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GUIDANCE AND SELECTION PROCEDURES IN DISTRIBUTIVE EDUCATION

by

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

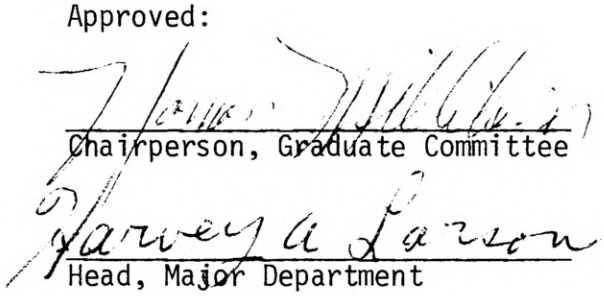
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ABSTRACT

In this paper, "Guidance and Selection Procedures in Distributive Education," the researcher was trying to find out if distributive education teacher-coordinators in the states of Montana and Wyoming were in agreement with the opinions of the leaders in distributive education concerning guidance and selection of students.

This researcher, through the use of the sign test, found out that the distributive education coordinators agreed with the opinions of the leaders in distributive education but to a significant level did not practice what they thought was to be the ideal guidance and selection procedures as stated by the leaders.

CHAPTER I

INTRODUCTION

In the area of Distributive Education, guidance and selection procedures are a vital part in the continual growth and development of its program. Without proper guidance functions, a program can easily become stagnant. Without proper selection procedures a Distributive Education program may end up serving only one segment of the school's populous, and thus end up meeting the needs of only a few students.

There are a number of characteristics of distributive occupations which bring about the need for special guidance efforts. One of those is the appeal to the human orientation of distributive services. Another is general ignorance of the nature of such occupations, as well as the need for cognitive recognition. Many youngsters want to work with people and to contribute to society through personal services to people, but very few of them really know much about distributive occupations and what they think they know usually is not accurate. (Crawford, 1971:141).

In distributive education, guidance should be a continuous responsibility of the teacher-coordinator. Therefore, a year long guidance plan should be developed in order to effectively coordinate guidance activities with other responsibilities. (Crawford, 1972:142).

Essentially what this researcher is saying is that for the total school guidance program to be effective, it must be shared by professional pupil personnel workers with classroom teachers. The job cannot be done by either group alone.

Once students are properly made aware of the existence of the distributive education cooperative training program, proper selection procedures should be carefully administered.

The Vocational Act of 1963 encourages programs that match the individual to the job with the training programs provided for all levels of ability. Despite this act and its underlying philosophy, coordinators are seeking to develop standards which would assure that only the best possible representatives of the school would be placed in the business community. On the other side of the coin, many distributive education programs have become a dumping ground for underachievers and dropouts.

As distributive educators we should revise our selection standards to include some disadvantaged students--employers are ready to hire and help--if we haven't already. If distributive education programs include only low level achievers, we should try to obtain higher level achievers, also. Distributive education is for all levels, not just one.

For years distributive educators have complained of being the dumping grounds of education. We have complained that guidance

counselors were putting just anyone in our classes. Maybe guidance counselors have been wondering when we are going to accept the responsibility of helping the disadvantaged as well as the advantaged student. Through the help of interested people on an effective advisory board, the high school program seems to be a logical place to develop the "stay in" attitude instead of the "push out" attitude. (Jones, 1969:13).

Statement of the Problem

The specific problem, or interdependent problems, to be dealt with in this study are:

1. To find out the ideal guidance functions that the distributive education teacher-coordinator should be performing, before a student enters the program, as are in agreement with opinions of professionals in the field and see how they match to the ideals of the Distributive Education teacher-coordinators in the states of Montana and Wyoming.

2. To see if the ideal methods of selection, as indicated by the professionals in the field of distributive education, meet the ideals with the distributive education teacher-coordinators in the states of Montana and Wyoming.

3. To see if what they believe are the ideal procedures in selection and to see if they are performing the ideal methods of selection.

Need for the Study

Today students are entering high school with little knowledge of what lies ahead of them in the world of work. Despite what distributive

education stands for, many distributive education programs have not been reaching all levels of students, but in many cases have only been reaching certain select groups. In essence, this researcher believes that distributive education teacher-coordinators throughout the state of Montana as well as in other parts of the country have not been properly performing the guidance functions that need be performed, properly advertising the program and informing and meeting the needs of all levels of students.

With the establishment of the cooperative education program in many of the high schools, it has created another problem for the educators and administrators involved. For them, a segment of the student body would be performing outside the shelter of the school and under the very eyes of the taxpaying public. Because of the competitive nature of the state and national career development conferences that are held once a year, it may appear that many selection procedures that the distributive education teacher-coordinators have been practicing and implementing are leaving many students out of the program who could truly benefit from it.

Thus, this study is interested in finding out how extensive distributive educators are in performing the proper guidance and selection functions and if they are fulfilling the needs of all levels of students in the high school setting within the state of Montana and Wyoming.

It is vital that distributive education teacher-coordinators have an appreciation for and an understanding of guidance and selection procedures if high school is truly going to ever give a realistic and useful approach to education.

Limitations of the Study

The research of this study was limited to obtaining responses from Montana's and Wyoming's distributive education teacher-coordinators on the secondary level of instruction. The overall scope of this study was also limited, in that there has been little research done in the specific areas of guidance and selection procedures on the part of the distributive education teacher-coordinator. Limitations of this study also are a direct result of the lack of consensus concerning the ideal guidance and selection procedures from state to state (using the state-guidelines as a basis for such statement) and from experts in the field of Distributive and Business Education.

Definitions of Terms

Average student: One who meets the minimum requirements in school but not above nor below minimum standards and expectations.

Cooperative Education Program: A type of program that provides for alteration 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.

Disadvantaged Student: As used in this study, refers to the low-level achiever, a student who has grades lower than set standards, one who has physical or mental problems, one who is a potential dropout, one who is considered of an ethnic minority, and possibly one who is considered to be a troublemaker.

Guidance: As used in this research paper, this term is used to denote the responsibilities that the distributive education teacher-coordinator has in informing and helping the school guidance counselor, the students, the school administration, and the community about the distributive education program.

High Level Achiever: A student who has shown that he or she possesses capabilities concerning above average grades, as well as all other phases of personal and social capabilities.

Selection: As used in this study, refers to the proper methods that the distributive education teacher-coordinator has to perform in order that all levels of students will be entitled to participate in the distributive education program.

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

Distributive Education: A program involving the development of skills and working in the field of marketing and distribution, which includes learning the processes from the conception of a product until its final consumption by the consumer.

CHAPTER II

REVIEW OF RELATED LITERATURE

There has definitely been a lot of research done in the educational arena, yet much or most of what has been written, indirectly affects the omnipotent element in education itself, the student.

In the area of Guidance and Selection, the student is the core of the study. As educators, distributive educators play a vital role in helping the child become mentally as well as socially ready for the steps beyond the school. In Distributive and Business Education it is essential that all of us are capable of treating the student as fairly and as efficiently as possible. In order for us to handle the student's problems and needs, we must be knowledgeable about and skillful in the guidance functions. Not only should we be concerned about the student who is not in our program, but who could definitely benefit from it. For this very reason, this researcher has chosen Guidance and Selection as the area in which to do my research.

In many areas of business education, research results can be applied immediately and directly, but in the areas of guidance research and selection, such application is not always easy to see.

A total guidance program, to be maximally effective, must be shared by professional pupil-personnel workers with classroom teachers. The job cannot be done effectively by either group alone. If students

are to make wise choices, they must be exposed to a wide variety of guidance experiences over a period of time. (Andrews, 1971: 131).

In our schools the function of guidance is to serve the students and their parents in whatever way they feel they need to be served. The goal is to assist the student to relative courses, to aid him to grow toward maturity, to advise in the selection of post-graduate education or employment, and to help him begin to take his place in society. (Briggaman, 1974: 27).

The function of the business department is to provide salable skills for all students who elect business as a career path. The business department also provides courses for those students who have not elected business as a career path but rather are interested in background, personal skills, consumer education, or other social business courses. The goal of our departments should be to serve, to the best of our ability, all the students who take any of our courses. We should try to help them grow toward maturity and to take their places in the business world with skills personal or professional.

Guidance must be a total service to all students, first, and to all departments, second. Who is to blame when we fail to meet these objectives? This researcher does not feel that guidance is totally to blame, for many of our schools are extremely understaffed with counselors; ratios such as 600:1 are not uncommon in any area. With the increasing amount of paper work and the various numbers of

students and areas of endeavor to pursue, it is not hard to see why so many counselors are unable to handle all the academic and vocational areas satisfactorily.

Guidance counselors are more than willing to help, but they need a little guidance also; as Distributive Educators, we can give them the necessary assistance needed in the vocational area.

Distributive Educators should not wonder why society, parents, and guidance personnel do not know and understand our department offerings. The reason is simple yet complex; that problem is due to a lack of communication. Because the counselor has a heavy load, we as business educators should take the major responsibility of informing students what Business and Distributive Education has to offer them, as well as guiding students in any way possible. (Woods, 1971: 211).

The objectives of teaching and guidance are very similar in nature in that they both aim to help the individual. Guidance, however, is more than directing, steering, regulating, conducting, leading, or assisting the individual; it points out, shows the way, surrounds the student in making a wise choice for the future. Thus, if the business teacher wants to improve his professional status and assume some of the responsibilities of the counselor, he should explore his resources, take related courses, and understand that, in a sense, he must also be a vocational counselor, understanding the personal adjustments of the individual. (Davis, 1970: 406).

Even if a guidance counselor, well-versed in vocational education is available, and is sensitive to the occupational needs of business and industry, distributive educators should always assist the guidance counselor and work with him closely if the program is to be totally effective.

S. Wanous, in a study, at the University of California, found that twenty-three out of twenty-four nationally recognized leaders in business education believed that Business and Distributive Education teachers should assist counselors by keeping them informed about changing employment requirements in business occupations as well as course content offerings. (DeYoung, 1970: 218).

Guidance counselors should:

1. Reflect an attitude toward the world of work as a valid component of the academic program.

2. Work with the business education department and know about its programs and requirements.

3. Have an overview of the employment picture not only in the state but throughout the country.

4. Prepare a listing of college and educational training agencies. Information should be obtained on programs being offered, costs, time, and admission requirements.

5. Be prepared to administer interest inventory tests and help the student to know himself as a member of society. (Phillips, 1973: 27).

Every teacher should be completely familiar with:

1. The group and individual counseling services offered by his or her school's guidance department.

2. The local and state agencies available to those students who need special help and further assistance.

Every secondary school should have an organized and standardized testing program. The program should include tests in the area of scholastic ability, achievement, aptitude, and interest. The guidance department should assume the responsibilities for this testing program, and business teachers should provide class time for and assistance in the administration of these tests. (White, 1968: 161).

When the Vocational Education Act of 1963 removed previous restrictions to permit the allotment of funds for pre-employment training for the Distributive Education occupations, it opened up new possibilities for vocational guidance in Distributive Education.

The preparatory curriculum in Distributive Education, if properly planned, can give the high school student in this tentative stage, the opportunity of exploring possibilities in an occupational area which has more than doubled during the past twenty-five years and which will continue to provide entry employment opportunities for persons qualified at diverse levels of competency.

It therefore becomes more important than ever for teacher-coordinators and guidance personnel to assume the responsibility of identifying students who can profit by Distributive Education, to encourage them to enroll, to see that they have the information necessary for realistic vocational planning and help them in this

planning. Every individual has specific needs to be fulfilled; the D. E. program must, therefore, be flexible enough to satisfy every student's needs for self-realization. The preparatory curriculum provides some of the flexibility. While it gives students of low abilities the means to explore opportunities in the distributive field, it also permits the student at the top of the academic scale to investigate the possibilities of pursuing his interest in the field through college and university programs in marketing and management. (Patton, 1967: 36).

Guidance is a continuous responsibility of the teacher-coordinator. Therefore, a year-long guidance plan should be developed in order to effectively coordinate guidance activities with other responsibilities. A guidance plan should accomplish several purposes:

1. It should assist the coordinator in interpreting Distributive Education to school staff, students, and parents.

2. It helps to space the guidance activities throughout the school year.

3. It promotes understanding and cooperation of the school guidance counselors, faculty, and principal.

4. It helps to assure guidance counselors that the teacher-coordinator is competent to determine which students will profit from Distributive Education.

5. It helps to insure the coordinator's opportunity to counsel with all eligible students.

6. It provides an opportunity for the coordinator to present an accurate image of Distributive Education among students, parents, and faculty as he discusses careers which are available in Distributive Education. (Crawford, 1972: 141).

A Sample Guidance Activity Plan would be as follows:

1. Construct a bulletin board display.

2. Take occupational survey of entire student body.

3. Explain new Distributive Education curriculum options to guidance counselors.

4. Prepare a list of prospective Distributive Education students.

5. Show Distributive Education movie at junior high.

6. Make home visits to parents.

7. Have open house for parents of Distributive Education students as part of high school P.T.A. Open House.

8. Plan and direct assembly program on Distributive Education for ninth and tenth graders.

9. Prepare bulletin boards on Distributive Education.

10. Visit all tenth grade homerooms and tenth grade English classes.

11. Distribute interest questionnaires at assemblies and in homeroom or class visits.

12. Examine school records of prospective students.

13. Interview prospective students.

14. Have conferences with guidance counselors about prospective students. (Crawford, 1972: 142).

If guidance activities are properly dealt with, the selection process in Distributive Education can be a much easier one.

This paper centers around guidance and selection procedures involving Distributive Education students. If all practices and procedures were compatible and appropriate in the area, this paper would not be necessary. Through research data and experience the researcher finds that there is a lot lacking in these areas and refinements need to be made.

This researcher has just described some counseling ideals that the Distributive Education teacher-coordinator should follow before students enter the Distributive Education program. Now the researcher would like to describe some views and recommendations concerning student selection in the field of Distributive Education and recommend some changes that are long overdue.

Before the researcher describes selection techniques that are much more applicalbe to Distributive Education, the researcher would like to describe some outmoded methods that many distributive teacher-coordinators are currently using and implementing.

According to Albert R. Pender, "One of the most important aspects of an effective cooperative training program is the careful selection of students to participate in the program." The student selection process should be identified and appropriately defined:

1. The students should be made aware of the existence of the distributive education cooperative training program during their initial orientation to the high school environment, with actual participation in the cooperative training program being reserved until the senior year. At this level, students should possess the degree of maturity necessary for beginning participation in the adult world of occupational involvement. Chronologically the student should be at least sixteen years of age.

2. Students as individuals have a configuration of needs, some of which can and should be met by course offerings. A student being considered for admission to the cooperative program must have a beginning awareness of why he wants the experience and what it will do for him. After adequate discussion with the student, it is the joint responsibility of the high school counselor and the cooperative training coordinator to determine if the program can meet the student's recognized needs. Cooperative training is designed to meet the needs for:
   (a) practical work experience
   (b) occupational preparation
   (c) direction in choosing an occupational field on which to concentrate at the college level
   (d) financial assistance to prolonged school life
   (e) increased self reliance and poise

3. Interest is a strong motivational factor in successful job performance. Lack of interest in the vocational area in which he is placed can result in the complete inability of the student to benefit from the work experience. Through contact with the prospective cooperative student, preferably in the form of a personal interview, the coordinator should attempt to gain an understanding of the student's past academic and activity records and teacher reports can be reviewed.

4. Supervised work experience is a new encounter for the student. However, he should possess some of the elementary abilities and skills necessary for proper functioning in the chosen occupational area.

5. The student placed on the job must understand that he represents the high school within the community. It may be desirable to have a number of the students' teachers evaluate him on various personality traits as manifest in the classroom situation. Compilation for the above reports should give a reliable picture of the student. The student who has exhibited fairness, courtesy, and respect within the classroom situation will most likely transfer this behavior to his work experience and to interactions with his employer, or employees, and perform successfully in the world of work.

6. To fully benefit from cooperative work experience, a student should have an average level of intelligence and ability as evidenced by his high school record. Related discussion periods are essential components of an effective cooperative program. For such a class to be truly beneficial, a certain level of communication skills must be apparent in all participating students. Each student should possess the capability to investigate problem areas identified through discussion and to creatively use the problem-solving approach. The coordinator has a responsibility to employers and to the community as a whole to place with them competent students who have the potential for intellectual growth. Only after careful individual consideration should interested students be accepted who do not meet above standards.

7. The student selected to participate in the distributive education program should have a good attendance record. This is important, for the provision of adequate experience for the student and also to the employer who relies on the student to be at the work station during the designated period of time.

8. The prospective cooperative training student should present an acceptable appearance and exhibit a basic understanding of appropriate dress and the importance of neatness and cleanliness. (Pender, 1970: 212).

Carroll B. Coakley, Distributive Education teacher-coordinator at the University of Tennessee, states that there are two general types of students found in the Distributive Education program. These types are:

1. The student who is interested in learning experiences which will help him advance in a career in distribution.

2. The student who wants to earn money for luxuries he has purchased, and who has no interest in distribution as a career. Some of these students, however, may become motivated toward distributive occupations.

On page 78, Mr. Coakley also mentions, "It should be remembered that distributive education has the responsibility for disadvantaged and handicapped students who may want and need the program."

Despite this statement Coakley continues, "A student who has had no preparatory training should meet the following criteria before being accepted into the Distributive Education program:

1. He should plan a career in the field of distribution.

2. He should:

   (a) desire to work immediately upon graduation, or
   (b) want background information and skills as preparation for post-high school education or collegiate education.

3. He should have average or above-average grades.

4. He should be at least fourteen years of age.

5. He should be employable from the standpoint of having the necessary personality traits and skills.

6. He should have the potential to represent the school well in the community.

7. He should be physically able to stand on his own feet for long periods of time."

It is obvious that both Mr. Pender and Mr. Coakley made many obvious errors in their selection procedure.

Both of the authors failed to realize that some students do not have any direction in life, nor motivation. As educators, we have to strike the match, sometimes, in order for direction and motivation to develop. In the area of Distributive Education, where there is relevance for the educational system, we are in a prime situation to give some of these students a chance; if distributive educators do not try to help them, maybe no one will.

Mr. Pender also states that we need to select students with good personality traits, and good appearance.

As Distributive Education educators, this is a big part of our curriculum to help the student gain and develop a good self-concept and demonstrate it. We also teach grooming, health, and care habits, an ideal situation in which to help students who are lacking in these areas.

Mr. Coakley had some good things to say about selection but contradicted himself at several points. He states that Distributive Education has a responsibility for disadvantaged and handicapped students. Yet, in his seven cardinal rules for selection, he leaves

these groups out by stating that the student should have average or above average grades (obviously he doesn't know the meaning of disadvantaged groups).

Coakley also states that the student should plan for a career in the field of distribution. What about career education or economic literacy or even vocational competencies gained?

Various studies on dropouts reveal that many youngsters leave school because they can see no tangible value in the curriculum that is offered to them. If Distributive Education is not offered to these students or all students, one more problem is created, for Distributive Education does offer something tangible, something that is useful in both personal and vocational life. (Patterson, 1967: 24).

For years we have complained about being the dumping grounds of education. We have complained that guidance counselors were putting just anyone in our classes. Maybe the guidance counselors have been wondering when we are going to accept the responsibility of helping the disadvantaged as well as the advantaged student. Through the help of interested people on an effective advisory board, the high school program seems to be a logical place to develop the "stay-in" attitude instead of the "push-out" attitude. (Jones, 1969: 13).

The researcher is not advocating lowering standards in the classroom; the researcher is advocating vocational preparation of each student. This can be successful only through new curriculums,

different selection procedures, careful testing, and guidance of students. We must plan programs that will benefit each level. Time is money, and neither time nor money will allow for any type of program that will short-change our students.

Since the passage of the Vocational Act of 1963, cooperative office education has been in the spotlight. Many educators look upon the cooperative program as a cure-all for business education; others see it as unnecessary. However, this is the first piece of vocational legislation that is student or people oriented. This act encourages programs that match the individuals to the job with training programs provided for all levels of ability. (Radcliff, 1970: 36).

With this in mind, let's look at what some authoritarians believe the selection method should be.

Lee W. Bullard states, "The coming spring each year brings to a high school cooperative education coordinator's office a parade of applicants, with the hope that they will be allowed to partake of a type of vocational education which has several attractive aspects. It will allow them to spend part of the school day in the community working in one of a variety of businesses; for this they will receive a salary and attend classes that relate directly to their work. (Bullard, 1972: 7).

These hopefuls, one by one, fall in by the coordinator's desk, while the coordinator, armed with a set of preconceived guidelines,

begins a process which has come to be known as student selection. This student selection process was made necessary by the very nature of cooperative education. The establishment of the cooperative education program in a high school meant the establishment of another problem for the educators and administration involved; for them a segment of the student body would be performing outside the shelter of the school and under the very eyes of the taxpaying public. (Ibid.).

Not wanting to give the impression that the school was full of less-than-perfect beings, coordinators sought to develop standards which would assure that only the best possible representatives of the school would be placed in the business community.

After screening out all but the most able, the coordinator sent a chosen few off to their community laboratory, satisfied the school was being adequately represented in the labor market. With this elite corps of students a successful program was virtually assured. (Ibid.).

Occasionally, an uninformed guidance person would suggest that consideration be given a student who did not quite measure up against the selection yardstick. This suggestion receives a glare from the coordinator--after all, cooperative education not a <u>dumping ground</u>." (Ibid.).

This could have happened fifteen years ago or yesterday, for selection procedures have changed little over the years. We proudly point to our success and seldom give a thought to those whom we have

excluded. Who were the students who exited from the coordinator's office through the back door, rejected? What were the shortcomings that kept them from becoming cooperative vocational students?

Usually a coordinator establishes a series of factors which he will measure in each applicant and which are presumed to indicate employability. (Ibid.).

Looking for the moment at just the three selection factors mentioned, we can see that a student who has low grades, a high number of absences, and is labeled by his teachers as having a poor attitude is well on his way to being rated as "unemployable." This rating unfortunately is premised on the assumption that because the part-time employment is an extension of the school's program, the student will feel the same way about it as he does about the classroom. This is assumed, even though educators have known for some time that in far too many cases, traditional instruction in the public schools has failed to provide students with sufficient motivation to become successful in the classroom. (Ibid.).

Various studies show that there is little evidence to support bad work with bad grades. Yet we in cooperative education believe this relationship exists because we regularly reject students because of poor grades.

A non-motivated student has little desire to improve his grades in traditional courses. Poor attendance in school is often caused

by disinterest. It does not necessarily follow, however, that a poor attendance will carry over to a meaningful part-time job. Attitude problems are direct results of lack of motivation. Again, a productive experience on the job could be a positive influence on a student considered to have a poor attitude. Mr. Bullard recommends a follow-up on some of the rejects.

Distributive Educators should revise selection standards to include some disadvantaged; employers are ready to hire and help. "In the state of Florida over 4,400 disadvantaged students are presently on the job in work experience programs. Employers are interested in disadvantaged, for they may have been one once themselves. Coordinators thus need not feel reluctant to approach the business community with this kind of problem. (Bullard, 1972: 8).

Every student who wants cooperative training should be given every possible chance to qualify. Training received on the job as well as training received in the classroom should be individually tailored to each learner. The cooperative training program should be individually prescribed in order to provide on-the-job-training experiences suitable for a student's ability level. This will enable a student to move through training experiences at his own pace. It is time for cooperative education coordinators to take a second look at some of the outmoded thinking that has resulted in the rejection of the very people who would have the most to gain from the training

distributive education can provide. It will not be easy to give up some of the built-in success that has been enjoyed for so long; instead, the success will be considerably more rewarding, because distributive educators will know they have really aided those who need help the most. (Ibid.).

A study by Linda A. Benjamen (1973) was conducted concerning low-level students in a distributive education program. The study found that the students at the bottom of the Distributive Education class gained a sense of self-confidence through completion of the course. These students also began to rely on their own abilities and developed some self-esteem as a result. Therefore, Distributive Education can be a powerful force in equalizing educational inequalities. Interaction through club activities can help the student overcome the handicaps of his poverty and environment. In these ways, students can more successfully be integrated into the main stream of American life.

It seems arrogant for a department chairman, teacher, or counselor to look at a student and his test scores or permanent record and say to him, you can't learn Distributive Education. He may, indeed, not be able to learn a lot about it; but some of it, to which he is entitled, under our elective system; to have a go at it if he really insists. If we accept the tenet that learning exists only in its display, we must accept the fact that our student may not choose to display what he has learned until he has left school. (Woolschlager, 1968: 73).

It seems unfair to screen out those who do not already resemble model managers, salesmen, or waitresses or students who do not yet have initiative, good judgment, direction, and the ability to get along well with people. These qualities can and should be developed in these students who lack them; they cannot be developed if students are not permitted to enroll in the classes where they are being taught. A doctor whose patient comes to him in blooming health cannot take much credit for keeping him out of the hospital. Nor can a teacher whose students are selected know that he gets only the alert, bright, industrious boy or girl who has already demonstrated an ability to succeed in a high degree take much credit when that student succeeds in his class. But what a thrill it is to get someone who has not yet been a success in anything and to help him modify his standards of personal grooming, give him a marketable skill, and see him get the first job he applies for. The teacher who can accomplish this does so by putting all of his best talents and skills into play and knows the true rewards of teaching. It is important to accept the student as he is and to try to bring out the best in him. (Ibid.).

SUMMARY

In the area of Guidance and Selection, it is obvious, through reviewing the literature, that there need to be some changes made

on the part of the Distributive Education teacher-coordinators. Distributive Education should definitely not become a dumping ground, nor should it become a program solely for the high achievers, but should serve all students at all levels. It is not an easy task; but if Distributive Education is to maintain the concept of giving relevance to the high school setting, surely it will have to spread the relevance into Guidance and Selection procedures.

CHAPTER III

PROCEDURES

This study was designed to find out if distributive education teacher-coordinators in the states of Montana and Wyoming were implementing proper guidance functions and practicing proper selection procedures. All of the twenty-six distributive education teacher-coordinators in the state of Montana were surveyed and all of the eighteen distributive education teacher-coordinators in the state of Wyoming were also surveyed.

The main purposes of this chapter are to explain the following procedural areas:

1. State the Null Hypotheses,
2. Sources of Data,
3. Construction of The Questionnaire,
4. Data Compilation,
5. Analysis of Data.

NULL HYPOTHESES

In order to determine differences among distributive education teachers and leaders of distributive education regarding distributive education guidance and selection practices the following null hypotheses were tested:

1. The opinions of the distributive education leaders do not differ from the opinions of the distributive education teacher-coordinators in the state of Montana and in the state of Wyoming secondary schools regarding ideal guidance procedures that are practiced or implemented before a student enters the distributive education program.
2. The opinions of the distributive education leaders do not differ from the opinions of the distributive education teacher-coordinators in the state of Montana and in the state of Wyoming secondary schools regarding ideal selection procedures.
3. The opinions of the distributive education teachers do not differ regarding their ideal guidance standards and practices as compared to their actual guidance standards and practices.
4. The opinions of the distributive education teacher do not differ regarding their ideal selection standards and practices as compared to their actual selection standards and practices.

SOURCES OF DATA

The data came mainly from the major Business Education periodicals, which included articles from;

1. The Business Education Forum,
2. Journal of Business Education,
3. Balance Sheet,
4. Business Education World,
5. American Vocational Journal, and
6. The National Business Education Yearbook

The personal libraries of the researcher and Professor Norm Millikin of Montana State University were also utilized for this research paper.

All information obtained through the use of the questionnaire came from Montana's and Wyoming's secondary level distributive education teacher-coordinators.

CONSTRUCTION OF THE QUESTIONNAIRE

The questionnaire (see Appendix A) was constructed in August of 1975. The questionnaire itself was patterned after the questionnaire of Dr. Danniel G. Hertz, which can be found in his doctoral thesis in the Montana State University Library. The questionnaire was divided into two parts; the first part deals with personal questions regarding

characteristics of the individual surveyed, the second part with utilizing the Yes-No method of questioning regarding the guidance and selection processes.

The construction of the questionnaire mailed to the distributive education teachers of Montana and Wyoming evolved out of several factors. The questionnaire evolved from the opinions of several leaders in distributive and business education. The construction of the instrument was later refined through the help of Mr. Norm Millikin and Dr. Danniel G. Hertz.

The questionnaire, which was developed for Montana and Wyoming distributive education teachers, asked for their opinions relative to selection and guidance standards. In addition, a column was provided to indicate whether or not the particular high school actually practices the guidance and selection standards.

Information was also needed in regards to evaluation of the methods, if any, (on the part of the teacher) of selecting students for the distributive education program. Questions were also asked regarding the dispersement of students grades, which was a tool used for determining usability of the questionnaire itself. If there was no selection procedure used on the part of the distributive education teacher this part in the questionnaire was not used for tabulation and analysis.

In October of 1975, the questionnaire was mailed to 100% of Montana and Wyoming secondary distributive education teacher-coordinators. A letter of explanation was sent and a self-addressed stamped envelope was included with the questionnaire. Those who did not reply within a period of 30 days were sent a follow up letter and questionnaire.

DATA COMPILATION

The information gathered from the questionnaire was compiled in three ways. First the total number of questionnaires sent were noted; second, the returns and percentages were then figured; and third, the usable returns and their percentages were figured.

ANALYSIS OF DATA

The primary purpose of this study was to determine areas of significant difference between distributive education leaders concerning guidance and selection procedures and Montana and Wyoming secondary school distributive education guidance and selection standards and practices.

There were two different types of statistics used by this researcher. The first statistic used was the "proportion in a sample". The second type of statistical tool that was used was the "sign test".

To make the results as valid as possible, this researcher chose to accept the validity of each question only if there was a 90% confidence interval reached. Thus, the researcher rejected any question if $Z \; Z.05 < 1.645$ or if less than 32 respondents agreed and practiced with what the leaders felt was ideal. In using the sign test a positive sign was used if there were 32 or more of the respondents in agreement with the leaders, while less than 32 was given a negative sign. A formula used for "Standard Error of Proportion" is;

$$\sigma p = \sqrt{\frac{P\,(1-P)}{n}} \quad \text{where:}$$

σp = Standard Error of Proportion

P = Actual Population Proportion

N = Sample Size

The proportion in a sample is;

$$Z = \frac{P-Po}{\sigma p} \quad \text{where;}$$

σp = is the standard error

Po = is the assumed value (Byrkit:232)

Once "Proportion in a Sample" was used, the second statistical tool utilized to test the null hypotheses, the "Sign Test". The Sign Test involves the testing of two samples to determine if there is a difference between them. Thus for a large sample, generally considered N 25 for the sign test, the normal approximation to the

binomial may be used, correcting for continuity. Since P=.50 for this, we have the mean equal to $\frac{1}{2}\sqrt{n}$. The actual value of Z can be computed by using the formula;

$$Z = \frac{X - \frac{1}{2}n}{\frac{1}{2}\sqrt{n}} \quad \text{where;}$$

X = No. of "+" symbols

n = Total no. of questions

Thus this researcher would accept the hypotheses, if $Z \leq Z_{.05}=1.96$.

CHAPTER IV

DATA

On October 1, 1975, this researcher sent out twenty-four questionnaires to the Montana distributive education teachers and twenty questionnaires were sent out to the Wyoming distributive education teachers.

These questionnaires included; a cover letter explaining what this researcher was doing, twenty-seven questions concerning guidance procedures and eighteen questions concerning selection procedures, and a self-addressed envelope. (The cover letter and questionnaire may be inspected in the Appendix of this research paper.)

On December 1, 1975, the researcher had received twenty-six of the forty-four questionnaires that had been sent out or a 59% return. On the same date the researcher sent out; eighteen follow-up questionnaires, a reminder letter, and a self-addressed stamped envelope.

After a few phone calls and a prolonged wait, by February, 1976, the researcher had received thirty-eight of the forty-four questionnaires or a 86.4% reply.

The questionnaires have since been tabulated and analyzed. The researcher analyzed each question according to the number of responses and percentages of responses, and also tested the four hypotheses through the use of the Sign Test.

The rest of this chapter is devoted to the results and testings of the null hypotheses.

GUIDANCE STANDARDS

QUESTION #1

The Distributive Education Program Should Work Closely with the Guidance Counselors.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	38	0	0	19	18	1
% of Responses	100%	0%	0%	50%	47%	3%

The experts in the field of distributive education felt that the ideal answer to this question was yes. The distributive education teachers in the state of Wyoming and Montana were in 100% agreement with the experts. Despite this agreement only nineteen or 50% of the total thirty-eight sampled did work closely with the guidance counselors, while eighteen of the thirty-eight respondents or 47% do not work closely with the guidance counselors in their school.

QUESTION #2

The School Guidance Counselor Should be Well Versed and Knowledgeable in Distributive Education.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	33	5	0	15	20	3
% of Responses	86.8%	13.2%	0	39%	52.6%	8.4%

The experts in the field of distributive education felt that the ideal answer to this question was yes. Thirty-three of the thirty-eight distributive education teachers in the state of Wyoming and Montana or 86.8% of them agreed with the experts. Five out of thirty-eight or 13.2% disagreed with the experts. Of the thirty-eight coordinators sampled only fifteen of their school's guidance counselors were well versed in distributive education, or 39%, while twenty of the thirty-eight or 52.6% felt that their guidance counselors were not well versed in distributive education.

QUESTION #3

The Guidance Counselor is Well Informed About Recent Trends and Developments in Marketing and Distribution by the Distributive Education Coordinator.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	35	2	1	8	30	0
% of Responses	92%	5%	3%	21%	79%	0%

The experts in the field of distributive education felt that the ideal answer to this question was yes. Of the thirty-eight coordinators surveyed, thirty-five of them or 92% agreed with what the experts said, that guidance counselors should be well informed about recent trends in distributive education while only two of the respondents or 5% disagreed with what the experts believed.

Of the thirty-eight sampled, only eight of the thirty-eight coordinators or 21% felt that their counselors were well informed about recent trends and developments in marketing and distribution, and thirty of the thirty-eight or 79% said that they were not well informed.

QUESTION #4

If Students are to Make Wise Choices, They Must be Exposed to a Wide Variety of Guidance Experiences Over a Period of Time.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	34	4	0	18	20	0
% of Responses	89%	11%	0%	47%	53%	0%

The experts in the field of distributive education felt that the ideal answer to this question was yes. Of the thirty-eight coordinators surveyed, thirty-four of them agreed with the experts while four or 11% did not. In actual practice eighteen or 47% of the coordinators felt that students are exposed to a variety of guidance experience, with twenty or 53% saying they were not exposed to a variety of experiences.

QUESTION #5

The Function of the Business Department is to Provide Salable Skills for Students who Elect Business as a Career Path.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	33	5	0	32	5	1
% of Responses	86.8%	13.2%	0%	84%	13%	3%

The experts in the field said the ideal answer was yes. Of the thirty-eight coordinators surveyed, thirty-three or 86.8% agreed with the experts while five or 13.2% did not. In actual practice thirty-two of the thirty-eight or 84% of the coordinators said that the business department did provide salable skills, while five or 13% did not.

QUESTION #6

The Business Department Also Offers Courses for Those Students Who Do Not Choose Business as a Career Path, but Rather Are Interested in Background, Personal Skills, Consumer Education, or Other Social Skills.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	36	2	0	35	2	1
% of Responses	95%	5%	0%	92%	5%	3%

The experts in the field said that the ideal answer to this question was yes. Of the thirty-eight surveyed, thirty-six agreed with what the experts said, while only two or 5% disagreed. In actual circumstances, thirty-five or 92% of the coordinators surveyed said that the business department does offer courses for those who do not choose business as a career path, while two or 5% said their business department did not offer such courses.

QUESTION #7

The Community Fully Understands the Distributive Education Program.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	36	2	0	6	31	1
% of Responses	95%	5%	0%	16%	81%	3%

The experts in the field of distributive education said the ideal answer to this question was yes. Of the thirty-eight surveyed thirty-six or 95% agreed with the experts while two or 5% disagreed. In actual instances, only six or 16% said the community fully understands the distributive education program, while thirty-four or 81% do not understand the distributive education program.

QUESTION #8

The Guidance Function is More Than Directing, Steering, Regulating, Conducting, Leading, or Assisting the Individual. It Points Out, Shows the Way, Surrounds the Student to Make a Wise Choice for a Future.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	30	8	0	8	28	2
% of Responses	79%	21%	0%	21%	74%	5%

The experts in the field of distributive education said the ideal answer to this question was yes. Of the thirty-eight sampled, thirty or 79% agreed with the experts while eight or 21% disagreed. In actual practice only eight or 21% of those surveyed felt that their guidance program helped the student to make a wise choice for the future, while twenty-eight or 74% felt it did not.

QUESTION #9

The Distributive Education Teacher Explores the Vast Field of Guidance Within and Outside His Own Field, Explores His Resources, and Takes Related Courses in Guidance.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	28	10	0	13	25	0
% of Responses	74%	24%	0%	34%	66%	0%

The experts in the field of distributive education said the ideal answer to this question was yes. Of the thirty-eight sampled, twenty-eight or 74% agreed with the experts, while ten or 24% disagreed. In actual application only thirteen or 34% of the distributive education teachers explores the vast field of guidance, while twenty-five or 66% do not.

QUESTION #10

Guidance Counselors in the High Schools Reflect an Attitude Toward the World of Work as a Valid Component of the Academic.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	36	1	1	20	17	1
% of Responses	95%	2.5%	2.5%	53%	44%	3%

The experts in the field of distributive education said the ideal answer to this question was yes. Of the thirty-eight sampled, thirty-six or 95% of those surveyed agreed with the experts, while one or 2.5% disagreed. In actual situations twenty or 53% of the counselors in the high schools (according to the distributive education teachers) actually did view work as a valid component of the academic, while seventeen or 45% did not.

QUESTION #11

The Guidance Counselor has an Overview of the Employment Picture Not Only in the State, but the Entire Country.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	36	2	0	9	29	0
% of Responses	95%	5%	0%	24%	76%	0%

The experts in the field of distributive education said the ideal answer to this question was yes. Of the thirty-eight sampled, thirty-six or 95% of those surveyed agreed with the experts, while two or 5% disagreed. In actuality only nine or 24% of the distributive education teachers felt that the guidance counselors had an overview of the employment picture not only in the state, but the entire country, while twenty-nine or 76% did not have an overview.

QUESTION #12

The Distributive Education Teacher Knows the Local and State Agencies Available to Those Students Who Need Special Help and Further Assistance.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	38	0	0	31	6	1
% of Responses	100%	0%	0%	81%	16%	3%

The experts in the field of distributive education said the ideal answer to this question is yes. Thirty-eight or 100% of the respondents agreed with the experts. In actuality thirty-one or 82% of the thirty-eight distributive education teachers knows the local and state agencies available to those students who need special help and further assistance while six or 16% of the distributive education teachers do not know.

QUESTION #13

Every Secondary School has an Organized and Standardized Testing Program (Interest, Aptitude, and Achievement).

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	35	3	0	26	11	1
% of Responses	92%	8%	0%	68%	29%	3%

The experts in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty-five or 92% of the respondents agreed with the experts, while three or 8% of the respondents disagreed. In actuality twenty-six of the thirty-eight respondents said that their high school had an organized testing program, while eleven or 29% of the respondents' schools do not have an organized testing program.

QUESTION #14

Distributive Educators Should Provide Class Time for and Assistance in the Administration of These Tests.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	23	15	0	11	27	0
% of Responses	61%	39%	0%	29%	71%	0%

The experts in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, twenty-three or 61% of the respondents agreed with the experts, while fifteen or 39% of the respondents disagreed. In actuality only eleven of the thirty-eight respondents or 29% said that they do provide class time for tests, while twenty-seven or 71% said they do not provide class time for these tests.

QUESTION #15a

Guidance is a Continuous Process on the Part of the Distributive Education Teacher, it Should Serve Several Purposes; a) It Should Assist the Coordinator in Interpreting Distributive Education to School, Staff, Students, and Parents.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	36	2	0	21	17	0
% of Responses	95%	5%	0%	55%	45%	0%

The experts in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty-six or 95% of the respondents agreed with the experts, while two or 5% of the respondents disagreed with the experts. In actuality, twenty-one of the thirty-eight respondents or 55% do interpret distributive education to school, staff, students, and parents.

QUESTION #15b

Guidance is a Continuous Process on the Part of the Distributive Education Teacher, it Should Serve Several Purposes; b) It Helps to Space Guidance Activities Throughout the School Year.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	34	3	1	17	20	1
% of Responses	90%	8%	2%	44%	53%	3%

The experts in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty-four or 90% of the respondents agreed with the experts, while three or 8% of the respondents disagreed with the leaders or experts. In actuality, seventeen of the thirty-eight respondents or 45% actually space guidance activities throughout the year.

QUESTION #15c

Guidance is a Continuous Process on the Part of the Distributive Education Teacher; It Should Serve Several Purposes; c) It Provides an Opportunity for the Coordinators to Present an Accurate Image of the Distributive Education Among Students, Parents and Faculty.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	33	5	0	18	20	0
% of Responses	87%	13%	0%	47%	53%	0%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty-three or 87% of the respondents agreed with the leaders, while five or 13% of the respondents disagreed with the leaders. In actuality, eighteen of the thirty-eight respondents, or 47%, do provide an accurate image of distributive education among students, parents and faculty; while twenty or 53% of the respondents do not provide an accurate image of distributive education among students, parents, and faculty.

QUESTION #16a

A Guidance Activity on the Part of the Distributive Education Teachers Should Include as Follows; a) A Bulletin Board Display.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	31	7	0	23	15	0
% of Responses	82%	18%	0%	61%	39%	0%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty-one or 82% of the respondents agreed with the leaders, while seven or 18% of the respondents disagreed with the leaders. In actual practice, twenty-three of the thirty-eight or 61% of the respondents do have a bulletin board display, while fifteen or 39% do not have bulletin board displays.

QUESTION #16b

A Guidance Activity on the Part of the Distributive Education Teacher Should Include as Follows; b) An Occupational Survey of the Entire Student Body.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	22	15	1	7	31	0
% of Responses	58%	39%	3%	18%	82%	0%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, twenty-two or 58% of the respondents agreed with the leaders, while fifteen or 39% disagreed with the leaders. In actual practice, of the thirty-eight sampled, seven or 18% of the respondents do conduct an occupational survey of the entire student body while thirty-one of the thirty-eight or 82% of the respondents do not conduct an occupational survey.

QUESTION #16c

A Guidance Activity on the Part of the Distributive Education Teacher Should Include as Follows; c) Explaining New Education Curriculum Options to Guidance Counselors.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	36	2	0	21	17	0
% of Responses	95%	5%	0%	55%	45%	0%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty-six or 95% of the respondents agreed with the leaders while only two or 5% disagreed. In actual practice, twenty-one of the thirty-eight coordinators or 55% of them, explain new education curriculum options to guidance counselors, while seventeen or 45% do not explain new curriculum options to guidance counselors.

QUESTION #16d

A Guidance Activity on the Part of the Distributive Education Teacher Should Include as Follows; d) Show Distributive Education Movie at the Junior Highs.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	28	10	0	5	33	0
% of Responses	74%	26%	0%	13%	87%	0%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, twenty-eight or 74% of the respondents agreed with the leaders, while ten or 26% of the respondents disagreed with the leaders. In actual practice, only five of the thirty-eight respondents or 13% actually show a distributive education movie to the junior high students, while thirty-three of the thirty-eight or 87% do not show a distributive education movie at the junior high level.

QUESTION #16e

A Guidance Activity on the Part of the Distributive Education Teacher Should Include as Follows; e) Make Visits to Parents.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	27	11	0	20	18	0
% of Responses	71%	29%	0%	53%	47%	0%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, twenty-seven or 71% of the respondents agreed with the leaders, while eleven or 29% of the respondents disagreed with the leaders. In actual practice, twenty of the thirty-eight sampled or 53% make visits to parents, while eighteen of the thirty-eight or 47% do not make visits to parents.

QUESTION #16f

A Guidance Activity on the Part of the Distributive Education Teacher Should Include as Follows; f) Have an Open House for Parents of Distributive Education Students.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	33	5	0	23	15	0
% of Responses	87%	13%	0%	61%	39%	0%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty-three or 87% of the respondents agreed with the leaders, while five or 13% of the respondents disagreed with the leaders. In actual practice, twenty-three of the thirty-eight sampled or 61% of the respondents have an open house for parents of distributive education students, while fifteen of the thirty-eight or 39% do not have an open house for parents of distributive education students.

QUESTION #16g

A Guidance Activity on the Part of the Distributive Education Teacher Should Include as Follows; g) Plan and Direct an Assembly Program for 9th and 10th Graders.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	32	5	1	7	31	0
% of Responses	84%	13%	3%	18%	82%	0%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty-two or 84% of the respondents agreed with the leaders, while five or 13% of them disagreed with the leaders. In actual practice, only seven of the thirty-eight or 18% of the respondents actually plan and direct an assembly program for 9th and 10th graders, while thirty-one or 82% of the respondents do not plan and direct an assembly program for 9th and 10th graders.

QUESTION #16h

A Guidance Activity on the Part of the Distributive Education Teacher Should Include as Follows; h) Visit 10th Grade Classes.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	36	2	0	19	19	0
% of Responses	95%	5%	0%	50%	50%	0%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty-six or 95% of the respondents agreed with the leaders, while two or 5% of the respondents disagreed with the leaders. In actual practice, nineteen of the thirty-eight respondents or 50% visit 10th grade classes while nineteen or 50% of the respondents do not visit 10th grade classes.

QUESTION #16i

A Guidance Activity on the Part of the Distributive Education Teacher Should Include as Follows; i) Examine School Records.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	38	0	0	26	12	0
% of Responses	100%	0%	0%	68%	32%	0%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty or 79% of the respondents agreed with the leaders while eight or 21% of the respondents disagreed with the leaders. In actual practice, twenty-one of the thirty-eight respondents or 55% actually examine school records, while seventeen or 45% of the respondents do not examine school records.

QUESTION #16j

A Guidance Activity on the Part of the Distributive Education Teacher Should Include as Follows; j) Interview Prospective Students.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	38	0	0	26	12	0
% of Responses	100%	0%	0%	68%	32%	0%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty-eight or 100% agreed with the leaders. In actual practice, twenty-six of the thirty-eight or 68% of the respondents actually did interview prospective students, while twelve or 32% of the respondents do not interview prospective students.

SELECTION STANDARDS

QUESTION #1

In Selection Procedures, Distributive Education Teachers Should Accept the Responsibility of Helping the Disadvantaged Student.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	30	6	2	30	8	0
% of Responses	79%	16%	5%	79%	21%	0%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty or 79% of the respondents agreed with the leaders, while six or 16% of them disagreed with the leaders. In actual practice thirty of the thirty-eight or 79% of the respondents do accept the responsibility of helping the disadvantaged youth, while eight or 21% of them do not accept the responsibility of helping the disadvantaged student.

QUESTION #2

The Distributive Education Program Seems to be a Logical Place to Develop the Stay-in Attitude Instead of the Push-out Attitude.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	34	4	0	36	2	0
% of Responses	89%	11%	0%	95%	5%	0%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty-four or 89% agreed with the leaders, while four or 11% of the respondents disagreed with the leaders. In actual practice thirty-six of the thirty-eight respondents or 95% actually try to develop the stay-in attitude, while two or 5% of the respondents do not.

QUESTION #3

Distributive Education Should Benefit the Slow Achiever as Well as the High Achiever.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	37	1	0	33	5	0
% of Responses	97%	3%	0%	87%	13%	0%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty-seven or 97% of the respondents agreed with the leaders, while only one or 3% of the respondents disagreed with the leaders. In actual practice thirty-three of the thirty-eight or 87% of the respondents do benefit the slow achiever as well as the high achiever, while five or 13% do not benefit the slow achiever as well as the high achiever.

QUESTION #4

Distributive Education Should Match the Individuals to the Job.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	38	0	0	32	5	1
% of Responses	100%	0%	0%	84%	13%	3%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty-eight or 100% of the respondents agreed with the leaders. In actual practice thirty-two of the thirty-eight respondents or 84% actually do match the individual to the job, while five or 13% of the respondents do not match the individual to the job.

QUESTION #5

Training Programs Should be Provided for all Levels of Ability.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	34	4	0	20	18	0
% of Responses	89%	11%	0%	53%	47%	0%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty-four or 89% of the respondents agreed with the leaders, while four or 11% of the respondents disagreed with the leaders. In actual practice, twenty of the thirty-eight respondents or 53% actually provide training programs for all levels of ability, while eighteen or 47% of the respondents do not provide or have training programs for all levels of abilities.

QUESTION #6

A High Number of Absences are Not an Indication as to What to Expect From a Student Who Enters a Meaningful Work Station and Should Not be Used in Selection.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	10	26	2	22	14	2
% of Responses	26%	69%	5%	58%	37%	5%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, ten or 26% of the responses agreed with the leaders, while twenty-six or 69% disagreed with the leaders. In actual practice, twenty-two of the thirty-eight sampled or 58% do not consider absences as a factor, while fourteen or 37% of the respondents do consider a high number of absences as an indication as to what to expect from a student who enters a work station and should be used in selection.

QUESTION #7

Grades are Not an Indication of How Well the Student Will Adapt to the Distributive Education Program and Should Not be Used as a Criteria for Selection.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	26	10	2	22	14	2
% of Responses	69%	26%	5%	58%	37%	5%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, twenty-six or 68% of the respondents agreed with the leaders, while ten or 26% of the respondents disagreed with the leaders. In actual practice twenty-two of the thirty-eight or 58% of the respondents feel that grades are not an indication of how well the student will adapt to the distributive education program and do not use them as a criteria for selection, while fourteen or 37% of the respondents feel grades are an indication of how well the student will adapt to the distributive education program and should be used as a criteria for selection.

QUESTION #8

A Student Who is Labeled by his Teachers as Having Poor Attitude is Considered Well on his Way to Being Rated as Unemployable.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	8	29	1	11	25	2
% of Responses	21%	76%	3%	29%	66%	5%

The leaders in the field of distributive education said the ideal answer to this question is no. Of the thirty-eight sampled, eight or 21% disagreed with the leaders, while twenty-nine or 76% agreed with the leaders. In actual practice, eleven of the thirty-eight respondents or 29% felt that a student who is labeled by his teachers as having poor attitude is considered well on his way to being rated unemployable, while twenty-five or 66% of the respondents feel that a student who is labeled by his teachers as having a poor attitude is not necessarily considered well on his way to being rated as unemployable.

QUESTION #9

Even Though Part-time Employment is an Extension of the School's Program, the Student Will Not Necessarily Feel the Same Way About Work as he Feels About School, and his Attitude Should be of Minor Consideration in Student Selection.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	8	29	1	18	18	2
% of Responses	21%	76%	3%	47.5%	47.5%	5%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, eight or 21% agreed with the leaders, while twenty-nine or 76% of the respondents disagreed with the leaders. In actual practice, eighteen of the thirty-eight respondents or 47.5% feel that part-time employment is an extension of the school's program, and that the student will not necessarily feel the same way about work as he feels about school, while eighteen of the thirty-eight respondents or 47.5% feel that the student will feel the same way about work as he feels about school.

QUESTION #10

We Should Have Selection Standards to Include Some Disadvantaged Students.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	32	6	0	29	9	0
% of Responses	84%	16%	0%	76%	24%	0%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty-two or 84% of the respondents agreed with the leaders, while six or 16% disagreed with the leaders. In actual practice, twenty-nine of the thirty-eight respondents or 76% actually have selection standards to include some disadvantaged students, while nine or 24% of the respondents do not include disadvantaged students.

QUESTION #11

Coordinators Should Not Feel Reluctant to Approach the Business Community with Disadvantaged Youth.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	34	4	0	22	14	2
% of Responses	89%	11%	0%	58%	37%	5%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty-four or 89% of the respondents agreed with the leaders, while four or 11% of the respondents disagreed with the leaders. In actual practice, of the thirty-eight sampled twenty-two or 58% of the respondents do not feel reluctant to approach the business community with disadvantaged youth, while fourteen or 37% of the respondents feel reluctant to approach the business community with disadvantaged youth.

QUESTION #12

Every Student Who Wants Cooperative Training Should be Given Every Chance to Qualify.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	35	3	0	31	7	0
% of Responses	92%	8%	0%	82%	18%	0%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty-five or 92% of the respondents agreed with the leaders, while three or 8% of the respondents disagreed with the leaders. In actual practice, of the thirty-eight sampled, thirty-one or 82% of the respondents give every student who wants cooperative training the chance to qualify while seven or 18% of the respondents do not give every student who wants cooperative training a chance to qualify.

QUESTION #13

If the Program Warrants Limited Enrollment Equal Apportionment of All Levels of Students Should be Represented, Not Just all High Achievers, or All Low Achievers, but Equal Numbers of Each Level.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	30	7	1	18	16	4
% of Responses	79%	18%	3%	47%	42%	11%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty or 79% of the respondents agreed with the leaders, while seven or 18% of the respondents disagreed with the leaders. In actual practice, of the thirty-eight sampled, eighteen or 47% of the respondents do have high achievers as well as low achievers, while sixteen or 42% of the respondents do not have high achievers and low achievers.

QUESTION #14

Training Received on the Job as Well as in the Classroom, Should be Individually Tailored to Each Learner.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	35	3	0	20	18	0
% of Responses	92%	8%	0%	53%	47%	0%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty-five or 92% of the respondents agreed with the leaders, while three or 8% of the respondents disagreed with the leaders. In actual practice, of the thirty-eight sampled, twenty or 53% of the respondents do have learning that is individually tailored to each learner, while eighteen or 47% of the respondents do not have learning that is individually tailored to each learner.

QUESTION #15

Distributive Education is a Powerful Force in Equalizing Educational Inequalities.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	32	3	3	16	19	3
% of Responses	84%	8%	8%	42%	50%	8%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty-two or 84% of the respondents agreed with the leaders, while three or 8% disagreed with the leaders. In actual practice, of the thirty-eight sampled, sixteen or 42% of the respondents actually feel that they are equalizing educational inequalities through distributive education, while nineteen or 50% do not feel that they are equalizing educational inequalities.

QUESTION #16

It is Proper for a Distributive Education Teacher or Counselor to Look at a Student and His Test Scores or Permanent Record and Say to Him, "You Can't Learn Distributive Education."

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	4	34	0	4	34	0
% of Responses	11%	89%	0%	11%	89%	0%

The leaders in the field of distributive education said the ideal answer to this question is no. Of the thirty-eight sampled, thirty-four or 89% agreed with the leaders while four or 11% of the respondents disagreed with the leaders. In actual practice, of the thirty-eight sampled, four or 11% of the respondents felt that it is proper for a distributive education teacher or counselor to look at a student and his test scores or permanent record and say to him, "You can't learn distributive education," while thirty-four or 89% do not look at a student's test scores or permanent record and say to him, "You can't learn distributive education."

QUESTION #17

A Low Level Achiever may Indeed Not be Able to Learn Much About Distributive Education, but He is Entitled Under our Elective System to Try if He Really Insists.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	30	8	0	28	9	0
% of Responses	79%	21%	0%	77%	23%	0%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty or 79% of the respondents agreed with the leaders, while eight or 21% of the respondents disagreed with the leaders. In actual practice, of the thirty-eight sampled, twenty-eight or 77% of the respondents actually would allow a low level achiever to try distributive education, while nine or 23% would not allow a low level achiever to try it.

QUESTION #18

It is Unfair to Screen Out Those Who do not Already Have the Qualities of Model Managers, Salesmen, or Waitresses, or to Screen out Students Who do not Yet Have Initiative, Good Judgement, Direction, and the Ability to Get Along with People.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	30	8	0	21	17	0
% of Responses	79%	21%	0%	55%	45%	0%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty or 79% of the respondents agreed with the leaders, while eight or 21% of the respondents disagreed with the leaders. In actual practice, of the thirty-eight sampled, twenty-one or 77% of the respondents do not screen out those who already have the qualities of model managers, salesmen, waitresses, while seventeen or 45% do screen out those who do not already have such qualities.

QUESTION #19

As They Relate to Question #18, These Qualities Can and Should be Developed in These Students Who Lack Them.

	IDEAL			ACTUAL		
	YES	NO	N/R	YES	NO	N/R
No. of Responses	38	0	0	32	6	0
% of Responses	100%	0%	0%	84%	16%	0%

The leaders in the field of distributive education said the ideal answer to this question is yes. Of the thirty-eight sampled, thirty-eight of them, or 100% agreed with the leaders. In actual practice of the thirty-eight sampled, thirty-two or 84% of the respondents do develop these qualities in students who lack them, while six or 16% do not.

TESTING THE FOUR HYPOTHESES

In testing the null hypotheses, the researcher used the sign test with a 90% confidence interval in order to make the study and results as valid as possible.

The sign test was used because it is the most common research problem used in testing two samples to determine if there is a difference between them. (Byrkit:324). The sign test is designed

to test the significance of the overall problem as well as each individual question. Thus, in using a 90% confidence interval or rejecting Ho if $\not{Z} \not{Z}_{05} = -1.645$. Thus, the researcher would reject a question if less than thirty-two of the thirty-eight respondents were not in favor or were not actually practicing or implementing such ideal situations.

In finding out if there was overall agreement, the sign test alone was used to test the null hypotheses; if a question was within the 90% confidence the question would receive a + symbol; if it did not meet with the 90% confidence it would receive a - symbol.

In testing the null hypotheses, the researcher would accept the first hypotheses if $\not{Z} \not{Z}_{.05}=1.96$.

H_{01}: The opinions of the distributive education leaders do not differ from the opinions of the distributive education teacher coordinators in the state of Montana and in the state of Wyoming secondary schools regarding ideal guidance procedures that are practiced or implemented before a student enters the distributive education program.

The sign test = $\not{Z} = \dfrac{X - \frac{1}{2} n}{\frac{1}{2} / \sqrt{n}}$ X = Number of + symbols
n = Total number of questions

$$\not{Z} = \frac{19.5 - 13.5}{2.6} = 2.3076$$

Thus the researcher would accept the null hypotheses and through the use of the Sign Statistical tool be able to state that there is no significant difference between the leaders' opinions and the distributive education teachers' opinions.

H_{02}: The opinions of the distributive education leaders do not differ from the opinions of the distributive education teacher-coordinators in the state of Montana and in the state of Wyoming secondary schools regarding ideal selection procedures.

In testing this null hypotheses, the researcher will accept it if $\not{Z} \not{Z}_{.05}$=1.96.

The sign test = $\not{Z} = \frac{x - \frac{1}{2}n}{\frac{1}{2} / \sqrt{n}}$ or $\not{Z} = \frac{14.5 - 9}{2.12} = 2.59$

Thus, the researcher can accept the null hypotheses (H_{02}) and through the use of the sign test be able to state that there is no significant difference between the leaders' opinions and the distributive education teachers' opinions.

H_{03}: The opinions of the distributive education teachers do not differ regarding their ideal guidance standards and practices as compared to their actual guidance standards and practices.

The sign test = $\not{Z} = \frac{X - \frac{1}{2} n}{\frac{1}{2} / \sqrt{n}}$ or $\not{Z} = \frac{3 - 13.5}{2.6} = -4.038$

In testing this null hypotheses, the researcher will accept it if $\not{Z} \not{Z}_{.05} = 1.96$.

Thus, the researcher must reject the null hypotheses and through the use of the sign test be able to state that there is a significant difference and be able to state that the opinions of the distributive education teachers do differ regarding their ideal guidance

standards and practices as compared to their actual guidance standards and practices.

H_{04}: The opinions of the distributive education teachers do not differ regarding their ideal selection standards and practices as compared to their actual selection standards and practices.

In testing this null hypotheses, the researcher will accept it if $\not{Z} \not{Z}_{.05} = 1.96$.

The sign test = $\not{Z} = \frac{X - \frac{1}{2} n}{\frac{1}{2} / \sqrt{n}}$ or $\not{Z} = \frac{5 - 9}{2.12} = -1.886$.

Thus the researcher must reject the null hypotheses and through the use of the sign test be able to state that there is a significant difference and be able to state that the opinions of the distributive education teachers do differ regarding their ideal selection standards and practices as compared to their actual selection standards and practices.

CHAPTER V

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

SUMMARY

The problems in this study were to; (1) Find out if the distributive education teachers in the state of Montana and Wyoming agreed with what the leaders in the field of distributive education thought concerning ideal guidance and selection procedures within the distributive education program and, (2) If what they thought was ideal was actually practiced and implemented in their respective programs.

CONCLUSIONS

As described in Chapter IV, by using the sign test this researcher found out that;

1. The opinions of the distributive leaders do not differ from the opinions of the distributive education teacher-coordinator in the state of Montana and in the state of Wyoming secondary schools regarding ideal guidance procedures that are practiced or implemented before a student enters the distributive education program.
2. The opinions of the distributive education leaders do not differ from the opinions of the distributive education teacher-coordinators in the state of Montana and in the state of Wyoming secondary schools regarding ideal selection procedures.

3. The opinions of the distributive education teachers do differ regarding their ideal guidance standards and practices as compared to their actual guidance standards and practices.
4. The opinions of the distributive education teachers do differ regarding their ideal selection standards and practices as compared to their actual selection standards and practicies.

The researcher asked twenty-seven questions concerning guidance procedures and asked nineteen questions concerning selection procedures. This researcher realizes that there is no ideal or perfect distributive education program, for distributive education is dealing with human beings and that in order to have a perfect program one would have to be perfect himself and anticipate all changes and innovations. This is why education will continue to strive for a better system, and in order to do this distributive education teachers must continually try to improve their present position and change with new innovations and improvements in the various fields.

RECOMMENDATIONS

Guidance

Concerning the ideal guidance procedures in distributive education and using the data that the researcher has gathered and finding

out what is lacking in secondary distributive education programs, the researcher recommends that;

1. The distributive education program should work closely with the guidance counselors, so that all students will be able to understand what they can expect from taking a distributive education course and what they can gain in taking a course in distributive education.
2. The school guidance counselor should be well versed and knowledgeable in distributive education so he or she can answer and guide students into a distributive education program who could benefit from the training and learning experience.
3. The guidance counselor should be well informed by the distributive education teacher about recent trends and developments in marketing and distribution.
4. The students must be exposed to a wide variety of guidance experiences over a period of time. Thus there must be a series of talks or assemblies for the whole student body which pertain to career choices and course offerings throughout the whole school year.
5. The community should fully understand the distributive education program, so there is total support between the

school, the community, and the distributive education program.

6. The guidance function on the part of the distributive education teacher should be more than that of steering, conducting, leading, or assisting the individual; it should show the way, and surround the student to make a wise choice for a future in the work world.
7. The distributive education teacher should take more courses in guidance in order to handle students' problems better.
8. Guidance counselors should be convinced by the distributive education teacher that the world of work is a valid component of the academic.
9. The distributive education teacher as well as the guidance counselors should have an overview of the employment picture not only in the state, but in the entire country, so that the student may see how hard it may be to obtain a particular job or how hard it is to enter a particular field of interest.
10. Distributive educators should aid and assist the counselors in administering interest, aptitude, and achievement tests.

11. The distributive education teacher should keep: a) parents, b) students, and c) faculty well informed about what the distributive education classes are doing within and without the schoolroom.
12. The distributive education teacher should conduct an occupational survey of the entire student body to find out who the students are who would be interested in taking a distributive education course.
13. The distributive education teacher should inform junior high students about the distributive education curriculum.
14. The distributive education teacher should make visits to parents when feasible to better inform parents and the community.
15. The distributive education teacher should plan and direct a 9th and 10th grade assembly.

Selection

Concerning the ideal selection procedures in the distributive education and using the data that this researcher has gathered and finding out what is lacking in secondary distributive education programs in the states of Wyoming and Montana, the researcher recommends that;

1. The distributive education training programs be provided for all levels of abilities when feasible.
2. The distributive education teachers not use grades as an indication of how well the student will adapt to the distributive education program but that other factors be considered.
3. The distributive education teacher should include some disadvantaged students in the distributive education program as well as advantaged students.
4. That the distributive education teacher should not feel reluctant to approach the business community with disadvantaged youth.
5. That the distributive education teacher should try to give as much individual attention as he can to each learner and individually tailor each learner to his job as well as instruction in the classroom.
6. That distributive education should be a powerful force in equalizing educational inequalities and offer material that the student can use throughout his whole life.
7. That the distributive education teacher does not screen out those students who do not already have the qualities of model managers, salesmen, or waitresses.

Suggestions

This researcher realizes that time is of the essence for any distributive education teacher and that it takes a lot of time to implement such ideal circumstances as mentioned, but if any distributive education program is going to be a progressive and top notch program, the coordinator needs to practice such guidance and selection procedures in order to maintain a quality controlled and beneficial program. In implementing such procedures as mentioned, the researcher recommends that the distributive education teacher;

1. Use distributive education students whenever feasible in helping and assisting in guidance and selection procedures.
2. Utilize guidance personnel to the fullest.
3. Keep the administration well informed.
4. Utilize the department head.
5. Have the state supervisor help whenever the occasion arises.
6. Utilize the school's communications media to its fullest (school paper and announcements).
7. Utilize distributive education alumni in helping with guidance and selection.
8. Utilize community resources.

CONCLUSIONS

The conclusions presented here are based upon careful analysis of the circumstances surrounding guidance and selection procedures within Wyoming's and Montana's distributive education secondary education programs.

It is apparent to this researcher that much work needs be done in improving the guidance and selection procedures in the distributive education programs throughout the states of Wyoming and Montana. In order to accomplish such a goal as this it would seem to be necessary that the distributive education teachers need to be better informed as to what procedures should be performed concerning guidance and selection. This researcher concludes that;

1. Distributive education teachers should attend summer workshops covering such topics as guidance and selection procedures.
2. University requirements be broadened to include such courses.
3. The state supervisors for distributive education utilize inservice training centered around such instruction and better inform distributive education teachers through correspondence.

4. That a system be set to find out if distributive education teachers are actually practicing such concepts and are given the necessary support to carry out such concepts.

APPENDIX

EVALUATION SURVEY INSTRUMENT FOR SECONDARY
DISTRIBUTIVE EDUCATION PROGRAMS

NAME (Optional) _____

Name and Address of School (Optional) _____

_____

Size of School (No. of Students) _____

No. of Yrs. Teaching in D.E. as Major Assignment _____

Highest Degree Held _____
(Degree) (Major)

Teaching Assignments for 75-76 School Year
1) _____ 4) _____
2) _____ 5) _____
3) _____ 6) _____

Does your D.E. program include the co-op method of instruction?

_____ Yes _____ No

How many years of D.E. does your curriculum offer? _____

What are the titles of the courses in the D.E. curriculum and how many students are in each class?
_____ No. _____
_____ No. _____
_____ No. _____

Do you have a school guidance counselor(s)? _____Yes _____No

If yes, how many? _____

In your Junior and Senior D.E. classes, please indicate according to your best estimate the percentage of students who fit into the following G.P.A. (Grade Point Average) categories.

_____	"A" Student	_____	"D" Student
_____	"B" Student	_____	"F" Student
_____	"C" Student	_____100%_____	TOTAL

Does your D.E. program practice student selection? _____Yes _____No

GUIDANCE AND SELECTION PROCEDURES
IN THE D.E. PROGRAM

DIRECTIONS: 1. Place a check mark in the yes or no box of Column 1. Check "yes" if you agree that the statement is an "ideal" or desirable guidance or selection process. Check "no" if you disagree with the statement.

2. Place a check mark in the yes or no box of Column 2. Check "yes" if your school actually practices the guidance or selection standard; check "no" if your school does not practice the guidance and selection standards.

3. You should have <u>two checkmarks per statement</u>.

GUIDANCE STANDARDS	I Ideal		II Actual	
	Yes	No	Yes	No
1. The Distributive Education Program should work closely with the guidance counselors....				1
2. The school guidance counselor should be well versed and knowledgeable in D.E.....				2
3. The guidance counselor is well informed about recent trends and developments in marketing and distribution by the D.E. coordinator.....				3
4. If students are to make wise choices, they must be exposed to a wide variety of guidance experiences over a period of time.....				4
5. The function of the Business Department (including D.E. and Basic Business) is to provide salable skills for students who elect business as a career path.....				5
6. The Business Department also offers courses for those students who do not choose business as a career path but rather are interested in background, personal skills, consumer education, or other social courses..				6

		I Ideal		II Actual	
		Yes	No	Yes	No
7.	The community fully understands the D.E. program.....				7
8.	The guidance function is more than directing, steering, regulating, conducting, leading, or assisting the individual; it points out, shows the way, surrounds the student to make a wise choice for a future.....				8
9.	The D.E. teacher explores the vast field of guidance within and outside his own field, explores his resources, and takes related courses in guidance.....				9
10.	Guidance counselors in the high school reflect an attitude toward the world of work as a valid component of the academic....				10
11.	The guidance counselor has an overview of the employment picture not only in the state but the entire country.....				11
12.	The D.E. teacher knows the local and state agencies available to those students who need special help and further assistance....				12
13.	Every secondary school has an organized and standardized testing program (interest, aptitude, and achievement).....				13
14.	Distributive and Business educators should provide class time for and assistance in the administration of these tests.....				14
15.	Guidance is a continuous process on the part of the D.E. teacher; it should serve several purposes:				

		I Ideal		II Actual		
		Yes	No	Yes	No	
15.	a. It should assist the coordinator in interpreting D.E. to school, staff, students and parents					15a
	b. It helps to space guidance activities throughout the school year					15b
	c. It provides an opportunity for the coordinator to present an accurate image of D.E. among students, parents and faculty					15c
16.	A guidance activity on the part of the D.E. teacher should include as follows:					
	a. A bulletin board display					16a
	b. An occupational survey of the entire student body					16b
	c. Explaining new education curriculum options to guidance counselors					16c
	d. Show D.E. movie at Junior High					16d
	e. Make visits to parents					16e
	f. Have an open house for parents of D.E. students					16f
	g. Plan and direct an assembly program for 9th and 10th graders					16g
	h. Visit 10th grade classes					16h
	i. Examine school records					16i
	j. Interview prospective students					16j

SELECTION STANDARDS	I Ideal Yes	I Ideal No	II Actual Yes	II Actual No
1. In selection procedures, distributive education teachers should accept the responsibility of helping the disadvantaged student				1
2. The D.E. program seems to be a logical place to develop the stay-in attitude instead of the push-out attitude				2
3. D.E. should benefit the slow achiever as well as the high achiever				3
4. Distributive education should match the individuals to the job				4
5. Training programs should be provided for all levels of ability				5
6. A high number of absences are not an indication as to what to expect from a student who enters a meaningful work station and should not be used in selection				6
7. Grades are not an indication of how well the student will adapt to the D.E. program and should not be used as a criteria for selection				7
8. A student who is labeled by his teachers as having poor attitude is considered well on his way to being rated as unemployable				8
9. Even though part-time employment is an extension of the school's program, the student will not necessarily feel the same way about work as he feels about school, and his attitudes should be of minor consideration in student selection				9

		I Ideal		II Actual		
		Yes	No	Yes	No	
10.	We should have selection standards to include some disadvantaged.....					10
11.	Coordinators should not feel reluctant to approach the business community with disadvantaged youth.....					11
12.	Every student who wants cooperative training should be given every chance to qualify.....					12
13.	If the program warrants limited enrollment, equal apportionment of all levels of students should be represented, not just all high achievers or all low achievers, but equal numbers of each level.....					13
14.	Training received on the job as well as in the classroom, should be individually tailored to each learner.....					14
15.	Distributive education is a powerful force in equalizing educational inequalities.....					15
16.	It is proper for a D.E. teacher or counselor to look at a student and his test scores or permanent record and say to him, "You can't learn D.E.".....					16
17.	A low level achiever may indeed not be able to learn much about D.E., but he is entitled under our elective system to try if he really insists.....					17
18.	It is unfair to screen out those who do not already have the qualities of model managers, salesmen, or waitresses; or to screen out students who do not yet have initiative, good judgment, direction, and the ability to get along well with people.....					18

	I Ideal		II Actual	
	Yes	No	Yes	No
19. As they relate to question #18, these qualities can and should be developed in these students who lack them.....	....	....	.....	19

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