

AN EVALUATION OF THE DISTRIBUTIVE EDUCATION  
PROGRAM IN TEXAS

by

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A THESIS

Approved:



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AN EVALUATION OF THE DISTRIBUTIVE EDUCATION  
PROGRAM IN TEXAS

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A Thesis

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by

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## ABSTRACT

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### Purpose

The purpose of this study was to secure information which could be utilized to evaluate and improve the Distributive Education Program in Texas. Consideration was given to (1) the comments and data furnished by the Distributive Education Coordinators of Texas, (2) questionnaires completed by selected retail businesses in Texas, and (3) personal interviews with selected businessmen in Angleton, Texas.

### Methods

Mailed questionnaires and personal interviews were used to gather most of the data. In some cases questionnaires were handed to the respondents for immediate reply. Secondary data were used for historical and background data for Chapter II. The structured form of the questionnaire was used, with the selection type of items so that the respondent had only to check blanks. Space for personal comments was included.

## TABLE OF CONTENTS

Chapter	Page
I. THE PROBLEM AND ITS SETTING . . . . .	1
Introduction . . . . .	1
Statement of the Problem . . . . .	2
Hypothesis . . . . .	2
Sources of Data . . . . .	4
Limitations of the Study . . . . .	4
Procedure . . . . .	5
Related Studies . . . . .	7
Preview of Organization . . . . .	8
II. THE DISTRIBUTIVE EDUCATION CURRICULUM . . . .	9
Approaches . . . . .	9
Traditional Approach . . . . .	9
The Contemporary Approach . . . . .	10
Organization of Instruction . . . . .	11
Instructional Facilities and Equipment . . . . .	16
Coordination Techniques . . . . .	17
Summary . . . . .	20
III. EVALUATION OF THE DISTRIBUTIVE EDUCATION PROGRAM IN TEXAS BY 112 COORDINATORS . . . .	23
Business and Teaching Experience . . . . .	24
The Advisory Committee . . . . .	26
Student Selection . . . . .	27
Vocational Interest Forms . . . . .	29
General Tests . . . . .	29
Spring Registration . . . . .	30
Coordinator-Parent Interview . . . . .	31

Chapter	Page
Student Scheduling . . . . .	32
Coordination . . . . .	33
Student Evaluation . . . . .	35
The Image of Distributive Education in the Secondary School . . . . .	36
Senior Follow-up . . . . .	38
The College Bound Student . . . . .	40
Recommended Changes . . . . .	41
Summary . . . . .	43
IV. AN ANALYSIS OF THE RESPONSES OF TWENTY-ONE BUSINESSES IN TEXAS . . . . .	48
Comparison and Evaluation of Distributive Education Students . . . . .	49
Evaluation of Student Applicants . . . . .	50
Preferred Courses for Employment Preparation. . .	54
Importance of Supervision. . . . .	56
Employment Record of Student-Learners. . . . .	58
Single Personal Trait Most Often Preferred by Employers . . . . .	59
Personal Comments of the Respondents . . . . .	59
Summary . . . . .	60
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.	63
Summary . . . . .	63
Conclusions . . . . .	71
Recommendations . . . . .	72
APPENDIX A	
COVER LETTER AND QUESTIONNAIRES TO SELECTED BUSINESSMEN AND COORDI- NATORS IN TEXAS. . . . .	74
APPENDIX B	
APPLICATION, TRAINING PLAN, AND RATING SHEETS. . . . .	81
BIBLIOGRAPHY . . . . .	89

## LIST OF TABLES

Table	Page
1. Desirable Personal Traits to be Possessed by Student Applicants . . . . .	52
2. Weaknesses Most Often Found in Young Employees as Rated by Twenty-One Businessmen in Texas . . . .	53
3. General Areas of Training Most Helpful in Preparing Young People for Employment in Marketing and Distribution . . . . .	55

## CHAPTER I

### THE PROBLEM AND ITS SETTING

#### Introduction

It has been said that by the time a textbook is published changes have taken place that make it out of date. Consequently current changes must be injected in lessons prepared from such books to make those lessons more meaningful and effective.

In Distributive Education, textbooks are used for reference purposes and each instructor or coordinator must keep up with the current consumer demands to teach effectively. He must bring to each class the new methods required in business to make each of his students employable and more valuable to his or her employer.

To do this, the coordinator must know what the employers' needs are and what areas of training are most needed. He must also know how effective his program is in meeting these demands.

The Distributive Education program in Texas has been a fast growing program and, with the current emphasis being placed on vocational training at the national level as well as at the state level, it is likely to continue at an even faster rate.

Quantity alone is not the answer. Quality and effective training must be presented in the high schools to prepare young people for the future demands in the business world. It was with this thought in mind that the writer chose to evaluate the distributive education program in Texas. Only through such evaluations could long-range planning be effective in designing programs that will be effective in the public school system.

### Statement of the Problem

It was the purpose of this study to secure information which could be utilized to evaluate and improve the Distributive Education Program in Texas. Consideration was given to (1) the comments and data furnished by the Distributive Education Coordinators of Texas, (2) questionnaires completed by selected retail businesses in Texas, and (3) personal interviews with selected businessmen in Angleton, Texas.

### Hypothesis

1. It was assumed that the distributive education program in the secondary schools of Texas was helping many students to enter the retail businesses of Texas.
2. Students who have had distributive education in high school and did not choose business as a career have



still received very valuable training that would help them in other fields.

3. The Distributive Education Curriculum was effective in training prospective employees for marketing and distribution.
4. Responsibility, attitude, and ability to get along with others are most important traits for prospective young employees to possess.
5. For the Distributive Education Program to be more effective, means should be available to offer certificates of graduation to those students who do well in vocational programs but cannot pass the presently offered required courses as set forth by the Texas Education Agency.
6. The Distributive Education Program in Texas has a curriculum that would be valuable to many students who plan to attend college.
7. Distributive Education programs could be a great help in curbing student unrest by giving them an opportunity to belong and become responsible for their actions in business and at school.

### Sources of Data

The primary sources of data were the questionnaires completed by selected distributive education coordinators in Texas, questionnaires completed by selected businessmen, and personal interviews with businessmen in Brazoria County.

Secondary sources of data include: Cooperative Occupational Education and Work Experience in the Curriculum, by Ralph E. Mason, Ph.D. and Peter G. Haines, Ph.D., and Distributive Education Program Standards, Texas Education Agency, Distributive Education Division, Austin, Texas.

### Limitations of the Study

This study is limited to information obtained from replies to questionnaires and answers by 112 distributive education coordinators and 21 businessmen in Texas. The validity of this study is affected by the fact that a limited number of coordinators, selected businessmen, personal interviews, and secondary data were questioned.

Every attempt was made to get an adequate sampling of each to ensure the information obtained represented the views of a cross section of coordinators and businessmen in Texas.

### Procedure

During October, 1970, a list of the distributive education coordinators in Area III, was compiled. The names and addresses of these coordinators were then prepared as a sample group to represent the opinions of the distributive education coordinators in Texas. Area III was selected since it was the largest in numbers of coordinators and also covered a wider geographical area including both large and small cities. Houston was also represented in this area and the writer felt that the opinions expressed in the Houston area would help validate the study even more.

A tentative questionnaire was then prepared and presented to the thesis committee chairman for criticism and improvement. The questionnaire was revised four times before it was approved by the thesis committee. The questionnaire consisted of two sections of questions, plus a section for personal comments. The questionnaire was printed by the school business department.

The questionnaires were mailed to a sample group of coordinators in Area III to see what the response would be. The returns were slow and few. At this point the writer felt that there must be a better method. Area III was holding a group meeting and workshop in February, 1971. The writer wrote to the supervisor of Area III and requested permission to be included in this program

with the purpose of explaining the study and getting the questionnaires completed at that time. The area supervisor welcomed the opportunity to participate in this study and gave the writer all the time needed. Ninety-eight of the 115 questionnaires were returned and within ten days all but three of the 115 questionnaires were completed and returned.

A tentative questionnaire for the businessmen was then prepared and presented to the thesis committee chairman for criticism and improvement. This questionnaire was revised three times. This questionnaire was designed to be mailed to the selected businesses with a cover letter and could also be used by the writer as a guide for the personal interviews. A sample mailing was made to five businesses to test the response, which was very favorable. After this a list of twenty-five businesses was prepared for the purpose of mailing the questionnaire. The questionnaires were mailed and twenty-one responded.

Personal interviews were limited to eight businesses in the Brazosport area of Texas.

The primary data gathering has been spread over a two-year period which the writer feels makes the information obtained more valuable.

### Related Studies

Some related studies are: Roman Miller, Individual Instruction Practices in the Cooperative Part-Time Distributive Education Program.<sup>1</sup> The purpose of this study was to determine the plans and methods of promoting individual instruction, and to determine teacher and student reactions to individual instructions.

This study is similar in that it was evaluating the curriculum and methods of instruction. It is different in that Roman Miller was more interested in methods of instructions than in evaluating the products.

Frank R. Marcari, The Reconstruction and Selection of Students in Cooperative Distributive Education Program in Public Secondary School in Illinois.<sup>2</sup> This study was similar in that its purpose was to determine the facts influencing enrollment in the Cooperative Distributive Education Program, but is different in that no evaluation of the curriculum or its effectiveness were used.

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<sup>1</sup>Roman Miller, Individual Instruction Practices in the Cooperative Part-Time Distributive Education Program, University of Minnesota (Minneapolis), 1955.

<sup>2</sup>Frank R. Marcari, The Reconstruction and Selection of Students in Cooperative Distributive Education Program in Public Secondary School in Illinois, Northern Illinois University, 1964.

Fairchild H. Carter, Trends in Distribution and the Implication for Vocational Distributive Education on the Secondary Level.<sup>3</sup> This study is similar in that Fairchild Carter evaluated the curriculum and its effectiveness to the trends in distribution. It is different in that no attempt to gain information from businessmen was made.

All of the above studies concentrate in one specific area but not one attempt has been made to evaluate the products of distributive education as does the present study attempt to evaluate the products.

### Preview of Organization

Secondary data gathered to present standards set up for Vocation Distributive Education Programs is presented in Chapter II. Emphasis is placed on the different methods or approaches of teaching distributive education.

Chapter III relates the opinions coordinating practices and teaching methods of the distributive education coordinators in Texas. Chapter IV relates the opinions, hiring practices, and special comments of the selected businessmen. The summary, conclusions, and recommendations compose Chapter V.

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<sup>3</sup>Fairchild H. Carter, Trends in Distribution and the Implication for Vocational Distributive Education on the Secondary School Level, M. A., University of Minnesota (Minneapolis), 1958.

## CHAPTER II

### THE DISTRIBUTIVE EDUCATION CURRICULUM

Distributive Education functions through organized programs of instruction for high school youth, for post high school youth, and for adults.

The basic goals of this program are to offer instruction in distributive education and marketing, to assist in the improvement of the techniques of distribution, and to develop an understanding of the economic and social responsibilities of those permitted to engage in distribution in a free, competitive society. To be successful, this program should be a people-oriented program.

This chapter will present a brief summary of the curriculum and the different approaches recognized in teaching distributive education. Organization of the instruction, facilities and equipment, and coordination techniques will be briefly covered.

#### Approaches

##### Traditional Approach

In the traditional approach, the high school distributive education curriculum and the cooperative plan are synonymous.

The cooperative plan is used during all phases of instruction. Curriculum under this type of program can be offered in two different plans. Plan A includes two years of instruction of one period daily plus cooperative experiences in the training station for both years. Plan B would consist of one year of instruction of two periods plus cooperative experience for that one year.

### The Contemporary Approach

In the Contemporary Approach to the distributive educational program, the cooperative program is the capstone of the curriculum.

This curriculum includes a preparatory course known as a pre-employment laboratory class of at least one year. This pre-employment course would cover the basic areas necessary to prepare a student for acceptance and employment in the cooperative program the following year.

To be approved for distributive cooperative training, the training station (1) must be classified as a distributive occupation and (2) must require a minimum of 175 hours of classroom instruction and 525 hours of supervised on-the-job training and work experience per school year. The main portion of the training must be scheduled for the student during school hours.



The future will demand training of a more specialized nature. Some areas of specialization might include food distribution, soft goods or fashions, merchandising and wholesaling just to mention a few. Several schools presently offer specialization in some of these areas.<sup>1</sup>

### Organization of Instruction

The objectives of the job-related instruction can be broken down into three areas. The first area concerns those concepts, principles, skills, and attitudes common to all distributive occupations. Instruction topics in this area might be concentrated in school and business relationships, economics of distribution, marketing, personal development, retailing and merchandising, and career opportunities in distribution.

A second area would concentrate on occupational skills and knowledge applicable to the particular job in which the student is placed. In this area, each student's individual occupational training plan is prepared and signed by the student, employer, parents, and coordinator.

The third area would concern the student-learner's career objectives. As indicated above, the student selects a general area

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<sup>1</sup>Ralph E. Mason, Peter G. Haines, Cooperative Occupational Education and Work Experience in the Curriculum (Illinois: The Interstate Printers and Publishers Inc., 1965), pp. 338-340.

of study such as retailing, then he selects the particular field of retailing such as fashion, general merchandising, etc. This phase of training is more specialized and is promoted through individualized instruction.

This instruction is very important especially when the training on the job does not correlate to the student's chosen field. The sequence of this instruction is very dependent upon the student's occupational experiences and ability.

Preferably, students registering for distributive education will have had some basic business courses such as general business, typewriting, record keeping, and salesmanship.

A suggested basic curriculum used in the secondary school of Texas has been prepared by the Texas Distributive Education Departments; however, the sequence and time allotted is left to the recommendations of the coordinators using the plan.

The Texas Distributive Education Department, Division of Extension, has published first and second year manuals which are to be used by the coordinators. These manuals cover all areas of the curriculum. The coordinator also uses books on retailing, selling, marketing, or any other materials which will reinforce his basic manuals.

The following is a suggested outline or guide for a two-year distributive education curriculum to be used with the basic manuals published by the Texas Distributive Education Department.

### Curriculum Outline

#### First Year

##### School and Business Relationships (5 weeks)

- Unit 1: How to apply for a job
- Unit 2: Distributive Education Defined
- Unit 3: Orientation
- Unit 4: Likely first jobs
- Unit 5: Personality in Action
- Unit 6: School and Business Ethics

##### Basic Selling (4 weeks)

- Unit 1: The Importance of Selling
- Unit 2: Know your Company
- Unit 3: Know Yourself
- Unit 4: Know your Customer
- Unit 5: Know your Merchandise
- Unit 6: Pre-Approach and Approach
- Unit 7: Sales Presentations
- Unit 8: Use Persuasion Wisely
- Unit 9: Overcome Objections
- Unit 10: Close Sale Properly
- Unit 11: Reduce Returns
- Unit 12: Service in Relation to Selling
- Unit 13: Opportunities in Selling

##### Communication in Distribution (3 weeks)

- Unit 1: Communications Defined and Explained
- Unit 2: Reading--Its Place in Communications
- Unit 3: Outlining
- Unit 4: Oral Communications
- Unit 5: Preparation for a Formal Speech

- Unit 6: Copy Writing for Advertising
- Unit 7: Resume of Personal Qualifications
- Unit 8: News-Story Writing
- Unit 9: Miscellaneous Communications

### Mathematics of Distribution

(4 weeks)

#### Section I: Beginning Mathematics

- Unit 1: Introduction
- Unit 2: Errors and Their Effect on Business
- Unit 3: Survey of Basic Mathematics for Selling
- Unit 4: Writing Sales Checks
- Unit 5: Calculation for Earning and Productivity
- Unit 6: Inventory and Stock Control
- Unit 7: Review Test for Section I

#### Section II: Mathematics for the Merchandising Trainee

- Unit 8: Discounts and Invoice Terms
- Unit 9: Markup and Pricing
- Unit 10: Retail Reductions
- Unit 11: Turnover and Stock Control-Sales Ratios
- Unit 12: Purchase Planning
- Unit 13: Review Test for Section II

#### Section III: Mathematics for Business Organizations

- Unit 14: Financing a Business
- Unit 15: Controlling Business Operations
- Unit 16: Evaluating A Business
- Unit 17: Review Test for Section III

### Basic Organization of Distribution

(4 weeks)

- Unit 1: Origin and History of Distribution
- Unit 2: How Our American Business System Operates
- Unit 3: Channels of Distribution
- Unit 4: Fundamentals of Business Organization
- Unit 5: How a Business is Organized

Merchandising

(9 weeks)

- Unit 1: The Changing Picture of Retailing
- Unit 2: Merchandising in Our Economy
- Unit 3: What to Buy
- Unit 4: How to Buy
- Unit 5: Where to Buy
- Unit 6: The Other Half-Salesmanship and Sales Promotion

Marketing in Our Economy

(3 weeks)

- Unit 1: Basic Economic Principles
- Unit 2: Basic Economic Systems
- Unit 3: Accomplishments of Our Economic Systems
- Unit 4: The Role of Marketing in our Economy
- Unit 5: Marketing Institutions
- Unit 6: Selecting Channels of Distribution
- Unit 7: Marketing Research
- Unit 8: Career Opportunities in American Marketing

Second YearAdvanced Selling

(3 weeks)

This unit is intended as a review that will reorient second year students and present new material concerning selling.

Sales Promotion

(5 weeks)

- Advertising
  - Retail
  - Wholesale
  - Service Selling
- Display
- Special Promotional Events
- Public Relations

Retail Credit

(3 weeks)

- What is Credit?
- The Function of Credit Distribution
- The Credit Process

Opening an Account  
 Investigating an Applicant  
 Analyzing a Credit Risk  
 Accepting and Declining Applications  
 Collection Fundamentals and Methods  
 Tools and Media  
 Collection Letters  
 Credit Sales Promotion

### Merchandising

(9 weeks)

Unit 1: The Changing Picture of Retailing  
 Unit 2: Merchandising in Our Economy  
 Unit 3: What to Buy  
 Unit 4: How to Buy  
 Unit 5: Where to Buy  
 Unit 6: The Other Half-Salesmanship and Sales Promotion

### Marketing in Our Economy

(3 weeks)

Unit 1: Basic Economic Principles  
 Unit 2: Basic Economic Systems  
 Unit 3: Accomplishments of Our Economic System  
 Unit 4: The Role of Marketing in Our Economy  
 Unit 5: Marketing Institutions  
 Unit 6: Selected Channels of Distribution  
 Unit 7: Marketing Research  
 Unit 8: Career Opportunities in American Marketing

### Instructional Facilities and Equipment

While distributive education trains people for all areas of distribution, the majority of the student-learners will be placed in retail stores. It is with this in mind, that the distributive education laboratory-classroom should simulate merchandising conditions, providing equipment such as display cases, store systems, and cash registers. In addition, the classroom should also have enough

space for class discussions, role playing, sales demonstrations, and individual project studies. This classroom should be located where a hallway display case can be seen by students and faculty members.<sup>2</sup>

### Coordination Techniques

One of the first coordination tasks is the selection of the students for the distributive education program. In the selection of the students, care must be taken to see that each student's career objectives are defined upon entering the program. The coordinator must distinguish between those students who have career objectives in mind and those who are just looking for a part-time job and are wanting out of school early.

Second, proper placement of the student-learner requires good judgment by the coordinator. Careful matching of students with training stations to meet their career objectives separates this vocational program from one of mere job placement.

In making placements, the coordinator is faced many times with the task of deciding whether the training station is acceptable. To be acceptable, the training station must be one in which marketing and merchandising operations are primary, one in which the worker either has a direct contact with customers or engages in a

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<sup>2</sup>Ibid., pp. 341-346.

non-customer contact activity that is a necessary and direct part of the marketing or merchandising of goods and services.

In some training stations where a combination of abilities are required, the placement is distributive only if the distributive operations are in the majority.

Close coordination and correlation of the cooperative part-time instructional program in the school with part-time employment must be established and maintained. As a minimum, the training station and immediate supervisor of each student must be visited once a week, if possible. Close coordination and correlation are needed to ensure that students are receiving instructions in the school and on the job.<sup>3</sup>

A training plan is prepared on each student-learner. This training plan indicates the specific objective to be emphasized and whether it should be taught in the classroom or on the job. The development of these training plans, together with follow-up activities are very important functions of the coordination activities.

The following is a suggested plan for a student-learner who is to be trained in the sales department of a retail store.

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<sup>3</sup>Ibid., pp. 356-376.



Work Experience

Receiving, marking and checking  
 Order taking and sales  
 Telephone Sales and Promotion  
 Display of Merchandise  
 Assist in Inventory and Control  
 Hardline Sales, Returns  
 Assisting with Display  
 Sales--All Departments  
 Customer Service  
 Warranty Department  
 Discounting

Outline of Assignments

Stockkeeping manual  
 Creative Selling  
 Arithmetic for Distribution  
 Product Knowledge  
 Power Tools  
 Hardware  
 Paint Manual  
 Sporting Goods  
 Advertising and Display  
 Writing Sales Tickets  
 Advanced Selling  
 Suggestive Selling

Student evaluation is also a very important function of the teacher-coordinator. This evaluation is composed of two main areas: classroom activities and the student's performance on the job. In regard to the classroom, his performance is based on written subject matter, individual work assignments pertaining to his specific area of training, club activities, and on oral presentations such as role-playing, sales demonstrations, etc. The evaluation of the student-learner's on-the-job performance is based on observation by the teacher-coordinator, by his immediate supervisor, and by personal interviews with the student. A job evaluation sheet is kept on each student by his employer and turned over to the coordinator at the end of each grading period.

### Summary

The purpose of this chapter was to present a brief summary of the curriculum and the different approaches recognized in teaching distributive education. Organization of the instruction, facilities and equipment, and coordination techniques were briefly covered.

Distributive education functions through an organized program of instruction for high school youth, for post high school youth, and for adults.

The basic goals of distributive education are to offer instruction in distributive education and marketing, to assist in the improvement of the techniques of distribution, and to develop an understanding of the economic and social responsibilities of those permitted to engage in distribution in a free, competitive society.

There are two basic approaches to the teaching of distributive education: the Traditional Approach and the Contemporary Approach. Both approaches are used in Texas.

Organization of instruction is broken down into three areas. The first area concerns those concepts, principles, skills, and attitudes common to all distributive occupations.

A second area would concentrate on occupational skills and knowledge applicable to the particular initial job in which the student learner is placed.

The third area would concern the student-learner's career objectives. This area is more specialized and is primarily promoted through individualized instructions.

The sequence of instruction is dependent upon the coordinator, the student-learner's occupational experiences, and the student's ability.

Suggested curriculum guides are available and are modified by each coordinator to meet the needs of his particular class.

The facilities of a distributive education classroom should simulate merchandising conditions that might be found downtown. Display cases, store systems, and cash registers should be available to the students. The classroom should be large enough to permit role playing, sales demonstrations, class discussions, and individualized study. This classroom should be located where hallway display cases can be seen by other students and faculty members.

It is the coordinator's responsibility to select and place in training stations, those students interested in a career in distribution and marketing. He must screen and reject those students who are looking for part-time work only and have no long-range career objective in mind.

Close coordination, evaluation, and follow-up of each student's progress must be maintained throughout the year to ensure

that each student learner is progressing as planned. Training plans, work schedules, and job evaluation forms must be kept on each student for this purpose.

## CHAPTER III

### EVALUATION OF THE DISTRIBUTIVE EDUCATION PROGRAM IN TEXAS BY 112 COORDINATORS

The purpose of this chapter is to present the feelings and attitudes of the Distributive Education Coordinators concerning the operation and quality of instruction by the distributive education program in Texas.

Due to the time element and expense, a group of 112 coordinators was selected and each one was given a questionnaire. The purpose of the questionnaire was to get responses from the coordinators so that an evaluation of the distributive education program could be made. Areas of interest covered by the questionnaire were:

- Business and Teaching Experience of the Coordinators
- Student Selection
- Student Schedules
- Coordination Activities
- Student Evaluation
- The Image of Distributive Education
- Student Follow-up
- The Effect of Distributive Education on the College Bound Student
- Recommended Changes

The response to the questionnaire was excellent. One hundred twelve responded. This type of response is evidence of the interest that the coordinators take concerning the quality of their program and of their interest and willingness to improve their program whenever possible.

### Business and Teaching Experience

The first area of the questionnaire pertained to the business experience of the coordinators prior to teaching distributive education. The second question concerned the respondents' distributive education teaching experience. It is important to know how well qualified the coordinators were prior to entering the distributive education field and it is also helpful to know how many years experience most coordinators had in distributive education. To get this information, the coordinators were asked:

How many years business experience did you have prior to teaching Distributive Education \_\_\_\_; Distributive Education teaching experience \_\_\_\_?

The business experience of ninety-five coordinators is listed below:

### Business Experience Prior to Teaching Distributive Education

<u>Experience</u>	<u>Number of Coordinators</u>
0	2
1-5	37
6-10	26
11-15	17
16-20	5
20 or more	3

A good Distributive Education Program depends both upon new and experienced personnel instructing in these programs. From the previous responses, it is evident that most coordinators entered the program with business experience. The importance of this is that these people came into the program with ideas and valuable up-to-date information that could be used to enrich their program. This experience also helps the coordinator plan classroom instruction related to needs in the business world.

The second part of the question concerned distributive education teaching experience. The distribution of the respondents is as follows:

Distributive Education Teaching Experience

<u>Experience</u>	<u>Number of Coordinators</u>
0	30
1-5	40
6-10	4
16-20	1
20 or more	1
No response	17

From the coordinator's response it is seen that the distribution of teaching experience is a healthy one. Seventy coordinators fell in the five year and under bracket, and thirty of these were new first-year coordinators.

The significance of this is that most coordinators had teaching experience prior to entering the program and the large

concentration of new coordinators is an indication that the distributive education program in Texas is a growing one.

### The Advisory Committee

The success of a cooperative part-time training program depends upon a close relationship between the school and businesses of the community, therefore, there is a need for a local advisory committee. This committee should be composed of employers in the field of distribution. The committee usually consists of four to six members. The advisory committee has no administrative function but its members can be of valuable help in determining training needs, advising on the instruction, promoting, publicizing, and evaluating the distributive education program. This committee is temporary and should be dissolved at the end of the year.

To find out how effective this committee was, the coordinators were asked the following question:

My Advisory Committee was very helpful in planning my program. Yes \_\_\_\_ No \_\_\_\_.

Only thirty-nine respondents felt that the advisory committee was helpful, while seventy-three indicated that the committee was not very helpful.

Although almost two-thirds of the respondents indicated a negative attitude toward the advisory committee, consideration must



be given to the reasons given why the coordinators felt that the advisory committee was of little value.

Many coordinators did not use the committee because they felt that these men were too busy and did not have the time; others felt a certain fear that the committee would step over its bounds and attempt to run the program in some capacity other than in an advisory one. Some coordinators who felt that the advisory committee was of little value were actually using this committee individually to help direct their program but were not holding committee meetings. Others not using their advisory committee were using training station supervisors and employers to help advise them in job placement and to develop career opportunities for the student-learners. Others who felt this committee was of little value were experienced coordinators who admitted that in first setting up their program they did depend a great deal on help from this committee. In evaluating the responses, it was evident that the advisory committee was helpful in some programs and helpful on an individual basis in many others. Coordinators who made little use of the committee were turning to other businessmen in the community to help them when needed.

### Student Selection

Student selection is a most important function of the coordinator. Careless student selection can hurt the program and

hinder future career opportunities for the student-learner.

One of the best methods for the selection of student-learners is found in programs which operate a pre-employment laboratory class. The coordinator has a year to know each student and can better evaluate him. Areas of concern are career objectives, common sense, poise in front of a group, good grooming, and punctuality.

Schools operating a two-year distributive education program without a pre-employment class were concerned with the same student qualifications, but have to make decisions on student selection without knowing as much about each applicant as do the coordinators who operate a pre-employment laboratory in conjunction with the co-operative program.

Most coordinators use a personal data sheet to help them select the proper students. This is just one of the basic tools, and a sample one appears in the Appendix. However, there are other important areas of concern in student selection such as vocational interest forms, student tests results, and personal interviews with the parents.

Four questions were included in the questionnaire to find out what methods were most used by the coordinators in the selection of new students.

Vocational Interest Forms. -- To be successful in the program, a student must have an interest in the type of work he is assigned. A vocational interest form is helpful both to the student and to the coordinator in deciding which field of business he should enter. To find out how many coordinators used this form, question number 2 concerning the use of the vocational interest form was included in the questionnaire. The question as it appeared on the questionnaire is as follows:

I used a vocational interest form in counseling with my students. Yes \_\_\_\_ No \_\_\_\_.

Sixty coordinators stated that they used a vocational interest form in counseling with students, forty-seven answered negatively, while five made no response. Several coordinators who stated that they did not use the vocational interest form stated that they would if one were available.

The above responses are an indication that coordinators are making use of the vocational interest form to help them place students in the proper field of study.

General Tests. -- Tests are useful in selecting student-learners, however there is no evidence that any test is of sufficient value to rely on it alone. Aptitude occupational inventories, such as the Kuder Interest Inventory are used in many schools,

mathematical and clerical tests are also helpful and will provide clues as to each student's interest and aptitude. The use of general tests was covered in question number 3 as follows:

Student tests results were available prior to their being admitted to class the following fall term. Yes \_\_\_\_ No \_\_\_\_.

Seventy-two of the one hundred twelve respondents stated that they used aptitude tests in student selection. Sixty-six stated that the tests were not available but many stated that they would use them if they were available. Again the responses are indicative that the coordinators are interested in the students and that they are willing to use all information available to help them properly place a student in the program.

Spring Registration. -- Most distributive education coordinators recommend that the student sign up for the program for a two year period. Long range planning is necessary and the time of registration is also important. One method to help the student and the coordinator is spring registration.

This gives the student time to plan his other courses and also gives the coordinator more time to study and evaluate the prospective student-learners. The respondents were asked if they held spring registration in question number 4.

Students were registered during the spring prior to their being admitted to class the following fall term.  
Yes \_\_\_\_ No \_\_\_\_.

Ninety-two of the one hundred twelve respondents indicated that they held spring registration. This response is an indication that students taking distributive education do so after being counseled and are registered early enough to make plans for the next two years.

Coordinator-Parent Interview. --Many times coordinators have problems with students and when the problem becomes so serious that the parents must be called in, the coordinators find out too late that most of his problems could have been eliminated had he had a parent interview prior to admitting the student into the program. Many times parents do not understand the program and very often the student does not take the time to explain it to them. Many coordinators have indicated that the interview with the parent was helpful. It was for this reason that question number 8 was included in the questionnaire. The question and responses are listed below:

I request a personal interview with the parents prior to admitting a student. Yes \_\_\_\_ No \_\_\_\_

Thirty-four coordinators required a personal interview with the students and their parents prior to being admitted into the program. Sixty-seven did not require this type of interview while eleven had no comments. From the above responses it is evident that the parent interview is not used in most cases. The responses are not indicative that the interview with the parent is not helpful in

some cases. When in doubt the coordinator could use the parent interview as another helpful tool in student selection.

### Student Scheduling

The Distributive Education student normally takes distributive education and three other academic courses; however, this may vary according to local restrictions and requirements. It is recommended that the student-learner be free no later than 1 P.M. to go to work. Many times schools have difficulty in scheduling these students. Some of these problems can be eliminated by registering the distributive education student first. To find out how many schools use this method, question number 5 was included. The question is:

Vocational Distributive Education students were given preference in scheduling so they could work out their courses. Yes \_\_\_\_\_ No \_\_\_\_\_.

Fifty-three respondents stated that vocational students in their school were given preference in class scheduling while fifty stated that no such preference existed. Programs which had scheduling preference indicated less schedule conflicts than those that had no preference. It might be worthwhile for those schools who do not use this method to try it. Possibly some students who, because of scheduling conflicts, cannot take distributive education could were such a program available.

### Coordination

Proper placement of prospective student-learners requires good judgment by the teacher-coordinator. Careful matching of students with training stations and careful observation to be certain that the employers take an interest in the student-learners are two very important functions of the teacher-coordinator. To do this, training stations must be visited early so proper plans can be made for the coming year. To find out how many coordinators made early visits to the training stations with the goals of student placement, three questions were listed on the questionnaire. Question number 6 and 7 concern coordination visits with the purpose of planning and student placement. Question number 9 concerns the results of these visits such as employer attitude toward the student-learner.

Those three questions were as follows:

Prior to the end of the spring term I visited all my training stations, going over our plans for the following year. Yes \_\_\_\_ No \_\_\_\_.

Sixty-three respondents stated that they did visit their training stations in the spring for the purpose of long-range planning while thirty said they did not.

Most of my new students are placed in their new training stations in: May \_\_\_\_ June \_\_\_\_ July \_\_\_\_ Aug \_\_\_\_ Sept \_\_\_\_.

Three respondents stated that they placed most of their students on their jobs in May, nine indicated most students were placed in June, seven respondents indicated July, seventy-three indicated that most of their students were placed during the month of August, and fifty-two said that they did most of their student placement during September.

From the above responses one can see that most students are placed on their training stations during the months of August and September.

In visitation, I have problems getting the employers to become interested in the student's welfare. Yes \_\_\_\_  
No \_\_\_\_.

Thirty respondents indicated that they did have trouble with the employers while sixty-five stated that they had no such trouble.

From the above responses from questions number 6, 7, and 9, it is evident that most coordinators do make spring visits with the purpose of job placement for the following year, and most students are actually placed on their training stations during the months of August and September. It is also evident that most employers do take an interest in the student-learner. The response to question number 9 is important since some people believe that employers attempt to exploit the student-learners and this is apparently not the case at all.



### Student Evaluation

Student evaluation is another important function of the teacher-coordinator. The student-learner must be evaluated both in the classroom as well as on the job.

One useful tool in evaluating the student's job performance is a job performance rating sheet. Question number 10 was used for the purpose of finding out how many coordinators used such a method. Question number 11 was used to find out what percentages or weight was given to classwork, job performance, and club work. The two questions and responses are:

In measuring the student's job performance, I use the following:

- \_\_\_\_\_ Use a job-rating sheet and let the employer fill it out.
- \_\_\_\_\_ Use a rating sheet but I ask the various questions during the interview with the employer and fill it out myself.
- \_\_\_\_\_ Do Not use a rating sheet.

Eighty-nine used a job-rating sheet and let the employer fill it out, seventeen used a rating sheet but filled it out themselves after talking with the employers, and five did not use a rating sheet. Two samples of rating sheets used by many coordinators appear in the Appendix.

In question eleven, the respondents were asked:

In evaluating the student's performance, I use the following:

\_\_\_\_\_ percent for class work  
 \_\_\_\_\_ percent for job performance  
 \_\_\_\_\_ percent for club work  
100 percent Total Grade

In evaluating the students, all coordinators gave consideration to classwork, job performance, and club activities, making all three equal 100 percent of the grade. Each respondent was asked for the percentage breakdown or value given to each area, but most respondents had different opinions as to the value each area should receive. After careful evaluation of all responses, a pattern did develop. Classwork was generally given 40 percent, job performance 40 percent and club activities 20 percent.

#### The Image of Distributive Education in the Secondary School

Distributive education, like many other vocational courses, is not fully understood by many people. The image of this program is important to ensure its success. Many administrators, counselors, and teachers do not understand the value of this program.

To find out more about this problem concerning the image of distributive education, question number 1, 2, and 3 in section two of the questionnaire was asked. The questions and responses are:

Most teachers in my school look upon distributive education as a terminal course. Yes \_\_\_\_ No \_\_\_\_

Fifty-five respondents stated that most teachers in their school do look upon distributive education as a terminal course, while 47 stated that they did not. The above responses have some serious implications. If it is true that approximately half of the schools have teachers who do not know the value of distributive education, then the coordinator will have a most difficult job of convincing parents, as well as other teachers, the value of this training. Frequently parents go to other teachers for help in planning their children's schedules and if half of these teachers do not know the value of distributive education there must be a large percentage of qualified students who could use this training, but who never have the opportunity.

Our high school counselors try to use our program  
as a dumping ground for under achievers. Yes \_\_\_\_\_  
No \_\_\_\_\_

The majority stated that the counselor did not try to use the program as a dumping ground for under achievers; however, thirty-five stated that the counselor routed under achievers into their program whenever possible.

From the previous responses to question number one, it is evident that most counselors are aware of the benefits of the distributive education program and do not try to send students who are not qualified into the program; however, it should be noted that

thirty-five schools did have counselors who were sending students into the distributive education program who were not qualified.

There are, of course, some training stations that would be suited to slow students. There is a place in the distributive education program for some students who are classed as under achievers.

Our counselor is aware of the full benefits of distributive education and is a help to our program. Yes \_\_\_\_\_  
No \_\_\_\_\_

Most coordinators felt that the counselor was aware of the full benefits of distributive education and, by having this awareness, helped to make the program more successful. Again, thirty-five felt that their counselors were not aware of the benefits and were not helping their program.

From the responses of the previous three questions, it is evident that many are not aware of the full benefits of the distributive education program. This could be an indication that the coordinators need to carry on a good public relations and information program. It could be helpful to get the administrators, teachers, and counselors involved in some of the distributive education activities so that they can learn more about the program.

#### Senior Follow-up

One of the best measures of the effectiveness of distributive education training is to find out what are the students doing with their

training after school. To find out this information, question number 4, part two of the questionnaire was included.

In my Distributive Education Program last year I had \_\_\_\_\_ number of seniors.

- \_\_\_\_\_ stayed on the job after graduation
- \_\_\_\_\_ went to work after graduation in an unrelated field.
- \_\_\_\_\_ continued working but went to school part-time.
- \_\_\_\_\_ went to school full-time and continued to work part-time.
- \_\_\_\_\_ quit work but went to school after graduation.

The respondents answers were too scattered to list each; however, the average number of seniors in a class was fifteen. Concerning the effectiveness of the training, approximately 25% stayed on the job, 15% went to work in an unrelated field, 15% went to school part-time and worked, approximately 15% continued working and went to school part-time, and 10% quit working and went to school full-time. From the responses approximately 20% of the graduating seniors were not accounted for.

With seventy percent of the graduating distributive education students staying in the labor force, it is apparent that the training is effective. It is also important to note the high percentage of students who continue their education after graduation from high school. This alone should erase any fear that distributive education is a terminal course.

### The College Bound Student

One of the most serious problems facing the coordinator in student recruitment is the fear that distributive education is a terminal course and has nothing to offer the college-bound student. As stated in the previous question, many students who have taken distributive education, do go to college. The big question is "Does distributive education have anything of value to offer such students?" To find out the answer to this, questions number 5 and 6 in part two of the questionnaire covered these areas. The questions are:

Do you feel that distributive education helps students who plan to attend college by giving them a chance to mature and become involved with the adult world earlier?  
Yes \_\_\_\_ No \_\_\_\_

Ninety-nine respondents indicated that distributive education did help the college-bound students and they did feel that working with the adults helped the students to become more mature.

One good measure of honesty or conviction is, would a person recommend to his own children the same thing he recommends to others? That was the purpose of question number 6. Did these coordinators really believe in the value of their training and did they feel it strongly enough to recommend it to their own children? The question was:

Would you want your child to take distributive education or some other vocational program? Yes \_\_\_\_ No \_\_\_\_

Seventy-seven indicated that they would recommend a vocational program for their child, nine answered negatively, and twenty-six were undecided.

The high percentage of "yes" responses is evidence of the conviction of the value of the distributive education program. It is also important to note that distributive education is not for everyone and some of the undecided and negative responses did not necessarily mean that the coordinators were not convinced as to the value of their program, it is quite possible that some of these had students who were not suited for distributive education.

#### Recommended Changes

Four questions dealt with recommendations for changes in the distributive education program. To get some of the recommended changes, questions 7 through 10 are listed below:

In what areas do you feel there is a need for a change?

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The respondents remarks varied but generally they recommended research and constant evaluation to keep pace with the changing world of work. Coordinators must constantly be on the look-out for areas needing up-dated to make the student's training more effective.

Many coordinators and some employers have indicated that a twelve-month program would help the distributive education program. To find out how the coordinators felt concerning this, question number 8 was designed to cover this area. It is listed below as it appeared on the questionnaire.

- a. Do you think that the distributive education programs in Texas would be improved by making them a 12 month program? Yes \_\_\_\_\_ No \_\_\_\_\_
- b. If yes, in what ways do you feel it would be helpful?

Sixty respondents felt that a twelve-month plan would be of no help; however, thirty-five felt that it would help and seventeen had no comments. In view of the previous statements, possibly a twelve-month program should be considered for those coordinators who feel a need for such a plan.

There has been a lot said about the school and how it is not meeting the needs of all the students. Many times schools have students who do well in a vocational program but fall down in other areas of study. Sometimes these students drop out of school because of this problem. To get recommended changes concerning this problem, questions 9 and 10 were listed in the questionnaire.

They are as follows:

Do you think that the school should set up a program for these students and not require them to take regular courses that are now required for a high school diploma?  
Yes \_\_\_\_\_ No \_\_\_\_\_



Forty-seven respondents felt that a program altering the present minimum required courses could be helpful for those students who do well in vocational courses but have difficulty in the presently required academic courses. Sixty-five respondents did not agree that such a plan would be helpful.

Since most jobs require a high school education, do you feel that we could meet the needs of all the students better if we had the option of filing a plan with the Texas Education Agency for these students who are weak in specified areas and cannot meet our present academic standards, but who, after completing this special four year plan, would be awarded a high school diploma?

Yes \_\_\_\_ No \_\_\_\_

Sixty-two respondents felt that a school should be permitted to file a petition altering the minimum requirements should the school feel such a need existed. Therefore, a vocational student, after having completed a four-year program set up by his school and approved by the state, could receive a high school diploma and not be required to take those courses presently required.

### Summary

One hundred fifteen coordinators were sent questionnaires and 112 responded. The purpose of the questionnaires was to get the feeling and attitudes of the coordinators concerning the quality and method of operating a distributive education program.

Most coordinators had business experience and teaching experience prior to entering the distributive education program. Of those presently in the program, a wide distribution of experience existed. Seventy indicated that they had five years or less, thirty of these were new first-year coordinators. It is significant that only two of the ninety-five respondents indicated that they had no teaching experience prior to entering the program. The large number of new coordinators is an indication that the distributive education program is rapidly growing in Texas.

The purpose of the advisory committee was to give the coordinator help with his program when needed. Only 39 of the 112 respondents felt that the advisory committee was helpful. Others indicated that the committee was of no value to them. The respondents who did not use the advisory committee did use businessmen to advise them when they felt it necessary.

In view of the above information, it cannot be assumed that the advisory committee was of little value. This information does suggest that possibly more emphasis could be placed in the selection of the committee and, if used more often, the program could possibly benefit from it. This advisory committee is appointed by the coordinator and he should be very selective in appointing its members.

Student selection is a very important function of the coordinator. One of the best methods for selecting student-learners is

found in programs which operate a pre-employment laboratory class. This enables the coordinator to become better acquainted with each student and thus can better define and evaluate each student's career objectives.

Programs operating a two-year cooperative plan without the pre-employment class were having to make student selection without the help of a pre-employment lab.

Several coordinators submitted sample applications that were used for admitting new students into the program. Although most were different in form, the questions were similar. These applications were helpful in student selection. A majority of the coordinators indicated that they used a vocational interest form in counseling new students while seventy-two respondents indicated that they used aptitude tests as another tool in student selection. Some that did not use aptitude tests stated that they would if they were available.

The majority of the respondents indicated that they pre-registered students in the spring for the fall semester. They felt that this gave both the student and the school more time for planning out those activities necessary for the coming year.

Many administrators, counselors, and teachers do not understand the value of this program. Fifty-five respondents stated

that many teachers look upon the distributive education program as a terminal course. Thirty-five respondents indicated that the school counselor attempted to make their program a dumping ground by placing under-achievers into the program. It was felt that some program was necessary to help those administrators, counselors, and teachers get a better understanding of the distributive education program.

The coordinators had a strong conviction for their program: seventy-seven stated that they would recommend distributive education for their own children.

Student evaluation is an important function of the coordinator. The student-learner must be evaluated by class activity, as well as by on the job performance, and by club activity. Ninety-six respondents used a job performance rating sheet. The value given to each area varied among the respondents.

A majority of the respondents did not feel a twelve-month program was necessary; however, thirty-five did feel that it might be helpful in some areas.

In an attempt to reach all students, especially those who do well in a vocational course but seem to have trouble in other required courses, forty-seven respondents felt that a school should be permitted to alter the minimum requirements for those students

needing a special program. These students would receive a high school diploma after completing a four-year program prescribed by their school. Sixty-five did not feel a need for this type of program, but felt that it should be permitted for those who wanted it.

## CHAPTER IV

### AN ANALYSIS OF THE RESPONSES OF TWENTY-ONE BUSINESSES IN TEXAS

The purpose of this chapter is to evaluate the responses of twenty-one respondents to a questionnaire concerning the strengths and weaknesses of distributive education students that have been employed by their firms. These respondents were also asked to give their opinion as to areas or personal traits that young applicants should possess which would be helpful in getting a job.

A personal interview with eight of the twenty-five businessmen located in the Brazosport area was conducted as a follow-up to the questionnaire. The purpose of this interview was to obtain further comments and opinions that were not possible to obtain by the questionnaire.

By obtaining this information, an evaluation of the distributive education program could be made. This information would also be helpful in long-range planning of the distributive education curriculum.

Comparison and Evaluation of Distributive  
Education Students

In an effort to determine the value of the distributive education training, the respondents were asked to compare the distributive education student to his other part-time employees.

The first two questions on the questionnaire were designed for this purpose.

Have you employed students who have had distributive education training? Yes \_\_\_\_ No \_\_\_\_

Nineteen respondents had previously employed distributive education student-learners while only two stated that they had no experience with employing distributive education students. However, the two respondents who had no experience with employing student-learners did have some good comments concerning the strengths and weaknesses of young applicants since they currently had some young employees working for them.

The student-learner receives instruction, credit for the course, and money for the hours he works on the job. These are only some of the many benefits a student receives by taking distributive education. The part-time employee has no one other than his employer to answer to and receives no instruction other than those on the job.

One of the strong selling points used by most coordinators when attempting to place distributive education students in new

training stations is the training and supervision they receive through the program. In an effort to evaluate this training and supervision these student-learners receive, the respondents who answered "yes" to question number 1 were asked:

Do you feel that they are better trained and understand their responsibilities as employees better than students who have had no distributive education training? Yes \_\_\_\_  
No \_\_\_\_

Seventeen respondents indicated that the student-learners did appear to be better trained and that they did perform their tasks as well as the part-time employee but not any better.

#### Evaluation of Student Applicants

One of the primary functions of the coordinator is to prepare students for employment. The most direct way to find out what the best program would be to prepare workers is to ask the businessmen who hire these young people and study their recommendations.

First, what personal traits do employers look for or feel are most important for a student applicant to possess. To find this information the respondents were asked in question 3:

Which of the following traits do you feel are most important for an applicant to possess? (Select four)

Intelligence \_\_\_\_  
Initiative \_\_\_\_

Maturity \_\_\_\_  
Attitude \_\_\_\_



Personality	_____	Good Grooming	_____
Drive	_____	Leadership	_____
Moral Values	_____	Communication	_____
Cooperation	_____	Skills	_____

The responses are illustrated on the following table. The traits are listed in the same order as they were on the questionnaire, followed by the number of responses each trait received.

Four personal traits most often selected, in order of importance, were attitude, initiative, intelligence, and personality. This is significant since most people believe that their lack of technical training is holding them back from being employed or advanced. In this case, skills were listed eleventh in preference.

It is not enough to know the personal traits employers prefer, a coordinator must also know the weaknesses that are most often found in young people so that he can plan his curriculum to focus on these areas.

In question number 4, the respondents were given a list of seven weaknesses and they were asked to select two out of the seven that showed up most in student applicants. These responses are illustrated on the following chart. The weaknesses are listed in the same order as they were on the questionnaire and the votes received by each are listed to the right.

Again, it is interesting to note that skill was not one of the primary weaknesses. From the previously cited information, one

TABLE 1  
DESIRABLE PERSONAL TRAITS TO BE POSSESSED  
BY STUDENT APPLICANTS

Personal Traits	Responses	Personal Traits	Responses
Intelligence	13	Attitude	16
Initiative	14	Good Grooming	4
Personality	12	Leadership	2
Drive	6	Communication	1
Cooperation	5	Skills	3
Maturity	6		

TABLE 2

WEAKNESSES MOST OFTEN FOUND IN YOUNG  
EMPLOYEES AS RATED BY TWENTY-ONE  
BUSINESSMEN IN TEXAS

Weaknesses	Response	Weaknesses	Response
Initiative	8	Lack of Interest	11
Poor Grooming	1	Poor Attitude	9
Immaturity	7	Lack of Skills Necessary for the Job	4
Selfishness	2		

can see that intelligence and learned skills play a minor role in preparing a student-learner for employment. This does not indicate that one must have no skills whatsoever to be employable, but that there are other more important areas that are many times overlooked by people who are seeking employment.

The areas where weaknesses were most often found are the same areas that are stressed in the distributive education curriculum.

#### Preferred Courses for Employment Preparation

Since the distributive education program is oriented toward marketing and merchandising, it would be beneficial to find the academic subjects which would be most valuable in preparing students for employment in these areas.

In question number 5, the respondents were given a prepared list of eight subjects and were asked to select those subjects which they felt would be most helpful for student-learners. The following table is an illustration of their responses. These subjects are listed in the same order as they were on the questionnaire with the frequency of response to the right.

It is evident, from the previously cited information that communications, human relations, and business mathematics are

TABLE 3

GENERAL AREAS OF TRAINING MOST HELPFUL IN  
PREPARING YOUNG PEOPLE FOR EMPLOYMENT  
IN MARKETING AND DISTRIBUTION

Areas of Study	Responses	Areas of Study	Responses
Record or Bookkeeping	5	Business Law	0
Communications	15	Job Interviewing	3
Business English	5	Business Mathematics	9
Human Relations	11	Basic Economics	4

Note: From the eight listed general areas of study, the respondents were asked to select three which they felt were most important.

the three most important subjects selected by the respondents. This does not imply that the other subjects are not important, but it does emphasize the importance of the subjects selected.

The distributive education curriculum includes training in all subjects listed on the previous chart. However, the coordinator can be more effective when he knows the subject areas in which employers prefer their employees to have been instructed.

### Importance of Supervision

Student-learners are supervised by the coordinator as well as by the employer or someone designated by him. This training and close supervision should prepare young students for employment and advancement. With this training, these student-learners should perform better than the regular part-time employees who do not have these advantages. The amount of interest that an employee has toward his job is very important and has a direct relation to his performance.

Question number 6 asked:

A distributive education student is supervised by both the coordinator and the employer. Do you feel that this supervision helps the student to become a better employee? Yes \_\_\_\_ No \_\_\_\_

Nineteen respondents stated that supervision by the coordinator and the employer does help the student become a better

employee; two made no response. Most respondents felt that the student-learner did have an advantage over the regular high school employee; but they indicated that, in some cases, these distributive education students were not making the most of the opportunity. The respondents felt that the coordinator's close supervision and guidance helped the student-learner to stay on one job longer. The respondents felt that distributive education gave these young people an insight into some of the problems because coordinators did not permit students to change jobs unless it was for the benefit of the student.

This close coordination should make the student aware of the opportunities and keep him interested in his job. As a person's interest drops, so does his performance.

To find out the level of interest most distributive education students have toward their job, question number 7 asked:

Do distributive education students who have been employed by your firm show a greater interest in their work than other part-time employees? Yes \_\_\_\_ No \_\_\_\_

Sixteen respondents felt that the student-learner did show a greater interest in his work than did other student employees. This information indicates that coordination and supervision helps student-learners become better employees.

Employment Record of  
Student-Learners

One method most helpful in evaluating the distributive education program is to evaluate the past performance of the student-learners. In question 8, the respondents were asked:

What has been your experience in employing distributive education students? "

The respondents were asked to rate their experience in employing these students in four categories. The four categories and responses were:

Excellent 7   Good 11   Fair 3   Poor 0

In view of the previous cited evidence, it is clear that the student-learners are more responsible and show a greater interest in their work. Close supervision by the coordinators help the student-learners stay on the job longer and this makes them more attractive to prospective employers. It costs money to train people and students who jump from one job to another soon become poor risks. Many times they develop this habit when they are young and it follows them throughout their working lives. Distributive education helps students develop good working habits that they can use throughout their life.



### Single Personal Trait Most Often Preferred by Employers

To find out the personal trait employers preferred student applicants to possess above all others, the respondents were asked in question number 9:

What one outstanding feature do you most often look for in hiring young people?

The respondents gave different answers since this was an open question; however, all traits listed were in the area of personal development. Personality, initiative, and interest in one's assignment were the three most often listed.

In view of the previous information, it is apparent that the distributive education curriculum can become more effective by emphasizing those areas which the employers previously listed.

### Personal Comments of the Respondents

All respondents were given the opportunity to make personal comments about student-learners they have interviewed and employed. No attempt was made to list all comments. Several respondents had similar comments and it seemed that some emphasis should be placed on these.

A majority of the respondents stated that the distributive education students were an important asset to their business. They indicated character as being very important for a student to possess.

The respondents felt that girls appeared to show a greater interest in their work than did the boys. This last statement could have several implications. Most young men are faced with the prospects of having to go into some branch of the military service and possibly for this reason do not become too interested in planning a career. Possibly these areas where the girls showed a greater interest were areas most suited to them or maybe it was a case of a few boys being placed on training stations without proper counseling. From the above information a conclusion cannot be made as to why the girls outperformed the boys.

The respondents felt that the student-learners know more about business and merchandising than did some of their regular employees and showed a greater tendency toward loyalty.

They also felt that the student-learners should be given more training in making change. This seemed to be one of the greatest weaknesses. It is an area of training that is suggested in the distributive education curriculum.

### Summary

The purpose of this chapter was to evaluate the responses of twenty-one businessmen concerning the quality of the distributive education training. They also gave recommendations that distributive education coordinators might use to better prepare students for employment.

Nineteen respondents had previously employed distributive education students, and the other two had employed other young people. Seventeen respondents felt that distributive education students did better on the job than did other part-time employees. Two felt that they did not perform any better, but that they were as satisfactory. These respondents felt that coordination activities and close supervision was helpful to both the employer and the employees. The student-learners had a better record of job stability than the other part-time employees and showed more interest in their work. Loyalty to the employer or company was another asset cited by the respondents.

The high rating by the respondents of the student-learners is an indication that these students are more responsible and show a greater interest in their work than do other part-time employees.

The respondents were requested to select four personal traits from a prepared list of eleven that would be best for the young applicant to possess. The four receiving the most votes were attitude, initiative, intelligence, and personality.

The respondents were also given a list of seven weaknesses and were asked to select two of the seven which showed up most in young applicants. Lack of interest, lack of initiative, and immaturity were selected more than the others.

Personality, attitude, and ability to get along with others are areas presently stressed in the distributive education curriculum. The coordinator also tries to improve the attitude of his students in the classroom and on the job.

The respondents felt that the students should be given more training in making change.

In view of the above information, it is evident that the distributive education curriculum is concentrating in subject areas preferred by businessmen and that it is effective in most cases. The respondents preferred to hire student-learners when possible and felt that it was good for business.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

It has been said that by the time a textbook is published, changes have taken place that make it out of date. Consequently, current changes must be injected in lessons prepared from such books to make those lessons more meaningful and effective.

In distributive education, textbooks are used for reference purposes and each instructor or coordinator must keep up with the current consumer demands to teach effectively. He must bring to each class the new methods required in business to make each of his students employable and more valuable to his or her employer.

To do this, the coordinator must know what the employer's needs are and what areas of training are most needed. He must also know how effective his program is in meeting these demands.

Quality and effective training must be presented in the high school to prepare young people for the future demand in the business world. It is with this thought in mind that the writer has chosen to

the distributive education program in Texas. Only through such evaluation can long-range planning be effective in designing programs that will be effective in the public school system.

It was the purpose of this study to secure information which could be utilized to evaluate and improve the Distributive Education Program in Texas. Consideration was given to (1) the comments and data furnished by the distributive education coordinators of Texas, (2) questionnaires completed by selected retail businesses in Texas, and (3) personal interviews with selected businessmen in Angleton, Texas.

This study was limited to information obtained from replies to questionnaires and answers by 112 distributive education coordinators, and 21 businessmen in Texas. The validity of this study is affected by the fact that a limited number of coordinators and selected businessmen were interviewed and a limited amount of secondary data were questioned.

Every attempt was made to get a good sampling of each to ensure the information obtained represented the views of a cross section of coordinators and businessmen in Texas.

During October, 1970, a list of the distributive education coordinators in Area III was compiled. The names and addresses of these coordinators were then prepared as a sample group to

represent the opinions of the distributive education coordinators in Texas.

A tentative questionnaire was then prepared and presented to the thesis committee chairman for criticism and improvement. After revision, the questionnaires were mailed to a sample group to see what the response would be. Area III was holding a group meeting and workshop in February, 1971. Permission to be included in this program with the purpose of explaining the study and getting the questionnaires completed was granted and the questionnaires were completed at the workshop.

After a sample mailing to several businessmen, a list of twenty-five businesses was prepared and each was mailed a questionnaire. Twenty-one businessmen responded.

The primary data gathering has been spread over a two-year period which the writer feels make the information obtained more valuable.

The high percentage of returns, one hundred twelve from a possible one hundred fifteen coordinators and twenty-one from a possible twenty-five businessmen, is a strong feature of this study.

Distributive education in Texas functions through organized programs of instruction for high school youth, post high school youth, and for adults.

The basic goals of distributive education are to offer instruction in distributive education and marketing, to assist in the improvement of the techniques of distribution, and to develop an understanding of the economic and social responsibilities of those permitted to engage in distribution in a free, competitive society.

There are two basic approaches in teaching distributive education: the Traditional Approach and the Contemporary Approach. In the Traditional Approach, the high school distributive education curriculum and the cooperative plan are synonymous. The cooperative plan is used during all phases of instruction.

In the Contemporary Approach, the cooperative program is the capstone of the curriculum.

This curriculum includes a preparatory course known as a pre-employment laboratory class of at least one year. This pre-employment course would cover the basic areas necessary to prepare a student for acceptance and employment in the cooperative program the following year. Both approaches are used to some extent in Texas.

Suggested curriculum guides are available and are modified by each coordinator to meet the need of his particular class.

The distributive education classroom should have enough room for class instruction and for role playing. The facilities



should simulate merchandising conditions found in businesses in the community. Display cases, store fixtures, and cash registers should be available for the students. This classroom should be near a hallway where display cases can be seen by other students and faculty members.

The coordinator has the responsibility of selecting student-learners and placing them on the job closest to their career objectives. Coordinators must also be selective and reject those students who have no career objectives and are only looking for part-time work.

Close coordination, student evaluation, and follow-up must be maintained throughout the year to ensure that each student in the program is making progress as planned.

Training plans, work schedules, and job evaluations are kept on each student.

Most coordinators had business experiences and teaching experience prior to entering the distributive education program. Thirty of the respondents were in their first year of teaching distributive education. This, plus forty other respondents who indicated they were in the five year or less bracket is an indication of the rapid growth and expansion of the distributive education program in Texas.

The purpose of the advisory committee was to give the distributive education coordinator help in finding new training stations, instructional materials, and to help plan and advise during the year. Surprisingly, only thirty-nine respondents felt that the advisory committee was helpful in the operation of their program. It is important, however, that many of the respondents who felt that the advisory committee was of little value did use these and other businessmen individually when they needed help and advice.

Student selection is one of the most important functions of the coordinator. One of the best methods for selecting these students is found in programs which operate a pre-employment laboratory class. The reason for this is that the coordinator has a year to know each student and thus can better define and evaluate each student's career objectives.

Programs operating on a two-year cooperative plan without the pre-employment class were concerned with the same student qualifications, but the coordinators did not have much time to get to know or select the student. Student applications and interest tests were used by many coordinators. A majority of the coordinators indicated that they held a spring registration for prospective students. This early registration gave the coordinators time for scheduling and planning the activities for the coming year.

Many administrators, counselors, and teachers do not understand the distributive education program. Fifty-five respondents stated that the teachers looked upon distributive education as a terminal course in their school. Thirty-five respondents indicated that the school counselor attempted to make their program a dumping ground for under-achievers.

Coordinators teaching distributive education had a strong conviction for the program since seventy-seven stated that they would recommend it for their own children.

In evaluating student-learners, most coordinators use a job-performance evaluation sheet. Many different formats were used but most forms covered the same general areas of evaluation.

Some people felt that a twelve-month program would improve the distributive education program. Only thirty-five respondents agreed with this. Although the majority of the respondents did not feel that extending the program would help, it is significant that thirty-five did. This points out that different areas have different needs and that approximately one-third of the coordinators felt a need for such a program.

The purpose of Chapter IV was to get an evaluation of the attitudes and feelings of twenty-five selected businessmen concerning distributive education students and the effectiveness of the distributive education curriculum.

Twenty-five businessmen were mailed questionnaires and twenty-one responded. Eight were personally interviewed for the purpose of obtaining further comments and insights not possible in the original questionnaire.

Seventeen respondents felt that distributive education students did better on the job than did other part-time employees. Two felt that they did not perform better but that they did as well as other employees.

It was felt that the close coordination and supervision, including the training plans, helped to make these student-learners better employees. These students also had a better job stability, were more responsible, and showed a greater interest in their work than did other student employees.

The respondents were requested to select four personal traits most often desired in young applicants. The four receiving the most votes were: attitude, initiative, intelligence, and personality. Skill was listed last.

A list of seven weaknesses was given to the respondents and they were asked to select two most often found in young applicants. Those receiving the most votes were: lack of interest, lack of initiative, and immaturity.

Student-learners had a better understanding concerning merchandising than did some of the regular employees and appeared

to be more loyal to the firm.

A majority of the respondents stated that the distributive education students were an important asset to their business. They indicated character as being very important for a student to possess.

The respondents felt that the student-learners know more about business and merchandising than did some of their regular employees and showed a greater tendency toward loyalty.

### Conclusions

Opinions obtained from the 112 coordinators and 21 businessmen support the following conclusions:

1. Students should receive training in communications, human relations and business mathematics as recommended by the respondents. These areas of training are valuable to the student whether or not they choose a career in business.
2. Distributive education training in the secondary schools of Texas is helping many students to enter the retail business.
3. Distributive education students make better employees than students who have not had this training.
4. Students taking distributive education show more responsibility and appear to be more mature than do other part-time student employees.

5. The value of distributive education is not understood by many administrators, counselors, and teachers.

6. Permitting a change in required courses by the Texas Education Agency would be helpful in achieving a more effective vocational training program. This request should come from the local school.

7. Personality, attitude, and ability to get along with others are important traits for young applicants to possess. These traits are more important than technical skills.

### Recommendations

After consideration and on the basis of the responses of 112 coordinators and 21 businessmen, the following recommendations are made for the improvement of the distributive education program in Texas.

1. The Texas Education Agency should permit schools to deviate from the core curriculum whenever necessary to help students who work well, but are having difficulty in other academic areas, to obtain a high school diploma.

2. More emphasis should be placed on student selection for distributive education training.

3. Whenever possible, schools should have spring registration for distributive education.

4. Distributive education coordinators should make better use of the advisory committee.

5. More secondary schools should offer pre-employment laboratory classes.

6. Introduction to the distributive education program pertaining to its value should be made on the college level in all areas of teacher certification. This would give new teachers the opportunity to learn more about the program.

## APPENDIX A

### COVER LETTER AND QUESTIONNAIRES TO SELECTED BUSINESSMEN AND COORDINATORS IN TEXAS

Businessmen have contributed a great deal of value to the high school training received by many students who have been allowed to work part time in a supervised on-the-job program. One of the oldest of these programs is distributive education.

I am presently conducting a study of the distributive education program in Texas in an effort to determine its effectiveness. Once the strengths and weaknesses are determined, a better program can be developed. This can only be done when people like you are given an opportunity to express their views. Only from your replies can an accurate evaluation be made.

Individual respondents will not be identified in reporting findings. It is my hope that you will give me the benefit of your honest and candid opinion.

Please, return the questionnaire in the envelope that is enclosed. Your cooperation will be sincerely appreciated.

Very truly yours,

James D. Wehrly



Name \_\_\_\_\_

Firm \_\_\_\_\_

(Please make any comments you feel will be helpful)

1. Have you employed students who have had distributive education training? Yes \_\_\_\_\_ No \_\_\_\_\_

2. If yes, do you feel that they are better trained and understand their responsibilities as employees better than students who have had no distributive education training? Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

3. Which of the following traits do you feel are most important for an applicant to possess? (Select four)

Intelligence _____	Maturity _____
Initiative _____	Attitude _____
Personality _____	Good Grooming _____
Drive _____	Leadership _____
Moral Values _____	Communication _____
Cooperation _____	Skills _____

4. Select the two weaknesses you most often find in young employees.

Lacks Initiative _____	Lack of Interest _____
Poor Grooming _____	Poor Attitude _____
Immaturity _____	Lack of necessary
Selfishness _____	skills for the job _____

Comments: \_\_\_\_\_  
\_\_\_\_\_

5. What general areas of training do you feel would be most helpful in preparing young people for employment? Select three.

Recordkeeping or Bookkeeping \_\_\_\_\_  
 Communications \_\_\_\_\_  
 Business English \_\_\_\_\_  
 Human Relations \_\_\_\_\_  
 Business Law \_\_\_\_\_  
 Job Interviewing \_\_\_\_\_  
 Business Mathematics \_\_\_\_\_  
 Basic Economics \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

6. A distributive education student is supervised by both the coordinator and the employer. Do you feel that this supervision helps the student become a better employee? Yes \_\_\_\_ No \_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

7. Do distributive education students who have been employed by your firm show a greater interest in their work than other part-time employees? Yes \_\_\_\_ No \_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

8. What has been your experience in employing distributive education students?

Excellent \_\_\_\_ Good \_\_\_\_ Fair \_\_\_\_ Poor \_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

9. What one outstanding feature do you most often look for in hiring young people? \_\_\_\_\_
- \_\_\_\_\_

An Evaluation of the Distributive Education Program  
in the Secondary School of Texas

How many years business experience did you have prior to teaching Distributive Education \_\_\_\_\_, Distributive Education teaching experience \_\_\_\_\_?

Concerning Program Development, please check appropriate box for the following:

- |   | Yes   | No    |
|---|-------|-------|
| 1. My Advisory Committee was very helpful in planning my program.   | _____ | _____ |
| 2. I used a vocational interest form in counseling with my students.  | _____ | _____ |
| 3. Student tests results were available prior to the interview.   | _____ | _____ |
| 4. Students were registered during the spring prior to their being admitted to class the following fall term.             | _____ | _____ |
| 5. Vocational D. E. students were given preference in scheduling so they could work out their courses.                    | _____ | _____ |
| 6. Prior to the end of the spring term I visited all my training stations, going over our plan for the following year.    | _____ | _____ |
| 7. Most of my new students are placed in their new training stations in: May ____ June ____ July ____ Aug ____ Sept ____. |       |       |
| 8. I request a personal interview with the parents prior to admitting a student.  | _____ | _____ |
| 9. In visitation, I have problems getting the employers to become interested in the student's welfare.                    | _____ | _____ |
| 10. In measuring the student's job performance, I use the following:  |       |       |

\_\_\_\_\_ Use a job-rating sheet and let the employer fill it out.

\_\_\_\_\_ Use a rating sheet but I ask the various questions during my interview with the employer and fill it out myself.

\_\_\_\_\_ Do not use a rating sheet.

11. In evaluating the student's overall performance, I use the following:

\_\_\_\_\_ percent for class work

\_\_\_\_\_ percent for job performance

\_\_\_\_\_ percent for club work

100 percent Total Grade

Please check the response to the following questions that come the closest to expressing your view, judging from past experience, in your high school.

1. Most teachers in my school look upon D. E. as a terminal course.  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. Our high school counselors try to use our program as a dumping ground for under achievers. Yes \_\_\_\_\_ No \_\_\_\_\_
3. Our counselor is aware of the full benefits of D. E. and is a help to our program. Yes \_\_\_\_\_ No \_\_\_\_\_
4. In my D. E. Program last year I had \_\_\_\_\_ number of seniors.  
 \_\_\_\_\_ stayed on the job after graduation.  
 \_\_\_\_\_ went to work after graduation in an unrelated field.  
 \_\_\_\_\_ continued working but went to school part time.  
 \_\_\_\_\_ went to school full time and continued to work part time.  
 \_\_\_\_\_ quit work but went to school after graduation.
5. Do you feel that D. E. helps students who plan to attend college by giving them a chance to mature and become involved with the adult world earlier? Yes \_\_\_\_\_ No \_\_\_\_\_
6. Would you want your child to take D. E. or some other vocational program? Yes \_\_\_\_\_ No \_\_\_\_\_ Undecided \_\_\_\_\_.
7. In what areas do you feel there is a need for change?

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8. a. Do you think that the D. E. Programs in Texas would be improved by making them a 12 month program? Yes \_\_\_\_\_  
No \_\_\_\_\_

- b. If yes, in what ways do you feel it would be helpful?

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There has been a lot said about the school and how it is not meeting the needs of all the students. Many times our schools have students who do well in a vocational program but fall down in other areas of study. Sometimes these students drop out of school because of this problem.

9. Do you think that the school should set up a program for these students and not require them to take regular courses that are now required for a high school diploma? Yes \_\_\_\_\_ No \_\_\_\_\_
10. Since most jobs require a high school education, do you feel that we could meet the needs of all the students better if we had the option of filing a plan with the Texas Education Agency for these students who are weak in specified areas and cannot meet our present academic standards, but who, after completing this special four-year plan, would be awarded a high school diploma? Yes \_\_\_\_\_ No \_\_\_\_\_

Please comment on any type of plan you would suggest.

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APPENDIX B

APPLICATION, TRAINING PLAN, AND  
RATING SHEETS

STUDENT APPLICATION FOR ENROLLMENT IN  
VOCATIONAL EDUCATIONAL PROGRAMS

Check One: Vocational Agribulture, Coop \_\_\_\_\_  
Distributive Education \_\_\_\_\_  
Industrial Cooperative Training \_\_\_\_\_  
Vocational Office Education Lab \_\_\_\_\_ Coop \_\_\_\_\_ Place  
Recent Picture  
Here

Please Print:

Name \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

Date of birth \_\_\_\_\_ Place of birth \_\_\_\_\_

SCHOOL INFORMATION -----

How do you consider your record as a student? Excellent \_\_\_\_,  
Above Average \_\_\_\_, Average \_\_\_\_, Below Average \_\_\_\_

How many times have you been absent from school this year? \_\_\_\_

If absent over 5 times, give reasons: \_\_\_\_\_

Why are you enrolling for this course? \_\_\_\_\_

In what occupation do you wish to earn your living after you have completed your education? \_\_\_\_\_

In which type of work do you desire to work now? \_\_\_\_\_

Will you go to college? Yes \_\_\_\_ No \_\_\_\_

INDICATE BESIDE EACH OF THE FOLLOWING COURSES, THE  
NUMBER OF CREDITS YOU HAVE EARNED AND THE APPROXIMATE  
GRADE:

Art_____	Typewriting_____	DE_____
Foreign Language_____	Shorthand_____	ICT_____
English_____	General Business_____	VOE_____
Math_____	Business Communication_____	
Woodwork_____	Bookkeeping_____	
Vo-Ag_____	Recordkeeping_____	

Give your class schedule for next semester: (Leave blank until fall).

Period	Room	Subject	Teacher
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____

#### PREVIOUS EMPLOYMENT INFORMATION-----

List all work experience you have had for which you received a wage, including your present employer:

Where Employed	Type of Work	Date of Employment
_____	_____	_____
_____	_____	_____
_____	_____	_____

#### HEALTH INFORMATION-----

Condition of your health: Good\_\_\_\_, Fair\_\_\_\_, Poor\_\_\_\_. Do you have any defects in: Sight\_\_\_\_, Hearing\_\_\_\_, Heart\_\_\_\_, Other\_\_\_\_\_

Precautions necessary due to any of the above named defects:

#### FAMILY INFORMATION-----

Father's Name\_\_\_\_\_ Employed by\_\_\_\_\_ Occupation\_\_\_\_\_

Mother's Name\_\_\_\_\_ Employed by\_\_\_\_\_ Occupation\_\_\_\_\_

Is it necessary that you work? \_\_\_\_\_ Why? \_\_\_\_\_

Will you pay part of your expenses at home if you work? \_\_\_\_\_

Please give name and address of a local person to contact for your address, if you should move: \_\_\_\_\_



## GENERAL INFORMATION-----

Do you own a car? \_\_\_\_\_ Do you have the use of a family auto as transportation to and from work? \_\_\_\_\_

School organizations you have been a member of: \_\_\_\_\_

Out of school organizations you belong to: \_\_\_\_\_

You will be required to join the appropriate club that is an integral part of your classroom work.

Will you be willing to attend meetings and participate in this club work? Yes \_\_\_\_\_ No \_\_\_\_\_

I promise that, if I qualify for this course in Cooperative Vocational Education, I shall accept whatever responsibilities are placed before me. I shall perform my job in a manner that will do honor to both my school and to myself. I shall ever strive to do a better job and gain more information throughout the course which will be applicable to the job which I shall perform or hope to perform while I am a member of a Cooperative Vocational Educational program.

SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

### CODE OF ETHICS

1. Being enrolled in a Cooperative Educational (on-the-job training) Program is a part of the school curriculum; therefore, I will not accept a training job unless I intend to keep it.
2. I will report for work at the scheduled time. If I find that I am unavoidably detained, ill, or unable to show for work, I will always inform my coordinator and employer as soon as possible.
3. I will be honest, with money, merchandise, time, and effort.
4. I will perform an honest day's work, and I will strive to do the best job possible.
5. I will not receive visitors on the job; neither will I make or receive personal telephone calls.
6. When I am on the job, my work comes first.
7. If I feel that my studies, physical health, or moral well-being are jeopardized because of my job, I will consult with my parents, my coordinator, and my employer before making a decision to resign. If I quit my job or change jobs without consulting my coordinator, I know that I will automatically be dropped from the program. This will result in the loss of my Cooperative Vocational Education credits.
8. I realize that to be dishonest or to fail on my job reflects not only on me, but on my school and my coordinator. I therefore

agree to uphold this "Code of Ethics" in order to maintain the reputation of myself and my school.

SIGNATURE OF STUDENT \_\_\_\_\_

It is my desire for the above-named student to participate in this program.

SIGNATURE OF PARENT \_\_\_\_\_



WORK EXPERIENCES TO BE PROVIDED	RECORD OF WORK	OUTLINE OF STUDY ASSIGNMENTS	RECORD OF STUDIES

DISTRIBUTIVE EDUCATION DEPARTMENT  
STUDENT'S RATING CARD

Name \_\_\_\_\_ Date placed \_\_\_\_\_

School \_\_\_\_\_ Training Station \_\_\_\_\_

Instructions: Rate student's work-- \_\_\_\_ Superior; \_\_\_\_ Above Average;  
\_\_\_\_ Below Average; \_\_\_\_ Failing

9 Weeks Period	1	2	3	4	5	6	7	8	9	AVG
Progress										
Initiative										
Reliability										
Loyalty										
Willingness to Work										
Cooperation with Employees										
Attitude										
Classwork										
Tests										
Overall grade										
Hours on job										
Hours in class										

Conferences

Date	Subject

Areas that need improving:

\_\_\_\_\_

\_\_\_\_\_

Discipline \_\_\_\_\_

\_\_\_\_\_

# EMPLOYEE PERFORMANCE AND WORK APPRAISAL FORM

Date \_\_\_\_\_ Firm name \_\_\_\_\_ Appraised by \_\_\_\_\_

Judge the employee on the basis of the work now being done. Be sure that each characteristic is considered separately, regardless of where the appraisal falls on any of the other characteristics. Place a check (✓) in the box below the group of words which best describes the individual, but only one check for each line. However, it is essential that every line be checked.

Name _____	JOB TITLE _____	DEPT. _____		
1. KNOWLEDGE OF JOB: Consider knowledge essential to person's job.	Has an Exceptionally thorough knowledge of work 10	Has good knowledge of work 8	Requires Considerable Coaching 6	Has inadequate knowledge of work 4
2. QUALITY OF WORK: Consider the ability to turn out work which meets quality standards.	Highest Quality 15	Well Done 12	Passable 9	Poor 6
3. QUANTITY OF WORK: Consider the volume of work produced under normal conditions.	Large Volume 15	Good Volume 12	Average Volume 9	Unsatisfactory Volume 6
4. ATTENDANCE & PUNCTUALITY: Consider frequency of absences as well as lateness.	Record is Excellent 10	Occasionally Absent or late 8	Frequently Absent or late 6	Undependable Absent or without Notice 4
5. ATTITUDE: Consider his attitude toward his work, company and associates, and his willingness to work with and for others.	Unusually Fine Attitude 10	Good Attitude 8	Passable 6	Poor Attitude 4
6. JUDGMENT: Consider his ability to make decisions and to utilize working time to best advantage	Justifies Utmost Confidence 10	Applies Himself Well; Needs little supervision 8	Needs Frequent checking 6	Cannot be relied upon; Needs constant supervision 4
7. RELIABILITY: Consider the ability of the person to get the work out under pressure, and to follow job through to completion.	Can always be counted upon 15	Generally can be counted upon 12	Unpredictable under pressure 9	"Cracks up" under pressure 6
8. FLEXIBILITY--ADAPTABILITY: Consider the speed with which he learns and the amount of instruction required to teach his new duties.	Learns Fast 10	Learns Reasonably Fast 8	Slow to learn 6	Unable to learn 4
9. PERSONAL CHARACTERISTICS; Consider Appearance, personality, integrity, "housekeeping".	Favorable 5	Good 4	Passable 3	Unsatisfactory 2

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Vita redacted during scanning.