A STUDY TO DETERMINE THE RELATIONSHIP BETWEEN STUDENT PARTICIPATION IN DECA AND SUCCESS IN THE DISTRIBUTIVE EDUCATION PROGRAM

by

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

of

MASTER OF SCIENCE

in

Business Education

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MONTANA STATE UNIVERSITY
Bozeman, Montana

July, 1973

The writer wishes to extend appreciation to Dr. Russon and Dr. Palmer for their assistance in the early stages of this paper and Mr. Norman Millikin for his guidance in its completion.

The author wishes to thank Mr. A. R. Adams for his help in providing a list of individuals to be included in the sample population of this study. And, a thank you is extended to all students who completed and returned questionnaires.

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CHAPTER I

INTRODUCTION

The correlation of a student's participation in DECA to his success in the Distributive Education Program has for some time been of concern to Distributive Education teacher-coordinators in the Casper area. After thorough exploration of background data, no studies and little written material were found. However, some writers have referred to a possible relationship between DECA and the Distributive Education Program. Brenna, for one, has stated that DECA has "basically a two-fold purpose: to enhance the learnings required in a Distributive Education Program and to furnish incentives for acquiring these learnings."[1] But, in Brenna's article, no direct correlation is shown.

The Problem

The purpose of this study is to determine if a correlation exists between student participation in DECA and success in the Distributive Education Program.

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[1]L. V. Brenna, "Distributive Education Clubs of America: An Aid in Teaching", Journal of Business Education, October, 1961, 37:15.

Statement of the Problem

Specifically, this study will attempt to answer the following questions:

1. Is there a correlation between overall student participation in DECA and success in the Distributive Education Program?
2. Is there a significant correlation between student participation in some DECA activities and success in the Distributive Education Program?
3. Is there little or no correlation between student participation in some DECA activities and success in the Distributive Education Program?

The hypothesis to be tested in this study is that there is a correlation between participation in DECA and success in the Distributive Education Program.

Importance of the Study

As a member of the Distributive Education staff in Casper, Wyoming, the researcher is interested in determining if the correlation between DECA participation and success in Distributive Education exists. Moreover, the findings will be of value to all Distributive Education teachers in Casper with regard to planning DECA and Distributive Education related activities for maximum student benefit.

Definition of Terms

The following terms are defined to assist the reader in his understanding of this report.[2]

Distributive Education (D. E.)

Distributive Education is a program of vocational instruction in marketing, merchandising and related management designed to meet the needs of high school youth who are preparing to enter a distributive occupation or an occupation in which a distributive function appears.

Cooperative Plan

A cooperative plan is an organizational pattern for preparatory instruction which involves regularly scheduled part-time employment that gives students an opportunity for experience through supervised training on a job related to their distributive occupational objectives.

Occupational Objective

An occupational objective refers to a specific recognized occupation or cluster of closely related occupations in distribution, selected by the student, the attainment of which is the purpose for his vocational instruction.

DECA (Distributive Education Clubs of America)

DECA is a national youth organization providing a program of work which complements and enriches the instructional program for high school students enrolled in distributive education classes.

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[2]U. S. Department of Health, Education, and Welfare, Distributive Education in the High School, U. S. Government Printing Office, 1969, p. 61.

Club Activities

Club activities refer to a program of work of the Distributive Education Clubs of America which provides opportunities for members to demonstrate and to refine the competencies required in employment and in citizenship.

Distributive Education Teacher-Coordinator

The Distributive Education Teacher-Coordinator is a person who teaches the daily vocational class or classes and coordinates the school program with the employment learning experience.

Sources of Data

Information for this study was obtained at the Main Library and Commerce Department Library at Montana State University. In addition, the DECA handbooks for Wyoming and the National DECA organization were utilized.

In locating articles pertinent to this study, the Readers Guide to Periodical Literature was reviewed for the years 1961-1973. The Doctoral Dissertation Abstracts and ERIC indexes were studied for research in the area of this study. The card catalog at the Main Library was reviewed, but no books on DECA were found.

Most background information was obtained from the DECA handbooks utilized and magazine articles in Business Education World, Business Education Forum, Journal of Business Education and The American Vocational Journal.

Organization of the Remainder of the Study

In Chapter II a review of literature is presented in which information obtained from sources cited in the above section is discussed in relation to background data found in this area.

In the third chapter procedures used in collecting data are reported. The first step was to determine which students in Distributive Education classes of Natrona County High School, Casper, Wyoming, were members of DECA. Next, background data were gathered on these students. These data included each student's grade average in Distributive Education for his senior year. A questionnaire designed to measure the student's extent of participation in DECA was completed by each student belonging to DECA. The results of these questionnaires were statistically analyzed to determine if correlations existed between participation in DECA and success in the Distributive Education Program.

In Chapter IV the findings of the study are shown. The correlations emerging from the statistical analysis of data obtained from the questionnaires were used to answer the questions asked at the beginning of this report.

Chapter V consists of the summary, conclusions and recommendations of the writer in connection with the research conducted.

CHAPTER II

REVIEW OF LITERATURE

Most of the information found by this researcher concerning DECA was contained in the Wyoming and National DECA handbooks. In this section, a history of DECA will be presented, general information about DECA will be given and, finally, writings about DECA will be reviewed.

History

The establishment of DECA chapters began on the local level, stemming from student interest in D. E.

Local Development

Between 1937 and 1942, the time when cooperative programs in Distributive Education were becoming established, D. E. clubs were being formed by D. E. students. These clubs filled the following needs for the students:

1. Distributive Education students were working at their training stations during the afternoon--at a time when many of the other students in their high school were involved with the school's extracurricular activities. The Distributive Education students were, therefore, missing out on a very important part of the school life.

2. These Distributive Education students had a common interest--their great desire for professional growth.

3. They felt the need--common to everyone--to belong and to develop socially.[3]

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[3]National DECA Handbook, DECA--Growth and Development, "The Chapter Develops." n.p.

These clubs were formed in several parts of the country simultaneously. They adopted various names such as Future Retailers, Future Distributors, Future Merchants and Distributive Education Clubs.[4]

State Development

Between 1941 and 1944, several states realized that the Distributive Education clubs were growing in number and strength. Consequently, several states began holding state meetings of the local clubs. By 1945, some states had officially developed State Associations of Distributive Education and many states were holding state meetings. It was approximately at this time that a national association began to be considered.[5]

National Development

In 1946, a representative committee of state supervisors of Distributive Education met with representatives of the U. S. Office of Education to discuss plans for a national organization. As a result of this meeting, the first Interstate Conference of Distributive Education was held in Memphis, Tennessee, in April, 1947. The delegates adopted a resolution to form a national organization. At this meeting officers were elected and committees appointed to develop a charter and constitution to present at the next year's meeting.

The second National Leadership Conference, held in 1948, was at St. Louis, Missouri. At this time the constitution was adopted and the name, The Distributive Education Clubs of America, or DECA, was approved.

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[4] Ibid. n.p.

[5] Ibid., "The State Association Develops." n.p.

Seventeen charter member states were accepted at this time. These were Arkansas, Georgia, Indiana, Kansas, Kentucky, Louisiana, Michigan, Missouri, North Carolina, Ohio, Oklahoma, South Carolina, Tennessee, Texas, Utah, Virginia and Washington.

The President of the National Association of State Supervisors of Distributive Education appointed a National Advisory Committee to serve in place of an executive secretary. In 1949 the State Supervisors and sponsors of affiliated clubs elected a Board of Trustees of the Distributive Education Clubs of America, Inc., to serve as the policy-making body for DECA. In 1950, DECA was chartered under the laws of the Commonwealth of Virginia.

Many national, state and local businesses have offered financial support to DECA through the years. The first to offer this support was the Sears-Roebuck Foundation.

In 1953, a national headquarters was established for DECA and the first Executive Secretary of DECA was employed. The first issue of The Distributor, the national publication of DECA, was presented at the second National Leadership Conference in St. Louis.[6]

The DECA Foundation

Although DECA is an organization operated by the students, DECA, Inc. is the legal sponsor of the club. DECA, Inc. is composed of the state supervisors in states affiliated with DECA. The DECA Foundation was established to provide for legal acceptance of gifts and donations to the club.[7]

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[6]Ibid., "The National Organization Develops." n.p.

[7]Ibid.

Purposes of DECA

DECA is a club which has been organized specifically for the development of students enrolled in the Distributive Education Program.

Organization of DECA

Any student enrolled in a Distributive Education Program is eligible for membership in the local DECA chapter, the State and National DECA organizations. Officers are elected for each local chapter and the local Distributive Education teacher-coordinator serves as the chapter advisor. All local chapters within a state comprise the State DECA organization. Each State organization elects officers for that state at the annual State Career Development Conference. The National organization is comprised of the State organizations and National officers are elected at the annual National Career Development Conference. DECA, Inc., the legal sponsor of DECA, elects a Board of Trustees, which is the policy-making group for DECA.

"DECA is a non-profit, non-political, non-sectarian youth organization. All chapters are self-supporting, with members paying local, state and national dues. Membership in this organization is entirely voluntary."[8]

DECA activities are considered to be a part of the total educational program because they are designed to further student development of leadership ability, professional attitudes, better citizenship characteristics and social growth. DECA members share common interests because they are all studying a specific career objective in distribution.

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[8] Ibid.

For many, the DECA club is the only opportunity they have to participate in social activities of the school. The club activities serve to teach students by creating interest in different phases of distribution.

It is through the DECA club that many students are attracted to the Distributive Education Program. Some of the activities which attract students are social, civic, professional and benevolent. Many of the projects undertaken by DECA members are concerned with school and community betterment.[9]

Goals of DECA

Specific goals have been developed for the individual DECA clubs. These are as follows:

1. To assist State Associations in the growth and development of DECA.
2. To further develop a respect for education in marketing and distribution which will contribute to vocational competence.
3. To promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system.[10]

DECA Contests and Awards

DECA contests and awards are designed for recognition of individual and group accomplishments. These contests and awards are considered a vital part of the total Distributive Education Program. The contests are continually analyzed and evaluated to determine if they are educationally sound.

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[9] Ibid., "Goals of DECA." n.p.

[10] Ibid.

The importance of keeping the contests realistic and helpful to the student from an educational standpoint is the overall criterion used in evaluating the contests. The following specific criteria are used in evaluating the contest program:

1. Provides learning experiences which contribute to vocational competence for careers in marketing and distribution.
2. Provides co-curricular activity relating directly to classroom instruction.
3. Contributes to Distributive Education and its educational objectives.[11]

Students begin preparing for various contests well in advance of the annual State and National Career Development Conferences. If the student excels in his particular area at the local level, he will then compete at the state level. If he wins a state award, the student is eligible to attend the National Conference. Only students placing first in the state competition may compete at the national level, however. Likewise, in the group competition events for which local chapters may compete within their state, only the first place winners compete nationally.[12]

Chapter Activities

Chapter activities and projects can be classified into five areas. Each will be discussed in relation to the contribution to student education and improvement.

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[11] Ibid., Contests and Awards Program, "Criteria," n.p.

[12] Ibid., Chapter Activities, "Professional", "Competition," n.p.

Professional

The professional activities are those that contribute to the occupational development of the students. At chapter meetings guest speakers, demonstrations, panel discussions, films and other educational presentations can contribute to the student's professional growth. Field trips can be utilized to supplement areas being studied in class.

The annual Employer-Employee Banquet brings together student, school officials and leaders of the community. This one DECA activity demonstrates how Distributive Education involves the cooperative nature of instruction in the program.

DECA contests are considered professional activities. They are designed to stimulate student interest in improving skills related to each student's occupational objective. These contests help students learn through the preparation for and participation in the contests. As has been discussed, the student progresses through a sequence of local, state and national competitions in his chosen contest area.[13]

Financial

DECA students are involved in raising funds to support the financial obligations of the club. Among these expenses are travel expenses for delegates and committee members to state and national conventions, field trips, professional and social meetings and communications. The individual chapters determine the number and kinds of financial activities in which the DECA members will participate. Although most revenue is raised

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[13] Ibid., "Professional." n.p.

through fund raising campaigns, many chapters assess membership dues to help defray chapter expenses.[14]

Civic

Civic activities in which DECA chapters participate may serve the school or community. These activities are often conducted in cooperation with local business organizations, school organizations and civic groups.[15]

Service

Through service activities, DECA members learn the importance of helping others. These activities are undertaken at various times during the year. Some are traditionally planned to coincide with such holidays as Easter, Thanksgiving or Christmas while others develop spontaneously as the need and opportunity arise. These projects involve student participation as well as gifts and contributions.[16]

Social

A major function of DECA involves the social aspect of student participation. Often activities are not social, per se, but are connected with professional activities. For example, the Employer-Employee Banquet, although professional in nature and function has, associated with it, many social connotations. Social activities add a finishing touch to many of the other professional functions, also.[17]

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[14] Ibid., "Financial." n.p.

[15] Ibid., "Civic." n.p.

[16] Ibid., "Service" n.p.

[17] Ibid., "Social." n.p.

Recent Writings

In the last twelve years, only a few magazine articles concerning DECA were found by the researcher. No written material in books was discovered that adds to the above discussion based on the DECA handbooks. The recent writings found were all magazine articles. They are reviewed here.

Applegate has expressed his belief in two basic purposes of DECA. These are:

1. To contribute to a well-balanced D. E. Program
2. To contribute to a well-rounded individual

In addition, Applegate discusses his feeling that the DECA competitive events offer the contestant an excellent opportunity to compete in areas pertaining to classroom instruction. "Over the years, the contests have been carefully analyzed and evaluated from the standpoint of being educationally sound and will continue to be re-evaluated. Every effort has been made to keep the contests realistic and helpful as an educational experience for contestants."[18]

C. B. Arnold discusses DECA contests as a help to businessmen in his article, "How D. E. Contests Help Businessmen". He professes that DECA contests and competition help prepare students for jobs in retailing. Marketing is a competitive field and students will learn to compete and succeed in the business world if they begin learning this in high school. Arnold states that interest is motivated in "distribution as a profession,"

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[18] H. Applegate, "DECA", American Vocational Journal, March, 1961, 36:29-31.

and that the contests "force a recognition on the part of the student that excellence counts."[19]

Further support of DECA as a beneficial and educational tool is shown in the article, "DECA is for Self-Help and Leadership". Here it is stated that many Distributive Education students become interested in distributive occupations through DECA club activities. Interest in the club carries over to the classroom, motivating the student to achieve in class so that he will do well in club activities.[20]

Brenna's view of the purposes of DECA were stated in Chapter I. These purposes were: "to enhance the learnings required in a Distributive Education Program and to furnish incentives for acquiring these learnings." Brenna also indicated that he feels DECA may be used as a tool for instruction. He says, "The learnings of students in the Distributive Education Program are of primary importance in any related activities such as DECA." Many club and class activities naturally tie-in. However, the teacher-coordinator must be careful to plan for participation of all members, not just potential contest winners.[21]

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[19]C. B. Arnold, "How D. E. Contests Benefit Businessmen", Business Education World, April, 1964, 44:20-1.

[20]"DECA is for Self-Help and Leadership", The American Vocational Journal, September, 1971, 46:31-3.

[21]L. V. Brenna, "Distributive Education Clubs of America: An Aid in Teaching", Journal of Business Education, October, 1961, 37:15-16.

In further agreement with the above articles, C. V. Sink, expresses his belief that DECA provides students with competencies such as social skills and leadership abilities which the student might otherwise not develop. He also feels that DECA can be used as a motivational device in classroom instruction of Distributive Education.[22]

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[22]C. V. Sink, "Youth Clubs and Teacher Education", Business Education Forum, March, 1972, 26:71-2.

CHAPTER III

PROCEDURES

The problem of this study was to determine whether or not a student's participation in DECA is related to his success in the Distributive Education Program. A comparison and analysis of students' grades and participation in various DECA activities was made. Recommendations for future emphasis on DECA activities were then determined.

In order to secure information for this study, an investigation was conducted at the Montana State University Library, the Commerce Department Library at M. S. U. and the Wyoming and National DECA handbooks. A list of students who have graduated from Natrona County High School who were enrolled in Distributive Education was obtained from Mr. A. Robert Adams, program director at N. C. H. S. since 1968. Mr. Adams indicated which students had belonged to DECA. A questionnaire was mailed to each student requesting information pertaining to the student's participation in DECA.

This chapter contains a discussion of the sample, methods of collecting the data and methods of organizing the data.

Sample

The sample consisted of all Distributive Education students who belonged to DECA and graduated from 1969 through 1972. Students who dropped out of school or the program were not considered.

Methods of Collecting Data

The collection of data began in the library at Montana State University with an investigation to determine whether any other studies of a similar nature had been made. The writer found no other similar studies which had been conducted in this area.

Data for this study were obtained by requesting Mr. A. Robert Adams, Distributive Education Department Chairman of Natrona County High School, to compile a list of students graduating from 1969 through 1972 who had belonged to DECA. In addition, Mr. Adams allowed the writer to examine his records to determine students' grades. A questionnaire and cover letter were mailed to each graduate.

Prior to the time the questionnaire was mailed, a random sample was taken of seniors in DECA to ascertain clarity of the instrument. Upon completion of the pilot survey, it was determined that the questionnaire could be sent to the sample population.

Each graduate was asked to complete the questionnaire, which was devised to show the person's extent of participation in DECA activities. The graduates were also asked which activities they felt were most important to them. Comments were invited concerning the student's feelings about what he personally received from DECA.

Methods of Organizing the Data

The data received from questionnaires was arranged according to the grade the students received in Distributive Education the year of graduation. For each question the number and percentage of A, B, C and D were calculated.

The questionnaire was organized according to specific activities such as candidacy for office, attendance at club meetings, participation in fund raising activities and attendance and participation in state competitive events. In addition, the respondent was asked to rank the importance of various DECA activities to him and to rank the importance of DECA in developing future leaders for marketing and distribution. Following is an explanation of each question contained in the questionnaire.

The first question asked if the student felt he was an active member of the Natrona County High School DECA Club. This simply called for a yes-no response.

The second question involved five parts. The first part asked if the student had run for a local club office, requiring a yes-no response. Part A asked, "If yes, which office?", after which the DECA offices at N. C. H. S. were listed. Part B asked the student which year he was a candidate. Part C asked if the respondent had run for a state office. And, Part D asked, "If yes, which office?", after which a listing of Wyoming State DECA offices was given.

The third question dealt with the percentage of student attendance at club meetings. The choices were given in percentage ranges: 75-100%, 50-74%, 25-49% and 0-24%.

The fourth category dealt with fund raising activities. The graduate was asked to indicate those fund raising events in which he had participated. A space was included here for other activities not specifically listed.

A fifth question asked the student which social club activities he had attended. Here, again, a space was provided for the addition of social events not specifically listed.

Question six had four parts. First, the student was asked if he had attended the State DECA Conference. If yes, Part A asked which contest(s) he had entered. Parts B and C asked--in this order--if the student had been a voting delegate or if he had been on the nominating committee.

The seventh question asked the respondent to rank the importance of social, fund raising and competitive events. Comments were encouraged here.

The eighth category asked the respondent to rank the overall importance of DECA in developing future leaders for marketing and distribution. The ninth, and final section, encouraged any additional comments the respondent might have.

Upon organization of the data from the questionnaire, the information was ready for analysis.

CHAPTER IV

FINDINGS

There were ninety-eight graduates of the Distributive Education Program of Natrona County High School to whom questionnaires were mailed. Of these, thirty-one were unable to be located. Of the remaining sixty-seven, sixty-one completed and returned the questionnaires. Six questionnaires were not returned after the initial request and a follow-up letter were sent. The questionnaire consisted of nine questions, each of which will now be analyzed.

The following table shows how many students in each grade category returned the questionnaire. Each group of respondents is then shown as a percentage of the total number of responses received.

Table I

CATEGORICAL ANALYZATION OF RESPONDENTS

Grade	Number of Responses	Percentage of Total
A	12	19.8
B	26	42.6
C	19	31.1
D	4	6.5

Each of the following individual questions is analyzed according to responses within a category. For example, the number of responses in the 'A' category may indicate that fifty percent of the respondents answered "yes" to a particular question. Consequently, the reader should keep this in mind when reading the results presented below.

The first question asked the respondent if he felt he had been an active member of the Natrona County High School DECA Club. The following results emerged.

Table II

ACTIVE MEMBERSHIP IN DECA

Grade	Number	Percentage
A	10	83.3
B	21	87.7
C	14	73.7
D	4	100.0

Of all the graduates responding, forty-nine, or 80.3%, felt they had been active DECA members.

The second question consisted of five parts, the first of which asked if the respondent had ever run for a local DECA Club office. The results are shown in Table III on the following page.

Table III

CANDIDACY FOR LOCAL DECA CLUB OFFICE

Grade	Number		Percentage	
	Yes	No	Yes	No
A	3	9	25.0	75.0
B	9	17	34.6	65.4
C	5	14	26.3	73.7
D	2	2	50.0	50.0

Of all students responding, nineteen, or 31.1%, ran for an office.

Question Two, Part A, asked for which office, if any, the student had run at the local club level. Some students ran more than once so the percentages may total more than those indicated in the table for Question Two above. See Table IV, page 24 for this information.

Question Two, Part B, asked respondents which year they ran for a local club office. For this analyzation only, the percentages will represent the numbers in the "Junior", "Senior", "Both" listings as compared to the number of students who ran in the 'A', 'B', 'C' and 'D' categories. See Table V, page 24 for this information. Of all students running for office, 10.5% ran their junior year only, 47.4% their senior year only and 42.1% both years.

Question Two, Part C, involved the number of students who ran for a State DECA office. The results were: 'A' students, none; 'B' students, two; 'C' students, one; and 'D' students, one. Of all students responding, only four, or 6.6%, ran for a state office.

Table IV

LOCAL OFFICER CANDIDATES ACCORDING TO CATEGORY

Grade	Office	Number	Percentage
A	Secretary	3	25.0
	Class Representative	1	8.3
B	President	1	3.9
	Vice-President	3	11.5
	Secretary	1	3.9
	Treasurer	4	15.4
	Historian	1	3.9
	Parliamentarian	2	7.7
	Reporter	1	3.9
	Class Representative	3	11.5
C	President	2	10.5
	Vice-President	1	5.3
	Secretary	3	16.0
	Treasurer	1	5.3
D	Secretary	2	50.0

Table V

WHICH YEAR DID YOU RUN FOR A LOCAL CLUB OFFICE?

	Number			Percentage		
Grade	Jr.	Sr.	Both	Jr.	Sr.	Both
A	0	3	0	--	100.0	--
B	0	3	6	--	33.3	66.7
C	0	3	2	--	60.0	40.0
D	2	0	0	100.0	--	--

Question Two, Part D, asked the respondent to indicate for which state office he had run, if any. The results indicated that no one had run for President, one 'C' student for Vice-president, one 'B' student and one 'D' student for Secretary, one 'B' student for Historian and no one had run for News Editor.

Question Three pertains to student attendance at club meetings. The student was given the following choices: 75-100% of the time, 50-74% of the time, 25-49% of the time or 0-24% of the time.

Table VI

ATTENDANCE AT CLUB MEETINGS

	Number				Percentage			
Grade	75-100	50-74	25-49	0-24	75-100	50-74	25-49	0-24
A	9	2	0	1	75.0	16.6	0.0	8.3
B	15	5	0	6	57.7	19.2	0.0	23.1
C	9	4	2	4	47.3	21.1	10.5	21.1
D	3	1	0	0	75.0	25.0	0.0	0.0

Of all respondents thirty-six, or 59%, attended meetings 75-100% of the time.

Question four involves student participation in fund raising events. Table VII on page 26 indicates the results of the tabulation of this question. The percentages may add to more than one hundred percent because the same student may participate in several fund raising activities.

Question Five asked which social club events the student had attended. The percentages may total more than one hundred percent because a student may have attended more than one event. See Table VIII on page 26.

Table VII

PARTICIPATION IN FUND RAISING ACTIVITIES

Activity	A		B		C		D	
	No.	%	No.	%	No.	%	No.	%
Candy Sales	8	75.0	22	84.6	17	89.5	2	50.0
Calendar Sale	4	33.3	15	57.7	5	26.3	0	0.0
Bake Sale	6	50.0	11	42.3	7	36.8	0	0.0
Hot Dog Sale	6	50.0	20	76.9	11	57.9	2	50.0
Whiskit Sale	3	25.0	12	46.2	3	15.8	0	0.0
Car Wash	2	16.7	9	34.6	5	26.3	2	50.0
Fruit Cake Sale	3	25.0	2	7.7	5	26.3	1	25.0
Spook Insurance	2	16.7	5	19.2	4	21.1	0	0.0
Poly Fluff Sale	2	16.7	12	46.2	8	42.2	0	0.0
None	0	0.0	0	0.0	1	5.3	1	25.0
Other	1	8.3	4	15.3	1	5.3	0	0.0

Table VIII

ATTENDANCE AT SOCIAL ACTIVITIES

Activitiy	A		B		C		D	
	No.	%	No.	%	No.	%	No.	%
Christmas Party	5	41.7	17	65.4	13	68.4	3	75.0
Spring Picnic	4	33.3	13	50.0	4	21.1	1	25.0
Skating Party	4	33.3	11	42.3	4	21.1	0	0.0
Initiation Breakfast	9	75.0	23	88.9	13	68.4	3	75.0
Employer Banquet	11	91.7	23	88.9	14	73.7	3	75.0
None	0	0.0	0	0.0	0	0.0	0	0.0

Question Six consisted of four parts which dealt with attendance at the State DECA Conference. First, the student was asked if he had attended the conference.

Table IX

ATTENDANCE AT STATE DECA CONFERENCE

Grade	Yes		No	
	No.	%	No.	%
A	8	66.7	4	33.3
B	16	61.5	10	38.5
C	8	42.1	11	57.9
D	2	50.0	2	50.0

Over half (55.7%) of all respondents attended the State Conference.

Question Six, Part A, asked which contests the student entered if he attended the State DECA Conference. Students may enter more than one event so the percentages may total more than the student participation indicated in Question Six above. See Table X on page 28 for the tabulation of this data.

Question Six, Part B, asked if the student had been a voting delegate at the State Conference. No 'A' students, three 'B' students, one 'C' student and no 'D' students answered "yes" to this question.

Question Six, Part C, asked if the respondent had been on the nominating committee at the State Conference. One 'A' student, two 'B' students, no 'C' students and no 'D' students answered "yes" to this question.

Table X

PARTICIPATION IN STATE CONFERENCE EVENTS

Event	No.	%	No.	%	No.	%	No.	%
Advertising	1	8.3	2	7.7	2	10.5	0	0.0
Window Display	1	8.3	3	11.5	2	10.5	0	0.0
Business Speech	0	0.0	3	11.5	1	5.3	0	0.0
Sales Demonstration	2	16.7	3	11.5	1	5.3	1	25.0
Job Interview	0	0.0	1	3.8	1	5.3	0	0.0
Student of the Year	0	0.0	1	3.8	0	0.0	0	0.0
Fashion Modeling	1	8.3	0	0.0	1	5.3	0	0.0
Merchandise Information	4	33.3	3	11.5	2	10.5	0	0.0
Area of Distribution	1	8.3	2	7.7	1	5.3	0	0.0
Studies in Marketing	0	0.0	2	7.7	1	5.3	0	0.0
None	0	0.0	2	7.7	1	5.3	1	25.0

Question Seven, asked the student to rank, in order of importance to himself, social, fund raising and competitive activities of the club. Table XI on page 29 indicates the results of this question. Over half (50.8%) ranked competitive events most important.

Question Eight asked the student to rank the overall importance of DECA in developing future leaders for marketing and distribution. The choices were: Very important, important, of average importance and unimportant. Of all the respondents thirty-eight, or 62.3% ranked this question "Very Important'. Another 30.7% ranked it "Important". See Table XII on page 29.

Table XI

RANKING OF SOCIAL, FUND RAISING, AND COMPETITIVE ACTIVITIES

Grade			
A	Competitive-75.0%	Fund Raising-25.0%	Social- 0.0%
B	Competitive-50.0%	Fund Raising-19.2%	Social-19.2%
C	Social-42.1%	Fund Raising-26.3%	Competitive-26.3%
D	Competitive-100.0%	Fund Raising- 0.0%	Social- 0.0%

Table XII

IMPORTANCE OF DECA IN DEVELOPING FUTURE LEADERS FOR MARKETING AND DISTRIBUTION

Choice	A		B		C		D	
	No.	%	No.	%	No.	%	No.	%
Very Important	8	66.7	16	61.5	10	52.6	4	100.0
Important	4	33.3	8	30.8	7	36.8	0	0.0
Average Importance	0	0.0	1	3.8	2	10.5	0	0.0
Unimportant	0	0.0	1	3.8	0	0.0	0	0.0

The ninth question asked for additional comments. For the sake of brevity, these comments have been organized into four categories. These are: Favorable comments, unfavorable comments, both favorable and unfavorable comments and no comments. Of all comments received, 85.7% were favorable. See Table XIII on the next page.

Table XIII

TABULATION OF COMMENTS CONCERNING DECA

Comment	A		B		C		D	
	No.	%	No.	%	No.	%	No.	%
Favorable	7	58.3	13	50.0	7	36.8	3	75.0
Unfavorable	0	0.0	1	3.8	0	0.0	0	0.0
Both	1	8.3	0	0.0	3	15.8	0	0.0
None	4	33.3	12	46.2	9	47.3	1	25.0

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was undertaken to determine the relationship of a student's participation in DECA to his success in the Distributive Education Program. Specifically, the purposes of this report were (1) to determine if there is a correlation between overall student participation in DECA and success in the Distributive Education Program; (2) to determine if there is a correlation between student participation in some DECA activities and success in the Distributive Education Program; (3) to determine if there is little or no correlation between student participation in some DECA activities and success in the Distributive Education Program. In addition to these purposes, the researcher planned to make recommendations concerning emphasis on DECA activities to achieve maximum benefit to students in the Distributive Education Program.

Summary

The findings of this report are as follows.

Student Responses to Questionnaires

Questionnaires were mailed to ninety-eight graduates of Natrona County High School who had been in the DECA Club. All graduates of the classes of 1969 through 1972 were included in the sample population. After the initial letter and questionnaire were sent, those were supported by

a follow-up letter where necessary. Sixty-one completed questionnaires were received on which this study was based.

The first question dealt with student participation in the DECA Club. Other sections included candidacy for office, attendance at club meetings, participation in fund raising activities, attendance at social events and attendance at the State DECA Conference. In addition, the respondents were (1) asked to rank the importance of social, fund raising and competitive activities and (2) to rank the importance of DECA in developing future leaders in marketing and distribution. A final section encouraged additional comments which the respondent might have concerning DECA.

Of all respondents, the breakdown of students in each category was as follows: 'A', 19.8%; 'B', 42.6%; 'C', 31.1%; 'D', 6.5%.

The first question which dealt with the student's activity in the DECA Club indicated the following: 'A' students, 83.3% were active; 'B' students, 87.7% were active; 'C' students, 73.7% were active; 'D' students, 100% were active. Of all respondents, 80.3% felt they had been active DECA Club members.

Section two, dealing with student candidacy for office consisted of several parts. First, students who ran for local office indicated that 25% of the 'A' students, 34.6% of the 'B' students, 26.3% of the 'C' students and 50% of the 'D' students were candidates. Of all respondents, 31.1% were candidates for a local club office.

Next, students were to indicate the offices for which they were candidates. These were as follows: 'A' students--Secretary 25%, Class Representative 8.3%; 'B' students--President 3.9%, Vice-President 11.5%,

Secretary 3.9%, Treasurer 15.4%, Historian 3.9%, Parliamentarian 7.7%, Reporter 3.9% and Class Representative 11.5%; 'C' students--President 10.5%, Vice-President 5.3%, Secretary 16% and Treasurer 5.3%; 'D' students--Secretary 50%.

Of all students who ran for an office, 100% of the 'A' students ran their senior year, of the 'B' students 66.7% ran both their junior and senior years and 33.3% ran their senior year only, of the 'C' students 60% ran their senior year only and 40% ran both junior and senior years, of the 'D' students 100% ran their junior year.

The students who ran for a State DECA office were tabulated next showing that only four students, or 6.6%, were candidates. No 'A' students, two 'B' students, one 'C' student and one 'D' student were candidates for state office. Therefore, the next section asking for which state office the respondent had run produced only one candidate for Vice-President, two for Secretary and one for Historian. There were no candidates for President or News Editor.

Attendance at club meetings was as follows: 75% of the 'A' students attended 75-100% of the time, 16.6% attended 50-74% of the time and 8.3% attended 0-24% of the time; 57.7% of the 'B' students attended 75-100% of the time, 19.2% attended 50-74% of the time, and 23.1% attended 0-24% of the time; 47.3% of the 'C' students attended 75-100% of the time, 21.1% attended 50-74% of the time, 10.5% attended 25-49% of the time, and 21.1% attended 0-24% of the time; 75% of the 'D' students attended 75-100% of the time and 25% attended 50-74% of the time. Fifty-nine percent of all respondents attended meetings 75-100% of the time.

The next section, dealing with fund raising events showed the following participation by students. In the candy sales 75% of the 'A' students, 84.6% of the 'B' students, 89.5% of the 'C' students and 50% of the 'D' students participated. Of all respondents, 80.3% participated in the candy sales, which was greater percentage than any of the other fund raising activities.

In calendar sales 33.3% of the 'A' students participated, 57.7% of the 'B' students, 26.3% of the 'C' students and no 'D' students. Overall participation in the calendar sale was 55.7% of the respondents.

The results of participation in the bake sale were 50% of the 'A' students, 42.3% of the 'B' students, 36.8% of the 'C' students and no 'D' students. Overall 55.7% of the students took part in this activity.

Participation in the hot dog sale was as follows: 'A' students 50%; 'B' students 76.9%; 'C' students 57.9%; 'D' students 50%. Sixty-four percent of the respondents participated in the hot dog sale.

In the whiskit sale, 25% of the 'A' students, 46.2% of the 'B' students, 15.8% of the 'C' students and no 'D' students participated. Of all the respondents, 29.5% participated in this activity.

The poly fluff sale showed participation by 25% of the 'A' students, 46.2% of the 'B' students, 42.1% of the 'C' students and no 'D' students. Overall participation was thirty-six percent.

The car wash resulted in the following participation: 'A' students 16.7%; 'B' students 34.9%; 'C' students 26.3%; 'D' students 50%. Overall participation was 29.5%

The fruit cake sale results were: participation by 25% of the 'A' students, 7.7% of the 'B' students, 26.3% of the 'C' students and 25% of the 'D' students. Overall participation showed eighteen percent.

Spook insurance was sold by 16.7% of the 'A' students, 19.2% of the 'B' students, 21.1% of the 'C' students and no 'D' students. Overall participation was eighteen percent.

Students reporting no participation in any fund raising event were one 'C' student and one 'D' student. This was only 3.3% of all respondents.

A few students listed participation in fund raising events not specifically mentioned in the questionnaire. These included one 'A' student, four 'B' students, one 'C' student and no 'D' students. These other activities were a popcorn sale at a football game, a taffy pull and sale, a pop bottle drive, delivering pamphlets and working at Gambles one day that DECA members operated the store.

The activities specifically listed on the questionnaire are undertaken each year. The other activities listed by some of the members have not been part of the fund raising program every year since 1968-69.

The fifth question, concerning attendance at club social events, included the five events held each year. First, attendance at the Installation-Initiation Breakfast was as follows: 'A' students 75%; 'B' students 88.9%; 'C' students 68.4%; 'D' students 75%. Overall attendance at this event was 78.7%

The second event held each year is a Halloween roller skating party. This was attended by 33.3% of the 'A' students, 42.3% of the 'B' students, 21.1% of the 'C' students and no 'D' students. Overall attendance at this event was 31.1%

The third event held each year is the Christmas party which was attended by 41.7% of the 'A' students, 65.4% of the 'B' students, 68.4% of the 'C' students and 75% of the 'D' students. Of all respondents, 62.3% attended this event.

The year's fourth social event, the Employer-Employee Banquet, was attended by 91.7% of the 'A' students, 88.9% of the 'B' students, 73.7% of the 'C' students and 75% of the 'D' students. Of all students, 83.6% attended the banquet.

The final event of the year, the spring picnic, was attended by 33.3% of the 'A' students, 50% of the 'B' students, 21.1% of the 'C' students and 25% of the 'D' students. Of all respondents, 36.1% attended the picnic. Every respondent participated in at least one social event.

Question Six first asked if the respondent attended the State DECA Conference. 66.7% of the 'A' students, 61.5% of the 'B' students, 42.1% of the 'C' students and 50% of the 'D' students attended the conference.

Next, those attending the conference were asked in which events they had competed. The results of this question showed some participants in each event. Only four students indicated they had not entered any event. The greatest degree of participation was shown in the Merchandise Information Manual competition with 33.3% of the 'A' students, 11.5% of the 'B' students, 10.5% of the 'C' students and no 'D' students entering. This resulted in 14.8% overall participation.

The other events included Sales Demonstration with seven entries, Window Display six entries, Advertising five entries, Business Speech

and Area of Distribution Manual four entries each, Job Interview and Fashion Modeling two each and Student of the Year one.

Few students were involved as voting delegates. Three 'B' students and one 'C' student served as voting delegates. This is only 6.6% of all respondents. Likewise, students who served on the nominating committee numbered only three students (one 'A' and two 'B'). This was 4.9% of all respondents.

The next question asked the respondent to rank in order of importance to him social, fund raising and competitive club activities. The 'A' students' ranking emerged as follows: Most important, competitive 75%; second, fund raising 25%; third, social 0.0%. 'B' students' ranking indicated 50% felt competitive events were most important with 19.2% each for fund raising and social tying these two for second and third. For the 'C' students, 42.1% felt social was most important, 26.3% each for competitive and fund raising tied these two for second and third. Of the 'D' students, 100% felt competitive events were most important. 50.8% of the respondents felt competitive events were most important.

The eighth question asked the student to rank the importance of DECA in developing future leaders for marketing and distribution. 66.7% of the 'A' students ranked this very important and 33.3% marked it important. Of the 'B' students, 61.5% considered it very important, 30.8% important, 3.8% of average importance and 3.8% unimportant. 52.6% of the 'C' students gave this a ranking of very important, 36.8% important and 10.5% of average importance. 100% of the 'D' students ranked this very important. Of all respondents, 62.3% ranked this question very important. Another 30.7% ranked it important.

The ninth and final section asked for additional comments of the respondent. These were divided into favorable, unfavorable, both favorable and unfavorable and no comments. Favorable comments were received from 58.3% of the 'A' students, 50% of the 'B' students, 36.8% of the 'C' students and 75% of the 'D' students. Only one student voiced an unfavorable comment. Comments involving both favorable and unfavorable elements included 3.8% of the 'A' students, no 'B' students, 15.8% of the 'C' students and no 'D' students. No comments were made by 33.3% of the 'A' students, 46.2% of the 'B' students, 47.3% of the 'C' students and 25% of the 'D' students. Of all comments received, 85.7% were favorable.

Conclusions

A high percentage of the respondents of this study were active members of the Natrona County High School DECA Club. The least percentage of active members was shown by the 'C' students with 73.7% considering themselves active. Forty-nine, or 80.3%, of all respondents were active DECA members.

A large number of respondents indicated willingness to assume the leadership duties of a club office. Over thirty percent of all respondents were candidates for a local club office. More students in the 'B' group ran for an office than either the 'A' or 'C' groups. The fifty percent participation indicated by the 'D' students may be unrealistic since only four 'D' students responded to the questionnaire.

No conclusions can be drawn from the tabulation of offices for which students ran because only a few ran for each office. The 'B'

and 'C' groups accounted for the largest variety of officer candidates. From these two groups someone ran for every local office. The 'A' and 'D' groups accounted for five secretarial candidates and one class representative candidate in the 'A' group.

Of the students who ran for an office their junior year, eighty percent went on to run as a senior also. A little less than half of all candidates ran both years. The 'B' and 'C' students were the ones who responded to having run both years. These students seem to be the ones who carried through both years in DECA as candidates and club leaders.

Very few respondents ran for a state office. This tends to indicate a much higher involvement at the local club level than the state level.

Attendance at club meetings was fairly high in all categories. Fifty-nine percent of all respondents attended 75-100% of the time which indicates interest and involvement on the part of club members. This amount of attendance is considered high because meetings must be held either in the evenings, after school or in the morning before regularly scheduled classes begin. Many students are working during the afternoon and evening so can not attend all meetings. Likewise, by holding meetings before school some students can not attend because they are enrolled in early classes or they arrive late because of riding a bus.

An overview of the fund raising activities shows the candy sales to be the most popular by far of all such activities. 80.3% of all students participated in this activity. Other activities showed the following participation in order of the most to least participation:

Hot dog sale 63.9%; calendar sale 39.3%; bake sale 39.3%; poly fluff sale 36%; whiskit sale 29.5%; car wash 29.5%; fruit cake sale 18%; spook insurance 18%. 'B' students indicated more participation than 'A' students in all fund raising activities except the bake sale and fruit cake sale. Likewise, 'B' students participated more than 'C' students in all activities except selling spook insurance and fruit cake sales. A comparison is not drawn with 'D' students because of the few responding. From this calculation, it appears that the 'B' students are more actively involved in fund raising activities for the club. Also, the activities that seem most beneficial and gain the most participation are candy sales, hot dog sales, calendar sales, bake sales and poly fluff sales.

The largest percentage of students in attendance at social activities were 'B' students. The overall attendance at each of the five activities showed that specific activities were either well or poorly attended by all categories of students. Most attendance was shown at (1) the Employer-Employee Banquet 83.6%, (2) the Installation-Initiation Breakfast 78.7%, (3) The Christmas party 62.3%, (4) the spring picnic 36.1%, and (5) the roller skating party 31.1%. Low attendance at the spring picnic is perhaps due to the fact that the seniors have either graduated or are in the last weeks of school. The skating party is planned as a Halloween party and some students must work.

The question dealing with attendance at the State DECA Conference indicated a high percentage of students had attended. The percentage of students declined from the 'A' category through the 'C' students

indicating that the students with higher grades felt more comfortable in competition. Here again, the 'D' respondents numbered so few that no conclusion can be drawn concerning this group.

No conclusion can be drawn in consideration of the events entered by the students who did attend the State Conference. Students from all categories entered various events requiring varying amounts of preparation.

Only four students were voting delegates and three were review board members. Each year only two students are selected to be voting delegates and one to serve on the review board. Therefore, for the four years included in this report there could have only been eight voting delegates and four review board members. Consequently, no conclusion can be drawn from this question concerning student participation in DECA.

In the ranking of social, fund raising and competitive events, 'A' students ranked competitive most important showing that these feel comfortable in competition due to past successes. By ranking social least important, these students show that they feel and have experienced acceptance.

'B' students also ranked competitive events most important. However, fewer 'B' than 'A' students included competitive as most important. This shows that the 'B' students still feel comfortable with competition.

'C' students ranked social activities as most important showing their need to be accepted into the group. 'C' students have had less success in competition and thus relegated this to a less important position than social events.

All 'D' students ranked competitive events as most important. This may indicate their recognition of something they feel is important but they themselves can not accomplish.

Half of all respondents ranked competitive events as most important. This points to club emphasis on local, state and national competition as an integral part of the club program.

Ninety-three percent of all respondents felt that DECA was very important or important in developing future leaders for marketing and distribution. This indicates that students are gaining leadership skills from their participation in the club. The very important ratings declined from the 'A' students through the 'C' students showing that, again, the 'A' students feel more confident due to success achieved through their abilities.

The comments received in Question Nine indicate that most of the students who made comments felt DECA had helped them in their jobs, school and/or preparation for life outside of school. Consequently, DECA is filling a need for many students and is helping them develop their abilities for future use.

Recommendations

Upon careful consideration of the conclusions of this report, the researcher made several recommendations. These are given below.

1. Encourage participation in all local club activities. The tendency indicates that participation at the local level is already high, and coordinators should continue to help students become involved with their own local chapter.

2. More students should be encouraged to run for office at the state level. Students would gain the advantage of learning to work with large numbers of their peers. They would develop poise and self-confidence when speaking before groups and further develop their leadership abilities.

3. The fund raising activity which showed the most participation by all four grade categories was the candy sale. This activity, which involved 80.3% of all students, should definitely be used in the future for fund raising. The hot dog sale, involving 63.9% of all students, is another activity which should be perpetuated. The bake sale and calendar sale each involved 39.3% of the students and should be continued as fund raising events. The poly fluff sale showed low participation on the part of 'A' and 'D' students and much higher involvement of 'B' and 'C' students. This particular sale should be considered carefully and perhaps may be used again--it involved 36% of all students. The whiskit sale, car wash, fruit cake sale and spook insurance involved so few students they should be discontinued as fund raising activities.

4. Of the club social activities, these three showed a large attendance by all students: Initiation-Installation Breakfast, Christmas party and Employer-Employee Banquet. All of these activities should definitely be held in the future. The skating party and spring picnic which each involved only about one third of the students, should be discontinued. Perhaps a party or rally organized prior to the State Conference for all students to attend would be better attended by club members.

5. The importance of the social, fund raising and competitive events gives an indication concerning the emphasis which should be placed on

these events. For the 'A' and 'B' students competitive events are most important and the student should be encouraged to compete in the area(s) in which his strengths lie. The 'C' students rank social activities as most important. Consequently, for these students, attendance at social events and acceptance of them as productive members is the most important goal for which to strive. 'C' students ranked social events as most important to them, but fewer 'C' students percentage-wise attended social events than either 'A' or 'B' students. 'D' students rank competitive events as being the most important. The coordinator should try to help these students achieve success in competition as much as possible and help them channel their energies into areas in which they can succeed.

6. Many of the students offering comments on this questionnaire equate DECA and the D. E. class as one and the same. In the future emphasis should be made by the coordinators concerning the difference of the class and club.

In brief conclusion, the researcher would like to comment on the personal and professional benefits received as a result of the completion of this study. A deeper understanding and appreciation of the importance of research in Business Education has been gained. The researcher plans to implement the above recommendations in her sponsorship of the DECA Club at Natrona County High School with the hope that DECA members will receive greater benefit from their club participation in the future.

The recommendations made in this report have implications for all teacher-coordinators who sponsor DECA Clubs. It is intended and hoped that this research will help club sponsors plan and conduct more meaningful club programs.

APPENDIX

APPENDIX A

Students in Sample Population

Students Who Completed the Questionnaire

1. Lois (Allen) Moser
2. Robin Anderegg
3. Karen (Banks) Kiser
4. John Barrett
5. Sandy Berce
6. Judi Blair
7. Betty Bryan
8. Lorna Colpitts
9. Carol Cone
10. John Custis
11. Jim Dame
12. Diane Darnall
13. Mike Davis
14. Mike Deason
15. Debbie Dewald
16. Karl Distad
17. Charles Dunlap
18. Susan Freeman
19. Rhonda Fry
20. Jeff Garrett
21. Steve Gaylord
22. Jim Gray
23. Helen (Gruell) Sager
24. Irene Grunewald
25. Tom Haass
26. Renae Haines
27. Sue Ellen Haines
28. Carol Haygood
29. Kathy (Heady) Rideout
30. Patti Hemminger
31. Mary Higday
32. Ruth Higday
33. Laura (Hoffman) Britton
34. Vickie Jammerman
35. Jim Karnes
36. Bob Kelly
37. Jerry Komma
38. Ron Kirkpatrick
39. Paula LaBerge
40. Sue Laycock
41. Don Long
42. Mary Martin
43. Rick McKinley
44. Carl Nordman

45. Mike O'Hearn
46. Nancy Peters
47. Laurie Rhoades
48. Kathy Richards
49. Rick Saltsgaver
50. John Segueda
51. Val (Schilling) Barber
52. Becky Silva
53. Jo Sloan
54. Clinton Stevens
55. Roger Terpening
56. Sharon Tobin
57. Mary Veach
58. Lori Volker
59. Anne Weaver
60. Jim Wilson
61. Roy Zimmerschied

Students Who Did Not Reture the Questionnaire

1. Steve Beardsley
2. Robert Dalgarno
3. Robin Fenning
4. Darlene Hardman
5. Leila Sowers
6. Gary Thaut

Students Who Were Unable to Be Located

1. Virginia Arellano
2. Rod Bates
3. Tom Bichel
4. Patricia Chastine
5. Sue Clark
6. Robert Conely
7. Kim Evans
8. Mikey Finn
9. Suzanne Gallagher
10. Carol Gruver
11. Corrine Hunt
12. Chris Jammerman
13. Ivory Lindsay
14. Greg Loomis

15. Gary Loose
16. Susan Long
17. Jack McGee
18. Gary Meer
19. Ken Moore
20. William Murray
21. Frank Neubauer
22. Paul Pecenka
23. Patsy Phillips
24. Wayne Rhoades
25. Don Sears
26. Kenneylee Soneson
27. Pam St. John
28. Nancy Vitt
29. Sandy Weiss
30. Richard Witt
31. Carlo Zambai

APPENDIX B

Cover Letter

1634 Holly
Casper, WY 82601
November 29, 1972

Susan Smith
1523 Laramie Street
Casper, WY 82601

Dear Susan:

I am conducting a survey of NCHS DECA members who have graduated from high school. This questionnaire concerns your participation in DECA activities.

The study will be used to supply the information necessary for me to complete work on my Master's Degree. Also, Mr. Adams and I will use the information to better coordinate D. E. and DECA activities.

It is important that all the questionnaires be completed. Please return your completed questionnaire in the enclosed envelope.

Thank you.

Very truly yours,

Mrs. Marilyn Pease
D. E. Coordinator

APPENDIX C

Questionnaire Sent to DECA Graduates

1. Do you feel you were an active member of the NCHS DECA club?

   YES_____ NO_____

2. Did you run for a local chapter office? YES_____ NO_____

   A. If yes, which office?

   President _____ Historian _____

   Vice-President _____ Parliamentarian _____

   Secretary _____ Reporter _____

   Treasurer _____ Class Representative _____

   B. If yes, which year did you run?

   Junior _____

   Senior _____

   Both _____

   C. Did you run for a state office? YES_____ NO_____

   D. If yes, which office?

   President _____

   Vice-President _____

   Secretary _____

   Historian _____

   News Editor _____

3. How often did you attend club meetings?

   75-100% of the time _____

   50-74% of the time _____

   25-49% of the time _____

   0-24% of the time _____

4. In which fund raising activities did you participate?

Candy sales	_____	Fruit cake sale	_____
Calendar sale	_____	Spook insurance	_____
Bake sale	_____	Poly-fluff sale	_____
Hot dog sale	_____	None	_____
Whiskit sale	_____	Other (Specify)	_____
Car wash	_____	_____	

5. What social club activities did you attend?

Christmas party	_____	Employer-Employee Banquet	_____
Spring picnic	_____	None	_____
Roller skating party	_____	Other (Specify)	_____
Installation-Initiation breakfast	_____	_____	

6. Did you attend the State Leadership Conference? YES_____ NO_____

A. If yes, which contest(s) did you enter?

Advertising	_____	Fashion Modeling	_____
Window Display	_____	Merchandise Information	_____
Public Speaking	_____	Area of Distribution	_____
Sales Demonstration	_____	Studies in Marketing	_____
Job Interview	_____	None	_____
Student of the Year	_____		

B. Were you a voting delegate? YES_____ NO_____

C. Were you on the nominating committee? YES_____ NO_____

7. Which DECA activity was the most meaningful to you? Rank the following three activities in order of importance to you.

   Social _____

   Fund Raising _____

   Competitive _____

   Comments _____

   _____

8. How would you rate the overall importance of DECA in developing future leaders for marketing and distribution?

   Very important _____

   Important _____

   Of average importance _____

   Unimportant _____

9. Additional Comments _____

_____

_____

_____

_____

_____

_____

APPENDIX D

Follow-up Letter

1634 Holly
Casper, WY 82601
February 20, 1973

Susan Smith
1534 Laramie Street
Casper, WY 82601

Dear Susan:

Would you please help me with the completion of my research study on DECA? All of the questionnaires have not been returned and I need the information contained in them to complete my research report.

For your convenience, I am enclosing another questionnaire and a stamped, self-addressed envelope. Your response will be a great help in completing my research.

Thank you.

Very truly yours,

Mrs. Marilyn Pease
D. E. Coordinator

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