

A COMPARISON IN THE DURATION OF THE CURRICULUM OF SELECTED
SECONDARY DISTRIBUTIVE EDUCATION PROGRAMS, REGION EIGHT,
U. S. OFFICE OF EDUCATION

by

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

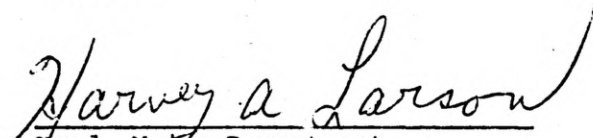
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Chapter 1

INTRODUCTION

A growing controversy exists among distributive education teacher-coordinators at the secondary level concerning the duration of distributive education programs. At the present time in Montana there are one-year, one-and-one-half year, and two-year programs. Other states, such as Ohio and Virginia, have three-year distributive education programs in addition to the one-year and two-year programs.

The diversity of the distributive education programs seems to be caused by the different methods the Federal Government has for reimbursement of the programs. The state or the local school district may select any one of a number of program types as described in the various vocational education acts.

The objective of a secondary distributive education program is to train a student for an entry-level job in the student's chosen career area within the marketing and distributing fields. The student must possess the knowledge, job skills, attitudes and understandings that will help him in finding entry-level employment and help him to progress and grow within that occupation.

Very little evidence is available that determines which program duration is adequate to train the secondary distributive education student for entry-level work. One of the time spans, one-year, one-and-one-half year, two-year, or three-year, should be adequate to

meet the entry-level employability objective. If the results of this study are applied when programs are changed or when new programs are established, the results will be the elimination of unnecessary time in class as well as the elimination of poor student performance due to a program that is too short in duration.

Statement of the Problem

The problem is to determine the program duration that is adequate to prepare students for entry-level employability.

Purpose and Need for the Study

The purpose of this study is to provide information related to program duration and to establish what actually is the desirable time span for a secondary distributive education program.

This study is needed to provide information for secondary distributive education teacher-coordinators and secondary school administrators who are interested in establishing distributive education programs in their schools. It will provide guidelines for administrators and teachers of established programs if any changes are being contemplated in their present programs.

The students enrolled in distributive education programs will also benefit indirectly. If the results of this study are applied to established programs and new programs, the students will have adequate

but not an excessive amount of time in the program to prepare them for entry-level jobs.

Scope and Limitations

The study will be conducted in Region Eight of the United States Office of Education. This region includes Colorado, Montana, Utah, North Dakota, South Dakota, and Wyoming. Secondary distributive education teacher-coordinators within this region will be surveyed to gather the data necessary to complete the study.

The review of literature will be limited to magazine articles and books written since 1964.

The data for the study will be gathered during the 1972-73 school year. The study has an expected completion date of August, 1973.

Definition of Terms

The following terms are listed as they are defined in:

Dictionary of Education. 2nd ed. New York: McGraw-Hill Book Co., 1959.

Competency. A person having suitable or sufficient skill, knowledge, or experience for some purpose.

Cooperative program. A type of program that provides for alternation of study in school with a job in industry or business, the two experiences planned and supervised cooperatively by the school and

the employer so that each contributes definitely to the student's development in his chosen occupational area.

Curriculum. A curriculum is a systematic group of courses or sequences of subjects required for graduation or certification in a field of study.

Distributive education. DE is that portion of education concerned with preparing persons to enter the field of distribution of goods and services.

Entry-level job. A job that is a beginning position within a business organization.

Preparatory training. A type of distributive education training designed to prepare a student for entry-level employment in the field of distribution.

Project training. A type of training activity used in small groups or individually that is coordinated with classroom instruction and related to a student's occupational area of interest or career objective.

Teacher-coordinator. A teacher-coordinator is an instructor who divides his time between teaching cooperative part-time students and supervising their store work experience.

Plan of Presentation

In Chapter 2 the reader will find a review of related literature concerning the duration of distributive education programs. The sources for this information will be limited to magazine articles and books published since 1968.

Chapter 3 will contain the results of the survey as analyzed and evaluated by the writer. The data will be based on the various population guidelines as determined by a random method of selection.

In Chapter 4 the writer will present the summary, conclusions, and recommendations.

Methods and Procedures

The data to be used for the purpose of this study was collected by using a survey questionnaire. The basis for the selection was the population of the cities in which distributive education programs were located. The questionnaire was sent by the writer to randomly selected schools within the population categories of: (1) below 5,000; (2) 5,000 to 15,000; and (3) 15,000 and above within each state of Region Eight to insure a representative sample. Population figures were obtained through the 1970 United States Census.

Chapter 2

REVIEW OF LITERATURE

Introduction

The easiest way to see what is being done concerning the length of curriculum is to review the current literature. By examining what has been written by practicing distributive education teacher-coordinators, teacher-educators, and other recognized leaders in the field of distributive education, the reader can see what has been done in secondary schools concerning the duration of the distributive education programs. The review of literature is necessary to show the differences in philosophy among states, and even communities within the same state, concerning how many semesters or years are necessary to train secondary distributive education students adequately for entry-level jobs.

The purpose of any distributive education program in a high school is to train the students enrolled in that program for jobs in the marketing and distribution career area. There is a definite need for this type of training as Mr. Harris (5:54) pointed out in the following way.

Each year the ranks of school dropouts increases by three-quarters of a million young men and women. Each year schools fail to educate twenty-five percent of the men and women who turn 18 for the eight out of ten job opportunities that do not require a college education.

The federal government invests fourteen dollars in Universities for every one dollar in Vocational Education. But it spends twelve thousand dollars per person to get people off the welfare roles.

There is definitely a need for employment training of young people. A program such as distributive education can train people in the marketing and distribution areas for entry-level, career-level, or specialist-level jobs. The level of skill to which the student can be brought depends on the amount of time he spends in the training program and the training institution, whether it be a secondary or post-secondary institution.

The typical secondary distributive education program operates a cooperative program in the twelfth year. The variable is the amount of training, if any, the student receives in the tenth and eleventh grades. Since the increase in emphasis on vocational education by the federal government and state departments of public instruction, it has become necessary to allow more students access to distributive education programs. The growth in emphasis has led to the establishment of many new programs. It has also led to a change in the curriculum structure in many secondary schools with established programs. Instead of offering the program only during the twelfth year, many schools established eleventh year preparatory programs, or tenth year preparatory programs with the eleventh and twelfth years on a cooperative training basis.

Some specific objectives of the distributive education program are expressed by Mrs. Colberg (2:17) in her publication.

1. To prepare individuals for gainful employment or for advancement in a distributive occupation.
2. To prepare young people, before entry into the labor force, with the education that will make them continually trainable and employable, even after shifts in the labor market.
3. To offer a program of instruction which will develop those marketing, social, technical and basic skills competencies related to distribution.

The above information shows that the distributive education program is definitely needed and that its primary goal is to train students for entry-level jobs in the distribution area.

Types of Distributive Education Training

The three recognized types of distributive education training are: (1) preparatory training, (2) project training, and (3) cooperative training. An examination of these three types of training is necessary to help the reader understand some of the reasoning behind the various distributive education sequences that exist today in the United States.

Preparatory distributive education was described by Samson (10:10) in his article.

Preparatory distributive education is instruction designed for youth who wish to prepare for distributive occupations. The student acquires skills, knowledge, and functional information prior to gaining employment in the occupation.

The intent of preparatory distributive education is that it should reach several categories of students who are not now being served by the established programs. Preparatory programs will be used differently in different schools.

Samson (10:11) described the types of students who would probably be interested in preparatory training.

1. Students not interested in college, who face the prospect of graduating without possession of any salable skill.
2. Students whose aptitudes and interests are not suitable for the regular cooperative program.
3. Students who may or may not possess the necessary aptitude for the regular cooperative program but who are attending high schools too small to qualify for the regular cooperative program.

Samson (10:12) further described logical organization patterns that could be used in distributive education programs.

1. Offer a one-year course during the tenth grade. If interested and qualified, certain of the students completing this course would be eligible for enrolling in the regular cooperative program during the eleventh and twelfth grade.
2. Offer a one-year course during the eleventh grade. This is a variation of the above with the possibility that those who complete the course will enroll in the regular cooperative program during the senior year.
3. Offer a two-year preparatory course during the eleventh and twelfth grades with the option of enrolling for a one- or two-year program of training. This plan would appear particularly appropriate for the school whose total enrollment and adjacent business community is too small for the regular cooperative program.

4. Offer a "job opportunities and requirements" course, exploratory in nature, to give the student occupational awareness and an understanding of the relationship of the various vocational education programs to preparation for these occupations. Distributive education personnel would participate in this course to the extent that distributive occupations were involved.
5. Offer courses involving an "occupational mix" wherein teachers from two or more vocational fields would collaborate in providing training for students who need occupational competencies that overlap two or more vocational areas.

James L. Blue (1:22) had a little different idea concerning the offering of preparatory distributive education classes.

1. Preparatory training should be an eleventh grade offering, except for certain extenuating circumstances under which provision could be made for the enrollment of seniors.
2. This type of preparatory class should meet just one hour a day for one year, with work experience incidental to classroom instruction, but coordinated with it.
3. The preparatory training should not supplant existing cooperative programs.

Preparatory classes should be handled by teachers meeting the same requirements for certification as coordinators of cooperative programs and if possible these classes should be taught by persons with previous experience as coordinators.

The project method of distributive education training may be used in addition to, or in lieu of, the cooperative method of distributive education training. When the project method is used, the student

is given a series of projects related to his individual career choice or the whole class may be given a project in the common skill area related to all distributive occupations. Another use is to give small groups of students, interested in the same career cluster, projects dealing with that career cluster area.

The purposes of the project method are to develop the job skills the student will need when he begins working in his career area and to increase his skill and knowledge concerning the job in which he is currently working if he is employed on a cooperative basis.

Mrs. Colberg (2:25) stated her ideas concerning the use of projects.

It should be kept in mind that the project method must consist of activities where students will be able to investigate knowledge, principles, concepts, facts, and arrive at conclusions or solutions. The purpose of the project must be looked upon as an application of learning as well as a means of learning.

There are many reasons for operating a distributive education program on a project basis. There may be students who do not want to work on a cooperative basis but want the skills necessary for distributive employment later in life. There may be students who cannot qualify for the cooperative program. The possibility of a city too small to support a full cooperative program, due to lack of business labs to employ the students, is another reason the project method may be used.

Mr. Harris (5:53) described his views concerning the need for the project method of instruction.

The distributive education program will not only be a one- or two-year cooperative plan program. Distributive education will provide project programs to serve the millions of students who cannot qualify for cooperative programs, lack access to them, or for various reasons prefer not to participate in them.

The cooperative method of instruction in distributive education is one in which the student receives instruction in the area of marketing and distribution in the school and related on-the-job experiences through employment on a part-time basis. The most common arrangement for this type of training has been during the senior year with the student being in school half days and on the job the remainder of the day. However, there is an increasing number of programs which place the students on the job during their junior year so the result will be a two-year occupational experience before graduation.

The writer has observed three methods of curriculum classification which can also lead to differences in the length of the distributive education curriculum. The three are the entry-job curriculum, the career-job curriculum, and the specialist job curriculum.

Mr. Syhlman (11:21) in his article explained each of the curriculum types and related them to distributive education program applications.

1. The entry-job curriculum emphasizes basic sales and supporting services along with essential marketing concepts. Its suggested application is at the tenth, eleventh, or twelfth grades using the project plan.

2. The career-job curriculum emphasizes the functions of marketing, merchandising, and management within the discipline of distribution. Its suggested use is with the cooperative or project plan at the eleventh or twelfth grade level.
3. The specialist-job curriculum is adapted to the junior college distributive education programs.

From Mr. Syhlman's statements, one can see that the level of skill or type of job the students are preparing for will determine to a great degree the amount of time the students will spend in the distributive education sequence of required courses.

Organization Planning

The writer's contention that one of the causes of the diversity in the length of distributive education programs at the secondary level is that the laws are written with such flexibility that school districts may have any one of several forms of organization in distributive education and still be eligible for federal reimbursement funds. The 1968 amendments to the Vocational Education Act of 1963 explain the various types of distributive education programs which can be operated. The various plans within these acts describe the ways which a program may be organized. Colberg (2:4) described the purposes of the Vocational Education Amendments of 1968.

This amendment provided for funds in order to assist and encourage the development of new vocational education programs. This act supercedes and replaces all other financial support through federal legislation. The amendments continue vocational funds to distributive education programs

under Part B of the act and to new cooperative distributive education programs under Part G.

Under the Act of 1963 there were four ways in which a high school distributive education program could be organized. These four ways were explained in Else's (3:39) article.

1. Plan A - A program covering two school years providing an average of at least one class period a day of the regular schedule.
2. Plan B - A program covering one school year providing an average of at least two class periods a day of the regular schedule.
3. Plan C - A program covering one school year providing an average of at least one class period a day of the regular schedule enrolling those who have completed at least one unit of instruction in approved prerequisite subjects.
4. Plan D - A program for persons whose occupational goals represent limited initial employment and may be provided under intensive, modified or upgraded schedules.

All plans require field experience in addition to class instruction. The field experience may be either cooperative part-time employment or the project plan.

From the preceding a person can see that many options are available for vocational administrators and distributive education teacher-coordinators if considerations are being made for program expansion. Many programs are one-year cooperative programs offered only during the senior year. Also, many programs are two-year programs with the senior year a cooperative program and the junior or some other year a preparatory program. However, before a distributive

education program is expanded, there are several questions which must be asked. Ely (4:14) pointed out these questions in her article.

1. What are the fundamental principles--the basic or central concepts--associated with distributive education?
2. What are the underlying ideas which are essential if any real understanding of distribution is to come about?
3. Is there a need for an additional year of distributive education at the high school level?
4. In a three-year high school curriculum, what should be the aims of the beginning year of instruction?
5. What competencies should a student have developed prior to entering the senior-year program?
6. How much time should be devoted to building an understanding of competitive enterprise?

Status of Distributive Education Programs

To provide a basis for comparison of distributive education programs as to length of curriculum and type of organization, it is necessary to compare several states that have diverse programs. The states the writer has chosen for comparison are Wisconsin, Washington, Virginia, and Montana.

Mr. Harrison's (6:15) article concerning distributive education in Wisconsin described the operation of many of their programs.

In the 1965-66 school year, Wisconsin operated six cooperative programs in distributive education. In addition, twelve schools inaugurated their sequence beginning with either the sophomore or junior year. In 1966-67 Wisconsin

will have twelve cooperative programs plus twelve beginning the sequence. Wisconsin is encouraging various sequences in order to find successful patterns adaptable to the various school sizes and situations.

Mr. Blue (1:23) described the situation in the state of Washington before the Vocational Education Act of 1963.

Traditionally, high school distributive education has been offered only in those communities with a trading center large enough to support part-time employment of all distributive education students. In Washington state this offering has been limited to seniors who enroll for a daily two-hour classroom session supplemented by a required minimum average of fifteen hours weekly in an approved downtown training station. Traditionally this arrangement has been referred to as a "Plan B" cooperative program.

Mr. Syhlman (11:22) described a pilot program which was being instituted in the state of Washington in 1965.

11th grade - Preparatory - Principles of Distribution
12th grade - Cooperative - Marketing
marketing was a one-hour class
12th grade - Cooperative - Creative Merchandising
involves creative projects in a two-hour class

We can see from the preceding information that in the two years after the 1963 Act the state of Washington had expanded its distributive education offerings considerably.

The state of Virginia has three-year distributive education programs in some of its schools. The tenth grade course is termed the DE I class which is preparatory in nature. The eleventh grade class is called DE II and is beginning cooperative in nature. The

twelfth grade class is the advanced cooperative or the DE III class (11:22).

Ely (4:15) further explained what specifically is offered at each of these levels.

DE I offers elementary instruction to students with little or no occupational experience in distribution. DE I is a non-cooperative program employing the project method to make classroom theory vocationally relevant. This level of instruction is referred to as the Project Plan. Its central purpose is to help each student assess both himself and distribution to determine whether the field of endeavor is suited to his occupational interests and capabilities. This curriculum covers the principles - the "whys" which underlie the activities performed in distribution and builds a foundation for later learning "how" to perform the job.

DE II presented in the center column of the curriculum chart offers classroom instruction and occupational experience to students who are employed or almost ready for employment in distributive businesses. DE II, also referred to as the Beginning Cooperative Plan, is designed to teach students how to perform jobs in distribution and the importance of beginning jobs in distributive businesses.

DE III offers classroom instruction and occupational experience to students who have completed DE II successfully and are presently preparing to pursue careers in distribution.

The majority of the distributive education programs in the state of Montana are two school years in length: a DE I class offered during the eleventh year and a DE II class offered during the twelfth year. Colberg (2:26) further described each of these in her publication.

DE I - The majority of students enrolled in this class are high school juniors. The basic curriculum is designed to

prepare students for entry-level employment in distributive occupations. In the majority of Montana schools the class is a one-credit elective course which does not involve any cooperative work experience for credit.

DE II - This class is designed for those students who have taken DE I or have special permission from the instructor. The majority of students in DE II are high school seniors who attend school for half of each school day and are released in the afternoon for on-the-job training at their occupational laboratory in the business community. Like DE I this is an elective course in which the student receives one credit for his distributive education classroom experience and one credit for his on-the-job distributive work experience.

Summary

In the review of literature the writer has pointed out the general operating procedures for distributive education programs and the program purposes. The major goal of a distributive education program is to train students for jobs in the marketing and distribution job cluster.

The types of distributive education training include the preparatory training, project training and cooperative training. The level of a student's training may be expressed as entry, career, or specialist levels.

The organization of the distributive education sequence in various schools has been determined by the Amendments of 1968 to the Vocational Education Act of 1963 and the various parts within this

act determines whether the program is to be one, two, or three years in duration.

Questions were posed which need to be answered before any curriculum expansion or major program changes are put into effect. A review of the status of distributive education in the states of Wisconsin, Washington, Virginia, and Montana was given to show and compare the differences in distributive education sequences within those states.

Chapter 3

PRESENTATION OF DATA

In order to determine the duration of a distributive education curriculum that is adequate to prepare students for employability in the United States Office of Education, Region VIII, a letter, together with a stamped, self-addressed envelope was sent to randomly selected distributive education teacher-coordinators. The population was limited to city population categories of: (1) below 5,000; (2) 5,000 - 15,000; and (3) 15,000 and above in each state surveyed. Within each of these population categories five schools were selected randomly for each state. Thus, fifteen questionnaires were sent to each state with the exception of Wyoming which had only three cities in the largest category that had distributive education programs. This resulted in only thirteen questionnaires being sent to the State of Wyoming.

Table 1. Number and Percent of Questionnaires Sent and Received by States

Name of State	Sent		Received	
	Number	Percent	Number	Percent
Colorado	15	17	8	53
Montana	15	17	14	93
North Dakota	15	17	14	93
South Dakota	15	17	11	73
Utah	15	17	11	73
Wyoming	13	15	12	92

As shown in Table 1, there was a return of eighty percent of the questionnaires that were sent out. The writer did not deem it necessary to send a follow-up letter with an additional questionnaire to the non-respondents.

Three of the states surveyed provided excellent response. Montana and North Dakota teacher-coordinators returned ninety-three percent of the questionnaires sent and Wyoming returned ninety-two percent. Colorado was the state with the lowest percentage of returned questionnaires with only fifty-three percent of them being completed and returned. This was surprising in the respect that Colorado on a statewide basis has more distributive education programs than most of the other states included in the survey.

Table 2. Student Enrollment in High School.

Enrollment	Number	Percent
Below 700	24	34
700 - 1500	30	43
Above 1500	16	23

Presented in Table 2 are the results and percentage figures for student enrollment in the high schools surveyed. The largest representation was in the seven-hundred to fifteen-hundred category with forty-three percent of the schools surveyed falling into this group. The next largest category was the less than seven-hundred group which

comprised thirty-four percent of the total. Last, with twenty-three percent, was the above fifteen-hundred category.

Table 3. Three or Four Year High School

Number of Years	Number	Percent
Three-year	40	57
Four-year	30	43

Determining whether the high school surveyed was a three- or four-year school was the purpose of the question number two. As shown in Table 3, forty of the seventy respondents were teaching three-year schools and thirty respondents were located in four-year high schools for fifty-seven percent and forty-three percent of the total, respectively.

Table 4. Method of Senior-Year Instruction

Method	Number	Percent
Cooperative	1,313	78
Project	83	5
Cooperative and Project	286	17

In question 3 the distributive education coordinators were asked to give the number of senior students in their program that were instructed by the cooperative method, project method, or combination of both methods. The total number of seniors reported was 1,682 which

becomes the base figure for the percentages. The cooperative method was most used with seventy-eight percent of the students being enrolled in programs of this type. The combination cooperative and project was the next most reported category with seventeen percent of the total students being instructed in this way. The least reported category was the project method of instruction, reporting only five percent of the total.

Table 5. Method of Junior-Year Instruction.

Method	Number	Percent
Cooperative	360	30
Project	568	47
Cooperative and Project	274	23

Distributive Education instruction during the junior year of high school was reported as being more evenly disbursed by the responding teacher-coordinators. As can be seen in Table 5, 568 of the total or forty-seven percent of these students were instructed using the project method. Thirty percent, 360 students, were instructed using the cooperative method and 274, or twenty-three percent of the junior students, were instructed using both cooperative and project methods. The total number of junior-year distributive education students reported was 1,202.

Table 6. Year of Entry into Required Distributive Education Course Sequence.

Year	Number	Percent
Freshman	0	0
Sophomore	6	9
Junior	47	67
Senior	17	24

Question number 5 on the questionnaire asked at what point in school the student would enter the required distributive education course sequence. As reported above in Table 6, most students began the required sequence in their junior year; forty-seven or sixty-seven percent of the responding seventy coordinators indicated this fact. Seventeen, or twenty-four percent, of the teachers reported their distributive education students entering in their senior-year of school and only six or nine percent reported students entering during their sophomore-year of high school.

The course titles required for a student to complete the distributive education course sequence are indicated in Table 7. The surveyed population was asked to check, from a list provided, the course titles they required. An opportunity was also provided for the respondent to give any other course titles required but not on the original list in the question. There were seven such responses in the "Other" category. The two most reported course titles were

Distributive Education I and Distributive Education II with thirty-seven and thirty-two percent, respectively. Salesmanship was next with eleven responses for eight percent. Retailing and Marketing each received seven percent with Distributive Education III at three percent. Receiving one response each were General Business, Consumer Economics, and the seven courses listed in the "Other" category. The seven in the "Other" category accounted for five percent of the total. Some of the courses listed in this group were Advertising, Distributive Education IV, Occupational Preparation, Introduction to Distributive Education and Service Occupations. The total number of courses checked or listed come to one-hundred-thirty-six. The ninety-nine percent total rather than one-hundred percent is due to rounding off to the nearest ten and only having one response each for General Business and Consumer Economics.

Table 7. Courses Required for Completion of Distributive Education Sequence

Course title	Number	Percent
General Business	1	--
Consumer Economics	1	--
Retailing	9	7
Marketing	9	7
Salesmanship	11	8
Distributive Education I	51	37
Distributive Education II	44	32
Distributive Education III	3	3
Other	7	5

Table 8. Present Duration of Distributive Education Curriculum.

Duration	Number	Percent
1 year	17	24
1½ years	5	7
2 years	45	64
3 years	3	4

Question number 7 of this study dealt with the present duration of the Distributive Education curriculum. The selected population was asked to indicate by a check mark which time span their present program covered. The time spans were one-year, one-and-one-half year, two-year or three-year. The greatest percentage of the programs surveyed were in the two-year group. There were forty-five of the seventy responses, or sixty-four percent, that had two-year programs. The next largest group were one-year programs with seventeen responses for twenty-four percent of the total. One-and-one-half-year programs total five, or seven percent of the seventy programs surveyed. The smallest group were three-year programs which totaled three, for four percent of responding programs.

Table 9. Opinion on Adequacy of Curriculum in Preparing for Employment

Opinion	Number	Percent
Yes	37	53
No	33	47

The next section of the questionnaire asked the Distributive Education teacher-coordinator to give his opinion concerning the adequacy of his present program duration in preparing the students for employment upon graduation from high school. They checked either yes, it was adequate, or no, it was not. The indication here was that the opinion was fairly evenly divided with thirty-seven or fifty-three percent checking yes. Thirty-three or forty-seven percent said their program was not adequate at the present time.

Table 9A. Inadequate Time to Prepare in Competency Areas

Competency area	Number	Percent
Basic Marketing	18	20
Basic Technology	16	17
Basic Social Skills	17	19
Basic Economic Understanding	20	21
Basic Math and Communicative Skills	17	19
Others	4	4

Question 8A was for those who indicated no in answering question 8. The purpose of question 8A was to establish which competencies were not developed by the students due to lack of time in the distributive education curriculum. The areas listed were: Competency in basic Marketing, Competency in basic Technology, Competency in Social Skills, Competency in basic Economic Understanding, Competency

in basic Mathematical and Communicative Skills, and an "Other" category in which the respondent could indicate any competency not developed other than those listed. A total of ninety-two undeveloped competencies were given, four of which were in the "Other" category. Thus, it can be seen that some respondents checked more than one competency that there was inadequate time to develop.

Most responses were in the area of Economic Understanding with twenty stating this competency was not adequately developed for twenty-one percent of the total. Next was the Marketing competency with eighteen for twenty percent of the ninety-two responses. Basic Social competency and Math and Communication competency each received seventeen responses for seventeen percent. The Technology competency was checked sixteen times for seventeen percent. In the "Other" category there were four indications which totaled four percent. In the "Other" category three respondents stated the students did not have enough time to explore basic career interest areas. One stated there was not enough time for students to develop a maturity and feeling for reality.

Table 10. Planned Distributive Education Curriculum Change Within Five Years.

Change	Number	Percent
Yes	37	53
No	33	47

Question number 9 asked the distributive education teacher-coordinator if he planned any change in the duration of the distributive education curriculum within the next five years. The results of this question are shown in Table 10. Question 9A asked those indicating yes on question 9 to state, to the nearest one-half school year, what the duration of their curriculum would then be.

Of the seventy responding teacher-coordinators, thirty-seven indicated yes, they would change. This figure represents fifty-three percent of the total. Thirty-three or forty-seven percent indicated no, they would not change the duration of their program.

Table 10A. Duration of Distributive Education Curriculum When Changed.

Duration	Number	Percent
1 year	1	3
1½ years	1	3
2 years	16	43
2½ years	3	8
3 years	15	40
3½ years	1	3

In the above table, number 10A, the reader can see the breakdown of question 9A. The most indicated curriculum durations were two-years and three-years. The two-year category had sixteen responses or forty-three percent. The three-year category had fifteen

responses or forty percent. Two-and-one-half-years received three responses for eight percent of the total. One-year, one-and-one-half-years, and three-and-one-half-years each received one response or three percent of the total.

Chapter 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the distributive education curriculum duration that is adequate to prepare students for employment upon graduation from high school. A survey questionnaire was developed, tested and sent to a random selection of distributive education teacher-coordinators in Region VIII, United States Office of Education. Eighty percent of these questionnaires were completed and returned on the first mailing; thus, a second mailing was not deemed necessary by the researcher.

It was learned from this study that the accepted distributive education duration is two years with the possibility of expanding to three years within the immediate future. It was also learned that most distributive education students enter the required sequence of courses during their junior year.

The results of this study in determining the adequacy of the present distributive education curriculum in preparing students for employment upon graduation were quite evenly divided. A majority of the respondents felt their program was adequate at the present time, but a significant number (47%) said their present program was not adequate in preparing for employment upon graduation.

A majority of the respondents (53%) indicated they planned to change the distributive education curriculum within five years. There were a significant number (47%) that stated they would maintain their present status quo.

Conclusions

1. Most distributive education programs in Region VIII are located in high schools with enrollments of seven hundred to fifteen hundred students.
2. Senior-year distributive education students are instructed primarily by the cooperative method of instruction.
3. Junior-year distributive education students are instructed primarily by the project method of instruction.
4. Students entering a distributive education sequence do so in their junior-year of high school.
5. The course titles required for completion of a distributive education sequence are Distributive Education I and Distributive Education II.
6. The presently accepted duration for a distributive education curriculum is two years.
7. A majority of the distributive education teacher-coordinators feel their present programs are adequate in

preparing students for employment but a significant number feel they are not.

8. The competency areas lacking in students due to inadequate time in the distributive education program are Basic Economic Understanding, Basic Marketing, Basic Social Skills, Basic Math and Communicative Skill, and Basic Technology, in descending order from most indicated to least indicated by the responding population.
9. A majority of distributive education programs will make changes in curriculum within the next five years. However, a significant number state they will make no changes within five years.
10. The duration of the distributive education programs will be two years in a majority of the high schools within five years. A significant number will be three years in duration within the same five-year period.

Recommendations

1. Any school with a distributive education program of less than two years in duration should expand their program to a two-year period with students entering the required course sequence in the junior year.

2. Distributive education teacher-coordinators should utilize the cooperative method of instruction for the senior-year students and the project method of instruction for the junior-year students.

Problems for Future Study

1. A study should be conducted to determine the adequacy of present distributive education curriculum in preparing students for successful employment upon graduation from high school.
2. The above study should further attempt to determine the competency areas lacking in high school distributive education graduates.

Concluding Statements by the Writer

At the outset of this study the writer's primary problem was to determine what curriculum duration was adequate to prepare high school distributive education graduates for employment. This information will benefit all those involved, directly or indirectly, with distributive education programs. It is necessary to know what length of time is necessary, but not excessive, for purposes of curriculum planning by administrators and teachers establishing or modifying distributive education programs. Also, students enrolled in secondary distributive education programs will benefit if the results of this

study are applied to their programs. These students will receive an adequate, but not excessive, amount of time in the distributive education curriculum.

The results of this study have shown that the preferred duration is two school years. It has also shown that the preferred method of instruction for senior students is the cooperative method and for junior students, the project method. It also shows that the distributive education teacher-coordinators are requiring their students to enter the required course sequence during the student's junior-year in high school.

This study has provided the writer with the necessary information to institute changes in his distributive education program. Hopefully, others will also find this information useful and make changes in their programs to further benefit the students enrolled in those distributive education programs.

APPENDIX

APPENDIX A

14 Division Road
Great Falls, MT 59404
February 10, 1973

I am conducting a survey concerning the duration of secondary distributive education curriculum in the United States Office of Education, Region Eight. This study may assist personnel of the secondary level in improving present curriculum and/or help them in the formation of a new distributive education curriculum.

Your cooperation in the completion of this questionnaire will be sincerely appreciated. All information provided will be held in complete confidence. A summary of the results will be forwarded to you upon request.

Would you please return the questionnaire in the enclosed stamped, self-addressed envelope at your earliest convenience. Thank you very much for your time and consideration.

Sincerely yours,

JAMES O. CARLSON
Distributive Education
Teacher-Coordinator

Enclosures

APPENDIX B

James O. Carlson
14 Division Road
Great Falls, MT 59404

SURVEY QUESTIONNAIRE

DURATION OF DISTRIBUTIVE EDUCATION CURRICULUM

1. How many students are enrolled in your high school?

☐ below 700
☐ 700 - 1500
☐ above 1500

2. Is your high school a three-year or four-year high school?

☐ three-year
☐ four-year

3. Indicate how many senior-year distributive education students are instructed by the following methods?

☐ cooperative
☐ project
☐ both cooperative and project

4. Indicate how many junior-year distributive education students are instructed by the following methods?

☐ cooperative
☐ project
☐ both cooperative and project

5. When does a student enter the required distributive education course sequence in your school?

☐ freshman year
☐ sophomore year
☐ junior year
☐ senior year

Survey - Duration of Distributive Education Curriculum (Page Two)

6. What courses is a student required to take to complete the distributive education sequence?

☐ general business
☐ consumer economics
☐ retailing
☐ marketing
☐ salesmanship
☐ DE I
☐ DE II
☐ DE III
☐ Other (specify) _____

7. What is the duration of your distributive education curriculum, including the preparatory class or classes? (Indicate to the closest one-half school year, Example: 2½ school years)

_____ school years

8. In your opinion, is the duration of your distributive education curriculum adequate to prepare students for jobs involving competencies and responsibilities necessary for self-direction and emphasize the functions of marketing, merchandising and management within the discipline of distribution?

☐ Yes
☐ No

A. If no, why?

Not enough time to develop adequate:

☐ Competency in basic Marketing
☐ Competency in basic Technology
☐ Competency in basic Social Skills
☐ Competency in basic Economic Understanding
☐ Competency in basic Mathematical and Communicative Skills
☐ Other (specify) _____

Survey - Duration of Distributive Education Curriculum (Page Three)

9. Are you contemplating any changes in the duration of your distributive education curriculum within the next five years?

_____ Yes
_____ No

- A. If yes, what will the duration of the distributive education curriculum be? (Indicate to the closest one-half school year, see Question 7)

_____ school years

Comments : _____

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