Guidelines for Establishing a Cooperative Distributive Education Program at Box Elder High School

Keith Fillmore

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GUIDELINES FOR ESTABLISHING A COOPERATIVE
DISTRIBUTIVE EDUCATION PROGRAM AT
BOX ELDER HIGH SCHOOL

by

Keith Fillmore

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
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Sincere appreciation is extended to Professor Gary Smith, Dr. Ted Ivarie, and Dr. Ted Stoddard for their cooperation, advice, and friendship in the preparation of this paper.

Appreciation is also extended to my wife, Marcein, for her support and encouragement in completing this graduate program.

[Signature]

Keith Fillmore
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CHAPTER I
INTRODUCTION

The development of education in the United States to its present standard has been a major contribution to the concept of democracy the world over. The education of people has been all-important to industrial progress.¹

Vocational training for distributive occupations is not in opposition to other kinds of education; in fact, vocational education is a vital part of education for a great number of persons. Vocational training for distributive occupations has definite fundamental contributions to make toward the achievement of the major purposes of education in a democracy. These major purposes of vocational education are usually stated as: self-realization, civic responsibility, understanding of human relationships, and economic efficiency.²

Distributive education is one of the areas of vocational education. Many teachers, school administrators, parents, businessmen, and other


workers in education actually have a limited understanding of what "distributive education" is or includes.\textsuperscript{3}

The field of distributive education embraces retail, wholesale, and service businesses. The number of people involved in distributive occupations represents one of the three largest occupational clusters in the American economic system.\textsuperscript{4}

In every community, an unmistakable partnership exists between the school and business and industrial segments of the community. Business and industry are in continual need of qualified personnel to staff broadening and expanding enterprises. The school, at the same time, needs the counsel of business and industry to make certain that the training programs in the school are meaningful and realistic.\textsuperscript{5}

**Statement of the Problem**

The purpose of this study is to describe the guidelines used in establishing a cooperative distributive education program at Box Elder High School, Brigham City, Utah. More specifically, this report is designed to acquaint teacher coordinators of distributive education with the procedures followed in establishing a cooperative distributive education


\textsuperscript{5}ibid.
program similar to the one established at Box Elder High School.

Importance of the Study

The importance of an efficient distribution system is continuously emphasized by the delicate balance that exists within the United States economy. National prosperity depends upon full employment which results from high-level consumption. Consumption depends to a large extent upon good salesmanship and sound merchandising practices.\(^6\)

The following studies highlight information that was compiled on retail stores and employment in the distributive occupations:

1. Of the total number of retail stores in the United States, the majority are independent businesses with five employees including the proprietor. Their rate of failure in some years has been as high as 25 percent of the total number operating. Lack of training was a serious handicap not only to individual merchants but also to their employees and the public as well. Properly trained management and employees reduced the number of small business failures.\(^7\)

2. Studies show that, when young people are trained, they are usually able to enter jobs at a higher level and to progress more rapidly than those who have not received such training.\(^8\)

\(^6\)Ibid.
\(^7\)Ibid.
\(^8\)Ibid.
3. The Department of Labor makes the following prediction:

   a. For every 137 professional and technical workers in 1965, 196 will be needed by 1975.
   b. For every 122 managers, officials, and proprietors in 1965, 145 will be needed by 1975.
   c. For every 127 clerical and sales workers in 1965, 162 will be needed by 1975.
   d. For every 124 skilled craftsmen in 1965, 150 will be needed by 1975.  

Numerous values accrue to a community through a distributive education program. In most areas, these advantages are quickly recognized by parents, employees, the faculty of the school, and, perhaps most important of all, by the individuals who participate in the training program. The extent to which these contributions are both real and recognized depends upon the community and the quality of the program.  

As a result of the importance of preparing students for employment, this study attempts to familiarize teacher coordinators of distributive education with the procedures followed in establishing a cooperative distributive education program similar to the one established at Box Elder High School.

Definitions of Terms

For the purpose of this study, certain key words are defined.

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9 Gordon I. Swanson, Vocational Education for Rural America, p. 268.

10 Ibid.
Distributive education. Distributive education is defined as a type of training, specifically vocational in nature, revolving around a group of skills, abilities, knowledges, understandings, appreciations, and judgments that are integrated with such subjects as retail selling, principles of retailing, store operation and management, and allied subjects in the areas of retailing, wholesaling, and service occupations.

Business education. Business education is a type of training that may be vocational as well as general in nature. Business education includes the two broad vocational areas that have been described as distributive education and office occupational education as well as basic business.

Teacher coordinator. A teacher coordinator is one who has the same function as a coordinator and will be expected to teach the distributive education classes, administer the cooperative part-time training program, and promote the program in the school and in the store.

Distributive occupations. Those jobs in which workers are employed in the commercial procedures necessary for making available to consumers the goods and services produced by others are known as distributive occupations.

Training stations. A training station is a place of business where a student receives supervised occupational training pertaining to the specific requirements of a particular job.

Model store. Model stores are units used for demonstration purposes and not for the sale of merchandise. As far as possible, experience
in the model store should be correlated with classroom instruction.

*Teaching staff.* The term teaching staff includes the five distribu-
tive education coordinators involved in the Box Elder High School
distributive education program.

**Assumptions**

The assumptions to be made in this study are as follows:

1. School administrators will be willing to implement a distributive
education program at Box Elder High School.

2. This study is designed to serve as a checklist and is not in-
tended to be used as a textbook.

**Methods and Procedures**

To establish a distributive education program at Box Elder High
School, Brigham City, Utah, Gary Smith of Utah State University made
the initial contact with Sam Gordon, Director of Vocational Education in
Box Elder County, and Carroll Nichols, Principal of Box Elder High School.
A proposed distributive education program was explained in detail, and an
interest in a distributive education program was expressed.

Five graduate students from Utah State University were available to
Box Elder High School for the purpose of implementing the distributive ed-
ucation program. The five graduate students from Utah State University
involved in the program were Keith Fillmore, Duane Jacobs, Sterling
Ludlow, Thomas Rabb, and Richard Thomas. The five students were
assigned to Box Elder High School for the Winter Quarter, 1968, and Mr. Fillmore continued the program until the end of the school year.

The establishment of the distributive education program consisted of the following: (a) identification of and support for the program, (b) implementation of public relations program, (c) selection of distributive education students, (d) selection of training stations, (e) development of coordination and techniques, (f) organization of the Distributive Education Club of America (DECA), (g) development of plans for a model store, (h) recommendation of texts and curriculum for the following year, and (i) selection of advisory committee.
Marks has said,

Education is man's going forward from cocksure ignorance to thoughtful uncertainty. Let us accept the rightness of thoughtful uncertainty but make it compatible with initiative and change. In this way, we will justify the hopes of the thousands who see in vocational education their opportunity to be socially and economically productive citizens.¹

The History of Distributive Education

The first program in distributive education was self-education beginning in the last quarter of the nineteenth century. The training was carried on by progressive distributors such as the National Cash Register Company and the Wanamaker Department Store.²

In 1911, Lucinda Prince established a private school, not only to train educational directors for stores but also to train high school teachers to give instruction in store-training courses.³

In the decade from 1910 to 1920, teacher training activities in

¹Mary V. Marks, Reaching for New Horizons in Teacher Education, Report to the Regional Conferences, Charlottesville, Dallas, San Francisco: (February, 1968).

²Ibid.

distributive education was established in the United States of Education and in collegiate schools of retailing.4

The 1930's were venturesome years. More secondary school textbooks were published during that decade than any previous decade. The first federal aid for distributive education was in the form of the George-Deen Act of 1936.5 This Act earmarked special funds and aided distributive education.

The 1940's were characterized by the packaged courses, the Victory Programs, the organization of DECA, the establishment of a full-time institutional teacher education program, the return of the G.I.'s, and increased federal funds and enrollments.6

During the 1950's, many institutional full-time distributive teacher education programs were established as compared with the preceding and succeeding decades. The first doctoral study devoted to distributive education was completed. The Texas bibliographies were published, and state departments published many courses of study. Federal funds were restored.7

During the 1960's, distributive teacher education made excellent progress. Teacher educators established their identity as a professional

4Ibid., p. 2.
5Ibid., p. 3.
6Ibid.
7Ibid.
group. The nature of enrollments in distributive education classes changed, and more full-time institutional teacher education programs were established than during any other decade.8

Comment of National Leaders

The following prominent national leaders have commented on meeting the changing needs of people through the vocational educational approach:

Robert Oppenheimer, the distinguished scientist, made the following observation which has relevance for decision about teacher and vocational education. He said,

In an important sense, this world of ours is a new world—one thing that is new is the prevalence of newness, so that the world alters as we walk in it, so the years of man's life measure not some small growth or rearrangement or moderation of what we learn in childhood, but a great upheaval.9

President John F. Kennedy, in his first message to Congress relative to American education, said,

The basic purpose of our vocational education effort is sound and sufficiently broad to provide a basis for meeting future needs; however, the technological changes which have occurred in all occupations call for a review and re-evaluation toward their modernization.10

8 Ibid., p. 4.

9 Marks, Reaching for New Horizons in Teacher Education, p. 3.

10 Ibid.
Hon. Luther H. Hodges, Secretary, U. S. Department of Commerce, in an article in *Parade Magazine* asked the following question:

Without more training, where will we get the six million additional people who will be needed during the next decade in sales, clerical and service occupations? How will they learn to sell and service the deluge of new products that’s on the way— even today, about one-third of all sales revenue is from products that did not exist about 10 years ago? ¹¹

Supreme Court Justice Arthur Goldberg, former Secretary of the U. S. Department of Labor, speaking at a national leadership conference of vocational educators in Washington, D. C., made three points:

1. Education is the key to employment.
2. We must develop an ability to analyze future changes of employment patterns.
3. There is a need for a comprehensive partnership involving the federal government, state, and local agencies if the job of vocational education is to be successfully fulfilled. ¹²

Seymour Walfbein, Director, Office of Manpower and Automation Training, U. S. Department of Labor, in an article in the *American Vocational Journal*, made five specific points:

1. Everyone can be trained.
2. Everyone needs training.
3. Every place needs training.
4. The quality of training must be improved.
5. The quality of the vocational teacher must be improved. ¹³

¹¹Ibid., p. 4.


¹³Ibid.
Cooperative Programs

In every organization great emphasis is placed on the goal to be achieved, and little concern is evident for how the goal is to be achieved. The whole concern is to get the job done. But goals are achieved by some means and, sooner or later, even the most impulsive man of action will discover that some means are better than others.\textsuperscript{14}

Project Training

If anything a person does by pre-determination and according to plan is a project, then projects are as old as man's power of reasoning. The first record of the project, as an educational method, had a rather questionable beginning in ancient Greece. The custom was for the scholars to meet in the Boule and there settle, through discussion and debate, all questions of the day. These questions ran the gamut from judicial and legislative matters to discussions of how many angels could dance on the head of a pin. Once a participant raised the question of the number of teeth in a horse's mouth. During a pause in the discussion, one scholar left the Boule, found a horse, and counted the teeth. Of course, he was ostracized and never permitted to participate in scholarly discussions again because he cheated. Whatever his fate, this is the

\textsuperscript{14} Ibid., p. 5
first recorded evidence of project learning to be found purely educational objective.¹⁵

The National Clinic for Distributive Education, in October, 1963, introduced the idea of project training. The idea derived from the premise that more than one way was available to prepare an individual for employment in the area of his distributive occupational choice. Project training was offered as an additional method of teaching: one that would encourage distributive education to become available to more students in more schools. Such training presented another way of maintaining the vocational approach to instruction for distribution.¹⁶

Marks alluded to the fact that a new idea is subject to many interpretations. The following objectives of project training have the same outcomes as do the cooperative method:

1. Understanding of how distributive occupations support a healthy economy.
2. Evaluating aptitudes and abilities in connection with job situations.
3. Accepting responsibility for one’s own effort.¹⁷

The project method extends classroom instruction into a laboratory environment. Activities provided in the laboratory are used to enrich and to enlarge the student understanding and skills developed initially during regular class sessions. Just as with the cooperative method, the center

¹⁵Ibid., p. 1.

¹⁶Marks, Reaching for New Horizons in Teacher Education, p. 5

¹⁷Ibid.
of the educational process is the classroom.

The primary objectives of the project method were:

1. Developing learning experiences individualized according to occupational objectives and student differences.
2. Developing the ability to change as a basic qualification for jobs in distribution and marketing, as well as in other fields.  

The burden of the project method lies in the somewhat difficult task for the teacher coordinator to discriminate between strong and weak results. For example, what degree of ability should be expected of high school students? How important are abilities in relation to individual job objectives and the subject matter or the curriculum? These become the criteria of qualification each project student presents to his prospective employer.

The Work Experience Education Program

A Work Experience Education Program was developed in 1965 by the California State Department of Education. The program had as its main objective: "True work experience education results only when it encompasses a systematic plan whereby young people, while still in school, gain realistic employment experience through part-time work performed."  

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18 ibid., p. 6.
19 ibid., p. 7.
In this program, students actually observed an occupation of their choice. The students did not work. Students received credit, but no pay.

The Work Experience Education Program included the following areas:

1. Choosing an occupation
2. Completing job application
3. Being introduced to work experience education
4. Developing business attitudes and personality

**Distributive Education**

The distributive education program aims to prepare certain high school graduates for initial marketing jobs and to prepare these graduates to advance on the job.

The method of this program is a well organized adaptation of the apprentice method with the student-learner taking regular classwork at school, while at the same time working part-time for wages under close supervision at a designated local business. This student-learner has previously acquired an introduction to business terminology and procedures in a sequence of courses taken in his first three years of high school. In his senior year, ideally the student-learner takes the cooperative business education related classwork in addition to other school subjects and is instructed in subject matter definitely correlated with his on-the-job training. In his on-the-job training, his practical work

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21 Ibid.
is directed so that he will achieve certain desired learning outcomes. This unique type of program capitalizes upon the high level of motivation, upon meeting the student's individual needs directly, and upon giving the student the opportunity to "learn by doing, "—an ideal situation for high-quality learning. 22

Marks explained that the objective of distributive education was to involve the student-learner wherever and whenever possible. The involvement of the individual includes activities in the community and in the school. 23

The distributive education training activities which Marks outlined are as follows:

1. Cooperative training. --Supervised occupational experience under a cooperative plan should remain the dominant technique of participation. 24

2. Group projects. --From the outset students should find in the project plan opportunities for working as a member of a team as well as opportunities for self-directed achievement. Situation analysis, case problems, discussion exercises, games, directed observations, and role-playing in the total groups or in sub-groups will help individuals

22 Ralph E. Mason, Methods in Distributive Education (Danville Illinois: The Interstate Printer and Publisher, Inc. , 1967) p. 46.


24 Ibid.
learn from each other.25

3. Individual study.--Projects planned as individualized instructions may be as simple as the preparation of a manual demonstrating the ability to recognize and to prescribe the use of specialized equipment and record forms in an employment field. The instruction may require judgment skills or reading assignments.26

4. Coordination.--Coordination of instruction with current practices and trends affecting employment qualifications takes on increased importance when individual training plans are to be school centered. The instructor must have time to develop and to utilize community and school resources for occupationally directed learning experiences. The entire community will become the business laboratory for distributive education as close touch is maintained with distributive businesses.27

**Training Stations**

The purpose of the distributive education training station is to give students practice related to job occupational experiences. Levendowski has emphasized the importance and the use of distributive education training stations. He insists that a major responsibility for the

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25 Ibid., p. 10.
26 Ibid.
27 Ibid., p. 11.
development of quality training stations rests with the teacher coordinator. However, the administrators should understand that the location and selection of training stations is just as important as the laboratories in the school building.  

Levendowski asks the questions:

1. Where should training stations be located?
2. How may training stations be utilized?
3. What standards should be used in selecting stations?  

When coordinators select a training station, they should consider the following factors:

1. Full-time employment opportunities.
2. Supervised training program is necessary.
3. Employer is interested in cooperative plan of training.
4. Amount of time student is employed is specified.
5. Student is paid for his work.
6. Business firm is established and progressive.  

Once the training station has been selected, it must be nurtured and organized so that the goals of distributive education are consistent with the objectives and purpose of the training station. Levendowski proposed the following steps in organizing the training station:

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29 Ibid., p. 3.

1. Acquaint employer with the nature and scope of the program.
2. Develop systematic training plan keyed to career objectives.
3. Designate and orientate a training sponsor. 31

**Coordination**

To insure that classroom activities are supplemented by the training stations, the coordinator must make regular visits to the training stations. Lay suggests "two visits a month." She also suggests "that the coordinator is the key to an effective distributive education program." 32

Levendowski suggests 40 things to do when coordinating. Some of these were:

1. Introduce a program to employers.
2. Explain training responsibilities to employers.
3. Relate job training with school curriculum.
4. Learn actual employment conditions.
5. Determine student progress.
6. Observe students at training stations.
7. Determine student program.
8. Control student working hours. 33

Thus, the coordination activity becomes an evaluation of the student. Harland E. Samson, Teacher-Economic, University of Wisconsin,

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32 June Lay, "Coordination--The Key to Effective Distributive Education Programs." Presentation on Coordination Techniques at the American Vocational Association Convention, 1967, p. 7.

suggested that the coordinator fill out a rating form with the employer at the end of a work experience in a department.  

Samson further suggests:

The rating forms must be used after completion if full effectiveness is to be obtained from the information secured about the student. Most coordinators set up conference periods with each student in which the ratings and remarks of the employer are discussed with the trainee. Good points and traits should be pointed out and the student given encouragement. Weaknesses and problems should be evaluated and assistance given. Students are very anxious to find out "how they are doing" on the job, and this systematic rating procedure is one of the best ways. The periodic use of the rating procedure gives the student a regular check-list which they need and desire. This should supplement any daily information the employer or supervisor may give the trainee.

Model Store

William H. Antrim, Distributive Education Teacher Educator at the University of Arizona, recommends that the model store project method be used to teach and to train students in the field of marketing.

Antrim recommends the following physical facilities in an ideal distributive education model store program:

1. Classroom area
2. Model store
3. Workshop and storage area

\[34\] Department of Business Education, "Evaluating Student Trainees on the Job" (Logan, Utah: Utah State University, 1965), p. 2. (Mimeographed.)

\[35\] Ibid.
Speaking of the model store, Antrim says:

The model store takes on a new meaning in the distributive education project instructional program. It can readily become the primary project method teaching tool. This is by no means an automatic process. There must be a continuous effort on the part of the distributive education instructional staff to adopt and develop model store facilities into the vital teaching role that they can assume. 37

Antrim mentions the use of equipment such as store fixtures and a cash register as aids to improve the model store. He states that these aids "are not necessities, they are helpful in permitting more intensive training in visual merchandising. They develop a reaction that is helpful for student motivation in model store project activity." 38

Antrim further suggests that merchandise units, cashwrap units, cash register, actual or "dummy" merchandise, shadowboxes, display forms, signholders, and pegboards should be included in a model store. 39

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37 Ibid.

38 Ibid., p. 2.

39 Ibid., p. 3.
Advisory Committee

One of the key elements in a distributive education program is the advisory committee. Gary Smith, Teacher Educator, Utah State University, described an advisory committee as a group of laymen who have respect of the community; who are truly representatives of the employees and employers in the community; who are recognized in their businesses or occupations; who are organized to advise and to counsel school authorities on matters concerning the vocational program; and who make suggestions and recommendations with respect to program operations and improvements.  

Smith identified six specific areas of activity with which advisory committees might concern themselves. The areas were:

1. The part-time cooperative program.
2. Surveys of employment needs of the community.
3. Promotions of the program.
4. Continued evaluation of the program.
5. Recommendations and help in establishing standards.
6. Assistance in student placement.

Smith further emphasizes

"... an advisory committee should never be expected or allowed to carry on the job functions of the coordinator or any of the other school personnel. The purpose for having the advisory committee is to enable the coordinator to do a better job than he or she could possibly do without the aid and advice of such a group."

\[40\text{Department of Business Education, op-cit., p. 2.}\]
\[41\text{Ibid., p. 3.}\]
\[42\text{Ibid., p. 4.}\]
Recruiting Students into Retailing

Retailers have expressed the idea that business, particularly the retailing industry, has built an unfavorable image in the minds of many young people. Guelich maintained that the distributive education program offers many young people, who respect hard work, achievement, and leadership, an opportunity for a profitable career in business. From this source, Guelich hoped retailers could draw much of their management personnel. Montgomery Ward, Sears and Roebucks, and J. C. Penneys employ hundreds of distributive education students in their stores.

The employment support, which retailers have given distributive education programs, as well as scholarship grants and special instruction in selling, merchandising, accounting, display, stock-keeping, records, and controls, helps strengthen the distributive education program. Retailers are, thereby, able to encourage young people into retailing careers.

Distributive Education Club of America (DECA)

Gram suggested that DECA activities have proven an effective means

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44 Ibid.

through which schools involved in distributive education throughout the United States can be brought together for constructive competition in marketing. Also, DECA helps cooperative activities between the schools and the business community.46

The DECA program with its contests contributes its share to the development of these desirable traits. It can and does play a significant role, along with other social factors, in affecting the growth and development of the total individual.47

The business community has become aware of the training potentiality for the student participating in such contests as: (a) public speaking, (b) sales demonstration, (c) job-interview, (d) advertising layout, (e) display judging, and (f) merchandise mathematics.48

All of these contests are of tremendous value to the business community because they provide the incentive, recognition, and learning experiences that are so necessary to the making of a successful employee.49

Public Relations

Gram has emphasized the importance of using DECA to build good

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47 Ibid., p. 68.
48 Ibid., p. 62.
49 Ibid., p. 63.
public relation. He implied that one of the problems a distributive education coordinator faces is getting good publicity for the program, particularly when it is a new program. The primary responsibility of the teacher coordinator is to familiarize the local merchant and citizens with the objectives of distributive education.50

To acquaint the public with the distributive education program, Gram suggested the following steps:

1. Developing some community activity in which DECA could participate.
2. Promoting a meeting with the local board of directors of the Retail Merchants Association.
3. Developing and explaining guidelines to those involved in the project activity.
4. Promoting and inviting the participation of newspapers, photographers, and reporters.
5. Coordinating and evaluating the publicity story.51

Gram further suggested that this type of activity provides the following:

1. The student received some practical experiences in selling.
2. The students had the experience and opportunity of making a sales presentation before Merchant Committee.
3. It gave the students practice in organizational work.
4. It gave the participating merchants excellent publicity.
5. It gave the school system good publicity and put across the story of distributive education through publicity releases.52

Public Relations Reporter has emphasized the significance of public

50 Ibid.
51 Ibid., p. 64.
52 Ibid., p. 65.
relations as the concern of teacher coordinators, students of distributive education, and friends of the distributive education program. 53

The teacher coordinator is to see that the distributive education program effectively serves the community that it supports. 54

Public Relations Reporter projects the importance of the teacher coordinator activities with the students of distributive education in drawing up a program of public relations which will keep the local community, the school administration, and the Director of State Vocational Coordinators informed of progress and needs. 55

The Public Relations Reporter provides a few valuable guidelines for public relations which may be especially helpful in implementing a distributive education program. These suggestions were as follows:

1. Listen systematically. Consideration is basic in human needs and in good public relations.
2. Understand problems, motives, and needs. Inquiry often reveals a different purpose from that stated.
3. Appearance is important in public relations. A neat, well-groomed person creates a good impression. 56

Though a public relations program makes good use of all media, the public relations program of distributive education may still fail in its

54. Ibid., p. 7.
55. Ibid.
56. Ibid., p. 8.
objectives of effectively communicating the programs and goals of the distributive education to the community. The Public Relations Reporter emphasizes that the most foolproof means of molding opinion is through personal contact, particularly that which involves the opinion leader of the community.

The Public Relations Reporter went on to say:

Friends of the distributive education program are an important link in the communications network to these opinion leaders. Their views on distributive education activities suddenly become informed and valued opinions by the mere fact of their friendship.

Friends can:

1. Develop public understanding of distributive education and the vital role distributive education plays in today's living.
2. Sponsor speakers, film programs, training stations, teaching aids and work for the development of distributive education.

Summary

The literature involving the distributive education program revealed that the teaching of marketing began as a result of the needs of the American economic system for trained marketing personnel. The United

57 Ibid.
58 Ibid., p. 9.
59 Ibid., p. 10.
60 Ibid.
States Government appropriated federal funds for distributive education in 1936 under the George-Deen Act.

Prominent national leaders have recently expressed the need for distributive education. The Vocational Education Act of 1963 provided for large sums of money for training in the distributive occupations.

Educators have shown the value of using cooperative programs, project training, work experience, training stations, coordination activities, model stores, advisory committees, and DECA clubs with a distributive education classroom instruction. When these programs are implemented, well-trained students in marketing become available for businesses.

Recruiting activities by retailers have emphasized support of distributive education programs as a source of management personnel.
CHAPTER III
GUIDELINES AND PROCEDURES

Before the distributive education program at Box Elder High School could be implemented, many basic factors had to be considered. Consideration had to be given to identification and support for the program, implementation of a public relation program, selection of distributive education students, selection of training stations, development of coordination techniques, organization of DECA, development of plans for a model store, and recommendation of texts and curriculum for the following year.

Support for the Program

As a result of sufficient information gathered by Gary Smith of Utah State University; Sam Gordon, Director of Vocational Education in Box Elder County; Carroll Nichols, Principal of Box Elder High School; and the Brigham City Merchants Committee, the need was recognized and support was given for a proposed distributive education program at Box Elder High School in Brigham City, Utah.

Five graduate students from Utah State University participated in a graduate team-teaching internship to implement the distributive education program at Box Elder High School. The five graduate students from Utah State University involved in the program were Keith Fillmore, Duane Jacobs,
Sterling Ludlow, Thomas Rabb, and Richard Thomas. The five were assigned to the Box Elder High School for the Winter Quarter, 1968, and Mr. Fillmore continued the program until the end of the school year.

Public Relations

Public relations was selected as the first guideline for establishing a new distributive education program at Box Elder High School. The teaching staff projected the following goals based on the proposed guideline.

1. To promote good will and to maintain a favorable climate for distributive education at Box Elder High School and in Brigham City, Utah.
2. To improve communications and cooperation between distributive education and its public.
3. To increase interest among employers in utilizing talents of persons trained through distributive education.

The following public relations checklist was used to give direction toward the public with whom relationships were needed and toward whom the distributive education program was aimed.

1. The superintendent
2. The board of education
3. Faculty and the school administration
4. The general student body
5. Prospective distributive education students
6. Families of prospective distributive education students
7. The vocational director
8. Business and industry
9. Parent-teacher groups
10. Civic organizations
11. General public

The following goals served as criteria for accomplishing the public relations program and in reaching specialized publics:

1. Meet your publics--let them see and know you.
   A. Personally contact representatives of all groups comprising your publics, making sure they know you are anxious, willing and able to speak at their meetings.
   B. Continually work with other school personnel and keep them informed as to what you are doing.
   C. Maintain close personal contact with the guidance counselors.

2. Let your publics know about distributive education by:
   A. Speaking before civic, business, and labor groups.
   B. Training your students to speak before various groups.
   C. Sponsoring assembly programs, fashion shows, and open houses.
   D. Informing your publics about distributive education through the newspaper, radio, and other media.

3. How to reach your specialized publics.
   A. School papers
      (1) What to report
         (a) Announcements of meetings
(b) Job opportunities
(c) Special guests, outside speakers
(d) General-interest family programs
(e) Conventions, field trips, projects
(f) Feature stories of distributive education

B. Community newspapers

(1) Respect all media and give all equal service and treatment

(2) Periodically extend appreciation to business firms for assistance extended and advice given

(3) Become acquainted with the public service directors of your local newspapers and radio stations

In summary, the vast majority of people in the United States are influenced by what they read, see, or hear in newspapers, on television or radio. To ignore the various media that serve the public of distributive education could be disastrous.

Public relations, properly implemented, is a preventive philosophy. A person who can settle a situation or a problem is valuable. One who prevents problems from arising is more valuable.

Distributive education is a people-oriented program of instruction in vocational education. Therefore, public relations in the distributive education is a human relations process.
Selection of Distributive Education Students

The second guideline in implementing the distributive education program at Box Elder High School was the selection of distributive education students. Because of late registration in implementing the program at Box Elder High School, school counselors pre-selected distributive education students.

Distributive education is a program of instruction in marketing which has been developed for the purpose of training people for positions in distributive occupations. The program is not prepared to provide all youth with training in marketing; neither does it attempt to fill the student's need for an employment agency. The teacher coordinator's responsibility is to select from all his applicants those who can benefit most from the program of instruction and those who have a sincere interest in making the field of distribution a career. How, when, and who to select for the distributive program are principles more particularly identified in the outline which follows.

What selection is

1. Student selection for a distributive education program is a systematic method of counseling students into the courses which will do them the most good.

2. Consideration is given to such factors concerning the student as:
   a. Age
   b. Attitude
c. Health  
d. Desire  
e. Character  
f. Personality  
g. Aptitude  
h. Goals  

**Reason for student selection**  

The student is under school supervision and sponsorship in the business community; therefore, the actions of the student will reflect on the entire school system—either positively or negatively.

**The mechanics of student selection**  

1. Prepare a form to be filled out by every student who wants to take distributive education.

2. Schedule a personal interview with each applicant.

3. Call a meeting of those who have been selected and explain course objectives and why they were selected to enter the class.

4. Call and recognize those who were not selected and explain why.

5. Follow through and make sure that the training agreement is read and signed by one of the parents. See Appendix A for an example of the training agreement.
Instruction in Distributive Education

The third guideline in implementing the distributive education program at Box Elder High School was instruction.

The Box Elder High School distributive education cooperative program consisted of two inseparable parts:

1. Classroom instruction
   a. Teacher directed discussion
   b. Role playing
   c. Buzz sessions
   d. Visual aids
   e. Outside resources
   f. Project method

2. Coordination
   a. Training stations
   b. Employer evaluation. See Appendix C for an example of the employer evaluation.
   c. Weekly reports. See Appendix E for an example of the weekly training station report.

Mager expressed the importance of writing behavioral objectives prior to an instruction process.\(^1\) Therefore, the teaching staff developed the following behavioral objectives:

\(^1\)Robert Mager, Developing Vocational Instruction (Palo Alto, California: Fearon Publishing Company, 1966)
1. To provide the student with skills and knowledge required for the job in which he is receiving training and education.

2. To provide the basis for further training and education that might be needed for the student to assume positions of greater responsibility in the field of distribution.

3. To provide a planned, cooperative effort on the part of the coordinator, the employer, and training sponsor.

4. To provide the skills and knowledge that will be required for future positions of greater responsibility in the field of distribution.

5. To provide students an opportunity to organize and to develop a model classroom store into a realistic working unit tool of instruction.

In summary, the teaching staff recognized that establishing high standards of expectations and quality is a most vital objective for the first year of any new distributive education program. A faltering beginning can shatter the confidence which the community, students, and others may have in the distributive education program.

In an effort to keep the quality of the program high, the program directors invited local businessmen to the classroom to take part in the discussion of specific phases of business operation. Other members of the faculty were invited to participate in a similar manner. The homemaking teacher, for example, has a great deal of knowledge about foods, fabrics, and appliances; the teacher of business law can discuss the legal aspects of proper identification of products, misrepresentation in advertising, contracts, and other topics; the speech teacher can assist students in
preparing speeches for special occasions. The personnel director from nearby industrial plants and representatives of the state employment agency can be profitably involved. The alert teacher coordinator will recognize the resources available and utilize them to the advantage of the students who are being trained.

Selection of Training Stations

The fourth guideline for establishing a distributive education program at Box Elder High School was the selection of training stations.

The teaching staff recognized that foremost in the evaluation of a training station must be its value to the youth as a healthy, safe place in which to gain on-the-job supervised work experience which will develop a student's talents so he is a more productive worker throughout his adult life. To accomplish these objectives, the teacher coordinator must know something about the nature of business activities within a business organization and the attitudes of the firm's management personnel.

The following guidelines were followed in the selection of training stations:

1. **Attitude of employer.** -- The employer must be willing to help the student learn his work. He must be willing to provide a well-organized program of training.

2. **Attitude of employees.** -- The experienced employees should understand and be sold on the training program because they will be
responsible for the majority of the student training.

3. **Reputation**.--The occupations and business firms chosen must enjoy a good standing in the community. Businesses that are not reputable will affect the prestige of the program.

4. **Opportunity for a career**.--it is essential that the training received will provide the student with the knowledges and skills which will be of material value in connection with his career objectives.

5. **Up-to-date facilities and methods**.--The training station in which a student is placed should have adequate equipment to implement a well-rounded program.

6. **Regularity of employment**.--There should be an understanding concerning whether employment will be seasonal or continuous throughout the year.

7. **Reimbursement**.--The minimum legal pay requirements must be met, and the pay should be on a par with other trainees and workers of like experience in similar jobs.

The following guidelines were followed in locating training stations in Brigham City, Utah, for students at Box Elder High School in distributive education:

1. Analyzing community surveys
2. Developing a student survey
3. Working with Chamber of Commerce Office
4. Contacting and explaining the program to the Employment Security Office
5. Observing areas that service the school

The following types of businesses provided training stations for students of distributive education at Box Elder High School:

1. Grocery stores
2. Men's and women's apparel shops
3. Automobile, auto accessory, and filling stations
4. Jewelry, florists, gifts, and photo stores
5. Drug stores and eating establishments
6. Banking, insurance, and real estate firms

Training stations must be in a distributive occupation. This alone, however, does not necessarily make the training station approvable; each training station should be measured against the guidelines in selecting training stations.

The following objectives were developed and followed in developing training stations in Brigham City, Utah, for students at Box Elder High School in distributive education:

1. To establish personal contact with individual employers.
2. To have prior knowledge of businesses and the businessman in regard to attitude, personality, opportunities, and standing in the community.
3. To maintain a file for each business with which the coordinator has opportunity to work.

These objectives were accomplished through consideration of the following factors:
1. **By planning the pre-approach**
   a. Identifying the top officers in organization.
   b. Listing the organization and its previous connection with the distributive education program.
   c. Listing unusual events or promotions in which the firm or business has recently been involved.
   d. Interviewing and becoming acquainted with the person responsible for personnel.

2. **By preparing for interview.** (Specific points the employer and training sponsor must know about the program)
   a. Identifying the objectives of the distributive education program.
   b. Establishing the primary functions of the training stations.
   c. Recognizing the employer as a partner in the training program.
   d. Establishing periodic ratings based on the job performance which will be made by the employer.

When planning the interview, the teacher coordinator should review and take into account certain key factors. These factors are as follows:

3. **Planning the interview**
   a. Name of the business
   b. Date of interview
   c. Position of person interviewed
   d. Ideas for getting his interest
   e. Facts you want to get across
f. Possible objections he might have and answers to them

g. Show consideration for his time

h. Let him talk, ask questions, and state opinions

i. Listen carefully, with sincere interest

j. Display sincere enthusiasm for the program

k. When he agrees to cooperate, state what the next step is

l. Immediately record the result of the interview

In summary, all of these points should be readily available to the coordinator. However, they should be brought up as a part of a conversation—never as a list which is read or recited. One of the greatest limitations in distributive education has been self-imposed lack of vision or imagination. Training stations must be in distributive occupations. This, however, does not necessarily make the stations approvable; each training station should be measured against the guidelines used in the selection of training stations.

Coordination

The fifth guideline for establishing a distributive education program at Box Elder High School was coordination.

Coordination in distributive education brings into focus the importance of having on-the-job activities coordinated with classroom instruction. Coordinating student activities provides the teacher with an opportunity to determine how effective the classroom instruction has been. Many other benefits accrue from coordination. They are:
strengthening public relations, assisting in on-the-job instruction, overcoming objections to the cooperative program, securing outside speakers for classroom instruction, and providing additional training in specific areas of student needs.

The teaching staff projected the following objectives in coordinating classroom instruction and training in distributive education at Box Elder High School:

1. To help students make adjustments to the business world in developing work habits, attitudes, initiative, and sales personality.

2. To provide subject matter which fits the needs of the student preparing for a career in distribution.

3. To provide specific training at the time it is needed.

4. To provide students with current information, new merchandising trends in distribution, and changes in business procedures.

The following coordination checklist was used to give direction to the teacher coordinator in fulfilling the desired objectives:

1. The coordinator plans his coordination time and develops a schedule which is followed to a reasonable extent.

2. The coordinator visits the employers of trainees at least once a month.

3. The coordinator visits all students on their jobs at least once a month.

4. The coordinator uses the information from coordination activities to help in adjusting problems that arise relative to the program.
5. The coordinator visits the homes of the students.

6. The coordinator is conscious of the value of publicity at all times.

In summary, the coordinator must have an understanding of counseling, teaching, administration, and public relations. The coordinator must recognize that success in coordination depends upon his success with pupils, parents, fellow teachers, school administrators, merchants, and store personnel.

**DECA**

The sixth guideline for establishing a distributive education program at Box Elder High School was the organization of DECA. As in other vocational areas, a national association of clubs in the distributive education area has been organized and is known as DECA (Distributive Education Club of America).

The reason for selecting DECA as a guideline was that the goals of this organization provide a means of applying the concepts which are learned in the classroom.

The teaching staff recognized the need for and the desire of young people to associate with others having similar interests on a local, state, and national level.

The DECA program was explained to the students through the use of a visual presentation. Following the presentation, DECA officers were elected and applications for membership were taken.
The key points and objectives of DECA are:

1. To develop leadership in the field of marketing and distribution. Through contests and activities related to the DECA program of work, students are encouraged to excel in all program activities and in the total school program.

2. To develop a sense of individual responsibility. The acceptance and fulfillment of responsibility is important in developing an effective personality.

3. To provide opportunities for intelligent career choice in the field of marketing and distribution. Contests and activities bring together the student, the businessman, the educators, and the school administrators.

4. To allow practical application of the principles of marketing and distribution through competitive activities. Sales demonstrations and advertising contents provide opportunities to apply knowledge and skills.

5. To encourage the use of ethical practices in business. Through observation, students receive insight into business policies and practices.

6. To provide for mental and physical health through satisfactory social and recreational activities. Leadership conferences, banquets, and chapter activities are instrumental in developing personality and physical qualities of young people.

7. To engender a healthy respect for education. Public speaking, job interview contests, and research projects illustrate to the student the
need for clear thinking, persuasive thinking, forceful speaking, and effective writing—the hallmarks of an educated person.

8. To create and nurture an understanding of our competitive free enterprise system. Studies in marketing projects help students to refine their occupational goals and insights into job opportunities.

9. To develop an appreciation of civic and social obligations of those engaged in distribution and marketing. The students learn to recognize their obligations to the community and to the nation in which they live.

In summary, the DECA program complements and supplements the instructional program of distributive education. Success in the field of distribution depends upon attitudes that lend themselves to development within an educationally centered club program.

Model Store

The seventh guideline for establishing a distributive education program at Box Elder High School was in planning a model store.

The teaching staff recognized that a model store, used as an instructional tool, offers not only a stimulating change for students but also an opportunity for greater insights into varied methods utilized in the actual business world.

The model store concept was explained to the students through the use of a filmstrip presentation. Following the presentation, the students were involved in researching and in drawing up model store layouts.
As a class project, a model store layout was drawn up and proposed as a teaching strategy and a distributive education guideline.

The following model store checklist was used to give direction to the teacher coordinator in the selection of facilities and equipment:

1. Model store
   a. Merchandise units
   b. Cash register
   c. Actual or "dummy" merchandise
   d. Manikins
   e. Shelving
   f. Shadow boxes
   g. Pegboard
   h. Fitting mirror

At this point, it became necessary to propose the model store to the school administration. Therefore, class officers and the teacher coordinator held a meeting with Carroll Nichols, Principal of Box Elder High School. In this meeting, the model store layout and samples of merchandise received were presented, and the cost of construction of the proposed model store was explained. A filmstrip on the proposed model store was viewed. The administration accepted the proposal for a model store and identified a classroom to be remodeled and completed by the fall of 1969.

2. Merchandise inventory

Through class participation, 100 business letters were written to major manufacturers and businesses explaining the distribution
education program and the model store project.

The response for model store merchandise was enthusiastic. Actual merchandise, dummy cartons, empty containers, posters, and display materials were received. These will all serve to enhance the realism of the model store simulation.

In summary, facilities do not, of themselves, offer varied learning experiences to the students. They must be organized, developed, and used by the teacher coordinator in such a manner that they will offer students the highly realistic and meaningful experiences that are a part of a model store.

Curriculum

The eighth guideline for establishing a distributive education program at Box Elder High School was curriculum.

The following objectives were recommended in developing the curriculum for the distributive education program at Box Elder High School:

1. To provide a program of instruction which will include a planned logical sequence of those essentials of education or experiences (or both) deemed necessary for the individual to meet his occupational objectives.

2. To provide a program of instruction which will include the most up-to-date knowledge and skills necessary for competencies required in the occupational field in which the individual is being prepared.

3. To provide a program of total involvement of the individual rather than any one type of involvement.
4. To direct employment opportunities toward the individual and toward the development of qualifications which will open up new levels of job performances.

5. To develop an awareness of what will be expected on the job, as well as to help the student realize what is required if he is to be successful in a given area of employment.

6. To encourage the student to plan, direct, and evaluate his own learning activities.

The curriculum objectives could be implemented through the following methods and activities:

1. Classroom instruction
2. On-the-job training
3. Club activities

The teaching staff proposed the following objectives in selecting instructional materials for a distributive education program at Box Elder High School:

1. To provide the learner with a means for obtaining immediate knowledge of success or failure.
2. To provide the student with opportunities to develop his communication skills.
3. To develop pre-tests and post-tests as evaluation guides for the learner to show progress or the need for further instruction.

The above objectives may be accomplished with the following recommendations in addition to other innovations:
1. To use one text with frequent reference to supplemental reference books and materials.

2. To motivate students, the teacher coordinator should utilize all of the following: field trips, guest speakers, teaching outlines, audiovisual materials, and other appropriate teaching strategies.

3. To supplement the distributive education library, business and manufacturing firms should be contacted for teaching guides, films, training aids, and other instructional information.

Under the supervision of Gary Smith of Utah State University, the following proposed curriculum was developed as a guideline for the teacher coordinator of distributive education at Box Elder High School.

Distributive education cooperative occupational program study guide

Unit 1. Orientation (12 class periods)
   a. Introduction to the distributive education program and youth activity program.
   b. Job application and interview.
   c. Initial job operation.
   d. Personal development (appearance, speech, and attitudes).
   e. Opportunities in the field of distribution.

Unit 2. Salesmanship (13 class periods)
   a. Preparation for selling.
   b. Customer analysis.
c. Meeting the customers.
d. Presenting merchandise.
e. Answering questions and objectives.
f. Closing the sale.
g. Suggestion selling.
h. Telephone selling.

Unit 3. Merchandise information (6 class periods)

a. Why salesperson needs to know about his merchandise.
b. What salesperson needs to know about his merchandise.
c. How to interpret facts into benefits to customers.
d. Raw materials from which products are made.
e. Color and its application to selling.
f. Merchandise manuals (individual projects).

Unit 4. Mathematics (18 class periods)

a. Review of fundamentals.
b. Discounts, dating, posting of invoices.
c. Weights and measures.
d. State and federal taxes.

Unit 5. Inventory (2 class periods)

a. Define terms.
b. Reasons for taking inventory.
c. How to take inventory.
Unit 6. Business organization (12 class periods)
   a. History of distribution.
   b. Forms of ownership.
   c. Types of retail stores.
   d. Store organization.
   e. Store layout and equipment.
   f. Store location.
   g. Customer services.

Unit 7. Sales promotion (2 class periods)
   a. Definition and purpose.
   b. Factors contributing to successful sales promotion.
   c. Types of sales promotion.

Unit 8. Advertising (5 class periods)
   a. Purpose
   b. Types of advertising media.
   c. The salesperson and advertising.

Unit 9. Visual merchandising (5 class periods)
   a. Importance of display.
   b. Design principles.
   c. Interior display.
   d. Interior display.
Unit 10. Merchandising (6 class periods)
   a. Stock control.
   b. Planning open to buy.
   c. Determining what to buy.
   d. Buying sources.
   e. Techniques of buying.
   f. Dating, discounts, shipping terms.
   g. Receiving, checking, marking merchandise.
   h. Mark up and mark downs.

Unit 11. Professional improvement and opportunities
   (2 class periods)
   a. Need for periodic check on progress and direction.
   b. Requirements for promotion.
   c. Selection of a full-time position.

Unit 12. Economics of distribution (12 class periods)
   a. Definition of economics.
   b. Comparison of economic systems.
   c. Nature of American economic system.
   d. Economic concepts fundamental to America business.
   e. Key position of distribution in the economic picture.
   f. Production—manufacturing, farming, mining (including sales activities within).
   g. Distribution—retailing, wholesaling, service-selling (including channels of distribution).
h. Consumption (understanding the consumer).
i. Laws of supply and demand.
k. Organization and services of financial markets.
l. Legislation affecting distribution.

Unit 13. Business services (3 class periods)

a. Credit.
b. Credit bureau.
c. Methods of collection.
d. Banking.

Unit 14. Advanced salesmanship (12 class periods)

Unit 15. Leadership (10 class periods)

a. Job instruction training.
b. Human relations training

In summary, distributive education curricula are in constant transition from yesterday's practices to tomorrow's expectancies and needs. The student is in transition from childhood to adulthood. His learning abilities depend on his needs and are in various stages of maturation. His social attitudes and personal characteristics show day-to-day fluctuations as well as progressive developmental states. Therefore, one of the curricula responsibilities is to accomplish goals and objectives through people. The distributive education program at Box Elder High School was one way of introducing the students to various occupational fields and opportunities in the American economic system.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The distributive education program that was established at Box Elder High School was developed by five teachers and had 28 students in the program. The project was conceived at Utah State University by Professor Gary Smith as part of the Higher Education Act of 1965, Title VC, fellowship program that was developed for the 1968-69 school year. The primary objective was to establish a distributive education program in a town where there was considerable resistance to federally sponsored programs generally and specifically to those dealing with youth work programs. The second objective in implementing a distributive education program at Box Elder High School was in developing guidelines which were: training stations, model stores, DECA club activities, classroom agenda, and rapport with the business community.

The five instructors concerned with the program were: Keith Fillmore, Duane Jacobs, Sterling Ludlow, Thomas Rabb, and Richard Thomas. The four fellowship awardees were assigned to Box Elder High School for the Winter Quarter, 1968, and Mr. Fillmore continued the program until the end of the school year.

The tasks involved in establishing the distributive education program at Box Elder High School were:
1. Planning meetings
2. Interviews of students
3. Public relations work with the Chamber of Commerce, Utah State Employment Office, mayor, and other important community officials.
4. Class instruction
5. Coordination
6. Assignment of job interviews and placement

The guidelines, which came from this study, were as follows:
1. Public relations
2. Selection of students
3. Structuring the program
4. Training station selection
5. Coordination
6. Curriculum
7. Text materials
8. Model store

Conclusions

The goals of the program, which were to give the fellowship students experience in setting up a new distributive education program as well as in actually establishing the program, were both accomplished. The community responded with enthusiasm for the distributive education program. The students responded with favorable comments and an enthusiastic attitude toward the program. The school administrators were
impressed with the public relations work, community response, student support, and the development of the over-all program. The distributive education program was received so favorably that a full-time teacher was hired for the following year, and a complete program was expected to be in operation.

Recommendations

The first recommendation, which came out of this project, was that student interviews should be conducted prior to the time students are admitted to the program. By doing this, students with career interests in marketing and the related occupations could be chosen.

Another recommendation was that the distributive education program should be structured six to nine months prior to the beginning of class.

An advisory council should be chosen which represents various facets of a community. This advisory council should include representatives from business, parents, PTA, school, civic organizations, and the Chamber of Commerce.

The public relations program should be established with a goal to keep the distributive education program before the public at all times. To do this, newspaper, radio, school newspaper, and other media should be used.

The school counselors should become familiar with the program and goals of a distributive education program. The counselors should be worked with closely for the purpose of aiding the distributive education
teacher coordinator in student selection. The primary consideration in choosing a student for the distributive education program should be student interest.

Training stations should continually be fostered. The training station should be considered as the primary teaching strategy in the distributive education program. Other outside teaching strategies should also be used to supplement the text and lecture materials. Some of these other teaching strategies are model store, guest speakers, visual aids, and projects.

When a training station is chosen, consideration should be given to the relevance which the learning experiences at the training station will have on the student. The training station should offer experience in marketing related fields. The training stations should offer an opportunity for students to develop their occupational career choices. The training station should give the student prestige, and the owner or manager should understand what the objectives of distributive education are and be willing to work toward these goals.

When coordinating, specific time should be chosen and set aside. The visits should be planned and a record of each training station visited should be kept.

The curriculum should be constructed to meet the needs of the students as well as the community needs. The use of group involvement and role playing are excellent teaching strategies to employ in teaching the students in the classroom.
Every distributive education program should have a model store. There is a great deal of free material which can be used to fill a model store. Most major business communities are very willing to furnish free fixtures for a model store project. Many stores will lend or offer at no charge clothing items as well as other types of merchandise for the model store.
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APPENDIXES
Appendix A

BOX ELDER SCHOOL DISTRICT
Department of Distributive Education

PARENTAL CONSENT FOR THE DISTRIBUTIVE EDUCATION COURSE

Occupational Experience Program in the RETAIL, WHOLESALE and SERVICE BUSINESSES

Dear _______________________

________________________ has indicated an interest in the Distributive Education Course for the 19___19___ school year. Please talk this over with ___________________ after reading this letter and before signing the attached application for the Distributive Education Course.

Distributive Education is an occupational experience program and not a work program. The student is in the "training station classroom" while working on the job, for which a part-time going wage is paid. If a student is interested for the sake of money alone, it would be better for him (or her) to get an after-school job which would not be under the school's supervision. Through the cooperation of the distributive businesses of __________________, the students work (under the supervision of the coordinator and the business) throughout the school year in a regularly paid position which involves meeting the public. The exact hours of employment depend upon the firm's needs and time for training, and often includes Saturday, Sunday, or evening hours.

Any problems affecting the student's job and classroom activities must be cleared through the office of the teacher-coordinator of distributive education. Each student accepted for this course is given equal consideration for placement; however, no student is guaranteed a training station. Sometimes factors which are beyond the control of the coordinator enter into the placement of students; therefore, no promises can be made.

The student receives _______ credits toward graduation for his training period. This credit includes classroom instruction and working at the
training station. This course is for one full school year; credit cannot be given for one semester. The student must sacrifice some outside interests, if he is going to progress, and this should be carefully considered before registering.

If you have any questions, please phone me at ____________, or make an appointment with me at the school.

Sincerely yours,

D. E. Teacher-Coordinator

WE HAVE READ THIS LETTER AND GIVE PERMISSION FOR ____________ TO APPLY FOR THE DISTRIBUTIVE EDUCATION COURSE.

Mr. ______________________
Mrs. ______________________
APPLICATION BLANK FOR DISTRIBUTIVE EDUCATION
(please print)

Name ___________________ Student # _________ Height _________

Date of Birth _____________ Sex _________ Age _________ Weight _________

Condition of your health: Good ______ Fair ______ Poor ______ Ltd. ______
Do you have defects in: Sight ______ Hearing ______ Speech ______
Body ______ Heart ______ Other ______
Precautions necessary due to any of the above named defects: ______

How many times have you been absent from school this year? ______
(If absent over 5 times, give the reason) ______

How do you consider your record as a student: Excellent ______
Above Average _________ Average _________ Below Average _________

PLEASE FILL IN ONLY THIS TOP PORTION AT THIS TIME. YOU WILL BE CALLED IN LATER TO FILL OUT THE REST OF THIS FORM AND HAVE AN INTERVIEW.

SELECTION OF TRAINING STATION (Fill in at a later date)

If presently employed:
Present hourly wage is: _________ per hour.
Name of Company __________ Manager's name __________
Do you wish to keep same employment next year? Yes ____ No ____

If not presently employed, or wish a change, where do you prefer to work next year? Indicate first, second, and third choices:

Apparel shop _________ Food Super Market _________ Stationery _________
Automotive Group _________ Hardware _________ Specialty shop _________
Department store _________ Jewelry _________ (Shoes, china, etc.) _________
Drug store _________ Lumber _________ Variety _________
Florist shop _________ Service station _________ Discount _________
Other (please specify) _________

I PROMISE that, if I qualify for this course in Distributive Education, I shall accept whatever responsibilities are placed before me. I shall
perform my job in a manner that will do honor both to my school and to myself. I shall ever strive to do a better job and gain more information throughout the course which will be applicable to the job which I shall perform or hope to perform while I am a member of the Distributive Education program.

Signed ____________________  Date ____________________

______________________________

(DO NOT WRITE BELOW THIS LINE)

Number of times tardy ______________ Absent ______________
Scholarship ________________
Personality ________________ Intelligence ________________
Related Subjects Taken ________________
Special Comments ________________
Appendix C

BOX ELDER HIGH SCHOOL
Department of Distributive Education

PROGRESS REPORT FOR FIRST SIX WEEK PERIOD

Student ______________________________ Date ______________________

The student whose name appears above is employed by your firm as a retail-career trainee in Distributive Education. Will you please indicate your opinion of this student by placing check marks in the spaces provided?

<table>
<thead>
<tr>
<th>A. Appearance:</th>
<th>Excel.</th>
<th>Good</th>
<th>Aver.</th>
<th>Poor</th>
<th>Failure</th>
<th>Does not apply</th>
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<tbody>
<tr>
<td>1. Grooming</td>
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<td>2. Personal hygiene</td>
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<td>3. Selection of clothing</td>
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<th>B. Attitude:</th>
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<tbody>
<tr>
<td>1. Acceptance of criticism</td>
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<td>2. Cooperation</td>
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<td>3. Concentration on job</td>
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<td>4. Dependability</td>
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<td>5. Courtesy</td>
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<th>C. Stockkeeping:</th>
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<tbody>
<tr>
<td>1. Knowledge of merchandise location</td>
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<td>2. Stockkeeping ability</td>
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<th>D. Handling of system and money:</th>
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<td>1. Sales check procedure</td>
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<td>2. Arithmetic</td>
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<td>3. Accuracy</td>
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<td>4. Legibility</td>
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<td>5. Spelling</td>
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</tbody>
</table>
E. Selling efficiency:

1. Approach
2. Knowledge of merchandise
3. Sales presentation
4. Trading-up
5. Suggestion selling
6. Referral of difficult customers

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<tr>
<th>Excel</th>
<th>Good</th>
<th>Aver.</th>
<th>Poor</th>
<th>Failure</th>
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COMMENTS about qualifications, performance, and future plans may be added:

______________________________________________

______________________________________________

NAME OF FIRM ___________________________ SIGNATURE OF RATER - POSITION ______________________
Appendix D

BOX ELDER HIGH SCHOOL
Department of Distributive Education

RULES AND REGULATIONS FOR COOPERATIVE MERCHANDISING TRAINEES

In this type of work, where the employer, the school, and the student are all concerned and working together, it is necessary that certain rules and regulations be strictly observed. The employer has certain work which has to be done and is employing you, with pay, to do it. The school has a definite responsibility in the arrangement as it aids you in preparing yourself for a career and making a reputation and record which will follow you the rest of your life. You the student, as a representative of the school, have definite responsibilities that must be fulfilled. It should be understood that all trainees must comply with and abide by these rules. Those who do not comply with the rules hereafter set forth, or the rules and regulations of the firm for whom they work, will be dropped from the program.

As a member of the Distributive Education Cooperative Merchandising class, I agree to comply with the following regulations:

1. Not to be absent from my job or from school unnecessarily.

2. Not to be late for work, but to be there before or by the time my employer desires me to be there. Failure to report promptly may inconvenience other employees.

3. Not to ask the employer for time off during my work hours except in cases of sickness or emergency.
4. If I must be absent I will call my coordinator at ________ before 10:00 A.M. and explain why. I will also call my employer before the time I am due at work, and will try to give him plenty of notice.

5. I will not be absent from work without consulting the coordinator under whose supervision I am working.

6. In the event that my work is terminated for any period of time during the school year, I will be expected to remain in school in the afternoon and participate in work that may be assigned from time to time by the coordinator and/or other school personnel.

7. I will turn in my weekly work sheet to the coordinator each Monday morning before the beginning of class.

8. I will diligently pursue my studies in school. I understand that, if at any time, my school work is unsatisfactory, I may be taken off co-op training until such time as my school work has satisfactorily improved.

9. The school can assume no responsibility for the student as he/she travels to and from his/her cooperative training station or during any "time off" periods he/she may receive from his/her employer.

10. If I am absent from school in the morning, I will be expected to be absent from work also. Conversely, if I attend school I shall be expected to be present on the job if my employer expects me on that day.

11. I understand that dishonesty on my part will result in being dropped from the program. Honesty in all business relationships is necessary for present or future employment.

12. I understand that no cooperative trainee may seek or accept employment as on-the-job experience without the knowledge and consent of the coordinator. No cooperative trainee may sever his/her connection with the employer nor arrange for a change of employers without the knowledge and consent of the coordinator. Any difficulty arising in regard to work (pay, hours, transfer, leaving, etc.) should be discussed fully with my coordinator before taking it up with my employer.
13. I must dress properly for work. I am expected to conform to the rules and regulations of my employer regarding dress.

14. Neglecting to comply with any of the above rules may result in losing my job on the co-op program and in losing the credit given for this work.

_________________________  _______________________
Date                              Student
Appendix E

WEEKLY TRAINING STATION REPORT

Name ___________________________ Date ___________________________

Actual Schedule LAST Week _________ to ____________
Probable Schedule THIS Week _________ to ____________

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Total Hours ___________ Hourly Wage _______ Total Gross Wages Last Week $ ___________

1. What were your responsibilities or duties on the job last week? Approximate time?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

2. What new knowledge or skill did you learn on the job? Describe.
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

3. What have you learned in class that you have applied or observed on the job, either from study or discussion?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

4. What difficulty occurred or what mistakes did you make on the job? What did you do to correct it?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

5. What skill or question could you use help on in performing your job better?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
6. What interesting or challenging relationship did you have this week with a fellow worker, customer, or sponsor? Explain.

7. Additional comments:
VITA

Keith Richard Fillmore

Candidate for the Degree of

Master of Science

Report: Guidelines for Establishing a Cooperative Distributive Education Program at Box Elder High School

Major Field: Distributive Education

Biographical Information:

Keith Fillmore was born in Burley, Idaho, Cassia County, on March 17, 1926. He is the son of Marvel Cloward and Burton Paulas Fillmore. His father is a retired rancher and farmer, and both parents now reside in Twin Falls, Idaho.

He received his elementary schooling in Springdale, Idaho, a farming community. He attended both junior and senior high school in Burley, Idaho. During his senior year, he was Student Body President. He graduated from Burley High School in 1944.

In January 1945 he enlisted in the army and was chosen for Officers Candidate School which he accepted. In August 1945, when the war ended, he received his honorable discharge.

In January 1946 he enrolled at Brigham Young University in Provo, Utah. In September 1946 he married Marcein Ginn of Greenville, South Carolina, who was also a student.

From 1946 through 1949 he was a student and participated in different organizations on campus. The year 1948-1949 he served as Student Body President of Brigham Young University.

In June 1949 he received a Bachelor of Science degree in marketing and business administration.

In June 1949 he became an employee of the J. C. Penney Company in Provo, Utah. While he was with the Penney Company, he lived in Provo, Utah; Ogden, Utah; Denver, Colorado; and was transferred to Tremonton, Utah, as store manager where he worked until 1962.
In June 1962 he left the Penney Company to open Keith's Shoes and Apparel in Tremonton, Utah. In 1967 he decided to continue with his education when he enrolled at Utah State University, working toward a Master's degree.

In April 1968 he opened Ceenie's Shoppe in Logan, Utah, a ladies clothing store.

He is now teaching part-time at Bear River High School and plans to continue his studies working toward his PhD.