

A  
HANDBOOK  
FOR  
BEGINNING DISTRIBUTIVE EDUCATION COORDINATORS  
IN  
TEXAS

BY

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II

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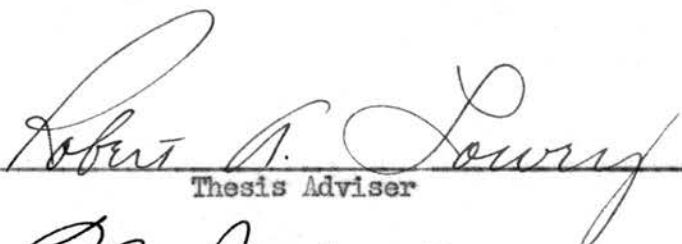
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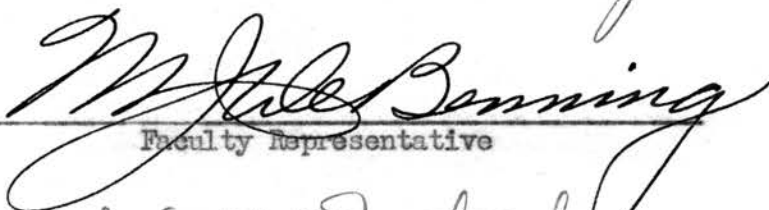
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## PREFACE

The job of organizing and operating a successful cooperative part-time distributive education program in a high school is a difficult task for the beginning coordinator. It is a problem which requires many hours of strenuous labor, cooperation and consideration from fellow workers, patience and understanding of people, high moral standards, a steadfast devotion to duty and purpose, ingenuity of ideas, skillful planning, knowledge of many subjects and a thorough understanding of procedures, techniques and methods. It is easy to visualize why mistakes are inevitable for the beginning coordinator, when there are so many obstacles to overcome and goals to achieve. If this study is helpful to the beginning coordinators in eliminating any errors they may have made and in enabling them to do a better job, then the time and effort which it required are justified.

If it were not for the splendid cooperation and assistance of Robert A. Lowry, Associate Professor of Business Education, Oklahoma Agricultural and Mechanical College, M. J. DeBenning, State Supervisor for Distributive Education for Oklahoma, Oklahoma Agricultural and Mechanical College, the Coordinators of Distributive Education in Texas, and the Distributive Education Service of Texas, it would not have been possible to have completed this study. For this cooperation and assistance, the writer is truly grateful.

G. C. M.

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## INTRODUCTION

### Statement of The Problem

There is a wide divergence of opinions among distributive education coordinators in Texas regarding the ways and means of organizing and operating a beginning distributive education program. Out of necessity there have developed certain procedures and techniques for coordinators to follow, but for the most part it is still necessary for the beginning coordinators to experience disappointments and encounter undesirable situations because they do not have the opportunity to profit from the knowledge and experience of successful coordinators.

It is the purpose of this study to collect, assimilate, and present the many and varied ideas, procedures, and techniques of distributive education coordinators in Texas, so that their knowledge and experience may serve as a guide to show how courses and programs for part-time distributive education training may be promoted, initiated, organized, administered, supervised, coordinated, and taught.

### Limitations of The Study

It should be observed that no attempt has been made in this study to appraise or evaluate the procedures, techniques, and methods which are presented, except by comparison tables, arrangement of subject matter, and quotations from reference sources.

Neither does any part of this study include information pertinent to the adult training programs in distributive education; the study pertains only to part-time distributive education classes as conducted in Texas high schools.

It should also be observed that no attempt has been made to present or specify the requirements for distributive education classes as outlined by the Texas Education Agency, Division for Vocational Education, Distributive Education Service.

#### Sources of Data

A questionnaire was sent to one-hundred and seven distributive education coordinators of cooperative part-time programs in Texas high schools. This questionnaire requested the coordinators to check the procedures, techniques, and methods they have found to be successful in the organization and operation of a distributive education program. Sixty-nine of these questionnaires have been filled out and returned, and these completed questionnaires have served as primary source of information for this study.

In addition, a letter was sent to twenty-three states which were known to have distributive education programs operating in their high schools. This letter requested certain publications and other pertinent information which would be helpful in formulating "A Handbook for Beginning Distributive Education Coordinators in Texas".

Other data in this study were obtained from books, pamphlets, bulletins and manuals relating to the field of distributive education, which were available from the libraries of the Oklahoma Agricultural and Mechanical College.

#### Procedure

When the completed questionnaires were received from the different coordinators, they were carefully examined and the replies were tabulated

on data sheets. A data sheet was prepared for each question or topic discussed in the study. Supplementary material from other sources pertaining to the topic was attached to each data sheet. The data sheets, with allied information attached, were then arranged in a logical sequence according to the work necessary for a beginning coordinator to perform in organizing and operating a distributive education program. Conclusions were drawn and outlines were prepared to serve as the basis for the writing of this study.

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PART I

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THE  
HISTORY, PHILOSOPHY, AND PURPOSE  
OF  
DISTRIBUTIVE EDUCATION  
IN TEXAS

## CHAPTER I

## HISTORY OF DISTRIBUTIVE EDUCATION IN THE UNITED STATES

Distributive Education Defined

What is distributive education? This is one question all coordinators in the field of distributive education will be required to answer many times. It has been defined in a variety of ways. Some of these are:

Distributive Education may be 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, advertising, merchandise knowledge, and allied subjects.<sup>1</sup>

A training program in the field of distribution, -- the retail, wholesale and service selling occupations.<sup>2</sup>

Distributive Education is training for those occupations followed by workers engaged in merchandising activities, including direct contact with buyers and sellers, when distributing to consumers, retailers, jobbers, and wholesalers; or when managing, operating or conducting a commercial or personal service business, or selling the services of such a business.<sup>3</sup>

It is unfortunate in some respects that at the instigation and organization of distributive education training, a name easier to remember and pronounce and more self-explanatory to the layman of business could not have been selected. Distributive education has now gained wide acceptance in the areas where programs are in operation and it is very

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<sup>1</sup> Kenneth B. Haas, Distributive Education, p. 9.

<sup>2</sup> Board for Vocational Education, State of Alabama, Outline of The Techniques and Procedures for Operating A Distributive Education Program, p. 3.

<sup>3</sup> Frank Vietti, A Handbook on Distributive Education for Instructors And Coordinators, p. 2.

unlikely that another name will ever be adopted. The beginning coordinator who is organizing a new distributive education program in a community unfamiliar with this type of training is still presented with the problem of defining distributive education. The coordinator must be able to explain distributive education in a manner that is easy to remember, easy to understand, and that shows the relationship between the type of training students receive and the name of the training program. The following definition and explanation of distributive education has been used successfully by many coordinators in Texas.

Distributive Education is a cooperative part-time training program for boys and girls on a junior and senior level in high school who are interested in careers in the fields of retailing, wholesaling, and service selling. It is a cooperative program because the school and business organizations work together in training the student. It is a part-time training program because students attend school a half a day and work a half a day. It is a program which allows only the students classified as juniors and seniors to enroll.<sup>4</sup>

#### National Vocational Education Acts

The national vocational education acts provided for the cooperation of the Federal Government and the state governments in the promotion of vocational education in the fields of agriculture, trades and industry, homemaking, commerce, and occupational information and guidance. Under the acts, the Federal Government does not organize or supervise any schools or classes for vocational education, but it does make annual financial grants to states and territories for promotion of vocational

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<sup>4</sup> Distributive Education Service, State of Texas, Co-ordination of Co-operative Part Time Distributive Education, p. 11.



education and training of vocational teachers.<sup>5</sup>

#### Smith-Hughes Act

The first of the national vocational education acts was the Smith-Hughes Act, approved February 23, 1917, which created and empowered a representative Federal Board for Vocational Education to cooperate with State boards for vocational education in carrying out the provisions of the Act. It provides continuing appropriations for the salaries of teachers, supervisors, and directors of agricultural subjects, teachers of trade, home economics, and industrial subjects, and the administration of the Vocational Education Program. It is required in this Act that each dollar of the Federal money expended by a state be matched by an equal amount of state funds. The amounts of the grants to the states are determined on the basis of the population of each state.<sup>6</sup>

#### George-Deen Act

The basis for our present extended system of Federally subsidized vocational education programs has its foundations in the above mentioned Smith-Hughes Act, and during the early thirties, following the boom years of the twenties, business began to recognize the need for more extensive training for vocational education. As these needs were studied, it became clear that the existing legislation was too limited in scope to meet adequately the changing needs of modern business.<sup>7</sup>

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5 C. E. Rakestraw, Training High-School Youth for Employment, p. 2.

6 Ibid., p. 3.

7 Haas, op. cit., p. 12.

A group of the outstanding businessmen of the nation met in Washington, D. C. in 1933 during the most critical days of the economic depression. The purpose of the meeting was to evaluate the position of business in relation to the nation's economy and to map plans for the restoration of business to normal. It was at this time that the need for a training program on a national scale for employees of the distributive fields became so apparent to the nation's leaders. This meeting also served to direct attention to the fact that distributive education had too long been neglected in the vocational training programs of the high schools of the nation.<sup>8</sup>

This feeling of insecurity and inadequacy among businessmen in the nation resulted in the passage on June 8, 1936 of Public Law No. 673 by the 74th Congress. This law became more commonly known as the George-Deen Act. The Act provided additional funds for the development of vocational education and established the first cooperative part-time distributive education programs in the high schools of the nation.<sup>9 10</sup>

#### George-Barden Act

The latest of the National Vocational Education Acts is the George-Barden Act which is commonly referred to as the Vocational Educational Act of 1946. This act amended the George-Deen Act and contains several

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<sup>8</sup> J. Marshall Hanna and Herbert M. Freeman, Distributive Education, p. 9.

<sup>9</sup> Rakestraw, op. cit., p. 8.

<sup>10</sup> 74th Congress, United States of America, United States Statutes at Large, p. 1488.

new provisions. Section 3, paragraph (a), states that the purpose of the act is to assist the several states and territories in the further development of vocational education. It authorizes the appropriation of \$2,500,00 for vocational education in distributive occupations, for the fiscal year beginning July 1, 1946 and to be continued annually thereafter. Other important provisions of the act are that the matching funds by the states is to be increased from fifty per cent to one hundred per cent and that after July 1, 1951, not over ten per cent of the appropriation can be used for the purchase of equipment.<sup>11</sup>

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<sup>11</sup> 79th Congress, United States of America, United States Statutes at Large, p. 196.

## CHAPTER II

## THE DEVELOPMENT OF DISTRIBUTIVE EDUCATION IN TEXAS

Beginning Programs

The cooperative part-time distributive education program had its origin in the Texas high schools in 1936, the year the United States Congress authorized the establishment of distributive education training by the passage of the George-Deen Act. The first distributive education program was begun in the Senior High School at Amarillo, Texas, and M. A. (Ma) Browning became the first teacher-coordinator of a cooperative part-time program in Texas. A short time later in the same year, a second program was organized in the Thomas Jefferson High School in San Antonio, Texas. By 1939, the number of programs had increased to ten, with a total of 169 students enrolled in distributive education training.<sup>1</sup>

The number of cooperative part-time programs and the number of distributive education trainees continued to increase slowly from 1939 to 1947. By the end of 1947, there were thirty distributive programs in operation throughout the state. The enrollment of these programs had increased to a total of 1,275.

Effects of the Gilmer-Aiken Law in Distributive Education

During the year of 1948, the Texas Legislature enacted the Gilmer-Aiken School Law. This act had a far-reaching effect upon the operation of the Texas public schools by completely reorganizing the laws regulating

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<sup>1</sup> State Vocational Educational Division, State of Texas, Annual Descriptive Reports, p. 2.

their operation. The provisions of this law provided for greater financial aid to the schools, free text-books for Texas school children, reorganized the teacher payment and retirement plan, and established the Texas Education Agency for the supervision of training in the public schools of Texas.

The Vocational Education Division was established as an organization under the supervision of the Texas Education Agency. This group is responsible for the jurisdiction of the Distributive Education, Vocational Agriculture, Home Economics, and Trade and Industry Services, which are all subsidized by Federal funds under the provisions of the George-Barden Act.

This financial reorganization of the Texas school systems provided the Distributive Education Service with larger appropriations, enabling the department to establish a number of new programs throughout the state.

During the year 1948, following the passage of the Gilmer-Aiken Law, the number of new distributive education programs established was forty-two. This increased the total number of programs in Texas high schools to seventy-two and the enrollment of students in distributive education classes to 2,452. The number of cooperative part-time distributive education programs which have been established each year since 1948 have averaged twelve per year. At the end of the school year in 1950, there were ninety-three programs operating in the state, and these programs had a total enrollment of 3,255. From the beginning of distributive education in Texas in 1936 to the close of the school year in 1950, there have been over fifty-three thousand students trained for jobs in the field of distribution by the cooperative part-time distributive education programs.

TABLE I

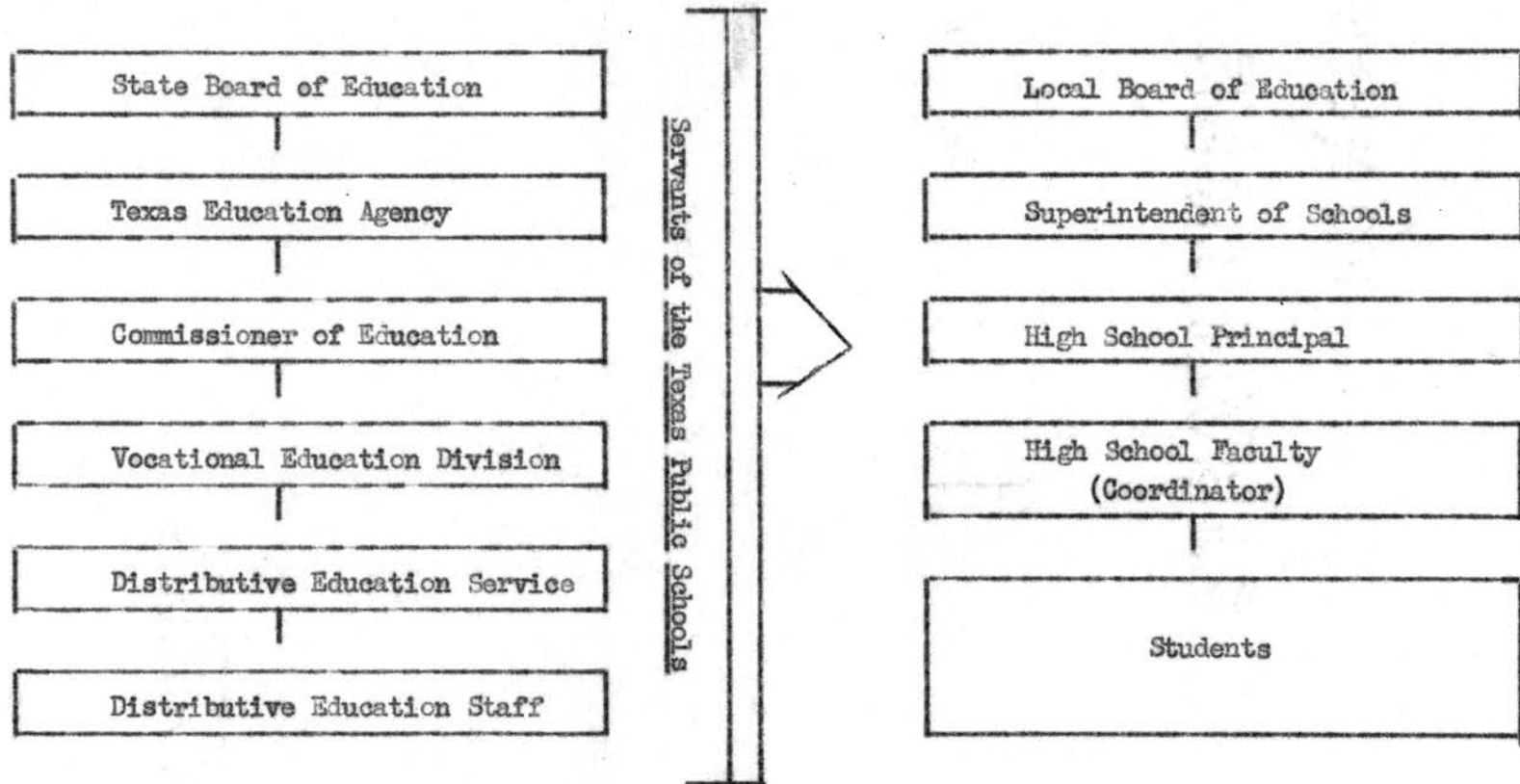
STATISTICAL REVIEW OF ENROLLMENTS AND TEACHERS FOR COOPERATIVE PART-TIME DISTRIBUTIVE EDUCATION PROGRAMS IN TEXAS FOR THE YEARS 1938 THROUGH 1950\*

Year Ending	High School Students		Total Students	Teacher- Coordinators
	M	F		
1938	27	61	88	3
1939	98	71	169	10
1940	126	135	261	13
1941	118	129	247	13
1942	242	359	601	17
1943	273	555	828	20
1944	302	702	1,004	23
1945	326	716	1,042	32
1946	425	757	1,182	31
1947	516	759	1,275	30
1948	1,150	1,302	2,452	72
1949	1,472	1,397	2,869	80
1950	1,753	1,502	3,255	93
Total			53,273	

\* Annual Descriptive Reports of the Texas Education Agency

ILLUSTRATION I

AN ORGANIZATIONAL CHART FOR COOPERATIVE PART-TIME  
DISTRIBUTIVE EDUCATION PROGRAMS  
IN TEXAS HIGH SCHOOLS



in the state of Texas.<sup>2</sup>

Table I on page 9 shows the growth and development of the cooperative part-time distributive education programs in Texas for the years 1938 through 1950 by a statistical review of student enrollments and number of teachers employed.

An important phase of distributive education which is not considered in this study is the adult evening classes. This phase of distributive education in Texas has had a remarkable growth and development which parallels that of the cooperative part-time distributive education classes in Texas high schools.

Present Scope of Distributive Education Service

At the present time the scope of distributive education training as it pertains to the cooperative part-time programs of the high schools in Texas is as follows:

(A) Distributive Education Service Staff

Flasco G. Moore, State Supervisor for Distributive Education

Brice W. Cecil, Assistant State Supervisor for Distributive Education

Philip Fowler, District #3, Supervisor for Distributive Education

Roy L. Reinartz, District #4, Supervisor for Distributive Education

David A. Thompson, District #2, Supervisor for Distributive Education

Roy W. Flemming, District #1, Supervisor for Distributive Education

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<sup>2</sup> Ibid., p. 2.



(B) Distributive Education High School Programs

114 cooperative part-time programs operating in the (white) public schools of ninety-one Texas cities.

7 cooperative part-time programs operating in the (negro) public schools of seven Texas cities.

(C) Distributive Education College Programs

2 cooperative part-time programs operating in the Paris Junior College, Paris, Texas and the Laredo Junior College, Laredo, Texas.

1 cooperative part-time program operating in the University of Houston, Houston, Texas.

(D) City Supervisors of Distributive Education

11 Texas cities have city supervisors responsible for the operation and supervision of all distributive education within the city.

(E) Training Specialist on the Staff of the University of Texas, Extension Division

11 itinerant instructors of adult distributive education classes.<sup>3</sup>

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<sup>3</sup> State Board for Vocational Education, State of Texas, Directory of Distributive Education Personnel, p. 2.

## CHAPTER III

## THE NEED FOR DISTRIBUTIVE EDUCATION

Philosophy of Distributive Education

With the beginning of organized society, man found it necessary to acquire knowledge and skill with which to earn his livelihood. The usual custom was to indenture youths to masters as apprentices in every field from law and medicine to tinkering. This system, which bordered on slavery, was discarded following the industrial revolution. Progress in our social and economic development instituted new and improved methods of preparing youth for life work. Among these methods was the apprenticeship plan, which embraced manipulative training together with related and technical instruction. Finally through the constant efforts of organized groups of workers and educators, our system of public schools was developed and improved until it provided educational opportunities for all. Today, through this system of public education, it is possible for an individual to secure a college education which provides training for law, medicine, or the other professions. For those who do not intend to go to college, the same public system of education provides vocational and technical training. It is this group of individuals, students who will receive no more formal education after graduation from high school, that distributive education is designed to benefit most.<sup>1</sup>

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<sup>1</sup> Robert White and Florence Smith, Work Experience in Education, p. 3.

Many of our leading educators believe that education's most pressing obligation is to prepare the youth of the nation to enter commercial fields and solve better the problems included in the management, development, and progress of business. Never before have industry and business bid higher for skills, new methods and better organization. That this has been recognized is shown in a most gratifying adjustment in educational forces. Where formerly curriculum was based on the need for actual knowledge, it has now been expanded to include an opportunity to apply this knowledge in actual business conditions. Knowledge alone does not make for success. The knowledge must be accompanied by an ability to weigh, judge, and understand circumstances, and a force of character strong enough to direct. Through work experience, students are able to gain this ability and obtain a working knowledge of at least general procedures in retailing, wholesaling, and service selling.<sup>2</sup>

Educators must be realistic and recognize the need and importance of education for making a living in addition to education for good living. Specific vocational training is a need of young people that the schools can and should meet, so that youth may be trained to earn a respectable living in addition to living a contented life. It is the task of education to prepare youth to earn a decent living and to live a happy life. Ability to earn a living, however, is prerequisite to living a happy life.<sup>3</sup>

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<sup>2</sup> Ibid., p. 4.

<sup>3</sup> Haas, op. cit., p. 14.

### Why the Need for Distributive Education

There are certain basic facts and situations that exist in the distribution system of American business that exemplify the need for distributive education training in our school systems.

One of the principal needs of those responsible for vocational education today is accurate information and data concerning the opportunities for employment in various occupations for which it is proposed that training be established. This need is not being met in many sections of the country through occupational survey, follow-up studies, and job analyses. Through these devices is determined the type of training that should be provided in a given school area in order for the student to obtain employment. Distributive education is playing a vital roll in this development by making job surveys for training programs. Such studies reveal the major employment areas, the number and qualifications of those who should be trained, and the skills that should be taught those preparing for various occupations. These studies have resulted in the organization of curricula that more nearly meet the training needs of a given community. They have revealed the need of training for employment in retail stores, as well as training for employment in other distributive occupations.<sup>4</sup>

Recent research and surveys have shown that more than 10,000,000 persons, or one out of every eight persons gainfully employed, are engaged in distributive occupations. More than 150,000 youths between

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<sup>4</sup> Ibid., p. 5.

the ages of eighteen and nineteen and 180,000 between the ages of twenty and twenty-four enter employment in the distribution field each year.<sup>5</sup> In addition, thousands of older persons enter employment in distributive occupations from other fields. The distressing fact to remember is that virtually none of this vast number have had previous training for their jobs.

Another factor of vital concern to the businessmen of the nation who are responsible for the distribution of goods and services is the high labor turnover in distributive occupations. The latest estimate of this figure by the Department of Commerce is that it is above twenty-one per cent per year and is continuing to rise. This figure does not include the turnover among part-time and contingent workers.<sup>6</sup> A logical conclusion to draw from this situation is that the worker is dissatisfied and unsuccessful in his job. One of the reasons the worker is not successful is because he has not received adequate training to perform his job in a satisfactory manner.

Retail store operating costs, which have been rising constantly since 1900, now average from twenty-four to thirty-six percent of the net sales. Only forty-one cents of every dollar expended by American consumers for goods of various kinds goes to the producer of the goods. The other fifty-nine cents represents the cost of distribution. In other words, from standpoint of cost, distribution is more important in our

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<sup>5</sup> United States Department of Commerce, Statistical Abstract, 1947, p. 261.

<sup>6</sup> United States Department of Commerce, Survey of Current Business, March Issue, 1950, p. 14.

economic system than production.<sup>7</sup>

Another fact revealed by research is that less than ten per cent of those who start in retail businesses will continue to operate more than ten years. Those who start a retail business have only two chances out of three to remain in business one year, an even chance of remaining in business two years, and only two chances out of five of lasting three years. It is apparent from these statistics, which are the result of numerous surveys, analyses, and researches, that there is a great need for a comprehensive, nation-wide, educational program that will prepare for efficient service those who expect to engage in distributive occupations.<sup>8</sup>

#### How Distributive Education Aids the Businessman

The reason the merchants are in business is to earn profits from the operation of their stores. Because of this basic fact, it is necessary that any benefits derived from distributive education by the businessman must be measured in terms of dollars and cents. How then does the merchant profit from distributive education?

The community will become more familiar with the store through the distributive education students employed in it. Any school sponsored program will inevitably be discussed by the citizens of the community, especially by the parents of the students participating and to a much larger degree by the students themselves. This word-of-mouth advertising

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<sup>7</sup> J. W. Demhurst and P. W. Stewart, Does Distribution Cost Too Much?, p. 16.

<sup>8</sup> Haas, op. cit., p. 6.

is a valuable asset to any business organization so long as the business is complimented and not condemned.

Customers, wherever possible, like to trade with their friends; and because of this student workers will attract customers of their own age into the store, which, in many instances, amounts to a large volume of business. This is particularly advantageous to the type of store which caters to the teen-age group.

Through the distributive education program there will be developed, within a reasonable time, a group of well-prepared workers from which the employer may choose full-time employees. Not only will the distributive education students be a reservoir of trained personnel, but they will have been trained at no expense to the store and in the manner the store desires. They make the store a better trained employee because they are interested in their work. They become valuable replacements when key personnel are absent and are a source of trained employees during peak business periods.

#### How Distributive Education Aids the Student

Boys and girls realize today, as never before, that they must have specific training and experience to find a place in the highly competitive business world. Distributive education affords students this opportunity. The distributive education student receives a combination of theory and practice which allows him to relate instruction to actual business situations. Such training makes school work more interesting, since the school instruction plays an important part in his store work. Cooperative part-time training not only develops sales ability, teaches technical knowledge of the occupation, but also allows the student to make practical application



of his training in other courses such as English, mathematics, science, art, and economics.<sup>9</sup>

A quality that is required of everyone, regardless of the type of employment he may have, is sociability. The distributive education student has contacts with store personnel and shopping customers, which improves his social intelligence. He learns to adjust himself to various kinds of people. He learns the importance of health, personal cleanliness, dress, and social behavior.<sup>10</sup>

Distributive education training offers the student an opportunity for entrance into business at an early age without losing the advantages of high school training. The student is enabled to earn money while in training, thus partially supporting himself. Finally, the student acquires a background from the training so that promotion is faster after graduation.<sup>11</sup>

Another value derived from distributive education by the student is that it enables him to use a natural method of choosing an occupation, because of the practical tests of his aptitudes and adaptability and his participation in shaping his own aims and objectives. Pupils must also assume certain definite responsibilities in store work. The student must develop poise, dignity, and personal address to compete with older salespeople. The store demands a grade of 100 per cent, not the 70 per cent required in school. These values are very much worth while, for it is

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<sup>9</sup> Board for Vocational Education, State of Texas, Distributive Education- A Public School Training Program, p. 1.

<sup>10</sup> Ibid., p. 1.

<sup>11</sup> Haas, op. cit., p. 57.



believed by many teachers and businessmen that personal and business failures are often due to personality and social conflicts. Therefore, it is explained that cooperative training is important to building up sound thinking habits, emotional stability, and a constructive attitude toward society.<sup>12</sup>

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<sup>12</sup> Ibid., p. 55.

PART II

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THE  
ORGANIZATION OF A BEGINNING  
DISTRIBUTIVE EDUCATION  
PROGRAM

## CHAPTER IV

## THE COORDINATOR'S RELATIONSHIPS WITH SCHOOL ADMINISTRATION

The Conference with School Administration

The first step to be taken by the beginning coordinator in the organization of a cooperative part-time distributive education program is to confer with the school administration. It is imperative that any school program have the approval of local school authorities, which may include members of the board of education, superintendent of schools, principal of the high school, city supervisor for vocational education, and head of the business education department of the high school. The support that these officials give to the distributive education program will be stronger if they have been invited to participate in planning the introduction and organization of the new program. In most schools the superintendent and the principal will be the school authorities with whom the initial conferences will be held and whose cooperation and approval the coordinator should obtain.<sup>1</sup>

One of the first phases of the program the coordinator will want to discuss with the school administration will be a detailed outline of his plans for the organization and operation of the beginning program. This outline should include publicity for the new program, the procedure for making a survey of the community, selection of the advisory committee, selection of the training stations, selection of the students, and the

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<sup>1</sup> Fred H. Westburg, What To Do the First Two Weeks of School, D. E. memo #12, p. 2.

development of class-room procedures and coordination activities. Also it is necessary for the coordinator to become familiar, as soon as possible, with school policies and unusual community situations that will affect the distributive education program.

It is important for the coordinator to have prepared in written form the things he desires to discuss at each conference. This procedure reduces the possibility of omission from the discussion some phase of the program which requires an explanation and a mutual understanding.<sup>2</sup>

Outline of Budgets for Necessary Equipment and Supplies

The coordinator should at an early date discuss with the superintendent an outline of the budget for the necessary equipment for the distributive education program. It is the opinion of successful coordinators that there is certain standard equipment that every cooperative part-time classroom should contain. This equipment includes:

- (1) A four-drawer, letter size, filing cabinet for keeping of records and training materials.
- (2) A sufficient number of tables and chairs to allow ample room for students preparing individual work.
- (3) A bookcase for reference books.
- (4) A compartment cabinet for journals, pamphlets, manuals, and leaflets used as instructional materials.
- (5) A storage place for kits, charts, cases, and laboratory equipment.
- (6) A bulletin board and a blackboard.
- (7) A teacher's desk

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<sup>2</sup> Ibid., p. 2.

There is a wide variety of other equipment, which is classified as optional equipment, that is very desirable and can be used to a good advantage by the coordinator. This equipment includes:

- (1) A glass display case
- (2) A cash register
- (3) A store counter
- (4) A motion picture and slide film projector
- (5) A wire or tape recorder
- (6) A record player
- (7) A typewriter
- (8) A stapler
- (9) A magazine display table

In addition to the budget for equipment, it is necessary for the coordinator to prepare a budget outlining the minimum amount of school supplies for the operation of the distributive education program. This budget should contain a list of the books, trade journals, magazines, and manuals necessary for the classroom library. It should also include other needed supplies such as stationery, envelopes, stamps, file folders, and other stationers' items. Along with the lists of books and magazines, there should be included the number of copies desired, their approximate cost, the name and address of the publishing company, and any other pertinent information.

It should be observed that the coordinator will be unable to determine accurately what his needs will be in the way of books and supplies until the community survey has been completed and students are enrolled and placed in training stations, but the school administration should be made

aware of the need, and authorization for procurement of the needed items at the earliest possible date should be requested.

#### Conference with High School Principal

The coordinator should secure from the school principal an assignment of a room to be used for distributive education training. If it is possible, the room should be large enough to accommodate the recommended equipment and give adequate room for each student. The room should have an inviting atmosphere and lighting should be adequate. It has been recommended by experienced coordinators that the room be large enough to give each student from twenty-five to thirty-five square feet of floor space. The light meter reading for a classroom should be thirty feet candle power. The ventilation should be at least sixty square feet of outside air.<sup>3</sup> During this period of increased enrollment and congested conditions, it may be difficult to obtain a classroom that will meet all the requirements that have been outlined, but if the coordinator emphasizes the importance of these requirements, a more honest effort will likely be made by the school administration to see that they are provided.

The coordinator will need to discuss with the high school principal the time for the distributive education classes in the school schedule. An effort should be made to schedule the part-time cooperative classes for periods that will not conflict with required subjects that the juniors and seniors of the school must enroll in for the school year. This situation can impose a serious handicap on the program and should receive

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<sup>3</sup> Board for Vocational Education, State of Oklahoma, Criteria for the valuation of A Cooperative Part-Time Distributive Education Program, p. 3.

careful consideration from the coordinator. Some other factors that should be considered in determining the time for the distributive education classes are interruptions of classes for school activities, ample time for students' lunch before reporting to training stations, conflicts with family schedules, and city and school bus schedules where this transportation is used extensively by distributive education students.<sup>4</sup>

In addition, the coordinator should discuss with the principal the selection of students for the distributive education program. The help which the principal can lend to this phase of the organization of the program is invaluable, and every effort should be made to obtain his cooperation.

#### Need for Understanding

The success or failure of a cooperative part-time distributive education program can be traced to the care taken in the initial stages of the program's organization. School authorities should have a clear understanding of the program, the need for it and its objectives.

At the time the application for the training program was made to the State Supervisor for Distributive Education by the school's superintendent, a discussion of the requirements according to the state plan was held. The details of the program and all provisions of the state plan should have been presented to the superintendent and school board at this meeting, but there are frequently many phases of the program that are still not clear in the minds of the school administrators. It is the

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<sup>4</sup> Board for Vocation Education, State of Texas, Coordination of Cooperative Part-Time Distributive Education, p. 2.

responsibility of the coordinator to remove all doubts, suspicion, and misunderstandings concerning the distributive education program because satisfaction is a prerequisite for cooperation and consideration.<sup>5</sup>

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<sup>5</sup> Rakestraw, op. cit., p. 25.



## CHAPTER V

## A COMMUNITY SURVEY FOR THE DISTRIBUTIVE EDUCATION PROGRAM

The Purpose of the Community Survey

The community survey plays an integral part in the organization and operation of the distributive education program. This is especially true in the smaller cities and towns where there is a greater need for sufficient data to prove the educational desirability and the economic feasibility of establishing a cooperative part-time training program.<sup>1</sup>

Not only does the community survey justify the need for the training program, but it also provides the coordinator with information which is vitally needed to set up the program so that it will best serve the needs of the community. Some of the reasons for and advantages of the occupational survey of distributive businesses are:

- (1) To determine the training needs of the community for distributive occupations.
- (2) To determine the occupational opportunities of the community in the distributive field.
- (3) To determine training station prospects for the students interested in careers in distribution.
- (4) To establish local policy toward wages for trainees in distributive occupations.
- (5) To determine what types of training are being given in the community for distributive employees.
- (6) To determine what types of training are needed most by distributive employees.
- (7) To determine employer and employee attitudes toward vocational education.

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<sup>1</sup> Haas, op. cit., p. 63.

- (8) To determine who are prospective advisory committee members for the program.<sup>2</sup>

If a program of vocational education in a community is to be basically sound, it must be founded on educational planning which takes into consideration the occupational opportunities for gainful employment which are available in that community. This necessitates a very careful survey of the community preceding the organization of a program of vocational education or an expansion of the existing program.

The purpose of a vocational survey is to provide a program of vocational education and prevocational instruction for a community, based on findings relative to the needs for vocational training and the extent to which present educational and training facilities are supplying these needs in the local community.<sup>3</sup>

#### Methods to Use in Making A Community Survey

The kinds of facts that should be sought in a study of the occupational opportunities open to youth in retailing, wholesaling, and service selling depend in part upon the size of the community. Because of this fact, the methods used in making the survey will vary in different situations and localities. Information can be secured by several different means. Some of the most important and useful methods are:

- (1) personal contacts by the coordinator
- (2) questionnaires
- (3) conferences and committees for various occupations
- (4) student workers
- (5) service clubs
- (6) labor organizations
- (7) directory tabulations

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<sup>2</sup> Texas, op. cit., p. 4.

<sup>3</sup> Vietti, op. cit., p. 19.

A recent survey was made in connection with this study of the methods used by distributive education coordinators in conducting surveys of distributive occupations in sixty-nine Texas communities. This survey disclosed that individual interviews with businessmen were used the most extensively by coordinators in making community surveys. The complete results of this survey are shown in table II on page 31.

Other sources from which much information concerning the communities may be obtained by local coordinators include: Chamber of Commerce publications, United States Employment Service, trade associations, city directories, telephone directories, and advisory committees.<sup>4</sup>

The director of school placement and guidance service and his associates should also be a source of reliable information about local employment opportunities and the relative advantages of different kinds of work open to the high school graduates.

The Federal Census reports on occupations and the Federal Census of Distribution contain information on the general need for retail workers in towns of 25,000 population or more. They report the number of men and women in various occupations, and the workers in each occupation are reported by age and sex groups for cities with a population of 100,000 or more. They provide information regarding the size of the payrolls, and the volume of sales in various types of retail trades for towns with a population of 30,000 or more. All towns with a population of less than 10,000 are combined in one report for the state as are all towns with a population of 10,000 to 30,000.<sup>5</sup>

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<sup>4</sup> Rakestraw, op. cit., p. 34.

<sup>5</sup> Haas, op. cit., p. 62.

TABLE II

METHODS USED BY DISTRIBUTIVE EDUCATION COORDINATORS  
 IN CONDUCTING SURVEYS OF DISTRIBUTIVE OCCUPATIONS  
 IN SIXTY-NINE TEXAS COMMUNITIES

Methods Used	Number of Communities	
	Do	Do Not
Individual Interviews	58	11
Questionnaires	3	66
Student Workers	12	57
Directory Tabulations	12	57
Civic Organizations'	2	67
Other Methods	3	66

The occupational survey should be divided into two phases. The first phase, which is of a preliminary nature, is for the purpose of securing general information concerning the over-all training possibilities. The second study should be in more detail and contain specific occupational information. Specific information to be secured in the community survey includes:

- (1) Names of all businesses or places of employment
- (2) Number of employees in each place
- (3) Scale of wages being paid in each place of employment
- (4) Kind of work jobs in each place
- (5) Number of employees in each kind of work job
- (6) Number of new employees hired during each year
- (7) Average length of time each employee has been in the respective field
- (8) Sex of the workers
- (9) Major job requirements in the way of preparation
- (10) Opportunities for advancement in the business
- (11) Training opportunities within each employment situation
- (12) The age of the business<sup>6</sup>

In order to determine the need for a vocational program in a community it is necessary to deal with two types of data: (1) The facts that are needed to outline an efficient program of vocational education, and (2) facts concerning the extent, if at all, the vocational needs of the community are already being met by existing agencies. To secure these required data the survey should include the following studies.<sup>7</sup>

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<sup>6</sup> State Board for Vocational Education, State of Oregon, Annual State Conference Distributive Education, p. 2.

<sup>7</sup> Vietti, op. cit., p. 19.

- (1) A study of the composition and characteristics of the population.
- (2) A study of the changing occupational pattern of the community.
- (3) A study of the census distribution of gainful workers, by industries, occupations, and levels of employment.<sup>8</sup>

#### Using the Information Disclosed By the Community Survey

The community survey provides the coordinator with the facts of the existing situation and it is the foundation upon which the organization and operation of the distributive education program should be built. When the coordinator begins the task of selecting training stations, it is necessary for him to be able to sell the program to the businessmen of the community before he can expect to receive their cooperation. If the coordinator is able to explain to the merchant how he will profit from the program, sighting statistical data from the survey to emphasize his arguments, the merchant will in most instances display a greater interest.

One of the duties of the coordinator is to guide and counsel with students who are interested in careers in the field of distribution. To adequately do this, it is necessary that he have a thorough understanding of the opportunities that exist in the community in regard to the expected wages, opportunities for advancement, security in the job, and expected working conditions. For the coordinator to be able to provide the students with sound and scientific recommendations and help them find their proper stations in life, it is imperative that a source of information such as that provided by the occupational survey of the community be available.

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<sup>8</sup> Ibid., p. 20.

The information derived from the survey also forms a practical basis for determining the related subjects to be taught in the classroom. Other uses that can be made of the information obtained from the community survey include:

- (1) Helps the coordinator talk to the students' parents
- (2) Helps the coordinator prepare interesting and informative talks and publicity concerning the program
- (3) Serves as a basis from which to measure the results of the training program in later follow-up studies
- (4) Helps the coordinator to promote adult training classes for the community.<sup>9</sup>

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<sup>9</sup> Texas, op. cit., p. 4.

## CHAPTER VI

## SELECTION OF THE ADVISORY COMMITTEE

Purpose of the Advisory Committee

A most important aspect of the cooperative part-time distributive education program which should not be overlooked by the coordinator in the initial organizational stage is that of a general advisory committee. This committee is organized for the purpose of advising and counseling the local school authorities on the program as a whole. Its activeness and effectiveness will depend largely on the alertness of the coordinator. He must be aware of the support such a committee may give the program, be receptive to its suggestions, and plan his work so that it can help him solve his problems.<sup>1</sup>

The advisory committee should be looked upon by the coordinator as a steering committee, in that the members will be able to help him in planning a sound course of training which is fitted to the needs of the students in terms of the requirements of the businessmen of the community. In addition, the committee may be helpful by encouraging the maintenance of high standards of training in both the stores and the school.<sup>2</sup>

There are further advantages to be derived from cooperation of the businessmen and the school. Through this type of cooperation a better understanding can be developed on the part of management as to educational aims; a more sympathetic relationship between the schools and business will result; and a closer bond will be created between employers and employees.

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<sup>1</sup> Rakestraw, op. cit., p. 27.

<sup>2</sup> Texas, op. cit., p. 5.



Advantages of an advisory committee to employers:

- (1) Offers them the opportunity of securing the desired type of training for workers at considerably less cost than that required if the employer were to undertake a complete training program.
- (2) Provides a better common ground of understanding between employers and employees and a more comprehensive view of the problems of management.
- (3) Allows employers some participation in the development of potential employees.

Advantages of an advisory committee to employees:

- (1) Gives them the opportunity of assisting in the development of present and future workers.
- (2) Helps them to have some conception of the objectives and aims of distributive education.
- (3) Provides the opportunity to help develop courses most beneficial to the employee.
- (4) Permits them to obtain as a fellow-worker a higher caliber of employee, thus raising the level of their occupation.
- (5) Assures the trainee that the course content meets the requirements of modern business.

Advantages of an advisory committee to the school:

- (1) Assures the school of a more wisely directed and practical vocational program.
- (2) Provides a better understanding as to where emphasis should be placed in the school program.
- (3) Eliminates misunderstandings and problems through the cooperative understanding of employers and employees.
- (4) Makes easier the pathway for the employment of students in distributive occupations, in both retail and wholesale establishments.
- (5) Affords greater possibility of whole-hearted community support for local schools when assistance is needed,

by reason of closer bonds between the schools and business leaders.<sup>3</sup>

#### Membership in the Committee

In organizing the committee, the coordinator and the superintendent or principal should arrange a meeting with a group of carefully selected men and women. At such a meeting the need for providing vocational training opportunities for the youth of the community should be fully discussed. An appreciation for the cooperative part-time distributive education program should be developed, and the purpose and objective of an advisory committee should be explained. Group suggestions and recommendations should be secured concerning the membership of the committee.<sup>4</sup>

An honest effort should be made to get a representative cross section of the various distributive occupations and businesses of the community to attend the initial meeting for a discussion of the selection of the advisory committee. This group should include the owners or managers of chain stores, independent stores, department stores, wholesaling firms, and service selling organizations. In addition, a group of individuals from the business organizations, such as department heads, representing the employees of the various firms, should be included. Also members of the Retail Merchants' Association, Chamber of Commerce, and other civic organizations should be in attendance.

The suggestions, recommendations, and attendance of the organizational meeting should serve as a basis for the selection and appointment of the

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<sup>3</sup> State Board of Vocational Education, State of West Virginia, Handbook for Coordinators of Distributive Education, p. 61

<sup>4</sup> Rakestraw, op. cit., p. 27.

advisory committee. The superintendent of schools, after a conference with the coordinator and principal, should make the appointments to the committee and notify the members of their selection by a letter from his office. A membership certificate is frequently given members of the advisory committee such as the one shown in Illustration II on page 39.

There are certain precautions that should be exercised in the selection of the committee members.

- (1) Members should be given the authority to speak as official representatives of what ever organizations they may represent.
- (2) Members should be well-qualified to counsel or advise on the training of personnel in their field.
- (3) Members should be representative of the areas in which the greatest number of job opportunities exist for distributive education students and graduates.
- (4) It is essential that each member have sufficient time to give to committee work.
- (5) Alternates should be appointed in order to assure a quorum at each meeting.<sup>5</sup>

#### Size of the Advisory Committee

The number of members the advisory committee should have will vary with the different communities. The committee should be large enough, however to include a member from each of the different classes of organizations that have expressed an interest in working and cooperating with the distributive education program. Also, the committee should not be so large as to become unwieldy.

A recent survey was made in connection with this study of the size

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<sup>5</sup> West Virginia, op. cit., p. 65.

M E M B E R  
DISTRIBUTIVE EDUCATION  
ADVISORY COMMITTEE

*This certifies that*

.....PERCY TAYLOR.....

*Has been appointed as a member of the Advisory  
Committee for the city of STARKVILLE, Texas,  
for the period from SEPT 1, 1950 to SEPT 1, 1951*

*Percy Taylor*  
CHAIRMAN

*Claud H. Thompson*  
SUPERINTENDENT OF SCHOOLS

*Plasco H. Moore*  
STATE DIRECTOR, DISTRIBUTIVE EDUCATION

of distributive education advisory committees in sixty-nine Texas communities. This survey disclosed that most advisory committees, especially in cities of less than 50,000 population, have five or six committee members. In larger cities, the size of the advisory committees are larger usually nine or ten committee members. The results of this survey are shown in Table III on page 41.

The following is an example of a representative advisory committee.

- \*(1) Percy Taylor, manager, J. C. Penney Company Store
- (2) W. W. Boyd Jr., proprietor, Western Auto Associate Store
- (3) J. W. Overstreet, proprietor, Western Wholesale Company
- \*\* (4) Mrs. J. F. Cannon, buyer, Rasley's Department Store
- (5) D. E. Maddox manager, Safeway Food Store
- (6) Zelma W. Pierce, proprietor, Babyland Store
- (7) E. H. Farber, druggist, City Drug Store
- (8) Raymond A. Shultz, coordinator, Starkville High School

\* Chairman of the advisory committee

\*\* Secretary of the advisory committee

#### Advisory Committee Meetings

The effectiveness of the advisory committee meetings will be in direct proportion to the coordinator's desire for and willingness to accept counsel and also the effort put forth in organizing the program. He must make clear to each member the functions and importance of the advisory committee meetings.

The meetings of the advisory committee should be held regularly at a predetermined time which is satisfactory to the committee members. In addition, it may be necessary to have called meetings and these should be

TABLE III

SIZE OF DISTRIBUTIVE EDUCATION ADVISORY COMMITTEES  
IN SIXTY-NINE TEXAS COMMUNITIES

Size of Committees	Number of Communities
Three Committee Members	0
Four Committee Members	1
Five Committee Members	25
Six Committee Members	21
Seven Committee Members	2
Eight Committee Members	1
Nine Committee Members	7
Ten Committee Members	8
Eleven Committee Members	4
More Than Eleven Committee Members	0

arranged by the chairman of the committee at the suggestion of the coordinator. An important factor for the coordinator to consider in determining the frequency of the meetings is the amount of business to be taken up in the committee meetings. "Every committee meeting should be important and make a worth while contribution to the operation of the school program."<sup>6</sup> Be certain the importance of the meeting justifies the time and energy of every committee member. The frequency of the committee meetings will vary with different communities according to the desires and needs of the individual coordinators.

A recent survey was made in connection with this study of the frequency of distributive education advisory committee meetings in sixty-nine Texas communities. This survey disclosed that most advisory committees have two or three formal meetings each year. Other results of this survey are shown in Table IV on page 43.

A problem that confronts a great many of the coordinators is the selection of a meeting time that does not conflict with the work of the committee members. Evening meetings for the businessmen in many cases are unsatisfactory because of the great demand for their time in the operation of their businesses and other community functions. Committee meetings which are held during the mornings and in conjunction with a breakfast luncheon have provided a successful solution of this problem for some coordinators.

It is desirable to have a well-planned meeting each time the committee meets, with adequate preparation far enough in advance to insure good

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<sup>6</sup> C. M. Miller, Now That I Am A Member of the Advisory Committee, p. 9.

TABLE IV

FREQUENCY OF DISTRIBUTIVE EDUCATION ADVISORY COMMITTEE  
MEETINGS IN SIXTY-NINE TEXAS COMMUNITIES

Number of Meetings Each Year	Number of Communities
One Meeting	7
Two Meetings	32
Three Meetings	18
Four Meetings	4
Five Meetings	5
Six Meetings	1
Seven Meetings	1
More than Seven Meetings	1



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attendance. The agenda for the meetings should be planned to keep the members up to date concerning the operation of the program. Where practical, agenda should be prepared and sent to each committee member in good time so that he may have the opportunity to consider the problems to be discussed. It is wise to include anticipated problems on the agenda if possible, as well as those which may have arisen in the interval between committee meetings.

So that the committee may function in a well-organized manner, minutes of each meeting should be taken and kept on file. In order to insure that valuable suggestions and recommendations will not be lost, it is advisable to make a formal record of them by including them in the minutes. It is then the committee's responsibility to follow through on such suggestions and see that definite action is taken on them.

If the school representative is not elected secretary, it is advisable for him to aid the secretary and be responsible for preparing and sending out reports.

#### Duties of the Advisory Committee

The duties of the advisory committee are to advise, counsel, and assist the coordinator and school authorities in the organization and operation of the distributive education cooperative part-time program. Some of the ways in which these duties may be accomplished are listed below:

- (1) Aiding in publicity and promotion of distributive education in the community.
- (2) Passing on the absorptive ability of various occupations in which co-ordinators propose to train students.

- (3) Approving the adequacy of training stations.
- (4) Reviewing and approving training memorandums.
- (5) Terminating or transferring training memorandums.
- (6) Establishing a minimum wage for the purpose of preventing exploitation of students.
- (7) Assisting co-ordinators in securing job-rotation for students in order that well-rounded training will be insured for each trainee.
- (8) Securing instructional materials of interest to coordinators, which the coordinator might not know about.
- (9) Evaluating existing vocational programs and making recommendations which will improve on existing standards and methods.
- (10) Advising as to other vocational training needed in the community, and helping the promotion of additional programs which are needed.
- (11) Establishing any special committees which are needed to study special problems which concern the distributive education program.
- (12) Approving plans and participating in making plans for special events which affect the program, such as, banquets for employers and employees.<sup>7</sup>

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<sup>7</sup> Texas, op. cit., p. 6.

## CHAPTER VII

## PLANNING A PUBLICITY PROGRAM

Selling the Program

Selling the cooperative part-time distributive education program is an essential step in the organizational plan. The selling of the program is merely a process of educating the school, community, and home to its purposes and objectives. It is the duty of the coordinator, with the assistance of the school administration, to see that the school faculty, owners and managers of business firms, employees in distributive occupations, labor leaders, parents, and high school students become acquainted with the distributive education program. These groups should be made aware that the education of all youth for life's work is a total community responsibility of great importance. They should be given a clear appreciation of how this program serves the home, school, and community.<sup>1</sup>

The conduct of a publicity program is essentially a task of interpretation. In Distributive Education it strives to interpret a vocational training program to the public; it also strives to interpret the public to the program. It tells the high school student and distributive worker about Distributive Education; it tells the supervisor, coordinator and teacher about the public. It throws on the professional worker and the public the spotlight of fact; it promotes mutual understanding and confidence. When the interpretation has established confidence and helpfulness between the two, it has accomplished its initial purpose. It then enters into a permanent program designed to maintain and strengthen their confidence.<sup>2</sup>

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<sup>1</sup> Rakestraw, op. cit., p. 28.

<sup>2</sup> State Board for Vocational Education, State of Kansas, Public Relation Bulletin, p. 20.

To educate the citizens of the community concerning the distributive education program, it is necessary to develop and carry out a well planned publicity program utilizing the various media which are available. Although it is obvious that promotional ideas and releases must come for the most part from the coordinator, publicity should be developed with such groups as the advisory committee or community groups.

The problem of relationships with the school district's overall publicity will confront the coordinator. He should recognize the importance of cooperation and the natural tendency for school authorities to try to improve the quality of the publicity going out from the public schools. This will be especially noticeable where the school system has an individual who acts as a public relations man through whom all publicity must pass. If such is the case, the coordinator should, with the administration's approval, establish good rapport with the man in charge.<sup>3</sup>

There are certain general principles the coordinator should keep in mind in securing acceptance for the program of distributive education. He should have self assurance. He must know and believe in the product he has to sell. He should have sincerity of purpose because if he is not sincere, neither he nor his program will be accepted by the school district or the community. He should also consistently and energetically work his plan of publicity promotion. Distributive education must be sold on the basis of meeting the community needs; therefore, the coordinator must know what the community needs are and be able to show how this program

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<sup>3</sup> West Virginia, op. cit., p. 51.

of education will meet these needs.<sup>4</sup>

According to the committee on public relations of the National Conference of Distributive Education, Washington, D. C., there are eight necessary tools to use in the promotion of the distributive education program.

- (1) A good product, a sound distributive education program.
- (2) A satisfied user, a trained individual giving satisfactory service.
- (3) A wholesome attitude, the correct attitude toward individuals and groups involved.
- (4) A dramatic appeal, one that is educationally desirable.
- (5) Planned publicity, a carefully planned program.
- (6) Advertising, a selective campaign to a definite audience.
- (7) Written and spoken work, a writing and speaking campaign.
- (8) Good media, the right media correctly used.<sup>5</sup>

#### Kinds of Publicity and Its Use

The selection of the most suitable and effective media depends upon, first, those to whom the coordinator wishes to make an appeal, and, second, the media available to him.

##### (A) Personal Contacts

Perhaps one of the most effective and accessible media for the coordinator to use is that of personal contacts. Arrangements should be made for the superintendent, the coordinator, and the members of the

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<sup>4</sup> Ibid., p. 52

<sup>5</sup> Report of Committee on Public Relations, National Conference of Distributive Education, May 1948, p. 2.

advisory committee to address the various civic clubs such as the Lions, Rotary, Kiwanis, and Chamber of Commerce. After the program has been in operation, periodic progress reports should be given to these clubs. If possible, occasional talks should be given before the clubs by members of the distributive education classes. The employers of the distributive education students can do much for the program by speaking at clubs, and the coordinator should urge them to do so. The coordinator should also provide them with the information necessary to present intelligent and forceful addresses.<sup>6</sup>

It is advisable for the coordinator to get invited by the principal of the high school to present a program to the teachers at a faculty meeting. This gives the coordinator an opportunity to show how the distributive education program depends upon the help of the other teachers, what the distributive education students have to do in the classroom, and to explain how distributive education is a training program designed to help meet the educational needs of the community.<sup>7</sup>

In addition, the coordinator should, if possible, visit in the homes of students selected for the training program before school opens. This affords the coordinator not only an opportunity to explain the distributive education program, but also enables him to obtain the approval of the student's parents which in most cases is necessary.

(B) Newspapers

The newspaper is considered the best general medium for the coordinator

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<sup>6</sup> Rakestraw, op. cit., p. 29.

<sup>7</sup> Alabama, op. cit., p. 5.

to use because there is no cost involved, the newspaper reaches more people more often, and it establishes an over all prestige of considerable value to the program. Information designed for newspapers is frequently more effective if released through the advisory committee. Such a plan gives credit to the sponsoring committee, ties the school program up to the public, establishes a feeling that is desired in vocational education, and removes the accusation of publicity seeking from the school or the coordinator. The newspapers will welcome good, public interest photographs attached to releases.<sup>8</sup>

The local newspaper will give good coverage to the activities of the distributive education program and will be used regardless of other media employed. This medium is so important that the proper procedures for preparing a news release should be learned.

- (1) Type your copy on white paper, 8½" x 11".
- (2) Always double space your copy.
- (3) Send freshly typewritten copies of stories to each paper.
- (4) Always date your copy and, in addition, place a release date at the top of the page.
- (5) Place the name and address of your school in the upper left-hand corner. Also the name and phone number to contact in the event more information is desired.
- (6) Copy should start approximately halfway down the first page.
- (7) Each paragraph should be ended on one page without carrying over to the next.
- (8) Give each story an identifying line for the convenience of the editor.

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<sup>8</sup> West Virginia, op. cit., p. 55.

- (9) The word (MORE) capitalized and in parenthesis should appear at the bottom of a page to indicate that copy is unfinished.
- (10) Finish of a story should be indicated by an end mark (#####) or (\*\*\*\*\*).<sup>9</sup>

(C) Student Publications

Contacts with student publications such as the school annual and school paper should be made by distributive education students under regular assignments or as an activity of the Distributors' Club. Distributive education students should develop liaison, prepare releases, and maintain contacts as part of their practical experience. When possible, much of this publicity should be directed to other high schools with a distributive education program in exchange for their school publications.

(D) Radio

Sustaining programs scheduled by radio stations can be used to promote public welfare activities. The Federal Communications Commission considers public service programs in the granting of licenses and renewals, and radio stations seek public interest programs as part of their sustaining offerings. The coordinator can use this medium to advantage. Panel discussions of local distributive problems by advisory committee members over radio stations can be effectively employed to promote distributive education activities.

(E) Other Media

Very often organization publications, such as a department store house organ, will publish feature articles about distributive education students, specially those students connected with the issuing organizations. Such

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<sup>9</sup> State Board for Vocational Education, State of Texas, Newspaper Publicity Scrapbook, p. 3.



publications are excellent media to reach employees of distributive occupations.

Students can frequently prepare window displays in space donated for that purpose by cooperating merchants. This enables the students to combine practical experience with publicity promotion.

Most schools have an annual open house and the coordinator should take full advantage of this opportunity to sell the distributive education program to the community.

Some unusual methods of effective promotion which have been used successfully are plays, skits, and stunts by distributive education students in school assemblies, fashion shows in cooperation with merchants, and proclamation by the state governor for the observance of "D. E. Week".<sup>10</sup>

#### Principles for a Well Balanced Publicity Program

There are certain principles which the coordinator should observe to insure a well balanced publicity program which will effectively educate and inform the people concerning distributive education's place in the educational processes of the community.

The coordinator should be careful to avoid too much publicity because it will result in causing people to expect too much of the program, which will lead to criticism of vocational education. Too much publicity will also result in calling too much attention to the program and create jealousy on the part of other school departments and uninformed persons.

The coordinator should be careful to avoid too little publicity as well as too much publicity because insufficient publicity will result

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<sup>10</sup> West Virginia, op. cit., p. 57.

in a lack of interest in the program and possible misunderstanding of the program's objectives.

It is easy to see that one medium can be more effective than another in reaching a certain group. It must also be recognized by the coordinator that the time at which information reaches the group is important. Perhaps the simplest way to insure that releases are effective is to schedule the timing through the use of a public relations calendar. Such a calendar should operate on a semester basis. The public relations calendar should be posted in the coordinator's office and should act as a constant reminder to him.

Many of the experienced coordinators have found that it is best in most instances to publicize what has been done more than what is planned to be done.

Any effective promotional campaign must of necessity be a long-range promotional program and it must be geared to a sound long-range distributive education program. It is important to build solid relationships with those in charge of various media, such as the city editor, and keep all of the channels receptive to distributive education promotional material.<sup>11</sup>

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<sup>11</sup> Texas, op. cit., p. 6.

## CHAPTER VIII

## SELECTION OF DISTRIBUTIVE EDUCATION STUDENTS

Importance of Proper Student Selection

An important phase in the organization of a cooperative part-time distributive education program is that of student selection. There are two factors the coordinator should be aware of because they magnify the importance of proper student selection.

The distributive education program should first of all provide vocational training for the boys and girls who will seek their livelihood from employment in distributive occupations. If this purpose is to be achieved, it is necessary that these students be distinguished from other students and enrolled in the distributive education classes. Unless this is done, the program will not be vocational nor will it serve an important need for which it was intended. Only through careful student selection will the distributive education program find it possible to give training to the future employees in the distributive field.

Not only should the program meet the needs of the students, but it should also meet the needs of the community. The classes should provide a reservoir of well trained, capable and available employees for the distributive jobs in the community. This will enable the citizens to benefit from the courteous and efficient service which they rightly deserve. If the distributive education students are to become capable and qualified employees, a careful selection of students must be made by the coordinator.

Securing of Prospect Lists and Pre-selection

The coordinator should, as a beginning procedure in student selection,

prepare a prospect list. This is a list of the students whom he regards as likely distributive education students. There are various ways that the coordinator can use in preparing his prospect list. For the beginning coordinator in a small school, it may be a list of all the junior and senior students who according to the school registration will enroll for the beginning school term. In most beginning programs it will be necessary for the coordinator to narrow his prospect list to a convenient number, and this may be accomplished by a number of screening devices.<sup>1</sup>

One of the first sources to which the coordinator should turn for help in locating the proper group of students for his prospect list will be the members of the school staff. Included will be the principal, home room teachers, counselors, advisors, and regular teachers. The difficulty which the coordinator will encounter in using this procedure is that many members of the school staff will not have returned from their summer vacations at the time the prospect list should be prepared, which is one to two weeks before the school term begins.<sup>2</sup>

In some instances a few students may be found during the coordinator's visits with businessmen. The coordinator should be on the lookout for high school students already working part time when he is making a survey of the community and during the preliminary conferences in stores, offices, and other business establishments. In some cases these students may be interested, the proper work conditions may be present or can be arranged

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<sup>1</sup> Kansas, op. cit., p. 32.

<sup>2</sup> Wilson H. Ivins and William B. Runge, Work Experience In High School, p. 254.

for, and the employer may want the employee to enroll. Also the businessmen can frequently recommend to the coordinator other students whom they have employed in the past and regard as likely prospects for the distributive education training program. In succeeding months and years employers should be encouraged to help find and refer to the coordinator students who could benefit from cooperative part-time training.<sup>3</sup>

The prospect list can usually be narrowed by the careful examination of students' school records when they are extensive enough to give information concerning the students' physical makeup, interests, aptitudes, health, mental abilities, and school achievements. After the prospect list has been compiled by the coordinator, it is then possible to begin recruiting the prospective distributive education trainees.

#### The Need for Publicity and a Recruitment of Students

Whenever a new class is added to the school curriculum, some students will enroll in it because of the curiosity of people. The number will probably be small the first time, but it will increase in the succeeding semesters if the course is satisfactory. This would probably be true of the distributive education program. However, it is necessary for the coordinator to go beyond this point if enough of the students on the prospect list are to be enrolled. The coordinator must use publicity and advertising to accomplish this. A program as new and different as distributive education training must be explained to all students, but desirable students should be given first consideration in publicity.<sup>4</sup>

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<sup>3</sup> Ibid., p. 251.

<sup>4</sup> Ibid., p. 254.

## ILLUSTRATION III

## PERSONAL LETTER TO A PROSPECTIVE DISTRIBUTIVE EDUCATION STUDENT

Distributive Education,  
Starkville High School,  
Starkville, Texas,  
August 30, 1951.

Miss Nadine Smith,  
318 Forest Road,  
Starkville, Texas.

Dear Nadine,

We are offering this school term in Starkville High School a new and interesting course. This new course is Distributive Education and it is a vocational training program for the boys and girls of junior and senior standing who are interested in careers in the fields of retailing, wholesaling, and service selling.

Distributive Education is a unique program in that it enables you to combine classroom training with actual work experience. You receive a training wage for your work and this provides an income to help defray the many expenses you have while attending school. Also you earn two credits toward graduation, one for your classroom training and one for your work experience. Most important of all, you will be ready for your full time job, in your chosen field, with a head start toward advancement in an organization that knows you and likes you.

I have enclosed a brochure which will answer some of your questions and help explain the opportunities that Distributive Education affords.

If you feel that your future lies in the field of distribution or you desire more information about the training program, please fill out the enclosed application and return it to me any afternoon this week in room 206 in the Senior High School Building.

Yours truly,

Raymond Shultz, teacher

All prospective students should be given enough details of the working operation of the program, together with its benefits and advantages, how it fits the total course of study, and who should enroll in order to develop their interest. What will be expected of each student and what each student may expect to get out of the course should be well understood. The objective of the publicity campaign should not be to see how many names of students can be obtained for final selection purposes, but rather to reach those who can really benefit from this type of program. Many students do not belong in the class, and as much effort should be put forth by the coordinator in keeping these students out as getting the right ones in.<sup>5</sup>

More publicity will be needed for the organization of a beginning program than may be needed in succeeding years. This does not mean that publicity and recruiting drives should be eliminated after the first year, but procedures and techniques will likely change.

One of the best means of contacting students on the coordinator's prospect list is through the use of direct mail to the students' home addresses. A personal letter announcing the beginning of the program, explaining the purpose of the program, and inviting the students to the high school for a personal interview with the coordinator may be used. An example of a letter which has been used successfully is shown in Illustration III on page 57.

It is wise to enclose a brochure explaining the program, such as the one shown in Illustration IV on page 59, because it is a pictorial message to the student which outlines the opportunities in the field of

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<sup>5</sup> Ibid., p. 255.



## If Your Future Lies in Distribution . . .

- YOU** can start preparing yourself now.
- YOU** can get valuable training in school and on the job.
- YOU** can enroll in the D. E. Class of your own high school.
- YOU** can be guided into the job you fit best and be guided on that job by your teacher-co-ordinator and by your employer.
- YOU** can earn several hundred dollars while still in school.
- YOU** can receive credits enabling you to graduate with your class . . .

### . . Then, after you graduate

- YOU** will be ready for your full time job, in your chosen field, with a head-start toward advancement in an organization that knows and likes you.

### HOW DO YOU GET INTO D. E.?

The D. E. teacher co-ordinator in your school is sincerely interested in you and your future. Go to the D. E. Room and talk things over with your co-ordinator immediately.



**AFTER  
GRADUATION . . .  
WHAT?**



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Training in "Meeting People"



Training in Display Work



Training by Successful Businessmen  
and Women



Training in Credit Procedures



distribution. An application blank may also be enclosed in the letter to the student. The students should be requested to fill in the application blank and return it to the coordinator at the time they are interviewed. The application blanks should be carefully checked and used later by the coordinator in the final selection and enrollment of students. The application form may be short or it may include considerable information about a student so that careful selection will be possible with little additional information. Each coordinator should determine his own needs and prepare a questionnaire for application to fit the local situation. An example of an application form which has been used successfully is shown in Illustration V on page 61.

#### Personal Interview with Prospective Students

The coordinator should work out a schedule and interview all applicants individually. This is the most effective procedure the coordinator can use to determine the qualifications and objectives of student applicants.

In talking with the students, the coordinator should attempt to learn the students' reasons for wanting to enroll in the distributive education program. The students who will apply for entrance can be roughly classified into characteristic groups:

- (1) Students who have a sincere desire to learn a vocation and need it, can use it, and will profit by it.
- (2) Students who look at the program as primarily providing an opportunity for them to find a job and earn some money.
- (3) Students who think the distributive education class will be a snap course, enable them to get out of school early, and provide them with easy high school credit.<sup>6</sup>

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<sup>6</sup> Texas, op. cit., p. 8.

## ILLUSTRATION V

## APPLICATION FOR DISTRIBUTIVE EDUCATION TRAINING

Name \_\_\_\_\_ Date \_\_\_\_\_

Age \_\_\_\_\_ Height \_\_\_\_\_ Weight \_\_\_\_\_

Home Address \_\_\_\_\_ Phone \_\_\_\_\_

Date of Birth \_\_\_\_\_ Place of Birth \_\_\_\_\_

Name of Parent or Guardian \_\_\_\_\_

Occupation of Parent or Guardian \_\_\_\_\_

Type of Business in Which You Would Like to Be Trained \_\_\_\_\_

Name of Business Firm in Which You Would Like to Be Trained \_\_\_\_\_

Have You Ever Been Employed Before? \_\_\_\_\_ Where? \_\_\_\_\_

Number of High School Credits Earned \_\_\_\_\_

List Required Subjects Needed for Graduation \_\_\_\_\_

School Activities in Which You Participate \_\_\_\_\_

Reasons Why You Want to Enroll in Distributive Education \_\_\_\_\_

Signed \_\_\_\_\_  
(student)

It is obvious that the type of student the coordinator should try to enroll in his class is the one who regards distributive education as a vocational training program and desires an opportunity for an early start in learning a vocation. It is the feeling of many coordinators that the students who desire to earn money should be carefully considered, especially when it is necessary that the student have an income from working in order to remain in school.

The personal interview also enables the coordinator to check more closely many of the characteristics which are necessary and desirable for distributive education trainees. Because of the large amount of time required for work experience, distributive education students will have very little time for outside interests and extra curricular activities such as school sports, band, and clubs. The personal interview can be used to determine to what extent applicants participate in school activities and to what degree they would be willing to make sacrifices for the vocational training program.

#### Criteria Used in the Selection of Students

Leaders in general and vocational education have long contended that students need careful guidance and assistance in selecting a proper occupation for study and preparation. This has led to the establishment of many guidance programs in the secondary schools of the country. In many cases, special emphasis has been placed on helping students to make a tentative choice of careers and obtain all the training possible for this choice while still in high school. The fact that many schools have accepted these guidance programs, which include the basic philosophy of helping students determine what they are best fitted for, shows that student selection is necessary.<sup>7</sup>

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<sup>7</sup> Ivins and Runge, op. cit., p. 274.

The coordinator should prepare a list of factors or criteria to use in evaluating the qualifications of the applicants for distributive education. This list will vary with the desires of the coordinators and the school administration, depending upon the philosophy of selection they follow. The following is a list of factors which will give suggestions and ideas on the practices being followed in programs of cooperative part-time distributive education by many coordinators in Texas:

- (1) Age— Students must be at least sixteen years of age according to the state plan for distributive education and very few employers will hire younger students.
- (2) Grade Level in School— Students must, according to the state plan, be classified as juniors or seniors.
- (3) Health— No student should be allowed to enroll if the work experience on the job will be detrimental or harmful to his health or well-being.
- (4) Required School Courses— Students should have school credits arranged so that distributive education will allow graduation on schedule.
- (5) Past Record— Many coordinators carefully check the applicant's past school record of grades, attendance, honors, habits, and similar characteristics. These can be helpful in knowing students' backgrounds and in determining those who may benefit most by cooperative training.
- (6) Personal Characteristics and Traits— Students should have traits that best fit them to their chosen occupation. These include neat appearance, speech, intelligence, aptitude, dependability, accuracy, initiative, punctuality, honesty, loyalty, alertness, perserverance, moral responsibility, common sense, and willingness to work. Many of these traits can be developed and are not significant in student selection.<sup>8</sup>

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<sup>8</sup> Texas, op. cit., p. 8.

### Principles for the Proper Selection of Trainees

There are certain principles which the coordinator should observe to insure the proper selection of trainees for the distributive education program. These may be classed as special precautions which give added insurance that the right students are recommended for the right jobs.

- (1) Accept or reject each applicant upon the basis of his individual case and not upon the basis of any hard and fast rule.
- (2) If possible, select students early enough to give them a try-out period before school opens.
- (3) Do not unreservedly accept a student for training until he has actually been placed.
- (4) Base selections, as far as possible, upon the recommendations of fellow teachers, the principal, and others who know the students.
- (5) Be critical of accepting those students for whom you would have to grant special concessions.
- (6) Be critical of accepting those students who cannot give up some outside interests.
- (7) Do not demand that all students have excellent grades. Many good trainees have only average grades, and a few good trainees will have below average grades.
- (8) Caution students concerning the necessity for presenting eleven out of fifteen units required for college entrance as academic subjects. Only four units of credit in vocational subjects will be accepted.
- (9) There is no place in the distributive education program for a student whose honesty and character are questionable.
- (10) Make certain that parents know and consent to the students' participation.<sup>9</sup>

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<sup>9</sup> Alabama, op. cit., p. 9.

### Final Selection

The final selection of the students who will actually be enrolled in the distributive education program will be determined by the businessmen of the community by the employment of recommended students to work and train in their business organizations. Students must be employed and work a minimum of fifteen hours a week in a distributive occupation before they are eligible for distributive education training in the cooperative part-time programs in Texas.<sup>10</sup>

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<sup>10</sup> Texas, op. cit., p. 82.



## CHAPTER IX

## SELECTION AND ESTABLISHMENT OF TRAINING STATIONS

Importance of Good Training Stations

After the coordinator has made the selection of student trainees and has a desirable number ready for the class, attention must be directed to the selection and establishment of training stations. This is an important phase in the organization of a cooperative part-time distributive education program.

The coordinator must realize that the quality of training the students will receive will depend to a great extent upon the type of training station selected. If the students are expected to profit from the work experience, they must have the opportunity to apply classroom instruction in a training station which adequately meets their needs and desires. In addition, a careful selection of training stations must be made if the distributive education program is to render the maximum amount of service to the community.<sup>1</sup>

Definition of Distributive Occupations

Before the coordinator can make a wise selection of training stations, it is necessary that he have a thorough understanding of the jobs which are classified as distributive occupations and eligible for Federal reimbursement under the provisions of the George-Barden Act. According to the state plan for distributive education in Texas:

Distributive occupations are those followed by workers directly engaged in merchandising activities, or in direct contact with buyers and sellers when--

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<sup>1</sup> West Virginia, op. cit., p. 71.



- (1) Distributing to consumers, retailers, jobbers, wholesalers, and others, the products of farm and industry or selling services.
- (2) Managing, operating, or conducting a retail, wholesale, or service business.

Distributive occupations do not include clerical occupations such as stenography, bookkeeping, office clerical work, and the like; nor do they include trade and industrial or agricultural work followed by those engaged in production or maintenance processes. Determinants for distributive occupations lie in the nature of work done, not in the kind of business in which a worker is employed.<sup>2</sup>

### Kinds of Distributive Training Possibilities

It would be difficult to make a complete list of types of occupations suitable for cooperative part-time distributive education training that would apply in all localities. Generalizations can be made, and suggestions can be given for the businesses usually found to be good training agencies in which the coordinator may place students. The following lists have been divided into the two general areas of (1) job titles and (2) store classifications.

- |                              |                                  |
|------------------------------|----------------------------------|
| (1) Job titles:              | (q) interior decorator           |
| (a) advertising clerk        | (r) jeweler                      |
| (b) advertising manager      | (s) mail-order clerk             |
| (c) buyer                    | (t) marker                       |
| (d) cashier                  | (u) merchandise checker          |
| (e) checking clerk           | (v) personal shopper             |
| (f) collector                | (w) personnel director           |
| (g) copywriter               | (x) receiving clerk              |
| (h) credit manager           | (y) salesman                     |
| (i) deliverymen              | (z) shipping clerk               |
| (j) department manager       | (sa) signwriter                  |
| (k) display artist           | (bb) stockman                    |
| (l) display manager          | (cc) telephone clerk             |
| (m) employment manager       | (dd) training director           |
| (n) fitting clerk            | (ee) window trimmer <sup>3</sup> |
| (o) floor covering estimator |                                  |
| (p) information clerk        |                                  |

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<sup>2</sup> Texas, op. cit., p. 12.

<sup>3</sup> Ivins and Runge, op. cit., p. 291.

- (2) Store classifications:
- (a) auto accessory stores
  - (b) automobile agencies
  - (c) book and stationery stores
  - (d) builders' supply and lumberyards
  - (e) camera and photo supply stores
  - (f) department stores
  - (g) drug stores
  - (h) family clothing stores
  - (i) farm implement agencies
  - (j) farm supply stores
  - (k) florists
  - (l) furniture stores
  - (m) fruit and vegetable markets
  - (n) gift shops
  - (o) grocery stores
  - (p) hardware stores
  - (q) hay, grain, and feed stores
  - (r) heating and plumbers suppliers
  - (s) household appliance stores
  - (t) infants wear shops
  - (u) jewelry stores
  - (v) luggage and leather goods stores
  - (w) meat and fish markets
  - (x) men's and boy's furnishing stores
  - (y) music stores
  - (z) newspaper circulation and advertising
  - (aa) office supply stores
  - (bb) paint and wall paper stores
  - (cc) restaurants
  - (dd) shoe stores
  - (ee) sporting goods stores
  - (ff) theaters
  - (gg) variety stores
  - (hh) wholesale firms
  - (ii) women's ready-to-wear stores
  - (jj) women's specialty shops

The following are service-selling businesses in which there are opportunities for distributive education trainees when they will receive training in the distributive phases of the occupation.

- (3) Service selling businesses
- (a) banks
  - (b) brokerage firms
  - (c) insurance agencies
  - (d) hotels
  - (e) laundries and dry cleaning plants

- (f) retail credit associations
- (g) real estate agencies<sup>4</sup>

### Factors to Consider in the Selection of Training Stations

A preliminary list of prospective training stations should have been prepared during the community survey of distributive occupations. This list should now be reconsidered and narrowed down to the best possible training stations. In order to do this, the coordinator will need some criteria on which he may base his judgment. The following are some factors that should be helpful in making a final selection of good training stations.

(1) Employer's Interest in the Training Plan--An employer should show an interest in the training program. If he does not, it will be very difficult for the coordinator to secure on the job training and good supervision for the student trainee. Sometimes it may take a period of time for the coordinator to show the employer the proper techniques for this procedure, but some preliminary interest should be shown.

(2) An Occupation Suited to the Cooperative Plan--The occupation should be one that beginners may enter from high school. It should provide an opportunity for training which will extend throughout the whole year. Routine jobs that may be learned in two or three weeks should be avoided. These may be a part of a total pattern of occupational development, but trainees should not continue on this type of job for a whole year.

(3) Opportunity for Advancement--Trainees should be placed in occupations where there is a definite chance for advancement during the training period and also after being graduated from school.

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<sup>4</sup> Quoted from a letter received from M. A. Browning, State Supervisor, Distributive Education Service, Austin, Texas, July 1949.

(4) Opportunity for Employment after Training--The job should have a future to it which will provide full-time employment if the trainee so desires after leaving school. The employer should understand that these trainees are potential full-time workers for him and that if they prove satisfactory in this initial training period he should make every attempt to keep them in permanent positions.

(5) Pay Scale--If employees are to work under actual conditions, they should receive some compensation for their labor. The prevailing rate for part-time workers in the locality should be given to student trainees. The policy of giving periodic pay raises to satisfactory trainees should be adopted if the employers will cooperate in doing so.

(6) Training Facilities Available--The business establishment should have adequate equipment and facilities to provide a well-rounded program of training. It would be hard to train a student properly if the store did not employ modern retailing methods and high caliber department heads or training sponsors so that intelligent training will be given the students.

(7) Regularity of Part-Time Employment--Training stations should provide a minimum of fifteen hours of employment per week, on the average, for the school year. Businesses that are highly seasonal or that can furnish only a few hours of work per week should be avoided. Also the student should not be allowed to work too long. Total hours of preparation should probably not exceed forty-eight hours per week.

(8) Accessibility of the Training Agency to the School--In smaller localities the school is usually centrally located and the students can go from class to work without much difficulty. In a large city, this movement may develop into a problem. The coordinator should try to select

those agencies that students can reach without a great loss of time. Keeping the agencies in a small area will also help save considerable time for the coordinator later when he begins his coordination work.

(9) Hazardous Occupation--Adolescents should never be placed in occupations that are dangerous or likely to be detrimental to their health or physical well-being. Bars, liquor stores, and similar businesses should be avoided. All firms used should employ reputable business practices.

(10) Rotation of Students--The employer should agree to rotate the trainee to different jobs within the organization as much as possible in order that he may receive the maximum amount of training and understand the over-all operation of the business firm.<sup>5</sup>

#### Methods of Selecting Qualified Training Stations

One of the most helpful devices to use in making an objective measurement of business establishments to determine their value as qualified training stations is a rating chart. Evaluative criteria may be incorporated into this rating chart so that it can be checked by the coordinator for each prospective training station. These charts may be completed after the first interviews with employers, or later, after more extensive visits has been made and conferences held. Charts can also be used through out the year and a summation made for all training stations after they have been established. A sample chart is shown in Illustration VI on page 73.<sup>6</sup>

The coordinator should carefully analyze the disclosures of the

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<sup>5</sup> Ivins and Runge, op. cit., p. 287.

<sup>6</sup> Ibid., p. 289.

community survey. If a conscientious and reliable survey has been made of the community, the coordinator will be able to recommend a policy toward wages for trainees, know the types of training most needed in the community, know the opportunities that exist in the distributive fields, and in general make a wiser selection of training stations.

The advisory committee should be helpful to the coordinator in making the final selection of training stations. Members of this committee will be able to offer counsel and advice concerning each of the prospective training stations. It is a good policy to have the advisory committee approve all training stations before they are used.<sup>7</sup>

#### What the Employer Must Understand About the Program

The coordinator, in making calls on employers with a view to determining the desirability of their businesses with reference to providing training opportunities for distributive education students, must make certain that each employer thoroughly understands the cooperative part-time program. Every training sponsor should clearly understand the following policies:

- (1) That the program is one of training and not just the placement of students in part-time employment.
- (2) That the employer is a partner in the training plan, and he should assist the school in every way possible to develop better on-the-job and classroom instruction for the students.
- (3) That the training agency will provide at least fifteen hours of part-time employment per week for the entire school year.
- (4) A minimum monetary wage will be paid all trainees. If possible this should be increased in proportion to the ability and productivity of the trainees.

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<sup>7</sup> Texas, op. cit., p. 13.

ILLUSTRATION VI  
RATING CHART FOR PROSPECTIVE TRAINING STATIONS

Occupation \_\_\_\_\_

Business Firm \_\_\_\_\_

Address \_\_\_\_\_ Name of Manager \_\_\_\_\_

Traits to be Rated	Very poor	poor	aver- age	good	excel- lent
1. Employer interest in training plan				X	
2. Training facilities available			X		
3. Suited to the cooperative part-time plan					X
4. Opportunity for full-time employment					X
5. Opportunity for advancement					X
6. Reputation of the business				X	
7. Pay scale				X	
8. Regularity of part-time employment			X		
9. Accessibility to school			X		
10. Lack of hazards				X	
Numerical value	1	2	3	4	5
Number of checks	0	0	3	4	3
Total ratings of columns			9	16	15

Rating of the training station..... forty (40)

- (5) The student is enrolled in vocational and related classes in school, where instructional material directly related to his job is presented.
- (6) The student has the same status as regular employees in matters of social security, insurance, vacations, labor laws, etc.
- (7) Periodic ratings based on the job performance of the student will be made by the employer and reported to the coordinator.
- (8) Problems with student trainees will be brought to the immediate attention of the coordinator.
- (9) A schedule of job processes or a training memorandum should be worked out cooperatively between the employer and the coordinator which will serve as a basis for training the student according to the requirements of the job.<sup>8</sup>

In addition to explaining the requirements which should be met by the training sponsor, the coordinator should talk to the employer in terms of the advantages of the cooperative part-time program and how the employer may profit by its operation. Also the purpose and functions of the advisory committee should be explained to the employer.<sup>9</sup>

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<sup>8</sup> Ivins and Runge, op. cit., p. 296.

<sup>9</sup> Alabama, op. cit., p. 7.



## CHAPTER X

## PLACEMENT OF DISTRIBUTIVE EDUCATION STUDENTS

Placement Techniques and Procedures

After the coordinator has made a final selection of the training stations, it is necessary that his attention be directed toward the actual placement of students on the job so they may begin work. There are certain techniques and procedures which the coordinator should follow in placing cooperative trainees.

The first thing the coordinator needs to do is to determine what characteristics and traits the employer prefers in his employees. This may be accomplished by observing employees in the business, talking with the employees, and conferring with the employer. Students will frequently have indicated their desire to work in a particular store or job when they filled out the application blank before or during the personal interview with the coordinator. The coordinator should inform the employer of the students' interests; discuss their characteristics, traits and abilities; and then try to select the students who will be sent to apply for the training position. The employer or personnel director should be supplied with a record of data on the students sent for interviews, and this record may be in the form of the students' application for distributive training or a data sheet containing similar information. At the same time it is necessary for the coordinator to arrange to send students to apply for training so that a student will arrive at the time when it is most convenient for the employer to talk to him. It is also important for the coordinator to remember that it is

best for only one student at a time to report for an interview. It is the belief of many coordinators that they should be the ones to inform the students that they have been accepted for employment by a training station. It is therefore, necessary for the coordinator to arrange to return to the store and confer with the employer concerning his final choice and then notify the student that he has been selected.<sup>1</sup>

There may be instances in which the employers will request that the coordinator review the registration forms, select the best qualified student, and send only the one trainee to the employer. The first few times a placement is to be made it is usually better to place the responsibility for the final selection of students on the employer. Then if anything does go wrong, the coordinator will not be entirely at fault. After the program has been in operation for some time, the confidence of employers will be gained. If the employers then prefer to let the coordinator select the students, this procedure may be followed.<sup>2</sup>

#### Preparing Students for Interviews with Employers

The coordinator should realize that most high school students know very little about how to apply for a job and how to carry on a successful interview. Because of this fact, all students should be coached carefully in the art of applying for a job. Instruction should be given all student trainees, even when the training station is practically set up and waiting for them. Training must be handled individually where students are placed in training stations before the school term begins. The student

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<sup>1</sup> Texas, op. cit., p. 16.

<sup>2</sup> Ivins and Runge, op. cit., p. 308.

should be instructed on how to dress, what to say in the interview, how to answer questions that may be asked, how to fill out an application blank, and what to do as a follow-up to the interview. Most textbooks on retailing or salesmanship have chapters devoted to all the details needed on the general topic of how to apply for and get a job. It is usually wise practice to have the students study this material and then to test them orally before they are allowed to apply for the job. If the coordinator follows the policy of placing students after the school term has begun, then this type of training will become a regular part of the classroom work.

The coordinator should provide a letter or card of introduction for the student to take to the employer. Such a message gives the student prestige and confidence as he makes his application. In addition, the letter of introduction aids the employer by associating the student with the personal data sheet or application blank which should have been given to the employer before the interview.<sup>3</sup>

#### Students Already Employed in Distributive Occupations

Almost always, the coordinator organizing a new distributive education program will have several desirable trainees who are already working in distributive occupations. These students frequently become outstanding trainees, but there are certain precautions which should be exercised by the coordinator. Before these students are enrolled in the distributive education program, they must be made to realize that it will be necessary for them to sacrifice some of their freedom and to

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<sup>3</sup> Ibid., p. 315

comply with all the rules and regulations imposed by the coordinator for the successful operation of the program. In addition, the employer must thoroughly understand the purpose, principles, and conditions under which the program will operate and be willing to cooperate in the same manner as the other training sponsors.

#### Principles for the Proper Placement of Trainees

In addition to the placement techniques and procedures which have already been discussed, there are certain principles the coordinator should be aware of that will provide added insurance for the proper placement of trainees and the successful operation of the program.

- (1) Send at least twice the number of trainees to apply for the position as the employer has agreed to employ; possibly more if the students are available.
- (2) Make it possible for the students to apply for more than one job.
- (3) Impress upon the students that they are in competition with each other for the jobs and that the final decision is made by the employer.
- (4) Counsel with the students who are not accepted for the first job they apply for and stress that it is not a reflection upon their ability and that other opportunities of equal value exist.
- (5) Counsel with the students who desire to work in a specific job or store and are not qualified for the position. Attempt to guide these students into jobs where they will have the greatest chance for success.
- (6) Whenever possible allow the students to apply for the jobs in which they show the greatest amount of interest.
- (7) Investigate carefully situations where the trainee will be working for parents, relatives, and close friends.<sup>4</sup>

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<sup>4</sup> Alabama, op. cit., p. 10.

### Preparation of Training Memorandums

The training memorandum is a written agreement between the employer, school, students, and the students' parents. It is not a legal document and is in no way binding to any of the parties who sign the agreement. This should be carefully pointed out and clearly understood by everyone. If this is not done, it may prevent the cooperation of a desirable employer, limit the enrollment of the program, and cause future misunderstandings. The purpose of the training memorandum is to outline for the benefit of the student, the employer, and the coordinator a definite training plan.

The purpose of this memorandum is to set forth a plan for training the student, who is interested in receiving correlated classroom and job instruction in the important field of distribution. The objective of the plan is to organize the training on the best possible basis, so that maximum learning and advancement in efficiency may be achieved by the student.

The student agrees to work and study diligently, both when receiving business experience and when attending school. The student also agrees to take advantage of every opportunity to improve in efficiency, knowledge, and personality in order to qualify to continue in his chosen occupation as a full-time employee at the end of the training period. It is understood that the trainee will observe the same regulations which apply to other employees.

The employer agrees to assist the schools in giving the student well-rounded training by assigning the student to several phases of work experience during the training period. Training sponsors, usually department heads, may be appointed to direct the student's job training as each phase of the work is assigned.

The coordinator will assist the employer in carrying out the continuous training of the student, and will also conduct the classroom instruction and correlate this instruction with the job training received by the student. The Coordinator has explained the benefits of Distributive Education training to the parents or guardians of the student, and has secured their permission for the student to receive the classroom instruction and business experience.<sup>5</sup>

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<sup>5</sup> State Board for Vocational Education, State of Texas, Distributive Education Training Memorandum, p. 1.

The coordinator should, as soon as possible after the student has begun to work in the training station, prepare a rough-draft of the training experiences and course of study with the employer and training sponsors. This should include determining the trainee's first work experiences, determining the introductory instruction the trainee will need on the job, planning of the corresponding instruction the student will receive in school, and preparing a brief outline of additional training experiences to insure a well-rounded training program for the trainee. The coordinator should also discuss with the employer the courses of study the trainee will receive in school and show him how they will be related to the actual work experiences of the student. This develops a greater appreciation of the program by the employer and helps insure his cooperation.<sup>6</sup>

In addition to correlating the course of study with the trainee's work experiences, the coordinator should work out with the employer a schedule of wages and hours for the student. The coordinator should point out and try to follow the recommendations of the advisory committee and keep wages uniformly the same for comparable training situations. If this is done it will prevent jealousy on the part of trainees, prevent misunderstandings by the parents, prevent dissatisfaction by students, and work for harmony among all of the employees. This is also a good time to again stress the importance of a periodical increase in wages for the trainee based on increased efficiency. The coordinator should endeavor to keep the hours of the trainee's employment consistent with

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<sup>6</sup> Texas, op. cit., p. 17.

sound principles of vocational training. Students should rarely work more than thirty-five hours per week, including Saturday, since longer hours interfere with the student's school work and may affect the student's health.

After the coordinator has conferred with the employer on the hours, wages, related studies, and work experiences concerning the trainee, he should then complete in triplicate the training memorandum and the schedule of processes as shown in Illustrations VII and VIII on pages 82 and 83 and return them to the employer for his signature. These are requirements outlines in the state plan for cooperative part-time distributive education programs in Texas.<sup>7</sup>

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<sup>7</sup> Texas, op. cit., p. 19.



## ILLUSTRATION VII

Certificate Awarded \_\_\_\_\_, 19\_\_\_\_.

## DISTRIBUTIVE EDUCATION TRAINING MEMORANDUM

NAME OF STUDENT Charles R. Roth  
 NAME OF BUSINESS FIRM J. C. Penny Company  
 NAME OF SCHOOL Starkville High School

The purpose of this memorandum is to set forth a plan for training the student, who is interested in receiving correlated classroom and job instruction in the important field of distribution. The objective of the plan is to organize the training on the best possible basis, so that maximum learning and advancement in efficiency may be achieved by the student. An outline of the work experiences and a course of study paralleling these experiences has been planned jointly by the employer and coordinator, as shown on the reverse side of this memorandum.

The student agrees to work and study diligently, both when receiving business experience and when attending school. The student also agrees to take advantage of every opportunity to improve in efficiency, knowledge, and personality in order to qualify to continue in his chosen occupation as a full-time employee at the end of the training period. It is understood that the trainee will observe the same regulations which apply to other employees.

The Employer agrees to assist the schools in giving the student well-rounded training by assigning the student to several phases of work experience during the training period. Training sponsors, usually department heads, may be appointed to direct the student's job training as each phase of the work is assigned.

In addition to providing practical instruction and experience, the employer agrees to pay the student according to the following plan:

1. The beginning wage will be \$ 4.50 per hour for 32 hours per week.
2. A wage adjustment based upon the abilities of the student, and consistent with existing employment conditions in the occupation will be given each 4 months.  
(Period)

The Coordinator will assist the employer in carrying out the continuous training of the student, and will also conduct the classroom instruction and correlate this instruction with the job training received by the student. The coordinator has explained the benefits of Distributive Education training to the parents or guardians of the student, and has secured their permission for the student to receive the classroom instruction and the business experience.

The training period begins on September 11, \_\_\_\_\_, 1948, and extends through the scholastic year ending May 27, \_\_\_\_\_, 1950.

This plan has been reviewed and approved by the Advisory Committee. It may be terminated, for just cause, by any person named on the memorandum, with the understanding that due notice will be given to all interested parties.

Charles R. Roth  
(Student)  
M. A. Roth  
(Parent or Guardian)  
Percy Jay Lee  
(Chairman, Advisory Committee)

Percy Jay Lee  
(Employer or Representative)  
Raymond Schultz  
(Teacher-Coordinator)  
Pharoah S. Moore  
(State Director, Distributive Education)



## ILLUSTRATION VIII

In order that the student may receive credit for well-rounded practical training, the following experiences will be provided the student by the employer.

1. Receiving and marking procedure
  - a. Checking cartons against bills of lading
  - b. Making claims for damaged merchandise
  - c. Checking merchandise against invoices
  - d. Learning invoice handling procedures used in J. C. Penny Stores
  - e. Marking merchandise in manner prescribed by J. C. Penny Store policies
  - f. Making mark-ups and mark-downs under the supervision of receiving and shipping clerk
2. Non-selling activities on sales floor
  - a. Stockwork both in stockroom and on sales floor; becoming acquainted with J. C. Pennys' procedures for handling all types of merchandise
  - b. Unit control management and invoice techniques for Men's Wear department
3. Selling merchandise-- tentative
 

Plans are to rotate Charles through the Men's Accessory Department, providing training which will possibly lead to a full-time position in Men' Wear, and to the selling of more expensive merchandise.

  - a. Selling merchandise to customers.
  - b. Closing sales and making suggestions
  - c. Telephoning customers; building a clientele
  - d. Observation of buying procedures
4. Department heads will sponsor training of Charles and Coordinator will work with the sponsors to enrich experience and training given.

In order that the school may provide practical related training, the following specific, individual instruction, organized in consultation with employers and training sponsors, will be taught by the coordinator.

1. Receiving and Marking
  - a. Project sheets providing guided instruction on legal aspects of bill of lading, invoices, procedures for making damage claims.
  - b. Individual study of receiving and marking, emphasizing techniques for efficient checking and marking of merchandise
  - c. Classroom lectures on receiving and marking, pointing out how's and why's of receiving and marking
2. Non-selling instruction
  - a. Individual instruction and project sheets emphasizing methods and reasons for a stock classification, and ways to utilize storage space efficiently
  - b. Guided practice in keeping of unit control and inventory records
3. Selling
  - a. Individual instruction and project sheets on merchandise instruction concerning shirts, sox, suits, and all other men's apparel
  - b. Participation in demonstrations of effective selling; correction of faulty selling techniques. Individual guidance in correct selling methods
  - c. Instruction in selling men's wear.
4. The coordinator will cooperate with the Department head sponsoring the student and will check the authenticity of materials used in training this student to be a more valuable employee for J. C. Penny Company.

## CHAPTER XI

## PREPARATION OF DISTRIBUTIVE EDUCATION CLASSROOM AND TRAINING MATERIALS

Type of Classroom Needed for Distributive Education Classes

The beginning coordinator will frequently have too little a part in the selection and assignment of a classroom for distributive education training. The school administration will often clean out a room that has been used for storage, select a small classroom that is used very little, or some other room in an out of the way place and call it the distributive education classroom. This is an undesirable situation and usually creates an obstacle which it is difficult for the distributive education program to compensate for because of the reflection which is cast upon the classes. It creates a feeling among the students that the training is insignificant, unimportant, and designed for the problem students who encounter difficulties in the regular academic courses offered in the school's curriculum. For this reason, the beginning coordinator should have a well defined idea concerning the type of classroom which should be made available for distributive education training and thus prevent a stigma becoming attached to the program which could very easily result in its failure.<sup>1</sup>

A large, well-lighted classroom should be selected and assigned to the coordinator by the high school principal for the distributive education program. In this classroom the coordinator can teach both the related subjects and the individualized study phases of the distributive education classes. Illustration IX on page 86 shows a classroom planned for the distributive education classes.

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<sup>1</sup> Florida, op. cit., p. 24.

Care should be taken in locating the sales training classroom. Since much of the work is supervised study and individual instruction, close proximity to the band practice room or a machine shop is undesirable. On the other hand, if the room has a display window facing the corridor, the corridor should be one used as a major student traffic lane. Such a window supplies an opportunity for students to prepare window displays much as they are in a store. It also attracts favorable attention to the sales training program. The room should have an adjoining office for the coordinator. It need not be large, but it should be in good taste. The office will serve as a meeting place with merchants who visit the school, a place to interview students and adult enrollees to sales classes, a place to counsel students, and a much needed base for the coordinator from which to operate. It should have a telephone and an exit to the corridor.

At one end of the room should be a modern combination of wrapping counter, display case, and wall cabinet display fixture. These facilities enrich training by providing a realistic atmosphere for sales practice and merchandise display. It is important that display cases be well lighted. Tables for students should be provided. These work-class tables should be light and easily moved so that students may use them in any part of the room. The room should be well supplied with electrical outlets for use in display lighting and also for cash register and motion picture projector connection.<sup>2</sup>

#### Arrangement of Classroom Furniture

The U-shape placement of tables with chairs on the outside is considered by many coordinators to be the best arrangement for classes in distributive education. Tables are preferred to the old-style desk and seat. They have many advantages. An informal atmosphere is established and the conference and discussion methods of teaching can be used readily. For individual study and projects, the students will have much more room in which to work. Committee and group work can be carried on. The coordinator's desk should be between the tips of the U and slightly outside the enclosed space. The student tables and chairs should be placed so the light will not glare directly from the windows. As the class progresses,

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<sup>2</sup> State Board for Vocational Education, State of Washington, Detailed Drawings for Distributive Education Classrooms, p. 1.

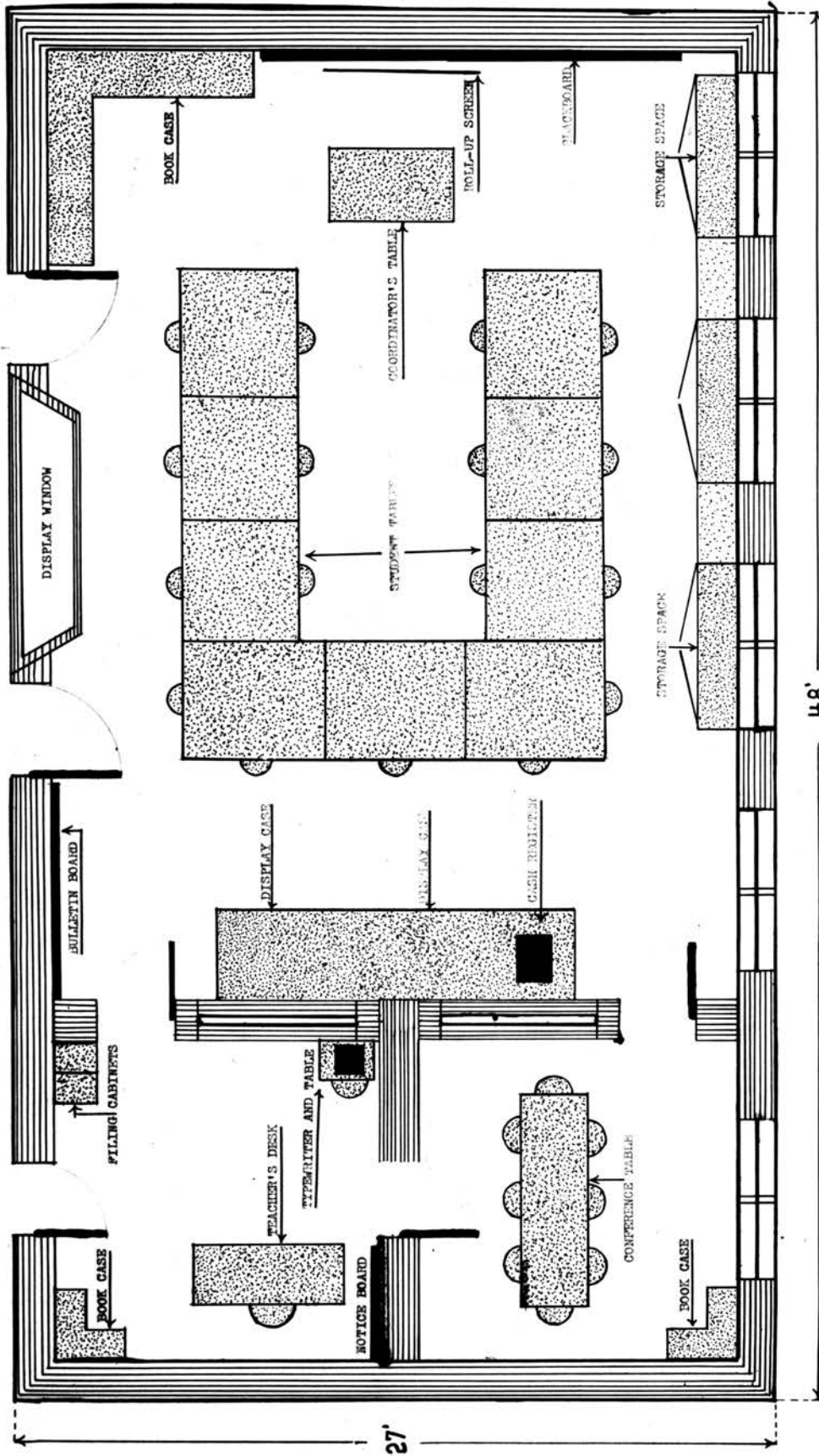


ILLUSTRATION IX

the tables and chairs may be rearranged to suit best the needs of the group.<sup>3</sup>

#### Factors to Be Considered for Desirable Room Arrangement

The following factors should be considered by the coordinator in the arrangement of the distributive education classroom.

- (1) Books should be easily accessible to students.
- (2) Tables and chairs should be arranged so that there will not be congestion in certain parts of the room.
- (3) Teacher's desk should be located so that it is accessible from any portion of the room.
- (4) Tables and chairs should be so arranged that the teacher has free passage to all seating positions in the room.
- (5) Book shelves should be open type and a great length rather than height, so that books are accessible to greater numbers of students at once.
- (6) Compartment cabinet facilities should be provided for each student's notebook. Compartments and notebooks should be properly labeled.
- (7) Natural light should be utilized to the maximum.<sup>4</sup>

#### Securing Instruction Materials

The coordinator will be able to prepare a list of training materials which will be needed for instruction in the distributive education classes as soon as the placement of student trainees has been completed. This list of materials will supplement the budget of supplies which should have been discussed previously with the superintendent of schools shortly after the coordinator's arrival for work.

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<sup>3</sup> Ivins and Runge, op. cit., p. 177.

<sup>4</sup> Alabama, op. cit., p. 13.

The coordinator can secure lists and bibliographies of distributive education training materials, such as books, manuals, trade journals, magazines, workbooks, film strips, motion pictures, and display kits from a wide variety of sources. Commercial publishing companies, school supply firms, book depositories, college libraries, and state boards of education have prepared bibliographies which are available to coordinators and they can usually be obtained by writing a letter or request. One of the best sources of information concerning the various distributive education training materials for beginning coordinators in Texas is, "A Bibliography of Distributive Education Training Material." This manual can be obtained from the University of Texas, Division of Extension, or Texas Education Agency, Division for Vocational Education, Austin, Texas.

A wealth of instructional materials is available from large retail firms, manufacturing companies, wholesale supply houses, trade associations, and service organizations, and most of this material is free or the cost involved is nominal.

#### Factors to Be Considered in Ordering Training Materials

The following factors should be helpful to the coordinator in ordering training materials for distributive education classes.

- (1) As much material as possible should be ordered in time to have it ready for students to use the first week of school.
- (2) All books should be ordered on approval and those which are not suitable should be rejected. Reasons why books are rejected are because they are often too old, highly technical, elementary, and not applicable to the occupation for which they were ordered.
- (3) Books which cost too much should be avoided.
- (4) Consult training sponsors, employers, and advisory committee members for suggestions on good books, trade journals, and other training materials.

- (5) When books are received and accepted, they should be properly labeled and indexed. Enlist the aid of the school library staff for this job.
- (6) Provisions should be made so that additional materials may be purchased as they are needed.<sup>6</sup>

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<sup>6</sup> Alabama, op. cit., p. 15.

PART III

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THE  
ADMINISTRATION OF A BEGINNING  
DISTRIBUTIVE EDUCATION  
PROGRAM



## CHAPTER XII

## TEACHING OF RELATED SUBJECTS IN DISTRIBUTIVE EDUCATION

One of the most important and difficult parts of the coordinator's job is the provision for school training that is directly related to the occupation of each student trainee enrolled in the cooperative part-time program. Distributive education is a training program and not just a means of finding employment for high school students. The program cannot be justified unless it offers the related instruction and vocational instruction needed by those engaged in or preparing for employment. The coordinator must realize that the program is not complete nor can it be successfully operated without the provision for teaching the technical information relating to the individual student learner's occupation.

Definition of Related Subjects in Distributive Education

Related subjects in distributive education are those that have as their purpose the broadening of the vocational knowledge, understanding, morale, and judgment of the trainee. These subjects do not make use of materials which are individualized to meet the needs of each student on his job directly. The materials presented will vary in degree from direct relationship to only job information. Most related subjects are usually taught from textbooks and manuals in the usual manner of subject-matter courses.

The related subjects taught in distributive education classes in the high schools of Texas are divided into two years of study. Related subjects taught in Distributive Education I include:

- (1) School-Store Relationships
- (2) Store Salesmanship

- (3) Store Mathematics
- (4) Store Speech
- (5) Store Organization

Related subjects taught in Distributive Education II include:

- (1) Retail Store Operation
- (2) Store Advertising and Promotion
- (3) Show Card Lettering and Window Displays
- (4) Retail Store Personnel Administration
- (5) Business Law
- (6) Economics of Distribution<sup>1</sup>

#### Teaching Methods for Distributive Education Related Subjects

There is a wide variety of methods available to the teacher-coordinator for the presentation of related subject matter to the student trainees. The type of teaching method to be used in the presentation of a classroom lesson should depend on several important factors. These factors are:

- (1) The type of subject matter being presented.
- (2) Teaching equipment available.
- (3) Needs, interests, and abilities of the students.
- (4) Teaching abilities of the instructor.

The following are some of the teaching methods commonly used in presenting the subject matter to trainees along with suggestions which would be helpful to the coordinator.

- (1) Class discussion of problems- Class discussion is a good method for solving the problems encountered by the students in their store

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<sup>1</sup> Texas, op. cit., p. 21.

practice. This may be accomplished by setting aside a definite part of each days recitation period, setting aside a definite period each week, or by discussion of the problems incidentally as the occasion may arise.

- (2) Demonstrations by pupils and teacher- Demonstrations are effective in the presentation of materials pertaining to sales or retail salesmanship. A rating sheet is often used and then a discussion held concerning the strong points in the demonstration and also those phases that need improving.
- (3) Text and reference assignments and subsequent class discussion- This is the most commonly used teaching method for academic courses and can be used effectively for most related subjects when good books are available.
- (4) Assignment of problems- This teaching method can probably be used most effectively in vocational individualized study classes, but is also effective in teaching store arithmetic, store layout, advertising, and similar units in the course of study.
- (5) Talks by business men- Store managers and personnel directors can frequently assist in the presentation of related subject matter such as salesmanship, store organization, and store operation.
- (6) Visual aids- Films are desirable teaching aids so long as they fit the curriculum or problem at hand. Don't have a picture as an entertainment feature, but it should be tied in with the discussion. Films are good teaching aids, but not a substitute for the teacher.
- (7) Lectures by teacher- Lectures are effective when used in conjunction with other teaching methods, but they should not be used to extensively.
- (8) Oral and written reports- These may be used effectively in teaching store speech and in talking about activities and experiences in the stores.
- (9) Field trips- Field trips are interesting and effective for the presentation of display, advertising, and operation units in the course of study.
- (10) Case studies- These are used considerably in studying business law and are also effective in teaching sales management and personnel administration.<sup>2</sup>

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<sup>2</sup> M. J. DeBenning, A Teaching Outline for the Improvement of Teaching Distributive Education, p. 3.

### How to Plan and Present a Related Subject Lesson

Regardless of the teaching method employed by the coordinator, he cannot go to the class unprepared and adequately teach. He must know exactly what he will teach and how he will teach. To do this, the coordinator must know how to plan and present a lesson. The following are some factors which should be helpful in the planning of an effective lesson.

- (1) Select subject matter to conform to objectives of the course- Select subject matter which contributes to the knowledge that students are expected to acquire.
- (2) Determine the specific objectives of the lesson- The objective or aim of each lesson should be clear-cut and specifically stated.
- (3) Arrange subject matter in order of learning difficulty- Students should learn, step by step, from the simple fundamentals to the more difficult phases of work.
- (4) Have more than enough material for the time available- A good class may learn the presented subject matter quickly, thus the instructor finds himself out of material and must mark time until the period ends.
- (5) Select teaching methods to be used- Some methods are more effective than others depending upon the type of lesson.
- (6) Select all instruction devices to be used- Good teaching aids add interest and effectiveness to the lesson.
- (7) Devise means for securing student participation- All learning requires activity; mental, physical, or both.
- (8) Plan means for arousing interest in the lesson- A good teacher not only prepares his own lesson, but he also prepares his students to receive it.
- (9) Select references for further study- A list of references should be included in every lesson plan and may be given to students to study.
- (10) Make provisions for explaining new words and terms- New words and terms should be explained when used for the first time.
- (11) Select main points for summarizing- A summary should be made at the close of every lesson.

- (12) Make provision for testing- Both during and after a class the teacher should always determine if the students have learned the material.
- (13) Determine specific assignments- Any assignments should be included in the lesson plan.
- (14) Write the lesson plan- All lesson plans should be carefully written to insure a complete coverage of the material.<sup>3</sup>

The following criteria will be helpful to the coordinator in carrying out and presenting a related subject lesson.

- (1) Follow the lesson plan- It is the instructor's blueprint of the job to be accomplished.
- (2) Use showmanship to arouse and maintain interest- Instructor should have pep and enthusiasm and should use occasional bits of humor and other qualities of showmanship during his presentation.
- (3) Stand while teaching large groups- Instructor must be able to see his students and observe their reactions during the presentation. He should talk directly to the class and not into space or to a blackboard.
- (4) Make certain that the class understands each point before leaving it- Instructor can test their understanding by asking specific questions.
- (5) Do not retard group progress for a few who do not understand- Too much time spent explaining a point to a few slow students loses interest of the group in the lesson.
- (6) See that any note-taking is significant and not a chore- Student should be required to take notes only when they will prove helpful.<sup>4</sup>

#### Teaching Materials and Equipment for Related Subjects

In order for the coordinator-teacher to be able to perform an effective teaching assignment of related subjects, it is necessary that at least a minimum amount of materials and equipment be available for the

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<sup>3</sup> Ibid., p. 8.

<sup>4</sup> Ibid., p. 6.

students to use. Each student enrolled in distributive education should have access to the state adopted textbook, Retail Merchandising, by Walters, Wingate, and Rowse, The South-Western Publishing Company, Cincinnati, Ohio. In addition to the adopted textbook, other reference books pertaining to the related subjects should be available to the students in the classroom library. Also current business magazines and trade journals are very helpful in the effective teaching of related subjects. Many of these magazines can be obtained free from business organizations, civic organizations, and individuals in the community if the coordinator will ask that they be saved for the distributive education classes.

A recent survey was made in connection with this study of sixty-nine distributive education programs in Texas high schools to determine the number of books, magazines, and trade journals necessary for an adequate classroom library. This survey disclosed that wide variations exist among the schools in regards to available library facilities in the classroom. It was disclosed, however, that of the distributive education classrooms equipped with libraries most of them contained at least twenty different reference books and the most representative libraries contained from fifty to seventy-five different publications. In regards to the trade journals and magazines, the survey disclosed that the most common number of periodicals contained in the classroom libraries was from ten to fifteen publications of various kinds. The complete results of this survey are shown in Tables V and VI on pages 97 and 98.

Classroom equipment for the related subjects has an important bearing on the teaching methods the instructor can use. The bulletin board is one

TABLE V

SIZE OF DISTRIBUTIVE EDUCATION CLASSROOM LIBRARIES IN SIXTY-NINE TEXAS HIGH SCHOOLS, ACCORDING TO THE NUMBER OF DIFFERENT REFERENCE BOOKS AVAILABLE

Number of Different Reference Books	Number of Schools
None	10
1 to 5 volumes	0
6 to 10 volumes	6
11 to 15 volumes	6
16 to 20 volumes	11
21 to 25 volumes	7
26 to 50 volumes	10
51 to 75 volumes	13
76 to 100 volumes	4
Over a 100 volumes	2

TABLE VI

SIZE OF DISTRIBUTIVE EDUCATION CLASSROOM LIBRARIES IN SIXTY-NINE TEXAS HIGH SCHOOLS,  
ACCORDING TO THE NUMBER OF DIFFERENT MAGAZINES AND TRADE JOURNALS AVAILABLE

Number of Different Magazines and Trade Journals	Number of Schools
None	10
1 to 5 magazines	16
6 to 10 magazines	14
11 to 15 magazines	22
16 to 20 magazines	6
21 to 25 magazines	1
Over 25 magazines	0



of the most effective teaching aids the classroom can contain if it is used properly by the teacher and the students. Motion picture and slide film projectors can very often be used by the instructor to perform an interesting and worthwhile teaching assignment of related subjects. Other equipment which is very desirable in the distributive education classroom is a cash register, wrapping counter, display case, wire recorder, and record player. This equipment not only gives the classroom the retailing atmosphere, but it is very useful in performing demonstrations under simulated store conditions. Also, actual performance tests such as wrapping of packages is possible to determine the proficiency of students in the performance of these operations.

A recent survey was made in connection with this study of sixty-nine distributive education programs in Texas high schools to determine the equipment in or available to distributive education coordinators. This survey disclosed that there is a wide variation in the amount of equipment available in the distributive education programs in the various schools. It was observed that most of the schools have available tables and chairs, filing cabinets, bulletin boards, bookcases, compartment cabinets, magazine stands, motion picture projectors, slide film projectors, and typewriters which should be regarded as the essential equipment necessary for the satisfactory teaching of the related distributive education course of study.

The complete results of this survey are shown in Table VII on page 100.

#### Evaluation of Trainees in the Related Subjects Classes

If the coordinator is to determine the effectiveness of his teaching methods and techniques, it is necessary that an evaluation or measurement be made of the students' work in the related studies class. There are

TABLE VII  
EQUIPMENT IN OR AVAILABLE TO DISTRIBUTIVE EDUCATION  
CLASSROOMS IN SIXTY-NINE TEXAS HIGH SCHOOLS

Types of Equipment	Number of Schools	
	With	Without
Tables and Chairs	50	19
Steel Filing Cabinets	51	18
Bulletin Boards	58	11
Bookcases	64	5
Classroom Libraries	59	10
Compartment Cabinets	40	29
Magazine Display Stands	49	20
Sound Motion Picture Projector	57	12
Slide Film Projector	42	27
Record Player	16	53
Wire or Tape Recorder	32	37
Typewriter	48	21
Classroom Display Cases and Counters	8	61
Cash Registers	2	67

several ways that this can be accomplished, but the method which is still the most extensively used and probably with the best results is the use of teacher made tests over the subject matter which has been studied in classroom lessons.

The testing of students by written examination has three distinct purposes.

- (1) Tests are used to correct weaknesses- Tests are used to locate and correct weaknesses in learning on the part of the students and to locate the weaknesses in teaching on the part of the instructor.
- (2) Tests are used to provide incentives- Tests provide students with the urge to study and as a result are excellent motivating devices.
- (3) Tests provide a means for comparison- Through tests the coordinator can compare the quality and quantity of the subject matter learned by any individual or class. This is a basis upon which grades can be assigned. Tests can be used to determine if the objectives of the course have been reached.<sup>5</sup>

The merits of different types of tests have long been a controversial issue among educators. Many regard essay tests as the ideal type of tests because they require the students to think and organize their thoughts in logical continuity. Still others regard essay tests as poor because the results cannot be uniformly evaluated. There are likewise arguments pro and con regarding the objective type of tests.

A survey was made in connection with this study of sixty-nine distributive education programs in Texas high schools to determine the type of tests used in distributive education classes. This survey shows that most coordinators regard the combination objective and essay test as the most effective. They are used more extensively than any other type. The

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<sup>5</sup> Ibid., p. 20.

TABLE VIII

TYPES OF EXAMINATIONS PREFERRED BY DISTRIBUTIVE EDUCATION  
COORDINATORS IN SIXTY-NINE TEXAS HIGH SCHOOLS

Type of Examination	Number of Schools
Essay	5
Objective	9
Combination of essay and Objective	51
Case Studies	0
Others	4

results of this survey are shown in Table VIII on page 102.

The important factor for the beginning coordinator to realize is that an effective means of evaluating the related subjects class is necessary and should be developed. Other methods which have proved to be effective in the evaluation of distributive education classes include:

(1) Student reports and progress- Since the students in the class are the center of the whole program, they should be the first to say whether it is good or not. Each enrollee should tell the coordinator how effective the class and on-the-job training were for him. This can be done at the close of the school year through the use of a questionnaire or personal interview.

(2) Employer reactions- Another means of measuring the effectiveness of the distributive education classes is to obtain statements and judgments from the employers in charge of the training stations. These persons are in the best position to judge the ability and progress of the student trainees and to test the effectiveness of the training program as a whole.

(3) Parents, advisory committees, labor groups, and others reports on the program- Any person connected with and interested in the distributive education program may write letters or tell the school officials what they think of the course as it is operated. All such reports will help to evaluate and describe the status of the program in the community.

(4) School administration, school faculty, and supervisor reports- When the coordinator can obtain a statement of judgment from one of these persons, he may incorporate it with the rest of his data for evaluation. The coordinator should realize, however, that much of the value of such expressions of opinion will depend upon the circumstances under which they were obtained.<sup>6</sup>

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<sup>6</sup> Ivins and Runge, op. cit., p. 408.

## CHAPTER XIII

## TEACHING OF INDIVIDUALIZED SUBJECTS IN DISTRIBUTIVE EDUCATION

Definition of Individualized Subjects in Distributive Education

One of the first essentials for providing classroom instruction based on job needs is the individualized study period in school. The individualized subjects are often referred to as the vocational subjects because they involve a study of specific working practices of an occupation for the purpose of increasing the skill, technical knowledge, occupational information, judgment, or attitude of workers engaged in that specific occupation. This type of class instruction should be worked out on an individual student basis. The amount of time given to individualized study will vary in different schools. This depends on a number of factors, such as experience and background of the coordinator, number of students in the class, variety of occupations represented, length of the distributive education class period, instructional materials available, and skill of the coordinator as an instructor. Most experienced coordinators recommend that the students' time in distributive education classes be about equally divided between the study of related subjects and individualized or vocational study.<sup>1</sup>

Methods and Techniques Used in Teaching the Individualized Study

A real problem facing the beginning coordinator is what to do and how to carry on the individualized study period. A number of techniques are now being used in various distributive education programs in Texas to

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<sup>1</sup> Ivins and Range, op. cit., p. 35L.

provide the necessary individual instruction.

As a beginning, the coordinator must obtain a schedule of processes, such as those outlined on the reverse side of the training memorandums and shown in Illustration VIII on page 83. These will show what the student is doing on the job and the type of information, skill, or attitude which is needed for study by each student in order to increase their job efficiency. From his schedule of processes, each student with the help of the coordinator and the employer should select the topics for study in the individualized subject period. For example, a student working in the men's furnishings department of a clothing store may need to acquire merchandise information about men's wear. By starting with job needs, the student will have individual vocational objectives for all study in the individualized subjects class. The job of the coordinator is then to provide study materials, make assignments, and to assist the student as much as possible in assignment preparation.<sup>2</sup>

"What type of individualized assignments do you make?", is a question frequently asked by beginning coordinators. There are several different types of effective individual study methods used by coordinators in Texas cooperative part-time programs.

(1) Prepared assignment sheets- The Distributive Education Service of Texas has worked out a number of bulletins and manuals covering the details of the more common occupations in distribution. These manuals have been prepared by analysis of the information and skills a worker

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<sup>2</sup> Ibid., p. 362 .

needs to know in order to reach a high degree of efficiency in such positions as salesperson in a men's wear store. The manuals include a number of assignment sheets for the individual student. These are worked out with references, explanations, question, projects, and other learning activities. These sheets may be given to a student, the reference materials provided, and time allowed for study. Students are required to move along as rapidly as they can. An example of a prepared assignment sheet taken from a men's wear manual is shown in Illustration X on page 107.

The beginning coordinator must realize that the preparation of individual assignment sheets and the detailed analysis of duties and necessary knowledge in each occupation is a tremendous task. In fact, the job was begun only recently and it will be some time before all the common cooperative training jobs have been analyzed and a manual prepared in this manner. Because of this fact, it is necessary for the coordinator to use other teaching methods and to make other types of assignments in the vocational study class.

(2) Activity manuals, record books, and workbooks- The second type of individual instruction may be conducted through the use of various manuals that are different from the assignment sheets. Many of the work exercises required in these books are more applicable to groups of student trainees than to individuals. Assignments will be worked out, for example, on the rules and regulations that govern the student's job. The assignment usually involves a study of some problem from on-the-job activities. Several good commercial workbooks have been prepared to help the coordinator direct such activities.

(3) Supervised and directed study in texts, pamphlets, and other



## ILLUSTRATION X

## ASSIGNMENT SHEET FROM MEN'S WEAR MANUAL

Subject: Men's Knit Underwear

References: Tips and Pointers for Underwear Dealers and Salesmen, Cooper Underwear Company, pp. 91-93.  
Behind the Label, Margaret Dana, pp. 129-145  
Textile Fabrics, Wingate, pp. 338-339

Explanation: You are now entering a very important phase of selling men's wear. Comfort is one of the prime considerations, and, if you can help the customer select a more comfortable fit, you have done him a favor. Remember that the information you are searching for now is to enable you to help the customer—not tell him. You must know your merchandise if you give the customer the proper assistance in making a selection that will please him.

Applications: (1) What types of knit underwear are handled in your training station?  
 (2) List the seasons of the year, and the weight and style of underwear, you would recommend in your locality for  
 (a) inside work, (b) outside work, (c) sports wear,  
 (d) dress.

Questions:

1. What advantages does knit underwear have over woven underwear?
2. Since advantages are selling points, which of the above advantages would you use as selling points when a customer asks for woven underwear?
3. What are the different parts of underwear that contribute to the comfort or discomfort of the wearer?
4. What are some of the advantages that quality knit underwear has over the cheaper knit garments?
5. What advantages are offered by the various lengths of legs and arms in knit underwear?
6. Other than style, what are the selling points for men's one-piece knit underwear?
7. What weight and style one-piece knit suit corresponds to BVD woven underwear so far as comfort in hot weather is concerned?
8. What facts should be taken into consideration when you are asked by a customer to suggest underwear that would be better suited to his particular case than the type he is wearing?

and award prizes to the students making the best manuals.

(5) Individual conferences between the coordinator and students- In addition to using the four types of study methods already discussed, the coordinator must devote some of his time to individual conferences with trainees during the vocation class period. The individual conferences should be concerned with the on-the-job problems and needs of the student trainees. If a visit has been made by the coordinator to the training station of the student, and if needed additions or changes in the training routine of the student have been observed, the coordinator will want to talk about them with the students in a private conference. These and other situations will make the individual conference a valuable teaching procedure. Conferences are important in the general planning of what the student is to do, vocational counseling and guidance, and other matters pertaining to the trainee's job, career, and personal problems.<sup>3</sup>

#### Criteria for the Effective Conduct of Individualized Study Classes

There are certain factors which the coordinator should try to observe in the teaching of the vocational classes. If these are followed, they should add to the effectiveness of classroom techniques and help the students become more efficient in the performance of their specific occupation.

- (1) Select assignments that conform to objectives- Only assignments that contribute to the vocation objectives should be selected.
- (2) Provide for cooperative projects- One of the common course objectives is to provide experiences in working with others. Provide assignments on which several members or the entire class may work together.

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<sup>3</sup> State Department of Education, State of Florida, Diversified cooperative Training Program in Florida Public Schools, p. 47.

- (3) Use your initiative- Initiative should be used in attempting to improve the methods used in classroom instruction and also develop new ones.
- (4) Develop interest by relating the student's assignments with a future application- Students are curious and they want to know why they are asked to work and assignment.
- (5) Never do the assignment for the students, but guide them in solving their own problems- Students learn best by doing the job themselves.
- (6) When criticizing an assignment, always explain why it does not meet proper standards and how it can be improved. To maintain the student's interest and satisfaction, it is best to compliment him upon the good points of his work before constructively criticizing.
- (7) Commend students for outstanding work and effort- It is not enough to tell a student when he is wrong, comment on good work and effort.
- (8) Instill competitive spirit by posting work and accomplishment charts- Select good work and display it as an example for less skillful and slower students.
- (9) Guard against the practicing and developing of bad work habits- Practice does not make perfect, only perfect practice makes for perfection.
- (10) Provide assignments for slow, average, and fast students- Provision for individual differences is fundamental to good teaching.<sup>4</sup>

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<sup>4</sup> DeBenning, op. cit., p. 31.

## CHAPTER XIV

## COORDINATION OF A BEGINNING DISTRIBUTIVE EDUCATION PROGRAM

Coordination Defined

In order to relate the in-school instruction and study with the student-learner's work on the job, the coordinator must visit the training stations at regular intervals. This process of visiting the training agencies, conferring with the employers and employees, observing the student learners, and talking to them on the job is called coordination. With the information gained on coordination visits, the coordinator is able to develop his classroom course of study and to make his assignments of related subject matter parallel, correlate, and supplement the performance of the student on the job.<sup>1</sup>

Need for Coordination

Follow-up and supervision in the cooperative part-time distributive education program should be regarded by the coordinator as one of his foremost duties. He should have a clear understanding and appreciation of the need for coordination as well as its scope and objective. The following objectives should be achieved by the coordinator through coordination activities.

- (1) To prevent exploitation of student-learners.
- (2) To enable direct application of instruction received in school to that received on the job.
- (3) To determine progress of student-learners on the job.
- (4) To help solve immediate student-learner problems which arise on the job.
- (5) To enable the coordinator to broaden his knowledge of business practices and job requirements.

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<sup>1</sup> Ivins and Runge, op. cit., p. 324.

- (6) To secure knowledge of job-training atmosphere and working conditions.
- (7) To increase the coordinator's ability to think from the employer's viewpoint rather than from an academic viewpoint.
- (8) To bring immediate attention to all complaints regarding the training program.
- (9) To check on student-learners' work habits and attitudes.
- (10) To determine employers' and employees' reactions to the program.
- (11) To promote cooperation of employees and employers with the school.
- (12) To establish and fix definite relationships with all training agencies interested in the program.
- (13) To secure sources of instructional material and to secure trade and occupational information from the employer as to student's needs.
- (14) To provide for occupational adjustment of trainee when they have been misplaced.
- (15) To build goodwill for the school and the distributive education program.<sup>2</sup>

#### Frequency and Scheduling of Coordination Visits

Many factors will affect the number of visits made by a coordinator to training agencies. The number of trainees, distance of training stations from school, seasons of the year, other duties of the coordinator, and local rush business periods are some of these factors. The number of coordination visits will vary from once or twice a week in some programs to possible once a month in others. Most coordinators visit each training station at least once every two weeks and many of them at least once a week. Most of the coordinators feel that there is a high

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<sup>2</sup> Rakestraw, op. cit., p. 51.

correlation between the effectiveness of the coordination activities and the over-all success of the distributive education program.

The best practices now seem to show that a coordinator should keep close contact with students at the start of the classes in the fall. These close coordination activities should continue until the employer has a good understanding of what is to be done and is carrying out his responsibilities and until the trainees have demonstrated interest in their jobs and displayed sufficient ability to insure their acceptance by the training sponsor and employer. When this has been accomplished and as the school year progresses, the coordination visits may then be made less frequently. Much judgment will need to be exercised by the coordinator because each employer and trainee should be treated according to the demands of the situation, if the needs of the students are to be met effectively.

Because most of the distributive education trainees will receive their work experience in the afternoons, it is necessary that the coordinators do most of their coordination during the afternoon periods. The beginning coordinator will soon discover that it is difficult to see the employers and training sponsors between 12:00 and 1:45 P. M. This is because lunch hours in the retail stores are staggered and the skeleton force is usually busy until all the personnel has returned. Unless the coordinator selects the appropriate days and time of day for his coordination calls, much of his time may be wasted in waiting.

There are two general policies that may be followed by coordinators in working out a schedule of visits to training agencies. One makes no provision for an organized plan or definite schedule. In this case, the

coordinator may go to those agencies needing the most attention first and see others as he thinks necessary. This as a rule is not a good plan to follow, since a coordinator may spend most of his time in the training stations where he has close friends or where things are running most smoothly. Without a definite schedule of planned visits, the coordinator may allow problems to arise on student jobs that could have been avoided had a visit been made sooner. The other procedure is for the coordinator to work out a basic plan of coordination visits. Each training station should be listed and carefully checked to be sure that all are seen at stated intervals. A minimum number of visits in a certain period should be decided upon. If more visits are needed in certain training agencies, they should be completed in addition to the regular schedule.<sup>3</sup>

A daily coordination record form is available to all distributive education coordinators in Texas. These forms if used correctly will provide for a systematic plan of coordination of all training stations and in addition serve as a written record for all coordination activities. This form and its usage is shown in Illustration XI on page 115.

#### Coordination Visits with the Employers

Coordination of the distributive education program is primarily a problem of public relations and the employers are only one of the coordinators may publics. They are, however, the most important public with the exception of the students. Because of this fact, it is necessary that the coordinator give careful consideration to every coordination visit with the employers. The coordinator should as soon as possible find

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<sup>3</sup> State Department of Vocation Education, State of Connecticut, Methods of Coordination in Distributive Education, Revised, p. 7.



## ILLUSTRATION XI

Form DE 29

DAILY COORDINATION RECORDDISTRIBUTIVE EDUCATIONHours of Coordination 2:00 to 5:00 P. M. (Tues.) Date September 21, 1950

FOLLOW-UP IN TRAINING STATIONS	Remarks and Points to Remember to Use
Store: Safeway Food Store Training Sponsor: W. W. Boyd Trainee: Charles McGannon	<i>Charles is working in checking stand on Saturdays - needs training on use of cash register.</i>
Store: Wolard's Drug Store Training Sponsor: T. Wilson Trainee: Roger Bishop	<i>Roger is making satisfactory progress.</i>
Store: Western Auto Associate Training Sponsor: C. D. Maddox Trainee: Ralph Richey	<i>Ralph should have a pair of coveralls for doing installation work on cars.</i>
Store: City Drug Store Training Sponsor: T. Morgan Trainee: Mitilda Mathway	<i>Mitilda does not want to work on Sundays.</i>
Store: Garrett's Furniture Training Sponsor: C. Garrett Trainee: Ernest Beddough	<i>Recommends Ernest a license for delivery work.</i>
Store: Perry Brothers' Variety Training Sponsor: C. Elliott Trainee: Barbara Simmons	<i>Mr. Elliott is out of town.</i>
Store: Cady & Talbot Men's Wear Training Sponsor: B. Talbot Trainee: William Booher	<i>William was marking - checking mose - Parks his car in front of store instead of in the rear.</i>
CONFERENCES	Discussion
Employer: <i>Sillette</i> Trainee:	<i>wants to use motion picture projector Thursday - 5:30</i>
Employer: Trainee:	
Employer: Trainee:	

OTHER ACTIVITIES IN COORDINATION OF PROGRAM DOWNTOWN

*Represented high school at a meeting of the county fair committee in charge of exhibits. Report to teachers meeting on plans.*



and friend. Above all, don't embarrass the trainee while he is in the presence of his employer, co-workers, or friends. Most coordinators believe that it is best to give moderate praise for work well-done, but to save any criticism for the school period or conference period the next morning. Other precautions which the coordinator should exercise when making a coordination visit with student trainees include: (1) don't stay too long and make the student feel that you are trying to snoop, (2) don't interrupt trainees if customers are being served, and (3) have as the purpose of the coordination visits the accomplishment of the following objectives.

- (1) To become acquainted with the trainee's current job and to better understand the details of the job.
- (2) To understand the weaknesses or the strength of the trainee in the particular job.
- (3) To understand the possibilities of training on the particular phase of work the trainee is doing.
- (4) To aid in getting information for lesson sheets on the specific job the trainee is doing.
- (5) To aid in judging need for rotation so as to advise the employer.
- (6) To observe student ability as a basis for counseling about improvement and assignment of grades.
- (7) To cement friendship and respect of trainee for the coordinator.<sup>5</sup>

#### Coordination Problems

Things will not always go smoothly for the coordinator as the beginning coordinator will soon discover. A number of problems may be found during the visits with employers and trainees. The coordinator will need to study some of the typical problems and try to work out possible solutions

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<sup>5</sup> Texas, op. cit., p. 28.

thorough understanding of the scope of the training program, and deliberate coordination by the coordinator will tend to limit the number of problems the coordinator is required to deal with.

#### The Coordinator's Relationships with the School Faculty

The distributive education coordinator is a member of the high school faculty the same as any teacher of academic courses. It is the responsibility of the coordinator to see that he is regarded as such by other faculty members. In smaller schools some criticism may arise because the coordinator does not have study halls to supervise, less responsibility for extracurricular activities and duties, and fewer other routine tasks that regular teachers may perform. The coordinator must make them realize that there are many other duties taking up his time that are pertinent only to the cooperative part-time distributive education program. Actually, a good coordinator will put in longer hours than a regular classroom teacher if all functions of his job are performed. Good publicity and explanation of the program should eliminate much of this criticism. In addition to explaining the program to classroom teachers, the coordinator should make every effort to perform his share of school tasks so long as efficient administration of the distributive education program is not sacrificed. The following are other school functions in which the coordinator should lend his assistance.

- (1) Attend all teachers' meetings.
- (2) Join teachers' organizations such as the Texas State Teachers' Association and Texas Vocational Teachers' Associations.
- (3) Attend as many school functions as possible.
- (4) Offer services to other teachers and school administration during plays, sporting events, and other school activities.

(5) Perform general duties the same as the other teachers.

The coordinator should be cooperative and earnest in his endeavor to associate, work with, work for, and be in complete harmony with his fellow teachers. When your associates believe and know you to be a hard worker, they will have very few serious criticisms.<sup>7</sup>

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<sup>7</sup> Texas, op. cit. p. 29.

## CHAPTER XV

## THE ORGANIZATION AND ADMINISTRATION OF A DISTRIBUTORS' CLUB

Purpose of the Local Distributors' Club

The beginning coordinator of distributive education should realize that when the distributive education student graduates from high school, he should have not only a background of technical information and skills, but he should also have a knowledge of and an appreciation for his responsibilities as a citizen. An individual without such understanding is likely to have limited effectiveness in community affairs. The development, therefore, of an efficient social and civic minded individual should be an important objective of the distributive education program.

The development of leadership is not a haphazard procedure incidental to acquiring knowledge and skills, but is the result of precise planning of social activities through club work and competition in the fields of leadership which offer opportunities for self-expression and self-discipline. Through the medium of the Distributors' Club the student trainees grow in organizational ability and initiative, as well as in ability to enjoy wholesome recreational pursuits.<sup>1</sup>

Since the distributive education trainee usually works in the afternoon, his schedule will not permit participation in many of the extra-curricular activities of the school. Therefore, the need for social activity based on mutual interests is necessary. The problem may be met by the organization of a local Distributors' Club which has a wide variety of activities.

In order for the club to approach as nearly as possible the status

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<sup>1</sup> Florida, op. cit., p. 52.

of a professional organization, it is desirable for the local club to affiliate with the Distributive Education Clubs of Texas and the Distributive Education Clubs of America. Also the affiliation of the local club with the state and national organizations enables the clubs to exchange ideas, to develop greater leadership, to set higher occupational standards, and to promote all-around good citizenship.

Not only does the club idea provide many opportunities for the betterment of the student worker, but it also brings other important values to the cooperative part-time distributive education program. Some of these values include the following:

- (1) It enhances the prestige of the program in general, through furnishing opportunities to a student for participation in a vocational organization of his own.
- (2) It tends to raise the level of students entering the program by making it more professional in nature.
- (3) It develops civic consciousness and respect for the responsibilities of citizenship through community projects.
- (4) Through club operation and junctions, the businessmen in the community are given many chances to see what is being accomplished by the program.
- (5) It provides a means for giving considerable publicity to the distributive education program.<sup>2</sup>

#### The Aim and Objectives of the Distributive Education Clubs of Texas

The primary aim of the Distributive Education Clubs of Texas is the development of a high degree of leadership and citizenship in the students of today who are destined to take their place as tomorrow's leaders in the distributive businesses. This aim will be achieved by the carrying out of the following objectives:

- (1) To create in Distributive Education students an understanding and an appreciation of the importance of distribution in the economic life of our country.
- (2) To help students to find the occupation for which their personality best fits them.

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<sup>2</sup> Ivins and Runge, op. cit., p. 439.

- (3) To strengthen the individual's confidence in himself, and in his ability to do his job well.
- (4) To increase the store of knowledge of each individual student regarding the field in which he works.
- (5) To improve and strengthen the relations between the student and his employer.
- (6) To encourage a high level of scholarship.
- (7) To encourage the practice of thrift.
- (8) To participate as a group in projects designed to improve the efficiency of the distributive occupations.
- (9) To nurture a spirit of fair play and healthy competition between students who will carry his spirit over into the business world.
- (10) To provide for the development of organized recreational activities for Distributive Education students.<sup>3</sup>

#### Organization of the Distributors' Club

After the distributive education program has been in effect in the community for several weeks, and the students have become well acquainted, the coordinator should discuss with them the desirability of a club and the values to be gained by such an organization. The coordinator should read and discuss the State Constitution of the Distributive Education Clubs of Texas which should serve as a basis for the writing of the local club constitution. In addition, merits of officers should be explained as well as traditions and contests.

Local clubs should elect at least the following officers: president, vice-president, secretary-treasurer, and reporter. Other officers, such as a club historian and parliamentarian, may be elected if desired by club members. In order to provide necessary assistance to the officers in conducting the program of the club, standing committees should be provided for in the constitution and by-laws of each club, and the president of the club should have authority to appoint special committees

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<sup>3</sup> State Board for Vocational Education, State of Texas, Constitution of the Distributive Education Clubs of Texas, p. 5.

as the need arises.

It is usually necessary to have several organizational meetings for the purpose of setting up the machinery of the club and the election of officers. Every effort should be made by the beginning coordinator to see that these organizational meetings are well planned in order for the club to be established on sound principles and to insure the selection of well qualified leaders as officers of the club. Many coordinators recommend the selection of a nominating committee by club members at one of the organizational meetings as a good means of providing for the nomination of the well qualified club members at the meeting for the election of officers. As soon as possible during the organizational stage of the club, a definite time and place should be decided upon for the regular club meetings.

#### Club Meetings

If the school has set aside a time for activity periods, it is wise to use this time for the meeting of the Distributors' Club. This will enable the club to function efficiently since it is a period in which student trainees in separate classes in distributive education can be together and have unified club meetings. This plan also permits all of the class periods to be used for instructional purposes, giving the students a more balanced training program. In many instances, the school may not provide an activity period or it may not be long enough to transact some of the important business of the club, therefore, it is often necessary for club meetings to be held at a time other than during school hours.

Club meetings should be held at least once each month and more often



if possible. A survey was made in connection with this study of Distributors' Clubs in fifty-seven Texas high schools concerning the frequency and length of club meetings. This survey disclosed that fifty-one of the clubs held a meeting at least once a month and thirty-two of the clubs had a Distributors' Club meeting more often than once each month. The complete results of this survey can be seen in Table IX on page 126.

All business of the local club should be handled in the manner prescribed by the constitution of the club, and club meetings should be conducted according to the rules and regulations outlined in the manual for parliamentary procedures or the book, "Robert's Rules of Order".

The Distributors' Club is designed to develop character and to provide a means of expression for student trainees. In order that this end may be achieved, students should assume the full responsibility for conducting the business of the club. Student officers should preside at meetings; student officers and committees should plan all club activities, both professional and social; and student officers and members should handle all finances for the club.

The coordinator of distributive education should serve as an advisor to the club, and may make suggestions and help in the planning of programs as called on by the members of the club. It is also the duty of the coordinator to be present at all meetings of the club as the representative of the school officials and so that he may fulfill his obligation as an advisor most effectively.

The Distributors' Club must abide by all regulations laid down by school boards, by the superintendent of schools, or by the high school



TABLE IX  
 FREQUENCY OF DISTRIBUTIVE EDUCATION CLUB MEETINGS IN FIFTY-SEVEN TEXAS  
 HIGH SCHOOLS

Number of Club Meetings Each Semester	Number of Schools
One Meeting	3
Two Meetings	1
Three Meetings	2
Four Meetings	19
Five Meetings	3
Six Meetings	18
Seven Meetings	1
Eight Meetings	0
Nine Meetings	0
Ten Meetings	1
More than Ten Meetings	9

principal concerning the operation of school clubs.<sup>4</sup>

### Club Activities

There is a wide variety of programs and activities which may be sponsored by the Distributors' Club. A tentative list should be prepared by the local club outlining the type, date, and place for all the different activities and programs which the club would like to sponsor during the school year. This may assume the form of a club activities calendar. The following list of club projects and activities has been compiled to serve as a source of suggestions which may be used by activity committees in the planning of programs for the club.

#### Professional Activities:

- (1) Making field trips to retail, wholesale, and manufacturing outlets.
- (2) Asking speakers to appear before meetings of the club to talk on professional topics.
- (3) Sponsoring fashion shows, personality clinics, and the like both for the club and for the entire school, and securing recognized persons to help with these programs.
- (4) Preparing professional programs for presentation to the student body at assembly programs.
- (5) Backing a special "Distributive Education Club Edition" of the school paper- selling advertising, writing copy, and making all business arrangements for the edition.
- (6) Managing the school store, taking care of ordering, stocking, and selling which is necessary.
- (7) Keeping books for the school store filing invoices, checking orders, paying bills, making bank deposits.
- (8) Managing special school events, such as the sale of Red Cross buttons, Tuberculosis seals, and ticket sales.

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<sup>4</sup> Ibid., p. 6.

- (9) Engaging in competitive contests on a professional level with other Distributors' Clubs in the city, state, or nation.
- (10) Assisting merchant and trade associations in the conducting of market-week events.
- (11) Sponsoring club programs for civic groups such as Rotary, Lions' Optimist, and Kiwanis Clubs.
- (12) Planning initiation programs for new members.
- (13) Participating in and planning radio programs
- (14) Installing window displays publicizing the distributive education program.
- (15) Doing advance planning for club programs to be held throughout the year.<sup>5</sup>

**Social Activities:**

- (1) Employer-Employee Banquets
- (2) Reception parties for new members
- (3) Distributors' Club dances
- (4) Swimming parties
- (5) Picnics and barbecues
- (6) Skating parties
- (7) Bingo parties
- (8) Hayrides<sup>6</sup>

Of the many social activities, there is one that merits special consideration, the employer-employee banquet. The purpose of the employer-employee banquet is threefold:

- (1) To express to the employers appreciation for their participation in the training program.

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<sup>5</sup> Florida, op. cit., p. 53.

<sup>6</sup> Ibid., p. 53.

- (2) To give the employers a better conception of the job which they and the school are doing.
- (3) To bring about better understanding among employers, student trainees, and the school.

To make the banquet most successful it is suggested that it be organized with great care and well in advance of the actual date. The affair may be held in a hotel or some other community meeting place of prominence and distinction.<sup>7</sup>

The aim of all club activities, both professional and social, should be to carry out the over-all aim and purpose of the Distributors' Club. It is suggested that employers, training sponsors, and parents be invited to some of the social events throughout the year as the special guests of the students.

#### Financing the Distributors Club

One of the most difficult problems the Distributors' Club will encounter is a means of adequately financing the club's activities and programs. Since distributive education students are working, most clubs have voted to assess each club member a specific amount of money for club dues and let them pay each month out of their earnings. Other clubs have arranged to pay for their local activities out of income received from projects which the club has engaged in, such as operating concession stands at school events, operation of the school store, editing the school newspaper, or other work projects. There are advantages to be claimed for both methods of raising funds, but each club should decide this matter for itself according to the circumstances which exist in each local club.

A survey was made in connection with this study of fifty-seven

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<sup>7</sup> Ibid., p. 54.

TABLE X  
 METHODS USED TO FINANCE DISTRIBUTIVE EDUCATION CLUB ACTIVITIES IN  
 FIFTY-SEVEN TEXAS HIGH SCHOOLS

Methods Used	Number of Schools	
	Do	Do Not
Club dues	42	15
Concession stands	19	38
Club programs	10	47
Donations	6	51
Club work projects	22	35
Other methods	8	49

Distributors' Club in Texas high schools regarding the methods used in financing club activities and projects. The complete results of this survey are shown in Table X on page 130. Of the fifty-seven schools surveyed, forty-two of them charged trainees a fee for the payment of club expenses. The amount of dues charged by individual clubs will vary according to the extent of the club program, and the degree to which the club expects to finance its activities by means other than dues. Dues for membership in the Distributive Education Clubs of Texas is \$.75 per year per student and dues for membership in the Distributive Education Clubs of America is \$.50 per year per student. In any event, the dues should not be excessive, but they should be adequate to provide for a well-rounded club program.

#### Essentials of a Good Distributors Club

There are seven essentials of a good Distributors Club which the beginning coordinator should recognize and strive to develop and provide for in a newly organized distributive education program. They are:

- (1) Interested members- Distributive education students must be interested in the club because they visualize the benefits which they will derive from active participation in the organization.
- (2) Capable officers and leaders- Any organization is only as strong as its leadership. As a result, the Distributors' Club should select the best qualified students for its leaders.
- (3) A challenging program of work- The club must provide the members with interesting, worthwhile, programs which challenges the abilities of every member.
- (4) Adequate financing- In order to carry out a successful activities calendar, it is necessary that funds be provided for the scheduled club activities and programs.
- (5) Distributed responsibility shared by all members- Each and every club member must make a contribution to the organization by

active participation in all club functions.

- (6) Proper equipment and records- To adequately provide for the symbolism and ceremonies which the club should provide for club members it is necessary that proper equipment and records be maintained.
- (7) A knowledge of the Distributive Education Clubs of America and the Distributive Education Clubs of Texas- Club members should feel they are a part of a state-wide and national fraternal organizations.

PART IV

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APPENDIX



218 North Main Street,  
Stillwater, Oklahoma.

Dear Fellow Coordinator,

I have selected as a problem for research the preparation of a "Handbook for Beginning Distributive Education Coordinators in Texas". It is planned to include in this handbook the many ideas and experiences which you and other coordinators have encountered in the organization and operation of a successful distributive education program. This handbook should enable a beginning coordinator in a new program, as well as experienced coordinators, to benefit from your pioneering.

In order that this handbook may include a large number of worthwhile ideas and experiences, it is necessary to ask for a few minutes of your time to be used in checking the enclosed inquiry blank.

Although the inquiry blank may at first appear to be lengthy, actually it will require very little of your time because there are few answers to be written; you need only check the most appropriate answer for each question.

If you feel that a handbook would serve a definite need and would aid all coordinators, more especially the beginning coordinator, in doing a better and more thorough job in training the future businessmen and women of Texas in distributive education classes, then I would appreciate very much your cooperation in completing the inquiry blank and returning it in the enclosed stamped, self-addressed envelope.

Yours truly,

Glenn C. Moore

**Instructions:** Please check with an "X" all of the following questions and check-lists that apply to your distributive education program.

**Example:** 0. Do you desire that a summary of the findings of this study be sent to you free?

- \_\_\_\_\_ a. yes  
\_\_\_\_\_ b. no

Name of high school: \_\_\_\_\_

Location of high school: \_\_\_\_\_

Enrollment of high school (1950-51): \_\_\_\_\_

Enrollment in high school distributive education classes (1950-51):  
\_\_\_\_\_

Number of years the distributive education program has been in operation:  
\_\_\_\_\_

1. If you make a survey of distributive occupations in your community before the beginning of each school year, check the types of information you derive from the survey.
  - \_\_\_\_\_ a. names of businesses and places of employment
  - \_\_\_\_\_ b. number of employees in each place
  - \_\_\_\_\_ c. sex of the employees in each place
  - \_\_\_\_\_ d. wage scale for employees in each place
  - \_\_\_\_\_ e. kinds of jobs in each place
  - \_\_\_\_\_ f. number of employees in each kind of job
  - \_\_\_\_\_ g. number of new employees hired during each year
  - \_\_\_\_\_ h. major job requirements in the way of preparation
  - \_\_\_\_\_ i. opportunities for advancement in the business
  - \_\_\_\_\_ j. training opportunities within each kind of job
  - \_\_\_\_\_ k. age of the business
  - \_\_\_\_\_ l. other information: \_\_\_\_\_
  
2. If you make a survey of distributive occupations in your community, check the method or methods you use in making your survey.
  - \_\_\_\_\_ a. individual interviews
  - \_\_\_\_\_ b. questionnaires
  - \_\_\_\_\_ c. student workers
  - \_\_\_\_\_ d. directory tabulations
  - \_\_\_\_\_ e. civic organization project
  - \_\_\_\_\_ f. other methods: \_\_\_\_\_
  
3. Check the number of members you have in your advisory committee.
 

_____ a. three	_____ f. eight
_____ b. four	_____ g. nine
_____ c. five	_____ h. ten
_____ d. six	_____ i. eleven
_____ e. seven	_____ j. more than eleven

4. Check the number of times your advisory committee meets each school year.
- |                                   |   |
|-----------------------------------|---|
| <input type="checkbox"/> a. one   | <input type="checkbox"/> e. five            |
| <input type="checkbox"/> b. two   | <input type="checkbox"/> f. six             |
| <input type="checkbox"/> c. three | <input type="checkbox"/> g. seven           |
| <input type="checkbox"/> d. four  | <input type="checkbox"/> h. more than seven |
5. Check the types of publicity you have used effectively in the operation of your distributive education program.
- a. newspapers
- b. radio
- c. letters
- d. school publications
- e. store windows
- f. other publicity: \_\_\_\_\_
6. Check the methods you have used effectively to screen students who desire to enroll in your distributive education program.
- a. examine school record cards
- b. ask principal and other teachers to evaluate students
- c. secure recommendations from employers
- d. work with vocational guidance department
- e. give students interest and aptitude tests
- f. personal interviews with students
- g. other methods: \_\_\_\_\_
7. Check the reasons your students most frequently give for wanting to enroll in distributive education.
- a. earn money while in school
- b. prepare to earn a living
- c. prepare for college work
- d. desires of parents
- e. to get out of school in the afternoons
- f. avoid taking other subjects
- g. learn about business
- h. others: \_\_\_\_\_
8. Check the traits you regard as necessary for distributive education students to have.
- a. high I. Q.
- b. neat appearance
- c. good scholastic record
- d. mature attitude
- e. honesty
- f. common sense
- g. cleanliness
- h. willingness to work
- i. good health
- j. other traits: \_\_\_\_\_

9. Check the requirements you consider it necessary for training stations to meet before distributive education students are placed there to work.
- a. pay reasonable wages to trainees
  - b. will give continuous employment to trainees while in school
  - c. is easily accessible to school
  - d. willing to retain students in the organization after graduation
  - e. regard distributive education as a training program
  - f. willing to rotate students for maximum amount of training
  - g. employ modern and accepted business practices
  - h. trainees have competent employees to work with
  - i. is a reputable business firm
  - j. offers opportunities for trainees to advance
  - k. other requirements: \_\_\_\_\_
10. Check the techniques you have used successfully in the placement of distributive education students in training stations.
- a. send more than one student to apply for a training position
  - b. let each student apply for the job he desires
  - c. send a letter of introduction with each student applicant.
  - d. send only one student to apply for the job at each designated time
  - e. arrange with the employer for the coordinator to notify the student of his employment after the employer has interviewed all applicants.
  - f. coordinator selects a training station for the student and notifies student to report to that station
  - g. leave it to the student to find a training position for himself with no assistance from the coordinator
  - h. make it possible for a student to apply for more than one job
  - i. try to determine the type of student the employer desires in advance of interview dates
  - j. confer with the employer before the final selection of student trainee has been made
  - k. other techniques: \_\_\_\_\_
11. Check the main reasons why students in your distributive education program become dissatisfied with their jobs.
- a. inadequate pay
  - b. unsatisfactory working conditions
  - c. a different type of work than they expected
  - d. unable to participate in many of the school activities
  - e. dissatisfied with their training sponsors
  - f. do not receive proper recognition for their work
  - g. work requires so much of their time they are required to neglect some of their other studies
  - h. unable to meet the physical requirements to do a good job
  - i. other reasons: \_\_\_\_\_

12. Check the teaching methods you have used and have found to be effective in presenting related study lessons.
- a. classroom lectures
  - b. class discussions
  - c. text book assignments
  - d. prepared oral reports
  - e. visiting speakers
  - f. projects
  - g. field trips
  - h. visual aids of various kinds
  - i. class demonstrations
  - j. other methods: \_\_\_\_\_
13. Check the equipment you regard as necessary in a distributive education classroom to create an atmosphere which is conducive to good teaching.
- a. tables and chairs
  - b. sound motion picture projector
  - c. wire or tape recorder
  - d. classroom library
  - e. magazine display stand
  - f. compartment cabinet for manuals
  - g. classroom display cases and counters
  - h. steel filing cabinets
  - i. slide film projector
  - j. record player
  - k. typewriter
  - l. bulletin board
  - m. cash register
  - n. other equipment: \_\_\_\_\_
14. Check the number of different reference books for distributive education that you have available in your classroom library.
- |  |  |
|--|--|
| <input type="checkbox"/> a. none             | <input type="checkbox"/> f. 21 to 25 volumes   |
| <input type="checkbox"/> b. 1 to 5 volumes   | <input type="checkbox"/> g. 26 to 50 volumes   |
| <input type="checkbox"/> c. 6 to 10 volumes  | <input type="checkbox"/> h. 51 to 75 volumes   |
| <input type="checkbox"/> d. 11 to 15 volumes | <input type="checkbox"/> i. 76 to 100 volumes  |
| <input type="checkbox"/> e. 16 to 20 volumes | <input type="checkbox"/> j. over a 100 volumes |
15. Check the different types of magazines and trade journals in your classroom library for use by distributive education students.
- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> a. none     | <input type="checkbox"/> e. 16 to 20 |
| <input type="checkbox"/> b. 1 to 5   | <input type="checkbox"/> f. 21 to 25 |
| <input type="checkbox"/> c. 6 to 10  | <input type="checkbox"/> g. over 25  |
| <input type="checkbox"/> d. 11 to 15 |                                      |
16. Check the classroom problems which you have encountered in the operation of your distributive education program.
- a. school regulations
  - b. inadequate equipment
  - c. discipline of students
  - d. congested conditions
  - e. excessive absenteeism
  - f. counsel with students regarding personal problems
  - g. others: \_\_\_\_\_

17. Check approximately how often you give hour-long examinations in your distributive education classes.
- a. never
  - b. one each week
  - c. one every two weeks
  - d. one every three weeks
  - e. one every six weeks
  - f. one each semester
18. Check the different types of examinations you have used effectively in distributive education classes.
- a. essay or discussion
  - b. objective
  - c. combination of essay and objective
  - d. case studies
  - e. others: \_\_\_\_\_
19. Check the school functions in which you participate and the school activities to which you lend your assistance.
- a. teachers' meetings
  - b. teachers' organizations
  - c. school athletic events
  - d. school programs
  - e. school sponsored projects
  - f. school social events
  - g. others: \_\_\_\_\_
20. Check the means you have used effectively to finance your distributive education club activities.
- a. club dues
  - b. concession stands
  - c. club programs
  - d. donations
  - e. club work projects
  - f. others: \_\_\_\_\_
21. Check the types of social functions that are sponsored by your distributive education club.
- a. dances
  - b. picnics
  - c. employer-employee banquets
  - d. parties
  - e. hayrides
  - f. sports
  - g. others: \_\_\_\_\_
22. Give the number of meetings your distributive education club has each semester. \_\_\_\_\_
23. Give the approximate length of time for your average distributive education club meeting. \_\_\_\_\_

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