

A STUDY OF THE PERCEPTIONS OF OKLAHOMA
DISTRIBUTIVE EDUCATION COORDINATORS
REGARDING FUNCTIONS OF LOCAL
ADVISORY COMMITTEES

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A STUDY OF THE PERCEPTIONS OF THE EFFECTIVENESS OF OKLAHOMA
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REGARDING FUNCTIONS AND ROLES OF LOCAL
ADVISORY COMMITTEES

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PREFACE

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CHAPTER I

INTRODUCTION

Vocational and technical education has become a more common term in the American language in the last decade than in all the past decades combined. This has occurred because of the expansion of vocational and technical education in all parts of the country as a result of the 1963 and 1968 Vocational Education Acts.

The development of a nationwide program of distributive education was made possible by a provision in the George-Deen Act (1936) for federal vocational funds for distributive education. Distributive education is a program of instruction in marketing, merchandising, and management. The program is concerned with the training needed for purposes of updating, upgrading, career development, and operational management. Distributive education operates at the high school, post high school, and adult levels of instruction. The program of distributive education has expanded to serve the whole range of distributive occupations, after starting primarily as a means of training retail sales persons. An expansion in the number and types of courses and classes has kept abreast of changes in the distributive education phases of modern business.

Advisory committees have played a vital role in the success of vocational and technical education programs for many years. Many large corporations, which are established for the primary purpose of

making profit, have made extensive use of advisory boards made up of stockholders--prominent men and women in the nation. The President of the United States has many special advisors in addition to a cabinet to assist him.

The advisory committee is the community's outstretched arm reaching to help meet the pressing needs of students. Throughout history, leaders in government, business and education have sought advice to aid in determining courses of action. The advisory committee is urgently needed in distributive education programs as a guarantee that a communicating link has been established between school and community.

Statement of the Problem

The characteristic of being able to adjust rapidly has been a principle element in the success of the distributive education program on the local level. The economic situation shifts constantly, necessitating frequent business surveys and other types of research by those responsible for the administration of the program. If this adjustment process is to continue, there must be an awareness of the function of a local advisory committee from the community to help give direction to the people involved with the distributive education programs.

Purpose of the Study

The purpose of this study is to gather opinions from the distributive education coordinators that will determine the functions of a local distributive education advisory committee. It is necessary that teachers have a clear understanding of the functions of an advisory committee so

they can effectively operate a distributive education program at the local level. More specifically, the purpose of this study is to do the following:

1. Identify the functions of a local advisory committee as teachers perceive it.
2. Create a better understanding of the functions of the advisory committees which will lessen the fear of using an advisory committee.
3. Establish the foundation for further research of distributive education local advisory committees.

Need for the Study

A minimal amount of research has been conducted concerning the functions of local advisory committees in distributive education.

Knowledge of the functions of advisory committees may provide significant help in solving problems that exist in a local distributive education program.

Assumptions

For the purpose of this study the following assumptions are made:

1. The coordinators of distributive education are able to assess the functions of a local advisory committee.
2. The coordinators would cooperate and respond to the best of their ability.

Limitations of the Study

This study is confined to the opinions of distributive education coordinators. Since this study was based upon opinions, the reader should be cautioned not to draw unwarranted inferences from its findings.

The procedure of drawing opinions from only those persons engaged in distributive education does not insure that these opinions represent the best judgment about the functions of local advisory committees in distributive education. Consequently, substantial agreement of the respondents about functions of local advisory committees indicate the soundness of their judgment. This study simply represents the current perceptions of the functions of local advisory committees of distributive education coordinators in the state of Oklahoma. The assessments made by the coordinators can only apply to this study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

A search of related literature was made previous to this study; the search was concerned with the following areas: (1) the history of advisory committees, (2) the need for advisory committees, (3) purposes of advisory committees, (4) organization and composition of advisory committees.

In distributive education students are employed in distributive occupations. It is a cooperative venture between the school and the business community, who are both endeavoring to train students for a specific area of work. A student is placed in a training station according to his career objective, which may change as the student is exposed to the ever-changing world of business. For the secondary school student such programs help to bridge the gap between the termination of the secondary school experience and the beginning of a useful career in the business community.

Every coordinator of distributive education has available to him the knowledge, assistance, and resources of the businessmen in his community. These people are interested in the welfare of the program and are able to give valuable and vital assistance throughout the year.

It is not solely the responsibility of the educational institutions to determine and solve community problems. Their purpose, especially in vocational education, is the filling of the needs of the local community. An advisory committee can provide the means for determining whether or not there is a need for cooperative education. If such a need exists, the advisory committee can help determine the direction which such a program should take. Through such a committee the educational institutions are able to communicate their needs and abilities to the general public and to specific organizations, businesses, and individuals (31).

History

The concept of an advisory committee is not new. The idea grew out of the apprenticeship movement which, in turn, had its roots in the guilds formed during the Middle Ages. The close supervision imposed by the guild was responsible for high standards of workmanship and resulted in the well-wrought and artistic productions of the later Middle Ages. In addition, the guilds were said to have carried on a system of vocational education which provided the only educational opportunity for the working people of that era. However, comparatively little advantage was taken of this bridge between education and industry until the early forties.

The value of state and local advisory committees in the development of distributive education has been recognized since the inception of the program. In order to meet the needs of youth and adults who have career interests in the field of distribution, it is essential to have the advice and counsel of representatives of distributive businesses. They

should help decision makers in planning and in implementing a comprehensive distributive education program at the federal, state, and local levels.

National advisory groups have been instrumental in interpreting the need for vocational education to the members of Congress and to the President of the United States since the appointment of the Commission on National Aid to Vocational Education in 1914. The President's Panel of Consultants on Vocational Education, appointed by President Kennedy in 1961, in the report of its in-depth study of vocational education made recommendations that resulted in the passage of the Vocational Education Act of 1963. The National Advisory Council on Vocational Education, appointed in 1966, made recommendations, most of which were incorporated in the Vocational Education Amendments of 1968.

This law requires that a National Advisory Council on Vocational Education meet at least four times a year to advise the U.S. Commissioner of Education concerning the administration and effectiveness of the new vocational education program. The twenty-one members of the National Advisory Council must be selected from certain categories, including persons familiar with vocational education needs and the problems of management and labor, manpower problems and administration of manpower programs, administration of state and local vocational education programs, problems of the disadvantaged, and post-secondary and adult programs.

The Vocational Education Amendments of 1968 also stipulate the appointment of a state advisory council in each state. The state advisory council must be appointed by the governor, or, in the case of states in which the members of the State Board of Vocational Education

are elected, by the state board. The membership of the state advisory council, which may not include members of the state board, must include at least one person from the following nine categories: (a) a representative of management and labor in the state and representative of industrial and economic development agencies, (b) a representative of community and junior colleges or other institutions of higher education providing vocational or technical education, (c) a person familiar with and knowledgeable about the administration of state and local vocational education programs but not involved in the administration of such programs, (d) a person familiar with technical and vocational education in comprehensive high schools, (e) a representative of local educational agencies and of local school boards, (f) a representative of manpower and vocational agencies in the state and the Comprehensive Area Manpower Planning System in the state, (g) a representative of school systems with large concentration of disadvantaged students, (h) a person with special knowledge and experience concerning the special educational needs of physically or mentally handicapped persons, and (i) representatives of the general public, at least one of whom is knowledgeable about the poor and disadvantaged (12).

The state advisory council provides advice and counsel to the State Board of Vocational Education concerning the development of the state plan and concerning policy matters in the administration of the state plan; evaluates the effectiveness of vocational education programs, services, and activities under the state plan; and recommends any needed changes indicated by the evaluation.

State departments of education have emphasized the importance of local advisory committees by including provisions for such committees in their state plans.

The bulletin, The Advisory Committee and Vocational Education, reported that thirty-seven states stipulate the use of local advisory committees and that, although their state plans do not specifically make this requirement, fifteen states recommend that advisory groups be formed (1).

Need

Since vocational education is so closely associated with preparing people for work, it needs the close cooperation of the labor market which hires the workers. Educators need the advice and criticism of the work-a-day world to insure that their programs are up to date and that the occupational preparation is useful.

Educational programs designed to meet the manpower needs of society need to be planned in accordance with current employment trends. Many benefits accrue to both the school and the community when interested, qualified laymen participate in the planning.

To be most effective, vocational education needs the support of community industries and the good public relations that strong advisory committees can create. Some important considerations in developing enthusiastic committees are to consult them regularly and give them assurance that their recommendations are seriously considered and followed whenever possible (3).

Programs of vocational education must be an integral part of the community in which they exist and must reflect the day-to-day

occupational life of that community. Close cooperation between the school and the work force of the area is essential. One of the most effective means of obtaining such cooperation is through the use of vocational education advisory committees.

A look toward the future underscores the fact that change will be a key word in determining our educational and manpower needs for tomorrow. As modern civilization becomes more complex, leaders in politics, business, industry, and education need advice in determining courses of action. To provide this assistance, executives have staffs of specialists; the President of the United States has a cabinet and various other special advisors to assist him in his job as Chief Executive; business leaders have assistants to give advice in formulating policies and procedures; and school administrators have staffs of specialists to assist them in the administration of complex programs. It is impossible for a single individual to keep abreast of all the changes that bear upon the problems which face him. It is for this reason that advisory committees are established to serve the various facets of the educational system. They are destined to serve an increasingly important role in the future (16).

Vocational advisory committees are especially useful for the following reasons:

1. They provide advice not easily obtainable elsewhere.
2. They offer important public relations potential.
3. They offer opportunity for labor and management to present views.
4. They give added assurance to the public that their interests are protected (31).

Organization and Composition

Many factors must be considered when forming an advisory committee. The community itself will be the determining factor, with consideration given to population, growth trends, shopping center(s) and business district(s), service organizations, business offices, the school system, traditions, and the general philosophy of the community (2).

Although there is no prescribed number of people necessary for the successful operation of an advisory committee in cooperative education, it has been found that six to ten members is a workable number. The small number makes calling the committee together relatively simple. Of course, the number will depend upon the size of the program and the size of the community.

In distributive education the advisory committee might consist of representatives from the following areas:

1. Each major shopping center and business district in the area;
2. Chain organizations;
3. Large and small businesses;
4. Major distributive and service classifications of businesses in the community;
5. Labor organizations; and
6. Education: Teacher-coordinator, department chairman, guidance director, principal, and school superintendent (4).

To utilize the advisory committee most effectively in the pursuit of the goals of the program, the coordinator must:

1. Familiarize the committee with all facets of the program;
2. Solicit the advice and assistance of the committee;

3. Acquaint the members with the purpose and the duties of the committee and insure that the committee acts accordingly;
4. Anticipate the problems and needs of the program by planning advisory committee meetings for specific purposes which are directed toward promoting and developing the cooperative education program;
5. Submit the cooperative education program to an evaluation by the advisory committee;
6. Serve as the secretary to the advisory committee as a non-voting member, recording, maintaining, and distributing the minutes;
7. Notify the members and the delegated school authority (principal and/or superintendent) of the meeting date, time, and place; and,
8. Provide the advisory committee members with an agenda of the next meeting, preferably a week in advance (31).

The coordinator would be considered the liaison between the school and the community.

The advisory committee will function best if selection of a formal or informal organization is suggested by the community and school situation. A formal structure has certain advantages because its policies and procedures can clarify purposes and create an atmosphere of stability--and some people are more willing to participate in such a group than in an informal arrangement. However, policies should include only the provisions necessary for efficient committee operation (33).

The chairman should be a layman and elected by the committee from the committee membership. The duties of the chairman should be outlined before the election.

The chairman works closely with the school, presides at meetings, appoints subcommittees, and usually represents the advisory committee in other groups. As chairman, he will be expected to spend more time on the affairs of the committee than will other members; and he should exhibit a willingness to take the extra steps that will enable him to be well informed and well prepared. From the start, he should be recognized by the school and the school's representatives as the head of the committee. There must be no suggestion that he is to be other than an active chairman with all of the usual duties.

The representative of the school is chosen according to the nature and size of the program and the purpose of the committee. In some communities and area schools, the school administrative staff includes directors, supervisors, or coordinators of cooperative education, and they might speak for the school at advisory committee meetings. The liaison for a cooperative education program should be the coordinator. Some schools also require that a member of the board of education, the superintendent, or principal be present at all advisory committee meetings (17).

It must be remembered that the coordinator is not an official member of the advisory group but serves as a liaison between the school and committee. He is there to receive the advice and help of informed laymen. He will need to be tactful and never seem to overshadow the chairman but not neglect his responsibility of providing information and a perspective available only from someone speaking for the school.

The coordinator can set the tone of the advisory committee activity, and it is important that he accept this as part of his duties and that he attempt to do so. This is especially important since he will serve as interim chairman conducting the first meetings (31).

Regularly planned meetings will be as scheduled. Special meetings may be called at the request of committee members or the coordinator as needed. The coordinator, serving as secretary of the committee, shall notify members in advance of such meetings. At various times it might be advisable to invite other people to meetings in an advisory or informative capacity; such as, state department officials, guidance counselors, state employment office personnel, union representatives or professional people.

It is the responsibility of the lay chairman and the school representative to plan an agenda for every meeting. This agenda should be sent to each member at least one week prior to the called meeting. An advisory committee is not different from other groups in that a well-thought-out agenda is necessary if the time is to be used efficiently and effectively. The items should be of sufficient importance to demand the committee's attention, presented clearly, and listed in a logical sequence. The school representative must be completely familiar with every issue placed before the committee, and he must be able to provide members with essential descriptive and statistical information necessary for comprehensive discussion of a problem. Common courtesies and business procedures should be observed.

As plans are first developed for establishing a committee, school personnel should discuss with the board of education the types of recommendations that would be submitted for sanction. Naturally, it

would be impractical to present all recommendations to board members; but they must be kept informed about all committee activities. Their time as well as the cost to the program should be considered if action is delayed because of a system of required approvals that is unnecessary and burdensome.

If there is a question of policy change or conflicts, the board would be asked for a ruling. But the board members should designate a school official to act in their behalf on other matters, an official to whom the recommendations will be directed.

This official must be decided upon before the advisory committee is called together. The variables which apply to other decisions made in connection with advisory committees must be considered in this selection.

The school must establish a system for transmitting committee recommendations to the official who is empowered to act upon the suggestions. Which system can best be adapted to the existing lines of communication should be considered.

So much of that which deals with advisory committees takes its cue for procedure from the specific situation and job to be done. Relaying information to the board of education or its agent is no different (4).

One of the first hurdles to face is that the committee members and educators come together from different environments and have different frames of reference. Often their vocabularies have been shaped by their professions and are not clearly understood by outsiders. All concerned must make an effort to put aside the vernacular of their trade (10).

The school authorities must anticipate the possible impatience of the businessman as he views the pace of educational change. The lay committee member is, no doubt, accustomed to seeing rather quickly the effects of his efforts in the business world. Measurable results are sometimes expected too soon after recommendations have been acted upon and the delay could cause members to be discouraged unless they have been prepared. The orientation should touch upon the fact that all authorities could cite changes which occurred some time after the recommendations were made--but which did occur. While the educator must convey this idea to the layman, he should be open to the possibility of incorporating into the educational process some of the business world's methods for demanding and getting things done rapidly. This could be one of the most valuable lessons drawn from the association (10).

Role and Functions

The advisory committee is an integral part of any cooperative education program. The members of the committee, through vital involvement, become committed to cooperative education and are a forceful tool of the coordinator. The degree to which the coordinator guides and directs the function and role of the advisory committee largely determines its effectiveness.

Committee Objectives

The committee may function in these areas:

1. Public relations
2. Student standards and recruitment

3. Student selection
4. Standards of evaluation
5. Promotion of club activities
6. Standards of training stations
7. Curriculum development (25).

The public relations needs of the cooperative education program are of primary importance. Audiences of the public relations function include prospective students, employers, parents, teachers, community leaders, and officials of unions, companies, and civic organizations (1).

The advisory committee, consisting as it does of representatives of business and civic organizations, shall serve as a source of information on cooperative education to its business and professional colleagues. It provides an important link in the liaison necessary between educators and businessmen. Greater overall support for the entire school program results from the involvement of community and business leaders in the education process and as resource speakers.

The utilization of media such as newspapers, radio, and television stations may be enhanced since businessmen have a working relationship with the advertising and sales promotion departments of these media. The training station sponsors and advisory committee members can help open public relations doors that may otherwise remain closed.

The advisory committee, comprised of proven and respected business and community leaders, lends prestige, knowledge, and experience to principles and policy standards of the cooperative education program in relationship with the general public, parents, and students.

The advisory committee should play a major role in the development of standards for cooperative education students. The experience and knowledge of the committee members of the needs of business and qualities desirable in employees is essential to any program.

Recruiting of cooperative education students is a continuing process facilitated by the advisory committee. The prestige of established businessmen related to the cooperative education program will tend to improve the image of the program not only to students but also to faculty members, school administrators, and parents. Members of the committee can also, through their contacts with customers, parents, and young people, advise and actively recruit potential students through promoting careers in their businesses (1).

The utilization of the advisory committee in student selection is desirable, though the coordinator must insure that the committee function is in an advisory rather than in an action capacity. Thus, following the development of interest and recruiting of potential students, the school and coordinator would screen applicants for meeting of general standards, interview students, and orient students to the purpose of the cooperative education program and to the duties and responsibilities of the cooperative education student. After this initial selection, an interview by the members of the advisory committee of each prospective student may be conducted. It is evident that those students assessed to be desirable candidates for the cooperative education program by members of the committee have an excellent recommendation for training station placement, and that the assistance of members of the committee may be more available in that placement (1).

The advisory committee may aid the coordinator in setting standards for evaluation of students, both at the training station and in the classroom. The coordinator may develop from these standards a checklist or rating sheet to facilitate this evaluation. In the absence of school standards for dress and grooming, the advisory committee may propose criteria that the coordinator can implement in the program. Other evaluation functions by the advisory committee include judging and evaluating students in club contests and activities (7).

The advisory committee can evaluate the accomplishments made by the cooperative education program in their area through committee discussions and talks with businessmen, students, parents, faculty members, and school authorities. Follow-up studies of cooperative education graduates will also serve as an evaluation device. Criteria which might be considered may include: student's employment, continuing education of student, graduate's advancement in business, businessmen's attitudes toward the cooperative education program, graduate's attitude and evaluation of the program's success. The evaluation of an individual student, the cooperative education program, or any facet thereof is valueless without follow-up by the coordinator. Only by utilization of the information gathered can the student and the program be improved (7).

Advisory committee members can participate in club activities as advisors, contest judges, and speakers in fund raising projects; in scholarship fund development; in arranging field trips and other club activities; in regional, state, and national leadership conferences; and in whatever roles and functions which will enhance the club organization (4).

The advisory committee is an invaluable aid to the coordinator in establishing criteria for the evaluation of training stations. Two basic considerations, namely overall educational philosophy and objectives of training stations and the characteristics of these training stations in relation to the community, must be analyzed (20).

Work training station desirability can be assessed by the coordinator through the aid of the advisory committee with checklists, business trend information, counseling services, training sessions, working conditions, and student improvement.

Another concern of the committee should be the establishment of practices which will keep instruction practical and functional. In order to keep programs realistic, committees should take an active part in verifying course content since members have the essential, specialized knowledge of the work. Representatives of the fields for which instruction is to be provided must be consulted regarding the skills, instructional materials, equipment, standards for production work or service provided, and instructional content (15).

It is necessary to maintain a continual evaluation of curriculum as related to current business practices. This evaluation by business persons confirms the course of instruction, and it can be of public relations value in the community. Evaluation may be performed by a sub-committee in cooperation with the coordinator.

An evaluation of student preparation may be assessed by members of the advisory committee and by training station sponsors reporting to them and/or the coordinator. The coordinator may not realize the extent or specific areas of deficiencies. This evaluation may determine deficiencies in student knowledge and skills peculiar to his area of

employment or general skills; such as, spelling, writing, arithmetic, etc. Information on general preparation will be helpful in the school's efforts to provide, revise, and improve academic instruction. Specific complaints from businessmen provide tangible evidence of insufficient preparation.

Curriculum development can be further enhanced by the assistance of the advisory committee in the selection of textbooks and reference books. Though textbook selection is an educational task, the committee might review and evaluate the available published material for realism of textual material, adequacy of illustrations and examples, depth of treatment of subject matter areas, and currency of overall material. This review may find serious omissions or dated procedures, thereby avoiding the purchase of an inadequate text (15).

Purposes

The major purpose of an advisory committee is the growth and development of cooperative education and of cooperative education students (10).

The constantly shifting patterns and opportunities in the world of work, the rapidly advancing and changing technology, the creation of new jobs, the changing of established ones and the elimination of others, and the need for more accurate and up-to-date information on the labor market make it necessary for educators to obtain information and advice from employers and experienced laymen. Advisory committees provide an efficient and logical way of providing the knowledge and cooperation that is necessary if the vocational educator is to achieve his aim.

Unfortunately, much of what is now taught in our public schools fails to recognize that technology is generating profound changes in the nature of work (22).

A major purpose of all education is to prepare people to adjust to and improve the present and future society. Vocational education must be considered a part of the total education of an individual because success in a particular vocational area is dependent upon general education as well as vocational education. This imposes that vocational education must concern itself with the teaching of basic general knowledge and skills as well as vocational knowledge and skills (4).

Vocational-technical planners, like others, must start with basic educational decisions which lead to sound educational policies. These decisions must take into account at least four major determinants:

1. The nature and needs of industry;
2. The nature and needs of the learner;
3. The nature of the learning process; and
4. The nature and role of the teacher.

To serve all who need preparation for work, vocational-technical educators need to form educational partnerships with business and industry.

As mentioned earlier, the curriculum for today's world of work usually requires an interdisciplinary approach to involving teachers of related basic subjects, researchers, and specialists (advisory committees) from the field of work. A team approach is necessary in the development of a vocational-technical program. In many instances, representatives of trade or professional groups are being involved from

the beginning and, in any event, the content should always be validated by an advisory group (15).

Working under the most desirable conditions, some problems inevitably will occur. A few of the problems mentioned by local consultant members were:

1. Understanding their function,
2. Communicating with school officials,
3. Poor attendance at meetings,
4. Lack of meaningful problems for consideration,
5. Formulating programs for the slow and the exceptional student,
and
6. The involvement of school administrators and guidance personnel.

Space-age vocational education is promising, complicated, and difficult. It is a force without bounds--without limits. If distributive education programs are to keep in tune with inevitable change, administrators and teachers must enlist local resources to aid in giving and developing vision and direction. Advisory committees are needed as a communicating link between the school and the community.

The remarkable record of vocational accomplishments since the Smith-Hughes Act of 1917 is convincing proof that the advisory committee has, indeed, built a foundation in the past for the towers of the future (16).

The mere appointment of an advisory committee, however, does not guarantee a successful program. The success of any vocational education program is largely dependent upon the manner in which it is planned and organized, but even a working and effective program will not operate without problems and conflicts. The variety of personalities

and many other factors involved provide the potential for complications; but if committee members believe in what the school is trying to do, and if they are allowed and encouraged to take an important role in the development of the program, they will be cooperative and involved to the extent of making the program successful because of their vested interest.

In some vocational education programs, the training is set solely because of the personal interests of an influential advisory committee member who has managed to be quite vocal at decision making times.

Industry should not be discouraged from providing advisory functions for vocational education programs. Such participation is required, but it will only be effective if industrial educators and school administrators are aware of the difficulties that may arise and are prepared to meet these difficulties (29).

Advisory committees can be tailored to specific situations and needs, and if a school and its representatives realistically consider the potential for complications while honestly being aware of the contributions such a lay group can make through the potential experiences it offers, it can become one of the most, if not the most, effective tool for bridging the gap between the school and the world of work (4).

Conclusion

The main points to be made about advisory committees are that they are unique in their ability to provide occupational information and help for cooperative education programs; their organization, name, and function can be tailored to specific situations and needs; and their value has long been established. Their use and involvement know only

two limitations; they can assume neither legislative nor administrative responsibilities.

An advisory committee doesn't automatically guarantee a successful program nor will it follow that committee function will be without problems and conflict. But a school and its representative, realistically prepared and aware of what such a lay group can contribute, can draw from the experience that which is required to build and maintain good, sound programs.

When the advisory role is not filled, the school and the community cannot benefit from the exchange between educator and committee that presses programs to more effective operation. More importantly, if the program function doesn't match its potential, the individual student is denied the maximum amount of help that could, and should, be available to him--help that comes only from the interaction of those who will educate and train him and those who will hire him.

CHAPTER III

METHODOLOGY AND PROCEDURES

Introduction

The purpose of this chapter is to describe the method by which the population was determined, the method by which the sampling procedure was used, the design of the instrument, and the method of data collection and analysis.

The opinions for this study were gathered by means of the Delphi technique. The Delphi questionnaire was mailed to all distributive education coordinators in the state of Oklahoma.

The "Delphi Technique" was developed by Olaf Helmer of the Rand Corporation in the early 1950's as a method of eliciting and refining group judgment without bringing the group together in a face-to-face confrontation. These convergent opinions of the group are usually gained through the use of successive questionnaires and feedback with each round of questions being designed to produce more carefully considered group opinion.

In its simplest form, the Delphi technique eliminates committee activity among the experts altogether and replaces it with a carefully designed program of sequential individual interrogations (usually best conducted by questionnaires) interspersed with information input and opinion feedback (6).

There is no doubt that the Delphi method eliminates some of the major objections to the use of committees which arise largely from psychological factors such as unwillingness to back down from the publicly announced position, personal antipathy to or excessive respect for the opinions of a particular individual, and skill in verbal debate. However, on the other hand, the Delphi technique causes the researcher to be somewhat more subjective in his evaluation and consolidation of opinions than does the use of a committee where problems may be discussed and further clarified.

The Delphi method is a name that has been applied to a technique used for obtaining a group response. The technique is a carefully planned, orderly program of sequential individual interrogations using questionnaires.

In long-range forecasting everything that is now knowledge may be referred to as speculation. This leaves out the vast mass of information for which there is no solid evidence. This area may be referred to as opinion. Opinion may also be referred to as wisdom, insight, informed judgment or experience (6).

Design of the Instruments

To get around the face-to-face interaction, which may result in a group opinion which is less than accurate, the Delphi procedure may be used. The basic characteristics of the Delphi procedures are (1) anonymity, (2) iteration with controlled feedback, and (3) statistical group response (10).

Iteration consists in performing the interaction among members of the group in several stages. At the beginning of each stage the results

of the previous stage are summarized and fed back to members of the group. The opinion of every member is reflected in the group response.

Procedures

The sample to be used in this study will consist of 69 distributive education teachers in the state of Oklahoma. This includes all distributive education teachers in Oklahoma for the 1973-74 school year.

In cooperation with the Vocational Department at Central State University, Edmond, Oklahoma, a correspondence sheet was designed which would elicit responses via the Delphi method from the sixty-nine participants in regard to their perceptions of the functions of local advisory committees.

The Delphi response sheet was mailed to the participants in two separate mailings. Detailed explanation of the correspondence sheets and the mechanics of how each mailing was administered will be explained in the following narrative.

Correspondence Sheet No. 1

Appendix A contains (1) a copy of a letter which introduced the study and the procedures for each participant to follow if he chose to participate in the study; and (2) Correspondence Sheet No. 1, which was the instrument used to collect the participant responses.

The information from Correspondence Sheet No. 1 was analyzed. The responses were then reworded and all like responses were combined and condensed to eliminate redundancy and ambiguity to produce the opinionnaire. A list of these revised statements went back to the participants to be ranked on a continuum of (1) most important to (7)

least important, as exemplified on Correspondence Sheet No. 2 (Appendix B).

Correspondence Sheet No. 2

Correspondence Sheet No. 2 (Appendix B) was mailed to all of the sixty-nine participants. The respondents were to rank the responses so that they could be tabulated and ranked in order of importance.

Correspondence Sheet No. 2 was analyzed, and the mean of each response was used to rank-order the responses. The upper quartile of the response rankings will be utilized for the analysis of the data. According to literature from the Center for Vocational-Technical Education research at the Ohio State University, the upper quartile is normally used to make recommendations; however, in some cases in this study, data below the upper quartile will be used if deemed significant.

The results were taken from the response sheet in as near the form submitted as possible. The first response sheet of a Delphi method causes a limited amount of subjectivity to be present in the interpretation of the data. However, when the analysis of the responses go back to the participant the second time, this allows for more objectivity in the ranking of the first responses.

Chapter IV will be devoted to the analysis and ranking of the advisory committee function statements. A choice index was utilized to rank the relative importance of each of the function statements.

CHAPTER IV

ANALYSIS AND PRESENTATION OF THE DATA

Introduction

The purpose of this study was to obtain opinions from a group of Delphi participants who were knowledgeable about the functions of local distributive education advisory committees. The opinions of these people were then utilized to propose recommendations about functions of local advisory committees, which could possibly be adapted for distributive education in Oklahoma.

Data for this study were collected by the Delphi technique. This technique requires that two mailings be used to solicit the opinions of the respondents. The respondents in this study were sixty-nine coordinators which constitute the total population of distributive education coordinators in the state of Oklahoma.

Ninety-one percent of the participants responded to correspondence sheet number one. (See Appendix A). The study revealed a total of 310 items which, in the opinion of the coordinators, were functions of local advisory committees. The items which were duplicated were eliminated and a total of forty-three original items remained. The second mailing, containing the forty-three items, was prepared and mailed to the sixty-nine coordinators. Eighty-six percent of the participants completed and returned correspondence sheet number two (Appendix B). The participants were asked to score each item on a

seven point continuum, according to their perception of its importance, (1) being the most and (7) being the least important, in the function of local distributive education advisory committees.

To determine the rank order of each item, the method used by Weatherford (34) in his study of major issues in distributive education was used.

For each item a number referred to as the Choice Index (CI), defined as follows, was calculated.

$$CI = \frac{(1xN) + (2xN) + (3xN) + (4xN) + (5xN) + (6xN) + (7xN)}{\text{Total Number of Respondents}}$$

Depending upon the responses of the participants, the choice index of a particular item is bounded within the range one to seven: one, if the respondent feels that the statement is of importance, and seven, if the respondent feels the statement is of no importance to the function of local advisory committees.

The Choice Index is the average score of each item in the opinion of all respondents (Table I). The Choice Index was used to rank order the importance of each item (Table II).

The ranked items were then divided into quartiles (Table III) with eleven items in the first three quartiles and nine in the fourth quartile.

Analysis of Data

The following data is an analysis of the responses of the participants computed as a percentage (Table IV).

The upper quartile of the advisory committee function statement, as ranked by the respondents, are analyzed below. According to research completed at the National Center for Vocational-Technical

TABLE I
CHOICE INDEX RATING OF RESPONDENTS ITEMS

Respondents Items	Choice Index	Respondents Items	Choice Index
1	1.564102	23	3.051282
2	2.230769	24	1.846153
3	1.487179	25	2.128205
4	3.410256	26	2.897435
5	3.666666	27	3.435897
6	2.589743	28	2.820512
7	3.076923	29	3.150272
8	3.974358	30	2.512820
9	2.128205	31	4.102564
10	3.076923	32	3.025641
11	3.051282	33	3.615384
12	3.641025	34	3.179487
13	2.051282	35	6.179487
14	1.974358	36	2.948717
15	2.230769	37	1.666666
16	6.000000	38	2.615384
17	4.769230	39	3.769230
18	2.553720	40	3.000000
19	3.666666	41	2.153846
20	3.794861	42	3.000000
21	5.538461	43	2.974358
22	6.179487		

TABLE II
RANK ORDER OF IMPORTANCE BY CHOICE INDEX

Respondents Item	Rank Order	Function Statement
3	1	To help get support from total business community for distributive education.
1	2	To help with public relations for the overall distributive program.
37	3	To promote distributive education with the news media, local businesses and civic organizations.
24	4	To promote DECA within the business community.
14	5	To help identify problems or training needs of the community.
13	6	To be a community resource person.
25	7	To give ideas on surveys and manuals that would aid DECA.
9	8	To help determine needs of distributive education program.
41	9	To help keep the coordinator up-to-date in the field of distribution.
2	10.5	To advise on training or abilities needed by employers.
15	11.5	To be a source of community feedback.
30	12	To be guest speakers.
18	13	To give the merchant a feeling that he or she is involved in the distributive education program.
6	14	To advise on program direction.
38	15	To advise on questions that the coordinator feels he cannot or should not act upon that are outside the school circle of authority.

TABLE II (CONTINUED)

Respondents Item	Rank Order	Function Statement
28	16	To enhance quality of training courses selected to give a better opportunity to meet the needs of the student.
26	17	To advise as to general training policies on the job.
36	18	To help design adult education programs.
43	19	To assist new distributive education teachers.
40	20.5	To act as judges at local level for DECA competitive activities.
42	20.5	To be a liaison between distributive education program and training station.
32	22	A resource for new materials that can be used in classroom.
11	23.5	To advise on curriculum used in distributive education class.
23	23.5	To recognize outstanding students by offering scholarships.
7	25.5	To help find training stations.
10	25.5	To evaluate distributive education programs.
29	27	To set goals and objectives for the distributive education program.
34	28	A source for field trips.
4	29	To assist in placement of students.
27	30	To give the coordinator professional guidance.
33	31	To work with the student and coordinator on individualized instruction.
12	32	To serve as lobbyist to school board.

TABLE II (CONTINUED)

Respondents Item	Rank Order	Function Statement
19	33.5	To help in locating supplies and equipment for distributive education classroom and for DECA projects.
5	33.5	To help advise students about jobs.
39	35	To act as judge and aid for state leadership conference.
20	36	To aid the coordinators in the way students should be evaluated during the school year.
8	37	To help in financial support for total program.
31	38	To provide minimum standards for distributive education programs.
17	39	To advise with regard to current needed teaching practices.
21	40	To help the coordinator interview prospective students for distributive education program.
16	41	To provide transportation to various DECA functions.
35	42.5	To be a teacher assistant.
22	42.5	To interview new teacher-coordinators applying for job.

TABLE III
QUARTILE RANKINGS

First Quartile

Respondents Item	Function Statement
3	To help get support from total business community for distributive education.
1	To help with public relations for the overall distributive education program.
37	To promote distributive education with the news media, local businesses and civic organizations.
24	To promote DECA within the business community.
14	To help identify problems or training needs of community.
13	To be a community resource person.
25	To give ideas on surveys and manuals that would aid DECA.
9	To help determine needs of distributive education program.
41	To help keep the coordinator up-to-date in the field of distribution.
2	To advise on training or abilities needed by employers.
15	To be a source of community feedback.

TABLE III (CONTINUED)

Second Quartile	
Respondents Item	Function Statement
30	To be guest speakers.
18	To give the merchant a feeling that he or she is involved in the distributive education programs.
6	To advise on program direction.
38	To advise on questions that the coordinator feels he cannot or should not act upon that are outside the school circle of authority.
28	To enhance quality of training courses selected to give a better opportunity to meet the needs of the student.
26	To advise as to general training policies on the job.
36	To help design adult education programs.
43	To assist new distributive education teachers.
40	To act as judges at local level for DECA competitive activities.
42	To be a liaison between distributive education program and training station.
32	A resource for new materials that can be used in classroom.

TABLE III (CONTINUED)

Third Quartile	
Respondents Item	Function Statement
11	To advise on curriculum used in distributive education class.
23	To recognize outstanding students by offering scholarships.
7	To help find training stations.
10	To evaluate distributive education program.
29	To set goals and objectives for the distributive education program.
34	A source for field trips.
4	To assist in placement of students.
27	To give the coordinator professional guidance.
33	To work with the student and coordinator on individualized instruction.
12	To serve as lobbyist to school board.
19	To help in locating supplies and equipment for distributive education classroom and for DECA projects.
5	To help advise students about jobs.

TABLE III (CONTINUED)

Fourth Quartile

Respondents Item	Function Statement
39	To act as judge and aid for state leadership conference.
20	To aid the coordinators in the way students should be evaluated during the school year.
8	To help in financial support for total program.
31	To provide minimum standards for distributive education program.
17	To advise with regard to current needed teaching practices.
21	To help the coordinator interview prospective students for distributive education program.
16	To provide transportation for various DECA functions.
35	To be a teacher assistant.
22	To interview new teacher-coordinators applying for job.

TABLE IV
TOTAL RESPONSE FOR EACH ITEM SCORE BY
PERCENT ON SEVEN POINT SCALE

Item No.	1	2	3	4	5	6	7
1	74%	10%	8%	2%	2%	2%	0%
2	41%	28%	15%	13%	3%	0%	0%
3	64%	18%	10%	8%	0%	0%	0%
4	21%	13%	26%	10%	7%	13%	10%
5	13%	15%	21%	18%	8%	12%	13%
6	23%	33%	15%	23%	3%	0%	3%
7	18%	18%	28%	21%	5%	8%	2%
8	10%	15%	15%	24%	10%	13%	13%
9	28%	51%	8%	10%	0%	0%	3%
10	15%	26%	28%	13%	8%	5%	5%
11	18%	18%	36%	15%	3%	5%	5%
12	28%	13%	10%	13%	5%	13%	18%
13	44%	28%	10%	15%	3%	0%	0%
14	41%	26%	23%	10%	0%	0%	0%
15	41%	26%	16%	10%	7%	0%	0%
16	0%	2%	10%	5%	5%	22%	56%
17	2%	2%	28%	10%	22%	10%	26%
18	33%	21%	18%	13%	3%	9%	3%
19	23%	5%	33%	10%	14%	0%	15%
20	8%	21%	8%	28%	16%	14%	5%
21	0%	8%	8%	13%	10%	17%	44%
22	0%	5%	5%	5%	8%	13%	64%

TABLE IV (CONTINUED)

Item No.	1	2	3	4	5	6	7
23	18%	23%	21%	23%	8%	2%	5%
24	62%	23%	8%	0%	0%	0%	7%
25	36%	41%	13%	2%	2%	2%	2%
26	26%	15%	26%	18%	10%	0%	5%
27	28%	10%	21%	10%	6%	6%	19%
28	26%	23%	21%	18%	2%	8%	2%
29	18%	28%	21%	13%	12%	0%	8%
30	38%	28%	10%	8%	13%	0%	3%
31	5%	10%	10%	41%	18%	8%	8%
32	31%	10%	28%	10%	5%	8%	8%
33	18%	15%	15%	21%	13%	5%	13%
34	21%	26%	18%	10%	9%	8%	8%
35	0%	5%	5%	0%	8%	18%	64%
36	15%	31%	26%	8%	10%	8%	2%
37	64%	21%	5%	5%	5%	0%	0%
38	38%	21%	21%	7%	2%	4%	7%
39	15%	15%	31%	13%	5%	5%	16%
40	26%	23%	26%	5%	5%	2%	13%
41	44%	23%	18%	10%	0%	5%	0%
42	28%	21%	13%	21%	7%	2%	8%
43	28%	21%	15%	16%	10%	0%	10%

Education at the Ohio State University, the upper quartile is normally used to make recommendations. The discussion below will center upon the first quartile.

Item 3

To help get support from total business community for distributive education. This function was rated as the most important function of the local advisory committee for distributive education. Ninety-three percent of the respondents rated this item in the top three categories of importance on a scale of one to seven. None of the respondents rated this item below the fourth level of importance.

Item 1

To help with public relations for the overall distributive education program. Ninety-two percent of the respondents ranked this function in the top three categories of importance. This item ranked in the first quartile and ranked second in the overall choice index ranking.

Item 37

To promote distributive education with the news media, local businesses and civic organizations. The respondents expressed the opinion that this function is the third most important function of the local advisory committee. Ninety percent ranked this item in the top three categories of importance.

Item 24

To promote DECA within the business community. This item attracted ninety-three percent of the respondents to rate it in the top three categories of importance. It is interesting to note that this item tied with the top ranked item in percentage of importance, however, seven percent expressed an opinion that this function is least important.

Item 14

To help identify problems or training needs of community. Ninety percent of the respondents felt that this item was important enough to rank it in the top three categories of importance. None of the respondents ranked this item below the fourth level of importance on the seven point scale. This item was one of only two which did not receive any votes below the fourth level of importance.

Item 13

To be a community resource person. Using the advisory committee as a community resource person ranked as the sixth most important function of the advisory committee. Eighty-two percent of the respondents rated this item in the top three categories of importance.

Item 25

To give ideas on surveys and manuals that would aid DECA. The respondents ranked this function as the seventh most important function of the local advisory committee. Ninety-two percent rated this item in the top three categories of importance. It is noteworthy that

two items relating to the DECA student organization ranked in the upper quartile. The respondents seemed to either rank this function very high in importance or very low in importance.

Item 9

To help determine needs of distributive education programs. Eighty-seven percent of the respondents ranked this function in the top three categories of importance. This item ranked in the first quartile and ranked eighth in the overall choice index. It is interesting to note that item nine had a higher rating in the top three categories than item thirteen, however, item thirteen did not receive a rating below five, whereas two percent of the respondents rated item nine as least important rating of seven.

Item 41

To help keep the coordinator up-to-date in the field of distribution. The function of keeping the teacher coordinator up-to-date in the field of distribution was rated ninth in importance in the overall choice index rating. This item received eighty-five percent of the responses in the top three categories of importance.

Item 2

To advise on training or abilities needed by employers. This item was ranked tenth in importance in the overall choice index rating. Eighty-four percent of the respondents rated this function in the top three categories of importance.

Item 15

To be a source of community feedback. The respondents ranked this function as the eleventh most important function of local advisory committees. Eighty-three percent of the respondents felt that this item was important enough to rank it in the upper quartile.

The items described above are the eleven items in the first quartile. The respondents felt that these items were the most important functions of local distributive education advisory committees.

Items twenty-one, sixteen, thirty-five, and twenty-two were the only items that did not receive a one rating. These four items ranked at the bottom of the fourth quartile.

In summary there is a concensus of distributive education coordinators that there are basic functions of local advisory committees. There are many more comparisons of items and cross references which are described in Table III which is the Quartile Rankings and Table IV which is the Total Response for Each Item Score by Percent on Seven Point Scale.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Presented in this chapter is a summary of the study and the major findings. Also presented are conclusions and recommendations based upon the analysis and presentation of data collected.

Summary

The purpose of this study was to elicit opinions of the distributive education teacher coordinators in Oklahoma. The objective of the study was to determine the function of local distributive advisory committees.

The Delphi technique was chosen as the method for collecting the data from which recommendations would ultimately be made. The total population of sixty-nine distributive education coordinators was used as participants in the study. The participants were asked to list five statements that describe the functions of a local advisory committee on the first correspondence sheet.

Sixty-three out of sixty-nine participants responded to correspondence sheet number one. This revealed a total of 310 items which, in the opinion of the coordinators, were functions of local advisory committees. The items which were duplicated were eliminated and a total of forty-three original items remained. The second mailing, containing the forty-three items, was mailed to the sixty-nine coordinators.

The participants were asked to score each item on a seven point continuum according to their perception of its importance.

For each item a number referred to as the Choice Index (CI), defined as follows, was calculated.

$$CI = \frac{(1 \times N) + (2 \times N) + (3 \times N) + (4 \times N) + (5 \times N) + (6 \times N) + (7 \times N)}{\text{Total Number of Respondents}}$$

The Choice Index is the average score of each item in the opinion of all respondents. The Choice Index was used to rank order the importance of each item.

The ranked items were then divided into quartiles.

The data were analyzed and the percentage of responses on each level of the seven point continuum were computed.

The upper quartile of the total rankings on correspondence sheet number two were used to formulate the function of local distributive education advisory committees.

Conclusions

The following conclusions are made based on the analysis of the Delphi data relative to the function of local distributive education advisory committees as perceived by distributive education teacher-coordinators in Oklahoma.

1. It is concluded that the most important function of the local advisory committee is to get support from the total business community for distributive education.
2. It is concluded that the second most important function of the local advisory committee is to help with the public relations for the overall distributive education program.

3. It is concluded that the distributive education teacher-coordinators in Oklahoma put much emphasis on DECA activities, since two of the items ranked in the first quartile related to DECA.
4. It is concluded that distributive education teacher-coordinators do not put the same importance on functions of local advisory committees as teacher educators.
5. It is concluded that the distributive education teacher-coordinator feels that the advisory committee should have little input into the curriculum of the distributive education program. The items dealing with curriculum were not in the first quartile ranking.
6. Two of the items listed in the second quartile also related to DECA. This may be the reason why so often business people refer to the Distributive program as the DECA program.
7. It is concluded that teacher-coordinators are either highly in favor of the functions of the advisory committee that are related to the DECA program, or they are highly critical of those functions. It would be interesting to note if the respondents who were critical of the DECA program rated other items related to other aspects of the distributive education program higher on the rating scale.
8. It is concluded that there exists a difference of opinion regarding the functions of a local distributive education advisory committee between the teacher-coordinator and the employees or training station sponsors. In a study by Harris (1971) on Employer Preferences and Teacher-Coordinator Practices

in Distributive Education, the employers ranked participation in DECA activities as a low priority item.

Recommendations

Based upon the findings of this study the following recommendations are made:

1. In using the findings of this study there is now a foundation for in-service and pre-service training of distributive education teachers in Oklahoma to set up and have an active local advisory committee.
2. The present study covered only the opinions of distributive education coordinators to the function of local advisory committees; however, the operation of a distributive education program is often affected by others. A study similar to the present one should be conducted to obtain opinion of the function of local distributive education advisory committees from school administrators, guidance personnel, and members of local advisory committees. The findings of such a study should be compared to the findings of the present study to show the degree of agreement of persons directly involved in distribution with those indirectly involved.

It is the observation of this researcher that the suggestions given by the Delphi participants are rational and pertinent to the functions of local advisory committees. Unless a systematic plan of action is implemented, the use of local advisory committees in distributive education will be virtually the same in the state in years to come as it is today.

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APPENDIX A

(CENTRAL STATE UNIVERSITY LETTERHEAD)

In cooperation with the Department of Vocational Technical Teacher Education, School of Education, Central State University, I am currently conducting a research study. The purpose is to determine the perceptions of Oklahoma Distributive Education Coordinators regarding functions of local advisory committees.

Your input is valuable and will be of great benefit to this study and to Distributive Education. I am asking for only eight to ten minutes of your time in order to get an expression of your feelings.

The Delphi technique has been chosen as the method to be used in obtaining your perception regarding the function of local advisory committees. This technique, which builds on informed, sound judgment, obtains opinions from and allows interaction among persons without bringing them together. This study will require two mailings spaced approximately three weeks apart, as follows:

Correspondence
No. 1

Requests that you list five statements that you feel are functions of local advisory committees.

Correspondence
No. 2

A list of statements will be compiled from the participants' response to Correspondence No. 1 and mailed back to you. Each participant will be asked to rate the importance of each item as a function of local advisory committees.

From the response obtained in Step 2, a final rank order list of functions of advisory committees will be incorporated into the study.

I hope you will agree to participate in this effort of obtaining valuable information for Distributive Education. Please complete the attached instrument and return it in the enclosed self-addressed stamped envelope. Thank you very much for your assistance.

Sincerely,

Joe Amos

JA:gm

Enclosure

THE PERCEPTION OF OKLAHOMA DISTRIBUTIVE EDUCATION COORDINATORS
REGARDING FUNCTIONS OF LOCAL ADVISORY COMMITTEES

Department of Vocational Technical Teacher Education
Central State University

Correspondence Sheet No. 1

(Please return immediately in enclosed envelope; time is essential for
the proper coordination of this study.)

Please list up to five statements that you feel describe the functions
of a local advisory committee.

List your statements below:

No. 1:

No. 2:

No. 3:

No. 4:

No. 5:

Please include your home address.

APPENDIX B

(CENTRAL STATE UNIVERSITY LETTERHEAD)

Thank you for completing correspondence questionnaire #1. Your response was excellent and we appreciate the statements you furnished. We hope you will continue your assistance by completing correspondence sheet #2, which is attached.

It contains the major concepts that were identified from your suggestions in response to the first questionnaire (correspondence sheet #1). As anticipated we came up with a number of important statements concerning the group's perceived functions of local advisory committees in Distributive Education in the state of Oklahoma. In order that we can determine the most important factors, we are asking you to rate them on a seven point continuum scale.

The statements will be analyzed according to the way you rate them, and from these rankings, we hope to gain some insight as to which functions the group feels are most important and least important. These statements will be ranked from your ratings in the order of most importance to least importance. Therefore, consider carefully all statements and give each one some thought as to how you feel about its importance to you.

Please complete the attached questionnaire and enclose it in the self-addressed, postage-paid, return envelope as soon as possible. Again, let me thank you for giving us your time and attention. Your response is greatly appreciated and is important to the completion of this research study.

Sincerely,

Joe Amos

jrb

Enclosure

CORRESPONDENCE SHEET NO. 2
(To be returned in postage-paid envelope)

Below are the statements (from Correspondence Sheet No. 1) that you and others listed as your perceptions of the functions of local advisory committees in Oklahoma. In order to establish a priority on the most important roles, we would like to ask you to rate each statement on a seven-point continuum ranging from (1) which is most important, to (7) which is least important.

Please be selective in choosing the rating of each of the statements.

EXAMPLE:

A. "To advise in curriculum development." / / / /x/ / / /
1 2 3 4 5 6 7

(Please mark with an "X")

- | | |
|--|--|
| 1. To help with public relations for the overall distributive program. | <u> / / / / / / / /</u>
1 2 3 4 5 6 7 |
| 2. To advise on training or abilities needed by employers. | <u> / / / / / / / /</u>
1 2 3 4 5 6 7 |
| 3. To help get support from total business community for distributive education. | <u> / / / / / / / /</u>
1 2 3 4 5 6 7 |
| 4. To assist in placement of students | <u> / / / / / / / /</u>
1 2 3 4 5 6 7 |
| 5. To help advise students about jobs. | <u> / / / / / / / /</u>
1 2 3 4 5 6 7 |
| 6. To advise on program direction. | <u> / / / / / / / /</u>
1 2 3 4 5 6 7 |
| 7. To help find training stations. | <u> / / / / / / / /</u>
1 2 3 4 5 6 7 |
| 8. To help in financial support for total program. | <u> / / / / / / / /</u>
1 2 3 4 5 6 7 |
| 9. To help determine needs of distributive education program. | <u> / / / / / / / /</u>
1 2 3 4 5 6 7 |
| 10. To evaluate distributive education program. | <u> / / / / / / / /</u>
1 2 3 4 5 6 7 |
| 11. To advise on curriculum used in distributive education class. | <u> / / / / / / / /</u>
1 2 3 4 5 6 7 |

12. To serve as lobbyist to school board. / / / / / / / /
1 2 3 4 5 6 7
13. To be a community resource person. / / / / / / / /
1 2 3 4 5 6 7
14. To help identify problems or training needs of community. / / / / / / / /
1 2 3 4 5 6 7
15. To be a source of community feedback. / / / / / / / /
1 2 3 4 5 6 7
16. To provide transportation for various DECA functions. / / / / / / / /
1 2 3 4 5 6 7
17. To advise with regard to current needed teaching practices. / / / / / / / /
1 2 3 4 5 6 7
18. To give the merchants a feeling that he or she is involved in the distributive education programs. / / / / / / / /
1 2 3 4 5 6 7
19. To help in locating supplies and equipment for distributive education classroom and for DECA projects. / / / / / / / /
1 2 3 4 5 6 7
20. To aid the coordinators in the way students should be evaluated during the school year. / / / / / / / /
1 2 3 4 5 6 7
21. To help the coordinator interview prospective students for distributive education program. / / / / / / / /
1 2 3 4 5 6 7
22. To interview new teacher-coordinators applying for job. / / / / / / / /
1 2 3 4 5 6 7
23. To recognize outstanding students by offering scholarships. / / / / / / / /
1 2 3 4 5 6 7
24. To promote DECA within the business community. / / / / / / / /
1 2 3 4 5 6 7
25. To give ideas on surveys and manuals that would aid DECA. / / / / / / / /
1 2 3 4 5 6 7
26. To advise as to general training policies on the job. / / / / / / / /
1 2 3 4 5 6 7
27. To give the coordinator professional guidance. / / / / / / / /
1 2 3 4 5 6 7
28. To enhance quality of training courses selected to give a better opportunity to meet the needs of the student. / / / / / / / /
1 2 3 4 5 6 7

29. To set goals and objectives for the distributive education program. $\frac{/// // // // // // //}{1\ 2\ 3\ 4\ 5\ 6\ 7}$
30. To be guest speakers. $\frac{/// // // // // // //}{1\ 2\ 3\ 4\ 5\ 6\ 7}$
31. To provide minimum standards for distributive education program. $\frac{/// // // // // // //}{1\ 2\ 3\ 4\ 5\ 6\ 7}$
32. A resource for new materials that can be used in classroom. $\frac{/// // // // // // //}{1\ 2\ 3\ 4\ 5\ 6\ 7}$
33. To work with the student and coordinator on individualized instruction. $\frac{/// // // // // // //}{1\ 2\ 3\ 4\ 5\ 6\ 7}$
34. A source for field trips. $\frac{/// // // // // // //}{1\ 2\ 3\ 4\ 5\ 6\ 7}$
35. To be a teacher assistant. $\frac{/// // // // // // //}{1\ 2\ 3\ 4\ 5\ 6\ 7}$
36. To help design adult education programs. $\frac{/// // // // // // //}{1\ 2\ 3\ 4\ 5\ 6\ 7}$
37. To promote distributive education with the news media, local businesses and civic organizations. $\frac{/// // // // // // //}{1\ 2\ 3\ 4\ 5\ 6\ 7}$
38. To advise on questions that the coordinator feels he cannot or should not act upon that are outside the school circle of authority. $\frac{/// // // // // // //}{1\ 2\ 3\ 4\ 5\ 6\ 7}$
39. To act as judge and aid for state leadership conference. $\frac{/// // // // // // //}{1\ 2\ 3\ 4\ 5\ 6\ 7}$
40. To act as judges at local level for DECA competitive activities. $\frac{/// // // // // // //}{1\ 2\ 3\ 4\ 5\ 6\ 7}$
41. To help keep the coordinator up-to-date in the field of distribution. $\frac{/// // // // // // //}{1\ 2\ 3\ 4\ 5\ 6\ 7}$
42. To be a liaison between distributive education program and training station. $\frac{/// // // // // // //}{1\ 2\ 3\ 4\ 5\ 6\ 7}$
43. To assist new distributive education teachers. $\frac{/// // // // // // //}{1\ 2\ 3\ 4\ 5\ 6\ 7}$

APPENDIX C

LIST OF PARTICIPANTS

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VITA

Joseph Ervin Amos

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF THE PERCEPTIONS OF OKLAHOMA DISTRIBUTIVE EDUCATION COORDINATORS REGARDING FUNCTIONS OF LOCAL ADVISORY COMMITTEES

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born in Blackwell, Oklahoma, August 18, 1937, the son of Mr. and Mrs. Jack Amos.

Education: Graduated from Blackwell High School, Blackwell, Oklahoma, in May, 1955; received Associate of Arts degree from Northern Oklahoma College, Tonkawa, Oklahoma in May, 1962; received the Bachelor of Science degree from Northwestern State College, Alva, Oklahoma, in January, 1966, with a major in Business Education; received Master of Science degree in Distributive Education from Oklahoma State University, Stillwater, Oklahoma, July, 1972; completed requirements for Doctor of Education degree at Oklahoma State University in December, 1974.

Professional Experience: Business Education Teacher, Gage Public Schools, Gage, Oklahoma, January, 1966 to June, 1967; Business Education Teacher, Blackwell High School, Blackwell, Oklahoma, September, 1967 to June, 1969; Vocational Distributive Education Coordinator, Blackwell, High School, Blackwell, Oklahoma, August, 1969 to June, 1972; Oklahoma State Department of Vocational and Technical Education, Curriculum Specialist, Cooperative Education, June, 1972 to September, 1973; Teacher Educator, Distributive Education, Middle Tennessee State University, Murfreesboro, Tennessee, August, 1974 to present.