COOPERATIVE TRAINING AND WORK EXPERIENCE PROGRAMS
IN THE AMES SENIOR HIGH SCHOOL,
1953-1958

A Field Report
Presented to
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of the Requirements for the Degree
Master of Science in Education

by
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COOPERATIVE TRAINING AND WORK EXPERIENCE PROGRAMS
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by

Aurilla P. Vegors

Approved by Committee:

[Signature]
Chairman

[Signature]
Dean of the Graduate Division
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</tbody>
</table>
INTRODUCTION

The democratic ideals that brought compulsory education into being in this country were founded on the belief that each individual should be provided with equality of opportunity. Individuals, however, are faced with such limiting factors as differences in ability, interests, personality, and physical development—all of which influence their choices of vocations. These individual differences pose both problems and responsibilities for the schools. It is because of a recognized need for guidance that Work Experience programs have been developed to make the transition from high school to the business of making a living smoother and more orderly.

I. THE PROBLEM

It was the purpose of this study to evaluate the progress, usefulness, and effectiveness of the Cooperative Training and Work Experience programs in the Ames Senior High School over the five-year period from 1953-1958.

II. DEFINITION OF TERMS

Cooperative Training is a diversified occupations program of two semesters during which the school cooperates with outside agencies to provide a wide range of work experience for senior students at Ames High School.
**Work Experience** is a one-semester course designed to give practical experience in actual business, industrial, and professional fields.

**Related Subjects Class** is a class offered for the broadening of the understanding and knowledge of the student in the area of vocations.

**Cooperative Distributive Occupational Training** is work experience confined to distributive fields such as advertising, retail selling, store management, insurance, and others in the same area.

**Cooperative Office Occupations Training** is work experience in the field of business such as work done by typists, bookkeepers, and business machine operators.

**Coordinator** is the individual who directs and assumes responsibility for the Cooperative Training and Work Experience programs.

**III. METHOD OF PROCEDURE AND PRESENTATION**

Four groups of data were obtained: (1) responses from 240 former senior participants in the Cooperative Training and Work Experience programs of the Ames Senior High School from 1953-1958; (2) reports from random sampling of fifty parents of the same group of former senior participants, using every fifth name chosen from an alphabetized list of parents; (3) reports from fifty cooperating employers; and (4) responses
from forty teachers in the Ames High School. The coordinator of the program was interviewed, and the current program was studied. All records, files, and pertinent information concerning the programs were made available to the investigator.

Three questionnaires were devised for the purpose of obtaining the opinions of former participants of the programs, their parents, and teachers in the high school concerning the usefulness and effectiveness of work experience. A structured interview was prepared and carried out to ascertain the effectiveness and usefulness of the programs from the point of view of the employers. The forms used for the interviews and questionnaires were validated as to usefulness and pertinence by the coordinator of the programs and other administrative personnel.

IV. REVIEW OF LITERATURE

Background of the work experience movement. The honor and dignity of work was one of the basic philosophies bequeathed Americans by the founders of this country. However, the philosophy did not originate with them. It dates back to earliest civilization, to tribal customs of the elders training youth in the arts and crafts. The system of apprenticeship originated in early history and did much to carry on the tradition of pride in workmanship, and dignity of labor well done. Apprenticeship survived the Dark Ages which followed the fall of Rome and flowered again during the Renaissance.¹

Among the early educators to whom credit should be given for promoting programs of work experience were Comenius (1592-1670), who held that a student should have a knowledge of trades and occupations; Franche (1663-1727), who taught his young nobles the concept of work; Pestalozzi (1746-1827), who believed problems of the lower class students would be solved by offering a work education course of study; and Fellenburg (1771-1884), who used the combination of school subjects with practical training.¹

Deep-seated as respect for work was, it was to be expected that the colonists would carry this principle to America. It was also in keeping with this principle that the Boston Committee on Education in 1820 stated as the original purpose of the American high schools the preparation of youth for occupational life.²

The first legislative act providing public aid for vocational education was the Morrell Act of 1862. This act gave public lands to states and territories for the purpose of providing colleges of agriculture and mechanical arts. It was followed by other acts which affected the progress of vocational education. Among these were the 1914 Agricultural Extension Act, sometimes called the Smith-Lever Act, the Smith-Hughes Act of 1917, the George-Deen Act of 1936, and the Vocational Act of 1916 known as the George-Barden Act. According to the provisions

²Struck, loc. cit.
of the last three acts, certain standards were established for carrying out vocational education which had to be met in order to qualify for a share of the funds provided.¹

On November 22, 1933, the Civilian Conservation Corps was established as a part of the Federal Relief Program. The purpose of the corps was to employ and to rehabilitate youth. Not only was work experience supplied, but courses of study were also offered.²

Mobley stated that of the appropriation bill for the Department of Labor, Health, Education, and Welfare for fiscal 1960 approved by the House of Representatives, $47,810,412 was designated for vocational education.³

Evidence of need for program. This country has made steady progress in social and economic development through industrialization and mechanization. The emergence of automation will necessitate the use of more technicians and skilled workers. Furthermore, a rapidly increasing population with its demands to be fed, clothed, and made comfortable has made the fields of supply and distribution a vast enterprise. The pattern has been one of new needs arising and being

¹Ivins and Runge, op. cit., pp. 29-36.


met by forward-looking citizens. 1

Schneider’s Cincinnati Plan was the outgrowth of his personal conviction that his college training in engineering had been too much theory and not enough practice. His plan extended to the secondary schools as well as to colleges. 2 Nichols evolved his ideas on Distributive Education from his own experience and conviction that business training suffered the same ills that Schneider had encountered in engineering. 3

In speaking of some of the problems of the American high school, Conant stated:

There are those who argue that all vocational education should be postponed until after high school years are past. With what appear to be basic assumptions underlying that position, I find myself in complete disagreement. To my mind, it is desirable for as many boys and girls as possible to have a vocational goal in mind when they choose their high school studies in the eleventh and twelfth grades, even though they may change their minds before the high school course is over, or later. If a pupil thinks that what he or she is studying in school has significance for later life, the study takes on importance. There is little tendency for such “committed” students to waste time or have a negative attitude toward school. 4

The objectives of work experience. Cocking enumerated four important objectives of a work experience program as follows:

---

1 Iwins and Runge, op. cit., p. 43.
2 Ibid., pp. 44-45.
3 Ibid., p. 46.
1. To discover abilities and occupations which will make lives useful to society and satisfying themselves.
2. To acquire understandings of the relation of social and industrial organization to employment, employment conditions, and the purposes of employment.
3. To acquire habits and discipline associated with successful work.
4. To train youth in the relationship of consumer income, capital investment, and government regulations to the production of goods and services.¹

The importance of a background of information, a picture of relationships, as well as a serious purpose, was stressed by Tinker, who added:

To choose the work in which the young person will find personal satisfaction and which is an integral part of a well rounded life of service is by no means an easy task.²

Warren stated that work experience is a necessary part of the development of every boy and girl in a democracy. He also considered it an important factor in the social maturity of every individual. Practical activity was considered essential in the production or distribution of goods or services performed in a normal way in business, industry, or in a professional field.³


All work experience should provide for educational growth and be of value. It should give the student the feeling of being an important and productive member of society, a sense of responsibility and self-reliance, and a sense of achievement. He should develop not only an intelligent and healthy attitude toward work, but a realization of the significance of the contribution work makes to society.¹

Fundamentally, work experience must provide much more than simply work. Rather, it must be the performance of specific jobs under actual working conditions. It must be based on the true concept of work with the awareness of its connection with social and economic problems and its relation to the community.²

The values. Cocking stated that there are three overlapping divisions in the values of work experience: (1) values to youth, (2) values to school, and (3) values to community. In his classification he stated that for youth work experience provides occupational orientation or at least exploratory experience, makes it possible to obtain marketable skills and information, and makes possible realistic work situations. As for the value to schools, the relationship between theory and experience is brought into focus, thus giving realism to the curriculum. The individual and special needs of the pupil are


²Cocking, op. cit., p. 28.
better served. It proves the definite relationship between the work of the school and the work of the community.\textsuperscript{1} To the community, work experience gained by students attending school brings about closer cooperation and better rapport with the school. It tends to reduce the turnover of workers because of the guidance and exploratory values. Also, employers find they have an opportunity to select their future workers through observation.\textsuperscript{2}

Jordon and Spencer listed some specific personal values to the student derived from work experience such as: (1) the development of responsibility, initiative, and confidence; (2) the ability to work cooperatively with others, and become acquainted with employer-employee relationships; and (3) the discovery of their personality strengths and weaknesses.

\textsuperscript{1}Ibid. \textsuperscript{2}Ibid., p. 29.

CHAPTER II

A REVIEW OF THE COOPERATIVE TRAINING AND WORK EXPERIENCE PROGRAMS IN THE AMES SENIOR HIGH SCHOOL

On May 27, 1949, a statement of educational philosophy for Ames Senior High School was adopted by the administration and faculty. It was re-edited by the high school faculty in April, 1954. The general statement of "This We Believe" expressed the desire to provide all students with educational experiences that would lead them to the highest degree of personal growth, and to provide systematic, disciplined intellectual training limited only by the ability of the student. The statement set out for the teacher the task of helping each pupil to achieve feelings of security and personal worth, and to become well adjusted, aware of his responsibilities, and able to formulate ideas, ideals, and attitudes. The statement further indicated that the curriculum should be re-evaluated when results of studies warranted changes.¹

Lehigh, in a field report on the work experience indicated that as the result of an evaluation of the curriculum in 1948 the administration recognized the need for a change, and a work experience program of one semester was started. In 1949 there were twenty participants in the program. Over the next four years the numbers increased from

twenty-five to thirty, then fifty-four, and in 1953 to sixty participants. 1

During the six years since the conclusion of the Lehigh study, the participation has been as follows: 1954, fifty-four participants; 1955, fifty-nine; 1956, sixty-eight; 1957, sixty-five; 1958, eighty-four; and 1959, seventy-eight.

In conjunction with pre-registration for fall classes, students of the junior class were each presented with a folder entitled "Working Together," which was designed to acquaint students and their parents with the workings of the programs. 2 The pamphlet posed and answered five questions. The first was, "What are the benefits of the program to the student?" To this the answer given was: (1) the program combines exploration and occupational training with general education, (2) provides training under actual working conditions, and (3) develops sound working habits under school and employer supervision. The program was designed to promote feelings of self-respect and achievement in the learner. At the same time school credits are earned that are acceptable for both graduation and for entrance to schools of higher learning.


The second question regarding requirements for entrance in the program was answered by the statement that the program is offered to the student who wants and needs the training and who will benefit by the experience. The student must have the consent of his parents and be accepted by the coordinator.

To the third question in regard to the format of the program, the bulletin stated that the enrolled student will receive "on-the-job" experience in the chosen field of work for one-half of each school day. Two credits are given each semester, and a nominal wage is earned while learning. The remaining half day will be spent in high school completing required courses for graduation.

The other two questions were directed to the employer and had to do with the organization of training and manner of evaluating students' work, as well as the benefits the employer received.1

A partial list of the possible fields of training and exploration was presented in the folder for the information of the students and their parents. The list included the following:

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Mechanics</td>
<td>Air Transportation</td>
</tr>
<tr>
<td>Auto Parts</td>
<td>Bakery Retail Selling</td>
</tr>
<tr>
<td>Body and Fender Repair</td>
<td>Bookkeeping</td>
</tr>
<tr>
<td>Cabinet and Mill Work</td>
<td>Cadet Teaching</td>
</tr>
<tr>
<td>Cadet Teaching</td>
<td>Dental Assistant</td>
</tr>
<tr>
<td>Carpentry</td>
<td>Dental Technician</td>
</tr>
<tr>
<td>Creamery Operation</td>
<td>Drug Store Retail Selling</td>
</tr>
</tbody>
</table>

1"Working Together" (Ames, Iowa: Industrial Education Department, Ames High School, 1950). (Mimeographed.)
Drafting  
Electrician  
Farm Implement Mechanic  
Grocery Operation  
Plumbing  
Radio and Appliance  
Service Station Operation  
Sheet Metal  
Sports Clothing Retail Selling  
Typewriter Repairing and Sales  
Window Shade and Venetian Blind Repair  
Dry Goods Retail Selling  
Doctor's Assistant  
Foods Preparation  
General Office Work  
IBM Operation  
Ladies Clothing Retail Selling  
Motel Operation  
Music Retail Selling  
Nurse Experience  
Radio and Television  
Secretory  
Variety Store Operation

In regularly scheduled conferences the student and his counselor went over cumulative records and discussed plans for the future, giving consideration to his abilities and limitations. If after careful thought the student felt the program would fit his particular needs, he filled out an application card with his name, address, age, sex, parent's name and address, as well as the occupation and place of employment of the parent.

The student indicated whether he wished Cooperative Training, the full year course, or Work Experience for one semester. He also listed any previous employment giving the name of the firm, type of work, and dates of employment. At the bottom of the card he indicated his first and second choices in type of work and place of employment.

The coordinator then interviewed each applicant to evaluate the soundness of his choice of experience or type of training. In the evaluation he considered the applicant's cumulative records containing test scores and grades, his record of attendance, and records of former

1Tbid.
employment. A further check was made concerning the applicant's school conduct, participation in school activities, and evidence of maturity.

If the student appeared to be a satisfactory candidate at that point, the coordinator began the task of matching the student to the job. Participating employers were contacted, and interviews were arranged between employer and student. The coordinator followed up this interview to ascertain the reaction of both student and employer. If the reaction was favorable on the parts of both, hours of employment were established that would not interfere with school classes and activities in which the student wished to participate. Placement constituted final approval by the coordinator.

The final step in the initial stage was a meeting of the coordinator with the approved students for the purpose of signing written agreements, clarifying the students' responsibilities, and gaining an understanding of progress reports and grading procedures.

During the early part of the new school year, both parent and employer conferences were held. By appointment the coordinator met with the parents to explain various phases of the program and to answer any questions the parents might have. The first contact with the employer was for the purpose of signing agreements and to determine if the student was fitting into the employment situation satisfactorily. There were contacts during the year at approximately three-week intervals to evaluate the student's progress and training.

Each student handed in a progress report on each Monday morning.
indicating his name, place of training, and dates of the week being reported. For each day of that week he reported the hours he worked and the nature of the work he performed.

The employer made a report on his trainee every nine weeks, using a card devised by the Industrial Education Department. Four check spaces were provided for rating students one, or excellent; two, or good; three, average; or four, below average. Under the section indicated Personal Habits attention was given to punctuality, courtesy, and initiative. Under Workmanship, students were graded on such items as accuracy and attention to detail. Under the Secretarial section such skills as typing and use of the telephone were noted. Under the Retail Sales section, promptness in approach and tactfulness with customers were graded. In the section Industrials, the development in sharing responsibility and orderliness in work were considered.

The coordinator evaluated the total progress made and gave the student a grade in the same manner as in any other high school course. In this evaluation use was made of the student's progress reports, the employer's reports, and data obtained from conferences with the student and employer.

There were five areas of training for a student in the Ames High School. The first was the Cadet Teacher plan. Cadet Teaching was defined as "a program of orientation to teaching for high school students" in a bulletin prepared by the Coordinator of Work Experience and the Supervisor of Elementary Education. This course was of
one-semester duration and earned two credits. The selection of grade level depended upon the choice of the student and the availability of such placement.\textsuperscript{1}

The information bulletin listed specific things which the Cadet Teacher was permitted to do. Among these were keeping records, correcting objective tests and work books, writing materials on the board, planning lessons which were to be directed by the student under the classroom teacher, and doing professional reading as time permitted. The Cadet Teacher was not, however, permitted to give grades or assign punishment.\textsuperscript{2}

The second area was that of Distributive Occupations. Each participating place of business had its own method of training. Generally speaking, the training consisted of practical experience in each department such as general sales, stock room, sign making, stock maintenance, stock control, and display. The course covered a period of two semesters.

The area of Industrial Occupations covered such a diversified field that an individual program of training to follow specific situations had to be developed by each cooperating firm. This field of training required two semesters participation.

The fourth area of training was in the Secretarial field. This


\textsuperscript{2}Ibid.
work was undertaken during the second semester of the senior year to obtain full advantage of the secretarial courses taken in school. The type of work in this field varied with the place of employment. However, it usually involved skill in typing and taking dictation, answering telephone, and greeting callers.

Student Nursing, a one-semester course offered for two credits, was the fifth area of training offered. This program was arranged to fit the individual's schedule and provided one half-day in hospital work. In specific instances students spent only Saturdays on the job and received one credit. The training was designed to orient students in the workings of every department of the hospital through actual participation in the various activities.

Regular follow-up studies of the program were made at two-year intervals and thus provided a basis for future planning.
CHAPTER III

PRESENTATION OF DATA

Questionnaires were given to the two hundred forty former students of Ames High School who participated in the Work Experience programs during the period of 1953-1958 which was investigated. There were 144 responses, or a return of 60 per cent. The class of 1958 was represented by forty-nine respondents, 1957 by thirty-two, 1956 by twenty-four, 1955 by twenty-two, and 1954 by seventeen.

Table I presents data received in response to a question concerning the taking of training of academic or technical nature beyond high school. Of the 144 respondents, 74, or 51 per cent, had taken no additional training, while 57, or 32 per cent, had gone to college. Three responses indicated that both college and a technical course had been taken.

<table>
<thead>
<tr>
<th>Type of training</th>
<th>No. Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>57</td>
</tr>
<tr>
<td>Trade School</td>
<td>7</td>
</tr>
<tr>
<td>Business School</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
<tr>
<td>None</td>
<td>74</td>
</tr>
</tbody>
</table>
To the question, "If you were a high school senior again, would you take Cooperative Training or Work Experience?" 134, or 93 per cent, replied in the affirmative.

Table II shows that, although there were eighteen respondents who did not feel they would have profited by having studied more of the subjects listed, most former students checked two or three. Those most frequently checked were English, mathematics, and science.

**TABLE II**

<table>
<thead>
<tr>
<th>Subject</th>
<th>No. Times Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>66</td>
</tr>
<tr>
<td>Mathematics</td>
<td>56</td>
</tr>
<tr>
<td>Science</td>
<td>43</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>27</td>
</tr>
<tr>
<td>History and Social Studies</td>
<td>20</td>
</tr>
</tbody>
</table>

Data presented in Table III indicate that 107 of the 144 respondents replied to the question regarding "present occupations classifications." Fifty former students, or 47 per cent, were in the same occupational area as the one in which they had taken their training in high school. Twenty-two, or 20 per cent, were in related occupational fields; and thirty-five, or 23 per cent, were in different areas.

In answer to the question, "Do you plan to remain in this present occupational area?" eighty-three, or 70 per cent, intended to stay in
their present field. Thirty-six, or 30 per cent, intended to change to a different occupation. Of the sixty-two students who were working in the same or related fields in which they had taken their high school training, sixty-one intended to stay in that area. Nineteen former students were working in a different area and intended to stay there and fourteen were working in a different area and did not intend to stay there.

**TABLE III**

PRESENT OCCUPATION OF 107 RESPONDENTS COMPARED TO AREA OF TRAINING IN COOPERATIVE TRAINING OR WORK EXPERIENCE PROGRAMS TAKEN BY FORMER STUDENTS OF AMES, IOWA, SENIOR HIGH SCHOOL, 1954-1958

<table>
<thead>
<tr>
<th>Relation of Present Occupation with High School Work Experience Programs</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same</td>
<td>50</td>
<td>47%</td>
</tr>
<tr>
<td>Related</td>
<td>22</td>
<td>20%</td>
</tr>
<tr>
<td>Different</td>
<td>35</td>
<td>33%</td>
</tr>
</tbody>
</table>

Data presented in Table IV show replies to the question, "What high school courses do you feel were helpful in preparing you for your chosen field?" English and mathematics ranked first and second, respectively. Typing and commercial subjects ranked third and science followed in fourth place. It should be noted that participation in Industrial Arts is limited to boys and Home Economics is taken only by girls.
### TABLE IV

HIGH SCHOOL SUBJECTS WHICH HAVE BEEN OF MOST VALUE TO 1,444 FORMER COOPERATIVE TRAINING OR WORK EXPERIENCE STUDENT RESPONDENTS OF THE AMES, IOWA, SENIOR HIGH SCHOOL PROGRAMS, 1951-1958

<table>
<thead>
<tr>
<th>Subject</th>
<th>No. Times Reported</th>
</tr>
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<tbody>
<tr>
<td>English</td>
<td>64</td>
</tr>
<tr>
<td>Mathematics</td>
<td>48</td>
</tr>
<tr>
<td>Typing and Commercial</td>
<td>37</td>
</tr>
<tr>
<td>Science</td>
<td>34</td>
</tr>
<tr>
<td>Cooperative Training or Work Experience</td>
<td>23</td>
</tr>
<tr>
<td>History and Social Studies</td>
<td>16</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>10</td>
</tr>
<tr>
<td>Art</td>
<td>9</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>8</td>
</tr>
<tr>
<td>Home Economics</td>
<td>7</td>
</tr>
<tr>
<td>Drama and Speech</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

Data presented in Table V show that the former students regarded the development of self-confidence as the greatest benefit derived from the Cooperative Training and Work Experience programs. Other benefits in rank were the exploration of occupational training and the development of the ability to get along with people. Development of sound working habits ranked in fourth place and development of personality followed in fifth place.
TABLE V

BENEFITS DERIVED FROM TAKING COOPERATIVE TRAINING OR WORK EXPERIENCE
AS RANKED BY RESPONSES OF 144 FORMER STUDENTS OF THE AMES, IOWA,
SENIOR HIGH SCHOOL, 1954-1958

<table>
<thead>
<tr>
<th>Benefits of Program</th>
<th>I*</th>
<th>II*</th>
<th>III*</th>
<th>Weighted Checks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop self-confidence</td>
<td>76</td>
<td>27</td>
<td>11</td>
<td>293</td>
</tr>
<tr>
<td>Exploration of occupational training</td>
<td>65</td>
<td>21</td>
<td>21</td>
<td>258</td>
</tr>
<tr>
<td>Get along with people</td>
<td>59</td>
<td>27</td>
<td>16</td>
<td>247</td>
</tr>
<tr>
<td>Develop sound working habits</td>
<td>41</td>
<td>45</td>
<td>13</td>
<td>226</td>
</tr>
<tr>
<td>Develop personality</td>
<td>43</td>
<td>40</td>
<td>11</td>
<td>220</td>
</tr>
<tr>
<td>Develop sense of money value</td>
<td>12</td>
<td>44</td>
<td>35</td>
<td>159</td>
</tr>
<tr>
<td>Made getting job easier</td>
<td>21</td>
<td>27</td>
<td>33</td>
<td>150</td>
</tr>
</tbody>
</table>

*I indicates a first choice, weighted as three points; II indicates a second choice, weighted as two points; and III indicates a third choice, weighted as one point.

Respondents were asked to make suggestions for the improvement of the programs of Cooperative Training and Work Experience. The suggestion that appeared most often expressed the desire that the program be "kept as it is." The suggestion that the rate of pay be increased to at least fifty cents an hour was expressed seven times. Six former students suggested that trainees be given as much responsibility on the job as possible. Five respondents felt there should be closer supervision. Broadening fields of training and the need for the employer to follow a specific course of training were suggested three times
each. Two former students felt more dictaphone work in business training would be helpful.

In answer to the question, "Do you believe it is a good policy to include a program of exploratory and occupational training as a part of the academic program?" thirty-eight, or 95 per cent, of the forty responding parents answered in the affirmative. One of the thirty-eight qualified his answer by saying the training should be limited to Saturday or after school. Two answered the question negatively.

Responses by parents to the question, "By taking Work Experience do you feel that your child missed essential courses?" brought four affirmative answers and thirty-five negative. The list of essential courses missed by the four respondents included history, English, higher mathematics, chemistry, and "college preparatory" courses.

To the question, "Do you feel three hours a day allotted to supervised practical experience are too little, enough, or too much?" thirty-three respondents, or 82 per cent, indicated it was enough. Two responses indicated it was too much time, while three felt it was too little. Of the three who thought the time allotted insufficient, one stated that "it depends on the type of job."

Parental response to the question, "Is the receipt of payment an essential part of the Work Experience program?" indicated eighteen affirmative answers. Two indicated that it "helps," two said "yes and no," and seventeen said it was "nonessential." These data indicate approximately 51 per cent affirmative responses and 49 per cent negative replies.
The question, "Did the program meet your child's individual needs better than a straight academic program would have?" brought thirty-two responses, or 80 per cent, that it did and five responses that it did not. One of the five indicated that it was "extremely helpful," however. One respondent said he was "not sure."

Response of parents on the benefits derived from Work Experience programs as shown in Table VI ranked the improved ability to get along with people as having the greatest value. The development of self-confidence and development of a sense of responsibility ranked second and third, respectively. The ability to follow directions and usefulness in helping to make vocational choices were placed in fourth and fifth places respectively. The development of a sense of money value was considered to be of least benefit in the programs.

TABLE VI

BENEFITS DERIVED FROM TAKING COOPERATIVE TRAINING OR WORK EXPERIENCE AS RANKED BY FORTY PARENTS OF FORMER PARTICIPANTS AT AMES, IOWA, SENIOR HIGH SCHOOL, 1951-1958

<table>
<thead>
<tr>
<th>Benefits</th>
<th>I*</th>
<th>II*</th>
<th>III*</th>
<th>Weighted Checks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed ability to get along</td>
<td>28</td>
<td>7</td>
<td>0</td>
<td>98</td>
</tr>
<tr>
<td>with people</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developed self-confidence</td>
<td>29</td>
<td>4</td>
<td>1</td>
<td>96</td>
</tr>
<tr>
<td>Developed sense of responsibility</td>
<td>30</td>
<td>2</td>
<td>1</td>
<td>95</td>
</tr>
<tr>
<td>Developed ability to follow</td>
<td>26</td>
<td>5</td>
<td>2</td>
<td>90</td>
</tr>
<tr>
<td>directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helped in making vocational choice</td>
<td>24</td>
<td>6</td>
<td>3</td>
<td>87</td>
</tr>
<tr>
<td>Developed initiative</td>
<td>23</td>
<td>8</td>
<td>1</td>
<td>86</td>
</tr>
<tr>
<td>Developed basic skills in</td>
<td>21</td>
<td>8</td>
<td>5</td>
<td>84</td>
</tr>
<tr>
<td>chosen field</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developed personality</td>
<td>20</td>
<td>10</td>
<td>3</td>
<td>83</td>
</tr>
<tr>
<td>Developed sound working habits</td>
<td>20</td>
<td>9</td>
<td>3</td>
<td>81</td>
</tr>
<tr>
<td>Made getting job easier</td>
<td>20</td>
<td>4</td>
<td>10</td>
<td>78</td>
</tr>
<tr>
<td>Developed sense of money value</td>
<td>9</td>
<td>9</td>
<td>13</td>
<td>58</td>
</tr>
</tbody>
</table>

* I indicates first choice, weighted as three points; II indicates second choice, weighted as two points; and III indicates third choice, weighted as one point.
A comparison of the responses of parents and former students of the weighted ranks given the benefits derived from the work experience programs is shown in Table VII. Responses of parents ranked improved ability to get along with people in first place, while former students ranked it third. The development of self-confidence ranked second by parents was placed first by former students. Opportunity for exploration of occupations was ranked third by parents and second by former students. Development of personality and development of better working habits were ranked fourth and fifth, respectively, by the parents. Students placed them in reverse order, fifth and fourth. The last two benefits listed, made getting a job easier and developed a sense of money value, were ranked sixth and seventh by parents, whereas the former students placed them in seventh and sixth rank, respectively.

In comments and suggestions on Work Experience programs, parents frequently expressed the hope that the programs would be continued. They also indicated that the programs were particularly helpful to the students not college bound. Parents felt that pay makes the trainee feel a part of the business and gives incentive, and that students need to do more than just menial jobs. Frequently mentioned were the comments that practical experience was of great value, and that the help the programs gave in choosing occupations was of great benefit.

Of the forty faculty members of the Ames Senior High School, thirty-one, or 78 per cent, returned the questionnaires. Twenty-nine of the thirty-one respondents, or 94 per cent, believed that work
**TABLE VII**

**COMPARISON OF RESPONSES OF PARENTS' AND FORMER STUDENTS' OPINIONS OF BENEFITS DERIVED BY FORMER STUDENTS OF AMES, IOWA, SENIOR HIGH SCHOOL FROM TAKING COOPERATIVE TRAINING OR WORK EXPERIENCE, 1954-1958**

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Parents' Rating</th>
<th>Parents' Rank</th>
<th>Students' Rating</th>
<th>Students' Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved ability to get along with people</td>
<td>98</td>
<td>1</td>
<td>247</td>
<td>3</td>
</tr>
<tr>
<td>Developed self-confidence</td>
<td>96</td>
<td>2</td>
<td>293</td>
<td>1</td>
</tr>
<tr>
<td>Opportunity for exploration of occupations</td>
<td>87</td>
<td>3</td>
<td>258</td>
<td>2</td>
</tr>
<tr>
<td>Developed personality</td>
<td>83</td>
<td>4</td>
<td>220</td>
<td>5</td>
</tr>
<tr>
<td>Developed better working habits</td>
<td>81</td>
<td>5</td>
<td>226</td>
<td>4</td>
</tr>
<tr>
<td>Made getting jobs easier</td>
<td>78</td>
<td>6</td>
<td>150</td>
<td>7</td>
</tr>
<tr>
<td>Developed sense of money value</td>
<td>58</td>
<td>7</td>
<td>159</td>
<td>6</td>
</tr>
</tbody>
</table>

Experience can provide good occupational guidance. Twenty-eight, or 90 per cent, believed that a high school should provide occupational training as a part of the academic program.

In response to the question, "Is three hours per day, five days per week, a reasonable amount of time to spend in Cooperative Training or Work Experience?" nineteen of the thirty-one responding teachers, or 61 per cent, answered in the affirmative. Eleven, or 36 per cent, answered negatively.

Concerning the interference of the programs of Work Experience
with classes and activities, twenty-four teachers, or 77 per cent, reported that they did not interfere. The comments on the questionnaires concerning this area follow:

1. Interferes with intramurals and Girls Athletic Association.
2. Students that need help are unable or unwilling to come in for help.
3. Hard to make up work.
4. Students in Work Experience divorce selves from school.
5. Students lose interest in academic and spiritual ties to Ames High School.

To the question, "Is the receipt of payment an essential part of the Work Experience program?" twenty-four of the thirty-one teachers, or 77 per cent, answered affirmatively.

In the matter of "missed courses," those generally considered to be essential to a basic education, nine of the thirty-one respondents, or 29 per cent, indicated they felt some had been missed; two teachers felt some were missed "sometimes."

Responses to the question, "Can work experience before college make a student's college program more meaningful?" indicated that twenty-six teachers, or 84 per cent, believed that it could; twenty-seven, or 87 per cent, believed that work experience was accomplishing its goal of promoting feelings of self-respect and accomplishment; and seventeen, or 55 per cent, felt there was a carry-over of benefits derived from Work Experience programs to related academic areas. Twenty-three of the thirty-one respondents, or 74 per cent, felt that the development of sound working habits under school and employer supervision was being accomplished.
Structured interviews were arranged with fifty cooperating employers. In response to the question of adequacy of the training period, thirty-nine, or 78 per cent, of the employers responded that one school year was adequate. Six felt a year was enough but that one semester was not enough. For five employers a year was not enough.

To two questions, "Is the employer permitted enough control over the trainee?" and "Is the cooperation between the school and employer adequate?" every response was affirmative.

The system of reporting and evaluating was found to be "adequate" by forty-four, or 88 per cent, of the employers, "fair" by two, "not adequate" by one, and three could not recall because they had not been active participants during the period in which this research was conducted.

To the question, "Does cooperation in the program offer a means of providing potential employees?" thirty-seven, or 74 per cent, responded that it did, eight stated that it did "sometimes," and five indicated that it did not.

Forty-two employers reported that the pay scale of forty cents per hour for school time was adequate, and seven found it to be too low. The other employer reported that he used his own pay scale.

Comments made by employers most often were as follows:
1. Review pay scale at mid-year and increase payment if progress has been satisfactory.
2. Participating employers should meet with each other more often for discussion of mutual problems.
3. Three or four conferences should be held during the year with student, employer, and coordinator for the purpose of evaluation.

4. There should be a screening program for Cadet Teachers.

5. Pay for extra hours should be decided on individual basis.

6. Pay should not be high enough to become a goal in itself.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The data obtained from responses of former students in the Ames Senior High School Cooperative Training or Work Experience programs, 1953-1958, indicate that the programs were useful to both terminal and college-bound students. Terminal students made use of them as a process of direct entry into the business world, whereas college-bound students used them for exploration of occupations. Former students expressed approval of the programs by indication that they would take the courses again if they were seniors.

Former participants in the programs felt more English, mathematics, and science would have been profitable to them. The same courses with the addition of typing and commercial subjects were also designated as courses that they had found most helpful of those taken in high school in preparing for their work.

At the time of the investigation two-thirds of the former students were employed in the same or related area in which they had taken their occupational training, thus indicating competent placement. The statement of their intention to remain in the area in which they were working gave further evidence of satisfactory placement.

Data revealed that former student participants and their parents ranked the same three benefits derived from the programs as the most important though they differed on the order of ranking. Students felt the development of self-confidence was the most important benefit
derived. The opportunity for exploration of occupations was second, and improved ability to get along with people third. Parents indicated they felt the improvement of ability to get along with people was of greatest benefit; development of self-confidence, second; and the exploration of occupations, third. Both groups ranked the development of a sense of money values and made getting jobs easier of least benefit among those under consideration.

Former student respondents frequently expressed the wish that the program be "kept as it is" although there were several who felt closer supervision and a more carefully planned program of training by employers would have been valuable. The suggestion was made a number of times that trainees should be given as much responsibility as possible.

Responses of parents indicated strongly that they felt programs of exploratory and occupational training were good policy, that the time allotted was adequate, and that the needs of their children had been met better by the programs than they would have been by a straight academic course. Few parents believed their children had missed essential courses by participating in the programs.

In the opinion of more than half of the parent respondents, receipt of payment for work was considered not essential, indicating the general feeling that the practical experience and training were above monetary value.

Faculty members of the Ames Senior High School indicated that the programs provided good occupational guidance, and that occupational programs should be a part of the academic program of a school. More
than half of the faculty felt the time spent on the programs was reasonable. About one-fourth of the teachers indicated the program interfered with classes and activities.

Data from teachers' responses indicated that the goals of promoting feelings of self-respect and accomplishment were generally being attained, and that personal benefits derived from the programs often carried over into academic fields. They also indicated that sound working habits were being developed under school and employer supervision.

Cooperating employers expressed satisfaction with Work Experience programs and the methods with which they had been conducted. Evidence of the excellent rapport that had been established between the school and employers was manifest in responses of those interviewed.

Employers' responses also indicated that the training period was adequate, the system of reporting and evaluating was satisfactory, and the pay scale was fair for beginning trainees. It was generally felt that the pay scale should be revised at mid-year if satisfactory progress had been made by the employee.

II. CONCLUSIONS

The data gathered in this investigation indicate that the combining of exploration of occupations and occupational training with academic education has been satisfactorily achieved in the Ames Senior High School in that the programs had the substantial support of parents, students, employers, and teachers alike. The programs were useful
to both terminal and college-bound students and did not become a course for the academically untalented. It appeared the programs were making a vital contribution in the development of well-adjusted young people and had contributed in the development of their ability to formulate ideas, attitudes, and ideals.

III. RECOMMENDATIONS

Although the data supported the usefulness of the programs, they also indicated several areas in which improvement might be made. One such area involved essential courses that were felt to have been omitted because of the time consumed by the programs. To avoid this situation, junior high school students should be given information concerning the training programs at the time they are informed of the requirements for graduation and for college entrance. They should be encouraged to develop a long-range plan which would include all essential courses.

With the problem of increased enrollment it is possible that the number of participants will have to be curtailed because of a lack of job situations. It would appear in that event that noncollege-bound students should be given preference. Increased numbers of applicants in the area of Cadet Teaching and Student Nursing will necessitate closer screening.

The Industrial Education Department should meet the charge of purported lack of time to make up work and to get additional help by supplying teachers with cards to fill out and return to the coordinator.
These cards should supply (1) the student's name, (2) subject in which he is deficient, (3) possible nature of deficiency, and (4) the teacher's available time for conference. With this information the coordinator could bring pressure to bear on the student to correct the situation.

Success of the Cooperative Training and Work Experience programs rests primarily in the hands of the coordinator whose vigilance, adeptness in public relations, guidance, and counseling are of utmost importance. His periodic evaluations of the course through follow-up studies and the study of the findings of others in the area of Work Experience should form the basis for planning future action.
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LETTERS ACCOMPANYING QUESTIONNAIRE TO FORMER STUDENTS

Ames, Iowa
June 14, 1958

Dear Former Student of Ames High:

The enclosed letter from Dr. Mullens of Drake University was graciously given me to introduce both myself and my purpose to you for contacting you.

I shall be most grateful to you if you will fill out the questionnaire and return it to me at your earliest convenience in the envelope I have enclosed for that purpose.

Your opinions represent those of students actually trained under the programs. From your statements of opinion we hope to learn whether or not the programs are meeting the needs of the students. Mr. Shadle and the Co-operative Training and Work Experience departments are also planning to use the results of the questionnaire to evaluate the programs. You have no need to fear giving your honest opinions as they will be treated as strictly confidential as far as your identity is concerned.

If you wish to have a copy of my summary at the completion of the study, I'll gladly send you one. In case you do, please note your name and address on the questionnaire somewhere.

Yours very truly,

/s/ Aurilla P. Vegors

Mrs. Aurilla P. Vegors
June 18, 1958

Mrs. Aurilla Vegors, a graduate student of Drake University and an instructor in the Ames Senior High School, is making a study of the Cooperative Training and Work Experience programs in the Ames High School as a partial fulfillment of the requirement for a Master's degree.

We are glad such studies are being made in an attempt to evaluate the curriculum of the high school and the degree to which it has prepared the graduates.

The students who have participated in these programs are best qualified to furnish the information upon which such a study is to be made. Therefore, your cooperation will be highly desirable in order that the study be meaningful and reliable, as well as useful in planning for the future.

Yours very truly,

/s/ Arthur W. Mullens

Arthur W. Mullens
Associate Professor Education
Questionnaire to former students of Ames High who participated in Cooperative Training or Work Experience Programs


2. Please check. Male ___ Female ___ Married ___ Single ___ Divorced ___

3. Have you had training beyond high school? Yes ___ No ___

   If so, please check type ______________ how long ______________
   college ____________________________
   night school _______________________
   trade school _______________________
   business school _____________________
   other (list) _________________________

4. What is your present occupation? Please check most suitable category.
   professional _______________________
   professional in training ____________
   clerical and sales ________________
   skilled labor ______________________
   semi-skilled labor ________________
   unskilled labor ____________________
   military service _________________
   housewife _________________________
   unemployed _______________________

5. If you were a high school senior again, would you take Co-op Training or Work Experience? Yes ___ No ___

6. Do you feel you would have profited by more (check those that apply)
   English __________________________
   Foreign language _________________
   Math ____________________________
   Science _________________________
   History and Social Studies _______

7. If employed, is your present occupation in the same ______ related ______ or different ______ area as that
   in which you received your Co-operative Training or Work Experience?

8. Do you plan to remain in this occupational area? Yes ___ No ___

9. What high school courses do you feel were helpful in preparing you for your chosen field?
10. Please rank in 1-2-3 order the benefits you derived from taking the Co-operative Training or Work Experience program (one indicates most).

Developed personality
Developed self-confidence
Developed a sense of money value
Developed ability to get along with people
Developed sound working habits
Experience made getting jobs easier
Exploration of occupational training valuable as part of general education

Suggestions for improving program:
Letter to parents of participants in Work Experience and Cooperative Training Programs

Ames, Iowa
July 10, 1958

In order to make a well rounded study of the Work Experience and Co-operative Training programs in the Ames High School over the last five years, I have compiled an alphabetized list of the parents of students who participated in the programs during that period. From the list I have taken every fifth name hoping to get a fair sampling of the opinions of parents concerning the programs.

Your name falls within this group, and I shall be very grateful if you will fill out and return the enclosed questionnaire. I should have liked to conduct these interviews personally; in fact, I originally planned to. I find, however, the time element will not permit.

About 40 per cent of the former students who participated in the programs have responded to date with the questionnaires I sent them. The findings from these, together with those from parents and employers will be of great value to the department as well as useful to me in preparing my thesis.

Your cooperation will be deeply appreciated.

Sincerely,

Mrs. Aurilla P. Vegors
Instructor and counselor in the
Ames Senior High School
Questionnaire for Parents of Ames High Students who took Co-operative Training or Work Experience

1. Do you believe it is a good policy to include a program of exploration and occupational training as a part of the academic program as is being done through the Co-operative Training and Work Experience programs in the Ames High School?
   Yes ______  No ______
   Comments: 

2. By taking work experience do you feel that your child missed certain essential courses?
   Yes ______  No ______
   If yes, please list: 

3. Is the receipt of payment an essential part of the work experience program?
   Yes ______  No ______
   Comments: 

4. Do you feel three hours a day allotted to supervised practical experience was too little ______ enough ______ too much ______

5. Do you feel that the Cooperative Training or Work Experience program as a part of the student's academic course met your child's individual needs better than a straight academic program would have?
   Yes ______  No ______

6. Will you please rank 1-2-3 the benefits you feel your child derived from the program he participated in (1 indicates most).

   Developed personality ______
   Developed self-confidence ______
   Developed sense of money value ______
   Developed ability to get along with people ______
   Developed sound working habits ______
   Experience made getting a job easier ______
   Developed ability to follow directions ______
   Developed basic skills in chosen field ______
   Developed sense of responsibility ______
   Developed initiative ______
   Helped in making vocational choices ______

   Comments and suggestions
Interview with Employers

1. Type of business
2. Specific kind
3. Number of years in business in Ames
4. Number of years cooperating in work experience programs
5. Number of students supervised each year
6. Total number of students supervised
7. Is the training period long enough to provide a well rounded experience? Comments:

8. Would beginning the program in the junior year and continuing through the senior year have merit in your situation? Comments:

9. Do you feel that you are permitted enough control over the trainees while they are on the job? Comments:

10. Is the cooperation between the school and employer adequate? Comments:

11. Is the system of evaluation and reporting adequate? Comments:

12. Does cooperation in the program offer a means of providing potential employees? Comments:

13. Is the pay schedule adequate ______ too low ______ too high ______ Comments:
To Teachers of Ames High School

QUESTIONNAIRE ON CO-OPERATIVE TRAINING
AND WORK-EXPERIENCE PROGRAMS

1. Can work experience provide good occupational guidance?  
   - Yes  
   - No

2. Should a high school provide occupational training through actual work experience for the student who must or wants to go to work after high school graduation?  
   - Yes  
   - No

3. Do you believe it is a good policy to include a program of exploration and occupational training as a part of the academic program as is being done in our high school through Work-Experience and Co-operative Training?  
   - Yes  
   - No

4. Is three hours per day, five days per week for one semester (approximately 2% of the student’s entire public school program) too much time in your opinion for supervised practical experience?  
   - Yes  
   - No

5. Is the receipt of payment an essential part of the work experience program?  
   - Yes  
   - No

6. Do you feel that an explanatory brochure given to juniors for the purpose of explaining the program exceeds its purpose of guidance and represents advertising?  
   - Yes  
   - No

7. Should students be released from study hall to work outside the school without being supervised by a school coordinator?  
   - Yes  
   - No

8. In our high school, necessary academic credits are earned for entrance to schools of higher learning even if students take work experience.
   a. By taking work experience do you feel that a student has missed certain essential courses?  
      - Yes  
      - No
   b. From your observation, what courses were missed?  
      - Yes  
      - No
   c. Do you teach one of these "missed" courses?  
      - Yes  
      - No
9. Do you feel that the Work Experience and Co-operative Training programs have interfered with your class or activity?

In what way has it interfered?
Comments:

10. Can work experience before college make a student's college program more meaningful?

11. One of the benefits of work experience is the development of sound work habits under school and employer supervision. From your observation is this being accomplished?

12. Work experience has as one of its goals the promotion of a feeling of self-respect and accomplishment in the student learner.

a. From your observation is this being accomplished?

b. Do you find a carry-over to the area of academic achievement?

13. Do you feel that you are adequately informed in the aims, goals, and procedure of the programs of Work Experience and Co-operative Training?