

A FEASIBILITY STUDY TO DETERMINE WHETHER
A PROGRAM OF DISTRIBUTIVE EDUCATION
IS NEEDED IN LEWISTOWN, MONTANA

BY

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Chapter I

Introduction

I. Background of problem investigated

In the next several years millions of young workers will enter the labor force who must prepare and keep abreast of job opportunities in a changing economy.

National statistics indicate that 80 per cent of our high school graduates do not graduate from college, and most of the 20 per cent who do need job skills to help earn college expenses or in case chosen careers do not work out. (7)

The 80 per cent who do not graduate from college may gain saleable skills to offer an employer in the following ways:

1. From training received in military service.
2. Through apprenticeship and journeyman training.
3. By individual study and work.
4. Through public programs of vocational and technical education.
5. In vocational high school or in private technical institutes.

This paper is concerned with the benefits that students can receive through participation in a cooperative program of distributive education.

Our economy depends upon mass distribution. If our system of free enterprise is to remain in existence, it must continue to be dynamic and to foster volume production in order to move an ever-increasing flow of goods and services

into the hands of consumers to raise our high level of living even higher. According to Lowe (10), the field of distribution is the largest employment category in the United States and encompasses more than 20 per cent of the existing jobs. Because of this fact and that 80 per cent of our high school graduates never complete college indicate that education in the field of distribution should be expanded.

A mistake is made when we are not realistic about our future and circumstances. The majority of people do not go to college and do not qualify for positions in one of the professions. Neither is a majority of our young people now receiving vocational training as preparation for employment. Thus, too many fail to secure the training and experience required to be worthy of employment.(9)

As of 1967-68 the U. S. Office of Education reports that enrollments in the area of distributive education were as follows: high school, 177,144; post high school, 45,215; adult programs, 349,684; and youths with special needs, 4,558.

Distribution is that phase of the economic structure of our society which is concerned with the movement of goods and services from producer to ultimate consumer. (4)

According to Mason and Haines (4), Distributive Education is a program of instruction for people who are, or wish to be, engaged in the field of marketing and distribution. The goals of distributive education as outlined by Van Wagenen (13)

are:

1. To provide the kind and amount of instruction in distribution and marketing to meet the vocational needs of individuals engaged in distribution.
2. To aid in the improvement of the techniques of distribution.
3. To develop a deeper understanding on the part of those engaged in distribution of the wide range of responsibilities they must shoulder in maintaining a prosperous economy.

This writer feels that such a program is necessary in Lewistown, Montana, and will be of benefit to the school, employers, students, and the entire economy. According to Lein and Zancanella (8) the following benefits accrue to the various segments:

Advantages to Employer:

1. Cost of training is lower since it is shared with the school.
2. Opportunity to train future full-time employees in his own system.
3. Opportunity of judging worth of an employee before employment on a full-time basis.
4. Trained employees result in a lower rate of turnover.
5. Trained employees result in less loss of time, money, and consumer good will.
6. Trained high school graduates are able to give more intelligent and more efficient service.
7. Training produces higher caliber personnel, resulting in increased prestige of an occupation.
8. Trained personnel are available for work during sales, rush periods, vacations, and summers.

Advantages to Students:

1. Allows the student to explore the world of work.
2. Helps him choose a distributive career for which he can qualify.
3. Augments family finances, sometimes making it possible for a student to continue his education.
4. It is offered in high schools where each student can complete his high school work without disrupting his school associations.
5. The student's education for distribution can be continued in college or in an adult program if he so desires.
6. It gives the student an opportunity to gain supervised occupational experience while still in high school.
7. Credits toward graduation requirements are received for time spent on the job.
8. Guidance and counseling are available for problems pertaining to the job.
9. Development of personality traits and personal appearance vital to all members of a democratic society and particularly to the distributive occupations.
10. Time in school in which to solve specific problems related to actual work situations.
11. Opportunity on the job to prove the practicality of, and to apply theories learned in the classroom.
12. Development of own cultural background through study of merchandise, human psychology, art, English, and related subjects.
13. Contact with best sources of information about the distributive field and the distributive occupations.
14. Learning how to buy intelligently as well as how to sell correctly.

Advantages to Consumer:

1. The high cost of distribution is reduced due to the efficiency of trained workers.
2. Time is saved through quick and efficient service.
3. There is a greater satisfaction of needs through the understanding of consumer problems.
4. More pleasant shopping conditions when agreeable and intelligent workers are employed.

Advantages to School:

1. Program maintains and improves the interest and attendance of students.
2. Program adds a measure of flexibility and depth to existing curriculum.

Another advantage to having a program of distributive education would be the contribution it would make in the decline in unemployment rates, especially rates in the area of youths from 16 to 21 years of age. The unemployment rates for this age group in Lewistown, Montana, are usually twice the national unemployment rate. (5)

Unemployment rates for youths decline sharply by age; they are highest for teen-agers, lower for 20 and 21 year olds, and at adult levels for persons 22 to 24 years old. (3)

The unemployment rates for whites from 16 to 21 years of age is 9.2 per cent; for Negroes in the same age group the rate is 20.8 per cent. (6) This is in sharp contrast to the national unemployment rate that recently surpassed 5 per cent. In an economic setting in which jobs are scarce and unemploy-

ment high, employers can be more selective. They can demand, and get, workers with more skills, more education and more experience than the job may require. This is because, in times of high unemployment workers with such qualifications are available. And when they are, the young workers are that much farther back in the hiring line.

There are many reasons why young people leave school early, and in the short run, perhaps little can be done to overcome some of them. But one reason cited often - - the need for money - - can be dealt with quite readily. (6)

The unemployment rates for those who do not complete their high school education have been significantly higher than those who graduate. The Neighborhood Youth Corp (6) had some interesting facts that indicate that youngsters with jobs are more apt to stay in school. In Washington, D. C., 2 per cent of the Neighborhood Youth Corp enrollees dropped out of school as did 20 per cent of the non-enrollees; in Cleveland, 3.1 per cent of the enrollees dropped out of school as opposed to 14.5 per cent of the non-enrollees; in Minneapolis, 4 per cent dropped out of school as opposed to 15 per cent of the non-enrollees in the program. The total enrollment in the Neighborhood Youth Corp was 200,000 in 1968, while it is estimated that 2,000,000 need help.

The high jobless rate among out-of-school youths is of particular concern to the Nation. They are not peripheral workers, but permanent

entrants to the labor force. Nine out of ten look for full-time jobs -- a proportion somewhat higher than the comparable figure for adults 25 years and over, and contrasting sharply with that for unemployed students, virtually all of whom seek part-time work. (3)

Teen-agers not only shop around to a greater extent than older youths but have other liabilities in the job market -- such as their lack of work experience, education and training, and their youth itself.

What contribution can a cooperative vocational program make in the area of unemployment? Cooperative vocational education has been defined as follows:

...a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time in fulfilling the cooperative work-study (vocational education) program. (12)

The advantages of Cooperative Vocational Education are as follows (12):

1. Cooperative vocational education probably provides the most relevant curriculum and instruction for students with vocational goals because it is designed to respond to students' needs and occupational requirements.
2. Cooperative vocational education provides for application of most vocational learnings because there is

almost immediate opportunity for try-out in real life situations.

3. Cooperative vocational education provides balanced vocational preparation including manipulative and technical skills. It is sensitive to occupational adjustment and career development needs because of the continuous feed-back from training sponsors and others.
4. Cooperative vocational education is well-equipped to prepare students with wide variances in abilities for a broad range of occupational fields. Its only limitation is the number of potential training stations available in an occupational field.
5. Training more students than can be employed does not occur in cooperative vocational education because participation is limited to students who can be placed in cooperating training stations. There are other manpower control features, such as the occupational survey and advisory committee.
6. Close community relations is a necessity in cooperative vocational education because of its dependence on the community for job placement and on-the-job instruction.

Cooperative vocational education has an outstanding record of helping young people make the adjustment between school life and the world of work.

There are numerous illustrations of how immature young people made the successful transitions from school to jobs with the help of cooperative vocational programs. Some of the more spectacular stories involve students with whom the schools had previously failed to challenge. Research shows that cooperative vocational education program graduates have the lowest youth unemployment rate in the labor force. (12)

Facts like these have created much interest in the potential contributions that cooperative vocational programs can make in solving the problems of getting youth into the mainstream

of our society.

A report was prepared under the auspices of the Advisory Council on Vocational Education relative to the placement of vocational students. The following information was found based on a national sample of 606,872 graduates that was conducted in October, 1966 (1):

Placed in field trained or related field. . .	80%
Placed unrelated to training.	12%
Placed part-time.	4%
Unemployed.	4%

This survey of vocational graduates included those students preparing for work in the following areas: Agriculture, Distributive occupations, Health, Home Economics, Office, Technical, and Trade and Industrial occupations. The 4% unemployment rate for vocational students is very important in light of the current national unemployment rate of 5% for all workers. It is doubly important when this 4% figure is compared to the unemployment rates for youths of 16 to 21 years of age that range as high as 20%.

Chapter II

Report of Study

Distributive Education is that phase of business education that is designed to prepare individuals to enter the retail, service, and wholesale trades known as the distributive occupations, and to provide for those employed in such occupations the instruction they need in advance of their respective fields of endeavor. According to Van Wagenen (13), distributive occupations are those followed by workers directly engaged in merchandising activities or in contacting buyers and sellers to further (a) the distribution of products of farm and industries to consumers, retailers, jobbers, wholesalers, and others; (b) the sale of services; and (c) the management, operation, and conduct of retail, wholesale, and service businesses. The writer will attempt to determine whether such a program is feasible in Lewistown, Montana.

II. Statement of Problem

The problem to be investigated is two-fold:

1. To determine if the retail merchants of Lewistown, Montana, are interested in, need, and could support a program of distributive education.
2. To determine if there is a need for a program of distributive education as indicated by the former graduates of Fergus County High School in the years of 1969, 1967, and 1965.

III. Limitations of the Study

1. The review of the literature was conducted in the library of Montana State University.
2. The follow-up study was limited to 50% of the graduates of Fergus County High School for the years of 1969, 1967, and 1965 selected at random.
3. The survey of the business community was limited to those merchants engaged in some phase of distribution and those having three full-time employees other than immediate family of the proprietor.

IV. Design of the Study

The needs of the students are difficult to determine and one way to do so is to conduct a follow-up study. The vocations of the graduates or their post high school education indicates a need or needs that could possibly be satisfied in the curriculum of high schools. The high schools should be geared to fulfill as best as possible the later needs of its graduates. The purpose of follow-up studies according to Baer and Roeber is the evaluation of the educational programs offered in the school. The three techniques used for gathering information pertaining to follow-up studies are the (2):

1. Questionnaire
2. Interview
3. Audio-visual method

The audio-visual method is used chiefly to encourage non-respondents to return a questionnaire with the telephone used as the means to achieve a response to the questionnaire. The follow-up study enables the school to evaluate their product much the same as any business or industrial firm evaluates their product to determine how well those products are meeting the demand.

During the past year the data for this study was gathered by surveying a random sampling of one-half of the graduates of one, three, and five years ago; specifically, the Fergus County High School graduates of 1969, 1967, and 1965. In the class of 1969 there were 150 graduates and 75 were selected for the survey. In the class of 1967 there were 125 graduates and 63 were selected for the survey. Likewise, the class of 1965 had 154 graduates and 77 were selected for the survey. Overall the three classes had a total of 429 graduates with 215 of them selected for the survey.

After the samples were selected from each of the three classes, the addresses and telephone numbers of those selected were secured from the permanent files of Fergus County High School. The parents were then contacted to ascertain the current mailing address of the former graduates selected for the survey. In some cases the parents could not be reached and so it was necessary to secure the address from a former teacher, a friend, or perhaps a current student

who possibly knew the address or someone who might be able to furnish it. A survey was mailed to the participants selected in April, 1970.

The questionnaire used in this study and mailed to the former graduates was designed with the help of Dr. G. Dean Palmer, a member of the staff at Montana State University. The questionnaire was designed to solicit the following items of information from the graduates:

1. Presently attending school.
2. Education continued beyond high school.
3. Level of schooling necessary to secure first full-time job.
4. Monthly salary of first full-time job.
5. Amount of time seeking first full-time employment.
6. Courses that were taken in high school that were of value in present job.
7. Working in a job related to training received while in school.
8. Monthly salary of present job provided a change of jobs had taken place.
9. Satisfaction with present job.
10. Whether additional skills or training were needed in order to advance in present job.
11. Whether high school education was adequate for initial employment provided formal education was not continued following graduation.
12. Type of course that would have been of value if no additional schooling was taken following high school.

Also mailed with the questionnaire was a letter to the

graduates urging them to cooperate in the survey with the possibility that they may be of value in helping to evaluate the offerings of the high school. A subsequent follow-up letter was mailed to the non-respondents three weeks after the initial mailing. Both the questionnaire and the follow-up letters are included in the Appendix.

The retail merchants of Lewistown, Montana, were also surveyed to determine whether they were interested in, could support, and wanted a program of distributive education. The businesses selected for the survey had to meet the following criteria:

1. Be engaged in some phase of distribution.
2. Have at least three full-time employees other than the immediate family of the proprietor.

The prospective businesses to be surveyed were reduced to a number totaling 32 after the above criteria was met. Initially a list of businesses in Lewistown, Montana, was compiled by the writer after examination of the "yellow pages" of the telephone book and cross-checked with a list furnished by the local chamber of commerce. Each business selected for the survey was then contacted by the writer and was given a brief oral explanation of distributive education and its goals. Following this explanation a one-page questionnaire (illustrated in the Appendix) was completed with the following information solicited:

1. Name of business.

2. Address.
3. Telephone number.
4. Type of business.
5. Approximate number of employees (male and female).
6. Approximate number of office employees (male and female).
7. Approximate number of sales employees (male and female).
8. Approximate number of trade and craft employees (male and female).
9. Employee turn over rate.
10. Willingness by merchant to participate in such a program.
11. Approximate number of students the merchant might be able to use.

The questionnaire was designed with the help of Dr. G. Dean Palmer of Montana State University and patterned after an occupational survey illustrated in the text "Cooperative Occupational Education and Work Experience in the Curriculum".

V. Definition of Terms

In order to insure clarity for the reader, the following terms are defined by the writer:

1. Business lab - a business firm that participates with the school in the education and hiring of distributive education students on a part-time basis.
2. Cooperative method or program - a program of instruction whereby the student attends formal classes

in required academic subject and a class in distribution, and part of the day is spent in a business lab where classroom work is applied on a practical basis.

3. Coordination - the practice whereby the activities of the distributive education student, the business lab sponsor, and the school are tied together so some measure of unity is achieved by all participants in the program.
4. Coordinator - a distributive education teacher who teaches a class or classes in distribution and coordinates the activities of the student, business lab sponsor, and the school.
5. Vocational education - a program of instruction not leading to a Baccalaureate degree designed to provide people with knowledge, skills, attitudes, and understandings necessary for employment in a particular occupation.

Chapter III

Summary & Conclusions

I. Summary

After a review of literature and upon the recommendation of his advisor, it was decided by the investigator that an attempt be made to determine whether the retail merchants of Lewistown, Montana, were interested in, needed, and could support a program of distributive education. The investigator was to determine further whether there was a need for a program of distributive education as indicated by the former graduates of Fergus County High School in the years of 1969, 1967, and 1965. The questionnaire approach was used in the survey of both the former graduates and the retail merchants.

A three-page questionnaire was used to survey the former graduates and a short one-page questionnaire was used to survey the members of the business community.

The questionnaire was sent to one-half of the graduates of the three classes in April, 1970, with a reminder letter sent to the non-respondents approximately three weeks later. Thirty-two retail merchants of Lewistown, Montana, were surveyed during May, 1970. This number consisted of those firms engaged in some phase of distribution and was further limited to those with three full-time employees other than the proprietor or his immediate family.

Questionnaires were mailed to 215 former graduates of

Fergus County High School and responses were received from 155 of them. This represented a return of 72%. The Class of 1969 had a return of 86.67% based on responses from 65 of 75 surveyed. The Class of 1967 had a return of 66.67% based on responses from 42 of 63 surveyed. The Class of 1965 had a return of 62.34% based on responses from 48 of 77 surveyed.

Summary of Student Questionnaire

The number of former graduates that are currently enrolled in school (college, vocational-technical, or business) represent 49.7% of the sample surveyed. The Class of 1969 has 78.5% of the respondents currently enrolled in school (51 of 65); The Class of 1967 has 38% enrolled in school (16 of 42); and the Class of 1965 has 20.8% of the respondents enrolled in school (10 of 48).

TABLE 1. Respondents Currently Enrolled in School

	Number Enrolled	Number of Respondents	Rate
Class of 1969	51	65	78.5%
Class of 1967	16	42	38.0%
Class of 1965	10	48	20.8%
Totals	77	155	49.7%

The vast majority of the students currently enrolled in some type of school are in college: approximately 87% (67 of 77 who are currently classified as students); those enrolled in a vocational school represent 7.8% (6 of 77); and finally, 5.2% of the students are enrolled in a business school (4 of 77).

TABLE 2. Enrollment of Students by Type of School

	College	Vocational Technical	Business School
Class of 1969	42	5	4
Class of 1967	16	0	0
Class of 1965	9	0	1
Totals	67	5	5

The Class of 1969 had 83% of those surveyed continue their formal education (54 of 65); the Class of 1967 had 73.8% of those surveyed continue their formal education (31 of 42); and the Class of 1965 had 35 of 48 surveyed continue their formal education following high school graduation for a percentage of 72.9%. The composite percentage for the entire group surveyed totaled 77.4% of the respondents to the survey continue their formal education beyond high school.

TABLE 3. Respondents Continuing Formal Education Beyond High School

	Number Continuing	Number of Respondents	Rate
Class of 1969	54	65	83.0%
Class of 1967	31	42	73.8%
Class of 1965	35	48	72.9%
Totals	120	155	77.4%

The respondents were asked to indicate the amount and type of additional training beyond high school that was necessary before they secured their present job. The results from 43 respondents to the question were as follows: 20.9% indicated they had had to secure training at some type of business school; 14% sought to obtain additional skills at a vocational-technical school; 11.6% indicated they found it necessary to attend college at least two years; 16.3% completed less than two full years of college; 25.6% completed college and earned a Bachelor's degree; and lastly, 11.6% attended military school. There were no members of the classes surveyed who started graduate school.

TABLE 4. Amount and Type of Training Necessary to Secure Present Job.

	Number	Rate
Business School	9	20.9%
Vocational-Technical School	6	14.0%
College - At Least two years	5	11.6%
College - Less than two years	7	16.3%
College - Bachelor's degree	11	25.6%
Military School	5	11.6%

In response to the question, "How long after graduation from high school did it take to secure the first full-time employment?", 84 responded with the following results: less than one month, 22.6%; one to three months, 23.8%; four to six months, 13%; six to nine months, 8.33%; nine months to one year, 4.8%; one year to one and one-half years, 7.1%; and more than one and one-half years, 20%.

TABLE 5. Length of Time Necessary to Secure Full-time Employment After High School Graduation. (High School Educated and Others)

	Number	Respondents	Rate
Less than one month	19	84	22.6%
One to three months	20	"	23.8%
Four to six months	11	"	13.0%
Six to nine months	7	"	8.34%
Nine months to 1 year	4	"	4.8%
One year to 1½ years	6	"	7.1%
More than 1½ years	17	"	20.0%
Totals	84	84	99.64%

When the same question was considered but included only those who did not continue their formal education beyond high school, the results were as follows: less than one month, 30.8%; one to three months, 46.2%; four to six months, 7.7%; six to nine months, 11.5%; nine months to one year, 3.9%.

TABLE 6. Length of Time Necessary to Secure Full-time Employment After High School Graduation. (High School Educated Only)

	Number	Total Number	Rate
Less than one month	8	26	30.8%
One to three months	12	"	46.2%
Four to six months	2	"	7.7%
Six to nine months	3	"	11.5%
Nine months to 1 year	1	"	3.9%
One to $1\frac{1}{2}$ years	0	"	0.0%
More than $1\frac{1}{2}$ years	0	"	0.0%
Totals	26	26	100.1%

The graduates were asked to indicate their monthly salary range on their first full-time job following graduation. There were 86 respondents to the question with the following results: 11.6% earned less than \$200; 14% earned between \$200 to \$249; 14% earned between \$250 to \$299; 14% earned between \$300 to \$349; 12.8% earned between \$350 to \$399; 9.4% earned between \$400 to \$449; 10.5% earned between \$450 to \$499; and lastly, 14% earned over \$500 on their first full-time job following graduation.

TABLE 7. Monthly Salary Range on First Full-time Job Following Graduation.

Salary Range	Number	Respondents	Rate
Less than \$200	10	86	11.6%
\$200 - \$249	12	"	14.0%
\$250 - \$299	12	"	14.0%
\$300 - \$349	12	"	14.0%
\$350 - \$399	11	"	12.8%
\$400 - \$449	8	"	9.4%
\$450 - \$499	9	"	10.5%
\$500 or over	12	"	14.0%
Totals	86		100.3%

The graduates were asked to indicate whether they had taken any of the following courses while in high school: Vocational Agriculture; Typing; Shorthand; Bookkeeping; Home Economics; Shop; General Business; and Business Law. 100% of the respondents indicated they had taken at least one of the enumerated courses during high school. The courses ranked in the order of frequency taken were as follows: Typing, 123; Bookkeeping, 83; Business Law, 54; Home Economics, 43; Shop, 38; Vocational Agriculture, 36; Shorthand, 24; and General Business, 0.

TABLE 8. Frequency of Courses Taken While in High School

Course	Total Responses
Typing	123
Bookkeeping	83
Business Law	54
Home Economics	43
Shop	38
Vocational Agriculture	36
Shorthand	24
General Business	0

When asked to rate the same courses as to their value on the present job of the respondent the results were as follows: 74% of those taking Typing indicated it had great value to them on their current job; 70.7% of those taking Shorthand indicated it had great value to them on their current job; 53.5% of those taking Home Economics indicated it had great value to them on their current job; 48.1% of those taking Business Law indicated it had great value to them on their current job; 40% of those taking Bookkeeping indicated it had great value to them on their current job; 26.3% of those taking Shop indicated it had great value to them in their current job; and 19.5% of those taking

Vocational Agriculture indicated it had great value to them on their current job. There were no responses to General Business as the course apparently was not offered.

TABLE 9. Value on Present Jobs of Courses Taken While in High School.

	Number	Graduates Taking Course	Rate
Typing	91	123	74.0%
Shorthand	17	24	70.7%
Home Economics	23	43	53.5%
Business Law	26	54	48.1%
Bookkeeping	33	83	40.0%
Shop	10	38	26.3%
Vocational Agriculture	7	36	19.5%
General Business	0	0	0.0%

The graduates were asked to indicate whether their present job was the kind of work they prepared for while in school with results as follows based on 92 responses: 25 or 27.2% indicated yes and 67 or 72.8% indicated no.

TABLE 10. Graduates Working in Area Prepared for While in School.

Response	Number	Respondents	Rate
Yes	25	92	27.2%
No	67	92	72.8%
Totals	92	92	100.0%

The respondents were asked to indicate their monthly salary range on their current job if they had changed jobs. Twenty-one indicated they had changed jobs and their monthly salary range was as follows: 14.3% were in the range \$250 to \$299; 9.5% were in the range \$300 to \$349; 14.3% were in the range \$350 to \$399; 28.6% were in the range \$400 to \$449; 14.3% were in the range \$450 to \$499; and, finally, 19% were in the range \$500 and over.

TABLE 11. Monthly Salary Range on Present Job (For Those Who Changed).

Salary Range	Number	Respondents	Rate
\$250 - \$299	3	21	14.3%
\$300 - \$349	2	"	9.5%
\$350 - \$399	3	"	14.3%
\$400 - \$449	6	"	28.6%
\$450 - \$499	3	"	14.3%
\$500 or over	4	"	19.0%
Totals	21		100.0%

When queried about job satisfaction 18 indicated they were dissatisfied; 10 indicated they were neutral or indifferent; and 30 said they were satisfied with their present job.

TABLE 12. Job Satisfaction

	Number	Rate
Dissatisfied	18	31.0%
Neutral, Indifferent	10	17.2%
Satisfied	30	51.7%
Totals	58	99.9%

In response to the question "Do you need to get further education or training to improve your work skills if you are to advance in this job or obtain a better position?", the following responses were obtained: 32 or 51.6% replied "yes"; 5 or 8% replied "probably"; 11 or 17.7% replied "uncertain"; 6 or 9.7% replied "probably not"; and 8 or 12.9% replied "no".

TABLE 13. Further Education, Training, or Improvement of Work Skills Needed to Advance or Obtain a better Position.

Replies	Number	Rate
Yes	32	51.6%
Probably	5	8.0%
Uncertain	11	17.7%
Probably Not	6	9.7%
No	8	12.9%
Totals	62	99.9%

In response to the question "Do you feel that you were adequately prepared for initial employment by your high school education?", the results were as follows: 10 of 28 respondents indicated they were satisfied with their high school education (35.7%); and 18 of 28 indicated they were not adequately prepared for their initial employment (64.3%).

The question was directed to those who did not continue their formal education following high school graduation.

TABLE 14. High School Education Adequate for Initial Employment.

Response	Number	Respondents	Rate
Yes	10	28	35.7%
No	18	"	64.3%
Totals	28	28	100.0%

The 67 respondents who indicated they were not working in an area in which they prepared for while in school, were asked to indicate educational opportunities that would have been beneficial to them while they were in high school. The results based on 97 responses were as follows: 27 of 97 responses were in the area of Commercial subjects, 27.8%; 18 of 97 responses were in the area of Marketing or Distribution, 18.6%; 10 of 97 responses were in the area of Clothing Construction, 10.3%; 10 of 97 responses were in the area of Mechanics (Auto, machine), 10.3%; 8 of 97 responses were in the area of Child Care, 8.2%; 5 of 97 responses were in the area of Electrical courses, 5.2%; 5 of 97 responses were in the area of Food Service, 5.2%; 4 of 97 responses were in the area of Carpentry, 4.1%; 3 of 97 responses were in the area of Nurses Aid, 3.1%; and

2 of 97 responses were in the area of Agriculture, 2.1%.

There were several remarks under the section "Other". The results were as follows: 2 of 97 responses were in the area of Speech, 2.1%; 1 of 97 responses was in the area of Higher Math, 1%; 1 of 97 responses was in the area of Bookkeeping II, 1%; and 1 of 97 responses was in the area of Income Tax, 1%.

TABLE 15. Educational Opportunities of Value to Graduates.

Subject or Course/s	Number	Responses	Rate
Commercial subjects	27	97	27.8%
Marketing or Distribution	18	"	18.6%
Clothing Construction	10	"	10.3%
Mechanics (Auto, machine)	10	"	10.3%
Child Care	8	"	8.2%
Electrical course	5	"	5.2%
Food Service	5	"	5.2%
Carpentry	4	"	4.1%
Nurses Aid	3	"	3.1%
Agriculture	2	"	2.1%
Other:			
Speech	2	"	2.1%
Higher Math.	1	"	1.0%
Bookkeeping II	1	"	1.0%
Income Tax	1	"	1.0%

Summary of Business Questionnaire

The retail merchants were surveyed during May, 1970. Prior to the completion of a short one-page questionnaire a brief oral description of distributive education was given. The results of the survey were as follows:

1. 32 businesses were interviewed consisting of 318 employees.
2. There were $5\frac{1}{2}$ men employed as office employees and 25 women.
3. There were $110\frac{1}{2}$ men employed as sales employees and 101 women.
4. There were 69 men employed as trade employees and 7 women.
5. During the past year 40 employees left their employment for various and sundry reasons; a turnover rate of 12.6%.
6. Those merchants willing to cooperate in a cooperative program of distributive education numbered 13; those unwilling numbered 12; and those merchants who were uncertain as to their participation in such a program numbered 7.
7. Approximately 20 students could be placed in the retail firms indicating their willingness to cooperate in such a program. The merchants indicated they could use about 17 boys and 3 girls.

III. Conclusions

From the results of this study, the investigator has drawn the following conclusions:

1. 49.7% of the sample are currently classified as students.
2. 87% of those currently classified as students are enrolled in college; 7.8% are in a vocational-technical school; and 5.2% are enrolled in a

business school.

3. 77.4% of the respondents continued their formal education following high school graduation. 83% of the Class of 1969 continued their formal education; 73.8% of the Class of 1967 continued their formal education; and 72.9% of the Class of 1965 continued their formal education.
4. Those respondents currently employed and who sought additional training beyond high school secured their training in the following institutions of higher learning: 20.9%, business school; 14%, vocational-technical schools; 11.6%, college, at least two years; 16.3%, college, less than two years; 25.6% graduated from college; and, 11.6% attended military school.
5. The largest employment category is student with 77 members; housewives, 15; and military, 12.
6. Only 22.6% of the high school educated and those who continued their formal education beyond high school found full-time employment within one month of their high school graduation. 30.8% of those with only a high school education found their first full-time employment within one month of their high school graduation.
7. The salary range on the first full-time job was about evenly divided among the various categories.
8. Typing was the high school course listed as being the one course that has been the most beneficial on their current jobs.
9. 72.8% indicated they are working at jobs that are outside of the field prepared for while in school.
10. About 25% of those employed have changed jobs at least once.
11. 51.7% of those employed indicated they were satisfied with their present jobs.
12. The majority of those employed indicate they would need to have additional training to advance or be promoted on their present jobs.
13. 64.3% of those who did not continue their formal

education beyond high school indicated they were not adequately prepared for initial employment by their high school education.

14. Additional commercial subjects receiving 27 responses and a course in Marketing or Distribution receiving 18 responses were the two areas that the former graduates indicated they would have taken during high school.
15. A simple majority of the merchants surveyed indicated they would be willing to cooperate in a cooperative program of distributive education.
16. Employee turn over was not a major problem of the businesses surveyed.

Chapter IV

Recommendations

It is the recommendation of the investigator that a program of distributive education be started in Lewistown, Montana. The recommendation is made in light of the fact that 13 of the retail firms surveyed indicated their willingness to cooperate in such a program with the possibility that about 20 students could be placed in the same firms. In addition, there was sufficient indication from the former graduates of Fergus County High School that a course in Marketing or Distribution could be added to the existing curriculum in order to meet the needs of its students.

APPENDIX

Appendix A
Questionnaire Sent to Graduates

Questionnaire

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP NO. _____

NAME OF PRESENT EMPLOYER _____

OCCUPATION _____

DIRECTIONS: Please examine the areas listed on the following questionnaire. Place a check following the statement which most nearly describes your reaction.

1. Are you still in school? Yes _____ No _____

(If yes on No. 1) In what type of school are you presently enrolled?

College _____

Vocational _____

Business School _____

Other _____

2. Did you continue any formal education beyond high school?

Yes _____ No _____

3. If yes, what level of schooling did you complete before you secured your present job?

Business School _____

Vocational-Technical School _____

College, at least two years _____

College, less than two years _____

Associate of Arts Degree _____

Bachelor's Degree _____

Graduate School _____

Graduate Degree _____

Military School _____

4. How long after graduation from high school did you obtain your first full time employment?

Less than one month _____
 One to three months _____
 Four to six months _____
 Six to nine months _____
 Nine months to 1 year _____
 One to 1½ years _____
 More than 1½ years _____

5. Indicate your beginning monthly salary range on your first full-time job following graduation.

_____ Less than \$200 _____ \$300-\$349 _____ \$450-\$499
 _____ \$200-\$249 _____ \$350-\$399 _____ \$500 or over
 _____ \$250-\$299 _____ \$400-\$449

6. Did you take any of the courses listed below in high school?

Yes _____

No _____

If yes to number 6, rate the value to you in your present occupation of the courses you have taken. Rate them according to the ladder of value illustrated below. Assume that 9 represents great value and 1 represents no value.

Great value 9
 8
 7
 6
 Some value 5
 4
 3
 2
 No value 1

Vocational Agriculture _____
 Typing _____
 Shorthand _____
 Bookkeeping _____
 Home Economics _____
 Shop _____
 General Business _____
 Business Law _____

7. Is your present job the kind of work you prepared for when you were in school?
Yes _____ No _____
8. Indicate your monthly salary range in your present job if you have changed jobs.
- | | | |
|-----------------------|-------------------|---------------------|
| _____ Less than \$200 | _____ \$300-\$349 | _____ \$450-\$499 |
| _____ \$200-\$249 | _____ \$350-\$399 | _____ \$500 or over |
| _____ \$250-\$299 | _____ \$400-\$449 | |
9. How do you like your present work?
- Dissatisfied _____
- Neutral, Indifferent _____
- Satisfied _____
10. Do you need to get further education or training to improve your work skills if you are to advance in this job or obtain a better position?
- Yes _____ Probably Not _____
- Probably _____ No _____
- Uncertain _____
11. (If high school educated only) Do you feel that you were adequately prepared for initial employment by your high school education?
Yes _____ No _____
12. If no (in 7 above) what type of additional educational opportunities would have been beneficial to you?
- | | |
|------------------------------------|-----------------------------|
| Agriculture _____ | Nurses Aid _____ |
| Commercial _____ | Child Care _____ |
| Mechanics(auto,
machine) _____ | Food Service _____ |
| Electrical _____ | Clothing Construction _____ |
| Marketing or
distribution _____ | Other (specify) _____ |
| Carpentry _____ | _____ |

Appendix B

Business Interview Survey Form

BUSINESS INTERVIEW SURVEY FORM

- I. Name of business: _____
- II. Address: _____
- III. Phone: _____
- IV. Type of business: _____
- V. Approximate number of employees: _____ men _____ women
- VI. Approximate number of office employees:
_____ men _____ women
- VII. Approximate number of sales employees:
_____ men _____ women
- VIII. Approximate number of trade employees:
_____ men _____ women
- IX. Employee turn-over rate: _____
- X. If a distributive education program were started stressing marketing, merchandising, and management, would you be willing to place students in your business?
_____ Yes _____ No _____ Uncertain

Appendix C

Initial Follow-up Letter to Graduates

111 14th Avenue South
Lewistown, Montana 59457
April 18, 1970

Dear Grad,

According to the records of Fergus County High School you graduated in the past several years.

Enclosed you will find a questionnaire that is being sent to one-half of the graduates of the classes of 1969, 1967, and 1965. I hope to determine whether there is a need for a program of distributive education in Fergus County High School. Your responses to the questionnaire will help to determine whether I will attempt to sell the administration on such a program.

I would appreciate it if you would answer and return the questionnaire as soon as possible. A self-addressed envelope is enclosed for your convenience.

Sincerely,

Norman D. Krueger

P.S. This questionnaire is part of a professional paper that is required for completion of my Master's program at Montana State University.

Appendix D

Second Follow-up Letter to Graduates

111 14th Avenue South
Lewistown, Montana
May 8, 1970

Dear Grad,

About three weeks ago a questionnaire was mailed to you asking that you complete and return it to me. As you recall, the responses that you and your former classmates indicate may be used to expand the offerings of Fergus County High School.

Would you please take time to answer the questionnaire at this time? In the event that you have misplaced it, another is enclosed for your use. The more responses to the survey, the more valid the study.

I am looking forward to receiving your questionnaire in the next several days.

Sincerely,

Norman D. Krueger

Enclosure

Appendix E
Occupations of Former Graduates

OCCUPATIONS OF FORMER GRADUATES

Accountant	1	Military.	12
Bank Teller.	2	Nurses Aid.	1
Beautician	1	Railroad Laborer.	1
Clerk.	6	Receptionist.	1
Construction Worker.	1	Salesman.	1
Cook	2	Secretary	4
Dental Assistant	1	Service Station Attendant .	2
Farm Laborer	1	Social Worker	1
Hospital Administrator . . .	1	Stewardess.	1
Housewife.	15	Student	77
Installment Loan Officer .	1	Teacher	5
Legal Secretary.	1	Truck Driver.	3
Meatcutter	1	Unemployed.	6
Mechanic	3	Waitress.	2
Medical Secretary.	1		

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