

THE JOURNAL OF COOPERATIVE EDUCATION: ITS EDITORS AND EVOLUTION

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The examination of the 19-year history of *The Journal of Cooperative Education (JCE)* by guest co-editor, Barbara Munson Goff, and myself revealed no articles that dealt with the content of the *JCE* or its professional reception. Nor have there been studies dealing with the backgrounds of the individuals who have edited the *JCE*. Yet, as Remer and Barclay (1978) have observed, the editor has a direct influence on the content of a journal and thus on the field it represents.

I decided, therefore, that this 1983 special issue should include an article which describes the backgrounds of those who have served as editors and identifies objectives, trends and developments concurrent with each editor's period of service. In preparation for this article, each editor was asked to complete a brief questionnaire.

The Editors

I was surprised to learn that only three individuals had preceded me as Editor of *The Journal of Cooperative Education*: Donald C. Hunt, Edward C. Susat and Harry N. Heinemann. Brief biographical sketches of those who have served in this capacity follow.

Donald C. Hunt

Dr. Hunt, the *JCE*'s first editor, served from 1964 to 1966 (Volume I, Number 1 through Volume II, Number 1). Dr. Hunt began his professional career with the Engineering Staff of General Motors Corporation and joined the University of Detroit in 1944 as Assistant Professor of Aeronautical Engineering. He has held the positions of Chairman of Aeronautical Engineering, Chairman of Industrial Coordination, and Director of Cooperative Education in the College of Engineering. He also has been Director of Cooperative Education and Placement and Director of Personnel for the University. He was appointed to his present position as Dean of Cooperative Education, Career Planning and Placement, University of Detroit, in September 1979.

He holds a Bachelor of Aeronautical Engineering, Master of Science, Master of Business Administration, and honorary doctorates from the University of the Pacific and the Milwaukee School of Engineering. He is a Registered Professional Engineer in the State of Michigan.

Dr. Hunt received the Herman Schneider Award for his outstanding contribution to the advancement of cooperative education. He received the Alderson-Broadbent College Award for outstanding leadership in cooperative education in the United States, and he is identified as one of 15 outstanding American leaders in cooperative education (Hartley, 1979).

He has been Chairman of the Cooperative Education Division of American Society of Engineering Education, President of the Midwest College Placement Association, and President of the Cooperative Education Association.

Since 1971, he has directed the Midwest Center for Cooperative Education, offering training in cooperative education to over 6,000 administrators, faculty, and coordinators from universities in all 50 states and Canada.

Dr. Hunt is author of "Legal Considerations in Cooperative Education Administration" and editor of "50 Views of Cooperative Education." He has been a contributor to the *Journal of Cooperative Education*, *Journal of Engineering Education*, and *Journal of College Placement*.

He is an avid yachtsman and holds a U.S. Coast Guard license. He is a member of the U.S. Power Squadron and the Ford Yacht Club.

Edward Susat

Mr. Susat, the second editor, served from November, 1966 to May, 1975 (Volume III, Number 1 through Volume XI, Number 2). Mr. Susat received a Bachelor of Science degree in education from Buffalo State Teachers College in 1937 and a Master of Arts Degree the following year from Ohio State University. After teaching social studies and English for three years in Puerto Rico, he was employed by Purdue University where he served in the Technical Extension Division from 1941 to 1954.

In 1954, Mr. Susat moved to the University of Evansville where he served as Placement Director and Director of Cooperative Engineering until his retirement in 1977. Over the years, Mr. Susat has been an active member of Phi Delta Kappa, the American Society for Engineering Education and the Cooperative Education Association.

Mr. Susat describes his activities since retirement:

I have been a member of the Evansville Downtown Civitan Club for about 25 years. My main extra-curricular activity

has been involvement in church work. I have been District Lay Leader and Conference Lay Leader of the South Indiana Conference, delegate to the General Conference of the United Methodist Church four times, and member of a variety of committees.

Indeed, as of this writing, Mr. Susat is serving as a part-time Lay Preacher for a small church outside Boonville, Indiana.

Harry N. Heinemann

Dr. Heinemann, Dean of the Division of Cooperative Education, LaGuardia Community College, the City University of New York, served as the third editor from 1975 to 1980 (Volume XII, Number 1 through Volume XVI, Number 3). Dr. Heinemann received his Bachelors and Masters in Business Administration from the City College of New York in 1957 and 1962, respectively. He received the Ph.D. in 1972 from the University of Pittsburgh, Graduate School of Business.

Prior to assuming the position of Dean of Cooperative Education at LaGuardia in 1971, Dr. Heinemann held positions in both the private and public sectors. Among those were Sales Engineer, International Division of Otis Elevator Company (1957 - 1959); Regional Sales Manager, Silent Hoist and Crane Company (1959 - 1963); Associate Professor, Business Department, Orange County (New York) Community College (1963 - 1966); Division Head, Business Division, Community College of Allegheny County (Pennsylvania, 1966 - 1968), and Dean of Community Services at that institution from 1967 to 1971.

In addition to his role as editor of *The Journal of Cooperative Education*, Dr. Heinemann has been a consultant to the National Commission on Cooperative Education, where he assisted in the development of a national change model for colleges committed to a comprehensive cooperative education program. He was a program consultant for the Second World Conference on Cooperative Education held in Boston, Massachusetts, April, 1981. Under the sponsorship of the United States International Communications Agency, Dr. Heinemann was a consultant to the government of Brazil on community colleges and cooperative education and he has consulted extensively throughout the United States. Dr. Heinemann has published some 20 articles in a variety of professional journals and books. His most recent article, "Toward a Pedagogy for Cooperative Education," appeared in the Fall 1982 issue of the *JCE*.

Maurice P. Hartley

Dr. Hartley, the fourth and present Editor of *The Journal of*

Cooperative Education, was appointed to the post in September, 1980. His editorship commenced with Volume XVII Number 1. Upon accepting the post, he agreed to serve until April, 1986.

Dr. Hartley received the Bachelor of Arts from Carson-Newman College (1962), the Master of Arts from Appalachian State University (1966), and the Ed.D. from Rutgers, The State University of New Jersey (1975). His doctoral program in Counseling Psychology included an emphasis in career development. An article based on his dissertation, "Locus of Control and Achievement Need as Predictors of Job Satisfaction," appeared earlier in *The Journal of Cooperative Education* (Hartley, 1978).

Presently, Dr. Hartley is Associate Professor and Director of Cooperative Education, Rutgers University, Cook College. Prior to assuming that post in 1975, he served 13 years as a teacher and career educator in settings ranging from elementary school through graduate programs, including four years in a community college. Dr. Hartley was employed briefly by Electrolux Corporation (1972), where he was ranked first in sales in the Southeastern Region, but declined a field managership to pursue the doctoral program at Rutgers University.

Dr. Hartley, like his predecessors, has done extensive consulting nationally and internationally. Much of his international experience is related to agricultural education and educational exchange programs. He has served on the U.S.A. Board of Directors for the International Agricultural Exchange Association. Consulting service to that organization and others has taken him to Australia, New Zealand, Panama, Canada and several European countries.

Dr. Hartley has authored over 20 articles for a variety of refereed journals. He is an active member of several professional organizations including the National Vocational Guidance Association, the American Personnel and Guidance Association and the Cooperative Education Association, Inc.

Objectives, Trends and Developments

The evolution of *The Journal of Cooperative Education* is revealed in the objectives of its editors and the trends and developments found during each person's service in the post.

Dr. Hunt's objective, in his own words, was "to get the association (CEA) started with a degree of professionalism." His initial issue (Volume I, Number 1) is indicative of that commitment. In fact, it is that publication which chronicles the establishment of the Cooperative Education Association, identifies its founders and objectives, and records its initial constitution and bylaws. That issue also includes articles by Roy Wooldridge of

Northeastern University ("The Development of Cooperative Education in the United States," pp. 10-17), C.J. Freund of the University of Detroit ("Cooperative Students in the Classroom," pp. 28-34) and Allen T. Bonnell, then President of Drexel University ("The Academic Soundness of Cooperative Education," pp. 19-27).

In his own words, Hunt recalls, "We had to design the format, the logo, and the general nature of the *JCE*, which seemed satisfactory during the first 10 years." He published one issue in each of his two years as editor. Susat increased the issues to two per year, but the format remained basically the same. Regarding his objectives as editor, Susat notes:

The Cooperative Education Association and the *Journal* were the result of a greatly expanding co-op movement. The *Journal* came into being at a time when co-op was spreading into areas other than engineering and accounting. We attempted to report research that was being done; to publish reports of new programs; and to serve as a clearing house for new ideas and new programs in a burgeoning movement.

Many of the early Hunt and Susat publications included addresses given at national CEA conferences. However, coverage expanded and greater variety and specificity in topics appeared in the *JCE* as the movement spread. Selected articles from Susat's last issue (Volume XI, Number 2, May 1975) illustrate that fact. For example, Brown and Wilson (pp. 1-8) report findings of their 1974 national survey of cooperative education—a review that has been conducted periodically since that time. As Crusoe notes, educators were beginning to look closely at questions regarding the academic validity of the cooperative learning experience ("Academic Credit—A Case at Hand," pp. 17-23). Shea's "Job Development in Arts-Sciences—A Proposal for Federal Action" (pp. 24-32) was one of the first articles in the *JCE* to deal with the appropriateness of co-op for liberal arts majors.

Researchers also found cooperative education to be a legitimate and interesting field for study, as seen in the Winer and Flynn article, "Job Satisfaction and Cooperative Nursing Students" (pp. 51-55). Even the special needs of the non-traditional student, an increasing population in colleges today, were addressed ("Career Mobility for the Working Adult Student through Cooperative Education," pp. 83-85).

Dr. Heinemann's objectives for the *JCE* are revealed in the "Editorial Comment" which appeared in his first issue (Volume XII, Number 1, November 1975, 5):

It is the Editorial Board's belief that the *Journal* should stimulate the growth and development of experientially-based education with particular emphasis on cooperative education. It should be a vehicle for discussing salient issues. With this in mind, the *Journal* will seek to publish manuscripts in such areas as program philosophy, research, techniques for process improvement as the programs relate to the college, the students and the employer.

The Editors wish to encourage manuscripts from professionals within the field. This call for articles is directed not only to the educator, but to students, and those employing students as well. Articles will also be sought from individuals who are not directly involved with cooperative education but whose point of view would be of importance to practitioners. Ordinarily, manuscripts should not be more than 10 to 12 double-spaced typewritten pages. It is suggested that authors wishing to exceed this criterion should first contact the Editor.

Editors Hunt and Susat are to be commended for their vision and pioneer efforts with the *JCE*, and Dr. Heinemann, especially, for establishing its present professional status. Under his leadership, an independent Editorial Board was formed and the periodical achieved professional recognition as a refereed journal. Consultants in statistics and editing were appointed to oversee the quality of its published articles. Dr. Joseph E. Barbeau, of Northeastern University, agreed to contribute a regular "Review of Literature," to call attention to recent publications of interest to professionals in cooperative education. At this time, the *JCE* increased its publication to three issues per year, with the third issue being "thematic." A new publication format was also adopted (design, typeface, paper stock, perfect binding), to reflect the journal's professional status and respectability.

As editor, I have tried to build upon the excellent foundation provided by my predecessors. Although the format is much the same as it was under Heinemann, there are several other significant changes which should be noted:

- The Editorial Board was expanded from eight to fifteen members, with representatives from each of the eight CEA Regions.
- Three-year staggered terms were established for Editorial Board members and the Editor's term was set at five years.

- The format was expanded to include “In-the-Field” articles as well as the regular “Feature” articles.
- The “Guidelines for Authors” were expanded and now appear in each issue of the journal.
- Commencing with Volume XX (1983-84), the Thematic Issue will be the middle (rather than the third) publication each year.
- Also commencing with Volume XX, an Editorial Board member will be designated as coordinator of the “Review of the Literature” section and readers will be encouraged to provide reviews (rather than have one person solely responsible for writing the reviews).

My philosophy and objectives, and those of the current Editorial Board, are reflected in the “Guidelines for Authors” which appear in full elsewhere in this issue. The following paragraphs are taken from those guidelines:

The Journal of Cooperative Education is dedicated to furthering cooperative and experiential education through the publication of timely and distinctive articles. Manuscripts submitted for review should focus on current issues, describe innovative models or methods, provide new insights into old problems, contain the results of research, or otherwise contribute to the state of the art. Fully developed *Reaction Papers*, which support or oppose previously published manuscripts, are invited as well. Authors should aim for conciseness, unambiguous and simple vocabulary, conformity to accepted technical style in tables, terminology, and references, and conclusions that are clearly related to the evidence presented. Articles should state the topic or problem to be considered and move through analysis of evidence to a discussion of conclusions, implications or problems for further study.

Criteria for evaluation include a) significance of contribution, b) relevance to the field of cooperative or experiential education, c) style and clarity of presentation, and d) technical adequacy as described above.

While the thrust here is basically the same as Heinemann's, there are differences in degree as well as kind. For example, although our primary emphasis is on cooperative education as traditionally defined, the present

editor and board have made extra efforts to encourage articles which deal with new models, such as those found at community colleges, liberal arts institutions and programs in the western United States. Indeed, I have extended calls for manuscripts through more than a dozen experiential education association newsletters. Because some of those articles may be controversial, "*reaction papers*" which support or oppose positions taken are invited as well.

We have also tried to be very clear about the guidelines which authors should follow and the criteria by which manuscripts are to be evaluated. I have conducted two national-level workshops and several regional workshops on "The Art and Science of Getting Published," and the editorial board members are available to assist authors in their respective CEA regions. Authors are encouraged to refer to the complete guidelines for details concerning the length of "Feature" and "In-the-Field" articles, typing instructions, and other requirements.

It may be of interest to note that the costs of publishing the *Journal* were supported during the first two years by the Ford Motor Company. Since then, CEA has assumed full financial responsibility for the *JCE*. Presently, the cost of publishing and mailing the journal averages about \$4,000 per issue. The editor has a small budget for telephone expenses, paper, postage and miscellaneous items. The Consulting Editor (for manuscript editing) and the Administrative Assistant receive small honoraria. The editor, however, is unpaid and accepts no compensation for his service.

The Future

I am very optimistic about the future of the *JCE*. As seen in the discussion above, editors tend to build upon the successes of prior editors. Hunt began with one publication per year, Susat added a second, and Heinemann ventured a third thematic issue. Perhaps, if the submission of quality manuscripts continues to expand, we will be able to add a fourth issue and publish quarterly.

Over the years, we have witnessed the emergence of a greater variety of topics as well as more specificity in their focus. I predict that research will become more incisive and far reaching in the future. As a result, authors will be able to provide more explicit recommendations for practitioners regarding program management, career development, learning and so on.

The limited term for the editor and board members, established when I assumed office, should result in the systematic induction of fresh talent

and creative ideas. Indeed, the potentials of the *JCE* are limited only by the strengths of its leaders and readers. The journal could not exist, were it not for its supporters and contributors, and we welcome your help as we strive to serve you more effectively in the future.

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