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A Follow-up Study of Mason City High School Distributive Education Graduates From 1952 Through 1972

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A FOLLOW-UP STUDY OF MASON CITY HIGH SCHOOL
DISTRIBUTIVE EDUCATION GRADUATES
FROM 1952 THROUGH 1972

An Abstract of a Thesis
Submitted
In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

UNIVERSITY OF NORTHERN IOWA

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by

Paul B. Olson

October, 1975

ABSTRACT

A FOLLOW-UP STUDY OF MASON CITY HIGH SCHOOL DISTRIBUTIVE EDUCATION GRADUATES FROM 1952 THROUGH 1972

The purpose of this study was to determine the current status of the graduates of the Mason City High School Distributive Education program from the class years 1952 through 1972 and to survey their attitudes toward the Distributive Education program in which they participated. The graduates' attitudes and opinions were categorized according to employment of graduates, education of graduates, and evaluation of the Distributive Education program.

The study was conducted over a period of time with the graduate information collected during the Summer, 1974. The subject was developed through an introduction and background of Distributive Education. The related literature reported previous follow-up studies of graduates from vocational education programs, including programs of Distributive Education. The raw data from this study were coded and the facts given on a computer printout. The findings were reported and illustrated with various tables and figures. The final chapter gives a summary, conclusions and recommendations.

The 358 graduates of the Mason City High School Distributive Education program were mailed a cover letter and questionnaire. A similar second mailing was made to those not responding. A reminder card was sent later. Responses were received from 207 graduates (57.8%) of the population. The responses were received from 134 females (64.7%) and 73 males (35.3%) of the previous classes. A final list was made of 13 graduates (3.6%) classified as "unknown" because of no address.

Employment. The largest percentage of respondents (130 of 207 or 62.8%) was classified as employed (including 17 in the military service). Many worked full-time as regular employees. There were 39 graduates (30.7%) working in one of the three management areas. The majority of the respondents were satisfied with their current work situation. Housewives represented 28.0 percent and post-secondary students represented 6.3 percent of the 207. Less than 1 percent (2 graduates) were categorized as unemployed.

The Distributive Education program was listed by the graduates (66 of 180 or 36.7%) as the source of initial full-time employment. Approximately one-half of the 132 respondents reported they were currently employed in a distributive occupation.

Education. Approximately one-half of the graduates (95 of 196 or 48.5%) continued their education. A majority enrolled in a junior or community college, usually attending this type of school located within Mason City (North Iowa Area Community College).

Levels of attainment beyond the high school diploma were achieved by 44 of the 87 respondents (50.6%). The graduates were enrolled mainly in a business or distributive education course or major.

Distributive Education. The graduates were asked to evaluate the Distributive Education program by selecting the phase of the program--related class, on-the-job training, or club activities (DECA)--which was most beneficial to their future. Almost half of the graduates (93 of 187 or 49.7%) indicated the on-the-job training was the most beneficial phase of program, but many graduates listed more than one phase.

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This Study by: Paul B. Olson

Entitled: A FOLLOW-UP STUDY OF MASON CITY HIGH SCHOOL DISTRIBUTIVE
EDUCATION GRADUATES FROM 1952 THROUGH 1972

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Chapter 1

INTRODUCTION

A stated purpose of the schools of this nation has been to prepare the students with some form of vocational ability or salable skill. This is important in order for youth to adjust easily to the transition from high school to the job and enable them to contribute their usefulness to the community and the United States. A government agency states:

It is a common belief in the United States that American youth should prepare for full and successful lives by continuing their formal education at least through the high school. It is also generally believed that every able adult citizen should contribute to the well-being and prosperity of the Nation through productive work. If the ability to work must be learned--and is not a natural talent--then the inclusion of work experience in the education of young people is essential.¹

One avenue for providing the type of work experience necessary to make this transition smoothly is provided for in a Distributive Education program. The development of Distributive Education (DE) has been slow, but progressive, through the years. The Smith-Hughes Vocational Education Act (1917) recognized the distributive occupational area. The appropriation of funds was realized in 1937 by passage of the George-Deen Act.²

The origin and early development of Distributive Education, like many other histories, has several versions as to its beginning. The following are illustrative of two versions.

¹U.S., Department of Health, Education and Welfare, Office of Education, Work Experience Education Programs in American Secondary Schools, (Washington: Government Printing Office, 1957), p. 1.

²Roy W. Roberts, Vocational and Practical Arts Education, (New York: Harper and Row, 1965), p. 205.

Kenneth B. Haas has selected this early story as the beginning of

Distributive Education:

Distributive Education originated with the Women's Educational and Industrial Union of Boston. The chief aim of this institution was to increase the efficiency of women workers. It was founded in 1880 and is remembered because of its unique contribution to education.

In 1905, Mrs. Lucinda Wyman Prince, a certificated high school teacher and a member of the organization, became interested in the lowly condition of salesgirls. In 1906, she decided to initiate a sales-training course for girls who worked in Boston stores.³

Whereas, the DECA Distributor presented this story:

The biggest challenge the Waynesboro (Virginia) Business Relations Commission faced, after agreeing that special adult training was needed, was to find a person with the highest qualifications to launch this new program. (1937)

The program Miss Louise Bernard (from Iowa) established in Waynesboro far exceeded in success anything the business community envisioned. Courtesy, product knowledge, enthusiasm, a smile--everything we now take for granted and expect when WE BUY a product--was just what Miss Bernard taught 33 years ago!⁴

The Distributive Education program gives instruction to the student through three phases: the related class (DE-Class) and/or prerequisites, the on-the-job training, (DE-OJT), and the youth organization, the Distributive Education Clubs of America (DE-DECA). The development of youth needs is represented by the four corners of the emblem--The DECA Diamond. The designations are: vocational understanding, civic consciousness, social intelligence, and leadership development.⁵

³Kenneth B. Haas, "The Origin and Early Development of Distributive Education," DE Today, December, 1969, p. 29.

⁴Distributive Education Clubs of America, "Birthplace of DE 1937," DECA DISTRIBUTOR, Vol. XXV: 1, (February, 1971), p. 7-8.

⁵Distributive Education Clubs of America, DECA Handbook, 7th revision, (Falls Church, VA: DECA, 1972) p. 21.

In order to ascertain the impact and success of a Distributive Education program, several questions need to be asked. After graduation, what do students who have taken Distributive Education at the secondary level do for employment? Do these graduates continue in a distributive or marketing occupation and are they presently employed in this occupational area?

BACKGROUND

Mason City

Mason City, county seat of Cerro Gordo County, is located in the north central area of Iowa. It has been designated by development interests as the apex for the region known as North Iowa Area Development (NIAD). Mason City, "A Community on the March," has a population of approximately 32,000 and is a geographic, economic and cultural center for a nine county area.⁶

Principal industries include cement manufacturing, brick and tile manufacturing, meat packing, and several food and light industrial manufacturing firms. Some of these are located in a newly-developed industrial park. The city is also the center for a high-production agricultural region. A wide selection of goods and services are available through Mason City's modern retail outlets located in the downtown area and two principal outlying shopping centers.

A top-level educational program is provided the city's residents, according to the Chamber of Commerce, through the public and parochial elementary and secondary schools. Opportunities for continued education

⁶Chamber of Commerce, "Mason City in Focus," (mimeograph)
(Mason City: Chamber of Commerce, 1973).

are available through several types of post-secondary education. An example is the North Iowa Area Community College (NIACC) which is expanding the curriculum of liberal arts and vocational-technical education program for the citizenry.

Mason City Distributive Education

Retail sales training was started as a predecessor to Distributive Education at Mason City High School in the latter part of the 1930's. The first teacher-coordinator was Irene Fresner, who later became a consultant for the State Department of Public Instruction. The subject was part of the commercial curriculum. This on-the-job retail sales training was continued under the next teacher-coordinator, Vesta Martin.

In 1948, a twenty-year teaching period began for Aileen Stern, who came from similar employment at Newton High School, Newton, Iowa. The retail sales training program was known as "Retailing" until 1953 when it was changed to "Distributive Education." In 1961, the program received a Distributive Education Clubs of America Charter. Recognition for the students has continuously been received from participation in the state and national conference competitive events. Civic and service activities developed acceptance by the local community for the youth organization as a phase of the program.

In 1968, Paul Wyant from Iowa City became the teacher-coordinator for Distributive Education. The new ideas and changes which were brought to the program resulted in a greater student interest and enrollment. However, he left after only one year for employment at a vocational-technical school in Wisconsin.

In 1969, the investigator transferred from the general high school business education program to become the teacher-coordinator in Distributive

Education. The experience was not entirely new to him as he had previous training and employment in a retail shoe store as a part of a Distributive Education program while in high school. Additional experience was gained after college graduation while managing the same store and employing students from the local Distributive Education program.

Beginning in 1970, Gary Christiansen joined the program staff as a partner in a team teaching approach. He assisted in developing many units and in improving the performance of the sixty to seventy students in competitive events. This was accomplished by organizing three classroom groups for instruction and by organizing three separate Distributive Education Clubs of America (Blue, Gold, and Diamond).

The community and school district of Mason City, vocational education programs, and the Distributive Education program have developed together through the years. Several hundred students participated and have benefited from their experiences in preparing for the world of work. This follow-up of graduates will assist in evaluating the program, Distributive Education, 1952 through 1972.

NEED FOR THE STUDY

While many general education values may accrue from vocational education, the paramount value is presumed to be the development of occupational competence or salable skills. In the area of Distributive Education, these competencies should be marketing skills involving merchandising and the development of human relations. A measure of the effectiveness of the training in the program may be determined and analyzed through study of the graduates at varying intervals.

Cooperative education, since its founding in 1906, has combined the elements of vocational instruction and planned employment experiences to increase the quality of education. Cooperative education has been called a "sleeping giant" because the concept has been present for a number of years, but schools have yet to accept it at the level which is required to meet the needs of all students who have definite career objectives.⁷

In view of the myriad changes constantly taking place in the business world, it is imperative that the teacher-coordinator examine and analyze the program and objectives so that graduates will be prepared for continued employment.⁸ Students, through class study and experience from an on-the-job training situation, may learn about the requirements of a worker in a particular distributive occupational area which may be pursued in the future. The school and teacher-coordinator can receive information from the product--the graduates--about their experiences in the world of work.

Statement of the Problem

The purpose of this study was to determine the current status of the graduates of the Mason City High School Distributive Education program from the class years 1952 through 1972 and to survey their opinions as to the effectiveness of the Distributive Education program in which they participated.

⁷Calfrey C. Calhoun and Mildred Hillestad (eds.), "Contributions of Research to Business Education," National Business Education Yearbook No. 9, (Washington: National Business Education Association, 1971), p. 114.

⁸Harry E. Jacobson, "Follow-Up Studies Aid in Evaluation," The Balance Sheet, LII (December, 1970-January, 1971), p. 169.

More specifically, the primary purposes involved employment, education and evaluation of the graduates. The primary purposes were categorized and described as:

1. Employment and Occupational Data

To determine the employment history and to determine the occupational cluster which the graduate was involved in at various times.

2. Educational and Training Data

To determine the culmination or continuation of the graduates educational experiences and/or various training and instructional programs during the years after graduation.

3. Distributive Education and DECA Data

To determine reactions and feelings to the Distributive Education program's related class, on-the-job training and the youth organization.

Importance of the Study

This study will be of assistance in determining the effectiveness of the Distributive Education program. One indicator will be the interest shown in distributive occupations by the graduates. Have the graduates continued in or are they now employed in a marketing or distributive occupation? Have graduates continued their education in business or have they sought job advancement based on their distributive training?

Statistical information resulting from the three primary categories of the study will be of value. Data concerning employment and occupational areas will supply information for accountability as needed in reports. Other information concerning the graduates' education and training can supply facts about the post-graduation years. The responses from the questionnaire concerning the graduates' opinions and feelings about the program can be used constructively for program improvement and publicity.

The results of this study will be of importance to the Mason City Community School District and the Career Education Branch of the State Department of Public Instruction. It can provide accountability of Distributive Education graduates through the years.

Lastly, this follow-up study is unique for the Mason City Community because of the population size, the range of time (1952-1972), and the surveying of graduates from a single program within the high school.

Assumptions

This follow-up study of 358 distributive education graduates was based upon the following assumptions:

1. There is a need to prepare graduates in the area of marketing and distributive occupations in the Mason City and NIAD area.
2. A survey of the Distributive Education graduate is the best means of evaluating the Distributive Education program at Mason City High School.
3. The Distributive Education graduate has enough concern for the study and its purposes to return the completed questionnaire.
4. The mailed questionnaire is the most feasible and economical method to collect responses from the large number of graduates in the various parts of the United States and foreign countries.

The investigator assumed the responses from interested graduates would be a substantial percentage and provide adequate data for the study.

Delimitations

The graduates used in this study were determined by two sets of records kept by former coordinators. The two sets were not in agreement in some instances or markings did not specifically indicate Distributive Education students.

Distributive Education was known by other titles prior to 1953. The exact nature of each student's training and experience cannot be

determined as to a similarity to Distributive Education. These factors are delimited by the previous teacher-coordinators.

Another delimitation involves the ability of the investigator to determine the addresses of the graduates. Those graduates who do receive the questionnaire become a factor if unable to respond within the time restraints.

The twenty-one year span of time may have an effect upon the responses due to a change in terminology during the range of time covered in the study. These responses could also be affected by changes in the program's philosophy and policy.

The length of instruction in particular subject matter areas may have varied over the years placing greater emphasis at one time than another on certain units of instruction.

Limitations

This follow-up study was limited to the graduates of the Mason City High School Distributive Education program. The study involved twenty-one classes of graduates from 1952 through 1972.

The Distributive Education graduates were determined by comparison of information located in files and upon lists of other records. In some instances, a decision had to be made by the investigator whether to consider the graduate as a Distributive Education student.

Definition of Terms

There has been little common agreement as to definitions in vocational education in the past few years. The following terms are commonly used in Distributive Education.

The definition from the Vocational Education Act of 1963 refers to the term, "vocational education," as meaning vocational or technical training or retraining which is given in the schools or classes. The professional association, American Vocational Association, has defined the term:

Vocational education is education designed to develop skills, abilities, understandings, attitudes, work habits, and appreciations, encompassing knowledge and information needed by workers to enter and make progress in employment on a useful and productive basis. It is an integral part of the total education program and contributes toward the development of good citizens by developing their physical, social, civic, cultural and economic competencies.⁹

At the 1974 Iowa Vocational Association Convention, Dr. Kenneth Hoyt presented the new U.S. Office of Education definitions of career education, vocational education and occupational education.

a. Career Education consists of all those activities and experiences through which one learns about work.

b. Vocational Education consists of all those activities and experiences through which one learns about a primary work role.

c. Occupational Education consists of all those activities and experiences through which one learns to work in the world of paid employment.¹⁰

Distribution is defined as follows:

Distribution is the second step in a series of economic processes which bring goods and services from those who make them to those who use them. The making of such goods and services is called production. The use of the goods is called

⁹American Vocational Association, Definitions of Terms in Vocational and Practical Arts Education (Washington: American Vocational Association, 1954), p. 27.

¹⁰Kenneth Hoyt (Speech), "Career Education and Vocational Education" (Cedar Rapids: Iowa Vocational Association Convention, 1974).

consumption. Distribution includes all methods by which goods are sent from producers to consumers.¹¹

The terms distribution and marketing may be used synonymously.

Many vocational opportunities are available in distributive occupations.

The U.S. Department of Health, Education and Welfare defines a distributive occupation in this statement:

A distributive occupation is generally accepted to be an occupation followed by proprietors, managers, or employees engaged primarily in the sales and sales-supporting functions of marketing, merchandising, and management. Distributive occupations are found in such areas of economic activity as retail and wholesale trade, finance, insurance, real estate, services, and service trades, manufacturing, transportation, utilities and communication.¹²

A program of vocational education for the teaching of the distributive occupations cluster is Distributive Education, ". . . a program of instruction which teaches marketing, merchandising and management."¹³

¹¹The World Book Encyclopedia, Vol. 5, (Chicago: Field Enterprises, Inc., 1967) p. 196.

¹²U.S., Department of Health, Education and Welfare, Office of Education, Distributive Education in the High School, (Washington: Government Printing Office, 1969), p. 1.

¹³Distributive Education Clubs of America, DECA Handbook, 7th revision, (Falls Church, VA: DECA, 1972), p. 2.

Chapter 2

REVIEW OF RELATED LITERATURE

Previous follow-up studies of Distributive Education have dealt with populations of various sizes and included individual programs and state-wide surveys. Many studies involved a follow-up of the graduates for only a few years or were surveys of graduates who were unknown to the researcher.

DISTRIBUTIVE OCCUPATIONS

Material about distributive occupations from Carl D. Perkins, Chairman, Committee on Education and Labor of the U.S. House of Representatives (Appendix A), indicates the job opportunities in distribution.

Data compiled by the U.S. Bureau of the Census, the Department of Congress, or the Bureau of Labor Statistics do not permit easy calculation of the number of distributive jobs. Employment figures are not adequately subclassified by occupation and/or industry divisions, and any figure of distributive employment must therefore be a derived figure. This figure has moved from about 26 percent of the work force in 1940 to 35 percent of the work force in 1968 (approximately 30 million people).¹⁴

Jobs in marketing and distribution offer the first potential employment for many young people. Retail jobs are the first full-time employment of about 25 percent of high school graduates every year. It is estimated that an even higher percentage of students who work part-time

¹⁴Harland E. Samson, "Distributive and Marketing Education, Occupations," Encyclopedia of Education, ed. Lee C. Deighton (New York: The Macmillan Company & The Free Press, 1971), p. 114.

during high school or college are employed in distributive businesses, again primarily in the retail sector. Flexibility in work assignments and hours makes part-time employment particularly feasible in these jobs.¹⁵

The Occupational Outlook Handbook, U.S. Government Printing Office, contains many facts concerning employment, areas of employment and the nature of many distributive occupations.

Through the efforts of many vocational education professional groups, the training of young people has shown growth. The above reference and several materials used were recommended by the American Vocational Association of which Distributive Education is a division. On-the-job training, which has been adopted by the Iowa Employment Security Commission, is defined for various work experiences:

Any private profit or nonprofit business or organization in the state may participate in OJT. Employers taking part in the program agree to hire workers to be trained for existing jobs in their firms. The training is conducted on the job in actual work settings at regular working hours. The only stipulation is that workers must be classified as unemployed, underemployed, disadvantaged or veterans.¹⁶

The instruction of marketing and distribution is closely allied with the service, wholesale and retail business world. Technological changes are being constantly incorporated into business to meet the demands of the world in competition. If teacher-coordinators of Distributive Education are to prepare students for the competition and challenges of the world of work, they must be in communication with the graduates, business, and other professionals.

¹⁵Ibid., p. 116.

¹⁶Abe B. Clayman and Commissioners, "On-The-Job Training, A Good Thing for Employers," Iowa Employment and Earnings, (Des Moines: Iowa Employment Security Commission), March 1974, p. 1.

FOLLOW-UP STUDIES

Purposes and Methods

A major problem for the teacher-coordinator is measuring the effectiveness of the training being given to the students. New methods of technology have changed marketing and distribution. These will benefit the graduates' "know how" for advancement or other job opportunities. One widely used method of securing data for evaluating the educational program is that of the follow-up study.¹⁷ The advantages of the follow-up study are delineated by Iliff:

The follow-up study, with all its limitations, may result in a worthwhile, small-scale contribution to business education if carefully and systematically conducted. Although the conclusions drawn and the recommendations offered will, in many instances, be applicable only to a single institution, nevertheless, the values realized may be of more practical worth than studies of wider scope.¹⁸

Studies of this type provide the necessary data for determination of the occupations, job level status, and factors of program preparation. The Center for Vocational and Technical Education has described how a vocational follow-up study can increase the effectiveness of the vocational education program:

The follow-up of graduates of vocational education if carefully planned and executed, can provide information to educational planners and administrators, and to future vocational-technical students. Data on how employment was obtained, geographic mobility, earnings, job stability and satisfaction, and need for continuing education are important facets of this information base. When coupled with appropriate economic analysis, this information can point the way to

¹⁷Kathryn M. Iliff, "The Follow-Up Study in Business Education," National Business Education Quarterly, XXXV, 2 (Winter 1966-1967), p. 38.

¹⁸Ibid., p. 38.

improved decision-making by governments and institutions on questions of priority among types, levels, and fields of education and training programs, and on decisions about allocation of resources to these programs.¹⁹

The evaluation through follow-up of the program may be considered a part of accountability. "The basic idea it conveys is that school systems and schools should be held responsible for education outcomes-- for what children learn."²⁰ A program which has received widespread recognition has been the Michigan Accountability Program (more evaluation has arisen lately concerning the program). The accountability for Distributive Education should then follow the objective of employment in a distributive occupation. A study conducted by Haines (Michigan State University) presented findings of 1962 graduates (Appendix A).

The follow-up study may be specifically defined as follows:

The follow-up study investigates individuals who have left an institution after having completed a program, a treatment, or a course of study. The study is concerned with what has happened to them, and what has been the impact of the institution and its program upon them. By examining their status or seeking their opinions, one may get some idea of the adequacy or inadequacy of the institution's program. Which courses, experiences, or treatments proved to be of value? Which proved to be ineffective or of limited value? Studies of this type enable an institution to evaluate various aspects of its program in light of actual results.²¹

Although there has been a great increase in research activity, the research in vocational education has been limited in spite of the

¹⁹Wesley E. Budke and Joel H. Magiscos, "Cooperative Education Cost-Effectiveness, (brochure)" ERIC Clearing House on Vocational and Technical Education, (Columbus: The Ohio State University, 1971), p. 35.

²⁰Stephan M. Barrs, "An Approach to Developing Accountability Measures for the Public Schools," Phi Delta Kappan, LII (December, 1970) p. 196.

²¹John W. Best, Research in Education, (Englewood Cliffs: Prentice-Hall, Inc., 1959), p. 120.

recent interest in Career Education. Also, good research usually raises new questions that need to be further researched. This is the interest of special programs and the career occupational education areas today.²²

Procedures and Examples.

Several sources were found which gave information about procedures for follow-up studies. Of these sources, studies from Kentucky²³ and Wisconsin²⁴ were selected as examples, because the design seemed appropriate for the development of the questionnaire for this study (Appendix A). In both studies, detailed procedures and examples were given for the format of conducting a follow-up study of former students at various time intervals.

Additional references were read for methods of evaluating programs through the follow-up study. Logan²⁵, in a doctoral study, developed instruments to be used in evaluating distributive education programs. Two separate manuals were prepared. The first manual was "Criteria for Evaluating a State-Wide In-School Distributive Education Program," which contains all of the material necessary for use by members of the local committee.

²²Gerald B. Leighbody, Vocational Education in America's Schools: Major Issues of the 1970's, (Chicago: American Technical Society, 1972), p. 103.

²³Floyd L. McKinney and Charles Oglesby, "Developing and Conducting Follow-Up Studies of Former Students," ARM, Vol. 5, No. 3, p. 702. (VT 014 264 and ED 056 240).

²⁴Wisconsin State Board of Vocational, Technical, and Adult Education, "Guidelines for Conducting Periodic Follow-Up Studies in the VTAE System," ARM, Summer, 1971, p. 1012. (VT 012 158 and ED 047 093).

²⁵William B. Logan, "Criteria for Evaluating a State-Wide In-School Distributive Education Program" (unpublished Doctor's dissertation, Ohio State University, 1952). Dissertation Abstracts, 1958, Vol. 18, p. 526-9.

The criteria in the study by Logan were divided into ten sections--eight pertaining to the local community and the final two to the state. The second manual contains complete instructions on conducting the local and state evaluations.

Stratton²⁶ employed the normative survey method of research by using checklists which were sent to participating employers and former students. The findings compared Joplin (Mo.) Junior College students' progress in comparison with other workers. The results showed that 50 percent were still employed in the type of work for which they were trained in school.

Other follow-up study material was received from various sources. Received from the American Vocational Association (AVA) was a summary of "Graduate Follow-up: Statistical Data on Connecticut Students Completing Vocational Programs in 1971" (Appendix A).

An excellent example was reviewed in the NASSP Spotlight of June, 1975. This review, although not specifically about Distributive Education, does relate to a cooperative work program of several years ago.

"I have always felt very fortunate that I was in the work experience program when I was in high school. The years 1937 and 1938 were real depression years . . . and I know I was one of the very fortunate members of my graduating class of 137 who were lucky enough to even get steady jobs. My steady job paid \$32 a month--at that time it was for working 10 hours a day, six days a week . . . I am very positive that my success in the business world was all begun with the work opportunity I had in conjunction with my course in high school."

The work program this former student recalled was conducted by the high school in Lewiston, Montana (Population 5,000 in 1930) from 1930-1944. Results of the program have recently

²⁶James R. Stratton, "An Evaluation of the Distributive Education Pilot Program at Joplin Junior College, Joplin, Missouri from 1949-54" (unpublished Master's thesis, Kansas State Teachers College, 1954), p. 42.

been re-evaluated and published by the original program director, L.O. Brockmann, professor emeritus of California State University in Fullerton.

More than 600 students participated in the cooperative work program over the 14-year period, and 423 responded to the questionnaire about the long-range value of the program. They said:

- Probably the greatest value in participating in the program was in human relations, especially employer-employee relations and the development of personality and poise.
- The program was somewhat helpful to extremely helpful in aiding them to make a vocational choice, getting a job, and keeping it.
- The program did not handicap those who desired formal education beyond high school. (Forty-six percent took additional training after high school.)
- Employment stability was average or better than average. (About 60 percent remained in the same field for which they had been trained.)²⁷

The literature indicates that educational and business leaders advocate work experience as a valuable part of the learning experience. An executive summary of a government survey of coop and non-coop students contained these illustrative statements:

-non-coop students may stay slightly longer with their longest full-time employer.

-graduates of coop programs tend to find full-time employment slightly faster than non-coop counterparts.

-sample of employers favored graduates of coop programs (58.6 percent).²⁸

²⁷L.O. Brockmann, Cooperative Work Experience Education--A Study in Success, Twenty-six to Forty Years Later, (Fullerton: California State University (Titan Bookstore). From NASSP Spotlight, p. 1.

²⁸Report from Edwin Nelson, "Cost Effectiveness of Selected Cooperative Vocational Education Programs as compared with Vocational Programs without a Cooperative Component" (Executive Summary), (Washington, D.C., U.S. Office of Education), p. 3.

These findings are from a different type of vocational education program, but similar findings have been obtained from other studies. A Trades and Industry study showed that vocational graduates obtained jobs more quickly than non-college bound academic graduates.²⁹ Follow-up studies have also been conducted in Distributive Education.

DISTRIBUTIVE EDUCATION STUDIES

The follow-up study of Distributive Education students is a continuing process. It is a process by which factual information about graduates may be obtained. Many graduates continue in marketing and distributive occupations, but it is a beginning for students in learning about the world of work.

The U.S. Office of Education

A 1973 report for the 1972 year showed the total enrollment in Distributive Education was over 640,000 students. The booklet also showed funding of vocational programs and the reports from each state concerning all vocational education.³⁰

In another study by USOE of Distributive Education students nationwide for the 1968-69 year, the following statistics were reported.

Eighty percent of those completing the program and available for employment began their career in their on-the-job training occupation or a related occupation. Additionally, 22 percent continued full-time school and 4.6 percent were available, but unemployed

²⁹Max U. Eninger, "Report on New York State Data from a National Follow-up Study of High School Level T & I Vocational Graduates," (Pittsburgh: Educational Systems Research Institute, May, 1967), p. 21.

³⁰U.S. Office of Education, Vocational Education Information No. III "Vocational and Technical Education Selected Statistical Tables, Fiscal Year 1972," (Washington: U.S. Government Printing Office, 1973), p. 3.

at the time of the follow-up study. In a 1965 study, those graduates completing the program and available to enter employment in occupations for which trained or for related occupations amounted to 68.8 percent. Those continuing their education were 26.9 percent with the unemployed making up 4.1 percent of those available for work.³¹

The Iowa State Department of Public Instruction

This governmental agency, DPI, conducts an annual survey each fall of the past year's graduates. The survey used specifications provided by the Guidance Services Section of the DPI and The Iowa Education Information Center (IEIC). The Op-Scan questionnaires were processed through the facilities of the Measurement Research Center (MRC).³² The system was changed in the latter part of 1973; therefore, no records were available for any study past 1971.

The special section on Distributive Education showed what secondary students were doing approximately one year after graduation. The status (as of October, 1971) for students completing Distributive Education Programs in 1970-71 was as follows: (1) employed full-time, 399 (33.4%); (2) not employed, 56 (4.7%); (3) continuing education, 192 (16.1%); and status unknown or not available for placement, 547 (45.8%).

This shows the "employment" and "unknown status" sections as the largest ones. The "unknown status" category is commonly large because

³¹U.S., Department of Health, Education and Welfare, Office of Education, (ed.) Mary V. Marks, "Distributive Education 1968-69," (A provisional summary of information in State reports), (Washington: Government Printing Office, 1969), p. 2.

³²State of Iowa, Department of Public Instruction, "1971 Career Education Student Follow-Up," (Des Moines: DPI, October 15, 1971), pp. 2-15.

the location of all students is not known by the teacher-coordinators.

This is also true in the other vocational program reports.

Other Studies

A current study concerning Distributive Education was conducted at the University of Minnesota (Appendix A). Other similar studies are being conducted at the University of Rhode Island and Western Illinois University. These three studies involve a follow-up of Distributive Education graduates for the specific purposes of employment, curriculum, and reactions to the youth activities. Studies which have been completed were beneficial to the investigator for design and comparison.

Ely³³ conducted a five year follow-up study in Virginia. She surveyed 9,352 graduates of five class years, 1957-61, with a comparison being made with four former surveys. Of the 2,903 respondents (31.2%) returning the questionnaire, 84 percent were working full-time and 61 percent of those were employed in distributive occupations. Almost 54 percent of these 1957-61 graduates were employed in the same establishments in which they had received their cooperative training. Over 30 percent had left the field of distribution (Appendix A).

More than 30 percent of the subjects continued their education beyond the high school level at technical schools, junior colleges and four-year institutions. Many of the graduates majored in other than distributive occupation subject areas, but more than 25 percent were majoring in general business and 13.4 percent were majoring in Distributive Education.

³³Vivian King Ely, "Five Year Follow-Up Survey of Distributive Education; Part-time Cooperative Training Students, 1957-1961," (Charlottesville: University of Virginia, 1963) ARM, Summer, 1969, p. 714.

Other responses to the questionnaire showed how the graduates evaluated the instruction they received in the Distributive Education related class. Not all of the graduates responded to the question which concerned the improvements desired in the program. Less than 10 percent of the respondents mentioned a need for improvement of instruction, while all other categories of improvements were less than 6 percent per category.

Another category of the study by Ely dealt with the graduates' overall evaluation of the Distributive Education program. The respondents (28%) felt that the Distributive Education program gave them a competitive advantage in securing and holding a job. Also, 27.7 percent of the respondents indicated that the program helped them to develop the ability to meet and get along with people. To a lesser degree, the program had developed knowledge and understanding of distribution and improved personal qualities of the graduates.

Mason City High School

Studies have been done by Mason City teacher-coordinators (Appendix A) in the past, with the last study completed in February, 1968, covering the years 1959-67.³⁴ The study indicated that approximately 50 percent of the graduates were in a distributive occupation. A large percentage were in entry-level positions while a much smaller percentage were preparing for various levels of management. A few graduates had already obtained a management position at the time of the study.

Although the number of subjects was small (70), the number in the categories "married, off the labor market" and "armed services" accounted

³⁴Aileen Stern, "Survey of Distributive Education Graduates (1959-1967)," (mimeograph) (Mason City: Mason City High School, 1968).

for 25 percent of the group. "Active workers" comprised 52 percent while 13 percent were in the category "unknown."

An employer is concerned about employee retention. The mobility shown by the graduates in the Mason City study indicated that 37 percent had remained in the local area while 50 percent were in other areas of Iowa or the United States.

Chapter 3

DESIGN OF THE STUDY

The questionnaire method was chosen as the best method for gathering data for this follow-up study. Other methods would have been prohibitively expensive and time consuming. This method also allowed the graduates time to consider their answers.

This follow-up study of the graduates from Mason City High School from 1952 through 1972 was conducted to determine information concerning their employment, education, and evaluation of the Distributive Education program. The Distributive Education program teacher-coordinators have conducted survey studies in the past which aided the background and preparation for this study.

PREPARATION AND PROCEDURE

The population of the study involved 358 graduates. The number of females was 201, 56.1 percent, and the number of males was 157, 43.9 percent (Appendix B).

For additional comparisons the classes were divided into two divisions. The class years, 1952-68, is the first division which was directed by one teacher-coordinator. The other division was for the last four years of the study, 1969-72. This latter division has been under the direction of three teacher-coordinators, two of whom have been administering the program from 1970 to the present.

The population, for the classes 1952-68, was 174, 48.6 percent, of the total program population of 358 graduates. Females numbered 121 (69.5%) and males, 53 (30.5%). 1969-72 classes had a population of 184 (51.4%) of the total population. The females numbered 80 (43.5%), and the males, 104 (56.5%).

Graduate Information

Applications and cards. The graduate information was taken from the applications (Appendix B) on file as maintained by the teacher-coordinators. Applications of the graduates gave information such as name, address (during high school), parents name, on-the-job training station and some special notes such as marriage, new address, employment, etc. The homeroom cards (Appendix B) aided in providing additional information or clarification of pertinent items.

Lists. Two lists maintained by the teacher-coordinators gave assistance to the investigator in the double checking of names, etc. One list, entitled "Students Previously in Distributive Education" (Appendix B), enumerates the students by class year with their address (during high school) and training station(s). The other list, entitled "Businesses of Previous Distributive Education Students" (Appendix B), contains the names of students who have been employed by the business firm during various years included in the study.

In some instances the high school registrar assisted in locating old records or permanent folders for information on former students. Also, some teachers with long tenure in the Mason City schools were requested to check the list of graduates' names (Appendix B).

Directories. Especially useful to the investigator were the 1960 and 1974 editions of the Mason City--City Directory. The older issue was used for identifying the names of parents of former students. Both of the directories were useful in locating an address from the past and for the present. The telephone section of the city directory was also instrumental in locating graduates and often proved to be the best source of information. The Mason City Telephone Directory was also used extensively in cross-checking with the City Directory.

Telephone Calls. The main method of locating graduates was a telephone call to the parents. A large percentage of the addresses for the graduates were gained in this manner. In a few instances, the graduate was actually contacted during the call. During some calls, information was gained about other graduates or a lead given as to someone to contact, such as friends, relatives, or persons with the same surname. A few calls were made to the business where the graduate had been employed.

Records. Prior to the study, a report form "DECA--Alumni Division" (Appendix B), was designed to record information about the graduates. The report form was updated with additional information for the following columns: year code; graduate's current name; present address; spouse's parents' name, address, telephone number; mailing indicators and return of the questionnaire. This information was keypunched on IBM cards.

Publicity

Pre-study release. To inform the graduates, parents, and the public of the forthcoming study, a news release (Appendix B) was prepared and used June 13, 1974, by three radio stations and the local newspaper.

This proved helpful because some parents were awaiting the telephone call and the graduates were made aware of the forthcoming questionnaire.

Release for "unknowns." On July 11, 1974, a second news release (Appendix B) was presented by the same local printed and electronic media. The release briefly described the study and listed the names of graduates who were listed as "unknown" because of no address. At that time, the "unknown" list totaled 5.0 percent of the population. Following the second release, several calls were received from residents who gave helpful information concerning the "unknown" graduates. The final "unknown" count was 13 graduates (3.6%) of the 358 total population (Appendix B).

INSTRUMENT CONSTRUCTION AND MAILING

Several instruments were developed for the questionnaire method in this follow-up study. The design of each was important for the success of the study.

Instruments

Cover letter. The mail survey was accompanied by a letter of explanation (Appendix C) for the questionnaire. The letter was typed on the school principal's letterhead with the addition of the Distributive Education Clubs of America (DECA) emblem. The principal's signature was included, because the investigator was unknown to many graduates.

The cover letter was designed to give the recipient the feeling that the answers and advice given were important in order to upgrade the program. The involvement of the school, principal, and the DECA emblem were used to encourage a higher percentage of return.

Questionnaire. The questionnaire (Appendix B) was prepared by analyzing Distributive Education follow-up studies, especially those previously cited from Kentucky and Wisconsin. Other studies from Iowa, Virginia, and Michigan were also used in determining questions and format for the questionnaire in this study.

The questionnaire contained the sections: Biographical Update, Employment History, Unemployment Time, Military Service, Education and Training, Retail Selling or Distributive Education, and Distributive Education Clubs of America. The selection of questions was based upon the stated purposes of this study.

The questionnaire was field tested with a selection of recent Distributive Education graduates. Opinions and recommendations for change were received from some teacher-coordinators, and the form was then restructured and field tested with a selected number (N=6) graduates included in the study. After additional refinements, the questionnaire was printed by offset press.

Second letter and card. In an attempt to insure a greater response a second mailing of material was made, and after a short interval of time a reminder card was sent. The second cover letter (Appendix C) and a reminder card (Appendix C) were prepared.

Mailings

First mailing. The first mailing was sent to the graduates on July 12, 1974, with a one-month return period. This represented all of the graduates except those listed as "unknown," those contacted earlier during the preparation period, and those who were deceased (Appendix C).

The first mailing included the cover letter, questionnaire and an addressed, stamped envelope. General information about the Distributive Education Clubs of America, Alumni Division, was also included.

Second mailing. Desiring a better percentage of returns, a second mailing was sent to 222 graduates on August 27, 1974, with a one-month return period. This involved another cover letter (Appendix C) which was similar to the first letter. Another questionnaire and an addressed, stamped envelope were included.

Third mailing. After two weeks a reminder card (Appendix C) was sent to those who had not returned a questionnaire. Also, telephone calls or personal contacts were made by the investigator to gain additional responses. After this mailing, no further changes were made on the mailing list and the mailings were considered completed. The next task was to record the data collected from the respondents.

COLLECTION OF DATA

As the questionnaires were returned by the respondents, any additions and/or corrections were made on the previously mentioned chart, "DECA--Alumni Division."

Questionnaires Returned

The date, September 30, 1974, was used as the final date of accepting responses for the study. This date was selected after responses had not been received for over a week and no further mailings were planned.

Of a possible 358 graduates, replies were received from 207, or 57.8 percent (Appendix C). All returned questionnaires were used

even though some questions were unanswered or incomplete information was given.

The returns of respondents were tabulated according to the graduating class year (Appendix C). All classes, except two, had over 40.0 percent of the graduates respond with a completed questionnaire. Each of the classes with below a 40.0 percent response had a 33.3 percent return.

A purpose of the study was to determine findings about the graduates from the program. Some comparisons were made by categorizing the returns in a division of the years by teacher-coordinators. Aileen Stern, 1952-68, had 174 graduates with 109 (62.6%) returns. Paul Wyant, 1969, had 12 graduates with 4 (33.3%) returning a questionnaire. Gary Christiansen and the investigator, 1970-72, had 172 graduates with 94 (54.7%) responding. The classes were divided by the years, 1952-68 and 1969-72, for study and computation.

Coding of Data

In order to facilitate analysis of the large amount of data received from the graduates, coding from the questionnaire (Appendix C) to an IBM programming form (Appendix C) in preparation for data processing was completed. Each of the questions concerning the main purposes of the study--employment, education, evaluation--was coded on the sheet for keypunching.

The coding was basically a "0" for no response, "1" for yes and "2" for no. However, if additional responses were asked of the graduates, these responses were shown by using additional numbers. Citing employment as an example, three of the categories were given the special codings as used by the United States Office of Education (USOE) Taxonomy (Appendix C).

This taxonomy code listing includes special numbers for the Distributive Education occupations.

The 48 variables were then established from the columns of the IBM card (Appendix C). The other coding and explanations were in the computer printout.

TREATMENT OF DATA

Input

After the process of coding the data on the programming form, the material had to be transferred into a suitable form for data processing input. The input selected, because of accessibility, was the IBM 80 punch card. This would accommodate the year-code, graduate's name, forty-eight variables and the name of the business where the graduate was presently employed.

Terminal and computer. The data were run through the computer terminal of the Mason City Community School District under the direction of Richard Rick, Project Director, Computer Assisted Instruction. The local unit was a Hewlett-Packard 2000F which transferred the input to the University of Iowa's IBM 360-65 in Iowa City, Iowa.

Program. The forty-eight variables were programmed by cards using Statistical Packages for Social Studies (SPSS). The basic instructions read: "Ignoring indefinite repetition, the input format provides for 48 variables. 48 will be read. It provides for 1 records ('cards') per case. A maximum of 74 'columns' are used on a record."

Printout

To assist in further study, a printout was run of the information supplied by the graduates as keypunched on the IBM cards. This was

also done to receive a printout of the last field, which was an abbreviated spelling of the name of the business where the graduate was presently employed.

The main printout of pages was for the 48 variables and the cross-tabulations of the classes from 1952 through 1972 (Appendix D). Printouts were also received for the class divisions of 1952-68 and 1969-72 for comparisons of the Distributive Education program when administered by different teacher-coordinators.

FOLLOW-UP AND CONTINUED STUDY

Upon completion of the study the report was given to the previously mentioned media. The material was also presented to the groups mentioned in the "Importance of the Study" section.

The "Design of the Study" established a base for method and materials for future study. Information from the biographical cards will allow for continued study of graduates with the formulation of questionnaires for various intervals of time. The follow-up process, from the outline of procedures through the responses to the questionnaire culminated with the information from the computer printout.

Chapter 4

FINDINGS

This chapter contains the findings of the follow-up study of the graduates of the Mason City High School Distributive Education program from 1952 through 1972. Findings reported in this chapter are limited to questions which dealt with the primary purposes outlined in Chapter One. These were (1) graduates' employment and occupational data; (2) graduates' educational and training data; and (3) graduates' attitudes toward the distributive education program.

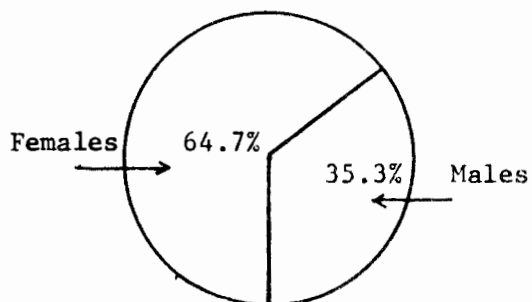
Responses were received from graduates of every distributive education class, 1952 through 1972. Data compiled from the follow-up survey provide a synopsis of the graduates' occupational and educational history and status as well as their attitudes toward the Distributive Education program.

The graduates have remained basically in the state of Iowa. The mailings to the graduates showed 238 (66.5%) were living in Iowa (Appendix C). Also recorded, during each mailing, was a tally of those Iowa cities and 27 states (Appendix C) as shown on the envelopes. A large percentage of graduates, when moving, have gone to the states surrounding Iowa.

A listing, "Distribution of Graduate Addresses Known and Addresses Unknown," was made for each class year of the graduates and for the tenure of each of the teacher-coordinators (Appendix C). A final list was made of the 13 graduates (3.6% of 358) classified as "unknown" because of no address (Appendix C).

The questionnaire was mailed to the known addresses of 345 graduates of the Mason City Distributive Education program from 1952 through 1972. Responses were received from a total of 207 graduates (60.0%), 134 females (64.7%) and 73 males (35.3%) as shown in Figure 1.

Figure 1
Sex of Respondents

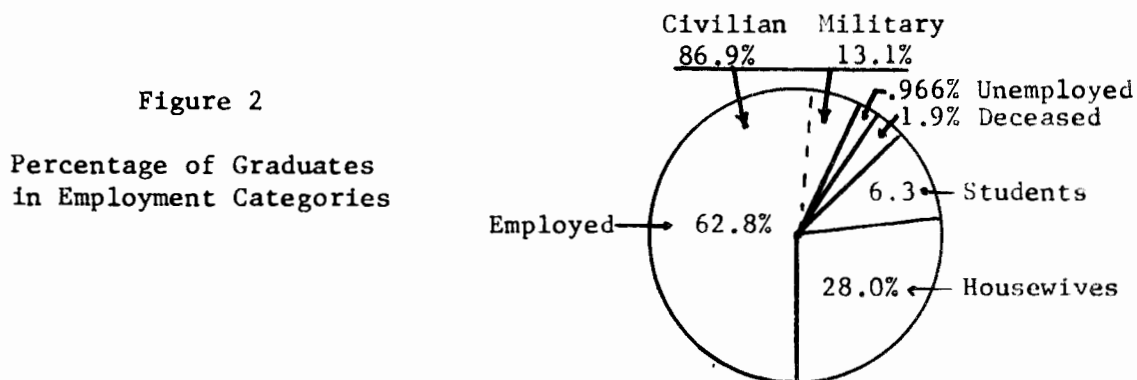


The respondents were placed in one of two categories: graduates of the 1952-68 programs or graduates of the 1969-72 programs. These categories coincide with the tenure of program teacher-coordinators. Completed questionnaires were received from 109 graduates from the 1952-68 category and 98 graduates from the 1969-72 category.

EMPLOYMENT AND OCCUPATIONAL DATA

The respondents were employed in a wide variety of businesses. Respondents were classified into one of four categories: employed, housewives, students, and unemployed (Figure 2). The largest percentage of respondents (130 of 207 or 62.8%) was classified as employed. In this category 113 graduates had positions in the civilian labor market and 17 were serving in the military service. Housewives represented 58 of the 207 (28.0%) respondents. Respondents who were enrolled in post-secondary education included 13 of the 207 (6.3%) reporting graduates.

Only 2 of the respondents were categorized as unemployed, representing .966 of 1 percent of the program graduates returning questionnaires.



A comparison of the graduates of the 1952-68 program group with the 1969-72 program group shows that 70.4 percent of the latter group were employed and 58.1 percent of the former group were employed. The lower percentage of non-employment among the earlier program group is explained by a larger percentage of housewives not wishing to enter the labor market.

The graduates were employed in a variety of businesses. These varied from large corporations and chain discount stores to small, independent self-owned businesses. A listing of these companies (Appendix C) in abbreviated form is included with the computer printout of respondents' data.

Employment Data

The graduates were asked to respond to several questions about their employment. Those questions are reported which relate to the primary purpose of employment information.

Full-time or part-time. The graduates were asked if they were employed on a full-time or part-time basis. Responses to this item were

received from 129 of the 207 graduates (62.3%) who returned the questionnaire. There were 109 graduates who were employed full-time and 20 who were part-time employees.

Job level. Graduates were asked to provide information regarding their job title and duties. Jobs were categorized as entry-level, regular employees, manager-trainees, mid-managers, and managers. A majority of the graduates responding, 81 of 127 (63.7%), were categorized as regular employees. There were 39 graduates (30.7%) who were working in one of the three management areas. Only 7 (5.5%) of the respondents were in entry-level positions.

Employment satisfaction. Graduates were asked to respond to the question, "How much satisfaction do you get from your current work situation?" About 78 percent (97 of 125) graduates responding to this question were satisfied with their current work situation. Graduates who responded either "somewhat satisfied" or "somewhat dissatisfied" were the next largest group. There was a total of 24 responses (19%) in these two categories. Only 4 graduates indicated they are "dissatisfied" with their current work situation.

First full-time employment. The graduates were asked to report the source through which they obtained their first full-time position. Sources for obtaining their first job included: Distributive Education, classified advertisement, employment agency, union or craft, education agency, friend, and relative. The Distributive Education program was listed by 66 graduates, or 36.7 percent of 180 respondents, as the source of initial full-time employment as shown in Figure 3. The other responses included: a friend, checked by 21 graduates (11.7%); classified advertisements, checked by 19 graduates (10.6%); employment agency, checked by 15

graduates (8.3%); relative who assisted in job location, checked by 15 graduates (8.3%); government agencies, checked by 13 graduates (7.3%); union or craft and education agencies, checked by only 2 graduates (1.0%). It is apparent that the Distributive Education program was the primary source of initial full-time employment.

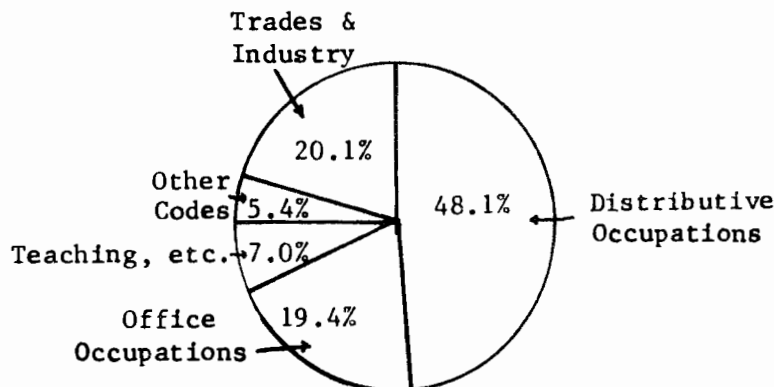
Figure 3
Graduate Responses to Sources
of First Full-time Employment



Occupational Taxonomy Data

The graduates were categorized according to the United States Office of Education (USOE) taxonomy of occupational areas and other areas to accommodate the 132 responses (Appendix D). There were 65 graduates (48.1%) who reported they were currently employed in a marketing or distributive occupation (Figure 4). Other USOE taxonomy categories included: Trades and Industry, indicated by 26 graduates (20.1%); Office occupations, indicated by 25 graduates (19.4%); Health Occupations, indicated by 5 graduates (3.8%); Home Economics and Industrial Arts, indicated by only 2 graduates (1.6%). The category of "Teaching" was indicated by 2 graduates with the remaining 7 responses grouped into the "Other Occupations" category.

Figure 4
Current Occupational
Areas of Distributive
Education Graduates



Distributive Occupations Data

One of the major purposes of a Distributive Education program is to prepare students for gainful employment in marketing and distribution. Of interest to the investigator was the question, "What were the distributive occupations of the graduates during on-the-job training?" The 207 respondents had worked during their on-the-job training (OJT) in 22 Distributive Education areas. The largest percentage (38.1%) was shown in the category of "Apparel and Accessories." The next largest categories were "General Merchandise" (16.4%) and "Food Distribution" (14.9%).

The on-the-job training distributive occupations were related to the graduates' present occupations. The larger percentage categories were approximately the same as previously indicated with the addition of "Food Service" (Table 1). Table 2 shows present distributive occupations.

EDUCATION AND TRAINING DATA

The second main purpose of the study was to determine the educational pursuits of the 1952-72 graduates. In the earlier years fewer students enrolled in high school vocational education programs pursued post-secondary education. With the community college movement and the expansion of post-secondary educational opportunities, more vocational students are enrolling in some form of higher education.

Continued Education

Graduates were asked if they continued their education after graduating from high school. Of the 196 respondents, 95 graduates continued their education and 101 graduates did not (Figure 5, page 41).

Table 1
 COMPARISON OF THE GRADUATES
 ON-JOB-TRAINING TAXONOMY WITH THE
 CURRENT OCCUPATIONAL TAXONOMY

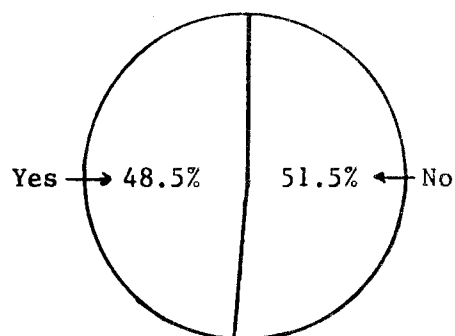
Taxonomy		On-Job-Training		Present	
No.	Title	f	%	f	%
04.01	Advertising Services	1	0.5	3	1.4
.02	Apparel & Accessories	79	38.1	7	3.4
.03	Automotive	2	1.0	3	1.4
.04	Finance and Credit	3	1.4	3	1.4
.05	Floristry	7	3.4	-	-
.06	Food Distribution	31	14.9	8	3.9
.07	Food Services	17	8.2	7	3.4
.08	General Merchandise	34	16.4	5	2.4
.09	Hardware, other	9	4.3	2	1.0
.10	Home Furnishings	8	3.9	4	1.9
.11	Hotel and Lodging	-	-	-	-
.12	Industrial Marketing	1	0.5	2	1.0
.13	Insurance	1	0.5	1	0.5
.14	International Trade	-	-	-	-
.15	Personal Services	2	1.0	3	1.4
.16	Petroleum	3	1.4	1	0.5
.17	Real Estate	-	-	1	0.5
.18	Recreation and Tourism	1	0.5	1	0.5
.19	Transportation	-	-	1	0.5
.20	Retail Trade, other	2	1.0	1	0.5
.31	Wholesale Trade, other	2	1.0	2	1.0
.99	Distr. Ed., other	2	1.0	7	3.4
xx xx	Other Occup/Non-work	2	1.0	145	70.0
TOTAL---from respondents		207	100.0	207	100.0

Table 2

DISTRIBUTION OF DISTRIBUTIVE EDUCATION
GRADUATES IN DISTRIBUTIVE OCCUPATION
TAXONOMY FOR CURRENT OCCUPATIONS

No.	Taxonomy Title	1952-1972		1952-1968		1969-1972	
		f	%	f	%	f	%
04.01	Advertising Services	3	1.4	2	1.8	1	1.1
.02	Apparel & Accessories	7	3.4	3	2.8	4	4.3
.03	Automotive	3	1.4	3	2.8	-	-
.04	Finance and Credit	3	1.4	3	2.8	-	-
.05	Floristry	-	-	-	-	-	-
.06	Food Distribution	8	3.9	3	2.8	5	5.3
.07	Food Services	7	3.4	4	3.7	3	3.2
.08	General Merchandise	5	2.4	1	0.9	4	4.3
.09	Hardware, other	2	1.0	1	0.9	1	1.1
.10	Home Furnishings	4	1.9	1	0.9	3	3.2
.11	Hotel and Lodging	-	-	-	-	-	-
.12	Industrial Marketing	2	1.0	1	0.9	1	1.1
.13	Insurance	1	0.5	-	-	1	1.1
.14	International Trade	-	-	-	-	-	-
.15	Personal Services	3	1.4	2	1.8	1	1.1
.16	Petroleum	1	0.5	1	0.9	-	-
.17	Real Estate	1	0.5	1	0.9	-	-
.18	Recreation and Tourism	1	0.5	-	-	1	1.1
.19	Transportation	1	0.5	1	0.9	-	-
.20	Retail Trade, other	1	0.5	-	-	1	1.1
.31	Wholesale Trade, other	2	1.0	-	-	2	2.1
.99	Distr. Ed., other	7	3.4	4	3.7	3	3.2
xx xx	Other Occup/Non-work	145	70.0	78	71.5	67	69.0
TOTAL---from respondents		207	100.0	109	100.0	97	100.0

Figure 5
 Percentage of Graduates
 Continuing their Education



Type of school. More than half of the respondents continuing their education enrolled in a junior or community college, usually attending this type of school located within Mason City. Previously known as Mason City Junior College, it is now known as North Iowa Area Community College (NIACC). The community college curriculum involves an Arts and Science Division and a Vocational Division; the latter includes the Distributive Education program Retail Merchandising. Others have attended local schools of business and cosmetology.

Degree and major. Levels of attainment beyond the high school diploma were achieved by 44 of the 87 respondents (50.6%). These included: diploma of one or two years by 20 graduates (23.0%), the associate degree given by a junior college or community college by 12 graduates (13.8%), and the liberal arts degree from a four-year institution by 10 graduates (11.6%). Two respondents indicated advanced degrees, a masters and a specialist (2.2%) as shown in Table 3.

The graduates who continued their education were enrolled mainly in a business or distributive education course or major. This area of study was selected by approximately 40 percent of those continuing their education. The remaining percentage of responses was distributed among many different courses or majors.

Table 3

DISTRIBUTION OF GRADUATES THAT
CONTINUED EDUCATION
BY TYPE OF SCHOOL AND DEGREE

Type of School	f	%	Degree	f	%
Business	12	12.6	Diploma 1 year	14	16.1
			2 year	6	6.9
Vocational Tech	10	10.5			
Junior College or Community College	51	53.7	Associate	12	13.8
College	22	10.7	BS/BA	10	11.6
			MA	1	1.1
			Specialist	1	1.1
			No indication	43	49.4
Total	95	100.0		87	100.0

Future Education

Only 65 graduates responded to the question concerning their future educational plans. However, 40 of 65 (61.5%) indicated the desire to continue their education. There were 13 graduates (21.0%) who were attending school at the present and are planning to continue. The other respondents indicated other types of future training.

DISTRIBUTIVE EDUCATION AND DECA DATA

The third purpose of the study was to determine the reactions and feelings of the graduates toward the Distributive Education program's related class, on-the-job training, and the youth organization, the Distributive Education Clubs of America (DECA). The graduates of the earlier classes would not recognize the name of the youth organization, DECA, because it was not organized until 1961. Students prior to 1961 belonged to other organizations associated with business education, e.g., the Retailing Club and the Future Business Leaders of America (FBLA).

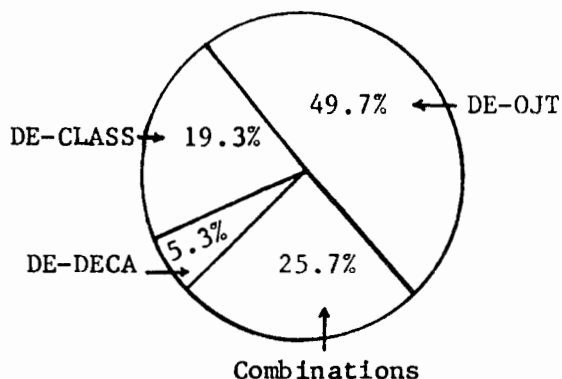
Evaluation of Program

The graduates were asked to evaluate the Distributive Education program by selecting the phase of the program--related class, on-the-job training, or club activities (DECA)--which was most beneficial to their future. Figure 6 provides a percentage breakdown of the graduates' responses. Many graduates listed more than one phase as being most beneficial.

Responses to the question were provided by 187 graduates. Almost half (93 graduates or 49.7%) of the respondents indicated that the "on-the-job training" was most beneficial. "Related class" was considered most beneficial by 36 graduates and 10 graduates marked DECA as being most beneficial.

Figure 6

Percentage of Graduates
Indicating the Most Beneficial
Phase of the Program



The graduates were asked to respond to questions concerning the value of each of the three phases of the D.E. program.

DE-CLASS. The graduates were asked to respond to the question, "Which subject matter areas of the curriculum were most beneficial to you in your job?" The graduates selected in order of importance to their job the areas of human relations, personal development, and salesmanship. Table 4 provides a percentage breakdown of the graduates' responses concerning the value of subject matter areas of the program curriculum.

DE-OJT. Graduates were asked to evaluate the on-the-job training phase of the Distributive Education program. Choices included "more than adequate," "adequate," and "less than adequate." Of the 180 responses to this item, as shown in Table 5, 168 graduates (93.3%) stated that the on-the-job training was "adequate" or "more than adequate."

Table 4

DISTRIBUTION OF RESPONSES TO THE VALUE OF
SUBJECT MATTER AREAS IN DISTRIBUTIVE EDUCATION CLASS
AS EVALUATED BY THE GRADUATES 1952-72

Subject Matter	Frequency of 207	% Rated Separately and based on 207
Human Relations	(1)* 120	58.0
Job Description	18	8.7
Product Knowledge	60	29.0
Personal Development	(2)* 88	42.5
Mathematics	31	15.0
Communications	66	31.9
Advertising	35	16.9
Display	52	25.1
Salesmanship	(3)* 86	41.5
Marketing	38	18.4
Merchandising	52	25.1
<i>Management</i>	54	26.1
Other	4	1.9

*Indicates the order of preference from the total responses.

Table 5

DISTRIBUTION OF RESPONSES TO THE VALUE OF
ON-THE-JOB TRAINING EXPERIENCE IN DISTRIBUTIVE EDUCATION
AS EVALUATED BY THE GRADUATES 1952-72

Rating Item	Frequency	%
More than adequate	54	30.0
Adequate	114	63.3
Less than adequate	12	6.7
Total	180	100.0

DE-DECA. Graduates were asked their opinion of the DECA phase of the Distributive Education program. The choices were "valuable," "some interest," "little benefit," or "no value." Of the 178 graduates responding to this item, 73 (41.0%) of the graduates reported that the DECA phase was "valuable." Table 6 shows the complete analysis of the graduates' opinions of the DECA phase of the Distributive Education Program.

Table 6

DISTRIBUTION OF RESPONSES TO THE VALUE OF EXPERIENCES IN THE
DISTRIBUTIVE EDUCATION CLUBS OF AMERICA
AS EVALUATED BY THE GRADUATES 1952-72

Activities Value	Frequency	%
Valuable	73	41.0
Some interest	66	37.1
Little benefit	14	7.9
No value	7	3.9
Not available	18	10.1
Total	178	100.0

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to determine the current status of the graduates of the Mason City High School Distributive Education program from the class years 1952 through 1972 and to survey their attitudes toward the Distributive Education program in which they participated. The graduates' attitudes and opinions were categorized according to employment of graduates, education of graduates, and evaluation of the Distributive Education program.

A search for the most current information relating to follow-up studies was conducted. The related literature exists in some abundance for the general topic of follow-up studies, but was difficult to locate for the specific topic of follow-up studies of Distributive Education graduates. The most informative of the literature were reports from Kentucky and Wisconsin concerning methods of conducting a follow-up study.

The design of the study followed the procedure of search and location of the graduates of the Mason City High School Distributive Education program. Good records and files of the previous teacher-coordinators were helpful during the study. Instruments developed included a questionnaire, two cover letters and a reminder card, which were used to contact graduates during the summer of 1974.

The population was 358 graduates of the Distributive Education program. Responses were received from 207 graduates (57.8%) of the population. Tables and figures were used to report the responses given by the graduates.

The raw data were coded from the questionnaire to IBM keypunch cards. Computation of the data by the computer furnished organized statistical information on the printout. A compilation of the instruments used, abstracts of similar studies, responses from the graduates, and the computer printout are included in Appendixes A through D.

CONCLUSIONS

The following conclusions were drawn from the responses of the graduates from the Mason City High School Distributive Education program from 1952 through 1972. The conclusions are presented according to the three purposes of the study--employment and education of the Distributive Education graduates and evaluation of the Distributive Education program.

Employment

1. Graduates of the Mason City High School Distributive Education program are employable. Less than 1 percent of the graduates actively seeking employment were unemployed.
2. Female graduates of the Mason City High School Distributive Education program have been employed at various intervals and for varying lengths of time with some leaving the labor force permanently to become homemakers. Twenty-eight percent of the female graduates reporting indicated they were married and not actively seeking employment.
3. Graduates of the Mason City High School Distributive Education program are receiving promotions into management level positions. Approximately one-third of the program graduates are presently in management positions.
4. Graduates of the Mason City High School Distributive Education program were satisfied with their current job situation. Seventy-eight percent of the graduates reporting indicated they were "satisfied."
5. The Mason City High School Distributive Education program has served as a major source of initial full-time employment for the program graduates. Over one-third of the graduates reporting received their first employment through the program.

6. Approximately one-half of the graduates (48%) of the Mason City High School Distributive Education program remain in distributive occupations.

Education

1. Graduates of the Mason City High School Distributive Education program continue education after high school. Nearly one-half (48.5%) of the graduates entered post-secondary training, with most entering community college or four-year college programs.

2. Graduates of the Mason City High School Distributive Education program continued their education in a business or marketing area with most graduates enrolling at a local post-secondary institution, North Iowa Area Community College.

Distributive Education Program

1. The graduates of the Mason City High School Distributive Education program indicated a continued interest in the program as evidenced by the 58 percent return of the questionnaires for the twenty-one year period.

2. All three phases of the Distributive Education program were given positive reactions with on-the-job training (DE-OJT) being mentioned as most valuable, classroom instruction (DE-CLASS), their second preference, and the Distributive Education Clubs (DE-DECA), third.

3. The graduates of the Mason City High School Distributive Education program indicated that the club activities (DE-DECA) provided valuable experiences in their high school training. Over three-fourths (78.1%) of the graduates responding classified their club experiences as "Valuable" or "Somewhat Valuable."

4. Instruction in the broad area of Human Relations was viewed by the students as the most important part of the classroom activity and of the on-the-job training.

RECOMMENDATIONS

Based on the information from the study of the graduates of the Mason City High School Distributive Education program, the following recommendations are made.

1. A major consideration of the vocational training should be in distributive occupations presently located in the Mason City area.

2. The on-the-job training of the students should be in accordance with their interest, knowledge and skill in relation to the job opportunities.
3. Consideration should be given to an increased awareness on the part of Distributive Education program participants of post-secondary occupational opportunities.
4. Consideration should be given to improving and expanding classroom instruction in the subject matter areas of human relations and personal development.
5. The students, especially females, should be encouraged to enroll in high school courses in Home Economics (adult living, child development, etc.) and Business Education (consumer economics, recordkeeping, etc.).
6. The Mason City High School Distributive Education staff should be in constant articulation with the business programs of the North Iowa Area Community College, especially the Retail Merchandising program.

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Mr. Paul B. Olson
 Mason City High School
 1700 Fourth S.E.
 Mason City, Iowa 50401

Dear Mr. Olson:

Thank you for your recent letter requesting information on Distributive Education.

In response to my request to the Library of Congress, I have received the enclosed materials which I hope are of help to you.

If ever I can be of further assistance to you, please do not hesitate to contact me.

Sincerely,

Carl D. Perkins
 Chairman

CDP:dk
 Enclosure

Enclosure: THE ENCYCLOPEDIA OF EDUCATION, Volume 3, pp. 105-17
 Lee C. Deighton, editor-in-chief
 The Macmillan Company & The Free Press 1971

EMPLOYMENT AND EARNINGS

IOWA EMPLOYMENT SECURITY COMMISSION

1000 East Grand Avenue, Des Moines, Iowa 50319

Research & Statistics Department

Commissioners

March 1974

Abe D. Clayman

George A. Lundberg

Colleen P. Shearer

On-the-Job Training A Good Thing for Employers

Between September 1, 1972 and August 31, 1973, a total of 604 Iowa firms participated in the federal manpower program, On-the-Job Training (OJT). These firms provided job training for 767 unemployed, underemployed, disadvantaged and ex-GI workers.

For their training services, the firms were reimbursed a total of \$532,959 in training costs by the program.

On-the-Job Training is a good thing for employers.

Any private profit or nonprofit business or organization in the state may participate in OJT. Employers taking part in the program agree to hire workers to be trained for existing jobs in their firms. The training is conducted on the job in actual work settings at regular working hours. The only stipulation is that workers must be classified as unemployed, underemployed, disadvantaged or veterans.

Employers set their own qualifications for the trainees they hire and they alone decide who will or will not be hired. The trainees they select are carried on the payroll and receive the same wages and benefits as other employees in the same job levels.

Employers Reimbursed

Under OJT, employers will be reimbursed the training costs for each worker trained. Training costs are negotiated at the outset of each training period, depending upon the complexity of the job and the length of the training. OJT is currently funded through the remainder of 1974. Training periods may now range from 4 weeks through December 31, 1974.

Employers may hire as many OJT trainees as they wish—up to 25% of their current number of employees. In other words, an employer with 100 employees in a place of business may contract to hire 25 OJT workers.

Any OJT trainee failing to meet training requirements may be terminated at any time. Any termination still entitles the employer to be reimbursed the training costs incurred up until the separation date. Reimbursement will be on a prorated basis.

Upgrading Provision

The OJT program also provides employers the opportunity to upgrade the skills of employees at least 6 months on the job who show an inability to advance without help. Upgrade training for these workers may be contracted under OJT. Employers giving upgrade training will be reimbursed the training expenses.

Eligible, too, for upgrade training are workers employed in skill shortage occupations. Unskilled workers in jobs demanding hard to find skills may be entered into OJT training schedules for upgrading. Here again training costs will be reimbursed.

No limit is placed on the number of workers that may be aided under the OJT upgrading provision. However, the number should be "reasonable" compared to the total of full-time employees.

See Your State Employment Service

Employers wanting complete details about the On-the-Job Training program and how to participate in it should contact the nearest State Employment Service office.

OJT specialists are available there to assist employers, including helping them set up basic training schedules for trainees. Training schedules must be followed as closely as possible.

By participating in OJT, the employers' gain is two-fold: First, they gain financially through the reimbursement of training expenses. Second, they acquire employees trained the way they want them at minimal training costs.

HOW HIGH SCHOOL COOPERATIVE TRAINEES FARE IN THE LABOR MARKET

A Follow Up of 1962 Cooperative Graduates

Project Director, Dr. Peter G. Haines, Michigan State University

SUMMARY OF MAJOR FINDINGS AND CONCLUSIONS

This study surveyed the 3932 Michigan high school students who were reported by their schools as being cooperative trainees at the time of their graduation in June, 1962. Of the 3932 trainees, 42% or 1855 returned usable questionnaires. All data refers to their status as of April 1963, approximately 10 months after graduation. The major findings reveal that:

1. The unemployment rate was low. Only 3% were unemployed 10 months after graduation; almost 8 out of 10 had obtained full-time employment within one month after graduation. Unemployment was lowest among office trainees and highest among industrial trainees but the differences were small. By ten months after graduation
 -62% were still employed full-time.
 -14% were employed part-time (most were married or attending a school or college).
2. A significantly large number of trainees...3 out of 10...were attending college or enrolled in a school beyond the high school. Office, distributive, and industrial trainees are attending a school or college to about the same degree.
3. Of the 1962 trainees who were not in the labor market:
 -4% were in military service
 -5% were housewives (and not otherwise employed).
 -29% were attending a college or a school.
4. The trainees were putting their training to work by being employed in the field for which trained.
 -90% of the office trainees were working in an office occupation.
 -57% of the distributive trainees were working in a distributive occupation.
 -71% of the industrial trainees were working in an industrial occupation.
5. The employers who trained the cooperative trainees were benefiting by securing full-time workers:
 -52% of the office trainees, 56% of the distributive trainees, and 58% of the industrial trainees were with their cooperative firm ten months after graduation.

-An additional 20% of the office trainees, 24% of the distributive trainees, and 23% of the industrial trainees have worked after graduation for their cooperative employers, but have resigned since.
-less than 10% were not offered full-time jobs by their cooperative employers.

6. Cooperative trainees were better than average students academically.

-In each occupational group the trainees ranked higher in their graduating class, on an average, than other graduates.
-In the upper half (50%) of their class were 76% of the office trainees, 58% of the distributive trainees, and 60% of the industrial trainees.
-47% of the office trainees ranked in the upper 25% of their graduating class.

On the basis of these findings one can conclude that cooperative vocational education contributes to helping young people secure employment and does not prevent them from furthering their education. Employers benefit because many trainees remain with their cooperating employer full-time after graduation. Cooperative education is provided for achievers at all academic levels, but cooperative trainees as a group are superior to the average of their graduating class. A detailed discussion of the findings of this study is included in subsequent parts.

COPY

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VT 014 264 ED 056 240
MCKINNEY, FLOYD L.; OGLESBY, CHARLES
DEVELOPING AND CONDUCTING FOLLOW-UP STUDIES
OF FORMER STUDENTS.

KENTUCKY RESEARCH COORDINATING UNIT,
LIXINGTON.
EDRS PRICE MF-\$0.65 HC-\$3.29
PUB DATE - SEP 71 32P.

DESCRIPTORS - DROPOUTS; *FOLLOWUP STUDIES;
*GRADUATE SURVEYS; GUIDELINES; *METHODS;
PROGRAM DEVELOPMENT; *PROGRAM EFFECTIVENESS;
PROGRAM EVALUATION; *TECHNIQUES; VOCATIONAL
EDUCATION

ABSTRACT - INDIVIDUALS OR GROUPS INTERESTED
IN CONDUCTING FOLLOW-UP STUDIES OF FORMER
STUDENTS SHOULD FIND THIS DOCUMENT HELPFUL.
FOLLOW-UP STUDY IS A PROCEDURE FOR
ACCUMULATING PERTINENT DATA FROM OR ABOUT
INDIVIDUALS AFTER THEY HAVE HAD SIMILAR OR
COMPARABLE EXPERIENCE. GENERALLY THE FOLLOW-
UP STUDY SHOULD OBTAIN INFORMATION WHICH
OBJECTIVES OF THE SYSTEM HAVE BEEN MET.
DETERMINING THE PROCEDURE AND THE GROUPS TO
BE USED IS DISCUSSED. ALSO, INSTRUMENTATION,
LOCATING RESPONDENTS, AND ORGANIZING FOR THE
STUDY ARE AREAS OF CONCERN. (GEB)

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VT 012 158 ED 047 093
GUIDELINES FOR CONDUCTING PERIODIC FOLLOW-UP
STUDIES IN THE VTAE SYSTEM.

WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL,
AND ADULT EDUCATION, MADISON.
EDRS PRICE MF-\$0.65 HC-\$6.58
PUB DATE - 70 137P.

DESCRIPTORS - ADMINISTRATOR GUIDES; DROPOUT
RESEARCH; EDUCATIONAL RESEARCH; *FOLLOWUP
STUDIES; GRADUATE SURVEYS; *GUIDELINES;
MEASUREMENT INSTRUMENTS; *PROGRAM EVALUATION;
*RESEARCH METHODOLOGY; *RESEARCH TOOLS;
TECHNICAL EDUCATION; VOCATIONAL EDUCATION

ABSTRACT - FOLLOWUP IS A PROCESS BY WHICH AN
EDUCATIONAL INSTITUTION SEEKS TO DETERMINE
HOW EFFECTIVELY IT IS MEETING THE CURRENT
AND FUTURE NEEDS OF THOSE IT SERVES. VARIOUS
RESEARCH, ADMINISTRATIVE AND STUDENT PERSONNEL
AT DISTRICT AND STATE LEVELS HELPED DEVELOP
THESE GUIDELINES, WHICH ARE INTENDED TO GIVE
ASSISTANCE TO VOCATIONAL, TECHNICAL, AND
ADULT EDUCATION DISTRICTS IN CONDUCTING
FOLLOWUP STUDIES OF APPLICANTS AND FORMER
STUDENTS BY PROVIDING SETS OF INSTRUMENTS,
PROCEDURES FOR USING THEM, RECOMMENDATIONS
FOR PREPARING REPORTS, AND SUGGESTIONS FOR
IMPLEMENTING THE FINDINGS. MATERIAL IN THIS
GUIDE IS DIVIDED INTO SECTIONS COVERING:
(1) CONCEPTUAL FRAMEWORK, (2) PRINCIPLES OF
FOLLOWUP STUDIES, (3) ADMINISTRATION, (4)
DROP-OUT FOLLOWUP STUDY, (5) SIX MONTHS
FOLLOWUP STUDY, (6) TWO AND ONE-HALF YEAR
FOLLOWUP STUDY, (7) FIVE AND ONE-HALF YEAR
FOLLOWUP STUDY, (8) TEN AND ONE-HALF FOLLOW-
UP STUDY, (9) SPECIAL OPTIONAL FOLLOWUP
STUDY, AND (10) SUMMARY. MENTION IS ALSO
MADE OF CERTAIN ADMINISTRATIVE CONCERNS
AND COSTS OF DOING SUCH A STUDY. (JS)

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american vocational association inc 1510 h street nw washington d c 20005 (202) 737-3722



February 14, 1974

Mr. Paul Olson
Mason City Community Schools
Mason City High School
1700 Fourth S. E.
Mason City, IOWA 50401

Dear Mr. Olson:

Reference is made to your letter of February 6. We regret to inform you that the AVA does not have the information you request, However, we are pleased to refer you to the following sources:

State Department of Education, Des Moines, Iowa
ARM (Abstracts of Research Materials in Vocational and Technical Education), published by the Center for Vocational and Technical Education, The Ohio State University, 1960 Kemy Road, Columbus, OH 43210
A photocopy of one page of this is enclosed.

Facts concerning employment, areas of employment, percent in marketing and distribution probably can be found in the Occupational Outlook Handbook, which is available from the U. S. Government Printing Office, Washington D. C. 20402 at \$7.25 per copy.

The above references probably are available in a University of Public Library.

If we can be of further service, please let us know.

Sincerely,

Donald L. Rathbun

Encl

EH

ld l rathbun
ciate director

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VT 019 881

GRADUATE FOLLOW-UP: STATISTICAL DATA ON
CONNECTICUT STUDENTS COMPLETING VOCATIONAL
PROGRAMS IN 1971.

CONNECTICUT STATE DEPT. OF EDUCATION,
HARTFORD. DIV. OF VOCATIONAL EDUCATION.
PUB DATE - 71 62 p.

DESCRIPTORS - *GRADUATE SURVEYS; POST
SECONDARY EDUCATION; SECONDARY GRADES;
*VOCATIONAL SCHOOLS; *JOB PLACEMENT;
*VOCATIONAL EDUCATION; *FOLLOWUP STUDIES;
STATISTICAL DATA; STATE SURVEYS; PROGRAM
EFFECTIVENESS

ABSTRACT - AN EFFORT TO PROVIDE VOCATIONAL
EDUCATORS IN CONNECTICUT WITH A BASE UPON
WHICH TO PLAN MORE EFFECTIVE PROGRAMS, THIS
DOCUMENT HIGHLIGHTS STATISTICAL DATA OBTAINED
FROM A FOLLOW-UP STUDY OF THE 1971 GRADUATES
OF SECONDARY AND POST-SECONDARY VOCATIONAL
PROGRAMS IN SCHOOLS WITH IN THE STATE. *
DOCUMENTS CONTAINING SURVEY RESULTS FOR THE
TERMS 1968 TO 1970 ARE AVAILABLE AS VT 009
757, VT 013 074, and VT 014 905 WHICH CAN BE
FOUND IN ARM FALL 1971, ARM VOL. 5, NO. 1,
AND ARM VOL. 5, NO. 4 RESPECTIVELY. (SN)

*NOTE: WITH IN (sic)

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UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Distributive Education
Division of Vocational and Technical Education
Peik Hall
Minneapolis, Minnesota 55455

February 19, 1974

Mr. Paul B. Olson
Teacher-Coordinator
Mason City High School
1700 Fourth Southeast
Mason City, Iowa 50401

Dear Mr. Olson:

In answer to your inquiry concerning a follow-up study of high school graduates, we have two Master's papers which may be of some value to you. One is titled "A Follow-up Study of Monroe (St. Paul) High School Graduates 1940 to 1947". This study was not limited to Distributive Education personnel. It covered a seven year period.

The other study is that of Richard L. Lynch titled "Distributive Education Classroom Curricula Evaluation by Program Graduates". I shall enclose an abstract of this study.

Neither of these are theses which are available for inter-library loan, however we could loan a copy to Dr. Edwin Weber if you wish.

Dr. Klaurens has a follow-up study in process by one of her Master's candidates, also we have a four-year follow-up doctoral study by Mr. William Lundell, Supervisor of Distributive Education in Minneapolis but this will not be completed for about six months.

If you would like to borrow the copies of the Conant and Lynch studies, please let me know.

Sincerely,

Warren G. Meyer
Professor

WGM:ib

AUTHOR: Richard L. Lynch

DEGREE: (M.S., Ed.D., etc.) M. A.

TITLE OF STUDY: Distributive Education Classroom Curricula Evaluation by Program Graduates

INSTITUTION: Univ. of Minnesota LOCATION: Minneapolis, Minnesota

DATE STUDY WAS COMPLETED: 9/69 NUMBER OF PAGES: 91

If this study or parts of it have been published, please indicate when and where:

PURPOSES:

The primary purposes of this investigation were to obtain answers to three questions: (1) What is the current status of all distributive education graduates of Pulaski High School, Milwaukee, Wisconsin, considering employment, post-secondary education, and military service? (2) What units of instruction, projects, and activities taught to these graduates while they were enrolled in distributive education at Pulaski High School are considered to be of value by the graduates? (3) What units of instruction often taught to distributive education students, but not taught to Pulaski distributive education students, do the Pulaski graduates think would have been of value to them?

The student compared graduates from 1966, 1967, and 1968, as well as those graduates currently employed in distributive, distributive-related, and non-distributive occupations as to how they evaluated the curriculum.

METHOD AND SOURCES:

A mailed questionnaire, primarily of the check-off type, was utilized to obtain the data. The 54 graduates of Pulaski High School's distributive education program from 1965-1968 served as the population. All of the respondents had the investigator of this study as their teacher coordinator. Fifty-one questionnaires were returned, representing a 94.4 per cent response.

The 44 units of instruction included in Pulaski's curriculum were listed on the questionnaire and the respondents were instructed to check one of five columns with respect to a particular unit of instruction: Of great value to me, "Of some value to me, "Of no value to me, "I did not have and would not have used," "I did not have, but could have used." From this data, it was determined which units of instruction were considered to be valuable by the graduates. Eighteen units of instruction often taught to other high school distributive education students, but not taught to Pulaski's distributive education students were also listed, and respondents were instructed to check one of two columns indicating whether or not they felt a particular unit would have been valuable.

SUMMARY OF FINDINGS:

Major:

At the present time, 53.0 per cent of the graduates are employed full time; 17.6 per cent are employed part time. The remainder are either students who are not working, housewives, or in the military service. Of those employed graduates, 44.4 per cent are in a distributive occupation; 13.9 per cent are in a distributive-related occupation; and 41.7 per cent are in a non-distributive occupation.

Work experience, distributive education classroom instruction, and the personal help of the teacher-coordinator were considered the most valuable activities of the total program. Over 70 per cent of the respondents indicated at least one of these activities as being valuable to them.

Nearly all units of instruction were considered to be of some value to the respondents. Units of instruction concerned with career development and occupational adjustment were evaluated much more favorably than those of a technical nature. The four units evaluated most highly were "Selecting and Applying for a Job," "Personality Development and Good Grooming," "Income Tax (and How to File)," and "Discussions of Job Problems."

A considerable majority of the Pulaski graduates felt they could have used instruction in three additional units: "Exploring Occupations Outside the Realm of Distribution," "Marketing Management," and "Speech for Distributive Education."

Minor:

Low wages being paid to distributive employees was the reason given most often for currently being employed in a non-distributive occupation.

Of the total respondents, 52.9 per cent received some form of post-secondary education; 35.3 per cent are currently enrolled full time and 7.8 per cent are enrolled part time. Fifty per cent are enrolled in a marketing or business curriculum, and two respondents are studying to become distributive education teacher-coordinators.

The 1967 graduates were especially favorable to units of instruction and activities concerned with career development and occupational adjustment. There was also a considerably higher percentage of 1967 graduates currently employed in distributive occupations than 1966 and 1968 graduates. The 1968 graduates were more favorable to sales promotion units of instruction and club activities than were 1966 and 1967 graduates.

Graduates currently employed in distributive or distributive-related occupations generally evaluated activities and units of instruction much higher than graduates employed in non-distributive occupations. Distributive employees were considerably more favorable toward units of instruction of a technical nature than were non-distributive and distributive-related employees.

MASON CITY COMMUNITY SCHOOLS

MASON CITY HIGH SCHOOL
1700 FOURTH S. E. -- PHONE (515) 423-6512
MASON CITY, IOWA 50401

Handwritten mark
February 6, 1974

Vocational Education
United States Office of Education
Department of Health, Education, and Welfare
Washington, DC 20005

Gentlemen:

I am writing my thesis at the University of Northern Iowa. It is concerned with a twenty year follow-up study of Distributive Education students at Mason City High School.

Would you have reports concerning information of follow-up students--specifically in Distributive Education. Facts concerning employment, areas of employment, per cent in marketing and distribution, etc.

The information gained will help locally in many ways, but should be compared with other factual information.

Sincerely,

Paul B. Olson
Teacher-Coordinator

FROM: Edwin Nelson
Vocational Education, USOE

REFERENCES: Executive Summary, "Cost Effectiveness of Selected Cooperative Vocational Education Programs as Compared with Vocational Programs without a Cooperative Component"
Vocational Education Information No. III, "Vocational and Technical Education Selected Statistical Tables, Fiscal Year 1972"

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VT 005 428

Ely, Vivien King

Five Year Follow-Up Survey of Distributive
Education; Part-Time Cooperative Training
Students, 1957-1961.

Richmond Professional Inst., Va. School of
Distribution
Virginia State Dept. of Education, Richmond.
Distributive Education Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul64 44p.

*FOLLOW STUDIES; *DISTRIBUTIVE EDUCATION;
HIGH SCHOOLS; STUDENT ATTITUDES; *GRADUATE
SURVEYS; PROGRAM EVALUATION; EMPLOYMENT
EXPERIENCE; EDUCATIONAL EXPERIENCES; QUESTION-
NAIRES
VIRGINIA

This follow-up survey of high school distributive education graduates in 79 Virginia high school was conducted in 1963 by questionnaire. From the total enrollment of 9,352 for the years 1957-61 the number of returns was 2,903 or 31.2 percent. The data obtained were compared with the results of four former surveys. Some of the findings were: (1) 1,921 of the 2,903 who returned questionnaires are working, (2) of those working 84 percent are working full time, (3) 61 percent are working in distributive occupations, (4) The unemployment figure of one percent can be considered negligible, (5) Almost 54 percent of 1957-61 graduates are employed in the same establishments where they received their cooperative training, (6) More than 30 percent attended school beyond the high school level, (7) 33 percent left the field of distribution for which they were trained, and (8) Graduates' suggestions for improvement indicate the need for improved instruction. (MM)

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Survey of Distributive Education Graduates
(1959 - 1967)
As of February, 1968

*. COLLEGE	25%
Marketing Emphasis	53%
Other Major	47%
. A FULL TIME JOB IN DISTRIBUTION	49%
Retained By Same Firm By Which They Were Trained	33%
Entry Level	70%
Mid Management Level	9%
Company Management Trg. Prog.	12%
Management Level	9%
. PART TIME JOB IN DISTRIBUTION	3%
Retained By Same Firm By Which They Were Trained	100%
Entry Level	50%
Mid Management	50%
. MARRIED, OFF THE LABOR MARKET	15%
. ARMED SERVICES	10%
. OTHER OCCUPATIONS	7%
. NOT KNOWN	13%
 THOSE LIVING IN:	
. Mason City	37%
. Another City in Iowa	15%
. Out of State	35%
. Unknown	13%

*This category includes those who have attended college and who have returned to full time work as well as those who are currently enrolled in college.

FACTS ABOUT GRADUATES OF THE
DISTRIBUTIVE EDUCATION PROGRAM
as reported in the Globe Gazette
on November 29, 1962

. REMAIN IN DISTRIBUTION		60.8%
In Iowa	75%	
In Mason City	50%	
. FULL TIME IN ORIGINAL DE JOBS		21%

FACTS ABOUT GRADUATES OF THE
DISTRIBUTIVE EDUCATION PROGRAM
MASON CITY HIGH SCHOOL
for period of 1959-1964 (Survey Completed in 1965)

. COLLEGE		18.9%
Marketing Emphasis	16.2%	
Other Major	2.7%	
. FULL TIME JOB IN DISTRIBUTION		43.2%
Entry Level	18.9%	
Company Management Training Program	16.2%	
Management Level	8.1%	
. MARRIED, OFF THE LABOR MARKET		24.4%
. ARMED SERVICES		10.8%
. OTHER OCCUPATIONS		2.7%

APPENDIX B

DESIGN OF THE STUDY

Preparation and Procedure

	Page
B-1. Chart: Distribution of Graduates According to Sex from 1952-72 of the Distributive Education Program	
B-2. Forms: DE Application and Homeroom Card	
B-3. Forms: Students Previously in DE and Business Previously Employing DE Students	
B-4. Letter: Faculty Letter	
B-5. Form: DECA--Alumni Division, Graduate Information Chart	
B-6. Publicity: News Releases	

DISTRIBUTION OF GRADUATES
ACCORDING TO SEX FROM 1952-72
OF THE DISTRIBUTIVE EDUCATION PROGRAM

YEAR	MALE		FEMALE		TOTAL	
	f	Class %	f	Class %	f	358 %
1952	1	9.09	10	90.91	11	3.07
53	5	20.83	19	79.17	24	6.70
54	1	9.09	9	90.91	10	2.79
55	6	40.00	9	60.00	15	4.19
56	4	28.57	10	71.43	14	3.91
57	0	00.00	8	100.00	8	2.23
58	2	18.18	9	81.82	11	3.07
59	4	40.00	6	60.00	10	2.79
60	0	00.00	5	100.00	5	1.40
61	5	83.33	1	16.67	6	1.69
62	3	60.00	2	40.00	5	1.40
63	4	57.14	3	42.86	7	1.96
64	3	60.00	2	40.00	5	1.40
65	4	44.44	5	55.56	9	2.51
66	4	26.67	11	73.33	15	4.19
67	2	25.00	6	75.00	8	2.23
68	5	45.45	6	54.55	11	3.07
52-68						
Sub-Total	53	30.46	121	69.54	174	48.60
69	9	75.00	3	25.00	12	3.35
70	26	63.41	15	36.59	41	11.45
71	38	55.88	30	44.12	68	19.00
72	31	49.21	32	50.79	63	17.60
69-72						
Sub-Total	104	56.52	80	43.48	184	51.40
TOTALS	157	43.85	201	56.15	358	100.00

DISTRIBUTIVE EDUCATION APPLICATION AND HOMEROOM CARD

_____ A.O.E.E. MASON CITY HIGH SCHOOL
 _____ D.E. MASON CITY, IOWA 5C401
 _____ O.E.
 _____ T. & I. COOPERATIVE OCCUPATIONAL EDUCATION
 _____ Health Occup. On-Job-Training Application Form

INSTRUCTIONS: Complete this application and then proceed with a counselor and a coordinator interview. An important consideration is whether you can accomplish the objectives of a program. Know the requirements and activities to be done in the two semesters of related class. This is not just to get a job. It will then be decided to accept or not accept you.

Place Picture Here

Name _____ Student No. _____
 Address _____ Phone _____ Sex M F
 Age _____ Birthdate _____ Height _____ Weight _____
 General Health: G F P Glasses: No Yes Hearing: Good Loss
 Physical Defects (if any) _____
 Marital Status: S M Date _____ Dependents: Yes No
 Social Security No. _____ Drivers License Y N Own Car Y N
 Travel Experiences: _____

FAMILY: Parents or Guardian Address Name of Business
 Father _____
 Mother _____
 No. of Children in Family: Boy(s) _____ Girl(s) _____ Year _____

MASON CITY HIGH SCHOOL

Name _____ Grade _____
(Last Name) (First Name)

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
- A.M.						
- P.M.						

Home Room _____ Locker _____ Teacher _____

Parent or Guardian _____

Address _____ Home Tel. _____

Parent's Occupation _____ Bus. Tel. _____
(Father)

_____ Bus. Tel. _____
(Mother)

PREVIOUS STUDENTS AND BUSINESSES

The two lists shown below were very helpful during this study. The lists allowed for several comparisons while preparing the master list of names for the first mailing of the questionnaire. These have been written and filed by each of the coordinators.

DISTRIBUTIVE EDUCATION, ALUMNI
Mason City (Iowa) High School

STUDENTS PREVIOUSLY IN DE (Starting 1952)

Year	Student's Name	Address in School	Employed

DISTRIBUTIVE EDUCATION, ALUMNI
Mason City (Iowa) High School

BUSINESS PRVIOUSLY EMPLOYING DE STUDENTS

Business Name _____

Year	Student's Name	Position

DISTRIBUTIVE EDUCATION

MASON CITY HIGH SCHOOL
Mason City, Iowa 50401

DATE: January-February 1974

TO:

FROM: Paul Olson
Distributive Education

SUBJECT: Up-date for Follow-up study

I would appreciate your time and effort to check through the enclosed list for this update. The list includes students from 1953-73, Retail Selling-Distributive Education.

Instructions:

1. Write in pencil.
2. Name changes use column "Name."
3. Address to your knowledge use column "Current Address."
4. Return within 1 to 3 days.

Thank you for looking over the list. This will be the source list for my thesis at UNI.

PUBLICITY BY NEWS MEDIA

Release: June 13, 1974

Distributive education study set

The Mason City High School Distributive Education Club is conducting a follow-up study of students enrolled in that program at the high school since 1953.

Paul Olson, teacher-coordinator for the club, is contacting more than 300 former distributive education and retail sales students to update files and mailing lists and to aid in his thesis at the University of Northern Iowa.

The study will also be used to aid in a membership drive for the Alumni Division of the Distributive Education Clubs of America (DECA).

Any ex-Mason City DECA students are being asked to contact Olson at the high school.

MASON CITY PRINTED AND
ELETRONIC NEWS MEDIA

Newspaper: Mason City Globe-Gazette

Radio and TV: KGLO & KGLO-TV
KSMN & KLSS-FM
KRIB

Release: July 11, 1974

Former DECA students sought

A 20-year followup study of the Mason City High School Distributive Education program located more than 340 past graduates to receive a mailed questionnaire, according to Paul B. Olson, teacher-coordinator of the Mason City club.

Olson initiated the study this spring as part of a University of North Iowa degree thesis, and each of the Distributive Education Club of America (DECA) members will receive the questionnaire and information about alumni.

Olson said he located all but 18 persons during a month-long search, and would appreciate assistance in locating the missing graduates. The name and class year of the former DECA students are: Donna Mae Bell, Helen E. Garufis, Mary Kennedy and Laverne Larson, all 1951-52; Marjorie Bruce, Gertrude Bruce, Dixie Johnson, Elizabeth Maiden and Frank Spencer, all 1952-53; Mary E. Orcutt, 1953-54; Richard L. Russell, 1954-55; Patricia J. Anderson and Constance Young, 1955-56; Rosalie Marie Noe, 1956-57; Judith L. Guttentag, 1957-58; Ruth A. Gardinier, 1962-63; Joseph E. Amundson, 1964-65;

Doug C. Oian, 1968-69; Steve J. Lord and Judi Robbins, 1969-70; and Pamela J. Griffith, 1970-71.

Olson can be reached at his home, Route 1, Mason City, by calling 423-2107.

APPENDIX C

DESIGN OF THE STUDY

Instruments and Mailings

<u>Instruments</u>	Page
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MASON CITY COMMUNITY SCHOOLS

MASON CITY HIGH SCHOOL
Office of the Principal
 1700 FOURTH S. E. -- PHONE (515) 423-6512
 MASON CITY, IOWA 50401



DISTRIBUTIVE EDUCATION PROGRAM FOLLOW-UP STUDY 1952-1972

Dear Graduate:

I am conducting a follow-up study of the Mason City High School Retail Sales-Distributive Education graduates from 1952-1972. I am interested in information concerning your employment, education, and training. It will also assist us in updating our graduates biographical records.

Enclosed is a questionnaire which hopefully you will complete and return. It is being sent to 358 graduates which also includes students of Miss Stern and Mr. Wyant. I am hoping for a one-hundred percent return.

In addition this Distributive Education follow-up study is being used as a thesis for the requirements of an Educational Specialist Degree at the University of Northern Iowa. The information is needed to determine the number of persons in distributive occupations and the future training of students in Distributive Education.

You may wish to become a part of the Mason City Distributive Education Clubs of America (DECA)--Alumni Division. Study the materials contained within this packet and return the membership blank with your completed questionnaire.

The questionnaire should not take more than twenty minutes of your time. If you are interested, please enclose twenty-five cents for a class list. Return the questionnaire and other material in the pre-addressed, stamped envelope within the next ten days.

Sincerely yours,

DISTRIBUTIVE EDUCATION

Paul B. Olson
 Teacher-Coordinator
 UNI Graduate Student

John B. Patzward
 Principal

MASON CITY HIGH SCHOOL
 RETAIL SELLING OR DISTRIBUTIVE EDUCATION
 Through Cooperative On-The-Job Training

QUESTIONNAIRE FOR FOLLOW-UP STUDY
 Classes 1951-52 to 1971-72

NAME as student _____ Year Graduated _____
 Last First Middle or Initial

MAY WE KNOW THE FOLLOWING INFORMATION:

1. BIOGRAPHICAL UPDATE

- a. Present Name _____ Marital Status: _____
 Last First MI Married _____
 Separated _____
- b. Spouses Name _____ Divorced _____
- c. Street/RR# _____ Single _____
 City _____ State _____ ZIP _____
- d. Your Parent's _____ & _____ Your Children & Ages _____
 Father MI Mother MI Last _____
 Street/RR# _____
 City _____ State _____ ZIP _____
- e. Other Information _____

2. EMPLOYMENT HISTORY

- a. Employed ___ Unemployed ___. If employed, give the following information:
 time _____ Firm Name _____ Social Security _____
 -time _____ Location _____ Started working here in _____
 (month, year) _____
 Give a brief description of your job title and duties: _____
 Started on this job in _____
 (month, year) _____
- b. The pay period is: Weekly ___ Bimonthly ___ Monthly ___. Check below the approximate yearly wage earned by you in employment last year.
 \$ 0.00 - \$ 999.99 ___ \$10,000.00 - \$14,999.99 ___ More than
 \$1000.00 - \$4999.99 ___ \$15,000.00 - \$19,999.99 ___ \$25,000.00
 \$5000.00 - \$9999.99 ___ \$20,000.00 - \$24,999.99 ___
- c. The satisfaction you get from your current work situation. Check one:
 Very Satisfied ___ Somewhat Satisfied ___ Very Dissatisfied ___
 Dissatisfied ___
- d. Future occupational plans: Continue same area ___, Plan to change ___
 Explain _____
- e. First full-time or employment after graduation obtained through:
 Distributive Education ___ Government Agency ___ Friend ___
 Advertisement ___ Union or craft ___ Relative ___
 Employment Agency ___ Education Agency ___ Other ___
- f. List below or on attachment your previous employment, excluding the present which you gave in 2a. Include job title or duties, if possible, on positions back to your on-the-job training situation at Mason City High School.

FROM Month-Year	TO Month-Year	COMPANY NAME	City & State	Job Title or Duties
High School	DE	OJT Training		

3. UNEMPLOYMENT TIME

- a. Have you been unemployed for periods longer than two weeks? Yes ___; No ___ How many times ___. If yes, what were the causes of your unemployment:
 ___ No job, field of training ___ Personal reasons(illness, family
 ___ Job available, stipulations circumstances, problems
 were not desirable ___ Other _____
- b. Are you seeking employment? Yes ___; No ___. If NO, check one of the below:
 ___ Active Military ___ Married (homemaker) ___ Volunteer Worker
 ___ School (full time) ___ Disabled ___ Other _____

4. MILITARY SERVICE

- a. If you have served in the military or volunteer services, check below:
 Army ___ Navy ___ Marines ___ Air Force ___ Peace Corps ___ Job Corps ___ Other _____
- b. Were you: Drafted ___; Enlisted ___; Volunteer ___. c. Last rank: _____
- d. Date of service (month, year). From _____ to _____
- e. Training and/or position _____ f. Main base _____

5. EDUCATION AND TRAINING

- a. Did you continue your education after high school? Yes ___; No ___. Went to:
 Business or special ___; Vocational-Technical ___; Junior College ___; College ___
- b. Below give your educational experiences (from present to past):

Year From-To	Institution Name	Location	Degree	Major or Course

- c. Have you been involved in any company training plans or correspondence courses. Yes ___; No ___. If yes, explain: _____
- d. Future educational plans: _____
 Your purpose is: Advance in present field ___ Credit toward degree ___
 Prepare different occupation ___ Other _____
 Improve knowledge or standard _____

6. RETAIL SELLING OR DISTRIBUTIVE EDUCATION

- a. Which part of the program were you most pleased with and have felt was the most beneficial to your future?
 Related class ___; On-Job-Training ___; Club Activities (DECA) ___
 Comment _____
- b. In the related class what special subject area(s) of the curriculum do you feel was the most beneficial or has been most useful on the job?
 Human Relations ___ Personal Development ___ Advertising ___
 Job Description ___ Mathematics ___ Display ___
 Product Knowledge ___ Communications ___ Salesmanship ___
 Marketing ___ Merchandising ___ Management ___
 Other(s) _____
- c. Your impression of the training received in the program as related to your employment or your present situation. Did the training help you on the job?
 More than adequate ___; Adequate ___; Less than adequate ___
 Was a training plan used by the employer? Yes ___; No ___. Comment _____
- d. What value would you give to the club activities and experiences?
 Valuable ___; Some interest ___; Little benefit ___; No value ___; Not available _____

7. DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (DECA)

(Answer if applies)

- a. What office did you hold? Local _____ State _____
- b. Did you receive a placement in competition? Yes ___; No ___. If yes, complete:
 State held _____ Competitive event _____ 1 2 3 HM.
 National held _____ Competitive event _____ 1 2 3 HM.
- c. If interested in DECA, Alumni please fill out the Membership Card.



MASON CITY COMMUNITY SCHOOLS

MASON CITY HIGH SCHOOL

Office of the Principal

1700 FOURTH S. E. -- PHONE (515) 423-6512

MASON CITY, IOWA 50401



DISTRIBUTIVE EDUCATION PROGRAM FOLLOW-UP STUDY 1952-1972

Dear Graduate:

Summer and vacations are over. Fall is upon us with school or work placed on the schedule. During the summer and being continued is a follow-up study of the Mason City High School Retail Sales-Distributive Education graduates from 1952-1972.

The immediate response was very good, but leveled off with slightly more than 33% of the questionnaires being returned. Miss Stern and Mr. Wyant, previous teacher-coordinators, had anticipated a larger return. It is desirable to have a one-hundred percent return.

Would you please return your enclosed questionnaire today in the preaddressed, stamped envelope. It will only take a few minutes to fill in the answers and this will give valuable insight into the occupations of graduates. The information will also assist us in updating our graduates biographical records. The DECA-Alumni Chapter will appreciate your current address.

It would be appreciated if your response would arrive soon so these objectives may be accomplished.

Sincerely yours,

DISTRIBUTIVE EDUCATION

Paul B. Olson
Teacher-Coordinator
UNI Graduate Student

REMINDER CARD

After the second letter and questionnaire were sent a reminder card was sent. The card shown below encouraged the graduates who had not returned their questionnaire, to do so. It helped increase the returns.

Distributive Education
Mason City High School
Mason City, IA 50401

Dear Graduate:

A busy summer is past and school is well under way.
Vacations and summer pleasures are past.

The Retailing/Distributive Education Follow-Up Study was sent to you a second time. Yours is needed for a 100% return. Please take a few minutes to answer the questionnaire and return it in one of the preaddressed stamped envelopes. It will be appreciated.

Sincerely,

Paul B. Olson

P.S. Of 358 names, only 20 addresses are unknown.

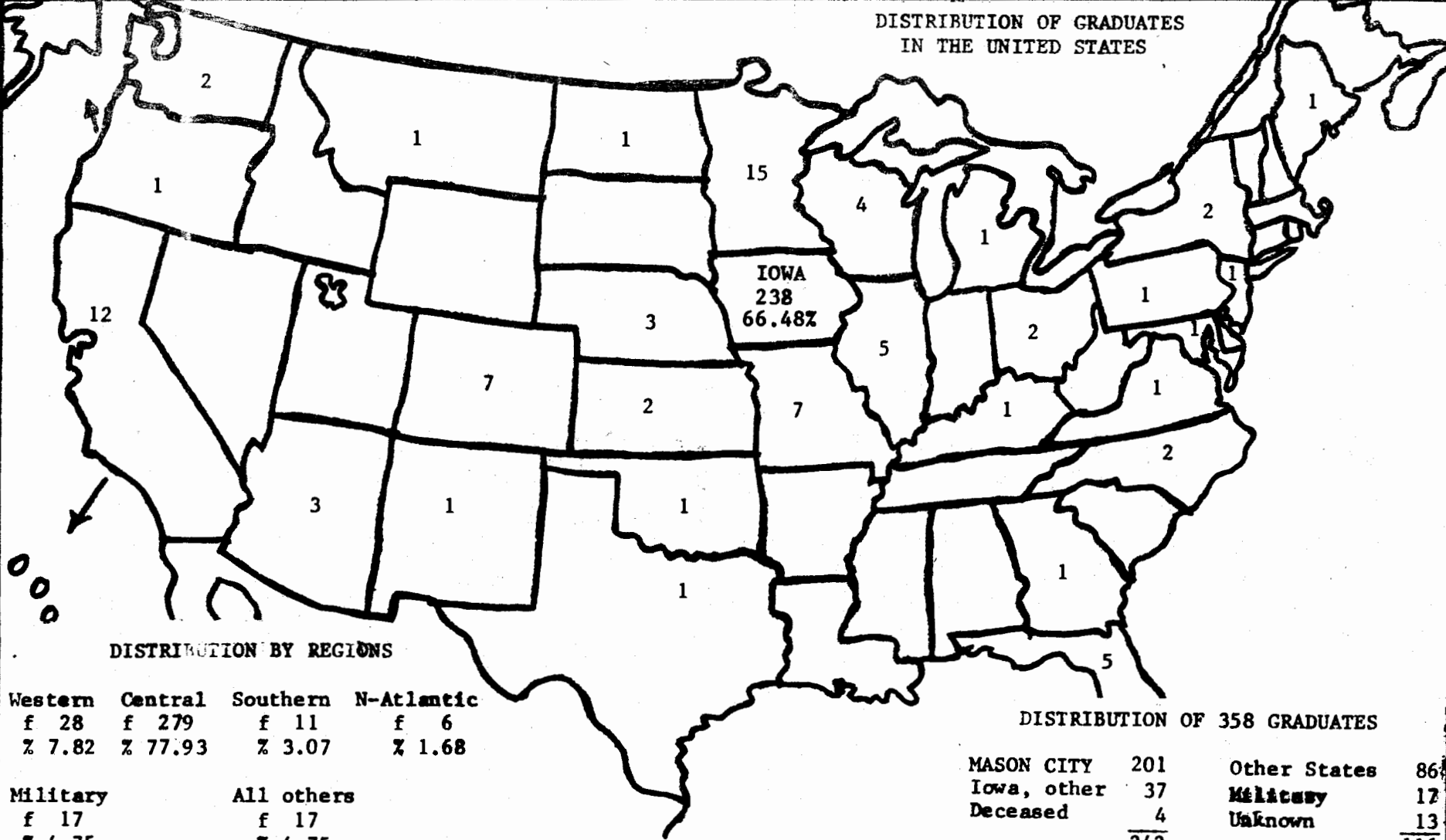
MAILINGS OF THE QUESTIONNAIRE
TO THE GRADUATES FROM 1952-72
OF THE DISTRIBUTIVE EDUCATION PROGRAM*

Year	f	1st Mailing		% of 1st Return	2nd Mailing		% of 2nd Return	TOTAL Return	TOTAL %
		Sent	Return		Sent	Return			
1951-52	11	9	3	27.27	6	2	33.33	5	45.45
52-53	24 [#]	20	8	33.33	11	7	63.64	16	80.00
53-54	10	10	2	20.00	7	6	85.71	8	80.00
54-55	15	14	8	57.14	5	2	40.00	10	66.67
55-56	14	13	5	35.71	8	4	50.00	9	64.29
56-57	8	8	3	37.50	5	2	40.00	5	62.50
57-58	11 [#]	10	3	27.27	7	2	28.57	5	45.45
58-59	10	10	4	40.00	7	4	57.14	8	80.00
1959-60	5	5	0	00.00	4	2	50.00	2	40.00
60-61	6	6	2	33.33	3	0	00.00	2	33.33
61-62	5 [#]	4	3	60.00	1	0	00.00	3	60.00
62-63	7	7	4	57.14	3	1	33.33	5	71.43
63-64	5	5	1	20.00	4	2	50.00	3	60.00
64-65	9	9	2	22.22	6	3	50.00	5	55.56
65-66	15	15	7	46.67	8	3	37.50	10	66.67
66-67	8	8	4	50.00	4	1	25.00	5	62.50
67-68	11	11	6	54.55	5	2	40.00	8	72.73
68-69	12	12	3	25.00	9	1	11.11	4	33.33
1969-70	41	41	12	29.27	25	6	24.00	18	43.90
70-71	68	68	19	27.94	49	16	32.65	35	51.47
71-72	63	63	16	25.40	45	25	53.33	41	65.07
Totals	358	348	116	33.33	222	91	40.99	207	57.82

*Some discrepancies will be found in the number mailed, etc. as some graduates may have become "unknown" or for other reasons.

[#]Four graduates were deceased. Coded as: 5316, 5317, 5811, 6204.

DISTRIBUTION OF GRADUATES
IN THE UNITED STATES



DISTRIBUTION BY REGIONS

Western	Central	Southern	N-Atlantic
f 28	f 279	f 11	f 6
% 7.82	% 77.93	% 3.07	% 1.68
Military		All others	
f 17		f 17	
% 4.75		% 4.75	

DISTRIBUTION OF 358 GRADUATES

MASON CITY	201	Other States	86
Iowa, other	37	Military	17
Deceased	4	Unknown	13
	<u>242</u>		<u>116</u>

DISTRIBUTION OF GRADUATES FROM 1952-72
BY CITIES IN IOWA AND OTHER STATES

CITIES IN IOWA

MASON CITY 201

1. Algona	1	15. Iowa Falls	1
2. Ankeny	1	16. Lake Mills	1
3. Cedar Falls	3	17. Manly	2
4. Clear Lake	6	18. Marshalltown	1
5. Coralville	1	19. Nora Springs	5
6. Des Moines	1	20. Perry	1
7. Dubuque	1	21. Princeton	1
8. Fairfield	1	22. Plymouth	1
9. Fertile	1	23. Rockwell	3
10. Forest City	1	24. Sheffield	2
11. Garner	1	25. Souix City	1
12. Graettinger	1	26. Swaledale	1
13. Hampton	1	27. Tripoli	1
14. Iowa City	4	28. West Des Moines	1
			<u>37</u>

IOWA 238 66.48%

OTHER STATES

1. Arizona	3	15. Nebraska	3
2. California	12	16. New Jersey	1
3. Colorado	7	17. New Mexico	1
4. Florida	5	18. New York	2
5. Georgia	1	19. North Carolina	2
6. Illinois	5	20. North Dakota	1
7. Kansas	2	21. Ohio	2
8. Kentucky	1	22. Oklahoma	1
9. Maine	1	23. Oregon	1
10. Maryland	1	24. Pennsylvania	1
11. Michigan	1	25. Texas	1
12. Minnesota	15	26. Virginia	1
13. Missouri	7	27. Washington	2
14. Montana	1	28. Wisconsin	4
			86 24.02%

OTHERS

1. Military		17	4.76%
2. Deceased		4	1.11%
3. Unknown Addresses		13	3.63%
		<u>34</u>	

TOTALS 358 100.00%

**DISTRIBUTION OF GRADUATE ADDRESSES KNOWN
AND ADDRESSES UNKNOWN**

Class	Total	Known	%	Unknown	%
1951-52	11	9	81.81	2	18.19
1952-53	24	20	83.33	4	16.67
1953-54	10	10	100.00	0	0.00
1954-55	15	14	93.34	1	6.67
1955-56	14	13	92.86	1	7.14
1956-57	8	8	100.00	0	0.00
1957-58	11	10	90.91	1	9.09
1958-59	10	10	100.00	0	0.00
Sub-1950's	103*	94	91.26	9	8.74
1959-60	5	5	100.00	0	0.00
1960-61	6	6	100.00	0	0.00
1961-62	5	5	100.00	0	0.00
1962-63	7	7	100.00	0	0.00
1963-64	5	5	100.00	0	0.00
1964-65	9	8	88.89	1	11.11
1965-66	15	15	100.00	0	0.00
1966-67	8	8	100.00	0	0.00
1967-68	11	11	100.00	0	0.00
STERN	174#	164	94.31	10	5.69
1968-69	12	12	100.00	0	0.00
Sub-1960's	186	176	94.62	10	5.38
WYATT	12	12	100.00	0	0.00
1969-70	41	39	95.12	2	4.87
1970-71	68	67	98.53	1	1.47
1971-72	63	63	100.00	0	0.00
OLSON CHRISTIANSEN	172	169	98.25	3	1.75
TOTALS	358	345	96.37	13	3.63

*Year (1950's, etc) are a running total of the columns, except the percentages which are figured for the sub-totals.

#Teacher-coordinators (STERN, etc) are the accumulated total from the years taught, except the percentages which are figured for that total.

This table indicates the graduates were located in most cases, however, those who remain unknown were only a small percentage. The questionnaire could not be sent to them because no address could be determined.

ADDRESSES OF GRADUATES
WHICH WERE UNKNOWN
AT THE COMPLETION OF THE 1952-72 FOLLOW-UP STUDY

Code No.	Graduate's Name Parent's Name	School Address or Last Known	School OJT
1 5206	Garufis, Helen E. Tony ?. & Helen ?. Garufis	647 E. State	Stevensons
2 5208	Larson, LaVerne Thomas ?. & ?? ?. Larson	RR #1 Mason City	Stevensons
3 5302	Brown, Gertrude Cloyd O. & ?? ?. Brown	707 N. Harrison	Unknown
4 5303	Bruce, Marjorie Lyle ?. & Alice ?. Bruce	124 27th SW	Youngers
5 5313	Johnson, Dixie Marien E. & Maxine C. Johnson	2217 S. Penn	Wards
6 5315	Maiden, Elizabeth Charles A. & Marie M. Larson	45 24th SW	Unknown
7 5511	Russell, Richard L. Wesley M. & ?? ?. Russell	208 14th NW	Fareway
8 5601	Anderson, Patricia J. Livingston M. & Judith C. Anderson	725 N. Delaware	Woolworths
9 5803	Guttentag, Judith L. William ?. & ?? ?. Guttentag	808½ N. Delaware	Woolworths
10 6501	Amundson, Joseph E. Ervin ?. & ?? ?. Amundson	11½ S. Delaware	Yelland & Hanes
11 7020	Lord, Steven J. Robert ?. & Marian ?. Lord	1726 4th SW	HyVee
12 7032	Robbins, Judi Unknown	808 N. Delaware	Maid-Rite
13 7114	DeVries, Cheryl L. Wayne ?. & ?? ?. DeVries	322 S. Hamp. Pl.	Arlans

Thirteen graduates could not be located. This was 3.63 percent of the 358 population of Distributive Education graduates from 1952-72.

3. UNEMPLOYMENT TIME

- #43a. Have you been unemployed for periods longer than two weeks? Yes 1; No 2 how many times . If yes, what were the causes of your unemployment:
 #44 { 1 No job, field of training 3 Personal reasons (illness, family circumstances, problems were not desirable
2 Job available, stipulations were not desirable 4 Other
 #45b. Are you seeking employment? Yes 1; No 2. If NO, check one of the below:
 #46 { 1 Active Military 3 Married (homemaker) 5 Volunteer Worker
2 School (full time) 4 Disabled 6 Other

4. MILITARY SERVICE #47 1-No 2-Past 3-Now

- a. If you have served in the military or volunteer services, check below:
 #48 Army 1 Navy 2 Marines 3 Air Force 4 Peace Corps 5 Job Corps 6 Other 7
 b. Were you: Drafted ; Enlisted ; Volunteer . c. Last rank:
 d. Date of service (month, year). From to
 #49e. Training and/or position Same as Col. 29. f. Main base

5. EDUCATION AND TRAINING

- #50 a. Did you continue your education after high school? Yes 1; No 2. Went to:
 #51 Business or special 1; Vocational-Technical 2; Junior College 3; College 4
 b. Below give your educational experiences (from present to past):

Year From-To	Institution Name	Location	Degree	Major or Course
		<u>Use highest degree</u>	<u>#53 1-9</u>	<u>#54 1-9</u>

- c. Have you been involved in any company training plans or correspondence courses. Yes 1; No 2. If yes, explain:
 #56 d. Future educational plans: Category or other 1-9
 #57 Your purpose is: Advance in present field 1 Credit toward degree 4
 Prepare different occupation 2 Other 5
 Improve knowledge or standard 3

6. RETAIL SELLING OR DISTRIBUTIVE EDUCATION

- a. Which part of the program were you most pleased with and have felt was the most beneficial to your future?
 #58 * Related class 1; On-Job-Training 2; Club Activities (DECA) 3 All 4
Correct class-AST = 5 CLASS-DECA = 6 AST-DECA = 7
 b. In the related class what special subject area(s) of the curriculum do you feel was the most beneficial or has been most useful on the job?
 #59 * Human Relations 59 Personal Development 62 Advertising 65 Each answer
 Job Description 60 Mathematics 63 Display 66 a (1) other
 Product Knowledge 61 Communications 64 Salesmanship 67 a (6)
 Marketing 68 Merchandising 69 Management 70
 #71 Other(s) 71
 c. Your impression of the training received in the program as related to your employment or your present situation. Did the training help you on the job?
 #72 More than adequate 1; Adequate 2; Less than adequate 3.
 #73 Was a training plan used by the employer? Yes 1; No 2. Comment .
 #74 What value would you give to the club activities and experiences?
 Valuable 1; Some interest 2; Little benefit 3; No value 4; Not available 5

7. DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (DECA) (Answer if applies)

- a. What office did you hold? Local State
 b. Did you receive a placement in competition? Yes ; No . If yes, complete:
 State held Competitive event 1 2 3 HM.
 National held Competitive event 1 2 3 HM.
 c. If interested in DECA, Alumni please fill out the Membership Card.

UNITED STATES OFFICE OF EDUCATION

VOCATIONAL TAXONOMY

Study Code#	Taxonomy Code (Brief Form)	Vocational Program or Category
1	01.00.00.00	Agriculture
2	04.00.00.00	DISTRIBUTIVE EDUCATION
01	04.01	Advertising Services
02	04.02	Apparel and Accessories
03	04.03	Automotive
04	04.04	Finance and Credit
05	04.05	Floristry
06	04.06	Food Distribution
07	04.07	Food Services
08	04.08	General Merchandise
09	04.09	Hardware, Building Materials, Farm and Garden Supplies and Equipment
10	04.10	Home Furnishings
11	04.11	Hotel and Lodging
12	04.12	Industrial Marketing
13	04.13	Insurance
14	04.14	International Trade
15	04.15	Personal Services
16	04.16	Petroleum
17	04.17	Real Estate
18	04.18	Recreation and Tourism
19	04.19	Transportation
20	04.20	Retail Trade, Other
31	04.31	Wholesale Trade, Other
99	04.99	Distributive Education, Other
3	07.00.00.00	Health Occupations
4	09.00.00.00	Home Economics
5	10.00.00.00	Industrial Arts
6	14.00.00.00	Office Education
7	17.00.00.00	Trade & Industrial
		Added for Study
8	18.00.00.00	Teaching
9	XX	Other

RUN NAME PAUL OLSON
 FILE NAME RICK
 VARIABLE LIST VAR001 TO VAR048
 INPUT MEDIUM CARD
 # OF CASES 51
 INPUT FORMAT FIXED (24X,5F1.0,F2.0,9F1.0,F2.0,32F1.0)

ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

VARIABLE	FORMAT	RECORD	COLUMNS
VAR001	F 1. 0	1	25- 25
VAR002	F 1. 0	1	26- 26
VAR003	F 1. 0	1	27- 27
VAR004	F 1. 0	1	28- 28
VAR005	F 1. 0	1	29- 29
VAR006	F 2. 0	1	30- 31
VAR007	F 1. 0	1	32- 32
VAR008	F 1. 0	1	33- 33
VAR009	F 1. 0	1	34- 34
VAR010	F 1. 0	1	35- 35
VAR011	F 1. 0	1	36- 36
VAR012	F 1. 0	1	37- 37
VAR013	F 1. 0	1	38- 38
VAR014	F 1. 0	1	39- 39
VAR015	F 1. 0	1	40- 40
VAR016	F 2. 0	1	41- 42
VAR017	F 1. 0	1	43- 43
VAR018	F 1. 0	1	44- 44
VAR019	F 1. 0	1	45- 45
VAR020	F 1. 0	1	46- 46
VAR021	F 1. 0	1	47- 47
VAR022	F 1. 0	1	48- 48
VAR023	F 1. 0	1	49- 49
VAR024	F 1. 0	1	50- 50
VAR025	F 1. 0	1	51- 51
VAR026	F 1. 0	1	52- 52
VAR027	F 1. 0	1	53- 53
VAR028	F 1. 0	1	54- 54
VAR029	F 1. 0	1	55- 55
VAR030	F 1. 0	1	56- 56
VAR031	F 1. 0	1	57- 57
VAR032	F 1. 0	1	58- 58
VAR033	F 1. 0	1	59- 59
VAR034	F 1. 0	1	60- 60
VAR035	F 1. 0	1	61- 61
VAR036	F 1. 0	1	62- 62
VAR037	F 1. 0	1	63- 63
VAR038	F 1. 0	1	64- 64
VAR039	F 1. 0	1	65- 65
VAR040	F 1. 0	1	66- 66
VAR041	F 1. 0	1	67- 67
VAR042	F 1. 0	1	68- 68
VAR043	F 1. 0	1	69- 69
VAR044	F 1. 0	1	70- 70
VAR045	F 1. 0	1	71- 71
VAR046	F 1. 0	1	72- 72
VAR047	F 1. 0	1	73- 73
VAR048	F 1. 0	1	74- 74

PRINTOUT OF IBM CARDS--GRADUATE'S INFORMATION

SJOB 'RICK RICK',KP=29,TIME=300,PAGES=700

1 IMPLICIT CHARACTER*80 (A)
2 2 READ (5,1,END=30) A
3 1 FORMAT (A#0)
4 WRITE (6,3) A
5 3 FORMAT (1H ,A80)
6 GOTO 2
7 30 CONTINUE
8 STOP
9 END

SENTRY

5202BAILEY MARGARET E 21200000000001220813231002000020000000000000000205HOUSEW
5204BELL DONNA MAE 211260021223290202122610020000103110010000000000201AMPI
5205EDWARDS RAPPAPA G 21112992222111110820000002000010010011000100100215INVCON
5207KENNEDY MARY 211280021031110202142610020000200210010000000000221FORHGT
5210MULHERN BEVERLY JUNE 2111202211117110814000002000020051000000000000122CHFASH
5301HAILEY RAMONA 21127001113311110213260001311920021011010010000212LOF
5305DIMARCO VINCENT JAME 11112035134114220320262401220020321000000000010111DMGARA
5306DUDA JEANETTE M 21200000000001110213251002020000021000110010100215HOUSEW
5308GELNER JOAN 212000000000000000000230002000023510000000110000215HOUSEW
5309GETTMAN FAYE 21200000000001110912100002000020051011100000000125HOUSEW
5310GREIN BEVFRLY 21200000000001110220230001100000051011100000010111HOUSEW
5312HUGO MAE D 21112082112219211813260002000020020000000000000225TEMPO
5314LEAKE VIRGINIA E 2120000000000821081023000200000002100000010000210HOUSEW
5316MOONEYHAM ROBERT 1900000000000000000200000000000000000000000000000000/DIED/
5317MUEHLSTEIN D L 1900000000000000000200000000000000000000000000000000/DIED/
5318PINNEKE ARDITH 21112072232211000214260002000020021000000000000201MCSCHO
5319POPP LUCILLE ANN 211260021232172102130000200002015000000000010221PEDLMT
5320RICKARD GERALD D 1111204410411711021320217131412012100000010010215AMSTAT
5321SHUNKWILFR FLSIE MAR 21127002110211110600000000000000000000000000000000SILICO
5323THORNHURY BONNIE 211120121121111021326000200001032000001010001101SEARS
5324WATTS LESTER A 11112995237110210220202181415110120000000000000111NWHELL
5401CHURCH BARRARA 21112165210301110210230002010020021000000011100225GAISER
5402ERICKSON CAROL 2120000000000100062021000200002001000000000000220HOUSEW
5404JENSON MAE FFKN 21200000000002010820230002000020021001000000000212HOUSEW
5406ORCUTT MARY ELIZABET 21200000000003010211260001422810451001001100000110S-ST F
5407SMITH MARLENE 212000000000000002000000000000000000000000000000000HOUSEW
5408TIMME SHIRLEY 2112206211311101021300001120000200010000100021ARDMAY
5409WEITZEL MARY ANN 21200000000000220800230002000020020000000000000001HOUSEW
5410YEGGE PATRICIA A 21112074222303210813260001422620351001110100000005SUN WIS
5501BENNET BARBAPA ALICE 21200000000001120214100002000010020011001010000220HOUSEW
5502BILLINGS HELEN ROSE 21200000000002210800230002000020020001000010100102HOUSEW
5503CHRISTIAN ROGER L 11127002123302220220002161020010000000000000000000000000AMPI
5505EDGINGTON DOLORES A 21112151231311110214230001121820020001100110000112DIVCAR
5508KOWNY DARLENE M 2120000000001110213230002000020020000000000000000000210HOUSEW
5509RAFFERTY MARLYS R 2120000000001700081323000200002702010101000000000000000HOUSEW
5510RICKARD RILEY R 1112900212321801021026000131382002000010000000222USPOST
5512SCHULTZ BEVEPLY J 212000000000000002000000000000000000000000000000000HOUSEW
5513TEIGELER CARROLL A 21112042123219010214000020000200210011100000002121STNBK
5515TOOLE ROBERT W 11127004124111120820002462000027111011000000011222WHTFRM
5602BULL NANCY L 21200000000001110220230001122720031001011110100213HOUSEW
5603BURGESS EARLENE D 211120221223090102200000200002051010011010100224X SZ F
5605HOLDING VIOLET M 21200000000001110500260002000020021000000010100115HOUSEW
5606JENSEN RICHARD A 11112192237119110614160001311720011001110000010115E AIRL
5607KLOBERDAN7 WILLIAM G 111260041042142202202624612226101200010100000001001STNBK
5608NICHOLS, JR CARL R 11126004110209020220002000000010151010001011010101ARM&CO
5610SPEAKER DEANNA G 21112072231111010514230002000010021011000110000102KCS CF
5611STROMLEY EVELYN J 21200000000001110213230002000020051011000101011021HOUSEW
5614YOUNG CONSTANCE A 2120000000000821020023000200000730000000000000000324HOUSEW

5701ADAMS PATSY ANN 21127002113327000R20200002000020001000000000002229RMFG
5703GROSBLAND SANDRA J 212000000000222108000000000000000000000000000000HOUSEW
5705NOE ROSALIE MARIE 21200000000000110R13230002000020020010000010000220HOUSEW
5707RIHA MELBA M 21200000000000210R1423000200002005000000000000000215HOUSEW
5708SNYDER SALLY L 2120000000002111082023000200020010000000010000211HOUSEW
5801CALKINS SHARON R 21127002200119020R1200001122720001000000000010220SALON
5805RISACHER NANCY L 21200000000003210R132300011227000211111111111110203HOUSEW
5807SCHULTZ MAXINE M 2112800221111110214260001313920301011010000000202NIAC A
5810THEIS ROZENA M 21112102211211112013260002000020011010101101000225SEARS
5811WELLS CHARLES RAYMOND 19000DIED/
5901HOMNSACK JUDY A 21200000000001110213230002000020051011000111100125HOUSEW
5902HWOERS CAPOL GRADYS 21123002222112210R132600020000200510010000000000000000VNVNRS
5903DIXON MARLENE L 21127002112117010R13260001222720011011110010010223BEAUTY
5904GROSBLAND DARLENE K 21200000000001110213230002000020051011000111100125HOUSEW
5905HEWETT THOMAS E 11127005104110210220262462000020020001010010000215HE CON
5906HONCZARENKO HELEN XX21200000000000110R14233002000010051011111011110005HOUSEW
5908PINNEKE PATSY L 21126002232121110513000002000020011011011110000120PARK C
5910THORNTON FRANK C 11112155124117120620242471221127111001010000010222K MANO
6004ROSE BETTY J 2120000000000301020023000000000020000000101000024HOUSEW
6005ALSOURY MARGARET K 21200000000001110200230002000020020010001011100121HOUSEW
6104ROTH ROBERT E 14126002104124000220263461313018410001000000000310M-USAF
6105HARTWIGSEN SHIRLEY 2120000000000111021423000131101R311001010010100112HOUSEW
6202FISH KAREN J 21200000000001110210230002000020020001000010100111HOUSEW
6204KOEHLER NICHOLAS R 19000DIED/
6205RENSHAW MAUREEN R 211120622263090106131000020200270100010000000000212SUPPCL
6301BAACK MARYLYN J 21220000000000110213230001415917321001000000000112HOUSEW
6302CHRISTIANSEN GARY 14126004114213110400000001415R1712111101000010212WILS&C
6303GARDINIER PUTH A 21116004113117210213260002000000051000100000000222ACNIEL
6304HUNTLEY, JR RICHARD V 11129005135111110820260001416917141001010010010121VOCREH
6305ROTH LARRY ALLAN 11126000114117211520000001212620011000010000010225SPUNIV
6401ELLIS SUSAN M 212000000000009020214230001415920051001000010000211HOUSEW
6402MEYERS A KATHY 21112093112111100213260002220027341001010001110121CSTCST
6404REINDL RANDY A 141260041340030006202500014109183310000000000000310UICOMP
6502DODGE MARK A 11112034120211110220000001323210021110010011110124J&L TI
6503FISHER SUZANNE K 21200000000003110913230002000010021001000010000222HOUSEW
6506MELBY TERRI A 2111201412212901051300000112271004111111111111111111JOSLIN
6508SWARTWOOD LEO D 11112022113212010920202101425R20110000000010000312TJAPPR
6509THORNBLADE NANCY A 21200000000001110213232161122620021010000010000221HOUSEW
6601ALLEN BONNIE JEAN 2112600212321111021326000131091005100101000100110RNR MD
6604DEBOLT LINDA L 21112992121211110513200001314R20020000000110000201MANTEL
6607HARRINGTON DEBORAH R 2120000000000111020020000200000021001000010000124HOUSEW
6608HOSTETLER YVONNE E 21200000000007110212230002000010020001000100000221HOUSEW
6609KENNEY SUSAN E 211160021231000109200000013146200000000000000000323UN MIN
6610LARSON LINDA M 21200000000000110513230001311R20021001100000000222HOUSEW
6612NELSON KENNETH E 11112944124117110920260001415R17150001010000010222MTSTEL
6613ODONNELL JAMES A 11112044123211110420262161415R1710010100001010221NWNTBK
6614OELBERG WANDA K 2112600211011111022026000200001R37000000001010023HELTON
6615OSGOOD THILIEU 21200000000009220R13230001311920021001010000000202HOUSEW
6701ALLISON DAURINE IRIS 21112172100112210213000001421R20110000000011000222USSCON
6703ESKILDSEN LARRY 11112032113210110220262162000020120000000000010213MUDXLN
6704GAARDER LINDA 21200000000000110214230001321227441001101110100201HOUSEW
6706DUNNELL JEAN M 21126002123114021014002372000020021000010100000222FLNTRK
6707PINNEKE MARTHA ROSE 2112600412220922020026002000010051001000000000112NWRELL
6801HERDING KAREN M 21112062112321110213260001321210141001011000110121HUNGF
6802DAVIS JOLENE D 21200000000002111023230001311420021001001100100221HOUSEW
6803FOLLMUTH MARGARET AN 21200000000003210214230001122R25311011110000000221HOUSEW
6804GINAPP FREDERICK L 11112072121217110213213221311R27420000010000000001M-USN
6807MILLER ROBERT G 11112125137119110320260001321R20161001000000110101SALTCO
6808REED CONSTANCE A 21200000000001110214230002000020021001000100100222HOUSEW
6809SEARLE PATRICIA A 2111600212322R2202202600013119172710110110010101111WA

6810TREBIL ROBERT L	1112600213411110223213161311828141000010011010101M-USA
6901BETTS MICHAEL E	14127002125112121610260002000020021010100110010111MIL RR
6905DODGE JOHN I	11112133120112110214260001314820021001000010010001STFMIN
6906HARTIGAN BARBARA J	21126002123119210210260001314824461000000100000211UNHOSP
6911WAGNER JOHN D	111270021241191106102621220001012100000000000312MIL RR
7003BOHL ROBIN D	11127002133203110720213172020020011011000000000223M-USA
7004BOOTH WENDY S	2111210411221111014260002020020050001000010000111KISLIA
7005COON NITA J	21200000000001110813230002020020041000000111100221HOUSEW
7006DEARDEUFF STAN R	11127003115217220214260001311810121001000010000013AL PLM
7010GAARDER LAURIE D	21126002122211106102600011226113410010001000002128NK LF
7011GOGG MICHAEL D	142000000000011014220001311920010000100000000221S-NIAC
7012HENAMAN LINDA R	212000000000072102141000002001002100000000010211HOUSEW
7015HOLDING PATRICIA J	21112022113122110214260002020010041011001110100111TARGET
7016HUSO BRADFORD	1412700212252422062021327202002721110000000000202M-USN
7018KOZAK KATHRYN K	21112062113421110213220001311827220000000000100221JACKSJ
7019LENNAN KANDI R	21200000000007110624230002020020041011100010000211HOUSEW
7023MASS GLENN G	1411218510311110620260001311020070010001110110100PKARCA
7024MALLO JAMES M	11127002113219221101422000131172012000101000000204WHT FM
7025MCLAUGHLIN DAVID R	141123121131111106132600020200200200000000000202GAM-R0
7029OLSEN RHONDA D	2320000000000122021123000131192723111111111110111HOUSEW
7035SAUNDERS BETTY E	21200000000002111214230002020024221001001110000322HOUSEW
7039WALTER NORMA J	21127002112328110213100001315927151000001110000122SHELGL
7040WAYCHUS FUTH A	21124002112524220214162272020027221010010110000312KEY WK
7101AMOS CHARLES L	11129002123310110614213392020017321011010101010101M-USAF
7106BOYD MARK G	1111206311321111062026000141482712000010001110212HY-VEE
7109COTTRELL BONNIE J	21200000000007220413100020020293000000000000000003HOUSEW
7110DARLING JEAN R	21200000000000000810230002020027320000000000000020HOUSEW
7111DAVIS BRADLEY R	14200000000009110624220001311328111000000000000222S-CREI
7115DIRKSEN KATHY A	21200000000000000813230002000020011011110011100111HOUSEW
7116EGELAND JAMES R	14112942114327110620260001311029210010010011100112UN PAR
7117ELLSWORTH JAMES E	1420000000000110614220001311927010000000010000321S-UNI
7119FACTOR CINDY J	21200000000003221000230002000027321000010010000212HOUSEW
7120FANGMAN MARK P	11127002123321110614213371311017230000001110010221M-USAF
7121FRANK MICHAEL R	13127002122219110720213372021017121000010000010122M-USAF
7122GALLUP RICHARD H	14200000000001110811102162000020200000000000000223M-USA
7124GORKOWSKI RHONDA I	21123002121329220713260001311027141001010000000211MEMHOS
7125GRIFFITH PAMELA J	21126001122323220211260002000020020000000011000222MAR&SW
7126HAMANN RONALD G	11112082113323110720260001314827241111010000010112K-MART
7127HAYWARD DENNIS L	111120631131111062026000131122002000000000010111HY-VEE
7128HEMANN VICKIE R	212000000000011105142300020000200111100111110113HOUSEW
7133LANSING LINDA M	24123002132229110814100001421020220001000011100211RESTHO
7134LEVENHAGEN DIANA L	21127002113218220214260002000020011111111111110212LOF
7138MAXSON KATHLEEN A	21200000000001010810230012000200010000000000000222HOUSEW
7140MCCOLLUM TIM M	11112122112322210613262302000000020000000010100222HUR SU
7142NILES LINDA K	212000000000010213230002000000041010000110100221HOUSEW
7144OCONNER FRANK C	1412500011202921131325216200000020000000000000000GOLFCL
7147PAINE LILA L	21112103112201111014260001317020221010000110100222TARGET
7149PIKE DEBRA J	24112072122218010710260002000000020000010010000121MAIDRI
7151POWELL GREGORY J	14200000000002229914220001421028100000000000000202S-SUI
7153RAESIDE ROBERT M	11112023123329210612260001311020011000000111100222RERGOS
7154RICE NANCY L	21200000000008210813100002000020011010010000000222HOUSEW
7155RUST KATHI A	24200000000009210810220013210273201000100000000323S-KIRK
7158SHOVEIN JAMES M	14117000113119200610260001314710120000100000000212DEW EL
7159STALHEIM ROGER L	14112942212229210914220001415A27141001010100010211S-SUI
7161STEPHENS STEVE M	14112992133124219910213122000020220000000010000211M-USA
7162STEPHENSON MARK D	14112313222028113114220001414928420000000101000222S-UNI
7163SWEENEY NANCY A	2412700211322721071000002000007220100001100000211CENSHO
7166VERMEDAL BECKY L	21112023122212110620260002000020010000000011100212YOUNKE
7202BLICK WILLIAM G	1412600512321921072000001313720121010010000000212HANVIL
7204HUTCHER KENNETH E	11112064113111110620001001314210150010000100010112HYVEE

7205	CHENOWETH ROBERT R	1420000000000110614221001510323421011000010000212S-UNI
7206	CRAW CATHLEEN A	21126004122114211020213461320018261000010000010111M-USAF
7207	DAVISON DANNY L	11123002132118212016213131310904121001001010100202M-USA
7208	DETERMAN RANDY R	11127002101118220614201001223728120100010110010211DETELE
7209	DIEKEMA ALICE M	21112084123111113120201002000027171011000011100211YEL&HA
7210	DOHRMANN JILL M	21200000000000110214221001421428421000000011000212S-ISU
7215	ERICKSON RUSSELL L	14127001212127121610221001311927411000001001100211WEAVCO
7217	ESSER DEBBIE K	2411202211332321021210100200002002100100000000211K-MART
7218	EVANS JOHN	14126002122214110220213262000010121011011011110111M-USN
7219	GRANT SALLY M	21200000000000220214231002000020011010010100000212HOUSEW
7220	HALL CONNIE R	21123004123119110720261001310020121000010000000012MEMHOS
7221	HUGI JULIE C	22127001112118110714261001122910121100010000000111MCTENT
7223	JORGENSEN PAMELA L	21200000000002110213231002000020020110000100100112HOUSEW
7224	LOVERINK DEBORAH L	212200000000003220712221001221520130001001100000312S-DMSK
7225	LUNDBERG CHRISTINE	K21200000000006110210021001421920250000110101010012S-SUI
7226	MARTH GAIL J	21200000000001110214231001221220051010000110100213HOUSEW
7227	MARTIN SUSAN A	121000000000008110814231002000027321010000010010111HOUSEW
7230	MILLER BRENDA J	21112082112112110914261002000027320010001010000224K-MART
7232	MONTGOMERY JEFFREY R	14200000000000110614101001425821431011100000010211S-ISU
7236	DONNELL RICHARD E	11112101113217111613101002000000131001101001000211JHUFCA
7239	PARMER RODNEY L	1412900212252412071226319200002712100100000000313M-USA
7240	PATRIDGE PAUL I	14129003132314110220213491311828540101110110100211M-USAF
7242	POLSDOFER PEGGY J	24126001112111110820001002000010121011000010000210ACNIEL
7243	POPHENHAGEN ROBERT W	142200000000005110712221001314927421010000000010213S-MNKS
7244	REYNOLDS LYNN J	11112202113111211514261002000020020001000000002226RIPPA
7245	RUBALCAVA PATRICE A	21126002123109110120261001311821121000110000000212NWBELL
7246	RUBIO JUANITA A	24112072222228110714221001311327230000010000000211MERCYH
7247	RUBIO JULIE M	24127002122211110720261002000020010011010010000221RISTO
7249	SCHIFF VALERIE L	21112012113112110214261002020018131101011010000111GLORE
7250	SCHMITZ DIANE R	21112152112321110814261002020027341101011111010211UHRMAR
7251	SCHOLL KATHLEEN M	24112072222228110714221001311327230000010000000211TARGET
7253	SEEGER VALERIE K	241270021132122208202610011217200000000000000000000HEAUTY
7254	SEVERSON MARK A	11112062212321110613241001414821211010100110010112S-UNI
7256	SHANNON DENNIS W	11127002120319220214261002000000021011010010010221C&NWRR
7257	SNOOK F MARLENE	24112084110117210620261002000020011010001111110212K-MART
7259	THOMPSON SALLY J	2112900213222422072021319122192002100000000010204M-USA
7260	TREBIL DEBORAH K	241120941122111109202610020000103210000001001102210K HDW
7262	WILDER JOHN G	141290021000042207242131620000100000000000000000000M-USA
7263	WILLIER (JILEK) MARY A	21200000002003210914231002000020020000000000100211HOUSEW

APPENDIX D

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A FOLLOW-UP STUDY OF MASON CITY HIGH SCHOOL
DISTRIBUTIVE EDUCATION GRADUATES
FROM 1952 THROUGH 1972

COMPUTER PRINTOUT

PAUL OLSON

06/05/75

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UNIVERSITY OF CHICAGO SPSS (LEVEL G) - VERSION 00.6 (10/16/71)

RUN NAME	PAUL OLSON
FILE NAME	RICK
VARIABLE LIST	VAR001 TO VAR048
INPUT MEDIUM	CARD
# OF CASES	207
INPUT FORMAT	FIXED (24X,5F1.0,F2.0,9F1.0,F2.0,32F1.0)

IGNORING INDEFINITE REPETITION, THE INPUT FORMAT PROVIDES FOR 48 VARIABLES. 48 WILL BE READ. IT PROVIDES FOR 1 RECORDS ('CARDS') PER CASE. A MAXIMUM OF 74 'COLUMNS' ARE USED ON A RECORD.

VALID OBSERVATIONS -	207
MISSING OBSERVATIONS -	0

VARIABLE LABELS

VAR LABELS

VAR001 SEX/
 VAR002 MARITAL STATUS/
 VAR003 EMPLOYED/
 VAR004 DE NOW/
 VAR005 USOE TABLE 1-9/
 VAR006 DE # 01-99/
 VAR007 LEVEL/
 VAR008 FULLTIME/
 VAR009 PAYPERIOD/
 VAR010 AMOUNT YEARLY WAGE/
 VAR011 LEVEL OF SATISFACTION WITH OWRK/
 VAR012 FUTURE OCC PLANS/
 VAR013 AFTER GRAD - 1ST FULL TIME JOB ACQUIRED/
 VAR014 RETAINED SAME JOB/
 VAR015 DE AFTER HIGH SCHOOL/
 VAR016 DE# 01- 99/
 VAR017 UNEMPLOYED LONGER 2 WEEKS/
 VAR018 COUSE OF UNEMPLOYMENT/
 VAR019 ARE YOU SEEKING EMPLOYMENT/
 VAR020 REASON NOT SEEKING/
 VAR021 MILITARY SERVICE/
 VAR022 WHICH BRANCH/
 VAR023 USO E TABLE 1-9/
 VAR024 CONTINUE EDUCATION AFTER HS?/
 VAR025 TYPE OF EDUCATION TRAINING/
 VAR026 NIACC/
 VAR027 HIGHEST DEGREE/
 VAR028 MAJOR OR COURSE/
 VAR029 PARTICIPATED IN COMPANY TRAINING PROGRAM/
 VAR030 FUTURE EDUCATION PLANS/
 VAR031 PURPOSE OF FUTURE EDUCATION/
 VAR032 WHICH PROGRAM MOST BENEFICIAL/
 VAR033 HUMAN RELATIONS/
 VAR034 JOB DESCRIPTION/
 VAR035 PRODUCT KNOWLEDGE/
 VAR036 PERSONAL DEVELOPEMENT/
 VAR037 MATHEMATICS/
 VAR038 COMMUNICATIONS/
 VAR039 ADVERTISING/
 VAR040 DISPLAY/
 VAR041 SALESMANSHIP/
 VAR042 MARKETING/
 VAR043 MURCHANDISING/
 VAR044 MANAGEMENT/
 VAR045 OTHER/
 VAR046 TRAINING RECIEVED WAS/
 VAR047 TRAINING PLAN WAS USED BY EMPLOYER/
 VAR048 VALUE OF CLUB ACTIVITIES/

VALUE LABELS

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VAR001 (1) MALE (2) FEMALE /
 VAR002 (1) MARRIED (2) SEPARATED (3) DIVORCED (4) SINGLE
 (5) DECEASED /
 VAR003 TO VAR004 (1) YES (2) NO /
 VAR005 (1) DE /
 VAR006 (1) 1-99 /
 VAR007 (1) ENTRY (2) REGULAR (3) MANAGEMENT TRAINING (4)
 (5) (6) /
 VAR008 (1) FULLTIME (2) PARTTIME /
 VAR009 (1) WEEKLY (2) BIMONTHLY (3) MONTHLY /
 VAR010 (1) 0-999.99 (2) 1000-4999 (3) 5000-9999 (4) 10,000-14,999
 (5) 15,000-19,999 (6) 20,000-24,999 (7) 25,000- /
 VAR011 (1) VERY SATISFIED (2) SATISFIED (3) SOMEWHAT SATISFIED
 (4) DISSATISFIED (5) VERY DISSATISFIED /
 VAR012 (1) CONTINUE SAME AREA (2) PLAN TO CHANGE (3) OTHER /
 VAR013 (1) D.E. (2) ADVERTISEMENT (3) EMPLOYMENT AGENCY
 (4) GOVT. AGENCY (5) UNION-CRAFT (6) EDUCATION AGENCY (7) FRIEND
 (8) RELATIVE (9) OTHER /
 VAR014 (1) YES (2) NO /
 VAR015 (1) YES (2) NO /
 VAR016 (1) 1-99 /
 VAR017 (1) YES (2) NO /
 VAR018 (1) NOJOB (2) JOB AVAILABLE (3) PERSONAL REASONS
 (4) OTHER /
 VAR019 (1) YES (2) NO /
 VAR020 (1) MILITARY (2) SCHOOL (3) MARRIED (4) DISABLED
 (5) VOL WORK (6) OTHER /
 VAR021 (1) NO (2) PAST (3) NOW /
 VAR022 (1) ARMY (2) NAVY (3) MARINES (4) AIRFORCE (5) PEACE CORPS
 (6) JOH CORPS (7) OTHER /
 VAR023 (1) INFANTRY (2) D.E. (3) HEALTH (4) HOME EC. (5) IND. ART
 (6) O.E. (7) T.+I. (8) IT WORK (9) OTHER /
 VAR024 (1) YES (2) NO /
 VAR025 (1) BUSINESS (2) VOC TECH (3) JR COLL (4) COLL (5) JR HIGH /
 VAR026 (1) YES (2) NO /
 VAR027 (1) NONE (2) DIPL 1 YR (3) DIPL 2 YR (4) ASSOC D (5) BS-BA
 (6) MA (7) SPECIALIST (8) PHD (9) OTHER /
 VAR028 (1) (2) D.E. (3) HEALTH (4) HOME EC. (5) IND. ARTS
 (6) OE + AFNIM (7) T. + I. (8) BUSINESS (9) OTHER /
 VAR029 (1) YES (2) NO /
 VAR030 (1) BUSINESS (2) TECHNICAL (3) APPRENTICE TYPE (4) HEALTH
 (5) MINISTRY (6) TEACHING (7) SCHOOL (8) CONTINUE (9) OTHER /
 VAR031 (1) (2) (3) (4) (5) /
 VAR032 (1) CLASS (2) OJT (3) DECA (4) (5) (6)
 (7) /
 VAR033 TO VAR045 (1) YES (2) NO /
 VAR046 (1) MORE (2) ADEQUATE (3) LESS /
 VAR047 (1) YES (2) NO /
 VAR048 (1) VALUABLE (2) SOMEWHAT (3) LITTLE BENIFIT
 (4) NO VALUE (5) /

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR001 SEX

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
MALE	1.00	71	34.3
FEMALE	2.00	136	65.7
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR002 MARITAL STATUS

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
MARRIED	1.00	160	77.3
SEPARATED	2.00	2	1.0
DIVORCED	3.00	2	1.0
SINGLE	4.00	39	18.8
DECEASED	9.00	4	1.9
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR003 EMPLOYED

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	4	1.9
YES	1.00	130	62.8
NO	2.00	73	35.3
	TOTAL	207	100.0

NOTE:

The statistics shown at the left were included on the printout for each variable. They will not be shown each time because the frequency distribution includes the "0.0" code which represents the "unknown" and "no response" codings from the questionnaire.

These "0.0" code items affect the statistics in a misleading or an misinterpreting of the variables.

STATISTICS..

MEAN	1.333
MODE	1.000
KURTOSIS	-0.965
MINIMUM	0.0
STD ERROR	0.036
STD DEV	0.512
SKEWNESS	0.266
MAXIMUM	2.000
MEDIAN	1.265
VARIANCE	0.262
RANGE	2.000

VALID OBSERVATIONS -	207
MISSING OBSERVATIONS -	0

06/05/75

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR004 DE NOW

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	75	36.2
YES	1.00	65	31.4
NO	2.00	67	32.4
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR005 USOE TABLE 1-9 Present Employment

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	78	37.7
02. DISTRIBUTIVE EDUCATION	2.00	62	30.0
07. Health	3.00	5	2.4
09. Home Economics	4.00	1	0.5
10. Industrial Arts	5.00	1	0.5
14. Office Education	6.00	25	12.1
17. Trades and Industry	7.00	26	12.6
Teaching	8.00	2	1.0
Other	9.00	7	3.4
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR006 DE # 01-99 Present Employment

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	145	70.0
04.01 Advertising Services	1.00	3	1.4
.02 Apparel and Accessories	2.00	7	3.4
.03 Automotive	3.00	3	1.4
.04 Finance and Credit	4.00	3	1.4
.06 Food Distribution	6.00	8	3.9
.07 Food Services	7.00	7	3.4
.08 General Merchandise	8.00	5	2.4
.09 Hardware, other	9.00	2	1.0
.10 Home Furnishings	10.00	4	1.9
.12 Industrial Marketing	12.00	2	1.0
.13 Insurance	13.00	1	0.5
.15 Personal Service	15.00	3	1.4
.16 Petroleum	16.00	1	0.5
.17 Real Estate	17.00	1	0.5
.18 Recreation and Tourism	18.00	1	0.5
.19 Transportation	19.00	1	0.5
.20 Retail Trade, other	20.00	1	0.5
.31 Wholesale Trade, other	31.00	2	1.0
.99 Distributive Education, other	99.00	7	3.4
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR007 LEVEL

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	80	38.6
ENTRY	1.00	7	3.4
REGULAR	2.00	81	39.1
MANAGEMENT TRAINING	3.00	10	4.8
Mid-Management	4.00	20	9.7
Management	5.00	9	4.3
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR008 FULLTIME

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	78	37.7
FULLTIME	1.00	108	52.2
PARTTIME	2.00	21	10.1
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR009 PAYPERIOD

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	88	42.5
WEEKLY	1.00	53	25.6
BIMONTHLY	2.00	49	23.7
MONTHLY	3.00	17	8.2
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR010 AMOUNT YEARLY WAGE

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	89	43.0
0-999.99	1.00	9	4.3
1000-4999	2.00	46	22.2
5000-9999	3.00	43	20.8
10,000-14,999	4.00	14	6.8
15,000-19,999	5.00	3	1.4
25,000-	7.00	3	1.4
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR011 LEVEL OF SATISFACTION WITH WORK

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	82	39.6
VERY SATISFIED	1.00	55	26.6
SATISFIED	2.00	42	20.3
SOMEWHAT SATISFIED	3.00	24	11.6
DISSATISFIED	4.00	1	0.5
VERY DISSATISFIED	5.00	3	1.4
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR012 FUTURE OCC PLANS

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	86	41.5
CONTINUE SAME AREA	1.00	85	41.1
PLAN TO CHANGE	2.00	36	17.4
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE	VAR013	AFTER GRAD - 1ST FULL TIME JOB ACQUIRED		
VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	
	0.0	27	13.0	
D.E.	1.00	66	31.9	
ADVERTISEMENT	2.00	19	9.2	
EMPLOYMENT AGENCY	3.00	15	7.2	
GOVT. AGENCY	4.00	13	6.3	
UNION-CRAFT	5.00	1	0.5	
EDUCATION AGENCY	6.00	1	0.5	
FRIEND	7.00	21	10.1	
RELATIVE	8.00	15	7.2	
OTHER	9.00	29	14.0	
	TOTAL	207	100.0	

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR014 RETAINED SAME JOB

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	37	17.9
YES	1.00	110	53.1
NO	2.00	60	29.0
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR015 DE AFTER HIGH SCHOOL

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	17	8.2
YES	1.00	152	73.4
NO	2.00	38	18.4
	TOTAL	207	100.0

STATISTICS..

MEAN 1.101

MODE 1.000

KURTOSIS 0.689

MINIMUM 0.0

STD ERROR 0.035

STD DEV 0.507

SKEWNESS 0.176

MAXIMUM 2.000

MEDIAN 1.069

VARIANCE 0.257

RANGE 2.000

VALID OBSERVATIONS - 207

MISSING OBSERVATIONS - 0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR016 DE# 01- 99 DE ON-JOB-TRAINING

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	2	1.0
.04.01 Advertising Services	1.00	1	0.5
.02 Apparel and Accessories	2.00	79	38.2
.03 Automotive	3.00	2	1.0
.04 Finance and Credit	4.00	3	1.4
.05 Floristry	5.00	7	3.4
.06 Food Distribution	6.00	31	15.0
.07 Food Services	7.00	17	8.2
.08 General Merchandise	8.00	34	16.4
.09 Hardware, other	9.00	9	4.3
.10 Home Furnishings	10.00	8	3.9
.12 Industrial Marketing	12.00	1	0.5
.13 Insurance	13.00	1	0.5
.15 Personal Service	15.00	2	1.0
.16 Petroleum	16.00	3	1.4
.18 Recreation and Tourism	18.00	1	0.5
.20 Retail Trade, other	20.00	2	1.0
.31 Wholesale Trade, other	31.00	2	1.0
.99 Distributive Education, other	99.00	2	1.0
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR017 UNEMPLOYED LONGER 2 WEEKS

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	19	9.2
YES	1.00	131	63.3
NO	2.00	57	27.5
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR018 CAUSE OF UNEMPLOYMENT

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	88	42.5
NOJOB	1.00	4	1.9
JOB AVAILABLE	2.00	9	4.3
PERSONAL REASONS	3.00	50	24.2
OTHER	4.00	55	26.6
	6.00	1	0.5
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR019 ARE YOU SEEKING EMPLOYMENT

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	31	15.0
YES	1.00	14	6.8
NO	2.00	162	78.3
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR020 REASON NOT SEEKING

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	50	24.2
MILITARY	1.00	15	7.2
SCHOOL	2.00	16	7.7
MARRIED	3.00	52	25.1
DISABLED	4.00	1	0.5
VOL WORK	5.00	1	0.5
OTHER	6.00	72	34.8
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR021 MILITARY SERVICE

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	134	64.7
NO	1.00	37	17.9
PAST	2.00	19	9.2
NOW	3.00	17	8.2
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR022 WHICH BRANCH

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	173	83.6
ARMY	1.00	17	8.2
NAVY	2.00	4	1.9
MARINES	3.00	5	2.4
AIRFORCE	4.00	8	3.9
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR023 USE TABLE 1-9 DURING MILITARY

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	175	84.5
INFANTRY	1.00	1	0.5
D.E.	2.00	3	1.4
HEALTH	3.00	1	0.5
O.E.	6.00	14	6.8
T.+I.	7.00	8	3.9
IT WORK	8.00	1	0.5
OTHER	9.00	4	1.9
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR024 CONTINUE EDUCATION AFTER HS?

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	11	5.3
YES	1.00	95	45.9
NO	2.00	101	48.8
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR025 TYPE OF EDUCATION TRAINING

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	112	54.1
BUSINESS	1.00	12	5.8
VOC TECH	2.00	10	4.8
JR COLL	3.00	51	24.6
COLL	4.00	22	10.7
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR026 NIACC

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	94	45.4
YES	1.00	60	29.0
NO	2.00	53	25.6
	TOTAL	207	100.0

PAUL OLSON

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FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR027 HIGHEST DEGREE

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	120	58.0
NONE	1.00	43	20.8
DIPL 1 YR	2.00	14	6.8
DIPL 2 YR	3.00	6	2.9
ASSOC D	4.00	12	5.8
BS-BA	5.00	10	4.8
MA	6.00	1	0.5
SPECIALIST	7.00	1	0.5
	TOTAL	207	100.0

PAUL OLSON

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FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR028 MAJOR OR COURSE

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	128	61.8
	1.00	3	1.4
D.E.	2.00	7	3.4
HEALTH	3.00	4	1.9
HOME EC.	4.00	2	1.0
IND. ARTS	5.00	1	0.5
OE + AFNIM	6.00	6	2.9
T. + I.	7.00	11	5.3
BUSINESS	8.00	25	12.1
OTHER	9.00	20	9.7
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR029 PARTICIPATED IN COMPANY TRAINING PROGRAM

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	26	12.6
YES	1.00	45	21.7
NO	2.00	136	65.7
	TOTAL	207	100.0

STATISTICS..

MEAN	1.531	STD ERROR	0.049
MODE	2.000	STD DEV	0.709
KURTOSIS	-0.043	SKEWNESS	-1.176
MINIMUM	0.0	MAXIMUM	2.000
VALID OBSERVATIONS -	207	MEDIAN	0.0
MISSING OBSERVATIONS -	0	VARIANCE	0.503
		RANGE	2.000

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 FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR030 FUTURE EDUCATION PLANS

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	142	68.6
BUSINESS	1.00	4	1.9
APPRENTICE TYPE	3.00	2	1.0
HEALTH	4.00	3	1.4
MINISTRY	5.00	1	0.5
SCHOOL	7.00	40	19.3
CONTINUE	8.00	13	6.3
OTHER	9.00	2	1.0
TOTAL		207	100.0

PAUL OLSON 06/05/75 PAGE 37
 FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAP031 PURPOSE OF FUTURE EDUCATION

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	110	53.1
ADVANCE IN PRESENT FIELD	1.00	42	20.3
PREPARE DIFFERENT OCCUPATION	2.00	20	9.7
IMPROVE KNOWLEDGE OR STANDARD	3.00	22	10.6
CREDIT TOWARD DEGREE	4.00	11	5.3
OTHER	5.00	2	1.0
TOTAL		207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR032 WHICH PROGRAM MOST BENEFICIAL

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	20	9.7
CLASS	1.00	36	17.4
OJT	2.00	93	44.9
DECA	3.00	10	4.8
CLASS, OJT, DECA	4.00	16	7.7
CLASS, OJT	5.00	24	11.6
CLASS, DECA	6.00	3	1.4
OJT, DECA	7.00	5	2.4
	TOTAL	207	100.0

STATISTICS..

MEAN	2.362	STD ERROR	0.114
MODE	2.000	STD DEV	1.637
KURTOSIS	0.307	SKEWNESS	0.885
MINIMUM	0.0	MAXIMUM	7.000
VALID OBSERVATIONS -	207	MEDIAN	2.011
MISSING OBSERVATIONS -	0	VARIANCE	2.679
		RANGE	7.000

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VARIABLE VAR033

HUMAN RELATIONS

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	87	42.0
YES	1.00	120	58.0
	TOTAL	207	100.0

VARIABLE VAR034

JOB DESCRIPTION

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VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	189	91.3
YES	1.00	18	8.7
	TOTAL	207	100.0

VARIABLE VAR035

PRODUCT KNOWLEDGE

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VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	147	71.0
YES	1.00	60	29.0
	TOTAL	207	100.0

VARIABLE VAR036

PERSONAL DEVELOPEMENT

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VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	119	57.5
YES	1.00	88	42.5
	TOTAL	207	100.0

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VARIABLE VAR037 MATHEMATICS

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	176	85.0
YES	1.00	31	15.0
	TOTAL	207	100.0

VARIABLE VAR038 COMMUNICATIONS PAGE 44

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	141	68.1
YES	1.00	66	31.9
	TOTAL	207	100.0

VARIABLE VAR039 ADVERTISING PAGE 45

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	172	83.1
YES	1.00	35	16.9
	TOTAL	207	100.0

VARIABLE VAR040 DISPLAY PAGE 46

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	155	74.9
YES	1.00	52	25.1
	TOTAL	207	100.0

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VARIABLE VAR041 SALESMANSHIP

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	121	58.5
YES	1.00	86	41.5
	TOTAL	207	100.0

VARIABLE VAR042 MARKETING PAGE 48

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	169	81.6
YES	1.00	38	18.4
	TOTAL	207	100.0

VARIABLE VAR043 MERCHANDISING PAGE 49

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	155	74.9
YES	1.00	52	25.1
	TOTAL	207	100.0

VARIABLE VAR044 MANAGEMENT PAGE 50

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	153	73.9
YES	1.00	54	26.1
	TOTAL	207	100.0

VARIABLE VAR045 OTHER

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	203	98.1
YES	1.00	4	1.9
	TOTAL	207	100.0

PAUL OLSON 06/05/75 PAGE 52

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR046 TRAINING RECIEVED WAS

VALUE LABEL	VALUE	ARSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	27	13.0
MORE	1.00	54	26.1
ADEQUATE	2.00	114	55.1
LESS	3.00	12	5.8
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR047 TRAINING PLAN WAS USED BY EMPLOYER

VALUE LABEL	VALUE	ARSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	44	21.3
YES	1.00	92	44.4
NO	2.00	71	34.3
	TOTAL	207	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR04R VALUE OF CLUR ACTIVITIES

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	29	14.0
VALUABLE	1.00	73	35.3
SOMEWHAT	2.00	66	31.9
LITTLE BENIFIT	3.00	14	6.8
NO VALUE	4.00	7	3.4
	5.00	18	8.7
	TOTAL	207	100.0

Very few respondents answered this question. Two respondents wrote in the subject matter, "Job Interview." The other two respondents wrote in items relating to DECA activity and project involvement. They were "Leadership Training" and "Research Manual" (DECA Creative Marketing Project).

C R O S S T A B U L A T I O N S

DE-CLASS

DE-OJT

DE-DECA

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FILE RICK

(CREATION DATE = 06/05/75)

CROSSTABS
STATISTICSVAR032 BY VAR033 TO VAR045
ALL

CROSSTABULATIONS are computations of variables for comparisons and relationships. The basic comparison desired in the following crosstabulations were the responses to a particular phase of the program and the comparison to the important item of the phase. Explanation may be seen in the following example:

Response to, "Which part of program . . . most beneficial . . . ?" was DE-Class. Comparison by the crosstabulation to the subject matter. Number of responses to DE-Class responded with a subject matter as the most valuable, perhaps, the reason for the selection of DE-Class.

The chart also shoes the response for all phases and the combinations of responses as related to the subject matter. The crosstabulations are:

1. DE-Class to each of the listed subject matter. Also includes the other phases to the same subject matter.
2. DE-OJT to the value of the training received.
3. DE-DECA to the value of club activities.

***** C R O S S T A B U L A T I O N O F *****
 VAR032 WHICH PROGRAM MOST BENEFICIAL

 BY VAR033 HUMAN RELATIONS

		VAR033				
		COUNT	YES		ROW	
VAR032	CLASS	ROW PCT	COL PCT	TOT PCT	TOTAL	
			0.0	1.00		
	0.0	17	3	20	9.7	
		85.0	15.0			
		19.5	2.5			
		8.2	1.4			
	1.00	14	22	36	17.4	
		38.9	61.1			
		16.1	18.3			
		6.8	10.6			
	2.00	42	51	93	44.9	
		45.2	54.8			
		48.3	42.5			
		20.3	24.6			
	3.00	4	6	10	4.8	
		40.0	60.0			
		4.6	5.0			
		1.9	2.9			
	4.00	1	15	16	7.7	
		6.3	93.8			
		1.1	12.5			
		0.5	7.2			
	5.00	6	18	24	11.6	
		25.0	75.0			
		6.9	15.0			
		2.9	8.7			
	6.00	0	3	3	1.4	
		0.0	100.0			
		0.0	2.5			
		0.0	1.4			
	7.00	3	2	5	2.4	
		60.0	40.0			
		3.4	1.7			
		1.4	1.0			
	COLUMN TOTAL	87	120	207		
		42.0	58.0	100.0		

***** C R O S S T A B U L A T I O N O F *****
 VAR032 WHICH PROGRAM MOST BENEFICIAL

 BY VAR035 PRODUCT KNOWLEDGE

		VAR035				
		COUNT	I			
VAR032	CLASS	ROW PCT	I		ROW	
		COL PCT	I		TOTAL	
		TOT PCT	0.0	1.00	I	
		0.0	I 19	I 1	I 20	
			I 95.0	I 5.0	I 9.7	
			I 12.9	I 1.7	I	
			I 9.2	I 0.5	I	
		1.00	I 20	I 16	I 36	
			I 55.6	I 44.4	I 17.4	
			I 13.6	I 26.7	I	
			I 9.7	I 7.7	I	
		2.00	I 71	I 22	I 93	
			I 76.3	I 23.7	I 44.9	
			I 48.3	I 36.7	I	
			I 34.3	I 10.6	I	
		3.00	I 8	I 2	I 10	
			I 80.0	I 20.0	I 4.8	
			I 5.4	I 3.3	I	
			I 3.9	I 1.0	I	
		4.00	I 11	I 5	I 16	
			I 68.8	I 31.3	I 7.7	
			I 7.5	I 8.3	I	
			I 5.3	I 2.4	I	
		5.00	I 14	I 10	I 24	
			I 58.3	I 41.7	I 11.6	
			I 9.5	I 16.7	I	
			I 6.8	I 4.8	I	
		6.00	I 3	I 0	I 3	
			I 100.0	I 0.0	I 1.4	
			I 2.0	I 0.0	I	
			I 1.4	I 0.0	I	
		7.00	I 1	I 4	I 5	
			I 20.0	I 80.0	I 2.4	
			I 0.7	I 6.7	I	
			I 0.5	I 1.9	I	
			I	I	I	
		COLUMN	147	60	207	
		TOTAL	71.0	29.0	100.0	

***** C R O S S T A B U L A T I O N O F *****
 VAR032 WHICH PROGRAM MOST BENEFICIAL

 BY VAR036 PERSONAL DEVELOPEMENT

		VAR036				
		COUNT	I		ROW	
		PCT	YES		TOTAL	
		COL				
		TOT	0.0	1.00		
VAR032						
	0.0	I 19	I 1	I 20		
		I 95.0	I 5.0	I 9.7		
		I 16.0	I 1.1	I		
		I 9.2	I 0.5	I		
	1.00	I 21	I 15	I 36		
CLASS		I 58.3	I 41.7	I 17.4		
		I 17.6	I 17.0	I		
		I 10.1	I 7.2	I		
	2.00	I 57	I 36	I 93		
OJT		I 61.3	I 38.7	I 44.9		
		I 47.9	I 40.9	I		
		I 27.5	I 17.4	I		
	3.00	I 4	I 6	I 10		
DECA		I 40.0	I 60.0	I 4.8		
		I 3.4	I 6.8	I		
		I 1.9	I 2.9	I		
	4.00	I 3	I 13	I 16		
CLASS, OJT, DECA		I 18.8	I 81.3	I 7.7		
		I 2.5	I 14.8	I		
		I 1.4	I 6.3	I		
	5.00	I 10	I 14	I 24		
CLASS, OJT		I 41.7	I 58.3	I 11.6		
		I 8.4	I 15.9	I		
		I 4.8	I 6.8	I		
	6.00	I 2	I 1	I 3		
CLASS, DECA		I 66.7	I 33.3	I 1.4		
		I 1.7	I 1.1	I		
		I 1.0	I 0.5	I		
	7.00	I 3	I 2	I 5		
OJT, DECA		I 60.0	I 40.0	I 2.4		
		I 2.5	I 2.3	I		
		I 1.4	I 1.0	I		
	COLUMN	119	88	207		
	TOTAL	57.5	42.5	100.0		

***** C R O S S T A B U L A T I O N O F *****
 VAR032 WHICH PROGRAM MOST BENEFICIAL

 BY VAR037 MATHEMATICS

		VAR037				
		COUNT	I		ROW	
VAR032	CLASS	ROW PCT	YES		TOTAL	
		COL PCT				
		TOT PCT	0.0	1.00		
		0.0	20	0	20	
			100.0	0.0	9.7	
			11.4	0.0		
			9.7	0.0		
		1.00	28	8	36	
			77.8	22.2	17.4	
			15.9	25.8		
			13.5	3.9		
		2.00	84	9	93	
			90.3	9.7	44.9	
			47.7	29.0		
			40.6	4.3		
		3.00	7	3	10	
			70.0	30.0	4.8	
			4.0	9.7		
			3.4	1.4		
		4.00	12	4	16	
			75.0	25.0	7.7	
			6.8	12.9		
			5.8	1.9		
		5.00	18	6	24	
			75.0	25.0	11.6	
			10.2	19.4		
			8.7	2.9		
		6.00	3	0	3	
			100.0	0.0	1.4	
			1.7	0.0		
			1.4	0.0		
		7.00	4	1	5	
			80.0	20.0	2.4	
			2.3	3.2		
			1.9	0.5		
		COLUMN	176	31	207	
		TOTAL	85.0	15.0	100.0	

***** C R O S S T A B U L A T I O N O F *****
 VAR032 WHICH PROGRAM MOST BENEFICIAL

 BY VAR038 COMMUNICATIONS

		VAR038				
		COUNT	YES		ROW	
VAR032	CLASS	ROW PCT	COL PCT	TOT PCT	TOTAL	
			0.0	1.00		
		0.0	19	1	20	
			95.0	5.0	9.7	
			13.5	1.5		
			9.2	0.5		
		1.00	22	14	36	
			61.1	38.9	17.4	
			15.6	21.2		
			10.6	6.8		
		2.00	65	28	93	
			69.9	30.1	44.9	
			46.1	42.4		
			31.4	13.5		
		3.00	5	5	10	
			50.0	50.0	4.8	
			3.5	7.6		
			2.4	2.4		
		4.00	6	10	16	
			37.5	62.5	7.7	
			4.3	15.2		
			2.9	4.8		
		5.00	18	6	24	
			75.0	25.0	11.6	
			12.8	9.1		
			8.7	2.9		
		6.00	2	1	3	
			66.7	33.3	1.4	
			1.4	1.5		
			1.0	0.5		
		7.00	4	1	5	
			80.0	20.0	2.4	
			2.8	1.5		
			1.9	0.5		
		COLUMN	141	66	207	
		TOTAL	68.1	31.9	100.0	

***** C R O S S T A B U L A T I O N O F *****
 VAR032 WHICH PROGRAM MOST BENEFICIAL

 BY VAR039 ADVERTISING

		VAR039				
		COUNT	YES		ROW	
VAR032	CLASS	ROW PCT	I		TOTAL	
		COL PCT	I			
		TOT PCT	0.0	1.00		
		0.0	20	0	20	
			100.0	0.0	9.7	
			11.6	0.0		
			9.7	0.0		
		1.00	30	6	36	
			83.3	16.7	17.4	
			17.4	17.1		
			14.5	2.9		
		2.00	83	10	93	
			89.2	10.8	44.9	
			48.3	28.6		
			40.1	4.8		
		3.00	4	6	10	
			40.0	60.0	4.8	
			2.3	17.1		
			1.9	2.9		
		4.00	11	5	16	
			68.8	31.3	7.7	
			6.4	14.3		
			5.3	2.4		
		5.00	18	6	24	
			75.0	25.0	11.6	
			10.5	17.1		
			8.7	2.9		
		6.00	3	0	3	
			100.0	0.0	1.4	
			1.7	0.0		
			1.4	0.0		
		7.00	3	2	5	
			60.0	40.0	2.4	
			1.7	5.7		
			1.4	1.0		
		COLUMN	172	35	207	
		TOTAL	83.1	16.9	100.0	

***** C R O S S T A B U L A T I O N O F *****
 VAR032 WHICH PROGRAM MOST BENEFICIAL

 BY VAR040 DISPLAY

		VAR040				
		COUNT	YES		ROW	
VAR032	CLASS	ROW PCT	COL PCT	TOT PCT	TOTAL	
			0.0	1.00		
	0.0	20	0	20	9.7	
		100.0	0.0			
		12.9	0.0			
		9.7	0.0			
	1.00	26	10	36	17.4	
		72.2	27.8			
		16.8	19.2			
		12.6	4.8			
	2.00	75	18	93	44.9	
		80.6	19.4			
		48.4	34.6			
		36.2	8.7			
	3.00	6	4	10	4.8	
		60.0	40.0			
		3.9	7.7			
		2.9	1.9			
	4.00	7	9	16	7.7	
	CLASS, OJT, DECA	43.8	56.3			
		4.5	17.3			
		3.4	4.3			
	5.00	15	9	24	11.6	
	CLASS, OJT	62.5	37.5			
		9.7	17.3			
		7.2	4.3			
	6.00	2	1	3	1.4	
	CLASS, DECA	66.7	33.3			
		1.3	1.9			
		1.0	0.5			
	7.00	4	1	5	2.4	
	OJT, DECA	80.0	20.0			
		2.6	1.9			
		1.9	0.5			
	COLUMN TOTAL	155	52	207		
		74.9	25.1	100.0		

***** C R O S S T A B U L A T I O N O F *****
 VAR032 WHICH PROGRAM MOST BENEFICIAL

 BY VAR041 SALESMANSHIP

		VAR041				
		COUNT	I		ROW	
		ROW PCT	I		TOTAL	
		COL PCT	I			
		TOT PCT	I			
			0.0	1.00		
VAR032		0.0	20	0	20	
			100.0	0.0	9.7	
			16.5	0.0		
			9.7	0.0		
		1.00	19	17	36	
CLASS			52.8	47.2	17.4	
			15.7	19.8		
			9.2	8.2		
		2.00	50	43	93	
OJT			53.8	46.2	44.9	
			41.3	50.0		
			24.2	20.8		
		3.00	6	4	10	
DECA			60.0	40.0	4.8	
			5.0	4.7		
			2.9	1.9		
		4.00	6	10	16	
CLASS, OJT, DECA			37.5	62.5	7.7	
			5.0	11.6		
			2.9	4.8		
		5.00	15	9	24	
CLASS, OJT			62.5	37.5	11.6	
			12.4	10.5		
			7.2	4.3		
		6.00	3	0	3	
CLASS, DECA			100.0	0.0	1.4	
			2.5	0.0		
			1.4	0.0		
		7.00	2	3	5	
OJT, DECA			40.0	60.0	2.4	
			1.7	3.5		
			1.0	1.4		
		COLUMN	121	86	207	
		TOTAL	58.5	41.5	100.0	

***** C R O S S T A B U L A T I O N O F * * * * *
 VAR032 WHICH PROGRAM MOST BENEFICIAL
 * * * * *
 BY VAR043 MERCHANDISING
 * * * * *

		VAR043				
		COUNT	YES		ROW	
VAR032	CLASS	ROW PCT	COL PCT	TOT PCT	TOTAL	
		0.0	1.00			
		0.0	20	0	20	
		100.0	0.0		9.7	
		12.9	0.0			
		9.7	0.0			
		1.00	26	10	36	
		72.2	27.8		17.4	
		16.8	19.2			
		12.6	4.8			
		2.00	71	22	93	
		76.3	23.7		44.9	
		45.8	42.3			
		34.3	10.6			
		3.00	8	2	10	
		80.0	20.0		4.8	
		5.2	3.8			
		3.9	1.0			
		4.00	8	8	16	
		50.0	50.0		7.7	
		5.2	15.4			
		3.9	3.9			
		5.00	18	6	24	
		75.0	25.0		11.6	
		11.6	11.5			
		8.7	2.9			
		6.00	2	1	3	
		66.7	33.3		1.4	
		1.3	1.9			
		1.0	0.5			
		7.00	2	3	5	
		40.0	60.0		2.4	
		1.3	5.8			
		1.0	1.4			
		COLUMN	155	52	207	
		TOTAL	74.9	25.1	100.0	

***** C R O S S T A B U L A T I O N O F *****
 VAR032 WHICH PROGRAM MOST BENEFICIAL

 BY VAR044 MANAGEMENT

		VAR044				
		COUNT	I		ROW	
		ROW PCT	I		TOTAL	
		COL PCT	I			
		TOT PCT	0.0	1.00	I	
VAR032		0.0	I 19	I 1	I 20	
			I 95.0	I 5.0	I 9.7	
			I 12.4	I 1.9	I	
			I 9.2	I 0.5	I	
		1.00	I 27	I 9	I 36	
CLASS			I 75.0	I 25.0	I 17.4	
			I 17.6	I 16.7	I	
			I 13.0	I 4.3	I	
		2.00	I 73	I 20	I 93	
OJT			I 78.5	I 21.5	I 44.9	
			I 47.7	I 37.0	I	
			I 35.3	I 9.7	I	
		3.00	I 7	I 3	I 10	
DECA			I 70.0	I 30.0	I 4.8	
			I 4.6	I 5.6	I	
			I 3.4	I 1.4	I	
		4.00	I 8	I 8	I 16	
CLASS, OJT, DECA			I 50.0	I 50.0	I 7.7	
			I 5.2	I 14.8	I	
			I 3.9	I 3.9	I	
		5.00	I 16	I 8	I 24	
CLASS, OJT			I 66.7	I 33.3	I 11.6	
			I 10.5	I 14.8	I	
			I 7.7	I 3.9	I	
		6.00	I 1	I 2	I 3	
CLASS, DECA			I 33.3	I 66.7	I 1.4	
			I 0.7	I 3.7	I	
			I 0.5	I 1.0	I	
		7.00	I 2	I 3	I 5	
OJT, DECA			I 40.0	I 60.0	I 2.4	
			I 1.3	I 5.6	I	
			I 1.0	I 1.4	I	
		COLUMN	153	54	207	
		TOTAL	73.9	26.1	100.0	

***** C R O S S T A B U L A T I O N O F *****
 VAR032 WHICH PROGRAM MOST BENEFICIAL

 BY VAR045 OTHER

		VAR045				
		COUNT	I	YES	ROW	
VAR032	CLASS	ROW PCT	I		TOTAL	
		COL PCT	I			
		TOT PCT	I			
			0.0	1.00		
		0.0	I 20	I 0	I 20	
			I 100.0	I 0.0	I 9.7	
			I 9.9	I 0.0		
			I 9.7	I 0.0		
		1.00	I 35	I 1	I 36	
			I 97.2	I 2.8	I 17.4	
			I 17.2	I 25.0		
			I 16.9	I 0.5		
		2.00	I 92	I 1	I 93	
			I 98.9	I 1.1	I 44.9	
			I 45.3	I 25.0		
			I 44.4	I 0.5		
		3.00	I 10	I 0	I 10	
			I 100.0	I 0.0	I 4.8	
			I 4.9	I 0.0		
			I 4.8	I 0.0		
		4.00	I 15	I 1	I 16	
			I 93.8	I 6.3	I 7.7	
			I 7.4	I 25.0		
			I 7.2	I 0.5		
		5.00	I 23	I 1	I 24	
			I 95.8	I 4.2	I 11.6	
			I 11.3	I 25.0		
			I 11.1	I 0.5		
		6.00	I 3	I 0	I 3	
			I 100.0	I 0.0	I 1.4	
			I 1.5	I 0.0		
			I 1.4	I 0.0		
		7.00	I 5	I 0	I 5	
			I 100.0	I 0.0	I 2.4	
			I 2.5	I 0.0		
			I 2.4	I 0.0		
		COLUMN	203	4	207	
		TOTAL	98.1	1.9	100.0	

CROSSTABULATIONS

DE-CLASS

DE-DECA

DE-OJT

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CROSSTABS
STATISTICS

VAR032 BY VAR046
ALL



***** C R O S S T A B U L A T I O N O F *****
 VAR032 WHICH PROGRAM MOST BENEFICIAL

 BY VAR046 TRAINING RECIEVED WAS

		VAR046					ROW TOTAL	
		COUNT	MORE			ADEQUATE	LESS	
VAR032	CLASS	ROW PCT	COL PCT	TOT PCT	0.0	1.00	2.00	3.00
		0.0	12	0	6	2	20	9.7
		60.0	0.0	30.0	10.0			
		44.4	0.0	5.3	16.7			
		5.8	0.0	2.9	1.0			
	1.00	0	7	26	3	36	17.4	
		0.0	19.4	72.2	8.3			
		0.0	13.0	22.8	25.0			
		0.0	3.4	12.6	1.4			
	2.00	10	22	56	5	93	44.9	
		10.8	23.7	60.2	5.4			
		37.0	40.7	49.1	41.7			
		4.8	10.6	27.1	2.4			
	3.00	0	2	6	2	10	4.8	
		0.0	20.0	60.0	20.0			
		0.0	3.7	5.3	16.7			
		0.0	1.0	2.9	1.0			
	4.00	0	7	9	0	16	7.7	
		0.0	43.8	56.3	0.0			
		0.0	13.0	7.9	0.0			
		0.0	3.4	4.3	0.0			
	5.00	5	12	7	0	24	11.6	
		20.8	50.0	29.2	0.0			
		18.5	22.2	6.1	0.0			
		2.4	5.8	3.4	0.0			
	6.00	0	2	1	0	3	1.4	
		0.0	66.7	33.3	0.0			
		0.0	3.7	0.9	0.0			
		0.0	1.0	0.5	0.0			
	7.00	0	2	3	0	5	2.4	
		0.0	40.0	60.0	0.0			
		0.0	3.7	2.6	0.0			
		0.0	1.0	1.4	0.0			
	COLUMN TOTAL	27	54	114	12	207	100.0	
		13.0	26.1	55.1	5.8			

CROSSTABULATIONS

DE-CLASS

DE-OJT

DE-DECA

PAUL OLSON

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CROSSTABS
STATISTICS

VAR032 BY VAR048
ALL



* * * * C R O S S T A B U L A T I O N O F * * * *
 VAR032 WHICH PROGRAM MOST BENEFICIAL
 * * * * *
 BY VAR048 VALUE OF CLUB ACTIVITIES
 * * * * *

		VAR048							ROW TOTAL
COUNT	I	VALUABLE SOMEWHAT LITTLE R NO VALUE							
ROW PCT	I	ENIFIT							
COL PCT	I	0.0	1.00	2.00	3.00	4.00	5.00		
TOT PCT	I								
VAR032	0.0	12	0	3	3	1	1	20	
		60.0	0.0	15.0	15.0	5.0	5.0	9.7	
		41.4	0.0	4.5	21.4	14.3	5.6		
		5.8	0.0	1.4	1.4	0.5	0.5		
CLASS	1.00	3	8	18	2	0	5	36	
		8.3	22.2	50.0	5.6	0.0	13.9	17.4	
		10.3	11.0	27.3	14.3	0.0	27.8		
		1.4	3.9	8.7	1.0	0.0	2.4		
OJT	2.00	9	32	35	6	5	6	93	
		9.7	34.4	37.6	6.5	5.4	6.5	44.9	
		31.0	43.8	53.0	42.9	71.4	33.3		
		4.3	15.5	16.9	2.9	2.4	2.9		
DECA	3.00	1	7	1	1	0	0	10	
		10.0	70.0	10.0	10.0	0.0	0.0	4.8	
		3.4	9.6	1.5	7.1	0.0	0.0		
		0.5	3.4	0.5	0.5	0.0	0.0		
CLASS	4.00	0	14	2	0	0	0	16	
		0.0	87.5	12.5	0.0	0.0	0.0	7.7	
	OJT	0.0	19.2	3.0	0.0	0.0	0.0		
	DECA	0.0	6.8	1.0	0.0	0.0	0.0		
CLASS	5.00	3	6	7	1	1	6	24	
		12.5	25.0	29.2	4.2	4.2	25.0	11.6	
	OJT	10.3	8.2	10.6	7.1	14.3	33.3		
		1.4	2.9	3.4	0.5	0.5	2.9		
CLASS	6.00	0	3	0	0	0	0	3	
		0.0	100.0	0.0	0.0	0.0	0.0	1.4	
	DECA	0.0	4.1	0.0	0.0	0.0	0.0		
		0.0	1.4	0.0	0.0	0.0	0.0		
OJT	7.00	1	3	0	1	0	0	5	
		20.0	60.0	0.0	20.0	0.0	0.0	2.4	
	DECA	3.4	4.1	0.0	7.1	0.0	0.0		
		0.5	1.4	0.0	0.5	0.0	0.0		
COLUMN TOTAL		29	73	66	14	7	18	207	
		14.0	35.3	31.9	6.8	3.4	8.7	100.0	

DISTRIBUTIVE EDUCATION GRADUATES 1952-1968

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READ INPUT DATA

06/05/75 PAGE 4

CODEBOOK VAR001,VAR003,VAR004,VAR005,VAR006,VAR032
 STATISTICS ALL

VALID OBSERVATIONS - 109
 MISSING OBSERVATIONS - 0

06/05/75 PAGE 5

PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR001 SEX

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
MALE	1.00	26	23.9
FEMALE	2.00	83	76.1
TOTAL		109	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR003 EMPLOYED

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	4	3.7
YES	1.00	61	56.0
NO	2.00	44	40.4
TOTAL		109	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR004 DE NOW

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	47	43.1
YES	1.00	33	30.3
NO	2.00	29	26.6
	TOTAL	109	100.0

06/05/75

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR005 USOE TABLE 1-9

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	48	44.0
02. DISTRIBUTIVE EDUCATION	2.00	31	28.4
07. Health	3.00	1	0.9
14. Office Education	6.00	17	15.6
17. Trades and Industry	7.00	8	7.3
Teaching	8.00	2	1.8
Other	9.00	2	1.8
	TOTAL	109	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR006 DE # 01-99

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	78	71.6
04.01 Advertising Services	1.00	2	1.8
.02 Apparel and Accessories	2.00	3	2.8
.03 Automotive	3.00	3	2.8
.04 Finance and Credit	4.00	3	2.8
.06 Food Distribution	6.00	3	2.8
.07 Food Services	7.00	4	3.7
.08 General Merchandise	8.00	1	0.9
.09 Hardware, other	9.00	1	0.9
.10 Home Furnishings	10.00	1	0.9
.12 Industrial Marketing	12.00	1	0.9
.15 Personal Service	15.00	2	1.8
.16 Petroleum	16.00	1	0.9
.17 Real Estate	17.00	1	0.9
.19 Transportation	19.00	1	0.9
.99 Distributive Education, other	99.00	4	3.7
	TOTAL	109	100.0

06/05/75

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR032 WHICH PROGRAM MOST BENEFICIAL

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	15	13.8
CLASS	1.00	18	16.5
OJT	2.00	45	41.3
DECA	3.00	2	1.8
CLASS, OJT, DECA	4.00	6	5.5
CLASS, OJT	5.00	19	17.4
CLASS, DECA	6.00	1	0.9
OJT, DECA	7.00	3	2.8
	TOTAL	109	100.0

STATISTICS..

MEAN	2.385	STD ERROR	0.172
MODE	2.000	STD DEV	1.800
KURTOSIS	-0.316	SKEWNESS	0.723
MINIMUM	0.0	MAXIMUM	7.000
VALID OBSERVATIONS -	109	MEDIAN	1.978
MISSING OBSERVATIONS -	0	VARIANCE	3.239
		RANGE	7.000

FINISH

DISTRIBUTIVE EDUCATION GRADUATES 1970-1972

06/05/75 PAGE 3

READ INPUT DATA

06/05/75 PAGE 4

CODEBOOK VAR001,VAR003,VAR004,VAR005,VAR006,VAR032
 STATISTICS ALL

VALID OBSERVATIONS - 94
 MISSING OBSERVATIONS - 0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR001 SEX

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
MALE	1.00	42	44.7
FEMALE	2.00	52	55.3
TOTAL		94	100.0

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR003 EMPLOYED

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
YES	1.00	65	69.1
NO	2.00	29	30.9
TOTAL		94	100.0

06/05/75

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR004 DE NOW

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	28	29.8
YES	1.00	31	33.0
NO	2.00	35	37.2
	TOTAL	94	100.0

06/05/75

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR005 USOE TABLE 1-9

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	30	31.9
	2.00	30	31.9
	3.00	4	4.3
	4.00	1	1.1
	5.00	1	1.1
	6.00	7	7.4
	7.00	16	17.0
	9.00	5	5.3
	TOTAL	94	100.0

06/05/75

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR006 DE # 01-99

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)

	0.0	64	68.1
04.01 Advertising Services	1.00	1	1.1
.02 Apparel and Accessories	2.00	4	4.3
.06 Food Distribution	6.00	5	5.3
.07 Food Services	7.00	3	3.2
.08 General Merchandise	8.00	4	4.3
.09 Hardware, other	9.00	1	1.1
.10 Home Furnishings	10.00	3	3.2
.12 Industrial Marketing	12.00	1	1.1
.15 Personal Service	15.00	1	1.1
.18 Recreation and Tourism	18.00	1	1.1
.20 Retail Trade, other	20.00	1	1.1
.31 Wholesale Trade, other	31.00	2	2.1
.99 Distributive Education, other	99.00	3	3.2
	TOTAL	94	100.0

06/05/75

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PAUL OLSON

FILE RICK (CREATION DATE = 06/05/75)

VARIABLE VAR032 WHICH PROGRAM MOST BENEFICIAL

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	5	5.3
CLASS	1.00	18	19.1
OJT	2.00	45	47.9
DECA	3.00	8	8.5
CLASS, OJT, DECA	4.00	10	10.6
CLASS, OJT	5.00	5	5.3
CLASS, DECA	6.00	1	1.1
OJT, DECA	7.00	2	2.1
	TOTAL	94	100.0

STATISTICS..

MEAN	2.309	STD ERROR	0.147
MODE	2.000	STD DEV	1.422
KURTOSIS	1.508	SKEWNESS	1.136
MINIMUM	0.0	MAXIMUM	7.000
		MEDIAN	2.033
VALID OBSERVATIONS -	94	VARIANCE	2.022
MISSING OBSERVATIONS -	0	RANGE	7.000

FINISH