

AN ANALYSIS BASED ON A SURVEY QUESTIONNAIRE AND PERSONAL
INTERVIEW TO DETERMINE THE FEASIBILITY OF POST SECONDARY
MID-MANAGEMENT RETAILING INSTRUCTION AT CUSTER COUNTY
HIGH SCHOOL, MILES CITY, MONTANA

by

JACK EDWARD JEFFRIES

A paper presented to the Commerce Department in partial
fulfillment of the requirements for the degree

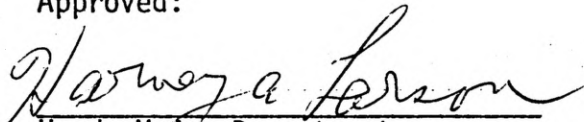
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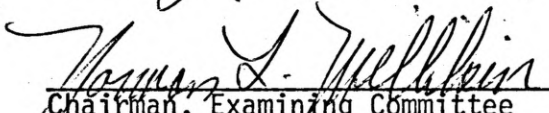
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Chairman, Examining Committee

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CHAPTER I

INTRODUCTION

This study is concerned with the inadequacies our young people have after twelve years of learning in our school systems today. This writer, a distributive education teacher-coordinator at Custer County High School, Miles City, Montana, spent many hours with businessmen discussing this serious situation. Most significantly noted during these discussions were the following:

1. This problem of young graduates leaving high school unprepared for the world of work has been apparent for years.
2. Although educators claim that today's youth are better trained and prepared than ever before, these men see little or no improvement.
3. Conversations with businessmen in Miles City confirmed the opinions expressed by businessmen in other states. Today's youth are not adequately trained.

The writer spent nineteen years in the business field after graduation from the University of Montana in 1949. During this time, he was employed in wholesale selling, sales management, manufacturer's representative covering five western states, and retail store management for a large drug chain. Thus, while traveling, many opportunities arose which enabled him to observe the lack of preparation a large percentage of these young people complained about. Many felt that, with better preparation, they could have been employed at a much earlier date and could have advanced more rapidly.

While attending many national and regional sales conferences,

the writer made many inquiries of his own associates plus national sales managers, regional directors, and personnel managers. The significant discovery made here was that these executives expressed the opinion that our college graduates were also unprepared. Therefore, we can conclude that both lower and higher levels of education require some sort of evaluation and correction.

During a recent retailing institute at Montana State University, an executive officer of the Newberry Company related that the personnel department spent a minimum of six weeks interviewing before locating a qualified executive secretary. The regional personnel manager for the western region of the J. C. Penney Company noted the same problem in his company. Thus, we can safely summarize that regardless of the geographic area or of the size of the business enterprise, more and better preparation of the student is essential.

Distributive Education, being vocational in nature, can help train our young people today. However, the adult should also be included in this training. Some need complete training programs, while others require retraining. These programs can be obtained on either the high school or post-secondary level. The program of instruction must be designed to fit the type and age of students involved in the program.

According to Mason and Haines (12:335-336), distributive education is a program for persons seeking positions in the fields of

marketing and distribution. Distributive occupations include those followed by proprietors, managers, or employers engaged primarily in marketing or merchandising goods or services. These occupations can be located in many business areas, which range from retailing, wholesaling, finance, services, transportation, and manufacturing. The United States Department of Health, Education, and Welfare (15:29) claims high school distributive education is designed for the preparation of those who are interested in vocational instruction in marketing or distribution.

Two plans are available for instruction in distributive education. In areas where business labs are plentiful, the "cooperative method" is used quite extensively. The objective of the plan is to give the student related classroom instruction with on-the-job work experience. Significant results can be obtained with the teacher-coordinator supervising the student and working in close cooperation with the employer and job sponsor. Some rural areas tend to present difficulties regarding student placement. Thus, the second plan must be adopted to those situations. This plan is referred to as the "project method." While it is evident that the project plan is not as desirable as the cooperative method, it is effective. The students are given simulated employee experiences in the classroom, and, when feasible, short term actual observation or work.

Mason (11:23) suggested that the key to the success of a local

distributive education program was the teacher-coordinator. However, the writer wishes to state that it is only through close cooperation of the administration, student, employer, and advisory board that an effective distributive education program will result. Table 1, page 5, gives a complete over-all cooperative plan in the secondary schools.

It is significant to note here the importance of distribution. The world's growth has been dependent on distribution. Wars have been won or lost on distribution. History shows that the prime objective of any military operation was to cut the transportation system of the enemy.

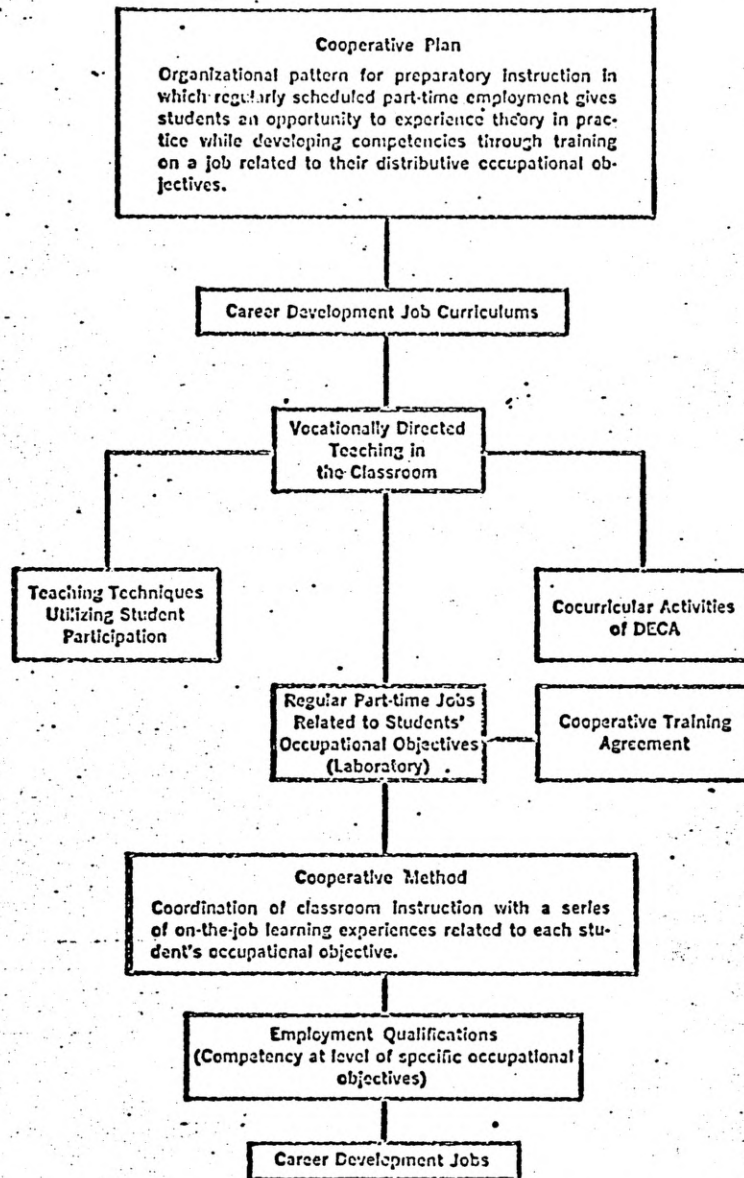
It is significant to note here the important role distribution has played in our nation's growth. From the early days of colonization, even in our own area, distribution has had an immense effect. The expansion from the east to the west was often regulated by distribution. Until there was an effective distribution system for the movement of supplies, expansion had to come to a virtual halt. The recent discovery of oil in Alaska has added greatly to our natural resources. Still, these resources cannot be developed, since there is, as yet, no method of distribution available to satisfactorily transfer them.

Our distribution system is so complex that any sudden change can have chaotic effects. Sudden changes in weather conditions, floods, power breakdowns, and even lack of communications result in confusion.

Many manufacturers desire their companies to be the first with

Table 1

THE COOPERATIVE PLAN IN SECONDARY SCHOOLS



Source: U.S. Department of HEW. Distributive Education in the High School. Office of Education. Washington, D.C. U. S. Government Printing Office. Page 48, 1969.

the most when introducing new products. Most individuals realize how paralyzed our nation becomes when a transportation strike is in effect. Immediate food, clothing, medical, and everyday necessities become alarmingly short in supply. The after effects carry over for many days. Therefore, we can appreciate distribution and the personnel involved.

Primarily, the study will deal with the personnel involved and how distributive education can contribute to the training and retraining of these people. Only through adequate training can we produce the personnel desired by those engaged in distribution.

THE PROBLEM

The purpose of this study is to determine the pre-employment and post-employment training that will be needed now and in the future in Custer County, Montana. The population of this area is approximately 12,174 according to the latest census figure (See Appendix, page 50).

Statement of the Problem

All previous reading and discussions have indicated that immediate action must be taken to alleviate many of the circumstances leading to unemployment. The prime concern is not with the local economic situation, which tends to fluctuate, but rather with those conditions which are perpetual in nature due to lack of proper academic and vocational learnings.

Therefore, some of the specific problems to be investigated are:

1. To determine the competencies, knowledges, and skills needed for successful work in distributive occupations.
2. To determine to what degree attitudes, aptitudes, and physical attributes apply to successful employment.
3. To determine to what degree the employees believe they could compete when entering a new area with a large work force if additional instruction offerings were available.
4. To determine how the distributive education departments at Custer County High School and Miles Community College can work together to establish a plan, integrate the plan and accomplish the desired objectives.

Need for the Study

Eisemprise stated in a speech to the American Vocational Education Convention in Dallas, Texas, December 11, 1968, that industry will need in the neighborhood of two million more executives and proprietors by 1975; there would be a need for five million more white collar workers; at least one and one-half million more sales persons; and at least five million more people in the service industries. This expansion plus replacements creates over twenty million jobs for people in distribution. Most significant are the technological changes that this nation will still be experiencing. Thus, it certainly behooves us to update our own thinking and methods (1:25).

The Vocational Education Act of 1968 (P. L. 90-576) places heavy emphasis on the disadvantaged. Twenty-five per cent of all monies allocated must be spent on the handicapped, disadvantaged, and ethnic

groups. New programs will need to be initiated on the local level to accommodate these people.

Limitations

The most significant limitations will be the population and the number of retail establishments. The writer feels, however, that this area, being rural in nature, is comparable to many rural areas in the mountain states and the southwest. However, it became evident during the original survey that the population was too restricted, and the towns of Baker and Forsyth, Montana, were included. The Baker survey was taken by the distributive education teacher in Baker High School. The writer surveyed and interviewed the Forsyth business enterprises.

Time will not be a limiting factor but funding will. The writer will be receiving no outside aid.

Definition of Terms

In order to clarify some of the terminology in the study, the following definitions were drawn from "The Montana Vocational Coordinators Handbook" (Mimeographed 1970):

1. Advisory Committee

A group of lay citizens either appointed or chosen from the community to assist in planning, promoting, and evaluating the cooperative vocational education program.

2. Career Objective

Either a specific occupation or cluster of occupations in which a student has professed an interest and in which he aspires to train himself. Usually consummated by the act of enrolling in a particular class of vocational education.

3. Cooperative Vocational Occupational Education Program

"Cooperative vocational education program" means a cooperative work-study program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by the alternation of study in school with a job in any occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on half-days, full-days, weeks or other periods of time in fulfilling the cooperative vocational education work-study program. Such programs are funded under Part G of Public Law 90-576, the Vocational Education Amendments of 1968.

4. Coordination

The act of supervising the cooperative vocational education program toward the goal of providing meaningful education for students enrolled in the program.

5. Disadvantaged Persons

"Disadvantaged persons" are those who have academic, socio-economic, cultural or other handicaps which prevent them from succeeding in regular vocational education programs designed for persons without such handicaps, and who, for that reason, require specially designed educational programs and/or related services for them to benefit from a vocational education or consumer and homemaking education program. The term includes persons whose needs for such program and/or service result from poverty, neglect, delinquency or isolation from the community at large for cultural, linguistic or geographical reasons. It does not include physically or mentally handicapped persons.

6. Handicapped Persons

"Handicapped persons" refers to persons who are mentally retarded, hard of hearing, deaf, impaired of speech, vision, seriously emotionally disturbed, crippled or impaired of health and who, by reason thereof, cannot succeed in a regular vocational or consumer and homemaking education program without special educational assistance or who require modified vocational education programs or service.

7. Laboratory Experience

The organized educational activities in which a student engages while he is placed in the occupational laboratory.

8. Occupational Competencies

Specific skills, knowledge, understanding and attitudes necessary for success in chosen careers.

9. Occupational Laboratory

A business establishment employing part-time student-learners to provide them with needed knowledge, skill and work attitudes in areas closely related to the students' career objectives.

10. Participating Employer

A businessman who has consented to provide an occupational laboratory experience for a student enrolled in cooperative vocational education.

11. Post-Secondary Vocational Education Programs

A "post-secondary vocational education program" is designed for youth and adults who have completed or left school, are 16 years of age or older and are available for full-time study in an organized program in preparation for entering the labor market, employment stability, advancement in employment, employment in a new occupation or for advanced training. The term full-time study shall mean student participation in an organized program for a minimum of twenty-five hours per week.

12. Prevocational Program

A "prevocational program" is primarily an elementary or secondary exploratory vocational education program with special vocational and academic components designed to prepare students for entry into a secondary or post-secondary vocational education program leading to employment.

13. Publics

A particular group within the general citizenry who educators wish to interest in or inform about cooperative vocational education.

14. Related Classroom Instruction

Instruction given by the teacher-coordinator within a formal class organized for those students enrolled in the cooperative vocational education program to provide them with needed knowledge, skill, attitudes and understandings facilitating development of job competence.

15. Remedial (Basic Education) Program

A "remedial (basic education) program" is secondary or post-secondary program with special basic academic components designed to correct student academic deficiencies in preparation for secondary or post-secondary vocational education training.

16. Student Groups

The organizations such as DECA, FFA, FHA, etc., which are oriented toward leadership development and may be intra-curricular or extra-curricular in nature.

17. Sponsor Development Program

A series of formal meetings in which the teacher-coordinator provides instruction on how persons can more successfully perform the role of the training sponsor.

18. Teacher-Coordinator

A vocational education teacher, meeting requirements of the

Montana State Plan for Vocational Education, employed by the school district to coordinate the cooperative program and teach the related vocational class.

19. Training Agreement

A non-legal memorandum of agreement between the employer, student, teacher-coordinator and the student's parents stating the purpose of the program and the responsibilities of each party involved in the cooperative vocational education program.

20. Training Period

The time during which a student receives related classroom instruction and laboratory experience under supervision of the teacher-coordinator.

21. Training Plan

An outline of educational activities, both classroom and laboratory experience, prepared cooperatively by the teacher-coordinator, the training sponsor and the student.

22. Training Profile

A listing of the competencies needed by the student in the job for which he is preparing; usually prepared with the training plan but used later in the program by the student-sponsor and teacher-coordinator as evaluative criteria.

23. Training Sponsor

The person within a business designated by the employer to be responsible for teaching and supervising the student.

24. Vocational Education Program

A "vocational education program" is an elementary, secondary, post-secondary or adult and continuing education program of studies designed primarily to prepare students for entrance into occupation or cluster of occupations. This includes programs such as cooperative, work-study, exemplary, disadvantaged, handicapped, remedial, pre-post-secondary, prevocational and vocationally related.

25. Vocational Work-Study Program

A "vocational work-study program" differs from a cooperative vocational education program in that employment is arranged for students to enable them to continue their vocational education. Students' work-study jobs are not necessarily in fields related to their studies. By law students must be employed by the local educational agency or other public agencies or institutions. Such programs are funded under Part H or Public Law 90-576, the Vocational Education Amendments of 1968.

CHAPTER II

REVIEW OF LITERATURE

The first part of this chapter will be a brief review of what the writer believes are the major acts of legislation affecting vocational education from 1862 through 1968. The second part reflects the apparent frustrations of students, administration-growth of career education in the United States.

SIGNIFICANT VOCATIONAL LEGISLATION

Until the period beginning around the middle of the 1800's man was considered about ninety per cent self-sufficient. However, as our nation started to expand to the west, his high degree of self-sufficiency began to lower. While it remained a fact that this country was rural in nature, an increase in larger cities was being noted. Thus, in 1862, the Federal Government passed the Morrill Act, which was the beginning of vocational education funded by the government. This legislation was adopted to upgrade farming practices, as more and more products were required by the larger cities.

The next most significant act was the Smith-Hughes Act passed in 1917. Much broader in nature, it was brought into being due to the evident need of semi-skilled and skilled workers. Due to World War I, we could no longer depend on immigrants needed to man unfilled areas of our work force.

The George-Deen Act of 1936 increased the appropriations for vocational education as a whole. There were two very significant facts noted in this legislation. Distributive education was granted a separate classification, and there was no terminal date attached to the act.

In 1946 the George-Barden Act was legislated and replaced the George-Deen Act. Larger appropriations were allowed this time.

Under the guidance of President John F. Kennedy, the Vocational Act of 1963 was created. This act replaced all prior acts. It was very broad in scope and very specific in nature. The implications of the act were clear. Indirectly, it told the states that they had done a poor job in the past years and demanded better results. Also, the states have to show, through five-year and annual program schedules, how they intend to spend requested funding. The states are now accountable for money received.

The Vocational Amendments of 1968 made it possible for many new programs to be initiated in the future. A most significant point must be made here. Although the Act of 1968 created many new possibilities, the Commissioner of Health, Education, and Welfare would determine the actual funding. The monies have been appropriated, but they will be held in reserve by the commissioner.

Part E of the Act opens up many new areas to vocational education, which were not available in the prior acts. Most noteworthy

is the Residential Education Facilities Section. This section is especially desirable in a rural area. Under the plan, the commissioner could authorize funding up to ninety per cent of the planning, construction, or operating costs of residential vocational education facilities. Under the circumstances, this could be an outright or repayable loan charging no per cent interest. This section, when applied to rural areas, could bring forth rewards, which have never been possible before.

Part G has one major change of immense importance to rural areas. Any new plan for a vocational program not in existence in the state could be one hundred per cent funded for a period not exceeding three years. Bozeman High School was the first school accepted under the act. Needless to say, any future growth in funding will be determined on the success of the initial operations.

STATUS OF VOCATIONAL EDUCATION

Since 1969, the demand for workers in state and local government areas has grown. The change over this period shows an increase in demand of thirteen per cent (pages 42-46). The same article relates that the demand for service, retail, and business-oriented jobs are up by eight per cent. The job demand for jobs with the federal government is down three per cent, which is rather surprising. While the unemployment rate remains between five and one-half per cent and five and

and nine-tenths per cent, the employment picture for business and office-oriented persons is good.

It is also interesting to the writer that industry is now accepting a part of the cost for retraining. In Kingman, Arizona, Ford Proving Grounds has been paying for its employees to take extension courses in fields related to their jobs. Upon completion of the course, they receive an increase in pay. There are other companies that have adopted this same policy.

There can be no doubt that the picture of vocational education has changed drastically since 1969. Since late 1967, there has been an eighty-one per cent increase in enrollments at state colleges and universities--in vocational-oriented courses. (17.4) The same article states that over sixty courses in vocational education are being offered. This is a far cry from what the situation was in previous years.

Mr. Daniel J. Boorstin, Director, National Museum of History and Technology, makes it quite clear that we are going to have to carry vocational education into higher levels. We must give people a chance for career training, which will give them self-respect. (16.38)

The enrollment in vocational-technical schools in 1968 was eight million students. The forecast for 1975 indicates that there will be an estimated fourteen million. The article indicates that, of

all job opportunities in industry, only twenty per cent will demand more than a high school diploma. By 1980, there will be an additional twelve and two-tenths million skilled workers needed. (9.1-2)

Due to the tremendous influx of students into the vocational education complex, all areas are having problems. Jim Burrett, Director, State Employment Service, says, "Today, there are too many agencies training manpower. All they are doing is duplicating services and antagonizing the businessman." (3.13) Ray Healy, Director, Billings Vo-Tech Center says, "While Montana's six university units showed a drop in enrollment, the Vo-Tech Centers in Montana were showing an increase of fifteen to twenty per cent." He also cited the growth that the Billings Vo-Tech had. In 1970, there were 217 students. In 1972, there were 350 students. (3.23)

The vocational technical schools in Montana are now in the process of going all out for additional students. According to Bill Ball, Director, Vocational and Occupation Skills in Montana, emphasis is going to be placed on the advantages of vocational training. (4.22) Jim Murry, Executive Secretary of the Montana A. F. L. and C. I. O. states, "We must train people for job placement that is available. We must not merely train these people for training's sake and then send them back to unemployment." (5.21)

In an editorial in the Billings Gazette, it was pointed out that to get a job in today's society, one must have a skill. It is

necessary to have a skill to sell oneself to any prospective employer. Most employers are not too willing to spend the time or the money to get an employee to be productive. As a result, the editor suggests that people go where the "action" is - Vo-Tech. He also suggests that the higher institutions keep their present curriculum but broaden their programs to cover vocational areas. (6.2)

Clarence Nybo, Unemployment Director in Billings, gave out some interesting figures in January, 1972. At that time, the office had 2,200 people listed as unemployed. Thirty-four per cent of these people were under twenty-two years of age. Forty-seven per cent were between twenty-two years and forty-four years old, while nineteen per cent were forty-five years of age and older. Women accounted for thirty-nine per cent of those unemployed. Perhaps the most surprising figure was the fact that sixty-seven per cent of these people had a high school education. (7.20)

While most of the vocational training has been concerned with high school, post secondary education is being brought into the program at last. Many of these programs are carried on in the high schools, but many are now being offered at Vo-Tech Centers. A few years ago, many of these schools were available in the daytime only. Also, only a limited number of courses were available. However, thanks to open-minded directors and administrators, many schools are now open in the

evenings. The Act of 1968, with its funding, opened many closed eyes and minds.

The writer believes that many of the problems of school financing can be overcome if the community takes part of the school system and receives some benefit or enjoyment from it. In Kingman, Arizona, a great many four to six week specialized and non-specialized evening courses were offered at the high school in 1970-1971. The forecast was that perhaps three hundred people would take advantage of the offerings available. Over eight hundred people participated in the program, which covered a wide range of subjects from physical fitness to graduate studies.

According to an article in the American Vocational Journal, February 1970, a community college in Tacoma, Washington serves two different audiences. One group is from the McNiel Federal Penitentiary. The other is made up of military families and personnel from Madigan General Hospital. Due to the various achievement levels, both traditional and individualized instruction is used. Richard D. Ashman points out that no matter what the student is preparing for, the stress should be on the competencies needed to become productive. (10.235)

An article in Today's Education, January 1972, pages 44-45, indicates that more than fifty per cent of all people employed will be white collar workers by 1980. At the same time, retail demand will grow by twenty-four per cent.

Warren G. Meyer, Professor of DE at the University of Minnesota, points out in an article in DE Today, Summer 1971, that we must get more boys interested in DE. Studies that he has reviewed indicate that the demand is greater for boys than for girls.

R. Frank Harwood in Balance Sheet, October 1971, pages 66-69, points out that high schools must evaluate programs, change course names to make them sound more appealing, and get boys interested in courses now available.

While reviewing an NBC "Special" on the student vote, the writer learned that sixty-three per cent of the high school graduates in Massachusetts go directly into the work force on either a full or part-time basis. This year these youngsters can exert a tremendous force of power on the outcome of some elections because they will be working people. Yet, we must ask ourselves whether or not they are trained to work and to vote in a manner that will support their causes.

In a speech at the dedication of a Vo-Tech Center in St. George, Utah, Governor Rampton of Utah said, "I am amazed at the way our education budget is requested. Only seven per cent of the funding is for Vo-Tech, which serves and is available to the seventy per cent of students, who do not benefit from higher learning." This telecast was on KUED Educational TV, November 13, 1971.

Lester Velie quoted U. S. Commissioner of Education, Sidney P.

Marland, as saying, "The go-nowhere high school curriculum must be replaced with one that prepares all students for a job at graduation. Yet we must keep the door open for further education. (8.149)

Robert J. Thompson stated in an article that we must have a change of concept. Not only must our schools change, but our values, society, morals, and young people must change. We must focus our attention on the fact that our youth are kept in school longer than any other nation. Our industrial capacity is the greatest in the world. Yet, our unemployment rate, insofar as youth is concerned, is higher than any other nation. Labor and industry must accept their fair share of the blame for this situation. (8.291-2)

The quality of any vocational course can be determined by any number of factors. Attitudes, aptitudes, skills, knowledge, physical facilities, instructors, and curriculum are but a few.

Since it is apparent that education has not kept pace with the technological growth and cultural changes, much student unrest has emerged. There can be no doubt that this unrest has had much to do with the sudden change in vocational education. Where our situation was quite stagnant, it has now become volatile. The rumblings and explosions can be heard in all fifty states.

One article pointed out that many instructors, especially those in higher education, have a lot of book learning and very little practical

experience. As a result, many students glide past a career choice. Instructors have no perspective to help students make a choice.
(18.62-63)

Another article claims that much unrest is the result of non-meaningful courses. This forces many to drop out. Some stay just to get a diploma and not to learn. While many schools are easing pressures, many are not.

David Lawrence, in an article appearing in U. S. News and World Report, June 21, 1971, pages 56-57, wrote that many students set their goals too high. Many receive bad counseling. High schools, he believes, should do better testing. The student today should be shown what his capabilities are, and they should not have to take them for granted. According to his findings, over fifty per cent of those in college do not belong there.

While the investigator has read many articles and attended many lectures on curriculum, programs, and future criteria needed for vocational education, he still remains confused. He is certain that many other teachers feel the same way.

In the past two years, the investigator's attitude has changed to a great degree. One thing for certain is that distributive education is only a "piece of the action," so to speak. All elements of vocational education must work as a team for any plan to succeed. As

a result, each instructor should be well-qualified in his own particular area. If we persist in going our own separate ways, the student will suffer, and vocational education will lose what gains it has made. This would, indeed, be one of the great catastrophies of modern times.

All education must function as a unit. Progress and success must be our goals.

CHAPTER III

PROCEDURES

In order to achieve the purposes of the study stated in Chapter I, three questionnaires were employed. Preceding the sending out of the questionnaires, the writer conducted personal interviews with twenty-five businessmen in Miles City, Custer County, Montana.

SOURCE OF DATA

The data was gathered in Miles City, Custer County, Montana, first. It soon became evident that a more inclusive study should be made. As a result, the towns of Forsyth and Baker, Montana, were added to the survey.

As was stated earlier in the study, Montana is mainly a rural area. This rural-type setting can be found in most states west of the Mississippi River. There are many small towns and just a few large cities.

According to the 1970 census report, Montana has the following: two cities over sixty thousand; three cities from twenty to thirty thousand; three cities from ten to twenty thousand; and seven cities from five to ten thousand population. The total population of Montana, according to the 1970 census report, is 694,409. Not only is the population small, but the state is sparsely settled. In order to present a realistic viewpoint, you can place a map of Montana over a map

of the northeastern states. You will quickly note that Montana covers all of the states, a portion of Canada, and some of the inland states.

Miles City, Custer County, and the towns of Baker and Forsyth were chosen as the population of this study on account of their proximity, as shown in Figure 1, page 27. They were also chosen because they are typical of rural Montana. The area is dependent on farming and ranching. Miles City is a medium-size town surrounded by small towns and rural areas in a relatively large area.

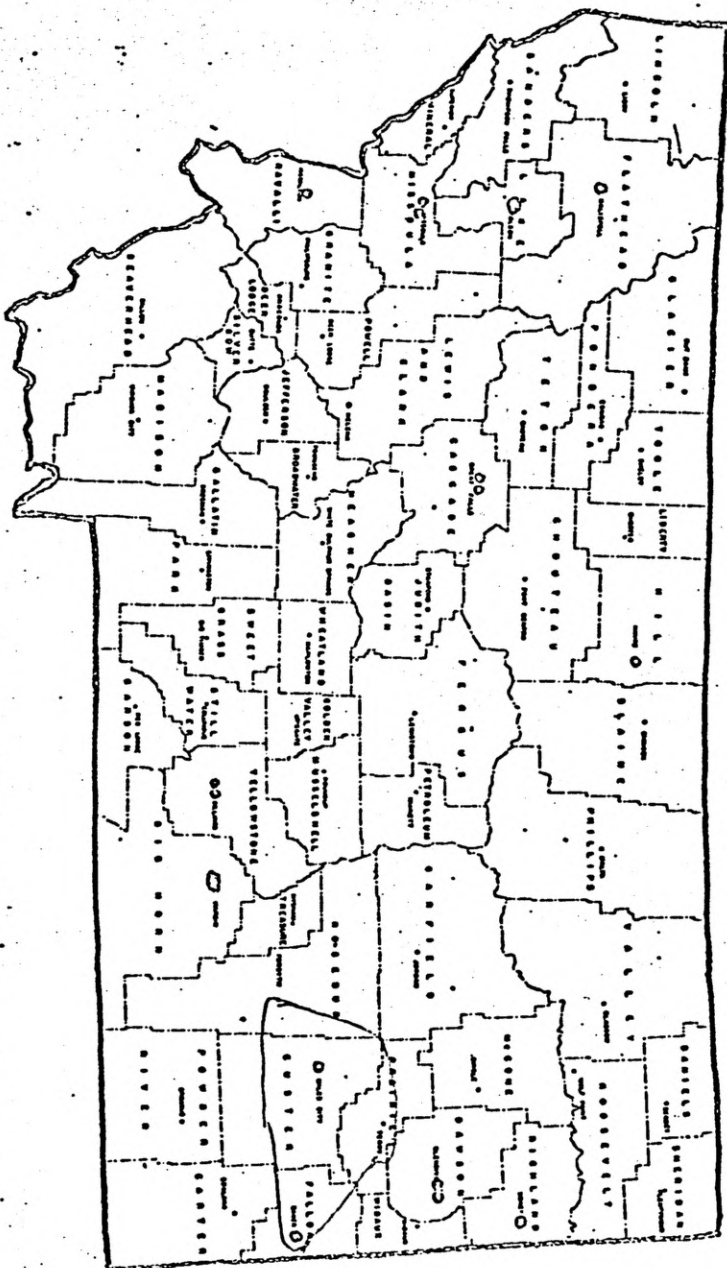
Instruments Used

Two approaches were used in the data-gathering process. One was a series of questionnaires, and the other was the personal interview.

Prior to any tryout, the questionnaire was changed many times. Some changes were made when the investigator felt that the questions were irrelevant and would not be meaningful to the study. Faculty members, members of the investigator's advisory committee, and teacher-coordinators also assisted in the structure. Reference was made to other professional papers and out-of-state samples found in teacher-coordinator handbooks.

Emphasis should be placed on the questionnaire and its structure. The instrument was designed in such a manner as to make certain that the answers would be valid and interpretable. The basic reason

Figure 1



Locations, by cities, of programs of distributive education in Montana,
1969-70
Source: Montana's State Supervisor of Business and Distributive Education

for a large number of failures in research today is due to lack of thorough and valid studies.

The instrument was broken down into three main areas - general background, task, and further training area. The consensus was that the reader would be more careful in his answers, if it were broken down in this manner. It was also thought that the answers would be easier to tabulate for later analysis. The instrument was designed to give hidden interpretations. It was felt that with these interpretations the writer could find out the following:

1. How many of those interviewed were leaders in high school.
2. How many could be classed as extroverts.
3. How stable their employment has been.
4. If some stores would be unsuitable for business labs.

Three questionnaires in all were used in the investigation. They were distributed to ex-students, employers, and employees.

The other approach was the personal interview. The investigator talked with the employers first to explain the intent and purpose of the questionnaire. At a later date, several employees were interviewed individually.

The questions asked were varied and quite informal in nature. At the time of the interview, no notes were taken. However, upon leaving the store, general comments were entered on the back of the

questionnaire. The main thought, of course, was to reinforce the answers on the questionnaire.

THE SAMPLE

Prior to the actual sampling program, it was felt necessary to make a pilot study of the questionnaire.

Pilot Test

A list of students and their addresses was found in the files maintained by the previous teacher-coordinator. The addresses were then checked out in the current phone book in order to determine if they were still the same or whether the students had moved in town or possibly out of town. A stamped, self-addressed envelope was enclosed in hopes that this would bring about a higher return. A copy of the letter sent can be found in the appendix, page 59.

On January 21, 1972, fifteen letters and questionnaires were placed in the mail. See the appendix, pages 59-67, for copies of these. By the end of February, eleven of the questionnaires had been returned to the writer. This was a return of approximately seventy-three per cent. This was somewhat lower than the investigator had hoped for. A short note to the remaining four failed to produce any answers. Five of the former students were still in Miles City and employed at various stores. Six were in Billings, Montana. Four of these were married and

employed. The other two were not employed, but they were attending Eastern Montana College. The remainder were out of the state.

During this period, twenty-five businessmen in Miles City, Montana were interviewed. These people were all very cooperative. They thought that it was an excellent idea. While they assured me of total cooperation, very few actually kept their word when the actual work began.

During the interview, a sample of the original questionnaire was shown to them. They were asked for suggestions, and these were noted on the back of the questionnaires. They were later analyzed, and the most frequent suggestions for change were incorporated into the final draft.

The motives behind the employer interview were as follows:

1. To have the employer feel that he was part of the program.
2. To remove any question, which could cause hard feelings between the employer and the teacher-coordinator and/or school.

Actual Sample

The actual sampling began the first week in March, 1972. Eighty employees in thirty drug, grocery, variety, specialty, and department stores in Miles City, Montana, were given the questionnaire. Fifteen samples were sent to the teacher-coordinator in Baker, Montana, and twenty were sent to Forsyth, Montana. There was a total return of

fifty-two per cent, which was lower than the writer had expected. Due to the low percentage of return which was due to lack of cooperation by businessmen, the investigator then constructed and prepared questionnaire number three. Refer to appendix, page 67.

CHAPTER IV

FINDINGS

The basic idea, or purpose, being the survey was to determine if there was a need and sufficient demand for adult education in Miles City, Custer County, Montana. This questionnaire was also used in Forsyth and Baker, Montana. Many conclusions were reached as a result of the preliminary investigation and the survey itself.

PRELIMINARY INVESTIGATION

During the preliminary investigation, area criteria became well-established. The businessmen were keenly aware of their employees' needs. However, as seems to be the case in many rural areas, they did not want their employees to know or learn too much. The investigator came to the conclusion that they felt that knowledge would cost them money. As a result, the employer figured it would cost them more in wages and force him to compete salary-wise with business concerns in the larger area labor markets. In other words, the attitude of "give them what I want, not what they need," prevailed. This attitude was not only prevalent in Miles City, but in Forsyth and Baker, Montana, as well. Contacts made with DE instructors in other areas indicated the same situation. However, there are some localities, where the businessmen do have more progressive ideas in regard to employees.

The important points brought forward during the employers'

interviews were the following:

1. Responsibility

Employees today do not want to accept responsibility. Their main thoughts seem to be centered on wages and vacations.

2. Communication

The younger people today have problems in dealing with the public. Many do not have any patience or understanding of other people's attitudes and problems.

3. Honesty

Many employers have had unfortunate experiences with student employees. As a result, they are reluctant to hire young people.

4. Grooming

Although many employers have relaxed on their dress code demands as far as hair and clothes go, they still feel that many young people are far too extreme in their dress style.

5. Apathy

Most employers feel that high school people are really turned off. They don't seem too interested in learning about their jobs.

6. Education

All feel that today's students are very inadequately trained, even for entry level classification. They feel that the high school is not doing a good job in preparing them for the world of work.

While these are the main points, each employer seemed to have his pet peeves. There was one interesting result, however, from such a discussion. However, after discussing the questionnaire, one employer

who had been negative towards education became a school board member. Later, he requested a recommendation for a high school girl to work in his office. He even paid her tuition for a night course in Insurance at Miles Community College, Miles City, Montana. The young lady did a good job for him and her employer's attitude has taken a complete turn-about.

AREA STUDY

To help understand the problem more fully, the investigator used a recent study to update his knowledge on the current growth and economic situation in Custer, Rosebud, and Fallon Counties. All three of these counties are located in eastern Montana. Refer to map, appendix, page 51.

Miles City and Custer County

From 1950 to 1960, Custer County showed a gain of approximately ten per cent in population growth. However, from 1960 to 1970, the county suffered a decline of approximately ten per cent. From what the writer could learn, the area has suffered a similar loss in 1971. Some decline was also noted in the first four months of 1972. Refer to appendix, page 52. Also, note that seventy-four per cent of the population was classed as urban and twenty-six per cent as rural.

According to a community analysis, published in July, 1971, by

the Montana-Dakota Utilities Company, the following figures are shown:

Currently Employed (fourteen years and over)

Male - 3,664

Female - 1,871

Governmental Agencies	-	964	Employees
Retail Establishments (215)	-	1,505	"
Wholesale Establishments (39)	-	241	"
Services	-	2,825	"

Forsyth and Rosebud County

The figures relating to Forsyth and Rosebud County were taken from a survey by the First National Bank, Miles City, Montana.

During the period from 1950 to 1970, Rosebud County shows a population decline of approximately eight per cent. See appendix, page 52. In the breakdown, you could assume that sixty-seven per cent of the population is rural, and thirty-three per cent is urban. Due to the recent expansion of the coal mining industry in Rosebud County, the ratio will change. The latest forecast indicated that Forsyth would triple its present population of two thousand. The determining factor will be how active the community of Colstrip is in regards to promoting its area against Forsyth.

The chart on page 53 of the appendix shows the following in relation to Rosebud County:

Total Employed - 699

Retail Establishments (30) - 206

Wholesale Establishments (4)	- 16
Services	- 263
Other	- 121

Baker and Fallon County

Baker, since 1950, has shown an increase in population of approximately ten per cent. During the mid 1950's, the town doubled in size due to the influx of oil people. Since production and employment were less than expected, most of these people left the area for jobs elsewhere. However, it should be noted that many of the area people still feel that the potential is there and that the area will continue to grow.

In regards to the three towns surveyed, the investigator would like to point out that Baker High School has the best facilities and equipment for training a student in the career of distribution. Custer County High School, without question, is the poorest equipped school. The curriculum is college-oriented and quite backward. The equipment in all departments is quite outdated. Good equipment is at a premium.

THE SURVEY

In order to complete this investigation satisfactorily, three different surveys were used.

Questionnaire No. 1

This questionnaire was sent to fifteen graduates in distributive education. See appendix, page 60.

Of the eleven, who answered, the following facts were determined:

1. All finished high school.
2. All had jobs in high school.
3. Three of the students were DECA officers.
4. All belonged to DECA Club.
5. Four belonged to one or more other clubs.
6. Three were involved in athletics.
7. Eight felt that DE training was inadequate, as there was not enough time devoted to specific areas.
8. Ten of the eleven indicated that they desired more training.
9. The wages they received ranged from \$1.60 to \$2.32 an hour.
10. Only two felt that they were receiving adequate pay.
11. All of the students had received a slight increase in wages.
12. Eight students indicated that the raises gave them incentive to do a better job. Three commented that no incentive was necessary, as there was no future in the establishment where they were employed.

Because of some of the additional comments and suggestions, the writer made some changes in this questionnaire, before giving it to employees.

In the original questionnaire, the DE graduate indicated that

they felt that additional training was needed in the following areas:

1. Typing.
2. Shorthand.
3. Human Relations.
4. Communications.
5. Accounting.
6. Retailing.
7. Sales.
8. Management.

Questionnaire No. 2

The second questionnaire survey was started the first week in March, 1972. When possible, the individual was interviewed. The employer was shown the questionnaire, and, in all instances, he gave permission for the use of the instrument. However, at this point, the investigator became aware of a very frustrating situation. The employers, as a rule, did not want any on-the-job interviewing to be done. There were a few, who indicated that they would not object to this procedure. Most of them stated that they would issue and explain the questionnaire to their employees.

One more question was added to the instrument at the time. The investigator asked the employee to indicate on the back of the last page what courses they would like to take at either a high school or

junior college in the evening. A great majority of the answers showed an interest in Accounting, Typing, Bookkeeping, and Selling. It is important to note, however, that not one person indicated that he was interested in management.

While reviewing the questionnaires, the investigator came up with the following findings:

1. All but two had high school diplomas. Four had junior college training. One had vo-tech training, and two were college graduates.
2. The earliest graduate was 1927. The latest was 1972.
3. Sixty-seven per cent indicated that they felt that their high school training was adequate.
4. The majority, eighty-one per cent, did not belong to any clubs, while in high school.
5. Approximately ninety-one per cent were employed while in school.
6. Slightly over ninety-seven per cent had received no additional schooling since graduation from high school.
7. Over eighty-seven per cent of the people indicated that they would desire additional courses to update their education.
8. All but four felt that wage increases gave them additional incentive.
9. Seventy-four per cent of the employed were over thirty-eight years old. Ten were over forty-seven.
10. The wages were very low. They ranged from \$1.60 to \$3.00. The average was \$1.97. Perhaps this accounts for so many families in Custer County being classified as being in the low income bracket. See appendix, page 51.

11. There was no union representation, whatsoever. The only retail clerks' union in Miles City was at Safeway and Buttrey's.
12. Periodic wage increases were given, but these increases were far from being adequate according to the cost-of-living increases.

Questionnaire No. 3

As a result of the poor return of the above instrument, the investigator again revised the questionnaire. See appendix, page 67. Forty employees were interviewed at various locations and business classifications. Those interviewed were most cooperative. The following were answers to the questions:

1. Question 1.

Twenty-two employees indicated that their high school training was adequate, while eighteen did not.

2. Question 2.

Twenty-eight had received some additional schooling, while twelve had received no further schooling.

3. Question 3.

Those, who had received additional instruction, took basic business offered at the junior college. Four had B. A. Degrees.

4. Question 4.

Thirty-one indicated that they would like to have additional training. Nine did not want any.

5. Question 5.

Only one wanted courses in the morning. When asked about the afternoon, all indicated that it would be impossible for them to attend at that time.

6. Question 6.

Of those interviewed, twenty-six indicated that they felt that they could compete in larger labor markets. Yet, it must be noted that some were not positive. Fourteen strongly felt that they could not compete due to lack of knowledge and training that they had received.

7. Question 7.

The breakdown on the courses in which the employees would be interested was as follows:

Psychology & Human		Salesmanship	- 9
Relations	- 26	Personnel Management	- 8
Fashion Design	- 20	Office Procedure	- 8
Shorthand	- 16	Credit & Collections	- 6
Office Machines	- 14	Business Math	- 6
Business Law	- 12	Retail Management	- 4
Business Communications	- 10	Sales Management	- 3

After comparing these findings with those of Lester Graham, instructor at Miles Community College, Miles City, Montana, some interesting correlations were noted. Both employers and employees agreed as to the courses needed. However, in the area of human relations, the employees felt that this was more important to them, than it was to management.

CHAPTER V

SUMMARY OF FINDINGS AND CONCLUSIONS

The purpose of the study was to determine the need and feasibility of a post secondary program for adults at Custer County High School, Miles City, Montana.

The investigator will attempt to summarize his findings, which were brought out by the instrument, interviews, and personal discussions with friends and businessmen.

It should be made clear to the reader that the investigator is probably biased to a degree in his appraisal of the average small retailer. This bias is due to the fact that the writer was employed by a volume-type business with a low net profit expectation. The small retailer, of course, operates on a large gross-net profit basis. While the investigator did learn to appreciate the problems of the small businessman, he could not help wondering how much more they could have made in the past or would be able to make in the future, if they used more up-to-date methods of retailing and merchandising.

In order to follow through on the specific problems, as mentioned on page 7, Chapter I, the investigator will try to answer them as stated.

1. The competencies, knowledge, and skills needed in the smaller towns are not as great as those demanded in the larger areas. The writer found that employers were concerned primarily with wages.

While some people were up-to-date, most of them seemed to be operating as had been done in the "good old days." Only in the large chain operations were certain standards set and followed according to company policy. The independent retailer set his own rules regarding dress, customer relations, punctuality, work habits, and over-all attitudes.

After talking to the businessmen and people in the area covered, the writer came to the conclusion that most of them were not too concerned about whether or not the students were prepared to compete in the business world upon completion of high school. The students, on the other hand, felt that they needed better preparation than what they were getting. They thought that the curriculum at Custer County High School might be adequate for local employment, but it was very inadequate for the larger labor markets. The students, who were fortunate enough to attend the DECA state leadership session in Great Falls, Montana, were especially aware of the situation.

2. As it was stated in Question 1, most employers are not too demanding in small towns. As a result, most employees didn't seem to exert too much effort. When the younger employees observed the "veteran workers," they were very likely to assume the same attitudes, aptitudes, and physical work habits. There were a few who did not follow this pattern.

This situation was re-emphasized this summer when the writer started working at the Skaggs Drug Center in Bozeman, Montana. Both Skaggs and Albertson's hired many young local people. During the pre-opening period, these young people were put to work and given a chance to prove themselves. After the opening, several of these people were let go. They were confused and at a loss to know why they were released. As is the policy in a large chain store, the management kept only those personnel that they felt would be productive locally and would be of value to the company in the future. Those, who weren't kept, very simply did not have the knowledge or basic skills that were demanded by the management. They were expendable, because they were not aware of the fact that "big operations" do not buy minimum effort.

3. While the instrument indicated that the majority of those surveyed and interviewed felt that they could compete successfully in a large labor force, the investigator couldn't agree with this. Two factors were the basis for this opinion. First, these "veteran" workers have managed to survive in rural areas, but they could not compete in a larger area. They have not had the training, nor have they shown any interest in improving their position. Second, the employers have not spent much time or effort to train these people, nor have they given the employers much incentive to do a better job. This can be shown in the figures relating to personal income on page 56 of the

appendix. While there had been some growth in personal income from 1950 to 1968, it should have been much better. The writer felt that only those, who were covered by a union contract, were getting a fair wage.

Many employed indicated that they would like to take additional courses. However, the investigator looked upon these findings with a great deal of skepticism. The opportunity was available for the past thirty years at Miles Community College, Miles City, Montana, but very few had taken advantage of it.

4. During interviews and classroom discussions, one important factor was brought out. Both past and present DE students felt that a one-year DE program was not adequate. It was also pointed out that there were not enough supporting courses available in conjunction with the DE program. Many of the employers wanted DE students on a two-year basis. They felt that the students were just getting to be productive after the first year, and then they graduated and sought employment in other areas. The writer felt that a two-year program would greatly benefit the students and the employers. A continuing DE program could easily be established with the cooperation of the administration of the high school and the community college. The investigator could see no difficulty in setting up a program of instruction and on-the-job training, which would benefit all persons involved in the plan.

CONCLUSIONS AND RECOMMENDATIONS

There is a great demand for post secondary education in the Miles City area. Although many employees feel their education was adequate, the employers and the investigator do not agree. To be fair, however, we must remember these people have not had to compete in a large competitive work area. However, many of the present criteria must be changed. The investigator would recommend the following steps be taken:

1. Try to overcome the apathetic attitude of the people in Miles City and the surrounding towns toward education in general.
2. Involve the people actively in post secondary education at the adult level.
3. Orient the classes, in the DE group, to a vocational approach rather than an academic approach.
4. Offer the public what they want instead of what the administration wants.
5. Develop the atmosphere needed in the adult program. This should not be academic. It must be remembered that the people would probably not be seeking a college degree, but would be interested in updating and retraining.
6. Acquire the equipment required to carry out a successful program.
7. Inspire the local businessmen to take an active part in the program.
8. Make all programs flexible enough to accommodate all people involved.
9. Set goals of instruction commensurate with the abilities of the people involved.
10. Make the instruction realistic.

11. Have only those instructors, who have the knowledge, experience, and attitude necessary to direct the program.
12. Develop a sense of pride and accomplishment in each individual's efforts during the course of instruction.
13. Have each session show immediate results, so that the program will continue to grow and not become stagnant.

The investigator feels very strongly about the importance of secondary and post secondary education. He, in no way, blames the current Superintendent of Schools for the educational situation in Miles City, Montana. He inherited a pre-historic educational system and was given very little support. The people of Miles City, except for a dedicated minority, have had no interest in education. There is very little pride among the students in the high school. This is not the fault of the students, administration, or faculty. In the writer's opinion, it is the result of the apathetic attitude of the community and past administration.

A small, but effective and acceptable, post secondary program could start a metamorphosis in Custer County. If just a few could be actively engaged in good secondary and post secondary programs, the program could grow. As a result of this growth, the attitude should change for the benefit of all. Until this happens, education in Custer County will continue to degenerate at all levels of instruction.

As Grant Venn said in his book, Man, Education and Work, "Secondary, and especially post secondary education, must have the

same quality and availability as pre-collegiate training."

APPENDIX

Table 2

50

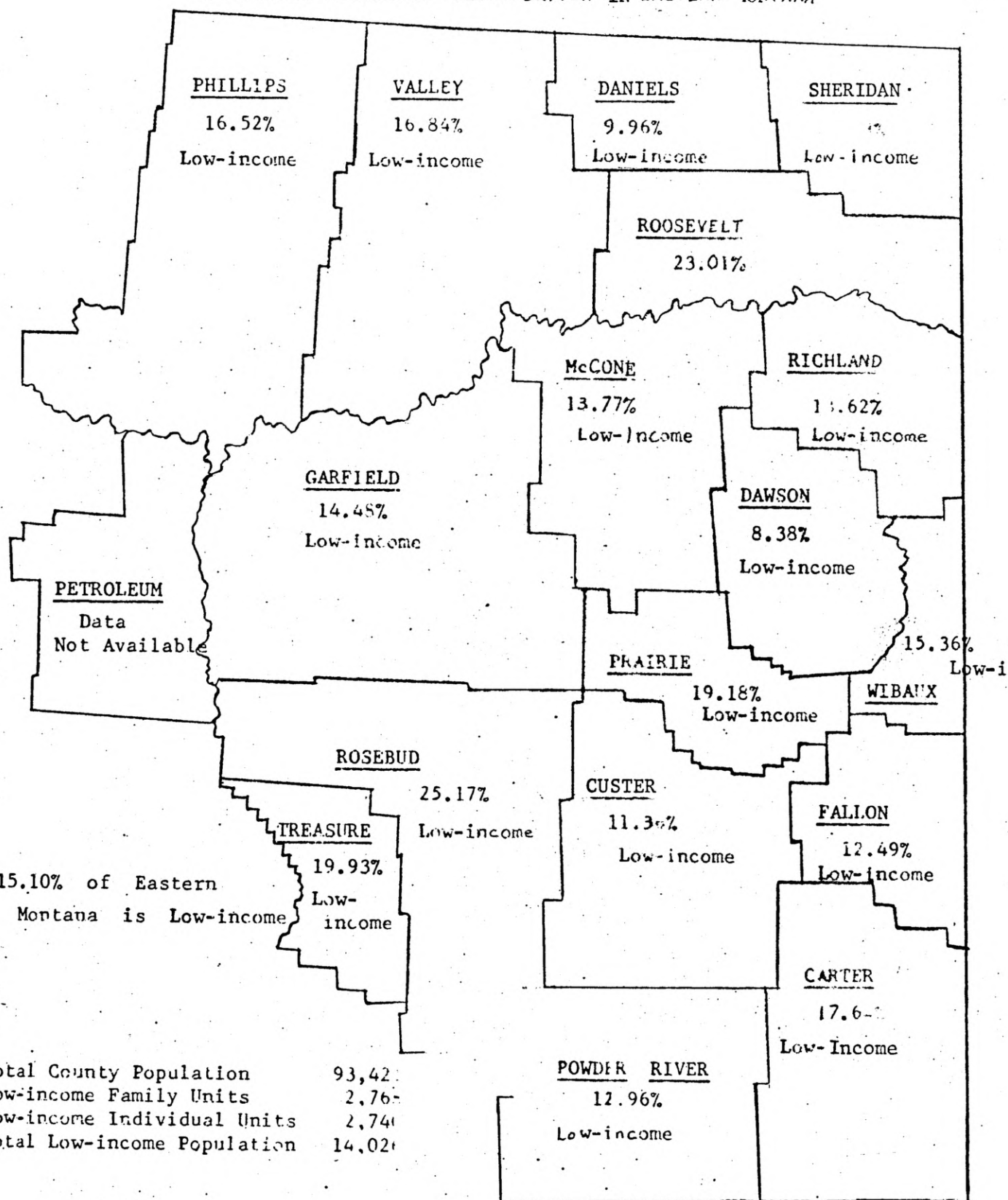
SOUTHEASTERN MONTANA

POPULATION, MONTANA, BY COUNTY
1950, 1960, 1970

COUNTY	PERCENT CHANGE:			
	1970	1960	1950	1950-1970
CUSTER	12,174	13,227	12,661	- 3.8
CARTER	1,956	2,493	2,798	-30.1
FALLON	4,050	3,997	3,660	10.7
GARFIELD	1,796	1,981	2,172	-17.3
MCCONE	2,875	3,321	3,258	-11.8
POWDER RIVER	2,862	2,485	2,693	6.3
PRAIRIE	1,752	2,318	2,377	-26.3
ROSEBUD	<u>6,032</u>	<u>6,187</u>	<u>6,570</u>	<u>- 8.2</u>
TOTAL	33,497	36,009	36,189	- 2.5

Figure 2

LOW-INCOME POPULATION DISTRIBUTION IN EASTERN MONTANA



Based on Office of Economic Opportunity Criteria and 1970 census results prepared by Action for Eastern Montana.

Table 3

SOUTHEASTERN MONTANA

POPULATION, URBAN AND RURAL, MONTANA, BY COUNTY,
1950, 1960 AND 1970

COUNTY	1970				1960				1950			
	TOTAL POPULATION	RURAL	URBAN	PER- CENT RURAL	TOTAL POPULATION	RURAL	URBAN	PER- CENT RURAL	TOTAL POPULATION	RURAL	URBAN	PER- CENT RURAL
CUSTER	12,174	3,151	9,023	25.9	13,227	3,562	9,665	26.9	12,661	3,418	9,243	27.0
CARTER	1,956	1,956	-	100.0	2,493	2,493	-	100.0	2,798	2,798	-	100.0
FALLON	4,050	1,466	2,584	36.2	3,997	3,997	-	100.0	3,660	3,660	-	100.0
GARFIELD	1,796	1,796	-	100.0	1,981	1,981	-	100.0	2,172	2,172	-	100.0
McCONE	2,875	2,875	-	100.0	3,321	3,321	-	100.0	3,258	3,258	-	100.0
POWDER RIVER	2,862	2,862	-	100.0	2,485	2,485	-	100.0	2,693	2,693	-	100.0
PRAIRIE	1,752	1,752	-	100.0	2,318	2,318	-	100.0	2,377	2,377	-	100.0
ROSEBUD	6,032	6,032	-	100.0	6,187	6,187	-	100.0	6,570	6,570	-	100.0
TOTAL LAND USE	33,497	21,890	11,607		36,009	26,344	9,665		36,189	26,946	9,243	

Table 4

SOUTHEASTERN MONTANA

EMPLOYMENT, BY INDUSTRY, FOR COUNTIES, MONTANA, 1968

COUNTY	TOTAL	AGRIC. SERVICES, FORESTRY & FISHERIES	MINING	CONTRACT CONST.	MFG.	TRANS. & OTHER Pub. Util.	WHOLE. TRADE	RETAIL TRADE	FINANCE, INS., & R. ESTATE	SERVICES	OTHER
CUSTER	2,306	26	18	108	88	168	318	726	133	721	N.A.
CARTER	102	D	D	D	D	N.A.	D	42	D	40	D
FALLON	640	9	126	36	D	49	28	211	37	117	D
GARFIELD	137	N.A.	D	D	D	D	D	74	D	28	D
McCONE	312	D	D	13	D	D	28	86	14	60	N.A.
POWDER RIVER	361	N.A.	145	33	D	14	D	80	D	40	D
PRAIRIE	209	N.A.	N.A.	D	D	34	20	78	D	54	N.A.
ROSEBUD	699	D	D	18	D	30	16	206	24	263	N.A.
TOTAL	4,766	35	289	208	88	295	440	1,503	208	1,323	

Table 5

SOUTHEASTERN MONTANA

WHOLESALE TRADE, ESTABLISHMENTS AND SALES, BY COUNTY, MONTANA,
1963 AND 1967 (SALES - \$1,000.)

COUNTY	1967		1963	
	ESTABLISHMENTS	SALES	ESTABLISHMENTS	SALES
CUSTER	35	19,263	35	26,782
CARTER	4	258	2	D
FALLON	15	4,504	13	5,258
GARFIELD	2	D	2	D
MCCONE	7	3,704	10	4,111
POWDER RIVER	2	D	3	532
PRAIRIE	8	1,812	6	1,416
ROSEBUD	<u>6</u> 79	<u>1,860</u>	<u>6</u> 77	<u>1,510</u>

Table 6

SOUTHEASTERN MONTANA

FEDERAL, STATE AND LOCAL GOVERNMENT EMPLOYMENT,
MONTANA, BY COUNTY, 1969

COUNTY	TOTAL GOVERNMENT EMPLOYMENT	FEDERAL	STATE AND LOCAL
CUSTER	945	269	676
CARTER	137	19	118
FALLON	252	38	214
GARFIELD	145	30	115
McCONE	201	28	173
POWDER RIVER	196	37	159
PRAIRIE	125	22	103
ROSEBUD	<u>464</u>	<u>190</u>	<u>274</u>
TOTAL	2,465	633	1,832

Table 7

SOUTHEASTERN MONTANA

TOTAL PERSONAL INCOME, MONTANA, BY COUNTY
SELECTED YEARS, 1950 TO 1968 (\$1,000,000)

COUNTY	1968	1967	1966	1965	1959	1950
CUSTER	40.6	37.1	36.2	34.4	29.0	20.3
CARTER	7.2	5.9	6.0	5.3	5.4	4.8
FALLON	11.4	10.6	10.1	9.1	5.8	4.5
GARFIELD	6.7	5.5	5.7	4.7	4.7	3.3
MCCONE	12.3	12.4	10.8	8.8	4.6	5.6
POWDER RIVER	9.7	6.7	6.5	5.9	6.5	6.1
PRAIRIE	4.3	4.0	4.6	3.9	4.3	3.5
ROSEBUD	<u>17.6</u>	<u>15.9</u>	<u>15.9</u>	<u>15.3</u>	<u>12.7</u>	<u>10.0</u>
TOTAL	109.8	98.1	95.8	87.4	73.0	58.1

Table 8

SOUTHEASTERN MONTANA

SELECTED EMPLOYMENT NOT COVERED BY UNEMPLOYMENT COMPENSATION,
MONTANA, BY COUNTY, 1969

COUNTY	FEDERAL GOV'T.	STATE & LOCAL GOV'T.	RAIL- ROAD	FARM FAMILY WORKERS	FARM HIRED WORKERS
CUSTER	269	676	162	296	235
CARTER	19	118	0	296	88
FALLON	38	214	18	347	61
GARFIELD	30	115	0	189	161
McCONE	28	173	4	288	178
POWDER RIVER	37	159	0	285	135
PRAIRIE	22	103	17	181	71
ROSEBUD	<u>190</u>	<u>274</u>	<u>86</u>	<u>372</u>	<u>232</u>
TOTAL	633	1,832	287	2,254	1,161

Table 9

SOUTHEASTERN MONTANA

WORKERS AND WAGES IN INDUSTRIES COVERED BY UNEMPLOYMENT INSURANCE,
MONTANA, BY COUNTY, 1964 AND 1969 (FISCAL YEARS) (\$1.)

COUNTY	TOTAL GROSS WAGES	WORKERS	GROSS WAGES PER WORKER		TOTAL GROSS WAGES	WORKERS	GROSS WAGES PER WORKER
			PERCENT CHANGE FROM 1964				
CUSTER	10,275,025	1,984	5,179	16.7	9,009,383	2,030	4,438
CARTER	500,861	107	4,681	64.5	253,208	89	2,845
FALLON	2,634,951	512	5,146	24.9	2,220,250	539	4,119
GARFIELD	384,222	115	3,341	21.8	235,854	86	2,742
McCONE	1,173,210	230	5,101	34.6	769,533	203	3,791
POWDER RIVER	2,099,991	386	5,440	48.6	501,655	137	3,662
PRAIRIE	389,100	120	3,243	6.1	504,185	165	3,056
ROSEBUD	<u>2,502,782</u>	<u>621</u>	<u>4,030</u>	<u>40.1</u>	<u>1,440,715</u>	<u>501</u>	<u>2,876</u>
TOTAL	19,960,142	4,075	36,161	257.3	14,934,783	3,750	27,529

January 21, 1972

Dear Former DE Student:

I would appreciate it very much if you would fill out the enclosed questionnaire.

This questionnaire, or one similar, will be used as part of a graduate program requirement. The main objective is to determine the following:

1. Does the present curriculum at Custer County High School adequately prepare DE students and Business Education students for career jobs in distribution?
2. What courses should be added to prepare students more adequately for a career goal after graduation?
3. Would it be advisable to offer courses at Miles Community College for adults and post secondary students, who are interested in retailing, merchandising, and related areas?

Please note any changes or suggestions that you might have regarding the questionnaire on the back of the last page.

Would you kindly return this questionnaire no later than January 28.

A stamped, self-addressed envelope is enclosed for your convenience. All replies will be confidential.

Sincerely yours,

Jack E. Jeffries
Distributive Education Instructor
Custer County High School
Miles City, MT. 59301

Enc: 2

QUESTIONNAIRE I

1. How many years of schooling have you received?

_____ Grade School
_____ Junior High

_____ High School
_____ Junior College or
_____ Four-Year College

2. Do you feel your schooling was adequate?

_____ Yes
_____ No

Comments _____

3. How many years has it been since you received any additional schooling? _____

4. In what year did you graduate from high school? _____

5. Did you take distributive education in high school?

_____ Yes
_____ No

6. How did you rate the course?

_____ Adequate
_____ Inadequate

Comments _____

7. Did you belong to the DECA Club?

_____ Yes
_____ No

8. Did you hold an office in the DECA Club?

_____ Yes
_____ No

9. Did you belong to any other high school clubs?

_____ Yes
_____ No

If so, which ones? _____

10. Were you an officer in any of these clubs?

_____ Yes
_____ No

If so, which ones? _____

11. In what other outside activities were you engaged?

.....

12. Were you employed during high school?

_____ Yes
_____ No

13. Sex Male Female

14. In which age group are you?

_____ 18-23 _____ 32-38 _____ Over 47
_____ 24-31 _____ 38-47

15. What is your marital status?

Single
Married

.....
_____ Divorced
Separated

16. How do you regard your wages?

 Adequate
Inadequate

17. What are your approximate earnings per hour?

18. Do you receive periodic raises?

_____ Yes
No

19. What duties do you perform on the job?

_____	Wash windows
_____	Dust
_____	Clean floors
_____	Shovel sidewalks
_____	Unload freight

_____ Check
_____ Keep books
_____ File invoices
_____ Mark invoices
_____ Figure mark-up

☐ Sell on floor	☐ Work all sections
☐ Build floor displays	☐ Build window displays
☐ Select sales merchandise	☐ Write ads
☐ Order merchandise	☐ Train employees

20. Would you be interested in additional training?

☐ Yes
☐ No

21. What time of day would be best for you? ☐ A.M. ☐ P.M. ☐ Eve.

22. How many hours a week could you attend classes?

23. Would you be willing to pay a reasonable fee?

☐ Yes
☐ No

24. In which of the following courses would you be interested?

☐ Typing	☐ Sales
☐ Shorthand	☐ Advertising
☐ Office Machines	☐ Fashion Display
☐ Office Procedures	☐ Window Display
☐ Business Math	☐ Merchandising
☐ Business Communications	☐ Sign painting
☐ Bookkeeping	☐ Marketing
☐ Accounting	☐ Human Relations
☐ General Business	☐ Retail Management
☐ Consumer Education	☐ Small Business Management

Additional Comments:

- Yes No

10. Did you belong to any other high school clubs?

_____ Yes
_____ No

If so, which ones? _____

11. Were you an officer in any of these clubs?

_____ Yes
No

If so, which ones? _____

12. In what other outside activities were you engaged while in high school?

13. Were you employed while in high school?

..... Yes
_____ No

Approximately how many hours per
Day Week

14. Were you employed during any post secondary schooling?

_____ Yes
_____ No

Approximately how many hours per
Day Week

15. Do you believe that working while attending classes affected your grades in school?

_____ Yes
No

Comments _____

16. In which age group do you belong?

18-23
24-31

_____ 32-38 _____ Over 47
_____ 38-47

- 17.- What is your present marital status?

Single
Married

____ Divorced
Other

18. Do you feel that your present wages are adequate in relation to your position?

_____ Yes
_____ No

Comments _____

19. What are your approximate wages?

_____ Per Hour _____ Per Week _____ Per Month

20. Do you receive any compensation other than wages? (Commission, etc.)

_____ Yes _____
 _____ No _____
 Comments _____

21. Are you under a union contract?

_____ Yes _____
 _____ No _____
 Comments _____

22. Do you receive periodic wage increases?

_____ Yes _____
 _____ No _____
 Comments _____

23. Do you feel that these increases give you additional incentive to do a better job for your employer?

_____ Yes _____
 _____ No _____
 Comments _____

24. Would you be interested in additional training?

_____ Yes _____
 _____ No _____
 Comments _____

25. If courses that fit your needs were offered, what days and time of day would be most convenient for you to attend classes?

Day	Time	A.M.	P.M.	Evening
Mon.	_____	_____	_____	_____
Tues.	_____	_____	_____	_____
Wed.	_____	_____	_____	_____
Thurs.	_____	_____	_____	_____
Fri.	_____	_____	_____	_____

(Check One)

26. What duties do you perform on the job? How many minutes per week?

_____ Wash Windows	_____ Min.	_____ Keep Books	_____ Min.
_____ Dust	_____ Min.	_____ Check	_____ Min.

<u> </u> Clean Floors	<u> </u> Min.	<u> </u> File Invoices	<u> </u> Min.
<u> </u> Shovel Sidewalks	<u> </u> Min.	<u> </u> Mark Invoices	<u> </u> Min.
<u> </u> Unload Freight	<u> </u> Min.	<u> </u> Figure Mark-Up	<u> </u> Min.
<u> </u> Build Floor Displays	<u> </u> Min.	<u> </u> Work All Sections	<u> </u> Min.
<u> </u> Select Sales Mdse.	<u> </u> Min.	<u> </u> Build Window Displays	<u> </u> Min.
<u> </u> Order Merchandise	<u> </u> Min.	<u> </u> Write Ads	<u> </u> Min.
<u> </u> Sell on Floor	<u> </u> Min.	<u> </u> Train Employees	<u> </u> Min.

QUESTIONNAIRE III

POST SECONDARY EDUCATIONAL SURVEY

This survey will be used in trying to determine whether or not it would be desirable to establish evening courses at C.C.H.S. relating to the business field. The project is part of a course requirement for a masters degree at Montana State University. Your cooperation will be appreciated. No names will be asked for and all replies will be held in confidence.

I. Do you feel your high school learning was adequate for entry level into the business field? Yes _____ No _____

II. Have you received any post high school learning since graduation?
_____ Yes _____ No _____

III. If you did, what type of school did you attend? Junior College____, Vo-Tech____, University____, Correspondence School____.

IV. Would you be willing to take evening courses in business related subjects? Yes _____ No _____

V. Would you be willing to take this type of training if the courses would be made available in the morning? 8-9____, 9-10____, 10-11____.

VI. With your present training do you believe you could compete for a job opening in a large labor market? Yes _____ No _____

VII. Which of the following courses would you be interested in taking if they were offered at a very reasonable fee?

Accounting	_____	Fashion Designing	_____
Office Machines	_____	Retail Management	_____
Office Procedures	_____	Sales Management	_____
Shorthand	_____	Salesmanship	_____
Business Math	_____	Personnel Management	_____
Business Communications	_____	Psychology and Human Relations	_____
Business Law	_____	Credits and Collections	_____

VIII. If you have any other choices or comments, please list them below.

BIBLIOGRAPHY

18. U.S. News and World Report, "Driftus the Last Step," March 22, 1971, Washington, D.C.