students gain insight into their own problems and help them to see that some of their minor problems are typical of most student learners.<sup>39</sup>

In some cases these potential learning situations will not come up naturally, but will have to be created or planned ahead by the coordinator. In other cases these learning experiences may not be recognized by the students and they will have to be pointed out to them.<sup>40</sup>

Sometimes the bringing out of humorous training station experiences will lead to more classroom discussion. Students can soon be led to talk about many work experiences that they might normally be reluctant to discuss.

One of the most frequent types of comments from students is about the adjustment to the job and acceptance by fellow workers. Some of the students who have difficulties of this type would never mention it to the coordinator. Hearing one student talk about some kind of problem may prompt similar comments from others. For some students, just hearing others

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<sup>39</sup>Lodie Clark, "Selected Methods & Techniques for Teaching Cooperative Part-time Students," Business Education Forum, IV (April, 1950), p. 10-11.

<sup>40</sup>Maude A. Hudson, Improved Coordination Through a Sponsor Development Program, University of Illinois, 1959, p. 4.

talk about the same kind of difficulty that they may be having, makes it a little easier for them.

Several of these discussions are held each school year. The number depends upon individual classes.

The first student to attend an office Christmas party quickly tells the others about it. Many of the parties are held at a location where many older employees "drink" and some of the men get friendly near the mistletoe. This topic usually brings forth much discussion and most students are a little reluctant about going to their office parties unless they are held at the offices.

Some of the classroom discussion assists students in knowing more about other types of offices. Some students like office work, but do not particularly like the office in which they are placed during the school year. This discussion assists some students in deciding the particular type of office in which they would like to be employed on a permanent basis after graduation.

#### COOPERATION OF GUIDANCE COUNSELORS

The guidance office works hand in hand with the coordinator to assist students interested in the office occupation program. With the use of such devices as movies, filmstrips, lectures and talks by businessmen the students get a more realistic picture of the many office occupations.<sup>41</sup>

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<sup>41</sup>Katherine Post, "Terminal Training for High School Business Students," The Balance Sheet, XXXIX (February, 1958), p. 248.

Selecting the right career and the way to earn one's living probably is the most important decision a person makes in his entire lifetime. Therefore, it is essential that the student receives assistance in making this decision. The guidance counselors perform this service in many schools.<sup>42</sup>

Before pre-registration each spring the guidance counselors talk to the freshman, sophomore and junior classes, explaining the class schedule offered at the school. Since students know less about the co-op program than such subjects as history or English, the guidance counselors explain them in detail.

In registering individual students the guidance counselors assist them in making their schedule. They are familiar with the general type student needed from the program and encourage or discourage students regarding the program according to their abilities and backgrounds.

In some instances the coordinator asks the guidance counselor for advice about the handling of a student problem. Counselors have been quite helpful in any such situation and often mention different methods of handling the problem. Some students are referred to the counselor by the coordinator.

The guidance counselors are also asked to assist in the selection of border-line students. They sometimes are asked for assistance in reviewing test results to assist the coordinator in the selection of a student.

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<sup>42</sup>Career Guidance for Youth, Washington, Chamber of Commerce of the United States, April 12, 1963.



## CHAPTER V

### SUMMARY

There has been increasing recognition in the past twenty years that much worthwhile education takes place outside the classroom and that a job, properly planned, often best serves the educational needs of youth. The co-op program consists not merely of finding work, but also of supplementing school offerings by taking advantage of the learning opportunities supplied by the many kinds of work experiences.<sup>43</sup>

The effectiveness of the co-operative training program depends to a great extent upon the vocational guidance program. Not only must pupils know the occupational choices they may have, they must know the employer specifications for them. It frequently happens that when an employer wants a student for a position he wants one with other than just clerical or stenographic possibilities. The employee is often selected because he has skills or abilities in addition to those required for the immediate job.

The success of the program also depends on the degree of correlation with work in the classroom. If opportunity is given the pupil to discuss problems encountered in his

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<sup>43</sup>Hatch and Steffler, Loc. cit., p. 167.

cooperative experience, to do correlated reading, and to learn to do other activities engaged in, the work furnishes an added incentive to study and increases the pupil's efficiency in study. He will come to a fuller realization of what is expected of him. On the basis of personal work experience, he can make a decision concerning further pursuit of that kind of work.<sup>44</sup>

The office occupation program appears to be successful. The unemployment rate for participants in the program is extremely low. Records of average students who have entered this program indicates better scholastic standing after starting the program.<sup>45</sup>

The cooperative plan also represents the finest kind of cooperation between education and business and industry.<sup>46</sup> Coordinators are also brought face to face with new machines being introduced in offices.<sup>47</sup>

With the many adjustment problems presented by on the job training, the coordinator has an opportunity for counseling and group guidance to assist students in orientation to the world of work and success on the job. Information giving, job placement, and follow-up are major activities for the

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<sup>44</sup>Forrester, Loc. cit., p. 372.

<sup>45</sup>Zarella, Loc. cit., p. 230.

<sup>46</sup>Sid R. Peters and William J. Harrison, Jr., "Work-study Program Cooperates With Industry," The Balance Sheet, XLV (April, 1964), p. 32.

<sup>47</sup>Florence Trakel, "The Cooperative Office Training Program," Business Education Forum, VII (April, 1953), p. 38.

coordinator. In fact, the co-op coordinator could profit much from the graduate course work prescribed for guidance counselor training.<sup>48</sup>

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<sup>48</sup>Board of Vocational Education and Rehabilitation, Letter from James W. Smith, Chief, Vocational Guidance Services, June 2, 1964.

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