

A STUDY TO DETERMINE THE USE AND VALUE OF
ADVISORY COMMITTEES FOR COOPERATIVE
BUSINESS EDUCATION PROGRAMS

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Chapter 1

INTRODUCTION

Since business and industry have become a cooperative team in sharing the responsibility for training the workforce vital to the nation's economy, there is a greater need for a two-way system of communication between the educational system and the community. An Advisory Committee seems to afford a channel of communication by exchanging information and ideas about what is both necessary and desirable in a community.

The multiplicity of demands for marketable skills and knowledges in an occupational area have caused business and industry to team their efforts in implementing programs to meet their needs. Such teams have dedicated themselves to the task, maintained realistic goals, and have determined the course of action necessary to attain these goals. The emphasis is that of giving students real experiences.¹

The Vocational Education Act of 1963 (Public Law 88-210), focused on services to the people--meeting the needs of individuals. The emphasis was to remove artificial barriers to flexibility in student programing, which had developed through occupational categories.

The 1968 Amendments to the Vocational Education Act (Public Law 90-576), were directed to the task of making vocational education

¹Carol Norris, "How Education and Industry Can Work Cooperatively," National Business Education Quarterly, XXXVII (June, 1969), 36-41.

of high quality available to persons of all ages in all communities. Its goal was to provide all employable persons with job skills, knowledges, and attitudes in occupations that are readily available to them. Funds were made available for all phases of vocational education, including business education. This meant the expansion of vocational business education programs where business and industry needed more and better qualified employees with business and office occupational skills, knowledges, and attitudes.¹

Vocational education has increased the number of distributive and office occupation educators. They have been recruited from traditional business education teachers and trained to operate cooperative occupational training programs. Their new title, teacher-coordinator, has added prestige and responsibilities to their calling. They organize advisory committees, they seek job stations from the community, and they provide job-related instructions and experiences within their business education classes. In addition, they operate youth clubs, they attend national, state, and local meetings for business education, and they visit the home of each student in their cooperative training program.²

The National Advisory Council on Vocational Education cited in its first annual report to the President that the American system of vocational education has created national prejudice against vocational

¹United States Department of Health, Education, and Welfare, Office of Education. The Vocational Education Act of 1963. Vocational Education The Bridge Between Man and His Work. (OE-80052) (Washington: Government Printing Office, 1968), 8-9.

²Frank W. Lanham and Edwin Jo. Weber, "Cooperative Occupational Training Programs Needs Quality Control," Business Education Forum, XXIV (May, 1970), 11-12.

and technical training, and that the problem would persist if vocational training fails to develop the prestige and desirability of college-bound education. The council further cited the expenditures on the national and state level appear to be unbalanced. The Federal government invests \$14 in the nation's universities for every \$1 invested in vocational education. And for every \$4 invested in remedial vocational education, only \$1 is spent in vocational preparation of youth. Therefore, the national emphasis of high schools is now on college preparatory programs. As a result of the college-going syndrome, and the lack of emphasis on vocational preparation, the bulk of high school graduates leave school ill-prepared for useful work.¹

The Problem

Statement of the Problem

The purpose of this study was to make a comparative study of the use and value of Advisory Committees by high school coordinators in two Rural States, Iowa and Kansas with the use and value of Advisory Committees by high school coordinators in two Urban States, Illinois and Michigan.

Importance of the Study

A great deal of importance has been attached to the use of advisory committees, especially on the high school level. The Office of Education gives leadership to the States through their State Plan,

¹Stanley Lehrer, "Vocational Education More Emphasis Required," School & Society, XCVIII (March, 1970), 136-138.

guidelines, and publications on how to successfully organize and
operate local advisory committees for vocational education programs. ¹

Professional literature published by State Boards of Education for vocational and technical education programs says advisory committees are an important aspect of cooperative business education programs.

This study was conducted to determine:

1. whether advisory committees operate in the ways suggested by the guidelines and publications published by State Boards for Vocational and Technical Education Departments.

2. if advisory committees for high school cooperative business education programs in Iowa, Kansas, Illinois, and Michigan perform certain activities that are normally attributed to advisory committees.

3. the usefulness of advisory committee services to high school coordinators in the four states.

Research has indicated that cooperative education programs are beneficial to almost all students. For the student who comes from an educationally or economically disadvantaged background, cooperative educational training is an important educational experience. ²

¹United States Department of Health, Education, and Welfare, Office of Education (OE-80052). The Vocational Education Amendments of 1968. op. cit. p. 209.

²James L. Hodge, "Cooperative Office Education and the Disadvantaged Student," Journal of Business Education, XLV (December, 1969), 104.

Delimitations of the study. This study was delimited to coordinators of vocational business education programs in Iowa, Kansas, Illinois, and Michigan and to their use of advisory committee services for their occupational programs.

It was further delimited to the value of advisory committee services as they relate to occupational programs in the four states in 1971.

Limitations of the study. A limited amount of literature on the subject of local advisory committees has been published by state departments of education and by the leading publishers for business education. In addition, a limited amount of research has been done to determine if advisory committees are useful to local high school cooperative business education programs.

Definitions of Terms

National Advisory Council

The National Advisory Council on vocational education was created as a result of the Vocational Education Act of 1963. The Council and the Commissioner of Education was appointed by the President to advise State Departments of Education and State Boards of Vocational and Technical Education in preparing regulations, policies, priorities, and procedures for vocational and technical education.¹

¹Samuel M. Burt, Industry and Community Leaders in Education The State Advisory Council on Vocational Education. (Kalamazoo, Michigan: The W. E. Upjohn Institute for Employment Research, 1969), 1.

The purpose of the National Council is to review and evaluate current vocational education programs forwarded by State Boards of Vocational Education and their advisory councils and to make recommendations to the Commissioner of Education and to the President. The membership of the council is 21 members representing business and industry, labor and management, economics, health, distribution and marketing, agriculture, office and services.¹

Public Advisory Committees

Public Advisory Committees were appointed from each group representative of the National Advisory Council. These committees are appointed by the Commissioner of Education with approval of the Secretary. The Commissioner serves as chairman of these committees. They include committees on: (1) adult and basic education, (2) education of disadvantaged and handicapped children, (3) graduate fellowship programs, (4) guidance and counseling programs, (5) insured loans to students including vocational students, (6) research, and (7) vocational education. The purpose of the public advisory committee is to advise the Commissioner and the Department of Education on matters regarding their respective committee.²

State Advisory Councils

State Advisory Councils were made mandatory by the 1968 Amendments to the Vocational Education Act of 1963. The council members

¹Ibid. p. 2.

²United States Department of Health, Education, and Welfare, Office of Education. Public Advisory Committees (Washington: Government Printing Office, 1968), 2.

are appointed by the Governor or by the State Board in States which elect their own State Boards. The law requires that members be "representative of" or "familiar with" the various facets of the education, training, manpower development, and industrial and labor programs of a state. This means that members should represent school systems with large concentrations of academically, socially, economically, and culturally disadvantaged students. In addition, members should represent State Industrial and Economic Development Agencies.

The purpose of State Advisory Councils are to assist State Boards of Vocational Education in preparing state plans, regulations, strategies, and forms for use in conducting surveys to evaluate local vocational programs on a statewide and local basis. Their functions are to provide two-way communication between the general public, recipients of training, prospective employers, agencies concerned with manpower needs, and agencies administering the vocational programs.¹

Industry Advisory Committees

Industry Advisory Committees were established by state advisory councils for the purpose of supplying information from the industry and business groups of a state about the vocational and technical education needs and problems. The committee represents major industries or businesses within a state.² In highly industrial states, the committees may include representatives in (1) communications and related manufacturing and supplier industries, (2) food service and hospitality

¹Burt, op. cit. p. 13.

²Ibid. p. 20.

industries including restaurants, hotels, and other tourist facilities, (3) merchandising and distribution industries, (4) health occupations serving all fields of medicine and public health, (5) agriculture including food processing. It is recommended that state council members serve as chairmen of these industry committees.¹

District Advisory Councils

District Advisory Councils were permitted to be established by State Advisory Councils under the new 1968 Amendments to the Vocational Education Act of 1963. The Amendments cited that because of the geographic-socioeconomic areas of most states, their differing needs for vocational and technical education, and their relative abilities to finance the needed programs, district advisory councils to advise state advisory councils would be of utmost importance. The membership would include major industrial, business, economic, and educational interest in the geographic area served by the district council. Their purpose would be to make the vocational and technical education needs of their area known to the state advisory council.²

Local Advisory Committees

Local Advisory Committees are local representatives of business and industry, labor and management, distribution and marketing, economic, and local civic organizations within the community.³

¹Burt, loc. cit.

²Ibid. p. 21.

³Sam W. King, Organization and Effective Use of Advisory Committees, United States Department of Health, Education, and Welfare, (Washington: Government Printing Office, 1960), 2.

The purpose of local advisory committees is to advise the local education system of community needs in establishing or implementing cooperative occupational programs. They are to advise in new curricular preparation in various occupational fields, assist in the selection of students for the programs, and assist in job placement. Local advisory committees are selected by the administrators of the educational system assisted by the vocational director and/or teacher-coordinator. The requirements are that they are interested in all phases of vocational education, and have time to serve on the advisory committee. They have no final decision-making powers.¹

Vocational Education

The term vocational education means vocational or technical training, and retraining. The programs include prevocational and employability skills which are given in schools or classes including field or laboratory work under supervision. The purpose of vocational education is identified in terms of the needs of the people. It serves two broadly conceived age groups, (1) the in-school age group, and the (2) out-of-school age group. The in-school age group consists, in part, of all youth whose full-time occupation is that of being a student. The out-of-school age group consist of the members of the work force, the employed, and the unemployed.²

¹United States Department of Health, Education, and Welfare, Office of Education. Standard Terminology for Curriculum and Instruction in Local and State School Systems (Washington: Government Printing Office, 1970), 73.

²United States Department of Health, Education, and Welfare, Office of Education (OE-80052). The Scope of Vocational Education op. cit. p. xx.

Cooperative Education

Cooperative education is a joint effort to educate people by the school and business, industry, and agriculture. The primary goal is to prepare students for gainful employment. It is characterized by a three-dimensional complex--job program, school program, and vocational learning, which formulates a comprehensive vocational educational program designed for youth.¹

The National Advisory Council on Vocational Education stated that cooperative education has the best record of all vocational education programs in terms of the proportion of students placed in the occupation for which they were trained. The program has a variety of names: Distributive education (DE), Office occupations (OO), part-time industrial cooperative education, and Diversified occupations (DO).

Some disadvantages of cooperative programs are: (1) shortage of qualified teacher-coordinators, (2) not readily adaptable to some communities--those with a narrow range of training stations, (3) declining populations and occupations, (4) establishments that have strong agreements with employees, (5) establishments that hire only relatives of present workers, (6) wage-hour restrictions, and (7) youth employment safety regulations.²

¹Harry Huffman, "Cooperative Vocational Education," American Vocational Journal, XLIV (May, 1969), 16.

²Rupert N. Evans, "Cooperative Programs Advantages, Disadvantages, and Factors in Program Development," American Vocational Journal, XLIV (May, 1969), 19-20.

Cooperative Training Programs

Cooperative training programs provide part-time employment for youths enrolled in vocational schools or accepted for enrollment who need the wages from such employment to continue full-time vocational training. They play an important role in preparing selected youth for employment.

Students in cooperative programs receive on-the-job training that relates specifically to their vocational interests. In addition to being salaried, participants in the program benefit from skilled supervision by professionals who also may assist in job counseling and placement.¹

In both office and distributive education training programs, the students attend school on a half-time basis and spend the remainder of the school day working for a business establishment. These programs prepare students for future full-time employment.²

Students

Students are persons enrolled in cooperative training programs and are the objects toward which all program efforts are directed. The nature of the student to be served determines the job goals of the cooperative training program.³

¹United States Department of Health, Education, and Welfare, Office of Education. Federal Programs in Job Training and Retraining. (Washington: Government Printing Office, 1967), 13.

²Frank W. Lanham, "Cooperative Part-Time Programs," Business Education an Evaluative Inventory. National Business Education Yearbook (Washington: National Business Education Association, 1968), 218.

³Ibid. p. 217.

Teacher-Coordinator

Teacher-coordinators are teachers who teach such things as technology to technicians, public relations to receptionists, selling to salesmen, and principles of management to managers. They must be willing to teach what is needed when it is needed.¹

The coordinators have become one of the symbols of educational concern for providing trained manpower to meet technological change, for helping to right the economic blight of inner cities, for bringing the disenchanted minorities into the mainstreams of economic, social, and political life. They operate youth clubs, they attend national, state, and local meetings for business education, and they visit the home of each student in their cooperative training program.²

Job-Related Instructions

Job-related instructions are designed to provide the knowledges and skills needed for success in a current job, those needed for adapting to a changing job, and those needed for (or leading to) advancement. In addition, job-related instructions provide an opportunity to individualize and personalize instruction to a degree not used in the ordinary school subjects.³

¹Ralph E. Mason and Peter G. Haines, Cooperative Occupational Education and Work Experience in the Curriculum. (Danville, Illinois: The Interstate Printers & Publishers, 1965), 124-125.

²Lanham and Weber, loc. cit.

³Lanham, op. cit. p. 219.

Methods and Procedure

The purpose of this study was to determine how useful are advisory committees to coordinators of high school cooperative business education programs in four mid-western states: Iowa, Kansas, Illinois, and Michigan. These states were chosen because of their central locality in the Midwest, with Michigan and Illinois ranked as urban states and Iowa and Kansas ranked as rural states.

A letter to the Directors of the Divisions of Vocational Education in Lansing, Michigan; Springfield, Illinois; Topeka, Kansas; and Des Moines, Iowa was written seeking a list of coordinators of cooperative business education programs by occupation and title.

Random sampling was used as a means of selecting the high schools representing small and large communities throughout the states. Twenty-five office occupation coordinators and 25 distributive education coordinators were chosen from each state.

A five-page questionnaire with an accompanying cover letter was used as a means of gathering the data. Two hundred questionnaires (50 in each state), were mailed to the coordinators in Iowa, Kansas, Illinois, and Michigan. One hundred and five questionnaires were returned. Copies of the questionnaire and letter of transmittal appears in the appendix of this study.

Respondents were asked to indicate whether the advisory services listed were performed, to indicate the importance of the service, and to make any comments about these services. These responses were then ranked in order of frequency of occurrence and importance of service.

Chapter 2

REVIEW OF RELATED LITERATURE

A Review of Literature in the areas of business and cooperative education was made to determine the duties and functions of advisory committees for cooperative business education programs. Based upon readings and related literature, a list of the functions normally attributed to local advisory committees for business education was formulated. This list was used in the survey instrument.

A study to develop guidelines for organizing an advisory committee was made by Dorothy Anderson in 1970. The purpose of the study was to develop guidelines for organizing local advisory committees, incorporate methods of selecting members to serve on the committee, and suggestions on ways in which an advisory committee could be beneficial to a cooperative business education program. Recommendations were that state departments of vocational education develop guidelines that can be used by local school systems in organizing their own advisory committees, and that more cooperative business education teachers utilize the services of advisory committees in establishing or implementing their occupational programs.¹

Another study in 1965 was made by Karl F. Powell in which an evaluation of advisory committees for the distributive education programs

¹Dorothy Anderson, "A Study to Develop Guidelines for Organizing an Advisory Committee," (unpublished Masters research paper, Kansas State Teachers College, 1970), pp. 2-43.

in Kansas high schools was tested from 1960-1963. The findings of his study revealed that 95 percent of the distributive education coordinators did not use advisory committee services for program evaluation, selection and placement of students, and in conducting community surveys. His recommendations were that more teachers of cooperative work-study programs utilize the services of advisory committees, and that Kansas coordinators be readvised of the state plan requiring them to organize and make use of advisory committees.¹

A special booklet on the role of the advisory committee in occupational education in the junior college was published in 1967 by the American Association of Junior Colleges. The author, Albert J. Riendeau, recommended that advisory committees should assist coordinators in selecting students for training programs, since they advise in setting standards for entrance into occupational education programs. Students whom they recommended were usually highly motivated and reflected wise counseling of the committee member.²

The American Vocational Association under the direction of the United States Office of Education in 1963 published guidelines and special publications promoting the use of local advisory committees in all occupational curriculums.³

¹Karl F. Powell, "An Evaluation of Advisory Committees of the Distributive Education Programs of Kansas," (unpublished Masters research paper, Kansas State Teachers College, 1965, pp. 35-36.

²Albert J. Riendeau, The Role of the Advisory Committee in Occupational Education in the Junior College (Washington: American Association of Junior Colleges, 1967), 68.

³American Vocational Association, Improving Vocational Programs Through Increased Use of Advisory Committees (Washington: Government Printing Office, 1963), 5.

State Departments of Education, Divisions of Vocational Education, have published State Plans and guidelines in which emphasis is placed on the role, functions, organization, and management of state advisory councils. The State Boards of Vocational and Technical Education and administrators of local vocational and technical education programs have found these guidelines useful for adoption in organizing advisory committees at both the state and local level.¹

Need for Advisory Committees in Vocational Education

The need for vocational education advisory committees extends as far back as 1914 when a small group of educators and laymen formed the National Society for the Promotion of Industrial Education (today industrial and technical). They expressed it as follows:

The need for industrial education in the United States has become a social and industrial question of the first magnitude. It is not only a question that critically affects our material prosperity as a nation but one that vitally concerns the well-being of society as a whole.

They influenced public opinion to the extent that the United States Congress appointed a special committee to report on the needs for federal aid to vocational education.²

The need for vocational education to move forward and to operate amid the complexity of the space age was recognized by President John F. Kennedy. In his message to the Congress on American Education in 1961, he recommended that a Panel of Consultants on

¹Burt, op. cit. p. 5.

²Jerry M. Rosenberg, New Conceptions of Vocational and Technical Education. United States Department of Health, Education, and Welfare, Office of Education (New York: Teachers College Press, Columbia University, 1965), 8.

vocational education be convened to review and evaluate current programs of vocational education and to make recommendations for improving and redirecting the program.¹

Today the educational system must be adapted to the needs of the individual rather than the converse. Educators need assistance in determining many factors that affect training programs. There is a need for a direct line of communication between the educational system and industry, which they seek to serve. These lines of communication can be made with an advisory committee.²

A number of cooperative business educators have not yet discovered the need for an advisory committee. The advisory committee is the community's outstretched arm reaching to help meet the pressing needs of the students. It is urgently needed in vocational education programs as a guarantee that a communicating link has been established between the school and the community.³

Employed persons need vocational education training in order to keep up with the technology of their occupation, to maintain a favorable position of occupational mobility by expanding the scope of their knowledge and skill, and to retrain for new occupations. The unemployed persons need vocational education training in order to enter, or to

¹United States Department of Health, Education, and Welfare, Office of Education (OE-80052). The Panel of Consultants on Vocational Education and the Vocational Education Act of 1963. op. cit. p. 3.

²Thomas R. White, "Business Education and the Continuum of Vocational Educational Experience," Journal of Business Education, XLIV (May, 1969), 333.

³Elroy E. Golden, "The Advisory Committee Links School and Community," Business Education Forum, XXIV (January, 1970), 10.

reenter the labor force to become productive members of society. The unemployed with their myraid problems and the out-of-school age group, including women who enter or reenter the labor force, have increased the need for vocational education. Many workers who desire occupational training have not been able to obtain it because of inaccessibility of appropriate programs. Many educators in positions of leadership have failed to recognize the importance of vocational education for employed or unemployed persons and have not promoted its development.

There is a need for education to expand its program beyond the confines of the classroom into the community at large, bringing educational reality to the ghetto, and to the children and youth of special circumstances who have been short changed educationally.

Student's age, grade level, and interest are the controlling factors in vocational education. They need the guidance of teachers who are specially trained to aid them. They should have the opportunity of continuing their study of the occupational world by actual participation in it under the guidance of instructors in supervised work experience programs.¹

If business educators are to function in relation to occupational conditions, the need for some source of current information is clear. They can learn from these sources what is needed for employee training, a current outlook on business as it presently exists, a prognosis for what can be expected in the future, and in effect, adjust curriculum offerings accordingly.²

¹United States Department of Health, Education, and Welfare, Office of Education (OE-80052). The Scope of Vocational Education. loc. cit.

²Lanham and Weber, loc. cit.

Types of Advisory Committees for Vocational Education

There are two types of vocational-technical advisory committees functioning at the local level. One is the "general" advisory committee, serving the total vocational-technical program. The other type, known as the "craft" or "occupational" advisory committee, serves one specific program or department within the school system. Whether or not both types of committees are needed depends upon the size and status of the vocational program. In small communities with limited programs, one committee might suffice for all programs, but in a larger school or junior college where several programs are planned and or in operation, a general committee and individual occupational committees might be advantageous.

General Advisory Committees

The purpose of a "general" advisory committee may be:

To advise a State Board of Vocational Education in setting standards and in developing a vocational and technical education program to serve the needs of the state.

To advise local educational institution administrators in the development of the over-all vocational and technical education program, including its objectives, policies, and specific training for major occupational services that are needed in the area served by the local school.

A general advisory committee may serve an area vocational center, a community or junior college, an entire school system, or a single school within the school system. A general advisory committee serving an industry is sometimes called an "industry advisory committee" and in some schools, is called a "departmental advisory committee."¹

¹Alfred H. Krebs, Organizing and Working with Departmental Advisory Councils in the Public Schools. (Danville, Illinois: The Interstate Printers & Publishers, 1965), 13.

Craft/Occupational Advisory Committees

The term "craft" or "occupational" advisory committees are committees that are concerned with instruction in a specific program. The purpose of a "craft" or "occupational" advisory committee may be:

A committee to advise local school officials concerning only a specific vocational education program.

A committee to advise local school officials concerning the type of training needed for a specific industry or occupational area.

The craft committee may serve as an advisory committee for specific programs in one school or junior college, or in all the attendance centers within an educational system. This means that the same committee may be used for preparatory, apprentice, and supplementary classes in the system in order to coordinate all the instruction within the occupational area. Membership may include spokesmen of organized groups, influential citizens, and persons who employ and supervise workers.¹

Special or Ad Hoc Advisory Committees

A special or ad hoc advisory committee may be organized to advise the administration on a particular problem or a particular task facing the local educational system. It is then either dismissed upon completion of the task or solution of the problem, or established as a permanent advisory committee.²

¹Illinois State Board of Vocational Education and Rehabilitation Division of Vocational and Technical Education. Advisory Committees--Organization and Use in Vocational and Technical Education. Miscellaneous Publication No. 201 (Springfield, Illinois, January, 1968), 2.

²Ibid. p. 3.

Functions of Advisory Committees in Vocational Education

State Advisory Councils

The general functions of State Advisory Councils are to provide two-way communications between the general public, recipients of training, prospective employers, agencies concerned with the manpower needs, and the agencies administering the vocational program.

Each state advisory council is responsible for appointing their own industrial advisory committees to supply them with information from the industry and business groups about the vocational and technical education needs and problems. In addition, they are responsible for developing their own procedural rules and methods of operation and management. Federal laws do not specify any term of office of state council members, but they do for the National Advisory Council. Several state councils have adopted the three-year term of office for their members--the same as the National Council--with one-third serving one year; one-third, two years; and one-third, three years.¹

Local Advisory Committees

Local advisory committees are the first step toward establishing, maintaining, or up-grading existing programs in any vocational and technical educational system. There are no set rules as to the length of term for local advisory committees. The organization of a local advisory committee necessitates a constant revision within each of the instructional programs.² The school should know the community's wants

¹Burt, op. cit. p. 17.

²Ibid. p. 18.

and needs. The advisory committee is in a position to supply this vital information. The general functions of the advisory committee are to act in an advisory capacity for the development and implementation of the vocational program; to advise local school administrators in the development of instructional programs of preparatory, part-time cooperative training, and to advise on the adult training needed by the business community.¹

Specific Functions of Local Advisory Committees

Some specific functions of a local advisory committee may include:

1. Assisting in making Community Surveys
2. Advising as to general training policies
3. Advising on Qualifications of Teachers
4. Assisting in Placement of Students
5. Assisting in the Evaluation of Programs
6. Assisting in Developing Public Relations
7. Supporting State and National Legislation Affecting Vocational Education
8. Providing Financial Support (Appearing in public to support school budget)
9. Providing Advice in Room Planning (Concerning room layout and the type and quantity of material and equipment needed to insure school facilities are equivalent to those of business and industry)
10. Assisting in Ascertaining Student Selection Criteria
11. Assisting Teachers in Relating their Instruction to the Needs of the Community.
12. Assisting in Youth Organization Activities.²

¹Ibid. p. 19.

²State Department of Education. Advisory Committees--Organization and Functions in Vocational Education. (Topeka, Kansas: Division of Vocational Education, 1969), 6-9.

In small communities, one advisory committee might serve the office, distributive, and industrial cooperative programs as a joint committee. In medium-sized cities, there might be a separate committee for each of the three programs, with additional craft committees in the industrial cooperative programs. And in large cities, it is important to have both local and city-wide advisory committees for each occupational area.¹

The Use of Advisory Committees

The following major services are normally attributed to committees that represent industry in an advisory capacity to vocational and technical education program personnel.

Student Benefit

Students could benefit through media, new ideas, curriculum innovations, and contributions from educators in industry in the following ways:

1. Assisting high school students in preparing for employment in distributive and office occupation areas.
2. Providing students with the opportunity to apply and develop those skills learned in the classroom.
3. Allowing students to explore the types of business firms in which they might like full-time employment.
4. Giving students an opportunity to acquire actual work experience, and to work with people.
5. Helping students to make the transition from the school to the world of work?²

¹Mason and Haines, op. cit. p. 156.

²Margaret H. Johnson, "Is Business Education Keeping Abreast of the Big Business-Education Development?" The Balance Sheet, XLIX (May, 1968), 394.

The following are additional ways in which industry can benefit students, in school, and after graduation:

1. Assisting in the screening of students applying for admission to the courses.
2. Arranging plant or field trip visits for students and counselors.
3. Providing prizes to outstanding students.
4. Providing scholarship assistance for outstanding graduates who wish to continue their education and training.
5. Placing school graduates on jobs.¹

Cooperative Programs

Cooperative occupational programs would benefit from industry advisory services in the following areas:

1. Encouraging students (and parents) to consider vocational and technical education and training through visits to "feeder schools," speeches to civic clubs, and career day meetings.
2. Obtaining needed school equipment and supplies on loan, as gifts, or at special prices.
3. Providing standards for entrance into vocational courses.
4. Selecting students for work training programs.
5. Advising administrators relative to setting up qualifications of instructors.
6. Recommending to administrators standards for instructional facilities.
7. Evaluating physical conditions, adequacy of equipment, and layout of laboratory or shop.
8. Surveying and assessing community needs.
9. Providing vocational guidance literature to teachers, counselors, and students.²

¹Samuel M. Burt, Industry and Vocational-Technical Education. (New York: McGraw-Hill Book Company, 1967), 48.

²Ibid.

Teacher Assistance

Industry can help meet the objectives set by personnel in the education field who represent the public interest in the following ways:

1. Assisting and participating in surveys of local industry manpower needs.
2. Assisting in the development of special standards for training programs conducted with funds made available by the Manpower Development and Training Act and the Economic Opportunity Act.
3. Assisting in the development of apprenticeship and on-the-job training related courses.¹

Legislative Changes in Vocational Education

The 1968 Amendments to the Vocational Education Act of 1963 created the National Advisory Council and the United States Commissioner of Education. The council and the commissioner was appointed by the President for a three-year term. The council represents 21 persons from: Labor and management, marketing and distribution, health, trades, agriculture, home economics, manufacturing, and office and service industries.²

The purpose of the National Council is to advise the Commissioner on policy concerning regulations and guidelines for vocational education; to review the administration and operation of vocational-technical programs forwarded by State Boards of Vocational Education assisted by

¹Ibid. p. 49.

²Calfrey C. Calhoun and Alton V. Finch, "Government-Sponsored Programs," The Emerging Content and Structure of Business Education. National Business Education Yearbook (Washington: National Business Education Association, 1970), 292.

their advisory councils; to conduct independent evaluations of state vocational programs; and to make an annual report assisted by the Commissioner to the President.

The purpose of the Vocational Education Amendments of 1968 was to make vocational education of high quality available to persons of all ages in all communities. Its goal was to provide all employable persons with job skills, knowledges, and attitudes in occupations that were readily available to them. The expanded support of vocational business education programs caused business and industry to need more and better qualified persons with business and office occupational skills, knowledges, and attitudes.

The 1968 Amendments emphasized three areas to receive priority: Programs for the handicapped, programs for the disadvantaged, and expansion of postsecondary programs. Support was made available for programs for high school students, postsecondary students, and adults, as well as children in the lower grades and of preschool age.

The Education Profession Development Act of 1968 was designed to combine and expand several current programs and to authorize new programs for training education personnel at all levels. Because of the conditions of the budget at the time of enactment, the law was not effective until 1969 except for establishment of an advisory group and for administrative planning funds.¹

The United States Office of Education under the 1968 Amendments mandated states to appoint a comparable state advisory council as the National Advisory Council for vocational and technical

¹Ibid. p. 298.

education. The appointments are made by the Governor or by the State Board in states which elect their own boards.¹

State legislation has mandated the establishment of local advisory committees for vocational and technical education within the state. The 1968 Amendments to the Vocational Education Act requires state boards of vocational education in consultation with their advisory councils to prepare a state plan for administrators of vocational-technical education programs. The plan is drawn up after an evaluation of current vocational-technical programs have been made by the state advisory council. The state plan must be approved by the United States Commissioner of Education before federal funds can be made available to a state.²

Federal financial support for business education increased under Title I of the Elementary and Secondary Education Act passed by the Congress in 1965. The program concentrated on low-income families directly related to low academic achievement. To obtain the funds, local educators planned an educational program that met the needs of deprived students to be enrolled, and submitted the program to their local educational agency for state approval.

Title I funds provided business education programs with additional classroom equipment, furniture, textbooks, teaching aids, shorthand laboratories, electric and manual typewriters, and office machines including rotary calculators and dictating and transcribing

¹Ibid. p. 296.

²Burt, Industry and Community Leaders in Education The State Advisory Councils on Vocational Education. op. cit. p. 10.

machines. The guidelines required annual testing and evaluating the effectiveness of the project to determine if it improved educational practices of teachers and administrators, and to coordinate its program with any community action program operating under the Economic Opportunity Act of 1964.¹

Three types of teacher fellowships were authorized under the Higher Education Act of 1965. They were: (1) The Experienced Teacher Fellowship Program which provided for programming that organized the participants as a group because of common backgrounds and the need to focus on common problems. (2) The Prospective Teacher Graduate Fellowship that encouraged high-quality teacher preparation leading to the master's degree or its equivalent. (3) The Institutional Assistance Grants Program, designed to strengthening programs for graduate study in elementary and secondary education and to prepare persons for careers in elementary and secondary education.²

The Economic Opportunity Act of 1964 created the Job Corps. The purpose of the Job Corps was to train young people from 16 to 21 years of age for employment and to make them useful, taxpaying citizens. Training centers were established in rural and urban areas where participants live and train together. One major area of instruction has been in office occupations where the participants learn to type, take dictation and transcription, keep records, do general office routine work, punch cards, use the telephone, and file.³

¹Calhoun and Finch, op. cit. p. 288.

²Ibid. p. 289.

³Ibid, p. 291.

The Vocational Education Act of 1963, designated six purposes for which Federal funds could be used. They are: (1) Vocational education for persons attending high school; (2) vocational education for persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market; (3) vocational education for persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment; (4) vocational education for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in regular vocational education programs; (5) construction of areas vocational education school facilities; and (6) ancillary services and activities to assure quality in all vocational education programs, such as teacher training and supervision.

The 1963 Act authorized Federal Grants to the States to assist them maintain, extend, and improve existing programs of vocational education; provide new programs of vocational education; and provide part-time employment for youths who needed financial assistance to continue their vocational training on a full-time basis. Major objectives presented were: (1) to develop occupational abilities of all Americans; (2) to develop occupational abilities on a broader program; (3) to develop occupational abilities through two 4-year programs; (4) to develop occupational abilities through cooperation and flexibility; and (5) to develop occupational abilities through modernization and expansion.¹

¹United States Department of Health, Education, and Welfare, Office of Education (OE-80052). The Vocational Education Act of 1963. loc. cit.

The expanded Vocational Education Act of 1963 under most state plans included provisions for subsidizing part of the operating costs of local schools' cooperative programs. Programs that are reimbursed use a combination of local, state, and federal funds, as set forth by the 1968 Amendments. The purpose of Federal funds are to stimulate and promote vocational education at the local level. However, federal grants are not paid directly to local programs but are disbursed by state departments of education to the local programs.¹

The Manpower Development Training Act was passed in the Congress in 1962 to give persons age 16 and over without employable skills opportunities to obtain such skills and to upgrade the skills of employed persons. Under the Act, the Department of Labor surveys employment needs and opportunities, and selects individual participants. The Department of Health, Education, and Welfare, through the Office of Education, administers the training. The responsibilities of both departments are administered at the state and local levels through the state employment security agencies and their local offices and through the vocational education division, state department of education.²

Contents of each training program concentrate on developing skills for specific job requirements rather than on the cultural development of the trainees. Persons participating in the program

¹United States Department of Health, Education, and Welfare, Office of Education. The Vocational Education Act of 1963. Eric Abstracts of Research and Related Materials in Vocational and Technical Education (Washington: Government Printing Office, Summer, 1969), 736.

²Lanham, op. cit. p. 223.

are paid subsistence allowances in addition to their unemployment compensation while in the program. Local employment offices assist participants in job placement upon completion of training.¹

Legislation for vocational education was preceded by a series of legislative acts beginning with the Morrill Act of 1862. The Act provided land for the establishments of agriculture and technical colleges in each state.

The Smith-Hughes Act of 1917 did not provide funds for training in business occupations but set the basis for training in agriculture, trade and industry, home economics, and teacher training. It recommended that studies should be made to determine the needs for commercial education. The National Defense Training Program of World War II operated within the framework of the Smith-Hughes Act to turn out defense workers by the thousands. The framework of this Act was adapted quickly to the local, state, and federal needs of the people and the requirements of the nation. The George-Reed Act of 1931 provided temporary measures for four years (1930-1934), to expand vocational education in agriculture and home economics.

The George-Dean Act of 1936 recognized the need for vocational programs in distributive occupations. The George-Barden Act of 1946 amended the George-Dean Act, increasing the annual appropriation to vocational education. The passing of the latter acts laid the legislative framework for the federal government's support for today's vocational programs. Educators and legislators were forced into action in the 1950's and early 1960's by economic, social, and technological developments taking place.²

¹Calhoun and Finch, op. cit. p. 291.

²Ibid. p. 286.

Summary

The literature reviewed for this study reveals that studies to determine the duties and functions of advisory committees for local cooperative business education programs are limited. A study to develop guidelines for organizing local advisory committees was made in 1970. The implications of this study were suggestions for selecting advisory members to serve on the committee and ways in which a well-organized advisory committee could be beneficial to a cooperative program. Another study to evaluate advisory committee services for distributive education programs of Kansas was made in 1965. The findings were that 95 percent of the coordinators did not use advisory committee services for job placement, program evaluation, and conducting community surveys.

The United States Department of Health, Education, and Welfare, Office of Education, the American Association of Junior Colleges, and the American Vocational Association have published special booklets on the role of advisory councils and advisory committees at the National, State, and local level.

The U. S. Office of Education after the Vocational Education Act of 1963 mandated State Departments of Education, Divisions of Vocational and Technical Education to establish state advisory councils. State legislation for State Boards of Vocational-Technical Education requires local school systems to organize advisory committees for their occupational programs. The 1968 Amendments to the Vocational Education Act of 1963 require state boards of vocational education in consultation with their advisory councils to prepare a State Plan for vocational and technical education. The approved State Plan is the basis for

reviewing contracts with local schools which operate programs of a vocational and occupational nature. The purpose of the plan is to assure that funds are used in accordance with the intent of the Vocational Education Amendments of 1968.

The need for vocational education to expand was recognized by President John F. Kennedy. In his message to the Congress on American Education in 1961, he recommended that a Panel of Consultants on vocational education be convened to review and evaluate current programs of vocational education and to make recommendations for improving and redirecting the program. The results of their recommendations brought about the Vocational Education Act of 1963. In addition to the enrichment of vocational education programs, the 1963 Act under most state plans includes provisions for subsidizing part of the operating costs of local schools' cooperative programs.

Title I of the Elementary and Secondary Education Act of 1965 concentrated on low-income families directly related to low academic achievement. To obtain the funds, local educators planned an educational program that met the needs of deprived students to be enrolled, and submitted the program to their local educational agency for state approval.

Federal financial support for business education programs increased under Title I. Funds provided additional classroom equipment, furniture, textbooks, laboratories, electric typewriters, rotary calculators, and dictating and transcribing machines.

The Higher Education Act of 1965 provided three types of teacher fellowships. These fellowships were designed to strengthen programs for graduate study in both elementary and secondary education.

The Congress in 1962 passed the Manpower Development Training Act to give persons age 16 and over without employable skills opportunities to obtain needed skills and to upgrade the skills of employed persons. The Act is administered under the Department of Labor through local state employment security agencies and their local vocational divisions. Contents of the training program concentrates on developing skills for specific job requirements rather than on the cultural development of the trainees.

The Job Corps program created as a result of the Economic Opportunity Act of 1964. The purpose of this program was to train young people from ages 16 to 21 for employment and to make them useful citizens. One major area of instruction has been in office occupations where the participants learn typing, shorthand and transcription, punch cards, and do routine office work.

The social, economic, and technical developments taking place in the nation forced the attention of educators and legislators to provide and expand federal support in all areas for vocational and technical education programs. This action has caused local educational systems to seek the advice and assistance from industry in meeting the pressing needs of the students. An Advisory Committee is urgently needed in vocational education programs as a guarantee that a communicating link has been established between the school and community.

The number of advisory committees organized for vocational education programs depends upon the size of the community and the needs of the educational system. Although advisory committees have no legislative or administrative authority, they maintain an important role in the functioning of vocational programs.

Chapter 3

PRESENTATION OF DATA

A questionnaire was mailed to 200 coordinators of either distributive or office occupation high school cooperative programs in Iowa, Kansas, Illinois, and Michigan. Thirty-three items of the questionnaire were considered advisory committee services.

Respondents were asked to indicate whether the services listed were performed, to indicate the importance of the services, and to make comments about these services. Coordinators from 105 cooperative programs responded to the questionnaire. Twenty coordinators responded by saying they did not have advisory committees. Forty-eight percent of the coordinators did not respond to the questionnaire. These responses were then ranked in order of frequency of occurrence and importance of service.

The opinions of 85 coordinators using advisory services for the benefit of their students are shown in Table 1. The item "Providing Appropriate Jobs for Trainees" was indicated as a function of advisory committees more often than any other service. Twenty-three out of 25 coordinators in Iowa; 22 out of 27 in Kansas; 15 out of 21 in Illinois; and eight out of 12 coordinators in Michigan are assisted with this service in their schools. The item "Providing Opportunity for Personal and Professional Development" came in "second place" among the advisory services. There is a "toss-up" with the services "Determining Student's Career Objectives" and "Developing Better Financial Judgment Among Students."

Table 1

THE OPINIONS OF 85 COORDINATORS OF VOCATIONAL BUSINESS EDUCATION PROGRAMS
 IN IOWA, KANSAS, ILLINOIS, AND MICHIGAN IN 1971 ABOUT THE USE
 OF 33 ADVISORY COMMITTEE SERVICES IN THEIR SCHOOLS FOR
 STUDENT BENEFIT

Advisory Committees Assist In:	Iowa Yes or No	Kansas Yes or No	Illinois Yes or No	Michigan Yes or No	Total
Determining Student's Career Objectives	8 17	8 19	4 17	6 6	85
Providing Appropriate Jobs for Trainees	23 2	22 5	15 6	8 4	85
Providing Opportunity for Personal and Professional Development	22 3	20 5	12 9	7 5	85
Developing Better Financial Judgment Among Students	15 10	10 17	4 17	3 9	85

The coordinators were asked to rate the advisory committee services in terms of importance to their programs. The abbreviation VI stands for Very Important; I means Important; and LI is the abbreviation for of Little Importance.

The 85 coordinators as shown in Table 2, rated the advisory services in their school. The item "Providing Appropriate Jobs for Trainees" was rated by 13 out of 25 coordinators in Iowa as very important; nine rated it as important; and one rated it as of little importance. Two coordinators did not rate the service. In Kansas, 13 out of 27 rated the service as very important; eight rated it as important; and three rated it as of little importance. Three coordinators did not rate the service. Eleven coordinators out of 21 in Illinois rated "Providing Appropriate Jobs for Trainees" as very important; four rated it as important; and one rated it as of little importance. Five coordinators did not rate the service. In Michigan, five coordinators out of 12 rated the service as very important; five rated it as important, and two rated it as of little importance. All of the coordinators rated the service. Only the item with the highest ratings are discussed for Table 2.

The Advisory services meant to assist coordinators in their "In-School Programs" are shown in Table 3. The 85 coordinators were assisted with "Promoting Public Relations" more than any of the other services listed. Twenty-three out of 25 in Iowa, 25 out of 27 in Kansas, eight out of 21 in Illinois, and eight out of 12 coordinators in Michigan are assisted by advisory committees with their in-school program activities. "Promoting the Business Education Program" came in "second place" among the advisory services, and "Surveying and Assessing

Table 2

THE OPINIONS OF 85 COORDINATORS OF VOCATIONAL BUSINESS EDUCATION PROGRAMS
 IN IOWA, KANSAS, ILLINOIS, AND MICHIGAN IN 1971 ABOUT THE IMPORTANCE
 OF 33 ADVISORY COMMITTEE SERVICES IN THEIR SCHOOLS FOR
 STUDENT BENEFIT

Advisory Committee Services	Iowa		Kansas		Illinois		Michigan	
	*VI	I LI	VI	I LI	VI	I LI	VI	I LI
Determining Student's Career Objectives	2	9 7	3	7 5	2	4 7	3	5 4
Providing Appropriate Jobs for Trainees	13	9 1	13	8 3	11	4 1	5	5 2
Providing Opportunity for Personal and Professional Development	11	12 0	9	11 2	5	9 2	2	8 2
Developing Better Financial Judgment Among Students	4	11 8	1	12 5	1	6 7	2	4 6

*VI stands for Very Important

I means Important

LI is the abbreviation for
 of Little Importance

Table 3

THE OPINIONS OF 85 COORDINATORS OF VOCATIONAL BUSINESS EDUCATION PROGRAMS
 IN IOWA, KANSAS, ILLINOIS, AND MICHIGAN IN 1971 ABOUT THE USE
 OF 33 ADVISORY COMMITTEE SERVICES IN THEIR SCHOOLS FOR
 IN-SCHOOL PROGRAMS

Advisory Committees Assist In:	Iowa		Kansas		Illinois		Michigan		Total
	Yes	No	Yes	No	Yes	No	Yes	No	
Selecting Students for Work Training Programs	6	19	10	17	2	19	2	10	85
Providing Advice in Scheduling Students	5	20	9	18	4	17	3	9	85
Promoting the Business Education Program	20	5	25	2	14	7	8	4	85
Surveying and Assessing Community Needs	19	6	21	6	13	8	9	3	85
Promoting Public Relations	23	2	25	2	18	3	8	4	85

Community Needs" in "third place." "Selecting Students for Work Training Programs" and "Providing Advice in Scheduling Students" are advisory services used less frequently by the coordinators.

The opinions of the 85 coordinators about the importance of advisory committee services for their In-School Program is shown in Table 4. The item "Promoting Public Relations" was rated by 15 out of 25 coordinators in Iowa as very important; nine rated it as important; and one rated it as little importance. All of the coordinators rated the item. Nineteen out of 27 coordinators in Kansas rated the item as very important; four rated it as important; and two rated it as of little importance. One coordinator did not rate the item. In Illinois, 15 out of 21 coordinators rated "Promoting Public Relations" as very important; one rated it as important; and one rated it as of little importance. Four coordinators did not rate the item. Nine out of 12 coordinators in Michigan rated the item as very important; two rated it as important; and one rated it as of little importance. All of the coordinators rated the item. Only the items in Table 4 with the highest ratings are discussed here.

The advisory services to assist the administration in cooperative business programs are shown in Table 5. The service "Recommending to Administrators Standards for Instructional Facilities" was provided for more administrators than the other services listed. There is a "toss-up" among the services of "Creating Long-term Program Planning" and "Supporting State and National Legislation Affecting Vocational Education." "Advising Administrators Relative to Qualifications of Instructors" and "Developing Financial Support Programs for Business Education" are advisory services used less frequently in the high schools.

Table 4

THE OPINIONS OF 85 COORDINATORS OF VOCATIONAL BUSINESS EDUCATION PROGRAMS
 IN IOWA, KANSAS, ILLINOIS, AND MICHIGAN IN 1971 ABOUT THE IMPORTANCE
 OF 33 ADVISORY COMMITTEE SERVICES IN THEIR SCHOOLS FOR
 IN-SCHOOL PROGRAMS

Advisory Committee Services	Iowa		Kansas		Illinois		Michigan	
	*VI	I LI	VI	I LI	VI	I LI	VI	I LI
Selecting Students for Work Training Programs	5	8 8	6	7 6	1	2 9	2	2 8
Providing Advice in Scheduling Students	0	8 10	5	6 7	0	6 7	2	3 5
Promoting the Business Education Program	12	6 3	16	9 1	13	1 2	9	2 1
Surveying and Assessing Community Needs	9	11 3	16	5 1	12	5 1	7	3 2
Promoting Public Relations	15	9 1	19	4 2	15	1 1	9	2 1

*VI stands for Very Important

I means Important

LI is the abbreviation for of Little Importance

Table 5

THE OPINIONS OF 85 COORDINATORS OF VOCATIONAL BUSINESS EDUCATION PROGRAMS
IN IOWA, KANSAS, ILLINOIS, AND MICHIGAN IN 1971 ABOUT THE USE
OF 33 ADVISORY COMMITTEE SERVICES IN THEIR SCHOOLS FOR
THE ADMINISTRATION

Advisory Committees Assist In:	Iowa		Kansas		Illinois		Michigan		Total
	Yes	No	Yes	No	Yes	No	Yes	No	
Recommending to Administrators Standards for Instructional Facilities	8	17	19	8	11	10	7	5	85
Advising Administrators Relative to Setting up Qualifications of Instructors	4	21	6	21	3	18	3	9	85
Creating Long-term Program Planning	7	18	16	11	9	12	7	5	85
Developing and Recommending Financial Support Programs for Business Education	3	22	9	18	3	18	4	8	85
Supporting State and National Legislation Affecting Vocational Education	8	17	16	11	8	13	7	5	85

The 85 coordinators rated by importance the advisory services to assist the administration in Table 6. The service "Recommending to Administrators Standards for Instructional Facilities" was rated by eight out of 25 coordinators in Iowa as very important; four rated it as important; and six rated it as of little importance. Seven coordinators did not rate the service. In Kansas, 14 out of 27 coordinators rated the item as very important; four rated it as important; and three rated it as of little importance. Six coordinators did not rate the service. Seven out of 21 coordinators in Illinois rated "Recommending to Administrators Standards for Instructional Facilities" as very important; seven rated it as important; and four rated it as of little importance. Three coordinators did not rate the service. In Michigan, three out of 12 coordinators rated the service as very important; seven rated it as important; and two rated it as of little importance. All of the coordinators rated the service. Only the item with the highest ratings are discussed in Table 6.

In Table 7 are community services that the 85 coordinators stated that advisory committees assisted them in their communities. "Providing Communication Links Between the Educational System and the Community" assisted coordinators as follows: 19 out of 25 in Iowa; 24 out of 27 in Kansas; 17 out of 21 in Illinois; and nine out of 12 in Michigan. Almost equal numbers of coordinators are assisted by their advisory committees in "Continuing Appraisal of Occupational Opportunities in the Community Served." The advisory services used less frequently are: "Planning Vocational Programs for Adult Workers in the Community" and "Continuing Review of the Content of the Instructional Program in keeping with the occupational needs of the Community, Area, or State."

Table 6

THE OPINIONS OF 85 COORDINATORS OF VOCATIONAL BUSINESS EDUCATION PROGRAMS
 IN IOWA, KANSAS, ILLINOIS, AND MICHIGAN IN 1971 ABOUT THE IMPORTANCE
 OF 33 ADVISORY COMMITTEE SERVICES IN THEIR SCHOOLS FOR
 THE ADMINISTRATION

	Iowa		Kansas		Illinois		Michigan		
	VI	LI	VI	LI	VI	LI	VI	LI	
Advisory Committee Services	8	4	14	4	3	7	4	3	7
Recommending to Administrators Standards for Instructional Facilities	4	4	10	5	6	0	4	7	2
Advising Administrators Relative to Setting up Qualifications of Instructors	4	4	8	5	2	3	7	5	2
Creating Long-term Program Planning	4	4	7	4	4	2	5	2	1
Developing and Recommending Financial Support Programs for Business Education	5	7	4	12	7	3	6	4	1
Supporting State and National Legislation Affecting Vocational Education	8	4	6	4	3	7	2	6	5

Table 7

THE OPINIONS OF 85 COORDINATORS OF VOCATIONAL BUSINESS EDUCATION PROGRAMS
IN IOWA, KANSAS, ILLINOIS, AND MICHIGAN IN 1971 ABOUT THE USE
OF 33 ADVISORY COMMITTEE SERVICES IN THEIR SCHOOLS FOR
THE COMMUNITY

Advisory Committees Assist In:	Iowa Yes or No	Kansas Yes or No	Illinois Yes or No	Michigan Yes or No	Total
Planning Vocational Education Programs for Adult Workers in the Community	11 14	12 15	5 16	4 8	85
Providing Communication Links Between the Educational System and the Community	19 6	24 3	17 4	9 3	85
Continuing Appraisal of Occupational Opportunities in the Community Served	20 5	22 5	17 4	7 5	85
Continuing Review of the Content and Organization of the Instructional Program in Keeping with the Occupational Needs of the Community, Area, or State	12 13	23 4	12 9	8 4	85

The community advisory committee services were ranked by the 85 coordinators in terms of importance to their cooperative programs as shown in Table 8. The advisory service "Providing Communication Links Between the Educational System and the Community" was rated by 12 out of 25 coordinators in Iowa as very important; eight rated it as important; and two rated it as of little importance. Three coordinators did not rate the service. In Kansas, 17 out of 27 coordinators rated the item as very important; eight rated it as important; and one rated it as of little importance. One coordinator did not rate the service. In Illinois, "Providing Communication Links Between the Educational System and the Community" was rated by 13 out of 21 coordinators as very important; five rated it as important; and three coordinators did not rate the service. In Michigan, eight coordinators out of 12 rated the service as very important; and four rated it as important. All of the coordinators rated the advisory service. Only the service item that ranked highest among the advisory services are discussed in Table 8.

Eleven areas in which advisory committees may assist coordinators of vocational business education programs are shown in Table 9. An attempt will not be made in detail to discuss each area--only the service that occurred most frequently. More than half of the coordinators in each state were assisted by their advisory committees in the 11 areas. The item "Securing Training Stations" assisted coordinators by their advisory committees as follows: 22 out of 25 in Iowa; 26 out of 27 in Kansas; 14 out of 21 in Illinois; and six out of 12 in Michigan. However, the item "Reviewing the Goals and Objectives of the Local Business Education Program" could be a "second place" winner among the 11 areas in which advisory committees may assist coordinators.

Table 8

THE OPINIONS OF 85 COORDINATORS OF VOCATIONAL BUSINESS EDUCATION PROGRAMS
 IN IOWA, KANSAS, ILLINOIS, AND MICHIGAN IN 1971 ABOUT THE IMPORTANCE
 OF 33 ADVISORY COMMITTEE SERVICES IN THEIR SCHOOLS FOR
 THE COMMUNITY

Advisory Committee Services	Iowa		Kansas		Illinois		Michigan	
	VI	I LI	VI	I LI	VI	I LI	VI	I LI
Planning Vocational Education Programs for Adult Workers in the Community	4	9 5	7	9 3	4	4 3	6	5 1
Providing Communication Links Between the Educational System and the Community	12	8 2	17	8 1	13	5 0	4	8 0
Continuing Appraisal of Occupational Opportunities in the Community Served	11	10 1	14	11 1	12	4 2	10	1 1
Continuing Review of the Content and Organization of the Instructional Program in Keeping with the Occupational Needs of the Community, Area, or State	8	8 3	14	7 4	10	6 0	10	2 0

Table 9

THE OPINIONS OF 85 COORDINATORS OF VOCATIONAL BUSINESS EDUCATION PROGRAMS
 IN IOWA, KANSAS, ILLINOIS, AND MICHIGAN IN 1971 ABOUT THE USE
 OF 33 ADVISORY COMMITTEE SERVICES IN THEIR SCHOOLS FOR
 THE COORDINATOR

Advisory Committees Assist In:	Iowa Yes or No	Kansas Yes or No	Illinois Yes or No	Michigan Yes or No	Total		
Reviewing the Goals and Objectives of the Local Vocational Business Education Program	21	21	13	8	4	85	
Preparing a Local Philosophy of Vocational Education	13	13	7	14	6	85	
Developing and Improving Curriculum Patterns	12	17	12	9	6	85	
Identifying Methods and Materials for Instruction	15	13	9	12	4	85	
Identifying Standards for what Skills Trainees should have at the Job-entry Level	18	18	16	5	9	3	85
Providing Suggestions on Equipment	12	25	14	7	5	85	

Table 9 (continued)

Advisory Committees Assist In:	Iowa		Kansas		Illinois		Michigan		Total
	Yes	No	Yes	No	Yes	No	Yes	No	
Securing Training Stations	22	3	25	1	14	7	6	6	85
Recommending Areas of Specialized Training	9	16	18	9	12	9	6	6	85
Promoting Business Club Activities	14	11	19	8	9	12	6	6	85
Evaluating Present Occupational Programs	16	9	20	7	12	9	6	6	85
Identifying Needed Research in Vocational Education	5	20	9	18	3	18	3	9	85

The 85 coordinators ranked advisory services in Table 10 in terms of importance to their programs. The service "Securing Training Stations" occurred more frequently than other services and is ranked highest among the services listed by the coordinators. Thus: 13 out of 25 coordinators in Iowa rated the service as very important; six rated it as important; and six coordinators did not rate the service. Nineteen out of 27 coordinators in Kansas rated the service as very important; six rated it as important; and one rated it as of little importance. One coordinator did not rate the service. Ten out of 21 coordinators in Illinois rated "Securing Training Stations" as very important; one rated it as important; and two rated it as of little importance. Nine coordinators did not rate the service. Eight out of 12 coordinators in Michigan rated the item as very important; two rated it as important; and two rated it as of little importance. All of the coordinators rated the service.

The opinions of 85 coordinators on how employers could benefit from advisory committee services are shown in Table 11. The advisory service "Determining the Types and Qualifications of Trainees" was agreed to by: 13 out of 25 coordinators in Iowa; 17 out of 27 in Kansas; 11 out of 21 in Illinois; and four out of 12 in Michigan. "Outlining Training Programs" is the "second highest" advisory service to assist the employer. "Pre-training for Full-time Employment" and "Filling in Vacancies" are advisory services less frequently used in the high schools to assist the employer.

Table 10

THE OPINIONS OF 85 COORDINATORS OF VOCATIONAL BUSINESS EDUCATION PROGRAMS
 IN IOWA, KANSAS, ILLINOIS, AND MICHIGAN IN 1971 ABOUT THE IMPORTANCE
 OF 33 ADVISORY COMMITTEE SERVICES IN THEIR SCHOOLS FOR
 THE COORDINATOR

Advisory Committee Services	Iowa		Kansas		Illinois		Michigan	
	VI	I LI	VI	I LI	VI	I LI	VI	I LI
Reviewing the Goals and Objectives of the Local Vocational Business Education Program	11	12 0	14	6 2	17	3 1	4	6 2
Preparing a Local Philosophy of Vocational Education	3	13 3	7	8 5	9	6 1	6	4 2
Developing and Improving Curriculum Patterns	3	14 3	7	9 3	7	7 3	5	5 2
Identifying Methods and Materials for Instruction	7	9 2	8	6 5	5	7 1	2	8 2
Identifying Standards for what Skills Trainees should have at the Job-entry Level	8	8 3	11	9 2	12	4 0	6	5 1
Providing Suggestions on Equipment	5	12 3	13	10 2	8	6 2	5	4 3

Table 10 (continued)

Advisory Committee Services	Iowa		Kansas		Illinois		Michigan					
	VI	LI	VI	LI	VI	LI	VI	LI				
Securing Training Stations	13	6	0	19	6	1	10	1	2	8	2	2
Recommending Areas of Specialized Training	8	7	5	12	9	2	5	4	1	2	8	2
Promoting Business Club Activities	10	4	5	8	12	4	9	6	2	8	2	2
Evaluating Present Occupational Programs	9	7	1	13	8	1	9	7	1	6	4	2
Identifying Needed Research in Vocational Education	4	5	7	1	12	4	7	5	3	2	8	2

Table 11

THE OPINIONS OF 85 COORDINATORS OF VOCATIONAL BUSINESS EDUCATION PROGRAMS
IN IOWA, KANSAS, ILLINOIS, AND MICHIGAN IN 1971 ABOUT THE USE
OF 33 ADVISORY COMMITTEE SERVICES IN THEIR SCHOOLS FOR
THE EMPLOYER

Advisory Committees Assist In:	Iowa Yes or No	Kansas Yes or No	Illinois Yes or No	Michigan Yes or No	Total
Determining the Types and Qualifications of Trainees	13	17	11	4	85
Outlining Training Programs	11	19	10	4	85
Pre-training for Full-time Employment	12	14	8	4	85
Filling in Vacancies	12	10	6	2	85

In rating the advisory committee services to assist the employer by importance, the 85 coordinators listed in Table 12 rated the service "Determining the Types and Qualifications of Trainees" as follows: five out of 25 in Iowa rated the service as very important; ten rated it as important; and four rated it as of little importance. Six coordinators did not rate the service. Twelve out of 27 coordinators in Kansas rated the item as very important; seven rated it as important; and three rate it as of little importance. Five coordinators did not rate the service. Four out of 21 in Illinois rated the service as very important; 11 rated it as important; and six did not rate the service. Two out of 12 coordinators in Michigan rated the item as very important; five rated it as important; and five rated it as of little importance. All of the coordinators rated the service.

The suggested membership of an advisory committee as shown in Table 13 was agreed to by more than half of the 85 coordinators in the four states.

The 85 coordinators were asked to rate the suggested membership of advisory committee members. Table 14 shows that more than half of the coordinators in each state rated the suggested makeup of advisory committee members as very important.

The 85 coordinators were asked if their occupational program would be improved with an advisory committee. Thus: 21 out of 25 in Iowa; 20 out of 27 in Kansas; 16 out of 21 in Illinois; and eight out of 12 in Michigan agreed that their occupational programs would be better with an advisory committee than without advisory services. Table 15 indicates this information.

Table 12

THE OPINIONS OF 85 COORDINATORS OF VOCATIONAL BUSINESS EDUCATION PROGRAMS
IN IOWA, KANSAS, ILLINOIS, AND MICHIGAN IN 1971 ABOUT THE IMPORTANCE
OF 33 ADVISORY COMMITTEE SERVICES IN THEIR SCHOOLS FOR
THE EMPLOYER

Advisory Committee Services	Iowa		Kansas		Illinois		Michigan					
	* VI	I LI	VI	I LI	VI	I LI	VI	I LI				
Determining the Types and Qualifications of Trainees	5	10	4	12	7	3	4	11	0	2	5	5
Outlining Training Programs	6	10	4	11	8	2	7	7	1	0	4	8
Pre-training for Full-time Employment	7	9	3	7	8	3	5	6	4	1	5	6
Filling in Vacancies	1	11	6	4	6	7	7	3	4	0	5	7

*VI stands for Very Important

I means Important

LI is the abbreviation for
of Little Importance

Table 13

THE OPINIONS OF 85 COORDINATORS OF VOCATIONAL BUSINESS EDUCATION PROGRAMS
IN IOWA, KANSAS, ILLINOIS, AND MICHIGAN IN 1971 ABOUT THE MAKEUP OF
ADVISORY COMMITTEE MEMBERS IN THEIR SCHOOLS

Advisory Committee Members	Iowa		Kansas		Illinois		Michigan		Total
	Yes	No	Yes	No	Yes	No	Yes	No	
School Administrators	21	4	13	14	14	7	9	3	85
Members of the Teaching Staff	16	9	13	14	14	7	7	5	85
Teacher-Coordiators	21	4	21	6	21	0	9	3	85
Vocational Counselors	22	3	20	7	21	0	9	3	85
Students Currently in a Training Program	16	9	10	17	12	9	8	4	85
Former Students of Vocational Programs	23	2	23	4	14	7	7	5	85
Employers of Vocational Graduates	23	2	27	0	21	0	11	1	85
Supervisors of Established Training Stations	25	0	27	0	19	2	10	2	85
Salesmen in Wholesale and Retail Establishments	21	4	18	9	18	3	9	3	85

Table 13 (continued)

Advisory Committee Members	Iowa		Kansas		Illinois		Michigan		Total
	Yes	No	Yes	No	Yes	No	Yes	No	
Laymen, who are Interested in Vocational and Technical Training	20	5	21	6	17	4	7	5	85
Representatives of Organized Labor	18	7	18	9	14	7	8	4	85
Members of Local Civic Groups	19	6	19	8	18	3	9	3	85

Table 14

THE OPINIONS OF 85 COORDINATORS OF VOCATIONAL BUSINESS EDUCATION PROGRAMS
IN IOWA, KANSAS, ILLINOIS, AND MICHIGAN IN 1971 ABOUT THE IMPORTANCE
OF THE MAKEUP OF ADVISORY COMMITTEE MEMBERS IN THEIR SCHOOLS

Advisory Committee Members	Iowa		Kansas		Illinois		Michigan	
	VI	I LI	VI	I LI	VI	I LI	VI	I LI
School Administrators	12	7 2	9	11 2	7	4 3	7	4 1
Members of the Teaching Staff	7	9 5	7	5 7	7	4 3	7	3 2
Teacher-Coordiators	12	6 1	15	3 2	11	4 0	6	6 0
Vocational Counselors	13	6 1	12	6 2	9	6 0	4	5 3
Students Currently in a Training Program	5	8 7	5	6 4	8	5 2	6	4 2
Former Students of Vocational Programs	9	12 2	12	4 2	7	4 2	5	5 2
Employers of Vocational Graduates	13	8 0	13	3 1	9	5 1	7	4 1
Supervisors of Established Training Stations	15	7 0	12	3 1	11	3 1	8	4 0
Salesmen in Wholesale and Retail Establishments	9	8 4	10	6 3	9	5 1	6	4 2

Table 14 (continued)

Advisory Committee Members	Iowa		Kansas		Illinois		Michigan	
	VI	I LI	VI	I LI	VI	I LI	VI	I LI
Laymen, who are Interested in Vocational and Technical Training	7	10 4	7	8 5	8	6 1	3	7 2
Representatives of Organized Labor	6	11 4	7	7 4	7	4 3	6	5 1
Members of Local Civic Groups	5	8 8	10	9 4	7	5 3	6	4 2

Table 15

THE OPINIONS OF 85 COORDINATORS OF VOCATIONAL BUSINESS EDUCATION PROGRAMS
 IN IOWA, KANSAS, ILLINOIS, AND MICHIGAN IN 1971 ABOUT THEIR
 OCCUPATIONAL PROGRAMS WITH OR WITHOUT
 AN ADVISORY COMMITTEE
 IN THEIR SCHOOLS

Advisory Committee?	Iowa Yes or No.	Kansas Yes or No	Illinois Yes or No	Michigan Yes or No	Total			
Would Your Occupational Program be Better off with an Advisory Committee than without an Advisory Committee?	21	4	20	7	5	8	4	85

Coordinators were asked to indicate if their educational system used a general advisory committee for the entire vocational program or a special advisory committee for business education. Table 16 shows a breakdown of advisory services in the four states.

The 85 coordinators were asked to indicate the number of their advisory committee members who were employed in each level of employment. Table 17 shows four levels of employment. More advisory committee members from the four states represent the middle-management level than any other category.

The mean length of term of advisory committee members as indicated by the 85 coordinators in Table 18 is 3.0 years. This means that the average advisory committee member serves in an occupational program in the four states for three-year periods.

The frequency of advisory committee meetings according to 85 coordinators as shown in Table 19 represents the frequency in each state. Quarterly or semi-annually meetings were most common.

Table 16

TYPE OF EDUCATIONAL ADVISORY COMMITTEES INDICATED BY 85 COORDINATORS
OF VOCATIONAL BUSINESS EDUCATION PROGRAMS IN
IOWA, KANSAS, ILLINOIS, AND MICHIGAN
1971

	Number of Committees				
	Iowa	Kansas	Illinois	Michigan	Total
General	7	6	11	4	28
Special (for business education)	18	21	10	8	<u>57</u>
			Total		85

Table 17

EMPLOYMENT LEVELS OF ADVISORY COMMITTEE MEMBERS INDICATED BY 85
 COORDINATORS OF VOCATIONAL BUSINESS EDUCATION PROGRAMS IN
 IOWA, KANSAS, ILLINOIS, AND MICHIGAN
 1971

Levels of Employment	Total Number of Members				Total	Mean Number of Members
	Iowa	Kansas	Illinois	Michigan		
Employee- Level	23	39	50	13	125	1.5
Supervisory- Level	39	47	78	31	195	2.3
Middle- Management	51	51	99	37	238	2.8
High-Level Management	53	49	38	32	<u>172</u>	<u>2.0</u>
			Totals		730	8.6

Table 18

MEAN LENGTH OF TERM OF ADVISORY COMMITTEE MEMBERS INDICATED BY 85
 COORDINATORS OF VOCATIONAL BUSINESS EDUCATION PROGRAMS IN
 IOWA, KANSAS, ILLINOIS, AND MICHIGAN
 1971

Length of Term In Years	Number Who Checked This Category					Mean
	Iowa	Kansas	Illinois	Michigan	Total	Total
One Year	9	3	2	2	16	16
Two Years	6	4	6	2	18	36
Three Years	6	13	7	3	29	87
Four Years	0	4	2	0	6	24
Five Years	0	0	0	0	0	0
Six Years or Longer	4	3	4	5	<u>16</u>	<u>96</u>
					Totals	85
						259
					Mean = 3.0 Years	

Table 19

FREQUENCY OF ADVISORY COMMITTEE MEETINGS INDICATED BY 85 COORDINATORS
OF VOCATIONAL BUSINESS EDUCATION PROGRAMS IN
IOWA, KANSAS, ILLINOIS, AND MICHIGAN
1971

Frequency of Meetings	Number Who Checked This Frequency				Total
	Iowa	Kansas	Illinois	Michigan	
Monthly	2	6	4	4	14
Quarterly	8	6	3	4	21
Semi-Annually	6	8	10	3	27
Annually	7	4	2	3	16
Individually	2	2	1	0	5
As Necessary	0	1	1	0	<u>2</u>
			Total		85

Among the 33 services of advisory committees, the coordinators in Illinois and Michigan stated that advisory committees assisted them most frequently in "Promoting Public Relations" and in "Providing Communication Links Between the Educational System and the Community." Table 20 represents the items that ranked at the top among the services.

In ranking the importance of the 33 advisory services in the urban states, 83 percent of the coordinators rated "Promoting Public Relations" as very important in their programs. Eighty percent of the coordinators rated "Promoting the Business Education Program as very important. Table 21 shows how these items were ranked in order of importance.

Ninety-two percent of the advisory committees assisted the coordinators in Iowa and Kansas in "Securing Training Stations" and in "Promoting Public Relations." In Table 22 these items ranked first among the services.

In ranking the advisory committee services by importance, 71 percent of the coordinators in the rural states rated "Securing Training Stations as very important. Sixty-eight percent of the coordinators rated "Promoting Public Relations" as very important. Table 23 shows that these items ranked 1.0 and 2.0 among the services.

Table 24 indicates that the number of advisory committee services used by the coordinators in Iowa and Kansas are more than the services used by coordinators in Illinois and Michigan.

Table 20

THE RANKING BY USE OF 33 ADVISORY COMMITTEE SERVICES BY 33
URBAN COORDINATORS IN ILLINOIS AND MICHIGAN IN
1971

Advisory Committee Services	Percentage Use of Services	Rank
Promoting Public Relations	79	1.5
Providing Communication Links Between the Educational System and the Community	79	1.5
Identifying Standards for what Skills Trainees should have at the Job-entry Level	76	3.0
Continuing Appraisal of Occupational Opportunities in the Community Served	73	4.0
Providing Appropriate Jobs for Trainees	70	5.0
Promoting the Business Education Program	67	6.5
Surveying and Assessing Community Needs	67	6.5
Reviewing the Goals and Objectives of the Local Vocational Business Education Program	64	8.5
Providing Suggestions on Equipment	64	8.5
Continuing Review of the Content and Organization of the Instructional Program in Keeping with the Occupational Needs of the Community, Area, or State	61	10.5
Securing Training Stations	61	10.5
Providing Opportunity for Personal and Professional Development	58	12.0
Recommending to Administrators Standards for Instructional Facilities	55	15.0
Developing and Improving Curriculum Patterns	55	15.0

Table 20 (continued)

Advisory Committee Services	Percentage Use of Services	Rank
Recommending Areas of Specialized Training	55	15.0
Promoting Business Club Activities	55	15.0
Evaluating Present Occupational Program	55	15.0
Creating Long-term Program Planning	48	16.0
Supporting State and National Legislation Affecting Vocational Education	45	19.5
Determining the Type and Qualifications of Trainees	45	19.5
Outlining Training Programs	42	21.0
Preparing a Local Philosophy of Vocational Business Education	39	22.5
Identifying Methods and Materials for Instruction	39	22.5
Pre-training for Full-time Employment	36	24.0
Determining Student's Career Objectives	30	25.0
Planning Vocational Education Programs for Adult Workers in the Community	27	26.0
Filling in Vacancies	24	27.0
Developing Better Financial Judgment Among Students	21	29.0
Providing Advice in Scheduling Students	21	29.0
Developing and Recommending Financial Support Programs for Business Education	21	29.0
Advising Administrators Relative to Setting up Qualifications of Instructors	18	31.5
Identifying Needed Research in Vocational Education	18	31.5
Selecting Students for Work Training Programs	12	33.0

Table 21

THE RANKING BY IMPORTANCE OF 33 ADVISORY COMMITTEE SERVICES
BY 33 URBAN COORDINATORS IN ILLINOIS AND MICHIGAN IN
1971

Advisory Committee Services	Percentage of Services Rated as Very Important	Rank
Promoting Public Relations	83	1.0
Promoting the Business Education Program	80	2.0
Continuing Appraisal of Occupational Opportunities in the Community Served	73	3.0
Securing Training Stations	72	4.0
Continuing Review of the Content and Organization of the Instructional Program in Keeping with the Occupational Needs of the Community, Area, or State	71	5.0
Providing Communication Links Between the Educational System and the Community	70	6.0
Supporting State and National Legislation Affecting Vocational Education	66	7.0
Reviewing the Goals and Objectives of the Local Vocational Business Education Program	64	8.5
Identifying Standards for what Skills Trainees should have at the Job-entry Level	64	8.5
Surveying and Assessing Community Needs	63	10.5
Providing Appropriate Jobs for Trainees	56	11.0
Promoting Business Club Activities	55	12.0
Preparing a Local Philosophy of Vocational Business Education	53	13.0
Evaluating Present Occupational Program	52	14.0

Table 21 (continued)

Advisory Committee Services	Percentage of Services Rated as Very Important	Rank
Providing Suggestions on Equipment	46	15.0
Planning Vocational Education Programs for Adult Workers in the Community	44	16.0
Developing and Improving Curriculum Patterns	41	17.0
Developing and Recommending Financial Support Programs for Business Education	38	18.0
Creating Long-term Program Planning	37	19.0
Recommending to Administrators Standards for Instructional Facilities	33	20.5
Identifying Needed Research in Vocational Education	33	20.5
Recommending Areas of Specialized Training	32	22.0
Identifying Methods and Materials for Instruction	28	23.0
Filling in Vacancies	27	24.0
Outlining Training Programs	26	25.0
Providing Opportunity for Personal and Professional Development	25	26.0
Determining the Types and Qualifications of Trainees	22	27.5
Pre-training for Full-time Employment	22	27.5
Determining Student's Career Objectives	20	29.0
Selecting Students for Work Training Programs	13	30.0
Developing Better Financial Judgment Among Students	12	31.0
Providing Advice in Scheduling Students	9	32.5
Advising Administrators Relative to Setting up Qualifications of Instructors	9	32.5

Table 22

THE RANKING BY USE OF 33 ADVISORY COMMITTEE SERVICES BY 52
RURAL COORDINATORS IN IOWA AND KANSAS IN
1971

Advisory Committee Services	Percentage Use of Services	Rank
Securing Training Stations	92	1.5
Promoting Public Relations	92	1.5
Promoting the Business Education Program	87	3.5
Providing Appropriate Jobs for Trainees	87	3.5
Providing Communication Links Between the Educational System and the Community	83	5.0
Providing Opportunity for Personal and Professional Development	81	7.0
Continuing Appraisal of Occupational Opportunities in the Community Served	81	7.0
Reviewing the Goals and Objectives of the Local Vocational Business Education Program	81	7.0
Surveying and Assessing Community Needs	77	9.0
Providing Suggestions on Equipment	71	10.0
Identifying Standards for what Skills Trainees should have at the Job-entry Level	69	11.5
Evaluating Present Occupational Program	69	11.5
Continuing Review of the Content and Organization of the Instructional Program in Keeping with the Occupational Needs of the Community, Area, or State	67	13.0
Promoting Business Club Activities	63	14.0
Determining the Types and Qualifications of Trainees	58	15.5

Table 22 (continued)

Advisory Committee Services	Percentage Use of Services	Rank
Outlining Training Programs	58	15.5
Developing and Improving Curriculum Patterns	56	17.0
Identifying Methods and Materials for Instruction	54	18.0
Recommending to Administrators Standards for Instructional Facilities	52	19.5
Recommending Areas of Specialized Training	52	19.5
Preparing a Local Philosophy of Vocational Business Education	50	21.5
Pre-training for Full-time Employment	50	21.5
Developing Better Financial Judgment Among Students	48	23.0
Supporting State and National Legislation Affecting Vocational Education	46	24.0
Creating Long-term Program Planning	44	25.5
Planning Vocational Education Programs for Adult Workers in the Community	44	25.5
Filling in Vacancies	42	27.0
Determining Student Career Objectives	31	28.5
Selecting Students for Work Training Programs	31	28.5
Providing Advice in Scheduling Students	27	30.5
Identifying Needed Research in Vocational Education	27	30.5
Developing and Recommending Financial Support Programs for Business Education	23	32.0
Advising Administrators Relative to Setting up Qualifications of Instructors	19	33.0

Table 23

THE RANKING BY IMPORTANCE OF 33 ADVISORY COMMITTEE SERVICES
BY 52 RURAL COORDINATORS IN IOWA AND KANSAS IN
1971

Advisory Committee Services	Percentage of Services Rated as Very Important	Rank
Securing Training Stations	71	1.0
Promoting Public Relations	68	2.0
Promoting the Business Education Program	60	3.0
Providing Communication Links Between the Educational System and the Community	58	4.0
Recommending to Administrators Standards for Instructional Facilities	57	5.0
Reviewing the Goals and Objectives of the Local Vocational Business Education Program	56	6.5
Surveying and Assessing Community Needs	56	6.5
Providing Appropriate Jobs for Trainees	55	8.0
Continuing Appraisal of Occupational Opportunities in the Community Served	52	9.0
Continuing Review of the Content and Organization of the Instructional Program in Keeping with the Occupational Needs of the Community, Area, or State	50	10.5
Evaluating Present Occupational Program	50	10.5
Providing Suggestions on Equipment	48	12.0
Providing Opportunity for Personal and Professional Development	47	14.0
Recommending Areas of Specialized Training	47	14.0

Table 23 (continued)

Advisory Committee Services	Percentage of Services Rated as Very Important	Rank
Identifying Standards for what Skills Trainees should have at the Job-entry Level	47	14.0
Supporting State and National Legislation Affecting Vocational Education	45	16.0
Promoting Business Club Activities	42	17.0
Creating Long-term Program Planning	41	18.5
Outlining Training Programs	41	18.5
Identifying Methods and Materials for Instruction	40	20.0
Pre-training for Full-time Employment	38	21.0
Determining the Types and Qualifications of Trainees	33	22.0
Planning Vocational Education Programs for Adult Workers in the Community	30	23.0
Selecting Students for Work Training Programs	27	24.0
Advising Administrators Relative to Setting up Qualifications of Instructors	26	26.0
Preparing a Local Philosophy of Vocational Education	26	26.5
Developing and Improving Curriculum Patterns	26	26.5
Developing and Recommending Financial Support Programs for Business Education	25	28.0
Identifying Needed Research in Vocational Education	15	29.5
Determining Student's Career Objectives	15	29.5
Filling in Vacancies	14	31.5
Providing Advice in Scheduling Students	15	31.5
Developing Better Financial Judgment Among Students	10	33.0

Table 24

THE USE OF 33 ADVISORY COMMITTEE SERVICES AS INDICATED BY
COORDINATORS IN IOWA, KANSAS, ILLINOIS, AND MICHIGAN
1971

Number of Services Used	Number of Coordinators			
	Iowa	Kansas	Illinois	Michigan
30 - 33	0	0	0	0
26 - 29	0	1	0	0
22 - 25	4	7	0	0
18 - 21	6	9	1	0
14 - 17	5	5	7	0
10 - 13	8	7	10	0
6 - 9	6	4	7	0
0 - 5	4	0	8	12

Chapter 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine (1) if coordinators of high school cooperative business education programs in Iowa, Kansas, Illinois, and Michigan used the services of advisory committees and (2) to determine if these services are an important aspect of their occupational programs.

Summary

As a result of the Vocational Education Act of 1963 the National Advisory Council on Vocational Education and the United States Commissioner of Education was appointed by the President. Their purpose is to review and evaluate current vocational programs forwarded by State Boards of Vocational Education and their advisory councils, and to make recommendations to the Commissioner and to the President.

State Advisory Councils are appointed by the Governor or by the State Board in states which elect their own state boards. Their purpose is to assist State Boards of Vocational Education in preparing regulations, strategies, and forms for use in conducting surveys to evaluate local vocational programs on a statewide and local basis. The councils are consulted by the State Boards of Vocational Education when the State Plan is drawn up. Their functions are to provide two-way communication between the general public, recipients of training,

prospective employers, agencies concerned with manpower needs, and agencies administering the vocational programs.

Since the responsibility of state advisory councils is to be familiar with the education, manpower, and economic development programs and problems of the various geographic areas in the state, the 1968 Amendments to the Vocational Education Act of 1963 made provisions for state advisory councils to appoint district advisory councils to assist them in obtaining needed information about geographic-socioeconomic areas of most states, their differing needs for vocational-technical education, and their relative abilities to finance the needed programs. The membership of the district council would consist of representatives of major industrial, business, economic, and educational interest in the geographic area served by the district council. Their purpose would be to make the vocational and technical education needs of their area known to the state council. They would also cooperate in reviewing the proposed state plan as it affects their area, participate in evaluations of school programs, and assist in conducting manpower needs studies in their area.

There is general awareness of school superintendents and principals and in industry of the potential of vocational education as an educational process. The purpose of vocational education is to train and retrain employed persons in order that they may expand with the technical knowledges and skills necessary for their present occupation or a new occupation. The first step toward establishing, maintaining, or upgrading existing programs in any vocational program is the organization of a local advisory committee. The school should know the community's wants and needs, and the advisory committee is in

a position to supply this vital information. Membership of local advisory committees should include local businessmen in marketing and distribution, economics, labor and management, and civic groups who are interested in vocational education and have time to serve on the advisory committee. The purposes of advisory committees are to advise the educational system of community needs, specific and current requirements for instructions for new curricular preparations in a variety of occupational fields, and assist in the selection of students for the occupational program and job placement.

This study was delimited to coordinators of high school cooperative business education programs in the four states--Iowa, Kansas, Illinois, and Michigan, to determine if advisory committee services are an important aspect of their cooperative programs. Coordinators of cooperative business education programs in Iowa and Kansas tend to use the services of advisory committees more than the coordinators in Illinois and Michigan. Iowa and Kansas are considered rural states and Illinois and Michigan are considered urban states.

There were 33 advisory services listed in this study which advisory committees generally perform to assist coordinators to implement their cooperative occupational programs. The advisory committee services ranked by the coordinators as very important are discussed in this summary.

Among the most important advisory services were services for student benefit. These services were used and ranked as very important by more rural than urban coordinators. In comparing services for the in-school program, advisory committees tend to assist more coordinators in the rural than in the urban states. However, the services for student

benefit and the in-school program were rated as very important by more coordinators in Illinois and Kansas than in Iowa and Michigan. The in-school program involves selection of students for work training programs, and promoting public relations.

Advisory committees assisted high school administrators in implementing cooperative business programs at a higher rate in Illinois and Kansas than in Iowa and Michigan. The advisory services include recommending to administrators standards for instructional facilities. These services were rated as very important to cooperative occupational programs by more coordinators in the rural states than in the urban states.

Community involvement includes providing communication links between the educational system and the community. Advisory committees assisted coordinators in performing community services more in the rural states than in the urban states. But more coordinators in Illinois and in Kansas rated the services as very important than the coordinators in Iowa and Michigan.

Among the 33 advisory committee services listed, 11 items of assistance applied directly to coordinators of cooperative education programs. The item "Securing Training Stations" was an advisory service that assisted more rural than urban coordinators. More than half of the coordinators from each state agreed to the suggested membership of advisory committee members. The coordinators in particular, agreed that vocational counselors, employers of vocational graduates, supervisors of established training stations, and laymen who are interested in vocational and technical training should be included in the selection of members to serve on an advisory committee. Over three-fourths of the 85 coordinators stated that their occupational programs

would be better off with an advisory committee than without an advisory committee.

There were more advisory committees organized for business education in the four states than there were advisory committees for general education. Coordinators in Illinois had the highest number of advisory committee members whose level of employment were that of middle-management. The mean number of advisory members in the four states in middle-management levels of employment were 2.8, which represented the highest mean number among the employment levels. Coordinators in Iowa reported more of their advisory members to be in high-level management positions. Kansas coordinators reported that more of their advisory members were in the supervisory-level of employment. In conclusion, among the four levels of employment, there were more advisory members of the supervisory and middle-management levels of employment serving the 85 coordinators in the four states than in the employee or high-management level.

The mean length of term of advisory committee members serving the 85 coordinators is three years. Kansas had the highest number of coordinators who used advisory committees for the three years. Monthly advisory committee meetings were held by more Kansas coordinators than monthly meetings in the four states. Quarterly and annual meetings were held by more Iowa coordinators, and Illinois coordinators held more semi-annual meetings than other coordinators.

In comparing the ranking by use of the 33 advisory committee services, the service item "Promoting Public Relations," was used by 92 percent of the coordinators in the rural states and by 79 percent of the coordinators in the urban states. In addition, 92 percent of the

advisory committees assisted coordinators in "Securing Training Stations" in the rural states while only 61 percent assisted coordinators in the urban states.

In comparing the rating by importance of the 33 advisory services the service item "Promoting Public Relations" was rated as very important by 83 percent of the urban coordinators and 68 percent by the rural coordinators. "Promoting the Business Education Program" was rated as very important by 80 percent of the urban coordinators and by 60 percent of the rural coordinators.

Conclusions

The conclusions for this study are based upon how the 33 advisory committee services were used by the 85 coordinators of cooperative business education programs in Iowa, Kansas, Illinois, and Michigan. The industry and urban developments in these states would cause the educational systems and industry to team their efforts in exchanging information and ideas about what is both necessary and desirable for occupational training.

Student's age, grade level, and interest are the determining factors in an occupational program. The advisory service for "Providing Appropriate Jobs for Trainees" were actually used by more coordinators than any other service. This study reveals that 87 percent of the coordinators in the rural states and 70 percent of the coordinators in the urban states used advisory committee services in this manner. In the meantime, advisory committees assisted coordinators and students in "Determining their Career Objectives" 31 percent in the rural states and 30 percent in the urban states.

The in-school program evolves around the general promotional activities which directly affect the occupational program. In the rural states 92 percent of the coordinators are assisted by their advisory committees in "Promoting Public Relations" for their programs, and in the urban states 79 percent of the coordinators are benefitted from this service. However, 83 percent of the urban coordinators and 69 percent of the rural coordinators rated this service as being very important to their programs. Coordinators are assisted in "Selecting Students for Work Training Programs" 12 percent by the advisory committees in the urban states and by 31 percent in the rural states.

Administrators are assisted by advisory committee services in "Recommending Standards for Instructional Facilities" by 55 percent of the advisory committees in the urban states and by 52 percent of the advisory committees in the rural states. The advisory service least frequently sought is "Advising Administrators Relative to setting up Qualifications of Instructors."

Implementing any vocational program with a degree of success involves the community from all areas--business, industry, civic groups, and parents. The advisory committees assisted coordinators in 83 percent of the rural states and 79 percent of the urban states by "Providing Communication Links Between the Educational System and the Community." This service was rated as very important by 70 percent of the urban coordinators and by 58 percent of the rural coordinators. Advisory services for "Planning Vocational Education Programs for Adult Workers in the Community" are less frequently used in both the urban and rural states.

There were 11 advisory committee services that directly assisted the coordinators in implementing a vocational program. The advisory service "Reviewing the Goals and Objectives of the Local Vocational Business Education Program" was provided for 81 percent of the rural coordinators and for 64 percent of the urban coordinators. The advisory service for "Securing Training Stations" assisted 92 percent of the rural coordinators and 61 percent of the urban coordinators. The service less frequently used was "Preparing a Local Philosophy of Vocational Business Education."

In summary: (1) none of the 85 coordinators used all 33 of the advisory services; (2) only one coordinator (Kansas) used from 26-29 of the advisory services; (3) all of the coordinators used about 11, or 1/3, of the possible advisory services. Advisory services for "Securing Training Stations" are used by 92 percent of the coordinators in Iowa and Kansas. They rated this service as being very important to their programs. Advisory services for "Promoting Public Relations" are used by 79 percent of the coordinators in Illinois and Michigan. They rated this service as being very important to their programs.

Recommendations

The recommendations based upon the findings of this study are:

1. Teachers of cooperative occupational programs should use the services of advisory committees for their cooperative business education programs. Cooperative teachers should obtain a copy of their vocational State Plan and other publications of the government about vocational education and acquaint themselves with the duties and

and functions of local advisory committees and government support for vocational education programs.

2. Advisory committees in urban areas should be organized to serve the needs of individual high school cooperative business education programs, rather than as committees advising boards of education personnel for occupational areas. This would assist coordinators of high school cooperative programs and industry in bridging the gap between the dropout and school, the community, and the unemployed.

3. Community surveys should be conducted by teacher-coordinators and other vocational personnel to determine the occupational needs, new curricular methods and trends, and techniques in business education developments in order that curriculum offerings in their cooperative business education and job-related classes can be adjusted accordingly.

4. Further studies should be made to determine (1) how advisory committees are used and (2) the importance of advisory services to high school cooperative business education programs in other geographical areas or states.

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APPENDIX

APPENDIX A

Sample Letter to
State Departments of Education
Divisions of Vocational Education

6225 S. Bishop Street
Chicago, Illinois 60636
February 1, 1971

Dear Sir:

As a part of completing the requirements for a masters degree in business education at Kansas State Teachers College, Emporia, Kansas, I am writing a thesis. The nature of my study is to determine the use and value of Advisory Committees to coordinators of high school cooperative occupational business education programs. The questionnaire survey method will be used as a means of gathering the data.

In order to conduct the survey, I will need a list of your State approved cooperative business education programs with the names of the teacher-coordinators in charge of the program.

If there are any questions or suggestions concerning this survey, do not hesitate to write me. I offer sincere thanks in advance for your cooperation.

Yours truly,

(Miss) Rosie L. Bulloch
Business Teacher

APPENDIX B

Letter of Transmittal

Dear _____ :

Your help is needed in determining the use and value of Advisory Committees to high school cooperative business occupational education programs. I am making a study of the "Advisory Committee" with respect to its benefits and services as related to students, teacher-coordinators, the school, and the community. Your experience in working with an Advisory Committee makes your opinions on this matter extremely helpful. The study could benefit the following groups:

- the students, by knowing what business and industry want and by giving them the opportunity to prepare themselves accordingly.
- the school's faculty and coordinator in selecting members to serve on an Advisory Committee, as well as organizing and operating this committee.
- the employer, by eventually hiring a better prepared business graduate.

If you will complete the attached questionnaire and return it to me in the enclosed stamped, self-addressed envelope within two weeks, I will be most grateful.

If you would like a copy of the results of this study, please place a check mark after the last question on page five of the questionnaire.

Yours truly,

(Miss) Rosie L. Bulloch
Business Teacher

RLB
Enclosures

APPENDIX C

A questionnaire to determine the use and value of Advisory Committees to cooperative business education programs. The following list of Advisory Committee Services are attributed to advisory committees. If your cooperative occupational program are assisted by the advisory services listed in this questionnaire, indicate by placing an "X" in the "Yes" or "No" Section. Also, circle one item in the Importance of Service Section. The importance should be viewed in terms of practical usefulness to your program. VI is for Very Important, I means Important, and LI stands for of Little Importance.

	Occurs In		Importance of Service		
	Your School?		VI	I	LI
	Yes	No	1	2	3
I. STUDENT BENEFIT					
Advisory Committees Assist In:					
Determining student's career objectives	_____	_____	1	2	3
Providing appropriate jobs for trainees	_____	_____	1	2	3
Providing opportunity for personal and professional development	_____	_____	1	2	3
Developing better financial judgment among students . .	_____	_____	1	2	3
Add any omitted services in this area:					
_____	_____	_____	1	2	3
_____	_____	_____	1	2	3
_____	_____	_____	1	2	3
II. IN-SCHOOL PROGRAM					
Advisory Committees Assist In:					
Selecting students for work training programs	_____	_____	1	2	3
Providing advice in scheduling students	_____	_____	1	2	3
Promoting the business education program	_____	_____	1	2	3
Surveying and assessing community needs	_____	_____	1	2	3
Promoting public relations. . .	_____	_____	1	2	3
Add any omitted services in this area:					
_____	_____	_____	1	2	3
_____	_____	_____	1	2	3

Occurs In Your School? Yes or No	Importance of Service		
	VI	I	LI
	1	2	3

III. THE ADMINISTRATION

Advisory Committees Assist In: Recommending to administrators standards for instructional facilities.	_____	_____	1	2	3
Advising administrators relative to setting up qualifications of instructors	_____	_____	1	2	3
Creating long-term program planning.	_____	_____	1	2	3
Developing and recommending financial support programs for business education	_____	_____	1	2	3
Supporting State and National Legislation affecting vocational education.	_____	_____	1	2	3
Add any omitted services in this area:	_____	_____	1	2	3
_____	_____	_____	1	2	3
_____	_____	_____	1	2	3

IV. THE COMMUNITY

Advisory Committees Assist In: Planning vocational education programs for adult workers in the community.	_____	_____	1	2	3
Providing communications links between the educational system and the community.	_____	_____	1	2	3
Continuing appraisal of occupational opportunities in the community served	_____	_____	1	2	3
Continuing review of the content and organization of the instructional program in keeping with the occupational needs of the community, area, or state.	_____	_____	1	2	3
Add any omitted services in this area:	_____	_____	1	2	3
_____	_____	_____	1	2	3

Occurs In Your School? Yes or No	Importance of Service		
	VI	I	LI
	1	2	3

V. THE COORDINATOR

Advisory Committees Assist In:

Reviewing the goals and objectives of the local vocational business education program	_____	_____	1	2	3
Preparing a local philosophy of vocational education . .	_____	_____	1	2	3
Developing and improving curriculum patterns	_____	_____	1	2	3
Identifying methods and materials for instruction .	_____	_____	1	2	3
Identifying standards for what skills trainees should have at the job-entry level	_____	_____	1	2	3
Providing suggestions on equipment	_____	_____	1	2	3
Securing training stations . .	_____	_____	1	2	3
Recommending areas of specialized training	_____	_____	1	2	3
Promoting business club activities	_____	_____	1	2	3
Evaluating present occupational program	_____	_____	1	2	3
Identifying needed research in vocational education . .	_____	_____	1	2	3
Add any omitted services in this area:	_____	_____	1	2	3
_____	_____	_____	1	2	3
_____	_____	_____	1	2	3

VI. THE EMPLOYER

Advisory Committees Assist In:

Determining the types and qualifications of trainees . .	_____	_____	1	2	3
Outlining training programs . .	_____	_____	1	2	3
Pre-training for full-time employment	_____	_____	1	2	3
Filling in vacancies	_____	_____	1	2	3
Add any omitted services in this area:	_____	_____	1	2	3
_____	_____	_____	1	2	3

Occurs In Your School? Yes or No	Importance of Service		
	VI 1	I 2	LI 3

VII. ADVISORY COMMITTEE MEMBERS

Should the following individuals serve as Advisory Committee Members?

School Administrators	_____	_____	1	2	3
Members of the Teaching Staff	_____	_____	1	2	3
Teacher-Coordinators	_____	_____	1	2	3
Vocational Counselors	_____	_____	1	2	3
Students currently in a Training Program.	_____	_____	1	2	3
Former Students of Vocational Programs.	_____	_____	1	2	3
Employers of Vocational Graduates	_____	_____	1	2	3
Supervisors of Established Training Stations	_____	_____	1	2	3
Salesmen in Wholesale and Retail Establishments	_____	_____	1	2	3
Laymen, Who are Interested in Vocational and Technical Training.	_____	_____	1	2	3
Representatives of Organized Labor	_____	_____	1	2	3
Members of Local Civic Groups.	_____	_____	1	2	3
Add any omitted members:					
_____	_____	_____	1	2	3
_____	_____	_____	1	2	3
_____	_____	_____	1	2	3

VIII. Would your occupational program be better off with an Advisory Committee than without an Advisory Committee?
 WHY? _____

IX. In your school system, which type of Educational Advisory or Consultative Committees are organized?
 General. _____
 Special (for business education). _____

X. If an Advisory Committee is currently within your occupational program, please answer the following questions:

1. How many people make up your Advisory Committee? _____

2. Indicate the number of Advisory members who are:

- a) Employee-Level _____
- b) Supervisory-Level _____
- c) Middle-Management _____
- d) High-Level Management _____

3. Check the longest term your Advisory members serves:

- a) One Year _____
- b) Two Years _____
- c) Three Years _____
- d) Four Years _____
- e) Five Years _____
- f) Six Years or Longer _____

4. How often does your Advisory Committee conduct meetings? (Check one)

- Monthly _____
- Quarterly _____
- Semi-Annually _____
- Annually _____
- Individually _____
- As Necessary _____

XI. Would you like a copy of the results of this study? _____