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# The current status and future directions of distributive education in New Hampshire.

Rafael Santiago Adames  
*University of Massachusetts Amherst*

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THE CURRENT STATUS AND FUTURE DIRECTIONS  
OF DISTRIBUTIVE EDUCATION IN NEW HAMPSHIRE

by

Rafael Santiago Adames

A Dissertation Submitted to the Graduate School  
of the University of Massachusetts in partial  
fulfillment of the requirements for  
the degree of

DOCTOR OF EDUCATION

School of Education  
Amherst, Massachusetts

May, 1975

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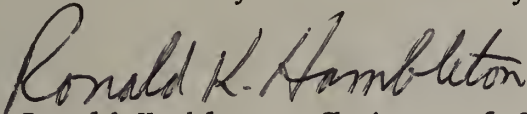
THE CURRENT STATUS AND FUTURE DIRECTIONS  
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A Dissertation

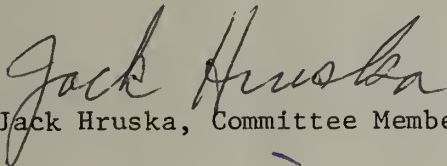
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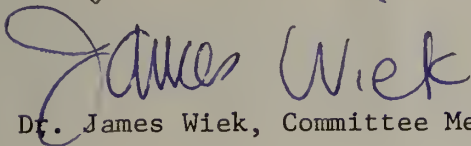
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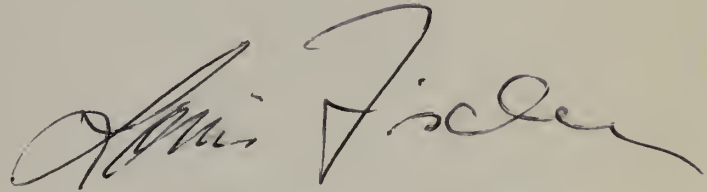
Dr. Ronald Hambleton, Chairman of Committee



Dr. Jack Hruska, Committee Member



Dr. James Wiek, Committee Member



Dr. Louis Fischer, Acting Dean  
of the School of Education

May, 1975

Dedicated to  
Christi, Kathy, and Sue

For their patience and understanding;  
concern and affection; unwaivering  
faith and love during this study.

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ABSTRACT OF  
DISSERTATION

THE CURRENT STATUS AND FUTURE DIRECTIONS  
OF DISTRIBUTIVE EDUCATION IN NEW HAMPSHIRE

May 1975

Rafael Santiago Adames  
B.S.B.A., New England College  
M.Ed., University of Massachusetts

Directed By: Dr. Ronald K. Hambleton

In 1969, the Division of Vocational-Technical Education in New Hampshire committed itself to developing distributive education throughout the state. During the early stages of this development, it became clear that there was little agreement or consistency as to the goals and procedure of the programs that were established. This study was undertaken to ascertain the extent that persons participating in distributive education programs were in agreement on the major issues.

Specifically, this study was designed to accomplish the following three goals:

1. To determine the extent to which interested groups of individuals approved of suggested distributive education goals;
2. To assess the success of distributive education programs for achieving suggested goals;

3. To propose a model that could serve as a base for the specification of future changes in the program.

Questionnaires were used exclusively for gathering data on the attitudes and opinions of 177 seniors enrolled in the distributive education programs in 11 secondary schools in New Hampshire, 11 teacher-coordinators, 31 guidance counselors, 99 businesses participating in the cooperative experience, and 94 parents.

The results of the study clearly indicate that those involved in the distributive education program in New Hampshire have multiple goals and objectives. Of the 22 suggested goals for distributive education listed in the questionnaire, 18 were identified as a goal by at least 50 percent of the teacher-coordinators and 17 were identified as goals by over 50 percent of the guidance counselors. This diversity of purpose may account for the lack of uniformity in program procedure in New Hampshire; it also raises questions as to the relevancy of the singleness of purpose - teaching marketing skills - that is characteristic of distributive education as traditionally established. All five groups agreed that a purpose of the program should be to prepare students for a job, but not necessarily in the field of marketing. Over 75 percent of the respondents felt that the distributive education program ought to give students a better understanding of what they want to do for their career, to help students define personal goals, and to explore various career opportunities. Ninety-nine percent of the

teacher-coordinators felt a purpose of the distributive education program should be to assist students in discovering their own identity.

Significant agreements across all five groups were that the distributive education program has been successful in providing an option for non-college-bound students and that the cooperative work experience is of critical importance to the program.

Significant disagreements were found primarily between teacher-coordinators and guidance counselors. They strongly disagreed on curriculum content, on who should select distributive education students, and on the extent to which teacher-coordinators should engage in counseling activities. Rather clearly there was extensive disagreement in all areas where the responsibilities of counselors and teacher-coordinators overlapped.

A general model for innovation, based on the theoretical writings of curriculum reformers and on empirical evidence of past curriculum reforms, was built. This model identified four steps: (1) identifying goals, (2) development of material, (3) diffusion, and (4) in-service training. Evaluation was treated as a logical follow up to an innovation but not as a necessary step in the model. Teacher participation in every step of curriculum change was emphasized throughout the model.

Based on the findings and the guidelines suggested by the model, the following recommendations are made:

1. Procedures be initiated to seek consensus as to the purposes and objectives of secondary distributive education programs;
2. A state-wide procedure be initiated to develop materials for classroom use;
3. The diffusion process be done at conferences rather than by mail;
4. In-service programs be developed at the regional level where counselors, coordinators, and administrators can meet periodically to share ideas, develop materials, and evaluate programs;
5. Distributive education coordinators make a concentrated effort to establish close working relationships with the local guidance counselors; and
6. The Division of Vocational-Technical Education in New Hampshire take a leadership role in all aspects of distributive education curriculum development.

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## CHAPTER I

## INTRODUCTION

## Background

Distributive education originated with the Women's Educational and Industrial Union of Boston in 1880. At that time, the chief aim was to increase the efficiency of women workers. One significant development occurred in 1905 when Lucinda Wyman Prince, a certified high school teacher and a member of the organization, became interested in the lowly condition of salesgirls (Haas, 1972). Mrs. Prince, feeling that the efficiency of salesgirls could be increased, initiated a sales training course and set about interesting store management into allowing the salesgirls to enroll in the course. With Filene's department store providing the breakthrough, other store managers offered part-time employment to those taking the course with the promise of full-time employment when the training was completed. The positive results of this training were quickly seen by store managers in the increased sales by the girls. This marked the beginning of cooperative part-time education in the United States.

Distributive education received its incentive in public education from a series of federal acts. Under the provision of the National Vocational Education Act (Smith-Hughes Act of 1917), the states were to receive aid in order that "equal opportunity to all who desired to become skilled, intelligent workers and self-supporting citizens" (Haas, 1972, p. 10) could be provided. Although no specific



provision was made for distributive education, trade and industry was interpreted to include the selling and marketing functions. It was not until 1936 that the George-Deen Act gave distributive education its origin by providing, for the first time, matching federal funds to states for the training in the distributive occupations.

Kenneth B. Haas (1940) in Distributive Education: Organization and Administration defined distributive education as "a type of training and education, occupational in nature, revolving around a group of skills, abilities, understandings, appreciations, judgments, and knowledge, integrated with such subjects as retail selling, principles of retailing, store operation and management, advertising, merchandise facts, and related subjects."

Presently, the U.S. Department of Health, Education and Welfare defines distributive education as "a program of instruction in the selling, marketing, and merchandising of goods and services for those who have entered or those who are preparing to enter distributive occupations" (HEW, 1968). Another definition frequently used is that distributive education is "a program of vocational instruction in marketing and distributive occupations or in occupations in which a distributive education function appears, according to their individual career goals" (Indiana DPI, 1968, p. 6).

Perhaps not surprising, given the numerous definitions of distributive education, the goals are also varied, although three are most prominent: (1) to prepare students for gainful employment and advancements; (2) to foster an awareness of the civic, social, and

moral responsibilities of our business community; and (3) to analyze consumer demands and satisfy these demands efficiently and pleasantly.

Traditionally, distributive education has tried to meet its goals by implementing a two-year program that is offered in grades 11 and 12. The curriculum is usually designed to introduce the students to careers in distribution by providing the background of essential skills and information. There are seven major areas with separate training units in each area that are experienced by the students during their two years in the program. Included are such areas of studies as: personnel, product information, selling, sales promotion, merchandising, marketing process, organization, and operation of business. Because of an awakening by high school students in consumerism and economic demands, the areas of human relations and occupational adjustment are being studied, especially in grade 12.

During the early days of distributive education, the country was experiencing one of the darkest years of its economic history; as a result, most of the participants in the program were non-college-bound students who were about to commence immediate employment in what was commonly a small business job market. These students who had higher aspirations, but were not able to further their careers through higher education, tried to reach for a mid-management position that could be attained by participating and receiving training in the distributive education program. Today our country is no longer a nation of small businesses where students can search for immediate and permanent employment opportunities. Businesses are in fact

demanding post-secondary education before considering applicants for the same mid-management positions for which graduates of secondary distributive education programs were eligible in the past. As a result, the idea that distributive education should also prepare students for post-secondary education is gaining wide support.

Yet the structure of distributive education today, materials being used, scheduling arrangements, teacher training, goals and curriculum have remained basically the same throughout the history of the program, while our world is moving at space-age speed.

#### Statement of Problems in Distributive Education

Teacher-coordinators, counselors, and administrators, working with the distributive education program have continually reported on several factors that hamper the growth and development of the program in many communities. Student motivation, getting students jobs for cooperative experience, hiring good distributive education teachers, teacher morale, and limited opportunities in a period of rapid cooperative expansion rate as some of the most important problems facing distributive education today.

These problems add to the pressures being endured by students enrolling in a distributive education program at age 16-18. Students are faced with making an important decision that will have future consequences affecting their life choice of an occupation. The three major components that assist the students at this juncture in his life are home, school, and community.

The school through its facilities and trained personnel is of potential help. Unfortunately, at this stage of the student's search for identity and direction, he is programmed to meet college entrance requirements or is placed in the vocational wing of the school. Either of these options vastly limits the range of experiences the student receives prior to his graduation from high school.

The family is another source of occupational learning that has traditionally influenced the child. But this source has declined in the last decade because of a number of reasons. With the advent of the nuclear family has come economic pressures and/or cultural changes--equal career rights for women--that have enabled mothers to find full-time employment in industry. Simultaneously, many fathers do overtime work or have taken a second job. The combination of these factors has had the effect of significantly reducing the family's impact on providing career exploration experience for young people.

The community may be another important guide in youth's search for direction. There are parents and educators who feel that students must go to school in order to receive an education, the school being associated with a physical plant, a building where the child is to become a complete person. However, it would seem that this concept is outdated; education does not have to be confined to the school building. The community as a resource, through the distributive education program, can bring a life exposure to the classroom theories and an actual experience to the student that will facilitate his decision in leading toward a career goal.

If there is one problem that may be the seed of all the confusion and lack of direction in distributive education, thus being a strong influence in some of the ills affecting this vocational vehicle of learning, it is that the title (distributive education) describes a program, not a content or a discipline. Whereas most secondary school subjects describe the content (e.g., English, history, art), distributive education is a broad title for a federally funded occupational cooperative education program in the area of marketing. There are extreme variations as to goals, curriculum materials, teacher preparation, and student ability across different programs around the country.

There seems to be considerable disagreement among distributive education teacher-coordinators, guidance counselors, parents, businesses, and students on matters such as the present purpose of distributive education and what the purposes should be in the future to improve the program. Distributive education today finds itself in a dilemma. Some educators are saying that, if a student after participating in a distributive education program graduates from high school with the right attitude toward the world of work, the program is a success. Others will say that a distributive education program's main purpose is to prepare students for job-entry-level skills in the field of marketing and distribution. There are distributive education teacher-coordinators and guidance counselors who disagree on the kinds of students who should be allowed to enroll in the program - terminal, college preparatory and open, based on

interest, or restricted selection by ability. This extreme variation has been dysfunctional in that in some matters it has inhibited the development of curriculum materials, meaningful workshops, and teacher training.

### Purposes of the Investigation

With the need to give directions to individuals developing new distributive education programs and the necessity to reform those already in progress, there remain a number of important issues to be resolved. For example:

1. How do different groups of individuals feel about the suggested goals for distributive education?
2. How well are the existing goals being achieved?
3. What are some directions for future changes in the program?

This study was designed to accomplish the following three goals:

1. To determine the extent to which interested groups of individuals approve of suggested distributive education goals,
2. To assess the success of distributive education programs for achieving suggested goals,
3. To propose a model that could serve as a base for the specification of future changes in the program.

Data pertaining to these goals was collected in the spring of 1974 from students, teacher-coordinators, guidance counselors, parents, and employers in New Hampshire via the use of questionnaires.

## Educational Significance of the Investigation

Little work has been done in distributive education to bring the program to the level presently required in the marketing field; thus, it is a program that has remained very much static over the years. Evaluative data is badly needed to determine the overall effectiveness of the program and to suggest some future directions.

To date, we do not know, for example, how students perceive the goals and how well they feel these goals are being achieved. Taxpayers, in this era of economic uncertainty, are holding schools accountable for the success or failure of programs. The cooperative work experience component of the program attracts many pros and cons, both from educators and community leaders alike, because of its visibility in the mainstream of each city and town - business. People who are in favor of cooperative education express the opinion that everyone benefits by this experience--the students, the community, and the schools--by the student's reintroduction to community life. On the other hand, the detractors of cooperative education often mention the fact that students go to school to learn, and if they want to work they should do so - but not at taxpayers' expense. There are others who see this educational learning experience as a means of letting those kids out, facilitating the usage of more space for important learning.

This study is designed to collect the kind of data that can determine the current status as well as produce data that can be used to define some new directions.

### Limitations

This study is limited to the perceptions of high school seniors with two years' enrollment in distributive education, their teachers, parents, guidance counselors, and business people involved in the students' cooperative experience of the program.

There are no provisions for evaluating instruction, and school administrators were not contacted for their views of the status and future directions for the program.

Questionnaires were used exclusively in this study for gathering data on the attitudes and opinions of the interested groups of individuals.

### Organization of the Dissertation

The dissertation is organized around five chapters and an appendix. Chapter I has been designed to describe the background and purposes for the study along with the educational importance and limitations of the study.

The remainder of the dissertation is organized in the following way: Chapter II includes a review of the literature on distributive education with a particular emphasis on the cooperative work experience component. The methodology of the study is described in Chapter III. The questionnaire results are reported and discussed in Chapter IV.



In the fifth and final chapter a summary of the results, along with a proposed model for curriculum change that may facilitate future direction, is discussed.

## CHAPTER I I

## REVIEW OF LITERATURE IN COOPERATIVE DISTRIBUTIVE EDUCATION

## Introduction

This review of literature is more than a chronology of the growth and development of distributive education or the clarification of its definition. While it does review several studies in distributive education, especially the two major studies in the field during the past decade (Ertel and Crawford), it also reflects two other bodies of literature. It briefly focuses on the growing disenchantment with schools, particularly that criticism that comes from within the profession itself about why we have schools and the psychological questions about how students learn. It is interesting to note that the criticism of schools centers on activities that distributive education programs have professed to do since 1936.

This review of literature focuses on a third area relevant to this dissertation. That area is the growth of vocational programs with a cooperative component. These programs have a variety of titles, some of which are work-study cooperative education, career - world of work education. The reasons these programs have developed and expanded is of crucial importance to the field of distributive education because, while the growth of distributive education remains relatively stable, alternative cooperative programs have expanded tremendously in number and scope.

In summary, this review of literature focuses on the development of distributive education, the training station, expansion of cooperative education, and the challenge to distributive education following in the wake of criticism of irrelevant education.

### Development of Distributive Education

Basic curriculum. The George-Deen Act of 1936 (Section 6) original authorization of \$1,200,000 provided expenditure for distributive occupational subjects. Distributive occupations are those employed in the exchanges necessary between the producer and consumer of goods and services. What the worker does rather than where he works determines if it is a distributive occupation or not.

The distributive education curriculum during those early days reflected the Statement of Policies for the Administration of Vocational Education, Vocational Education Bulletin No. 1 (February, 1937), that "a vocational distributive subject is one involving a discussion or presentation of the specific working practices of a distributive occupation for the purpose of increasing the skill, technical knowledge, occupational information, or judgment of workers engaged in that specific occupation" (page 66). One of the major objectives of the program was the training of the distributive worker through a sequence of courses.

The cooperative distributive education curricula included a wide variety of subject content:

Store (Business) Arithmetic  
Store (Business) English

Principles of Retailing  
Conference on Store Problems  
Retail Selling  
Merchandise Study  
Retail Bookkeeping  
Advertising and Display  
Customer Relations  
Elements of Store Organization  
Management

In order to give students a better understanding of business such general courses as elementary business training, business economics, recordkeeping, and business law were recommended.

Teaching vocational skills and knowledges required in performing successfully the functions of distributive occupations was a major goal of these courses.

This same curricula of the George-Deen era is basically unchanged in the 1970's. The objectives and courses taught in cooperative distributive education are essentially a skill-oriented marketing curricula for non-college students.

The Distributive Education Teacher-Coordinator Handbook for Massachusetts (1974) is designed to introduce the students to a career in distribution and marketing by suggesting that the seven major areas in the essential skills and information be covered. The areas suggested are: personnel, selling, product information, sales promotion, merchandising, marketing process, and organization and operation. In 1974, just as in 1937, Introduction to Business, Business (Store) Math and English, Business Law, Bookkeeping, and Economics are highly recommended as general background courses for students in the cooperative distributive education program.

The textbooks used today are a reflection of the original skill-based curriculum that is found in today's state curriculum guide. Retailing Principles and Practices, Sixth Edition, Richert, Meyer, Haynes, and Harris (1974) is the prominent textbook in distributive education. The book, highly representative of books in the field, is content oriented. The authors focus on six subject areas: career development, serving the consumer, selling, operations and management, merchandising, and sales promotion. The authors also acknowledge the recent developments in career education. They have included sections on (1) forming a career goal, and (2) looking ahead in career ladders in retailing and ownership opportunities. Mason, Rath, and Roth's (1974) Marketing and Distribution, Second Edition, tries to provide every student the opportunity to acquire a saleable skill by teaching these basic marketing subject areas: marketing research, promotion and selling, and marketing management, etc. Most recent texts have the basic introductory unit and a unit on careers mostly dealing with getting a job.

These two books, prominent in the field, represent the current status of curriculum development in distributive education. The assumption underlying these books seems to be that distributive education is a program to provide students with cognitive knowledge about the principles and practices of marketing. That was the original purpose of distributive education as spelled out in the George-Deen Act of 1936, and that purpose seems to be accepted by the textbook publishers today.

Developing distributive education curriculum. In determining a proper curriculum one would seek professional opinion, and perhaps conduct a task analysis. Leading teacher-educators in distributive education such as Mason, Haines, Ertel, Crawford, Logan, Meyer, and others have written textbooks and workbooks that clearly have expressed the direction that they feel the distributive education curriculum should take. These instructional materials together with the books and articles published by these writers will give teachers in curriculum construction a base to work from. A curriculum writer is also influenced by the philosophy acquired from experiences in education, occupation, and exposure to other professionals. These philosophical beliefs tend to dictate the direction and interpretation of the curriculum. Asking businessmen for their opinions on what skills are necessary in being able to perform a particular job is a means of maintaining relevance in what should be taught.

Why are recent textbooks, activity packages, and distributive education curriculum still inappropriate? A reason may be that there are different views as to which are the most important characteristics or skills needed by high school graduates. One train of thought argues that the attitudes are the most important since the required skills can be taught on the job. Others argue that the basic business skills are most important because the employer will have some immediate benefits from the graduate while going through the training program. Students graduating from a cooperative distributive education program are supposed to be prepared for immediate employment.

Distributive education teacher-coordinators working with advisory committees and other vocational educators are thus caught in a dilemma. There are those who criticize vocational training for not providing the competency necessary for a particular skill, without the expensive apprenticeship and job experience that is usually necessary before a level of proficiency is achieved. On the other hand, vocational education which is too job oriented may produce graduates who are not flexible and thus unable to take advantage of new occupational opportunities.

Duff (1966) tried to determine any changes in attitude of distributive education students in an experimental tenth grade program in Newport News, Virginia. His study indicated that these students had abilities in different areas than other students, but he did not report any significant changes in attitudes as a result of the year of instruction.

Loveless and Evan (1968) in their study of The Distributive Education Curriculum as Evaluated by Businessmen and Distributive Education Students of Utah recommended that a cooperative distributive education course should have greater emphasis on the unit dealing with personality improvement and less time and emphasis be placed on the unit dealing with the operation structure of distribution. This study indicates that a definition of personality is considered the most important subject, while display, advertising, and the operational structure of distribution is at the other end of the spectrum.

Peck and Denman (1968) dealt with this argument in a survey designed to determine the knowledge, skills, and personal characteristics which are important to marketing and distribution employees in their jobs. Their objectives were accomplished through two surveys--one to businessmen and the other to teachers. The survey of 250 businesses was designed to determine the knowledge and skills as well as the personal characteristics which are important to marketing and distribution employees in their jobs. This study covered a stratified random sample of business firms in the following standard industrial classification groups in the State of Washington: retail trade, wholesale trade, service trade, transportation and public utilities, finance, insurance, and real estate.

The second survey was a complete census of the 96 teacher-coordinators in the State of Washington. The teacher-coordinators were asked to make judgments regarding the number of classroom hours needed to teach the same subject matter investigated in the business survey, and the extent subject matter was investigated in the business survey, and the extent to which personal characteristics could be taught in the classroom.

The study reveals seven areas of greatest importance. They are job or product knowledge, human relations, personal characteristics, communications, mathematics, salesmanship, and internal organization and planning.

Peck and Denman (1968) repeatedly point out that human relations, whether it is considered a knowledge or a personal



characteristic, is highly important in marketing and distribution jobs. They define human relations as "knowledge, skills, or personal characteristics pertaining to working with people and getting along with them" (page 92).

This study verifies Hecht's (1963) conclusion based on the follow-up of graduates of three New York high schools. He found that general and social-type units were judged to be more important than specific retailing units. Only the unit on selling techniques was highly considered on the scale.

Green (1965), A Study of Curriculum Planning for High School Distributive Education Programs, collected information on the updating and upgrading of curriculum in other states, followed by a collection of job-placement information on Ohio students. He recommended that (1) unit of study in specialized areas in the twelfth-year cooperative classes should include at least four weeks each of sales promotion, retail mathematics, and economics of distribution; (2) economics as a requirement for distributive education students; (3) at least six weeks devoted to each unit of study in the twelfth-year cooperative class with reference to merchandising, sales promotion, and retail mathematics; and (4) business communications suggested as a possible substitute for English 4, follows the basic skill-oriented curriculum that has been dominant in many of our cooperative distributive education programs since its birth.

Lucy C. Crawford's (1967) A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education has had an

immense effect on all phases of cooperative distributive education in the United States. This study has been used in many areas of the country, as the main guide for curriculum revision, teacher training, and implementation of new programs.

The problem of the study was to determine competencies needed by a high school distributive education teacher-coordinator to effectively conduct a distributive education program and then to determine the experiences to be included in a teacher education program to develop these competencies. The study involved all distributive education state supervisory and teacher education personnel in the United States and its territories; forty-eight distributive education teacher-coordinators; four hundred distributive workers at the entry, supervisory, and management levels.

Of the four specific objectives stated in the study, two of the most important are (1) to determine the basic beliefs concerning distributive education, and (2) to determine the technical competencies needed by the teacher-coordinator to develop skills needed by workers to enter and advance in a distributive occupation. Crawford generated the basic beliefs by forming a committee of experts in distributive education, distribution, and school administrators. Their high degree of agreement forms an extremely strong influence, especially with the new programs and beginning teachers who are looking for direction. The other objectives of the study are to determine the critical tasks in the job of the distributive education teacher-coordinator and to determine the professional competencies needed to perform these tasks.

Crawford (1967) used a variety of methods in her study. Some of these were a variation of Q-methodology to determine the basic beliefs concerning all phases of the distributive education program, group interviews to determine the perception of leaders concerning the critical tasks of the distributive education teacher-coordinator in relation to the philosophy of distributive education, interviews with workers and supervisors in order to determine the critical tasks of these workers, the literature, personal experience, a committee of consultants, and a distributive advisory committee.

The technical teaching competencies needed by distributive workers to perform critical tasks in selected jobs in a two-step career continuum is clustered around the areas of advertising, communications, display, human relations, mathematics, merchandising, product and/or service technology, operations, management, and selling.

In the statements of basic beliefs concerning aims and objectives of the distributive education program (using the scale 1-highest to 5-lowest), "that the distributive education program should encourage and promote the use of ethical standards in business and industry" (1.06) and "that preparation for gainful employment and for advancement in distributive occupations is the primary goal of the distributive education program" (1.28), received the highest degree of agreement. Using the same scale in the basic beliefs concerning curriculum, "that the development of competencies in distributive occupations involved both individual and group instruction" (1.04)

and "that distributive education curriculums should include, in addition to functions of marketing, the area of personal development including human relations and occupational adjustment; the applications and occupational adjustment; the application of skills in mathematics and communications to distribution; appropriate product or service technology; and basic economic understanding" (1.11), received the highest degree of agreement in this category.

Crawford (1967) also dealt with the importance (using the scale 1-least important to 5-most important) which the respondents placed on critical tasks concerned with what the job of the distributive education teacher-coordinator ought to be.

Teaching: (4.98) "Relates classroom instruction to on-the-job situations or experiences."

"Makes periodic coordination visits to businesses employing students enrolled for the purpose of gathering illustrative material."

Guidance: (4.95) "Helps students with problems connected with the job."

Coordination: (4.97) "Helps students understand the relationship of classwork to on-the-job training."

Total School Programs: (4.52) "Attends faculty meetings, department meetings, and meetings of special committees."

The Crawford (1967) study stresses that in order to carry out the various functions of the distributive education program, the

distributive education teacher-coordinator must perform a large number of tasks involving a wide range of responsibilities. Furthermore, all of the concepts and generalizations concerning marketing and economics considered necessary for distributive workers were considered essential for the distributive education teacher-coordinator. In the human relations area, all of the listed competencies were considered very important for the teacher-coordinator.

Kenneth Ertel (1967), Identification of Major Tasks Performed by Merchandising Employees Working in Three Standard Industrial Classifications of Retail Establishments, designed a study that bypassed the professional opinions of distributive educators and went directly to the workers who hold distributive jobs. The objective of this study was to gather facts from merchandising employees working in three standard industrial classifications of retail establishments (department stores, variety stores, and general merchandise stores), to see what types of tasks are actually performed, and to identify the knowledge needed by the students to perform those tasks in preparation for such work.

A stratified random sample of merchandising division employees was drawn from all stores in SIC 531, 533, and 539 in King and Pierce Counties, Washington. Thirty-three out of 234 firms, and 900 out of 13,643 employees were sampled. Questionnaires were distributed to each selected non-supervisory employee and each selected supervisory employee. A total of 562 employee-level and 146 supervisory-level forms were distributed in SIC 531. Forty-eight non-supervisory level

and 11 supervisory-level questionnaires were distributed to the ten selected stores in SIC 533. Sixty-two non-supervisory-level and 18 supervisory level questionnaires were distributed to the 15 selected stores in SIC 539. A total of 672 non-supervisory-level and 175 supervisory-level questionnaires were distributed to all strata. Six hundred eighty-eight of the questionnaires distributed were returned. The findings were based on a total of 609 usable forms returned.

In gathering the data from supervisors and non-supervisory personnel, through the use of separate questionnaires, based on work performed in 12 categories, Ertel (1967) indicates that substantial percentages of non-supervisors and supervisory personnel perform the tasks of selling, keeping and counting stock, operating the checkstand and sales register, and receiving and checking merchandise. Planning, preparing, and placing advertisements did not seem to be a major task of either group.

The Ertel (1967) study indicates that there is slight chance for movement into supervisory careers in merchandising without some post-secondary school preparation. Further conclusions in this study indicate that there is no evidence that participation in distributive education without post high school education enhanced the opportunity for employment as a supervisor. It was deemed essential to structure the high school distributive education curriculum to give emphasis to the types and levels of knowledge needed for proficiency in merchandising, basic skills, human relations, economics, and

technical content competencies that are necessary in performing the selling and sales supporting functions. Further, these non-supervisory threshold jobs are primarily in sales and its supporting activities with limited opportunity for either horizontal or vertical job mobility. Department stores, now more often corporate rather than privately owned businesses, need a supply of appropriately trained potential managers. The middle management position requirements probably exceed the preparation possible in even a well-planned high school program (Samson, 1969).

The literature in cooperative distributive education, especially the major studies written during the last decade, are inconclusive. While various studies went to businesses and professional educators to gather data, they arrived at different conclusions. Crawford (1967) found that the subject matter know-how clustered around the areas of merchandising, selling, and management was needed by distributive workers to perform critical tasks in selected jobs in a two-step career continuum. The basic beliefs regarding distributive education as it ought to be reflected the thinking of the large majority of the leadership throughout the nation.

Ertel (1967) discovered that only limited opportunity exists for the non-college-bound youth to move from the non-supervisory job into supervisory or specialty positions. Furthermore, relatively few non-supervisory personnel move from one type of work to another within firms and relatively few move from one firm to another. Mobility from one type of work to another within the firm appears to be associated with in-firm training programs.

Meyer (1963) points out the necessity of youth moving up the occupational ladder as far as their abilities and interest permit. Technical competencies, occupational adjustment, and career development competencies were the areas that Meyer felt distributive educators should divide when planning for the development of well-rounded workers.

Mason and Haines (1972) came to the same conclusion on the three major occupational competencies needed. They called it job intelligence competency, job adjustment competency, and career development competency.

Peck and Denman (1968) concluded that there are no important differences between those subject areas which are important for marketing and distribution employees in large firms and in small firms, supervisors need more educational preparation than non-supervisors, and that the distributive education curriculum should include instruction in human relations and should continue cooperative education.

Green (1965) recommended that units of study should follow the curriculum as traditionally practiced in distributive education.

A reason for the inconclusiveness of the various studies and writing is that the problem is more than data collection. There is a philosophical question that must be addressed. Just because professional educators agree that distributive education is X-Y-Z does not mean that it is good for students; just because a survey of



businessmen reveals that they think distributive education should do X-Y-Z does not mean that it is best for young adults preparing to enter the job market.

We must look at what is happening in the world of work. To reproduce the same is not education. Phil Mazzone, in a speech delivered at the Fourth National Conference of the Canadian Association of Business Education Teachers (August 20, 1973), stated that "education has always been the shortcut to understanding--this is part of its essence. It doesn't substitute for experience but it helps make experience richer and fewer experiences necessary to achieve understanding" (pg. 84).

### The Training Station

Alienated labor. One of the serious problems during the 1970's concerns the dissatisfaction of the young people who are unemployed and underemployed because they cannot qualify for decent jobs. If we start with the assumption that most youth want to improve themselves by society's standards, then we must account for the fact that a large number of them quit school or remain passively in school marking time until graduation. This is true even when education is the means, and in some cases education the only means, to get ahead in life. In spite of that some young people still make the decision to quit school.

The dilemma is that society tells us that the road to better jobs is more schooling. Yet many of our teenagers are dramatically demonstrating that schooling does not meet their needs as they see

them. Many young people drop out, misbehave, turn to drugs, or sit passively idling their time away.

Purposelessness tends to lead to restlessness, frustration, and uncertainty, especially when people see that whatever they do does not get them anywhere. When their job gives them no sense of accomplishment, no pride in their work, no real identification with the product, the work place, or the employer, then workers become what historically has been called "alienated." The way the American capitalistic system alienates workers was of central importance to Erich Fromm (1955) in The Sane Society: "Dissatisfaction, apathy, boredom, lack of joy and happiness, a sense of futility and a vague feeling that life is meaningless, are the unavoidable result . . . of alienated work" (pg. 32). A sense of humiliation is the final result to people who feel that they are capable of a better job, but must continue to work in an alienated setting. Again, Fromm laments the loss of human potential because of our production-oriented job market. "The whole of life of the individual is nothing but the process of giving life to himself; indeed, we should be fully born when we die, although it is the tragic fate of most individuals to die before they are born" (Fromm, 1955).

In the study by Herzberg, Mausner, and Snyderman (1967), The Motivation to Work, experiences, judgments, and observations were collected by using principles of sampling, directed observations, and detailed reports. There are social scientists like Peter Drucker who have stated that an investigation of workers' job attitudes was immoral

and unjustified. The data collected in this study included not only the specific attitudes in the job situation but the factors associated with these attitudes and also the effects of the job attitudes on work performance. The findings are especially interesting since it would seem that, as an affecter of job attitudes, salary has more potency as a job dissatisfier than as a job satisfier. While poor working conditions will lead to job dissatisfaction, good company policies will not lead to positive job attitudes. Attitudes toward the job have an important influence on the way in which the job was done.

What did the workers want from their jobs? Herzberg found that the workers wanted to feel that they were successful in the performance of their work, and that the job had possibilities of professional growth. When they reported unhappiness it was not with the job itself but with conditions that surround the doing of the job. "The factors that lead to positive job attitudes do so because they satisfy the individual's need for self-actualization in his work" (pg. 114).

Vocational students are often told that a high school diploma is the key to a good job. Yet the youth of this country have one of the highest unemployment rates. While educators and social scientists might measure success on the number of graduates working, further studies may give a truer picture of why the young are unemployed. We may discover that more important than merely having a job, it is the kind of job that is important. It is no more work but more responsibility for the work. There are industries (e.g., automobile, television) that have come to realize that responsibility is a major

motivator. By the workers signing their names to the finished product a sense of accomplishment and pride is shown. Job satisfaction may or may not be tied to happiness. The way to achieve this is not to confront the workers with demands, but to provide them with demanding and meaningful work (Ford, 1969).

Keeping in line with industry's needs, a goal of vocational education has been to provide the students with at least the minimum job-entry-level skills. The young worker is well organized to take the first step, especially since cooperative work experience has provided the extra experience while attending school, but after that there isn't anything else. It seems that the alienation and frustration of the young is not due to their not wanting to work but because in a short time, instead of machines becoming obsolete, they become obsolete.

Distributive education students, after spending two years in the program, soon find that too many skills learned are no longer used. The graduates discover that most stores have their own internal systems; computers and computer cash registers make cashiering and inventory control a new thing; opening a store or relocating floor plans is a highly scientific business; small store ownership is costly and not available to teenagers. Therefore, one needs to turn to the realities of the marketplace to validate the basic distributive education curriculum.

The assembly line, mass production, specialization of labor may have become more efficient in the production of goods, but it would

be interesting to inquire at what price in the dehumanization of labor has this efficiency arrived.

"In short, many people in the United States are newly concerned about the quality of working life, about alienation from work, about job satisfaction, about personal freedom and initiative, and about the dignity of the individual in the work place. These questions are now arising because the relationship between work and the satisfaction of material needs is becoming more tenuous" (Davis and Taylor, 1972, pg. 437).

There is growing evidence that this problem of alienated work has significant implications for life in technological societies. Cries of alarm are presently being heard from psychologists, therapists, doctors, educators, and laymen alike. In 1971 a special task force to the Secretary of Health, Education, and Welfare was formed to examine ". . . health, education, and welfare problems from the perspective of one of our fundamental social institutions--work."

After two years of intensive research the task force published Work in America (1973), a blistering survey of the widespread alienation that has become a structured part of the American labor scene. The task force concluded:

Albert Camus wrote that "Without work all life goes rotten. But when work is soulless, life stifles and dies." Our analysis of work in America leads to much the same conclusion: Because work is central to the lives of so many Americans, either the absence of work or employment in meaningless work is creating an increasingly intolerable situation. The human costs of this state of affairs are manifested in worker alienations, alcoholism, drug addiction, and much of our tax money is expended in an effort to compensate for problems with at least a part of their genesis in the world of work. A great part of the staggering

national bill in the areas of crime and delinquency, mental and physical health, manpower and welfare is generated in our national policies and attitudes toward work. Likewise, industry is paying for its continued attachment to Tayloristic practices through low worker productivity and high rates of sabotage, absenteeism, and turnover. Unions are paying through the faltering loyalty of a young membership that is increasingly concerned about the apparent disinterest of its leadership in problems of job satisfaction. Most important, there are the high costs of lost opportunities to encourage citizen participation; the discontent of women, minorities, blue-collar workers, youth, and older adults would be considerably less were these Americans to have an active voice in the decisions in the workplace that most directly affect their lives.

Our analysis of health, education, welfare, and manpower programs from the unique perspective of work indicates that to do nothing about these problems in the short run is to increase costs to society in the long run. Much of the capital needed to redesign jobs, increase worker mobility, and create new jobs can be directed to these activities through trade-offs with existing expenditures. More capital can be obtained by lowering the waste of unemployment and through increasing worker productivity. But the essential first step toward these goals is the commitment on the part of policy makers in business, labor, and government to the improvement of the quality of working life in America (pp. 186-187).

If the task force report has any validity whatever it suggests that personal work settings have far-reaching consequences for individuals. Yet, little is done in school to study, explore, analyze, or criticize potential careers and what might be done to make work a more integral part of life. Cooperative distributive education programs could be a partial step in filling that void.

Studies in distributive education have been looked at. Many of these studies assume that the function of distributive education is to prepare students for the jobs that exist. This can be questioned and this writer questions that. Attention has also been given to the labor

market for which vocational educators are preparing students. Are these jobs educational? Evidence suggests not--that many social ills stem from alienating jobs. Present distributive education training is not good enough because while it may help to prepare students to find a job, it does not provide communications and human relations skills that are necessary in maintaining a more satisfying, lasting employment.

Disenchantment with school. During the last decade many have written concerning our youth's dissatisfaction and disenchantment with our school system. These writings encompass a wide spectrum of ideas from everything is wrong with our educational system to everything is right and what is needed are values of yesteryears. A realistic point must be found in this spectrum that will open and expose some of the ills of our school system in order that proper and unselfish solutions may be implemented.

Charles E. Silberman has spent time doing extensive surveys in our schools. His book Crisis in the Classroom (1970) reveals that, although people talk about schools, they take them so much for granted that these same people fail to see how grim, joyless, oppressive, intellectually sterile, and esthetically barren these schools are. On the argument of expenditure versus quality of education, Silberman continues by saying that longer and more expensive schooling does not necessarily mean better schooling. The critical question asked was if, as a result of their longer exposure to public schools, students were learning any more. Getting through school--survival--compiling

a good record or avoiding a bad record becomes the goal of the schools. The mysteriousness and importance of the evaluation criteria attached by parents, teachers, colleges, and prospective employers forces students to learn how to suppress their feelings and emotions and to subordinate their own interests and desires to those in authority. Silberman makes a serious comparison when he says that, in a number of respects, schools resemble total institutions. Furthermore, he writes that more educators than we like to admit have operated on the assumption that children should be cut or stretched or otherwise adjusted to fit the schools, rather than adjusting the schools to fit the children.

Paul Goodman addressed the same subject in Growing up Absurd (1960) that concerned Silberman a decade later. Goodman wrote that our economic society is not geared for the cultivation of its young or the attainment of important goals that they can work toward. The usual vocational guidance consists of measuring the students and finding some place in the economy where they can be fitted, chopping them down to make them fit, or neglecting them if they cannot find their slot.

Goodman also dealt with the concern about the waste of human resources. He felt that "in truancy the burden of proof lies on the schools which are demonstrably stupefying to many children, whose truancy is therefore a kind of self-preservation." Goodman concedes that these students will get nothing from hanging around the streets,



but that the solution is to decide that these young people are right and make good education at whatever cost.

Young people becoming whole people in their own right during a developmental stage characterized by a diversity of changes both physically and socially, this wholeness Erikson (1968) calls a sense of inner identity. "The young person, in order to experience wholeness, must feel a progressive continuity between that which he has come to be during the long years of childhood and that which he conceives himself to be and that which he perceives others to see in him and to expect of him" (pg. 87). At this juncture is where students find themselves while trying to receive some guidance in their career aspirations.

Because of changing knowledge, methods, skills becoming obsolete, because of constant changes overtaking us--these are some of the reasons why a goal of education should be to develop individuals who are open to change and are able to live more comfortably with change than with rigidity (Rogers, 1969). Schools should be a place where personal growth is encouraged and innovation is not frightening.

Three of Roger's learning principles--(1) human beings have a natural potential for learning, (2) when threat to the self is low, experience can be perceived in differentiated fashion and learning can proceed, and (3) the most socially useful learning in the modern world is the learning of the process of learning, a continuing openness to experience and incorporation into oneself of the process of change--would seem to be appropriate in allowing education the flexibility

that is necessary in preparing our students for careers into the turn of the century.

In preparing for one's own career goals Illich (1972), while arguing for the abolishment of schools, does not argue for incompetence. He recognizes that competence can be achieved in many different ways. To assume that one must have experienced formal schooling to be competent is to assume that competency can only be achieved through one process.

The furor over school dropouts and tunedouts is not a result of any increase in the proportion of youngsters who do not finish schools but the fact that there is no place to put them in our economy. The public school is still the gateway to opportunity, but the opportunity is less attractive to the young today than it was a generation ago. While encouraging social contact, schools discourage intensive relations between small numbers of self-selected individuals. This may be an effective way of preparing our students to make a smoother transition in this mobile work force, but it makes schools as impersonal as a waiting room (Friedenberg, 1967).

During this transitional period, since most young people will have to work for a living, it is important that the school help students see different paths so that they may "choose wisely among them, and to recognize and change choices that prove to be unwise; in a strong sense of his own freedom, dignity, and worth, and of those same qualities in others" (Holt, 1972, pg. 243). However, this choice is not for educators to make but for the students to decide. We should

be able to understand their concern, but eventually it is the pupil who must make that final decision because it is his life that will be most affected by the path he chooses. During this most important period of decision the cooperative distributive education program can help bridge the gap between those classrooms and the non-school world.

This literature suggests that school buildings are not necessary in order to have schools and for schools to have education. When education is defined as schooling, and public educational resources as schools, the children who benefit most are the children who can stay in school the longest (Holt, 1972). There must be a concern expressed that education and confinement do not become synonymous with schools. Cooperative distributive education could provide a clearer definition of goals and an alternative.

The limitations of curriculum reform. Jerome Bruner has stated that "the criteria for deciding what should be the curriculum should be to ask whether, when fully developed, the subject or material is worth an adult's knowing and whether having known it as a child makes a person a better adult" (Silberman, 1970, pg. 172-173). We would hope that when educators speak about curriculum reform they are not just thinking about adults or when the students become adults. At least part of the curriculum should be formulated so that the child may receive immediate benefits, and if indirectly it helps him become a better adult so much the better.

Although the cooperative distributive education curriculum should include the preparation for gainful employment, equal emphasis should

also be placed on keeping that job and being able to get along with one's fellow workers. The curriculum should also encompass the opportunities available in one's profession and the flexibility that the student should have through further education and experience to take advantage of the opportunities.

It may be true that the curriculum in many schools has not changed in many years, but the bigger question is, would it make any difference if it did? Studies have challenged the importance of curriculum changes. Coleman in 1966 concluded that "it appears that variations in the facilities and curriculums of the schools account for relatively little variation in pupil achievement insofar as this is measured by standard tests (Gibbons, 1972, pg. 36). Stephens in 1967 found that ". . . variations in curriculum plans, teaching methods, size and organization of classes, school facilities--in fact, schooling in general--make little difference in children's overall achievement" (Gibbons, 1972, pg. 36).

It seems that relevance has become the password of educators in the early 1970's. The word now has such an aura of sanctity that to question it seems irreverent. Edith Kleinjans (1972), in "What Do You Mean--'Relevance'?," wrote that relevance is making knowledge out of information or experience by connecting it to something else in such fashion that it becomes meaningful or consequential. Kleinjans continues that relevance is what distinguishes knowledge from information.

Foundations and government have spent millions of dollars doing research and launching programs with the hope of making education more relevant. A recently completed study of some 800 urban, suburban, rural, and alternative high schools throughout the country, financed by the Charles F. Kettering Foundation, found that "the large problems of American society are reflected in the high schools . . . education is warped by the tension between a rapidly changing society and a slowly changing school" (Worsham, 1973, pg. B49). The Commission cautions that the community and educators must work together in developing programs if they are to be of value. A curriculum with a cooperative experience component can be a two-way street between the community and the classroom.

#### Expansion of Cooperative Education

Don Billings (1970) wrote that young people leaving high school without vocational preparation experience high unemployment rates or work in jobs that offer little security. Billings further wrote that "students who are insensitive to the environment and to the people with whom they work, or who cannot manage their personal lives as they relate to job performance, may find it difficult to obtain and hold jobs" (pg. 11).

Mason and Haines (1972) base cooperative education on the career objectives of the student, and the work station serves as the occupational laboratory to which the classroom activities are directly related. They feel that one of the work environment goals is "to

develop general and specific occupational skills, knowledges, and attitudes, particularly those not readily available in the school's laboratories" (pg. 49).

Cooperative education has received praise from educators as well as many community leaders because of its source of realistic experience. The National Advisory Council on Vocational Education has called cooperative education a "sleeping giant . . . undoubtedly the best program available in vocational education" (HEW Resource Manual 71, 1968).

Cooperative education has emphasized the idea that no vocation can be totally mastered in a school setting. While this learning concept has received its greatest input from distributive education, other programs are reuniting the students with the community. This rapid expansion has created confusion by educators on definitions of terms--cooperative education, work-study, work release, diversified occupations, and career - world of work education. While cooperative education is the only program that bridges the student's classroom activities directly with the community experience, there are many educators who feel that student-community involvement in a work setting is of central importance in the process of education.

In general, work-study (students work in jobs related to their school program), work release (students are provided scheduled time to work, no need to be related to classroom instruction), diversified occupations (students work in vocational skills not provided by a school program but career and human relations classes are provided),

and career - world of work education (vocational and non-vocational students have the opportunity to work in a job of interest), try to pave the way for students to make a smooth transition from the protective environment of school to the competitive world of work.

Cooperative education, while not a new idea since its development and growth have been closely related to various legislative acts, appears to have entered a new phase in its work with vocational, non-vocational, urban youths, disadvantaged, and handicapped students. However, the cooperative distributive education program is still trying to select students into the program who are salable (presentable, excellent health, the best students we can find, dependable, etc.) to the business community. Maybe this is one of the reasons why the cooperative program seems to be rocketing to greater heights in community education while cooperative distributive education is still on the launching pad trying to explain the meaning of distributive education.

#### A Challenge to Distributive Education

If we are going to insist on more education it has to be a different kind from what we have now. As Jack Hruska (1973) writes, "cooperative education--not for some, but for all," it has become apparent that the solution to our social problems is not simply more schooling; what is needed is a balance between personal, non-classroom experiences and classroom activities. The cooperative distributive education program can "generate learning experiences which assist young

people in arriving at identity, in achieving a sense of usefulness, and in developing job skills" (Hruska, 1973, pg. 158). This does not mean using the classroom to provide instruction that is relevant to job skills only, but this opportunity should also provide the students with a reintroduction to the community that will give them a sense of belonging and contribution--a community experience where this "youth may come to know better what manner of person he is--what strength, limitations, aspirations, and personal values characterize him" (Henry Brown, 1969, pg. 6). The answer is not more schooling but more education.

### Conclusion

A review of the literature clearly reveals that the secondary distributive education program, as developed with federal guidelines and funds since 1936, has an identifiable curriculum, and that there is wide-spread agreement among state supervisors and university teacher trainers as to the objectives of distributive education. However, the extent to which this traditional curriculum and these agreed upon objectives are consistent with the needs of young people is ambiguous. Research by Ertel, Mason, and Crawford indicates that the traditional technical distributive education curriculum is inconsistent with the fundamental skills that employers are seeking. This apparent contradiction between the basic curriculum and real employment requirements of students was part of the impetus for this questionnaire.



At the same time that research in the field was raising questions about the appropriateness of distributive education curriculum, two other recent developments in education seemed to have implications for distributive education. First, the body of educational criticism generated during the 1960's focusing on outdated schooling procedures raises the question as to whether the 1936 distributive education curriculum ought to be a part of that criticism; and, secondly, the recent creation of a wide variety of secondary cooperative education programs raises the question as to whether educational decision makers are establishing new programs to accomplish what the distributive education program was created to do but is not. This question seems particularly relevant since so many of the newly initiated cooperative programs have many of the same components as the distributive education program.

This study was designed to gather information that would help answer these basic questions as to the aims and objectives of distributive education. The questionnaire was developed in response to the issues raised in all three sections of the review of literature. Twenty-two potential purposes of distributive education have been identified, including both traditional purposes and those that would be consistent with the major research findings in distributive education in the past decade, and with the proposed aims of newly developed programs in cooperative education (e.g., work study, career education, work experience). It is assumed that the initial

step in revitalizing distributive education in New Hampshire is to reach a consensus as to program purposes and basic procedures, and the first stage of that step is to analyze the perceptions of the decision makers currently involved in distributive education.

## CHAPTER III

### METHODOLOGY

#### Description of Sample

The students selected for the study came from the 12th grade of 11 high schools in the State of New Hampshire which had programs that have been in operation for two years or longer as of June, 1974. The two-year time limit was imposed because it seemed important to include only senior students in the study who had participated in the classroom activities and cooperative work over an extended period of time.

Distributive education teacher-coordinators, guidance counselors, businesses participating in the cooperative experience, and parents of students participating in distributive education from the same 11 schools were also selected for participation in the study.

#### Description of the Survey Instrument

Because of the large number of individuals involved in the program, directly or indirectly, the decision was made to develop questionnaires to facilitate the data collection. All five questionnaires (students, distributive education teacher-coordinators, guidance counselors, employers participating in the cooperative experience, and parents) provided the opportunity for the respondents to give their opinions and attitudes toward the distributive education program. (The five questionnaires are presented in Appendix A.) We were

interested in their perception of what the purposes of the distributive education program should be and, overall, how successful they viewed the program.

The questionnaires were divided into sections: Section A dealt with background-type questions. Sections B and C, which were identical in each questionnaire, were designed to study the strengths, purposes, and overall level of success of distributive education programs. Section B was divided into seven smaller parts (summarized in Table 1) with each part designed to cover a different aspect of distributive education programs. Respondents indicated the extent to which they "agreed" or "disagreed" with the distributive education goals. Section C consisted of 22 questions and was designed to assess the extent to which the respondents felt the program was successful in achieving various goals.

The remaining sections of the questionnaires varied from one group to another but, basically, they were designed to provide evaluative data on different components of the program.

The overall organizational structure for the questionnaires is presented in Table 2.

### The Questionnaires Construction Process

The initial work involved the development of three pilot questionnaires designed for use with students, teacher-coordinators, and guidance counselors. Presented in Table 3 is a summary of the organization of each questionnaire and intended purposes.

TABLE 1  
SUMMARY OF SEVEN PARTS OF  
SECTION B OF THE QUESTIONNAIRES

Part	Description	Number of Questions
I	Purposes of distributive education	22
II	Program determination	4
III	Selection criteria	3
IV	Cooperative experiences	1
V	Role of the teacher-coordinator	3
VI	Role of the student store	1
VII	Role of DECA	1

TABLE 2

SECTIONAL OUTLINE OF QUESTIONNAIRE

Section	Question Numbers	Sample Groups					Question Numbers
		Teachers	Guidance Counselors	Parents	Cooperative Businesses	Students	
A	1-4	x	x	x	x	x	1-6
B	5-39 (5-26) (27-30) (31-33) (34) (35-37) (38) (39)	x	x	x	x	x	7-41 (7-28) (29-32) (33-35) (36) (37-39) (40) (41)
		x	x	x	x	x	
		x	x	x	x	x	
		x	x	x	x	x	
		x	x	x	x	x	
		x	x	x	x	x	
		x	x	x	x	x	
C	40-61	x	x	x	x	x	42-63
D	(a) 62-65						
	(b) 62-66	(c)	(b)		(a)		
	(c) 62-68						64-75
E*	(d) 67	(e)	(d)				
	(e) 69						

\*Open-ended question

TABLE 3  
SUMMARY OF PILOT QUESTIONNAIRES

Group	Section	Purpose
Students	A	Attitude toward aspects of distributive education programs.
	B	Skills acquired through the distributive education program.
	C	Opinion questions on possible program improvement.
Teacher-coordinators	A	Perception of the distributive education program.
	B	Program determination and role of the distributive education teacher-coordinator.
Guidance Counselors	A	Perception of the distributive education program.
	C	Guidance counselors involvement in and evaluation of the distributive education program.

Pilot testing of the questionnaires took place in seven schools with 115 distributive education students and 30 teacher-coordinators and guidance counselors. In addition to completing the questionnaires those completing the questionnaires were asked to indicate any areas of problems they saw, indicate areas of importance that were not covered, and so on.

The pilot testing revealed many weaknesses. The first weakness was the length of the student questionnaire. The students were not able to complete the questionnaire within the space of a 50-minute classroom period. The second major weakness was the lack of clarity among many of the questions.

The questionnaires were revised, in part, on the basis of the pilot testing. Among the revisions were the following: (1) repetitive questions were discarded; (2) clearer questions were written with confusing phrases clarified; and (3) questions requiring an essay response were discarded, thus helping to shorten the questionnaire, allowing the students to answer the questions within the time period allowed in the classroom.

Following the pilot testing a decision was made to design two additional questionnaires: (1) for participating businesses, and (2) for parents of students in the program.

#### Design of the Study

One hundred and eighty-eight seniors enrolled in the distributive education program in 11 secondary schools in New Hampshire, 11 teacher-



coordinators, 42 guidance counselors, 188 businesses participating in the cooperative experience, and 188 parents were presented questionnaires during the months of April-May, 1974. The percentage of returns is summarized in Table 4.

The student questionnaire was administered by the teacher-coordinators of the various programs. Following their completion of the student questionnaire in class the students received stamped self-addressed envelopes and questionnaires for their parents and co-op employers. The teacher-coordinator explained to the students the importance of this data and asked them to express that feeling to their parents and employers. Teacher-coordinators were to remind the students during the week about their parents returning the questionnaire, and as they (teacher-coordinators) made observations in various co-op stations the employers would be reminded. The chairperson in the guidance departments received, distributed, and collected the questionnaires for his/her staff.

TABLE 4  
 NUMBER AND PERCENTS OF QUESTIONNAIRES  
 DISTRIBUTED AND RETURNED BY SAMPLE GROUPS

Sample Groups	Questionnaires Mailed	Returned	
		Number	Percentage
Teacher-Coordinators	11	11	100
Guidance Counselors	42	31	73.8
Parents	188	94	50
Co-op Stations	188	99	52.7
Students	188	177	94.1
Total	617	412	66.8

## CHAPTER IV

### ANALYSIS OF THE DATA

The chapter is organized around four major sections: A discussion of the background data (the data is presented in Tables 5 through 9), a discussion of the perceptions of teacher-coordinators, guidance counselors, students, parents, and business persons to the questions found in Sections A and B of the questionnaire (data presented in Table 10), the views of individuals to various opinion-type questions (data presented in Tables 11 through 14), and a summary of the responses of teacher-coordinators and guidance counselors to some miscellaneous questions.

#### Background Data Results

The background data is summarized in Tables 5 through 9. There were perhaps two findings of special note. First, there were substantially more male teacher-coordinators and guidance counselors than female teacher-coordinators and guidance counselors in the program (81.8 percent male teacher-coordinators, 71 percent male guidance counselors). However, there were approximately the same percentage of male and female students enrolled in the program.

Second, the majority of the students currently enrolled in the distributive education program entered from the general track in the school curriculum (45.3 percent) with only 6.2 percent of the students entering from the college preparatory track. Over 50 percent of the students felt that their parents wanted them to go on to some form of

TABLE 5

SUMMARY OF THE DISTRIBUTION OF PERCENTAGES OF RESPONSES TO BACKGROUND QUESTIONS  
FOR TEACHER-COORDINATORS (N = 11)<sup>1</sup>

Question	Percentage Response
1. Sex:	
Male	81.8
Female	18.2
3. How long have you been teaching distributive education?	
Less than three years	54.5
Between three and six years	45.5
More than six years	0.0
4. What did you do immediately prior to becoming a distributive education teacher?	
Worked on a college-degree program in distributive education	18.2
Worked on a college-degree program in marketing and/or management	0.0
Taught in the business education department	9.1
Worked in a distributive related occupation	45.5
Other (please specify)	27.2

<sup>1</sup>Items from Section A of the teacher-coordinators' questionnaire.

TABLE 6

SUMMARY OF THE DISTRIBUTION OF PERCENTAGES OF RESPONSES TO BACKGROUND QUESTIONS FOR GUIDANCE COUNSELORS (N = 31)<sup>1</sup>

Question	Percentage Response
1. Sex:	
Male	71.0
Female	29.0
3. How long have you been a guidance counselor?	
Less than three years	9.7
Between three and six years	25.8
More than six years	64.5
4. How long have you been associated with the distributive education program in your school?	
Less than three years	48.4
Between three and six years	38.7
More than six years	12.9

<sup>1</sup> Items from Section A of the guidance counselors' questionnaire.

TABLE 7

SUMMARY OF THE DISTRIBUTION OF PERCENTAGES OF RESPONSES TO BACKGROUND QUESTIONS FOR STUDENTS (N = 177)<sup>1</sup>

Question	Percentage Response
1. Sex: Male Female	49.7 50.3
3. How many years have you participated in the distributive education program? One year Two years Three years	33.4 63.9 2.7
4. What is your major area of study? Business/Commercial College Preparatory General Vocational/Technical A combination of the above No response	21.4 6.2 45.3 9.6 16.4 1.1

<sup>1</sup> Items from Section A of the students' questionnaire.

TABLE 7--Continued

Question	Percentage Response
5. Do you feel your parents want you to go on to some form of additional education after you graduate from high school?  Yes No Unsure No response	     56.5 16.9 26.0 0.6

TABLE 8  
 SUMMARY OF THE DISTRIBUTION OF PERCENTAGES OF RESPONSES TO BACKGROUND QUESTIONS  
 FOR PARENTS (N = 94)<sup>1</sup>

Question	Percentage Response
2. Do you want your child to go on to some form of additional education after completing high school?	
Yes	69.1
No	11.7
Unsure	19.2
3. Overall, how would you evaluate the distributive education program?	
Excellent	24.5
Good	48.9
Fair	12.8
Poor	3.2
Unsure	10.6
4. Overall, have you been satisfied with the activities that your child has been involved in in the distributive education program?	
Yes	79.8
No	6.4
Unsure	12.8
No response	1.0

<sup>1</sup>Items from Section A of the parents' questionnaire.



TABLE 9

SUMMARY OF THE PERCENTAGES OF RESPONSES TO BACKGROUND QUESTIONS  
FOR BUSINESS PERSONS (N = 99)<sup>1</sup>

Question	Percentage Response
2. How many years have you had a distributive education student employed in your business?	
First year	50.5
Two to three years	40.5
Four to five years	4.0
Six or more years	3.0
No response	2.0
3. How would you describe your business establishment?	
Retail store	66.7
Manufacturing	2.0
Food and/or lodging	16.2
Service station	5.0
Other (please specify)	9.1
No response	1.0

<sup>1</sup>Items from Section A of the business persons' questionnaire.

TABLE 9--Continued

Question	Percentage Response
4. How did you first learn about your local distributive education program?  I visited the high school The distributive education teacher-coordinator visited my business establishment Newspaper articles From high school students Other (please specify) No response	          3.0 45.5 0.0 40.5 8.0 3.0

TABLE 10

SUMMARY OF THE DISTRIBUTION OF THE PERCENTAGES OF THE RESPONSES OF THE FIVE GROUPS TO SECTIONS B AND C OF THE QUESTIONNAIRE

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
Part I. Purposes of the distributive education program should be. . .					
7. To prepare students for a job, but not necessarily in the field of marketing.					
Strongly agree	9.1	22.6	27.1	38.3	25.3
Agree	72.7	48.3	49.7	50.0	67.7
Uncertain	0.0	6.5	8.5	8.5	5.0
Disagree	18.2	22.6	9.0	1.1	2.0
Strongly disagree	0.0	0.0	5.1	2.1	0.0
No response	0.0	0.0	0.6	0.0	0.0
8. To prepare students for further education after high school.					
Strongly agree	18.2	0.0	15.3	22.3	14.1
Agree	45.5	32.3	32.8	43.6	38.4
Uncertain	27.3	16.1	20.3	22.3	18.2
Disagree	9.0	51.6	28.2	9.6	26.3
Strongly disagree	0.0	0.0	3.4	9.6	2.0
No response	0.0	0.0	0.0	1.1	1.0

TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
9. To help students define personal goals.					
Strongly agree	54.5	35.5	27.7	23.4	19.2
Agree	45.5	61.3	48.1	56.4	56.6
Uncertain	0.0	3.2	14.1	12.8	16.1
Disagree	0.0	0.0	7.3	5.3	7.1
Strongly disagree	0.0	0.0	1.1	2.1	1.0
No response	0.0	0.0	1.7	0.0	0.0
10. To help students explore career opportunities.					
Strongly agree	54.5	61.3	49.7	36.2	38.4
Agree	45.5	38.7	45.2	55.3	52.5
Uncertain	0.0	0.0	3.4	2.1	5.1
Disagree	0.0	0.0	0.6	5.3	4.0
Strongly disagree	0.0	0.0	0.6	1.1	0.0
No response	0.0	0.0	0.6	0.0	0.0

TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
11. To keep students from leaving school prior to graduation.					
Strongly agree	27.3	29.0	11.9	38.2	22.2
Agree	45.4	29.0	15.8	22.3	33.3
Uncertain	9.1	19.4	16.9	19.1	19.2
Disagree	0.0	19.4	32.2	13.8	19.2
Strongly disagree	18.2	0.0	21.5	5.3	6.1
No response	0.0	3.2	1.7	1.1	0.0
12. To prepare students for better jobs than may otherwise be available to them.					
Strongly agree	54.5	58.1	45.7	46.8	18.2
Agree	36.4	35.8	40.7	40.4	68.7
Uncertain	9.1	12.9	8.5	8.5	9.1
Disagree	0.0	3.2	4.0	1.1	4.0
Strongly disagree	0.0	0.0	0.0	3.2	0.0
No response	0.0	0.0	1.1	0.0	0.0

TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
13. To prepare students for managerial responsibilities.					
Strongly agree	0.0	12.9	16.9	18.1	13.1
Agree	45.5	25.8	49.2	56.3	45.5
Uncertain	45.5	29.0	22.6	17.0	25.3
Disagree	9.0	29.0	8.5	6.4	14.1
Strongly disagree	0.0	3.3	1.1	1.1	2.0
No response	0.0	0.0	1.7	1.1	0.0
14. To assist students in finding a job.					
Strongly agree	27.3	29.0	41.8	39.4	24.2
Agree	63.6	51.6	48.6	45.7	58.6
Uncertain	0.0	9.7	6.2	9.6	12.1
Disagree	9.1	9.7	1.7	4.2	5.1
Strongly disagree	0.0	0.0	0.0	1.1	0.0
No response	0.0	0.0	1.7	0.0	0.0
15. To assist students in keeping a job.					
Strongly agree	36.4	41.9	32.2	34.0	21.2
Agree	54.5	45.2	44.1	41.5	47.5
Uncertain	9.1	9.7	14.1	10.6	23.2
Disagree	0.0	3.2	6.8	8.5	7.1
Strongly disagree	0.0	0.0	0.5	4.3	1.0
No response	0.0	0.0	2.3	1.1	0.0

TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
16. To give students a better understanding of what they want to do for their career.					
Strongly agree	63.6	51.6	37.9	38.3	25.3
Agree	27.3	38.7	47.4	50.0	64.6
Uncertain	9.1	9.7	7.9	8.5	8.1
Disagree	0.0	0.0	4.5	1.1	0.0
Strongly disagree	0.0	0.0	0.6	2.1	0.0
No response	0.0	0.0	1.7	0.0	2.0
17. To teach students basic marketing skills such as advertising writing, salesmanship, window display, inventory control, and store layout.					
Strongly agree	45.5	64.5	39.0	35.0	23.2
Agree	54.5	34.5	42.9	46.8	57.6
Uncertain	0.0	0.0	11.3	12.8	15.2
Disagree	0.0	0.0	5.1	4.3	4.0
Strongly disagree	0.0	0.0	1.1	1.1	0.0
No response	0.0	0.0	0.6	0.0	0.0

TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
18. To teach attitudes essential for employment in the marketing field (e.g., responsibility, promptness, willingness to serve others, and personal grooming).	Strongly agree	67.7	32.7	44.7	47.5
	Agree	27.3	46.9	43.6	48.5
	Uncertain	0.0	13.0	10.6	3.0
	Disagree	0.0	0.0	0.0	1.0
	Strongly disagree	0.0	0.0	0.6	1.1
	No response	0.0	0.0	0.6	0.0
19. To teach interpersonal skills involving getting along with other people (i.e., employers, employees, customers).	Strongly agree	77.4	31.1	39.3	54.5
	Agree	19.4	50.8	52.1	39.4
	Uncertain	0.0	12.4	6.4	5.1
	Disagree	0.0	4.5	1.1	0.0
	Strongly disagree	0.0	0.6	1.1	1.0
	No response	0.0	0.6	0.0	0.0



TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
20. To provide a program for non-college-bound students.	Strongly agree	25.8	24.9	33.0	32.3
	Agree	45.5	40.1	53.2	51.5
	Uncertain	18.2	20.3	10.6	8.1
	Disagree	0.0	10.2	2.1	7.1
	Strongly disagree	0.0	0.0	1.1	1.0
21. To provide job training for students regardless of post-high school plans.	No response	0.0	1.1	0.0	0.0
	Strongly agree	36.3	30.5	35.1	25.3
	Agree	45.5	44.1	47.9	54.5
	Uncertain	9.1	16.9	10.6	17.2
	Disagree	9.1	7.3	5.3	2.0
Strongly disagree	0.0	3.2	0.6	1.1	0.0
	0.0	3.2	0.6	0.0	1.0

TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
22. To supply part-time help for local merchants.					
Strongly agree	0.0	0.0	16.4	22.3	16.2
Agree	27.3	9.7	40.7	44.7	38.3
Uncertain	27.3	22.6	19.2	17.0	15.2
Disagree	27.3	45.1	15.8	9.6	23.2
Strongly disagree	18.1	22.6	6.8	6.4	7.1
No response	0.0	0.0	1.1	0.0	0.0
23. To help strengthen a student's self confidence.					
Strongly agree	90.9	51.6	28.8	42.6	37.4
Agree	9.1	41.9	46.4	45.6	49.5
Uncertain	0.0	6.5	15.8	10.6	12.1
Disagree	0.0	0.0	5.6	1.1	0.0
Strongly disagree	0.0	0.0	1.7	2.1	0.0
No response	0.0	0.0	1.7	0.0	1.0

TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
24. To assist the distributive education student in becoming a more knowledgeable consumer.					
Strongly agree	18.2	32.3	30.5	35.1	20.2
Agree	63.6	64.5	53.1	54.3	58.6
Uncertain	9.1	3.2	10.2	7.4	13.1
Disagree	9.1	0.0	5.1	2.1	7.1
Strongly disagree	0.0	0.0	0.0	1.1	1.0
No response	0.0	0.0	1.1	0.0	0.0
25. To enable students to get out of school early in the day.					
Strongly agree	9.1	3.2	24.2	11.7	12.1
Agree	9.1	9.7	19.8	27.7	14.1
Uncertain	27.3	9.7	13.6	19.1	16.2
Disagree	27.3	29.0	22.0	25.5	28.3
Strongly disagree	27.3	48.4	19.8	14.9	29.3
No response	0.0	0.0	0.6	1.1	0.0

TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
26. To provide distributive education students with a job to enable them to earn spending money.					
Strongly agree	0.0	0.0	18.6	23.4	8.1
Agree	36.4	16.1	42.9	40.4	37.4
Uncertain	18.1	16.1	15.8	17.0	18.2
Disagree	36.4	54.9	17.5	16.0	23.3
Strongly disagree	9.1	12.9	4.6	3.2	12.1
No response	0.0	0.0	0.6	0.0	1.0
27. To assist students in discovering their own identity.					
Strongly agree	54.5	22.6	22.6	26.6	26.3
Agree	45.5	64.5	36.7	42.6	50.5
Uncertain	0.0	12.9	27.1	23.4	20.2
Disagree	0.0	0.0	10.2	5.3	2.0
Strongly disagree	0.0	0.0	2.8	2.1	0.0
No response	0.0	0.0	0.6	0.0	1.0

TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
28. To develop a student's leadership potential.					
Strongly agree	36.4	22.6	20.3	30.9	29.3
Agree	45.5	48.4	45.8	47.9	45.5
Uncertain	18.1	22.6	23.2	13.8	20.2
Disagree	0.0	3.2	7.3	4.2	5.0
Strongly disagree	0.0	0.0	2.8	2.1	0.0
No response	0.0	3.2	0.6	1.1	0.0
Part II. Program Determination in Distributive Education					
29. Distributive education teacher-coordinators are in a good position to help determine what subject matter should be taught in a distributive education class.					
Strongly agree	81.8	29.0	19.8	19.1	21.2
Agree	18.2	61.3	59.3	53.2	47.5
Uncertain	0.0	6.5	16.4	23.4	28.3
Disagree	0.0	3.2	2.3	2.1	1.0
Strongly disagree	0.0	0.0	1.1	1.0	2.0
No response	0.0	0.0	1.1	1.0	0.0

TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
30. Guidance counselors are in a good position to help determine what subject matter should be taught in a distributive education class.					
Strongly agree	0.0	3.2	4.0	6.4	12.1
Agree	0.0	35.5	18.1	35.1	20.2
Uncertain	27.3	32.3	21.5	25.5	42.4
Disagree	27.3	29.0	35.5	26.6	19.2
Strongly disagree	45.4	0.0	20.3	5.3	6.1
No response	0.0	0.0	0.6	1.1	0.0
31. The business community is in a good position to help determine what subject matter should be taught in a distributive education class.					
Strongly agree	9.1	29.0	8.5	9.6	22.2
Agree	54.5	51.6	39.5	42.5	44.3
Uncertain	18.2	16.2	29.4	21.3	24.2
Disagree	9.1	3.2	12.4	19.1	7.1
Strongly disagree	9.1	0.0	8.5	6.4	2.0
No response	0.0	0.0	1.7	1.1	0.0

TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
32. Students in distributive education are in a good position to help determine what subject matter should be taught in a distributive education class.					
Strongly agree	18.2	3.2	22.6	13.8	7.1
Agree	45.4	48.4	49.2	45.8	27.3
Uncertain	9.1	22.6	16.4	19.1	39.4
Disagree	18.2	25.8	9.0	17.0	16.2
Strongly disagree	9.1	0.0	1.7	4.3	10.0
No response	0.0	0.0	1.1	0.0	0.0
Part III. Selection Criteria					
33. The selection of students into the distributive education program should be done primarily by the distributive education teacher-coordinator.					
Strongly agree	63.6	3.2	10.3	8.5	9.1
Agree	27.3	9.7	28.2	26.6	32.3
Uncertain	0.0	25.8	16.9	27.7	31.3
Disagree	0.0	51.6	29.9	22.3	20.2
Strongly disagree	9.1	9.7	14.1	13.8	5.1
No response	0.0	0.0	0.6	1.1	2.0

TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
34. The selection of students into the distributive education program should be done primarily by the guidance counselor.					
Strongly agree	0.0	0.0	4.5	1.1	4.0
Agree	0.0	12.9	12.4	18.1	18.3
Uncertain	27.2	32.3	16.9	21.3	29.3
Disagree	36.4	48.3	40.2	42.5	34.3
Strongly disagree	36.4	6.5	25.4	14.9	11.1
No response	0.0	0.0	0.6	2.1	3.0
35. Each student should determine whether or not to take distributive education. There should be no screening procedure.					
Strongly agree	9.1	12.9	36.1	28.7	19.2
Agree	27.3	41.9	32.7	36.2	26.3
Uncertain	9.1	12.9	18.1	14.8	21.2
Disagree	45.4	22.6	8.5	16.0	24.2
Strongly disagree	9.1	6.5	4.0	3.2	8.1
No response	0.0	3.2	0.6	1.1	1.0



TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
Part IV. Cooperative Experiences					
36. The cooperative job that students have while in distributive education is essential in meeting the objectives of the program.					
Strongly agree	27.3	29.0	18.6	11.7	19.2
Agree	54.5	51.6	48.6	55.3	63.6
Uncertain	18.2	19.4	21.5	23.4	15.2
Disagree	0.0	0.0	8.5	6.4	2.0
Strongly disagree	0.0	0.0	1.7	1.1	0.0
No response	0.0	0.0	1.1	2.1	0.0
Part V. Role of the Teacher-Coordinator					
37. A primary role of the distributive education teacher-coordinator ought to be to counsel students on personal matters.					
Strongly agree	18.2	0.0	5.6	6.4	3.0
Agree	18.2	3.2	19.8	27.7	23.2
Uncertain	27.3	12.9	22.6	25.5	32.3
Disagree	27.3	64.6	33.9	31.9	32.3
Strongly disagree	9.0	16.1	16.4	7.4	8.2
No response	0.0	3.2	1.7	1.1	1.0

TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
38. A primary role of the distributive education teacher-coordinator ought to be to assist their distributive education students in vocational-career counseling.					
Strongly agree	36.4	19.4	13.6	19.1	19.2
Agree	54.5	61.3	53.1	62.8	59.6
Uncertain	9.1	6.5	20.3	8.5	16.2
Disagree	0.0	12.8	7.3	6.4	3.0
Strongly disagree	0.0	0.0	4.0	1.1	1.0
No response	0.0	0.0	1.7	2.1	1.0
39. A primary role of the distributive education teacher-coordinator ought to be to counsel students on all in-school matters.					
Strongly agree	18.2	0.0	7.3	8.5	1.0
Agree	18.2	16.1	26.0	24.5	33.3
Uncertain	45.4	9.7	23.1	31.9	27.3
Disagree	9.1	58.1	31.1	26.6	31.3
Strongly disagree	9.1	12.9	10.2	6.4	6.1
No response	0.0	3.2	2.3	2.1	1.0

TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
Part VI. Role of the Student Store					
40. A school store run by the distributive education class is a valuable means to help meet the objectives of the program.					
Strongly agree	36.3	45.2	38.4	31.9	30.3
Agree	27.3	51.6	42.9	55.3	32.3
Uncertain	27.3	3.2	12.4	9.6	27.3
Disagree	0.0	0.0	5.1	1.1	5.1
Strongly disagree	9.1	0.0	0.6	2.1	3.0
No response	0.0	0.0	0.6	0.0	2.0
Part VII. Role of DECA					
41. The DECA (Distributive Education Clubs of America) Club is a valuable means to help meet the objectives of the distributive education program.					
Strongly agree	18.2	19.3	15.8	18.0	14.2
Agree	9.0	32.3	33.9	50.0	33.5
Uncertain	27.3	41.9	36.7	25.5	46.5
Disagree	27.3	0.0	8.5	4.3	2.0
Strongly disagree	18.2	0.0	4.0	1.1	0.0
No response	0.0	6.5	1.1	1.1	4.0

TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
The Distributive Education Program This Year . . .					
42. Prepared students for a job, but not necessarily in the field of marketing.					
Very successful	9.1	3.2	10.2	11.7	9.1
Successful	36.4	32.3	48.0	51.1	47.5
Somewhat successful	45.4	22.6	24.3	13.8	20.2
Unsuccessful	0.0	0.0	7.3	3.2	3.0
Do not know	9.1	25.8	8.5	17.0	15.2
No response	0.0	16.1	1.7	3.2	5.0
43. Prepared students for further education after high school.					
Very successful	0.0	0.0	9.6	9.5	6.1
Successful	45.5	16.1	26.0	33.0	32.3
Somewhat successful	45.5	25.8	34.4	26.6	29.3
Unsuccessful	0.0	6.5	19.2	9.6	3.0
Do not know	9.0	35.5	10.2	18.1	23.2
No response	0.0	16.1	0.6	3.2	6.1

TABLE 10--Continued

Guidance	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
44. Helped students define personal goals.					
Very successful	9.1	0.0	18.1	11.7	4.0
Successful	63.6	48.4	39.1	44.6	48.5
Somewhat successful	27.3	19.4	23.7	22.3	20.2
Unsuccessful	0.0	6.5	12.4	4.3	2.0
Do not know	0.0	9.6	5.6	12.8	20.2
No response	0.0	16.1	1.1	4.3	5.1
45. Helped students explore career opportunities.					
Very successful	27.2	12.9	30.6	18.1	17.2
Successful	36.4	45.2	48.0	51.1	52.5
Somewhat successful	36.4	16.1	14.7	12.7	12.1
Unsuccessful	0.0	0.0	4.5	3.2	2.0
Do not know	0.0	9.7	1.1	10.6	8.1
No response	0.0	16.1	1.1	4.3	8.1
46. Kept students from leaving school prior to graduation.					
Very successful	18.2	3.2	9.6	17.0	9.1
Successful	18.2	32.3	15.2	29.8	34.3
Somewhat successful	45.4	25.8	26.6	18.1	4.0
Unsuccessful	0.0	0.0	17.5	7.4	9.1
Do not know	18.2	22.6	30.5	23.4	37.4
No response	0.0	16.1	0.6	4.3	6.1

TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
47. Prepared students for better jobs than may otherwise have been available to them.					
Very successful	18.2	9.7	20.9	16.0	16.2
Successful	45.4	45.2	44.6	42.5	44.4
Somewhat successful	18.2	12.9	19.3	16.0	14.2
Unsuccessful	0.0	0.0	7.3	8.5	4.0
Do not know	18.2	16.1	7.3	12.7	13.1
No response	0.0	16.1	0.6	4.3	8.1
48. Prepared students for managerial responsibilities.					
Very successful	0.0	0.0	13.0	13.8	6.1
Successful	27.3	9.7	41.2	33.0	34.3
Somewhat successful	54.5	16.1	29.4	18.1	21.2
Unsuccessful	0.0	6.5	7.9	12.8	9.1
Do not know	18.2	51.6	7.9	19.1	23.2
No response	0.0	16.1	0.6	3.2	6.1
49. Assisted students in finding a job.					
Very successful	9.1	19.4	41.3	22.4	18.1
Successful	72.7	38.6	37.9	40.4	45.5
Somewhat successful	9.1	19.4	10.7	10.6	12.1
Unsuccessful	9.1	0.0	4.5	11.7	1.0
Do not know	0.0	6.5	2.8	11.7	18.2
No response	0.0	16.1	2.8	3.2	5.1

TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
50. Assisted students in keeping a job.					
Very successful	9.1	12.9	23.2	14.9	12.1
Successful	27.3	48.4	34.5	35.1	37.3
Somewhat successful	63.6	6.5	27.7	7.4	16.2
Unsuccessful	0.0	0.0	6.2	13.8	5.1
Do not know	0.0	16.1	7.3	24.5	23.2
No response	0.0	16.1	1.1	4.3	6.1
51. Gave students a better understanding of what they want to do for their career.					
Very successful	0.0	6.5	18.1	12.8	19.2
Successful	72.7	41.9	41.8	46.8	51.5
Somewhat successful	27.3	25.8	23.7	19.1	10.1
Unsuccessful	0.0	0.0	9.0	4.3	2.0
Do not know	0.0	9.7	6.8	13.8	11.1
No response	0.0	16.1	0.6	3.2	6.1

TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
52. Taught students basic marketing skills such as advertising writing, salesmanship, window display, inventory, and store layout.					
	Very successful	25.8	36.6	28.7	15.2
	Successful	48.4	42.4	38.2	44.3
	Somewhat successful	9.7	15.3	11.7	17.2
	Unsuccessful	0.0	2.8	4.3	5.1
	Do not know	0.0	0.0	12.8	13.1
No response	0.0	16.1	0.6	4.3	5.1
53. Taught attitudes essential for employment in the marketing field (e.g., responsibility, promptness, willingness to serve others, and personal grooming).					
	Very successful	19.4	24.3	24.5	12.1
	Successful	29.0	46.9	46.8	60.6
	Somewhat successful	19.4	23.2	16.0	15.2
	Unsuccessful	0.0	2.8	2.1	3.0
	Do not know	0.0	12.8	8.5	1.0
No response	0.0	19.4	1.1	2.1	8.1



TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
54. Taught interpersonal skills involving getting along with other people (i.e., employers, employees, customers).					
	Very successful	12.8	23.7	21.3	10.1
	Successful	45.2	45.2	50.0	63.6
	Somewhat successful	6.5	23.2	12.8	15.2
	Unsuccessful	0.0	0.0	2.8	5.3
Do not know	0.0	16.1	3.4	8.5	2.0
No response	0.0	19.4	1.7	2.1	8.1
55. Provided a program for non-college-bound students.					
	Very successful	19.4	14.1	17.0	9.1
	Successful	48.4	42.4	44.6	49.5
	Somewhat successful	12.9	15.8	16.0	14.1
	Unsuccessful	0.0	11.3	3.2	2.0
Do not know	0.0	3.2	14.1	14.9	17.2
No response	0.0	16.1	2.3	4.3	8.1

TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
56. Provided job training for students regardless of post-high school plans.					
Very successful	27.3	6.5	23.7	11.7	7.1
Successful	45.4	41.9	42.9	52.1	59.5
Somewhat successful	18.2	6.5	19.2	11.7	15.2
Unsuccessful	9.1	6.5	6.8	6.4	3.0
Do not know	0.0	22.5	6.8	16.0	7.1
No response	0.0	16.1	0.6	2.1	8.1
57. Supplied part-time help for local merchants.					
Very successful	9.0	22.5	18.6	17.0	14.1
Successful	45.5	35.5	44.7	43.7	45.5
Somewhat successful	45.5	19.4	20.9	13.8	16.2
Unsuccessful	0.0	0.0	6.8	8.5	3.0
Do not know	0.0	6.5	7.3	13.8	12.1
No response	0.0	16.1	1.7	3.2	9.1
58. Helped strengthen a student's self confidence.					
Very successful	27.3	6.5	18.7	20.2	11.1
Successful	63.6	38.7	36.7	47.9	50.5
Somewhat successful	9.1	12.9	27.2	11.7	13.1
Unsuccessful	0.0	3.2	7.3	5.3	1.0
Do not know	0.0	22.6	9.0	11.7	16.2
No response	0.0	16.1	1.1	3.2	8.1

TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
59. Assisted the distributive education student in becoming a more knowledgeable consumer.					
Very successful	9.1	22.6	26.5	19.1	10.1
Successful	63.6	35.5	49.2	52.2	50.5
Somewhat successful	27.3	12.9	19.2	14.9	16.2
Unsuccessful	0.0	0.0	2.3	4.3	1.0
Do not know	0.0	12.9	1.7	7.4	14.1
No response	0.0	16.1	1.1	2.1	8.1
60. Enabled students to get out of school early in the day.					
Very successful	36.3	12.9	26.0	16.0	6.1
Successful	27.3	29.0	22.5	29.8	28.3
Somewhat successful	27.3	12.9	19.8	19.1	11.1
Unsuccessful	0.0	0.0	13.6	9.6	8.1
Do not know	9.1	25.8	16.4	20.2	37.3
No response	0.0	19.4	1.7	5.3	9.1

TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
61. Provided distributive education students with a job to enable them to earn spending money.					
Very successful	9.1	3.2	21.5	16.0	16.2
Successful	54.5	41.9	40.1	39.4	35.3
Somewhat successful	27.3	22.6	19.2	19.1	17.2
Unsuccessful	9.1	0.0	7.9	9.5	2.0
Do not know	0.0	16.2	10.7	12.8	21.2
No response	0.0	16.1	0.6	3.2	8.1
62. Assisted students in discovering their own identity.					
Very successful	0.0	0.0	13.6	11.7	8.1
Successful	72.7	22.6	31.5	42.7	44.4
Somewhat successful	27.3	25.8	26.6	17.0	12.1
Unsuccessful	0.0	0.0	14.1	7.4	3.0
Do not know	0.0	35.5	13.6	19.1	24.3
No response	0.0	16.1	0.6	2.1	8.1

TABLE 10--Continued

Question	Groups				
	Teacher- Coordinators (N = 11)	Guidance Counselors (N = 31)	Students (N = 177)	Parents (N = 94)	Employers (N = 99)
63. Developed a student's leadership potential.					
Very successful	0.0	3.2	13.6	16.0	7.1
Successful	54.5	12.9	36.1	39.4	41.4
Somewhat successful	27.3	32.3	27.7	17.0	14.1
Unsuccessful	9.1	0.0	10.7	5.3	4.0
Do not know	9.1	35.5	10.2	20.2	25.3
No response	0.0	16.1	1.7	2.1	8.1

TABLE 11

SUMMARY OF THE DISTRIBUTION OF PERCENTAGES OF RESPONSES TO SECTION D  
FOR TEACHER-COORDINATORS (N = 11)

Question	Percentage Response
62. How satisfied are you with the type of students enrolled in your distributive education program? Extremely satisfied Satisfied Less than satisfied Not at all satisfied	27.3 45.5 18.2 9.0
63. How much flexibility does your administration allow you in organizing and operating your distributive education program? Complete flexibility Some flexibility Little or no flexibility	72.7 18.2 9.1
64. To what extent have your guidance counselors been helpful in providing direction toward your distributive education students' career goals? Extremely helpful Helpful Of little or no help Unsure	0.0 18.2 45.5 36.3

TABLE 11--Continued

Question	Percentage Response
65. What is your evaluation of the textbooks and workbooks used in the distributive education classes? Excellent Good Fair Poor None are used	9.1 27.3 45.5 9.1 9.0
66. Do you feel distributive education is preparing students for jobs that otherwise would be unattainable to them? Yes No Unsure	45.5 0.0 45.5
67. Overall, how would you evaluate the quality of the distributive education program in your school? Excellent Good Fair Poor	27.3 54.5 18.2 0.0

TABLE 11--Continued

Question	Percentage Response
<p>68. In your opinion, what type of student should take distributive education?                      (Check [<input checked="" type="checkbox"/>] <u>all</u> choices that apply.)</p> <p>All interested students regardless of post-high school plans                      Students who have tentatively selected a career in marketing                      Students who are judged to have an ability to hold a job in marketing                      Students who are clearly motivated to study marketing                      Students who have found little or no success in other classes                      Students who do <u>not</u> plan to attend college                      Other (please specify):</p>	<p>54.5                      72.7                      63.6                      72.7                      45.3                      45.2                      0.0</p>



TABLE 12

SUMMARY OF THE DISTRIBUTION OF PERCENTAGES OF RESPONSES TO SECTION D  
FOR GUIDANCE COUNSELORS (N = 31)

Question	Percentage Response
62. To what extent do you feel the distributive education curriculum is relevant to the requirements that students must meet in order to be employable in a responsible position?	
Extremely relevant	19.4
Relevant	74.2
Little or no relevance	0.0
Unsure	3.2
No response	3.2
63. Do you feel distributive education is preparing students for jobs that otherwise would be unattainable to them?	
Yes	35.5
No	12.9
Unsure	45.2
No response	6.4
64. In your opinion, are distributive education students, upon graduation, better prepared to successfully perform most assigned tasks in a business establishment than non-distributive education high school graduates?	
Yes	67.7
No	3.2
Unsure	25.8
No response	3.3

TABLE 12--Continued

Question	Percentage Response
<p>65. Overall, how would you evaluate the quality of the distributive education program in your school?</p> <p>Excellent            Good            Fair            Poor            No response</p>	<p>9.7            61.3            16.1            3.2            9.7</p>
<p>66. In your opinion, what type of student should take distributive education? (Check <input checked="" type="checkbox"/> all that apply.)</p> <p>All interested students regardless of post-high school plans            Students who have tentatively selected a career in marketing            Students who are judged to have an ability to hold a job in marketing            Students who are clearly motivated to study marketing            Students who have found little or no success in other classes            Students who do not plan to attend college            Other (please specify):</p>	<p>80.6            64.5            32.3            61.3            22.6            19.4            0.0</p>

TABLE 13

SUMMARY OF THE DISTRIBUTION OF PERCENTAGES OF RESPONSES TO SECTION D  
FOR STUDENTS (N = 177)

Question	Percentage Response
64. For what reasons did you enroll in the distributive education program? (Place a check [✓] beside all appropriate choices.)	
I have a career goal of working with some aspect of marketing and distribution	27.1
I wanted to attend a business school	10.2
I wanted practical instruction	20.9
I received extra credits as incentive for enrolling in distributive education	18.1
I was assigned by the guidance department	9.6
I want to earn while I learn (co-op)	36.7
Other (please specify):	0.0
65. If you had to make your choice of a school program again, would you enroll in the distributive education program?	
Yes	73.4
No	11.9
Unsure	14.1
No response	0.6

TABLE 13--Continued

Question	Percentage Response
66. To what extent has distributive education helped you to become a better consumer? To a great extent To some extent Not at all No response	35.0 58.2 5.6 1.2
67. Would you recommend other students enroll in the distributive education program in your school? Yes No Unsure No response	82.5 9.0 7.9 0.6
68. To what extent do you think the distributive education training is relevant to your post-high school plans? Extremely relevant Relevant Of little or no relevance Unsure No response	25.4 45.2 18.6 10.2 0.6

TABLE 13--Continued

Question	Percentage Response
69. How would you rate the distributive education instruction you received? Excellent Good Fair Poor Very poor No response	37.3 44.1 13.0 0.6 2.3 2.7
70. How would you rate the textbooks and workbooks used in distributive education? Excellent Good Fair Poor None were used No response	14.1 26.6 26.0 18.0 13.0 2.3
71. How would you rate your preparation for your co-op employment? Excellent Good Fair Poor No co-op employment available No response	19.8 45.8 28.3 4.0 6.8 3.3

TABLE 13--Continued

Question	Percentage Response
72. Overall, how would you rate your learning experience(s) in your co-op station(s)? Excellent Good Fair Poor No co-op employment available No response	27.1 45.2 12.4 4.5 7.3 3.5
73. How important do you think the co-op station is in the distributive education program? Not important at all Of some importance Important Extremely important No co-op employment available No response	6.8 19.8 45.2 20.3 5.6 2.3
74. Overall, how would you evaluate the quality of the distributive education program in your school? Excellent Good Fair Poor No response	38.4 41.2 15.3 3.4 1.7

TABLE 13--Continued

Question	Percentage Response
<p>75. In your opinion, what type of student should take distributive education?            (Check [<input checked="" type="checkbox"/>] <u>all</u> choices that apply.)</p> <p>All <u>interested</u> students regardless of post-high school plans            Students who <u>have</u> tentatively selected a career in marketing            Students who are judged to have an <u>ability</u> to hold a job in marketing            Students who are clearly <u>motivated</u> to study marketing            Students who have found <u>little</u> or no <u>success</u> in other classes            Other (please <u>specify</u>):</p>	<p>68.4            49.7            29.9            44.0            27.0            35.0            13.0</p>

TABLE 14  
 SUMMARY OF THE DISTRIBUTION OF PERCENTAGES OF RESPONSES TO SECTION D  
 FOR BUSINESS PERSONS (N = 99)

Question	Percentage Response
62. Do you feel distributive education is preparing students for jobs that otherwise would be unattainable to them?  Yes No Unsure No response	66.7 10.1 22.2 1.0
63. In your opinion, are distributive education students, upon graduation, better prepared to successfully perform most assigned tasks in a business establishment than non-distributive education high school graduates?  Yes No Unsure No response	80.8 3.0 15.2 1.0
64. Do you expect to continue employment of distributive education co-op students?  Yes No Unsure No response	86.9 2.0 8.1 3.0



TABLE 14--Continued

Question	Percentage Response
<p>65. If you answered "No" to any of the above questions, please indicate your reasons below:</p> <p>*Program should be to help students become a better rounded person.            Jobs available through the program need skills acquired in higher learning.            Students need to be taught responsibility.            Students do not know what is expected of them.            Any student can learn and do the work D.E. students are looking for.            Most of the jobs do not need any special D.E. training.            A student could get a job without D.E. but the program could help him to be better prepared.</p>	

\*Summary of answers given to Question 65.

additional education after completing the high school requirements. About 69 percent of the parents wanted their children to go on to post-secondary schools. Overall, 79.8 percent of the parents were satisfied with the activities that their children were involved in, and evaluated the distributive education program from good to excellent in quality.

#### Results of the Responses to the Common Questions on the Questionnaires

From a careful review of the data reported in Table 10, the following results seemed to be the most important and/or the most interesting:

1. Nearly everyone agreed that a primary purpose of the program should be to prepare students for a job, but not necessarily a job in the field of marketing.
2. Over 75 percent of the respondents felt that the distributive education program ought to give students a better understanding of what they want to do for their career, to help students define personal goals, and to explore various career opportunities.
3. Ninety-nine percent of the teacher-coordinators felt that a purpose of the distributive education program should be to assist students in discovering their own identity.
4. About 63 percent of the teacher-coordinators and only 32.3 percent of the guidance counselors felt that a purpose of distributive education should be to prepare students for further education after

high school. Thus the guidance counselors were in sharp disagreement with teacher-coordinators (and students and parents) on this matter.

5. All respondents agreed that the cooperative jobs that students have while participating in the distributive education program are essential in meeting the objectives of the program.

6. Over 85 percent of all respondents felt that the purposes of the distributive education program should include the preparation of students for better jobs than may otherwise be available to them, and to assist them in finding a job.

7. Most of the teacher-coordinators and guidance counselors felt that distributive education should teach students basic marketing skills, attitudes essential for employment in the marketing field, and interpersonal skills involving getting along with other people. The other groups - students, parents, business people - were less certain about the importance of these skills.

8. The majority of the respondents (65 percent) felt that the distributive education program should be geared primarily to meet the needs of the non-college-bound students. The remaining 35 percent of the respondents expressed uncertainty or disagreement with this possible purpose of the distributive education program.

9. Although the cooperative job was considered essential in meeting the objectives of distributive education, 67.7 percent of the guidance counselors, 45.4 percent of the teacher-coordinators, 22.6 percent of the students, and 16 percent of the parents disagreed that a purpose of distributive education should be to supply part-time help for local merchants.

10. While 81.8 percent of the teacher-coordinators felt that they were in a good position to help determine what subject matter should be taught in a distributive education class, only 29 percent of the guidance counselors, 19.8 percent of the students, 19.1 percent of the parents, and 21.2 percent of the employers felt that they were. In fact, each respondent group felt that they were in about the best position to assist in curriculum building.

11. The teacher-coordinators (90.9 percent) felt that they should have the primary responsibility for the selection of the students into the distributive education program; only 12.9 percent of the guidance counselors agreed with the teacher-coordinators. Similarly, the teacher-coordinators gave no support to the guidance counselors being primarily responsible for selecting students into the distributive education program.

In conclusion, there was agreement among all respondent groups that the distributive education program was successful in providing a program for non-college-bound students and in teaching basic marketing skills. It was agreed that a purpose of the program was to prepare students for a job but not necessarily in marketing. The cooperative work experience of the program was important but not for the purpose of supplying part-time help to local merchants. The teacher-coordinators felt very strongly that their distributive education program had successfully taught attitudes essential for employment in the marketing field and teaching interpersonal skills involving getting along with others.

There was disagreement between the guidance counselors and teacher-coordinators on various issues. For one, they disagreed on whether or not a purpose of the program was to prepare students for college. Also, they disagreed on many matters pertaining to curriculum, selection of the students, and the role of the teacher-coordinator.

Finally, it seemed that nearly every group saw themselves as best prepared to determine what should be taught in distributive education and best able to select students for the program. The guidance counselors conceded that the teacher-coordinators could counsel students on vocational-career concerns but not counsel students on any personal or in-school matters.

#### Results of the Responses to the Opinion Questions

In Tables 11 through 14 the responses of the four groups (excluding parents) to opinion questions pertaining to the distributive education program are presented. The major findings are summarized below:

1. Respondents felt that the ideal student is one who is motivated, has the ability to hold a job in marketing, and has tentatively selected a career in marketing. Guidance counselors felt that, regardless of post-high-school plans, all interested students should be accepted into the program.

2. Only 18.2 percent of the teacher-coordinators felt that guidance counselors have been helpful in providing direction in career goals for distributive education students.

3. Teacher-coordinators (72.7 percent) felt that their school administrators allowed complete flexibility in the organization and operation of the distributive education program.

4. A wide range of views were held by teacher-coordinators and students about the quality of textbooks and workbooks.

5. Overall, the teacher-coordinators and guidance counselors were pleased with the quality of their programs.

Summarizing the responses to the opinion questions, the guidance counselors are of the opinion that a student who participated in the distributive education program is better prepared, upon graduation, to successfully perform most assigned tasks in a business establishment than non-distributive education high school graduates. This is consistent with the view of 80 percent of the business persons.

The students consistently evaluated the instruction received and the quality of the distributive education program in their school in a positive manner. Overall, the guidance counselors and teacher-coordinators agreed with the students. In addition, most of the students indicated that they would enroll in the distributive education program if they had to make the choice again of a school program, and they indicated that they would recommend the program to others.

#### Summary of the Responses to Section E of the Questionnaires

Section E of the questionnaire provided the teacher-coordinators and guidance counselors with an opportunity to express their opinions as to what changes they would like to see made in their school

distributive education program in order to make distributive education a more valuable learning experience. A summary of the findings is as follows:

The teacher-coordinators recommended that a broader curriculum be implemented to cover all job categories and not just sales and distribution. They felt that more emphasis in the marketing and distribution occupational opportunities for women should be provided in the program because of the continuous enrollment of women in distributive education programs. There was a feeling by some teacher-coordinators that the Distributive Education Clubs of America should be a part of the distributive education program. In dealing with teacher-administration relationships and daily operations of school duties, the teacher-coordinators expressed their feeling that school administrators should be more aware of the distributive education program, provide better distributive education classroom laboratory facilities, and better schedules for teaching and observation of cooperative students.

The guidance counselors saw the importance of the cooperative work experience for distributive education students, but they also saw a need for more varied co-op experiences. Generally they felt that human relations skills should receive more emphasis. The guidance counselors agreed with the teacher-coordinators that the Distributive Education Clubs of America should be developed as part of the distributive education program.

C H A P T E R   V  
CURRICULUM INNOVATION - RECOMMENDATIONS AND SUMMARY

Introduction

Distributive education is in the midst of an identity crisis. Having been conceptualized in 1936, when post-secondary education was out of the question for most students, distributive education was viewed as the transition from school to the world of work. The curriculum was designed to provide specific job skills in the field of marketing, especially retailing. However, the educational realities of 1975 are quite unlike those of 1936. Most students now go on to some form of secondary education; the entrance into full-time work has been prolonged for adolescents; the field of retailing has been steadily transformed from small independent stores to large chains and franchises. Yet the curriculum in distributive education remains the same, and is related, I believe, to the many problems characteristic of secondary distributive education programs in New England. Included among these problems are limited job opportunities for students, lack of student motivation, competitive cooperative programs that attract potential distributive education students, and difficulty in hiring competent distributive education coordinators. This study was designed as the first step in a program to revitalize distributive education in New Hampshire. Specifically this study was designed to assess the purposes of distributive education as perceived by five rather different groups of individuals (teacher-coordinators, guidance



counselors, students, parents, and business persons), to collect specific evaluative data on the effectiveness of the program, and to propose a model to facilitate future directions for distributive education programs.

The results of the study, which were derived from an analysis of the questionnaire responses of five groups of individuals, clearly suggest that there is agreement that the distributive education program has been successful in providing a program for non-college-bound students. The students feel that the cooperative work station is important to the program with business people stating that they expected and would continue to employ distributive education co-op students. Also all five groups of respondents agree that a purpose of the distributive education program should be to prepare students for a job, but not necessarily limited to the field of marketing. However, guidance counselors and teacher-coordinators consistently disagreed on some of the major issues. Three key areas for disagreement were: curriculum, selection of students into the program, and the role of the teacher-coordinator. Rather clearly there was strong disagreement in all aspects where their areas of responsibility overlapped.

It is quite evident that program improvement in New Hampshire will be hampered as long as the groups fundamentally responsible for innovation are in basic disagreement, and are subsequently working at cross purposes. Therefore, it would seem that any program designed to have an impact on distributive education in New Hampshire must

systematically deal with the existing structure, attitudes, and practices of the people closely involved in on-going distributive education programs. That is, program improvement demands a long-range plan of action.

This chapter will (a) review the current literature in curriculum innovation in an effort to identify the significant variables necessary for successful curriculum change; (b) build a model for curriculum change, which will identify those steps which seem essential for innovation; and, finally, (c) recommend changes and new directions in distributive education.

The procedure will be to develop a general model for innovation, based on the theoretical writings of curriculum reformers and on empirical evidence of past curriculum reforms. Any attempt, of course, to collapse all curriculum innovations into a detailed model is fraught with hazards. The potential for curriculum innovation is a function of size, money, urgency, power, need, clarity, etc., and no model can precisely consider all of those variables. Therefore, the model outlined in this chapter is broadly conceived and rather general in scope. Although the model does not provide information such as time and cost for any given innovation, the intent is to argue that curriculum innovations generally must successfully pass through each step if they are to have an impact in the classroom.

## Overview of Curriculum Innovation

Innovation and change have, in the last two decades, become the catchwords of American education. This is certainly true in New Hampshire where staff development plans have been established as an agent of progress and teacher recertification.

Curriculum reform has been a major issue since the establishment of public schools. A history of education could be written by simply examining the endless struggles over what should be included in the curriculum. The issue has never been resolved, nor should one expect it to be, since there has never been a consensus on the purposes and objectives of the public schools. The schools have been charged at one time or another, by large segments of the population, to teach the three R's, morality, good citizenship, critical thinking, humanism, vocational preparation, responsibility, world citizenship, and so on. The schools are frequently expected to respond to social and national needs, even when they are somewhat contradictory. Major vocational legislation grew out of the depression days in the 1930's; science reform quickly followed on the heels of the Russian success with Sputnik; physical fitness programs were launched under the "vigorous" President John F. Kennedy; and in the 1970's "humanistic" education is emerging in an attempt to meet the crisis of the alienation and regimentation of our schools as popularized by the romantic critics of the 1960's.

Perhaps the most lauded curriculum reform was that which took place in science education following Sputnik. The response to the

challenge of Sputnik and the Soviet scientific presumed supremacy was immediate. Funds from foundations, resources from the federal government, and a renewed commitment from the states and local communities were turned toward the school curriculum. It has been said that Sputnik put subject matter back into the curriculum. Goodlad (1966) writes that this is an overstatement since subject matter was never out of the curriculum and concern for a more discipline-centered curriculum goes back much further than 1957 with the work of the University of Illinois Committee on School Mathematics. "Nonetheless," Goodlad continued, "the launching of the first Russian satellite must be acknowledged as a direct cause of vastly accelerated curriculum revision, notably in mathematics and the physical sciences" (p. 11).

Clearly curriculum innovations do take place. Virtually no segment of the academic school curriculum is the same as it was 30 years ago. The implementation of the new curriculum in math, science, languages, etc., are dramatic evidences that curriculum innovation takes place. Yet, the curriculum being taught in distributive education is basically the same curriculum that was written in the late 1930's.

Defining innovation. Havelock's (1970, p. 2) liberal definition of innovation, "any change which represents something new to the people being changed," seems accurate yet so broad as not to be useful. This definition implies that innovation only means something new and

different and not improvement and progress. Lawler (1970, p. 17) in Strategies for Planned Curriculum Innovation seemed to have zeroed in on the target of educational priorities of the 1960's by stating that innovation is "a deliberate, normal, specific change, which is thought to be more efficacious in accomplishing the goals of the system." If it is helpful to consider innovation as being willed and planned for, rather than as occurring haphazardly, ". . . the focus of innovation planning has to be the user, himself; his needs and his problems must be the primary concern of educational reform" (Havelock, 1970, p. 11). Curriculum as a vehicle of innovation provides the framework, strategies, and materials designed to support and give direction to the learning transaction (Fox, 1972). In providing a delivery of this information to the users in the field, Oliver (1965) simulates curriculum building to football since he states that both have a T-formation: tradition, texts, trends, and threads. These obstacles present a formidable challenge to the practitioners of curriculum reform. An alternate "T" is standardized tests that may also determine much of the curriculum content if administrators use this device as a method of evaluating their teachers' competency.

Paul Mort concluded in part "that it often takes 50 years to move from an initial small percentage of adoption to a very significant percentage of adoption of an innovation" (Lawler, 1970, p. 5). Perhaps the cultural lag in education - that time between research discoveries and actual classroom implementation - can be reduced if implementors would simply apply what is known about curriculum innovation. The

following model is offered as a guide to those in distributive education who wish to initiate curriculum changes.

### Process of Change

Miles (1964, p. 282) in Innovation in Education provides one model for change that has the following steps: (1) development of need for change, (2) psychological acceptance of a source of help, (3) formulating goals for change, (4) skill - transforming intention into action, and (5) consolidation of change. Guba and Clark have also developed a model that calls attention to the range of processes involved in innovating. They enumerate four processes: (1) research - provides a basis for innovation, (2) development - produces new solutions and creates and evaluates the innovation, (3) diffusion - informs, creates an awareness, examines and assesses the innovation, and (4) adoption - tries out innovation in a specific situation, takes formal action to adopt innovation while creating conditions necessary to make the innovation operational. Finally, maintaining the innovation as a part of the on-going system (Lawler, 1970, pp. 9-10).

Scholars in a few fields participated actively in curriculum reform. Goodlad (1964, p. 10) found that, although the initiative for curriculum reform sometimes came from an individual and sometimes from a learned society, the course of events was similar from project to project. These steps identified by Goodlad are: (1) a group of scholars met to review the need for curriculum change in their field;

(2) in subsequent summers, scholars and teachers invited from the schools planned course content and wrote materials; (3) these materials were tried out in cooperating schools during the school year and revised in the light of this experience; and (4) in summer and year-long institutes, teachers were educated in the new content and methodology. Goodlad further points out that throughout this process, the participants seemed in agreement that new materials are central to a basic curriculum change.

The model to be described in this chapter, although similar to those previously listed, is more comprehensive. It not only attempts to include the major components of those described by Guba and Clark, Miles, and Goodlad, but it also incorporates the procedures taken by major curriculum reforms of the last decade. This model identifies four steps in the process of change. These steps are: (1) identifying goals, (2) development of material, (3) diffusion, and (4) in-service training.

Identifying goals. The first step in this model is identifying goals. Sometimes the most effective strategy for coping with change is to do nothing. Although this strategy may be considered somewhat primitive, it does help to prevent the inherent dangers in changing for the sake of change. Also as old standards and procedures are questioned, a feeling of uncertainty and rootlessness results, which may then lead either to involvement withdrawal or a crystalizing of resistance to all change. Any attempt at innovation makes the obvious assumption that things could be better than they are (Armstrong, 1973).

Research efforts have not always produced solid results as to what works in education. The educational system will continue to adopt those changes which make its present job easier for it to accomplish unless there is a strong evidence favoring an alternative approach (White, 1973). Where questionable goals and objectives have been formulated based on decisions made from fragmented data, various schemes have surfaced with inconclusive results. These schemes (e.g., career education, humanistic education, value clarification, non-grading, multi-grading, saturation of new funds) have not in any obvious way significantly changed the schools. "One crucial barrier to strategic change and increased effectiveness of public school systems is the absence of a comprehensive, conceptual model . . . that offers a goal for professionals and policy makers" (Janowitz, 1970, p. 249). Teacher defensiveness, conservatism, school as a monopoly, focus on present commitments, confused goals, and lack of procedures and training for change are some of the factors that will slow down the process of change.

Unless the objectives of a project are clearly defined, it may be impossible to develop materials, train teachers, or measure the effectiveness of the innovation. Goodlad (1964) writes that there is a striking similarity in the aims and objectives of nearly all projects. Objectives stress the importance of understanding the structure of the discipline, the purposes and methods of the field, and the part that creative men and women played in developing the field. Objectives of the programs appear to rest on the assumption



that any significant behavior which can be derived from analysis of an academic discipline can be learned by students of a given age and is therefore worth learning. Perhaps a reason for the success of curriculum reform in science and mathematics is their clear-cut objectives. For example, the educational objectives of Project Physics are to have young people understand and appreciate: (1) how the basic facts, principles, and ideas of modern physics developed; (2) who made the key contributions and something of the lives of the men and women who did; etc. Although the course stresses the facts, concepts, and theories of physics, it is equally concerned with the methods by which the knowledge of physics grows (Hurd, 1970, p. 195). The specific objectives of the Biological Sciences Curriculum Study were in terms of the implications of the course for the student. These objectives define the teaching of biology in terms of its on-going, self-corrective, and revisionary inquiry processes, and also as a body of currently warranted concepts and theories. The University of Maryland Mathematics Project in their objectives develop precision in using language of mathematics to appreciate the structure of number systems, to use inductive and deductive methods of reasoning, and to acquire understanding of both metric and non-metric geometry (Goodlad, 1964). On the other hand, a clear and universally accepted definition of career education, humanistic education, or cooperative education is elusive. It follows that the goals and objectives are correspondingly fuzzy and further clarification is needed. To develop a positive self-concept by the

learner, to develop an awareness of the career decision-making process, to develop a sense of community involvement, and to develop a sense of agency or destiny control are some of the goals expressed in career education (Walton, 1973). These objectives are in contrast with the clear objectives previously mentioned in math and science. This fuzziness of goals and objectives has also hindered successful curriculum reform in progressive education, humanistic education, citizenship, etc.

There are many people, both from within and without schools, who feel that the quality of learning in the classroom needs to be changed. The goals of change vary in their scope; for example, the classroom should be more democratic, more child-centered, teachers should be more creative, and so on. The basic assumption here is that the teacher will be an agent of change. Yet, teachers cannot be solely responsible for determining the aims of the schools. This responsibility falls to society at large. Yet, society has no vehicle to voice articulately what it expects of the schools. The questionnaires devised for this study address this problem by asking the various interested groups to respond to questions regarding the aims and objectives of distributive education. Clearly, there must be agreement among those in influential positions for distributive education to be a potent educational force. The nature of distributive education demands this agreement. Counselors have much control over whether or not students enroll in distributive education; administrators control the funds for distributive education;

businessmen hire the students; and distributive education teacher-coordinators organize and administer the program. If these groups operate with different aims and objectives, the resultant program is likely to be stunted.

The development of material as the second step in this process of change becomes relevant only after a course of direction has been set. The classroom materials supplement and facilitate the obtainment of these objectives.

Development of material. Sarason (1972, pp. 166-167) raises a most serious question about teachers: "If teaching becomes neither terribly interesting nor exciting to many teachers, can one expect them to make learning interesting or exciting to children?" For those experienced teachers who feel a certain routine and painful awareness that their present and future seem all too similar, the quantity and quality of technological innovations and the diversity of materials strengthen their motivation.

"A basic principle in getting started toward curriculum improvement is to give attention to matters that concern teachers in their daily work" (Doll, 1970, p. 235). Teachers as individuals and in groups have created their own activities in order to keep up with the technological advancements. They have tried to use learning activity packages, textbooks, case studies and simulations as some of the hands-on classroom material to supplement their teaching.

Curriculum reformers have taken the availability of materials to clearly express the objectives of the project and to create a

significant visibility of instruction, revision, and teaching style. In fact, no example was found where major curriculum innovation took place without the development of materials. In the science curriculum new kinds of resource materials have been developed, such as single concept films, simplified laboratory equipment, tests that required thinking, and booklets on science topics to supplement the textbook and appeal to the special interests of students. In innovative use of materials, Project Physics provided a system of instructional resources to accommodate a wide range of teaching and learning styles. Some of the materials were: textbook, supplementary units, self-instruction booklets, Project Physics handbooks, the laboratory guide, 8mm film loop, 16mm sound film, transparencies, and teacher's guide. The laboratory equipment was newly designed. Prepared tests were provided to go along with other suggested methods of evaluation. Most of the social studies projects representing virtually every phase of the K-12 curriculum have produced packages similar in design to those produced by mathematics and science in their infancy. These packages contained a series of textbook-like pamphlets for use by the students, supplementary readings, data samples and artifacts, and teacher's manuals. Supplementing these materials are short films or film loops, special maps, and recordings. The packages are complete units which teachers may use in an instructional setting. These materials reflected the objectives of the American Sociological Association which was ". . . to develop instructional materials of high quality that will accurately reflect the character of sociology

as a scientific discipline and that will be suitable for use in secondary courses in sociology, history, problems of democracy, and other subjects" (Smith, 1969, pp. 140-141); and the Harvard Social Studies Project that stated the major objective of the materials "to help pupils talk sense to one another about persistent problems in their own and in all of man's society" (Smith, 1969, p. 143).

The School Mathematics Study Group used the approach emphasizing that the concepts of mathematics are part of the whole of mathematics and not unique to any subdivision of the field, such as geometry or algebra. The materials that came out following a cycle of summer writing and year-round trial and testing of materials, not only became familiar to experienced teachers but more importantly, however, these materials could be used by teachers who have had little or no special preparation for their use other than that provided in the teaching manuals. To go along with the technological advancements and innovative materials, the use of the community to bring to the classroom a sense of reality to the theories of a futuristic looking world is the responsibility that is challenging educators.

Frederick H. Kresse, Director of Project MATCH, stated that "non-verbal learning takes place when the child is meaningfully engaged with some physical thing--be it a model, an ancient artifact, a pair of chopsticks, a lump of clay, a film, or perhaps another child" (Sanders, 1970, p. 445). No strategy of instruction is so good that it can be used persistently without the danger of reduced student enthusiasm. Well-planned materials can stimulate student interest,

but an effort should be made not only to facilitate the teacher's obtainment of the materials but also help them find the instructional materials which best suit their styles of instruction. Without this effort, the material could be misused and thus create hardships to students and teachers--blocking any innovation.

Diffusion of materials. The best innovative ideas will stay just ideas unless the material they produce is communicated from a source to the receiver. The diffusion of innovation is a crucial problem in a communication system that already has a considerable time lag existing from the introduction of a new idea to its widespread adoption.

Rogers (1971) defines diffusion as the process by which innovations spread to the members of a social system. Nationally this process is aided by foundations, government agencies, building and equipment manufacturers, mass media, professional organizations. Vendors of educational material have a direct link between the creators and the adoptors. Still, the diffusion rates in education systems may be slower than those found in other systems. The lack of change agents to promote new educational ideas and the lack of economic incentive to adopt innovations may be two of the reasons (Miles, 1964). The classroom teacher makes the ultimate decision to adopt the innovative materials, and as a result he must be able to understand and adopt the material for his constant use.

Since innovations affect one or more parts of a social system, approval and resource allocation must be committed during the

diffusion of materials. They are rejected, modified, accepted, and maintained by existing forces in the immediate system. Miles (1964, p. 19) states four ways in which a strategy may be formulated with the ultimate aim at getting an innovation adopted and installed. The first step is the design--the innovation is invented, discovered, produced, etc. Awareness and interest is the second step of his strategy. Members of the target system are aware of the innovation, become interested and seek information. The third step is evaluation--forming an opinion about accomplishing goals, feasibility, and its cost. The fourth and final step is the trial--a small-scale evaluation of the innovation. A fifth step might be added to this strategy and that step is approval. The more people involved in making an innovation decision the slower the rate of approval. Because of the continued skyrocketing cost of education, more and more people are involved in the decision-making process of a system, as measured by voters on bond issues, etc. This allows community influence to be exerted through traditional or innovative norms which set lower and upper boundaries for financial support, provide latitude for teacher experimentation, and influence the selection and retention of educational personnel (Miles, 1964). On the other hand, after the market has been saturated with the innovative materials and a target population has discussed the adoption ad infinitum, it has been suggested that the dissemination of the innovation may be retarded when it is regarded as familiar and thus not worth the extra cost required to shift over to it.

Miles (1964) points out that in the absence of good measures of output educational organizations tend to stress cost reduction, since other potential rewards of the innovation remain only vaguely seen. Miles further states that the cost question interacts, of course, with the profit-making possibilities associated with the innovation. In America, if these are minimal, widespread diffusion is unlikely. Other things being equal, innovations which can be added to an existing program without seriously disturbing other parts of it are likely to be adopted.

Of overwhelming importance in teacher acceptance of curriculum innovation is the useability of the new material. Stowell S. Symmes, of the Joint Council on Economic Education, in the handbook for the Developmental Economic Education Program wrote that ". . . just as students do not learn best by rote acceptance of teacher-dictated formulations, teachers do not teach best by rote acceptance of curriculum designs prepared by others. Teachers must analyze the curriculum formulations of others, and through that process clarify their own education objectives" (Sanders, 1970, p. 417). In assisting the teachers to develop, disseminate, and accept their own curriculum change, DEEP assists them by providing consultant help, a library of materials, access to information, and an important step in the process of change, aid for in-service training programs. In-service as a fourth step of this model bridges the teacher's doubt with final acceptance and adoption.



In-Service. Curriculum innovation, mostly seen as new instructional material by those in the field, provides resources never before available. This constant transfusion of educational life to the classrooms is making the need increasingly urgent for continuous in-service opportunities for teachers.

In developing materials by the various curriculum projects, specialists in subject matter, education, curriculum design, and evaluation were employed. Many of these projects recommended a "new social studies," "new math," or "new curriculum," often channeling the teachers and students into a variety of roles. Sometimes the new roles required for both teachers and students do not fit all members of either group. New materials frequently take a new approach. In-service training is an effective way to provide teachers with a period of transition that is necessary to find the best combination of the old and the new. Some of the general trends and shared characteristics that can be seen in social studies projects, thus facilitating in-service training in future development and publication of materials, are: greater emphasis on ideas and methodology, an interdisciplinary, integrated approach to curriculum development, concern for the structure of knowledge, use of discovery or inquiry teaching strategies, concern for training students in inquiry skills and values. The majority of projects provide all essential instructional materials rather than relying on school libraries or community resources. Through in-service, teachers are able to use the variety of materials developed by the various projects.

Education is one of the few professions that requires its members to stay up to date with the latest innovation, during their own time and at their own expense. The teaching and non-teaching related services provided by most educators is getting heavier. It is difficult enough for them to keep existing programs stimulating, much less carry out new ones. Workshops, materials, guides, etc., may make the difference between adoption and rejection. Those attempting to introduce a change sometimes become unaware that they are asking teachers to unlearn and learn. This process for a busy person to face could be a threat to the precious little time he calls his own.

"Teachers on the job are quite impotent in seeking to effect change unless the setting in which they work is oriented toward change. . . . If the school is to become the dynamic, self-renewing unit it should be, the energies of its personnel must be focused on its needs and problems. The in-service education of teachers should arise out of the demand placed upon them by these needs and problems" (Hillson and Hyman, 1971, p. 425). Classroom teachers largely determine the curriculum. To assist the teachers in determining the curriculum and becoming acquainted with their goals and instructional materials, consultant services, teachers meeting participation, educational journals, etc., are often used. The Biological Science Curriculum Study Committee, in order to facilitate the use of their material, required teachers to obtain special preparation through in-service institutes, summer workshops, special college courses, or

the committee's own briefing sessions. The Madison Project of Syracuse University and Webster College in their attempt to infuse a more creative flavor into the mathematics curriculum used workshops and summer institutes to acquaint teachers with the new lessons and the Madison approach.

Most projects dealing with curriculum reform have followed the same method of in-service training: A committee and a selective group of teachers meet during the summer to clarify objectives and prepare materials that would facilitate the successful obtainment of the objectives; trying out the new materials in various selected pilot schools during the following school year; and during the next summer workshops are organized to assist all teachers wishing to learn the new concept and the implementation of the new materials. In some cases, such as Project Physics, a series of training films was developed to provide in-service education for the teaching of this particular project. Still, when the classroom door is closed, it is the teacher who determines in largest measure the quality of the learners' experiences. Regardless of loud fanfares when new innovative ideas and materials arrive in the schools, the teacher has the ultimate decision behind those closed doors and as such should be involved in the process of change.

Stephen K. Bailey highlighted the need for teacher training when he listed essential ingredients of curriculum innovation. He argued that (1) the fundamental educational reform will come only through those charged with the basic educational responsibility--the

teacher; (2) teachers are unlikely to change their ways of doing things just because imperious, theoretical reformers . . . tell them to shape up; and (3) teachers will take reforms seriously only when they are responsible for defining their own educational problems, delineating their own needs, and receiving help on their own terms and turf (Armstrong, 1973, p. 676).

The new curriculum has brought certain problems to in-service education. Certain omissions and weaknesses have been revealed in science, for example. The curriculum developers improved what should be learned, but they neglected to establish the school organizational conditions under which science could be taught best. Mod scheduling has helped somewhat to solve part of this problem. Would-be educational reformers frequently operate as if improper teaching in high school is corrected by simply knowing more about a subject. A large percentage of these teachers know the materials through in-service programs but are not sure of the teaching style that goes with the new curriculum.

The best effort to help in-service teachers use the new science courses effectively is found in the methods books written for each of the courses. The guide to teaching CHEM, PSSC, a handbook for BSCS, and a teachers' manual for CBA identifies the goals of the new course, gives suggestions on how to teach the course, and teaching aids are recommended.

Traditionally, in-service programs have been concerned with the revision of the curriculum. In-service programs today are more

concerned with how the curriculum can best be taught and how teaching procedures can be modified. Teacher performance and pupil learning is a form of community evaluation that is being used as a measure of in-service teacher education.

Evaluation. While evaluation is a logical follow-up to an innovation, it is not a necessary step in the process. That is, innovations can be durable without conclusive evidence that they make a positive contribution to the total educational program. However, experimental programs may need to be carefully evaluated to influence those in power to support the innovation.

One of the most precise forms of evaluation is to try it out on an experimental basis and compare the results with those of a control group which is not using it. This method is often time consuming and expensive. Another drawback to this method of evaluation is the "Hawthorne" effect which serves to distort the results. Also, in order to eliminate the possibility of changes in attitudes and behavior caused by the evaluation process, evaluation procedures must be established which will assess the student's progress within a framework of short-range performance goals and within a framework of long-range goals (Lawler, 1970).

Evaluation is a complex subject that may tend to confuse the reader because the word "evaluation" has many different meanings within the educational field. The success of curriculum revision may be evaluated by the number of teachers who have adopted the new curriculum. To others, a criteria of evaluation is how much the

students like the new curriculum materials and how much it has expanded their knowledge of the subject matter, by whatever scale of measurement the teacher is using. A limitation of this model is in its meaning of evaluation. The success of any curriculum innovation is measured, in this model, by the longevity of the curriculum in the school systems. The length of time that a curriculum is implemented locally or nationally is the criteria used by this model in evaluating curriculum innovation and not whether or not the students are learning more, for example.

Goodlad (1964, pp. 59-60) proposes four different means of evaluating new programs: (1) observations of whether or not the students for whom the material is intended appear to be progressing successfully; (2) casual and systematic questioning of teachers and students involved in the program; (3) periodic examination of students by tests designed to cover the new material; and (4) comparative testing of students in "new" and "old" programs with traditional and specially designed tests. A most important step in the evaluation procedure is the evaluators' consultation with the teacher in order that a specification of the objectives of the program being investigated is understood. In practical terms, the most frequent measurement is not the quality of the innovation but its durability. If the proposed project is rejected or discontinued, the innovation can be said to have failed. Some of the reasons for failure may be inadequate planning, lack of commitment, lack of resources, and deficiencies in the innovation itself.

A basic problem of evaluation is that of determining in what ways new teaching materials and ideas can be used and the limits within which they are effective. If educational evaluation can be defined as an approval of the quality of an educational project, then there are at least two important considerations that must be considered before choosing a system for evaluation. First, is the system appropriate for the situation to be evaluated; and second, are the evaluators and others concerned capable of handling the complexities of the system (Denton, 1973, pp. 10-11). Two such models of evaluation are Robert E. Stake's countenance model, and Egon Guba and Daniel Stufflebeam's CIPP approach. The former model emphasizes the important distinction between what an educator plans to have accomplished and what actually is accomplished. In the latter model evaluation is seen as playing four different kinds of role: evaluating the context, input, process, and product (Popham, 1971).

In order for evaluations to have meaning and allow a chance for revision and implementation of the innovation, everyone involved in the evaluation process must "dance to the same tune." Anyone out of step could present a fuzzy picture to the decision makers that may dry the stream of resource allocation and approval.

In conclusion, while the curriculum innovation may be local, state or national, the steps in this model need to be followed. Identifying goals as the first step of this model gives direction and clarifies the objectives that are to be obtained. This first step puts in perspective the process that is to be followed in order to

successfully accomplish those goals. A clear definition of objectives makes it possible to implement the second step in the process of change--development of material.

Once the course of direction has been set, the development of materials to supplement and facilitate the obtainment of these goals becomes the crossroads in the success or failure of the curriculum reform. The development of materials that is going to aid the teacher in the instruction of the subject matter will go a long way in the acceptance of the new curriculum. The material is usually developed in conjunction with a curriculum project. During the ensuing school year the material is field tested and revised during the following summer.

Because of the time lag, the diffusion of this material--as a third step in the model--is a crucial problem. The lack of change agent and financial rewards to educators in this process of innovation may be part of the reason for this lag. Publishing companies will disseminate the curriculum materials, but only if a profit is possible. Even then some book companies have been "straddling the fence" of innovation by publishing both the old and new materials, thus causing some confusion in the field.

In-service education is the fourth and final step of the model. Teachers learn the use of the materials that facilitate the teaching of the new curriculum. Most of this in-service training takes place during the summer months when the teachers have more time to implement and organize the new curriculum material in their own subject matter.



No matter what materials and innovative ideas arrive in the schools, unless the teacher sees the relevancy to their own classroom situation and their own objectives, the innovation will cease to exist once the classroom doors are closed.

No matter what model is used to implement local or national changes in curriculum, an important step that cannot be overlooked or eliminated is teacher participation in the innovative process. Teacher input in every step of curriculum change is imperative since any lack of commitment, understanding, and acceptance of a new concept or its materials by these same teachers terminates any opportunity of implementing curriculum reform in that school system.

#### Current Status in New Hampshire

New Hampshire prides itself on the autonomy of its local school districts. There are those who point to distributive education in the Granite State to suggest that this autonomy is a myth. Distributive education, like other programs, demonstrates the reality of a national system supported and reinforced by such factors as: (1) the national recruitment of teachers; (2) successful mobility of students and teachers from school to school; (3) the national market for instructional materials; and (4) a national examination system (Miles, 1964, p. 632). Not having a distributive education teacher preparatory program in New Hampshire, teachers must be recruited from outside the state.

The University of Massachusetts and Central Connecticut State College are presently meeting the needs of the eighteen programs in the state. The philosophy and approach toward distributive education at these two institutions of higher learning are poles apart. The University of Massachusetts enrolls students into the program from a diversified academic background, and humanistic education is the major thrust of the program. Central Connecticut State College has a more traditional program that is geared toward the teaching of marketing-sale-distribution. Since there is no New Hampshire state curriculum guide and a center for disseminating distributive education curriculum materials, all programs must depend on their own creativity and materials purchased from Ohio State University, University of Texas, University of Wisconsin, University of Massachusetts, University of Minnesota, and others.

The recent rebirth of distributive education in New Hampshire has brought into the state 54.5 percent of teacher-coordinators with less than three years of teaching experience to organize the new programs. The conditions as stated above, combined with the mobility of students, their search for economic opportunities, and aspirations for higher education, have given the state a wide spectrum of philosophies and diverse directions of purposes.

Before a state philosophy is advocated that will influence the goals and objectives of New Hampshire distributive education, thus affecting a curriculum guide and the development of materials, data had to be gathered in order to assess the basic beliefs that involved

groups had about distributive education. This document is that first step in the process of change for distributive education.

The kind of data that the survey collected from distributive education students, their parents, teacher-coordinators, guidance counselors, and business people involved in the cooperative experience of the program reveals differences of agreement between various groups that indicates strength and weakness. For example, there is agreement among all five groups of respondents that a purpose of the distributive education program should be to prepare students for a job, but not necessarily limited to the field of marketing. This is surprising since one of the traditional major objectives of distributive education is to prepare students for job-entry-level skills in the field of marketing and distribution. The implication seems to be that, if our school curricula are too narrow or if specialization begins too early, they will have a limiting effect. Furthermore, the teacher-coordinators are in agreement that to assist students in discovering their own identity should be a purpose of the program.

Studies have shown that distributive education is a program of studies primarily for the non-college-bound students; the findings of this research tend to agree. However, 35 percent of the respondents expressed uncertainty or disagreement with this purpose. A reason for this finding may be that, although the majority of the students enrolling in the program are considered registered in the general and business track of the school curriculum, over two thirds of the

guidance counselors view distributive education as a terminal vocational program. In contrast, half of the students, two thirds of their parents, and over three fifths of the teachers aspire and visualize post-secondary education for distributive education students. This question has brought out a difference of opinion that needs further exploration.

There is a degree of agreement and disagreement among the various groups, but guidance counselors and teacher-coordinators seem to be constantly at odds in some of the major issues. Nearly each group sees itself best prepared to help determine what subject matter should be taught in a distributive education class. The strong disagreement between the two groups of educators is in who should have the responsibility of selecting students into the distributive education program. The teacher-coordinators are strongly in agreement that the selection criteria should be done primarily by them. Guidance counselors are strongly opposed to the idea of allowing the teacher-coordinators this responsibility. If a choice has to be made, they would favor the students determining whether or not to enroll in the program and that there should be no screening procedure. Over 85 percent of the students are in favor of the latter recommendation. This study has uncovered a value conflict that may jeopardize curriculum development of distributive education in New Hampshire if this conflict is not resolved. The various groups involved in distributive education, by using the findings of this study and implementing the steps of this model, will be able to provide a good

base to solve various theoretical differences and start curriculum revision. Identifying goals, as a first step, will give direction to development of materials and future workshops.

An interesting disagreement occurred in the area of counseling as a primary role of the teacher-coordinator. Sixty-four percent of the guidance counselors and only 27 percent of the teacher-coordinators disagree that a primary role of the teacher ought to be to counsel students on personal matters. This disagreement continues, 58 percent to 9 percent, on the primary role of the teacher being to counsel students on all in-school matters. However, they do agree on the teachers assisting their distributive education students in vocational-career counseling. This kind of data would be very useful when starting to redefine the curriculum. In commencing the project of curriculum reform in distributive education one would have to deal with guidance counselors and teachers in a special kind of way so that each would have an input and an interaction.

#### Recommendations

Based on the results derived from the questionnaire data, and on the guidelines suggested by the model described in the last section, the following recommendations are made as a way to proceed in extending and improving the quality of distributive education in New Hampshire.

1. Step one of the proposed model is to identify the goals. The questionnaire results clearly indicate that there is considerable

disagreement as to the primary objectives for distributive education in New Hampshire. This disagreement is especially pronounced between distributive education coordinators and guidance counselors.

Therefore, it is recommended that procedures be initiated to seek consensus as to the purposes and objectives of secondary distributive education programs. This consensus is particularly necessary among coordinators and counselors, as they have the major responsibility for selecting students and affecting curriculum decisions, and their different perceptions are likely to seriously impair future program development.

These conflict resolution processes are needed at both the local and the state level. It is important at the local level that coordinators and counselors who work together have a basic agreement as to the purposes of the program so that student advisement, student selection, curriculum materials, and evaluation procedures be consistent within the school.

Working to gain consensus at the state level is necessary in order for the Vocational-Technical Division to provide leadership in program development, curriculum development, and teacher training.

It is recommended that state-wide conferences, workshops, and other in-service procedures be initiated to seek a consensus on program goals. Further, that these workshops be held several times a year for a day or two, rather than concentrated in an intense one-week session. This format seems more compatible with the need to

establish trust, continuous dialogue, a working relationship among counselors and coordinators from throughout the state.

2. Step two of the proposed model is the development of materials. The literature reviewed in Chapter V clearly stresses that programmatic changes are only effective when there are teaching materials that enable classroom instructors to implement the newly conceptualized ideas. Currently New Hampshire produces none of its own distributive education curriculum materials. Local coordinators use whatever materials they develop, buy from commercial publishers, or purchase from state departments and universities outside of New Hampshire. This may, in part, account for the lack of any agreed upon curriculum and program organization in New Hampshire.

Therefore, it is recommended that a state-wide procedure be initiated to develop materials for classroom use. This process should be a systematic follow-up of the goal-setting conferences specified in the first recommendation. As goals are identified there should be a procedure to create materials that will enable those objectives to be reached. Although purchased materials from outside New Hampshire may be used as instructional materials to reach these goals, the very process of writing materials by and for New Hampshire coordinators can work to build group solidarity and further resolve conflict. This on-going process of creating, evaluating, and rewriting materials can do much to promote the consensus needed in New Hampshire.

3. The process used to diffuse materials is especially important in New Hampshire, as any developed materials will be the first distributive education materials promulgated from the state Vocational-Technical Division, and they will likely be perceived as representing the state posture in distributive education. Since the questionnaire reveals wide-spread disagreement on purposes, these initial materials have the potential for resolving some of that conflict. Therefore, it is recommended that the diffusion process be done at conferences rather than by mail. Work-oriented conferences are recommended as they allow for intense involvement among those who will be using the materials. It is further recommended that both coordinators and counselors attend the conferences where materials are disseminated so that different perceptions can be shared and intensive interaction can take place.

4. The fourth step in the model is in-service training. This is probably the most significant need for distributive education at the present time in New Hampshire. An effective in-service program can facilitate the establishment of a consensus, the development and diffusion of materials, and the creation of a process for the continuous interaction of coordinators and counselors. It is recommended that in-service programs be developed at the regional level where counselors, coordinators, and administrators can meet periodically to share ideas, develop materials, and evaluate programs. This step is recommended as an on-going process built in to distributive education in New Hampshire. The questionnaire dramatically



demonstrates the different perceptions of coordinators and counselors, and there is no reason to believe that these differences will ever be fully reconciled, considering the different objectives of counselors and distributive education coordinators. Therefore, it is recommended that an on-going process be set up whereby these two groups can interact and work toward mutually satisfying solutions.

5. It is recommended that distributive education coordinators make a concentrated effort to establish close working relationships with the local guidance counselors. This study has revealed severe differences in perception between counselors and coordinators as to both program purposes and procedures. That difference can only work to the detriment of the program. Therefore, in addition to conflict resolution processes initiated at the state or regional level, coordinators are encouraged to strengthen their effectiveness by establishing open and substantive communications with the counselors who help recruit, select, and counsel students into and out of distributive education.

Especially important to resolve is the conflict as to how distributive education students are selected. There seems to be no compelling reason to believe that there is one best method of selecting students, as long as there is agreement as to criteria and procedure. To the extent that the rift continues one can anticipate confusion on the part of students, and counterproductive hostility between coordinators and counselors.

6. It is recommended that the Vocational-Technical Division in New Hampshire take a leadership role in all aspects of distributive education curriculum development. The review of literature demonstrates that the field of distributive education has developed an extensive body of materials reflecting the technical skill bias of the traditional distributive education program. As these materials are not totally consistent with the basic educational and employment needs of students, it is not unreasonable to assume that the materials are reflecting a long-standing curriculum conception that is outdated but difficult to dislodge. It was suggested in Chapter V that teachers have a tendency to use readily available materials, and the materials most accessible in distributive education are technical skill oriented, and will likely be used by New Hampshire teachers unless others are provided.

Therefore, it is recommended that materials be developed by and for New Hampshire coordinators, and that the Vocational-Technical Division create a curriculum resource center to develop, review, and demonstrate materials compatible with the purposes determined by the consensus-forming process suggested in recommendation one.

It may be desirable for the Vocational-Technical Division to create a New Hampshire curriculum manual. It seems likely that such a document would work to maintain a consensus as to objectives and would also work toward establishing similar procedures. Of course, over time that can lead to regimentation and short-circuit creativity, but the model in Chapter V clearly argues for the crystallization of

objectives and materials. Therefore, it is recommended that at this point in time New Hampshire needs to run the risk inherent in standardizing goals and processes.

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## A P P E N D I X A

## QUESTIONNAIRES USED IN THE STUDY

1. A Survey of Teacher-Coordiators' Reaction to the Distributive Education Program
2. A Survey of Guidance Counselors' Reaction to the Distributive Education Program
3. A Survey of Students' Reaction to the Distributive Education Program
4. A Survey of Parents' Reaction to the Distributive Education Program
5. A Survey of Businesses' Reaction to the Distributive Education Program

A SURVEY OF  
TEACHER-COORDINATORS'  
REACTIONS TO THE  
DISTRIBUTIVE EDUCATION PROGRAM

In an attempt to provide meaningful changes in distributive education programs in New Hampshire, this questionnaire was developed to gather reactions of teacher-coordinators participating in the distributive education program.

The information collected will help to provide guidelines for improvement and changes in distributive education.

You are therefore encouraged to answer the questions completely and honestly. It is not necessary for you to indicate your name at any place on the questionnaire. Answers will be held in strictest confidence. This questionnaire should only take about twenty-five (25) minutes to complete.

SECTION A

DIRECTIONS: Please indicate your answer to each question by checking (✓) the appropriate space beside your choice.

---

1. Sex:

- (1) Male  
 (2) Female

2. What is the name of your high school?

- (1) Berlin High School  
 (2) Keene High School  
 (3) Kennett High School, Conway  
 (4) Littleton High School  
 (5) Merrimack Valley High School, Penacook  
 (6) Milford High School  
 (7) Nashua High School  
 (8) Portsmouth High School  
 (9) Salem High School  
 (10) Stevens High School, Claremont  
 (11) Winnacunnet High School, Hampton

3. How long have you been teaching distributive education?

- (1) Less than three years  
 (2) Between three and six years  
 (3) More than six years

4. What did you do immediately prior to becoming a distributive education teacher?

- (1) Worked on a college degree program in distributive education  
 (2) Worked on a college degree program in marketing and/or management  
 (3) Taught in the business education department  
 (4) Worked in a distributive related occupation  
 (5) Other (please specify): \_\_\_\_\_
- 
- 
-

SECTION B

DIRECTIONS: In this section your task is to indicate the extent to which you "agree" or "disagree" with a number of statements that have been used to describe the distributive education program. Beside each statement place a check (✓) in one of the five categories (strongly agree, agree, uncertain, disagree, strongly disagree) that indicates your opinion. Your answers are to indicate what you think the distributive education program "SHOULD BE" and not what it "IS".

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Uncertain</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
<u>PART I. PURPOSES OF THE DISTRIBUTIVE EDUCATION PROGRAM SHOULD BE. . .</u>					
5. To prepare students for a job, but not necessarily in the field of marketing.	_____	_____	_____	_____	_____
6. To prepare students for further education after high school.	_____	_____	_____	_____	_____
7. To help students define personal goals.	_____	_____	_____	_____	_____
8. To help students explore career opportunities.	_____	_____	_____	_____	_____
9. To keep students from leaving school prior to graduation.	_____	_____	_____	_____	_____
10. To prepare students for better jobs than may otherwise be available to them.	_____	_____	_____	_____	_____
11. To prepare students for managerial responsibilities.	_____	_____	_____	_____	_____
12. To assist students in finding a job.	_____	_____	_____	_____	_____
13. To assist students in keeping a job.	_____	_____	_____	_____	_____
14. To give students a better understanding of what they want to do for their career.	_____	_____	_____	_____	_____
15. To teach students basic marketing skills such as advertising writing, salesmanship, window display, inventory control, and store layout.	_____	_____	_____	_____	_____

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Uncertain</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
16. To teach attitudes essential for employment in the marketing field (e.g., responsibility, promptness, willingness to serve others, and personal grooming).	_____	_____	_____	_____	_____
17. To teach interpersonal skills involving getting along with other people (i.e., employers, employees, customers).	_____	_____	_____	_____	_____
18. To provide a program for non-college bound students.	_____	_____	_____	_____	_____
19. To provide job training for students regardless of post-high school plans.	_____	_____	_____	_____	_____
20. To supply part-time help for local merchants.	_____	_____	_____	_____	_____
21. To help strengthen a student's self confidence.	_____	_____	_____	_____	_____
22. To assist the distributive education student in becoming a more knowledgeable consumer..	_____	_____	_____	_____	_____
23. To enable students to get out of school early in the day.	_____	_____	_____	_____	_____
24. To provide distributive education students with a job to enable them to earn spending money.	_____	_____	_____	_____	_____
25. To assist students in discovering their own identity.	_____	_____	_____	_____	_____
26. To develop a student's leadership potential.	_____	_____	_____	_____	_____

PART II. PROGRAM DETERMINATION  
IN DISTRIBUTIVE EDUCATION

27. Distributive education teacher-coordinators are in a good position to help determine what subject matter should be taught in a distributive education class.	_____	_____	_____	_____	_____
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	<u>Strongly Agree</u>	<u>Agree</u>	<u>Uncertain</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
28. Guidance counselors are in a good position to help determine what subject matter should be taught in a distributive education class.	_____	_____	_____	_____	_____
29. The business community is in a good position to help determine what subject matter should be taught in a distributive education class.	_____	_____	_____	_____	_____
30. Students in distributive education are in a good position to help determine what subject matter should be taught in a distributive education class.	_____	_____	_____	_____	_____

PART III. SELECTION CRITERIA

31. The selection of students into the distributive education program should be done primarily by the distributive education teacher-coordinator.	_____	_____	_____	_____	_____
32. The selection of students into the distributive education program should be done primarily by the guidance counselor.	_____	_____	_____	_____	_____
33. Each student should determine whether or not to take distributive education. There should be no screening procedure.	_____	_____	_____	_____	_____

PART IV. COOPERATIVE EXPERIENCES

34. The cooperative job that students have while in distributive education is essential in meeting the objectives of the program.	_____	_____	_____	_____	_____
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Strongly  
Agree      Agree      Uncertain      Disagree      Strongly  
Disagree

PART V. ROLE OF THE TEACHER-COORDINATOR

35. A primary role of the distributive education teacher-coordinator ought to be to counsel students on personal matters. \_\_\_\_\_
36. A primary role of the distributive education teacher-coordinator ought to be to assist their distributive education students in vocational career counseling. \_\_\_\_\_
37. A primary role of the distributive education teacher-coordinator ought to be to counsel students on all in-school matters. \_\_\_\_\_

PART VI. ROLE OF THE STUDENT STORE

38. A school store run by the distributive education class is a valuable means to help meet the objectives of the program. \_\_\_\_\_

PART VII. ROLE OF DECA

39. The DECA (Distributive Education Clubs of America) Club is a valuable means to help meet the objectives of the distributive education program. \_\_\_\_\_

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SECTION C

DIRECTIONS: In this section, your task is to indicate how successfully you feel the distributive education program has been during the last year on achieving a variety of goals. Beside each goal place a check (✓) in one of the five categories (very successful, successful, somewhat successful, unsuccessful, do not know) that indicates your opinion.

<u>THE DISTRIBUTIVE EDUCATION PROGRAM THIS YEAR...</u>	<u>Very Successful</u>	<u>Suc- cessful</u>	<u>Somewhat Successful</u>	<u>Unsuc- cessful</u>	<u>Do Not Know</u>
40. Prepared students for a job, but not necessarily in the field of marketing.	_____	_____	_____	_____	_____
41. Prepared students for further education after high school.	_____	_____	_____	_____	_____
42. Helped students define personal goals.	_____	_____	_____	_____	_____
43. Helped students explore career opportunities.	_____	_____	_____	_____	_____
44. Kept students from leaving school prior to graduation.	_____	_____	_____	_____	_____
45. Prepared students for better jobs than may otherwise have been available to them.	_____	_____	_____	_____	_____
46. Prepared students for managerial responsibilities.	_____	_____	_____	_____	_____
47. Assisted students in finding a job.	_____	_____	_____	_____	_____
48. Assisted students in keeping a job.	_____	_____	_____	_____	_____
49. Gave students a better understanding of what they want to do for their career.	_____	_____	_____	_____	_____
50. Taught students basic marketing skills such as advertising writing, salesmanship, window display, inventory, and store layout.	_____	_____	_____	_____	_____

	<u>Very Suc- cessful</u>	<u>Suc- cessful</u>	<u>Somewhat Successful</u>	<u>Unsuc- cessful</u>	<u>Do Not Know</u>
51. Taught attitudes essential for employment in the marketing field (e.g., responsibility, promptness, willingness to serve others, and personal grooming).	_____	_____	_____	_____	_____
52. Taught interpersonal skills involving getting along with other people (i.e., employers, employees, customers).	_____	_____	_____	_____	_____
53. Provided a program for non-college bound students.	_____	_____	_____	_____	_____
54. Provided job training for students regardless of post-high school plans.	_____	_____	_____	_____	_____
55. Supplied part-time help for local merchants.	_____	_____	_____	_____	_____
56. Helped strengthen a student's self confidence.	_____	_____	_____	_____	_____
57. Assisted the distributive education student in becoming a more knowledgeable consumer.	_____	_____	_____	_____	_____
58. Enabled students to get out of school early in the day.	_____	_____	_____	_____	_____
59. Provided distributive education students with a job to enable them to earn spending money.	_____	_____	_____	_____	_____
60. Assisted students in discovering their own identity.	_____	_____	_____	_____	_____
61. Developed a student's leadership potential.	_____	_____	_____	_____	_____

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SECTION D

DIRECTIONS: Please indicate your answer to each question by checking (✓) the appropriate space beside your choice. Unless specifically stated, choose the one answer that best expresses your opinion.

62. To what extent do you feel the distributive education curriculum is relevant to the requirements that students must meet in order to be employable in a responsible position?

- (1) Extremely relevant
- (2) Relevant
- (3) Little or no relevance
- (4) Unsure

63. Do you feel distributive education is preparing students for jobs that otherwise would be unattainable to them?

- (1) Yes
- (2) No
- (3) Unsure

64. In your opinion, are distributive education students, upon graduation, better prepared to successfully perform most assigned tasks in a business establishment than non-distributive education high school graduates?

- (1) Yes
- (2) No
- (3) Unsure

65. Overall, how would you evaluate the quality of the distributive education program in your school?

- (1) Excellent
- (2) Good
- (3) Fair
- (4) Poor

66. In your opinion, what type of student should take distributive education? Check (✓) all that apply.

- (1) All interested students regardless of post-high school plans
- (2) Students who have tentatively selected a career in marketing
- (3) Students who are judged to have an ability to hold a job in marketing
- (4) Students who are clearly motivated to study marketing
- (5) Students who have found little or no success in other classes
- (6) Students who do not plan to attend college
- (7) Other (Please specify): \_\_\_\_\_

\_\_\_\_\_

67. Overall, how would you evaluate the quality of the distributive education program in your school?

- (1) Excellent
- (2) Good
- (3) Fair
- (4) Poor

68. In your opinion, what type of student should take distributive education? [Check (✓) all choices that apply.]

- (1) All interested students regardless of post-high school plans
- (2) Students who have tentatively selected a career in marketing
- (3) Students who are judged to have an ability to hold a job in marketing
- (4) Students who are clearly motivated to study marketing
- (5) Students who have found little or no success in other classes
- (6) Students who do not plan to attend college
- (7) Other (please specify): \_\_\_\_\_

SECTION E

DIRECTIONS: Briefly express your opinion on the following question.

69. What changes would you like to see made in your school distributive education program in order to make distributive education a more valuable learning experience? \_\_\_\_\_

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A SURVEY OF  
GUIDANCE COUNSELORS'  
REACTIONS TO THE  
DISTRIBUTIVE EDUCATION PROGRAM

In an attempt to provide meaningful changes in distributive education programs in New Hampshire, this questionnaire was developed to gather reactions of guidance counselors participating in the distributive education program.

The information collected will help to provide guidelines for improvements and changes in distributive education.

You are therefore encouraged to answer the questions completely and honestly. It is not necessary for you to indicate your name at any place on the questionnaire. Answers will be held in strictest confidence. This questionnaire should only take about twenty-five (25) minutes to complete.

It would be appreciated if you would complete and return the questionnaire in the enclosed self-addressed, stamped envelope.

Your assistance in this matter will be greatly appreciated.

SECTION A

DIRECTIONS: Please indicate your answer to each question by checking (✓) the appropriate space beside your choice.

1. Sex:

- (1) Male  
 (2) Female

2. What is the name of your high school?

- (1) Berlin High School  
 (2) Keene High School  
 (3) Kennett High School, Conway  
 (4) Littleton High School  
 (5) Merrimack Valley High School, Penacook  
 (6) Milford High School  
 (7) Nashua High School  
 (8) Portsmouth High School  
 (9) Salem High School  
 (10) Stevens High School, Claremont  
 (11) Winnacunnet High School, Hampton

3. How long have you been a guidance counselor?

- (1) Less than three years  
 (2) Between three and six years  
 (3) More than six years

4. How long have you been associated with the distributive education program in your school?

- (1) Less than three years  
 (2) Between three and six years  
 (3) More than six years
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SECTION B

DIRECTIONS: In this section your task is to indicate the extent to which you "agree" or "disagree" with a number of statements that have been used to describe the distributive education program. Beside each statement place a check (✓) in one of the five categories (strongly agree, agree, uncertain, disagree, strongly disagree) that indicates your opinion. Your answers are to indicate what you think the distributive education program "SHOULD BE" and not what it "IS".

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Uncertain</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
<u>PART I. PURPOSES OF THE DISTRIBUTIVE EDUCATION PROGRAM SHOULD BE. . .</u>					
5. To prepare students for a job, but not necessarily in the field of marketing.	_____	_____	_____	_____	_____
6. To prepare students for further education after high school.	_____	_____	_____	_____	_____
7. To help students define personal goals.	_____	_____	_____	_____	_____
8. To help students explore career opportunities.	_____	_____	_____	_____	_____
9. To keep students from leaving school prior to graduation.	_____	_____	_____	_____	_____
10. To prepare students for better jobs than may otherwise be available to them.	_____	_____	_____	_____	_____
11. To prepare students for managerial responsibilities.	_____	_____	_____	_____	_____
12. To assist students in finding a job.	_____	_____	_____	_____	_____
13. To assist students in keeping a job.	_____	_____	_____	_____	_____
14. To give students a better understanding of what they want to do for their career.	_____	_____	_____	_____	_____
15. To teach students basic marketing skills such as advertising writing, salesmanship, window display, inventory control, and store layout.	_____	_____	_____	_____	_____



	<u>Strongly Agree</u>	<u>Agree</u>	<u>Uncertain</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
16. To teach attitudes essential for employment in the marketing field (e.g., responsibility, promptness, willingness to serve others, and personal grooming).	_____	_____	_____	_____	_____
17. To teach interpersonal skills involving getting along with other people (i.e., employers, employees, customers).	_____	_____	_____	_____	_____
18. To provide a program for non-college bound students.	_____	_____	_____	_____	_____
19. To provide job training for students regardless of post-high school plans.	_____	_____	_____	_____	_____
20. To supply part-time help for local merchants.	_____	_____	_____	_____	_____
21. To help strengthen a student's self confidence.	_____	_____	_____	_____	_____
22. To assist the distributive education student in becoming a more knowledgeable consumer..	_____	_____	_____	_____	_____
23. To enable students to get out of school early in the day.	_____	_____	_____	_____	_____
24. To provide distributive education students with a job to enable them to earn spending money.	_____	_____	_____	_____	_____
25. To assist students in discovering their own identity.	_____	_____	_____	_____	_____
26. To develop a student's leadership potential.	_____	_____	_____	_____	_____

PART II. PROGRAM DETERMINATION  
IN DISTRIBUTIVE EDUCATION

27. Distributive education teacher-coordinators are in a good position to help determine what subject matter should be taught in a distributive education class.	_____	_____	_____	_____	_____
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	<u>Strongly Agree</u>	<u>Agree</u>	<u>Uncertain</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
28. Guidance counselors are in a good position to help determine what subject matter should be taught in a distributive education class.	_____	_____	_____	_____	_____
29. The business community is in a good position to help determine what subject matter should be taught in a distributive education class.	_____	_____	_____	_____	_____
30. Students in distributive education are in a good position to help determine what subject matter should be taught in a distributive education class.	_____	_____	_____	_____	_____

PART III. SELECTION CRITERIA

31. The selection of students into the distributive education program should be done primarily by the distributive education teacher-coordinator.	_____	_____	_____	_____	_____
32. The selection of students into the distributive education program should be done primarily by the guidance counselor.	_____	_____	_____	_____	_____
33. Each student should determine whether or not to take distributive education. There should be no screening procedure.	_____	_____	_____	_____	_____

PART IV. COOPERATIVE EXPERIENCES

34. The cooperative job that students have while in distributive education is essential in meeting the objectives of the program.	_____	_____	_____	_____	_____
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Strongly  
Agree    Agree    Uncertain    Disagree    Strongly  
Disagree

PART V. ROLE OF THE TEACHER-COORDINATOR

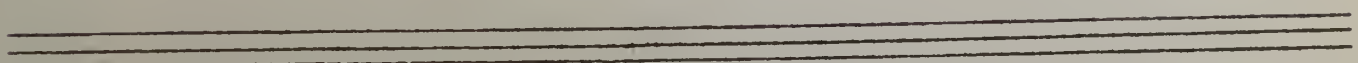
35. A primary role of the distributive education teacher-coordinator ought to be to counsel students on personal matters. \_\_\_\_\_
36. A primary role of the distributive education teacher-coordinator ought to be to assist their distributive education students in vocational career counseling. \_\_\_\_\_
37. A primary role of the distributive education teacher-coordinator ought to be to counsel students on all in-school matters. \_\_\_\_\_

PART VI. ROLE OF THE STUDENT STORE

38. A school store run by the distributive education class is a valuable means to help meet the objectives of the program. \_\_\_\_\_

PART VII. ROLE OF DECA

39. The DECA (Distributive Education Clubs of America) Club is a valuable means to help meet the objectives of the distributive education program. \_\_\_\_\_



SECTION C

**DIRECTIONS:** In this section, your task is to indicate how successfully you feel the distributive education program has been during the last year on achieving a variety of goals. Beside each goal place a check (✓) in one of the five categories (very successful, successful, somewhat successful, unsuccessful, do not know) that indicates your opinion.

	<u>Very Suc- cessful</u>	<u>Suc- cessful</u>	<u>Somewhat Successful</u>	<u>Unsuc- cessful</u>	<u>Do Not Know</u>
<u>THE DISTRIBUTIVE EDUCATION PROGRAM THIS YEAR...</u>					
40. Prepared students for a job, but not necessarily in the field of marketing.	_____	_____	_____	_____	_____
41. Prepared students for further education after high school.	_____	_____	_____	_____	_____
42. Helped students define personal goals.	_____	_____	_____	_____	_____
43. Helped students explore career opportunities.	_____	_____	_____	_____	_____
44. Kept students from leaving school prior to graduation.	_____	_____	_____	_____	_____
45. Prepared students for better jobs than may otherwise have been available to them.	_____	_____	_____	_____	_____
46. Prepared students for managerial responsibilities.	_____	_____	_____	_____	_____
47. Assisted students in finding a job.	_____	_____	_____	_____	_____
48. Assisted students in keeping a job.	_____	_____	_____	_____	_____
49. Gave students a better understanding of what they want to do for their career.	_____	_____	_____	_____	_____
50. Taught students basic marketing skills such as advertising writing, salesmanship, window display, inventory, and store layout.	_____	_____	_____	_____	_____

	<u>Very Successful</u>	<u>Suc- cessful</u>	<u>Somewhat Successful</u>	<u>Unsuc- cessful</u>	<u>Do Not Know</u>
51. Taught attitudes essential for employment in the marketing field (e.g., responsibility, promptness, willingness to serve others, and personal grooming).	_____	_____	_____	_____	_____
52. Taught interpersonal skills involving getting along with other people (i.e., employers, employees, customers).	_____	_____	_____	_____	_____
53. Provided a program for non-college bound students.	_____	_____	_____	_____	_____
54. Provided job training for students regardless of post-high school plans.	_____	_____	_____	_____	_____
55. Supplied part-time help for local merchants.	_____	_____	_____	_____	_____
56. Helped strengthen a student's self confidence.	_____	_____	_____	_____	_____
57. Assisted the distributive education student in becoming a more knowledgeable consumer.	_____	_____	_____	_____	_____
58. Enabled students to get out of school early in the day.	_____	_____	_____	_____	_____
59. Provided distributive education students with a job to enable them to earn spending money.	_____	_____	_____	_____	_____
60. Assisted students in discovering their own identity.	_____	_____	_____	_____	_____
61. Developed a student's leadership potential.	_____	_____	_____	_____	_____

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**DIRECTIONS:** Please indicate your answer to each question by checking (✓) the appropriate space beside your choice. Unless specifically stated, choose the one answer that best expresses your opinion.

62. To what extent do you feel the distributive education curriculum is relevant to the requirements that students must meet in order to be employable in a responsible position?
- (1) Extremely relevant  
 (2) Relevant  
 (3) Little or no relevance  
 (4) Unsure
63. Do you feel distributive education is preparing students for jobs that otherwise would be unattainable to them?
- (1) Yes  
 (2) No  
 (3) Unsure
64. In your opinion, are distributive education students, upon graduation, better prepared to successfully perform most assigned tasks in a business establishment than non-distributive education high school graduates?
- (1) Yes  
 (2) No  
 (3) Unsure
65. Overall, how would you evaluate the quality of the distributive education program in your school?
- (1) Excellent  
 (2) Good  
 (3) Fair  
 (4) Poor
66. In your opinion, what type of student should take distributive education? Check (✓) all that apply.
- (1) All interested students regardless of post-high school plans  
 (2) Students who have tentatively selected a career in marketing  
 (3) Students who are judged to have an ability to hold a job in marketing  
 (4) Students who are clearly motivated to study marketing  
 (5) Students who have found little or no success in other classes  
 (6) Students who do not plan to attend college  
 (7) Other (Please specify): \_\_\_\_\_

SECTION E

DIRECTIONS: Briefly express your opinion on the following question:

67. What changes would you like to see made in your school distributive education program in order to make distributive education a more valuable learning experience?

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A SURVEY OF  
STUDENTS'  
REACTIONS TO THE  
DISTRIBUTIVE EDUCATION PROGRAM

In an attempt to provide meaningful changes in distributive education programs in New Hampshire, this questionnaire was developed to gather reactions of students participating in the distributive education program.

The information collected will help to provide guidelines for improvements and changes in distributive education.

You are therefore encouraged to answer the questions completely and honestly. It is not necessary for you to indicate your name at any place on the questionnaire. Answers will be held in strictest confidence. This questionnaire should only take about twenty-five (25) minutes to complete.



SECTION A

DIRECTIONS: Please indicate your answer to each question by checking (✓) the appropriate space beside your choice.

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1. Sex:

- (1) Male  
 (2) Female

2. What is the name of your high school?

- (1) Berlin High School  
 (2) Keene High School  
 (3) Kennett High School, Conway  
 (4) Littleton High School  
 (5) Merrimack Valley High School, Penacook  
 (6) Milford High School  
 (7) Nashua High School  
 (8) Portsmouth High School  
 (9) Salem High School  
 (10) Stevens High School, Claremont  
 (11) Winnacunnet High School, Hampton

3. How many years have you participated in the distributive education program?

- (1) One year  
 (2) Two years  
 (3) Three years

4. What is your major area of study?

- (1) Business/Commercial  
 (2) College Preparatory  
 (3) General  
 (4) Vocational/Technical  
 (5) A combination of the above

5. Do you feel your parents want you to go on to some form of additional education after you graduate from high school?

- (1) Yes  
 (2) No  
 (3) Unsure

6. What do you plan to do when you complete the distributive education program?

- \_\_\_\_ (1) Join the armed forces
- \_\_\_\_ (2) Stay in high school a fifth year
- \_\_\_\_ (3) Enter a four-year college to study business
- \_\_\_\_ (4) Enter a four-year college to study something else besides business
- \_\_\_\_ (5) Enter a two-year junior college
- \_\_\_\_ (6) Enter a two-year vocational-technical college
- \_\_\_\_ (7) Enter other professional school (i.e., barber, hairdresser, mechanic)
- \_\_\_\_ (8) Stay in my present job
- \_\_\_\_ (9) Change job outside the area of marketing and distribution
- \_\_\_\_ (10) Unsure of my future plans
- \_\_\_\_ (11) Other (please specify): \_\_\_\_\_

SECTION B

**DIRECTIONS:** In this section your task is to indicate the extent to which you "agree" or "disagree" with a number of statements that have been used to describe the distributive education program. Beside each statement place a check (✓) in one of the five categories (Strongly agree, agree, uncertain, disagree, strongly disagree) that indicates your opinion. Your answers are to indicate what you think the distributive education program "SHOULD BE", and not what it "IS".

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
<b><u>PART 1. PURPOSES OF THE DISTRIBUTIVE EDUCATION PROGRAM SHOULD BE...</u></b>					
7. To prepare students for a job, but not necessarily in the field of marketing.	_____	_____	_____	_____	_____
8. To prepare students for further education after high school.	_____	_____	_____	_____	_____
9. To help students define personal goals.	_____	_____	_____	_____	_____
10. To help students explore career opportunities.	_____	_____	_____	_____	_____
11. To keep students from leaving school prior to graduation.	_____	_____	_____	_____	_____
12. To prepare students for better jobs than may otherwise be available to them.	_____	_____	_____	_____	_____

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Uncertain</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
13. To prepare students for managerial responsibilities.	_____	_____	_____	_____	_____
14. To assist students in finding a job.	_____	_____	_____	_____	_____
15. To assist students in keeping a job.	_____	_____	_____	_____	_____
16. To give students a better understanding of what they want to do for their career.	_____	_____	_____	_____	_____
17. To teach students basic marketing skills such as advertising writing, salesmanship, window display, inventory control, and store layout.	_____	_____	_____	_____	_____
18. To teach attitudes essential for employment in the marketing field (e.g., responsibility, promptness, willingness to serve others, and personal grooming).	_____	_____	_____	_____	_____
19. To teach interpersonal skills involving getting along with other people (i.e., employers, employees, customers).	_____	_____	_____	_____	_____
20. To provide a program for non-college bound students.	_____	_____	_____	_____	_____
21. To provide job training for students regardless of post-high school plans.	_____	_____	_____	_____	_____
22. To supply part-time help for local merchants.	_____	_____	_____	_____	_____
23. To help strengthen a student's self confidence.	_____	_____	_____	_____	_____
24. To assist the distributive education student in becoming a more knowledgeable consumer.	_____	_____	_____	_____	_____
25. To enable students to get out of school early in the day.	_____	_____	_____	_____	_____

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Uncertain</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
26. To provide distributive education students with a job to enable them to earn spending money.	_____	_____	_____	_____	_____
27. To assist students in discovering their own identity.	_____	_____	_____	_____	_____
28. To develop a student's leadership potential.	_____	_____	_____	_____	_____

PART II. PROGRAM DETERMINATION IN DISTRIBUTIVE EDUCATION

29. Distributive education teacher-coordinators are in a good position to help determine what subject matter should be taught in a distributive education class.	_____	_____	_____	_____	_____
30. Guidance counselors are in a good position to help determine what subject matter should be taught in a distributive education class.	_____	_____	_____	_____	_____
31. The business community is in a good position to help determine what subject matter should be taught in a distributive education class.	_____	_____	_____	_____	_____
32. Students in distributive education are in a good position to help determine what subject matter should be taught in a distributive education class.	_____	_____	_____	_____	_____

PART III. SELECTION CRITERIA

33. The selection of students into the distributive education program should be done primarily by the distributive education teacher-coordinator.	_____	_____	_____	_____	_____
34. The selection of students into the distributive education program should be done primarily by the guidance counselor.	_____	_____	_____	_____	_____

<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Uncertain</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
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35. Each student should determine whether or not to take distributive education. There should be no screening procedure.

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PART IV. COOPERATIVE EXPERIENCES

36. The cooperative job that students have while in distributive education is essential in meeting the objectives of the program.

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PART V. ROLE OF THE TEACHER-COORDINATOR

37. A primary role of the distributive education teacher-coordinator ought to be to counsel students on personal matters.

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38. A primary role of the distributive education teacher-coordinator ought to be to assist their distributive education students in vocational-career counseling.

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39. A primary role of the distributive education teacher-coordinator ought to be to counsel students on all in-school matters.

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PART VI. ROLE OF THE STUDENT STORE

40. A school store run by the distributive education class is a valuable means to help meet the objectives of the program.

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PART VII. ROLE OF DECA

41. The DECA (Distributive Education Clubs of America) Club is a valuable means to help meet the objectives of the distributive education program.

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SECTION C

DIRECTIONS: In this section, your task is to indicate how successfully you feel the distributive education program has been during the last year on achieving a variety of goals. Beside each goal place a check (✓) in one of the five categories (very successful, successful, somewhat successful, unsuccessful, do not know) that indicates your opinion.

	<u>Very Successful</u>	<u>Suc- cessful</u>	<u>Somewhat Successful</u>	<u>Unsuc- cessful</u>	<u>Do Not Know</u>
<u>THE DISTRIBUTIVE EDUCATION PROGRAM</u>					
<u>THIS YEAR. . .</u>					
42. Prepared students for a job, but not necessarily in the field of marketing.	_____	_____	_____	_____	_____
43. Prepared students for further education after high school.	_____	_____	_____	_____	_____
44. Helped students define personal goals.	_____	_____	_____	_____	_____
45. Helped students explore career opportunities.	_____	_____	_____	_____	_____
46. Kept students from leaving school prior to graduation.	_____	_____	_____	_____	_____
47. Prepared students for better jobs than may otherwise have been available to them.	_____	_____	_____	_____	_____
48. Prepared students for managerial responsibilities.	_____	_____	_____	_____	_____
49. Assisted students in finding a job.	_____	_____	_____	_____	_____
50. Assisted students in keeping a job.	_____	_____	_____	_____	_____
51. Gave students a better understanding of what they want to do for their career.	_____	_____	_____	_____	_____
52. Taught students basic marketing skills such as advertising writing, salesmanship, window display, inventory, and store layout.	_____	_____	_____	_____	_____

	<u>Very Suc- cessful</u>	<u>Suc- cessful</u>	<u>Somewhat Successful</u>	<u>Unsuc- cessful</u>	<u>Do Not Know</u>
53. Taught attitudes essential for employment in the marketing field (e.g., responsibility, promptness, willingness to serve others, and personal grooming).	_____	_____	_____	_____	_____
54. Taught interpersonal skills involving getting along with other people (i.e., employers, employees, customers).	_____	_____	_____	_____	_____
55. Provided a program for non-college bound students.	_____	_____	_____	_____	_____
56. Provided job training for students regardless of post-high school plans.	_____	_____	_____	_____	_____
57. Supplied part-time help for local merchants.	_____	_____	_____	_____	_____
58. Helped strengthen a student's self confidence.	_____	_____	_____	_____	_____
59. Assisted the distributive education student in becoming a more knowledgeable consumer.	_____	_____	_____	_____	_____
60. Enabled students to get out of school early in the day.	_____	_____	_____	_____	_____
61. Provided distributive education students with a job to enable them to earn spending money.	_____	_____	_____	_____	_____
62. Assisted students in discovering their own identity.	_____	_____	_____	_____	_____
63. Developed a student's leadership potential.	_____	_____	_____	_____	_____

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SECTION D

DIRECTIONS: Please indicate your answer to each question by checking (✓) the appropriate space beside your choice. Unless specifically stated, choose the ONE answer that best expresses your opinion.

- 
64. For what reasons did you enroll in the distributive education program? [Place a check (✓) beside all appropriate choices.]
- (1) I have a career goal of working with some aspect of marketing and distribution
  - (2) I wanted to attend a business school
  - (3) I wanted practical instruction
  - (4) I received extra credits as incentive for enrolling in distributive education
  - (5) I was assigned by the guidance department
  - (6) I want to earn while I learn (co-op)
  - (7) Other (please specify): \_\_\_\_\_
65. If you had to make your choice of a school program again, would you enroll in the distributive education program?
- (1) Yes
  - (2) No
  - (3) Unsure
66. To what extent has distributive education helped you to become a better consumer?
- (1) To a great extent
  - (2) To some extent
  - (3) Not at all
67. Would you recommend other students enroll in the distributive education program in your school?
- (1) Yes
  - (2) No
  - (3) Unsure
68. To what extent do you think the distributive education training is relevant to your post high school plans?
- (1) Extremely relevant
  - (2) Relevant
  - (3) Of little or no relevance
  - (4) Unsure



69. How would you rate the distributive education instruction you received?

- \_\_\_\_\_ (1) Excellent
- \_\_\_\_\_ (2) Good
- \_\_\_\_\_ (3) Fair
- \_\_\_\_\_ (4) Poor
- \_\_\_\_\_ (5) Very poor

70. How would you rate the textbooks and workbooks used in distributive education classes?

- \_\_\_\_\_ (1) Excellent
- \_\_\_\_\_ (2) Good
- \_\_\_\_\_ (3) Fair
- \_\_\_\_\_ (4) Poor
- \_\_\_\_\_ (5) None were used

71. How would you rate your preparation for your co-op employment?

- \_\_\_\_\_ (1) Excellent
- \_\_\_\_\_ (2) Good
- \_\_\_\_\_ (3) Fair
- \_\_\_\_\_ (4) Poor
- \_\_\_\_\_ (5) No co-op employment available

72. Overall, how would you rate your learning experience(s) in your co-op station(s)?

- \_\_\_\_\_ (1) Excellent
- \_\_\_\_\_ (2) Good
- \_\_\_\_\_ (3) Fair
- \_\_\_\_\_ (4) Poor
- \_\_\_\_\_ (5) No co-op employment available

73. How important do you think the co-op station is in the distributive education program?

- \_\_\_\_\_ (1) Not important at all
- \_\_\_\_\_ (2) Of some importance
- \_\_\_\_\_ (3) Important
- \_\_\_\_\_ (4) Extremely important
- \_\_\_\_\_ (5) No co-op employment available

74. Overall, how would you evaluate the quality of the distributive education program in your school?

- \_\_\_\_\_ (1) Excellent
- \_\_\_\_\_ (2) Good
- \_\_\_\_\_ (3) Fair
- \_\_\_\_\_ (4) Poor

75. In your opinion, what type of student should take distributive education?  
[Check (✓) all choices that apply.]

- (1) All interested students regardless of post-high school plans
  - (2) Students who have tentatively selected a career in marketing
  - (3) Students who are judged to have an ability to hold a job in marketing
  - (4) Students who are clearly motivated to study marketing
  - (5) Students who have found little or no success in other classes
  - (6) Students who do not plan to attend college
  - (7) Other (please specify): \_\_\_\_\_
- 

# # # # # # # # # # # #

A SURVEY OF  
PARENTS'  
REACTIONS TO THE  
DISTRIBUTIVE EDUCATION PROGRAM

In an attempt to provide meaningful changes in distributive education programs in New Hampshire, this questionnaire was developed to gather reactions of parents of students participating in the distributive education program.

The information collected will help to provide guidelines for improvements and changes in distributive education.

You are therefore encouraged to answer the questions completely and honestly. It is not necessary for you to indicate your name at any place on the questionnaire. Answers will be held in strictest confidence. This questionnaire should only take about twenty-five (25) minutes to complete.

It would be appreciated if you would complete and return the questionnaire in the enclosed self-addressed, stamped envelope.

Your assistance in this matter will be greatly appreciated.

SECTION A

DIRECTIONS: Please indicate your answer to each question by checking (✓) the appropriate space beside your choice.

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1. What is the name of the high school your child is presently attending?

- (1) Berlin High School
- (2) Keene High School
- (3) Kennett High School, Conway
- (4) Littleton High School
- (5) Merrimack Valley High School, Penacook
- (6) Milford High School
- (7) Nashua High School
- (8) Portsmouth High School
- (9) Salem High School
- (10) Stevens High School, Claremont
- (11) Winnacunnet High School, Hampton

2. Do you want your child to go on to some form of additional education after completing high school?

- (1) Yes
- (2) No
- (3) Unsure

3. Overall, how would you evaluate the distributive education program?

- (1) Excellent
- (2) Good
- (3) Fair
- (4) Poor
- (5) Unsure

4. Overall, have you been satisfied with the activities that your child has been involved in in the distributive education program?

- (1) Yes
  - (2) No
  - (3) Unsure
- 
-

SECTION B

DIRECTIONS: In this section your task is to indicate the extent to which you "agree" or "disagree" with a number of statements that have been used to describe the distributive education program. Beside each statement place a check (✓) in one of the five categories (strongly agree, agree, uncertain, disagree, strongly disagree) that indicates your opinion. Your answers are to indicate what you think the distributive education program "SHOULD BE" and not what it "IS".

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Uncertain</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
<u>PART I. PURPOSES OF THE DISTRIBUTIVE EDUCATION PROGRAM SHOULD BE. . .</u>					
5. To prepare students for a job, but not necessarily in the field of marketing.	_____	_____	_____	_____	_____
6. To prepare students for further education after high school.	_____	_____	_____	_____	_____
7. To help students define personal goals.	_____	_____	_____	_____	_____
8. To help students explore career opportunities.	_____	_____	_____	_____	_____
9. To keep students from leaving school prior to graduation.	_____	_____	_____	_____	_____
10. To prepare students for better jobs than may otherwise be available to them.	_____	_____	_____	_____	_____
11. To prepare students for managerial responsibilities.	_____	_____	_____	_____	_____
12. To assist students in finding a job.	_____	_____	_____	_____	_____
13. To assist students in keeping a job.	_____	_____	_____	_____	_____
14. To give students a better understanding of what they want to do for their career.	_____	_____	_____	_____	_____
15. To teach students basic marketing skills such as advertising writing, salesmanship, window display, inventory control, and store layout.	_____	_____	_____	_____	_____

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Uncertain</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
16. To teach attitudes essential for employment in the marketing field (e.g., responsibility, promptness, willingness to serve others, and personal grooming).	_____	_____	_____	_____	_____
17. To teach interpersonal skills involving getting along with other people (i.e., employers, employees, customers).	_____	_____	_____	_____	_____
18. To provide a program for non-college bound students.	_____	_____	_____	_____	_____
19. To provide job training for students regardless of post-high school plans.	_____	_____	_____	_____	_____
20. To supply part-time help for local merchants.	_____	_____	_____	_____	_____
21. To help strengthen a student's self confidence.	_____	_____	_____	_____	_____
22. To assist the distributive education student in becoming a more knowledgeable consumer.	_____	_____	_____	_____	_____
23. To enable students to get out of school early in the day.	_____	_____	_____	_____	_____
24. To provide distributive education students with a job to enable them to earn spending money.	_____	_____	_____	_____	_____
25. To assist students in discovering their own identity.	_____	_____	_____	_____	_____
26. To develop a student's leadership potential.	_____	_____	_____	_____	_____

PART II. PROGRAM DETERMINATION  
IN DISTRIBUTIVE EDUCATION

27. Distributive education teacher-coordinators are in a good position to help determine what subject matter should be taught in a distributive education class.	_____	_____	_____	_____	_____
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	<u>Strongly Agree</u>	<u>Agree</u>	<u>Uncertain</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
28. Guidance counselors are in a good position to help determine what subject matter should be taught in a distributive education class.	_____	_____	_____	_____	_____
29. The business community is in a good position to help determine what subject matter should be taught in a distributive education class.	_____	_____	_____	_____	_____
30. Students in distributive education are in a good position to help determine what subject matter should be taught in a distributive education class.	_____	_____	_____	_____	_____

PART III. SELECTION CRITERIA

31. The selection of students into the distributive education program should be done primarily by the distributive education teacher-coordinator.	_____	_____	_____	_____	_____
32. The selection of students into the distributive education program should be done primarily by the guidance counselor.	_____	_____	_____	_____	_____
33. Each student should determine whether or not to take distributive education. There should be no screening procedure.	_____	_____	_____	_____	_____

PART IV. COOPERATIVE EXPERIENCES

34. The cooperative job that students have while in distributive education is essential in meeting the objectives of the program.	_____	_____	_____	_____	_____
---	-------	-------	-------	-------	-------

Strongly  
Agree      Agree      Uncertain      Disagree      Strongly  
Disagree

PART V. ROLE OF THE TEACHER-COORDINATOR

35. A primary role of the distributive education teacher-coordinator ought to be to counsel students on personal matters. \_\_\_\_\_
36. A primary role of the distributive education teacher-coordinator ought to be to assist their distributive education students in vocational career counseling. \_\_\_\_\_
37. A primary role of the distributive education teacher-coordinator ought to be to counsel students on all in-school matters. \_\_\_\_\_

PART VI. ROLE OF THE STUDENT STORE

38. A school store run by the distributive education class is a valuable means to help meet the objectives of the program. \_\_\_\_\_

PART VII. ROLE OF DECA

39. The DECA (Distributive Education Clubs of America) Club is a valuable means to help meet the objectives of the distributive education program. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



SECTION C

DIRECTIONS: In this section, your task is to indicate how successfully you feel the distributive education program has been during the last year on achieving a variety of goals. Beside each goal place a check (✓) in one of the five categories (very successful, successful, somewhat successful, unsuccessful, do not know) that indicates your opinion.

	<u>Very Successful</u>	<u>Suc- cessful</u>	<u>Somewhat Successful</u>	<u>Unsuc- cessful</u>	<u>Do Not Know</u>
<u>THE DISTRIBUTIVE EDUCATION PROGRAM THIS YEAR...</u>					
40. Prepared students for a job, but not necessarily in the field of marketing.	_____	_____	_____	_____	_____
41. Prepared students for further education after high school.	_____	_____	_____	_____	_____
42. Helped students define personal goals.	_____	_____	_____	_____	_____
43. Helped students explore career opportunities.	_____	_____	_____	_____	_____
44. Kept students from leaving school prior to graduation.	_____	_____	_____	_____	_____
45. Prepared students for better jobs than may otherwise have been available to them.	_____	_____	_____	_____	_____
46. Prepared students for managerial responsibilities.	_____	_____	_____	_____	_____
47. Assisted students in finding a job.	_____	_____	_____	_____	_____
48. Assisted students in keeping a job.	_____	_____	_____	_____	_____
49. Gave students a better understanding of what they want to do for their career.	_____	_____	_____	_____	_____
50. Taught students basic marketing skills such as advertising writing, salesmanship, window display, inventory, and store layout.	_____	_____	_____	_____	_____

	<u>Very Suc- cessful</u>	<u>Suc- cessful</u>	<u>Somewhat Successful</u>	<u>Unsuc- cessful</u>	<u>Do Not Know</u>
51. Taught attitudes essential for employment in the marketing field (e.g., responsibility, promptness, willingness to serve others, and personal grooming).	_____	_____	_____	_____	_____
52. Taught interpersonal skills involving getting along with other people (i.e., employers, employees, customers).	_____	_____	_____	_____	_____
53. Provided a program for non-college bound students.	_____	_____	_____	_____	_____
54. Provided job training for students regardless of post-high school plans.	_____	_____	_____	_____	_____
55. Supplied part-time help for local merchants.	_____	_____	_____	_____	_____
56. Helped strengthen a student's self confidence.	_____	_____	_____	_____	_____
57. Assisted the distributive education student in becoming a more knowledgeable consumer.	_____	_____	_____	_____	_____
58. Enabled students to get out of school early in the day.	_____	_____	_____	_____	_____
59. Provided distributive education students with a job to enable them to earn spending money.	_____	_____	_____	_____	_____
60. Assisted students in discovering their own identity.	_____	_____	_____	_____	_____
61. Developed a student's leadership potential.	_____	_____	_____	_____	_____

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A SURVEY OF  
BUSINESSES'  
REACTIONS TO THE  
DISTRIBUTIVE EDUCATION PROGRAM

In an attempt to provide meaningful changes in distributive education programs in New Hampshire, this questionnaire was developed to gather reactions of businesses participating in the cooperative experiences regarding distributive education.

The information collected will help to provide guidelines for improvements and changes in distributive education.

You are therefore encouraged to answer the questions completely and honestly. It is not necessary for you to indicate your name at any place on the questionnaire. Answers will be held in strictest confidence. This questionnaire should only take about twenty-five (25) minutes to complete.

It would be appreciated if you would complete and return the questionnaire in the enclosed self-addressed, stamped envelope.

Your assistance in this matter will be greatly appreciated.

SECTION A

DIRECTIONS: Please indicate your answer to each question by checking (✓) the appropriate space beside your choice.

1. What high school does your distributive education student attend?

- (1) Berlin High School
- (2) Keene High School
- (3) Kennett High School, Conway
- (4) Littleton High School
- (5) Merrimack Valley High School, Penacook
- (6) Milford High School
- (7) Nashua High School
- (8) Portsmouth High School
- (9) Salem High School
- (10) Stevens High School, Claremont
- (11) Winnacunnet High School, Hampton

2. How many years have you had a distributive education student employed in your business?

- (1) First year
- (2) Two to three years
- (3) Four to five years
- (4) Six or more years

3. How would you describe your business establishment?

- (1) Retail store
- (2) Manufacturing
- (3) Food and/or lodging
- (4) Service station
- (5) Other (specify): \_\_\_\_\_

4. How did you first learn about your local distributive education program?

- (1) I visited the high school
  - (2) The distributive education teacher-coordinator visited my business establishment
  - (3) Newspaper articles
  - (4) From high school students
  - (5) Other (specify): \_\_\_\_\_
- 
- 
-

SECTION B

DIRECTIONS: In this section your task is to indicate the extent to which you "agree" or "disagree" with a number of statements that have been used to describe the distributive education program. Beside each statement place a check (✓) in one of the five categories (strongly agree, agree, uncertain, disagree, strongly disagree) that indicates your opinion. Your answers are to indicate what you think the distributive education program "SHOULD BE" and not what it "IS".

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Uncertain</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
<u>PART I. PURPOSES OF THE DISTRIBUTIVE EDUCATION PROGRAM SHOULD BE. . .</u>					
5. To prepare students for a job, but not necessarily in the field of marketing.	_____	_____	_____	_____	_____
6. To prepare students for further education after high school.	_____	_____	_____	_____	_____
7. To help students define personal goals.	_____	_____	_____	_____	_____
8. To help students explore career opportunities.	_____	_____	_____	_____	_____
9. To keep students from leaving school prior to graduation.	_____	_____	_____	_____	_____
10. To prepare students for better jobs than may otherwise be available to them.	_____	_____	_____	_____	_____
11. To prepare students for managerial responsibilities.	_____	_____	_____	_____	_____
12. To assist students in finding a job.	_____	_____	_____	_____	_____
13. To assist students in keeping a job.	_____	_____	_____	_____	_____
14. To give students a better understanding of what they want to do for their career.	_____	_____	_____	_____	_____
15. To teach students basic marketing skills such as advertising writing, salesmanship, window display, inventory control, and store layout.	_____	_____	_____	_____	_____

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Uncertain</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
16. To teach attitudes essential for employment in the marketing field (e.g., responsibility, promptness, willingness to serve others, and personal grooming).	_____	_____	_____	_____	_____
17. To teach interpersonal skills involving getting along with other people (i.e., employers, employees, customers).	_____	_____	_____	_____	_____
18. To provide a program for non-college bound students.	_____	_____	_____	_____	_____
19. To provide job training for students regardless of post-high school plans.	_____	_____	_____	_____	_____
20. To supply part-time help for local merchants.	_____	_____	_____	_____	_____
21. To help strengthen a student's self confidence.	_____	_____	_____	_____	_____
22. To assist the distributive education student in becoming a more knowledgeable consumer.	_____	_____	_____	_____	_____
23. To enable students to get out of school early in the day.	_____	_____	_____	_____	_____
24. To provide distributive education students with a job to enable them to earn spending money.	_____	_____	_____	_____	_____
25. To assist students in discovering their own identity.	_____	_____	_____	_____	_____
26. To develop a student's leadership potential.	_____	_____	_____	_____	_____

PART II. PROGRAM DETERMINATION  
IN DISTRIBUTIVE EDUCATION

27. Distributive education teacher-coordinators are in a good position to help determine what subject matter should be taught in a distributive education class.	_____	_____	_____	_____	_____
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	<u>Strongly Agree</u>	<u>Agree</u>	<u>Uncertain</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
28. Guidance counselors are in a good position to help determine what subject matter should be taught in a distributive education class.	_____	_____	_____	_____	_____
29. The business community is in a good position to help determine what subject matter should be taught in a distributive education class.	_____	_____	_____	_____	_____
30. Students in distributive education are in a good position to help determine what subject matter should be taught in a distributive education class.	_____	_____	_____	_____	_____

PART III. SELECTION CRITERIA

31. The selection of students into the distributive education program should be done primarily by the distributive education teacher-coordinator.	_____	_____	_____	_____	_____
32. The selection of students into the distributive education program should be done primarily by the guidance counselor.	_____	_____	_____	_____	_____
33. Each student should determine whether or not to take distributive education. There should be no screening procedure.	_____	_____	_____	_____	_____

PART IV. COOPERATIVE EXPERIENCES

34. The cooperative job that students have while in distributive education is essential in meeting the objectives of the program.	_____	_____	_____	_____	_____
---	-------	-------	-------	-------	-------

Strongly  
Agree    Agree    Uncertain    Disagree    Strongly  
Disagree

PART V. ROLE OF THE TEACHER-COORDINATOR

35. A primary role of the distributive education teacher-coordinator ought to be to counsel students on personal matters. \_\_\_\_\_
36. A primary role of the distributive education teacher-coordinator ought to be to assist their distributive education students in vocational career counseling. \_\_\_\_\_
37. A primary role of the distributive education teacher-coordinator ought to be to counsel students on all in-school matters. \_\_\_\_\_

PART VI. ROLE OF THE STUDENT STORE

38. A school store run by the distributive education class is a valuable means to help meet the objectives of the program. \_\_\_\_\_

PART VII. ROLE OF DECA

39. The DECA (Distributive Education Clubs of America) Club is a valuable means to help meet the objectives of the distributive education program. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



SECTION C

**DIRECTIONS:** In this section, your task is to indicate how successfully you feel the distributive education program has been during the last year on achieving a variety of goals. Beside each goal place a check (✓) in one of the five categories (very successful, successful, somewhat successful, unsuccessful, do not know) that indicates your opinion.

<u>THE DISTRIBUTIVE EDUCATION PROGRAM THIS YEAR...</u>	<u>Very Suc- cessful</u>	<u>Suc- cessful</u>	<u>Somewhat Successful</u>	<u>Unsuc- cessful</u>	<u>Do Not Know</u>
40. Prepared students for a job, but not necessarily in the field of marketing.	_____	_____	_____	_____	_____
41. Prepared students for further education after high school.	_____	_____	_____	_____	_____
42. Helped students define personal goals.	_____	_____	_____	_____	_____
43. Helped students explore career opportunities.	_____	_____	_____	_____	_____
44. Kept students from leaving school prior to graduation.	_____	_____	_____	_____	_____
45. Prepared students for better jobs than may otherwise have been available to them.	_____	_____	_____	_____	_____
46. Prepared students for managerial responsibilities.	_____	_____	_____	_____	_____
47. Assisted students in finding a job.	_____	_____	_____	_____	_____
48. Assisted students in keeping a job.	_____	_____	_____	_____	_____
49. Gave students a better understanding of what they want to do for their career.	_____	_____	_____	_____	_____
50. Taught students basic marketing skills such as advertising writing, salesmanship, window display, inventory, and store layout.	_____	_____	_____	_____	_____

	<u>Very Successful</u>	<u>Suc- cessful</u>	<u>Somewhat Successful</u>	<u>Unsuc- cessful</u>	<u>Do Not Know</u>
51. Taught attitudes essential for employment in the marketing field (e.g., responsibility, promptness, willingness to serve others, and personal grooming).	_____	_____	_____	_____	_____
52. Taught interpersonal skills involving getting along with other people (i.e., employers, employees, customers).	_____	_____	_____	_____	_____
53. Provided a program for non-college bound students.	_____	_____	_____	_____	_____
54. Provided job training for students regardless of post-high school plans.	_____	_____	_____	_____	_____
55. Supplied part-time help for local merchants.	_____	_____	_____	_____	_____
56. Helped strengthen a student's self confidence.	_____	_____	_____	_____	_____
57. Assisted the distributive education student in becoming a more knowledgeable consumer.	_____	_____	_____	_____	_____
58. Enabled students to get out of school early in the day.	_____	_____	_____	_____	_____
59. Provided distributive education students with a job to enable them to earn spending money.	_____	_____	_____	_____	_____
60. Assisted students in discovering their own identity.	_____	_____	_____	_____	_____
61. Developed a student's leadership potential.	_____	_____	_____	_____	_____

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SECTION D

DIRECTIONS: Please indicate your answer to each question by checking (✓) the appropriate space beside your choice. Unless specifically stated, choose the one answer that best expresses your opinion.

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62. Do you feel distributive education is preparing students for jobs that otherwise would be unattainable to them?

- (1) Yes
- (2) No
- (3) Unsure

63. In your opinion, are distributive education students, upon graduation, better prepared to successfully perform most assigned tasks in a business establishment than non-distributive education high school graduates?

- (1) Yes
- (2) No
- (3) Unsure

64. Do you expect to continue employment of distributive education co-op students?

- (1) Yes
- (2) No
- (3) Unsure

65. If you answered "No" to any of the above questions, please indicate your reasons below:

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