

R E P O R T R E S U M E S

ED 017 666

VT 002 898

OFFICE EDUCATION AND DISTRIBUTIVE EDUCATION
TEACHER-COORDINATORS, CRITICAL REQUIREMENTS AND
REASONED-JUDGMENT COMPARISONS, A BRIEF SUMMARY OF A DOCTORAL
DISSERTATION.

BY- HARRIS E. EDWARD

NORTHERN ILLINOIS UNIV., DE KALB
COUNCIL FOR DISTRIBUTIVE TEACHER EDUC.

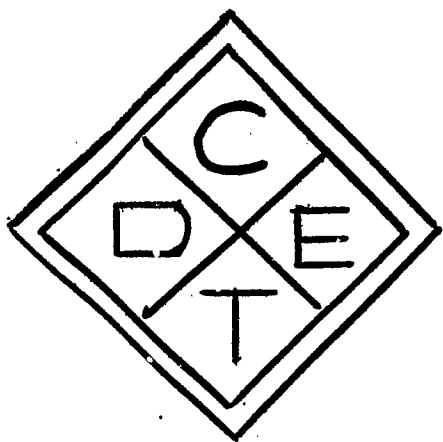
REPORT NUMBER CDTE-PROFESSIONAL-BULL-8

PUB DATE JUN 65

EDRS PRICE MF-\$0.50 HC-\$2.60 63P.

DESCRIPTORS- PROGRAM ADMINISTRATION, *DISTRIBUTIVE EDUCATION,
*OFFICE OCCUPATIONS EDUCATION, PROGRAM COORDINATION,
*COOPERATIVE EDUCATION, TEACHER ATTITUDES, *INSTRUCTOR
COORDINATORS, CRITICAL INCIDENT METHOD, HIGH SCHOOLS,
*TEACHER QUALIFICATIONS, ADMINISTRATOR ATTITUDES, STUDENT
PROBLEMS, TEACHER ROLE,

THE OBJECTIVES OF THIS STUDY WERE TO DETERMINE THE
QUALIFICATIONS OF EFFECTIVE OFFICE EDUCATION AND DISTRIBUTIVE
EDUCATION TEACHER-COORDINATORS AND THEIR ATTITUDES TOWARD
PROGRAM OPERATION. THE 46 DISTRIBUTIVE EDUCATION AND 19
OFFICE EDUCATION TEACHER-COORDINATORS AND THEIR SUPERVISING
SCHOOL ADMINISTRATORS IN ILLINOIS SUPPLIED 523 CRITICAL
BEHAVIORS OR CHARACTERISTICS OF EFFECTIVE TEACHER
COORDINATORS WHICH WERE CLASSIFIED INTO MAJOR CATEGORIES OF
JOB ACTIVITIES-- (1) DISCIPLINE AND CONTROL OF STUDENTS, (2)
SELECTION OF TRAINING STATION AND PLACEMENT ACTIVITIES, (3)
EVALUATION AND SELECTION OF STUDENTS, (4) PERSONAL AND
PROFESSIONAL RELATIONSHIPS, (5) ADJUSTING STUDENT TRAINING
STATION PERFORMANCE PROBLEMS (EMPLOYER SUGGESTED), (6)
ADJUSTING STUDENT PROBLEMS (STUDENT SUGGESTED), (7) DIRECTION
OF INSCHOOL LEARNING ACTIVITIES, AND (8) DEVELOPMENT AND
PROMOTION OF PROGRAM. A TOTAL OF 61 CRITICAL REQUIREMENTS FOR
DISTRIBUTIVE EDUCATION AND 16 FOR OFFICE EDUCATION
TEACHER-COORDINATORS WAS EVOLVED FROM THE CRITICAL BEHAVIORS
REPORTED FREQUENTLY. REASONED-JUDGMENT REACTION QUESTIONS
WERE USED TO ASCERTAIN THE PHILOSOPHY OF 48 ILLINOIS
DISTRIBUTIVE EDUCATION AND 18 OFFICE EDUCATION
TEACHER-COORDINATORS REGARDING 20 SELECTED ISSUES BY
COMPARING THEIR RESPONSES WITH THOSE OF NATIONAL DISTRIBUTIVE
EDUCATION LEADERS IN 1959. THE ILLINOIS TEACHER GROUPS WERE
IN CLOSER AGREEMENT WITH EACH OTHER THAN EITHER GROUP WAS
WITH THE NATIONAL LEADERS ON A MAJORITY OF THE ISSUES
CONCERNING OPERATING A SECONDARY SCHOOL. THE ISSUES
CONCERNING THE ROLE OF THE BUSINESSMAN IN THE COOPERATIVE
PROGRAM, THE NECESSITY OF BUSINESS EXPERIENCE FOR
BUSINESS-CAREER ORIENTED STUDENTS, AND THE FREQUENCY WITH
WHICH TEACHER-COORDINATORS SHOULD RENEW THEIR BUSINESS
EXPERIENCE WERE NOT SO CLEARLY RECOGNIZED BY THE
TEACHER-COORDINATORS AS BY THE NATIONAL LEADERS. IT WAS
RECOMMENDED THAT THE CRITICAL REQUIREMENTS EVOLVED BE
CONSIDERED BY THOSE ADMINISTERING PRESERVICE COORDINATOR
TRAINING. (MM)



Council For Distributive Teacher Education

Professional Bulletin Series

Number 8

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

ED017666

Office Education and Distributive Education
Teacher-Coordinators:

CRITICAL REQUIREMENTS
and
REASONED-JUDGMENT COMPARISONS

A Brief Summary of a Doctoral Dissertation

By
E. Edward Harris
Teacher-Educator
Northern Illinois University

Jun-65

This bulletin was produced and distributed by:

Vocational Office and Distributive
Education Materials Center
Business Education Department
College of Business
Northern Illinois University
DeKalb, Illinois

11 02898

ABSTRACT OF DISSEPTATION

Title: Office Education and Distributive Education Teacher-
Coordinators: Critical Requirements and Reasoned-Judgment
Comparisons

Name: E. Edward Harris

Institution: Northern Illinois University, DeKalb, Illinois

Director of Paper: Lyle Maxwell

Degree Granted: Doctor of Education

Date: June 1965; 185 Pages.

Purposes: (a) To determine the effective and ineffective critical requirements for office education and distributive education teacher-coordinators. (b) To determine the interaction of effective and ineffective behaviors with office education and distributive education teacher-coordinator, program and community characteristics. (c) To determine the reasoned-judgment reactions of office education and distributive education teacher-coordinators concerning selected issues relative to the operation of the secondary school cooperative program. (d) To determine the relationship of the reasoned-judgment reactions of office education and distributive education teacher-coordinators concerning selected issues regarding the operation of the secondary school cooperative programs to teacher-coordinator, program and community characteristics.

Methods and Sources: (a) An adaptation of the "critical incident technique" was utilized to determine the critical requirements for the job activities of experienced Illinois office education and distributive education teacher-coordinators. (b) The reasoned-judgment reaction questions were used to ascertain the philosophy of the Illinois office education and distributive education teacher-coordinators regarding selected issues with the responses of distributive education national leaders in 1959 relative to the operation of secondary school cooperative programs.

Summary of Findings: (a) An analysis and classification of the critical incidents resulted in the formulation of eight major categories of job activities for secondary school office education and distributive education teacher-coordinators:

1. Discipline and Control of Students
2. Selection of Training Station and Placement Activities
3. Evaluation and Selection of Students
4. Personal and Professional Relationships
5. Adjusting Student Training Station Performance Problems
(Employer Suggested)
6. Adjusting Student Problems (Student Suggested)
7. Direction of In-School Learning Activities
8. Development and Promotion of Program

(b) Utilizing the Chi-square statistic significant differences were found in the patterns of behavior for distributive education teacher-coordinators when compared with the factors of educational preparation, years of experience as coordinators, years of experience as coordinators in their present schools, length of teaching contract, and population of the school district where the teacher-coordinator was employed. (c) No statistically significant differences were found in the patterns of behavior for office education teacher-coordinators; however, the interaction of effective and ineffective behaviors with teacher-coordinator, program and community factors tended proportionately to favor the coordinators with more experience and educational preparation--a relationship which was also evident in the analysis of distributive education coordinator behaviors. (d) A total of 61 critical requirements were delineated for the distributive education coordinator and 16 for office education teacher-coordinators. (e) The Illinois office education and distributive education teacher-coordinator groups were in closer agreement with each other than either group was with the national leaders of distributive education in 1959 in their responses to a majority of the selected issues concerning the operation of the secondary school cooperative program. (f) The issues concerning the role of the businessman in effectuating the cooperative program, the enrollment of students with an office or distributive occupation career objective, the necessity of business experience for secondary school students who plan to pursue careers in business, and the frequency of which teacher-coordinators should renew their business experience are not as clearly recognized by Illinois teacher-coordinators as they were by the national leaders of distributive education in 1959. (g) The selected teacher-coordinator, program and community factors that were analyzed provided additional insight into the reason "why" Illinois teacher-coordinators responded as they did to the eleven issues which were selected for further analysis.

**OFFICE EDUCATION AND DISTRIBUTIVE EDUCATION TEACHER-COORDINATORS;
CRITICAL REQUIREMENTS AND REASONED-JUDGMENT COMPARISONS**

**A Study of Office Education and Distributive Education Teacher-
Coordinator Behaviors and Reasoned-Judgment Reactions
in Implementing Secondary School Cooperative
Training Programs in the State of Illinois**

BY

E. EDWARD HARRIS

**Submitted in partial fulfillment of the requirements for
the Doctor of Education degree in the College of
Business, Department of Business Education,
Northern Illinois University**

DeKalb, Illinois

June, 1965

TABLE I

RESPONDENTS' REASONED-JUDGMENT REACTIONS CONCERNING STUDENTS
TO BE ENROLLED IN COOPERATIVE SECONDARY SCHOOL CLASSES

Nation's Leaders of Distributive Education (1959) N=51		Illinois Distributive Coordinators N=48		Illinois Office Coordinators N=18	
N	%	N	%	N	%
None		3	6.2	1	5.6
10	20	18	37.5	8	44.4
40	78	27	56.2	9	50.0
None		None		None	
1	2	None		None	
24	47	18	37.5	7	38.9
25	49	28	58.3	11	61.1
2	4	2	4.2	None	
None		None		None	

1. COOPERATIVE CLASSES
ON THE SECONDARY SCHOOL LEVEL SHOULD
BE OPEN TO:

- All who want the instruction.
- Those who want the instruction and are considered employable.
- Those who want the instruction, are considered employable, and who plan to pursue a career in _____.
- Those who could profit little from other courses.
- Other: (Please Specify)

IMPORTANCE OF THIS ISSUE?

- Crucial
- Major
- Minor
- Little or No

TABLE II

RESPONDENTS' REASONED-JUDGMENT REACTIONS CONCERNING THE ENROLLMENT OF COLLEGE
PREPARATORY STUDENTS IN COOPERATIVE SECONDARY SCHOOL CLASSES

Nation's Leaders of Distributive Education (1959) N=51	Illinois Distributive Coordinators N=48		Illinois Office Coordinators N=18	
N	N	%	N	%
2	1	2.1	None	
4	None		None	
11	22	45.8	14	77.8
34	23	47.9	4	22.2
None	2	4.2	None	
12	6	12.5	4	22.2
31	27	56.2	10	55.6
8	14	29.2	4	22.2
None	1	2.1	None	

2. COLLEGE PREPARATORY STUDENTS SHOULD:

- a. Not be allowed to enroll in high school cooperative _____ classes.
- b. Be allowed to enroll in high school cooperative _____ classes.
- c. Be allowed to enroll in cooperative _____ classes if they are considered employable.
- d. Be allowed to enroll in high school cooperative _____ classes if they are considered employable and plan to study _____ in college.
- e. Other: (Please Specify)

IMPORTANCE OF THIS ISSUE?

- a. Crucial
- b. Major
- c. Minor
- d. Little or No

TABLE III

RESPONDENTS' REASONED-JUDGMENT REACTIONS CONCERNING THE VALUE OF COMPREHENSIVE FOLLOW-UP STUDIES OF GRADUATES FROM SECONDARY SCHOOL COOPERATIVE PROGRAMS

Nation's Leaders of Distributive Education (1959) N=51		Illinois Distributive Coordinators N=48		Illinois Office Coordinators N=18	
N	%	N	%	N	%
None		None		None	
3	6	None		4	22.2
29	57	6	12.5	11	61.1
14	27	31	64.6	3	16.7
3	6	9	18.7	None	
2	4	2	4.2	None	
11	22	4	8.3	2	11.1
24	47	19	39.6	9	50.0
14	27	21	43.7	7	38.9
None		2	4.2	None	
2	4	2	4.2	None	

3. ARE COMPREHENSIVE FOLLOW-UP STUDIES OF GRADUATES FROM THE SECONDARY SCHOOL COOPERATIVE PROGRAM OF SUFFICIENT VALUE TO JUSTIFY THE TIME AND EXPENSE INVOLVED IN CONDUCTING THEM?

- a. Never
b. Seldom
c. Usually
d. Always
e. Other: (Please Specify)
f. No opinion

IMPORTANCE OF THIS ISSUE?

- a. Crucial
b. Major
c. Minor
d. Little or No
e. No opinion

TABLE IV

RESPONDENTS' REASONED-JUDGMENT REACTIONS CONCERNING COORDINATION PROCEDURES
THAT SHOULD BE FOLLOWED IN SCHOOL SYSTEMS WITH MORE THAN ONE COOPERATIVE PROGRAM

Nation's Leaders of Distributive Education (1959) N=51		Illinois Distributive Coordinators N=48		Illinois Office Coordinators N=18	
N	%	N	%	N	%
4	8	3	6.2	1	5.6
41	80	44	91.7	16	88.9
6	12	None		None	
None		1	2.1	1	5.6
15	29	18	37.9	5	27.8
28	55	20	41.7	11	61.1
6	12	6	12.5	None	
None		1	2.1	None	
2	4	3	6.2	2	11.1

4. COORDINATION IN SCHOOL SYSTEMS WITH
MORE THAN ONE COOPERATIVE
PROGRAM SHOULD:

- a. Be done by one person (or staff
of coordinators) from a central
office.
- b. Be done by the person who teaches
the student. (Related Class)
- c. Other: (Please Specify)
- d. No opinion

IMPORTANCE OF THIS ISSUE?

- a. Crucial
- b. Major
- c. Minor
- d. Little or no
- e. No opinion

TABLE V

**RESPONDENTS' REASONED-JUDGMENT REACTIONS CONCERNING THE BEST PROCEDURE
IN SELECTING TRAINING STATIONS**

Nation's Leaders of Distributive Education (1959) N=51		Illinois Distributive Coordinators N=48		Illinois Office Coordinators N=18	
N	%	N	%	N	%
18	35	37	77.1	11	61.6
1	2	None		None	
25	49	8	16.7	5	27.8
None		None		None	
5	10	None		None	
None		3	6.2	1	5.6
1	2	None		None	
1	2	None		None	
11	22	16	33.3	6	33.3
28	55	28	58.3	9	50.0
10	20	4	8.3	3	16.7
1	2	None		None	
1	2	None		None	

5. TRAINING STATIONS SHOULD BE SELECTED

BY:

- a. The coordinator
- b. The advisory committee
- c. The advisory committee and coordinator working together
- d. The school administrator
- e. The following combination of the above (c and d) (a and d)
- f. Other
- g. No opinion

IMPORTANCE OF THIS ISSUE?

- a. Crucial
- b. Major
- c. Minor
- d. Little or no
- e. No opinion

TABLE VI

RESPONDENTS' REASONED-JUDGMENT REACTIONS CONCERNING WHETHER CLASSROOM INSTRUCTION WITH NO PROVISION FOR BUSINESS EXPERIENCE IS ADEQUATE PREPARATION FOR SECONDARY SCHOOL STUDENTS WHO PLAN TO PURSUE CAREERS IN BUSINESS OCCUPATIONS

Nation's Leaders of Distributive Education (1959) N=51		Illinois Distributive Coordinators N=48		Illinois Office Coordinators N=18	
N	%	N	%	N	%
19	37	9	18.7	1	5.6
28	55	33	68.7	5	27.8
None		5	10.4	10	55.6
None		None		None	
2	4	1	2.1	2	11.1
1	2	None		None	
22	43	9	18.7	1	5.6
16	31	29	60.4	9	50.0
9	18	9	18.7	7	38.9
1	2	None		None	
3	6	1	2.1	1	5.6

6. IS CLASSROOM INSTRUCTION, WITH NO PROVISION FOR BUSINESS EXPERIENCE, ADEQUATE PREPARATION FOR SECONDARY SCHOOL STUDENTS WHO PLAN CAREERS IN _____ OCCUPATIONS?

- a. Never
- b. Seldom
- c. Usually
- d. Always
- e. Other
- f. No opinion

IMPORTANCE OF THIS ISSUE?

- a. Crucial
- b. Major
- c. Minor
- d. Little or no
- e. No opinion

TABLE VII

RESPONDENTS' REASONED-JUDGMENT REACTIONS CONCERNING THE MINIMUM
NUMBER OF HOURS A STUDENT-LEARNER SHOULD WORK A WEEK

Nation's Leaders of Distributive Education (1959) N=51		Illinois Distributive Coordinators N=48		Illinois Office Coordinators N=18	
N	%	N	%	N	%
6	12	5	10.4	None	
1	2	4	8.3	None	
38	75	31	64.6	18	100
1	2	1	2.1	None	
4	8	6	12.5	None	
None		1	2.1	None	
1	2	None		None	
12	24	9	18.7	4	22.2
27	53	29	60.4	9	50.0
8	16	9	18.7	7	38.9
None		None		None	
4	8	1	2.1	1	5.6

7. THE MINIMUM NUMBER OF HOURS THAT A
STUDENT-LEARNER SHOULD WORK IS:
_____ hours a week.

a. 10

b. 12

c. 15

d. 18

e. 20

f. 24

g. No opinion

IMPORTANCE OF THIS ISSUE?

a. Crucial

b. Major

c. Minor

d. Little or no

e. No opinion

TABLE VIII

RESPONDENTS' REASONED-JUDGMENT REACTIONS CONCERNING THE MAXIMUM
NUMBER OF HOURS A STUDENT-LEARNER SHOULD WORK A WEEK

Nation's Leaders of Distributive Education (1959) N=51			Illinois Distributive Coordinators N=48			Illinois Office Coordinators N=18		
N	%		N	%		N	%	
1	2		None			1	5.5	
2	12		3	6.3		None		
None			None			1	5.5	
2	4		2	4.2		2	11.1	
16	31		16	35.0		12	66.7	
1	2		None			None		
7	14		3	6.3		None		
9	18		17	35.4		3	16.7	
1	2		None			None		
2	4		2	4.2		None		
2	4		5	10.4		None		
4	8					None		
15	29		11	22.9		5	27.8	
31	61		29	60.4		12	66.7	
4	8		7	14.6		None		
1	2		None			None		
None			1	2.1		1	5.6	

8. THE MAXIMUM NUMBER OF HOURS THAT A
STUDENT-LEARNER SHOULD WORK IS:
_____ hours a week.

- a. 15
b. 20
c. 22
d. 24
e. 25
f. 26
g. 28
h. 30
i. 33
j. 35
k. 40
l. No opinion

IMPORTANCE OF THIS ISSUE?

- a. Crucial
b. Major
c. Minor
d. Little or no
e. No opinion

TABLE IX

RESPONDENTS' REASONED-JUDGMENT REACTIONS CONCERNING MONTHS A YEAR
THE TEACHER-COORDINATOR SHOULD BE EMPLOYED

Nation's Leaders of Distributive Education (1959) N=51		Illinois Distributive Coordinators N=48		Illinois Office Coordinators N=18	
N	%	N	%	N	%
None		1	2.1	None	
30	59	20	41.7	14	77.8
18	35	17	35.4	2	11.1
3	6	10	20.8	2	11.1
10	20	8	16.7	4	22.2
33	65	30	62.5	12	66.7
7	14	8	16.7	1	5.6
None		None		None	
1	2	2	4.2	1	5.6

9. THE TEACHER-COORDINATOR SHOULD BE
EMPLOYED:

- a. Nine months a year.
- b. Ten months a year.
- c. On a year-round contract.
- d. Other: (Please Specify)

IMPORTANCE OF THIS ISSUE?

- a. Crucial
- b. Major
- c. Minor
- d. Little or no
- e. No opinion

TABLE X

RESPONDENTS' REASONED-JUDGMENT REACTIONS CONCERNING HOW FREQUENTLY A TEACHER-COORDINATOR SHOULD BE REQUIRED TO RENEW HIS BUSINESS EXPERIENCE.

Nation's Leaders of Distributive Education (1959) N=51		Illinois Distributive Coordinators N=48		Illinois Office Coordinators N=18	
N	%	N	%	N	%
4	8	10	20.8	1	5.6
None		2	4.2	None	
30	59	14	29.2	4	22.2
10	20	8	16.7	5	27.8
None		5	10.4	5	27.8
6	12	8	16.7	2	11.1
1	2	1	2.1	1	5.6
6	12	7	14.6	2	11.1
28	55	17	35.4	5	27.8
15	29	19	39.6	8	44.4
2	4	5	10.4	None	
None		None		3	16.7

10. A TEACHER-COORDINATOR SHOULD BE REQUIRED TO RENEW HIS BUSINESS EXPERIENCE:

- a. Never
- b. Each year
- c. Every 3-5 years
- d. Every 5-7 years
- e. Every 7-10 years
- f. Other: (Please Specify)
- g. No opinion

IMPORTANCE OF THIS ISSUE?

- a. Crucial
- b. Major
- c. Minor
- d. Little or no
- e. No opinion

TABLE XI

RESPONDENTS' REASONED-JUDGMENT REACTIONS CONCERNING THE KINDS OF STUDENT PLACEMENT ACTIVITIES THAT SHOULD BE PERFORMED BY THE TEACHER-COORDINATOR

Nation's Leaders of Distributive Education (1959) N=51		Illinois Distributive Coordinators N=48		Illinois Office Coordinators N=18	
N	%	N	%	N	%
16	31	27	56.2	10	55.6
20	39	8	16.7	2	11.1
10	20	9	18.7	6	33.3
3	6	4	8.3	None	
2	4	None		None	
8	16	14	29.2	3	16.7
26	51	23	47.9	8	44.4
12	24	9	18.7	7	38.9
2	4	None		None	
3	6	2	4.2	None	

11. THE STUDENT PLACEMENT ACTIVITIES OF THE
COORDINATOR SHOULD INCLUDE:

- Only _____ occupation jobs for students enrolled in the cooperative part-time program.
- Only _____ occupation jobs, but for the total school placement program.
- The total school placement program when possible.
- Other: (Please Specify)
- No opinion

IMPORTANCE OF THIS ISSUE?

- Crucial
- Major
- Minor
- Little or no
- No opinion

TABLE XII

RESPONDENTS' REASONED-JUDGMENT REACTIONS CONCERNING THE BEST PROCEDURE
FOR PLACING COOPERATIVE PART-TIME STUDENTS IN TRAINING STATIONS

Nation's Leaders of Distributive Education (1959) N=51		Illinois Distributive Coordinators N=48		Illinois Office Coordinators N=18	
N	%	N	%	N	%
7	14	17	35.4	8	44.4
1	2	None		None	
None		None		None	
None		None		None	
42	82	29	60.4	10	55.6
1	2	2	4.2	None	
17	33	20	41.7	6	33.3
28	55	27	56.2	12	66.7
6	12	1	2.1	None	
None		None		None	

12. PLACEMENT OF COOPERATIVE PART-TIME STUDENTS
IN TRAINING STATIONS CAN BEST BE
ACCOMPLISHED BY:

- a. The coordinator
- b. The advisory committee
- c. The students themselves
- d. The students themselves from a coordinator approved list
- e. The coordinator selecting several suitable students to apply; final selections should then be left to the discretion of the business firm personnel.
- f. Other: (Please Specify)

IMPORTANCE OF THIS ISSUE?

- a. Crucial
- b. Major
- c. Minor
- d. Little or no

TABLE XIII
RESPONDENTS' REASONED-JUDGMENT REACTIONS CONCERNING THE NECESSITY
OF HAVING DESIGNATED JOB ROTATION SCHEDULES

Nation's Leaders of Distributive Education (1959) N=51		Illinois Distributive Coordinators N=48		Illinois Office Coordinators N=18		13. IS A DESIGNATED JOB ROTATION SCHEDULE (which provides for increased responsi- bility in the duties of the student- learner as the school year progresses) NECESSARY?
N	%	N	%	N	%	
None		None		None		a. Never
3	6	12	25.0	2	11.1	b. Seldom
31	61	30	62.5	13	72.2	c. Usually
15	29	3	6.2	3	16.7	d. Always
2	4	2	4.2	None		e. Other: (Please Specify)
None		1	2.1	None		f. No opinion
						IMPORTANCE OF THIS ISSUE?
9	18	5	10.4	3	16.7	a. Crucial
32	63	25	52.1	8	44.4	b. Major
9	18	17	35.4	6	33.3	c. Minor
None		None		None		d. Little or no
1	2	1	2.1	1	5.6	e. No opinion

TABLE XIV
RESPONDENTS' REASONED-JUDGMENT REACTIONS CONCERNING THE AVERAGE NUMBER
OF ON-THE-JOB VISITATIONS BY THE COORDINATOR

Nation's Leaders of Distributive Education (1959) N=51		Illinois Distributive Coordinators N=48		Illinois Office Coordinators N=18	
N	%	N	%	N	%
1	2	None		None	
12	24	4	8.3	None	
23	45	26	54.2	None	
6	12	15	31.2	12	66.7
9	18	3	6.2	6	33.3
10	20	12	25.0	2	11.1
30	59	29	60.4	12	66.7
10	20	4	8.3	2	11.1
None		None		None	
1	2	3	6.2	2	11.1

14. ON THE AVERAGE, THE COORDINATOR SHOULD VISIT THE STUDENT-LEARNER ON THE JOB (or the business firm) AT LEAST?

- a. Twice a week
- b. Once a week
- c. Once every two weeks
- d. Once a month
- e. Other: (Please Specify)

IMPORTANCE OF THIS ISSUE?

- a. Crucial
- b. Major
- c. Minor
- d. Little or no
- e. No opinion

TABLE XV

RESPONDENTS' REASONED-JUDGMENT REACTIONS CONCERNING WHETHER A STUDENT-LEARNER SHOULD BE ALLOWED TO WORK THROUGHOUT THE YEAR AT A JOB WHICH REQUIRES A SHORT-LEARNING PERIOD

Nation's Leaders of Distributive Education (1959) N=51		Illinois Distributive Coordinators N=48		Illinois Office Coordinators N=18	
N	%	N	%	N	%
17	33	7	14.6	4	22.2
32	63	17	35.4	12	66.7
2	4	16	33.3	None	
None		None		None	
None		8	16.7	2	11.1
17	33	8	16.7	4	22.2
25	49	25	52.1	11	61.1
7	14	13	27.1	3	16.7
1	2	None		None	
1	2	2	4.2	None	

15. SHOULD A STUDENT-LEARNER BE ALLOWED TO WORK THROUGHOUT THE YEAR AT A JOB WHICH REQUIRES A SHORT-LEARNING PERIOD (e.g. messenger, grocery carry-out boy, cashier, checker, file clerk)?

- a. Never
- b. Seldom
- c. Usually
- d. Always
- e. Other: (Please Specify)

IMPORTANCE OF THIS ISSUE?

- a. Crucial
- b. Major
- c. Minor
- d. Little or No
- e. No opinion

TABLE XVI

RESPONDENTS' REASONED-JUDGMENT REACTIONS CONCERNING THE NUMBER OF HOURS A WEEK
A COORDINATOR WITH TWENTY STUDENTS SHOULD SPEND COORDINATING

Nation's Leaders of Distributive Education (1959) N=51			Illinois Distributive Coordinators N=48			Illinois Office Coordinators N=18		
N	%		N	%		N	%	
None			1	2.1		1	5.5	
4	8		3	6.3		6	23.3	
None			1	2.1		None		
None			5	10.4		None		
3	6		2	4.2		None		
22	43		21	43.7		8	47.9	
None			1	2.1		None		
14	27		8	16.7		1	5.5	
6	12		2	4.2		2	11.1	
1	2		None			None		
None			2	4.2		None		
None			None			None		
1	2		2	4.2		None		
11	22		17	35.4		7	38.9	
28	55		25	52.1		11	61.1	
10	20		4	8.3		None		
None			None			None		
2	4		2	4.2		None		

16. IF A COORDINATOR HAS TWENTY STUDENTS IN
THE COOPERATIVE _____ PROGRAM, APPROXI-
MATELY HOW MANY HOURS A WEEK SHOULD BE
SPENT COORDINATING?

_____ hours a week

- a. 4
b. 5
c. 6
d. 7
e. 8
f. 10
g. 14
h. 15
i. 20
j. 24
k. 25
l. Other
m. No opinion

IMPORTANCE OF THIS ISSUE?

- a. Crucial
b. Major
c. Minor
d. Little or No
e. No opinion

TABLE XVII

RESPONDENTS' REASONED-JUDGMENT REACTIONS CONCERNING THE PERCENTAGE OF DIRECTLY RELATED CLASS TIME IN THE COOPERATIVE PROGRAM THAT SHOULD BE DEVOTED BY THE STUDENT-LEARNER TO THE STUDY OF HIS SPECIFIC JOB

Nation's Leaders of Distributive Education (1959) N=51		Illinois Distributive Coordinators N=48		Illinois Office Coordinators N=18	
N	%	N	%	N	%
3	6	1	2.1	None	
10	20	5	10.4	1	5.6
11	22	11	22.9	5	27.8
12	24	13	27.1	4	22.2
8	16	12	25.0	7	38.9
6	12	4	8.3	None	
None		2	4.2	1	5.6
1	2	None		None	
10	20	5	10.4	4	22.2
33	65	26	54.2	9	50.0
6	12	13	27.1	4	22.2
None		None		None	
2	4	4	8.3	1	5.6

17. APPROXIMATELY WHAT PERCENTAGE OF DIRECTLY RELATED CLASS TIME IN THE COOPERATIVE PROGRAM DO YOU BELIEVE SHOULD BE DEVOTED BY THE STUDENT-LEARNER TO THE STUDY OF HIS SPECIFIC JOB? (Individual instruction during the year averaged)

- a. None
- b. Less than one-fifth
- c. One-fifth to one-fourth
- d. One-fourth to one-third
- e. One-third to one-half
- f. One-half to three-fourths
- g. Other: (Please Specify)
- h. No opinion

IMPORTANCE OF THIS ISSUE?

- a. Crucial
- b. Major
- c. Minor
- d. Little or No
- e. No opinion

TABLE XVIII

RESPONDENTS' REASONED-JUDGMENT REACTIONS CONCERNING WHETHER CLASS TIME SHOULD BE DEVOTED TO CLUB ACTIVITIES

Nation's Leaders of Distributive Education (1959) N=51		Illinois Distributive Coordinators N=48		Illinois Office Coordinators N=18	
N	%	N	%	N	%
45	88	45	93.7	14	77.8
6	12	3	6.2	4	22.2
6	12	6	12.5	4	22.2
19	37	24	50.0	6	33.3
22	43	18	37.5	7	38.9
3	6	None		1	5.6
1	2	None		None	

18. SHOULD CLASS TIME EVER BE DEVOTED
TO _____ CLUB ACTIVITIES?

a. Yes

b. No

IMPORTANCE OF THIS ISSUE?

a. Crucial

b. Major

c. Minor

d. Little or No

e. No opinion

TABLE XIX

**RESPONDENTS' REASONED JUDGMENT REACTIONS CONCERNING THE VALUE OF UTILIZING
THE PERMANENT ADVISORY COMMITTEE**

Nation's Leaders of Distributive Education (1959) N=51		Illinois Distributive Coordinators N=48		Illinois Office Coordinators N=18	
N	%	N	%	N	%
None		1	2.1	None	
None		9	18.7	5	27.8
17	33	26	54.2	8	44.4
33	65	10	20.8	2	11.1
None		1	2.1	None	
1	2	1	2.1	3	16.7
20	39	8	16.7	4	22.2
25	49	16	33.3	1	5.6
4	8	21	43.7	9	50.0
1	2	1	2.1	None	
1	2	2	4.2	4	22.2

19. ASSUMING A GOOD QUALITY COMMITTEE, IS THE PERMANENT ADVISORY COMMITTEE OF SUFFICIENT VALUE TO JUSTIFY THE TIME AND ENERGY INVOLVED IN ORGANIZING AND OPERATING IT?

- a. Never
b. Seldom
c. Usually
d. Always
e. Other: (Please Specify)
f. No opinion

IMPORTANCE OF THIS ISSUE?

- a. Crucial
b. Major
c. Minor
d. Little or No
e. No opinion

TABLE XX

**RESPONDENTS' REASONED-JUDGMENT REACTIONS CONCERNING THE NUMBER OF TIMES A YEAR
THE ADVISORY COMMITTEE SHOULD MEET**

Nation's Leaders of Distributive Education (1959) N=51			Illinois Distributive Coordinators N=48			Illinois Office Coordinators N=18		
N		%	N		%	N		%
None			1		2.1	None		
15		29	12		25.0	4		22.2
19		37	8		16.7	4		22.2
4		8	13		27.1	3		16.7
1		2	4		8.3	1		5.6
3		6	2		4.2	None		
3		6	None			1		5.6
6		12	7		14.0	5		27.8
4		8	4		8.3	1		5.6
28		55	24		50.0	3		16.7
14		27	17		35.4	8		44.4
None			None			None		
5		10	3		6.2	6		33.3

20. APPROXIMATELY HOW OFTEN SHOULD THE
ADVISORY COMMITTEE MEET? (Please
Specify) _____ times a year

a. 1

b. 2

c. 3

d. 4

e. 5

f. 6

g. 10

h. No opinion

IMPORTANCE OF THIS ISSUE?

a. Crucial

b. Major

c. Minor

d. Little or No

e. No opinion

Part I

Critical Requirements for Distributive Education
Teacher-Coordination

Observation of the data in Table XXI shows that 28 per cent of the 252 critical behaviors reported by experienced Illinois distributive education coordinators were in the category of adjusting student training station performance problems. The ratio of effective to ineffective critical behaviors was comparable to the total behaviors isolated. Illinois distributive education coordinators reported their greatest proportion of effective behaviors in the following two categories: personal and professional relationships and adjusting student problems. Ineffective behaviors were most evident proportionately in the activity categories of selection of training stations and placement activities, and evaluation and selection of students.

The supervising school administrators reported 46 per cent of their 121 critical behaviors in the personal and professional relationship category of teacher-coordinator job activity. Administrators supplied the greatest proportion of effective personal and professional relationship behaviors in the sub-category of businessmen and community relations. Ineffective behaviors were most noticeable in the coordinator's relationships with educational administrators and/or staff. The only other teacher-coordinator activities that the administrators reported critical behaviors with any degree of frequency were direction of in-school learning and development and promotion of the program. In both of these categories only effective behaviors were supplied.

A total of 61 critical requirements for distributive education teacher-coordinators were developed from the 373 critical behaviors analyzed. The 45 effective and 16 ineffective critical requirements are listed under the eight determined categories of teacher-coordinator job activity.

CATEGORY I - DISCIPLINE AND CONTROL OF STUDENTS

Sub-Category A - Related to In-School Activities

The effective distributive education coordinator:

1. Recommends to the administration that students who violate or continue to violate cooperative program rules and regulations be dropped from the course.
2. Secures the cooperation of training station personnel in helping students to improve their attitude, attendance, and performance in school.
3. Counsels with students, or secures cooperation of other class members, to help make them aware of their problems and how they can solve them.
4. Secures cooperation of guidance department or administrative staff members in dealing with student behavior problems.
5. Assesses a heavy grading penalty or detention for assignments that are late, improperly prepared, or not completed.

The ineffective distributive education coordinator:

1. Warns, threatens, or pleads with students in an attempt to gain a change of behavior.

Sub-Category B - Related to Training Station Activities

The ineffective distributive education coordinator:

1. Allows students to change training stations during the school year for minor reasons.

CATEGORY II - SELECTION OF TRAINING STATIONS AND PLACEMENT ACTIVITIES**Sub-Category A - Selection of Training Stations and Initial Placement of Student-Learners****The effective distributive education coordinator:**

1. Secures the cooperation of understanding employers and training sponsors to give students with known limitations effective training.

The ineffective distributive education coordinator:

1. Places students in training stations where the training received is not consistent with the program or student career objectives.

Sub-Category B - Placement of Students Who Have Been Discharged from Previous Training Station**The effective distributive education coordinator:**

1. Places students in a second training station when convinced that the reason for dismissal was not completely the student's fault.

The ineffective distributive education coordinator:

1. Places students who are lazy, indifferent, or poorly adjusted in another training station.

Sub-Category C - Adjusting Inadequate Initial Student Placement**The effective distributive education coordinator:**

1. Secures new training stations for students who had not previously received adequate instruction in a satisfactory working atmosphere.
2. Secures new training stations for students who are not making the progress that they are capable of when he feels the students would profit by a different training station.

CATEGORY III - EVALUATION AND SELECTION OF STUDENTS

The effective distributive education coordinator:

1. Accepts students into the program who have known limitations after consulting with the students to determine if the deficiency is one that can be compensated by other factors.
2. Utilizes the services of the professional staff members of the school to aid him in his understanding of student applicants for the cooperative program.

The ineffective distributive education coordinator:

1. Accepts students for the program who have little chance for success.
2. Accepts students into the program without securing sufficient background information about them.
3. Accepts students into the cooperative program even though their reasons for enrolling are not consistent with the objectives of the instruction.

CATEGORY IV - PERSONAL AND PROFESSIONAL RELATIONSHIPS

Sub-Category A - With Educational Administrators and/or Staff

The effective distributive education coordinator:

1. Properly submits constructive proposals to improve the program.
2. Discusses student problems with appropriate administrative and professional staff members.
3. Utilizes conferences, rating sheets, and other devices to keep staff members informed about the program.
4. Informs students and employers of the necessity of following school regulations.

The ineffective distributive education coordinator:

1. Does not make effective use of coordination time.
2. Does not keep administrators adequately informed about the progress of students and program.

3. Does not follow school policy of depositing all student activity funds in the business office.

Sub-Category B - With Students and/or Their Parents

The effective distributive education coordinator:

1. Handles each student problem individually with the major objective in mind of doing what is best for the student.
2. Consults with parents and provides them with the information that is advisable for them to have as cooperating parents.

The ineffective distributive education coordinator:

1. Does not provide adequate supervision and control of student activities.
2. Does not provide students with the assistance that they need to adjust to the occupation they have elected to pursue.

Sub-Category C - With Businessmen and/or Other Members of the Community

The effective distributive education coordinator:

1. Cooperates with employers and training sponsors in solving personnel problems.
2. Secures the cooperation of employers in helping students to gain adequate training when previous incidents deterred the process.
3. Promptly informs employers and training sponsors of conditions that might make a difference in what they might expect of the cooperative trainee.
4. Works effectively with various individuals and groups in the community.

The ineffective distributive education coordinator:

1. Does not establish an effective working relationship with businessmen.
2. Creates an unfavorable personal impression with businessmen.

**CATEGORY V - ADJUSTING STUDENT TRAINING STATION PERFORMANCE PROBLEMS
(Employer Suggested)**

Sub-Category A - Personal Development

The effective distributive education coordinator:

1. Explains to employers the possible reasons for the students' behaviors to aid them in making fair decisions.
2. Holds conferences with training station personnel and students to assist trainees in becoming better employees.
3. Holds conferences with students who need improvement and provides them with positive suggestions for improving.

The ineffective distributive education coordinator:

1. Warns students to improve their personal appearance or action will have to be taken.

Sub-Category B - Employee or Employer Relations

The effective distributive education coordinator:

1. Secures the cooperation of training station personnel to help students develop better employee-employer relations.

Sub-Category C - Dishonesty

The effective distributive education coordinator:

1. Removes students from training stations and recommends that they be dropped from the cooperative program.
2. Works cooperatively with training station personnel to gain a better understanding of dishonest act performed or to give them an understanding of why students may have performed act.
3. Holds conferences with employers prior to time students are actually discharged.
4. Holds conferences with students who are suspected of performing dishonest acts on the job.

Sub-Category D - Errors and Other Misjudgments**The effective distributive education coordinator:**

1. Holds conferences with students, employers, and other employer representatives involved to clarify and solve problems.
2. Provides students who are having difficulty with guidance and constructive suggestions for improvement.
3. Encourages employers to give students an opportunity to prove themselves.

The ineffective distributive education coordinator:

1. Warns or drops students from the cooperative program who do not improve.

CATEGORY VI - ADJUSTING STUDENT PROBLEMS (Student Suggested)**Sub-Category B - Family or Background Centered****The effective distributive education coordinator:**

1. Utilizes the training sponsors and student leadership activities to help individuals gain confidence in themselves.
2. Conducts conferences with students who are having difficulty in adjusting to the responsibilities of being cooperative trainees.
3. Works closely with training sponsors, parents, and counselors to help students who are having difficulty in adjusting to the responsibilities of being cooperative trainees.

Sub-Category C - Training Station Centered**The effective distributive education coordinator:**

1. Removes students from present training stations when he is convinced that it would be most beneficial to the students.
2. Discusses student training station problems with training station personnel.

3. Holds conferences with training station personnel and student-learners.
4. Requests, advises, or encourages students to remain at training stations for a longer period of time before making a final decision as to whether or not they like their position.

CATEGORY VII - DIRECTION OF IN-SCHOOL LEARNING ACTIVITIES

Sub-Category A - Curricular

The effective distributive education coordinator:

1. Effectively utilizes the resources of local business establishments to supplement the instruction facilities of the school.
2. Secures guest speakers for his classes who are considered competent in the area being studied.

Sub-Category B - Co-Curricular

The effective distributive education coordinator:

1. Provides students with guidance and direction in a variety of co-curricular activities.

CATEGORY VIII - DEVELOPMENT AND PROMOTION OF PROGRAM

Sub-Category A - In-School

The effective distributive education coordinator:

1. Effectively utilizes a variety of techniques, such as guest speakers during "Careers in Retailing Week," speeches in other classes, personal conferences, dress-up days, special programs, mass media publicity, and window displays to inform students, teachers, and administrators about the program.

Sub-Category B - Out-of-School

The effective distributive education coordinator:

1. Effectively utilizes a variety of techniques, such as employer-employee banquets, individual and program recognition publicity, and various other mass media available to him to develop a good program image.

2. Works with retail merchant and advisory groups resulting in a better cooperative program status.

Part II

Critical Requirements for Office Education Teacher-Coordinators

The data in Table XXII shows that 44 per cent of the critical behaviors concerning the activities of experienced Illinois office education coordinators were in the category of adjusting student training station performance problems. Twenty-three per cent of their behaviors were delineated in the adjustment of student problems teacher-coordinator job activity category. Ineffective behaviors were most evident proportionately in the discipline and control category while effective behaviors were most evident in the adjusting student problems coordinator job activity area.

Supervising school administrators submitted 26 per cent of their critical behaviors in each of two coordinator job activity categories. The two areas as shown in Table XXII are personal and professional relationships and selection of training stations and placement activities.

The 151 critical behaviors submitted by the two observer-respondent groups were analyzed and 16 critical requirements for office education teacher-coordinators were written. The 16 statements, 15 effective and one ineffective, are listed under five of the eight determined categories of office education teacher-coordinator job activities.

CATEGORY I - DISCIPLINE AND CONTROL OF STUDENTS

CATEGORY II - SELECTION OF TRAINING STATIONS AND PLACEMENT ACTIVITIES

Sub-Category A - Selection of Training Stations and Initial Placement of Student-Learners

The effective office education coordinator:

1. Does not utilize places of employment where students have little opportunity to receive effective training.

Sub-Category B - Placement of Students Who Have Been Discharged from Previous Training Stations

The effective office education coordinator:

1. Places students at a second training station when he is convinced that the reason for dismissal was not completely the fault of the student.

Sub-Category C - Adjusting Inadequate Initial Student Placement

The effective office education coordinator:

1. Secures new training stations for students who had not previously received adequate instruction in a satisfactory working atmosphere.

CATEGORY III - EVALUATION AND SELECTION OF STUDENTS

CATEGORY IV - PERSONAL AND PROFESSIONAL RELATIONSHIPS

Sub-Category A - With Education Administrators and/or Staff

The effective office education coordinator:

1. Works cooperatively with administrators on the operation of the cooperative program.
2. Works cooperatively with other members of the business education department.

Sub-Category B - With Students and/or Their Parents

The effective office education coordinator:

1. Is aware of student's problems and offers personal assistance.

**CATEGORY V - ADJUSTING STUDENT TRAINING STATION PERFORMANCE PROBLEMS
(Employer Suggested)**

Sub-Category A - Personal Development

The effective office education coordinator:

1. Holds conferences with students who need improvement and provides them with positive suggestions for improvement.

The ineffective office education coordinator:

1. Discusses problems with the class as a group or uses other indirect methods of trying to get individual students to change their behaviors.

Sub-Category D - Errors and Other Misjudgments

The effective office education coordinator:

1. Holds conferences with training sponsors to determine specifically the deficiencies of students.
2. Discusses on-the-job deficiencies with each student individually and offers suggestions for improvement.
3. Works with students individually in school to help them correct on-the-job deficiencies.
4. Provides training sponsors with constructive information to help them be more effective as on-the-job trainers.

CATEGORY VI - ADJUSTING STUDENT PROBLEMS (Student Suggested)

Sub-Category B - Family or Background Centered

The effective office education coordinator:

1. Counsels with students to determine the nature and extent of their problems before determining the best way of helping them.

Sub-Category C - Training Station Centered**The effective office education coordinator:**

1. Listens to students and calms them down before attempting to help them.
2. Discusses student problems with employer or supervisor at the training station.

CATEGORY VII - DIRECTION OF IN-SCHOOL LEARNING ACTIVITIES**CATEGORY VIII - DEVELOPMENT AND PROMOTION OF PROGRAM****Sub-Category B - Out-of-School****The effective office education coordinator:**

1. Utilizes personal contacts, direct mailings, and other techniques to promote the cooperative program.

CHAPTER VII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study determined the critical requirements for and the reasoned-judgment reactions of office education and distributive education teacher-coordinators. The research was conducted to determine:

1. The effective and ineffective critical requirements for office education teacher-coordinators.
2. The effective and ineffective critical requirements for distributive education teacher-coordinators.
3. The interaction of effective and ineffective behaviors with office education teacher-coordinator, program and community characteristics.
4. The interaction of effective and ineffective behaviors with distributive education teacher-coordinator, program and community characteristics.
5. The reasoned-judgment reactions of office education and distributive education teacher-coordinators concerning selected issues relative to the operation of the secondary school cooperative program.
6. The relationship of the reasoned-judgment reactions of office education and distributive education teacher-coordinators concerning selected issues regarding the operation of the secondary school cooperative programs to teacher-coordinator, program and community characteristics.

Two basic research procedures utilized in the study were the critical-incident technique and reasoned-judgment reaction questions. The critical-incident research method was utilized to determine the critical requirements for the job activities of office education and distributive education teacher-coordinators. The reasoned-judgment reaction questions were utilized to ascertain the philosophy of the

Illinois office education and distributive education teacher-coordinators regarding the selected issues relative to the operation of secondary school cooperative programs.

**Critical Requirements for Office Education
and Distributive Education Teacher-Coordinators**

The 46 distributive education and 19 office education teacher-coordinators and their supervising school administrators in Illinois supplied a total of 523 critical behaviors. Critical requirements were prepared from the 372 critical behaviors isolated for distributive education coordinators, and from the 151 critical behaviors concerning the job activities of office education teacher-coordinators.

The critical behaviors were classified and grouped according to the activities of the teacher-coordinator. The classification procedure resulted in the following eight major categories of job activities for secondary school office education and distributive education teacher-coordinators:

1. Discipline and control of students
2. Selection of training station and placement activities
3. Evaluation and selection of students
4. Personal and professional relationships
5. Adjusting student training station performance problems (employer suggested)
6. Adjusting student problems (student suggested)
7. Direction of in-school learning activities
8. Development and promotion of program.

The classification system was verified by independent analysts. A critical requirement statement was written for each group of teacher-coordinator activities that indicated three or more reported critical behaviors concerning the activities of two or more coordinators. A total of 61 critical requirements were delineated for the distributive education coordinators, 45 effective and 16 ineffective. Fifteen of the 16 critical requirements prepared for office education teacher-coordinators were effective.

Listed below are four of the typical critical requirements for distributive education coordinators that evolved from critical behaviors frequently reported by the teacher-coordinator and supervising school administrator observers.

1. The effective distributive education teacher-coordinator secures the cooperation and understanding of employers and training sponsors to give students with known limitations effective training.
2. The effective distributive education teacher-coordinator treats each student problem with the major objective in mind of doing what is best for the student.
3. The effective distributive education teacher-coordinator works effectively with various individuals and groups in the community.
4. The ineffective distributive education teacher-coordinator warns, threatens, or pleads with students in an attempt to gain a change of behavior.

The following critical requirements for office education teacher-coordinators are descriptive of the more frequently reported critical behaviors that were named by the two observer groups (teacher-coordinators and supervising school administrators of Illinois):

1. The effective office education teacher-coordinator discusses on-the-job deficiencies with each student individually and offers suggestions for improvement.
2. The effective office education teacher-coordinator provides training sponsors with constructive information to assist them in being more effective as student on-the-job trainers.
3. The effective office education teacher-coordinator listens to emotionally upset students before attempting to help them.
4. The ineffective office education teacher-coordinator discusses student problems with class or uses other indirect methods of trying to get an individual student to change his behavior.

In addition to the delineation of the critical requirements for teacher-coordinators, the critical behaviors were analyzed to ascertain whether certain relationships between the behaviors reported and the data on the "personal information sheet" were significantly different from relationships that would exist if chance factors alone were involved. The Chi-square statistic was computed to test the following two major hypotheses:

1. Distributive education teacher-coordinators and supervising school administrators of Illinois as a group tend to report the same proportion of effective and ineffective behaviors within the major categories of teacher-coordinator job activities for each of the eleven teacher-coordinator, program and community characteristics selected for analysis.
2. Office education teacher-coordinators and supervising school administrators of Illinois as a group tend to report the same proportion of effective and ineffective behaviors within the major categories of teacher-coordinator job activities for each of the eleven teacher-coordinator, program and community characteristics selected for analysis.

Significant differences were found in the patterns of behavior of distributive education teacher-coordinators when compared with the factors of educational preparation, years of experience as coordinators, and years

of experience as coordinators in their present schools. Those individuals who had earned master's degrees in business or business education, had been coordinators more than five years, and had served six or more years in their present schools received a larger proportion of effective behaviors than their counterparts of lesser educational preparation and experience as teacher-coordinators. Each of the Chi-square results obtained in the measurement of the over-all effectiveness of the distributive education coordinators was significant at the .01 level of confidence.

Distributive education coordinators who had earned master's degrees in business or business education had a significantly greater number of effective than ineffective behaviors reported concerning their personal and professional relationships than did coordinators who lack this specific type of preparation. The result of the Chi-square test was significant at the .01 level of confidence. The statistical analysis also indicated that a significantly larger number of effective than ineffective behaviors were reported concerning the personal and professional activities of distributive education teacher-coordinators in schools where the program had been in operation more than ten years, as compared to the programs in operation less than ten years. This relationship was determined to be significant at the .05 level of confidence.

Coordinators who had teaching contracts which were extended four weeks had proportionately more effective than ineffective behaviors reported concerning their activities than did coordinators with contracts extended less than four weeks in the area of adjusting student training

station performance problems. The computed Chi-square statistic of 5.46 was significant at the .05 level of confidence with one degree of freedom.

The population of the school district where the teacher-coordinator was employed had a significant effect on the category of selection of training stations and placement activities. The calculated Chi-square statistic of 16.6 indicated that coordinators in communities of less than 50,000 residents had proportionately more effective than ineffective behaviors reported concerning their training station and placement activities than did coordinators from communities of 50,000 or more residents. This relationship was determined to be significant at the .01 level of confidence with one degree of freedom.

Additional relationships were shown for the 11 distributive education coordinators, program and community characteristics analyzed. While none of these relationships was statistically significant at a determined level of confidence for any of the eight major teacher-coordinator job activities or over-all effectiveness categories analyzed, there are implications for cooperative distributive education personnel.

The analysis and interpretation of the critical behaviors as related to selected office education teacher-coordinator, program and community characteristics did not reveal any statistically significant relationships that would suggest rejecting any segment of the major hypotheses. However, some associations were determined that indicate a need for consideration and further study.

Reasoned-Judgment Reactions of Office Education and Distributive Education Teacher-Coordination

Twenty of the 62 issues that were used by Warmke in 1959 were selected for this study. The issues selected were those pertaining to the operation of the cooperative part-time program at the secondary school level. Issues were selected that were equally applicable to the operation of both the cooperative office and distributive education program. In this investigation, for the first time, both distributive education and office education teacher-coordinators were given an opportunity to indicate their reactions to issues that had previously been recorded primarily by teacher-educators and supervisors of distributive education.

The responses from the 48 distributive education and the 18 office education experienced teacher-coordinators were analyzed to determine the differences and similarities which existed between: Illinois office education coordinators and Illinois distributive education teacher-coordinators, Illinois office education coordinators and the 1959 national leaders in distributive education, and Illinois distributive education coordinators and the nation's leaders in distributive education in 1959.

Agreement on issues expressed by office education and distributive education coordinators. The analytical procedure showed general agreement on the following issues between the reasoned-judgment reactions of Illinois office education and distributive education teacher-coordinators regarding the operation of the secondary school cooperative part-time programs:

1. Cooperative classes at the secondary school level should be open to those who want the instruction, are considered employable, and plan to pursue a career in the occupation for which they are receiving training.
2. Coordination in school systems with more than one cooperative office education or distributive education program should "be done by the person who teaches the student. (Related Class)"
3. Training stations should be selected by "the coordinator."
4. The student placement activities of the coordinator should include "only jobs for students enrolled in the cooperative part-time program."
5. The placement of cooperative part-time students in training stations can best be accomplished by "the coordinator selecting several suitable students to apply; final selections should then be left to the discretion of the business firm personnel."
6. The designated job rotation schedule (which provides for increased responsibility in the duties of the student-learner) is "usually" necessary.
7. The coordinator who has twenty students in the cooperative program should spend approximately ten hours a week performing on-the-job visitations.
8. A good quality permanent advisory committee is "usually" of sufficient value to justify the time and energy involved in organizing and operating it.

Differences expressed between office education and distributive education coordinators. A comparison of the reasoned-judgment reactions of office education and distributive education teacher-coordinators in the state of Illinois showed that there were major differences of opinion on eight of the selected issues concerning the operation of the secondary school cooperative program.

1. Seventy-eight per cent of the Illinois office education coordinators were of the opinion that college-preparatory students should be allowed to enroll in cooperative classes if these students are considered employable. The largest number of distributive education coordinators felt that

these students should be allowed to enroll only if they plan to study in the career for which they would be preparing themselves in college.

2. The distributive education coordinators in Illinois were considerable more enthusiastic about the value of comprehensive follow-up studies than were the office education coordinators.
3. More than one-half of the Illinois office education teacher-coordinators felt that classroom instruction with no provision for business experience is "usually" adequate preparation for secondary school students who plan to pursue careers in office occupations. Only 10.4 per cent of the distributive education coordinators indicated the "usually" response.
4. A large majority of the office education coordinators considered 25 or less as the maximum number of hours that a student-learner should work a week, while only 45 per cent of the distributive education coordinators indicated a preference for 25 hours or less. Fifteen per cent of the distributive education coordinators indicated either 35 or 40 hours per week.
5. Considerably more distributive education coordinators felt that the teacher-coordinator should be employed on a year-round contract than did the Illinois office education teacher-coordinators.
6. Almost twice as many distributive education coordinators considered the designated job-rotation schedule as "seldom" necessary than did office education coordinators.
7. Fifty-four per cent of the Illinois distributive education teacher-coordinators indicated that the teacher-coordinator should make on-the-job visitations once every two weeks on the average, while 66.7 per cent of the office education coordinators considered once a month sufficient.
8. Illinois office education teacher-coordinators were of the opinion that a student-learner should "never" or "seldom" be allowed to work throughout the year in a job which requires a short-learning period. The distributive education coordinators indicated this reaction 50 per cent of the time. Thirty-three per cent of the distributive education responses were in the "usually" category.

Differences expressed between Illinois coordinators and national leaders. The analysis revealed high percentage differences between the reasoned-judgment reactions of both Illinois office education and distributive education teacher-coordinators and the opinions of the national leaders of distributive education in 1959 on the following issues:

1. The nation's leaders of distributive education were in much greater general agreement than the Illinois coordinator groups that cooperative classes on the secondary school level should be open to those who want the instruction, are considered employable, and plan to pursue a career in the occupation for which they are being prepared.
2. The national leaders favored the enrollment of college preparatory students in cooperative classes if they are considered employable and plan to continue the study of the occupation in college for which they are being prepared in the high school cooperative program.
3. The national leaders of distributive education in 1959 indicated that the advisory committee and the coordinator working together should select training stations, while the Illinois coordinator groups preferred the selection by the coordinator alone.
4. The national leaders were more convinced than were the Illinois coordinators that classroom instruction with no provision for business experience is "never" adequate preparation for secondary school students who plan to pursue careers in business.
5. Almost 60 per cent of the national leaders of distributive education in 1959 indicated that coordinators should renew their business experience every three to five years while approximately one-fourth of the Illinois coordinators considered three to five years as their reasoned-judgment reaction.
6. Fewer of the national leaders felt that the student placement activities of the coordinator should be limited to the placement of students in training stations who are enrolled in the cooperative part-time program than did the Illinois coordinator groups.
7. Considerably more of the Illinois coordinators felt that the coordinator should decide which student should be employed by the employer than did the national leaders of distributive education in 1959, even though in all cases the preferred

response of all groups was, "the coordinator selecting several suitable students to apply; final selections should then be left to the discretion of the business firm personnel."

8. Almost twice as many Illinois coordinators as national leaders of distributive education in 1959 considered having designated job-rotation schedules a minor issue.
9. Sixty-five per cent of the nation's leaders of distributive education considered a good quality permanent advisory committee of sufficient value to justify the time and energy involved in organizing and operating such a committee as compared to 20.8 and 11.1 per cent of the Illinois distributive education and office education coordinators respectively.

Differences expressed by Illinois distributive education coordinators.

The reasoned-judgment reactions of the Illinois distributive education coordinators differed significantly from the responses of both the national leaders of distributive education and the Illinois office education teacher-coordinators concerning the following two issues:

1. The Illinois distributive education coordinators were in agreement that comprehensive follow-up studies of graduates from the secondary school cooperative program are "always" of sufficient value to justify the time and expense involved in conducting them; both the nation's leaders of distributive education and the Illinois office education coordinators indicated the "usually" response most frequently.
2. Approximately two-thirds of the Illinois office education coordinators and the nation's leaders of distributive education in 1959 were of the opinion that a student-learner should seldom be allowed to work throughout the year at a job which requires a short-learning period; only one-third of the Illinois distributive education coordinators indicated this response and one-third of the coordinators considered "usually" as their preferred response.

Differences expressed by Illinois office education coordinators.

The reasoned-judgment reactions of the Illinois office education teacher-coordinators differed considerably from those of the Illinois distributive education coordinators and the responses of the national leaders of

distributive education in 1959 in regard to the following four issues:

1. Almost 56 per cent of the Illinois office education teacher-coordinators felt that classroom instruction with no provision for business experience is "usually" adequate preparation for secondary school students who plan careers in office occupations; only ten per cent of the Illinois distributive education coordinators indicated this response and none of the national leaders of distributive education considered "usually" to be the best reaction.
2. None of the Illinois office education coordinators suggested a number over 30 as the maximum number of hours that a student-learner should work a week; ten per cent of the nation's leaders of distributive education and 14.6 per cent of the Illinois distributive education coordinators mentioned 35 or 40 hours per week as the maximum number.
3. Eleven per cent of the Illinois office education coordinators favored the employment of the teacher-coordinator on a year-round contract while 35 per cent of the other two cooperative education personnel groups favored it.
4. Illinois office education coordinators indicated that coordination calls should be made "once a month" on the average. Each of the distributive education groups felt that once every two weeks would be the ideal number of on-the-job visitations.

Eleven of the issues were analyzed further to determine whether certain positive or negative relationships were observable. The issues were selected for further analysis on the basis of the following criteria: (1) both Illinois office and distributive education coordinators differed considerably from the nation's leaders of distributive education in 1959, (2) the issue was considered by the investigator to be significant in the operation of the cooperative secondary school program, (3) the resulting analysis might be of value in better understanding "why" the teacher-coordinator responded as he did, and (4) the findings might assist in the pre-service and in-service training of teacher-coordinators.

The selected teacher-coordinator, program and community characteristics that were analyzed provided additional insight into "why" teacher-coordinators responded as they did to the eleven issues that were selected for further analysis.

Conclusions

This research has resulted in the compilation of data dealing with many facets of secondary school cooperative part-time training programs in both office and distributive education. These findings were based upon the critical behaviors and reasoned-judgment reactions of experienced distributive education and office education teacher-coordinators who were operating state approved cooperative programs in secondary schools in the state of Illinois during the 1963-1964 school year. The following conclusions appear to be valid for the population studied in this investigation at this time.

Critical Requirements for Distributive Education Teacher-Coordinators

1. The critical requirements for effective and ineffective job performance of secondary school distributive education teacher-coordinators can be delineated by analyzing appropriate data supplied by competent observers.
2. Experienced distributive education teacher-coordinators were able to provide critical-incident reports that were more comprehensive and insightful than those supplied by supervising school administrators.

3. The behavioral data reported by each of the observer groups, the experienced distributive education coordinators and their supervising school administrators in Illinois, provided a basis for understanding the effective and ineffective behaviors of teacher-coordinators.

4. Supervising school administrators were considerably more aware of the distributive education teacher-coordinators' personal and professional relationships than any other aspect of teacher-coordinator activity. While distributive education coordinators are effective in their relationships with businessmen and/or other members of the community, definite weaknesses are evident in the relationships of coordinators with supervising school administrators and/or staff and with students and/or parents. This conclusion, coupled with the apparently contradictory fact that coordinators themselves reported their highest percentage of effective behaviors in the area of personal and professional relationships, is cause for concern.

5. Distributive education teacher-coordinators are more concerned with adjusting student training-station performance problems than with any other job activity.

6. The adjustment of student problems is the job activity in which distributive education teacher-coordinators have experienced their greatest success.

7. The analysis of student potential and the ensuing placement of the selected student-learners are perplexing problems for distributive education teacher-coordinators; all too frequently the result is ineffective coordinator behavior.

8. Student performance problems dealt with by distributive education coordinators are almost equally distributed in the areas of personal development, dishonesty, and errors and other misjudgments.

9. The critical requirements for the effective and ineffective performance of secondary school distributive education teacher-coordinators were written in the following order of frequency:

- a. Personal and professional relationships
- b. Student training station performance problems
- c. Discipline and control of students
- d. Adjusting student problems
- e. Selection of training stations and placement activities
- f. Evaluation and selection of students
- g. Direction of in-school learning activities
- h. Development and promotion of the program.

10. Distributive education teacher-coordinators who have earned master's degrees in business or business education, have been coordinators more than five years, and have served six or more years in their present school, are more effective in their over-all patterns of behavior than their counterparts with less education and experience.

11. Distributive education teacher-coordinators who have teaching contracts extended four weeks or longer are more effective in adjusting student training-station performance problems than individuals with contracts extended less than four weeks.

12. Coordinators who are coordinating distributive education programs in communities of less than 50,000 residents are more effective in

their training station and placement activities than coordinators from larger communities.

13. The delineated critical requirements provide insight into job activities of distributive education teacher-coordinators which can be utilized to fashion the pre-service and in-service education program for teacher-coordinators. To improve secondary school distributive education cooperative part-time programs on the local, state, or national level, individuals should examine the 61 critical requirements listed. The listing in Appendix T of all 372 critical behaviors analyzed in this study provides a basis for additional insight into distributive education teacher-coordinator behaviors.

Critical Requirements for Office Education Teacher-Coordinators

1. The critical requirements for effective and ineffective job performance of secondary school office education teacher-coordinators can be determined by analyzing appropriate data supplied by competent observers.

2. Experienced office education teacher-coordinators were able to provide critical-incident reports that were more comprehensive and insightful than those supplied by supervising school administrators.

3. The behavioral data reported by each of the observer groups, the experienced office education coordinators and their supervising school administrators in Illinois, provided a basis for understanding the effective and ineffective behaviors of teacher-coordinators.

4. Supervising school administrators are as aware of the personal and professional relationships of the office education coordinators as they are of the selection of training stations and placement activities of the coordinators.

5. Office education teacher-coordinators are considerably more concerned with adjusting student training-station performance problems than with any other phase of their activity.

6. Office education teacher-coordinators are more successful in adjusting student problems than in any other phase of their job activity.

7. Student discipline and control is a job activity area of concern to office education teacher-coordinators. The highest percentage of coordinator reported ineffective behaviors were in the area of discipline and control.

8. Most of the student performance problems dealt with by office education coordinators are concerned with errors and other misjudgments.

9. The critical requirements for the effective and ineffective performance of secondary school office education teacher-coordinators are related to a large extent to adjusting student training-station performance problems; to a lesser extent to selection of training stations and placement activities, personal and professional relationships, adjusting student problems, and development and promotion of the program.

10. The behavior patterns of individual office education teacher-coordinators were not significantly different from one another. Because of the similarity of teacher-coordinator, program and community characteristics the null hypothesis could not be rejected.

11. The critical requirements provide a basis for insight into the job activities of office education teacher-coordinators which can be used to design the pre-service and in-service education programs for teacher-coordinators. To improve secondary school office education cooperative part-time programs at the local, state, or national level individuals should examine the 16 critical requirements. The listing in Appendix U of all 151 critical behaviors developed in this study should provide a basis of additional understanding of office education teacher-coordinators' behaviors.

A Comparison of the Job Activities of Office Education and Distributive Education Teacher-Coordinators

1. The major job activities of the office education and the distributive education teacher-coordinators are similar. All critical incidents reported describing the behaviors of office education and distributive education teacher-coordinators were analyzed and delineated into the eight self-forming job-activity categories.

2. The critical behaviors reported by distributive education coordinators are more evenly distributed over the eight major job activity areas than are those reported by office education coordinators. There is also a more evenly distributed reporting of coordinator job activities within the eight major areas by distributive education coordinators than by office education teacher-coordinators. The critical behaviors reported by office education coordinators are primarily in the areas of adjusting student training station performance problems and adjusting student problems.

Reasoned-Judgment Reactions of Office Education
and Distributive Education Teacher-Coordinators

1. A greater number of the national leaders of distributive education in 1959 favor limiting enrollment in cooperative part-time classes in the secondary school to students who plan to pursue a career in the occupational area of their training than either the Illinois office education or distributive education coordinator groups. This difference is reflected in the selection of students both from the total school population and from the college preparatory students.

2. The value and importance of a high quality permanent advisory committee was not as well accepted by Illinois office education and distributive education coordinators in 1964 as it was by the national leaders of distributive education in 1959. Only a minority of the Illinois coordinators agree with the majority of the national leaders of distributive education in 1959 who feel that the high quality advisory committee is "always" of sufficient value to justify the time and energy involved in organizing and operating it. Also, a much larger percentage of the Illinois coordinators considered the issue to be of minor importance than did the national leaders of distributive education in 1959.

3. Illinois office education and distributive education coordinators feel that the coordinator himself should play a more dominant role in the selection of training stations and placement of students than did the national leaders of distributive education in 1959. The national leaders would prefer to involve the businessman more frequently either as a member of the advisory committee or as an employer in the placement process.

4. The national leaders of distributive education in 1959 were more convinced than either Illinois coordinator group that classroom instruction with no provision for business experience is "never" adequate preparation for secondary school students who plan careers in business.

5. A significantly larger percentage of Illinois office education and distributive education coordinators considered the issue of the necessity of having a designated job rotation schedule as "minor" than did the national leaders of distributive education in 1959.

6. The national leaders of distributive education were more concerned about teacher-coordinators renewing their business experience at regular intervals than the Illinois coordinators. A majority of the national leaders of distributive education in 1959 felt that teacher-coordinators should renew their business experience every three to five years and that the issue was of major importance; neither of the Illinois coordinator groups agreed with these opinions.

7. The reasoned-judgment reactions of a majority of the Illinois distributive education coordinators that students should be allowed to work throughout the school year in a job which requires a short-learning period is contrary to the beliefs of Illinois office education coordinators and those of the national leaders of distributive education in 1959.

8. The reasoned-judgment reactions of a majority of the Illinois office education teacher-coordinators that classroom instruction with no provision for business experience is "usually" adequate preparation for secondary school students who plan to pursue careers in business is not consistent with the opinions of either the Illinois distributive

education coordinators nor the national leaders of distributive education in 1959.

9. The average number of suggested on-the-job visitations by Illinois office education coordinators is approximately one-half of the number indicated by Illinois distributive education coordinators and the national leaders of distributive education in 1959. One visitation a month was suggested by a majority of the Illinois office education coordinators and every two weeks by distributive education personnel.

10. All of the Illinois office education coordinators favor the student-learner being employed no more than 30 hours a week while a small number of the Illinois distributive education coordinators and the national leaders suggested 35 to 40 hours per week as the maximum number of hours of employment.

11. The Illinois office education and distributive education coordinator groups were in closer agreement with each other than either group was with the national leaders of distributive education in 1959 in their responses to a majority of the selected issues concerning the operation of the secondary school cooperative program. The following differences were noted in the reasoned-judgment reactions of Illinois office education and distributive education teacher-coordinators.

- a. Illinois distributive education coordinators were more convinced than Illinois office education coordinators that students selected to enroll in the cooperative program should plan to pursue a career in the occupational field in which they will be receiving preparation.
- b. Illinois office education coordinators indicated that fewer coordination calls were necessary than did Illinois distributive education teacher-coordinators.

- c. Illinois distributive education coordinators recognized the value of comprehensive follow-up studies of graduates from the cooperative program more than did the Illinois office education teacher-coordinators.
- d. Illinois office education coordinators preferred that student-learners work fewer hours per week than did the Illinois distributive education coordinators.
- e. A higher percentage of Illinois distributive education coordinators recognized the value of providing business experience for the preparation of secondary school students who planned to pursue careers in business than did Illinois office education coordinators.
- f. Illinois office education coordinators recognized the value of utilizing designated job rotation schedules more frequently than did Illinois distributive education coordinators.
- g. More of the Illinois distributive education coordinators would permit students to work throughout the year at a job which required a short-learning period than would Illinois office education coordinators.

12. Analysis of teacher-coordinator, program and community characteristics did provide a basis for insight into "why" teacher-coordinators responded as they did to the selected issues concerning the operation of the secondary school cooperative part-time program.

Recommendations

Based upon careful deliberation and analysis of the data in this study, the following recommendations are offered to facilitate pre-service and in-service preparation of office education and distributive education teacher-coordinators.

1. The critical requirements for secondary school office education and distributive education teacher-coordinators outlined in this

study merit consideration by teacher-educators and other officials who are responsible for developing and administering pre-service education programs for prospective coordinators.

2. The critical requirements for secondary school office education and distributive education teacher-coordinators are worthy of consideration by teacher-educators and other officials who are responsible for developing in-service education programs for employed coordinators.

3. The critical requirements for secondary school office education and distributive education teacher-coordinators are useful as a point of departure in the development of evaluative instruments for the performance of office education and distributive education coordinators.

4. The interaction of effective and ineffective teacher-coordinator, program and community characteristics needs further study.

5. Further study employing the critical incident technique, or other behavioral study techniques, is needed:

- a. To determine coordinator behaviors found effective and ineffective by businessmen, parents, graduates of cooperative programs, and business education teachers
- b. To determine the interaction of effective and ineffective behaviors of coordinators with participation and leadership in business and professional organizations
- c. To determine the interaction of effective and ineffective behaviors with participation and leadership in in-school activities
- d. To determine the interaction of effective and ineffective coordinator behaviors and high school and college pre-teaching factors, such as college admission tests, academic record, student teaching evaluation, leadership and participation in activities, and family background

- e. To determine the effective and ineffective behaviors in relation to the nature and extent of subject matter content taught in the related classes by teacher-coordinators
- f. To determine the nature and scope of student discipline problems faced by teacher-coordinators as compared to those of other faculty members
- g. To determine the awareness of supervising school administrators of the activities of teacher-coordinators as compared to those of other faculty members in the business education department
- h. To compare the job activities of other vocational education teacher-coordinators to those of coordinators of office education and distributive education
- i. To determine the contribution and influence of the club program to vocational, social, civic, and leadership development of cooperative students
- j. To determine the critical requirements of the coordinators considered to be outstanding by other coordinators, state supervisors, and teacher-educators
- k. To determine the critical requirements for effective teaching methodology used in group and individual instruction.

6. Office education and distributive education teacher-coordinators can be effectively prepared in many of the professionalized business education courses (such as organization and administration of cooperative programs, coordination techniques, and philosophy of vocational business education) that emphasize the background and implementation of the cooperative method of instruction.

7. If the advisory committee is to be effectively utilized by Illinois office education and distributive education coordinators as suggested in national and state guidelines for the implementation of the Vocational Act of 1963, coordinators will need additional pre-service and in-service training in the purpose and use of the advisory committee.

8. On the basis of the findings of this study and the opinions of the national leaders of distributive education in 1959, the following areas of instruction should be stressed in both pre-service and in-service training of Illinois office education and distributive education coordinators:

- a. The importance of selecting students for the cooperative program who plan to pursue a career in the occupational area of their preparation as cooperative trainees
- b. The value, importance, role and means of effectively utilizing the advisory committee for the preparation of secondary school students for the changing world of work
- c. The role of the businessman as a member of the advisory committee or as an employer in the placement process
- d. The value and role of business experience in the preparation of secondary school students who plan careers in business
- e. The importance of utilizing designated training plans in effectuating the cooperative method of instruction
- f. The value and importance of teacher-coordinators renewing their business experience at regular intervals.

9. The following areas of instruction should be stressed in the pre-service and in-service training of distributive education teacher-coordinators in the state of Illinois:

- a. The type of jobs for which student-learners should be prepared
- b. The number of hours that student-learners should be allowed to work per week.

10. The following areas of instruction should be stressed in the pre-service and in-service education of Illinois office education coordinators:

- a. The value and role of business experience in the preparation of secondary school students who plan to pursue careers in business
- b. The importance of selecting students for the cooperative program who plan to pursue careers in the occupational area for which they will be receiving instruction.

11. The present study compared the reasoned-judgment reactions of Illinois office education and distributive education coordinators to those of the national leaders of distributive education in 1959. This process should be repeated with selected effective teacher-coordinators and current national leaders of both office education and distributive education fields in order to develop principles for the effective implementation of the cooperative method of instruction in business education.

12. The following recommendations for further study are suggested, using a variety of research techniques:

- a. Determine the effective operation of the advisory committee
- b. Determine the relationships which exist between recency of occupational experience of teacher-coordinators and their behaviors
- c. Determine method for developing and utilizing training plans in the preparation of secondary school youth for careers in the changing world of work
- d. Determine why distributive education teacher-coordinators encounter a wider range of problems than office education coordinators
- e. Determine why it is necessary for distributive education coordinators to visit training stations more frequently than office education teacher-coordinators
- f. Determine the benefits received by students who enroll in cooperative programs with no intention of pursuing

careers in the occupational area for which they are receiving instruction

- g. Determine the effectiveness of supervised in-school business experience programs in the preparation of secondary school students for various types of careers in the business world.**

List of Photographs

page

- a. The vocational training centres have a yard where the bricklaying work orders, various orders in carpentry and some work orders for the constructional iron-work fitter are done 11
- b. Trainees being trained as fascine workers for the Delta project. 13
- c. It is very important for the metalworking trainee that he should learn to measure accurately 39
- d. The trainees are accustomed to the atmosphere of their future occupation (by having to wear safety clothing and safety goggles, and having to keep passages clear) 41
- e. A preliminary exercise in working technique for manipulating a screw driver 45
- f. The setting of wire gauze also forms part of the training of plasterers . . . 47
- g. The store keeper is giving out materials and tools 53
- h. In some cases, as in this piece of concrete carpentry for a communal staircase, the work order must be supplemented by a photograph 56
- i. A trainee in metalwork looking for missing measurements on a drawing . . 60
- j. An instructor in motorcar-repairing is supervising the work 68
- k. The instructor in streetpaving is giving instructions 69
- l. The instructor in theoretical subjects is explaining a task to a trainee . . . 72
- m. A carpentry workshop in a vocational training centre 75