A Survey to Determine In-Service Training Needs For Distributive Education Teacher Coordinators in Utah

Grant J. Schmidt
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A SURVEY TO DETERMINE IN-SERVICE TRAINING NEEDS
FOR DISTRIBUTIVE EDUCATION TEACHER
COORDINATORS IN UTAH
by
Grant J. Schmidt

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

UTAH STATE UNIVERSITY
Logan, Utah
1969
ACKNOWLEDGMENTS

The writer expresses appreciation to the Department of Business Education and Office Administration for the use of publications that were needed for the completion of this study.

The writer also expresses gratitude to the members of his committee for their help and opinions. Appreciation is especially extended to the committee chairman, Professor Gary R. Smith, who gave much of his time advising and discussing the project. Thanks is also given to the other committee members, Dr. Ted D. Stoddard and Dr. Dona F. Frost.

The writer is indebted to his wife, Susan, who has been a constant source of strength and encouragement throughout the writer's graduate program.

Grant J. Schmidt
# Table of Contents

**Acknowledgments**

Chapter

I. **Introduction**
   - Statement of the Problem
   - Importance of the Study
   - Definition of Terms
     - Distributive education
     - Training station
     - In-service training
     - Distributive education teacher coordinator
   - Pre-session workshop
   - Methods and Procedures

II. **Review of Literature**
   - Changes in Education
   - In-Service Training
   - Distributive Education Newsletter

III. **Findings**
   - Visit by Distributive Education Teacher Educator
     - Reasons for not desiring visits
     - Frequency of visits
   - In-Service Training Seminars

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>1</td>
</tr>
<tr>
<td>II.</td>
<td>10</td>
</tr>
<tr>
<td>III.</td>
<td>14</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Value of in-service training seminars</td>
<td>16</td>
</tr>
<tr>
<td>Location of seminars</td>
<td>17</td>
</tr>
<tr>
<td>Subject matter presented at seminars and workshops</td>
<td>18</td>
</tr>
<tr>
<td>Instruction on Audio-Visual Materials</td>
<td>19</td>
</tr>
<tr>
<td>Phases audio-visual instruction includes</td>
<td>20</td>
</tr>
<tr>
<td>Types of audio-visual media for instruction</td>
<td>21</td>
</tr>
<tr>
<td>Effectiveness of audio-visual materials now available</td>
<td>22</td>
</tr>
<tr>
<td>Additional materials needed</td>
<td>22</td>
</tr>
<tr>
<td>University Credit for In-Service Training</td>
<td>23</td>
</tr>
<tr>
<td>Willingness to pay for credit</td>
<td>24</td>
</tr>
<tr>
<td>Application of credit</td>
<td>24</td>
</tr>
<tr>
<td>Distributive Education Field Trips</td>
<td>25</td>
</tr>
<tr>
<td>Distributive Education Newsletter</td>
<td>26</td>
</tr>
<tr>
<td>In-Service Television Programs</td>
<td>28</td>
</tr>
<tr>
<td>Reasons for not desiring in-service television programs</td>
<td>28</td>
</tr>
<tr>
<td>Desired improvements for the in-service television programs</td>
<td>29</td>
</tr>
<tr>
<td>IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>31</td>
</tr>
<tr>
<td>Conclusions</td>
<td>31</td>
</tr>
<tr>
<td>Recommendations</td>
<td>33</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>35</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>36</td>
</tr>
<tr>
<td>BIOGRAPHICAL SKETCH</td>
<td>42</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Learning while teaching is an excellent method for teachers to use to keep abreast of the new advancements and teaching techniques which are constantly being introduced in education today. In-service education is based on the idea that teachers should intellectually on the job and that no teacher should be deprived of the opportunity to participate in an in-service program.\(^1\) In-service programs reflect an interest in educational study and advancement which is as old as the American educational school system itself.\(^2\) When there is participation in professional growth activities, there is quality in the educational program.\(^3\)

Statement of the Problem

The purpose of this study is to determine whether needs exist for in-service training for distributive education teacher coordinators in Utah, and if so, what are those specific needs.


\(^2\)Ibid., p. 1.

More specifically, the purpose of this study is to:

1. Determine whether it would be beneficial to have the state distributive education teacher educator visit each teacher coordinator for the purpose of helping him organize better on-the-job coordination for students, give useful suggestions which might help the teacher coordinator recognize possible solutions to questions or related problems he may encounter, and establish a Distributive Education Club of America organization. If these visits are desired, how often should they be carried out?
   a. monthly
   b. quarterly
   c. annually
   d. other

2. Determine whether seminars in distributive education would be of value to the teacher coordinators of Utah.

3. Determine whether seminars should be held at one central location or at two or more different locations.
   a. Salt Lake City, Utah
   b. Provo, Utah
   c. Logan, Utah
   d. Richfield, Utah
   e. Cedar City, Utah
   f. Rotation
   g. Other
4. Determine what subject matter teacher coordinators prefer to have presented to them by consultants in a seminar or workshop.

   a. advertising
   b. retail salesmanship
   c. merchandise information
   d. public relations
   e. coordination
   f. marketing research
   g. operational structure of distributive education
   h. money management and economics
   i. business law
   j. personality improvement
   k. controlling merchandise
   l. display
   m. receiving, checking, and marking merchandise
   n. record keeping
   o. pricing
   p. credit procedures
   q. other

5. Determine whether instruction should be given during a pre-session summer workshop (one week prior to the beginning of summer school) on how to prepare audio-visual materials.

   a. how to make materials
   b. when to use materials
   c. how to use materials
6. Determine on what types of audio-visual materials should instruction be given.

a. overhead transparencies
b. slide lectures
c. bulletin boards
d. posters
e. audio tape recordings
f. video tape recordings
g. flannel boards
h. flow charts
i. programmed instruction
j. teaching machines
k. business games
l. single concept loop films
m. kinescopes
n. other

7. Determine whether the instructional audio-visual materials now available to teacher coordinators are up-to-date and effective, or should more materials be provided.

a. films
b. audio tape recordings
c. video tape recordings
d. overhead transparencies
e. flannel boards
f. posters
g. flip charts
h. slide presentations
i. programmed instruction
j. teaching machines
k. business games
l. single concept loop films
m. kinescopes
n. other

8. Determine whether university credit should be given for in-service training or should training be on a non-credit basis.

9. Determine whether teacher coordinators would be willing to pay for the university credit if it is given.

10. Determine, if credit is desired, where it should be applied.
    a. advanced degree
    b. recertification
    c. optional (advanced degree or recertification)
    d. both
    e. other

11. Determine whether teacher coordinators would be willing to participate in field trips relating to distributive education, and if so what kind would they prefer.
    a. visit advertising agency to learn more about the advertising medium
    b. visit retail stores to gain insight about retailing
    c. attend display demonstrations to learn about displaying merchandise
d. attend special sales presentations to learn more effective ways of presentation

e. visit financial institutions to learn about money management

f. other

12. Determine whether the distributive education newsletter has been of sufficient value in the past to warrant continuation in the future.

13. Determine, if not valuable in the past, how the newsletter can be upgraded to be of more value to teacher coordinators.

a. include more sources of materials

b. reveal local happenings

c. include a calendar of events

d. discuss DECA activities more fully

e. include a job availability sheet of current job openings

f. other

14. Determine whether in-service television programs have been of value in the past to teacher coordinators, and if so should they be continued in the future.

15. Determine, if invaluable or unhelpful in the past, how in-service television programs can be improved to be more beneficial to teacher coordinators.

a. by having professional personnel in distributive education conduct the programs.

b. by discussing and demonstrating various facets of distributive education that are usually not presented in the classroom.

c. by discussing DECA activities
d. by presenting outstanding distributive education students and having them discuss various phases of the distributive education program.

e. other

Importance of the Study

The importance of this study is to determine which in-service activities will help distributive education teacher coordinators improve their professional competency and leadership in the school and community. One of the important functions of the teacher education phase of business education is that of administering a well-planned continuous program of in-service training for the business education teachers. In-service training could help teachers increase effectiveness in their profession. This type of training is one way of "safeguarding the quality" of teachers involved in distributive education.

Each state has the responsibility of determining the type of in-service training program which will best fit its needs. Because of various factors such as availability of state advisory personnel and teacher education personnel, the size and location of the in-service training program, this type of program must be "tailor-made" for each state.

---


5 Ibid., p. 75.

6 William Frederick Kelley, The Inservice Growth of the College Teacher (Omaha, Nebraska: The Creighton University, 1950), p. 3.

Through a continuous in-service training program, distributive education teachers could more effectively instruct their students and improve their own skills as teacher coordinators. Therefore, this study is important in helping the state distributive education specialist know what type of activities the teacher coordinators in Utah would like to have implemented in workshops and seminars.

**Definition of Terms**

For purposes of this study the following terms are defined:

**Distributive education**

Distributive education is a program of instruction in the high school designed to prepare students for initial entry jobs in areas of marketing, such as manufacturing, storing, transporting, financing, risk-bearing, wholesaling, retailing, and servicing.\(^8\)

**Training station**

A training station is a place of business where a student receives supervised occupational training pertaining to the specific requirements of a particular job.\(^9\)

**In-Service training**

In-service training is a continuous type of instruction for the purpose of helping experienced teachers improve their professional competency and leadership abilities in the school and community.\(^{10}\)

\(^8\)Steven H. Eichmeir, "Guidelines for Operation of a School Store" (unpublished Plan B paper, Utah State University, 1968), p. 3.

\(^9\)Ibid., p. 3.

\(^{10}\)National Association for Business Teacher Education, p. 71.
Distributive education teacher coordinator

A distributive education teacher coordinator is a member of a school staff who teaches the subject matter involved in cooperative training programs in addition to doing the regular work of a coordinator in combining classroom instruction and on-the-job activities for the employed student. 11

Pre-Session workshop

Pre-session workshops are workshops conducted one week prior to the beginning of summer school.

Methods and Procedures

Literature was reviewed to gain insight as to the characteristics an in-service training program should contain. On January 6, 1969, a questionnaire was then sent to all forty-one distributive education teacher coordinators in the state of Utah soliciting suggestions and reactions as to the type of in-service training program they would like to have implemented in Utah.

Two follow-up letters were sent a week apart to those who did not respond when first requested. The cut-off date was February 1, 1969. Stamped, addressed envelopes were provided with each questionnaire.

Prior to the end of Fall quarter, 1968, the questionnaire was given to three teacher coordinators to insure comprehension and to make certain that the questionnaire yielded the information desired.

The questionnaire consisted mainly of multiple-choice questions. Results were expressed through percentages since this facilitated drawing of correlations. Results of each question were presented in tabular form.

11 Eichmeier, "Guidelines for Operation of a School Store," p. 3.
CHAPTER II

REVIEW OF LITERATURE

Changes in Education

Sweeping changes are taking place in American society. Those who teach or supervise in the field of distributive education are in the middle of all the change. Social and technical revolutions are everywhere; those who successfully meet these challenges have unlimited opportunities.12

The research division of the National Education Association states that every fifteen years the volume of knowledge doubles. A great deal of what teachers learn at college is obsolete only a few years after they begin classroom teaching. Concerned teachers, therefore, are constantly furthering their professional competence by study and work outside the classroom.13

Today there is hardly a major division of the field of education in which educators are satisfied with the situation as it exists. This is, as the Commission on Teacher Education points out, partly because practice is well behind the theory, but mostly because education itself is being interpreted for the demands of many new developments in American life and culture and also in new theories of education.14


The new task facing teacher education is, in part, the breaking down of the control of tradition and outworn practices and, in part, the building up of new concepts of education and a "creative approach to the problems of teaching."  

Prall and Cushman, in *Teacher Education in Service*, point out that the quality of teaching in American schools is increasingly influenced by the experiences teachers have after they have entered the profession. Excellent preparation remains essential. What it will lead to in the way of teacher effectiveness depends on the opportunity and challenge provided by working situations. Moreover, as teachers have come to serve professionally for longer periods and as social change and new knowledge have pressed for changes or adjustments in school practice, continued educational growth of teachers on the job has become more than ever important.

Part of the responsibility of teacher education is not only to teach on and off campus but to plan and to implement in-service training programs for teacher coordinators who are on the "firing line" in the field.

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15 Ibid.


17 Ibid.

in-service Training

In-service training programs should be organized and developed with full recognition of principles of learning that long experience and well-founded research have proved to be appropriate and effective in the classroom.\(^1\)

Peck pointed out that a functional in-service training program may be divided into two parts. The first part deals with orientation of beginning business education teachers for this profession. The second part is for the purpose of helping experienced teachers improve their professional skills and leadership abilities.\(^2\)

In reference to the type and organization of in-service training programs, Crawford said:

Each state must find its own specific answers to most of these questions, for such factors as the size of the program, the availability of state supervisory personnel and teacher-education personnel, the geographic location of local programs, and the state of development of teacher-coordinators make it necessary for an in-service education program to be tailor-made for each state.\(^3\)

Distributive Education Newsletter

The National Association for Business Teacher Education points out that a newsletter from the supervisor's office can be of value in

\(^1\) American Association of School Administrators Commission on

\(^2\) National Association for Business Teacher Education, "In-Service Programs for Business Teachers," National Association for Business
Teacher Education Bulletin 78 (Washington, D.C: National Business Edu-

\(^3\) Crawford, Vocational-Technical Education, p. 1.
the in-service education program. It should contain worthwhile information and could help convey the philosophy of business education leaders to teachers.\textsuperscript{22}

Because the volume of knowledge is increasing so rapidly today, and because there are so many new theories and concepts in education, in-service training in such aspects as seminars and workshops is greatly needed for teachers to remain effective and competent.

\textsuperscript{22}National Association for Business Teacher Education, "In-Service Programs for Business Teachers," p. 75.
CHAPTER III

FINDINGS

This chapter will present the results of the questionnaire by indicating the needs and desires of 92.68 per cent (thirty-eight of the forty-one coordinators responded) of the distributive education teacher coordinators in Utah concerning in-service training. Explanation is given by the researcher for each phase of in-service training found in the questionnaire. (See the Appendix, page 36, for a copy of the complete questionnaire.)

Visit by Distributive Education Teacher Educator

A majority of the distributive education teacher coordinators, 76.32 per cent, replied that they would benefit by having the state distributive education teacher educator visit them for purposes of helping organize on-the-job coordination for students, giving useful suggestions which might help in the recognition of possible solutions to questions or related problems which may be encountered, helping to establish a Distributive Education Club of America organization, and aiding in solving local problems. (Refer to Table 1.)

Reasons for not desiring visits

In contrast, 21.05 per cent of the respondents were opposed to these visits. The teachers assumed the total responsibility of their positions and indicated that they were having no difficulty in their programs, and therefore needed no help from the state teacher educator. Approximately one fourth of those declining this help stated that they
obtained all the suggestions they needed from workshops they attended in their own areas, and thus felt they did not need additional workshops or seminars. One teacher coordinator mentioned that he attended four workshops a year and that he had no time for additional training of this type.

Two point sixty-three per cent failed to respond to the question of receiving visits from the state distributive education teacher educator.

TABLE 1

RESPONSE OF TEACHER COORDINATORS TO HAVING VISITS BY THE STATE EDUCATOR FOR THE PURPOSE OF HELPING WITH ANY PROBLEMS THAT MAY BE ENCOUNTERED

<table>
<thead>
<tr>
<th>Choices</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>29</td>
<td>76.32</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>21.05</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>2.63</td>
</tr>
</tbody>
</table>

Frequency of visits

Of the respondents, 42.11 per cent desired these visits on a request basis, asking for assistance by the state educator when specific problems are encountered. Thus, the visits would be of greater value and more could be accomplished.

On the other hand, 34.21 per cent of the teacher coordinators felt that quarterly visits would prove most beneficial and could act as a check to see if the teacher coordinator's program was doing well, and determine areas that require more attention.

Ten point fifty-three per cent wanted annual visits, and no one desired them on a monthly basis. (Refer to Table 2.)
TABLE 2
FREQUENCY OF THE STATE EDUCATOR'S VISITS TO TEACHER COORDINATORS

<table>
<thead>
<tr>
<th>Choices</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>On a request basis</td>
<td>16</td>
<td>42.11</td>
</tr>
<tr>
<td>Quarterly</td>
<td>13</td>
<td>32.21</td>
</tr>
<tr>
<td>No response</td>
<td>5</td>
<td>13.15</td>
</tr>
<tr>
<td>Annually</td>
<td>4</td>
<td>10.53</td>
</tr>
</tbody>
</table>

In-Service Training Seminars

The teacher coordinators were asked if they felt that the distributive education in-service training seminars would be of value to them. This was important because this question laid the whole foundation for both the questionnaire and the paper. To meet the objectives of this paper, the researcher needed to know what specific value this training is and how it can and must be improved to be of benefit to the men and women engaged in teaching distributive education.

Value of in-service training seminars

As seen in Table 3, 100 per cent of the respondents felt that in-service training seminars were valuable and would prove beneficial in helping them develop the type of program for which they are striving.

TABLE 3
VALUE PLACED ON IN-SERVICE TRAINING SEMINARS BY TEACHER COORDINATORS

<table>
<thead>
<tr>
<th>Choices</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, of value</td>
<td>38</td>
<td>100.00</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Location of seminars

The majority, 65.79 per cent of the teacher coordinators indicated that they desired seminars to be held at two or more locations. A rather low minority, 28.95 per cent felt that one location would be best. Five point twenty-six per cent did not even respond in any way to this question. (Refer to Table 4.)

TABLE 4
NUMBER OF LOCATIONS DESIRED BY TEACHER COORDINATORS FOR SEMINARS

<table>
<thead>
<tr>
<th>Choices</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two or more locations</td>
<td>25</td>
<td>65.79</td>
</tr>
<tr>
<td>One location</td>
<td>11</td>
<td>28.95</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>5.26</td>
</tr>
</tbody>
</table>

As shown in Table 5, Salt Lake City, Utah, was the first geographic choice with 63.16 per cent, because of its ideal location with more facilities for instruction, field trips, and the many facets involved in seminars and workshops needed for effective in-service training.

TABLE 5
LOCATIONS DESIRED BY TEACHER COORDINATORS FOR SEMINARS

<table>
<thead>
<tr>
<th>Choices</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salt Lake City, Utah</td>
<td>24</td>
<td>63.16</td>
</tr>
<tr>
<td>Rotation of locations</td>
<td>12</td>
<td>31.58</td>
</tr>
<tr>
<td>Provo, Utah</td>
<td>11</td>
<td>28.95</td>
</tr>
<tr>
<td>Richfield</td>
<td>4</td>
<td>10.53</td>
</tr>
<tr>
<td>Other (Ogden)</td>
<td>3</td>
<td>7.89</td>
</tr>
<tr>
<td>Logan</td>
<td>2</td>
<td>5.26</td>
</tr>
<tr>
<td>Cedar City</td>
<td>1</td>
<td>2.63</td>
</tr>
</tbody>
</table>
A rotation of cities was the second selection with 31.58 per cent. Slightly fewer respondents, 28.95 per cent, indicated Provo as their choice, 10.53 per cent Richfield, 5.26 per cent Logan, and 2.03 per cent for Cedar City. Not listed on the questionnaire but inserted by 7.89 per cent of the teacher coordinators was Ogden as a possible recommendation for seminars and workshops.

**Subject matter presented at seminars-workshops**

Among the seventeen subject matter areas listed on the questionnaire, 60.53 per cent of the respondents indicated that retail salesmanship was their prime choice of subject matter to have presented at a seminar or workshop. Following with 57.89 per cent was the area of advertising. Personality improvement and merchandise information were also among the top choices, both being selected by 52.63 per cent of the teacher coordinators. Public relations and display were the next choices, each with 47.37 per cent. The remaining topics were chosen in the following order: improved coordination 44.74 per cent; marketing research 39.47 per cent; pricing 36.04 per cent; operational structures of distributive education 28.95 per cent; controlling merchandise 26.32 per cent; money management and economics 23.66 per cent; credit procedures 23.68 per cent; receiving, checking, and marking merchandise 21.05 per cent; record keeping 18.42 per cent; and business law 15.79 per cent.

Among the additional desired topics inserted by 10.52 per cent of the respondents were student recruitment, stock market, training students in research, and a rotation of all of the above. Each of these additional subject areas had 2.63 per cent of the respondents selection. (Refer to Table 6.)
TABLE 6
TEACHER COORDINATORS' PREFERENCES OF SUBJECT MATTER TO BE TAUGHT AT SEMINARS

<table>
<thead>
<tr>
<th>Choices</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail salesmanship</td>
<td>23</td>
<td>60.53</td>
</tr>
<tr>
<td>Advertising</td>
<td>22</td>
<td>57.79</td>
</tr>
<tr>
<td>Merchandise information</td>
<td>20</td>
<td>52.67</td>
</tr>
<tr>
<td>Personality improvement</td>
<td>20</td>
<td>52.67</td>
</tr>
<tr>
<td>Display</td>
<td>18</td>
<td>47.37</td>
</tr>
<tr>
<td>Public relations</td>
<td>18</td>
<td>47.37</td>
</tr>
<tr>
<td>Improved coordination</td>
<td>17</td>
<td>44.74</td>
</tr>
<tr>
<td>Marketing research</td>
<td>15</td>
<td>39.47</td>
</tr>
<tr>
<td>Operational structures of Distributive Education</td>
<td>11</td>
<td>28.95</td>
</tr>
<tr>
<td>Controlling merchandise</td>
<td>10</td>
<td>26.32</td>
</tr>
<tr>
<td>Credit procedures</td>
<td>9</td>
<td>23.68</td>
</tr>
<tr>
<td>Money management and economics</td>
<td>9</td>
<td>23.68</td>
</tr>
<tr>
<td>Pricing</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Receiving, checking, and marking merchandise</td>
<td>8</td>
<td>21.05</td>
</tr>
<tr>
<td>Record keeping</td>
<td>7</td>
<td>18.42</td>
</tr>
<tr>
<td>Business law</td>
<td>6</td>
<td>15.79</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>10.52</td>
</tr>
</tbody>
</table>

Instruction on Audio-Visual Materials

A high majority, 73.68 per cent of the respondents indicated that instruction should be given during a pre-session summer workshop on how to prepare audio-visual materials.

On the other hand, 26.32 per cent felt that they did not want such instruction. The major reason for their decision was that they have already had a similar course. Others felt that in such a workshop there would not be sufficient time to do a good job with audio-visual media. They also felt that there were more important phases of distributive education which could and should be discussed. A very small
percentage of the respondents, 2.63 per cent, felt that there was enough audio-visual materials prepared commercially that they don't need to spend the time to make them. One respondent stated that his particular district held four meetings a year at which this type of instruction was given; thus he felt that no additional training was needed in this specific area. (Refer to Table 7.)

**TABLE 7**

**DESIRE BY TEACHER COORDINATORS FOR A PRE-SESSION SUMMER WORKSHOP ON HOW TO PREPARE AUDIO-VISUAL MATERIALS.**

<table>
<thead>
<tr>
<th>Choices</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
<td>73.68</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>26.32</td>
</tr>
</tbody>
</table>

Phases audio-visual instruction includes

Several respondents indicated more than one phase of instruction, but nevertheless the majority, 73.68 per cent felt that the knowledge of how to use the various audio-visual media was important. On the other hand, 63.16 per cent desired to know how to actually make these aids, while 52.63 per cent felt that they needed to know when to use them for maximum results within the classroom. (Refer to Table 8.)

**TABLE 8**

**PHASES OF AUDIO-VISUAL INSTRUCTION DESIRED BY TEACHER COORDINATORS**

<table>
<thead>
<tr>
<th>Choices</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to use materials</td>
<td>28</td>
<td>73.68</td>
</tr>
<tr>
<td>How to make materials</td>
<td>24</td>
<td>63.16</td>
</tr>
<tr>
<td>When to use materials</td>
<td>20</td>
<td>52.63</td>
</tr>
</tbody>
</table>
Types of audio-visual media for instruction

Overhead transparencies were the first choice in the area of audio-visual materials, indicated by 63.16 per cent of the respondents. Next, at 60.52 per cent, they felt it was important to have instruction on slide lectures. An equal number, 50 per cent, wanted to know more about audio and video tape recordings. The other media and their percentages are as follows: kinescopes 36.84 per cent; flow charts and business games 31.58 per cent; posters, flannel boards, and single concept loop films 26.32 per cent; and teaching machines 23.68 per cent.

Ten point fifty-three per cent of the respondents indicated that they would benefit by having instruction given on film strips. (Refer to Table 9.)

<table>
<thead>
<tr>
<th>Choices</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overhead transparencies</td>
<td>24</td>
<td>63.16</td>
</tr>
<tr>
<td>Slide lectures</td>
<td>23</td>
<td>60.52</td>
</tr>
<tr>
<td>Audio tape recordings</td>
<td>19</td>
<td>50.00</td>
</tr>
<tr>
<td>Business games</td>
<td>19</td>
<td>50.00</td>
</tr>
<tr>
<td>Video tape recordings</td>
<td>19</td>
<td>50.00</td>
</tr>
<tr>
<td>Bulletin boards</td>
<td>16</td>
<td>42.11</td>
</tr>
<tr>
<td>Programmed instruction</td>
<td>16</td>
<td>42.11</td>
</tr>
<tr>
<td>Kinescopes</td>
<td>14</td>
<td>36.84</td>
</tr>
<tr>
<td>Flow charts</td>
<td>12</td>
<td>31.58</td>
</tr>
<tr>
<td>Flannel boards</td>
<td>10</td>
<td>26.32</td>
</tr>
<tr>
<td>Single concept loop films</td>
<td>10</td>
<td>26.32</td>
</tr>
<tr>
<td>Posters</td>
<td>10</td>
<td>26.32</td>
</tr>
<tr>
<td>Teaching machines</td>
<td>9</td>
<td>23.68</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>10.53</td>
</tr>
</tbody>
</table>
Effectiveness of audio-visual materials now available

In reply to the question of effectiveness of materials now available, the greater part, 63.16 per cent of the teacher coordinators felt that more materials should be provided. However, 13.14 per cent felt that the materials to which they have access at the present time are out-of-date or not effective. On the other hand, 26.32 per cent felt confident that their materials were up-to-date and adequate for their needs. Five point twenty-six per cent of the teacher coordinators did not answer this question at all. (Refer to Table 10.)

<table>
<thead>
<tr>
<th>Choices</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>More materials should be provided</td>
<td>24</td>
<td>63.16</td>
</tr>
<tr>
<td>Up-to-date and adequate</td>
<td>10</td>
<td>26.32</td>
</tr>
<tr>
<td>Out-of-date or not effective</td>
<td>5</td>
<td>13.14</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>5.26</td>
</tr>
</tbody>
</table>

Additional materials needed

Among the additional audio-visual materials needed, 71.05 per cent of the teacher coordinators listed films as the one preferred above all others; 52.63 per cent indicated they want business games, and 50 per cent desired overhead transparencies and slide presentations. The others were ranked in the following order: video tape recordings 44.73 per cent; audio tape recordings 31.58 per cent; programmed instruction 28.95 per cent; flip charts 21.05 per cent; posters, kinescopes, and
single concept loop films 15.79 per cent; teaching machines 10.53 per cent, and flannel boards 7.89 per cent. (Refer to Table 11.)

**TABLE 11**

ADDITIONAL AUDIO-VISUAL MATERIALS NEEDED BY TEACHER COORDINATORS

<table>
<thead>
<tr>
<th>Choices</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Films</td>
<td>27</td>
<td>71.05</td>
</tr>
<tr>
<td>Business games</td>
<td>22</td>
<td>52.63</td>
</tr>
<tr>
<td>Overhead transparencies</td>
<td>19</td>
<td>50.00</td>
</tr>
<tr>
<td>Slide presentations</td>
<td>19</td>
<td>50.00</td>
</tr>
<tr>
<td>Video tape recordings</td>
<td>17</td>
<td>44.73</td>
</tr>
<tr>
<td>Audio tape recordings</td>
<td>12</td>
<td>31.58</td>
</tr>
<tr>
<td>Programmed instruction</td>
<td>11</td>
<td>28.95</td>
</tr>
<tr>
<td>Flip charts</td>
<td>8</td>
<td>21.05</td>
</tr>
<tr>
<td>Kinescopes</td>
<td>6</td>
<td>15.79</td>
</tr>
<tr>
<td>Posters</td>
<td>6</td>
<td>15.79</td>
</tr>
<tr>
<td>Single concept loop films</td>
<td>6</td>
<td>15.79</td>
</tr>
<tr>
<td>Teaching machines</td>
<td>4</td>
<td>10.53</td>
</tr>
<tr>
<td>Flannel boards</td>
<td>3</td>
<td>7.89</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>2.63</td>
</tr>
</tbody>
</table>

University Credit for In-Service Training

A slight majority, 57.89 per cent, felt that university credit should definitely be given for in-service training. However, 47.37 per cent felt that the decision should be optional. In sharp contrast, no one wanted to participate in in-service training on a non-credit basis. (Refer to Table 12.)

**TABLE 12**

CHOICE OF WHETHER UNIVERSITY CREDIT SHOULD BE GIVEN TO TEACHER COORDINATORS FOR IN-SERVICE TRAINING

<table>
<thead>
<tr>
<th>Choices</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit given</td>
<td>22</td>
<td>57.89</td>
</tr>
<tr>
<td>Optional</td>
<td>18</td>
<td>47.37</td>
</tr>
<tr>
<td>No credit given</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>
willingness to pay for credit

Although all respondents thought they should receive university credit or at least have an optional choice, 78.94 per cent of them stated that they would be willing to pay for this credit. In contrast, 21.06 per cent definitely said they would not pay.

Seven point eighty-nine per cent of those refusing to pay simply stated that they didn't need the credit. The others thought the credit would be too expensive or else felt that the state or district should pay for it. One teacher coordinator indicated that provisions were already available for recertification on a non-fee basis, and thus he would not pay for it himself. (Refer to Table 13.)

**TABLE 13**

**WILLINGNESS OF TEACHER COORDINATORS TO PAY FOR UNIVERSITY CREDIT**

<table>
<thead>
<tr>
<th>Choices</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, willing to pay</td>
<td>30</td>
<td>78.94</td>
</tr>
<tr>
<td>No, not willing to pay</td>
<td>8</td>
<td>21.06</td>
</tr>
</tbody>
</table>

Application of credit

Most of the teacher coordinators, 55.26 per cent, would apply their credit towards recertification. Slightly fewer respondents, 42.11 per cent, would like to apply it toward an advanced degree. Approximately 50 per cent felt that the choice should be optional because not all teachers are working for an advanced degree. (Refer to Table 14.)
TABLE 14

AREA TO WHICH TEACHER COORDINATORS WOULD APPLY UNIVERSITY CREDIT

<table>
<thead>
<tr>
<th>Choices</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recertification</td>
<td>21</td>
<td>55.26</td>
</tr>
<tr>
<td>Optional choice</td>
<td>19</td>
<td>50.00</td>
</tr>
<tr>
<td>Advanced degree</td>
<td>16</td>
<td>42.11</td>
</tr>
</tbody>
</table>

Distributive Education Field Trips

The teacher coordinators were asked if they would be willing to participate in field trips relating to distributive education. A very high percentage, 94.74 per cent, indicated that they would, while 5.26 per cent said they would not care to. The only reason given for not desiring the field trips was the lack of time to engage in such "extra activities." (Refer to Table 15.)

TABLE 15

WILLINGNESS OF TEACHER COORDINATORS TO PARTICIPATE IN FIELD TRIPS RELATING TO DISTRIBUTIVE EDUCATION

<table>
<thead>
<tr>
<th>Choices</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>36</td>
<td>94.74</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>5.26</td>
</tr>
</tbody>
</table>

Most of the teacher coordinators marked more than one type of field trip in which they would like to participate. However, 65.79 per cent preferred to attend display demonstrations to learn about displaying merchandise. A field trip to an advertising agency to learn more about this medium was desired by 60.53 per cent. The same number
of respondents felt that it would be beneficial to attend sales presentations to learn more effective means of presentation. Slightly fewer respondents, 57.89 per cent, wanted to visit retail stores to gain greater insights into the many phases of retailing. Of the respondents, 50 per cent felt it would be helpful to visit financial institutions to learn more about money management.

One respondent indicated that he would benefit by visiting an institution at which he could learn about electronic data processing. Another felt that it would be desirable to rotate all of the mentioned field trips. (Refer to Table 16.)

**TABLE 16**

**TYPES OF FIELD TRIPS PREFERRED BY TEACHER COORDINATORS**

<table>
<thead>
<tr>
<th>Choices</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display demonstrations</td>
<td>25</td>
<td>65.79</td>
</tr>
<tr>
<td>Visit advertising agency</td>
<td>23</td>
<td>60.53</td>
</tr>
<tr>
<td>Attend sales presentation</td>
<td>23</td>
<td>60.53</td>
</tr>
<tr>
<td>Visit retail stores</td>
<td>22</td>
<td>57.89</td>
</tr>
<tr>
<td>Visit financial institutions</td>
<td>19</td>
<td>50.00</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>5.26</td>
</tr>
</tbody>
</table>

**Distributive Education Newsletter**

A high majority, 78.95 per cent of the respondents felt that the Utah Distributive Education Newsletter had been of significant value in the past to warrant continuation in the future. However, 15.79 per cent did not feel that it had been of enough value to be continued. The reasons being that they did not read it very often or that they seldom or never received the newsletter. (Refer to Table 17.)
TABLE 17
VALUE PLACED BY TEACHER COORDINATORS ON
THE DISTRIBUTIVE EDUCATION NEWSLETTER

<table>
<thead>
<tr>
<th>Choices</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, of value</td>
<td>30</td>
<td>78.95</td>
</tr>
<tr>
<td>No value</td>
<td>6</td>
<td>15.79</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>5.26</td>
</tr>
</tbody>
</table>

Regardless of the value the respondents placed on the newsletter, 36.84 per cent of them felt that it could be upgraded to be of more value if it would include more sources of materials. Discussion of the Distributive Education Club of America activities to greater extent was the wish of 28.95 per cent. Several respondents, 21.05 per cent, would like the newsletter to include a calendar of events and also a job availability sheet of current job openings. Of the respondents, 15.79 per cent felt the newsletter could be upgraded by revealing more local happenings. (Refer to Table 18.)

TABLE 18
IMPROVEMENTS THAT TEACHER COORDINATORS DESIRE FOR THE DISTRIBUTIVE EDUCATION NEWSLETTER

<table>
<thead>
<tr>
<th>Choices</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>More sources of materials</td>
<td>14</td>
<td>36.84</td>
</tr>
<tr>
<td>Discuss DECA activities</td>
<td>11</td>
<td>28.95</td>
</tr>
<tr>
<td>Calendar of events</td>
<td>8</td>
<td>21.05</td>
</tr>
<tr>
<td>Job availability sheet</td>
<td>8</td>
<td>21.05</td>
</tr>
<tr>
<td>Reveal local happenings</td>
<td>4</td>
<td>15.79</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>
In-Service Television Programs

Twenty-six point thirty-two per cent of the teacher coordinators in Utah felt that the in-service television programs have proven of sufficient value to warrant continuation in the future. In contrast, 60.53 per cent of them did not think these programs were of real benefit. (However, they listed reasons for their answers which may be changed according to improvements in the television programs.) (Refer to Table 19.)

<table>
<thead>
<tr>
<th>TABLE 19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VALUE PLACED BY TEACHER COORDINATORS ON THE IN-SERVICE TELEVISION PROGRAMS</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choices</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No value</td>
<td>23</td>
<td>60.53</td>
</tr>
<tr>
<td>Yes, of value</td>
<td>10</td>
<td>26.32</td>
</tr>
<tr>
<td>No response</td>
<td>5</td>
<td>13.15</td>
</tr>
</tbody>
</table>

Reasons for not desiring in-service television programs

A number of the teacher coordinators, 28.95 per cent, indicated that these programs were presented at a "bad" time for them, usually too early in the day. Seven point eighty-nine per cent stated that they have not been made aware that the programs were going to be presented until it was too late to do anything about it. Other respondents indicated that they have poor reception and that at times they do not even have access to a television. One person indicated that he did not think these programs were professional enough; however, if they were improved he would watch them more regularly.
Desired improvements for the in-service television programs

Although many respondents felt the programs needed more than one improvement, 31.58 per cent thought that the programs could be upgraded by having professional personnel in distributive education conduct the programs. Next, 23.68 per cent of the coordinators thought it would be helpful to have DECA activities discussed more completely. Slightly fewer respondents, 21.05 per cent, felt that the programs could be improved by discussing and demonstrating various facets of distributive education that are usually not presented in the classroom. In addition, they indicated that it would prove beneficial to present outstanding distributive education students and have them discuss the various phases of the distributive education program.

Five point twenty-six per cent of the teacher coordinators thought it would be a good idea to have professional retail people conduct the program. Others suggested general "bull" sessions between teacher coordinators for the purpose of exchanging ideas they may wish to share. The suggestion was made that these in-service television programs would be of much more value if they could be made into films for classroom use. Also it would prove beneficial if the program availability could be published locally so that all concerned would be aware of these in time to watch and benefit by them. (Refer to Table 20.)
TABLE 20

IMPROVEMENTS THAT TEACHER COORDINATORS DESIRE
FOR THE IN-SERVICE TELEVISION PROGRAMS

<table>
<thead>
<tr>
<th>Choices</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have distributive education professionals conduct the programs</td>
<td>12</td>
<td>31.58</td>
</tr>
<tr>
<td>Discuss DECA activities</td>
<td>9</td>
<td>23.68</td>
</tr>
<tr>
<td>Demonstrate facets of distributive education</td>
<td>8</td>
<td>21.05</td>
</tr>
<tr>
<td>Discuss distributive education problems</td>
<td>8</td>
<td>21.05</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>10.53</td>
</tr>
</tbody>
</table>
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this paper was to determine whether a need exists for in-service training for distributive education teacher coordinators in Utah. More specifically, this study helped determine the particular needs and desires in the following areas:

1. Visits by the state distributive education teacher educator.
2. Seminars in distributive education.
3. Pre-session summer workshops.
4. Field trips pertaining to phases of distributive education.
5. Audio-visual instruction.
6. Distributive Education Newsletter
7. In-service television programs.

Conclusions

The following conclusions have been determined through the research of this paper:

1. A distributive education in-service training program is needed and desired by the distributive education teacher coordinators of Utah.

2. Most teacher coordinators would benefit by having the state distributive education teacher educator visit them for purposes of helping them develop and organize their individual programs.
3. Visits by the distributive education state educator are desired on a request basis.

4. In-service training seminars are valuable and will prove beneficial in helping teacher coordinators develop their programs.

5. Most of the teacher coordinators desire seminars to be held at two or more locations, Salt Lake City, Utah, being the first choice.

6. Retail salesmanship and advertising are the first choices of subject matter to have presented at workshops and seminars.

7. Instruction should be given during a pre-session summer workshop on how to prepare audio-visual materials.

8. Teacher coordinators desire to know how to use the various audio-visual media.

9. Overhead transparencies are the first choice of audio-visual materials on which instruction is desired.

10. More audio-visual materials should be provided or made available to teacher coordinators.

11. Films are wanted above any other audio-visual medium.

12. University credit should be given for in-service training; however, the decision of its application should be optional.

13. Most of the teacher coordinators are willing to pay for university credit if it is given.

14. Application of credit by the majority of teacher coordinators will be toward recertification.

15. Most of the teacher coordinators are willing to participate in field trips relating to distributive education.
16. Attendance at display demonstrations to learn about display techniques is the most desired field trip.

17. The Distributive Education Newsletter has been of significant enough value in the past to warrant continuation in the future.

18. The newsletter could be upgraded to be of more value if it would include more sources of materials.

19. In-service television programs are not of sufficient value to be continued in the future.

20. In-service television programs could be upgraded by having professional personnel in distributive education conduct the programs.

**Recommendations**

The conclusions suggest several recommendations that an in-service training program should include:

1. The distributive education state teacher educator should inform teacher coordinators that visits will be made on a request basis, and should encourage teachers to make such requests as problems are encountered.

2. Salt Lake City, Utah, is more centrally located for seminars and workshops, and perhaps increased attendance and participation by teacher coordinators would result if seminars were held there.

3. Retail salesmanship and advertising should be discussed in greater depth at seminars and workshops.

4. Instruction should be given during a pre-session summer workshop on how to prepare audio-visual materials.

5. Preparation of and the use of overhead transparencies should be taught at the pre-session summer workshop.
6. The state office should provide more audio-visual materials, particularly films.

7. The Distributive Education Newsletter should include more sources of materials applicable to classroom use.

8. The Distributive Education Newsletter should include a calendar of events and a job availability sheet of current job openings.

9. The in-service television programs should be held at another time rather than at 3:40 p.m. as it is now, preferably later in the day, and should have professional personnel in the field of distributive education conduct the programs.
BIBLIOGRAPHY

Books


Periodicals


APPENDIX
January 5, 1969

Dear [Name of Teacher Coordinator]:

I am currently working on a Masters of Science degree from Utah State University, and in the course of study I must complete a research paper dealing with some phase of my chosen field—distributive education.

I have chosen to research the in-service training needs of distributive education teacher coordinators in Utah. Therefore, it is necessary to consult you about your particular needs for this type of training.

I would consider it a personal favor if you would fill out the enclosed questionnaire and return it to me in the enclosed, stamped, self-addressed envelope as soon as possible, but no later than January 11. You will notice that your questionnaire is numbered. This is so I will know who has responded and who has not. If the questionnaire has not been completed and returned by the due date, a follow-up letter will be sent until a response is received.

I would appreciate your frankness in answering all of the questions, marking those answers which relate most directly to your opinions and needs. All of this will be kept confidential and no names will be used. The final results will appear on a percentage basis.

I feel that with your help I can find those aspects of distributive education that you would like to see altered or improved so that teaching and working in this field may be upgraded to the level at which we desire it.

Thank you so much for your help in this matter. It will be most helpful in the completion of this study.

Sincerely,

Grant J. Schmidt

GJS: ss

enclosures
QUESTIONNAIRE

Place a check mark in the appropriate box at the left of the possible answers. If more than one answer applies, rank numerically according to preference with 1 being the most preferred, 2 second, etc.

1. As a distributive education teacher coordinator do you feel you would benefit by having the state distributive education teacher educator visit you for purposes of helping organize on-the-job coordination for students, giving useful suggestions which might help in the recognition of possible solutions to questions or related problems you may encounter, helping to establish a DECA organization, and aid in solving local problems?

☐ A. yes
☐ B. no (state reason)

2. If these visits are desired, how often should they be carried out?

☐ A. monthly
☐ B. quarterly
☐ C. annually
☐ D. on a request basis
☐ E. other (explain)

3. Do you feel that the distributive education in-service training seminars would be of value to you as a teacher coordinator?

☐ A. yes
☐ B. no (state reason)

4. If a seminar is to be held, should it be at one central location or at two or more different locations?

☐ A. one central location
☐ B. two or more locations

5. Please indicate your choice (choices) of location.

☐ A. Salt Lake City
☐ B. Provo
☐ C. Logan
☐ D. Richfield
☐ E. Cedar City
☐ F. Rotation
☐ G. Other (indicate)
6. What subject matter would you prefer to have presented at a workshop conducted by specialists in given fields? Mark a "1" in the box of those you feel are most beneficial, a "2" for those that have some value, and "3" for those you feel are not of significant value.

A. advertising
B. retail salesmanship
C. merchandise information
D. public relations
E. improved coordination
F. marketing research
G. operational structures of distributive education
H. money management and economics
I. business law
J. personality improvement
K. controlling merchandise
L. display
M. receiving, checking, and marking merchandise
N. record keeping
O. pricing
P. credit procedures
Q. other (indicate)

7. Should instruction be given during a pre-session summer workshop on how to prepare audio-visual materials.

A. yes
B. no (state reason)

8. If your response to number six is yes, this instruction should include:

A. how to make materials
B. when to use materials
C. how to use materials

9. On what types of audio-visual materials should instruction be given?

A. overhead transparencies
B. slide lectures
C. bulletin boards
D. posters
E. audio tape recordings
F. video tape recordings
G. flannel boards
H. flow charts
I. programmed instruction
J. teaching machines
K. business games
L. single concept loop films
M. kinescopes
N. other (indicate)
10. Are the instructional audio-visual materials you have access to up-to-date and effective or should more of these be provided by the state office?

- [ ] A. out-of-date or not effective
- [ ] B. up-to-date and adequate
- [ ] C. more materials should be provided

11. If additional materials are needed, what types of materials do you feel should be provided?

- [ ] A. films
- [ ] B. audio tape recordings
- [ ] C. video tape recordings
- [ ] D. overhead transparencies
- [ ] E. flannel boards
- [ ] F. posters
- [ ] G. flip charts
- [ ] H. slide presentations
- [ ] I. programmed instruction
- [ ] J. teaching machines
- [ ] K. business games
- [ ] L. single concept loop films
- [ ] M. kinescopes
- [ ] N. other (indicate)

12. Do you feel that university credit should be given for in-service training (seminars and workshops) or should they be offered on a non-credit basis?

- [ ] A. credit given
- [ ] B. no credit given
- [ ] C. optional

13. Would you be willing to pay for the credit if it is given?

- [ ] A. yes
- [ ] B. no (state reason)

14. If credit is given, to what should it be applied?

- [ ] A. advanced degree
- [ ] B. recertification
- [ ] C. optional
- [ ] D. other (explain)

15. Would you be willing to participate in field trips relating to distributive education?

- [ ] A. yes
- [ ] B. no (state reason)
16. If so, what type of field trips do you prefer?

A. visit advertising agency to learn more about the advertising medium
B. visit retail stores to gain insight about retailing
C. attend display demonstrations to learn about displaying merchandise
D. attend sales presentations to learn more effective ways of presentation
E. visit financial institutions to learn about money management
F. other (explain)

17. Do you feel that the Utah Distributive Education Newsletter has been of significant value in the past to warrant its continuation in the future?

A. yes
B. no (state reason)

18. If not, how could it be upgraded to be of more value to you?

A. include more sources of materials
B. reveal local happenings
C. include a calendar of events
D. discuss DECA activities more fully
E. include a job availability sheet of current job openings
F. other (explain)

19. Have in-service television programs proven of sufficient value to warrant continuation in the future?

A. yes
B. no (state reason)

20. If not, how can these programs be improved so that you may benefit by them?

A. by having professional personnel in distributive education conduct the programs
B. by discussing and demonstrating various facets of distributive education that are usually not presented in the classroom (such as those listed in number 6).
C. by discussing DECA activities
D. by presenting outstanding distributive education students and having them discuss various phases of the distributive education program
E. other (explain)
VITA

Grant J. Schmidt

Candidate for the Degree of

Master of Science

Report: A Survey to Determine In-Service Training Needs for
Distributive Education Teacher Coordinators in Utah

Major Field: Distributive Education

Biographical Information:

Personal Data: Born in Logan, Utah, Cache County, on
November 18, 1941; son of Martha Schadly Schmidt and
Willy Alfred Schmidt, of Logan, Utah; married Susan Harris,
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Education: Received elementary schooling in Logan, Utah;
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Senior High School in the spring of 1960; enrolled at Utah
State University, Logan, Utah, in 1960; served as a missionary
in Germany for the Church of Jesus Christ of Latter Day Saints,
from 1961-63; attended Utah State University from 1964-67;
graduated with a Bachelor of Science degree in Distributive
Education; member and past vice president of Alpha Kappa Psi;
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Professional Experience: Employed as a business education teacher
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organizing and planning a program of distributive education
in this school for the coming year.