A Survey to Determine the Potential Training Stations Available For Distributive Education Students in Logan, Utah

Bruce E. Lind
Utah State University

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A SURVEY TO DETERMINE THE POTENTIAL TRAINING STATIONS
AVAILABLE FOR DISTRIBUTIVE EDUCATION STUDENTS
IN LOGAN, UTAH
by
Bruce E. Lind

A report submitted in partial fulfillment
of the requirements for the degree
of
MASTER OF SCIENCE
in
Marketing Education
Plan B

UTAH STATE UNIVERSITY
Logan, Utah
1968
ACKNOWLEDGMENTS

Appreciation is expressed to Dr. Theodore Ivarie, Jr., Department Head of Business Education and Office Administration at Utah State University, who made the initial suggestion to me to conduct this survey.

I am grateful for the full support and assistance of the committee which sponsored this survey: John F. Stephens and Dr. Austin G. Loveless, Director and Associate Director of the Research Coordinating Unit for Vocational-Technical Education, for their support morally and financially; Dr. Charles S. Winn, State Specialist for Marketing and Distributive Education, for serving as advisor and acting as the initial coordinator in gaining state support and sponsorship for this survey; Professor Gary Smith, for his assistance in maintaining the standards required by the Utah State University School of Graduate Studies for research and for his counsel in the development of survey materials.

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Appreciation is expressed to Reed Bullen, General Manager of KVNU Radio Broadcasting Station, who devoted a series of editorials to vocational-technical education at the time of the survey.

Superintendent C. Bryce Draper is thanked for taking time out of his busy schedule to offer suggestions for this survey and outline the progress of distributive education program development in the Cache County School District.

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Lastly, heartfelt gratitude to Norma Jean, for helping her husband meet his deadlines.

Bruce E. Lind
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CHAPTER I

INTRODUCTION

All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.¹

Education is considered by many philosophers to be the vehicle through which society achieves the goals it believes to be significant. The cooperative distributive education program is one of the vehicles that educators have created.²

The first statement points out the need for supervised work experience as a part of America's educational program. The second quotation illustrates a program of distributive education which educators have created to meet this need.

During the summer of 1967, Dr. Theodore Ivarie, Jr., Head of the Department of Business Education and Office Administration at Utah State University, suggested that a community survey of the Logan, Utah, business firms to determine potential training stations for distributive education students would be of value to those concerned with the present and future development of cooperative distributive education programs in the Logan area. With Dr. Ivarie acting as an advisor, the proposal reflected in this chapter was prepared.


²Edward E. Harris, Requirements for Office and Distributive Education Teacher-Coordinators (Cincinnati, Ohio: South-Western Publishing Co., March, 1967), Monograph 115, p. 10.
In October 1967, a meeting was held in Logan, Utah, involving Sherman Eyre, Superintendent of Logan City School District; Leo G. Johnson, Principal of Logan High School; J. Paul Miller, Vocational Education Director of Logan High School; Dr. Charles Winn and John F. Stephens. The purpose of the meeting was to discuss the feasibility of adding a cooperative distributive education program to Logan High School's curriculum. In the meeting it was pointed out that a distributive education program was functioning successfully at Sky View High School, Smithfield, Utah, ten miles from Logan. This proposal for a survey of Logan business firms to determine potential training stations for students enrolled in a cooperative distributive education program was discussed. All of those present at the meeting agreed that the survey would be a needed and useful measurement of the distributive education training opportunities in the Logan area.

Statement of the Problem

The purpose of this study was to survey the business firms in Logan, Utah, to determine the potential training stations which were available and suitable to distributive education trainees from Logan and Sky View High schools.

Importance of the Study

This study of possible training stations in Logan, Utah, has assisted in the assessment of the vocational distributive education training opportunities in the area.
The results of this study were of use to the Utah State Board for Vocational Education, the distributive education teacher educator at Utah State University, the Utah State Specialist for Marketing and Distributive Education, the Superintendents of Logan and Cache County school districts, and the business education departments of Logan and Sky View high schools.

Specifically, this study provided the following information:

1. The identity of Logan firms willing to participate in a cooperative distributive education program.

2. The types of work stations firms would make available to distributive education trainees.

3. The number of training stations that each Logan firm would make available to distributive education trainees.

4. The total number of potential distributive education training stations that were available in Logan.

Definitions of Terms Used

For the purposes of this study, terms were defined as follows:

Distributive Education: Distributive education is a program of education to provide instruction in merchandising, marketing and management.3

Trainee: A trainee is a high school distributive education student participating in the secondary school cooperative program.

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Distributive Occupations: Distributive occupations are occupations followed by proprietors, managers, or employees engaged primarily in marketing or merchandising goods or services. Such occupations may be found in various business establishments including, but not limited to, retailing, wholesaling, manufacturing, storing, transporting, financing, and risk bearing.\(^4\)

The Cooperative Method: Employment, as a requirement for the enrollment in the cooperative program, is viewed as a method of instruction. On-the-job work experience is an avenue through which each student may test basic concepts in practical situations.\(^5\)

Teacher-Coordinator: A teacher-coordinator is a member of the school staff who teaches the related and technical subject matter involved in cooperative-training programs in addition to performing the regular duties of a coordinator in integrating classroom instruction and the on-the-job activities of the employed student.\(^6\)

Training Sponsor: A training sponsor is an on-the-job supervisor of a trainee.

Training Station: A training station is a position within a business firm providing a high school trainee with on-the-job training in a distributive occupation related to his high school distributive education instruction.


\(^5\)Ibid.

Limitations

For purposes of this study, the assumptions are made that the businessmen surveyed understood the wording used in the questionnaire and responded truthfully.

The findings of this study depended entirely on the business community's response to the survey and information supplied by the co-sponsors of this study.

Procedure

The following procedure was employed in conducting this survey:

1. A survey of business firms engaged in distributive occupations within the city limits of Logan, Utah, was made through the use of a check-list questionnaire.

2. A mailing list of those firms engaged in distributive occupations was compiled from the yellow-page classified listings of the Logan telephone directory and a Logan city listing of business firms provided by the Cache Chamber of Commerce.

3. A preliminary selection of firms for this survey was made. Only those firms judged to be engaged in distributive occupations and providing suitable working environments for high school students were selected. For example, because of the working environment and age restriction for their employees, liquor establishments were eliminated from the study even though their employees may be engaged in distributive occupations.

4. A final selection of firms to participate in the study was made by a committee composed of Dr. Theodore Ivarie, Jr., Head of the Business
Education Department at Utah State University; Professor Gary Smith, teacher-educator at Utah State University; and Mr. Grant Brough, distributive education teacher-coordinator at Sky View High School.

5. The Cache Chamber of Commerce, the Utah State Board of Education, and the Logan Employment Security Office were enlisted as co-sponsors of this study. A letter outlining the purpose and sponsorship of the study was mailed along with the questionnaire to the business firms selected.

6. Two weeks after the initial mailing, those firms not responding received survey material once again in a second mailing. Two weeks after the second mailing, non-respondents were contacted either by telephone or by a personal visit to remind and encourage them to complete the questionnaire.

Summary

This survey was first suggested in August of 1967 by Dr. Theodore Ivarie, Jr., Head of the Department of Business Education and Office Administration at Utah State University. The Utah State Board of Education and local education authorities were consulted concerning the feasibility of a study of this nature and all concurred that such a survey was needed and agreed to lend their support.

The Cache Chamber of Commerce and the Logan Employment Security Office, together with the Utah State Board of Education, agreed to co-sponsor the study. These agencies collaborated in the development of a check-list questionnaire, explanation sheet, and cover letter which were mailed to selected business firms within the Logan city limits.
A selection of business firms to be surveyed was initially made. A final screening and selection of firms offering distributive occupations suitable for high school students was made by a committee of three educators. These men were qualified from the standpoint of professional background and experience in the community to judge which of the Logan business firms could suitably employ high school students on a part-time basis.

A combination of mailed questionnaires and personal contacts was used in obtaining the responses in this survey.
CHAPTER II
RELATED RESEARCH

This chapter contains a review of published and unpublished research that is similar in nature to that embodied in this study.

Utah State University

A review of literature at the Utah State University library reveals that there are no reports, theses or dissertations on file containing research devoted to the availability of potential training stations for distributive education students in Logan, Utah. Conversations and written correspondence with Dr. Charles S. Winn, Utah State Specialist for Marketing and Distributive Education, have revealed that little, if any, research has been done in this regard. Interviews with the staff at Utah State University and the Logan Employment Security Office have revealed there is a dearth of research existing in the area treated by this paper with few exceptions. Dr. Calvin D. Lowe, teacher-educator of business and distributive education at Utah State University, conducted a similar community survey during the spring quarter of 1966 and the Logan Employment Security Office conducted an occupational survey in 1965.

Community Survey by Dr. Calvin D. Lowe

During the spring quarter of 1966 Dr. Calvin D. Lowe conducted a survey of selected Logan business firms to determine the business
community's reaction toward providing training stations for college students that were majoring in distributive education at Utah State University.7

The survey consisted of a brief cover letter, outlining a cooperative distributive education work experience program, and a one page checklist questionnaire. The questionnaire was designed to reveal whether the businessmen surveyed would be interested in providing a cooperative work experience program for college students. If the respondent was interested in participating, he was asked to list the number of training stations he would make available to distributive education college students during the fall of 1966.8

The mailing list for the survey was made up of approximately seventy business firms in the business district of Logan which Dr. Lowe selected as ideal training sites for distributive education students. Of the business firms surveyed, 50 percent responded. Fourteen of the firms surveyed expressed an interest and offered a total of ten part-time work stations for distributive education college students during the fall of 1966. Dr. Lowe's survey was limited to the original mailing. No follow-up was attempted except in the case of those firms expressing an interest in the work experience program. These firms were contacted by mail and notified that they would be contacted in the future concerning the employment of distributive education student trainees.9 The results of the survey were never published.

7Dr. Calvin D. Lowe, Personal interview, Management Institute, Utah State University, (March, 1968).
8Ibid.
9Ibid.
Cache County Occupational Survey, 1965

Interviews with the staff at the Logan Employment Security Office revealed that the most recent research performed by that body was an occupational survey of Cache County conducted in 1965. Although the survey was concerned with the entire Cache County, the results were accurate and representative of the labor force and occupations situated in Logan.

The purpose of the survey was "to provide a factual and comprehensive picture of the occupations available to employees and the occupational skills of the labor force available to employers." 10

The survey was conducted in mid-June of 1965. The local newspaper, The Herald Journal, provided publicity for the survey. Fifteen days after the first mailing a second mailing was made to non-respondents. Fifteen days after the second request was sent, telephone contacts were attempted with all nonreporting business establishments. 11

The Cache County Occupational Survey, 1965, revealed that "managerial occupations" represented four percent of the total nonagricultural wage and salaried jobs in Cache County. 12 "Sales occupations represented six percent 13 and "service occupations" 15 percent 14 of the total non-agricultural wage and salaried jobs in Cache County. One-fourth or

11 Ibid., p. C-1.
12 Ibid., p. 29.
13 Ibid., p. 37.
14 Ibid., p. 41.
25 percent of all the nonagricultural wage and salaried jobs in Cache County were distributive occupations.

Another interesting finding of the occupational survey was:

The survey indicated an exceptionally high ratio of part-time jobs. In fact, almost one out of three, workers are part time, 32.3 percent, a ratio more than twice as high as found in Utah and Salt Lake counties where similar data was gathered.\textsuperscript{15}

A further analysis of the data contained in the occupational survey of 1965 revealed that out of the total distributive occupations, 34.3 percent were part-time and 65.6 percent were full time.\textsuperscript{16} The percent of distributive occupations that were part-time was higher than the average for all other occupations.

A major contribution of the Cache County Occupational Survey of 1965 to this paper was in the methodology employed. The response to the Cache County Occupational survey was substantial.

Of the 690 firms providing nonagricultural wage and salaried employment 82 percent responded to the survey. In excess of 76 percent responded to the mail questionnaires with the remaining response completed through telephone and personal contact with employers who had not responded by mail.\textsuperscript{17}

Russell Borchert, Manager of the Logan Employment Security Office, served as a committee member on the committee conducting the occupational survey. His office played the major role in formulating and conducting the survey. Mr. Borchert also agreed to serve on the advisory committee.

\textsuperscript{15}Ibid., p. 15.

\textsuperscript{16}Ibid.

\textsuperscript{17}Ibid., Appendix C., pp. C-1.
formed for this current study of the potential training stations available for distributive education trainees in Logan, Utah.

Other Community Surveys to Determine the Availability of Training Stations for Distributive Education Students

In a dissertation completed in 1963, Calvin D. Lowe reported the findings of a business occupations survey he conducted in 1962. Executives and personnel officials of business and industrial firms located within the city limits of Salt Lake City, Utah, were mailed a questionnaire which asked businessmen to indicate their willingness and ability to support a program of cooperative business education.¹⁸

Dr. Lowe's survey of the Salt Lake City business community was comprised of 1,021 business firms. A 38 percent return was attained in the first mailing. A second mailing to non-respondents netted an additional 24.3 percent return for a total return of 636 respondents out of the 1,021, or 62.3 percent.¹⁹

Of the 636 firms responding to Dr. Lowe's survey, the largest number of businesses, 374 or 58.8 percent, were in fields of distributive occupations.²⁰ Of the 636 firms who completed a questionnaire, 334 or

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¹⁹ Ibid., p. 39.

²⁰ Ibid., p. 40.
53.5 percent, indicated they would be willing to hire high school students on a part-time basis.21

Dr. Charles Winn, Utah State Specialist for Marketing and Distributive Education, was contacted April 22, 1968, and was asked to report if he had on file or knew of any community surveys that had been conducted in the state of Utah to locate training stations for distributive education students. Dr. Winn reported that with the exception of Dr. Lowe's dissertation he knew or had record of no other survey.22

Summary

With the exception of Dr. Calvin D. Lowe's community survey of 1966 to determine the availability of training stations for university students, there has not been a community survey conducted in Logan, Utah, to determine the availability of potential training stations available for distributive education students.

The Logan Employment Security Office conducted an occupational survey of Cache County in 1965. The procedure developed and utilized in conducting the occupational survey was in large part the pattern for this survey of potential training stations in Logan.

The only similar community survey published in the state of Utah was the 1962 survey of the Salt Lake City business community which Dr. Calvin D. Lowe reported in his dissertation completed in 1963.

21Ibid., p. 43.

22Dr. Charles S. Winn, Telephone interview, (April 22, 1968).
CHAPTER III

METHODS AND PROCEDURES EMPLOYED

This chapter details the methods and procedures employed in preparing, publicizing, and conducting this survey of the Logan business community.

Advisory Committee

All programs utilizing the work environment to provide vocational experiences need advisory committees to help provide direction and make best use of resources.23

Planning and organizing a cooperative program should be a team effort involving key figures in the school and the community. School personnel involved are: (1) the administration, including such persons as the superintendent, principal, director of vocational education, and the department head . . . From outside school, help should be sought from: (1) the local state employment service manager; (2) key figures in business, industry and labor; (3) representatives from the State Department of Vocational Education; and (4) the teacher-education institution.24

During January, 1968, the following individuals were contacted and invited to serve as advisory committee members and co-sponsors of this survey to determine potential training stations available for distributive education students in Logan, Utah: Russell Borchert, manager of the Logan Employment Security Office; J. Frampton Collins, president of the Cache Chamber of Commerce and publisher of The Herald Journal; J. Paul Miller, vocational education director at Logan High


24Ibid., p. 157-58.
School; Grant Brough, distributive education teacher-coordinator at Sky View High School; Professor Gary Smith, teacher-educator at Utah State University; Dr. Charles S. Winn, specialist in marketing and distributive education; and John F. Stephens, Director of Research, Utah State Board of Education. These individual consented to lend their support and sponsorship to the survey.

**Development of Survey Materials and Methods**

One of the best means of obtaining up-to-date occupational information is through the use of the community survey. Among the purposes of such surveys are: (1) to determine the various kinds of store and office occupational opportunities that exist in the employment community, (2) to determine the duties and requirements of those occupations, (3) to determine what changes have been brought about because of technological advances, and (4) to determine whether the preparation given by the schools is meeting the needs of those who have entered the business world. Ordinarily, the information in a community survey is gathered by means of a questionnaire . . . 25

Nolan, Hayden and Malsbary point out the value of the community survey and the ordinarily used method of gathering information. The method of gathering the information in this survey was through the use of a questionnaire which was mailed to the businessmen accompanied by a cover letter and an explanation sheet which outlined the purpose of the survey.

The formats developed for the cover letters, questionnaire, and explanation-directions sheet were patterned after those used in the Cache County Occupational Survey of 1965. Two of the advisory committee

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members for this survey of the Logan business community, Russell Borchert and J. Frampton Collins, had served in a similar capacity for the 1965 occupational survey of Cache County. These two men were consulted frequently as the final form and text of the cover letters and explanation sheet were developed. Their suggestions and comments determined in large part the final form and content of these survey materials.

The final content adopted for the questionnaire was a list of distributive occupations together with a brief job description of each as defined by the Dictionary of Occupational Titles. Russell Borchert and Professor Gary Smith served as resource personnel in the development of the questionnaire.

Selection of Business Firms to be Surveyed

In the selection of business firms to be surveyed, a list of Logan business establishments was obtained from the Cache Chamber of Commerce. A preliminary selection of those firms judged to be engaged in distributive occupations was then made. Meetings were scheduled with Grant Brough, distributive education teacher-coordinator at Sky View High School, Professor Gary Smith, Utah State University Distributive Education Teacher-Educator, and Dr. Theodore Ivarie, Jr., department head of Business Education and Office Administration at Utah State University. Mr. Brough, Professor Smith, and Dr. Ivarie made a selection of those business firms in Logan city which could offer potential training stations with a suitable working environment for distributive education students. Two hundred twenty-six firms were selected for the survey.
Survey and Publicity

In spite of the fact that they foot the bill, citizens of the average community are woefully ignorant of the activities of the local high school, with the possible exception of athletics; and their ignorance extends to the activities of the business department. Even employers lack a knowledge of what the high school business education program is attempting, for what occupations it is preparing, how well the department is equipped, and how extensive a knowledge of business the teachers really have to perform their job.26

As the advisory committee formed for this survey collaborated in the planning of the material and approach to be used, it was suggested by John F. Stephens that some publicity would be in order. The other members of the committee agreed that one of the biggest problems in conducting the survey would be to bring businessmen to an understanding of distributive education and a program of cooperative work-experience. A one-page explanation sheet outlining the purpose of the survey and explaining how a cooperative distributive education program functions was developed to accompany the survey questionnaire. It was felt that a one-page sheet would be as much as a busy businessman would care to read and other means of reaching survey participants with a more detailed explanation of the survey and its purpose should be employed. J. Frampton Collins, publisher of the local newspaper, The Herald Journal, offered to publish a news release publicizing the survey and its purpose. In addition, Reed Bullen, general manager of a local radio broadcasting station KVNU, was contacted in regard to making businessmen aware of the survey and its purpose. Mr. Bullen agreed to broadcast a series of editorials devoted to explaining vocational education work-experience programs and the survey in progress in Logan.

26 Ibid., p. 477.
The news release in The Herald Journal was published one day after the first mailing of survey material. Mr. Bullen also began a series of three editorials which were broadcast until the survey had been concluded in February. Conversations with businessmen during the follow-up period revealed that this publicity had assisted in the effort to bring businessmen to an understanding of what would be expected of them if they agreed to participate in a cooperative distributive education program.

**Summary**

In early January an advisory committee was formed composed of key figures in business, education, and local industry to plan and coordinate the activities of this survey. This committee collaborated in the planning and development of the survey materials. A selection committee composed of educators from the state teacher education institution and one of the area's high schools selected the business firms to be surveyed in Logan.

The local newspaper and one of the local radio broadcasting stations publicized the purpose for the survey and thereby gave valuable assistance in the effort to solicit responses from the business community.
CHAPTER IV
SURVEY RESULTS

This chapter details the responses to and findings of this survey to determine the potential training stations available for distributive education students in Logan, Utah.

First Mailing

The first mailing of survey material took place Tuesday, January 23, 1968. A committee selection was made, and 226 business firms located within the Logan city limits were mailed survey material. Of these 226 firms, 46 (20.3 percent) returned a questionnaire. The business firms surveyed were given 15 days to respond to the first mailing.

Second Mailing

A second mailing of survey material was made 15 days after the first mailing and included the 180 business firms that had not responded. Of these 180 firms, 65 (28.8 percent of all the firms) returned a questionnaire. The business firms included in the second mailing were given nine days to respond, and then attempts were made to contact them by telephone or personal visits to remind them to complete the questionnaire.

Follow-up

The follow-up of the 115 business firms not responding to either mailing was begun nine days after the second mailing and was concluded
Table 1. Percent response of the 226 business firms surveyed

<table>
<thead>
<tr>
<th>Number of firms</th>
<th>Response</th>
<th>Percent of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st mailing</td>
<td>226</td>
<td>46</td>
</tr>
<tr>
<td>2nd mailing</td>
<td>180</td>
<td>65</td>
</tr>
<tr>
<td>Follow-up</td>
<td>102</td>
<td>80</td>
</tr>
<tr>
<td>TOTAL</td>
<td>191</td>
<td></td>
</tr>
</tbody>
</table>

11 days later. Three attempts were made to contact each firm's manager. The first attempt consisted of personal visits. Two more attempts were made to reach managers by telephone. All but 13 of the 115 business firm managers were contacted in the follow-up; 80 responded by filling out questionnaires during a personal interview or by returning completed questionnaires in the mail. The follow-up resulted in a 35.4 percent return.

Of the 226 business firms surveyed, 84.5 percent responded to the survey (Table 1).

Identity of Logan Firms Willing to Participate in a Cooperative Distributive Education Program

Of the 226 business firms surveyed in Logan, 57 firms indicated that training stations could be made available to qualified distributive education students in the coming school year beginning September, 1968. Of those 57 firms, 32 expressed an immediate interest in participating in a cooperative distributive education program. This finding suggested
that approximately 32 training stations were available at the time of the survey (February, 1968).

Logan firms willing to participate in a cooperative distributive education program are found listed in Table 2.

The Number of Training Stations that Each Logan Firm Will Make Available to Distributive Education Trainees

The information concerning the number of training stations that each consenting Logan firm will make available to distributive education trainees is found in Table 2. The approximate number of training stations each firm estimated as being available beginning September, 1968, is also given in parentheses following the firm names that are listed in the table.

Total Number of Potential Distributive Education Training Stations that are Available in Logan, Utah

Nine of the responding business firms, in forecasting the number of training stations they could make available, did not list a single figure but instead listed an approximation.

The 57 responding Logan city business firms, indicated that there could be available to qualified distributive education students 146 to 158 part-time work stations in the coming school year beginning September 1968.
Table 2. Identity of Logan firms willing to participate in a cooperative distributive education program and the number of training stations that each would make available in September, 1968a

<table>
<thead>
<tr>
<th>Firms</th>
<th>Grocers</th>
<th>Men's - Women's Apparel</th>
<th>Restaurants and Drive-Ins</th>
<th>Hardware, Implement, Appliance</th>
<th>Other Firms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Albertson's (4)</td>
<td>Allen's Ladies Store (1)</td>
<td>bA &amp; T Tidwell's Root Beer (2)</td>
<td></td>
<td>bCache Valley Breeding Association (1)</td>
</tr>
<tr>
<td></td>
<td>Safeway's (2)</td>
<td>Arden's (2)</td>
<td>bA &amp; W Drive In (3)</td>
<td></td>
<td>Gem Theater (1)</td>
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<tr>
<td></td>
<td>Smith's Food King (7)</td>
<td>bGallen Kamps, Inc. (2)</td>
<td>Arctic Circle (4)</td>
<td></td>
<td>bThe Herald Journal (7-9)</td>
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<tr>
<td></td>
<td>Valley Discount (6)</td>
<td>Kater Shop (1)</td>
<td>Dick's Cafe (2-3)</td>
<td>bBullen's (3)</td>
<td>bLogan Bottling Company (1-2)</td>
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<td></td>
<td></td>
<td>The Shoe Tree (3)</td>
<td>bFredrico's Pizza (5)</td>
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<td>Mitchel Motel (1-2)</td>
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<td></td>
<td>bWickel's (2)</td>
<td>bFred's Burger Chalet (8)</td>
<td>bEverton &amp; Sons Company (4)</td>
<td>Billmark Sporting Goods (2)</td>
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<td></td>
<td></td>
<td>bFirestone Store (1)</td>
<td>bFrostop (2-3)</td>
<td>bEverton Mattress and Carpet Company (1-2)</td>
<td>Cache Valley Music (2)</td>
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<tr>
<td></td>
<td></td>
<td>State Wallpaper Company (1)</td>
<td>bGreaves Cafe (3)</td>
<td>bJack's Tire and Oil (3)</td>
<td>Central Auto Parts (1)</td>
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<tr>
<td>Jewelry</td>
<td>Cardon Jewelry (1-2)</td>
<td>bLarsen's American Oil Service (2)</td>
<td>bLittle Brown Jug (5)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>The Jewel Box (2)</td>
<td>bLogan Tire Company, Inc. (2)</td>
<td>bLoft House (2)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>S. E. Needham Jewelers (1)</td>
<td>bMerv's Conoco (1-2)</td>
<td>bMt. Logan Cafe (5)</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>bNielsen Oil Company (4)</td>
<td>bSteel's Dairy Bar (4)</td>
<td></td>
<td></td>
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<td></td>
<td>bNorth State Oil (3)</td>
<td>bZanavoo Lodge (4)</td>
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<td></td>
<td></td>
<td>bSpencer's Conoco (1)</td>
<td>b</td>
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<td></td>
<td></td>
<td>bStone's Texaco Service (1-2)</td>
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<td>b</td>
<td></td>
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<td></td>
<td></td>
<td>Tom's Gulf Service (2)</td>
<td></td>
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<td></td>
<td></td>
<td>bV-1 Oil Company (2)</td>
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<td></td>
<td></td>
<td>Ward's Tire Shop (1)</td>
<td></td>
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</tr>
</tbody>
</table>

aFor convenience in reporting, the 57 firms are illustrated grouped in seven general categories.
bThese firms indicated an interest in participating in a cooperative distributive education program at the time of the survey (February, 1968) in addition to providing training stations beginning September, 1968.
The Types of Work Stations Firms Will Make Available to Distributive Education Trainees

In analyzing the types of part-time work situations that firms could make available to distributive education trainees, only those questionnaires of the 57 firms offering training stations were considered. Table 3 portrays in rank order the numerical and percentage breakdown for each part-time work situation described on the questionnaire. Business firms offering training stations indicated that a total of 328 part-time distributive work situations were available.

The greatest demand for distributive education trainees existed in the following areas: Waiter and/or waitress, 22.1 percent; service station attendant, 14.8 percent; cashier-checker, 14.0 percent; courtesy clerk, 9.9 percent; counter attendant, 6.7 percent; sales person, 6.2 percent. In addition, there were 57 work situations, or 14.8 percent of the total, that were listed by businessmen as "other" part-time work situations that were available to student trainees. These were not distributive in nature and included such work situations as fry cooks, dishwashers, automobile mechanic helpers, and television repairmen.

Summary

Of the 226 business firms surveyed, 191 of them responded to the survey for a total return of 84.5 percent.

Of the 191 firms responding, 57 firms indicated that approximately 146-158 training stations could be made available to qualified distributive education students in the coming school year beginning September, 1968.
Table 3. Types of work situations firms would make available to distributive education trainees in Logan, Utah

<table>
<thead>
<tr>
<th>Type of work situation</th>
<th>Number</th>
<th>Percentage of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waiter and/or waitress</td>
<td>85</td>
<td>22.1</td>
</tr>
<tr>
<td>Service Station Attendant</td>
<td>57</td>
<td>14.8</td>
</tr>
<tr>
<td>Cashier - Checker</td>
<td>54</td>
<td>14.0</td>
</tr>
<tr>
<td>Courtesy Clerk</td>
<td>38</td>
<td>9.9</td>
</tr>
<tr>
<td>Counter Attendant</td>
<td>26</td>
<td>6.7</td>
</tr>
<tr>
<td>Sales Person</td>
<td>24</td>
<td>6.2</td>
</tr>
<tr>
<td>Delivery</td>
<td>13</td>
<td>3.4</td>
</tr>
<tr>
<td>Display</td>
<td>8</td>
<td>2.1</td>
</tr>
<tr>
<td>Meat Clerk</td>
<td>6</td>
<td>1.5</td>
</tr>
<tr>
<td>Route Man</td>
<td>5</td>
<td>1.3</td>
</tr>
<tr>
<td>Stock Clerk</td>
<td>5</td>
<td>1.3</td>
</tr>
<tr>
<td>Ticket Seller</td>
<td>3</td>
<td>.8</td>
</tr>
<tr>
<td>Advertising Assistant</td>
<td>2</td>
<td>.5</td>
</tr>
<tr>
<td>Distributing Clerk</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td>Motel - Hotel Clerk</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td>Others^</td>
<td>57</td>
<td>14.8</td>
</tr>
</tbody>
</table>

^These 57 work situations were not distributive in nature. Excluding them, the total part-time distributive work situations available is 328.
In addition, 32 of the 57 consenting firms expressed an immediate interest in participating in a cooperative distributive education program; suggesting that approximately 32 training stations were available at the time of the survey (February, 1968).
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The following conclusions are drawn from the findings of this study:

1. Fifty-seven of the Logan, Utah business firms are willing to place 146-158 distributive education trainees in part-time training stations beginning in September 1968.

2. Since 32 of the responding firms offering training stations indicated an immediate interest in participating in a cooperative distributive education program, a possible 32 potential training stations were available in February 1968.

Recommendations

The following recommendations are based on the findings and conclusion of this study:

1. It is recommended that Logan High School investigate the possibilities of adding a distributive education work experience program of instruction to the school's curriculum.

2. Ray Cannon, the vocational education director of the Cache County Board of Education reports that the enrollment of the distributive education class at Sky View High School averaged 20 students for the 1967-68 school year.27

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It is therefore recommended that Sky View High School follow up on this survey and explore the possibilities of increasing the enrollment of students in distributive education classes in the coming school year.

3. It is further recommended that during the summer the distributive education coordinators contact those business firms that have indicated they will provide training stations for distributive education students. Arrangements should be made for placing students in training stations before September 1968.

4. An advisory committee should be formed composed of representatives from Logan and Sky View High schools and representatives from the business community. This committee should meet periodically to review and coordinate the distributive education program development and activities of the two high schools.

5. Comments made by businessmen responding to this survey indicate that many of them do not understand the requirements and advantages of participating in a cooperative distributive education work-experience program. It is recommended that a public relations program be conducted by distributive education coordinators in the Logan area to further educate businessmen to the scope and purposes of distributive education.

Recommended topics for other research studies

This study was limited to a survey to determine the potential training stations available for distributive education students in Logan, Utah. It is recommended that other researchers consider the following proposed areas for study:

1. Studies might be made in the high schools of Logan and Sky View to determine the availability of high school students for part-time
employment and student interest in a program of cooperative distributive education.

2. It is recommended that a follow-up study be made of Sky View High School graduates who have been enrolled in a distributive education course. Any information which may be used to help improve distributive education in the area's high schools would be valuable.
BIBLIOGRAPHY


APPENDIX
March 28, 1968

Mr. Bruce Lind
Graduate Student
Utah State University
Logan, Utah  84321

Dear Mr. Lind:

I am not aware of a "Distributive Education Community Survey" for Logan, Utah.

Sincerely,

CHARLES S. WINN, Specialist
Marketing and Distributive Education
January 14, 1968

Dear Sir:

This is not just another survey! This study is vital to you as a businessman.

Our vocational business education programs in our high schools will be effective only to the degree that they develop the skills required by the occupations present in this vicinity. We earnestly desire our high school business curriculum to help our students meet the demands of businessmen. A Cooperative Distributive Education Program has been in progress at Sky View High School for the past two years. Sky View's Distributive Education Training Program has proved rewarding to both employers and student trainees.

Logan and Sky View High School officials together with local civic leaders concur in the desirability of expanding the Distributive Education program to include more of the Logan City business firms. The success of this project will be in relation to the responses received from Logan City businessmen. It is extremely important that you as an employer assist in this project by completing the enclosed questionnaire designed to take only a limited amount of your time.

An explanation of Distributive Education is enclosed with the questionnaire. Will you please read this explanation and follow the instructions in order to maintain uniformity in this survey. Your cooperation in helping with this survey will be of benefit to the Logan City and Cache County School Districts and to the business community. A self-addressed envelope is enclosed for your convenience in returning the completed questionnaire. May we express advance thanks for your cooperation in this survey.

Very truly yours,

Bruce E. Lind
Committee Chairman

Enclosures
What is Distributive Education?

Distributive Education is a program for junior and senior high school students with a demonstrated interest in the business world. The student takes a marketing course which includes working relationships, personality and sales, good working habits and the handling of confidential business affairs. During this time, the student is released from school to work part-time in a business firm for at least 180 hours a year. The teacher and businessman evaluate the student periodically and grade him according to his performance both on the job and in the classroom.

What are the responsibilities of a firm participating in Distributive Education?

1. Student-learners should be given the opportunity of gaining a variety of occupational experiences.

2. Student-learners should be placed in the same employment status as that of any other part-time employee in regard to wages,* social security and insurance.

3. The teacher should be permitted to visit the businessman occasionally and observe the student learner's job performance. This enables the teacher to determine the job activities to which classroom instruction should be related.

How will a business benefit from participating in a Distributive Education program?

Distributive Education student-learners are doubly motivated. A student-learner not only depends on his job for a wage but his job performance earns a grade for him and credit towards graduation from high school. Therefore, the Distributive Education student-learner is apt to be a more reliable conscientious employee.

All student-learners are screened by the Distributive Education teacher-coordinator according to the requirements and standards established by the participating business firms. They are then interviewed by the business firm which has the final say in the employment of any student. This aids a firm greatly in the recruitment and hiring of dependable employees.

Through contact with business in a Distributive Education program the high school business education departments can determine and more fully meet the requirements of businessmen as they train students. Businesses also receive intangible benefits in the form of publicity, public good will and the satisfaction of knowing they are making a valuable contribution in the occupational education of the communities' high school business students.

In short, business firms can reduce their employee turnover and work hand in hand with educators in the training of dependable employees.

*For those businesses subject to the Federal Minimum Wage requirements, the wage per hour for Distributive Education part-time workers is 75% of the minimum wage (75% of $1.60) which is $1.20.
Please read these instructions carefully before filling out this questionnaire. Read through the list of work situations and their descriptions. Find those that describe the distributive work situations in your firm that can be filled by part-time help, whether by one person working part-time or two or more part-time employees alternating. Use the "other" section for listing those part-time distributive work positions that apply to your firm and are not already described. In the blanks provided list the NUMBER of part-time employees your firm requires or will require for each position. (This material will be kept confidential).

ADVERTISING ASSISTANT
Assists in planning advertising; proofreads or may write copy and layout.

CASHIER-CHECKER
Itemizes, totals, purchases, collects money, makes change, stocks shelves, bags merchandise.

COUNTER ATTENDANT
Remains stationed at a counter, receives and fills customer orders, collects money, makes change.

COURTESY CLERK
Receives and marks goods, stocks shelves, assists customers, bags merchandise.

DELIVERY
Receives, stores, and delivers merchandise to customers waits on customers, collects money, stocks shelves.

MOTEL-HOTEL CLERK
Registers patrons, relays messages via telegraph, telephone, teletype, switchboard, sells merchandise, collects money, maintains records.

MEAT CLERK
Receives, stocks, cuts and grinds meats, sets up displays, fills customer orders, may collect money.

ROUTE MAN
Drives over established route to deliver, sell and display merchandise or service, solicits business, collects money.
SALES PERSON

Demonstrates merchandise, determines customer needs, suggests and sells merchandise from sales floor, records sales, collects money.

SERVICE STATION ATTENDANT

Services automotive vehicles, sells tires, batteries and accessories, collects money.

STOCK CLERK

 Receives, stores, and issues equipment, materials, supplies or merchandise, maintains inventory and stock records.

DISPLAY

 Arrange merchandise displays in windows, showcases and on selling floor to attract customer attention.

DISTRIBUTING CLERK

 Assembles, routes, wraps, prices printing material or merchandise.

TICKET SELLER

 Operates ticket-dispensing machine, accepts money, makes change, dispenses information, keeps record of cash received and tickets sold.

WAITER and/or WAITRESS

 Presents menu, relays orders, sets table, serves food, includes car hops.

OTHERS (Please list)


In the coming school year beginning September 1968, about how many of the part-time work stations could you provide for Distributive Education student trainees that measure up to your standards for part-time employees? Total Number . .

Are you interested in participating in a Cooperative Distributive Education program at the present time? (Write YES or NO) . .

Comments (Use the back of the questionnaire if necessary)
January 30, 1968

Dear Sir:

A few days ago we requested your assistance in an effort to provide the Utah State Board of Education and the Logan City - Cache County School Districts with a vocational education study. As we indicated in that request, the success of this project will be in relation to the response we receive from the various Logan City businessmen. As yet, we have not received your reply and thus we are respectfully requesting that you submit the necessary information as soon as possible. We, the committee, believe that this survey is of utmost importance to our community for purposes of educational planning and the coordination of an effective work-training program of Distributive Education.

For your use we are enclosing a second set of instructions and another questionnaire. Again, we ask you to please read and follow these instructions in order to maintain uniformity within this survey. A self-addressed envelope is also enclosed for your convenience in returning the completed questionnaire.

Should you have already completed forms within the last day or so, may we express our thanks in advance for your cooperation in this survey.

Very truly yours,

Bruce E. Lind
Committee Chairman

John F. Stephens
Director of Research
By Jennie Christensen
Herald Journal Staff Writer

Realizing that vocational business education programs in high schools will be effective only to the degree that they develop the skills required by the occupations present in this vicinity, the Utah State Board of Education would like to see a distributive education program started in Logan.

The Department, therefore, is sponsoring a survey to determine whether or not businessmen will support such a program and Bruce F. Lind, graduate student at the University of Utah, has been named committee chairman in charge of the survey.

Local Committee

Other members of the Logan City Distributive Education Committee include John F. Stephens, director of research, Utah Board of Education; Dr. Charles Winn, State Specialist, Distributive Education; Gary Smith, Teacher-educator, Utah State University; Grant Brough, distributive education teacher at Sky View High School; J. Paul Miller, vocational education director, Logan High School; Russell Rorer, manager of the Logan Employment Security Office, and J. Frampton Collins, president of the Cache Chamber of Commerce.

According to Mr. Lind, a Cooperative Distributive Education Program has been in progress at Sky View for the past two years and "the training program has proved rewarding to both employers and student trainees."

Expansion

He pointed out that Logan and Sky View officials, together with local civic leaders, concur in the desirability of expanding the program to include more of the Logan City business firms. "The success of this project will be in relation to the responses received from Logan businessmen," it is indicated in a questionnaire being circulated at this time. Businessmen are being told that it is extremely important for them to complete the questionnaire which takes only a limited amount of time.

Distributive Education, for those not acquainted with the program, is one for high school juniors and seniors who have a demonstrated interest in the business world. These students attend classes but are released to work part time and receive training as prospective workers who are to be employed in merchandising activities or who will be working in direct contact with buyers or sellers.

Procedures

A high school student enrolled in a distributive education program takes a business course related directly to work in a business firm. The content of the course includes such topics as working relationships, personality and sales, good working habits, good-will and its meaning, and the handling of confidential affairs.

While taking the course, the students work part time in some retailing or service establishment for at least 189 hours a year. The student is evaluated periodically to ascertain if the best principles of salesmanship are being applied by the student to the job. This evaluation is done by the teacher-coordinator who is especially trained by education and actual experience for this type of coordination.

Those firms cooperating in a distributive education program are expected to provide the following:

1. Student-learners should be given the opportunity of moving from one specific job activity to another in order for them to gain a variety of occupational experience.

2. The student-learner grade for them and credit should be placed in the same program of study as their other part-time employees in matters of social security, insurance and labor laws.

3. Periodic ratings based on the job performance of the student-learner should be made by the employer or immediate supervisor and given to the teacher-coordinator for evaluation and grading of the student and his progress.

4. The teacher-coordinator should be allowed to periodically visit the student-learner to observe his job performance and determine the job activities to which classroom instruction should be related.

It has been found that motivation and morale of part-time distributive education trainees is better than for the average employee. Student-learners are doubly motivated for they not only depend on their job for a wage but their job performances earn them credit for graduation.

All student-learners are screened by the distributive education teacher-coordinator according to requirements and standards established by the participating business firms. They are then interviewed by the business firm which has the final say in the employment of any student. This aids a firm greatly in the recruitment and hiring of dependable employees.

Through contact with business in such a program, the high school business education departments can determine and more fully meet the requirements of business as they train students. Business is receiving intangible benefits in the form of publicity, public good will and the satisfaction of knowing they are making a valuable contribution in the occupational education of the communities' high school business students.

In short, cooperating business firms can reduce their employee turnover and work hand in hand with educators in the trainings of dependable employees.
Among the most difficult problems facing our nation are unemployment and poverty. The two often go hand in hand. Welfare handouts for the unemployed are a poor measure at best. Treating only the symptoms and not the cause. The need is for efforts to make our people more employable. Such an effort is that contemplated in Utah to provide improved vocational training opportunities. As Dr. T. H. Bell, Utah's state superintendent of public instruction, said last December at a state meeting for long-range vocational education planning: "Education is becoming an instrument in solving economic and social problems. Education is the most important element in creating wealth. Undeveloped human intelligence is our most wasted opportunity. It is a source of future poverty, crime, disease, death and destruction," Dr. Bell stated.

Since education has a responsibility to prepare every person to find a productive place in society, not just those who will go on to college. Vocational and occupational training are certain to be growth areas of education, Superintendent Bell said. In view of this he called for immediate attention to master planning for vocational education.

At the request of Utah's Department of Public Instruction, the George Peabody College for Teachers conducted a comprehensive study of vocational-technical education in Utah during 1966. One of the recommendations of the Peabody report was that Washington, Box Elder, Weber and Cache counties develop a selected high school into an area vocational school to supplement the area vocational school activities in Provo, Salt Lake City, and Richfield. Since the issuance of the report, steps have been taken to have Sky View High School in Smithfield satisfy the need for the area vocational school in Cache County.

The state is now moving to help provide the vocational-technical training needed to prepare our young people for productive vocations. This is a sound approach which will have lasting beneficial effect, not only on those who receive the training, but also on the industry and economy of the state. We all stand to gain. KVNU commends the effort.

In a later editorial, KVNU will examine the role business and industry can take in cooperation with education in furthering this effort.
In an earlier editorial, KVNU took note of the growing concern in Utah and the nation over improved vocational-technical education programs.

We believe that this is the best kind of anti-poverty program. It is good because it is designed to give the student the vocational capabilities he needs to be a productive part of the society. People should be workers and producers, not consumers alone. Good education, whether for a profession, business or other vocation, helps equip the individual with the necessary skills and abilities he needs to keep up with changing job demands. He is less likely to become unemployed than is the individual with little or no occupational training. Vocational-technical training makes a good anti-poverty program because it gives the individual the opportunity to help himself and his own family, rather than relying on government anti-poverty measures.

The program as conceived of in Utah contemplate in some cases a partnership between education and business or industry. The Peabody report on vocational-technical needs in Utah lists among its major recommendations these two: One, on-the-job training should be provided increasingly in non-school facilities. The best kind of job skill training is that provided on the job. Progress should be made to provide laboratory space for at least 25 percent of training on employer premises. Two, work-study programs should be organized in each high school for at least one year of the secondary school curriculum. The report states that management men surveyed suggested that two periods per day of training at the job of private industry be given, and that class material be coordinated with future industrial needs.

Vocational education in Utah is moving in the direction of education-business cooperation. A case in point is the distributive education program. In it, high school juniors and seniors who want to study business careers attend classes, but also are released part time to work and receive training as prospective merchandising employees. The student's course in school is directly related to work in the business firm. He is evaluated by his teacher and by his employer. The student benefits by having his class work made more practical, and his job training integrated with it. The employer benefits by having a well-motivated employee who is getting specialized training to fit better into his employee needs.
More and more emphasis should be placed on improved voactional-technical education programs in Utah schools, tied in with on-the-job training or apprenticeship-type work. The students and employers will gain, and so will our economic and social situation.

In a later editorial, KVNU will examine the effect of a good voactional-technical education program in its relation to the school dropout problem.

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In earlier editorial comment, KVNU examined the need for greater vocational-technical education programs in Utah. We took note of the efforts being made to strengthen these programs in the schools, and the opportunities for business and industry to help provide better employees for themselves while encouraging the efforts with their cooperation in work-study programs. A further potential benefit of vocational-technical education is that it may help meet some of the school dropout problems.

Of every 100 Utah youths who enter the 9th grade, 19 drop out before finishing high school. Eighty three of the 100 finish high school, but of these, 27 do not receive any further formal education. This means that 46 of the original 100 students entering the 9th grade receive a high school education or less. Studies show that this group is the most likely to be in the unemployed labor force. The dropout can expect to experience higher rates of unemployment, work in a lower skill level, and anticipate lower annual and lifetime earnings.

The report of the Peabody study, made in 1966 to determine vocational-technical education needs in Utah, states: "Courses for high school dropouts, and culturally deprived youth and adults should be offered and expanded in communities where the need is determined. These courses should be designed not only for those who wish to continue vocational training... but also for those who are unemployed...."

Dr. T.H. Bell, State Superintendent of Public Instruction, in a speech before a state meeting for long-range planning in vocational education, said: "High schools must become truly comprehensive... they must become job conscious and follow-up conscious... they must establish as much concern and rapport with post high school vocational education as they now have with colleges and universities in their degree programs!"

We believe that vocational-technical education is an important segment of our educational offering in Utah, both in high school and post high school. We believe it can help our people by encouraging them to stay in school and gain the skills needed to be employable; that it can help business and industry by providing more and better employees, and that it will in these ways benefit the total economic and social climate of our state.
The following comments are some of those made by business men when responding to the survey:

The attendant would have to be mature and in most cases at least a senior in high school. An opportunity would be afforded the right person to work on while attending the university.

I'd like to have the method of employment explained to me ahead of time for employment by Mr. Lind or someone. Thank you.

One of the problems, with our business is the control, the Federal Government places upon us, by making us pay a minimum wage, to people who are not worth the amount, they force us to pay. Therefore, it is more profitable for us to use our regular people who are trained, and pay them overtime.

If they are available at the right hours I could use three or four—we need them at least by 12:00 noon if not earlier.

The circled figure of 4 is the normal amount of high school or college employee's we hire each year. However, because of cost of training and other factors we feel it would be a disadvantage to enter the training program at this time. Thank you.

This inquiry is an excellent idea. Have the Governor endorse it.

We have no part-time men at present. One is all we can handle at a time.

To aid you in your survey I am enclosing a practical list of jobs and training that persons receive from Gulf Oil Corporation to better help educate employees.

My staff is presently filled, however, I expect to have vacancies later.

I couldn't work any part-time employees in at present, but could at the first part of the school year.

This would have to meet with the approval of Mr. Leon Denton who is store manager but is on a leave of absence because of illness. Also this would have to be cleared through Safeway Division Headquarters in Salt Lake City.

Have 2 helping us now.

Our peak periods are of such a short duration, the training for these periods makes it economically unfeasible.
The people we use, must be able to work at the time we need them.

Sorry, our operation does not lend itself to this program. Other than janitorial services, and unpacking piece goods cases (too heavy) and (deliveries too erratic to schedule on a regular basis) our jobs require full-time employees able to operate with a minimum of supervision.

These positions would be available only if unfilled by part-time worker source. We also could use a sales trainee, but state law requires auto salesmen to be bonded and of legal age.

I would be willing to explain the Singer Co. operation to any students of this class either in the classroom or in our shop.

This sounds like a very worthwhile program, but because of the technical nature of our business I doubt that we could take part. We have not been able to use part-time employees in the past. However, our training program does leave a need for trained technicians.

While we do require part-time help the nature of our business does not warrant a great deal of it and does require those who are settled permanently in this area.

I have five part-time employees working for me now, two high school students and three college students. If any of these employees leave this organization I would be glad to replace them with this new system. Please feel free to call me in regards to this matter.

We do not use any part-time help. Our lady attendants would be considered full-time regular employees.

This is a one-person operation at the present.

We are not using any help at the present time, my wife and I are running the place, I don't know what we will need in the future.

None of these positions fit into our type of operation.

I am interested as positions become available in my store. In my operation a person must fill many of the positions listed so there isn't an opening for each item listed, only one or two total.

In the past, we have found that the high school students have been too young or too immature to meet our requirements.

Montgomery Ward does participate in distributive education programs in the larger retail stores, however, in the small operation we have in Logan we are not in position to carry any part-time otherwise than our regular staff.

This is only a one man operation, and I don't see any increase in the near future. Thanks.
My business is of the type that I usually need a little older person because there are so many products to learn to sell, rather than the general clerking. And my needs for extra help usually do not arise until about November 10 through December 27.

I do not believe we can qualify for your trainees—ours is a small business.

We do use quite a few part-time students (18 and over) in our store during the year—especially the school year. These people we interview and hire according to company standards of employment.

This looks like a real good plan, and I'm sure it would be good for the businesses participating. And also for the students. However, at this time I could not take advantage of this program.

This help would be for summer time operation and not through the school time months.

This sounds like a very good program and I personally would like to see it go. The reason I am not able to participate at this time is—I have five children in high school and college that I am trying to use in our business to help them through school.

My business is so small, it will not warrant the need for any part-time help outside my present employee and my immediate family.

The only people we could use would be an apprentice plumber, part-time wouldn't be worth much.

Our store is located in the Union Building at USU. We hire one full-time person, and two part-time students. It has been our policy to hire our part-time help from USU students because of the handiness to our location.

At the present time we have a complete staff with the exception of trained or experienced salesmen. These are employed on a commission basis and an hourly wage would not apply. We feel there will be a definite need for automobile mechanics in the near future.

Child labor law does not allow us to use anyone under 18 years to do any work in or around our equipment. We don't have any jobs which do not involve at least loading cars or trucks—a law supposedly to protect certainly in this instance certainly is a detriment.

I am using my own children for these extra jobs. And since my business is seasonal it would be difficult to work extra part-time employees so as not to conflict with class schedules.

This part-time work is now being done by three Sky View High students, four USU students and three housewives. We also have three more Sky View students who work as fill-ins when the others cannot be there. These people have been promised this work as long as they
desire to stay with us so we will have no openings unless some of these move or take other employment. We also have several students who have applied for this work and have been promised employment as soon as an opening comes. I feel that this program has real merit and would like to cooperate with it if conditions were so I could. It is possible that some of the students now working or who have applied are or will be in this program. In this case I will be glad to cooperate. Most of these employees are girls.

A review of the enclosed material indicates to us that this is a very worthwhile program and should be supported by the business community. We are in the construction business only and our requirements would not agree with those categories outlined on the questionnaire. If you include categories which would apply to our type of business, please advise and we would be glad to consider participating in the program.

We are very interested in your project, but having had a change in ownership and management are not in a position to hire anyone else until our business is sufficiently built up to warrant doing so. When we reach the position of stability which we are striving to gain, we would be more than happy to work with you in this training program. Thank you for including us in your survey.

New labor law makes part-time help--not possible.

Our business is seasonal. The only part-time help we use is during the summer. We already have three college boys scheduled for next summer.

In our organization we have no part-time employees. We do not anticipate any future need for part-time employees.

Our store is at present completely staffed with some 28 regular and part-time employees. And, we will not in the foreseeable future be in need of additional help.

I would like to participate in a program such as yours, but my type of business would not be conducive to such a program. The bulk of my business is done in the summer time, and the type of employee which you are attempting to make available to me would have to be available in the summer. The type of employee which I have to have at this time of year is trained mechanics which do not fall into this program's category.

Our only employees are cleaning ladies.

Would like opportunity to discuss program with someone.

I feel this is a very worthwhile program but because of the type business I am I feel it would not be advantageous to me.

I don't have the work or facilities to use any part-time workers.
We have cooperated with interior decorating class doing window displays with some success and satisfaction. Beyond this there is no real need for such a program.

Our motel is family owned and operated. We hire no help.

I think this is a wonderful program. Our business is of such a nature that part-time employees are of no value to us. This situation could possibly change but I see no indication of this at present. If we can be of help in the future we most certainly welcome the opportunity.

My son and I can easily take care of what we have at the present time.

Federal minimum wage is not applicable to our business. There is a state minimum wage in force different from the Federal. In our business we generally use high school boys as dishwashers and clean-up men and give them training as cooks. Several of these boys have developed into good cooks and have gained a general knowledge of the restaurant business. I wish more of these young people could be employed to have them gain the experience needed for their future.

Because of the technical aspect of our profession, we cannot take time to train for short periods of time anyone in the electrical field; but in the retail store part we could work in a salesperson and a stock clerk at times.

I would have to know more about the program, before any decision was made.

Sorry we cannot fit this program into our plans at present.

I am delaying my decision to employ another distributive education student until I am assured of the caliber of student I will be asked to employ. The last time I agreed to participate the coordinator sent us a hippie with long hair. He was lazy, wouldn't work and we had to watch him every minute. However, we hired D. D. students in the store I managed in Provo, and they were our best employees. I have mixed emotions concerning the program here in Logan.
BIOGRAPHICAL SKETCH

Bruce Elvin Lind was born in Twin Falls, Idaho, Twin Falls County on June 25, 1941. He received his elementary schooling in Twin Falls and Arco, Idaho. He attended Star Valley High School, Afton, Wyoming graduating in 1959.

In the fall of 1959 he enrolled at the University of Utah at Salt Lake City, Utah, transferring to Utah State University, Logan, Utah as a sophomore in the fall of 1960. During the years of 1961-63 he served as a missionary for The Church of Jesus Christ of Latter-day Saints in northern England with headquarters in Manchester.

He re-enrolled at Utah State University in 1964 graduating with a B. S. degree in Business Administration with a major in Personnel and Industrial Relations. He completed requirements for a second B. S. degree in Business and Distributive Education by the summer of 1967 and enrolled in graduate school at Utah State University. He will have completed requirements for the Master of Science degree in Marketing Education from that institution in June, 1968.

His work experience during university enrollment includes four summers working as a diesel truck driver for various contractors mining phosphate ore in Soda Springs, Idaho. During the time he was attending college, he worked part-time as a cleaner, presser, spotter in dry cleaning plants located in Logan, and the year and a half he was a graduate student he was employed part-time as a dispatcher for the Utah State Campus Security Police force.

He was married to the former Norma Jean Kitchen of Providence, Utah in September, 1966. Norma Jean is also a Utah State University graduate receiving the B. A. degree with a composite major in Child Development and Elementary Education in June, 1968.