

A STUDY TO DETERMINE THE UNITS OF INSTRUCTION TAUGHT IN  
DISTRIBUTIVE EDUCATION IN MONTANA AND THE  
LENGTH OF TIME SPENT ON EACH

by

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A professional paper submitted to the Graduate Faculty in  
partial fulfillment of the requirements for the degree

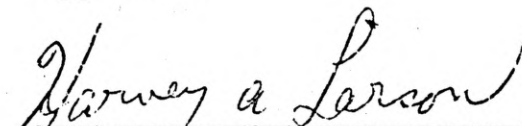
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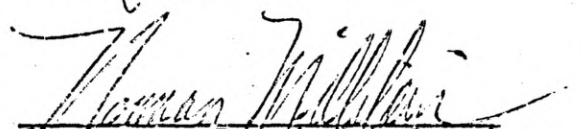
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## CHAPTER I

### INTRODUCTION

Distributive education -- vocational instruction in marketing, merchandising, and distribution of consumer goods and services -- is becoming increasingly more important to the overall scheme of education. To meet the growing and changing needs of distributive education programs in the nation's secondary schools, instruction in distributive education must be kept current and relevant to the task of preparing young people for positions of importance in the marketplace.

As stated above, the term distributive education identifies a program of instruction in marketing and distribution. According to Mason (9: 335) the function of distribution is to move goods and services from the original producer to the final consumer. In order to do this job our economy needs many kinds of marketing agencies such as: retailers; wholesalers; sales divisions of industrial firms and agricultural processors; transportation, advertising and marketing research agencies; and a host of service firms, such as insurance agencies, real estate brokers, banks and other financial institutions, feeding lodging establishments and many others. (9:335)

The purpose of the distributive education program is to provide students with saleable skills for employment in this segment of our labor force. The program serves employed personnel within the frame work of their careers whether they be beginning or experienced workers, or occupy positions

of management. In addition to those people already employed in distribution, this area of instruction also serves those who are preparing for such employment. Distributive education is composed of high school preparatory and cooperative programs, post high school programs, and adult programs (1:186).

The present study was concerned with the development of the curriculum in the high school cooperative programs in Montana, therefore, the discussion shall be limited to this phase of the total distributive education program. In the high school program, the term cooperative is used to identify the relationship which exists between the public school and the business community. The purpose of this cooperative arrangement is used to achieve the basic objective of preparing young people for careers in the field of distribution. Distributive education students are enrolled in the high school program as regular students. Their curriculum includes academic subjects as well as classes concerned with theory and procedures which are identified with certain aspects of distribution and marketing (9:336).

Distributive education students are employed in business firms which provide job experiences and instructions which are deemed applicable to the individual student's career objective. Typically, students report to their places of employment regularly on a scheduled basis throughout the

school year. This beginning job initiates the student to the field of distribution, provides him the opportunity to acquire job competency, to advance to subsequent positions of greater responsibility, to observe our free enterprise system in operation, and to become a contributing member of our society (9:343).

The three fundamental goals of distributive education have been stated by the Vocational Division of the U.S. Office of Education in the following manner:

1. To offer instruction in distribution and marketing.
2. To assist in the improvement of the techniques of distribution.
3. To develop an understanding of the economic and social responsibilities of those engaged in distribution in a free, competitive society (9:336).

Table 1, page 4, shows the division of the Montana Labor Force according to the 1960 census of population; utilizing the U.S. Office of Education definition of the distributive occupations (occupations followed by proprietors, managers, or employees engaged primarily in marketing or merchandising goods or services), it can be seen that approximately 30 percent of the Montana labor force is employed in the distributive occupations. If it is true that vocational education is a major responsibility of the public secondary

Table I

## DIVISIONS OF MONTANA LABOR FORCE BY OCCUPATIONAL GROUPS 1960\*

| Occupation                                           | Total<br>Employed | Percent of<br>Labor Force |
|------------------------------------------------------|-------------------|---------------------------|
| Professional, Technical,<br>and Kindred              | 6,375             | 11.88                     |
| Farmers and Farm Managers                            | 2,053             | 3.83                      |
| Managers, Officials, and<br>Proprietors, Except Farm | 6,400             | 11.93                     |
| Clerical and Kindred                                 | 8,144             | 15.18                     |
| Sales Workers                                        | 4,920             | 9.17                      |
| Craftsmen, Foremen, and<br>Kindred                   | 7,503             | 13.98                     |
| Operatives and Kindred                               | 6,090             | 11.35                     |
| Private Household Workers                            | 1,495             | 2.79                      |
| Service Workers, Except<br>Household                 | 5,156             | 9.61                      |
| Farm Laborers and Foremen                            | 1,065             | 1.98                      |
| Occupations not Reported                             | 2,067             | 3.85                      |
| Total Employed                                       | 53,654            | 100.00                    |

\*Information included in this table was derived from the 1960 Census of Population, Part 28, Montana, U.S. Department of Commerce, Bureau of the Census.

schools, and a vocational program does exist which will, in fact, prepare students for employment in the distributive occupations, a major segment of our labor force, what then are the distributive education programs in the public schools of Montana teaching in their curriculum to prepare a larger proportion of their students for employment in this important segment of our economy?

The answer to this question was the driving force in arriving at the decision to make this study.

At present there are twelve (12) common units of instruction for distributive education in secondary schools in Montana.

They were taken from the Lucy Crawford national study (4:0).

They are:

1. Orientation
2. Human relations
3. Selling
4. Display
5. Communication
6. Operation and management
7. Marketing
8. Merchandising
9. Mathematics
10. Production and service technology

## 11. Economics

## 12. Advertising

Since there is no standard curriculum to follow in teaching distributive education in the high schools, Montana may have some instructors who are not teaching the full 12 units of instruction in distributive education.

It is understood that many different methods of instruction can be used in the area of distributive education such as: community resources, outside speakers, packet material, individual instruction, and field trips. What will work in one particular classroom at one time may not work in some other classroom at some other time. There are many variables depending on the situation. For example: The background of the instructor, financial resources, the type of students handled, the philosophy of the community, the acceptance by the administration, and a number of other reasons for the performance of work.

Although distributive education instructors use different methods of instruction to fit their situation, this study is concerned with whether the 12 units of instruction, as previously listed, are taught in full separate units; whether some units are combined into one unit, and if so which ones; whether some of the units are deleted, and if so which ones; and how much time is spent on each unit of instruction that



is taught.

The resulting report of this study will be used as relevant data for the foundation of the distributive education workshops. Distributive education instructors may find the results of this study beneficial in designing their curriculum for the future.

#### THE PROBLEM:

The purpose of this study was to determine the units of instruction taught in distributive education in Montana and the length of time spent on each unit. This was to be accomplished through a comparison and analysis by twenty-four (24) distributive education teacher-coordinators' programs in the secondary schools in the state of Montana.

#### STATEMENT OF THE PROBLEM:

The specific purposes of this study were (1) to research and analyze what twelve (12) units of instruction in distributive education are being taught in Montana, (2) to research and analyze how much time is being spent on each of the 12 units of instruction in distributive education in Montana, (3) to compare the different distributive education programs in schools in Montana, (4) to develop suggested guidelines from the teacher-coordinators in schools in Montana to be used in developing programs at Montana State University.

#### IMPORTANCE OF THE STUDY:

Secondary schools in the state of Montana do not have any clear guide to follow as to which or if all of the 12 units of instruction in distributive education should be taught and how much time should be spent by cooperative distributive education teacher coordinators on each unit.

#### LIMITATIONS OF THE STUDY:

This research was limited to the secondary schools in Montana that presently have a distributive education program. They will all benefit from this research.

#### DEFINITION OF TERMS:

To assist the reader with the terminology of this study, the following definitions are presented:

##### Cooperative Program:

The cooperative program is a program in which the student spends part of the school day learning various aspects of distribution in a business laboratory and part of the day in formal classes learning the theory behind the practical application.

##### Distribution:

Distribution is that segment of our economy which is concerned with the movement of goods and services from producer to consumer.



Distributive Education:

Distributive education in the secondary schools is a program of vocational instruction designed to prepare students for initial jobs in marketing, merchandising, and management.

Distributive Education Teacher Coordinator:

The distributive education teacher coordinator is a person who teaches the daily vocational class or classes and coordinates the school program with employment learning experience.

Distributive Occupations:

Distributive occupations are defined as those occupations which are concerned with making available to consumers the goods and services produced by others.

Teacher-Coordinator:

The teacher coordinator is the person employed by the high school to teach the distributive education classes and to supervise the work experiences of the distributive education students.

Vocational Education:

The term vocational education identifies a program of education, not leading to the collegiate baccalaurette degree, which is designed to prepare the learner for entrance into a particular chosen vocation or to upgrade employed workers; vocational education includes such divisions as trade and industrial education, office education, agricultural education, distributive education and home-economics education.

Work Experience:

Work experience would be employment directly in the areas of distribution or an organized plan of directed work experience conducted as a part of a teacher education program in distributive education.

The first step in the study was to review related literature concerning the distributive education program. Chapter II is a report of the values, needs, and role of this educational program which were reported in the survey of literature.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

It has been recognized by many educators for a long period of time that vocational education for the world of work is a responsibility of the public schools (16:19). Vocational education has been a part of the American educational system since the day of the American Revolution. The schools of colonial American were largely academic in nature, but with the coming of Franklin's Academy, vocational education was introduced into the American educational system (16:19). Today, it is still recognized that vocational education is one of the chief responsibilities of the high school, according to T. Carl Brown. Brown cited the fact that the objective of most high schools included the need to prepare students for work as proof of this belief (2:201).

In practice, most educators probably accept some degree of responsibility in the high school for vocational preparation. Nearly all statements of objectives for the secondary schools included the need to prepare students for work. The National Association of Secondary School Principals listed first in the ten imperative needs of youth in "Education for All American Youth"; "All youth need to develop saleable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupation."

Distribution is currently the second largest and fastest

growing occupational field in America. Yet, studies show that at present few high schools provide instruction adequate to prepare students for work in modern distribution occupations. Instructional systems offer one alternative strategy for filling this gap between an increasing employment demand and lack of trained personnel. Instructional systems provide instructional materials that will broaden and modernize existing programs and provide other schools with means of initiating programs. (5:19)

A distribution instructional system can do the following:

Provide for more effective and efficient instruction  
competencies essential for employment

Allow for more individualized instruction

Provide more flexibility in instructional programming

Provide more youth with an opportunity for occupational  
education in distribution

Provide an integrated multiple strategy approach to  
performance

An instructional system is a sequence of learning experience through which each learner within a defined population moves at his own pace in order to demonstrate certain behavior which will meet defined criteria.

Instructional systems are focused on the responses that learners make as well as acts the teacher performs. They are based upon the way in which one student at a time learns

a specified new behavior rather than upon the way in which a teacher guides a group of learners.

A distributive education instructional system is a programmed instruction in its broadest sense. A program frame can be a single-concept film, a series of slides with accompanying audio presentation, or a piece of information in written form in a controlled presentation with immediate student performance and knowledge of correctness of results.

The following principles of instructional systems development are basis:

All the parts are conceived and built to fit together and function as a total organized whole.

Each element is designed to integrate its functions with other parts of the systems purpose.

Both kinds of components -- men and machines -- are planned from the very outset with specific reference to the systems goals and to the unique capabilities and strengths of each.

The system applies what research has shown about effective teaching practices and learning processes.

The instructional systems approach combines both human resources and machine technology to provide optimum conditions for efficient and effective learning.

Each system is designed to produce specific behavioral outcome (cognitive, affective, and psychomotor). Each is devised to utilize combinations of instructional materials and processes that jointly contribute to specified outcomes. We conceive these systems as means of helping both large and

small schools systems to utilize the time and talent of instructional teams.

Distributive education is by its nature a program oriented to individualized learning styles. This is because each student has a unique pattern of learning needs. Each student's job in distribution is unique; thus, he has special learning requirements different from all the other students. Each student, because of his career focus and orientation, has a specialized set of learning goals. Each student, because of his individuality, has a distinct learning style. An instructional system is simply a process for individualizing the instructional program. It uses a programmed multiple strategy approach to learning where criterion measures provide instant feedback on specified performance. (5:21)

Currently emerging as a viable learning strategy, the instructional system offers great potential for meeting the unique individualized teaching-learning requirements of distributive education.

According to the President's Panel of Consultants on Vocational Education, this recognition of the place of vocational education in the curriculum of the public schools has not resulted in sufficient vocational education opportunities to meet the needs of the young of our nation. The Panel concluded that in general, American youth lacked the



opportunity to develop saleable skills through regular vocational programs in the public schools. Their report included the results of a special six state study which revealed that although two-thirds of the schools in these states offered vocational education programs in their curriculum, nearly half of the schools did not offer home economics, or agriculture, nearly 90 percent did not offer trade and industrial education and nearly 95 percent did not offer distributive education (16:109).

The results of the study mentioned above indicated that 95 percent of the schools utilized in the study did not offer distributive education, yet, the need for training in the distributive occupations was recognized as early as 1936 by the federal government. An article entitled "The George-Deen Act," appearing that year in the October issue of the Business Education World pointed to the great numbers employed in distribution, the high failure rate of small store operators, the low earnings of sales people and the unsatisfactory service rendered by people employed in these occupations is proof of the need for vocational education in this field (14:83). The same opinion was voiced in 1939 by Paul Nystrom when he said, "There is no branch in the complicated system of distribution that is not important, there is none in which vocational training is not a necessity." (12:45)

It is accepted in the literature that preparation is needed for employment in the distributive occupations. The role of providing vocational education for employment in this field rests squarely with the public secondary schools of America, according to Richert.

It is estimated that each year several hundred thousand young people in the United States of high school and college age secure their first employment in distributive organizations. If one concedes the need for training of the large number of young people who yearly enter the distributive occupations, then the next question that arises is: "Who shall give this training?" . . . by and large the greater proportion of the several hundred thousand young people who yearly enter the distributive field are drawn from the ranks of high school graduates. The responsibility, therefore, if it is to be met squarely, rests with the average American high school. (13:15)

If it is granted that vocational education for distribution is needed in the United States and that it is the responsibility of the public secondary schools to meet this need, how successful have the schools been in meeting the needs of the youth who will eventually find employment in the distribution field? They have not been successful in the opinion of the President's Panel of Consultants on Vocational Education. This Panel reported that the preparation of in-school youth for employment in distribution was very small in comparison to potential employment in this occupation. The employment of sales workers in 1961 represented nearly 7 percent of the employed workers, and the



sales force is only a small portion of the distributive field, whereas distributive education enrollment is a percentage of the 15-19 year age group was .3 percent during that year.

What factors are important in the establishment of a distributive education program? According to T. Carl Brown, State Supervisor of Distributive Education for the state of North Carolina, those factors to be considered include the size of the school, the population of the community and the nature of the community. He expressed the belief that a high school with a minimum enrollment of 270 to 300 students might well support a cooperative program of distributive education. This assumes that a sufficient number of businesses exist in the community to provide an adequate number of training stations for the students enrolled in the program. Brown indicates that usually a city with a population of 5,000 or more will provide an adequate work opportunity for distributive education students.

It appears from the literature that according to professional educators a need exists for vocational education distribution. Also, that it is the responsibility of the school to fulfill this need. This study will look at the distributive education curriculum of the schools in Montana.

The President's Panel of Vocational Education included teacher-education in vocational education as one of the major

needs for improvement in vocational education.

Teacher education is directly related to the effectiveness of the entire vocational education program. Larger numbers, more selective recruitment, and better preparation and inservice training of teachers must be achieved. High occupational competency is demanded of vocational teachers; the schools must therefore compete with the higher salaries and other benefits offered by business, industrial and agricultural enterprises (16:212).

The need for teacher-coordinators of distributive education was expressed by Walter M. Arnold in 1962, then Assistant Commissioner for Vocational and Technical Education with the U.S. Office of Education, in the forward of Mary V. Marks' publication, Guidelines for Teacher Education Programs in Distributive Education. He stated that the distributive education program had been increasing at such a rapid rate in the nation that the supply of qualified teachers was far short of the number needed. As early as 1941, Haas expressed the opinion that the shortage of coordinators qualified to teach in the distributive education program was a major contributing factor to the failure of many distributive education programs.

It has become apparent from the literature that there was a lack of qualified teacher-coordinators of distributive education. Professional educators felt that this was one of the major limiting factors in the development of the distributive education program.

The review of literature revealed that most authors were of the opinion that there was a need for vocational education in distribution in the public secondary schools of America. The opinion was expressed that the schools were not meeting this need.

Another need that must be met is a good teaching curriculum for the secondary school for distributive education. Washington State has developed the following curriculum guidelines for their distributive education program: (3:1)

#### Unit I - ORIENTATION TO DISTRIBUTIVE EDUCATION

1. Distributive Education Defined
2. Objectives of D.E.
3. Basic Understandings
4. Autobiography
5. Scope of the Program
6. Elements of the Program
7. Advantages of the Program
8. Responsibilities of the Participants
9. Types of Acceptable Jobs

#### Unit II - JOB PLACEMENT

1. What a job means
2. Considerations in Choosing a Job
3. Social Security and Withholding Information
4. Work Permits
5. The Personal Data Sheet (Resume)
6. Filling out the Application
7. The Letter of Application
8. Prospecting for a Job
9. Preparing for the Interview
10. During and After the Interview
11. Tips for Keeping Jobs

#### Unit III - PERSONALITY IMPROVEMENT

1. Physical traits of Personality
2. Character Traits of Personality
3. Social Traits of Personality
4. Mental Traits of Personality
5. Need for Personality Change

Unit IV - HUMAN RELATIONS

1. The importance of Human Relations
2. Human Relations at Home, On the Job and in the Community

Unit V - SALESMANSHIP

1. Careers in Selling
2. Job Knowledge
3. Prospecting
4. Preapproach
5. Approach
6. Sales Presentations
7. Closing Sales
8. Objections
9. Selling Theories and Techniques

Unit VI - PRODUCT KNOWLEDGE

1. Need for Product Knowledge
2. Type of Product Knowledge
3. Acquiring Product Knowledge
4. Developing Product Knowledge Into Selling Points

Unit VII - COMMUNICATIONS

1. Written Communications -- Letters, Interoffice Memo
2. Oral Communications - Use of the Telephone
3. Oral Communications - Public Speaking
4. Printed Communications - Daily Newspaper
5. Listening

Unit VIII - MATHEMATICS OF DISTRIBUTION

1. Pretest and Review
2. Mathematics of Buying
3. Mathematics of Pricing
4. Mathematics of Selling
5. Mathematics of Management

6. Reporting Business Information
7. Everyday Measurements

Unit IX - STORE POLICY

1. Merchandise Policy
2. Promotion Policies
3. Customer Policies
4. Personnel Policies
5. Community Policies
6. Credit Policies

Unit X - STORE SECURITY

1. Short Change, Counterfeit, Shoplifting and Robbery
2. Cashing Checks

Unit XI - CASH REGISTER

1. Machine Operation
2. Accura-Touch
3. Making Change and Money Handling
4. Cashing Checks

Unit XII - SALES PROMOTION

1. Merchandising Through Advertising
2. Creating the Advertisement
3. Advertising Media
4. Planning the Advertising Campaign
5. Merchandising Through Display
6. Display Concepts
7. Types of Display

Unit XIII - CAREERS IN MARKETING

1. Survey of Distributive Occupations
2. Using Career Information Materials
3. Determining Job Aptitude
4. Career Opportunities Project

Unit XIV - BUSINESS OPERATIONS

1. Channels of Distribution
2. Business Organizational Concepts
3. Functional Organizations
4. Physical Organizations - Fixtures and Equipment
5. Physical Organizations - Location
6. Physical Organization - The Plant

7. Financing a Business
8. Business Ownership

#### Unit XV - TYPES OF DISTRIBUTIVE ENTERPRISES

1. Retail - Direct Selling
2. Retail - General Store
3. Retail - Single Line and Speciality Stores
4. Retail - Department Stores
5. Retail - Chain Stores
6. Retail - Supermarkets
7. Retail - Convenience Stores
8. Retail - Discount Stores
9. Retail - Shopping Centers
10. Retail - Roadside Stands and Vending Machines
11. Personal Services
12. Wholesale

#### Unit XVI - THE AMERICAN ECONOMIC SYSTEM

1. Employee Economics and DICE
2. Scarcity and Allocation
3. Circular Flow of Income: Interaction of Workers  
With Other People and Groups to Obtain Goods and Services
4. Economic Goals
5. Importance of Production in an Economy
6. Importance of Marketing in an Economy
7. Decision Making in a Market Economy
8. Profit and Property

#### Unit XVII - BUSINESS LAW

1. Contracts
2. Personal Property
3. Real Property
4. Employer-Employee Relations
5. Government Regulations
6. Business-Consumer Relations

#### Unit XVIII - BUSINESS ETHICS

1. Ethics in Relation to Goods Sold
2. Ethics in Relation to Customers
3. Ethics in Relation to Fellow Workers
4. Ethics in Relation to Employee & Employer
5. Ethics in Relation to Employer & Employee
6. Ethics in Relation to Competition
7. Ethics in Relation to Suppliers

## Unit XIX - PERSONAL FINANCE

1. Their Personal Budget
2. Bank Services
3. Savings
4. Credit
5. Insurance

Unit XX - PHYSICAL DISTRIBUTION - TRANSPORTATION AND  
WAREHOUSING

1. Transportation
2. Warehousing

## Unit XXI - MARKETING RESEARCH

1. Marketing Research in Distribution
2. Marketing Decision Making
3. Information Needed in Marketing Research
4. Gathering and Presenting Market Information

## Unit XXII - STUDENT STORE

1. The Student Store
2. The School Store

This course of study was developed at the grass roots by ten DE Coordinators.

Starting with the old units dated 1964, the first step was to rewrite and update the units in terms of behavioral or performance objectives. This was accomplished at Central Washington State College in Ellensburg, in concert with the Coordinating Council for Occupational Education, under the direction of Dr. John M. Chrismer, during the two-week session.

During the 1971-72 school year, each unit was tested locally by ten additional coordinators. A one-week workshop in June, 1972, was held under the direction of K. Otto Logan,



Program Director, Distributive Education, and his staff together with the contracted services of Tom Stiger, Local Vocational Program Director at Everett. The writers and testers compared notes and completed the project.

It was highly recommended by this group that the course of study not be released to a coordinator without his opportunity to have a two-hour, oral explanation of how it could best be used. There is no time limitation or length set on each unit of study.

The course is realistic, practical, and most exciting with a potential for continued program and curriculum development.

The purpose of the review of professional literature was to determine the national opinions of distributive education, in order that these might be used as a basis for an instrument which would be utilized to determine opinions in Montana on the value of the curriculum of this educational program. Chapter III contains a report of the Montana Distributive Education Coordinators opinions on the Distributive Education curriculum in their school.

## CHAPTER III

### RESULTS OF THE QUESTIONNAIRE

The questionnaire, together with a stamped, self addressed envelope was mailed to the sample population as defined in the limitations of the study. A second mailing was made to non-returnees two weeks after the first mailing. A third mailing was not made. In total, 24 questionnaires were mailed to the sample population. Of this number, 21 or 87.5% were returned. All of the 21 returned questionnaires were fully usable. (Refer to questionnaire in Appendix).

Question number one asked: Does your school have a 1 year or 2 year D.E. program? (Please check either 1 or 2). Five or 23.8% indicated a 1 year program; three respondents or 14.3% indicated a 1½ year program and 13 respondents or 61.9% indicated a 2 year program, with a total of 21 responses out of 24 questionnaires sent out.

This information is revealed in Table 2.

Question number two asked: How many students do you have in each of your classes? First year and Second year.

The first year program ranged from as few as 5 students to as many as 30 students, with an average class size of 18.46 students.

The second year program ranged from as few as 9 students to as many as 33. The average class size was 18.95 students.

Table 2

## D.E. PROGRAMS IN MONTANA

| D.E. Program    | No. of Responses | Percent |
|-----------------|------------------|---------|
| 1 Year Program  | 5                | 23.8    |
| 2 Year Program  | 13               | 61.9    |
| 1½ Year Program | 3                | 14.3    |
| Totals          | 21               | 100.0   |

Table 3

## NO. OF STUDENTS IN D.E. CLASSES

| D.E. Program   | Range  | Average Class  |
|----------------|--------|----------------|
| 1 Year Program | 5 - 30 | 18.46 students |
| 2 Year Program | 9 - 33 | 18.95 students |

Question number three asked: If you use a standard text, please fill in the following. If not, what do you use? Table 4 indicates the texts with the greatest use, which program uses them (1 year, 1½ year, and 2 year programs) and how many D.E. teachers in each program indicated their use.

Table 4  
STANDARD TEXTS USED IN MONTANA D.E. PROGRAMS

| Texts Used                                                                                                   | 1 Year | 1½ Year | 2 Year |
|--------------------------------------------------------------------------------------------------------------|--------|---------|--------|
| Marketing and Distribution<br>Mc Graw-Hill, 1968                                                             |        | 3       | 7      |
| Retail Merchandising<br>Southwestern, 1968                                                                   | 3      | 3       | 6      |
| Fundamentals of Selling<br>Southwestern, 1969                                                                | 2      | 3       | 4      |
| Retailing Principles and<br>Practices<br>Mc Graw-Hill, 1968                                                  | 2      |         | 3      |
| No Standard Text<br>Paperback Manuals<br>Individualized Materials<br>Ohio State Monthly<br>Mailing Materials | 1      |         | 3      |

Question number four asked: Do you use any individualized packet material? (Circle one) YES NO If yes, what packet or packets are you using; by whom were they published; and what date were they published?

Table 5

D.E. PROGRAMS THAT USE INDIVIDUALIZED  
PACKET MATERIAL

| D.E. Program    | YES | NO |
|-----------------|-----|----|
| 1 Year Program  | 0   | 5  |
| 1½ Year Program | 3   | 0  |
| 2 Year Program  | 10  | 3  |

Out of 21 respondents, 13 answered the question YES; and 8 answered the question NO. The most popularly used packet material was:

Texas D.E. Material - one month to 5 years old.

Ohio Materials - one month to 5 years old.

Display, advertising, human relations - McGraw-Hill, 1970

Others mentioned: Fundamentals of merchandising; promotion and selling; business math; communication and human relations; specialty store and hard lines; specialty store and soft lines; discount store, grocery store, department store; selling fashion apparel - Southwestern, 1971.

Question number five asked: Do you use any additional materials not in question 3 and 4? (Please include publisher and date published if applicable). All respondents who answered the question, answered it differently. The following is a list of their responses:

Occupational Manuals  
 D.E. Series - Southwestern, 1971  
 Southwestern Study Guide  
 Texas Materials  
 Films, Speakers, Field Trips  
 Materials by Fairchild, Southwestern, Gregg Thomas Printing  
 State Curriculum Guidelines  
 Marketing, Sales Promotion and Advertising-Southwestern, 1965  
 Fundamentals of Selling - Southwestern, 1964  
 Salesmanship Fundamentals - Gregg, 1965  
 Materials Directory the NADET 1971 Project  
 Materials section of A.V.A Journals  
 IRS and Investment Groups  
 Ohio Materials  
 Doubleday - 1971  
 Newspapers and Magazines  
 Pennsylvania Curriculum Guide

Question number six asked: Do you use outside speakers and/or community resources to supplement your units? YES NO  
If yes, what career areas do the speakers and resources represent?

Out of 21 respondents, 19 answered the question YES; and 2 answered the question NO. Table 6 indicates the responses.

The outside speakers that were used by the respondents were: salesmen, advertising agents, managers, credit bureau representatives, wholesale distributors, retailers, insurance

agents, bankers, real estate agents, teachers, finance people, employment agencies, public relation workers, job interviewers, television personnel, and Montana State University Professors.

The community resources that were used by the respondents were: field trips, speakers, films, display materials, chamber of commerces, state conference judges and customers for DECA competitive events, stock market, reference materials, community radio and newspaper, city library, police, local stores, and advertising agency.

Table 6

DO YOU USE OUTSIDE SPEAKERS AND/OR  
COMMUNITY RESOURCES?

| D.E. Program    | YES | NO |
|-----------------|-----|----|
| 1 Year Program  | 4   | 1  |
| 1½ Year Program | 3   | 0  |
| 2 Year Program  | 12  | 1  |

Question number seven asked: In your opinion, rank each of the following 12 units of instruction on a 1 to 5 scale, with: 1 (unnecessary), 2 (nice to know), 3 (desirable), 4 (necessary), 5 (critical). Some you may feel are equally important; rank them as such.



Out of 20 usable responses, their responses were tabulated in the following percentages: See Table 7.

Table 7

HOW THE RESPONSES (IN PERCENT) RANKED  
THE 12 UNITS OF INSTRUCTION

| Units                        | Unnecessary | Nice to Know | Desirable | Necessary | Critical |
|------------------------------|-------------|--------------|-----------|-----------|----------|
| Orientation                  |             |              | 10%       | 30%       | 60%      |
| Human relations              |             | 5%           | 25%       | 25%       | 45%      |
| Selling                      |             |              | 10%       | 35%       | 55%      |
| Display                      |             | 25%          | 25%       | 25%       | 25%      |
| Communication                | 5%          |              | 30%       | 35%       | 30%      |
| Operation and Management     | 5%          | 10%          | 40%       | 30%       | 15%      |
| Marketing                    |             |              | 30%       | 35%       | 35%      |
| Merchandising                |             |              | 10%       | 55%       | 35%      |
| Mathematics                  | 5%          | 10%          | 15%       | 15%       | 55%      |
| Production and Service Tech. | 5%          | 20%          | 50%       | 20%       | 5%       |
| Economics                    |             | 35%          | 30%       | 30%       | 5%       |
| Advertising                  |             | 5%           | 30%       | 35%       | 30%      |

Question number eight asked: Do you teach all 12 units of instruction? YES NO If no, which do you delete? Why?  
Which of the units do you combine with other units? Why?

Out of 21 usable responses, 12 answered YES they taught all 12 units of instruction and 9 answered NO they did not teach all 12 units of instruction. See Table 8.

Table 8

## DO YOU TEACH ALL 12 UNITS OF INSTRUCTION?

| D.E. Program    | YES | NO |
|-----------------|-----|----|
| 1 Year Program  | 3   | 2  |
| 1½ Year Program | 0   | 3  |
| 2 Year Program  | 9   | 4  |

Below is a list of the units that were deleted and an (X) to denote how many deleted this unit.

Economics - X X X

Communication - X X X X X

Operation and Management - X X X

Production and Service Technology - X X X X X

The following are reasons for deleting the above mentioned units: 1. Not enough time to teach it, 2. It is taught in other classes, 3. I do not know what Production

and Service Technology is, 4. I teach it in other units.

Some of the units which are combined together are: (In order of most frequently combined)

- Display and Advertising
- Operation and Management and Merchandising
- Mathematics and Economics
- Human Relations and Communication
- Marketing, Merchandising, and Economics
- Human Relations and Selling
- Marketing and Production and Service Technology
- Selling and Communications
- Human Relations with all units
- Communication with all units
- Display, advertising and Selling

The reasons give for combining the above units of instruction were:

1. Because basic principles are the same for both.
2. They complement each other.
3. Communication is used throughout the year.
4. I combine whenever possible to relate them.
5. All the units are related.

Question number nine asked: How much time do you spend on each unit? (In weeks) The following (Table 9) will show

the range of the weeks given by the respondents and the average number of weeks spent on each unit by all the respondents:

Table 9

RANGE AND AVERAGE NO. OF WEEKS SPENT  
ON EACH UNIT OF INSTRUCTION

| Units                        | No. Of Respondents | Range (Weeks) | Average No. Of Weeks Spent |
|------------------------------|--------------------|---------------|----------------------------|
| Orientation                  | 18                 | 1 - 5         | 2 wks.                     |
| Human relations              | 18                 | 1 - 6         | 3 wks.                     |
| Selling                      | 18                 | 3 - 9         | 5 wks.                     |
| Display                      | 18                 | 1 - 6         | 3 wks.                     |
| Communication                | 11                 | 1 - 4         | 3 wks.                     |
| Operation and Management     | 14                 | 1 - 4         | 3 wks.                     |
| Marketing                    | 17                 | 2 - 8         | 4 wks.                     |
| Merchandising                | 17                 | 2 - 8         | 4 wks.                     |
| Mathematics                  | 19                 | 1 - 6         | 3 wks.                     |
| Production and Service Tech. | 13                 | 1 - 3         | 2 wks.                     |
| Economics                    | 15                 | 1 - 3         | 2 wks.                     |
| Advertising                  | 18                 | 3 - 6         | 5 wks.                     |

Question number ten asked: In which of the above 12 units would you, as the instructor, prefer to have more college preparation? The following units are placed in order of most to least need for more college preparation. The number following each unit of instruction denotes how many D.E. teachers out of the 21 respondents felt they needed more college preparation.

Table 10

NEED FOR MORE COLLEGE PREPARATION  
(From Most To Least)

| Units of Instruction              | No. of Responses |
|-----------------------------------|------------------|
| Operation and Management          | 8                |
| Display                           | 7                |
| Production and Service Technology | 6                |
| Human Relations                   | 5                |
| Merchandising                     | 5                |
| Advertising                       | 5                |
| Communication                     | 4                |
| Selling                           | 3                |
| Marketing                         | 3                |
| Economics                         | 2                |
| Orientation                       | 0                |
| Mathematics                       | 0                |

Question number eleven asked: What changes, if any, have you made on your own in the curriculum (in D.E.) in your school? Out of the 21 questionnaires returned, 18 D.E. teachers responded to this question.

The two year responses were:

- "Intergration of Co-op experiences into the classrooms -- some decision making."
- "When I arrived I had no idea of what they were teaching so I began teaching what I felt was important."
- "Integrate DECA into curriculum throughout."
- " I require DECA membership."
- "I have more orientation to career education than distributive education."
- "Have divided some of these with DE II and lengthened the time available for DE I."
- "A second year program, then changing it to try to improve it."
- "I added tourism and related areas."
- "A new program this year."
- "A complete change - I individualize Jr. & Sr. year and added stock market and research."
- "I changed the grading system and the number of students involved with the program."
- " I developed it into a course of stduy instead of a slop course for potential dropouts -- have individual work etc."

The 1½ year program responses were:

- "I teach human relations and emphasize it in sensitivity group appreciation where there was little attention before. I have spent more time on display than before."

- "I changed the texts and materials used and also the units taught."
- "I changed the entire Junior semester course and changed some content areas in the Senior class."

The 1 year program response was:

- "I changed the program to fit the needs of the students and the area, rather than spend time on subjects not valid for this area and school."

Question number twelve asked: What changes, if any, do you feel should be made in teaching D.E. in Montana and in your program? Out of the 21 responses, 18 were usable. The responses are listed below according to their program.

The 1 year program responses were:

- "More attention to local needs rather than statewide suggestions and restrictions."
- "A 2 year program should be established."
- "There should be a course in D.E.C.A. activities."

The 1½ year program responses were:

- "De-emphasize D.E.C.A. There is too much time and effort placed in preparing students for D.E.C.A. competition. If we're going to have D.E.C.A. programs, let's call them just that."
- "Our program should become a full 2 years rather than 1½ years."
- "In our program we should have a full first year D.E. and second year individualized with ½ course in marketing on the sophomore level."

The 2 year program responses were:



- "We need more equipment in the classroom for student use. Also a statewide curriculum guide should be developed."
- "Unity among the schools, instead of trying to slit each others throats."
- "They should add a unit on tourism."
- "More emphasis on management."
- "More communication by the D.E. Coordinators."
- "More uniformity in what is taught and in what year."
- "We need a realistic and usable course of study and some degree of unity between programs. Some coordinators teach only for the competitive events."
- "There should be more updating of the principles taught and more specifics and less generalities."
- "More student selection."
- "I feel one of the problems could be attempting to direct students and help them who are college bound rather than remembering we should be training people to be entry level employees in distribution. How about a scholarship?"
- "More integration of co-op experiences into classroom. More management decision making and of relevance of the total curriculum."

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The review of literature revealed that in the opinion of many professional educators it is the responsibility of the public secondary school to provide its students with saleable skills with which they can obtain employment upon graduation. This study was undertaken to determine the opinions of the distributive education program held by Montana's public secondary school business education personnel. A questionnaire was designed to determine these opinions about their curriculum. This instrument was mailed to every secondary school distributive education coordinator in Montana. A return of 87.5% was obtained on this study.

#### Summary of Findings

The following are the major findings of this study:

1. Of the 24 questionnaires sent out to the secondary teacher coordinators in Montana, 21 were returned. Five of the coordinators indicated they have a one year distributive education program, three indicated a one and one-half year program, and thirteen coordinators indicated they have a two year program.

2. The number of students in a one year D.E. program in Montana ranged from 5 - 30 students with an average class size of 18.46 students. The number of students in a two

year program in D.E. in Montana ranged from 9 - 33 students with an average class size of 18.95 students.

3. Marketing & Distribution - McGraw-Hill, 1968

Retail Merchandising - Southwestern, 1968

Fundamentals of Selling - Southwestern, 1969

Retailing Principles and Practices - McGraw-Hill, 1968

The above listed texts seemed to be the most commonly used texts in secondary distributive education programs in Montana.

4. The Ohio Packet Materials and the Texas D.E. Materials are the most popularly used packet materials in secondary D.E. in Montana.

5. There was a very wide variety of additional materials used by Montana secondary coordinators to supplement their D.E. program. See list on page 29.

6. Nineteen out of 21 responses said they did use outside speakers and community resources to supplement their teaching units in distributive education. For a list of what they use see pages 29 & 30.

7. Each of the 12 units of instruction had a different range as to how the Montana teacher coordinators ranked them, and a percentage of responses was calculated for each.

8. Out of 20 usable responses, 12 said that they did teach all 12 units of instruction. 8 responses said they

never taught all 12 units of instruction in distributive education. Many of the units that were not taught are given on page 32, along with the reasons why.

Some of the units of instruction were combined together instead of taught as individual units. Those that are combined together are given on page 33.

9. The respondents all spent a varied amount of time (in weeks) in teaching each unit of instruction. The average amount of time spent on each unit and the range of time in weeks are given on page 34.

10. Many D.E. coordinators state they felt they would like to have more college preparation in the areas given on page 35.

11. Many respondents indicated some of the changes they have made in their D.E. curriculum and what changes they felt should be made in teaching D.E. in Montana. These changes are listed on pages 36, 37, 38.

### Conclusions

From the summary of findings the following conclusions may be drawn:

1. Most of the secondary D.E. programs in Montana are using the same text books, with a few different materials added to individual programs by the instructors.

2. The average class (18.46 & 18.95) is a good size D.E. class to get alot accomplished but still give the students individual attention.

3. Different instructors have different values as to how much importance should be placed on each of the 12 units of instruction. Due to this, some instructors do not even teach all 12 units of instruction.

4. The secondary D.E. teachers across Montana spend a varied number of weeks on each unit of instruction depending on their preference.

5. From the results of the study, it appears that most of the Montana secondary D.E. coordinators have made some curriculum changes on their own and they feel that changes should be made in the Montana D.E. Curriculum Program.

#### Recommendations

1. All D.E. teacher coordinators should know what the 12 units of instruction (given in this paper) are.

2. Due to the great variance, further studies should be made in more detail as to what is being taught in the Montana secondary distributive education program and what is not.

3. After this study, a standard curriculum guide

should be set-up for all Montana secondary D.E. programs to follow. This way all the programs will be on the same track with the same foundation instead of all going their individual directions.

4. The most current standard texts used in Montana Distributive Education programs were published in 1968 - 69. Educators should keep more current with a text not more than 2 - 3 years old.

5. All of the individualized packet material that was used was current and up to date, which is very good; but the writer believes the one year programs, which no one indicated they used any individualized packet material, should start using recent packet material of some sort to supplement their program.

6. Two responses said they did not use outside speakers or community resources to supplement their teaching units. In Distributive Education, the teacher-coordinator should use all the speakers and resources he can. There seems to be no valid reason for not using guest speakers, and it is recommended they start using speakers and resources immediately.

7. Nine respondents indicated they did not teach all 12 units of instruction. Out of the nine, five indicated they did not teach communication and production and service technology. Communication is very important to our daily

lives and should be taught continually. Poor communication can often be the reason for many mistakes and also the inability for humans to get along. Therefore, it is recommended that communication be taught in all distributive education programs. Also, because of the rapidly changing technology of the society we live in, production and service technology should be taught in all distributive education programs.



## APPENDIX

APPENDIX A

Letter Sent to the Teacher-Coordinaors

Forest Park #34  
Rt. 4  
Bozeman, MT 59715  
March 7, 1973

Mr. Jack Smith  
Custer High School  
Rock, MT 59715

Dear Mr. Smith:

Would you please spare me a few minutes of your time to fill out the enclosed questionnaire? I am writing a research paper in the area of Distributive Education and am in need of the information referred to in the questionnaire.

Since the sample is small, it is vital to the study to receive returns from all of the Distributive Education Coordinators in the state of Montana. Your cooperation will be greatly appreciated.

Sincerely,

Donald R. Slaymaker

Enc. (2)

## APPENDIX B

## Questionnaire Sent to Teacher-Coordiators

Please answer the following questions concerning your Distributive Education Program:

1. Does your school have a 1 year or 2 year D.E. program?  
(Please check either 1 or 2). 1 \_\_\_\_\_ 2 \_\_\_\_\_

2. How many students do you have in each of your classes?  
First Year      Second Year

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

3. If you use a standard text, please fill in the following.  
If not, what do you use? \_\_\_\_\_

Name of text or texts:

Published By:

Date

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Do you use any individualized pack& material? (Circle one) YES NO If yes, what packet or packets are you using; by whom were they published; and what date were they published? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Do you use any additional materials not in questions 3 and 4? (Please include publisher and date published if applicable). \_\_\_\_\_

\_\_\_\_\_

6. Do you use outside speakers and/or community resources to supplement your units? YES NO If yes, what career areas do the speakers and resources represent?

Outside speakers: \_\_\_\_\_

Community resources: \_\_\_\_\_

\_\_\_\_\_

7. In your opinion, rank each of the following 12 units of instruction on a 1 to 5 scale, with: 1 (unnecessary), 2 (nice to know), 3 (desirable), 4 (necessary), 5 (critical). Some you may feel are equally important; rank them as such.

- |                                     |                                               |
|-------------------------------------|-----------------------------------------------|
| 1. Orientation_____                 | 7. Marketing_____                             |
| 2. Human Relations_____             | 8. Merchandising_____                         |
| 3. Selling_____                     | 9. Mathematics_____                           |
| 4. Display_____                     | 10. Production and<br>Service Technology_____ |
| 5. Communication_____               | 11. Economics_____                            |
| 6. Operation and<br>Management_____ | 12. Advertising_____                          |

8. Do you teach all 12 units of instruction? YES NO  
If no, which do you delete? Why?\_\_\_\_\_

Which of the units do you combine with other units? Why?  
\_\_\_\_\_  
\_\_\_\_\_

9. How much time do you spend on each unit? (In weeks).

- |                                     |                                               |
|-------------------------------------|-----------------------------------------------|
| 1. Orientation_____                 | 7. Marketing_____                             |
| 2. Human relations_____             | 8. Merchandising_____                         |
| 3. Selling_____                     | 9. Mathematics_____                           |
| 4. Display_____                     | 10. Production and<br>Service Technology_____ |
| 5. Communication_____               | 11. Economics_____                            |
| 6. Operation and<br>Management_____ | 12. Advertising_____                          |

10. In which of the above 12 units would you, as the instructor, prefer to have more college preparation?\_\_\_\_\_

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

11. What changes, if any, have you made on your own in the curriculum (in D.E.) in your school? (For more room to write, please feel free to use the back of this page.)
- 

12. What changes, if any, do you feel should be made in teaching D.E. in Montana and in your program? (For more room to write, please feel free to use the back of this questionnaire).
-

APPENDIX C

Follow-Up Letter

Forest Park #34  
Rt. 4  
Bozeman, MT 59715  
March 21, 1973

Mr. John Smith  
Custer High School  
Rock, MT 59715

Dear Mr. Smith:

Would you please help me with my study? All of the questionnaires have not yet been received.

It is vital to this research that I hear from all of the Distributive Education Coordinators in Montana. For your convenience, another questionnaire is enclosed with a stamped envelope.

Your response will be a direct benefit to the study. If you have returned the first questionnaire, please disregard this letter.

Sincerely,

Donald R. Slaymaker

Enc. (2)

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## BIBLIOGRAPHY

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