

Prairie View A&M University

Digital Commons @PVAMU

All Theses

8-1968

A Comparative Study Of Distributive Education Programs In Four High Schools Houston, Texas

Doris Elaine Williams

Follow this and additional works at: <https://digitalcommons.pvamu.edu/pvamu-theses>

Recommended Citation

Williams, D. E. (1968). A Comparative Study Of Distributive Education Programs In Four High Schools Houston, Texas. Retrieved from <https://digitalcommons.pvamu.edu/pvamu-theses/454>

This Thesis is brought to you for free and open access by Digital Commons @PVAMU. It has been accepted for inclusion in All Theses by an authorized administrator of Digital Commons @PVAMU. For more information, please contact hvkoshy@pvamu.edu.

A COMPARATIVE STUDY OF DISTRIBUTIVE
EDUCATION PROGRAMS IN FOUR HIGH SCHOOLS
HOUSTON, TEXAS



WILLIAMS

1-R
73.2465
1671c
2

1968 72

A COMPARATIVE STUDY OF DISTRIBUTIVE EDUCATION PROGRAMS
IN FOUR HIGH SCHOOLS
HOUSTON, TEXAS

2015.012
3173W
837

A Thesis

Presented to the Graduate School
of Prairie View Agricultural and Mechanical College

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

HF
5415.4
W54

by
Doris Elaine Williams

August, 1968

The W. B. Deane Library

ACKNOWLEDGEMENT

The writer wishes to acknowledge the helpful and timely assistance of Mrs. Kittye D. Mooring, whose criticisms, suggestions, and contributions aided greatly in the writing of this paper.

TABLE OF CONTENTS

| CHAPTER | | PAGE |
|---------|---|------|
| I. | THE PROBLEM AND DEFINITIONS OF TERMS USED..... | 2 |
| | The Problem..... | 3 |
| | Statement of the problem..... | 3 |
| | Importance of the study..... | 3 |
| | Limitations of the study..... | 4 |
| | Definition of Terms Used..... | 4 |
| | DEDICATION | |
| | Distributive Education..... | 4 |
| | <p>With Love, devotion, and appreciation, I wish to dedicate this work to my family, Fletcher J. Williams, Sandra E. Wilborn, and Thomas E. Wilborn, Jr., whose continuous encouragement and faith inspired the completion of this paper.</p> | 5 |
| | Training Plan..... | 5 |
| | Training Sponsor..... | 5 |
| | Distributive Education Clubs of America (DECA)..... | 6 |
| | Research Procedures..... | 6 |
| II. | REVIEW OF THE LITERATURE..... | 7 |
| | Recommendations made by the U. S. Department of Health, Education, and Welfare..... | 7 |
| | Distributive Education Teachers and Coordinators..... | 8 |
| | Qualifications of Teacher-Coordinator..... | 14 |
| | Teacher Education..... | 14 |

TABLE OF CONTENTS

| CHAPTER | | PAGE |
|---------|--|------|
| I. | THE PROBLEM AND DEFINITION OF TERMS USED..... | 1 |
| | The Problem..... | 3 |
| | Statement of the problem..... | 3 |
| | Importance of the study..... | 3 |
| | Limitations of the study..... | 4 |
| | Definition of Terms Used..... | 4 |
| | Distributive Education..... | 4 |
| | Advisory Committee..... | 5 |
| | Cooperating Stores..... | 5 |
| | Counselor..... | 5 |
| | Coordinator..... | 5 |
| | Trainee..... | 5 |
| | Training Plan..... | 5 |
| | Training Sponsor..... | 5 |
| | Distributive Education Clubs of America (DECA).. | 6 |
| | Research Procedure..... | 6 |
| II. | REVIEW OF THE LITERATURE..... | 7 |
| | Recommendations made by the U. S. Department of Health, Education, and Welfare..... | 7 |
| | Distributive Education Teachers and Coordinators... | 8 |
| | Qualifications of Teacher-Coordinator..... | 14 |
| | Teacher Education..... | 14 |

| CHAPTER | PAGE |
|---|------|
| Organization and Administrative Practices..... | 19 |
| Objectives of Distributive Education..... | 20 |
| Cooperative part-time classes..... | 21 |
| Guidance and selection of students..... | 21 |
| Coordination techniques and activities..... | 23 |
| The Distributive Education Clubs of America (DECA) | 26 |
| III. QUESTIONNAIRE RESULTS..... | 30 |
| IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS..... | 50 |
| Summary..... | 50 |
| Conclusions..... | 51 |
| Recommendations..... | 53 |
| BIBLIOGRAPHY..... | 54 |
| APPENDIX..... | 57 |
| I. Cooperating Schools Used Most Frequently by the Four Schools Studied in Houston, Texas..... | 62 |
| II. Number and Percentage of Distributive Education Students Expected to Graduate and Attend College in the Class of 1946-47..... | 71 |
| III. Number and Percentage of Distributive Education Students According to Sex in Class of 1946-47..... | 71 |
| IV. Number and Percentage of Distributive Education Drop-outs during the 1946-47 School Year..... | 72 |

LIST OF TABLES AND EXHIBITS

| TABLE | PAGE |
|--|------|
| I. Effective and Ineffective Critical Behaviors for Experienced Distributive Education Teacher- Coordinators in the State of Illinois Classi- fied by Job Activity Categories..... | 11 |
| II. Respondents' Reasoned-Judgement Reactions Concern- ing How Frequently a Teacher-Coordinator should be Required to Renew His Business Experience..... | 16 |
| III. Respondents' Reasoned-Judgment Reactions concern- ing Months a Year the Teacher-Coordinator Should be Employed..... | 18 |
| IV. Distributive Education Advisory Board for 1966-67, Houston, Texas..... | 32 |
| V. Cooperating Stores Used Most Frequently by the Four Schools Studied in Houston, Texas..... | 33 |
| VI. Number and Percentage of Distributive Education Students Expected to Graduate and Attend College in the Class of 1966-67..... | 39 |
| VII. Number and Percentage of Distributive Education Students According to Sex in class of 1966-67.... | 41 |
| VIII. Number and Percentage of Distributive Education Drop-Outs during the 1966-67 School Year..... | 42 |

LIST OF TABLES AND EXHIBITS (Continued)

| EXHIBIT | PAGE |
|---|------|
| I. Distributive Education Interest Questionnaire..... | 36 |

The distributive education movement had its beginning as an organized school activity in 1899 under the leadership of Louise Price of the Women's Educational and Industrial Union. She organized her first class of eight girls for store training. In 1906, she started her third class with a practice store selling Helen's Food Company of practical store experience to students. High school retail training classes began in Providence, Rhode Island, about 1910 and in Pittsfield, Massachusetts, about 1911. Daily work experience as a basic principle of cooperative occupational training was developed in these early classes.¹

Organized instruction was almost wholly neglected in the public school system and it became evident to vocational leaders that this was a serious defect in the whole vocational program. An interpretation of that part of the Smith-Hughes Act, dealing with the general continuation part-time school, gave the needed encouragement to those working to provide for what was to be

¹ Peter S. Haines, "A Half-Century of Education for Distribution," Business Education Forum, (May, 1957), 24-26.

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS

The distributive education movement had its beginning as an organized school activity in 1905 under the leadership of Lucinda Price of the Women's Educational and Industrial Union. She organized her first class of eight girls for store training. In 1906, she started her third class with a promise from William Filene's Sons Company of practical store experience on Mondays. High school retail training classes began in Providence, Rhode Island, about 1910 and in Fitchburg, Massachusetts, about 1911. Daily work experience as a basic principal of cooperative occupational training was developed in those early classes.¹

Organized instruction was almost wholly neglected in the public school courses and it became evident to vocational leaders that this was a serious defect in the whole vocational program. An interpretation of that part of the Smith-Hughes Act, dealing with the general continuation part-time school, gave the needed encouragement to those working to provide for what came to be

¹Peter G. Haines, "A Half-Century of Education for Distribution," Business Education Forum, (May, 1957), 24-26.

known as "distributive education".²

This 1919 ruling of the Federal Board for Vocational Education made it possible to offer courses in retail selling to be given to pupils employed in stores by using industrial education funds for this purpose. In 1931, a modification of the ruling permitted the organization of part-time cooperative classes for employed youth.³

From the beginning of the movement for a national program of distributive education, one of the most difficult problems was the obtaining of an adequate supply of properly trained teachers and teacher-coordinators. The national program began to gain in prominence immediately following World War II. The success of distributive education is most certainly dependent upon the training, tact, and ability of the teacher-coordinator. He not only has to possess considerable administrative ability, but he needs to be exceptionally skillful in public relations.⁴

The George Deen Act of 1936 authorized annual appropriations for distributive education. In 1937, a special staff in the Vocational Division of the U. S. Office of Education was appointed to develop training in this field. Great improvement in both teacher training and other phases of the national program resulted.⁵

² Vocational Education Bulletin No. 1, General Series No. 1, Administration of Vocational Education, Federal Security Agency, Office of Education, (Washington: Government Printing Office, 1949), p. 45.

³ Ibid.

⁴ Ibid.

⁵ Ibid.

Distributive Education has been organized in the schools of Houston, Texas, since 1948 for the purpose of training students in marketing, merchandising, and the distribution of goods.

The effectiveness of any program is dependent upon how well the program meets the need for which it was set up, and the changing demands that are imposed by our society. This study should determine to what extent the four high schools selected for survey, in Houston Independent School District, are prepared to meet these needs.

I. THE PROBLEM

Statement of the problem. The purpose of this study was (1) to determine the effectiveness of Distributive Education in four high schools of Houston, Texas, by making a comparative study of the existing programs in operation and the program guidelines as set up by the Federal Government; (2) to analyze the existing Distributive Education programs in the high schools in order to identify possible problem areas; and (3) to attempt to create an awareness of the shortage of teacher-coordinators in Distributive Education as a possible avenue for students wanting to attain higher than salesmanship positions.

Importance of the study. This study was designed to investigate the general and professional data of available studies and to compile a summary of problems, basic concepts, understandings, and procedural techniques that will:

1. Provide a digested reference for scholars with an interest in Distributive Education as a vocation.
2. Serve as a ready reference and guide for prospective coordinators entering Distributive Education for the first time.
3. Serve as a guide in motivating students who are participating in the Distributive Education program by helping them become aware of the part they are to play as participants.
4. Create a deeper awareness of the many educational opportunities available through the Distributive Education Program as salesmen, supervisors, managers, buyers, coordinators, or teachers.
5. Increase the awareness of the purposes of the D. E. program and the number of high school students assisted in attending college through the D. E. program.

Limitations of the study. This study was limited to the Distributive Education Programs in four high schools in the Houston Independent School District, Houston, Texas. Hereafter, these schools shall be coded as schools A, B, C, and D, according to the school population. The school populations were: School A-2,115; School B-2,096; School C-2,083; School D-2,039.

II. DEFINITION OF TERMS USED

Distributive Education. Distributive Education is a high school training program in retailing, wholesaling, and advertising which offers on-the-job training in the distribution of goods for the purpose of providing occupations for young people upon finishing high school. Many times it is referred to as D. E.

Advisory Committee. An advisory committee is a group appointed by the local school authority to help the teacher-coordinator with problems in the community.

Cooperating Stores. The cooperating store is the local business organization where the student is assigned for work experiences.

Counselor. The counselor is the person who tests and evaluates the student applicant for Distributive Education.

Coordinator. The coordinator is the person who works with the local businessmen to place students in a training situation and provide the necessary instruction to facilitate the student's training.

Trainee. The trainee is a student enrolled in a Distributive Education program and employed in an approved business establishment.

Training Plan. The training plan is a preplanned schedule of work experiences which is set up as a guide for the training sponsor and the school.

Training Sponsor. The training sponsor is the person assigned to supervise the student on the job.

Training Station. The training station is the business establishment in which the student is placed for on-the-job training.

Distributive Education Clubs of America. The Distributive Education Clubs of America is designed for D. E. students and operates on the national, state, and local levels with the primary purpose of leadership promotion. This club is usually referred to as DECA.

III. RESEARCH PROCEDURE

Data for this study were secured through questionnaire, personal interviews, and reference material pertaining to the background of the distributive education program.

1. Apprenticeship and journeyman training or other trade union program.
2. Private technical institutes or vocational high schools.
3. Armed Services
4. Individual study.
5. Public program of vocational and technical education.

¹U. S. Department of Health, Education and Welfare, Office of Education, Education for a Changing World of Work, CE-30021, Superintendent of Documents, (Washington, D. C., 1963), p. 171.

CHAPTER II

REVIEW OF THE LITERATURE

Distributive Education is an area that needs to be explored by many business educators in order to educate the public to the numerous opportunities available to American youth. A summary of research completed presenting the Distributive Education program guidelines will be given.

I. RECOMMENDATIONS MADE BY THE U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

According to the U. S. Department of Health, Education and Welfare, twenty-six million young workers who will start work from 1967 to 1970 must prepare for and keep abreast of job opportunities in a changing economy. Eight out of ten students now enrolled in elementary school may not complete four years in college, and may gain occupational competence through one of the following ways:

1. Apprenticeship and journeyman training or other trade union programs.
2. Private technical institutes or vocational high schools.
3. Armed Services
4. Individual study.
5. Public programs of vocational and technical education.¹

¹U. S. Department of Health, Education and Welfare, Office of Education, Education for a Changing World of Work, OE-80021, Superintendent of Documents, (Washington, D. C., 1963), p. XVI.

The Panel of Consultants on Vocational Education has set up several general recommendations for meeting the demands of the people for Vocational Education. These demands are that vocational education must:

1. Make equal educational opportunities available to all.
2. Meet the need for highly skilled craftsmen and technicians through education during and after high school years.
3. Update technical knowledge of persons already employed.
4. Expand vocational and technical training programs to meet the needs of employment and the national economy.
5. Offer training opportunities to non-college graduates.²

II. DISTRIBUTIVE EDUCATION TEACHERS AND COORDINATORS

The Distributive Education Teacher-Coordinator is a regular member of the school staff, and is responsible for operating and administering the Distributive Education Program. The Coordinator has the responsibility of combining into harmonious action the classroom distributive education study with on-the-job activities which take place in the field of distributive business.³

The data presented in Table 1, pages 11-13, exhibits results of an investigation to determine the effective and ineffective critical behaviors of experienced distributive education teacher-coordinators in the State of Illinois, classified by job activity categories.

²Ibid., p. VIII.

³Distributive Education Teacher-Coordinator's Handbook, Division of Vocational Education, State Department of Education, (Richmond, Virginia: 1966), p. 9.

This study was divided into two groups: (1) Distributive Education and (2) Office Education. Since the present study is primarily concerned with Distributive Education, only the table relating to Distributive Education has been exhibited.

Observation of the data in Table 1, page 11, shows 21.2 per cent effective and 6.0 per cent ineffective critical behaviors reported by experienced Illinois distributive education coordinators were in the category of adjusting student training station performance problems.

Illinois distributive education coordinators reported their greatest proportion of effective behaviors in personal and professional relationships (10.8 per cent) and adjusting student problems (21.2 per cent). Ineffective behaviors were most evident proportionately in the activity categories of selection of training stations and placement activities, and evaluation and selection of students.

The supervising school administrators reported 22.3 per cent effective and 23.9 per cent ineffective critical behaviors of their 121 critical behaviors in the personal and professional category of teacher coordinator job activity.

Administrators supplied the greatest proportion of effective personal and professional relationship behaviors in the sub-category of businessmen and community relations. Ineffective behaviors were most noticeable in the coordinator's relationships with educational administrators and/or staff. The only other teacher coordinator activities in which the administrators reported critical behaviors

with any degree of frequency were in the direction of in-school learning and development and promotion of the program. In both of these categories only effective behaviors were supplied.⁴

⁴ E. Edward Harris, Requirements for Office and Distributive Education Teacher-Coordinators (Illinois: Southwestern Publishing Company, The Northern University, DeKalb, 1967) Monograph No. 115, p. 58.

EFFECTIVE AND INEFFECTIVE CRITICAL BEHAVIORS FOR EXPERIENCED DISTRIBUTIVE EDUCATION
TEACHER-COORDINATORS IN THE STATE OF ILLINOIS CLASSIFIED BY JOB ACTIVITY CATEGORIES*

TABLE I

| Category of Teacher-Coordinator Activity | Teacher-Coordinator | | Supervising Administrators | |
|---|---------------------|------------------|----------------------------|------------------|
| | Effective N | Ineffective N | Effective N | Ineffective N |
| I. DISCIPLINE AND CONTROL OF STUDENTS | | | | |
| a. Related to In-School Activities | 21 | 5 | 6 | 3 |
| b. Related to Training Station Activities | 13 | 6 | | 2 |
| c. Related to Personal Out-of-School Activities | | 2 | | |
| TOTAL | 34 | 13 | 6 | 5 |
| | 7.1 | 2.8 | .8 | 2 |
| II. SELECTION OF TRAINING STATIONS AND PLACEMENT ACTIVITIES | | | | |
| a. Selection of Training Stations and Initial Placement of Student-Learners | 18 | 7 | 1 | 2 |
| b. Placement of Students Who Have Been Discharged from Previous Training Stations | 4 | 5 | 3 | 1 |
| c. Adjusting Inadequate Initial Student Placement | 7 | 2 | 3 | 3 |
| TOTAL | 29 | 14 | 7 | 6 |
| | 2.8 | 5.6 | 5.8 | 4.5 |
| III. EVALUATION AND SELECTION OF STUDENTS | | | | |
| | 7 | 6 | 2 | 5 |
| | 2.8 | 2.4 | 1.7 | 4.5 |

* E. Edward Harris, Requirements for Office and Distributive Education Teacher-Coordination (Illinois: Southwestern Publishing Company, The Northern Illinois University, DeKalb, 1967), pp. 59-61.

TABLE I (Continued)

EFFECTIVE AND INEFFECTIVE CRITICAL BEHAVIORS FOR EXPERIENCED DISTRIBUTIVE EDUCATION
TEACHER-COORDINATORS IN THE STATE OF ILLINOIS CLASSIFIED BY JOB ACTIVITY CATEGORIES

| Category of Teacher-Coordinator Activity | Teacher-Coordina-tors | | Super-vising Admin-istrators | | | | |
|--|-----------------------|------------------|------------------------------|------------------|------|----|------|
| | Effective N | Ineffective N | Effective N | Ineffective N | | | |
| IV. PERSONAL AND PROFESSIONAL RELATIONSHIPS | | | | | | | |
| a. With Educational and Administrators and/or Staff | | | | | | | |
| 9 | 3.6 | 1 | .4 | 8 | 6.6 | 14 | 11.6 |
| 9 | 3.6 | 3 | 1.2 | 4 | 3.3 | 9 | 7.4 |
| b. With Students and/or Their Parents | | | | | | | |
| 9 | 3.6 | 1 | .4 | 15 | 12.4 | 6 | 4.9 |
| 27 | 10.8 | 5 | 2.0 | 27 | 22.3 | 29 | 23.9 |
| c. With Businessmen and/or Other Members of the Community | | | | | | | |
| TOTAL | | | | | | | |
| 14 | 5.6 | 8 | 3.2 | 5 | 4.5 | | |
| V. ADJUSTING STUDENT TRAINING STATION PERFORMANCE PROBLEMS (Employer Suggested) | | | | | | | |
| a. Personal Development | | | | | | | |
| 9 | 3.6 | 3 | 1.2 | 1 | .8 | | |
| b. Employee or Employer Relations | | | | | | | |
| 14 | 5.6 | 2 | .8 | 1 | .8 | | |
| c. Dishonesty | | | | | | | |
| 16 | 6.4 | 2 | .8 | 2 | 1.7 | 2 | 1.7 |
| d. Errors and Other Misjudgments | | | | | | | |
| 53 | 21.2 | 15 | 6.0 | 9 | 7.8 | 2 | 1.7 |
| TOTAL | | | | | | | |

TABLE I (Continued)

EFFECTIVE AND INEFFECTIVE CRITICAL BEHAVIORS FOR EXPERIENCED DISTRIBUTIVE EDUCATION
TEACHER-COORDINATORS IN THE STATE OF ILLINOIS CLASSIFIED BY JOB ACTIVITY CATEGORIES

| Category of Teacher-Coordinator Activity | Teacher-Coordinator | | Supervising Administrators | |
|--|---------------------|------------------|----------------------------|------------------|
| | Effective N | Ineffective % | Effective N | Ineffective % |
| VI. ADJUSTING STUDENT PROBLEMS (Student Suggested) | | | | |
| a. School Centered | 3 | 1.2 | | |
| b. Family or Background Centered | 8 | 3.2 | 4 | 1.6 |
| c. Training Station Centered | 19 | 7.5 | 3 | 1.2 |
| TOTAL | 30 | 11.9 | 7 | 2.8 |
| VII. DIRECTION OF IN-SCHOOL TEACHING ACTIVITIES | | | | |
| a. Curricular | 5 | 2.0 | 7 | 5.8 |
| b. Co-curricular | 2 | .8 | 5 | 4.5 |
| TOTAL | 7 | 2.8 | 12 | 10.3 |
| VIII. DEVELOPMENT AND PROMOTION OF PROGRAM | | | | |
| a. In-School | 4 | 1.6 | 1 | .4 |
| b. Out-of-school | | | 6 | 4.9 |
| TOTAL | 4 | 1.6 | 7 | 5.8 |
| TOTAL | 191 | 76.1 | 61 | 24.4 |
| | | | 77 | 30.3 |
| | | | 44 | 36.8 |

III. QUALIFICATIONS OF THE TEACHER COORDINATOR

The personal qualifications of a teacher coordinator contribute greatly to the success of a distributive education program. As a teacher-coordinator, one must perform the role of a business teacher, guidance counselor, personnel manager, and educator. Therefore, the following qualifications are essential:

One should be a graduate of a four-year accredited college, with a good background in business education, which should include (1) eight semester hours of distributive education; (2) twelve semester hours of a technical subject such as marketing, salesmanship, or retailing; and (3) eight semester hours of accounting, economics, business law or personnel relations.⁵

IV. TEACHER EDUCATION

The part that Teacher Education plays in developing a curriculum for Distributive Education covers three dimensions. First, job success as a result of applying theory learned in the classroom to actual work experiences; second, an understanding of the function of distribution-selling, buying, standards, risks, and service establishments; and third, the role of distribution in a competitive economy and the manner in which it is linked with the American standard of living.⁶

⁵The Role of Teacher Education in Distributive Education, Vocational Educational Division, Series No. 27, Bulletin No. 279, (Washington, D. C.), p. 6.

⁶Ibid.

Teacher Education Institutions should be made aware of their responsibilities in the preparation of effective coordinators. Table II, page 16 exhibits how frequently Teacher-Coordinators should renew their business experiences.

In 1959, the nation's leaders of distributive education were in strong agreement that the teacher-coordinator should renew his business experience every three to seven years. As indicated by Table II, about 30 , or 59 per cent of the nation's D. E. leaders; 14, or 29.2 per cent of the Illinois distributive coordinators; and 4, or 22.2 per cent of the Illinois Office Coordinators believed that a teacher coordinator should be required to renew his business experience every three to five years. The frequent renewal of business experience was considered an issue of crucial importance by 6, or 12 per cent of the nation's distributive education leaders; 7, or 14.6 per cent of the Illinois distributive coordinators; and 2, or 11.1 per cent of the Illinois Office Coordinators.⁷

Not all of the respondents believed it was necessary for a teacher-coordinator to renew his business experience. As indicated by the table, 4, or 8 per cent of the nation's leaders of distributive education; 10, or 20.8 per cent of the Illinois distributive coordinators; and one, or 5.6 per cent of the Illinois office coordinators did not believe a teacher should ever be required to renew his business experience.

⁷E. Edward Harris, Requirements for Office and Distributive Education Teacher Coordinators, (Illinois: Southwestern Publishing Company, The Northern Illinois University, DeKalb, 1967) Monograph No. 115, p. 39.

TABLE II

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

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

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

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

IMPORTANCE OF THIS ISSUE

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

* E. Edward Harris, Requirements for Office and Distributive Education Teacher-Coordinators
(Illinois: Southwestern Publishing Company, The Northern Illinois University, DeKalb, 1967), Monograph
No. 115, p. 40.

The teacher-coordinator's job is not over when the nine-month school year is over. He not only has to make a final report to the federal government, but he has also to prepare for the opening of school again in the fall.

Many coordinators contend that nine months are enough for the D. E. coordinators, however, there are others who argue that ten months would not be enough. Table III, page 18, gives some judgments of cooperative personnel concerning an extended contract. Only one of the 117 respondents considered a nine-month contract adequate. It is of interest to observe that 35 or 70.4 per cent of both distributive education respondent groups indicated their preference for the year-round contract as compared with 2, or 11.1 per cent of the Illinois office education coordinators.⁸

The length of the teacher-coordinator's contract was considered to be of crucial importance by 10 or 20 per cent of the nation's D. E. leaders; 8, or 16.7 per cent of the Illinois D. E. Coordinators; and 4, or 22.2 percent of the Illinois Office Coordinators.⁹

⁸ Ibid., p. 36.

⁹ Ibid.

TABLE III

RESPONDENT'S REASONED-JUDGMENT REACTIONS CONCERNING MONTHS A YEAR THE TEACHER-COORDINATOR SHOULD BE EMPLOYED*

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

9. THE TEACHER-COORDINATOR SHOULD BE EMPLOYED:

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

- IMPORTANCE OF THIS ISSUE?
- a. Crucial
 - b. Major
 - c. Minor
 - d. Little or no
 - e. No opinion

*E. Edward Harris, Requirements for Office and Distributive Education Teacher-Coordinator (Illinois: Southwestern Publishing Company, The Northern Illinois University, DeKalb, 1967), Monograph 115, p. 38.

V. ORGANIZATION AND ADMINISTRATIVE PRACTICES

The State Board of Vocational Education assumes the responsibility of organizing and administering programs in vocational distributive education. However, it also delegates responsibility to the board of education to develop local programs. Classes in vocational distributive education are organized by state and district supervisors, teacher trainers and itinerant teachers. They travel throughout the state to conduct classes, usually in small communities or areas where no qualified teachers are available.¹⁰

In a study of current distributive education issues, based upon opinions of education leaders, by Roman F. Warnke, an Associate Professor of Business Education at Colorado State College, Greeley, Colorado, the issue on Federal Funds for Distributive Education was studied, and it was found that a substantial majority of distributive educators believe that federal funds for D. E. should either be increased immediately or when the need arises. This study revealed that the high enrollment in D. E. was a convincing factor as to how important Federal funds were in helping to provide vitally needed instruction in distribution.

10

Roman F. Warnke, Distributive Education Issues (Southwestern Publishing Company, 1961) Monograph 102, p. 25.

VI. OBJECTIVES OF VOCATIONAL DISTRIBUTIVE EDUCATION

Vocational distributive education is conducted for the purpose of helping workers in distributive occupations to give better service and, thereby, to promote the general welfare of both producers and consumers. The following objectives have been established to enable distributive education to accomplish its general purpose.

1. To develop the ability of distributive workers to give intelligent, economical and helpful services to consumers.
2. To develop greater job satisfaction, to increase earning power, to insure advancement on merit and to create a feeling of permanency of employment in the mind of the distributive worker.
3. To reduce business losses due to inefficient employees as well as to unsound management policies and practices.¹¹

Various types of abilities are needed to attain the objectives of vocational distributive education. These include (1) social abilities necessary for making business contacts, (2) salesmanship abilities to assist customers in securing the kinds of goods and services desired, (3) abilities concerned with a knowledge of goods and services offered by the distributor and (4) store service abilities for efficient merchandising.¹²

¹¹U. S. Department of Health, Education, and Welfare, Office of Education, Vocational Education in Distributive Occupations, Vocational Division, Bulletin No. 255, (Washington: Government Printing Office, 1954), p. 23.

¹²Ibid., p. 1.

VII. COOPERATIVE PART-TIME CLASSES

A cooperative part-time class is one that provides for alternation of study in school with work on a job in distribution. The two experiences are planned and supervised by the school and the employer so that each contributes definitely to the student's development in his chosen occupation. Work periods and school attendance may be on alternate days, weeks or other periods, or the student may attend school for a half day and work on-the-job training the other half day, but the hours at work must equal or exceed the hours spent in school during the regular school year. The student receives instruction of both a technical and general education nature in school and supervised work experience in a local business establishment engaged in the distribution of goods and services. Students are not only paid according to the minimum wage law, but they are also graded on their performance, personality, and ability to handle the position competently. This grade will count as one-third of the final grade.¹³

VIII. GUIDANCE AND SELECTION OF STUDENTS

An increased emphasis is being placed on vocational guidance, and in order to meet the needs of non-college graduates who will enter the labor market, emphasis is being placed on vocational and

¹³ Ralph E. Mason, Methods in Distributive Education, (The Interstate Printers and Publishers, Inc., 1964) Danville, Illinois, p. 54.

technical training programs consistent with employment possibilities and national economic needs.

In recent years, distributive education coordinators have become aware of their responsibilities in working closely with guidance personnel. The gathering of information on distributive occupations and the distributive education program logically becomes their responsibility. The availability of this type material in the hands of guidance people will encourage its dissemination of students.¹⁴

"Careers in Retailing Week" programs are being more thoroughly planned by school personnel and businessmen. Students have better opportunities to view store procedures in action, to talk directly to men and women who have successfully made retailing a career, to look for and understand a few fundamentals of pricing, display, advertising, controls, and selling. Such opportunities cause the freshmen and sophomores in high school to give consideration to the distributive occupations.¹⁵

One of the best methods of selecting students is inherent in the curriculum pattern that utilizes a preparatory subject prior to the cooperative experience. If an individual student is to be efficiently prepared for profitable employment, he must be able to benefit from the instruction he receives. For this reason, the following

¹⁴ Ralph E. Mason, Cooperative Occupational Education, (The Interstate Printers and Publishers, Inc., 1965), p. 13.

¹⁵ Ibid., p. 14.

qualifications have been set up as the basis for enrollment of high school students in Distributive Education classes:

Does the student have a valid career objective in the field of distribution?

Does the student demonstrate such qualities as common-sense thinking and a liking for people?

Does the student possess reasonable poise in front of the group, along with initiative, good speech, good grooming, punctuality?

Is the student at least minimally grounded in speech, language, arithmetic and the principles of marketing and merchandising?

If the student has worked part-time, has he been a willing employee, dependable, able to get along?

Has the student shown any special aptitudes or talents, such as design sense, that point up a specialized placement for him.¹⁶

The personal qualities stated in the questions noted above are important factors to consider in evaluating students enrolled in Distributive Education classes.

IX. COORDINATION TECHNIQUES AND ACTIVITIES

Coordination involves the building of a harmonious relationship between job instruction and classroom instruction, in order to give students the best preparation possible for their chosen occupations. Therefore, the term "coordination" includes all DE activities which

¹⁶Roberts, op. cit., p. 222.

involves the distributive community in which the D. E. program operates.

Because skills developed in school are vital to placement, it is particularly important in selecting students to determine their background in business subjects. With regard to a course such as typewriting, it is important to know what the grade for the course was; even more important is a reference from the typewriting teacher regarding what aspects of the skill are strong and weak.

Assessment of dress, grooming and what might be termed "looks" is particularly important for good placement in office occupations. Former teachers should also be asked to comment on the student's work habits and attitudes, his relationships with others, and his career interests.¹⁷

Tests should be used to determine the aptitudes and interests of the students. Final selection of the student-learner should be the responsibility of the teacher-coordinator because the student must be acceptable to the employer in the occupational laboratory downtown. In making placements, the teacher-coordinator should be fully cognizant of the nature of office occupations and avoid placements where the duties are not primarily distributive in character.¹⁸

¹⁷ Ralph E. Mason and Peter G. Haines, Cooperative Occupational Education, (The Interstate Printers & Publishers, Inc., 1965), pp. 356-364.

¹⁸ Ibid.

The step-by-step plan should make the cooperative distributive education program sharply distinctive from a mere work experience program. This step-by-step program makes a special attempt to relate the classroom instruction specifically to on-the-job training and to gain all the potential learning advantages therefrom. It serves as the basis for guiding the student-learner through worthwhile educational experiences on the job.

The step-by-step training plan indicates the specific objective to be emphasized and whether it is to be stressed in the classroom or at the training station or both. It is derived jointly by the teacher-coordinator and the training sponsor from a realistic analysis of the tasks, duties, and responsibilities of the student-learner on his part-time job.¹⁹

Home visitations should be made to orient the parents and students to the responsibilities involved in participation in the D. E. Program. Other home visitations may be made during the school year in order (1) to commend good work by the student-learner, (2) to correct a deficiency in carrying out a responsibility, (3) to help advise parents on their son's or daughter's future education and career, or (4) to maintain a feeling of good relations with the parents.²⁰

¹⁹ Ibid., pp. 364-368.

²⁰ Ibid., p. 372.

Many opportunities arise for leadership training for student-learners through participation in well planned local club activities and in area and state student leadership conferences. One of the most important club activities in developing creativity in students is that of participating in a marketing research project. Financing club activities also provides many fine opportunities for putting into practice the principles of marketing and merchandising. Some specific money-making activities used by D. E. clubs are: operating the concession stands at athletic events, with profits split with the letterman's club; operating the school store; engaging in sales promotions, such as selling boxes of candy or desk calendars including advertisements; holding record dances, and sponsoring skating parties.²¹

X. THE DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

The Distributive Education Clubs of America had its origin immediately after the passage of the George-Deen Act in 1937, with numerous state associations quickly being formed under the guidance of their respective state supervisors and teacher trainers in distributive education.²²

²¹ Ibid.

²² Lloyd V. Douglas, Business Education, (Washington, D. C.: The Center of Applied Research in Education, Inc., 1963), p. 73.

These local clubs, known under various names such as Future Distributors and Distributive Education Clubs, Future Retailers, and Future Merchants, were organized to meet the need for social and professional growth and the common interests of students in cooperative classes.

The various activities and programs of the local and state clubs suggested a need for a national organization to promote a further interest in an appreciation of the opportunities offered young people in vocational distributive education. The State associations found a community of interest and joined together in a national organization which was established as The Distributive Education Clubs of America.²³

In forming a national organization, leadership within the organization agreed on its purposes, and undertook various activities which in turn developed a unity of purpose and direction which extended from the national group, through the state associations to the local clubs. The purposes of the national organization were stated as follows:

1. To develop leadership in the field of distribution.
2. To develop a sense of individual responsibility.
3. To provide opportunities for intelligent career choice in distribution.
4. To allow practical application of Distributive Education through competition.
5. To encourage use of ethical practices in business.
6. To allow opportunity to appreciate and implement the unenforceable obligations of citizenship.

²³U. S. Department of Health, Education, and Welfare, Educational Values in Club Programs, Vocational Division Bulletin No. 294 (1961), p. 2.

7. To provide for mental and physical health through satisfactory social and recreational activities.
8. To engender a healthy respect for education.
9. To create and nurture an understanding of our free, competitive enterprise system.
10. To develop an appreciation of civic and social obligations of those engaged in distribution.²⁴

A national insignia was created in the form of a diamond; centered with a wrapped package. The points of the diamond symbolizes vocational understanding, civic consciousness, social intelligence, and leadership development. The wrapped package in the center is symbolic of a job well done.²⁵

A program of activities was developed including participating projects at local, state, and national levels. Local activities culminated in statewide meetings. A national leadership conference provided a means of bringing into focus at a national level the accomplishments of student projects conducted at local and statewide meetings.

The club program is an activity which complements, supplements, and strengthens the instructional program. Combined with classroom instruction and on-the-job training, the club program gives greater scope and depth to the total instruction program. Success in the field of distribution is dependent on attitudes that lend themselves to development within an educationally centered club program. The club program provides an avenue for the enrichment of the instructional program through activities planned by students under the teacher coordinator's guidance.

²⁴ Ibid., p. 3.

²⁵ Ibid.

The state club organization is made up of chartered local clubs and is governed by a delegate body composed of representatives of local clubs. The delegate body usually meets once a year. Each state club establishes its own pattern of organization not in conflict with the national constitution and by laws. The usual pattern in a state includes an executive committee composed of the student officers of the state club; the state club sponsor, who is an adult; and the state club advisory committee. The local club organization resembles that of the state club. The local club is sponsored by the local coordinator of the cooperative part-time program in vocational distributive education.

Three grades of membership are included in the Distributive Education Clubs of America organization. These are active, associate and honorary. Active members who are students enrolled in local cooperative programs in distributive education, have the privilege of voting in the elections. Associate members, who are graduates of the local programs, and honorary members, who are adults elected to this honor by active members, do not have voting privileges.

Distributive Education and DECA (Distributive Education Clubs of America) activity constantly emphasize America's system of competition and private enterprise. Self-help among students is the rule rather than the exception, and DECA leaders give constant encouragement to continued education.²⁶

²⁶ U. S. Department of Health, Education, and Welfare, Educational Values in Club Programs, Vocational Division Bulletin No. 294, Distributive Education Series No. 31, 1961, p. 6.

CHAPTER III

QUESTIONNAIRE RESULTS

In an attempt to secure pertinent data concerning the Distributive Education Program in the four selected high schools in Houston, Texas, a questionnaire was prepared and completed by the coordinators during personal interviews to obtain information that could be used for completion of this study.

I. THE DEVELOPMENT OF A DISTRIBUTIVE EDUCATION PROGRAM

In order to develop a Distributive Education Program, there are several important positions that must be filled by qualified individuals. Each of these positions plays an important part in a Distributive Education Program.

Teacher-Coordinator. The teacher-coordinator is a vital part of the Distributive Education Program. This person is responsible for preparing the students for on-the-job training. He is also responsible for placing students in the position for which he is best suited according to his vocational interests and abilities.

Advisory Committee. The Advisory Committee is a formal group that is usually appointed by the local school authority. This

committee consists of employers and employees in distributive occupations. The Advisory Committee for the four schools studied is shown in Table IV, page 32. This committee's function is to help the teacher-coordinator become familiar with merchants and help him in solving problems in the community. They offer advice on wage rates, training stations, and other important problems in the community.

Cooperating Stores. The cooperating stores are the local business organizations that have been approved as placement centers for job work experiences. Table V, pages 33-34, shows the cooperating stores most frequently used by the four Houston schools studied.

Counselor. The counselor is the person who is responsible for testing and evaluating the student applicant for Distributive Education.

Number of students required to establish a D. E. Program.

Thirty students are required to establish a Distributive Education Program. All the schools in this study had thirty or more students enrolled in D. E. as indicated in Table VI, page 39.

II. STUDENTS ENROLLED IN DISTRIBUTIVE EDUCATION

According to the information obtained from coordinators in the four selected schools in the Houston Independent School District, and contrary to the beliefs of individuals concerning the student enrollment in the D. E. Program, students are highly screened and selected for participation in the D. E. Programs.

TABLE IV

DISTRIBUTIVE EDUCATION ADVISORY BOARD FOR 1966-67

HOUSTON, TEXAS

| NAME | POSITION |
|-------------------------|--|
| Mr. Lee Aldredge | Manager, Joske's Post Oak Store |
| Mr. J. T. Baker | Manager, W. T. Grants |
| Mr. Ralph Bradley | Owner, Bellaire Men & Boys Shop |
| Mr. Jerald Carver | Owner, Carver Foods Company |
| Mr. W. D. Davis | Regional Mgr., Montgomery Ward Co. |
| Mr. Les Dewald | Manager, Foley's Downtown Store |
| Mr. William F. Douglas | Manager, The Shoe Box |
| Mr. Ray Elliott | Manager, Sakowitz Downtown Store |
| Mr. Marshall Fort | Manager, S. H. Kress Company |
| Mr. J. W. Gerrard | Co-owner Robinson-Gerrard Ins. Adv. Agency |
| Mr. Mack H. Hannah, Jr. | Manager, Standard Savings & Loan |
| Mr. Ray McDaniels | Manager, Thom McAnn Shoe Store |
| Mr. Monroe Rochester | Regional Mgr., Weingartens |
| Mr. Clay Ross | Regional Mgr., Sears Roebuck & Co. |
| Mr. Edward J. Sabotik | Owner-Eddie's Food Market (Independent Gro.) |
| Mr. W. J. Wallace | Manager, Retail Merchants Assn. |
| Mr. Woodward | President Reagan State Bank |

TABLE V

COOPERATING STORES USED MOST FREQUENTLY BY THE
FOUR SCHOOLS STUDIED IN HOUSTON, TEXAS

| | A | B | C | D |
|------------------------------|---|---|---|---|
| FOLEY'S | X | X | X | X |
| KRESS | X | X | X | X |
| BATTLESTEIN | X | X | X | X |
| SEAR'S | X | X | X | X |
| NEIMAN MARCUS | X | X | X | X |
| CRAIG'S | X | | X | X |
| SAKOWITZ | | X | X | X |
| WEINGARTEN | X | X | X | X |
| WARD'S | | | X | |
| HOUSTON PAPER BACK DIST. | X | | X | |
| BELLAIRE MEN'S-BOY'S SHOP | X | | X | |
| REAGAN STATE BANK | X | | | |
| TOM MCCANN SHOE STORE | X | | X | |
| EALE'S JEWELERS | X | X | X | X |
| HENKE & PILLOT | X | X | X | X |
| A&P STORES | X | X | X | X |
| LEVIT'S JEWELERS | X | | X | |
| LEVY'S | X | X | X | X |

XII. COOPERATION OF STORES

TABLE V (Continued)

COOPERATING STORES USED MOST FREQUENTLY BY THE
FOUR SCHOOLS STUDIED IN HOUSTON, TEXAS

| | A | B | C | D |
|-----------------|---|---|---|---|
| BEN FRANKLIN 'S | | X | | X |
| PAIATAS ROYAL | X | X | X | X |
| WALGREEN | | X | | X |
| PENNEY'S | X | X | X | X |
| BOND'S | X | X | X | X |
| JOSKE'S | X | X | X | X |
| GRAFF'S | X | X | X | X |
| WOOLWORTH'S | X | X | X | X |

1. Broadening of vocational understanding
2. Increasing knowledge of distribution
3. Maintaining an inquiring attitude toward techniques used in distribution.
4. Increasing abilities in citizenship activities
5. Developing an understanding of the social and economic responsibilities of those engaged in distribution.¹

III. SELECTION OF STUDENTS

Interviews with coordinators revealed that students entering Distributive Education are screened and selected by the following methods:

1. Students must show an interest in D. E. by completing an interest questionnaire. (Exhibit I, page 35)
2. They must have maintained a "C" average.
3. They must be recommended by the home-room teacher.
4. They must be tested and recommended by the counselor.
5. They must also be recommended by the coordinator.

IV. PARTICIPATION IN DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

Participation in the Distributive Education Clubs of America is compulsory for each Distributive Education student. The primary purpose of this club is to promote leadership. The club programs are an integral part of the Distributive Education program. There are five areas that are emphasized simultaneously in the club program and the school D. E. program. They are:

1. Broadening of economic understanding
2. Increasing knowledge of distribution
3. Maintaining an inquiring attitude toward techniques used in distribution.
4. Increasing abilities in citizenship activities
5. Developing an understanding of the social and economic responsibilities of those engaged in distribution.¹

¹ U. S. Department of Health, Education, and Welfare, Educational Values in Club Programs. Vocational Division Bulletin No. 294, (1961)
p. 5.

EXHIBIT I

DISTRIBUTIVE EDUCATION

INTEREST QUESTIONNAIRE

Name Mary Lee CamelAddress 1212 Forest Avenue Age 16Are you working now Yes NoIf so, where Mr. Donut (name of business)Location of business 1612 Lee HighwayWhat type of work are you doing? Salesgirl

If you are not working, what type of business would you be interested in working in? _____

What type of work would you be interested in doing? selling, _____ stock, _____ service.

Would you be interested in learning more about a program in school in which you attend school part of every day and then receive a portion of your instructions through on-the-job experience in a retail or service selling organization in the community?

 Yes No

By emphasizing these areas, the club program complements, supplements, and strengthens the instructional program.

When students are participants of the D. E. program they do not have time for any other extracurricular activities.

The Distributive Education Clubs of America are operated on the local, state, and national level. Many activities that are begun on the local level are carried to the state and national level on a competitive basis. Since competition is a basic element in our free enterprise, the D. E. students must learn to win and lose. Club awards are given students in order to help them develop this competitive spirit.

V. ON-THE-JOB TRAINING

In the schools surveyed, students attended classes in the morning and reported for on-the-job training in the afternoons under the supervision of the training sponsor. Students are paid according to the minimum wage law, and are graded by the training sponsor. This grade is given to the teacher-coordinator and is counted as one-third of the final grade. The coordinator visits students on-the-job each afternoon to assure that the student is progressing satisfactorily.

VI. PROBLEMS ENCOUNTERED IN PLACING STUDENTS

Most of the coordinators in the high schools surveyed in the Houston Independent School District had no problem placing students

for on-the-job training. Only one coordinator admitted having a problem placing female students because most of the training stations contacted had jobs that called for male students. This made it necessary to manipulate positions in order to accommodate all students.

VII. GRADUATES AND EXPECTANT CAREERS IN D. E.

Table VI, page 39, shows the number of students required by the Texas Education Agency for a D. E. program compared to the number of students enrolled at the time of this study. Schools A, B, C, and D exceeded the number required for a D. E. program. Table VI also exhibits the number of students that were expected to graduate during 1967. School A lost 13 or 35 per cent, of their enrollees to graduation. Sixty-five per cent of the students advanced to the 12th grade level. School B expected 27 or 87 per cent, of the 12th grade to graduate, and 4, or 13 per cent, of the students to advance to the twelfth grade for the 1967-68 school year. School C expected 12, or 30 per cent, of the students to graduate in 1967, and 28, or 70 per cent, to begin the fall term. School D expected about half of the twelfth grade students to graduate, leaving 20, or 54 per cent, of the students twelfth grade in the fall of 1967.

TABLE VI
 NUMBER AND PERCENTAGE OF DISRUPTIVE EDUCATION
 STUDENTS EXPECTED TO GRADUATE AND ATTEND COLLEGE
 IN THE CLASS OF 1966-67

| SCHOOL | Number of Students Required by Texas Education Agency for D. E. Program | Number Enrolled (11th & 12th grades) | Expected Graduates (12th grade) | Percent | Expected D. E. Career Students |
|--------|--|---|---------------------------------------|---------|-----------------------------------|
| A | 30 | 37 | 13 | 35% | 85% |
| B | 30 | 31 | 27 | 87% | 90% |
| C | 30 | 40 | 12 | 30% | 80% |
| D | 30 | 37 | 20 | 54% | 80% |
| TOTALS | | 145 | 72 | | |

VIII. PLACEMENT OF STUDENTS

Table VII, page 41, exhibits the number and percentage of distributive education students enrolled in the D. E. program for 1966-1967, according to sex. As shown in the table, out of 37 students enrolled in the D. E. program at School A, 13, or 35 per cent, were male; and 24, or 65 per cent, were female. School A showed the largest enrollment for female D. E. students.

Out of 40 students enrolled in D. E., School C had 19, or 47.5 per cent, male students; and 21, or 52.5 per cent, female students. School D, out of 37 students enrolled, had 19, or 51 per cent, male students and 18, or 49 per cent, female students.

The four schools surveyed with a total of 145 students in the D. E. program had a larger percentage of female than male students enrolled in the program. There were 67, or 46.2 per cent, male students; and 78, or 53.8 per cent, female students enrolled.

IX. DROP-OUTS

Information pertaining to the number and percentage of distributive education drop-outs during the 1966-67 school year is presented in Table VIII. The largest number of drop-outs were experienced by School D. Of 40 students initially enrolled in D. E., 3, or 8 per cent, dropped out of the program with no

TABLE VII
 NUMBER AND PERCENTAGE OF DISTRIBUTIVE EDUCATION
 STUDENTS ACCORDING TO SEX
 IN CLASS OF 1966-67

| SCHOOLS | NUMBER OF D. E. STUDENTS ENROLLED | MALE | PERCENT | FEMALE | PERCENT |
|---------|--------------------------------------|------|---------|--------|---------|
| A | 37 | 13 | 35% | 24 | 65% |
| B | 31 | 16 | 52% | 15 | 48% |
| C | 40 | 19 | 47.5% | 21 | 52.5% |
| D | 37 | 19 | 51% | 18 | 49% |
| TOTALS | 145 | 67 | 46.2% | 78 | 53.8% |

TABLE VIII

NUMBER AND PERCENTAGE OF DISTRIBUTIVE EDUCATION DROP-OUTS
DURING THE 1966-67 SCHOOL YEAR

| SCHOOL | NUMBER ENROLLED 9-1-66 | NUMBER ENROLLED 5-31-67 | NUMBER DROP-OUTS | PER- CENT | REASON FOR DROP-OUTS |
|--------|------------------------------|-------------------------------|---------------------|--------------|--|
| A | 37 | 37 | 0 | 0% | None |
| B | 32 | 31 | 1 | 3% | Took one semester of D. E., got married, Married students not al- lowed in D. E. |
| C | 42 | 40 | 2 | 5% | They were already potential drop- outs when they were accepted in D. E. |
| D | 40 | 37 | 3 | 8% | No reason given |
| TOTALS | 151 | 145 | 6 | 16% | |

DISTRIBUTIVE EDUCATION IN SCHOOL A

specific reason given. School A reported no drop-outs for the 1966-67 school year. School B had only one drop out, or 3 per cent.

It is interesting to note the reason given for the drop-out was marriage; married students are not accepted in the distributive education program.

THE DISTRIBUTIVE EDUCATION PROGRAM OF SCHOOL A WAS ORIGINATED

in 1951. From the time it began, it has had continuous growth. It has received unqualified support from the Board of Directors and from the school principal in building a store on the grounds. This store is operated completely by the distributive education students, and a variety of merchandise is sold to students and faculty. This not only gives the distributive education students actual experience in distribution, but the profit also gives the school's local chapter operational funds.

RELATIONSHIP OF COORDINATOR AND BOARD OF DIRECTORS

The relationship of the coordinator and the Board of Directors is harmonious. The coordinator was in a position to receive pertinent information concerning sales and activities of the local store and other distributive education programs. The coordinator of School A has provided considerable assistance to other informed coordinators in other distributive education programs.

DISTRIBUTIVE EDUCATION IN SCHOOL A

The interview with the Coordinator of School A indicated that the Distributive Education Program was operated independently on local funds earned within the local chapter of the school.

ORGANIZATION

The Distributive Education program of School A was organized in 1953. From the time it began, it has made tremendous growth. It has received wholehearted support from the Board of Directors and from the school principal in building a store on the grounds. This store is operated completely by the Distributive Education students, and a variety of merchandise is sold to students and faculty. This not only gives the Distributive Education students added experience in distribution, but the profit also gives the school's local chapter operational funds.

RELATIONSHIP OF COORDINATOR AND BOARD OF EDUCATION

The relationship of the coordinator and the Board of Education is harmonious. The coordinator was in a position to receive pertinent information concerning rules and opinions of the board about other Distributive Education programs. The coordinator of School A has provided immeasurable assistance to less informed coordinators in other Distributive Education programs.

CASE PROBLEMS ENCOUNTERED IN IN-SERVICE TRAINING

According to the coordinator of School A, there were no problems with in-service trainees, which represents a well-adjusted program.

DISTRIBUTIVE EDUCATION IN SCHOOL B

The interview with the coordinator of School B revealed that the Distributive Education program was operated similar to the other schools surveyed, which is independently on local funds raised in concession stands at school activities.

ORGANIZATION

Distributive Education was organized in School B in 1960 under the present coordinator. Because of this coordinator's wide experience as a manager, sales representative, buyer's helper, and buyer, he has been able to carry worlds of experience back to the classroom as an aid to the students in Distributive Education. This program has flourished during his administration.

RELATIONSHIP OF COORDINATOR AND BOARD OF EDUCATION

The relationship between School B's coordinator and the Board of Education has been tremendously successful. Being vice-president of TADET (Texas American Distributive Education Teachers), he is in all board meetings concerning Distributive Education. The national

organization for Distributive Education teachers is referred to as NADET (National American Distributive Education Teachers). This coordinator is also aware of the discrimination that exists in the organization and makes a special effort to inform the Negro coordinators of all important matters including scheduled and unscheduled meetings.

CASE PROBLEMS ENCOUNTERED IN IN-SERVICE TRAINING

The coordinator of School B revealed that he had no case problems to arise during the 1966-67 school year, but the coordinator indicated that the following problems do arise most too often:

1. Students are dismissed for stealing.
2. Students are dismissed for loafing on the job.

DISTRIBUTIVE EDUCATION IN SCHOOL C

The interview with the coordinator of School C indicated that the Distributive Education program was operated independently on local funds earned in concession stands at school activities.

ORGANIZATION

The Distributive Education program was organized in 1948. This program has had tremendous growth in spite of the many obstacles that came into being through the years. This coordinator has had the complete support of his principal and the other D. E. Coordinators mentioned in this study. Local operational

funds in this chapter are earned from concession stands at the many school activities. This activity gives all the students in this D. E. program more experience.

RELATIONSHIP OF COORDINATOR AND BOARD OF EDUCATION

The relationship of the coordinator and the Board of Education was not the best in the world, because of a personality problem that existed between the board and the older Negro Distributive Education coordinator. In spite of the indifference, School C did not give up because of the congenial relationship with Schools A and B.

CASE PROBLEMS ENCOUNTERED IN IN-SERVICE TRAINING

According to the coordinator of School C, the following problems were about the worst encountered.

PROBLEM I

Problem I fell into the category of race relations. A student trainee decided to strike back at a customer after being insulted, consequently, she lost her job and the coordinator had to find another training station suitable for her qualifications.

PROBLEM II

Problem II concerned the controlled selection of invitees to the Annual Distributive Education Banquet by the Board of Education.

The coordinator noted the unfairness of the selection of invitees so he decided to break all rules and mail the invitations as soon as they arrived, instead of waiting for the next Board meeting to get invitations approved by the Board. This marked the first time in history that Negro Distributive Education students invited top flight executives to the Annual Distributive Education Banquet.

DISTRIBUTIVE EDUCATION IN SCHOOL D

The interview with the coordinator of School D provided information similiar to that obtained from Schools A, B, C, & D in that this program operates independently on local funds earned in concession stands during the school year at school activities.

ORGANIZATION

The Distributive Education program at School D was organized in 1947. This coordinator was evasive concerning his relationship with the Board of Education, however, the coordinator at School C had already revealed that he passes all information received from Schools A & B to School D. This coordinator did relate the information that two of his former D. E. students are now proud owners of their own businesses.

CASE PROBLEMS ENCOUNTERED IN IN-SERVICE TRAINING

In the interview with the teacher coordinator of School D,

it was revealed that the greatest problems encountered with students in this D. E. program was getting them to realize that:

1. Training is more important than immediate monetary gain.
2. Loyalty and honesty goes a long way toward mastering a job.

Twenty-six million young workers will start their working period of life from 1947 to 1970. Because of the change in working procedures and the complex development of distributive business, the demand is ever greater for properly trained workers to meet the demand of our nation's economy. Distributive education in high schools can help meet this demand.

Distributive education has been organized in the schools of Houston, Texas since 1948 for the purpose of training students in merchandising, marketing, and the distribution of goods. Co-operative part-time classes were set up in the schools surveyed, which means that students attended classes in the mornings and participated in on-the-job training in the afternoons. Students are recruited and selected to participate in the Distributive Education Program. They are selected by completing an interest questionnaire, by recommendation from the home-room teacher, and the counselor, maintaining a "C" average, and through recommendations made by the teacher-coordinator.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary. In a study made by the U. S. Department of Health, Education and Welfare, it indicated that approximately twenty-six million young workers will start work during the period of time from 1967 to 1970. Because of the change in marketing procedures and the complex development of distributive functions, the demand is even greater for properly educated workers to meet the demands of our nation's economy. Distributive Education in high schools can help meet this demand.

Distributive Education has been organized in the schools of Houston, Texas since 1948 for the purpose of training students in merchandising, marketing, and the distribution of goods. Co-operative part-time classes were set up in the schools surveyed, which means that students attended classes in the mornings and participated in on-the-job training in the afternoons. Students are screened and selected to participate in the Distributive Education Program. They are selected by completing an interest questionnaire, by recommendations from the home-room teacher, and the counselor, maintaining a "C" average, and through recommendations made by the teacher-coordinator.

Each Distributive Education student is compelled to become a member of the Distributive Education Clubs of America. This organization operates on the local, state, and national level. The purpose of this club is to promote leadership abilities, enhance good citizenship, and to foster vocational competence.

A comparative study was made to determine the effectiveness of Distributive Education in four high schools of Houston, Texas. Personal interviews and a questionnaire were used to obtain data for study and comparison. After examining the questionnaire, it became evident that there were weaknesses in a few areas of the Distributive Education Program of Houston, Texas.

CONCLUSIONS

On the basis of the findings of this study, the following conclusions were drawn:

1. Distributive Education Programs have national significance for training high school students for occupations in marketing, salesmanship, or retailing, just as vocational programs in technical and manual trade skills are training students for occupations in industry.

2. Distributive Education Programs in this study of four high schools in Houston, Texas are commonly administered by an advisory committee, cooperating stores, counselors, and individual school teacher-coordinators.

3. The teacher-coordinator is the most important facet in the Distributive Education Program through his responsibilities for selecting, motivating, training, and counseling of distributive education trainees.

4. All schools have been highly successful in enrolling the minimum program requirement of thirty trainees. Similarly, the trainee drop-out numbers have been remarkably low and have not affected the minimum enrollment requirement for establishing the D. E. Program.

5. Loss of interest in the D. E. Program was not the major reason for trainee drop-outs.

6. The percentage of trainees who expected to select Distributive Education as a career was higher among trainees from schools of predominantly white enrollment than among trainees from schools of predominantly Negro enrollment.

7. Information developed through interviews with teacher-coordinators indicated a lack of proper communication and coordination between the Board of Education and the individual high school Distributive Education teacher-coordinators.

8. Information developed through interviews with teacher-coordinators indicated that on-the-job experience at some cooperating stores was not sufficient to meet the long range goals of the Distributive Education Program due to the size and business nature of the store.

RECOMMENDATIONS

On the basis of foregoing discussions and conclusions, it is hereby recommended that:

1. Local Distributive Education organizations be established to solve local problems of the D. E. program. This organization would include teacher-coordinators, representatives from sponsoring or cooperating stores, and appropriate Board of Education personnel.

2. Steps be initiated to up-grade basic salaries and create other benefits for teacher-coordinators as inducement to longer tenure in their D. E. roles.

3. Programs for more frequent communication and coordination between the Board of Education and the D. E. teacher-coordinator be established on a regularly scheduled basis.

4. Standards be established regarding the size of the activity and the nature of business of cooperating stores that D. E. trainees are employed for experience, so as to insure valuable training experiences for all trainees alike.

5. Qualified teacher-coordinators should be recruited and offered a lucrative salary in order to entice them to remain in the Distributive Education area.

6. Curriculums be expanded and more Texas Colleges include courses that will lead to a degree in Distributive Education.

BIBLIOGRAPHY

A. BOOKS

- Digest of Annual Reports of State Board of Vocational Education.
U. S. Office of Education, Division of Vocational Education,
Washington 25, D. C., 1954.
- Douglas, Lloyd V., Business Education, The Center for Applied Research
in Education, Inc., Washington, D. C., 1963.
- Educational Values in Club Programs, U. S. Department of Health,
Education and Welfare, Office of Education, Washington 25,
D. C., 1961.
- Haas, Kenneth B., Distributive Education, Second Edition, Vol. 3,
The Gregg Publishing Co., N. Y., 1949.
- Guidelines for Teacher Education Programs in Distributive Education,
U. S. Department of Health, Education, and Welfare, Washington
25, D. C., 1962.
- Mason, Ralph E., Methods in Distributive Education, The Interstate
Printers & Publishers, Inc., Danville, Illinois, 1964.
- Mason, Ralph E. & Haines, Peter G., Cooperative Occupational Education,
The Interstate Printers & Publishers, Inc., 1965.
- Roberts, Roy W., Vocational and Practical Arts Education, Harper &
Brothers Publishers, 1957.
- Tonne, Popham & Freeman, Methods of Teaching Business Subjects,
Gregg Publishing Division, McGraw-Hill Book Company, Inc.,
1957.
- Turille, Stephen J., Principles and Methods in Business Education,
McClure Printing Co., Staunton, Va., 1949.
- U. S. Department of Health and Welfare, Office of Education, Education
For A Changing World of Work, Superintendent of Documents
Washington, D.C., 1963.
- Vocational Education Bulletin No. 1, General Series, No. 1, Adminis-
tration of Vocational Education, Federal Security Agency,
Office of Education, U. S. Government Printing Office,
Washington 25, D. C., 1949.

BOOKS (Continued)

- Walters, R. G., Principles and Problems of Business Education, Southwestern Publishing Co., 1950.
- Wilbur, Gordon O., Industrial Arts in General Education, Scranton International Textbook Co., 1956.

B. PERIODICALS

- Bikkie, James A., "Distributive Occupations", Business Education Forum, February, 1967.
- Haines, Peter G., "A Half-Century of Distribution", Business Education Forum, May, 1957.
- Harris, E. Edward, "Analysis and Interpretation of Reasoned-Judgment Reactions to Selected Issues Relative to the Operation of Secondary School Cooperative Part-time Programs", Requirements For Office And Distributive Education Teacher-Coordinators, March, 1967.
- Harris, E. Edward, "Critical Requirements for Distributive Education and Office Education Teacher-Coordinators", Requirements For Office And Distributive Education Teacher-Coordinators, March, 1967.
- Loven, L., "Guidelines For Effective Distributive Education Program Development", Balance Sheet, Volume 47, May, 1966.
- Sampson, H. E., "Convention Roundup: Distributive Education", American Vocational Journal, Volume 41, February, 1966.
- Sender, Paul J., "Will Success Spoil Distributive Education?" The Journal of Business Education, February, 1967.
- Syhlmon, William D., "The Expanding Role of The Distributive Education Curriculum", Business Education Forum, November, 1965.
- Walsh, John Patrick and Selden, William, Vocational Education In the Secondary Schools, The Sixty-fourth Yearbook of the National Society for the Study of Education, Distributed by the University of Chicago Press, 1965.
- Zimmerman, B. T., "New Concept in Distributive Education", School and Community, Volume 53, January, 1967.

Instructional Materials, Laboratory, Distributive Education Department,
Division of Extension, The University of Texas, Austin, Texas,
July, 1966.

Distributive Education Teacher-Coordinator's Handbook, Division
Vocational Education, State Department of Education,
Richmond, Virginia, 1966.

Handbook for Distributive Education, Texas Education Agency, Austin
Texas, January, 1966.

The Houston Post, Tuesday, April 11, 1967, Section 2, page 7.

APPENDIX

QUESTIONNAIRE SURVEY

1. What are the qualifications for a Supervisor in District _____

2. How many students do you have in your Distributive Education
class? _____
3. Do you have as many girls as boys in your class? _____
4. How are your students doing? _____

APPENDIX

5. What is your occupation? _____
6. Are all of these students placed in a job-training program? _____
7. Do you have a placement problem with these students? _____
8. What is the nature of the problem? _____

9. Who are your cooperating agencies? _____

APPENDIX

QUESTIONNAIRE SURVEYING

1. What are the qualifications for a Coordinator in Texas? _____

2. How many students do you have in your Distributive Education class? _____
3. Do you have as many girls as boys in your class? _____
4. How are your students chosen? _____

5. What is your enrollment: Boys _____ Girls _____
6. Are all of these students placed for on-the-job-training? _____
7. Do you have a placement problem with either sex? _____
8. What is the nature of this problem? _____

9. Who are your cooperating stores? _____

10. How many hours per week are your students required to work? _____
11. What rate are they paid while training? _____
12. Can they work more than the required hours if they desire? _____
13. How many of your students plan to make D. E. their career? _____
14. What are some of the problems of D. E. students or D. E. students with supervisors? _____
- _____
- _____
- _____
15. How old is Distributive Education in your school? _____
16. What age and grade level do students enter the program? _____
- _____
17. What is the length of their participation? _____
18. How many students are required to establish a D. E. class? _____
19. How many graduates have you had in previous years? _____
20. How many graduates do you expect this year? _____
21. Have you had any drop-outs this year? _____
22. If so, how many, and what were the reasons? _____
- _____
- _____
- _____
23. When was your first graduating class? _____
- _____
- _____

24. Do your students participate in the DECA Club of America? _____

25. What is it's main purpose: _____

26. What other programs are sponsored by your school or cooperating store managers for the benefit of your D. E. students? _____

27. Do you have an adult D. E. Program? _____

28. In what way do merchants help your Distributive Education Program? _____

29. If there is any other information that you feel will be vital to this study, please indicate below: _____
