

AN INTERPRETATIVE HISTORY OF
DISTRIBUTIVE EDUCATION 1936-1972,
AS SEEN BY SELECTED LEADERS

VOLUME 1

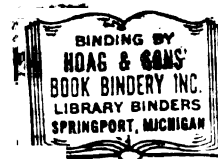
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MICHIGAN STATE UNIVERSITY
LORRAINE T. FURTADO
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ABSTRACT

AN INTERPRETATIVE HISTORY OF DISTRIBUTIVE EDUCATION 1956-1972, AS SEEN BY SELECTED LEADERS

by

Lorraine T. Furtado

Distributive Education is a program of instruction for students which today, in the early 1970's, is in a rapid growth period. The demands for properly prepared workers for marketing and distributive occupations and the interest of youth and adults in preparing for productive employment are causing Distributive Education programs to expand in scope. Distributive Education is an instructional program developed in response to the needs of our society.

The Problem

The problem of this study was one of tracing the historical development in an educational field with particular reference to significant social, economic, legislative and educational forces. The study was one of searching out the history as remembered and related by contemporary distributive educators.

The primary thesis of this study was that the goals, curriculum, and instructional system of the Distributive Education program have emerged out of and been modified by a set of forces (social, economic, legislative, and educational forces) as well as the activities of personalities.

Lorraine T. Furtado

The secondary thesis was that the writing of an historical record of this educational field and at this stage of its development can best be derived at through stating the viewpoints of leadership personnel

ABSTRACT

AN INTERPRETATIVE HISTORY OF DISTRIBUTIVE EDUCATION 1936-1972, AS SEEN BY SELECTED LEADERS

Outcomes of the Study

by

The intention of this Lorraine T. Furtado is a comprehensive document. Distributive Education is a program of instruction for marketing which today, in the early 1970's, is in a rapid growth period. The demands for properly prepared workers for marketing and distributive occupations and the interest of youth and adults in preparing for productive employment are causing Distributive Education programs to expand in scope. Distributive Education is an instructional program developed in response to the needs of our society.

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Lorraine T. Furtado

The secondary thesis was that the writing of an historical record of this educational field and at this stage of its development can best be derived at through stating the viewpoints of leadership personnel who have lived through its developmental years.

Outcomes of the Study

The intention of this study was to provide a comprehensive document which will offer illumination, direction, and guidance to those interested in the development of Distributive Education. More importantly, the researcher sought continually answers to three major questions which could provide meaningful outcomes for the field of Distributive Education:

1. To bring together in one document information not previously available or available only in scattered places.
2. To provide a meaningful historical record of the three major components of the system; strategy, structure, system.
3. To derive meaning from historical events by relating them to established practices and procedures known to the people in the profession.

Procedure and Scope

This study encompassed three procedural phases in its design and development. The procedural phases were:

1. Planning the study
2. Collecting the data
3. Processing the data

The design emphasized interpretive accounts of the history of Distributive Education as seen and lived by identified leaders in Distributive Education. The central theme of this study was the

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personal recollections of three groups of individuals: (1) the pioneer group (1936-1946), (2) the early implementers (1947-1960), and (3) the contemporary leadership (1961-1972).

This historical account as lived by, talked about, recorded, and presented in this study can be expected to provide the readers of this study with an understanding of the fundamental issues, problems, and challenges at various periods of time within a field of education known as Distributive Education. However, it was important to synthesize the information available through documented literature and to present the personal accounts into a meaningful description of the history of Distributive Education. The strategy/structure/systems approach was used to design a three dimensional matrix that would describe and analyze the development of Distributive Education from its 1936 origin until 1972.

A total of 38 individuals were interviewed for the study. The cassette tapes from all of these interviews yielded approximately 4,825 pages of transcript generated for 89 hours of interviews. Approximately 9,000 miles were logged by the researcher in air and automobile travel to collect the data for this study.

Conclusions

It seems that all American Education has been seeking answers to three fundamental issues: 1) quantity of education, 2) equality of education, and 3) quality of education. Distributive Education has not escaped the search for answers to these questions. In fact, Distributive Education has responded well to each but not without some confusion, perplexity, and struggle.

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The chance for an opportunity to prepare oneself for an occupation in the fields of marketing and distribution is now available in some sort, in every state. Issues related to equality of Distributive Education programs and the opportunity for an individual to become a member of a Distributive Education program remain still unresolved. And it is to these questions that Distributive Education now appears to turn.

Lorraine T. Furtado

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Secondary
Education and Curriculum

1973

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1936-1972, AS SEEN BY SELECTED LEADERS

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by

Lorraine T. Furtado^{heresa}

Volume I

The Development of the Strategy,

Structure, and System of Distributive

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1936-1972, AS SEEN BY SELECTED LEADERS

Volume I

LORRAINE T. FURTADO

1973

The Development of the Strategy,
Structure, and System of Distributive
Education

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DEDICATION

To Dad and the memory of Mom

who knew the meaning of love

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and devoted so much to me.

LORRAINE T. FURTADO

1973

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A SPECIAL ACKNOWLEDGEMENT

DEDICATION

To Peter G. Haines for his valuable assistance,

guidance, inspiration, understanding, and for

To Dad and the memory of Mom

who knew the meaning of love

and devoted so much to me.

ACKNOWLEDGMENTS

My thanks are due to so many who made this study possible.

A SPECIAL ACKNOWLEDGEMENT

... my commitment to the study was inspired by the interest and direction of Taylor, Dr. Rex May and Dr. Robert Polard.

... To Peter G. Haines for his valuable assistance, each gave so much of their time and effort without hesitation.

... my typing and editorial staff -- Betty Schroeder, Jean Hirschy, Charles and Barbara Gifford -- for their many hours of work plus their personal friendship.

... my dear, dear friend Laura Mattos for making available to me a revolving charge account.

... my godparents and my godchildren for all their inspiration and love.

... the entire Haines family for their friendship and a special thanks for all their help during the days of crises.

... my dear professional and personal friends who were always available when I needed their advice and counsel.

Lorraine T. Purtado

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... my committee members -- Dr. Peter G. Haines, Dr. Donald Taylor, Dr. Rex Ray and Dr. Robert Poland -- for their interest and direction.

... all the leadership personnel interviewed for this study. Each gave so much of their time and effort without hesitation.

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To the casual observer, Distributive Education may appear to be only courses intended to prepare individuals for occupations in retailing. A more in-depth study, however, reveals that Distributive Education has a depth more than the casual observer might expect.

Distributive Education is comprised of programs of occupational instruction in the field of distribution and marketing. These programs are designed to prepare individuals to enter, or progress or improve competencies in, distributive occupations. Emphasis is on the development of attitudes, skills and understanding related to marketing, merchandising, and management. Instruction is offered at the secondary, post-secondary, and adult education levels and is structured to

meet the requirements for gainful employment and entrepreneurship at specified occupational levels. Distributive occupations are found in such areas of economic activity as retail and wholesale trade, finance, insurance, real estate, services and service trades, manufacturing, transportation, utilities, and communications.¹

CHAPTER I

THE PROBLEM AND PROCEDURES

Distributive Education is a program of instruction for marketing which today, in the early 1970's, is in a rapid growth period. The demands for properly prepared workers for marketing and distributive occupations and the interest of youth and adults in preparing for productive employment are causing Distributive Education programs to expand in scope. Distributive Education is an instructional program developed in response to the needs of our society. The historical roots of Distributive Education are deep in Americans' thoughts and actions. Over the years the program has been nurtured by research findings, by legislative support reflective of society's intentions, by strong and dedicated leadership, and by support from the marketing and distribution community.

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1. Panel of Consultants on Vocational Education (Washington, D. C.: U. S. Department of Health, Education and Welfare, Printing Office, 1963), p. 31

meet the requirements for gainful employment and entrepreneurship at specified occupational levels. Distributive occupations are found in such areas of economic activity as retail and wholesale trade, finance, insurance, real estate, services and service trades, manufacturing, transportation, utilities, and communications.¹

Distributive Education's mission has long been to prepare individuals for entry, adjustment, and advancement in marketing and distributive occupations. A distributive occupation by legal definition is:

... an occupation that is followed by proprietors, managers, or employers engaged primarily in marketing or merchandising of goods or services. These occupations are commonly found in various business establishments, such as retailing, wholesaling, manufacturing, storing, transporting, financing, and risk bearing.²

President Kennedy's Panel of Consultants on Vocational Education in 1963

defined Distributive Education as:

... a program of instruction largely related to principles and practices of marketing and distribution.³

Supportive of this viewpoint, Edwin L. Nelson, in a speech before the Washington, D. C., Chapter of the Administrative Management Society, said that:

Distributive Education is a program of occupational instruction in the field of distribution and marketing. Its purpose is to qualify individuals for employment responsibilities in

¹U. S. Office of Education, Vocational Education and Occupations (Washington, D. C.: U. S. Department of Health, Education and Welfare, 1969), p. 19.

²U. S. Office of Education, Administration of Vocational Education: Federal Allotments to States, Rules and Regulations, Part 104 (Washington, D. C.: U. S. Department of Health, Education and Welfare, reprinted from Federal Register, August 28, 1964), p. 12353.

³U. S. Department of Health, Education, and Welfare, Office of Education, Education for a Changing World of Work, Report of the Panel of Consultants on Vocational Education (Washington, D. C.: Government Printing Office, 1963), p. 31

distributive occupations. A distributive occupation is any work assignment that involves a marketing function.⁴

As an instructional program for youth and adults, Distributive Education, through its various curriculum patterns, leads to the achievement of competencies necessary for varying jobs and job levels in the field of marketing and distribution. Distributive Education programs are offered in secondary, post-secondary, and adult institutions. These curriculums help Distributive Education achieve not only educational responsibilities in our society but social and economic responsibilities as well. These responsibilities are outlined in a statement of the goals of Distributive Education:⁵

1. To offer instruction in marketing and distribution.
2. To aid in improving the techniques of distribution.
3. To develop an understanding of the wide range of social and economic responsibilities which accompany the right to engage in distribution in a free, competitive society.

In its brief history Distributive Education has endured a number of crises while emerging from obscurity as did the marketing sector of our economy. Much of the early Distributive Education preparation was salesmanship training done by large companies for their own personnel. The early 1900's saw the beginnings of schools of retailing whose primary aim was sales training. Distributive Education really came into being in 1936 under the impetus of the George-Deen Act. The George-Deen Act became effective on July 1, 1937; and for the first

⁴ Edwin L. Nelson, "The Program of Distributive Education," a position paper presented at the Washington, D. C., Chapter of the Administrative Management Society, February 28, 1967.

⁵ U. S. Office of Education, A Study of Curriculum Development in the High School Cooperative Program (Washington, D. C.: U. S. Department of Health, Education and Welfare, 1960), p. 20.

time an annual allotment of \$1.2 million was authorized for vocational programs in the distributive occupations.⁶ Education for distributive occupations has seen dramatic changes as a field of education. At times changes often were very rapid and most strenuous. Distributive Education has had its periods of prosperity and recession. It developed out of the Great Depression and has developed in its 36-year history into a program of instruction with manifold dimensions and large impact on people.

THE PROBLEM

The problem of this study was one of tracing the historical development in an educational field with particular reference to significant social, economic, legislative, and educational forces. The study was one of searching out the history as remembered and related by contemporary distributive educators.

The primary thesis of this study was that the goals, curriculum, and instructional system of the Distributive Education program have emerged out of and been modified by a set of forces (social, economic, legislative, and educational forces) as well as the activities of personalities.

The secondary thesis was that the writing of an historical record of this educational field and at this stage of its development can best be derived through stating the viewpoints of leadership personnel who have lived through its developmental years.

⁶U. S. Department of Health, Education, and Welfare, Office of Education, Education for a Changing World of Work, p. 39.

Outcomes of the Study

If one tries to comprehend the present status of Distributive Education, is there still value in examining the past efforts of others? Has anything really changed? Can knowledge from the past identify ideas and understandings not readily known today? Or does there exist somewhere, in the back corner of these well chronicled events, some undisclosed meaning which could reveal the present as something other than a vain repeat of earlier mistakes?

History is the business of trying to grasp this meaning; and when the historian is able to articulate it for adaptation in the present, he may offer something of great value. The historian's task is one which requires him to delve into annals (both primary and secondary) to obtain conclusive evidence pertinent to the history. History may not, as some claim, repeat itself; but there may be a disturbing redundancy in it. Most of us look to history for illumination of present experience, some sense of direction, or guidance toward relevant decision making. And this is what the serious historian knows he must deliver--not precedents, but an understanding of what it takes for something to become a precedent for today's thinking.

The intention of this study was to provide a comprehensive document which will offer illumination, direction, and guidance to those interested in the development of Distributive Education. More importantly, the researcher sought continually answers to three major questions which could provide meaningful outcomes for the field of Distributive Education:

1. To bring together in one document information not previously available or available only in scattered places.

2. To provide a meaningful historical record of the three major components of the system--Strategy/Structure/System.
3. To derive meaning from historical events by relating them to established practices and procedures known to the people in the profession.

Need for the Study

There was a special reason, as society enters the late twentieth century, to prepare an account of the history of Distributive Education. Little has been written of the history of Distributive Education. Most of the leaders whose contributions to Distributive Education have been significant are overwhelmingly contemporary distributive educators who are continuing to make progress for Distributive Education. This study could not be delayed because valuable information may cease to exist since much is unrecorded and is available only in the memories of leaders. "A field if it has any real scholarliness has a responsibility to record itself."⁷

The history of Distributive Education describes the manifold dimensions of a program of vocational instruction as it has developed out of a series of actions. To understand the character of Distributive Education, it is necessary to study its past. Distributive educators and others need to know how the present Distributive Education system has grown from its roots in the past. Knowing what Distributive Education has been can empower individuals to arrive at more sound appraisals of the effectiveness of the present program and to formulate wise policies which can guide future development in Distributive Education.

⁷Peter G. Haines, in a conversation related to the writing of the historical account, November 15, 1972.

We are now entering a new era in which large numbers of new teachers are being trained who, when they become practitioners, are of a chronological age who cannot recall the past or the societal conditions in which the past existed.⁸

Limitations of the Study

There are phenomenal amounts of material available for investigation by a researcher. Some are written; most are accounts told by people. The researcher must, therefore, exercise judgment and preference in selecting those items to be included. Inherent in this process is the knowledge that, in so doing, one might inevitably alienate a certain percentage of readers who will disagree with both the inclusions and the omissions. As with the preparation of any historical account, the investigator examined all data for its authenticity and validity since a possibility always exists that a bias or undue subjectivity may be related in personal accounts.

Another possible limitation of this study should be recognized. It is reasonable to expect that some people will be unwilling to have documented many failures or mistakes in which they were involved. Also, through modesty, some are unwilling to discuss their successes. However, it is reasonable to assume that there are minor limitations. They have been minimized through in-depth cross-checking.

It is further recognized that this study was limited to historical accounts, primarily dependent upon individual recollections expressed by contemporary distributive education leaders during the period from 1936 to 1972. Memory does not always serve well. Further, this study was limited by the number of people who could be classified as contemporary Distributive Education leaders.

⁸Ibid.

Basic Assumptions

An evaluative history of the type undertaken in this study is predicated upon certain basic assumptions. The first assumption is that there is, in fact, no single cause for the development of Distributive Education. Therefore, it is relevant to find and trace a multitude of causes. Another closely related assumption is that Distributive Education is not isolated and divorced from the other processes and forces that comprise an era.

A third assumption is that the ideas, concepts, interpretations, and opinions related and stated by qualified observers and participants were pertinent to the times and reflect more than their own individual biases. More directly, consensus of opinion will be assumed when the same themes are repeated by several individuals. Lastly, it is assumed that the model for a "Systems Approach for Improving Instruction" (Strategy/Structure/System)⁹ is inclusive of all components of the field of Distributive Education and will continue to be important in the future growth and development of the profession.

PROCEDURE AND SCOPE

This study encompassed three procedural phases in its design and development. These procedural phases were:

1. Planning the study
2. Collecting the data
3. Processing the data

⁹ Ralph Mason and Peter G. Haines, Cooperative Occupational Education and Work Experience in the Curriculum (Danville: The Interstate Printers and Publishers, Inc., 1972), pp. xv-xviii.

¹⁰ *ibid.*, p. xvii.

Planning the Study

Defining the parameters was the first step in identifying the focus of the historical narrative. The focus could have been directed toward an individual, a group, an idea, a movement, or an institution. However, no one of these elements in historical observation can be considered in isolation because they are interrelated. The parameter was on individuals and their contributions to Distributive Education.

With this in mind, the design centered on high points in the development of Distributive Education since its legal inception with the federal enactment of the George-Deen Act. The design emphasized interpretive accounts of the history of Distributive Education as seen and lived by identified leaders in Distributive Education. The central theme of this study was the personal recollections of three groups of individuals: (1) the pioneer group, (2) the early implementers, and (3) the contemporary leadership.

This historical account as lived by, talked about, recorded, and presented in this study can be expected to provide the readers of this study with an understanding of the fundamental issues, problems, and challenges at various periods of time within a field of education known as Distributive Education. However, it was important to synthesize the information available through documented literature and to present the personal accounts into a meaningful description of the history of Distributive Education. The "Strategy/Structure/Systems" approach¹⁰ was used to design a three-dimensional matrix that would describe and analyze the development of Distributive Education from its 1936 origin until 1972.

¹⁰Ibid., p. xvii.

In the sorting process, the transcripts were first of all analyzed and processed according to this three-dimensional matrix into three parts: (1) Strategy, (2) Structure, and (3) System. An attempt has been made to delineate three generally equal parts of Distributive Education history. The first spans the strategy. The second part is the structure, and the third part is the system. All of the data has been interpreted in this way for the period under consideration.

Strategy. Strategy (inputs) affects the historical development of Distributive Education. These inputs represent social, economic, legislative, and educational causes for Distributive Education's development.

The strategy emerges from consideration of a series of inputs which represent the needs, expressed or implied, of the groups to whom the educational program will relate.¹¹

Structure. The structure which emerges for the program affects the historical development of Distributive Education. The structural framework includes curriculum, program development, equipment, ancillary and supporting services. Structure in the form of curriculum, supportive services, and program development represents the framework which emerges for the program within a given institution.

System. "The system in detail emerges when the basic decisions of Strategy and Structure have been made and finally when the program gets underway."¹² System is a dynamic and flexible force which makes the assumption that strategy and structure are already operational.

These interpretations to a large degree governed the content included in that part. The parts have been sectioned in order to

¹¹ Ibid.

¹² Ibid.

focus upon one or another aspect of Distributive Education during the period. It is the view of this writer that the process of education is an integral and interrelated part of the total matrix of any period of time. To treat Distributive Education in isolation, divorced from the other processes and forces that mold an era, is, of course, misleading.

Review of Related Literature. No previous cumulative comprehensive historical study has been made of Distributive Education. Due to the lack of any comprehensive historical research in Distributive Education, there was need to read extensively the literature in the field to become implanted in a given historical period of development. In order to express the issues related by a Distributive Education leader, there was need to read extensively that individual's publications and the publications of the era to get a flavor of the times, people, and places. Therefore, a bibliography for this study was developed which checked all major sources.

Selecting the Sample. By employing an historical research method of systematic inquiry, this study sought data from personal observations, interviews, documents, and records. The main source of data was interviewing Distributive Educators. Leading contemporary Distributive Educators were asked to contribute their first-hand accounts of significant events and activities which have given Distributive Education its roots. It is from these accounts that a history of Distributive Education is written.

An initial attempt was made to provide a sample by probing selected Distributive Educators attending and participating in the National Distributive Education Methods Conference at Michigan State University

in the Summer of 1971. Following this, the writer contacted individuals based on information obtained from a survey conducted by Dr. Peter G. Haines in 1968. This survey asked Distributive Educators to identify those individuals who they thought "were the pioneers in Distributive Education."¹³ Thirty-five questionnaires were returned.

On June 2, 1971, a letter was sent to all teacher educators and all state supervisors whose names appeared on the U. S. Office of Education Distributive Education roster. The letter requested their advice and counsel (see Appendix A). These individuals were requested to provide the following information:

1. Who are the leaders in Distributive Education that I should contact?
2. Do you have any suggestions on materials I should read and investigate?

A total of 60 responses were received. These responses came from 31 teacher educators and 24 state supervisors representing a total of 25 states. The responses to these two surveys formed the sample of interviewees for the study. Two additional primary contributors in the collection of data emerged during the probing of primary sources (Ann Berry and Louis Spilman).

Collecting the Data

Based upon the responses obtained from the Haines survey¹⁴ and the June 2, 1971, letter of inquiry (see Appendix A), arrangements were made to personally interview the individuals listed in Table 1.

¹³Peter G. Haines, "Survey for Council for Distributive Teacher Education (CDTE) Newsletter," 1968.

¹⁴Ibid.

For numerous reasons it was not possible to personally interview all of those individuals identified. The reasons were: (1) they were deceased; and (2) they were unable to contact. A set of open-ended questions (see Appendix B) and a cassette tape were mailed to those distributive educators identified in Table 2.

A total of 38 individuals were interviewed, 24 through personal interviews and 14 by mail. The cassette tapes from all of these interviews yielded approximately 4,825 pages of transcript generated from 89 hours of interviews. The initial site for conducting many of the personal interviews was the National Distributive Education Methods Conference held at Michigan State University in the Summer of 1971. Additional personal interviews were conducted via air travel and a two-week automobile trip through the eastern and southeastern portions of the United States. Approximately 9,000 miles were logged by means of the above air and automobile travel.

Procedures for insuring objectivity were employed. It was clearly recognized at the outset that a basic limitation of this study was the possibility for bias or undue subjectivity being related. Each interview was taped, transcribed, and examined for its authenticity and validity. The same set of open-ended questions (see Appendix B) were used for each interview. This provided a framework for checking the accuracy of statements. Names and dates were carefully checked with printed literature. In addition to developing general open-ended questions, more selective questions were written for each personal interview to explore in more depth the leader's area of expertise.

TABLE I

INDIVIDUALS PERSONALLY INTERVIEWED FOR THE STUDY

Name of Interviewee	Date of Interview	Number of Interview Hours	Number of Pages of Unedited Transcript	Number of Final Transcript Pages
Applegate, Harry	Aug. 18, 1971	4 hrs.	36	19
Ashmun, Richard ¹	Sept. 24, 1971	2 hrs.	22	11
Beaumont, John	Aug., 1971	6 hrs.	90	39
Berry, Ann ²	Aug. 24, 1971	4 hrs.	88	35
Biddle, James ¹	June, 1971	40 mins.	21	17
Brown, T. Carl	Aug. 1971	5 hrs.	80	28
Crawford, Lucy ¹	Aug. 1971	6 hrs.	95	25
Dorr, Eugene ¹	June, 1971	40 mins.	21	17
Ely, Vivian ³	Aug. 23, 1971	4 hrs.	69	27
Gillespie, Karen ⁴	June, 1971	20 mins.	18	8
Harris, Edward ¹	June, 1971	4 1/2 hrs.	28	26
Horan, James ⁵	Aug. 26, 1971	3 hrs.	49	27
Joy, Robert ⁶	June, 1971	30 mins.	20	13
Loos, Marguerite ⁷	Oct. 11, 1971	7 hrs.	130	15
Marks, Mary	Aug. 19, 1971	5 hrs.	75	34
Mason, Ralph ¹	June, 1971	30 mins.	20	12
Meyer, Warren	Oct., 1971	6 hrs.	125	34
Nelson, Edwin ¹	Aug. 1971	4 hrs.	35	23
Nye, Bernard ¹	Oct. 1971	2 hrs.	24	18
Richert, G. Henry	June, 1971	30 mins.	29	11
Rowe, Kenneth ¹	Aug., 1971	45 mins.	22	16
Samson, Harland ¹	Oct., 15, 1971	5 hrs.	52	33
Spilman, Louis ⁸	Aug., 1971	2 hrs.	18	9

(footnotes on following page)

James Horan is the successor to Louise Bernard and is currently the State Supervisor of Distributive Education for the State of Virginia. He was able to provide the study with much information related to the development of Distributive Education in Virginia because he had worked closely with Louise Bernard (now deceased) and the entire development of the Virginia Plan for Distributive Education.

TABLE I

FOOTNOTES

¹This individual's name appeared only in the Furtado survey in 1971. Perhaps a reason for names appearing only on the Furtado survey was caused by the survey question which asked teacher educators and state supervisors of Distributive Education to identify "Who are the leaders in Distributive Education that I should contact?" The Haines survey in 1968 asked "Who were the pioneers in Distributive Education?" Some of these individuals represent an emerging group of people who are currently providing leadership to the profession.

²Ann Berry was discovered in a conversation with T. Carl Brown. Due to a series of circumstances, Mrs. Berry left the field after World War II and returned as a teacher-coordinator in North Carolina sometime in the 1950's but did not assume a national leadership role.

³Vivian K. Ely is the Chairman of the Department of Distributive Education, Virginia Commonwealth University, Richmond, Virginia. She falls into the category of early contemporary leaders and has done much writing for the profession and was trained and worked with many of those in the State of Virginia as well as nationally who have provided national leadership in Distributive Education.

⁴Karen Gillespie is an example of those individuals who, through their involvement in mid-management and collegiate programs of instruction, have provided secondary programs in Distributive Education with curriculum resource materials. Dr. Gillespie taught at the New York School of Retailing prior to its termination and is well known for her major writings related to product information and textiles.

⁵James Horan is the successor to Louise Bernard and is currently the State Supervisor of Distributive Education for the State of Virginia. He was able to provide the study with much information related to the development of Distributive Education in Virginia because he had worked closely with Louise Bernard (now deceased) and the entire development of the Virginia Plan for Distributive Education.

INDIVIDUALS INTERVIEWED BY MAIL FOR THE STUDY

⁶Robert Joy was discovered at the Gregg Methods Conference. He was an early student of Louise Bernard and worked with her in Virginia. He is currently the State Supervisor of Distributive Education in the State of New Jersey and has provided state leadership in Distributive Education for a variety of reasons.

⁷Marguerite Loos did not appear on the Furtado survey. She has been retired for the past ten years as State Supervisor of Distributive Education for the State of Ohio.

⁸Louis Spilman would not be considered a leader in Distributive Education today, but he was involved in the hiring of an individual (Louise Bernard) to conduct adult education classes in Waynesboro, Virginia, and it was from this involvement that Louise Bernard was hired by the State Department of Education in Virginia and gave over 30 years of service to the profession. Mr. Spilman provided data related to the climate of that time and the reasons for the business community's interest in retail selling classes. His transcript appears in the appendix.

Shotwell, H. E.	February, 1972	3
Sullivan, Janie ¹	March, 1973	4
Templeman, C.F. ¹		
Thompson, David	November, 1971	5
Vivian, Neal	November, 1971	6
Walsh, Lawrence ¹	July 24, 1972	7

¹All of these individuals were not identified in the Haines or Furtado Survey. These individuals were interviewed to obtain specific data for the study. Their responses to the questions prepared by the researcher are included in the appendix.

CHAPTER II

TABLE 2

THE CONTEMPORARY PROGRAM OF DISTRIBUTIVE EDUCATION--1972

INDIVIDUALS INTERVIEWED BY MAIL FOR THE STUDY

Name of Interviewee	Date of Interview	Number of Final Transcript Pages
Bikkie, James	May, 1972	12
Brown, Kay B.	September, 1971	6
Carter, Fairchild	February, 1972	5
Cecil, Brice	February, 1973	23
DeBenning, M.J.	February 1973	6
Fruehling, Donald ¹	March, 1973	6
Klaurens, Mary	October, 1971	8
Knouse, Reno	February, 1972	7
Logan, K. Otto	January, 1972	6
Shotwell, H. D.	February, 1972	3
Sullivan, Janie ¹	March, 1973	4
Templeman, C.F. ¹		
Thompson, David	November, 1971	6
Vivian, Neal	November, 1971	8
Walsh, Lawrence ¹	July 24, 1972	7

¹All of these individuals were not identified in the Haines or Furtado Survey. These individuals were interviewed to obtain specific data for the study. Their responses to the questions prepared by the researcher are included in the appendix.

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3. To develop an understanding of the wide range of social and economic responsibilities which accompany the right to engage in distribution in a free, competitive society.

These goals have been generated from a whole series of social,

CHAPTER II

THE CONTEMPORARY PROGRAM OF DISTRIBUTIVE EDUCATION--1972

A written history of Distributive Education could begin by describing the first day, chronologically proceeding through the years, and concluding with the present day. On the other hand, the activism which is evident as a characteristic of a distributive educator leads to a different approach to describing how Distributive Education developed. The findings of this study begin with the contemporary scene--a capsule of the basic elements of the Distributive Education program as it was at the time of the study at the end of 1972.

Distributive Education, as a vocational program, is rooted in public policy as reflected by federal and state laws, policies, and guidelines and by positions of the professional associations in the field. Therefore, a description of the present status ought to begin with a definition of the field which is currently prescribed in law and accepted in principle by those in the field.

CONTEMPORARY DEFINITION OF DISTRIBUTIVE EDUCATION

It is accepted by the profession that Distributive Education is an instructional program whose goals are:

1. To offer instruction in marketing and distribution.
2. To aid in improving the techniques of distribution.

3. To develop an understanding of the wide range of social and economic responsibilities which accompany the right to engage in distribution in a free, competitive society.¹

These goals have been generated from a whole series of social, economic, and legislative forces and are representative of the sins of Distributive Education programs today. Distributive Education prides itself in being a "people-oriented" program serving the needs of youth and adults who have career objectives in the field of distribution and marketing. Distributive educators also pride themselves in preceiving Distributive Education as a total instructional program as witnessed by two typical statements.

One cannot and should not think of Distributive Education as a course. The program approach implies a series of sequence of courses, with specific areas of subject matter concerned with distribution clearly defined.²

The U.S. Office of Education in its definition of Distributive Education has not only clearly referred to the program concept, but in addition has identified the scope program preparing individuals, at all levels, for occupations in distribution and marketing.

Distributive Education is comprised of programs of occupational instruction in the field of distribution and marketing. These programs are designed to prepare individuals to enter, or progress or improve competencies in, distributive occupations. Emphasis is on the development of attitudes, skills and understanding related to marketing, merchandising, and management.

¹ U. S. Department of Health, Education, and Welfare, Office of Education, A Study of Curriculum Development in the High School Cooperative Program, OE 82000 (Washington, D. C.: U. S. Government Printing Office, 1960), p. 20.

² Ralph E. Mason and Peter G. Haines, Cooperative Occupational Education and Work Experience in the Curriculum (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1965), p. 337.

Kenneth E. Haas, Cooperative Part-Time Retail Training Program: Supervision, Coordination and Teaching, Vocational Education Bulletin No. 15 (Washington, D. C.: U.S. Department of Interior, Office of Education, 1939), p. 1.

Instruction is offered at the secondary, post secondary, and adult education levels and is structured to meet the requirements for gainful employment and entrepreneurship at specified occupational levels. Distributive occupations are found in such areas of economic activity as retail and wholesale trade, finance, insurance, real estate, services and service trades, manufacturing, transportation, utilities and communications.³

The total program approach broadened the opportunities and offerings available to those interested in employment in distributive occupations. The total program approach considers distribution a discipline to be studied as is mathematics a discipline to be studied. "As a discipline, Distributive Education has content with substance which needs to be learned for success in the work world."⁴

THE ORIGINS OF DISTRIBUTIVE EDUCATION

Much of the very early preparation for distributive occupations was purely salesmanship training done by large companies for their own staff. In 1905 the Women's Educational and Industrial Union of Boston became concerned about helping women who wished to work in sales "to advance themselves educationally, industrially, or socially."⁵

Mrs. Lucinda Wyman Prince became much interested in the job of the Saleswoman and established one of the first, if not the first, school to train sales personnel for Boston retailers.

³U. S. Department of Health, Education, and Welfare, Office of Education, Vocational Education and Occupations (Washington, D. C.: U. S. Government Printing Office, 1969), p. 19.

⁴Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

⁵Kenneth B. Haas, Cooperative Part-Time Retail Training Programs: Supervision, Coordination and Teaching, Vocational Education Bulletin No. 25 (Washington, D. C.: U.S. Department of Interior, Office of Education, 1939), p. 1.

The Boston retailers and the Prince School of Retailing developed in the real sense of the word a cooperative training plan. Reports indicate that the Boston retailers selected which of their staff members would participate in a series of classes designed to improve "the art of selling." Mrs. Prince and staff would assign those enrolled in the classes activities related to their specific positions to be one of their jobs. Distributive Education was born

into an e By 1911 Lucinda Prince was not only training personnel for Boston stores, but engaged in preparing individuals to instruct retail selling courses at the high school level.

George-De In 1912, the first classes for teaching retail store selling in high schools and continuation schools were organized. Mrs. Prince assisted in training the teachers for the newly established continuation schools in Boston and supervised the classes conducted in all the large retail stores under the auspices of the public schools.⁶

George-Deen Act an annual allotment of \$1.2 million for Distributive Education. Each state was allocated a percentage of the total allotment based on the state's total population. Other early developments created "climate" for Distributive Education and the direction it would continue to follow for a number of years.

1938 was the first year enrollment figures were reported in In 1918, with the help of Pittsburgh merchants, the Research Bureau for Retail Training was established in cooperation with the Carnegie Institute of Technology, with Dr. W. W. Charters as director.

education This Bureau was supported partly by Pittsburgh stores and partly by the institute. In 1924, it was transferred to the University of Pittsburgh, at which time it was underwritten by the supporting stores in the sum of \$60,000 annually.

cent were The New York University School of Retailing was established in 1919 under the leadership of Dr. Norris A. Briscoe.⁷

⁶Ibid., p. 4.

⁷Ibid., p. 4

These large schools of retailing prepared many of the early leaders in Distributive Education. Many of those in early leadership roles in both state supervisory and teacher education were often graduates of the Pittsburgh Research Bureau or the New York School of Retailing.

It was really not until 1936 and the passage of the George-Deen Act on June 8, 1936, that Distributive Education was born into an educational program sponsored by public school systems. Distributive Education grew out of a depression era. When the George-Deen Act identified for the first time federal monies specifically earmarked for Distributive Education, the program got a "shot in the arm." Congress approved with the signing of the George-Deen Act an annual allotment of \$1.2 million for Distributive Education. Each state was allocated a percentage of the total allotment based on the state's total population.

1938 was the first year enrollment figures were reported in Distributive Education by the U. S. Office of Education. Those figures show that Distributive Education was primarily an adult education program preparing individuals for sales positions in local retail establishments. Total enrollment in Distributive Education for 1937-1938 was 35,842 of which approximately 90 percent were adult level courses (see Table 3).

How Distributive Education grew in the State of Virginia seems typical of the growth and development pattern of many Distributive Education programs in many states. The development of Distributive Education in Virginia is illustrative of how many programs grew and developed out of adult education classes for

TABLE 3

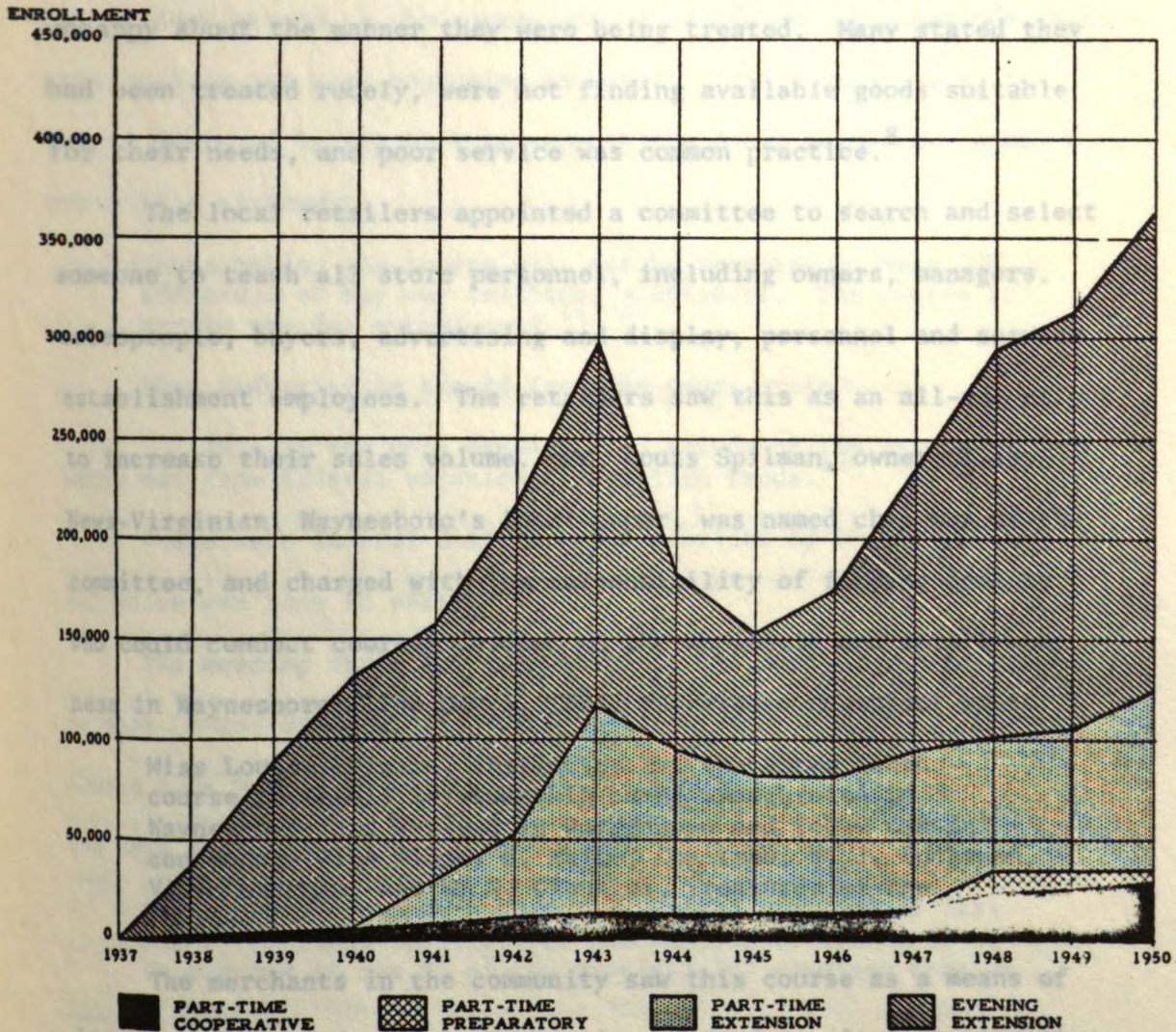
NATIONAL ENROLLMENTS IN DISTRIBUTIVE EDUCATION

SUMMARY -- 1937-1942^a

Region	Year of Enrollment					Totals
	1937-38	1938-39	1939-40	1940-41	1941-42	
North Atlantic	6,258	17,760	19,981	21,867	25,265	91,131
Southern	12,578	27,655	39,965	46,364	82,595	209,157
Central	7,058	18,687	34,827	45,054	62,504	168,130
Western	9,949	25,568	33,579	41,791	42,924	153,811
Totals	35,842	89,670	128,352	155,076	213,288	622,229

^aSource: The Digest of Annual Reports from the States to the U. S. Office of Education; data compiled by G. Henry Richert.

TABLE 4

ENROLLMENT IN DISTRIBUTIVE OCCUPATIONS CLASSES BY TYPE OF CLASS

Source: The Federal Digest of Annual Reports from the States to the U. S. Office of Education, June 30, 1950, issued by the Federal Security Agency, 1951, p. 35.

The News-Virginian, Waynesboro, Virginia, May 3, 1947.
 "Instructor Here for Retail Sales Course."

retailers and their personnel. In 1937, the merchants of Waynesboro were unhappy with their retail sales volume. A new industry had moved into town and brought with it many new prospective buyers but these buyers were not spending their purchasing dollars in Waynesboro. A survey of local residents indicated that people were unhappy about the manner they were being treated. Many stated they had been treated rudely, were not finding available goods suitable for their needs, and poor service was common practice.⁸

The local retailers appointed a committee to search and select someone to teach all store personnel, including owners, managers, salespeople, buyers, advertising and display, personnel and service establishment employees. The retailers saw this as an all-out effort to increase their sales volume. Mr. Louis Spilman, owner of the News-Virginian, Waynesboro's local paper, was named chairman of the committee, and charged with the responsibility of finding someone who could conduct courses devoted to the wholesale and retail business in Waynesboro. The May 3, 1937, Waynesboro newspaper wrote:

Miss Louise Bernard, instructor for the three month course in retail salesmanship being inaugurated in Waynesboro, has arrived in Waynesboro and today was in conference with Sidney G. White, Chairman; W. J. Buchanan, Vice Chairman, and H. N. Clouties, Treasurer of the Course.

The merchants in the community saw this course as a means of improving their image with prospective customers. It is interesting to note that on May 3 an article appeared in the News-Virginian

⁸ Interview with Louis Spilman, see Appendix G.

⁹ The News-Virginian, Waynesboro, Virginia, May 3, 1937, "Instructor Here for Retail Sales Course."

designed to dispel apprehensions and doubts about "going back to school" for those who might attend the course:

One thing has been announced definitely. Those who sign for the course will be required to attend only one classroom session each week during the three months. The rest of the time will be spent in personal assistance in the places of business and in checking customer reactions.¹⁰

Those attending the course paid a \$4 fee and attended one classroom session per week beginning on May 11, 1937. Once again, to dispel fears of "going back to school" the local newspaper on May 6 wrote this statement:

Those taking the course will not be required to make public addresses or buy any textbooks whatsoever. The course is merely one for mutual good.¹¹

When referring to the \$4 fee, the paper stated:

This is the only expense, two thirds of the expense being met from federal vocational education funds.¹²

These were federal dollars being provided by the George-Deen Act which was then in effect.

The morning after the graduation of the first course conducted by Miss Louise Bernard, the Waynesboro newspaper reported: "Retail Course Ends Here: 85 Receive Certificates."¹³

The news article went on to say:

Well over 200 people gathered at Wilson High School last night for final exercises of the Waynesboro Retail Sales Course and to see 85 of the original 147 enrollee receive

¹⁰ Ibid.

¹¹ The News-Virginian, Waynesboro, Virginia, May 6, 1937, "Half-way Mark Reached Today in Sales Class."

¹² Ibid.

¹³ The News-Virginian, Waynesboro, Virginia, 1937, "Retail Course Ends Here: 85 Receive Certificates."

Certificates of Merit from the hands of Dr. B. H. Van Oot, State Director of Vocational Training of the Department of Education.¹⁴

Upon concluding the classes at Waynesboro, Miss Bernard went to Richmond and joined the State Department of Education Staff to establish and develop this program of direct education of adults already involved in distribution and to create a program of study and training for introduction into high school curricula.

By 1962, total enrollments in Distributive Education were 321,065, an increase of 4.9 percent over the previous year. High school enrollments each year were increasing at a slow but steady rate (see Table 5). Distributive Education from 1936 to 1963 was mandated by the George-Deen Act of 1936, and the 1946 George-Barden Act to service only those currently employed in distributive occupations. Many attributed the relatively slow growth of Distributive Education to the employment restriction mandated by law. It was not until 1963 that Distributive Education was able to serve more of the manpower needs in distribution and marketing.

In general, a change in attitude toward all vocational education programs offered in public secondary and post secondary schools began in 1961. President John F. Kennedy in his message to Congress on American education, pointed out that vocational education as an instructional program was sound and had indeed served the nation well but needed to be reviewed in light of the fact that no major piece of federal legislation appropriating dollars to vocational education had been passed since the Smith-Hughes Act of 1917.

¹⁴Ibid.

TABLE 5

NATIONAL ENROLLMENTS IN EVENING EXTENSION, PART-TIME EXTENSION,
AND PART-TIME COOPERATIVE PROGRAMS IN DISTRIBUTIVE EDUCATION,
1944-1962^a

Year	Number of Enrollments			Totals
	Evening Extension	Part-Time Extension	Part-Time Cooperative	
1944-45	71,134	67,208	14,439	152,781
1945-46	93,882	66,281	14,509	174,672
1946-47	140,996	77,724	16,421	235,141
1947-48	192,238	66,453	24,057	282,748
1948-49	207,621	70,650	26,123	304,394
1949-50	239,554	89,532	29,941	350,027
1950-51	228,173	78,295	28,138	334,606
1951-52	148,268	59,307	27,276	234,851
1952-53	127,734	50,618	29,676	208,028
1953-54	152,413	39,638	28,568	220,619
1954-55	164,591	39,923	30,841	235,355
1955-56	173,085	50,490	33,450	257,025
1956-57	203,795	41,559	34,549	279,903
1957-58	202,408	44,236	35,914	282,558
1958-59	274,135 ^b	---	36,456 ^c	310,591
1959-60	264,106 ^b	---	39,678 ^c	303,784
1960-61	262,904 ^b	---	43,179 ^c	306,083
1961-62	276,948 ^b	---	44,117 ^c	321,065

^aSource: The Digest of Annual Reports from the States to the U. S. Office of Education; data compiled by G. Henry Richert.

^bThese figures include both enrollments in evening extension and part-time extension programs for the years indicated.

^cThese figures include high school and post-high school enrollments in part-time cooperative programs:

Year	Post-High School	High School
1958-59	1,102	35,456
1959-60	1,374	38,304
1960-61	1,655	41,524
1961-62	1,871	42,246

Note: The above statistics show enrollments in Distributive Education roughly over the George-Barden Act period (from 1946 to 1962). These enrollment figures show a steady growth in the part-time cooperative program and a considerable fluctuation in the evening extension and part-time extension programs.

President Kennedy suggested that technological changes were such as to suggest a need for reviewing of legislation and modernization of the structure. The first step involved the appointment of a Panel of Consultants on Vocational Education. The Panel, under the direction of Benjamin C. Willis, Superintendent of Schools in Chicgo, studied all vocational education programs in depth and a year later reported their finding to President Kennedy.

Previous legislation such as the George-Deen Act of 1936 had authorized appropriations on the basis of need for general occupational preparation in specific areas such as distribution and marketing. According to the Panel, economic and social changes over the years made this method of allocation of funds no longer appropriate. The Panel recommended that new legislation be developed to serve people, not to serve occupational areas. Accordingly, four groups were identified: (1) youth in high school; (2) youth in high school with academic, socio-economic, or other handicaps that prevent them from succeeding in regular vocational programs; (3) youth and adults who had completed or left school and who were full-time students preparing to enter the labor market; and (4) youth and adults, employed or unemployed, who need training or retraining to achieve employment stability.

The Panel of Consultants report provided the framework from which legislation to implement the Panel's recommendations was prepared. The new Act was a boom to vocational education. It not only provided additional funds, but even more importantly for Distributive Education, it provided a maximum degree of flexibility which was not inherent in the previous Acts of Congress. Removing

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the stipulation that training for Distributive Education employment caused Distributive Education programs to grow rapidly. (See Table 6.) For the first time, Distributive Education programs could serve more people and more needs.

The means that Distributive Education programs could focus on in-school youth interested in a future career goal in distribution and marketing. These individuals could not be prepared to enter the labor market. The employment restriction caused enrollments at the secondary level to increase only about 1 percent each year from 1936 to 1965. (See Table 6.) Enrollment figures for 1965 clearly show that the employment restriction kept Distributive Education from growing as quickly as it might otherwise have developed. (See Table 6.)

THE PRESENT PROGRAM OF DISTRIBUTIVE EDUCATION

The Vocational Education Act of 1963 expanded the opportunities for offering and developing Distributive Education programs. The act by permitting federal funds for Distributive Education programs to be used for pre-employment training for distributive occupations gave way to the opportunity of designed new curriculum patterns, greater scope of the program concept and the potential of developing some sequence order, based on a career ladder approach, to learning the competencies necessary to be successful in a distributive occupation.

Institutions and Curricula

Distributive Education curriculums prepare individuals for different levels of employment. Each curriculum is designed to

TABLE 6
NATIONAL ENROLLMENT DATA FOR DISTRIBUTIVE EDUCATION^a

School Year Ending	Total Enrollment	Per Cent Increase or Decrease Over Previous Year	Levels of Instruction			Per Cent Special Needs
			Per Cent Secondary	Per Cent Post-Secondary	Per Cent Adult	
1972						
1971	578,075	9.2	41.7	14.9	43.4	(12.2) ^b
1970	529,365	-6.0	43.5	15.5	41.0	(9.9) ^b
1969	563,431	-2.0	32.7	10.8	54.6	1.9
1968	574,785	19.5	30.6	7.8	60.8	.8
1967	481,034	14.4	31.5	4.4	63.1	1.0
1966	420,426	26.1	24.2	3.8	71.6	.4
1965	333,342	-.2	22.9	1.9	75.0	.2
1964	334,126	7.9	16.5	.8	82.7	
1963	309,593	-3.6	14.9	.7	84.4	
1962	321,065	4.9	13.2	.6	86.2	
1961	306,083	.8	13.6	.5	85.9	
1960	303,784	-2.2	12.6	.5	86.9	
1959	310,591	---	11.4	.4	88.2	
1938 ^c	36,076	---	10.2	---	89.8	

^aThis National Enrollment Data is summary data compiled from Annual Statistical and Fiscal Reports submitted by the States in the administration of vocational education programs. This report was prepared by the staff in the Division of Vocational and Technical Education, U. S. Office of Education.

^bDisadvantaged and handicapped included by levels of instruction.

^cFirst-year enrollment in Distributive Education was reported.

develop the competencies needed for the various levels of responsibility assigned in marketing and distribution jobs. (See Figure 1).

The preparatory instruction is designed to prepare individuals for three different levels of employment responsibility. The curriculum patterns throughout which this instruction occurs are classified as basic job curriculums, career development job curriculums, and specialist job curriculums. The degree of competency needed for each level of responsibility varies. Therefore, each curriculum needs to identify an achievement level correspondent to the level of employment responsibility.

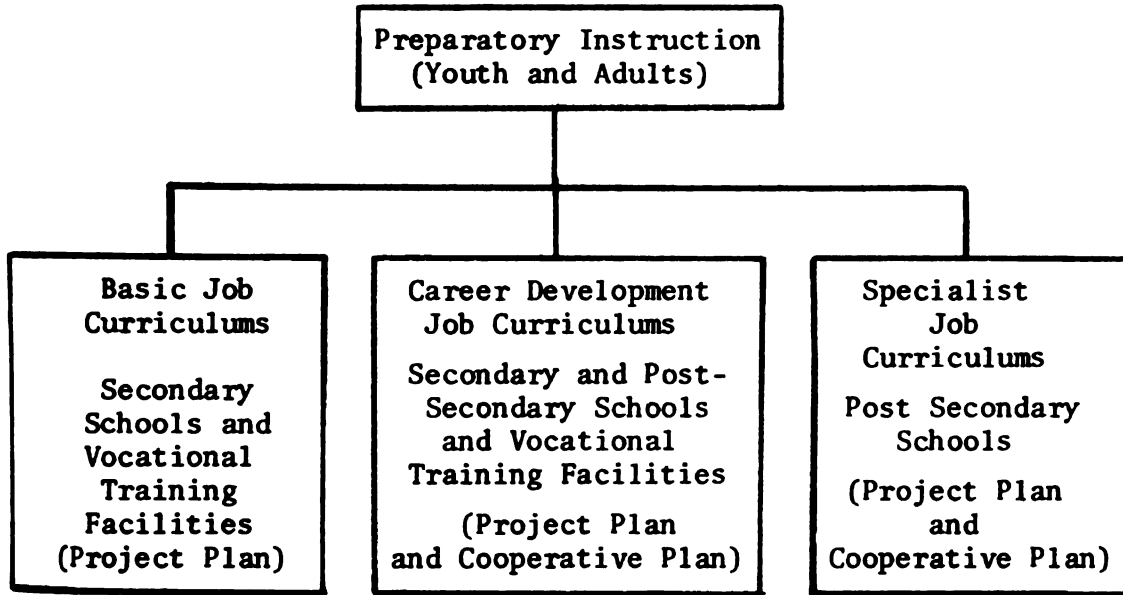
Enrollments

Today, Distributive Education programs are offered at secondary, post-secondary, and adult levels. The most recent enrollment figures indicate the direction Distributive Education has taken since 1963 (see Table 6). Distributive Education enrollments are also reported by the Office of Education Code System (see Table 7.) This reporting system is frequently referred to as the Taxonomy for Distributive Education occupations. The most recent enrollment figures for each OE classification are found in Table 7.

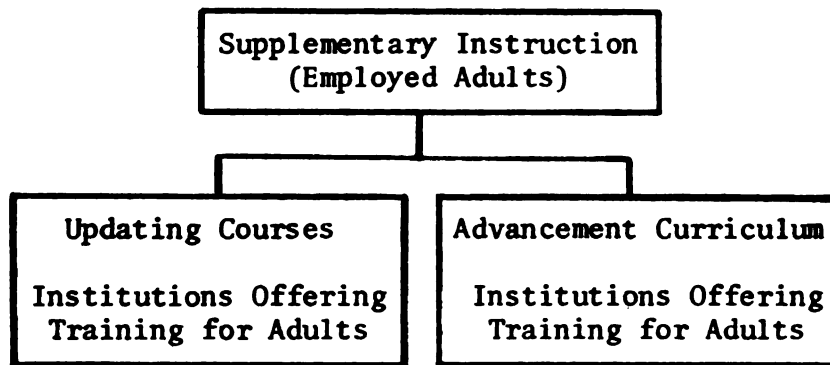
As a program, Distributive Education provides several curriculums, each leading to the achievement of the competencies needed for a wide range of distributive and marketing jobs from the simplest to the most complex. "The program of Distributive Education is composed of preparatory instruction, in which students generally enroll on a full-time basis for job training or retraining, and

FIGURE 1

DISTRIBUTIVE EDUCATION PROGRAM



AND



Source: Richmond Professional Institute, Distributive Education in the High School (pursuant to a Contract with Office of Education, U. S. Department of Health, Education, and Welfare, 1965), p. 16.

TABLE 7
NATIONAL ENROLLMENT DATA FOR DISTRIBUTIVE EDUCATION
BY OE CODE, 1970-1971a

Instructional Program	Total	Secondary	Post Secondary	Adult	Cooperative Training Sec/Post
.04 Distributive Education Male Female	578,075 ^b (319,733) (258,342)	241,119 ^b	85,859 ^b	251,097 ^b	143,295
.01 Advertising Services	26,748	8,615	3,858	14,275	2,459
.02 Apparel and Accessories	20,569	14,188	2,154	4,227	9,636
.03 Automotive	7,231	5,556	919	756	4,028
.04 Finance and Credit	23,543	3,078	2,800	17,665	1,764
.05 Floristry	3,708	1,335	165	2,208	1,026
.06 Food Distribution	25,101	15,329	3,309	6,463	13,304
.07 Food Services	28,168	11,989	1,395	14,784	9,245
.08 General Merchandise	199,728	113,063	28,086	58,579	52,872
.09 Hardware, Building Materials, Farm and Garden Supplies	5,540	3,566	334	1,640	3,064
.10 Home Furnishings	4,734	2,097	102	2,535	1,584
.11 Hotel and Lodging	13,098	1,387	3,456	8,255	1,858

TABLE 7 -- CONTINUED

Instructional Program	Total	Secondary	Post Secondary	Adult	Cooperative Training Sec/Post
.12 Industrial Marketing	8,141	1,744	4,461	1,936	993
.13 Insurance	14,226	1,045	1,093	12,088	572
.14 International Trade	1,549	341	34	1,174	158
.15 Personal Services	13,461	4,670	892	7,899	3,527
.16 Petroleum	5,087	2,996	107	1,984	2,530
.17 Real Estate	73,018	585	16,219	56,214	859
.18 Recreation and Tourism	10,431	1,766	1,855	6,810	2,693
.19 Transportation	12,794	2,107	5,126	5,561	1,744
.99 Other Instructional Programs	81,762	45,802	9,524	26,436	29,377

^aThis National Enrollment Data is summary data compiled from Annual Statistical and Fiscal Reports submitted by the States in the administration of vocational education programs. This report was prepared by the staff in the Division of Vocational and Technical Education, U. S. Office of Education.

^bUnduplicated Totals.

^cPart B: 122,105; Part G: 21,190.

supplementary instruction in which employed adults upgrade their job competencies by part-time study appropriate to their needs."¹⁵

In a recent roster prepared by the U.S. Office of Education, all 50 states identified State Supervisory personnel for Distributive Education. (See Table 8). Many states named more than one individual responsible for the supervision of Distributive Education programs. All states identified at least one Teacher Educator for Distributive Education. (See Table 9). In some states the Distributive Education program has grown so sizeably that local, city and county supervisory staffs are needed. (See Table 10).

In its short history, Distributive Education has seen dramatic changes as a field of education. In recent years, alone, new federal legislation for education, the growth of change in modern marketing procedures, and the expanding variety of marketing and distributive occupations, have created a need for Distributive Education programs to grow and develop and take new directions.

SUPPORT GROUPS

The program of Distributive Education involves major support groups. These professional groups assume the responsibility of setting the tone for the times, providing the thrusts for Distributive Education's growth and development, and helping to mold the current and future thinking of and for the field. Support groups that this section highlights with a contemporary status report are:

¹⁵ Distributive Education in the High School (Washington, D. C.: U. S. Department of Health, Education, and Welfare, Office of Education, and Richmond Professional Institute, 1965), p. 32.

TABLE 8
SUMMARY OF U. S. OFFICE OF EDUCATION ROSTER OF
STATE SUPERVISORY PERSONNEL FOR DISTRIBUTIVE EDUCATION^a

States	Head State Supervisor	Supporting Staff				Total Supporting Staff
		DECA	Curric- ulum	Adult	Other	
Alabama	1	1	1	3	3	7 ^b
Alaska	1	0	0	0	0	0
American Samoa	2 ^c	0	0	0	0	0
Arizona	2	0	0	4	0	4
Arkansas	1	1	0	0	0	1
California	1	1	0	0	7	8
Colorado	1	0	0	0	1	1
Connecticut	1	0	0	0	0	0
Delaware	1	0	0	0	0	0
District of Columbia	1	0	0	0	0	0
Florida	1	0	0	0	4	4
Georgia	2 ^c	0	0	0	2	2
Hawaii	1	0	0	0	1	1
Idaho	1	0	0	0	0	0
Illinois	1	0	0	0	1	1
Indiana	1	1	0	0	0	1
Iowa	2 ^c	2	0	0	0	2
Kansas	1	0	0	0	1	1
Kentucky	1	0	2	1	1	4
Louisiana	1	0	0	0	2	2
Maine	1	0	0	0	0	0
Maryland	1	1	0	0	0	1
Massachusetts	1	1	0	0	0	1
Michigan	2 ^c	0	0	0	0	0
Minnesota	2 ^c	0	0	1	0	1
Mississippi	1	0	1	1	1	3
Missouri	1	1	0	1	0	2
Montana	1	0	0	0	0	0
Nebraska	1	0	0	0	0	0
Nevada	1	0	0	0	0	0
New Hampshire	1	0	0	0	0	0
New Jersey	1	0	0	0	2	2
New Mexico	1	0	0	0	0	0
New York	1	1	1	1	0	3
North Carolina	2 ^c	1	0	0	3	4
North Dakota	1	0	0	0	0	0
Ohio	1	0	1	3	4	8

TABLE 8 (Continued)

States	Head State Supervisor	Supporting Staff				Total Supporting Staff
		DECA	Curric- ulum	Adult	Other	
Oklahoma	1	0	0	4	2	6
Oregon	1	0	0	0	0	0
Pennsylvania	1	0	0	0	3	3
Puerto Rico	1	0	0	0	7	7
Rhode Island	1	0	0	0	0	0
South Carolina	1	0	0	0	2	2
South Dakota	1	0	0	0	0	0
Tennessee	1	1	0	1	3	5
Texas	2 ^c	0	3	3	7	13
Utah	1	0	0	0	0	0
Vermont	1	1	0	0	0	1
Virginia	1	0	0	0	4	4
Washington	1	1	0	0	2	3
West Virginia	1	1	0	0	1	2
Wisconsin	2 ^c	2	1	1	0	3 ^b
Wyoming	1	0	0	0	0	0
Totals	62	17	10	24	64	113 ^d

^aSource: U. S. Department of Health, Education, and Welfare, Office of Education, Bureau of Adult, Vocational, and Technical Education, "State Supervisory Personnel for Distributive Education," October, 1972.

^bOne staff member has two responsibilities: DECA and Curriculum.

^cThere are divisions of responsibility between the two Head State Supervisors.

^dThe total supporting staff column represents those individuals included on the U. S. Office of Education roster who are support staff for Head State Supervisors. Two of these individuals have more than one responsibility, namely, DECA and Curriculum. The total supporting staff column indicates the total number of individuals represented.

TABLE 9
SUMMARY OF U. S. OFFICE OF EDUCATION ROSTER OF
TEACHER EDUCATION PERSONNEL FOR DISTRIBUTIVE EDUCATION^a

States	Number of Institutions	Number of Teacher Educators
Alabama	2	2
Alaska	1	1
Arizona	2	2
Arkansas	2	2
California	-	1
Colorado	2	3
Connecticut	1	1
Delaware	1	1
Florida	2	3
Georgia	1	2
Hawaii	1	2
Idaho	1	1
Illinois	9	11
Indiana	3	6
Iowa	1	4
Kansas	1	2
Kentucky	4	5
Louisiana	2	3
Maryland	1	1
Massachusetts	1	2
Michigan	7	8
Minnesota	4	7
Mississippi	1	1
Missouri	2	4
Montana	1	1
Nebraska	1	2
New Jersey	4	6
New Mexico	2	2
New York	5	5
North Carolina	2	3
North Dakota	1	1
Ohio	3	6
Oklahoma	1	1
Oregon	1	1
Pennsylvania	4	9
Rhode Island	1	1
South Carolina	1	1
South Dakota	0	0
Tennessee	2	3

TABLE 9 (Continued)

SUMMARY OF U. S. OFFICE OF EDUCATION ROSTER OF
TEACHER EDUCATION PERSONNEL FOR DISTRIBUTIVE EDUCATION^a

States	Number of Institutions	Number of Teacher Educators
Texas	3	3
Utah	2	2
Vermont	1	1
Virginia	3	18
Washington	2	2
West Virginia	1	1
Wisconsin	3	4
Wyoming	<u>1</u>	<u>2</u>
Totals	97	150

^aSource: U. S. Department of Health, Education, and Welfare,
Office of Education, Bureau of Adult, Vocational and
Technical Education, Division of Vocational and
Technical Education, Washington, D. C., October,
1972.

TABLE 10
SUMMARY OF U. S. OFFICE OF EDUCATION ROSTER OF
LOCAL SUPERVISORY PERSONNEL FOR DISTRIBUTIVE EDUCATION^a

States	Local Supervisory Personnel											
	City		County		Area	Technical Institutes	Vocational-Technical Districts	Junior/Community Colleges		Colleges		
	Head	Asst.	Head	Asst.	Voc-Tech Schools				Supr.	Asst.	Supr.	Asst.
Alabama	1	0	1	0	0	0	0	0	0	0	0	0
Alaska	1	0	0	0	0	0	0	0	0	0	0	0
Arizona	4	0	9	0	0	0	0	0	0	0	0	0
California	9	0	1	0	0	0	0	0	0	0	0	0
Colorado	2	0	0	0	0	0	0	0	0	0	0	0
Florida	0	0	14	1	0	0	0	0	1	0	0	0
Georgia	1	0	0	0	0	0	0	0	0	0	0	0
Illinois	1	0	0	0	6	0	0	0	0	0	0	0
Indiana	11	0	0	0	1	0	0	0	0	0	0	0
Kansas	3	0	0	0	0	0	0	0	1	0	0	0
Kentucky	1	0	3	0	0	0	0	0	1	0	0	0
Louisiana	1	0	0	0	0	0	0	0	0	0	0	0
Maryland	2	0	3	0	0	0	0	0	0	0	0	0
Massachusetts	1	0	0	0	0	0	0	0	0	0	0	0
Michigan	4	1	1	0	0	0	0	0	0	0	0	0
Minnesota	3	0	0	0	0	0	0	0	0	0	0	0
Missouri	1	1	0	0	0	0	0	0	0	0	0	0
Montana	1	0	0	0	0	0	0	0	0	0	0	0
Nebraska	2	1	0	0	0	0	0	0	0	0	0	0
New Jersey	2	0	0	0	2	0	0	0	2	0	0	0
New Mexico	1	1	0	0	0	0	0	0	0	0	0	0
New York	6	0	0	0	0	0	0	0	0	0	0	0
Ohio	4	0	0	0	3	0	0	0	1	0	0	0
Pennsylvania	2	4	0	0	0	0	0	0	0	0	0	0

TABLE 10 (Continued)

States	Local Supervisory Personnel									
	City		County		Area		Technical Institutes		Vocational-Technical Districts	
	Head	Asst.	Head	Asst.		Voc-Tech Schools				
South Carolina	0	0	1	0		0		0	0	0
Tennessee	4	0	0	0		0		0	0	0
Texas	3	0	0	0		0		0	2	0
Utah	1	0	0	0		0		0	0	0
Virginia	10	0	1	0		0		0	0	0
Washington	4	0	0	0		2		0	3	0
Wisconsin	2	0	0	0		0		7	0	0
Totals	88	8	34	1		14		11	11	5
									1	1

^aSource: U. S. Department of Health, Education, and Welfare, Office of Education, Bureau of Adult, Vocational, and Technical Education, "Local Supervisory Personnel for Distributive Education," October, 1972.

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Distributive Education Clubs of America (DECA), and the organizations of the Distributive Education Division of the American Vocational Association (Council for Distributive Teacher Education, National Association of Distributive Education Teachers, National Association of Distributive Education Local Supervisors, and National Association of State Supervisors of Distributive Education.)

Youth Organizations

DECA, the national youth organization for Distributive Education, has grown rapidly since its beginning in 1947. Seventeen charter states and 800 students in 1947 formed a youth organization, the Distributive Education Clubs of America, commonly referred to today as DECA.

DECA cites the development of future leaders in occupations in distribution and marketing as its primary purpose for existence.

DECA is the only national youth organization operating in and through the schools of the nation with the specific goal of attracting youth to careers in marketing, merchandising, and management.¹⁶

Not only has DECA developed future leaders in marketing and distribution, but it has assumed an instructional role. By being seen as a co-curricular activity, DECA becomes an integral part of the total Distributive Education program.

¹⁶Distributive Education Clubs of America, "Looking to the Future," A Resource Paper on DECA designed to aid the planning and evaluation teams during their review and study of the DECA Headquarters operation, September 25-26, 1972, published by Distributive Education Clubs of America, Falls Church, Virginia 22046, p. 3.

DECA is the showcase for Distributive Education. It's a way of giving kids a chance to succeed, but it is not Distributive Education. What I am saying is you got to have DECA.¹⁷

As of March 1, 1973, there were 139,194 DECA members with 3,578 local chapters. (See Table 11). This includes membership in the five divisions of DECA--the high school, junior collegiate, collegiate, alumni, and professional divisions of DECA. This was an increase of 10,000 members over 1972.

Therefore, by June 30, 1973, our records will show close to 140,000 members in 4,200 chapters from 52 chartered (state) associations.¹⁸

Professional Organizations

Through its various professional associations, Distributive Education has been provided with vehicles for the development of leadership. The American Vocational Association, the parent organization for the various Distributive Education professional organizations, has long been a friend of the discipline.

They have helped us through thick and thin. Were it not for the backing of the American Vocational Association, Distributive Education would long be gone.¹⁹

The American Vocational Association was first organized into divisions and then by departments. Distributive Education, as an occupational specialty, is a division of the American Vocational Association. Therefore, it is represented by a Vice-President, who is elected for a three-year terms of office.

¹⁷ Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

¹⁸ Correspondence with Harry A. Applegate, March 1, 1973.

¹⁹ Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

TABLE 11
 NASSDE REGIONAL REPORTS^a
 SUMMARY -- PROGRAM EXPANSION AND DECA

Region	Secondary			Post-Secondary		DECA Chapters		
	New Cooperative	New Project	Expanded Secondary	New Post-Secondary	High School	Junior College	College	Alumni
North Atlantic	63	15	59	9	615	27	9	10
Central	98	17	62	30	874	106	13	6
Southern	83	85	158	10	1661	80	17	87
Western	48	29	86	26	428	52	8	13
Totals	292	146	365	75	3578	265	47	116

^aNASSDE Regional Report presented at the American Vocational Association Convention, Chicago, Illinois, December 5, 1972.

Through its departmental structure, members at all levels of instruction are represented. The American Vocational Association has the following departments: adult, secondary, post-secondary, supervision and administration, research and evaluation, teacher education, and special and related.

The organizations of the Division of Distributive Education for the American Vocational Association are:

1. The Council for Distributive Teacher Education (CDTE)
2. The National Association of Distributive Education Teachers (NADET)
3. The National Association of Distributive Education Local Supervisors (NADELS)
4. The National Association of State Supervisors of Distributive Education (NASSDE)

The Distributive Education Division outlines its general purposes as:

- a. To develop high professional standards among the membership.
- b. To promote the field of Distributive Education by:
 - (1) Encouraging the dissemination of new ideas.
 - (2) Fostering practical research.
 - (3) Implementing plans which will aid in promoting and upgrading Distributive Education in the various states and territories.
 - (4) Lending guidance and support to Distributive Education youth organization, the Distributive Education Clubs of America.
- c. To develop among distributive educators:
 - (1) An understanding of the Distributive Education program.
 - (2) An appreciation of its importance.
 - (3) A realization of their relationship with it.
- d. To keep members of the Distributive Education Division informed as to the trends, plans, policies, and current operations of the AVA and their implications for the promotion, development, and welfare of Vocational Education.

- e. To encourage interrelationships with agencies, organizations, and institutions through and with the Distributive Education Division.
- f. To identify with the function of Distributive Education in preparing people for the world of work.
- g. To interpret and implement federal acts of legislation as they apply to Distributive Education and Vocational Education.²⁰

The current membership of the Distributive Education Division of the American Vocational Association is "3,210 members as of January, 1973."²¹

The Council for Distributive Teacher Education (CDTE) is the national association for distributive teacher educators. As of November 15, 1972, "there were 91 active members and 43 associate members."²²

The aims and objectives of the Council for Distributive Teacher Education (CDTE) have been stated as:

- a. To facilitate the exchange of ideas, materials and philosophy relevant to teacher education for Distributive Education.
- b. To advance and promote Distributive Education as a career.
- c. To encourage the development and improvement of standards in teacher education for Distributive Education.
- d. To stimulate the research pertinent to Distributive Education and to building of a body of professional literature.

²⁰"Operating Policies for the Distributive Education Division of the American Vocational Association, Inc.," a mimeographed paper. See Appendix D.

²¹Correspondence with Bernard Nye, February 5, 1973.

²²Correspondence with Neal Vivian, March, 1973.

- e. To maintain liaison incorporate with organizations and groups on matters of national importance to teacher educators of Distributive Education.
- f. To raise the image of Distributive Teacher Education to the highest level.²³

Each year CDTE presents two awards. One Academy Award is presented each year to "an individual who has made significant contributions or attained noteworthy achievements in Distributive Teacher Education." No more than three Academy Citations can be presented each year to an individual or a business. The citation recipient "may have provided exceptional service and leadership to Distributive Teacher Education."²⁴

CDTE has coordinated and directed the publication of much professional literature. These publications have not been limited to being for and about teacher education. In the March, 1968, CDTE Newsletter (pp. 2 and 4), a listing of all CDTE professional bulletins published during the past six years, 1962-1967 was presented.

It appears that CDTE has seen its professional role much broader than serving only Distributive Teacher Educators.

NASSDE is the professional organization of State Supervisors of Vocational Distributive Education.²⁵

²³ A Contemporary Position Paper prepared for this researcher by Dr. Neal Vivian, Ohio State University, March, 1973. See Appendix E.

²⁴ "Council for Distributive Teacher Education Program of National Recognition," presented for consideration and action at the Council for Distributive Teacher Education meeting, December 8, 1966, at the American Vocational Association Convention, Denver, Colorado, a mimeographed paper.

²⁵ Correspondence with James Biddle, March 1973.

NASSDE engages in the following activities to accomplish its aims and goals:

- a. Maintaining close cooperation with all vocational education services of the American Vocational Association.
- b. Further promoting and coordinating Vocational Distributive Education throughout the United States and its territories.
- c. Developing and maintaining close cooperation among the states and territories for the interchange of ideas, materials, problems, and accomplishments.
- d. Promoting and developing sound practices in the field of Distributive Education.
- e. Developing sound educational leadership in Distributive Education.
- f. Encouraging close working relations with trade and business groups.
- g. Further establishing and maintaining the identity of Distributive Education and its services to the field of distribution.
- h. Encourage, advise, and professionally support the Distributive Education Clubs of America (DECA) as an integral part of the program in Distributive Education.²⁶

There are three types of membership in NASSDE: active, associate, and honorary. As of January, 1973, NASSDE had "75 active members and 35 associate members."²⁷ A current NASSDE enrollment report shows the number of Distributive Education programs and teachers of those programs at each instructional level per geographic level. See Table 12.

²⁶ A Contemporary Status Report of NASSDE, prepared for this researcher by James Biddle, March, 1973, See Appendix E.

²⁷ Correspondence with James Biddle, March, 1973.

TABLE 12

NASSDE REGIONAL REPORTS^a

SUMMARY -- PROGRAM STATUS AND STAFFING

Region	Secondary Cooperative Programs		Secondary Project Teachers Programs		Post-Secondary Teachers		Adult Teachers		Teacher Education		State Staff	
	Teachers	Programs	Teachers	Programs	Teachers	Programs	Part Time	Full Time	Number of Institutions	Teacher Educators	Full Time	Part Time
North Atlantic	850	921	366	576	49	108	19	16	12	14	12	7
Central	977	1140	45	46	159	396	283	36	19	32	31	4
Southern	1487	1788	333	381	116	179	1253	59	22	37	56	1
Western	529	542	140	121	149	1025	619	188	11	12	18	19
Totals	3843	4391	884	1124	473	1708	2174	299	64	95	117	31

^aNASSDE Regional Report presented at the American Vocational Association Convention, Chicago, Illinois, December 5, 1972.

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The National Association of Distributive Education Teachers (NADET) was developed in 1957 by 20 coordinators and currently has a membership of 3,000 members. "NADET is the only organization available to represent all Distributive Education teacher-coordinators." NADET aims and goals are best described by Mrs. Janie Sullivan in a contemporary statement paper by request of this researcher (See Appendix E.)

INSTRUCTIONAL MATERIALS AND MEDIA

It is totally impossible to give an accurate account of all the instructional materials and media available for each instructional level.

At one time we had one book. So life was very simple. What you taught with was the Natalie Kneeland book. If you didn't have that, you made it up out of your head.²⁸

Instructional materials in the early days were limited primarily because enrollments in Distributive Education did not generate an interest on the part of major publishing houses to publish Distributive Education materials. Donald L. Fruehling, former Distributive Education teacher-coordinator, described the publishing industry in Distributive Education when he said:

Prior to 1936, little formal training for the distributive occupations existed in the public schools. In 1929, Norton's Retail Selling (Sinn and Company) was published. Unlike its predecessors, Retail Selling was published exclusively for the pre-Distributive Education high school market. Another first was Retail Merchandising by Walters and Wingate (South-Western Publishing Co., 1932). It was the first retailing book written for high school students, and it survives in its sixth edition to this day. Gregg's recognition of Distributive Education as a market was marked by the publication of Retailing by G. Henry Rickert in 1938."²⁹

VII. ²⁸ Interview with Ann Berry, cf. Transcript 2, Volume II, Chapter

²⁹ Interview with Donald L. Fruehling, see Appendix G.

Obviously, the contemporary status of materials and media for and about Distributive Education has changed in 30 years. With the advent of the 1963 Vocational Education Act, the two largest secondary education publishing houses of Distributive Education materials (Gregg Division of McGraw Hill Book Co., and South-Western Publishing Co.,) began reviewing their curriculum materials. C. F. Templeman, Editor, The Balance Sheet, stated that the publishing industry reacts to market needs. The need for Distributive Education materials expanded when enrollments increased particularly at the secondary level.³⁰

It can be assumed that currently many state departments of education and teacher education institutions are engaged in the development of curriculum materials. Many of these curriculum projects are state and local funded and are used within the boundaries of the state.

Organization and Administration of Distributive Education

by Lucy C. Crawford and Warren G. Meyer, Cooperative Occupational Education and Work Experience in the Curriculum by Ralph E. Mason and Peter G. Haines, and Methods of Teaching Business and Distributive Education by Harm Harms, B. W. Stehr and E. Edward Harris were all published in 1972. These professional education texts will probably be widely used in Distributive Teacher Education Programs.

In its short history, Distributive Education has seen dramatic changes as a field of education. In recent years alone, a new

³⁰C. F. Templeman, in a conversation related to the historical account, March 1973.

2000
2001
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2003

federal legislation for education, the growth of change in modern marketing procedures, and the expanding variety of marketing and distributive occupations have created a need for Distributive Education programs to grow and develop and take new directions.

CHAPTER III

THE STRATEGY OF DISTRIBUTIVE EDUCATION AND THE FORCES AFFECTING IT OVER THE YEARS

History is more than a record of events and dates; it is an understanding of how these events came about and how they developed. A critical examination forces the historian to explore the manner in which particular, specific events are closely associated with a broad range of relationships of the total culture.

The findings for this study are being dealt with according to a matrix of three major and identifiable themes (Strategy, Structure, System). Each are so closely interwoven and intermeshed that efforts to separate these themes have often been unsuccessful.

This "strategy" section is destined to call attention of the reader to a few of the numerous ways in which social, economic, legislative, and educational forces can mold an educational discipline.

Distributive Education is a product of an era when the democratic goal for education was "more education for more people." Distributive Education programs were born out of the needs of a society physically and emotionally drained by a depression, a society looking once again to its schools to satisfy its needs. The rhetoric about a nation's reliance on its schools had become an uneasy reality. It seems that society had begun to realize that every hope modern man entertains, every competence he needs, every effort he makes to cope with the

problems that beset him ultimately requires some form of learning in the schools.

SOCIAL AND ECONOMIC FORCES

It is often said that schools ought to reflect the social and economic needs of a society at a given time. It would appear as though Distributive Education as an educational field within our schools has, in fact, been expected to react to the needs of society at a given period of time. To study Distributive Education, therefore, means, in part, to study American society and culture. As a society, we have developed a philosophy of principles for and about our educational system. These principles undergird what schools can and do, in fact, do. These principles are created by the conditions of the times.

It is not the intent of this study to identify all of the social and economic changes occurring in our society from 1936 to 1972 but to relate to those that were perceived by the leaders interviewed as most significant in causing changes in the direction Distributive Education has taken. The social and economic forces that molded Distributive Education into what it is today are those to which this section will relate.

Training for jobs in marketing and distribution started much earlier than 1936. Courses in retail selling, advertising, and display really started even prior to the Smith-Hughes Act; and, therefore, there was no legislative force promoting the development of these courses. Louise Bernard, when interviewed by Peter G. Haines at the National Distributive Teacher Education Conference, Michigan State University, in 1967, stated:

... the training program for distribution started much earlier than 1937.¹

Because of concern for the lack of good selling techniques among salespeople, Mrs. Lucinda Wyman Prince, in 1905, began sales-training courses for sales personnel in the Boston area. By 1908, with some financial support from Boston merchants, Mrs. Prince opened the Union School of Salesmanship.

Being dissatisfied with customer service in many of the retail stores in Boston and the mistakes made by salespeople, Lucinda Prince enlisted the cooperation of the Women's Educational and Industrial Union and was given a room for her retail sales training class at the Union headquarters. Each salesperson participating in her sales-training classes received wage increases in proportion to their total daily sales increase upon conclusion of the course.

This miniature sales training course developed into the Prince School for Store Service. In addition, Lucinda Prince provided leadership for upgrading the status of retail sales personnel when she served as educational director of the National Retail Merchants Association. For some years the Prince School for Store Service was a graduate department of Simmons College, Boston, Massachusetts.

Public interest in vocational education has varied with the times. The social and economic climate of the times generated enthusiasm for vocational education or vocational education was deemphasized.

¹Interview with G. Henry Richert and Louise Bernard conducted by Peter G. Haines at the National Distributive Teacher Education Conference, Michigan State University, 1967, see Appendix G.

The Great Depression

In 1936, with the passage of the George-Deen Act, a depressed economy, recovering from the Great Depression, was in need of rejuvenation. The initiators of the George-Deen Act of 1936 saw one of its primary responsibilities as that of "pumping" money into vocational education to help prepare those who were unemployed and, therefore, help a depressed economy regain its stature. Distributive Education was born out of the Great Depression, so its needs were mandated by the conditions of the times. Who was to be served and how the populace would be served was reflective of the needs of the generation. During that period of time, a depressed economy with many unemployed adults depended partially on vocational programs to solve its problems.

Distributive Education began as an adult program to help those who were unemployed retool and develop skills for the fields of distribution and marketing. In following the years from 1936 to 1972 and carefully looking at some of the social and economic changes in our society, we can see direct correlation between these changes and what has happened to Distributive Education, especially in terms of enrollments (see Table 13).

When analyzing the "times of the late 1930's and the social and economic forces then existing, it can be more clearly understood why Distributive Education had its early roots in adult education, not in high school programs.

I didn't know a thing about the George-Deen Act and couldn't imagine teaching retailing below the college level. When Louise Bernard told me about the new law, I was totally surprised. I had seen retailing brought into the New York trade schools but I was never very impressed. These schools were primarily for the low achiever, and I often questioned

TABLE 13

NATIONAL ENROLLMENT DATA FOR DISTRIBUTIVE EDUCATION^a

School Year Ending	Total Enrollment	Per Cent Increase or Decrease Over Previous Year		Levels of Instruction			Per Cent Special Needs
		Per Cent	Secondary	Post-Secondary	Adult	Per Cent	
1972							
1971	578,075	9.2	41.7	14.9	43.4		(12.2) ^b
1970	529,365	-6.0	43.5	15.5	41.0		(9.9) ^b
1969	563,431	-2.0	32.7	10.8	54.6		1.9
1968	574,785	19.5	30.6	7.8	60.8		.8
1967	481,034	14.4	31.5	4.4	63.1		1.0
1966	420,426	26.1	24.2	3.8	71.6		.4
1965	333,342	- .2	22.9	1.9	75.0		.2
1964	334,126	7.9	16.5	.8	82.7		
1963	309,593	-3.6	14.9	.7	84.4		
1962	321,065	4.9	13.2	.6	86.2		
1961	306,083	.8	13.6	.5	85.9		
1960	303,784	-2.2	12.6	.5	86.9		
1959	310,591	---	11.4	.4	88.2		
1938 ^c	36,076	---	10.2	---	89.8		

^aThis National Enrollment Data is summary data compiled from Annual Statistical and Fiscal Reports submitted by the States in the administration of vocational education programs. This report was prepared by the staff in the Division of Vocational and Technical Education, U. S. Office of Education.

^bDisadvantaged and handicapped included by levels of instruction.

^cFirst-year enrollment in Distributive Education was reported.

how much they learned. The idea that you would encourage students to take at the high school level courses for successful careers in marketing and distribution seemed fantastic.²

Cultural Influences in Early Program Development

Formal educational institutions cannot exist in a social and economic vacuum. Schools both influence and are influenced by a society in which they exist in a variety of ways.

By working closely with the merchants in the area, we were able to change some of their practices so that the stores were nicer places to shop at. You see, we trained their people to be better salespeople.³

From the standpoint of the society as a whole, a primary function of education has always been the maintenance of culture. Culture, of course, in this study includes more than just the accumulated knowledge in every field of inquiry. It includes the values, beliefs, and norms which have been passed down from generation to generation, often without modification, or with infrequent modification throughout history of a society. Distributive Education has considered the maintaining and perpetuating of the American free enterprise system and all its components as a primary responsibility.

... the other two purposes being a specific and direct compliment and a copy of the goals identified for Distributive Education: (1) To make a contribution toward occupational development, and (2) to create a better understanding of the responsibilities of citizenship in our own free enterprise system.⁴

²Interview with Ann Berry, cf. Transcript 2, Volume II, Chapter VII.

³Interview with Marguerite Loos, cf. Transcript 11, Volume II, Chapter VII.

⁴Interview with Harry Applegate, cf. Transcript 15, Volume II, Chapter VIII.

Sponsoring the legislation needed to get Distributive Education recognized as a vocational program qualified to receive federal funds was long in the making. Senator Walter F. George and Congressman Braswell Dean, both from Georgia, sponsored the legislation and provided some of the early support for Distributive Education. Those sponsoring the legislation argued effectively that Distributive Education was a viable discipline in our economy. Mr. Frederick G. Nichols was a member of the Federal Board for Vocational Education and helped in marshalling forces to support the training of distributive workers with federal funds.

Dr. Paul H. Nystrom, "perhaps the greatest economist in the field of retailing,"⁵ wrote in 1935, a pamphlet entitled "Vocational Training for Workers in the Distributive Trades." In a statement of purpose for the booklet, Dr. Nystrom wrote:

The purpose of this statement is to indicate the need for vocational training for workers in the distributive occupations and to recommend that Federal Aid be provided to the states for the purpose of establishing and carrying on such training in public schools under the same conditions as prescribed by the Smith-Hughes Act for training in agriculture, trades, and industries and home economics.⁶

It is interesting to note that Dr. Paul H. Nystrom, Marketing Professor at Columbia University and member of the Federal Board of Vocational Education, is credited with having named the instructional program,

⁵Interview with Ann Berry, cf. Transcript 2, Volume II, Chapter VII.

⁶Paul H. Nystrom, "Vocational Training for Workers in the Distributive Trades," quoted in Lucy C. Crawford and Warren G. Meyer, Organization and Administration of Distributive Education (Columbus: Charles E. Merrill Publishing Company, 1972), p. 206.

Distributive Education. Ann Berry remarked, "I remember Paul Nystrom in the early years being Lord and Master."⁷

Following the signing of the George-Deen Act, many states provided leadership for Distributive Education by establishing supervisory positions for Distributive Education programs within the State Department of Education. There is still much confusion as to which state was actually first to have a department, or division, or unit to house a supervisor of Distributive Education. The State of Virginia certainly can claim itself as being one of the first to have a State Supervisor of Distributive Education. Hired by the local merchants, Louise Bernard came to Waynesboro, Virginia, to conduct a three-month sales training project for the community.

Local merchants of this town of a population of then about 10,000 were concerned that the \$50,000 payroll from the big DuPont plant in town was not being spent in town. Because I was the local newspaper editor and owner, they asked me to be chairman of the Merchants Committee and find someone who could train personnel. I found Louise Bernard through her brother who was a newspaper man.⁸

The Waynesboro story typifies how Distributive Education responded to social and economic forces.

War as a Social and Economic Force

Until World War II, Distributive Education grew rapidly. Preparing adults using itinerant teachers and developing regional conferences were all part of the scheme, and these resulted in significant increases in enrollment. This new field of education called Distributive Education

⁷Interview with Ann Berry, cf. Transcript 2, Volume II, Chapter VII.

⁸Interview with Louis Spelman, Editor of the Waynesboro News, see Appendix G.

found its primary purpose to be aiding the economy in recovering from the Great Depression. With the advent of World War II, the strategy and structure of Distributive Education made some changes.

A nation faced with war needs to develop manpower capable of taking care of the needs at home and abroad. Distributive educators during those days spent most of their time conducting a whole series of "canned" training courses throughout the country; the entire series was commonly referred to as the JIT series. Courses in job relations and job instruction were conducted by distributive educators throughout the United States. Ann Berry recalled teaching these courses:

We took the Job Instruction Training and Job Methods Training and Job Relations Training from Trade and Industry and used that. You see, retailing was a non-essential job. We took it and used it to train people who were working in PX's, ships' stores, this sort of thing, primarily as an effort to prove that we weren't non-essential.⁹

T. Carl Brown concurred with Ann Berry when he stated:

During World War II we started teaching some supervisory courses, job instruction training. We started doing the Human Relations Program just before World War II. We had to keep training replacements for men who were called into service so we did a lot of, oh, we called it vestibule training.¹⁰

Not all training done during World War II was specifically related toward manpower needs but often related to social needs of the times.

T. Carl Brown indicated this when he stated:

The adult programs put more emphasis on courtesy training; how to say "we don't have it" and not make the customer mad.¹¹

⁹ Interview with Ann Berry, cf. Transcript 2, Volume II, Chapter VII.

¹⁰ Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

¹¹ Ibid.

The Post-War Years

After World War II our nation was faced with many returning veterans. Distributive Education continued to teach the "canned" courses, the adult programs grew, enrollments made significant increases, and the high school programs began to see some minor increases in enrollments. Many distributive educators see this post-war period as perhaps one of the greatest times for the development of Distributive Education. The growth of Distributive Education was now possible primarily because a potential composite of manpower was available to develop a leadership cadre. A group of young men returning from the war, who had not clearly identified what their future careers might be, were interested in a new and exciting career where their talents could be used in innovative and challenging ways. This group of veterans provided much of the future leadership for Distributive Education. John A. Beaumont clearly identified this group:

[Warren G.] Meyer came into the scene when there were a great many veterans returning and he developed a number of young men. These young men were able to take a leadership role in implementing the very thing we were trying to do. Without that, I doubt if we could have succeeded to the extent that we did. Not that that was the only thing. Peter Haines came out of that program, as you know; Ed Nelson, who is now in the Office of Education; Neal Vivian; Harland Samson. He developed a whole group of young people who were not quite ready to take over but they were smart and they had the experience of war in back of them. They were not just smart. They were mature. A number of them were able to grasp this shift and were in leadership roles, or in the beginning of leadership roles, and were able to make something of this. I would say very definitely, that this was a point of departure.¹²

Harland Samson recalled the beginning of his career in Distributive Education by stating:

¹²Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

I returned from the service and started at the University of Minnesota in the Winter of 1949. In the spring of 1950, I found, because of various reasons, a need to consider something besides the program that I had been pursuing, which had been in the School of Engineering, so I went to the Counseling Center at the University. I had not taken advantage of the Center when I enrolled the previous fall. A counselor said that I should see somebody who was running a new program. They referred me to Warren G. Meyer. So I did. I went over to see Mr. Meyer, and he explained what the program was. It sounded interesting.¹³

James Horan explained his career decision-making process in about the same way:

I was looking for a college to return to when I came back and something to major in, and this [program at Richmond Professional Institute] sounded interesting so I enrolled when I got out of the service in 1947. I still was not sure whether I wanted to go into retailing or into Distributive Education, but I found the answer after I did my student teaching. That is when I decided to go the Distributive Education route instead of retailing.¹⁴

The Lean Years

The early 1950's were lean years, years of an economy faced with a recession. These were days when the economy was concerned about spending federal dollars for any kind of activity and especially spending federal dollars for aid to education. Distributive Education was hurt by "feelings" of the times. Its funds were greatly cut. John A. Beaumont had this to say about the situation at that time:

In the early '50's, you see, it started to sweat in a sense. It got in real bad shape. It was under Eisenhower that they began to cut the budget for Distributive Education. They didn't cut the budget in other areas of vocational education, but they began to cut the Distributive Education

¹³ Interview with Harland E. Samson, cf. Transcript 27, Volume II, Chapter VIII.

¹⁴ Interview with James Horan, cf. Transcript 21, Volume II, Chapter VIII.

budget, and each year, they sliced some more off of it. They were down to almost the point of where it was to be eliminated.

In those days, it wasn't like today. Today, states can use the funds in just about any direction they want. But in those days, they were appropriated for certain activities; Home Economics, Red Cross work, Trade and Industry, and they just cut the Distributive Education budget. It was just a question of time, probably, before Distributive Education would just have disappeared, unless we made some radical reversal.¹⁵

It is interesting to note that in the section on legislation in this chapter the researcher wrote that all other Vocational Education programs continued to be supported during this time but that Distributive Education was that occupational area primarily attacked by Congress. Perhaps Congress was reacting to the adage, "Salesmen are born, not trained." T. Carl Brown's comments are illustrative of the thinking of the times.

The Congress said they ought to cut out this Distributive Education field. Senator Douglas from Illinois made fun out of it. He said it was teaching students to sell ribbons and thread. There was a course held in New Hampshire, somewhere in the New England area, entitled "Selling Tombstones--Use Salesmanship." Granite was what they produced and was really a very important industry for the area. But this struck a rather cynical Congress as ridiculous, teaching the selling of tombstones. This became quite a joke in Congress. They tried to cut it all out and they did cut the appropriations down quite low. This resulted in less money and correspondingly a drop in Distributive Education. But some of us were bullheaded and wouldn't give up fortunately.¹⁶

The basic questions being asked in those days were "What is Distributive Education?" and "Why do we need it?" G. Henry Richert recalled the discourse of the days in these words:

¹⁵ Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

¹⁶ Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

The reason these individual courses were criticized is because first of all, some congressman looked over the record of courses and discovered this course for tombstone selling. It was later explained to this congressman that these courses were given in Vermont and granite cutting and the making of tombstones is one of the big industries in Vermont. He changed his tune then.¹⁷

To recover from this period, strong leadership came from the U. S. Office of Education and such professional organizations as the American Vocational Association. Louise Bernard, in an interview with G. Henry Richert and Peter G. Haines at the 1967 National Distributive Teacher Education Seminar at Michigan State University, stated:

I remember the American Vocational Association without any question working through legislators and giving them the real understanding of this program that we had.¹⁸

Warren G. Meyer recollected the leadership provided by the U. S. Office of Education in these words:

Then the U. S. Office of Education gave us wonderful leadership. This carried through the regions. The regions were, more or less, the arms of the U. S. Office. I think if it hadn't been that way, we probably would have folded.¹⁹

With the advent of Sputnik, all of education was being questioned. There was, in the late 1950's and early 1960's, dissatisfaction with our educational system in general. The entries were loud. Such books, as James B. Conant's The American High School Today²⁰ and Robert Coles'

¹⁷ Interview with G. Henry Richert and Louise Bernard conducted by Peter G. Haines at the National Distributive Teacher Education Conference, Michigan State University, 1967, see Appendix G.

¹⁸ Ibid.

¹⁹ Interview with Warren G. Meyer, cf. Transcript 12, Volume II, Chapter VII.

²⁰ James B. Conant, The American High School Today: A First Report to Interested Citizens (New York: McGraw-Hill Book Company, 1959).

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Children of Crises²¹ attacked our public school systems. These publications became "best sellers" not only among the educational leadership, but the public in general.

The Beginning of Prosperity

The flood of World War II babies, completing their education and about ready to enter the world of work, in the early 1960's created a great need for recognizing that we as a society needed more vocational preparation. Many of these individuals would be entering the field without any marketable skills. The simple fact that the numbers of people to be served by schools increased in the 1960's generated concern for the 1963 Vocational Education Act. Our nation was also faced at the time with the displacement of many individuals, caused in part by many technological changes and advancements. These people needed to be trained in new skills so that they could, in fact, contribute to our economy.

Today, with the emphasis on the young citizen who has not made it academically, we are beginning to develop a new sense of commitment. In the '40's we were trying to avoid the culturally and academically deprived elements in the student body. We were always talking about "getting the students who belong in Distributive Education." And then--perhaps in response to our feelings of unimportance in the '50's--in the early '60's there began to develop in some of us this feeling that we had been wrong in seeking the student who would probably succeed without us. We were devoting an undue amount of our time to developing the "good" student. There were other students in our classes who desperately needed our help and were not getting it.

I think we are developing a new breed of teacher-coordinators today as a result of social pressures and the natural concern of our young people with the disadvantaged. We are finding students enrolled in teacher education now

²¹Robert Coles, Children of Crises: A Study of Courage and Fear (New York: Dell Publishing Company, Inc., 1964).

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saying, "I want to help the one who can't make it. I want a ghetto Distributive Education class. I want an ordinary group of kids who need me."²²

A major characteristic of a modern industrial society is a relatively rapid rate of change. Changes in technology, in values and norms, and in the nature and organization of social groups are common. Schools, as an integral part of society, are especially affected by change and by pressures for change.

Vocational education began to gain public favor during the early 1960's. The general discussion about the need for educational relevance promoted all occupational preparation programs. Distributive Education programs could "show" that what was being taught was relevant to the "outside world." Distributive Education primarily relied on the cooperative plan of instruction for developing the competencies needed; therefore, it was in a favorable position to combat the discourse of relevance.

The beginning of societal change toward education and its people appeared in the early 1960's. With the passage of the Manpower Development and Training Act of 1962, which provided for a program of occupational training and retraining of the nation's unemployed work force, we began to see a change in attitude toward the importance and need for all education, but especially vocational education.

It seems that we, as a society, began to recognize the need for preparing people for gainful employment. When the Panel of Consultants in Vocational Education was established in 1961, we recognized at least a need for reviewing our past accomplishments in developing manpower.

²² Interview with Vivien King Ely, cf. Transcript 18, Volume II, Chapter VIII.

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As President John F. Kennedy stated to the Congress on February 20, 1961:

The National Vocational Education Acts, first enacted by the Congress in 1917 and subsequently amended, have provided a program of training for industry, agriculture, and other occupational areas. The basic purpose of our vocational education effort is sound and sufficiently broad to provide a basis for meeting future needs. However, the technological changes which have occurred in all occupations call for a review and re-evaluation of these acts with a view toward their modernization.

The Panel of Consultants made two major findings about vocational education programs in general:²³

1. There had been a degree of insensitivity to changing manpower needs.
2. There had also been a degree of insensitivity to various segments of the population.

The education of those with special needs was often forgotten in vocational education, but all of American education was guilty. Minorities, underachievers, and handicapped individuals were oftentimes omitted from our Distributive Education programs. Distributive Education served middle-class America.

The greatest reason for the changes [in Distributive Education] is what I would consider the mandate of the Vocational Education Act of 1963 and subsequently the amendments of 1968, which said that we must serve more people. Now, in serving of more people, we have started to serve different populations than we have ever served before. As you well know, most of the students in Distributive Education prior to the early 1960's were probably considered white, middle-class oriented children coming from small towns; some city students, but not too many. Most of them from small town USA. I think you'll find that we have had a great emergence of Distributive Education programs in our inner-city areas. This has

²³U. S. Department of Health, Education, and Welfare, Office of Education, Education for a Changing World of Work, Report of the Panel of Consultants on Vocational Education (Washington, D. C.: Government Printing Office, 1963), pp. 206-214.

brought Distributive Education to many black students. Before this very few black students were being served by Distributive Education. I think the same thing regarding increased enrollment can be said in many of those areas of the country which have a high Mexican-American population. So, probably what we're talking about here is a greater awareness and a greater ability to be able to serve minority group populations. The Distributive Education program for the first time has moved into the inner-city and in some cases into the rural areas.²⁴

Perhaps an undergirding social force throughout the entire development of Distributive Education has been the regard of society for the status of the field. Was Distributive Education for someone else? Was it preparing people for menial tasks? What, in fact, was Distributive Education? What did it prepare people for? One of the problems many of the pioneers indicated was the complete lack of understanding of what Distributive Education was all about by many, many people. It was often seen as preparing individuals for low-status jobs: the kind of job that is "good for somebody else's kid, not mine." T. Carl Brown refers to this when he stated:

The vocational education (and this includes Distributive Education) is still in the minds of much of the lay public, the academic teachers, and principals and to some extent, counselors, education for somebody else's child. I suppose from the time of the first National Advisory Council and it's still true, that there are about 3/4 of a million young people per year graduating from post high school and high school. Most of them are without any marketable skills.²⁵

As an "early implementer" of Distributive Education, Eugene L. Dorr described his early days in the field:

²⁴ Interview with Edward T. Ferguson, Jr., cf. Transcript 34, Volume II, Chapter IX.

²⁵ Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

[illegible]

I went into Arizona back in 1959. And somewhat like what Jim had, there were three programs operating in the state at that time. You had people that didn't know the program. School administrators that weren't really overly excited about even wanting to implement a program. You were a promotional person; you were going out and you were selling a high school program; you were selling adults; you were working with the business community. I did just about everything that could be done. I taught classes. I taught at a teacher education center. I ran adult programs. I went in and interviewed students to get them into programs.²⁶

A Change in Attitude toward Vocational Preparation

A major function of schools in this country is in helping to allocate individuals to positions in a society. Every society must make some provision for deciding which of its members will occupy the various positions in the society and perform the roles necessary for its continuation and development. There is no doubt that in our society the educated man has been looked upon with favor. Those preparing for occupations have not always been viewed as being "educated" men. James W. Biddle described the need for "selling" people on having Distributive Education programs when he stated:

I can recall when I first got into it we felt like we were fighting to let people know what Distributive Education was. And we're still fighting. But it isn't the same as it was. There is a sophistication; there is a professional movement. We're getting a tremendous acceptance for the total program.²⁷

Since the turn of the century, a number of important changes have taken place in the size, distribution, and composition of the population in our country which directly affected the school's role in preparing individuals for positions in society. Since the educational

²⁶ Interview with Eugene L. Dorr, cf. Transcript 17, Volume II, Chapter VIII.

²⁷ Interview with James W. Biddle, cf. Transcript 17, Volume II, Chapter VIII.

system must be responsible to these kinds of changes, major educational policy changes at all levels have occurred. Perhaps the most notable change has been a change in attitude.

Having a job in our economy has always been important, but more so in recent years than in any other period of time. We have become a "job economy" because having a job means that an individual can achieve many additional rewards such as social security benefits, health, and accident insurance.²⁸

Grant Venn describes the importance of having a job in these terms:

A man's occupation in American society is now his single most significant status-conferring role. Whether it be high or low, a job status allows the individual to form some stable conception of himself and his position in the community.²⁹

Apparently those on the Panel of Consultants who reviewed vocational education in 1961 were totally aware of the need for vocational preparation among our young people so that, in fact, more people could have jobs. Preparing individuals with entry-level job skills and helping individuals to upgrade on their job have become an increasingly important matter of education. There are many who feel today that more and more of what is basic to successful performance in today's occupations can be best taught within the normal educational framework.

Kay B. Brown sees the training for distributive occupations including preparation at the junior high school level on through adult or continuing education programs:

²⁸Daniel Kruger, "Economic Benefits Accruing Through the Job," a position paper, Michigan State University.

²⁹Grant Venn, Man, Education and Work (Washington, D. C.: American Council of Education, 1964), p.152.

1. Increase in training for adults preparing to enter the field, particularly housewives training for re-entry into job market.
2. Specialists in disadvantaged; specialized programs - food, fashion, petroleum, etc.; post secondary; guidance and vocational education (in other words, teacher education will have to specialize to a greater extent, as will Distributive Education personnel at undergraduate and graduate levels).
3. Distributive Education departments in high schools and post secondary institutions, offering a wide range of general, specialized, project, and cooperative courses.
4. Increase in Distributive Education junior high school programs and introduction of Distributive Education at elementary level in connection with career education program.³⁰

Robert D. Joy, State Supervisor of Distributive Education for the State of New Jersey, supplied these detailed comments relative to the role of secondary schools in preparing individuals for occupations:

I think it has been long overdue that we have not been able to convince the high school administrators that the high school itself is to equip people to get and hold decent jobs. The high schools should expand and improve vocational education to make their efforts more relevant to the needs of young people entering careers in business and industry. For the past couple decades, I feel the American high school has been dedicated to the goal of preparing graduates for productive adult life. Not all high schools, though, offer the range of an educational program needed to reach this objective. I feel that millions of students in the United States leave our high schools unfit for employment, unable or unwilling to go on to college, and carrying away an enduring distaste for education in any form. The high school developed as an academy to prepare scholars for college. College preparation remains the foremost endeavor of secondary schools. Most schools do this job very well. Nationally, however, only 30% of our students go on to higher education. A college preparatory course may thus be less than ideal for seven of every ten youngsters now in school, most of whom will seek jobs after graduating. For students not preparing to enter college, a typical high school offers a watered down general

³⁰ Interview with Kay B. Brown, cf. Transcript 32, Volume II, Chapter IX.

course - calling the general course a wasteland is the only way I can describe it.

The universal goal in American education should be this: that every young person completing Grade 12 be ready to enter higher education, or to enter useful and rewarding employment.³¹

Social pressures in the late 1950's and early 1960's made it imperative that education programs be available to many more individuals than had been previously served. We would be remiss if we did not consider the civil rights movements of the 1960's and their effect on education, particularly on the need for serving many who had never been served before.

Regardless of legislation, we have disadvantaged and handicapped who are crying out and saying, "Look, we should be a part of this educational establishment, part of the economic establishment, part of our community. You're not meeting our needs." So, regardless of legislation, these pressures that come from communities and come from states affect the availability of programs and the demands for programs.³²

The Coleman Report, mandated by the Civil Rights Act of 1964, crystallized our attention to recognize that many individuals were not being served by our schools.³³

One could perhaps argue that Distributive Education was bound to grow because of the overall growth of in-school population. There might be some rationale for such an argument. The growth of in-school student enrollments alone does not completely explain why Distributive Education has moved so rapidly. Few would question that such factors

³¹Interview with Robert D. Joy, cf. Transcript 8, Volume II, Chapter VII.

³²Interview with Mary V. Marks, cf. Transcript 23, Volume II, Chapter VIII.

³³U. S. Department of Health, Education, and Welfare, Office of Education, Equality of Educational Opportunity (Washington, D. C.: U. S. Government Printing Office, 1966).

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as a diminishing rural population throughout the country in the present century, a tendency toward the consolidation of school districts, increased enrollments in city schools, and the problems generated by a society have not changed educational policies; and, in particular, these factors have shifted the direction of Distributive Education.

Peter G. Haines identified in his interview what he thought were the major reasons for adult Distributive Education enrollments to have decreased.³⁴ Some of these were: (1) Lack of small communities, (2) change in the structure of small business, and (3) local school districts changing their priorities. These forces are illustrative of what created a need for Distributive Education to shift some of its efforts and seek new directions.

The purpose of education is to perpetuate and improve the society in which it exists. Distributive Education has been a significant part of the total program of instruction in public schools for about thirty years. It has grown in the number of people it serves and the number of occupations in distribution and marketing for which it prepares people.

... in 1958, I think it was limited more to retailing, whereas today I think we tend to think of it as being preparation for a much broader field of marketing and distribution. The intent was always there. It was for the entire field of marketing and distribution but it seems to me that in 1958 the emphasis was more on training for retail jobs.³⁵

³⁴ Interview with Peter G. Haines, cf. Transcript 20, Volume II, Chapter VIII.

³⁵ Interview with Mary Klaurens, cf. Transcript 37, Volume II, Chapter IX.

H. D. Shotwell, an early pioneer in Distributive Education, in his transcript stated:

Economically, Distributive Education has proved itself as a source of providing well trained workers and promotable young workers in marketing and distribution, including specialized fields, such as insurance, real estate, etc.³⁶

The rationale for Distributive Education has developed to the point where the economic and social value to the individual and the social, political, and economic value to all of society is being recognized. James W. Biddle, in his interview, related to the acceptance of Distributive Education when he stated:

You'll find the business leaders from the petroleum industry and from the supermarket industry and the general merchandising industry have a tremendous acceptance for the Distributive Education program. ... I can recall when I first got into it we felt like we were fighting to let people know what Distributive Education was. And we're still fighting. But it isn't the same as it was. There is a sophistication; there is a professional movement. We're getting a tremendous acceptance for the total program.³⁷

LEGISLATIVE FORCES

There is little doubt that federal and state legislation is a force for "movement." Government is the agency which, Lincoln said, exists to do for people that which they cannot do or do as well for themselves.

To propose a discussion of whether federal governmental involvement in education is good or evil is not the intent of this section.

³⁶ Interview with H. D. Shotwell, cf. Transcript 14, Volume II, Chapter VII.

³⁷ Interview with James W. Biddle, cf. Transcript 17, Volume II, Chapter VIII.

But rather, this section is written with the premise that federal and state legislation has had a significant impact on Distributive Education and has been important in guiding the direction Distributive Education has taken.

There is little doubt that the growth and expansion of educational programs is often directly correlated with the legislative forces of the times. For example, when Sputnik was launched, federal dollars were pumped into mathematics and science programs at the secondary level. Enrollments took a sharp increase in these areas. Enrollments in Distributive Education suffered during the Sputnik era. T. Carl Brown described these decreases when he stated, "Vocational education just wasn't popular and certainly 'ribbon-cutting jobs' were below most people's dignity."³⁸

Early Legislation

Although the Smith-Hughes Act of 1917 did not include Distributive Education, the Act did in fact develop the framework for the philosophy of Distributive Education some twenty years later at the secondary level. All legislation passed following the Smith-Hughes Act of 1917 enumerated standards and added funds, but basically demonstrated a minimum amount of change within the philosophical framework that the Smith-Hughes Act was passed. It is really rather interesting to note that the Smith-Hughes Act had only two minor legislative amendments in approximately thirty years.

The Smith-Hughes Act established the organizational framework within the U. S. Office of Education for the administration of

³⁸Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

vocational education. This legislation encouraged individuals to consider vocational education initially and primarily a cooperative program arrangement equal in status to academic education being provided in other parts of the school. Most vocational education acts since 1917, including the Smith-Hughes Act, have primarily achieved three ends:

1. These acts have encouraged the states to undertake for the citizens of the state a new and vital kind of education in cooperation with the federal government.
2. They provided federal funds to aid the states and their local communities in meeting the cost of education.
3. Legislation has safeguarded the expenditure of federal money for the kind of training considered by Congress as needed at a given time.

All federal monies up to 1963 were allocated by occupational areas. This, in fact, safeguarded the use of monies for only those areas specified.

... I am not saying that the restrictions of the George-Deen Act were all good, but I do think we ought to be aware that it is wise at times to guard by legislation the spending of federal dollars.³⁹

Organizational Structure

When the Federal Board for Vocational Education issued its "Statement of Policies" in 1917,⁴⁰ it said:

The machinery established by the Act is devised to secure effective cooperation in promoting vocational education. The law provided for the appointment by the president of a Federal Board for Vocational Education. It also provides for administrative agencies representing the states. The Act requires that state boards, not less

³⁹ Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

⁴⁰ U. S. Office of Education, Administration of Vocational Education: Rules and Regulations, Vocational Education Bulletin No. 1 (Washington, D. C.: U. S. Government Printing Office, 1917), p. 7.

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than 3 members, shall be created by state legislation. Each state board is to work in cooperation with the Federal Board in carrying out the provisions of the Act.

The scheme of education proposed contemplates that each state shall submit to the Federal Board, a plan outlining education activities. These plans, the Federal Board must carefully examine. If it finds them to be in conformity with the spirit and purpose of the Act, it is authorized to direct that the monies appropriated to the various states be paid. In other words, partly by the Act itself, partly by the Federal Board, and partly by the state board in cooperation with the Federal Board, standards of vocational education are established meeting the appropriation of both the state and federal government. Each, in its own field supreme, state boards and the Federal Board in order to function at all, must come together on the ground thus briefly described.⁴¹

This "Statement of Policies" issued to the states really gave the guidelines and plans for the states to follow to receive monies appropriated through the Smith-Hughes Act. As has been indicated, the Smith-Hughes Act of 1917 provided the framework--the philosophy for vocational education of less than college degree. The Federal Board for Vocational Education administered the Smith-Hughes Act until it was transferred to the Department of the Interior, United States Office of Education, in 1933.⁴²

Under the Reorganization Act of June 30, 1932, President Hoover included the following proposal:

It is proposed to transfer the powers and duties of the Federal Board of Vocational Education to the Department of the Interior and it is recommended that legislation be enacted abolishing the Board. Pending such legislation, the Board will serve in an advisory capacity to the Secretary of the Interior.

⁴¹ Ibid.

⁴² Glen Oscar Emick, Cooperative Training in Retail Selling in the Public Secondary Schools, Vocational Education Bulletin No. 186, U. S. Office of Education (Washington, D. C.: Government Printing Office, 1937), pp. 11-21.

Congress vetoed the portion of the order by the President, transferring the Federal Board for Vocational Education to the Department of the Interior. Shortly before the close of the 72nd Congress, President Roosevelt issued Executive Order No. 6166, dated June 10, 1933. By this order, he changed the Federal Board for Vocational Education from an administrative board to an advisory board. The portion of the executive order relating to vocational education reads as follows:

Section 15, Vocational Education: The functions of the Federal Board for Vocational Education are transferred to the Department of the Interior, and the Board should act in an advisory capacity without compensation.

The order was amended so that transfer of the functions was postponed for 60 days to October 10, 1933. On that date, it became effective.

T. Carl Brown, when interviewed, reacted to this action by stating:

In 1933, as an economy measure, the Federal Board for Vocational Education, first by executive order then an amendment to the act, omitted the Federal Board for Vocational Education, but we still had a deputy commissioner responsible for vocational education. That was J. C. Wright. He was still commissioner when I came into the field. Anyway, we had strong leadership and although it was called Business Education Service, they did provide leadership for Distributive Education. They had a chief of the service and four regional agents for Distributive Education.⁴³

By order of the President the functions of the Federal Board for Vocational Education were transferred to the U. S. Office of Education, effective in 1934. These functions included the activities of the Board's Commercial Education Service, the name of which was changed to the Business Education Service.⁴⁴

⁴³ Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

⁴⁴ G. Henry Richert, Responses Prepared to Direct Questions Asked by Researcher, March, 1973, see Appendix G.

In 1933, 49 cities offered Distributive Education classes in their public schools to a total of 9,508 students.⁴⁵ Distributive Education, although not included in the federal legislation, had many early supporters. Frederick G. Nichols, a member of the Federal Board for Vocational Education, provided early leadership to the field.

Later, when the Federal Board for Vocational Education was organized, I was called to serve as one of its executive directors in charge of Commercial Education. The first dollar spent for research studies and bulletins in my department was spent for Bulletin No. 22, Retail Selling Education. The first money spent for personnel was spent for a special agent for Retail Selling Education. This special agent, Miss Isabel Craig Bacon, and Mrs. Lucinda Prince as a dollar-a-year worker loaned to us for this service, collaborated with me in the preparation of this bulletin which was intended to promote retail selling courses throughout the country.⁴⁶

Under the Reorganization Act of 1939, the U. S. Office of Education, including the Federal Board for Vocational Education in its advisory capacity, was transferred from the Department of the Interior to the Federal Security Agency on July 1, 1939.

On May 16, 1946, President Truman proclaimed his Reorganization Plan No. 2 which related to Education and Welfare. The following provision was included:

Section 8, Federal Board for Vocational Education: The Federal Board for Vocational Education and all of its functions are abolished.

None of these executive orders with the consent of Congress affected the fundamental purposes of the Act or the relationships it had generated between the federal and state governments.

⁴⁵Emick, Cooperative Training in Retail Selling in the Public Secondary Schools, pp. 11-21.

⁴⁶Frederick G. Nichols, "Vocational Training for the Distributive Occupations under the George-Deen Act," Journal of Business Education (October, 1937), p. 8.

If I remember correctly, Frederick G. Nichols was the first Chief of the Federal Board's Commercial Education Service. During his tenure he supported the training of distributive workers.⁴⁷

During the middle 1930's, it was very apparent, based on economic and social conditions, that schools needed to provide more vocational education in all fields but, in particular, in those areas not covered under the Smith-Hughes Act.

The American Vocational Association was extremely active in promoting new legislation during these times. The American Vocational Association has worked diligently for all vocational education, including Distributive Education, and has maintained the vocational education tradition by fighting hard for what it believed. The youth of America needed, and the economy needed, vocationally prepared individuals. The American Vocational Association represented those who, in power, felt that preparation for vocations was important.

The American Vocational Association has always supported the interests of Distributive Education. [For example] the American Vocational Association came to our rescue in 1951-52 when we had that severe cut in funds and when they tried to cut out Distributive Education. The American Vocational Association in testimony before Congress made clear the importance of Distributive Education. That was the only thing that saved it then.⁴⁸

The Initial Legislative Thrust for Distributive Education

In 1935, Senator George of Georgia introduced Bill No. S. 2883, "A Bill to provide for the further development of vocational education in the several states and territories." Congress passed H. R. 12120, a bill introduced by Congressman Deen of Georgia and having the same

⁴⁷Correspondence with G. Henry Richert, August 27, 1971.

⁴⁸Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

title as S. 2883. President Roosevelt signed the Act on June 8, 1936. This Bill became commonly known as the George-Deen Act. It is interesting to note that President Roosevelt, in a letter to Congressman Deen, indicated that he signed the Bill with great reluctance and that he was considering seriously the appointment of a group to study the entire subject of vocational education and its importance in our schools.

There was great resistance in the first place to the inclusion of the Distributive Education phase of vocational education. You will recall that Roosevelt was President and there was great resistance. I think we owe its inclusion to Dr. Paul Nystrom, perhaps the greatest economist in the field of retailing who wrote many books and who actually wrote that section of the George-Deen Act. He did write the section for Distributive Education. I have it in correspondence from him. He was primarily responsible along with others from the field of retailing itself who, as enlightened people, saw the need for this along with agriculture and home economics.⁴⁹

When Congress approved the George-Deen Act on June 8, 1936, they authorized an annual allotment of \$1.2 million for vocational programs in distributive occupations. The money was allocated to each state on the basis of its total population.⁵⁰ The Act made no provision for in-school youth who were not employed to enroll in Distributive Education programs.⁵¹ John Beaumont, reflecting on the employment restriction of the George-Deen Act of 1936, had this to say:

The restriction limiting Distributive Education to employed persons was carried over from the Smith-Hughes Act and referred initially to a requirement that persons enrolled in adult or extension classes should be employed in the

⁴⁹ Interview with G. Henry Richert and Louise Bernard conducted by Peter G. Haines at the National Distributive Teacher Education Conference, Michigan State University, 1967, see Appendix G.

⁵⁰ U. S. Department of Health, Education, and Welfare, Office of Education, Education for a Changing World of Work, p. 23.

⁵¹ Ibid., p. 39.

occupation which they were studying. This requirement prohibited the development of preparatory classes which were open to considerable question at the time of the passage of the George-Deen Act when unemployment was at a high level. It was for this reason that Distributive Education was originally conceived of as an adult or extension program.⁵²

All Distributive Education programs were cooperative programs in which students received "career training both in the classroom and in supervised work in a distributive occupation."⁵³

Warren G. Meyer clearly stated during his interview that the employment restriction had been helpful to Distributive Education. He said:

I think that Distributive Education was rather fortunate in the way the law was written, namely that federal funds could only be used for the reimbursement of salaries and operations for students who were employed. This left only one alternative and that was cooperative vocational education. This is where some of our basic regulations arose; that is, students had to be employed at least as many hours as they were in school so you had that regulation. And you had the fifteen-hour work week which corresponded to the three hours a day or fifteen hours a week. I think this was rather fortunate because Distributive Education is of such a nature that it is more dependent on the cooperation and practice in business for good sound instruction than the more concrete areas such as the machines in the trade and industrial and the office field. So I think that it was rather fortunate that we came into existence with that sort of restriction.⁵⁴

For approximately ten years after the signing of the George-Deen Act, no legislation of any significance was passed for vocational

⁵²Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

⁵³U. S. Department of Health, Education, and Welfare, Office of Education, Education for a Changing World of Work, p. 39.

⁵⁴Interview with Warren G. Meyer, cf. Transcript 12, Volume II, Chapter VII.

education. Prior to 1937 Distributive Education grew slowly. There were highly developed retailing programs having impact on the upgrading of sales training personnel being conducted cooperatively by retailers and schools of retailing, but there were few high school programs with the exception of a salesmanship course taught in commercial departments. When federal funds became available for Distributive Education, secondary enrollments took a fast spur forward. (For national enrollment figures based on the North Atlantic Region, the Southern Region, the Central Region, and the Western Region for the years 1937 to 1942, see Appendix K.

Although the dollar authorization for Distributive Education was not large, the George-Deen Act truly gave birth to a new field of education by earmarking funds especially for that occupational area. For the first time, Distributive Education was specifically defined. State Supervisors for Distributive Education were immediately appointed in some of the large states. T. Carl Brown was the first State Supervisor of Distributive Education for North Carolina and continues today in that position.

In the summer of 1939 I'd never heard of Distributive Education, but they asked me to come to the State Office and talk with them. I was a local vocational director and teaching diversified occupations. I had been in academic education but left in the early part of the depression because I made less money. We made about \$70 a month then. I left and went into business. When I came back, I went into vocational education for one year. Then they talked with me during the year about coming to the State Office so I came to the State Office.⁵⁵

⁵⁵ Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

Marguerite Loos, prior to becoming the first State Supervisor for Distributive Education for Ohio, had served the Columbus Board of Education as its Retailing Director. In that position she was responsible for training retail store personnel in the community. In 1936 she was appointed State Supervisor of Distributive Education. Marguerite Loos recollected her early beginnings as a State Supervisor when she stated:

... the Merchants Association had heard there was Distributive Education under the George-Deen Act, and they wanted somebody here in Ohio.

When I started there were about nine programs throughout the state known as Retailing under the Smith-Hughes Act. Three of them were in Cincinnati.⁵⁶

This new discipline area, Distributive Education, was placed within the division of Business Education Services in the U. S. Office of Education. Immediately, there were appointed Regional Agents for Distributive Education. Thus, a "movement" for Distributive Education was begun.

When Congress passed the George-Deen Act (1937), the U. S. Office of Education was given the responsibility for carrying out the provisions of this Act, including for the first time providing federal funds for a national program of Distributive Education. In 1938 the then U. S. Commissioner of Education, Dr. John Studebaker, assigned the responsibility for developing Distributive Education nationally to the Business Education Service.

It was then that four regional agents were employed, John B. Pope, Walter F. Shaw, G. Henry Richert, and Kenneth Haas (who remained with us only until 1946). John Kratz, Director of the U. S. Vocational Rehabilitation Program, served for about one year as chief of the Business Education

⁵⁶ Interview with Marguerite Loos, cf. Transcript 11, Volume II, Chapter VII.

Service; and his place as chief was then taken by B. Frank Kyker.⁵⁷

Supportive Legislation for Distributive Education

Between 1936 and 1946 no legislation relating to vocational education had any effect on Distributive Education. The next major appropriation was the Vocational Education Act of 1946, commonly referred to as the George-Barden Act of 1946. Senator George of Georgia introduced, in 1944, S. 1946 in the 78th Congress. The following February he again introduced the measure as S. 619 in the 79th Congress. On October 17, 1945, Congressman Barden of North Carolina introduced H. R. 4384, a Bill to amend the George-Deen Act. The Senate passed S. 619, and the House amended it by substituting the language of its own Bill and asked for conferences. In its revised form, S. 619 was passed and signed by President Truman on August 1, 1946. It is important to note that the George-Deen Act of 1936 was amended by the George-Barden Act of 1946. In the 1947 revision of the "Statement of Policies," Bulletin No. 1, the U. S. Office of Education stated:

The chief characteristic of the George-Barden Act as contrasted with previous vocational education legislation is flexibility. Some of the specific limitations on the use of funds were omitted from this Act and provisions were included to allow for new phases of work.⁵⁸

T. Carl Brown, in his interview, recollected his involvement during this period:

⁵⁷G. Henry Richert, Responses Prepared to Direct Questions Asked by Researcher, March, 1973, see Appendix G.

⁵⁸U. S. Office of Education, Administration of Vocational Education: Rules and Regulations, Vocational Education Bulletin No. 1 (Washington, D. C.: U. S. Government Printing Office, 1958), p. 10.

I worked on the committee for the Act of 1946, George-Barden Act. Barden is from North Carolina.

The George-Barden Act primarily provided more funds for education. Congressman Barden expressed it in criticizing some of the people who were trying to hold down appropriations. Barden was, I believe, chairman of the Education Committee at that time. He was formerly a judge in Heuborn, North Carolina. I remember we had one or two committee meetings talking about the Act and recommendations, but not like staying a week and working on it like we did on the Act of 1963. It didn't represent a change in attitude. Just a little more money. The George-Barden Act did authorize a certain amount of dollars. We could use the funds in teacher education funds.⁵⁹

It is extremely interesting to note some of the differences between the George-Barden Act of 1946 and the George-Deen Act of 1936:

1. Federal funds under the George-Barden Act could be used for maintenance of administration and supervision. Under the George-Deen Act, federal funds could not be used for administration and only for salaries and expenses in supervision.
2. The George-Barden Act made it possible to use federal funds for the purchase and rental of equipment and supplies for vocational instruction.

Most of the provisions included in the George-Deen Act were continued in the George-Barden Act. For example, the George-Barden Act of 1946 and the George-Deen Act of 1936 made no special appropriation for teacher training. So, Distributive Teacher Education was left to the states for each to determine the proportion of the allotment in a given field to be used for teacher training. This meant that each state decided how much out of its total allocation would be used for teacher education. Many feel very strongly that the growth of teacher education for Distributive Education was retarded because

⁵⁹ Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

the laws did not mandate that a certain percentage of funds had to be used for teacher preparation.

There just weren't enough dollars to do everything that needed to be done. Most of the money went into promoting Distributive Education. Some teacher education was done with what was left but very, very little. Naturally, if the law had said there had to be teacher education it would have gotten done.⁶⁰

The George-Barden Act of 1946 clearly stated that Distributive Education was restricted to part-time and evening classes. What the George-Barden Act really did for vocational education, in addition to what has already been outlined, and to Distributive Education in particular, was to authorize more money. It authorized the expenditure of approximately \$29 million beyond the \$7 million authorized by the Smith-Hughes Act and, quite clearly, the George-Barden Act and the George-Deen Act stated that the funds were to be spent for the same purpose and in the same manner as in the Smith-Hughes Act. Distributive Education under the George-Barden Act was authorized \$2.5 million.

If you study the whole range of vocational education legislation up to the '63 Act, it's all additions. There are no changes. They added things and increased the authorizations, but there are no significant changes in anything that was assessed back as far as 1917. This was done because of a fear that once you opened this up to amendments, you didn't know where you would go and they thought we'd rather stay with what we've got than take a chance.⁶¹

No other major piece of legislation directly affected Distributive Education between 1946 and 1963. There were a few acts which had some influence on Distributive Education programs. It would certainly be

⁶⁰Correspondence with G. Henry Richert, October, 1971.

⁶¹Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

inappropriate for this section on legislation to not be cognizant of the fact that during the decade from 1950 to 1960 attempts were made quite frequently to eliminate federal dollars from vocational education in general, but in particular for distributive occupations. Legislation was introduced several times to abolish existing legislation for vocational education.

You never knew if you had money or not and every year we went through that and it was terrible to have to go to these people and ask them to talk to the State Legislature and Washington to try to get funds. We spent too much time on that sort of thing, [trying to get funds].⁶²

Various commissions and committees recommended that the federal government completely withdraw financial support for vocational education. These recommendations were not necessarily a criticism of the vocational education programs but rather reflected a prevailing philosophy that the states and local communities should be paying for all education. It was social in terms of questioning the role of the federal government in providing federal funds for education. There is no doubt that economic influences also prevailed when we consider the condition of the economy during this period.

Funds for Distributive Education were severely cut. This resulted in decreased enrollments and curtailment of courses in the Distributive Education program. Enrollments dropped by more than 100,000 during a one-year period. (For national enrollments in evening extension, part-time extension, and part-time cooperative programs in Distributive Education for the years 1944 to 1962, see Table 14.) Distributive Education struggled to survive during those days.

⁶²Interview with Marguerite Loos, cf. Transcript 11, Volume II, Chapter VII.

TABLE 14

NATIONAL ENROLLMENTS IN EVENING EXTENSION, PART-TIME EXTENSION,
AND PART-TIME COOPERATIVE PROGRAMS IN DISTRIBUTIVE EDUCATION,
1944-1962^a

Year	Number of Enrollments			Totals
	Evening Extension	Part-Time Extension	Part-Time Cooperative	
1944-45	71,134	67,208	14,439	152,781
1945-46	93,882	66,281	14,509	174,672
1946-47	140,996	77,724	16,421	235,141
1947-48	192,238	66,453	24,057	282,748
1948-49	207,621	70,650	26,123	304,394
1949-50	239,554	89,532	29,941	350,027
1950-51	228,173	78,295	28,138	334,606
1951-52	148,268	59,307	27,276	234,851
1952-53	127,734	50,618	29,676	208,028
1953-54	152,413	39,638	28,568	220,619
1954-55	164,591	39,923	30,841	235,355
1955-56	173,085	50,490	33,450	257,025
1956-57	203,795	41,559	34,549	279,903
1957-58	202,408	44,236	35,914	282,558
1958-59	274,135 ^b	---	36,456 ^c	310,591
1959-60	264,106 ^b	---	39,678 ^c	303,784
1960-61	262,904 ^b	---	43,179 ^c	306,083
1961-62	276,948 ^b	---	44,117 ^c	321,065

^aSource: The Digest of Annual Reports from the States to the U. S. Office of Education; data compiled by G. Henry Richert.

^bThese figures include both enrollments in evening extension and part-time extension programs for the years indicated.

^cThese figures include high school and post-high school enrollments in part-time cooperative programs:

<u>Year</u>	<u>Post-High School</u>	<u>High School</u>
1958-59	1,102	35,456
1959-60	1,374	38,304
1960-61	1,655	41,524
1961-62	1,871	42,246

Note: The above statistics show enrollments in Distributive Education roughly over the George-Barden Act period (from 1946 to 1962). These enrollment figures show a steady growth in the part-time cooperative program and a considerable fluctuation in the evening extension and part-time extension programs.

These were real troublesome years because in many states there was only federal and local money available. This almost made the program dry up. In some states, there was state appropriations for Distributive Education. We had this, fortunately, in Illinois. We had appropriations for vocational education and really, we didn't suffer a bit financially. But the program just skidded right down hill, because of this entire fear.

The statement that was made in the White House that we need Distributive Education like we need a hole in the head sure didn't help. When the Eisenhower regime came in, they were not sold on any kind of federal support for federal education anyway, so vocational education as a whole suffered but Distributive Education really suffered. So we had really a brief period of time when you could move Distributive Education after the war. Then we had some real hard times until 1957.⁶³

Many of the pioneer leadership group concurred that Distributive Education was primarily attacked because (1) it was the smallest vocational program, and (2) there were still many, many people who were not cognizant of what the program was and how it contributed to the economy.

There was a rather definite movement, an attitude in Congress, that now we have sponsored Distributive Education and gotten it started, we should gradually reduce appropriations for vocational education and let the states carry it. This was part of it. Politically they figured we can cut this and the businessman wants taxes cut anyway, and they're the only sponsors that these people have to pick up for them, so we won't get much repercussion if we cut Distributive Education. It's small anyway so we cut it out first and then we cut out home economics, agriculture, and then industrial education. This was a starting place. All of this and the picking up a few isolated cases like maybe variety store selling, and calling it selling ribbons and threat all added up together.⁶⁴

⁶³ Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

⁶⁴ Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

It is worthwhile to note that in 1958 the National Defense Education Act, Title 8 of the Act, amended the Vocational Education Act of 1946 by adding to it a Title 3, "area vocational education programs." This amendment provided for area vocational education programs to meet national defense needs by training highly skilled technicians and gave \$15 million for this kind of development. This area concept that area schools should be serving more than one school district resulted in some long-term effects on the growth and development of vocational education and in particular on Distributive Education.

I think that another factor that affected the decrease was the push that was given to area school construction and community and junior college development. With funds now available for their development and without really broad acceptance by local districts of adult education responsibilities, it was quite easy and quite natural for the post-secondary districts and community colleges to pick up the adult education responsibility.⁶⁵

The early 1960's found Distributive Education in a decade where manpower and employable skills were changing rapidly. New jobs were opening and about an equal number of workers were needed to replace those who were retiring or leaving a given occupation. During this time, we had an extremely large number, or increase, in the population entering the labor market. For example, in the Occupational Outlook Handbook (U. S. Department of Labor, 1959 edition), it was estimated that in the 1960's 26 million men and women would begin a job career. These projections indicated that there would be a tremendous need for training of individuals. New skills had to be developed, more efficient training methods had to be designed, and more groups had to be served.

⁶⁵ Interview with Mary V. Marks, cf. Transcript 23, Volume II, Chapter VIII.

One other piece of legislation that perhaps had some effect on Distributive Education was the Manpower Development and Training Act of 1962. This Act was originally developed as a three-year program, authorizing the Secretary of Labor to appraise the manpower requirements and resources of our country. The Secretary of Labor, through the Secretary of Health, Education, and Welfare, was to provide training programs for those who were unemployed and for those whose skills needed upgrading in order to meet shifting tides of employment needs caused by technological changes.

I think the concern of our country and youth with the deprived has certainly had an effect on our present emphasis. The following statement isn't a profound statement related to social concerns and economics, but it reflects my personal philosophy.

The older I get the more convinced I become of the need for Distributive Education and the vital role that it could play in the economy of our country. We are a capitalist society, dependent upon the market place.⁶⁶

The Department of Health, Education, and Welfare, through the Division of Vocational and Technical Education and state agencies, was authorized to provide vocational training for prescribed individuals who were referred for training by the Labor Department. The Federal Government in this particular Act paid for 100 per cent of the cost of training unemployed workers during the first two years of the program. The Labor Department was authorized to pay subsistence allowances to certain trainees for periods of training up to 52 weeks of duration. Peter G. Haines referred to the Manpower Training and Development Program in his interview:

⁶⁶ Interview with Vivien King Ely, cf. Transcript 18, Volume II, Chapter VIII.

... people should see the Manpower Development and Training Act as a recognition in public policy in the United States, that we indeed faced a crucial problem in manpower development. It is recognized that there are large numbers of individuals in our society who evidenced a syndrome of factors which led to their unemployability. In fact, if you know the Manpower Development and Training Act, you will recognize that there are a list of 14 such factors of which an individual must have several to be eligible. Manpower Development and Training recognized that our nation was facing a tremendous social and economic cost problem, in having large numbers of people who were in net effect, unemployable. This problem could have been a fundamental course in affecting various segments of the Vocational Education including Distributive Education.⁶⁷

When speaking of changes in adult education enrollments in Distributive Education, Mary V. Marks cited the MDTA Act as one of the causes for the decrease in enrollments:

I think one thing was the Manpower Development and Training Act where special funds were available for trainees and programs for out-of-school youth and adults who were in need of employment or who were underemployed. In Hawaii, for instance, the whole program in hospitality and tourism which is such a big area in Hawaii, was transferred from Distributive Education over to Manpower Development and Training activity. This included the teachers and the field instructors and the students.⁶⁸

Legislation with Vocational Promise

In this type of social and economic environment the legislative climate during the 1960's was entirely different from the previous decade. Distributive Education no longer needed to fight for survival. It had managed to develop status and be truly considered a learning discipline. The main concern of the time was to have all

⁶⁷ Interview with Peter G. Haines, cf. Transcript 20, Volume II, Chapter VIII.

⁶⁸ Interview with Mary V. Marks, cf. Transcript 23, Volume II, Chapter VIII.

vocational education programs serve more people. Mary V. Marks stated that new social concerns were existing:

... the focus of the Congress was felt to be [in need] of serving people, not serving programs.

Regardless of legislation, we have disadvantaged and handicapped who are crying out and saying, "Look, we should be a part of this educational establishment, part of the economic establishment, part of our community. You're not meeting our needs." So, regardless of legislation, these pressures that come from communities and come from states affect the availability of programs and the demands for programs.⁶⁹

As has been previously stated, the philosophy of vocational education remained basically unchanged until 1963. The structure that was originally designed for the Smith-Hughes Act remained in tact, the philosophy undergirding all additional legislation between 1917 and 1963 remained basically the same. John Beaumont supplied during his interview what he perceived as the reasons for perpetuating the tradition:

If you study the whole range of vocational education legislation up to the '63 Act, it's all additions. There are no changes. They added things and increased the authorizations, but there are no significant changes in anything that was assessed back as far as 1917. This was done because of a fear that once you opened this up to amendments, you didn't know where you would go and they thought we'd rather stay with what we've got than take a chance.⁷⁰

In the 1960's some people began to believe that vocational education in general and Distributive Education in particular were not meeting the needs of very many people. One entire group of people

⁶⁹ Ibid.

⁷⁰ Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

were being neglected educationally. That group included the handicapped, the aging, the displaced, the unemployed workers, and the minorities. These groups, and especially the high school dropouts, were all in need of some sort of training for occupational success. Bernard Nye described the condition of the times articulately when he stated:

We all recognize that we are in the era of rapid technological change and the need for training of the disadvantaged and handicapped. There is a need for training in all aspects of distribution and marketing for all of these groups. Socially and economically, this has been defined by the federal office.⁷¹

The dollars available for vocational education and the preparation of this group for the world of work obviously were not adequate. There was a movement of social unrest that was saying: "We need training .. we need more flexibility in our vocational education dollars .. we need more dollars to train our people for occupations."

In his first message to the Congress on Education, which was on February 20, 1961, President Kennedy had this to say:

The national Vocational Education Acts, first enacted by the Congress in 1917 and subsequently amended, have provided a program of training for industry, agriculture, and other occupational areas. The basic purpose of our vocational education efforts is sound and sufficiently broad for providing a basis for meeting future needs.. However, the technological changes which have occurred in all occupations call for a review and re-evaluation of these acts with a view toward their modernization. To that end, I am requesting the Secretary of Health, Education, and Welfare to convene an advisory body drawn from the education profession, labor, industry, and agriculture, as well as the lay public, together with representation from the Department of Agriculture and Labor, to be charged with the responsibility of review and evaluating the current national vocational education acts,

⁷¹ Interview with Bernard Nye, cf. Transcript 42, Volume II, Chapter IX.

and making recommendations for improvement and redirecting the program.

On October 5, 1961, the White House announced the appointment of consultants on vocational education to assume the task outlined by the President in his message to the Congress on Education. It is interesting to note that Dr. William B. Logan, then Director of Distributive Education Institutes and Professor of Education at Ohio State University, was one of the members of the Panel of Consultants. It appears as one reviews the roster of the Panel of Consultants that Dr. Logan was, in fact, Distributive Education's representative on the Panel. William Logan stated in his transcript that he considered "the report of the President's Panel of Consultants on Vocational Education" as being one of the most significant events since 1936 having a direct impact on Distributive Education.⁷²

The 1963 legislation is often referred to as a "people-centered" legislation or legislation to serve the needs of the people. The Vocational Act of 1963 was passed, based on the report of the Panel of Consultants. The Panel of Consultants in its report, Education for a Changing World of Work, stated that vocational education needed to meet the needs of more individuals. More people needed to be prepared with occupational skills so that they could have an opportunity for a job in our economy. Programs in each of the various vocational areas were in need of expansion, and there had to be greater diversity of offerings for individuals to be prepared for jobs in the "new" labor market. The Panel of Consultants identified four groups which they

⁷²Interview with William B. Logan, cf. Transcript 22, Volume II, Chapter VIII.

said needed to be given more attention. These groups were identified

as:⁷³

1. Youth in high school who are preparing to enter the labor market or to become homemakers.
2. Youth with special needs.
3. Youth and adults who have completed or left high school and are spending full time in preparing to enter the labor markets.
4. Youth and adults who are unemployed or at work who need training and retraining to achieve employment stability.

In many, many respects, the 1963 Vocational Education Act was the most exciting and important Act in the history of vocational education. It suffices to say that the Act developed new directions for Distributive Education. Old restrictions were removed, and major departures from previous vocational enactments occurred.

We are now saying: "Well, we can have several programs; but the programs will be differentiated, too, according to career objective, according to speed with which we can work through the curriculum. As we do this, we are better able to serve the student." Certainly, the project approach resulted out of the 1963 Act and was probably one of the most fortunate things that happened to us in a long time. It forces us to get away from having only the cooperative alternative for the reimbursed programs. There were a good many schools that would have liked to have Distributive Education, but they needed a little help financially to bring it off but could not see doing it if they had to go co-op.⁷⁴

The Vocational Education Act of 1963 swept away most of the statutory requirements that restricted programs from growing and developing and that perpetuated basic assumptions about vocational education for over a thirty-year period of time. For the first time, pre-employment programs in Distributive Education were possible.

⁷³U. S. Department of Health, Education, and Welfare, Office of Education, Education for a Changing World of Work, pp. 224-225.

⁷⁴Interview with Harland E. Samson, cf. Transcript 27, Volume II, Chapter VIII.

When it became legal to get into the project method in Arizona, we jumped before we really knew what was down below to catch us. We started putting on workshops. We didn't tell the teachers there was going to be too much of a problem with it. We thought if they'd get wet with us, why, we'd eventually learn how to swim. And swim I think they have, and done a good job.⁷⁵

Employment opportunities and distributive occupations for well-trained personnel had greatly expanded over the years. The traditional part-time cooperative scheme for in-school students, first initiated by federal legislation in 1936, requiring fifteen hours a week of on-the-job training did not fulfill all the occupational and manpower needs.

... there are not enough training stations to place everybody in the traditional half-day coop situation who needs to be prepared for careers in marketing and distribution. Thus, some combination of on-the-job experience and simulated occupational experience needs to be put together in order that many, many more students can be served and thus needs met.⁷⁶

The 1963 Act offered support for full-time pre-employment programs which really made an important mark on Distributive Education.

The legislation of '63 freed us of that boundary and, as a result, the program has expanded. You might be interested in knowing .. unless you're already aware of it, but in 1970 less than 38 per cent of the enrollment in Distributive Education was enrolled in the cooperative plan of instruction at the secondary level. A tremendous change in seven or eight years, which is phenomenal when you think that 100 per cent of enrollment eight years ago at the secondary level was co-op and in 1970 less than 38 per cent is in co-op. That was extremely significant.⁷⁷

⁷⁵ Interview with Eugene L. Dorr, cf. Transcript 17, Volume II, Chapter VIII.

⁷⁶ Interview with Ronald Strand, cf. Transcript 41, Volume II, Chapter IX.

⁷⁷ Interview with Kenneth L. Rowe, cf. Transcript 39, Volume II, Chapter IX.

Since the 1963 legislation did not allocate funds for specified occupations, age groups, or institutions, the states were left with a much wider latitude in setting up their programs.

Regarding funding, it is of great help to me because some of our programs do need seed money. We have been able to now show them [school administrators] that if they are willing to expand their program and add some type of exploratory program, that we will make every effort [to get the dollars]. There are now parts of the law that permit us to operate differently. Before, I was allotted a lump sum, and I now have a wider range to work with than I had before.⁷⁸

It appears that one of the great concerns in the 1963 Act was to bring vocational education in closer harmony with the labor market needs of the time. To do this, the 1963 Act required the establishment of an advisory council to advise the U. S. Commissioner of Education on vocational education. This National Advisory Council on Vocational Education is composed of 21 members representative of management, labor, and education personnel. This Council was appointed in 1966 and charged with the responsibility of evaluating the results of the 1963 Act and to report its findings along with recommendations for improvements. It was this Council's report and recommendations which became the 1968 Vocational Education Amendments.

The greatest reason for the changes, as I have mentioned before, is what I would consider the mandate of the Vocational Education Act of 1963 and subsequently the amendments of 1968, which said that we must serve more people. Now, in serving of more people, we have started to serve different populations than we have ever served before. As you well know, most of the students in Distributive Education prior to the early 1960's were probably considered white, middle-class oriented children coming from small towns; some city students, but not too many. Most of them from

⁷⁸Interview with Robert D. Joy, cf. Transcript 7, Volume II, Chapter VII.

small town USA. I think you'll find that we have had a great emergence of Distributive Education programs in our inner-city areas. This has brought Distributive Education to many black students. Before this very few black students were being served by Distributive Education. I think the same thing regarding increased enrollment can be said in many of those areas of the country which have a high Mexican-American population. So, probably what we're talking about here is a greater awareness and a greater ability to be able to serve minority group populations. The Distributive Education program for the first time has moved into the inner-city and in some cases into the rural areas.⁷⁹

The 1968 Vocational Education Amendments placed vocational education in a very strategic position to accomplish many of the desires and wants previously discussed over the years. No longer were appropriations made to given occupational areas, but rather according to groups of people. Therefore, Distributive Education programs could now indeed serve all the people who, in fact, could profit by and desire such an education. The philosophy of the Act was inclusion, not exclusion.

... I see a broadening of the high school program to include a wider range of students since the programs are no longer limited to the part-time cooperative method. I see Distributive Education appealing to a far greater number of students, including students with socio-economic and academic handicaps. As a result of this change, Distributive Education is moving into many of the inner-city schools where it formerly did not exist or existed only in a very limited degree.⁸⁰

E. Edward Harris, when speaking of the 1968 Vocational Education Amendments, stated:

I don't think there is any question about what the '68 Amendments have done to vocational education. Emphasis was changed from a program based curriculum to a people-based program. The Vocational Education Act of 1963

⁷⁹ Interview with Edward T. Ferguson, Jr., cf. Transcript 34, Volume II, Chapter IX.

⁸⁰ Interview with Lawrence A. Walsh, see Appendix G.

focused on programs that would serve youth. The '68 Amendments basically say, "We don't care what kind of programs you have, but serve the people. Here is money for the handicapped, the disadvantaged, post secondary students, etc. We don't care what kind of program you have, but get the job done."⁸¹

Congressman William H. Ayres of Ohio, in House Report Number 1647, had this to say related to the 1968 Vocational Education Amendments:

There should be a renewed sense of urgency about the need for a modern structure of occupational education which will meet the needs of the total population. We simply must not permit millions of young Americans to grow into adulthood without saleable skills and opportunities for further training that will be needed in a fast changing job market. We may think that we have troubles now but if our total educational system does not shape up to the demands of these times, we are facing a real tragedy.

Meeting these needs will require a great deal more than additional money. In my judgement, we must use existing resources more intelligently. This cannot be done without broad public understanding of and support for, the goals of job oriented education. If most people continue to feel against all reason and experience that the most important goal in education is a college degree and that any career objective not requiring a degree is a major failure, the cause is lost. It may be lost unless the educational community is prepared to abandon some ingrained attitudes and narrow interests which are impeding change when it is most in order.⁸²

In the development and passage of the Vocational Education Amendments of 1968, the federal legislators have made their position quite clear. The purpose of the Act was to provide services to people; occupational fields were intentionally eliminated as a basis for

⁸¹ Interview with E. Edward Harris, cf. Transcript 35, Volume II, Chapter IX.

⁸² John Beaumont, "Philosophical Implications of the Vocational Education Amendments of 1968," in Contemporary Concepts in Vocational Education, The First Yearbook of the American Vocational Association, edited by Gordon F. Law (Washington, D. C.: American Vocational Association, 1971), pp. 16-17.

funding and establishing operational procedures. It would seem as though the 1968 Amendments had an overriding theme that was different from previous times--a people-oriented legislation.

Distributive Education has been served by legislation. At times the legislative force did not produce a "green light" for growth of the program but instead curtailed or impeded the program's development. All educational programs are affected by the political pressures of the times. The legislation generated at a given time emanates from the middle of the political arena.

EDUCATIONAL FORCES

Education has been severely criticized especially during the 1960's for not serving the needs of most of the children of our society. Our secondary schools were originally created to prepare "educated" men. This meant that vocational preparation was often overlooked or, if included, scorned upon. The problem is quite basically related to the public attitude toward certain occupations. John Gardner stated the problem well when he said:

An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing, because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water.⁸³

The absence of status and prestige for vocational education has its roots in two American values. The first is the traditional ideal of preventing class distinctions within our society. The second is

⁸³ John W. Gardner, Excellence: Can We Be Equal and Excellent Too? (New York: Harper and Row, Publishers, 1961), p. 86.

the status of the baccalaureate and advanced degree as a hallmark of social achievement and distinction. Lucy Crawford referred to this dilemma when she stated:

The student that it takes a little while to bring along will not get placed--you know the student. They are dependable and they are nice looking and they fit all the rest of the mold, but it is going to take them a little while to come along.⁸⁴

In the decade from 1950 to 1960, the number of children enrolled in the nation's elementary and secondary schools grew more than in the entire preceding half-century--some 13.3 million in ten years as compared with some 11.7 million in the fifty years. This rapid increase amounting to nearly a third of the 42 million children in school in 1960 reflects both a sharp rise in the national birth rate following World War II and a growing trend toward more schooling for all children. It epitomized the magnitude, if not the complexity, of the educational crisis that had confronted the nation during the postwar era.

The crisis had not been one of quantity alone. The period had seen immense growth of knowledge in virtually all fields. Especially in the physical and social sciences, new facts and ideas have erupted to change whole disciplines, create new ones, and sending old ones into the shadows. The knowledge explosion produced new tools for education. For example, multi-media techniques revolutionized classroom instruction in many Distributive Education programs. The principal effect has been to challenge educational quality and analyze the worth of the system.

⁸⁴Interview with Lucy C. Crawford, cf. Transcript 5, Volume II, Chapter VII.

The Sputnik Influence

This challenge orbited into public awareness in 1957 along with Sputnik I to end widespread apathy toward American education. It dramatized what was already apparent to discerning eyes. Not only were there many more children to be taught, but there was much more to teach them in all fields if they were to be prepared properly for life. K. Otto Logan spoke of the total "concept of what Distributive Education covers" when he stated:

It's not just salesmanship. It's not just retailing. It encompasses the whole area of distribution between production and the consumer.⁸⁵

By the late 1950's, the launching of the first Russian satellite caused American education to be criticized. A grant from the Carnegie Corporation to study the American high school resulted in James B. Conant's report, The American High School Today. The study had been started before the launching of the first Russian satellite, provoked panic and confusion among many Americans, and set off a chain reaction of criticism of public schools. Conant's report, although greeted with somewhat mixed feelings from educators, was helpful to the extent that it suggested no drastic alteration to the American school system.

Dr. Conant recognized the forces in the American life that had produced our unique school system and the comprehensive high school in particular. He felt that there should be no change in the fundamental pattern. Conant made 21 recommendations for improving public secondary education. Recommendation 7, "Diversified Programs for Development of Marketable Skills," dealt directly with vocational

⁸⁵ Interview with K. Otto Logan, cf. Transcript 10, Volume II, Chapter VII.

programs, with emphasis on specific types of vocational programs that should be available to students:

Programs should be available for girls interested in developing skills in typing, stenography, the use of clerical machines, home economics, or a specialized branch of home economics which through further work in college may lead to the profession as dietitian. Distributive Education should be available if the retail shops in the community can be persuaded to provide suitable openings ... In each specialized trade, there should be an advisory committee comprised of representatives of management and labor. Federal money is available for these programs.

... The students enrolled in programs which develop marketable skills should also be enrolled in English, social studies, and other studies required for graduation. Furthermore, efforts should be made to prevent isolation from the other students.⁸⁶

The Population Influence

Population changes have substantially affected our schools. One of the most important changes in the population structure in the United States has been the growth and development of large cities accompanied by urban communities that have tended to merge with one another to form the more or less complex residential, commercial, and industrial areas now designated as metropolitan regions.

Drastic increases have occurred in the size of metropolitan areas. Perhaps even more significant has been the change in their structure. At least in respect to large cities, we have apparently witnessed a reversal in a long existent tendency for population growth to occur more rapidly in the core of the city. Instead, outlying areas have absorbed the major portion of the population increase as the center of the city has remained relatively stable in size or has, in some

⁸⁶Conant, The American High School Today, p. 52.

cases, undergone a decline in population. These population changes have created staggering implications in our society. Marketing activities have not been remiss in responding to these population shifts.

Another significant event would have to be the changing pattern of marketing and merchandising that we have at the present time. This idea of mass merchandising and self-service has clearly pointed a direction for the Distributive Education programs.⁸⁷

Urban and suburban school systems face many of the problems encountered by other local governmental agencies, since they are typically semi-autonomous political units (frequently with powers to raise their own tax revenues). They provide their constituents with an increasingly complex range of services requiring specialized facilities and personnel. Because of the unique functions of educational institutions in modern society, urbanization and suburbanization have created special problems for the school. These include:

1. The responsibility of the school for helping to acculturate members of the diverse groups which compose most urban populations.
2. The increasingly important role of the school in providing support for social controlled mechanisms in communities that have been characterized by high rates of violations of social norms.
3. The necessity of the school to provide special educational experience in order to prepare children adequately for the adjustment to urban life.

Unlike the relative homogeneity that was found in our schools in previous years, schools needed to react to the needs of a very heterogeneous group. Warren G. Meyer, in his interview, expressed

⁸⁷ Interview with James Bikkie, cf. Transcript 31, Volume II, Chapter IX.

his concern regarding the heterogeneous class of today when he commented on the diversity that exists:

Coordinators vary in their ability to handle a heterogeneous class. When the class is too heterogeneous, they talk a little about behavior on the job in class and are unable to teach the technical competencies which enable a student-trainee to progress on his job. The fact that the kids have this problem isn't noticed. If I were to return to secondary education now, I'd organize a group at a time because the more diversified a group is, the harder it is for that instructor to meet the students' needs. If he is a do-gooder for everybody, he can't do the job well.⁸⁸

This researcher feels it is important to discuss high school enrollments in general to give some focus of the important role that Distributive Education does play in secondary schools and to better understand what in fact has caused some of the curriculum changes that we will discuss later in this study. The total enrollments in high school programs have increased. There was a 15 per cent increase between 1909 and 1910 in the total population between the ages of 14 and 17 years of age enrolled in public and private high schools. The percentage increased to 32 per cent between 1919 and 1920. It further increased by 51 per cent, which is a staggering figure, in 1929 and 1930 and 73 per cent in 1939 and 1940. These figures represent the percentage of total population of youth between the ages of 14 and 17 who were enrolled in public and private high schools. Enrollments did decrease during World War II, and part of this decrease obviously did result partially from the fact that young people were engaged in military service and related activities during the war and partially from the lower birth rate during the 1930's. The total enrollment

⁸⁸Interview with Warren G. Meyer, cf. Transcript 12, Volume II, Chapter VII.

between 1949 and 1950 was below that of the previous decade. By 1959 to 1960, about 80 per cent of the young people in the age group were enrolled in public or private schools.⁸⁹

Finally, it is projected that high school enrollment will continue to increase rapidly through 1980 and perhaps beyond. When reviewing projected enrollment figures for all vocational education programs, one is reminded of the great challenge of the years to come. The U. S. Office of Education has projected that by 1975 approximately 14 million students will be enrolled in vocational education programs. Distributive Education programs will enroll 1,350,000 students: 30 per cent in secondary programs, 10 per cent in post-secondary programs, and the remainder in adult education and areas of special needs.⁹⁰ This will call for an ever-increasing number of capable teachers and other educational workers. Vivien King Ely described the challenge of the days to come when she stated:

Every aspect of the total education program must address itself to the task of developing a positive and educationally sound approach to preparing youth and adults for productive work. I recognize that this approach requires developing a completely new look to American education, and maybe the generation of teachers we are now preparing will have to accomplish it, but it must be done.

This challenge of developing a school system geared to preparing each individual with a realistic occupational objective and a restlessness to get busy in the world identifies the responsibility of teacher preparation as a

⁸⁹For a concise and complete account for the history of secondary education, 1880-1920, see Edward A. Krug, The Shaping of the American High School (New York: Harper and Row, 1964). Relevant annual bulletins of the Research Division of the National Education Association and statistical bulletins of the U. S. Office of Education contain more recent statistical information.

⁹⁰Edward Harris, "What's Ahead for D. E.?" American Vocational Journal (January, 1971).

key job in our country today. When College of Education staffs accept and plan to meet the challenge, we will then be on the road toward revolutionizing education for employment.⁹¹

These figures are important only to give the reader a framework for understanding what has happened to secondary education; and, therefore, what has happened to Distributive Education.

The Philosophical Influence

It is true that often over the years only "lip service" has been given to vocational education, but each major statement of philosophy for American education referred to the need for occupational preparation to some degree. Beginning with the Seven Cardinal Principles of Education (see Appendix H), all statements of philosophy have recognized the goals of American education as complex and multiple; and to achieve these goals, a variety of educational programs, including many disciplines, must be part of the total school curriculum and instruction. Professional educational organizations became actively involved in discussions of relevant and meaningful curriculum development, program quality standards, teacher qualifications, and "protection" of staff and student rights. In 1963, the National Education Association released its report formally called "A Report of the NEA Project in Instruction."⁹² The NEA stated its involvement in curriculum and instruction when it stated:

⁹¹Interview with Vivien King Ely, cf. Transcript 18, Volume II, Chapter VIII.

⁹²National Education Association, Schools for the '60's, a Report of the Project on Instruction (New York: McGraw-Hill Book Company, 1963), p. III.

Beginning with the gathering of 43 educators in Philadelphia in August, 1857, the organized profession has given high priority to curriculum and instruction. The Project on Instruction is one of several major efforts sponsored by the National Education Association in this century to upgrade the quality of American education and to give it direction. These have included the 1918 statement of the "Seven Cardinal Principles of Education" by the NEA's Commission on the Reorganization of Secondary Education, and the 1938 and 1961 Educational Policies Commission's statements on "The Purposes of Education in American Democracy" and "The Central Purpose of American Education."⁹³

The report included a total of 33 recommendations to 12 major issues. These major issues were referred to as "Decision Areas" and were:

1. Decision Making: Who should make what decisions about education?
2. Research, Experimentation, and Innovation: How can an extensive program of educational research, experimentation and innovation be developed?
3. Educating All Children and Youth: How can the instructional program of the school be designed to develop the individual potentialities of all members of the school population within the framework of a society that values both unity and diversity?
4. Establishing Priorities for School: What are the distinctive responsibilities of the school in contrast to those that are distinctive to the family, the church, industry, and various youth-serving agencies?
5. The School's Roles in Dealing with National Problems Related to Youth: What is the school's role in dealing with serious national problems such as youth unemployment and juvenile delinquency?
6. Teaching about Controversial Issues and about Communism: What is the school's role in teaching about controversial issues and about communism and other ideologies?
7. A Balanced Program: How can the school provide a balanced program for the individual and maintain it amidst various pressures for specialization?
8. Selecting Content: How can schools make wise selections of content from the ever-growing body of available knowledge?

⁹³ Ibid.

9. Organizing Content: How should the content of the curriculum be organized?
10. Organizing the Curriculum: How should the Curriculum of the school be organized to give appropriate direction to the instructional process?
11. Organizing the School and the Classroom: How should the school and the classroom be organized to make the most effective use of time and talents of students and teachers?
12. Instructional Materials, Technology, Space: How can the quality of instructional materials be improved?⁹⁴

Two recommendations included in the report had some direct reference in the broadest sense of the word to vocational education. These were Recommendation 9 and Recommendation 15. Both of these are quoted here:

Recommendation 9: The instructional program should provide: (a) opportunities for developing the individual potentialities represented in the wide range of differences among people; (b) a common fund of knowledge, values, and skills vital to the welfare of the individual and the nation.⁹⁵

Recommendation 15: The school can provide and maintain a curriculum appropriately balanced for each student by offering a comprehensive program of studies, making early and continuous assessment of individual potentialities and achievements, and providing individualized programs based on careful counseling.⁹⁶

Although the report made only slight reference to Vocational Education, all fields were influenced by the report's recommendations; and, certainly, Distributive Education programs in local schools were no exception. Kenneth L. Rowe recollected these days when he stated:

If we want to go back historically to Sputnik and this kind of thing, the focus of the country switched a great deal. Distributive Education and all vocational education

⁹⁴ Ibid., pp. 123-135.

⁹⁵ Ibid., p. 125.

⁹⁶ Ibid., p. 129.

was in trouble for a while. Ten years later, the emphasis is on a marketable skill and suddenly vocational education is popular again. So these kind of things have affected the program a great deal.⁹⁷

The Professional Influence

Educational forces are generated from many different sources. The previous discussion provides an overview of the broad spectrum of influence on program development. The scope of influence became much narrower as evidenced by what happened in programs in collegiate schools of retailing. This educational force had a direct impact on the direction that Distributive Education took, especially with reference to the development of junior or community college programs.

Schools of retailing faced some drastic problems which were, in most cases, unresolvable; and, therefore, many closed their doors. The pressure was for educational excellence, and collegiate schools of business were being criticized for being "too vocational." Karen R. Gillespie, having taught for many years at the New York School of Retailing, had an "insider's" feeling about those days of struggle:

In 1959, you will remember the Ford Foundation Report and the Carnegie Report known as the Gordon and Howell Report that came out decrying the fact that education on the collegiate level had become so extremely vocational. As a result of that the American Association of Collegiate Schools of Business better known as the AACSB put into its rulings that no school could be certified by that certifying body if it had a highly vocational division such as retailing. This literally cut the heart out of retailing in the schools that wanted to continue their AACSB membership. The result is that many schools had to abandon their highly vocational programs of retailing. At New York University it dealt a death blow to the school of retailing. In 1964 they announced the closing and it closed with the final graduates in 1966.⁹⁸

⁹⁷Interview with Kenneth L. Rowe, cf. Transcript 39, Volume II, Chapter IX.

⁹⁸Interview with Karen R. Gillespie, cf. Transcript 19, Volume II, Chapter VIII.

What occurred in the organizational structure and placement of Distributive Education at Richmond Professional Institute is an additional example of these times of struggle. Vivien King Ely was at Richmond Professional Institute in those days and recollected the times when she stated:

A team of management consultants came and analyzed the complete structure of the university. At that time the head of each of the four departments had the opportunity to indicate where he felt his curriculum would best fit as departments in the university as a whole. At this point we in the Distributive Education Department could have chosen to go to the School of Business (and this was an alternative which we considered very seriously), but we felt that our primary goal is teacher preparation. We recognize the importance of the technical competency, but we consider it adjunct to the professional teaching competencies.

So we felt that going into the School of Business would have been indicating that our relationship with the discipline of Marketing is more important than our relationship with the discipline of Education. With this philosophy affirmed, we selected to affiliate with the School of Education.⁹⁹

The passage of the Vocational Education Act of 1963 caused Distributive Education and the cooperative method to no longer be considered synonymous. Many Distributive Education leaders feared that the quality of education for distributive occupations would be damaged. Many feared the Distributive Education classes would now attract the "bottom-of-the-barrel kids." Others viewed the legislation giving Distributive Education the opportunity to expand its offerings, develop a more comprehensive program, and serve more students with career interests in marketing and distribution. James W. Biddle reflected his early concerns regarding the project method of instruction.

⁹⁹ Interview with Vivien King Ely, cf. Transcript 18, Volume II, Chapter VIII.

I, for one, backed off from it, because to my way of thinking it wasn't as relevant; it couldn't carry out the same function or provide the same competency training that you can get in a coop program. I'm beginning to change my mind. I don't know whether I'm joined in this by other supervisors or not. But there hasn't been a whole lot done in project method of instruction in Distributive Education as I can see it throughout the United States. We need it and it's going to come about. It has to come about! So, some of the "died in the wool, die hard" coop people are going to have to change their minds.

During the same interview, Eugene Dorr presented his viewpoint of the project method:

I'm what they call a retread to Distributive Education, because I came through Business Education and I taught shorthand and typing and office practice. So to simulate in the classroom, the office environment, was a very natural sort of thing to do. When it became legal to get into the project method in Arizona, we jumped before we really knew what was down below to catch us. We started putting on workshops. We didn't tell the teachers there was going to be too much of a problem with it. We thought if they'd get wet with us, why, we'd eventually learn how to swim. And swim I think they have, and done a good job.¹⁰⁰

During the time when the profession was trying to sift through methods appropriate for educating students with the skills necessary for successful employment, Edwin L. Nelson wrote in the Business Education Forum:

The distinction between method and discipline is important to any assessment of concepts relating to curriculum identification and organization. Much progress has been made in projecting a discipline of distribution that was made vocational through the specialized methodology of cooperative training. It must be recognized at the out et that the discipline of distribution or any segment thereof can be and is taught for general education purposes. To teach for vocational purposes, certain participation activities must be evident in each Distributive Education curriculum which directs and measures the achievement of employment qualifications.

¹⁰⁰ Interview with Eugene L. Dorr and James W. Biddle, cf. Transcript 17, Volume II, Chapter VIII.

The Vocational Education Act of 1963 outlines exciting new challenges for Distributive Education. Now an opportunity has been given to prove that the achievement of employment qualifications for distributive occupations can be developed through a method other than through continuing employment experiences. Keeping in mind the earlier concept that the cooperative plan of instruction in effect prepared students for subsequent employment responsibilities, preparatory instruction under the new legislation can now be defined as pre-employment instruction in distribution and marketing utilizing either the cooperative plan or the new project plan of training.¹⁰¹

The profession in the late 1960's began to shift the concept of preparing individuals for specific occupational preparation to the job cluster concept. This really began with the advent of the 1963 Act. The taxonomy of distributive occupations certainly alludes to this. The U. S. Office of Education established panels for various occupational clusters charging these panels with the responsibility of designing a reporting system to be used by the states. Peter G. Haines was chairman of the Committee for the Distributive Occupations and recollected his involvement when he stated:

Our initial task was to listen to U. S. Office of Education officials tell us where we fitted into the total scheme. This is very important and I think probably very few people know this. The person in charge of the total scheme of providing an educational reporting indexing system was a person representing the whole U. S. Office of Education, not the Division of Vocational Education. He was not a vocational educator. His job, as he outlined it, was to develop a five-volume reporting scheme which would cover every possible subject taught in American education. The five-volume set was completed and I believe was the first time that this country or any country in the world had developed a mechanism for somehow classifying every single educational activity within its borders. I don't recall

¹⁰¹ Edwin L. Nelson, "A Conceptual Framework for Curriculum Development in Distributive Education," Business Education Forum, XX (April, 1966), p. 10.

specifically the various volumes but I recall one was called state reporting services.¹⁰²

Vocational Education as a whole became interested in preparing individuals for occupational clusters. All vocational education programs were severely criticized for preparing individuals for narrow entry-level positions. This new concept had far-reaching implications. Writings in professional journals, conferences, and in-service workshops began to focus on the broader concept of preparing individuals for various job clusters.

I am not talking about creating a specialty with young people in the high school, but of creating a young person who can focus a breadth of knowledge, theory and application, on one particular area, a broad cluster of occupations, similar to a standard industrial cluster. I am committed to some type of sub-clustering of marketing occupations such as you will find in the bulletin, Vocational Education and Occupations.¹⁰³

It was during this period that vocational preparation became a more "honorable" endeavor. The discipline of Distribution had its place in the public education field. The importance of preparing individuals for distributive occupations was not considered. A Distributive Occupation became known as:

... an occupation that is followed by proprietors, managers, or employees engaged primarily in marketing or merchandising of goods or services. These occupations are commonly found in various business establishments such as retailing, wholesaling, manufacturing, storing, transporting, financing, and risk-bearing.¹⁰⁴

¹⁰² Interview with Peter G. Haines, cf. Transcript 20, Volume II, Chapter VIII.

¹⁰³ Interview with Mary V. Marks, cf. Transcript 23, Volume II, Chapter VIII.

¹⁰⁴ U. S. Department of Health, Education, and Welfare, Office of Education, Administration of Vocational Education: Rules and Regulations, Bulletin No. 1 (Washington, D. C.: Government Printing Office, 1966), p. 44.

In this new setting, the basic goals of Distributive Education were outlined in the Federal Register for 1968 as:

To prepare individuals for gainful employment at various employment levels in recognized distributive occupations. To prepare individuals for enrollment in advanced study in marketing and distribution. To assist individuals in making appropriate career decisions. To accomplish any of the above stated goals in any combination.¹⁰⁵

A recent National Education Association project typified the kinds of current concerns prevailing in the program. On May 26, 1971, the National Education Association published the Report of the NEA Task Force on Vocational Education. The Task Force emerged from the National Education Association National Convention in 1970. The proposition that the Department of Vocational Education be discontinued alarmed much of the National Education Association's membership. The membership adopted this motion:

The National Education Association President and/or the Executive Committee to appoint a task force to study the whole spectrum of the Department of Vocational Education to develop plans to strengthen and coordinate all vocational education in the curriculum and the profession.¹⁰⁶

President Bain appointed the Task Force. Peter G. Haines was a member of the Task Force and, in retrospect, summarized his involvement as a Task Force member.

Our task at the beginning was to really determine whether the Department of Vocational Education should exist within the National Education Association. It was obvious that it was defunct and that it was not needed.

¹⁰⁵U. S. Department of Health, Education, and Welfare, Office of Education, Federal Register, Volume 35, Number 91 (Washington, D. C.: Government Printing Office, 1968), p. 7336.

¹⁰⁶Vocational Education and the Profession in the '70's and Beyond, The Report of the NEA Task Force on Vocational Education (Washington, D. C.: National Education Association, May 26, 1971), p. 2.

However, the task force agreed very quickly that to simply eliminate the department would probably cause the elimination of any concern or consideration within the National Education Association about Vocational Education. At the end of the year the Committee met, and, as subcommittees, we wrote a major report which described Vocational Education and its mission in the United States which attempted to prescribe the kinds of activities which state associations might involve themselves in in the promotion of Vocational Education.

I had the privilege of actually taking all the committee reports and preparing the documents into a form suitable for final review by the committee and final presentation to the executive board and the president of the National Education Association. The Chairman of the task force, Dr. Heiss, could not come to the meeting of the National Executive Board just prior to the Detroit Convention of the National Education Association. I was therefore asked to appear in her place and present the report. It received a strong endorsement from the Board.

At the Convention the 7,000 or more delegates accepted the report with great enthusiasm and its recommendation that the National Education Association implement the recommendations as soon as resources were available.¹⁰⁷

The Task Force made several recommendations to the National Education Association. These recommendations reflect the then current concern of Vocational Education as part of our total educational system:

Within the NEA there should be created immediately a major operational unit to give visibility to a concerted program of action for occupational and career development education (vocational education).

The Department of Vocational Education should be discontinued concomitantly with the establishment of the new leadership unit for occupational and career development education.

¹⁰⁷ Interview with Peter G. Haines, cf. Transcript 20, Volume II, Chapter VIII.

The NEA should provide the necessary effort to engage in further dialogues with the AVA to bring about closer relationship between the two organizations.¹⁰⁸

The American Vocational Association has been a strong educational force to all vocational education but, in particular, Distributive Education during the 1950's.

The American Vocational Association early recognized the importance of Distributive Education and gave proper emphasis by organizing a division. It was small at first but very soon became a major division. The American Vocational Association has given strong leadership to the Distributive Education occupational program. American Vocational Association also encouraged the organization of affiliated organizations in Distributive Education such as National Association of State Supervisors of Distributive Education, National Association of Distributive Education Teachers, Cooperative Occupational Teacher Education, National Association of Distributive Education Local Supervisors, and Distributive Education Clubs of America.¹⁰⁹

T. Carl Brown spoke of the support given by the American Vocational Association to Distributive Education when he stated:

The American Vocational Association came to our rescue in 1951-52 when we had that severe cut in funds and when they tried to cut out Distributive Education. The American Vocational Association in testimony before Congress, made clear the importance of Distributive Education. That was the only thing that saved it then.¹¹⁰

All educational programs will continue to need to react to educational forces by adjusting and refining programs. The currently popular educational jargon includes such terms as accountability,

¹⁰⁸Vocational Education and the Profession in the '70's and Beyond,
pp. 16-18.

¹⁰⁹Interview with Reno S. Knouse, cf. Transcript 9, Volume II, Chapter VII.

¹¹⁰Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

performance objectives, learning systems, and career education. These do represent forces which at times have harsh impact on educational programs.

CHAPTER IV

THE SUPPORTING STRUCTURE OF DISTRIBUTIVE EDUCATION

The structure which emerges for the program affects the historical development of Distributive Education. The structural framework includes curriculum, program development, equipment, ancillary and supporting services. Structure in the form of curriculum, supportive services, and program development represents the framework which emerges for the program within a given institution.

Those components of "structure" included in this chapter were so selected by the researcher based on an analysis of the data collected. Most Distributive Educators interviewed spoke at some length to the structure of Distributive Education in the form of curriculum development and program development.

Structure is what is most visible in our schools. We "see" the curriculum; we "see" programs. Structure as the framework within which educational institutions operate is that part of the total matrix in this study which most educators have their greatest acquaintanceship and "expertise." For this reason, those interviewed spoke often most articulately about the curriculum for Distributive Education.

CURRICULUM

The curriculum is the heart of any educational field. This is its basic reason for existence. Philosophies of education may be

written and goals may be cited, but it is the curriculum that determines what is really accomplished. Curriculum is the means by which a discipline area meets the needs of society in general and of individual students in particular.

Just what is meant by "The Curriculum"? Through the years the word has evolved to mean the subjects and courses offered by schools. Although there does in fact still exist professional controversy as to the "correct" meaning of curriculum, it does seem that Distributive Educators today are thinking of it as a broad term including not only subject matter, a body of knowledge divided into courses, but also school-sponsored activities such as guidance, student activities, and school services.

The Curriculum's Early Beginning

It was in the setting of a depressed economy that the curriculum for Distributive Education, after the George-Deen Act, was established. The Great Depression brought new problems and added new tasks to schools. With a sharp reduction in economic activity came a high level of unemployment, and young people could no longer drop out of school and get jobs. The proportion of youth in the age group 14 to 17 enrolled in American high schools during this time rose to more than 80 per cent of the total school age population. This number included a considerable fraction of youth who did not plan to attend college and who found the high school curriculum irrelevant to their purposes and out of touch with contemporary society. The lack of interest of these youth in school, the low morale, and the negative motivation toward school achievement on the part of a considerable

portion of high school students stimulated educational leaders to re-examine the high school curriculums and procedures and try out innovative ideas.

At the beginning, Distributive Education began as a curriculum for adults. As has been mentioned many times previously in this study, the curriculum for Distributive Education was mandated by law. There existed a feeling among the leadership of these times that a depressed economy could be best served by training its adult workers for productive employment.

In 1935, Dr. Paul H. Nystrom, in a document which had much influence on the content of the George-Deen Act of 1936, expressed his view on training adults for distributive occupations. He wrote as follows:

The program of instruction should be sufficiently broad to provide night and part-time day courses for employed workers, as well as day classes and courses for new beginners. It should also be made possible through correspondence courses for individual workers living in communities without provision for classes to carry on studies relating to better practices in specific lines of distributive vocations.¹

At the Dunwoody Conference a statement of objectives for Distributive Education was prepared by the Committee on Organization and Development (see Appendix H).² These objectives clearly show that the pioneer leadership saw Distributive Education's primary objective

¹Paul H. Nystrom, "Vocational Training for Workers in the Distributive Trades," quoted in Lucy C. Crawford and Warren G. Meyer, Organization and Administration of Distributive Education (Columbus: Charles E. Merrill Publishing Company, 1972), p. 206.

²"Report of Committee on Organization and Development," The Dunwoody Papers, Report of First National Training Conference for Distributive Education, Council for Distributive Teacher Education, Professional Bulletin Series Number 13 (Madison: University of Wisconsin, 1967), p. 5.

and major purpose for existence that of serving the needs of the business community. The preparation of in-school age individuals for future employment in distribution and marketing occupations was not seen as a major thrust of this new field of education. This does not mean, for example, that at the Dunwoody Conference time was not spent in discussing "the full program of (1) Adult Extension, (2) Part-time cooperative training."³

In the late 1950's and early 1960's much time was spent in reviewing and revising Distributive Education curriculums in light of a series of new social and legislative forces. At this time Distributive Education was viewed as a total program operating at various levels of education: (a) secondary, (b) post-secondary, and (c) adult.

Prior to this time, the "total program" concept and the operational levels of instruction were really given only slight attention. It is interesting to note that Dr. Paul A. Nystrom suggested at the Dunwoody Conference that there were "five course levels with subsidiary degrees of advancement within them."⁴ He outlined these as:⁵

- I. Preparatory Level (non-reimbursable, since students are employed. The program must consider this work as preparatory only.)
- II. Cooperative Part-time (The subject-matter needs here are limited usually to two hours or more of vocation and related instruction daily.)
- III. Employee - "Rank and File" (The average selling or service employee in retail stores or other distributive agencies is included here.)

³Ibid., p. 14.

⁴"Preliminary Report of Committee on Instructional Material," The Dunwoody Papers, p. 10.

⁵Ibid., p. 11.

- IV. Sub-executive (The buyer or department manager with limited supervisory and administrative authority.)
- V. Executive (Store owners and managers, including the wide differences between the needs of the small store manager and the large store executive. Two groups are often necessary.)

In addition, this Committee agreed that the functions of retailing could be classified into five functional groups as follows:

"Merchandise, Promotion, Personnel, Operation, Finance, and Control."⁶

When interviewed, Ann Berry identified some of the topics discussed at the Dunwoody Conference:

We discussed how to organize a program. We discussed how to teach adults. We discussed and had some, what they now call, individualized projects. We got together in buzz sessions. We didn't know they were buzz sessions and then we reported back and we had a secretary.

At that point we were very involved in methods, particularly the conference method. This was to be used as a part of working with adults. The Federal office was quite insistent that most adult training should be done by the conference method. We had meetings on how to use the conference method. At that point, they believed very firmly that you didn't have to know anything about the subject that was being discussed, if you were a good conference leader.⁷

T. Carl Brown attended the Dunwoody Conference and recalled that:

The conference was called by the U. S. Office of Education. Our purpose was to develop people. I should say that the purpose of the U. S. Office was to develop people and an understanding of the program and samples, they didn't call them models then, of types of instructional materials which would be helpful in teaching adults. Distributive Education at that time was mostly adult Distributive Education. You can start that quickly with

⁶Ibid., p. 13.

⁷Interview with Ann Berry, cf. Transcript 2, Volume II, Chapter VII.

people from business, but it takes some time to develop professionally trained teachers for secondary school programs.⁸

In the Federal Digest Reports for the year ending 1941, enrollments were reported to have increased by 27,182 from the previous year.⁹ National enrollment data from 1937 to 1942 per region is included in Tables 15, 16, 17, and 18. Most of this increase was in adult education courses so secondary curriculums grew slowly.

Although there has been a satisfactory growth in cooperative part-time classes during the three years the federally aided Distributive Education program has been in operation, there are not, as yet, a sufficient number of these classes to meet the demands for instruction of young workers in distributive occupations. Reports from the States indicate that cooperative part-time students experience no difficulty in obtaining full time employment upon completion of their training.¹⁰

The proposition here appears to be a desire to increase cooperative Distributive Education classes. Yet, this proposition was not given a vote of confidence until the early 1960's.

In the early years, most states depended upon the use of "traveling" teachers to conduct adult classes for the business community in small towns. For the most part, these itinerant teachers possessed occupational experience and some training in teaching methodology. The criteria of a "good" teacher at the time included both components.

⁸ Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

⁹ Federal Security Agency, U. S. Office of Education, Digest of Annual Reports of State Boards for Vocational Education to the U. S. Office of Education, Vocational Division, Fiscal Year Ended June 30, 1941 (Washington, D. C.: U. S. Office of Education, June 30, 1941), p. 22.

¹⁰ Ibid.

TABLE 15
NATIONAL ENROLLMENTS IN DISTRIBUTIVE EDUCATION
1937-1942 -- THE NORTH ATLANTIC REGION^a

States	Year of Enrollment					Totals
	1937-38	1938-39	1939-40	1940-41	1941-42	
Connecticut	307	---	183	424	897	1,811
Delaware	534	742	387	498	383	2,544
Maine	---	49	32	---	125	206
Maryland	347	589	1,808	795	364	3,903
Massachusetts	---	731	939	1,453	1,973	5,096
New Hampshire	---	326	72	---	---	398
New Jersey	366	809	1,069	1,121	940	4,305
New York	3,147	7,676	6,556	6,390	7,325	31,094
Pennsylvania	1,351	5,872	7,381	7,943	7,268	29,815
Rhode Island	206	571	178	468	378	1,801
Vermont	---	---	---	164	241	405
West Virginia	---	---	478	1,373	2,835	4,686
District of Columbia	---	395	898	1,238	2,536	5,067
Totals	6,258	17,760	19,981	21,867	25,265	91,131

^a Source: The Digests of Annual Reports from the States to the U. S. Office of Education.

TABLE 16
NATIONAL ENROLLMENTS IN DISTRIBUTIVE EDUCATION
1937-1942 -- THE CENTRAL REGION^a

States	Year of Enrollment					Totals
	1937-38	1938-39	1939-40	1940-41	1941-42	
Illinois	250	960	4,476	11,394	10,210	27,290
Indiana	606	1,734	4,480	5,207	6,170	18,197
Iowa	299	488	300	448	480	2,015
Kansas	871	1,419	2,221	1,376	1,735	7,622
Kentucky	168	887	1,188	2,050	3,660	7,953
Michigan	1,266	3,729	4,720	4,866	6,396	20,977
Minnesota	128	187	541	860	1,858	3,574
Missouri	575	3,814	5,181	7,787	18,029	35,386
North Dakota	215	556	1,763	1,376	101	4,011
Ohio	765	1,434	4,963	5,892	6,206	19,260
South Dakota	---	31	1,261	600	2,906	4,858
Wisconsin	1,915	3,448	3,733	3,138	4,753	16,987
Totals	7,058	18,687	34,827	45,054	62,504	168,130

^a Source: The Digests of Annual Reports from the States to the U. S. Office of Education.

TABLE 17
NATIONAL ENROLLMENTS IN DISTRIBUTIVE EDUCATION
1937-1942 -- THE WESTERN REGION^a

States	Year of Enrollment					Totals
	1937-38	1938-39	1939-40	1940-41	1941-42	
Arizona	---	---	328	542	793	1,663
California	5,306	15,651	17,350	22,265	25,951	86,523
Colorado	668	1,645	2,442	4,216	3,914	12,885
Idaho	185	687	964	845	1,100	3,781
Montana	115	540	629	610	773	2,667
Nevada	---	---	---	---	---	---
New Mexico	---	957	1,709	565	697	3,928
Oregon	1,012	1,057	1,098	3,008	2,853	9,028
Utah	2,340	3,211	2,776	4,427	3,574	16,328
Wyoming	323	1,650	1,320	3,002	191	6,486
Washington	---	170	4,740	2,311	3,078	10,299
Alaska	---	---	---	---	---	---
Hawaii	---	---	223	---	---	223
Totals	9,949	25,568	33,579	41,791	42,924	153,811

^aSource: The Digests of Annual Reports from the States to the U. S. Office of Education.

TABLE 18

NATIONAL ENROLLMENTS IN DISTRIBUTIVE EDUCATION
1937-1942 -- THE SOUTHERN REGION^a

States	Year of Enrollment					Totals
	1937-38	1938-39	1939-40	1940-41	1941-42	
Puerto Rico	---	---	1,280	1,117	1,029	3,426
Alabama	1,176	2,835	3,482	3,334	2,744	13,571
Arkansas	119	1,678	1,781	3,621	6,498	13,697
Florida	456	2,266	4,503	2,950	2,334	12,509
Georgia	4,275	4,670	4,946	4,196	4,283	22,370
Louisiana	180	656	1,137	2,413	6,427	10,813
Mississippi	273	1,977	1,089	810	712	4,861
North Carolina	1,054	1,081	2,353	3,664	5,651	13,803
South Carolina	801	2,338	4,552	6,043	9,115	22,849
Oklahoma	342	1,225	1,941	1,057	2,316	6,881
Tennessee	1,144	1,821	3,831	5,251	8,898	20,945
Texas	1,827	5,577	6,583	8,649	29,166	51,802
Virginia	931	1,531	2,487	3,259	3,422	11,630
Totals	12,578	27,655	39,965	46,364	82,595	209,157

^aSource: The Digests of Annual Reports from the States to the U. S. Office of Education.

The itinerant teacher (at times called the circuit teacher) not only taught classes but according to the Federal Digest:

When not engaged in teaching classes, the itinerant teacher may be organizing new classes or training local teachers in every individual service to the members of his classes, and to the stores in which they are employed. The coordinating activities of an itinerant teacher are an important part of his program.¹¹

Many of the pioneer leaders were itinerant teachers. Warren G.

Meyer spoke of his experiences as an itinerant teacher:

In 1938, Roy Fairbrother was appointed to the position of State Supervisor of Distributive Education. He was one of the circuit teachers that I was telling you about. So I succeeded him. Because of my merchandising background, I was able to handle the adult program and step right into his shoes, which I did for the next three years.¹²

This pattern continued for many years, and some of the "early implementers" began as itinerant teachers. Mary Marks described her responsibilities in this way:

Virginia had the double barreled program where everyone in the Distributive Education family, teachers in the local schools as well, were responsible for adult classes. There was no Distributive Education adult work; no high school work was being done in the town of Franklin at the time which is the reason why a field instructor was used. I organized classes for management at night and classes for employees during the daytime. My management classes had to do with supervision and how to train individuals, and the employee classes had to do with selling techniques. In Virginia these were usually 10 hour units, an hour a session. They were done on company time and the employees came to the class. Management people came to class at night for two-hour sessions ...¹³

¹¹ Ibid., p. 57.

¹² Interview with Warren G. Meyer, cf. Transcript 12, Volume II, Chapter VII.

¹³ Interview with Mary V. Marks, cf. Transcript 23, Volume II, Chapter VIII.

World War II and the Curriculum

As in every other educational discipline, Distributive Education curriculum shifted during World War II to care for manpower needs of the times. Early in 1942 four specific wartime programs of training in Distributive Education were developed. These were (1) Program A, Emergency Replacement Training for New Store Workers; (2) Program B, Wartime Program for Experienced Salespersons; (3) Program C, Wartime Clinics for Owners and Managers of Distributive Businesses; and (4) Program D, Wartime Training for Store Supervisors and Department Heads.¹⁴

Ann Berry spoke of teaching these courses:

We ran Job Instruction Training and war-time selling, selling for the war effort, all over the place. We did this because the stores could not do anything in order to get employees. The employee turnover was so high that we expanded from four coordinators to ten coordinators in a year because these schools sprung up out of nowhere. They had one school outside of Portsmouth where one month there was nothing, no building, faculty, not even a name. The next month they had a school of 3,000 students, from all over the United States. We had all the children of people who had come in to work the shipyards. We taught classes. In the Navy ships' stores we taught Job Instruction Training. We taught salesmanship for the commissaries and there was a commissary on every corner, practically.¹⁵

T. Carl Brown stated that:

The adult programs put more emphasis on courtesy training; how to say "we don't have it" and not make the customer mad. We had quite a number of courses for bankers especially the

¹⁴ Federal Security Agency, U. S. Office of Education, Digest of Annual Reports of State Boards for Vocational Education to the U. S. Office of Education, Vocational Division, Fiscal Year Ended June 30, 1943 (Washington, D. C.: U. S. Office of Education, June 30, 1943), p. 55.

¹⁵ Interview with Ann Berry, cf. Transcript 2, Volume II, Chapter VII.

public relations and public speaking aspects of it because they had their own training program in the mechanics of banking. We trained many, many people on the military bases to work in the commissaries and post exchanges. We were still continuing to do that when I returned from the service. During World War II we started teaching some supervisory courses, job instruction training. We started doing the Human Relations Program just before World War II. We had to keep training replacements for men who were called into service so we did a lot of, oh, we called it vestibule training.¹⁶

The Federal Digest, published in 1945, identified some of the problems Distributive Education was facing due to conditions created by the war. Qualified teachers and state supervisory staff were difficult to find and keep. During the year 1945 there was a 41 per cent turnover among state supervisors of Distributive Education. The "traveling" teacher concept was difficult to continue during these years because of gasoline rationing. It was interesting to note that enrollments in cooperative classes increased during this period.¹⁷

The Federal Digest stated:

Although war conditions have militated against the growth of the evening extension program in Distributive Education, they gave impetus to the part-time instruction program, particularly cooperative part-time classes, which increased significantly during the year.¹⁸

The same report stated that funding was inadequate for further growth of Distributive Education programs in some states.¹⁹

¹⁶Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

¹⁷Federal Security Agency, U. S. Office of Education, Digest of Annual Reports of State Boards for Vocational Education to the U. S. Office of Education, Vocational Division, Fiscal Year Ended June 30, 1945 (Washington, D. C.: U. S. Office of Education, June 30, 1945), p. 56.

¹⁸Ibid.

¹⁹Ibid.

Enrollments in Distributive Education evening extension classes reached a peak in 1942 (see Table 19) and sharply declined in 1944-1945.

The cooperative program [in North Carolina] expanded slightly [during World War II] from about 12 or 13 when I went into the service to maybe 21 or 22 in 1946.²⁰

Beginning in 1945 there was some increase in evening extension class enrollments. Part-time cooperative classes remained about the same during the same period of time (see Table 20).

1945 was a good year for Distributive Education in terms of enrollments. There was a substantial increase in total Distributive Education enrollments over the previous year. This increase can be attributed to a change from a society engaged in war efforts to a society adjusting to times of peace.

The Curriculum During the Post-War Years

The George-Barden Act in 1946 provided additional funds for Distributive Education. These funds were limited in use to the training of those "who have entered employment." In a very complete sense, federal aid for Distributive Education was limited to the training of employed persons in distributive occupations. No provision was made in the George-Barden Act for preparatory or all day in-school youth programs. Therefore, the Distributive Education curriculum continued for several more years in the same direction and included basically the same content.

This is the period when teacher education found itself having fertile ground. The shortage of qualified personnel at all levels

²⁰Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

TABLE 19

ENROLLMENT IN VOCATIONAL SCHOOLS OR CLASSES OPERATED UNDER STATE PLANS,
YEAR ENDED JUNE 30, 1942

Type of School	Total	Agricul- tural	Trade and Industrial	Home Economics	Distributive Education
Evening	802,609	219,533	85,207	295,724	202,145
Part-time	622,314	49,977	467,939	91,494	12,904
All-day	<u>1,204,814</u>	<u>340,540</u>	<u>297,451</u>	<u>566,823</u>	-----
All Types	2,629,737	610,050	850,597	954,041	215,049

Increase or decrease as compared with 1941

Evening	83,128	25,302	-48,580	50,978	55,428
Part-time	31,730	-9,483	28,450	9,757	3,006
All-day	<u>85,825</u>	<u>-1,802</u>	<u>66,212</u>	<u>21,415</u>	-----
All Types	200,683	14,017	46,082	82,150	58,434

^aSource: The Federal Digest of Annual Reports from the States to the U. S. Office of Education, June 30, 1942, issued by Federal Security Agency, 1943, p. 2.

^bProvisional figures, subject to final audit of State reports.

TABLE 20

NATIONAL ENROLLMENTS IN EVENING EXTENSION, PART-TIME EXTENSION,
AND PART-TIME COOPERATIVE PROGRAMS IN DISTRIBUTIVE EDUCATION,
1944-1962^a

Year	Number of Enrollments			Totals
	Evening Extension	Part-Time Extension	Part-Time Cooperative	
1944-45	71,134	67,208	14,439	152,781
1945-46	93,882	66,281	14,509	174,672
1946-47	140,996	77,724	16,421	235,141
1947-48	192,238	66,453	24,057	282,748
1948-49	207,621	70,650	26,123	304,394
1949-50	239,554	89,532	29,941	350,027
1950-51	228,173	78,295	28,138	334,606
1951-52	148,268	59,307	27,276	234,851
1952-53	127,734	50,618	29,676	208,028
1953-54	152,413	39,638	28,568	220,619
1954-55	164,591	39,923	30,841	235,355
1955-56	173,085	50,490	33,450	257,025
1956-57	203,795	41,559	34,549	279,903
1957-58	202,408	44,236	35,914	282,558
1958-59	274,135 ^b	---	36,456 ^c	310,591
1959-60	264,106 ^b	---	39,678 ^c	303,784
1960-61	262,904 ^b	---	43,179 ^c	306,083
1961-62	276,948 ^b	---	44,117 ^c	321,065

^aSource: The Digest of Annual Reports from the States to the U. S. Office of Education; data compiled by G. Henry Richert.

^bThese figures include both enrollments in evening extension and part-time extension programs for the years indicated.

^cThese figures include high school and post-high school enrollments in part-time cooperative programs:

<u>Year</u>	<u>Post-High School</u>	<u>High School</u>
1958-59	1,102	35,456
1959-60	1,374	38,304
1960-61	1,655	41,524
1961-62	1,871	42,246

Note: The above statistics show enrollments in Distributive Education roughly over the George-Barden Act period (from 1946 to 1962). These enrollment figures show a steady growth in the part-time cooperative program and a considerable fluctuation in the evening extension and part-time extension programs.



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created a demand for pre-service teacher education. 1946 was the year for the establishment of "comprehensive curricula for the training of teachers and coordinators. Such teacher training programs were established in Iowa, Kansas, Minnesota, and New York."²¹

During the late 1940's and early 1950's, the labor needs of the employer were considered in the guiding philosophy for curriculum development. The early philosophy of improving the social and economic position of the retail worker remained on the scene but shared its importance with that of needs of the employer. The curriculum continued to be developed exclusively around the functions of retailing.

I think that the emphasis on branching out from retailing to marketing is more of a myth than an actual fact. It sounds good. I think a lot of what we say is out of ignorance. When you get right down to it, marketing includes the basic ingredients of salesmanship and advertising and so forth. When it comes to placement of high school students and cooperative jobs, I haven't seen much change in that. From 85 to 89 per cent of all the cooperative students are still placed in retailing. And that is because the hours are right, and the age is right, and so forth. Then they go on from there. So I think that you almost have to teach the same basic kinds of things.²²

During this time, the department store was continuing to boom and the labor market was still tight. The feeling was that all the various functions in the operation of a department store were important to study as evidenced in this Distributive Education curriculum offered at a high school in Illinois:²³

²¹U. S. Office of Education, Report to the Office of Education from the States and Territories, Federal Digest of Annual Reports, Fiscal Year Ended June 30, 1947 (Washington, D. C.: U. S. Office of Education, June 30, 1947), p. 17.

²²Interview with Lucy C. Crawford, cf. Transcript 5, Volume II, Chapter VII.

²³Illinois Public Schools, "What is Distributive Education?" 1942.

<u>Units of Instruction</u>	<u>Hours</u>
Pre-induction training	20
The salesperson	25
Salesmanship	30
Textile Merchandising	45
Retailing	15
Display	10
Advertising	10
Retail Merchandising	25
Sales Promotion	10
Retail Credit	10
Business Arithmetic	20

At this time only token mention, if any, was being made of other distributive and marketing occupations. This pattern continued through the mid-1950's. It was not until the late 1950's and early 1960's that the curriculum for Distributive Education saw some significant changes. Kay B. Brown stated that the "change in curriculum emphasis from retailing to a total marketing approach" was one of the most significant changes in the Distributive Education curriculum.²⁴

The Implementation Years

It seems as though a whole set of "inputs" began to cause a need in the late 1950's for reviewing the Distributive Education curriculum and "re-shaping" it to fit a new set of circumstances. The Distributive Education Branch of the Division of Vocational Education in the U. S. Office of Education continued to exert leadership but changed its operational techniques. As a branch, Distributive Education had greater visibility. The authority of its director, John A. Beaumont, was of such a nature now that decision making for Distributive Education was a primary responsibility of the Branch. The "climate" in the U. S. Office of Education was different than prior years.

²⁴ Interview with Kay B. Brown, cf. Transcript 32, Volume II, Chapter IX.

I think one of the greatest things that happened to Distributive Education was John Beaumont when he went into the U. S. Office. John Beaumont is a thinker and he put Distributive Education on paper with the help of Ed Nelson and Mary Marks and, of course, G. Henry Richert and some of these people. Plus they used leadership from all over the country. But John Beaumont gave a focus to Distributive Education, that was needed at that time in its history.²⁵

These times were different from previous ones. Some of the times during the 1950's were trying for vocational education and in particular Distributive Education. These were the years when just trying to survive was difficult.

Yes, it was almost dying. In the early fifties, you see, it started to sweat in a sense. It got in real bad shape. It was under Eisenhower that they began to cut the budget for Distributive Education. They didn't cut the budget in other areas of vocational education, but they began to cut the Distributive Education budget, and each year, they sliced some more off of it. They were down to almost the point of where it was to be eliminated.

In those days, it wasn't like today. Today, states can use the funds in just about any direction they want. But in those days, they were appropriated for certain activities; Home Economics, Red Cross work, Trade and Industry, and they just cut the Distributive Education budget. It was just a question of time, probably, before Distributive Education would just have disappeared, unless we made some radical reversal.²⁶

Out of this need to "survive" and the rhetoric it so created grew a strong cohesiveness among distributive educators committed to

- (1) making it known what, in fact, Distributive Education was;
- (2) developing a total program approach; (3) introducing more comprehensive programs for occupations in marketing and distribution at the secondary and post-secondary level; (4) strengthening relationships

²⁵ Interview with Eugene L. Dorr, cf. Eugene L. Dorr--James W. Biddle Transcript 17, Volume II, Chapter VIII.

²⁶ Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

with the business community; (5) developing a curriculum with broader scope and depth; (6) providing the field with literature which would in fact establish the framework within which Distributive Education would operate; and (7) conducting research for the profession.

... we had really a brief period of time when you could move Distributive Education after the war. Then we had some real hard times until 1957. Not because I went in then, [into the U. S. Office of Education] but we did manage to reverse Distributive Education and get a new concept. From that time on we never had any trouble with our appropriations.²⁷

It would seem that the time was now ripe to expand Distributive Education and implement the thrusts outlined above because a cadre of trained leadership personnel was becoming available, and all education was being viewed dimly with the advent of Sputnik. These years were very different from those in the 1930's and 1940's. A whole set of new economic and social conditions prevailed. The time was right for a "movement" to change the direction of Distributive Education, provide it with new guidelines, and revive it with vim and vigor which can only come with change and innovation.

There were four of us specialists in the Distributive Education branch and we each had responsibility for a section of the country.

The other specialists were: George Sanders for the North Atlantic Region, Ed Nelson for the Central Region and Donovan Armstrong for the Southern Region. John Beaumont was the Branch Director. He was the administrator of the Distributive Education Branch. He probably told you when that branch started. It was a late comer in the U. S. Office of Education, organization for vocational education. A lot of the promotion and the spade work and justification was provided by the early leaders in Distributive Education including Louise Bernard. John Beaumont's approach was to identify need and to create literature. He felt that Distributive Education then would have something to challenge

²⁷ Ibid.

and something to work from; and so that was where he put a great deal of his emphasis. He also wanted to build some kind of cohesiveness in the Distributive Education family of people across the nation. So we had national conferences. The staff assigned for regional work all planned and held regional conferences and sub-regional conferences.²⁸

Many developments in the 1960's had and continue to have long-term implications for Distributive Education curriculum development. One of these developments was the recognized need for determining what, in fact, schools were doing. Who was enrolled in which educational program? What were those enrollment figures? The answers to such questions required the development of a reporting system which the states could use for submitting their state enrollment status figures to the U. S. Office of Education.²⁹ The construction of this reporting system of classifying instructional programs in relation to the occupations for which the instructional program prepares the student influenced curriculum and development (see Appendix F). The U. S. Office of Education established a committee charged with the responsibility of developing a reporting system for instructional programs. Peter G. Haines, as a member of this committee, had this to say:

... a series of committees were established by the U. S. Office of Education. They perhaps could be called panels. One was developed for each of the various occupational clusters. For example, there was one in Distribution and Marketing, and one in Business and Office Occupations. The panel as I recall it was approximately fifteen individuals. They reported the various segments of Distributive Education such as teacher education, state supervision, local supervision, teachers at the post secondary and secondary level

²⁸ Interview with Mary V. Marks, cf. Transcript 23, Volume II, Chapter VIII.

²⁹ U. S. Department of Health, Education, and Welfare, Office of Education, and U. S. Department of Labor, Manpower Administration, Vocational Education and Occupations (Washington, D. C.: U. S. Government Printing Office, 1969).

and representatives of business groups for a trade association.

I was elected chairman of the Committee for the Distributive Occupations. We met in Washington for approximately three days. Our initial task was to listen to U. S. Office of Education officials tell us where we fitted into the total scheme. This is very important and I think probably very few people know this. The person in charge of the total scheme of providing an educational reporting indexing system was a person representing the whole U. S. Office of Education, not the Division of Vocational Education. He was not a vocational educator. His job, as he outlined it, was to develop a five-volume reporting scheme which would cover every possible subject taught in American education. The five-volume set was completed and I believe was the first time that this country or any country in the world had developed a mechanism for somehow classifying every single educational activity within its borders. I don't recall specifically the various volumes but I recall one was called state reporting services. I believe it was Volume 4. Within that would become and is now a reporting system for students whether they become involved in chemistry, physics, adult education, extracurricular activities; in other words, the system was intended to provide a way of furnishing national educational statistics. Up to that time, we did not have in a country this large any way of reporting national educational statistics.³⁰

This classification system provided the U. S. Office of Education with a "uniform basis for collecting, recording, interpreting and transmitting meaningful data about enrollments, graduates, placements, and other significant items at the local, state and national levels."³¹ The classification system for Distributive Education is often referred to as the "Taxonomy for Distributive Education" (see Appendix F).

Professional meetings and in-service teacher education workshops sponsored by federal, state, and local agencies began to focus on the need for Distributive Education curriculums to broaden their

³⁰Interview with Peter G. Haines, cf. Transcript 20, Volume II, Chapter VIII.

³¹U. S. Department of Health, Education, and Welfare, Office of Education, Vocational Education and Occupations, p. x.

scope of offerings to include the preparation of individuals for a variety of jobs in the field of marketing and distribution. In addition, attention was given to developing various curriculums in a variety of career areas such as floristry, home furnishings, hotel and lodging which would become an integral part of total curriculum offerings.

When we worked on this idea and developed the taxonomy, we hoped we might be able to influence the field. Reports would be made according to the economic indicators by which we were being judged. Accountability is in relation to available jobs. While I might have a curriculum in supermarket merchandising in a high school, the students would get a breadth of marketing concepts and they would see wherein the supermarket industry makes application of the theory and wherein it is different from applications in ready-to-wear or in the restaurant field. These kinds of options, however you organize them, must be identifiable so that a student comes out a generalized specialist at a career development level in a chosen cluster.³²

These were days of major upheaval in the Distributive Education curriculum. Such concepts as career goals, career ladders, competency patterns, and levels of learning were concurrently developing. Each of these were reactions to forces emerging from a totally new era in all educational fields. Certainly the impression should not be that all Distributive Education programs incorporated these new concepts into their curriculum structures. It seems the changes in Distributive Education curriculums were drastic and, in many cases, did not come about gradually. Kenneth L. Rowe had this to say:

Any time anything new is introduced it takes a while for all the people who are involved to understand and to implement it as it was originally intended. You lose a lot

³²Interview with Mary V. Marks, cf. Transcript 23, Volume II, Chapter VIII.

through mis-communication. You lose a lot through application. When you're working through people, there's always a temptation to modify and change.³³

As late as 1970, Mary V. Marks, at the American Vocational Association Convention in Boston, when relating to the need for Distributive Education programs to address themselves to many areas identified in the taxonomy, made quite clear that the total profession was yet not ready to accept all of the innovations. She said:

Advances in educational technology into such areas as programmed materials, computer-aided instruction, and closed-circuit television, together with the broadened perspectives for cooperative education and employer partnerships with the schools, suggest the possibility of implementing several different instructional programs in the same physical environment without creating barriers to the motivation and learning patterns of students.³⁴

In 1960, goals of a Distributive Education program were spelled out as:³⁵

1. To offer instruction in marketing and distribution.
2. To aid in improving the techniques of distribution.
3. To develop an understanding of the wide range of social and economic responsibilities which accompany the right to engage in Distributive Education in a free, competitive society.

The Curriculum in the Early 1960's

The 1963 National Distributive Education Clinic, more commonly referred to as the 1963 Clinic, set forth an entire body of literature

³³ Interview with Kenneth L. Rowe, cf. Transcript 39, Volume II, Chapter IX.

³⁴ Mary V. Marks, "New Directions for Distributive Education - What We Must Do," American Vocational Association Convention Proceedings Digest (Washington, D. C.: American Vocational Association, May, 1970), p. 140.

³⁵ U. S. Department of Health, Education, and Welfare, Office of Education, A Study of Curriculum Development in the High School Cooperative Program (Washington, D. C.: Government Printing Office, 1960), p. 20.

which indeed did provide the tools for reviewing and evaluating existing Distributive Education programs and making the needed changes in view of the forthcoming 1963 Vocational Education Act. John A. Beaumont, then Chief of the Distributive Education Branch of the U. S. Office of Education, organized the 1963 Clinic to "tool" up the profession for the years ahead.

... we jumped the gun and selected people to come to that conference. That was the first conference of that nature that we ever brought local people in. This was never permitted before. We brought state people. You see, normally, the Office of Education works with state people. But in this conference, we brought state people and we brought university people. We also went one step further and selected a few local people. We were able to bring into focus this new emphasis on the disadvantaged and the idea of the project method and all that kind of thing.³⁶

The Distributive Education curriculum was profoundly affected by this conference. The leadership began to recognize the need to reconstruct Distributive Education's curriculum to meet the challenges outlined by the Panel of Consultants. The Report of the Panel of Consultants charged the leadership to urgently review its existing curriculum and determine how (1) more students with differing needs could be served and (2) curriculum patterns could be varied to include the pre-employment training of individuals for jobs in marketing and distribution (see Figures 2 and 3).

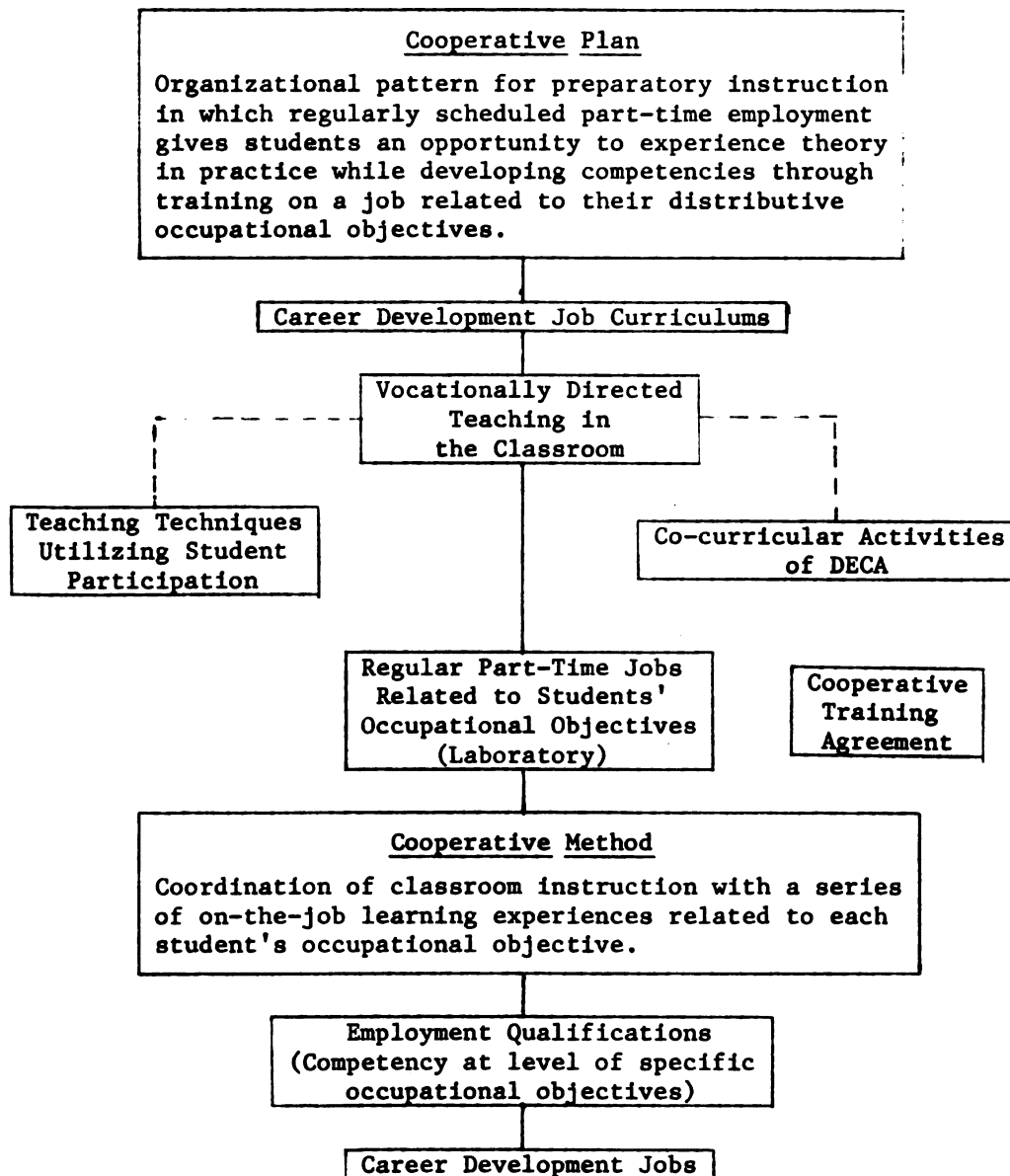
In the 1963 Act this latter provision opened new channels for Distributive Education and has been mentioned many times previously in this study. Until the 1963 Vocational Education Act, training was restricted to only those persons who were employed in distributive

³⁶ Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

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FIGURE 2

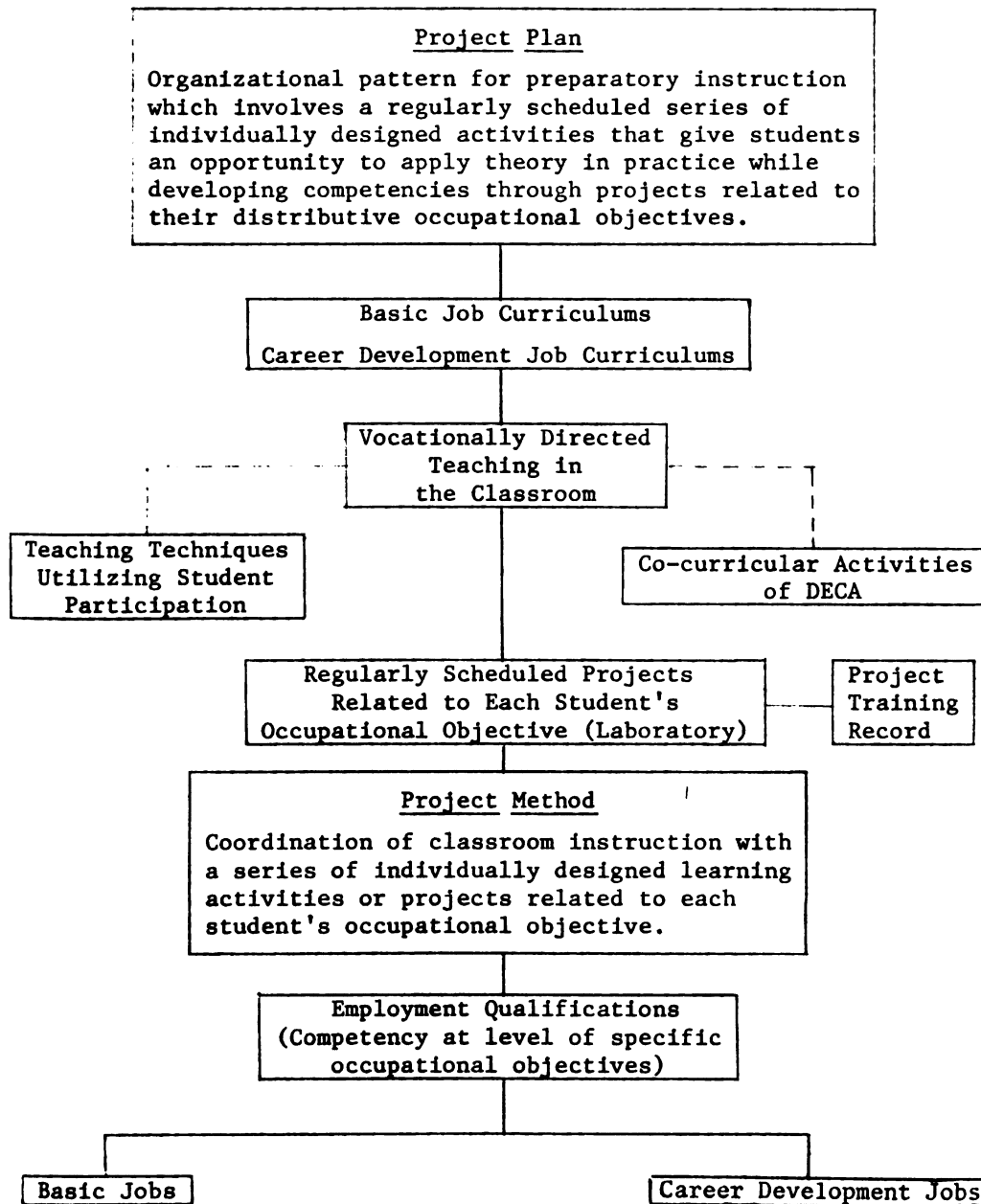
THE COOPERATIVE PLAN IN SECONDARY SCHOOLS



Source: Richmond Professional Institute, Distributive Education in the High School, developed as a result of Contract with Office of Education, U. S. Department of Health, Education, and Welfare, 1965, p. 74.

FIGURE 3

THE PROJECT PLAN IN SECONDARY SCHOOLS



Source: Richmond Professional Institute, Distributive Education in the High School, developed as a result of Contract with Office of Education, U. S. Department of Health, Education, and Welfare, 1965, p. 75.

occupations. In-school secondary programs no longer had to be cooperative plans of instruction which required regularly scheduled employment.

Four basic objectives evolved for Distributive Education:³⁷

1. To prepare individuals for gainful employment in distributive and marketing occupations.
2. To prepare individuals for enrollment in advanced programs.
3. To assist individuals in making informed and meaningful occupational choices in the fields of marketing and distribution.
4. To achieve any combination of the above objectives.

The body of literature produced by the staff in the Distributive Education Branch of the U. S. Office of Education and the various reports of the Task Force Groups provided new insight for curriculum development. The Task Force Groups were each assigned different responsibilities and asked to suggest ways and means for operating more effective Distributive Education programs at all levels--high school, post-secondary, and adult. Peter G. Haines was co-chairman of the post-secondary Task Force. In discussing with him what he saw as the most significant outcome of the Task Force's efforts, he stated:

I think one of the important papers that came out of the conference as the result of the activities of the task force was the report on the development of the post secondary Distributive Education program. The Task Force, as I recall it, was chaired by Rex Toothman, then State Supervisor in Florida, and myself. I know that this particular paper was reprinted and used in a number of states as the junior college and community college movement became important in those states.³⁸

³⁷U. S. Department of Health, Education, and Welfare, Office of Education, Federal Register, Volume 35, Number 91 (Washington, D. C.: Government Printing Office, 1968), p. 7336.

³⁸Interview with Peter G. Haines, cf. Transcript 20, Volume II, Chapter VIII.

Several papers presented at the 1963 Clinic continue to provide a frame of reference for curriculum development for and about Distributive Education. Mary V. Marks is credited with having coined the term, Project Method, and "launching" the concept at the 1963 Clinic. Mary Marks perceived her role in the 1963 Clinic as being a part of a total movement.

As a branch, we were looking for ways that the new legislation would let us reach more people and provide greater services and redirect some of the efforts. John Beaumont, Ed Nelson, Donovan Armstrong, George Sanders, and I were involved in this. George Sanders worked particularly in the area of career objectives. We tried to visualize a program that could meet multiple career choices and be a little more discrete in capturing the motivation and interest of students, and also identify with economic developments. Ed Nelson worked particularly in the area of the curriculum and identified the commonalities of competencies in the curriculum. I worked particularly in the area of methodology, how are we going to teach and for what kind of outcomes will we be teaching. That's when I chose the words "project training."³⁹

John Beaumont, then Chief of the Distributive Education Branch in the U. S. Office of Education, related his impressions of the impact of introducing the project method at the Conference by stating:

We didn't really know a lot about what the project approach was going to be. Mary Marks talked on it. We had to get something before the people. We knew we would receive a great deal of resistance from the Distributive Education establishment and we did. This has never been accepted during my time in Distributive Education. I think there were many reasons for it. The project method is more adaptable to the brilliant student, but no one wants to admit that cooperative education is particularly good for the slow achiever. It has ramifications across the board, but nevertheless, the reverse was usually put into effect. The project method was thought for the slow achiever, the person they couldn't place at all. And, really after we got into this thing and I became a state director and got into a broader concept of things, we found that the most

³⁹Interview with Mary V. Marks, cf. Transcript 23, Volume II, Chapter VIII.

important thing for the most disadvantaged was the cooperative approach. Of course, many of my Distributive Education friends got really up tight at me because of that. They felt that I was downgrading something they intended to build up.⁴⁰

At the Clinic Edwin L. Nelson presented a paper, "Basis for Curricula Development in Distribution." The paper provided some of the concepts which would undergird the development of a Distributive Education curriculum around major competency areas. He proposed in the paper that "occupational acquisition, adjustment, and advancement in the field of distribution is accompanied by a set of specific competencies."⁴¹ These competencies he identified as: (1) social competency; (2) basic skill competency; (3) technology competency; (4) marketing competency; and (5) economic competency (see Figure 4). The premise of this entire concept was that at all instructional levels the Distributive Education curriculum must provide for the development of these basic competencies. Edwin Nelson himself viewed the intent of the paper to:

... identify the scope of instructional responsibility in preparing individuals for gainful employment in distribution. It is hoped that this treatise will become a basis for consideration of curricula development - a model to be accepted and adopted in designing programs of instruction for the major groupings of persons to be served.⁴²

This competency based model is applicable at the secondary, post-secondary, and adult levels. Peter G. Haines, speaking on the impact of this concept on Distributive Education, stated:

⁴⁰Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

⁴¹Edwin L. Nelson, "Basis for Curricula Development in Distribution," a mimeographed paper presented at the National Clinic on Distributive Education, Washington, D. C., October, 1963, p. 3.

⁴²Ibid., p. 10.

FIGURE 4
COMPETENCY AREAS IN DISTRIBUTIVE EDUCATION

A MARKETING Selling Sales Promotion Buying Operations Market Research Management	C SOCIAL SKILLS Business Social Skills Ethics Human Relations Supervisory Skills and Leadership
B PRODUCT OR SERVICE TECHNOLOGY Product Knowledge and Techniques Service Knowledge and Techniques	D BASIC SKILLS Application of Mathematics Application of Communications
E DISTRIBUTION IN THE ECONOMY Channels of Distribution Job Opportunities in Distribution Distribution in a Free Enterprise System	

Source: Richmond Professional Institute, Distributive Education in the High School (pursuant to a Contract with Office of Education, U. S. Department of Health, Education, and Welfare, 1965), p. 31.

I feel that perhaps one of the most important and long-lasting outcomes of the 1963 Clinic was the presentation by Edwin Nelson of the paper dealing with the five basic competencies for a person entering the field of distribution and marketing. The significance of this lies first of all in the fact that it was indeed prepared by a U. S. Office of Education official and therefore it had a certain degree of status and visibility. Just as importantly and perhaps because Ed Nelson and I have been friends and colleagues for many years, as well as classmates at Minnesota, was the fact that it involved a high degree of intensive intellectual effort. That is, it required an individual to think very deeply about not only what a person had to become, but in a sense, about the reflection of this in terms of the learning methodology which would be involved. I guess it is important to me as a teacher educator that Ed Nelson spelled out in a very scholarly form a basis for curriculum development which had its roots not only in the demands of the market place but was tempered by the realization upon its effect upon the curriculum structure which would need to be involved in the instructional strategy which would have to be used to implement the motion. I have been enough places and in enough workshops and conferences around this country to know that the transparencies of the basic competency approach devised at that clinic became a preface for a great deal of discussion by in-service as well as pre-service teachers.⁴³

The Curriculum for Contemporary Times

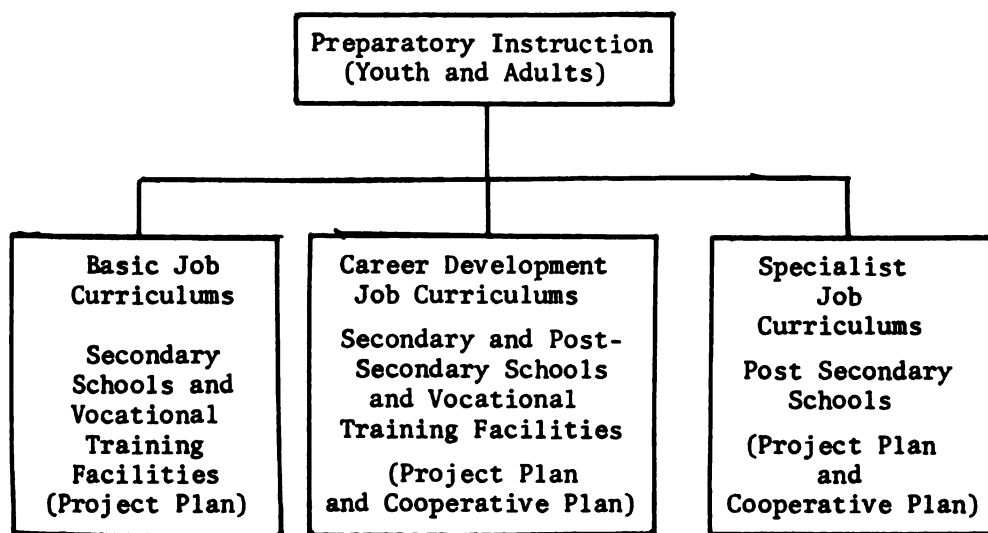
Following the 1963 Act, Distributive Education was able to view itself as a "total program" operating at various levels of training, preparing for a multitude of jobs in the fields of marketing and distribution, providing "preparatory" and "supplementary" instruction, and using the project and cooperative plans of instruction (see Figure 5).

Preparatory Distributive Education curriculums are classified into three major groupings: (1) basic job curriculums; (2) career development job curriculums; and (3) specialist job curriculums (see

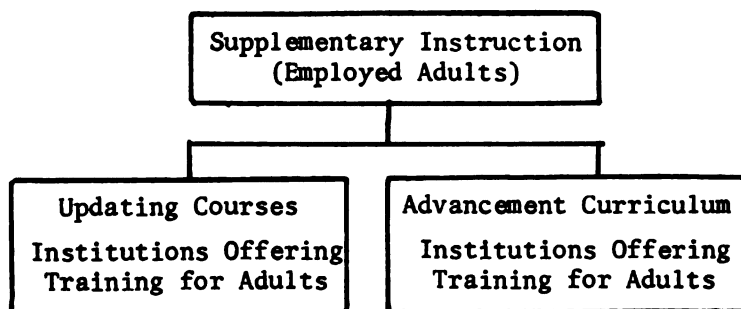
⁴³ Interview with Peter G. Haines, cf. Transcript 20, Volume II, Chapter VIII.

FIGURE 5

DISTRIBUTIVE EDUCATION PROGRAM



AND



Source: Richmond Professional Institute, Distributive Education in the High School (pursuant to a Contract with Office of Education, U. S. Department of Health, Education, and Welfare, 1965), p. 16.

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Figure 5). Supplementary instructional curriculums were considered to operate predominantly at the post-secondary level and to prepare individuals for career development and specialist jobs. The cooperative and project plans of instruction may be used within the preparatory and supplementary curriculum (see Figures 6, 7). Within each of these plans, a variety of instructional strategies are used.

The two plans provide alternative ways of providing career application of classroom learnings and are equally appropriate at the secondary and post-secondary levels.⁴⁴

The project plan of instruction has been defined by many. Peter G. Haines has written:

The project method integrates classroom instruction with a series of learning activities or projects designed to fit a student's occupational objective.⁴⁵

Kay B. Brown related the same concept but introduced in her definition another dimension to all curriculum development--behavioral objectives.

Any individually designed learning activity that has a behavioral objective related to an individual's distributive occupational goal and is to be accomplished in a specified length of time; an independent activity completed in a laboratory environment.⁴⁶

Questions as to which plan to use and when to use each continue to be perplexing.

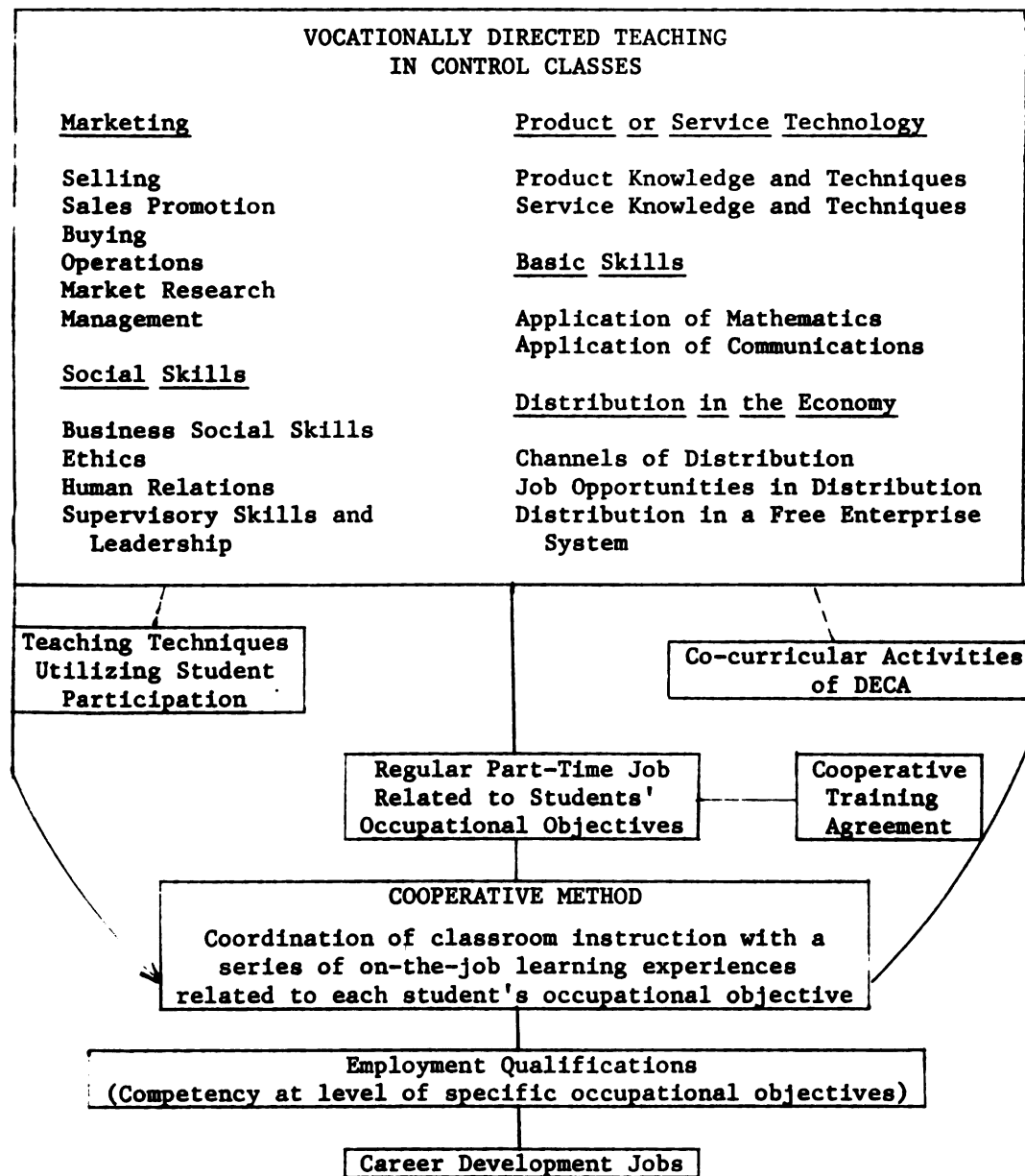
⁴⁴Lucy C. Crawford and Warren G. Meyer, Organization and Administration of Distributive Education (Columbus: Charles E. Merrill Publishing Company, 1972), p. 41.

⁴⁵Edward T. Ferguson, A Comparison of the Effectiveness of the Project and Cooperative Methods of Instruction on Selected Competencies in Distributive Education at the Secondary Level (East Lansing: Research and Development Program in Vocational-Technical Education, Michigan State University, April, 1968), p. iv.

⁴⁶Distributive Education in the High School (Washington, D. C.: U. S. Department of Health, Education, and Welfare, Office of Education, and Richmond Professional Institute, 1965).

FIGURE 6

THE COOPERATIVE METHOD IN SECONDARY SCHOOLS

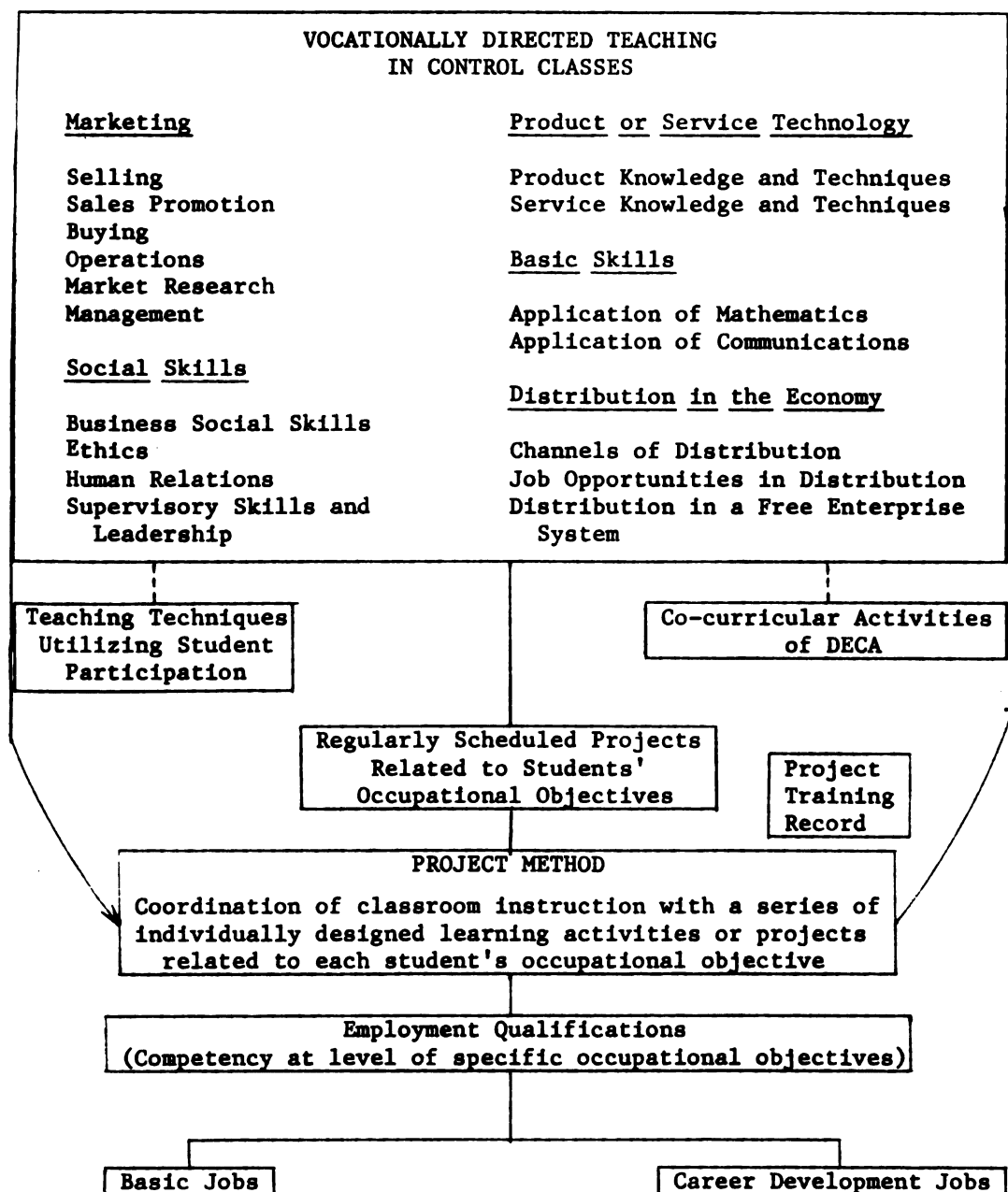


Source: Richmond Professional Institute, Distributive Education in the High School, developed as a result of Contract with Office of Education, U. S. Department of Health, Education, and Welfare, 1965, p. 57.



FIGURE 7

THE PROJECT METHOD IN SECONDARY SCHOOLS



Source: Richmond Professional Institute, Distributive Education in the High School, developed as a result of Contract with Office of Education, U. S. Department of Health, Education, and Welfare, 1965, p. 58.

I would like to think that we would have come a lot faster with the project method had we turned to different terminology at the very beginning. What we really were doing and what we are doing, is, in truth, simulation. Many people had a different opinion of what "project" was. It was a smaller bit of an activity but the word "project" really didn't mean method to them. I think maybe that's the big difference. And we looked at it in comparison with the cooperative method.⁴⁷

Kenneth Rowe reflects on this concept when he stated:

As you know, Dr. Ed Ferguson, from the Center at Ohio State, and my dissertations both dealt with trying to measure and compare the project plan and the co-op plan as far as its competencies are concerned. However, we both measured the competency area that could be easily duplicated or simulated, such as the marketing competency, the economic competency, the technology area. The social skills and basic skills, getting into the communication area, I think are probably, and this has not been proven, probably are the two competency areas that we see the greatest change in the behavior patterns of the students on the job and hardest of duplicate or simulate.

It is difficult to simulate, especially the social skills area. The inner action with people, the ability to accept responsibility, adjustment to the world of work, to the real situation, the life adjustment kind of thing from that of a teenager to that of an adult.⁴⁸

Early proponents of the project plan stated that outcomes desired from both the cooperative and the project plans were the same--students prepared for employment in the fields of marketing and distribution.

Mary V. Marks stated:

My thesis was and still is that there must be different ways of reaching people and helping them develop competency. Some students are not ready for various reasons, or the schools are not ready, or parents or the community are not ready for cooperative education. (I specified that cooperative training required a continuing, planned and scheduled series

⁴⁷ Interview with Edward T. Ferguson, Jr., cf. Kay B. Brown-- Edward T. Ferguson, Jr., Transcript 33, Volume II, Chapter IX.

⁴⁸ Interview with Kenneth L. Rowe, cf. Transcript 39, Volume II, Chapter IX.

of training experiences.) However, under other circumstances, project training could simulate certain things, we could identify outcomes we wanted; we could create projects for the student with the student so that he would be involved in marketing situations. These series of projects would include some kinds of short-term on-the-job occupational training. That last idea was lost in the transmittal, dropped through some gap somewhere in the development of project training. I still think that it is important, that we have different ways of training and that opportunities are available at all grade levels.

In a school you may have pre-coop or pre-project, or in some places what is called project lab, or simulated lab. What is important is that project training should always contain some aspect of occupational training. Students must have application in the real life situation, not a totally simulated program.⁴⁹

Both plans of instruction seek the same outcomes:

1. An integration of theory and practice.
2. An understanding of the role of distributive occupations in the economy.
3. An evaluation of aptitudes and abilities in connection with job situations.
4. A greater confidence in one's own judgement.
5. An acceptance of responsibility of one's own efforts.

In 1967 there were two major conferences. In Chicago, the National Distributive Education Conference was held. Later that same year, the 1967 National Distributive Education Teacher Education Conference was conducted. This researcher asked Kenneth L. Rowe, who participated in both conferences, to speak directly to both conferences and provide his recollections and perspectives of the intents and outcomes of both conferences. When referring to the 1967 Distributive Education Conference, he stated:

Now, as I see it, the purpose for that conference was that the passage of the Act of 1963 suggested some new directions that Vocational Education might take. In 1967,

⁴⁹ Interview with Mary V. Marks, cf. Transcript 23, Volume II, Chapter VIII.

apparently it was recognized by the leaders in Distributive Education that here we are four years later, after the passage of the 1963 Act and we are still operating and struggling along with the limitations of the George-Deen Act of 1936. Maybe there needed to be a conference of leaders in Distributive Education to implement this change.⁵⁰

No new innovative method can be expected to be implemented within a few months. Bringing about change often takes a long time because the implementers of change must be convinced of the value of the change and must not see the new plan as a threat to "What we have been doing is all wrong!"

... many state leaders at this conference in Chicago were still fighting the project method concept which had come to pass as an idea in 1963. In this particular case, there were a lot of veterans of Distributive Education who still felt that the coop plan and coop method were the only methods that could ever work in Distributive Education.⁵¹

The 1963 legislation made it very clear that we needed to serve more people, and the profession was requested to re-examine its beliefs and philosophies. Neal Vivian stated:

I would say there have been some definite changes in attitudes [toward Distributive Education programs such as a retailing to marketing approach.] One would be the perception of distribution as a discipline. The acceptance of the discipline of distribution gave our program some status. Considering Distributive Education as a discipline rather than as a work experience program [helped us.] Once we established this, we were able to get some identity for our program. Another change in attitude was the total program concept. That is, the concept that the person operating a Distributive Education program had the responsibility for the pre-employment at the high school level, the cooperative program, the club program, the post-secondary program, if such existed in the community, and finally the adult program. The realization that a distributive education

⁵⁰ Interview with Kenneth L. Rowe, cf. Transcript 40, Volume II, Chapter IX.

⁵¹ Ibid.

TABLE 21
NATIONAL ENROLLMENT DATA FOR
DISTRIBUTIVE EDUCATION FOR PERSONS WITH SPECIAL NEEDS^a
(Disadvantaged and Handicapped)

Year	Enrollment	Per Cent Change
1971-1972		
1970-1971	(70,385) ^b	
1969-1970	(52,491) ^b	
1968-1969	10,531	138.5
1967-1968	4,415	- 9.5
1966-1967	4,870	178.4
1965-1966	1,749	218.0'
1964-1965 ^c	550	----

^aThis National Enrollment Data is summary data compiled from Annual Statistical and Fiscal Reports submitted by the States in the administration of vocational education programs. This report was prepared by the staff in the Division of Vocational and Technical Education, U. S. Office of Education.

^bDisadvantaged and Handicapped persons are now included by levels of instruction; includes students in separate and regular classes.

^cFirst-year persons with special needs were reported separately.

program needs to be complete was an important understanding that many people were not accepting.⁵²

The charge given by the 1963 Act that Distributive Education needed to serve more people was discussed at the 1967 Conference:

It was recognized that we were not serving nearly enough people and we needed to take a look at the people with special needs. There was a great emphasis on this area. We needed to serve more people in the high school than we had been serving. It forced us to re-examine some of our basic beliefs in Distributive Education, and it was this conference that I remember Lucy Crawford came forth with a philosophy of Distributive Education which was the result of a great research project that she had been working on. Program planning was involved in this conference, and we took a look at Distributive Education from the high school programs, post secondary programs right on through the adult program.⁵³

Several competency studies were undertaken during this time. The Crawford study⁵⁴ and the Samson study⁵⁵ both studied the job of the Distributive Education teacher-coordinator.

The Crawford study was a major undertaking, with continual implications on all curriculum development with special reference to secondary Distributive Education programs. Lucy Crawford described the intent of her study:

... when it came to the subject matter area, we decided the only way you could tell what a teacher needed to know from the subject matter standpoint was to determine what the workers needed to know. And that meant going to the field.

⁵²Interview with Neal Vivian, cf. Transcript 29, Volume II, Chapter VIII.

⁵³Interview with Kenneth L. Rowe, cf. Transcript 40, Volume II, Chapter IX.

⁵⁴Lucy C. Crawford, A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education, Volumes I-IV (Blacksburg, Virginia: Virginia Polytechnic Institute, 1967).

⁵⁵Harland E. Samson, The Nature and Characteristics of Middle Management in Retail Department Stores (Madison: University of Wisconsin, 1969).

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We had a staff of people who had degrees in retailing who did interviews. They interviewed 76 jobs in the 7 categories of business with the idea of determining what the worker needs to know so that the teacher, then, would at least be knowledgeable about it. People all over the country are using the technical part. That was a great surprise to me that we would have that much activity.⁵⁶

Competency studies such as these gave Distributive Education at least partial answers to such questions as: "What should we teach?" "What do kids need to know for a career in marketing and distribution?" These studies further molded the "content" of Distributive Education programs.

The 1967 Distributive Education Teacher Education Conference was conducted by Michigan State University in consortium with Arizona State University. Kenneth L. Rowe, one of the conference directors, recollected the conference by stating:

The 1967 Distributive Education Teacher Education Conference was a natural follow-up of the national conference on all of Distributive Education in 1967, because people in Distributive Education recognized then, that we better focus on what we needed to do differently and what implications the conference in Chicago had for teacher education. So, a national conference was held then on two campuses, Arizona State University and at the Michigan State University campus in 1967.⁵⁷

Teacher-coordinators needed to be trained to implement the project plan of instruction. The curriculum for Distributive Education was being expanded, and optional patterns were becoming available for students to be prepared for careers in marketing and distribution. At

⁵⁶Interview with Lucy C. Crawford, cf. Transcript 5, Volume II, Chapter VII.

⁵⁷Interview with Kenneth L. Rowe, cf. Transcript 40, Volume II, Chapter IX.

the 1967 Teacher Education Conference "implementation models" were developed.

We asked people to develop models of a project method classroom. We asked people to develop papers on procedures, on methods, on all of the different areas of implementation of the project plan of instruction. We utilized people in⁵⁸ the field itself to do this. These papers were presented.

Harland Samson presented a paper at the conference entitled "Projects and Project Structure," intended to provide some guidelines for developing and writing projects. He reflected the intent of this paper when he stated:

I had tried to create in my own mind: What is a project? What kind of a thing are we talking about? I was invited to be a part of the group that worked with the institute that was put on between Michigan State and Arizona State and under the leadership of Peter Haines. He asked if I would write this out. So I did. I had tested with my students here the project idea. We created some project type learning activities. That's the way I got started with this. That's when I came out with the essential elements of the project in 1967.

The project document does not deal with how you organize a class. I think that's something for the teacher to decide, knowing his students and his community. In order to share very widely, we have to have some consistency in format, and it was because of that then that we continued on after our workshops at Michigan State and Arizona State.⁵⁹

Schools and their curriculums reflect society but also affect society. In 30 years of development, the curriculum for Distributive Education has done both, evidenced by major changes in Distributive Education's curriculum structure and increased enrollments. With a larger number of individuals being prepared in our schools for occupations in marketing and distribution, the curriculum for Distributive Education is reflecting and affecting the manpower needs of society.

⁵⁸ Ibid.

⁵⁹ Interview with Harland E. Samson, cf. Transcript 27, Volume II, Chapter VIII.

TABLE 22
NATIONAL ENROLLMENT DATA FOR
SECONDARY DISTRIBUTIVE EDUCATION^a

Year	Enrollment	Per Cent Change	DECA Membership	Per Cent Change	Per Cent DECA Members
1971-1972					
1970-1971	241,119	4.8	112,035	14.2	46.5
1969-1970	230,007	24.9	98,103	9.4	42.7
1968-1969	184,206	4.8	88,838	14.6	48.2
1967-1968	175,816	16.1	75,874	12.3	43.2
1966-1967	151,378	48.8	66,578	17.3	43.9
1965-1966	101,728	33.5	55,063	19.3	54.1
1964-1965	76,186	38.2	44,422	21.4	58.4
1963-1964	55,132	19.5	34,932	18.6	63.4
1962-1963	46,149	9.2	28,418	12.2	61.6
1961-1962	42,246	1.7	24,939	13.2	59.0
1960-1961	41,524	8.4	21,638	12.9	52.1
1959-1960	38,304	8.3	18,850	9.1	49.2
1958-1959	35,354	---	17,135	---	48.5
1938 ^b	3,668	---			

^aThis National Enrollment Data is summary data compiled from Annual Statistical and Fiscal Reports submitted by the States in the administration of vocational education programs. This report was prepared by the staff in the Division of Vocational and Technical Education, U. S. Office of Education.

^bFirst-year high school enrollments were reported.

EMPHASIS ON POST-SECONDARY CURRICULUM

Distributive Education's curriculum began as post-secondary if one considers post-secondary and adult one and the same. It appears that adult Distributive Education enrollments have drastically decreased over the past 30 years when in fact there are some leaders who question the reporting system currently being used by states and, therefore, feel that adult education is in fact not decreasing but probably increasing in the form of junior college enrollments.

They may not have reported it. Junior college people generally do not like to think of themselves as Distributive Educators, or as vocational educators even. There is a point of view which says that Distributive Education is a high school program. At their level it would be necessary to call it something else.

I think also the enrollments are somewhat deceiving, because of changes in or a poor reporting system. Particularly in the large states I think there is a bit of guess estimating. Also, in several states a correction has been made, an individual who enrolls in five different units of ten hours each is now reported as one individual. In previous years in many instances he was reported as five individuals. I can give you an example of another problem. For a while we didn't know how one state would report the part-time evening school enrollment that takes place in the junior and community college campus. We didn't know whether they would report it as post-secondary enrollment or whether they would report it as part of the adult program. Obviously, this made for fluctuations. Also in some states they've stopped counting training programs for the merchant community, such as shoplifting. Perhaps 150-200 people came to a meeting on one afternoon for two hours. They used to report that as enrollment and now they don't.⁶⁰

This section will view the junior college or community college program separate from adult education. Post-secondary institutions are commonly called community colleges, junior colleges, vocational-technical schools.

⁶⁰ Interview with Mary V. Marks, cf. Transcript 23, Volume II, Chapter VIII.



There are some four-year institutions of higher learning which do provide two-year post-secondary programs in marketing and distribution.

The Growth of Junior and Community College Programs

There has been in the past 10 to 15 years a movement toward the growth and development of junior and community colleges in general and, more specifically, Distributive Education programs within those institutions (see Table 23). The advent of mid-management programs, as they are often referred to, have doubled and tripled in size. There are many social and economic forces which have caused this astonishing growth. Established Schools of Retailing at such schools as New York University and the University of Pittsburgh were forced to shut down in the early 1960's when the role of the four-year Collegiate School of Business was being critically reviewed.

In 1959, you will remember the Ford Foundation Report and the Carnegie Report known as the Gordon and Howell Report that came out decrying the fact that education on the collegiate level had become so extremely vocational. As a result of that the American Association of Collegiate Schools of Business better known as the AACSB put into its rulings that no school could be certified by that certifying body if it had a highly vocational division such as retailing. This literally cut the heart out of retailing in the schools that wanted to continue their AACSB membership. The result is that many schools had to abandon their highly vocational programs of retailing. At New York University, it dealt a death blow to the school of retailing. In 1964 they announced the closing and it closed with the final graduates in 1966.⁶¹

Peter G. Haines in his interview outlined what he perceived to be the causes for the decrease in adult education and the increase at the post-secondary level. In that many businesses have assumed the responsibility of training their own personnel, there is less need

⁶¹ Interview with Karen R. Gillespie, cf. Transcript 19, Volume II, Chapter VIII.

TABLE 23
NATIONAL ENROLLMENT DATA FOR
POST-SECONDARY DISTRIBUTIVE EDUCATION^a

Year	Enrollment	Per Cent Change	DECA Membership	Per Cent Change	Per Cent DECA Members
1971-1972					
1970-1971	85,859	4.5	6,229	20.5	7.3
1969-1970	82,160	35.3	5,171	10.2	6.3
1968-1969	60,718	35.5	4,645	19.9	7.7
1967-1968	44,824	113.4	3,720	24.9	8.5
1966-1967	21,003	32.7	2,795	27.9	13.3
1965-1966	15,833	148.0	2,014	29.7	12.7
1964-1965	6,384	137.5	1,416	43.8	22.2
1963-1964	2,688	23.5	800	34.8	29.8
1962-1963	2,176	16.3	522	26.2	23.9
1961-1962	1,871	13.1	385	----	20.6
1960-1961	1,655	20.0	----	----	----
1959-1960	1,374	24.7	----	----	----
1958-1959 ^b	1,102	----	----	----	----

^aThis National Enrollment Data is summary data compiled from Annual Statistical and Fiscal Reports submitted by the States in the administration of vocational education programs. This report was prepared by the staff in the Division of Vocational and Technical Education, U. S. Office of Education.

^bFirst-year post-secondary enrollments were reported.

today for Distributive Education to be the "trainers" for the business community.

Many of the large trade associations such as the National Restaurant Association, American Motel-Hotel Association, have very extensive training programs with Ph.D.'s in charge. They develop packages of training materials parenthetically better than a lot of the stuff we have developed to give out to be used in high schools. They have also trained their own teachers. For example, the American Collectors Association actually put together a set of 10 training courses. I helped write them and they asked me to train 25 members from all over the United States as a teaching cadre. Obviously, education for business has been taken over [in part] by business itself. Therefore, this reduces our role to some extent.⁶²

The development of the junior college system was given thrust when in 1961 the Panel of Consultants recommended that more opportunities for vocational preparation be made available to post-high school youth. The Advisory Council on Vocational Education cited in their report that a post-secondary program is

... one whose program includes students who have completed or left high school and who are available for full-time study in preparation for entering the labor market.⁶³

Based on the recommendation of the 1968 National Advisory Council, 25 per cent of the federal funds for Vocational Education were earmarked specifically for post-secondary vocational-technical programs. As has been previously mentioned, there seems to be a direct correlation between federal funds available for a program and enrollment increases

⁶²Interview with Peter G. Haines, cf. Transcript 20, Volume II, Chapter VIII.

⁶³U. S. Department of Health, Education, and Welfare, Office of Education, Vocational Education, The Bridge Between Man and His Work, General Report of the Advisory Council on Vocational Education (Washington, D. C.: Government Printing Office, 1968), p. 19.

or decreases in that program. Community colleges have grown rapidly.

Table 24 shows enrollment figures between 1966 and 1968.⁶⁴

It should be carefully noted that during this time period Distributive Education had a greater percentage of enrollment increase (183.1 per cent) than all other vocational areas. There are some who feel this increase can be attributed to highly specialized evening courses in such areas as Real Estate, Food Services, and Insurance Salesmanship.⁶⁵

Harland E. Samson in his research study identified seven unique characteristics of a community college. They were stated as follows:⁶⁶

1. Provides both intensive and extensive instruction in a marketing function, product area, or business.
2. Provides instruction which leads to specialization in a marketing function, product area, or business category.
3. Serves a student population from a large population area.
4. Provides curriculums oriented to local, state, regional, or national occupational needs.
5. Follows a collegiate schedule of classes with special flexibility to permit appropriate application of learning.
6. Has standards and quality leading to supervisory and management competencies.
7. Utilizes businessmen from a wide range of business interests and from a wide geographic area for advisory and resource purposes.

⁶⁴Albeno P. Garbin, "Post-Secondary Vocational-Technical Education, Some Considerations Relating to the Student," Report of the National Conference on Post Secondary Vocational-Technical Education (Columbus, Ohio: The Center for Vocational and Technical Education, 1970), p. 11.

⁶⁵Correspondence with Eugene L. Dorr, November, 1972.

⁶⁶Harland E. Samson, The Nature and Characteristics of Middle Management in Retail Department Stores.

TABLE 24

POST-SECONDARY ENROLLMENT IN VOCATIONAL-TECHNICAL EDUCATION
CLASSES, UNITED STATES AND OUTLYING AREAS

Type of Program	1966			1967			1968			Percentage Change 1966 - 1968
	Number	Per Cent of Year Total		Number	Per Cent of Year Total		Number	Per Cent of Year Total		
Agriculture	5,987	1.4		8,093	1.6		11,036	1.9		84.3
Distribution	15,883	3.6		21,003	4.2		44,824	7.6		183.1
Health	36,496	8.3		54,135	10.8		64,592	10.9		77.0
Home Economics	2,652	0.6		3,506	0.7		4,395	0.7		65.7
Office	165,439	37.4		192,639	38.5		225,182	38.0		36.1
Technical	100,151	22.6		97,156	19.5		104,746	17.7		4.6
Trade and Industry	115,539	26.1		123,374	24.7		137,732	23.1		19.2
Other							463	0.1		
All Programs	442,097	100.0		499,906	100.0		592,970	100.0		34.1

Source: Albano P. Garben, "Post-Secondary Vocational-Technical Education, Some Considerations Relating to the Student," Report of National Conference on Post-Secondary Vocational-Technical Education. Columbus, Ohio: The Center for Vocational and Technical Education, 1970, p. 10.

Contemporary Post-Secondary Curriculum

Post-secondary education grew out of a social need for additional education. The trend of the times indicated a necessity for young people to have education in addition to their high school preparation to be able to enter and succeed beyond entry level positions. The steady growth of supervisory and/or mid-management occupations required education beyond high school. Distributive Education post-secondary programs intend to meet the demands of the market for professionally and technically trained personnel in distributive occupations. Harland Samson referred to this need:

It seems to me that the development of the American business itself would have to be viewed as something that has gone along with our programs. Let me give you an example or two of this. This relates back to this department store study that we carried out. There were two views that were held by the business firms that we contacted. One viewed middle management as a transitory level of work for those who are going to go on to become managers and executives. They deliberately recruited out of the colleges and universities. Since 1945 they had been very successful because the college recruits were there, and they were willing to accept this sort of job and the old rule of "up or out within five years" operated for them. Either the person was on his way to being one of their good managers in five years, or he was out.

The other point of view was that middle management positions in the firm were career positions--that they were not to be filled in a transitory sense. The company had a management training program in which most of the people they recruited would move eventually to management with a very low mortality in that group.

When the post-secondary marketing and distributive programs emerged in large numbers, these programs became a source of personnel for these companies that visualized their middle management as career jobs. One of the changes that I have noticed is that more and more companies have suddenly begun to realize that they can't afford to hire every year a great number of college graduates to run through and hope that they will get a few good ones.⁶⁷

⁶⁷Interview with Harland E. Samson, cf. Transcript 27, Volume II, Chapter VIII.

The curriculum at the post-secondary level may prepare individuals for entry level jobs, career jobs, or specialist jobs.⁶⁸ Post-secondary curriculum prepares individuals for gainful employment and for advancement in distribution and marketing occupations:

Advertising services; apparel and accessories; automotive; finance and credit; forestry; food distribution; food service; general merchandise; hardware and building materials; farm and garden supplies and equipment; home furnishings; hotel and lodging; industrial marketing; insurance; international trade; personal services; petroleum; real estate; recreation and tourism; transportation; retail trade (other); and wholesale trade (other).⁶⁹

The instruction at the post-secondary level can be preparatory or supplemental in nature (see Figure 8). Preparatory instruction is that instruction designed to get an individual ready for employment in distribution and marketing. Supplemental instruction is intended for those who are already employed in distributive occupations and wish to further their training, increase their competency, and broaden their scope of learnings with the intent of advancing in positions in the field of distribution and marketing.

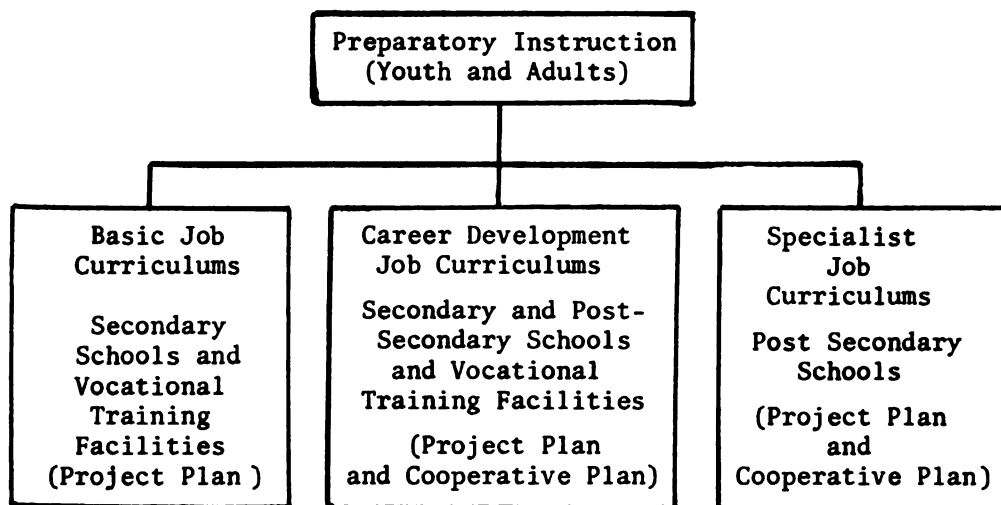
The instructional content of Distributive Education programs, no matter at what level, was identified into major competency areas including the skills, knowledges, and attitudes needed for employment in distributive occupations. These competencies were outlined in Edwin L. Nelson's paper on curriculum as marketing skills, social skills, basic skills, and technology skills. The competency based model is applicable

⁶⁸Distributive Education in the High School.

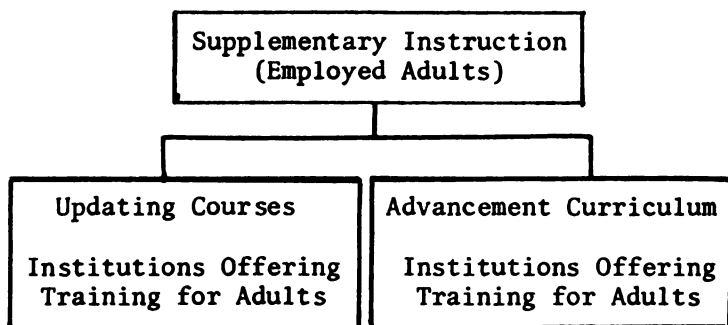
⁶⁹U. S. Department of Health, Education, and Welfare, Office of Education, Vocational Education and Occupations, p. 19.

FIGURE 8

DISTRIBUTIVE EDUCATION PROGRAM



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Source: Richmond Professional Institute, Distributive Education in the High School (pursuant to a Contract with Office of Education, U. S. Department of Health, Education, and Welfare, 1965), p. 16.

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Chapter V

at all program levels.⁷⁰ Peter G. Haines, referring to Edwin Nelson's model, made this observation:

I feel that perhaps one of the most important and long-lasting outcomes of the 1963 Clinic was the presentation by Edwin Nelson of the paper dealing with the five basic competencies for a person entering the field of distribution and marketing. The significance of this lies first of all in the fact that it was indeed prepared by a U. S. Office of Education official and therefore it had a certain degree of status and visibility. Just as importantly and perhaps because Ed Nelson and I have been friends and colleagues for many years, as well as classmates in Minnesota, was the fact that it involved a high degree of intensive intellectual effort. That is, it required an individual to think very deeply above not only what a person had to become, but in a sense, about the reflection of this in terms of the learning methodology which would be involved. I guess it is important to me as a teacher educator that Ed Nelson spelled out in a very scholarly form a basis for curriculum development which had its roots not only in the demands of the market place but was tempered by the realization upon its effect upon the curriculum structure which would need to be involved in the instructional strategy which would have to be used to implement the motion. I have been enough places and in enough workshops and conferences around this country to know that the transparencies of the basic competency approach devised at that clinic became a preface for a great deal of discussion by in-service as well as pre-service teachers.⁷¹

What is actually taught in the classroom is often determined by that teacher. This being recognized generates a concern for identifying the criteria for a "good" post-secondary Distributive Education teacher.

... I think if you were asking for my criteria for hiring a teacher to teach in a community college, I would say, number one, that he must have had extensive management experience himself. I don't mean just having worked summers. He really has to have had a job where he was responsible. I would not

⁷⁰ Edwin L. Nelson, "Basis for Curricula Development in Distribution," p. 3.

⁷¹ Interview with Peter G. Haines, cf. Transcript 20, Volume II, Chapter VIII.

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think of hiring a person to teach retailing or marketing or any of the courses of that nature in a community college unless that person had had in addition to a fine education actual experience on the managerial level.

Having some cooperative experiences has its advantages, but I think for teaching in college the cooperative program is by no means sufficient. I think a student while he's in a community college can learn a great deal on a cooperative program and I would urge that, but I would never hire a teacher whose only experience had been on cooperative programs, I think there's quite a difference. The best teachers that I know, and I'm judging on the people naturally with whom I've come in contact, are those who have had five to ten years of high level experience in the retailing field. They bring an expertise, a knowledge, a concept that the⁷² ones who have not had this experience simply don't have.

At the secondary level Distributive Education Clubs of America (DECA) have been seen since the late 1940's as an integral part of a total Distributive Education program. In view of the rapid expansion of post-secondary Distributive Education programs, DECA in recent years developed a junior collegiate division.

As recent as 1959, Russ Atkinson and two or three ... of us sat around at lunch in a Chinese restaurant in Tacoma, Washington, and more or less conceived the idea of the post secondary activity in DECA. Then we began to push this thing. We pushed it in the state of Washington as a mid-management activity. We didn't know what that meant, but we had to have some term and I think to some extent that took hold in California and began to take hold in other places. It was through Otto Logan and some of the work we did with Otto and a few junior colleges in Washington where that idea got started. Then Wisconsin came into the thing without cooperative education. But Washington, Wisconsin, California and a few other places provided the initial leadership for this post secondary thing which was composed of very few states.⁷³

⁷²Interview with Karen R. Gillespie, cf. Transcript 19, Volume II, Chapter VIII.

⁷³Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

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It would seem that the post-secondary Distributive Education curriculum grew out of needs of the times. Enrollments continue to increase (see Table 23) and the occupational opportunities in marketing and distribution are on the increase.

EMPHASIS ON ADULT EDUCATION

As stated several times previously in this study, Distributive Education began as a curriculum for adults; and the curriculum was mandated by law. There existed a feeling among the leadership of these times that a depressed economy could be best served by training its adult workers for productive employment. In 1935, Dr. Paul H. Nystrom, in a document which had much influence on the content of the George-Deen Act of 1936, expressed his view on training adults for distributive occupations. He wrote as follows:

The program of instruction should be sufficiently broad to provide night and part-time day courses for employed workers, as well as day classes and courses for new beginners. It should also be made possible through correspondence courses for individual workers living in communities without provision for classes to carry on studies relating to better practices in specific lines of distributive vocations.⁷⁴

Distributive Education had its early roots in adult education, not in high school programs. Ann Berry recalled those early days when she stated:

I didn't know a thing about the George-Deen Act and couldn't imagine teaching retailing below the college level. When Louise Bernard told me about the new law I was totally surprised. I had seen retailing brought into the New York trade schools but I was never very impressed. These schools

⁷⁴Nystrom, "Vocational Training for Workers in the Distributive Trades," quoted in Crawford and Meyer, Organization and Administration of Distributive Education, p. 206.

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were primarily for the low achiever and I often questioned how much they learned. The idea that you would encourage students to take at the high school level courses for successful careers in marketing and distribution seemed fantastic.⁷⁵

The Early Years

At the Dunwoody Conference a statement of objectives for Distributive Education was prepared by the Committee on Organization and Development (see Appendix H). These objectives clearly show that the pioneer leadership saw Distributive Education's primary objective and major purpose for existence that of serving the needs of the business community.⁷⁶

Many states depended upon the use of "traveling" teachers to conduct classes for the business community in small towns. For the most part, these itinerant teachers represented a group of trained distributive educators, based on the criteria of the times, who possessed occupational experience and some training in teaching methodology. The itinerant teacher (at times called the circuit teacher) not only taught classes, but according to the Federal Digest:

When not engaged in teaching classes, the itinerant teacher may be organizing new classes or training local teachers. In every individual service to the members of his classes, and to the stores in which they are employed. The coordinating activities of an itinerant teacher are an important part of his program.⁷⁷

⁷⁵Interview with Ann Berry, cf. Transcript 2, Volume II, Chapter VII.

⁷⁶"Report of Committee on Organization and Development," The Dunwoody Papers.

⁷⁷Federal Security Agency, Digest of Annual Reports, June 30, 1941, p. 57.

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Some of the contemporary leadership experienced being itinerant teachers. Mary V. Marks, a "traveling" teacher in Virginia, described her experiences:

... so I went for an interview and agreed to do some itinerant instruction for Distributive Education down in the little town of Franklin, Virginia.

This was, of course, adult instruction. I went out to what was then the Richmond Professional Institute and took some intensive training in what I might teach and how to organize what I might teach, and how adult classes were developed. For a month or so I did some field instructor work there following this training under Dr. Kneeland ...⁷⁸

T. Carl Brown, when asked about the early program in North Carolina, stated:

It was an adult program except for one cooperative program started in New Hanover High School, at Bloomington, North Carolina, in 1939.

I recall most of the time during that year I would go to one community after another. Typically, I would go to the Chamber of Commerce, Teacher's Association, and the Superintendents of Schools, and then arrange for a meeting with the Merchants Group. I would explain what could be done through adult classes in Distributive Education and set up one or two classes. Then I would get someone, some businessman locally, to teach the classes for employees of various businesses. Of course it would have made far more sense to set up management training programs, but we didn't know and no one else knew how; and if we would have known how, we would have been scared to try. So this was, I suppose, the pattern which was followed in most states.⁷⁹

Some of the "early pioneers" were teacher-coordinators at the secondary level and in addition were responsible for the adult program. Lucy C. Crawford recalled her experiences in South Carolina when she stated:

⁷⁸ Interview with Mary V. Marks, cf. Transcript 23, Volume II, Chapter VIII.

⁷⁹ Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

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I was with the Greenville City Schools for 20 years. During that time we developed a very large adult program in addition to our high school program. I think one of the major reasons for success was the fact that we started off with the idea that the adult program would be a major part of our operation, and we had adult classes downtown every day of the week just as we did at the high school. I scheduled them just exactly as you would the high school classes. I scheduled them by semesters and taught all of the downtown classes myself. And then, in addition to that we had any number of evening classes, too. One of the reasons, I think that it was a busy program, was because it started on the sponsorship of the Retail Merchants Bureau. They gave it their wholehearted support.⁸⁰

The War Years

The Federal Digest, published in 1945, identified some of the problems Distributive Education was facing during this time due to conditions created by the war. Qualified teachers and state supervisory staff was difficult to find and keep. During the year there was a 41 per cent turnover among state supervisors of Distributive Education. The "traveling" teacher concept was difficult to continue during the years because of gasoline rationing and, therefore, cooperative classes increased during this period.⁸¹

Enrollments in Distributive Education evening extension classes reached a peak in 1943 and sharply declined in 1944-45. Beginning in 1945, there was some increase in evening extension class enrollments. Part-time cooperative classes remained about the same during the same period of time (see Table 25). Lucy C. Crawford recalled these days when she stated:

⁸⁰Interview with Lucy C. Crawford, cf. Transcript 5, Volume II, Chapter VII.

⁸¹Federal Security Agency, Digest of Annual Reports, June 30, 1945, p. 56.

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TABLE 25

NATIONAL ENROLLMENTS IN EVENING EXTENSION, PART-TIME EXTENSION,
AND PART-TIME COOPERATIVE PROGRAMS IN DISTRIBUTIVE EDUCATION,
1944-1962^a

Year	Number of Enrollments			Totals
	Evening Extension	Part-Time Extension	Part-Time Cooperative	
1944-45	71,134	67,208	14,439	152,781
1945-46	93,882	66,281	14,509	174,672
1946-47	140,996	77,724	16,421	235,141
1947-48	192,238	66,453	24,057	282,748
1948-49	207,621	70,650	26,123	304,394
1949-50	239,554	89,532	29,941	350,027
1950-51	228,173	78,295	28,138	334,606
1951-52	148,268	59,307	27,276	234,851
1952-53	127,734	50,618	29,676	208,028
1953-54	152,413	39,638	28,568	220,619
1954-55	164,591	39,923	30,841	235,355
1955-56	173,085	50,490	33,450	257,025
1956-57	203,795	41,559	34,549	279,903
1957-58	202,408	44,236	35,914	282,558
1958-59	274,135 ^b	---	36,456 ^c	310,591
1959-60	264,106 ^b	---	39,678 ^c	303,784
1960-61	262,904 ^b	---	43,179 ^c	306,083
1961-62	276,948 ^b	---	44,117 ^c	321,065

^aSource: The Digest of Annual Reports from the States to the U. S. Office of Education; data compiled by G. Henry Richert.

^bThese figures include both enrollments in evening extension and part-time extension programs for the years indicated.

^cThese figures include high school and post-high school enrollments in part-time cooperative programs:

<u>Year</u>	<u>Post-High School</u>	<u>High School</u>
1958-59	1,102	35,456
1959-60	1,374	38,304
1960-61	1,655	41,524
1961-62	1,871	42,246

Note: The above statistics show enrollments in Distributive Education roughly over the George-Barden Act period (from 1946 to 1962). These enrollment figures show a steady growth in the part-time cooperative program and a considerable fluctuation in the evening extension and part-time extension programs.

World War II could have just been so ruinous to us. The emphasis, of course, was on production and rightly so. The emphasis on the adult training and everything was on production. If it had not been for the vision of the people who were leaders, the people in the Office of Education and also the merchants themselves, Distributive Education might have disappeared in those times.⁸²

Ann Berry recollected the training conducted during the war years when she stated:

... in Virginia, we did both adult and high school. We did more adult work, really than we did high school work. We had four coordinators in the Hampton Roads area and we had 25 or 30 adult teachers. This was at the beginning, right before the war started. So we were working on adopting the Job Instruction Training program when we got the notice of Pearl Harbor.

We ran Job Instruction Training and war-time selling, selling for the war effort, all over the place. We did this because the stores could not do anything in order to get employees. The employee turnover was so high that we expanded from four coordinators to ten coordinators in a year because these schools sprung up out of nowhere.⁸³

The Post-War Years

The George-Barden Act of 1946 provided additional funds for Distributive Education. These funds were limited in use to the training of those "who have entered employment." So, in a very complete sense, federal aid for Distributive Education was limited to the training of employed persons in distributive occupations. No provision was made in the George-Barden Act for preparatory or all day in-school youth programs. Therefore, the Distributive Education curriculum continued to follow for several more years in the same

⁸²Interview with Lucy C. Crawford, cf. Transcript 5, Volume II, Chapter VII.

⁸³Interview with Ann Berry, cf. Transcript 2, Volume II, Chapter VII.

direction and included basically the same content. Adult education continued to be its largest instructional program.

Funds appropriated by legislation have had a direct effect on the enrollments in adult Distributive Education classes (see Table 26).

James Biddle's description of the growth of Distributive Education in the State of Indiana appears to typify the growth of the discipline.

There were three programs really started in Indiana in 1946; by the time I got into it in 1958 there were 18 programs. When I got into the state office in 1965, there were 39 programs; [we now have] 81 programs. So it has more than doubled in the last five years. Staff size has increased at the state level not only in Distributive Education but in other vocational areas and I think a good bit of it has come about because of the influence of the Vocational Amendments and more recently, the 1968 Amendments. Growth hasn't been as phenomenal or as fast as we'd like. That's been because of the lack of qualified and certifiable personnel to handle programs. We're like most states, it has been a steady growth and it's been a quality growth rather than just for quantity's sake alone.⁸⁴

Eugene Dorr in his interview concurred with James Biddle when he stated:

I went into Arizona back in 1959. And somewhat like what Jim had, there were three programs operating in the state at that time. You had people that didn't know the program. School administrators that weren't really overly excited about even wanting to implement a program. You were a promotional person; you were going out and you were selling a high school program; you were selling adults; you were working with the business community. I did just about everything that could be done. I taught classes. I taught at a teacher education center. I ran adult programs. I went in and interviewed students to get them into programs.⁸⁵

The 1960's

In the early 1960's a whole set of "inputs" began to cause a need for reviewing the Distributive Education curriculum and "reshaping" it

⁸⁴ Interview with James W. Biddle, cf. Eugene L. Dorr--James W. Biddle Transcript 17, Volume II, Chapter VIII.

⁸⁵ Interview with Eugene L. Dorr, cf. Eugene L. Dorr--James W. Biddle Transcript 17, Volume II, Chapter VIII.

TABLE 26
 APPROPRIATIONS AND ENROLLMENTS IN ADULT DISTRIBUTIVE
 EDUCATION CLASSES

Year	George-Barden Act Appropriation	Adult Enrollment
1951	\$1,794,500.00	306,468
1952	900,000.00	207,575
1953	450,000.00	178,352
1959	2,602,142.00	274,135
1968	2,602,142.00*	249,684

*Plus funds from the 1963 Vocational Education Act which were not earmarked.

Source: Lucy C. Crawford and Warren G. Meyer, Organization and Administration of Distributive Education (Columbus: Charles E. Merrill Publishing Company, 1972), p. 262.

to fit a new set of circumstances. The nation began to recognize the need to reconstruct Distributive Education's curriculum to meet the challenges outlined by the Panel of Consultants. The Panel of Consultants' report required Distributive Education's leadership to urgently review its existing curriculum and determine how (1) more students with differing needs could be served, and (2) curriculum patterns could be varied to include the training of individuals for employment (pre-employment). This latter provision in the 1963 Act opened new channels for Distributive Education. No longer was the restriction limiting the offering of Distributive Education to only employed individuals existent. When John A. Beaumont was asked to state his opinion for the continuation of this requirement from 1936 to 1963, he responded by saying:

Why this persisted in a way was the fact that vocational education leadership never wanted to open up any of the acts to amendments because they were afraid of losing what they now had.⁸⁶

The early focus on adult education changed quickly and often drastically during this era. The needs of the times were different; a major change was given to the preparation of individuals for employment in distribution and marketing. Adult education became a part of a total instructional program and no longer was the "entire" program. Some distributive educators now feel that since the advent of pre-employment instruction in secondary and post-secondary institutions, adult Distributive Education has been neglected:

In the adult program, I see a tremendous change. I am not sure it is for the better. I think that it is wonderful what we are doing in the real estate field, and we are doing some other things on the same order. But in the process, I think we might not be serving people who need it so desperately. And those are the people who train our high school students. I don't think you can get around the fact that high school students are going to have to be placed in retailing; and, consequently, I think we are going to have to provide adult classes for them no matter how they resist. I have been so interested in the fact that our adult enrollment in Distributive Education is down, not just in Virginia, but nationwide. It is way down. And I know that is what everybody tells me. All our own coordinators tell me that they do everything they know how to in order to offer courses for the retailers, but retailers say they have their own training programs. They [coordinators] can't tell them to come unless they pay them and they can't afford to pay them. There are a thousand different reasons why they are not interested in the training. I still think that we have to find a way to the adult program. But the program has branched out, which is good. In the branching out, I think we need to come back to retailing.⁸⁷

⁸⁶ Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

⁸⁷ Interview with Lucy C. Crawford, cf. Transcript 5, Volume II, Chapter VII.

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The Contemporary Times

It appears that adult Distributive Education enrollments have drastically decreased over the past ten years when in fact there are some leaders who question the reporting system currently being used by states and therefore feel that adult education is in fact not decreasing but probably increasing.

I think also the enrollments are somewhat deceiving, because of changes in or a poor reporting system. Particularly in the large states I think there is a bit of guess estimating. Also, in several states a correction has been made, an individual who enrolls in five different units of ten hours each is now reported as one individual. In previous years in many instances he was reported as five individuals. I can give you an example of another problem. For a while we didn't know how one state would report the part-time evening school enrollment that takes place in the junior and community college campus. We didn't know whether they would report it as post-secondary enrollment or whether they would report it as part of the adult program. Obviously, this made for fluctuations. Also in some states they've stopped counting training programs for the merchant community, such as shoplifting. Perhaps 150-200 people came to a meeting on one afternoon for two hours. They used to report that as enrollment and now they don't.⁸⁸

According to James Horan, State Supervisor for Distributive Education in the State of Virginia, adult education courses still have a very important function:

One [committee] was working on the curriculum and format for our total adult program, reorganizing it into five diploma programs. We are just about ready to go to the printer with it if we can get the money. This is the result of the work they did: The Personnel Management Diploma Program, the Hotel-Motel Diploma Program, the Real Estate Diploma Program, the Retailing Diploma Program which is an employee program, and the Retail Management Diploma Program.⁸⁹

⁸⁸ Interview with Mary V. Marks, cf. Transcript 23, Volume II, Chapter VIII.

⁸⁹ Interview with James Horan, cf. Transcript 21, Volume II, Chapter VIII.

There are many who feel that the movement in the past 10 to 15 years toward the growth and development of junior and community colleges in general and, more specifically, the growth of Distributive Education programs within those institutions has greatly affected the enrollments of adult education programs. Peter G. Haines stated his perception of this "movement."

There is no question that the community college or junior college movement has just swept this country in the last five years. Particularly as many of these institutions see themselves as community oriented, they are now offering all kinds of programs. They offer, for example, short term, non-credit clinics and seminars such as, prevention of shop-lifting. They offer their regular daytime courses at night, Saturdays, sometimes even on Sundays in large numbers. They offer special certificate programs in retail management such as a one-year program which an employed person can achieve or acquire over several years.

This means that the public sector of education has taken over a large amount of adult Distributive Education. I think they are serving the same clientele. In many cases, Distributive Educators are operating their courses, and in many cases the State Department is funding them as they used to. But it is now a different kind of adult Distributive Education. I guess what I'm saying is, that if you looked at those programs exclusively and counted enrollments, there would be more adults now in Distributive Education than there ever were but the figures don't isolate this way because they are not separate identifiable courses as we used to have.⁹⁰

Mary V. Marks attributes some of the decrease in adult education enrollments (see Table 27) to changes in the leadership organizational structure within the states for adult programs.

With funds now available for their development [junior and community colleges] and without really broad acceptance by local districts of adult education, responsibilities, it was quite easy and quite natural for the post-secondary districts and community colleges to pick up the adult

⁹⁰ Interview with Peter G. Haines, cf. Transcript 20, Volume II, Chapter VIII.

TABLE 27
NATIONAL ENROLLMENT DATA FOR
ADULT DISTRIBUTIVE EDUCATION^a

Year	Enrollment	Per Cent Change
1971-1972		
1970-1971	251,097	15.6
1969-1970	217,198	-29.5
1968-1969	307,976	-11.9
1967-1968	349,730	15.1
1966-1967	303,783	.9
1965-1966	301,116	20.3
1964-1965	250,222	- 9.4
1963-1964	276,306	5.8
1962-1963	261,268	- 5.7
1961-1962	276,948	5.3
1960-1961	262,904	- .5
1959-1960	264,106	- 3.7
1958-1959	274,135	---
1938 ^b	32,408	---

^aThis National Enrollment Data is summary data compiled from Annual Statistical and Fiscal Reports submitted by the States in the administration of vocational education programs. This report was prepared by the staff in the Division of Vocational and Technical Education, U. S. Office of Education

^bFirst-year adult enrollments were reported.

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education responsibility. Indeed, within some state departments of education this separation was officially endorsed. In North Carolina, for example, which had at one time quite an extensive adult distributive program, there was a restructuring which put the responsibility for adult program development in another organizational unit. The state director of vocational education, I believe I'm correct in this, has no direct responsibility at the post-secondary level. There were no people generally on State post-secondary staffs who really felt any concern for the distributive segment of the economy. In many cases the junior colleges and the senior institutions were combined in one board. Their approach has been more administrative than operational as in Distributive Education. Their programs focus on the term, business administration. It is doubtful that many reports of enrollments would identify Distributive Education. They would be reported under business.⁹¹

In a recent article, Edwin L. Nelson summarized the changes in adult education enrollments since 1963 when he stated:

Just preceding the year in which the Vocational Education Act of 1963 became operational in fiscal year 1965, the enrollment of adults in distributive education classes was 250,222, or 82.7 per cent of the total DE enrollment. It may be observed that this effort was commendable in light of legislative restrictions and limited access to funds. Six years later, with potentially greater funding capability and increased flexibility in program operation, the adult enrollment for the school year ending June, 1971, was 251,097. These figures reflect a comparable level of adult involvement, but in reality the picture is not encouraging. In 1964 only supplementary training was offered to distributive workers; in 1971, 53,975 (or 21 per cent) of the 251,097 adults were in preparatory classes, thereby reflecting a new thrust in adult training--but at the expense of supplementary training. Further, the 1971 figure represents only 43.4 per cent of the total distributive education enrollment, implying that, from another point of view, the level of effort was but one-half of what it was in 1964.⁹²

It is interesting to note changes in enrollments in adult Distributive Education courses by occupational code. In the same article cited above, Edwin L. Nelson wrote about these changes:

⁹¹Interview with Mary V. Marks, cf. Transcript 23, Volume II, Chapter VIII.

⁹²Edwin L. Nelson, "Needed: A Renewed Priority for Adult Distributive Education," D. E. Today (New York: Gregg Division, McGraw-Hill Book Company, Winter, 1974, Volume 6, Number 2), p. 1.

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Another revealing picture can be drawn from the occupational code areas by which enrollments are reported. Again for fiscal year 1971, the principal adult programming areas throughout the nation (those with enrollments of 10,000 or more) were advertising services, finance and credit, general merchandise, food services, insurance, and real estate, all of which (excepting general merchandise) exceeded enrollments for like areas at the secondary and postsecondary levels. The most popular offering for adults, outside of general merchandise, was real estate, with an enrollment of 56,214. Disregarding general merchandise again, all of the prime areas for adult training are in the service fields rather than in product areas. For whatever reason, it is clear that the specific adult marketing occupational interests served vary dramatically from the occupational interests served at the secondary and postsecondary levels. A situation worth pondering!⁹³

Distributive Education at the adult level is being once again viewed with a critical eye. There are some who feel strongly that the secondary education should be responsible for the adult curriculum.

Although Distributive Education does not provide training leading to a baccalaureate degree, the Distributive Education program does provide through its adult program a series of courses for supervisors and managers and is therefore concerned with training programs to prepare individuals for jobs at the management level or to provide instruction to update previous training.⁹⁴

Edwin Nelson, in his recent article, wrote of "tomorrow's challenge" for adult Distributive Education:

Adult education and training is a vital aspect of the total distributive education program. Conceptually, it should mesh with the preparatory secondary and postsecondary programs. Its further utility must now be examined in light of present and future concerns. Today's challenge is embodied in the needs for self-actualization by the unemployed, underemployed, and employed; tomorrow's challenge will address itself to the needs of youths now in school. By "putting it all together," marketing will have greater credence among those who make career decisions and those responsible for administrative decisions. Regardless

⁹³ Ibid., pp. 1-2.

⁹⁴ Lucy C. Crawford and Warren G. Meyer, Organization and Administration of Distributive Education (Columbus: Charles E. Merrill Publishing Company, 1972), pp. 10-11.

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of where he functions, each member of the distributive education community has a responsibility to reflect the totality of the program.⁹⁵

Mary Marks projected a bright future for adult Distributive Education in the coming years when she stated:

I think without question that we're going to be involved in much more. We should be involved in much more adult work related to the marketing activities and the management activities particularly with the small businessman. I think there are going to be many more opportunities and also people are going to be switching their jobs. You and I will be going to adult schools for job related reasons and because as educational people we still see learning as a stimulating, on-going activity. I think job-related learning will be necessary and will be sought because of personal interest.⁹⁶

In summary, it seems appropriate to make an analogy regarding Distributive Education's curriculum. There appears to have been a change in the program caused by a variety of forces. The program appears in the beginning to have focused on occupations, the needs of business. Today, Distributive Education programs are especially concerned with student needs; and, therefore, the concept that Distributive Education is a "people-centered" discipline is in fact becoming a reality.

EMPHASIS ON TEACHER EDUCATION

Those who are in the profession of helping others to learn--and obviously college and university professors of education are members of that profession--suffer a grave disadvantage when being compared with members of certain other professions. In many professions, i.e.,

⁹⁵Nelson, "Needed: A Renewed Priority for Adult Distributive Education," p. 8.

⁹⁶Interview with Mary V. Marks, cf. Transcript 23, Volume II, Chapter VIII.

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medicine, aeronautical engineering, or computer programming for machine translation, there is a fairly clear knowledge of the cause-effect relationships between means and given ends. But in the profession of helping others to learn, knowledge of the types of relationships that exist is by no means always clear. We do not know enough about how people learn--nor do we know precisely what we need to do to help them.

Because these cause and effect relationships remain basically unknown, there prevails in the field of teaching a substantial amount of semi-scientific lore as well as pure folklore. By analogy, Distributive Teacher Education has always faced many of the same problems. What do we teach teachers for and about? How do we teach them? These questions are today as perplexing as they have been through the years.

Through the leadership developed in professional preparation programs in teacher education, a cadre of qualified personnel can be and will be developed. This unique function of preparing people for service and leadership roles in a profession is prevalent and a vital responsibility of all professional preparation. Teacher education in Distributive Education has never been totally neglected.

The task of this section is to show how teacher education for Distributive Education developed and to make somewhat hazardous judgments regarding why the development of teacher education for Distributive Education took the path it did. Where shall we begin?

Early Institutions for Teacher Training

For many years it was believed in Distributive Teacher Education that the training of effective classroom teachers could not be done in educational institutions but needed to occur in the occupational field

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in which they were to teach. According to the U. S. Office of Education publications, Distributive Teacher Education had some early beginnings as far back as 1911.

In 1911, Mrs. Lucinda Prince established the first school, not only to train educational directors for stores, but also to train high school teachers to give instruction in store training courses.⁹⁷

The Prince School in 1911 perhaps served as a benchmark for the beginning of teacher preparation in Distributive Education. Many of the early Distributive Education teachers were graduates of schools of retailing such as the Prince School of Store Services, the Research Bureau for Retail Training (which began at Carnegie Institute of Technology and later moved to the University of Pittsburgh), and the New York University School of Retailing. Each of these institutions made important contributions to preparing teachers for Distributive Education programs.

It is interesting to note that the U. S. Office of Education assumed leadership roles in Distributive Teacher Education when in 1919 Isabel Craig Bacon was appointed as a special agent on retail training in the U. S. Office of Education. In an article written in 1937, Frederick G. Nichols, a member of the Federal Board for Vocational Education, perceived the early role of Distributive Education in our country in this way:

... when the Federal Board of Vocational Education was organized, I was called to serve as one of its executive directors, in charge of commercial education. The first dollar spent for research studies and bulletins in my

⁹⁷ Kenneth B. Haas, Cooperative Part-Time Retail Training Programs, Vocational Division Bulletin No. 205 (Washington, D. C.: U. S. Office of Education, 1939).

department was spent on Bulletin No. 22, Retail Selling Education. The first money spent for personnel was spent for a Special Agent for Retail Selling Education. This special agent, Miss Isabel Craig Bacon, and Mrs. Lucinda Prince as a dollar-a-year worker, loaned to us for the service, collaborated with me in the preparation of this bulletin which was intended to promote retail selling courses throughout the country.⁹⁸

Nichols, in his article, states clearly that there was little concern for being able to recruit qualified teachers after the passage of the George-Deen Act to handle the new programs that were beginning to spring up throughout the country.

It is obvious that the framers of the Bill which became the George-Deen Act expected no difficulty in getting trained teachers, since there is no requirement that teacher-training for this field shall be organized. All such training is purely voluntary on the part of the states.⁹⁹

Nichols continues in the article to speculate about the kinds of backgrounds teachers for Distributive Education might possess. Many of the early pioneer leaders interviewed by this researcher for this study are prototypes of the teacher he describes:¹⁰⁰

It is assumed that minimal specifications for vocational teachers in this new field will include:

1. Practical working experience, perhaps 5 years.
2. Technical education, at least a year of post-high school work.
3. General education, at least two post-high school years.
4. Professional education, at least the equivalent of an evening school year totaling 100 hours and two

⁹⁸Frederick G. Nichols, "Vocational Training for Distributive Occupations under the George-Deen Act," The Journal of Business Education (October, 1937), p. 8.

⁹⁹Ibid., p. 10.

¹⁰⁰Ibid.

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summer sessions totaling 60 hours, or the equivalent of this much professional training as an initial requirement.

5. Teaching experience, but not necessarily in schools; that they had in stores or other merchandising establishments will do.

It is interesting to note that Nichols also speaks of there being no real teacher supply shortage:

In every city of size there are many people who can meet these specifications. Even a complete college education could be set as the minimal general educational requirement without unduly restricting the supply of available teachers. But such a requirement doubtless would deprive schools of the services of some especially competent teachers since not a few of those who have been most successful in personnel work have come up from the ranks through the channel of experience, rather than from collegiate training schools.¹⁰¹

Even after the passage of the George-Deen Act, teacher education for distribution through institutions of higher learning was sparsely done, mostly during intensified one-week and summer workshops. Distributive Teacher Education programs as we know them today were far off in the distance. Warren G. Meyer depicts well his preparation for his first Distributive Education teaching position.

Most of us were well prepared in content preparation, but there were no Distributive Education courses to take so we didn't have much professional preparation such as courses in methods, principles of Distributive Education, etc. We used lots of methods but we didn't know what they were. You had your class give sales demonstrations which were really role playing situations but you didn't know it was role playing.¹⁰²

In conversation with G. Henry Richert, he described his preparation as a Distributive Education teacher:

¹⁰¹Ibid.

¹⁰²Interview with Warren G. Meyer, cf. Transcript 12, Volume II, Chapter VII.

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I had had many years of experience in the business field. As far as formal classes for preparing me to teach Distributive Education, they were not existing in those early days. We learned by trying and by the way we were using the project method back in those days.¹⁰³

The First National Distributive Education Conference

The importance of teacher education was recognized at the First National Training Conference for Distributive Education called by the Office of Education on August 14-25, 1939, at the William Hood Dunwoody Industrial Institute, Minneapolis, Minnesota. At this conference, Distributive Education personnel from throughout the United States (see Appendix J) were assigned to one of four committees:

1. Organization and Development Committee
2. Teacher Training Committee
3. Instructional Material Committee
4. Methods Committee

The teacher training committee focused their efforts on five topical areas relating to teacher education as it was then perceived. These were:¹⁰⁴

1. The location and selection of teacher candidates.
2. What are the peculiar characteristics of the teacher's job in the Distributive Education program and why is it necessary for him to know about teaching in order to do this job successfully?
3. What is the most effective plan for training the individual who will be responsible for handling one or more classes or discussion groups under the Distributive Education program?
4. What will be the nature and scope of a successful program on in-service training or teacher upgrading based on supervision of classes?

¹⁰³ Interview with G. Henry Richert, cf. Transcript 13, Volume II, Chapter VII.

¹⁰⁴ "Report of Committee on Teacher Training," The Dunwoody Papers, pp. 1-2.

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5. What will be the nature of an effective long-term Distributive Education leader-training program for a local community?

It is interesting to note that the conference method was that used throughout the entire conference by all committees. The Teacher Training Committee was not really interested in designing a pre-service teacher education program to be handled through an institution of higher learning. The intent of the Committee was to give to the Distributive Education leadership, consisting primarily of state staff at that time, some tools for what we today would probably refer to as in-service teacher education. A comprehensive teacher education program for Distributive Education was not even a priority item for the Committee to consider. The Committee was concerned with the training of part-time instructors and considered this type of personnel far more suitable for the teaching of Distributive Education classes.

It was pointed out that by using highly qualified persons on the part-time basis, the training program is able to use a staff of a much higher calibre than would be possible if they were employing these persons on a full time basis.¹⁰⁵

The Committee did express some concern that individuals teaching Distributive Education classes should have some teaching competency:

Every state plan specified that the teacher must be occupationally competent. Over and above, however, there seems to be a body of information concerning this specific task of teaching which this individual must have before he can hope for success with the class group.¹⁰⁶

In view of the feelings of the time that those who taught Distributive Education classes were "specialists in the field of

¹⁰⁵Ibid., p. 1.

¹⁰⁶Ibid., p. 2.

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distribution and not teachers or professional educators,"¹⁰⁷ it is interesting to note that through using the conference method it was agreed that a Distributive Education teacher was to be called a "Discussion Leader." In response to the conference topic, "What to Call the Person Charged with Conducting the Class Work in the Extension Classes," the groups concurred that this person should be known as a "Discussion Leader."¹⁰⁸

Among much transcript produced from the Teacher Training Committee, these points seem indicative of the times and specifically the concerns about teacher preparation: (1) Was the field of Distributive Education uniquely different that the preparation of its teachers required establishing "some structures peculiar to Distributive Education, rather than simply adopting practices from other areas of Vocational Education or from the field of academic school experience"?¹⁰⁹ (2) The real problem faced by many states to be able to train teachers for this new educational field was the fact that "in many states there is no individual specifically charged with teacher training responsibility."¹¹⁰ (3) The concern of supervision from trade and industry divisions and the beginnings of the rumbles that Distributive Education is a "people-centered curriculum" are evident when reading such statements as:

... in trade and industry we attempt to teach, moreover, manual skills, whereas in Distributive Education, we teach attitudes and knowledges.

¹⁰⁷ Ibid., p. 5.

¹⁰⁸ Ibid.

¹⁰⁹ Ibid., p. 6.

¹¹⁰ Ibid., p. 8.

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This quote by one of the Committee members illuminates the story even more vividly:

Isn't it true that the situation in Trade and Industry and Distributive Education is different in another respect? The learner in Trade and Industry who is being taught to fit a gear to a shaft, must do an exact job or else he will be reprov'd perhaps rather severely in his job. The Distributive Education student, however, may use any one of several methods of making a sale and may fail or succeed. It is more difficult to teach him that there is perhaps no way which is the only right way in doing his work.¹¹¹

This section of this study devotes much space to the discussion of the Teacher Training Committee Report. The researcher is convinced that the Dunwoody Conference and this particular Committee report influenced the entire field of teacher education for a significant number of years. Ann Berry reflected on the Dunwoody experience when she recalled:

The Dunwoody Conference was a vocational conference sponsored by the U. S. Office of Education in 1939. This was a vocational conference and it represented Home Economics and Trade and Industry. I don't have any recollection of Agriculture being there; now they may have been, it's been years since I looked at my manual. There were 96 altogether, two from each state. They could be any two people that the states wanted to send but there could only be one from a division.

The reason I got to go was because in Virginia, Distributive Education came under Trade and Industry to begin with. So the supervisor of Trade and Industry said he would send one of his people and that Louise could go. Louise was going to school because she didn't have her Bachelor's degree. She got it later, but she didn't have it then. As I said, she was one of that crowd that was always throwing her hat over the fence and going off. The Trade and Industry Supervisor said she could go but she couldn't go; so she said I could go.

I represented Virginia in the Distributive Education department and we were all so ignorant that we didn't really know much about what we were doing. I didn't know

¹¹¹ Ibid., pp. 15-16.

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much about what I was doing although I knew what was going on while I was in the meeting; but I didn't quite understand when I sent, why or how we were going.¹¹²

The Formative Years of Distributive Teacher Education

Warren G. Meyer, when asked about teacher education, had this to say:

When the program developed here in Minnesota, you played it by ear. We tried things out - some worked and others didn't ... so far as the content, you need to draw on the content that exists. The business school had considerable offerings in the area of distribution. They had two courses in retailing and they had advertising, sales promotion, the whole gamut. Because of my background at NYU and a bachelor's in economics, there was no problem. The college, too, had certain courses such as the introduction to secondary education, a ten credit sequence, this kind of thing. The rest of it, the professional courses in Distributive Education, those we had to invent. This was done piece by piece. I had an idea roughly of what it would take to begin with. I taught marketing for three years, part time, until we got this show on the road. The first course was taught in the winter quarter of 1947. We offered a course in coordination techniques. Probably the next one we added was organization and administration, I'm not sure. Then we added others until now we have a fairly large battery of courses. A good share of the early work was for in-service people for certification purposes. There is still a great deal of this type of offering.¹¹³

Reno S. Knouse, a pioneer in Distributive Teacher Education, recollected his early beginning:

Our program in teacher education, which I started in 1946 was at the undergraduate and master's level and now offers a doctorate. Professor Meyer of Minnesota and I have had the longest service of any teacher educators since we both organized our programs in 1946.¹¹⁴

¹¹² Interview with Ann Berry, cf. Transcript 2, Volume II, Chapter VII.

¹¹³ Interview with Warren G. Meyer, cf. Transcript 12, Volume II, Chapter VII.

¹¹⁴ Interview with Reno S. Knouse, cf. Transcript 9, Volume II, Chapter VII.

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These early experiences, which were what was in fact "homespun" teacher education efforts, did provide the profession with some valuable guidelines for future years and the training of Distributive Education teachers. One can summarize these early teacher education efforts as formulating a set of principles about what good Distributive Teacher Education was all about:

1. It was firmly believed for a Distributive Education teacher to be effective in the classroom he must have "solid" technical preparation in the discipline of marketing.
2. Occupational experience was preferred as an asset for Distributive Education teachers.
3. The Distributive Education program needed to be a total program of instruction.
4. Much of the early content of Distributive Education courses was dictated by the needs of the community.

G. Henry Richert in his interview spoke of the importance of these early teacher education efforts.

Increasingly as the program grew, it was recognized that more formal teacher education was necessary. In the region that I am most familiar with, the University of Minnesota, Cedar Falls in Iowa, at Michigan State, at Western in Kalamazoo, Indiana University and other places, began to develop teacher education programs. Increasingly teacher education programs were established and I think this has been a very, very significant development in the Distributive Education program.¹¹⁵

There is no doubt that the George-Deen Act gave birth to Distributive Education; however, Distributive Education was dominated by other vocational areas for a number of years. Warren G. Meyer, in conversation, stated that his first so-called Distributive Education teacher

¹¹⁵ Interview with G. Henry Richert, cf. Transcript 13, Volume II, Chapter VII.

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training course was in conference leading and conducted by a trade and industrial teacher-educator.¹¹⁶ Much of the teacher training done in the 1930's was done by State Supervisors during summer sessions. Lucy Crawford spoke of her involvement in such programs:

For five years I served as District Supervisor in the upper part of South Carolina. I kept the adult program in Greenville at the same time I served as supervisor. I also taught the professional courses at the University of South Carolina for several summers. These were for certification purposes.

When we first started, we thought that there would never be enough Distributive Education teachers to go to summer school at various colleges in various states. So a regional school at the University of Florida was established. The Trade and Industrial Division in the University of Florida had this school at Daytona Beach which turned out to be a great thing. They offered technical courses such as principles of merchandise control, chain store management and textiles, as well as the professional courses. They had teachers there from all over the country. Mr. John Pope was the head man as far as instigating the idea. He himself was the regional specialist of the U. S. Office of Education at that time. He himself taught the methods of teaching Distributive Education and the organization and administration courses. Those courses attracted people from the entire South for about two years. From then on, summer sessions started developing in state by state.¹¹⁷

T. Carl Brown soon after being hired as State Supervisor of Distributive Education for North Carolina attended a summer session at New York University. He recalled that experience when he stated:

I went to New York University, School of Retailing, to take two Distributive Education courses in a three-week summer school under Kenneth B. Haas. The courses pertained to adult education, Distributive Education, and organization of cooperative programs in Distributive Education. This was the only kind of courses which were offered in Distributive

¹¹⁶ Interview with Warren G. Meyer, cf. Transcript 12, Volume II, Chapter VII.

¹¹⁷ Interview with Lucy C. Crawford, cf. Transcript 5, Volume II, Chapter VII.

Education at that time. These were really methods courses or the teacher education program.¹¹⁸

One of the very earliest programs designed for preparing teachers was at Richmond Professional Institute. Louise Bernard left Waynesboro, Virginia, for a position with the State Department of Education as State Supervisor of Distributive Education and organized the program at Richmond Professional Institute. James Horan was a student at Richmond Professional Institute and recalled his program of studies including both technical and professional courses. When he was asked, "What kinds of courses did you take at Richmond Professional Institute?" he stated:

Primarily the technical courses; the kind of courses in retailing which we needed in order to teach the content in the program. In addition, we had our professional education courses, specific Distributive Education courses in organizational philosophy of Distributive Education, methods of teaching, techniques of coordinating, the supervisor on-the-job training adult education, courses dealing with the ability to plan, manage, operate, and direct a total Distributive Education program in a community.¹¹⁹

That early curriculum at Richmond Professional Institute was described by Vivien King Ely:

In 1937, Louise Bernard had established a teacher education program for Distributive Education. It was called the School of Store Service, and it had a two-fold purpose. Miss Bernard, when she was asked to take the job of State Supervisor in Virginia, asked that a teacher education program be established simultaneously with the launching of the Distributive Education Service in the State as a division of the State Department of Education. And from 1937 to about 1954, I believe, "Miss B" was State Supervisor of Distributive Education and also Director of the School here at Richmond

¹¹⁸ Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

¹¹⁹ Interview with James Horan, cf. Transcript 21, Volume II, Chapter VIII.

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Professional Institute. It was a School of Store Service until about the middle '40's when the name was changed to the School of Distributive Education.

Then, about 1954, the School expanded in four distinct departments: Advertising, Retailing, Cooperative Distribution (a two-year post secondary equivalent), and Distributive Education and the name was changed to the School of Distribution. It was at about this time that Miss Bernard gave up the directorship of the School at Richmond Professional Institute, and Ralph Rush took over as Director of the School of Distribution.

This early school, established in 1937, had a dual role of preparing mid-management personnel for retailing and developing teachers for Distributive Education and, only a couple of years ago, did the two curriculums (Retailing and Distributive Education) become separate enough that students had to make a choice whether they planned to go into teaching or into retailing. Up until that time, a student really could go through half of his senior year qualifying for mid-management employment in retailing or for teacher-coordinator positions in Distributive Education, whichever he chose.¹²⁰

After the passage of the George-Deen Act, many states immediately hired state staff personnel to supervise this totally new and often misunderstood educational area now called Distributive Education. State staff members in Distributive Education were often responsible to the Trade and Industrial Education Division. Therefore, teacher education methodology and the philosophical framework were dominated by those techniques obviously familiar to and considered effective products of classroom teachers of trade and industrial personnel. For example, conference leading was the order of the day.

For a number of years summer courses in given universities were strategically the most important agencies for teacher education for distributive occupations. Several of those interviewed were active

¹²⁰Interview with Vivien King Ely, cf. Transcript 18, Volume II, Chapter VIII.

participants in such programs. John A. Beaumont describes the rather slow development of teacher education for Distributive Education because of the Distributive Education setting. He describes it in the following manner:

Distributive Education for many, many years was submerged in other fields. It was hard to get teacher education going when state supervisors and teacher educators could not even attend the same meetings.¹²¹

During the 1940's teacher education for Distributive Education took on the responsibility of training staffs for Victory Program courses. These courses were designed to be short, intensified training sessions to prepare educators to teach those involved with the problems of marketing and merchandising during wartime. They were commonly called the TWI Series (Training Within Industry) and were originally developed by Trade and Industrial personnel for war manpower training. With some modification, they were made applicable for training of workers in distribution and marketing. Most teacher education efforts were in the training of staff to teach these highly intensified courses: JIT (Job Instruction Training); JRT (Job Relation Training); and JMT (Job Methods Training). Teaching staffs were trained to instruct supervisory personnel in the field of marketing, not secondary school students. Pre-service teacher education as we know it today was non-existent. What has been described here might be considered in-service teacher education.

Ann Berry refers to her efforts during this time with great pride:

¹²¹ Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

Virginia had an E, you know, for excellence in the war effort. Well, you felt very patriotic about it; I mean this was the thing you could do. You wanted to find out what you could do. We taught sales people how to take care of shortages; and "there is a war on," don't you know, this sort of thing.¹²²

Lucy Crawford expressed in her interview that World War II could have been "so ruinous" to Distributive Education had it not been for the dedicated and true professionalism exhibited by those in the profession:

Another event that had an impact on Distributive Education (but it was an adverse impact) was the War--World War II. World War II could have just been so ruinous to us. The emphasis, of course, was on production and rightly so. The emphasis on the adult training and everything was on production. If it had not been for the vision of the people who were leaders, the people in the Office of Education and also the merchants themselves, Distributive Education might have disappeared in those times. During World War II all of these packaged courses on supervisory leadership came into being. That's the JRT, JIT, JMT series. They appointed a committee of retailers, members of the Office of Education, and leaders in Distributive Education. They adapted those courses to the field of distribution and rewrote the courses to fit Distributive Education. They would not allow you to teach a course unless you had had the courses under the direction of a person trained to teach them. Mr. Pope himself taught us to teach it. You taught it exactly by that package. And the reason for that was that they could tell exactly how long it would take. They wanted to do this in a hurry, and they wanted it to be perfectly uniform.¹²³

Post-War Teacher Education

World War II, followed by a sharp increase in the birth rate, created conditions in which there was an acute shortage of teachers for all areas. This was perhaps the period when the largest number of teacher education institutions developed programs for preparing teachers for distributive occupations. In fact, soon after World War II a

¹²²Interview with Ann Berry, cf. Transcript 2, Volume II, Chapter VII.

¹²³Interview with Lucy C. Crawford, cf. Transcript 5, Volume II, Chapter VII.

number of collegiate teacher education programs were developed. Some of the early programs were at Kansas State Teachers College, Emporia, 1945; the University of Minnesota, 1946; State College of New York at Albany, 1946; and Western Michigan University, 1946.¹²⁴

This study would be erroneous if it did not make direct reference to the teacher education program developed at the University of Minnesota by Warren G. Meyer. This was a comprehensive teacher education program located in a major institution. Many of the "early implementers" were graduates of the program at the University of Minnesota. John A. Beaumont, when referring to the program at Minnesota, stated:

... the appointment of Warren Meyer ... was important because that was really the first major university that got into teacher education, particularly on a pre-service basis. It was a major university and a respected university. I think [Meyer came] in the late forties. Meyer came into the scene when there were a great many veterans returning and he developed a number of young men. These young men were able to take a leadership role in implementing the very thing we were trying to do. Without that, I doubt if we could have succeeded to the extent that we did. Not that that was the only thing. Peter Haines came out of that program, as you know; Ed Nelson, who is now in the Office of Education, Neal Vivian, Harland Samson. He developed a whole group of young people who were not quite ready to take over but they were smart and they had the experience of war in back of them. They were not just smart. They were mature. A number of them were able to grasp this shift and were in leadership roles, or in the beginning of leadership roles, and were able to make something of this. I would say very definitely, that this was a point of departure.¹²⁵

In the 1950's this program prepared a strong leadership cadre. These graduates formed a nucleus of leaders capable of assuming leadership

¹²⁴ Dates obtained in correspondence with Warren G. Meyer, Reno S. Knouse, and H. T. Shotwell.

¹²⁵ Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

roles. Many of these individuals became teacher educators and were, therefore, in positions enabling them to influence future Distributive Education classroom teachers in "new" directions for Distributive Education. Warren G. Meyer, when asked about developing the "whiz kids," stated his perceptions of the program and his early students in this fashion:

Well, I'll tell you. Those are not whiz kids at all. I don't care which one you name, there are no whiz kids. These are people that have been confronted with situations in life that have caused them to be motivated. They are good intelligent people, who needed someone who believed in them and wanted only an opportunity to prove their worth. My first Ph.D. graduate in Distributive Education was Peter Haines.

I think one thing we should mention is that I did not select the first class. This was a class of four people and three of them now have Ph.D.'s. One is Peter. Harvey Larsen at Montana State. One is Harry Olsen at St. Cloud, and the other one was a young lady and she has an MRS degree.¹²⁶

In the late 1940's much of what was considered course content and methodology of instruction to prepare successful classroom teachers was determined by the field of distribution and marketing rather than the broad discipline area of professional preparation. The reason for this is quite clear. The profession was mandated by legislation requiring the cooperative plan of instruction. Therefore, the teacher education curriculum reflected these restrictions. When speaking of the development of Distributive Teacher Education, John Beaumont pointed out the tremendous work Louise Bernard succeeded in accomplishing in teacher preparation at Richmond Professional Institute:

¹²⁶ Interview with Warren G. Meyer, cf. Transcript 12, Volume II, Chapter VII.

Give Louise [Bernard] credit for doing tremendous things. One of the things she did was in teacher education. She started teacher education before Meyer or anyone else. That was one of the first things she did. But the teacher education that she instituted was at Richmond Professional Institute which was not, of course, a national institution such as Minnesota. She attracted women, but the women, either because they were not accepted or because they didn't want it, didn't fall into the leadership roles that these young men that Meyer worked with did. It [Richmond Professional Institute] was more a seat of developing coordinators for Virginia and for some of the neighboring states, particularly North Carolina. I am not saying that some leadership didn't come out of there like Mary Marks in the U. S. Office of Education. In the south, Distributive Education attracted initially women as coordinators. In the north, it was men. If you went to a southern meeting of coordinators, you'd find very few men. This has changed; but initially, this was a fact. I think some of this was due to salaries as well as to the fact that it was sort of a retailing program. In the north, you had more men as coordinators and you began to get more of a diversification of placements and that kind of thing. Whereas in the south, it was a close knit retailing female kind of activity.¹²⁷

Mary Marks related her teacher education experiences at Richmond

Professional Institute:

I went out to what was then the Richmond Professional Institute and took some intensive training in what I might teach and how to organize what I might teach, and how adult classes were developed. For a month or so I did some field instructor work there following this training under Dr. Kneeland. Dr. Natalie Kneeland was a top-notch individual in terms of philosophy and perception of how individuals worked best. She knew Distributive Education in and out and the materials she had developed for my use were realistic and to the point. Her technique was to help somebody use what she already had and organize it for teaching purposes.¹²⁸

The early 1950's were trying years for every level of Distributive Education. Teacher Education was not exempt from "fighting for survival."

¹²⁷ Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

¹²⁸ Interview with Mary V. Marks, cf. Transcript 23, Volume II, Chapter VIII.

Richmond Professional Institute saw organizational changes, and many programs just tried to maintain the status quo. Marguerite Loos spoke of the conditions in Ohio.

I don't know [why the funds were to be cut other than] they just wanted a cut. Everything was Agricultural and Trade and Industry and all of that. Many people didn't think sales people needed training. I don't know what it was; they were cutting everything. I know I called long distance back to the Ohio Council and they contacted other trade associations all over the state. I know Bill [Logan] came in and said, "Sit down, I just heard something. I heard that the funds had been cut and there would be no funds for Distributive Education." We were at one of our national meetings. I put in a good many long distance calls; and believe me, we even sent people to Washington and sent telegrams. They got individual people to represent us, prominent people in Washington.¹²⁹

Those days of despair were finally beginning to disappear in the late 1950's but it was not really until the early '60's that new spirit for the profession was in sight, created by federal funds, regional research committees, teacher education conferences in various regions, and strong national leadership from the U. S. Office of Education in the area of teacher education. Regional conferences had been conducted in the early days by the Regional Agents for Distributive Education in the U. S. Office of Education and continue to be instrumental in preparing individuals for the teaching profession. G. Henry Richert spoke of the importance of these Regional Conferences in preparing qualified personnel to teach the distributive occupations.

The Regional Agents, like myself, conducted regional conferences primarily intended to train people about Distributive Education.¹³⁰

¹²⁹Interview with Marguerite Loos, cf. Transcript 11, Volume II, Chapter VII.

¹³⁰Correspondence with G. Henry Richert, April, 1972.

John Beaumont recollected the importance of regional conferences when he stated:

The big activity of the year in those days was what we called the Regional Conferences. The supervisors, particularly, got together under the direction of one of these regional agents which was Pope, Richert, and those people. In the midwest, more than in any other region in the nation, we tended to make more of teacher education.¹³¹

Regional conferences continued to be a major delivery system for in-service Distributive Teacher Education. It is important to note that the group of "early implementers" interviewed for this study each related the significance of the regional conferences in their teacher preparation. Peter G. Haines stated:

I went to the first regional conference in 1950 when I had taught a year at the Iowa State Teacher's College. The regional conferences in those years, even in the central region, were an event of the year. It was a time when the state supervisors and teacher-trainers got together. Just as importantly, in history, is the fact that you could have put the whole group from 13 states into a very small room. The group probably totaled 35 or 40 people. Usually, the conferences were held at resort-type facilities or hotel-type facility where we could operate as a small intimate group of people. We typically operated from early in the morning until late in the evening.

My own experience was that as a very young person in the field, I remember being excited about meeting individuals with, what I guess would be called, big names. More importantly was the fact that the conferences being composed of small groups of people also had a program that was very activist. That is, we discussed a problem and the number of people in the room was such that everybody could have an input into that conference. Everybody could say what they wanted to say. In addition, after we had discussed a topic, we often broke down into small task forces or committees and we might sit up until 3 or 4 o'clock in the morning with a typewriter and knock out some guidelines for some type of activity. We were very much like a teacher-workshop today. That is, first, we got some theory. Then

¹³¹ Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

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we would discuss what we were going to do, and then we actually set about doing it. I think, perhaps, the regional conference was historically important, at least in our region, because Distributive Education did not have a body of professional literature. It did not have a whole series of broad statements of guiding policy. It was, in fact, a day-to-day operation. These conferences provided the leadership with the opportunity to look at these problems and come up with some very practical solutions. Very possibly, the regional conferences were the best teacher-training at an advanced graduate level (without credit) that young people or perhaps those experienced people would have gotten.¹³²

Harland Samson spoke of the vitality of the total leadership generated from the U. S. Office of Education in such activities as conferences during those same years:

I think the U. S. Office of Education has, by its structuring, shifting, moving around, and changing of views, prevented people there from providing leadership. We know some of them provided leadership until this new structuring occurred. With the movement to the regional office, we anticipated that perhaps this could become the focal point of the leadership for the region. I don't think this has emerged. By and large, the leadership of Distributive Education today is not in the U. S. Office of Education. There is leadership in some of the states that we look to. It would be my opinion at this point in time that our leadership in Distributive Education is and will be, for a while at least, in the professional groups that we have. National professional organizations, particularly those that are affiliated with the AVA, such as NADET, NASSDE, CDTE, the city supervisors, and local supervisory group. I think the other sections of the AVA like teacher education sections are going to be the environment in which we will see the leadership emerge.¹³³

Teacher Education in the 1960's

Distributive Teacher Education saw some victories and gained real stature during the early 1960's. The Council for Distributive Teacher Education (CDTE) adopted a Constitution in December, 1961, at the

¹³²Interview with Peter G. Haines, cf. Transcript 20, Volume II, Chapter VIII.

¹³³Interview with Harland E. Samson, cf. Transcript 27, Volume II, Chapter VIII.

American Vocational Association Meeting. A proposed constitution had been prepared on September 15, 1961, and approved in Kansas City on December 6, 1961.¹³⁴ (See Appendix D for a list of those attending this meeting.)

At this December meeting, the temporary officers of CDTE were elected the officers for the ensuing year: President, Reno Knouse; President Elect, Peter Haines; Secretary, Roman Warmke; Treasurer, Pauline Brubrink. It is interesting to note the early concerns of this group and the directions they viewed for their professional organization.

Peter Haines read the following suggestions of interested parties for a plan of action: The matter of (1) Continuation of the Texas Bibliography for Distributive Education, (2) Recruitment of Teacher-Coordination, (3) Publications Program, (4) Research, (5) Liaison with other teacher education organizations, (6) Teacher education meetings at Regional Conferences, and (7) Student Club organization constitution.¹³⁵

Teacher education was not always looked upon with favor especially by the National Association of State Supervisors of Distributive Education. In 1960 this organization amended its constitution excluding teacher educators for membership.¹³⁶ This action prompted the establishment of a separate professional organization for teacher educators as an affiliated organization of the American Vocational Association. Mary Marks described the need for the Council of Distributive Teacher Education:

¹³⁴ Minutes of the Meeting for the Council for Distributive Teacher Education, Kansas City, December 6, 1961, submitted by Warren G. Meyer, Temporary Secretary for Roman F. Warmke (duplicated copy of minutes).

¹³⁵ Ibid. (See Appendix D).

¹³⁶ Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

I encouraged more developmental activity within the professional organizations, because I saw that if we weren't going to have the strength here, the strength ought to be there. In the first place it should be in the professional organizations.

We also had the development of a Council for Distributive Teacher Education because of Miss Bernard's leadership through the American Vocational Association Distributive Education Division. She asked me to make some inquiries concerning Distributive Education's affiliation with the Associated Organizations for Teacher Education. It was necessary for us to have some kind of identifiable group, and so the Council came into being. Peter Haines suggested the name and Reno Knouse was a moving spirit. This Council had professional visibility, but there were some uneasy times when it was organizing.¹³⁷

The Vocational Education Act of 1963 had implications for all levels of training for Distributive Education. Teacher education was a benefactor of the legislation. For example, research and development work on the project method of instruction began at various teacher education institutions. The early 1960's saw the establishment of more institutional teacher education programs than during any previous time. Resources were made available for teacher education in primarily these major areas:

1. The actual training of persons engaged in or preparing to become teachers, teacher-trainers, supervisors, and directors for such training.
2. The entire area of ancillary services and activities which included teacher training and supervision, program evaluation, and development of instructional materials.
3. Research and development activities.

The 1963 Act created a need for distributive teacher educators to become concerned with developing curricula and educational procedures that would better serve youth under the conditions of the day. This

¹³⁷ Interview with Mary V. Marks, cf. Transcript 23, Volume II, Chapter VIII.

involved new approaches to curriculum building, the identification of new content, the development of new instructional material, the discovery of new teaching-learning procedures, and the education of teachers to understand and conduct new programs effectively.

Usually we think of the teacher educator either serving as a teacher, or as a researcher, or perhaps as an administrator of some sort. I think we see more of our teacher educators spending a part of their time at least on research.¹³⁸

After the 1963 Act, Distributive Education both at the secondary and post-secondary levels faced a tremendous expansion which meant that thousands of teachers and coordinators needed to be prepared. There was also a greater demand for leadership in supervisory positions. Obviously, teacher education was now in a strategic position to fill the needs.

A new teacher was now needed to operate in a new kind of setting. Kenneth Rowe recalled the need of preparing teachers to effectively use the project plan of instruction:

The project plan has had an impact on teacher education, because the coordinator here becomes the training sponsor. He becomes the employer and must assume the role of the employer. We know the easiest way to measure is through observing performance; if he was performing on the job and seemed to be satisfying an employer, we assumed that these competencies were developed at an employable level.

In the project plan the coordinator has to decide. He becomes the training sponsor. He has to make the decisions as to what kind of experience the student should have; he has to decide whether he has achieved an employment level which is adequate enough and then climb the next step. He develops the training plan; the coordinator develops everything. It does put more responsibility on the coordinator.

¹³⁸ Interview with Harland E. Samson, cf. Transcript 27, Volume II, Chapter VIII.

It also gives him more control over the training of the student which I think can turn into an advantage.¹³⁹

Pre-service teacher education took on new directions; and in-service education for Distributive Teacher Education programs began to reflect the attitude toward what, in fact, was good teaching in this new setting.

By 1966, Distributive Teacher Education had seen much growth:

The twenty-six departments providing distributive teacher education are found in colleges or universities located in twenty-one states. The programs of studies in Distributive Education are administered as divisions or parts of the business education departments in 12 colleges (48% as separately identified departments of Distributive Education in 8 colleges (32% and remainder in various college divisions such as the school of education, department of secondary education, and the department of commerce. The institutional curriculum offerings were summarized as follows: Undergraduate and graduate studies - 21, graduate only - 3, undergraduate only - 1, in-service training only - 1.¹⁴⁰

Buckner's study further discovered that Distributive Teacher Education by 1966 was, in most institutions, a comprehensive program including technical or content courses and professional preparation courses. An analysis of the curriculums showed 16 to 20 colleges require undergraduate students to complete comprehensive programs of learning which include general education, professional education, and technical education courses plus student teaching and directed work experience. Three of the twenty colleges require directed occupational experience for graduation.¹⁴¹

¹³⁹ Interview with Kenneth L. Rowe, cf. Transcript 39, Volume II, Chapter IX.

¹⁴⁰ Leroy M. Buckner, "Directory of Colleges with Specializations in Distributive Education," directed by the Council for Distributive Teacher Education, April, 1965 (Richmond: Richmond Professional Institute, School of Distribution).

¹⁴¹ Ibid.

In the years between the Dunwoody Conference of 1939 and the National Seminar for Distributive Education Program Development through Teacher Education in 1967, there were many state, regional, and national conferences and meetings which gave teacher educators the opportunity to exchange ideas, develop innovative programs, and establish working models for teacher preparation. The 1967 Conference, however, had special significance for teacher education. The National Seminar was conducted by Michigan State University in consortium with Arizona State University. Kenneth L. Rowe was recently asked by this researcher to summarize what he considered to be the major impact of the seminar on teacher education. He had this to say:

This seminar, then, provided an opportunity for teacher educators to not only widen their knowledge, but to update their thinking and to relate the demands of laws and concepts to teacher education program and development. We were trying, at this conference, to clarify even further an understanding of the project plan of instruction as it operates in the classroom, and to derive implications for the teacher education practices from an understanding of recent innovations and research in teacher education. Also, another objective we had in mind was to determine any needed adjustments that might have to be made in organization, in administration, in resource allocation of teacher education programs. We also recognized the need to have summer institutes and this kind of thing for project plan teachers. These teachers were going to have to have different kinds of competency level needs and this sort of thing, and it was going to be our responsibility. We also recognized that teachers are not going to take to the project plan easily because it was going to require a different kind of operational structure in the classroom, and they needed a model.¹⁴²

It was recognized early by the profession that a teacher training program with vitality and potency must give direction and attention to those forces which shape teachers into good teachers. Those forces

¹⁴²Interview with Kenneth L. Rowe, cf. Transcript 40, Volume II, Chapter IX.

include the organization of the school, the curriculum and all of its components, and the political forces within the profession. Unless a profession looks at each of these forces and takes advantage of them, there will be slow progress in the development of teachers and the improvement of instruction. Distributive Teacher Education appears to have reacted to these forces.

Today, with the movement toward new and more flexible ways of educating our youth with the possibility of even developing individualized pupil-tailored instruction completely and totally, the role of the teacher in the classroom is changing, and teacher education programs are adapting to those changes. We will need Distributive Teacher Educators capable of continuous change, renewal, and responsiveness to the new educational technology.

CHAPTER V

THE SYSTEM OF IMPLEMENTATION

"The system in detail emerges when the basic decisions of 'strategy' and 'structure' have been made and finally when the program gets underway."¹ System is a dynamic and flexible force which makes the assumption that "strategy" and "structure" are already operational. System is the implementation and the integration of the structural framework developed. This structural premise which developed considered the forces affecting the total program. System makes the structure an operational frame of reference. It is the leading, guiding, and controlling of the components which will in fact make the structure a real structure, an operational frame of reference.

System "is the way of utilizing the manpower, methods, and materials in a planned manner ..."² System in this chapter is devoted primarily to two major segments: (1) Roles of leadership, and (2) instructional methods, materials, and plans. Roles of leadership assumed at the federal, state, and local levels for the growth and development of Distributive Education have been included in addition to leadership exerted by professional organizations including youth organizations.

¹Ralph E. Mason and Peter G. Haines, Cooperative Occupational Education and Work Experience in the Curriculum, 2nd Edition (Danville: Interstate Printers and Publishers, Inc., 1972), p. xiii.

²Ibid., p. 187.

ROLES OF LEADERSHIP IN DISTRIBUTIVE EDUCATION

The leadership, given a discipline, sets the tone for the times, provides the thrusts for that field's growth and development, and in fact helps mold the current and future thinking of and for the field. Every educational field has leadership of one type or another. It may come from the state or legally appointed leaders such as the principal, the superintendent, or the state supervisor. It may be provided by individual educators, or it may come from the groups outside the school structure such as from the business and industrial community.

Leadership may be identified in terms of its source of authority, its functions, the means of its execution, or its impact on a group or an institution. Leadership in this section will be primarily discussed in terms of where it was generated (source of authority) and the outcomes it achieved.

Early National Leadership

In earlier times much of the leadership for Distributive Education generated at the federal level. More specifically, the U. S. Office of Education provided much of the leadership.

When the first Vocational Act was passed in 1917 (Smith-Hughes Act) appropriating money for vocational education, the act itself set up strong national leadership. This was an appropriation act. It provided for a Federal Board for Vocational Education consisting of the secretaries of education, commerce, agriculture, and labor, and three members, lay members, appointed by the president. The board then set up provisions for an executive director who actually became deputy director of education for the Commissioner of Education in the U. S. Office of Education. So we had strong national leadership.³

³Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

Although the George-Deen Act gave "birth" to Distributive Education, Distributive Education of sorts was existing prior to the Smith-Hughes Act in 1917. The Smith-Hughes Act created the Federal Board for Vocational Education. This early information is important because, under the Smith-Hughes Act, vocational education was given one of its major thrusts. The organizational structure that was designed at the federal level to implement, control, and regulate the Smith-Hughes Act continued to have effect on the federal organizational structure when the George-Deen Act of 1936 was passed.

Frederick G. Nichols was the first Chief of the Federal Board's Commercial Education Service.

During his tenure, he supported the training of distributive workers and later strongly supported the inclusion of funds for Distributive Education in the George-Deen Act.⁴

T. Carl Brown recalled the early national leadership when he stated:

In 1933 as an economy measure, the Federal Board for Vocational Education, first by executive order then an amendment to the act was omitted; but we still had a deputy commissioner responsible for vocational education. That was J. C. Wright. He was still commissioner when I came into the field. Anyway, we had strong leadership and although it was called Business Education Service, they did provide leadership for Distributive Education.⁵

Actually, the Federal Board for Vocational Education in 1933 lost its administrative authority and became an advisory unit. It was now known as the Federal Advisory Board for Vocational Education.

Sponsoring the legislation needed to get Distributive Education recognized as a vocational program qualified to receive federal funds was long in the making. Senator Walter F. George and Congressman

⁴Correspondence with G. Henry Richert, August 27, 1971.

⁵Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

Braswell Deen, both from Georgia, sponsored the legislation and provided some of the early support for Distributive Education. Frederick G. Nichols was a member of the Federal Advisory Board for Vocational Education and helped in marshalling forces to support the training of distributive workers with federal funds. The Federal Advisory Board for Vocational Education was responsible for implementing the George-Deen Act.

Dr. Paul H. Nystrom, "perhaps the greatest economist in the field of retailing,"⁶ wrote a bulletin in 1935 entitled "Vocational Training for Workers in the Distributive Trades." In a statement of purpose for the booklet, Dr. Nystrom wrote:

The purpose of this statement is to indicate the need for vocational training for workers in the distributive occupations and to recommend that Federal Aid be provided to the states for the purpose of establishing and carrying on such training in public schools under the same conditions as prescribed by the Smith-Hughes Act for training in agriculture, trades and industries, and home economics.⁷

Dr. Nystrom, Marketing Professor at Columbia University and member of the Federal Board of Vocational Education from 1936 to 1947 is credited with having named the instructional program "Distributive Education" and is fondly remembered by the "pioneers" as a major contributor and supporter of Distributive Education in those formative years. Louise Bernard, when interviewed in 1967 by Peter G. Haines, stated:

⁶Interview with Ann Berry, cf. Transcript 2, Volume II, Chapter VII.

⁷Paul H. Nystrom, "Vocational Training for Workers in the Distributive Trades," quoted in Lucy C. Crawford and Warren G. Meyer, Organization and Administration of Distributive Education (Columbus: Charles E. Merrill Publishing Company, 1972), p. 206.

There was great resistance in the first place to the inclusion of the Distributive Education phase of vocational education. You will recall that Roosevelt was President and there was great resistance. I think we owe its inclusion to Dr. Paul Nystrom, perhaps the greatest economist in the field of retailing who wrote many books and who actually wrote that section of the George-Deen Act. He did write the section for Distributive Education. I have it in correspondence from him. He was primarily responsible along with others from the field of retailing itself who, as enlightened people, saw the need for this along with agriculture and home economics.⁸

Each of the pioneers has indicated that Dr. Nystrom should be recognized and remembered in this historical account as the individual who was very instrumental in the passage and development of the early framework to implement the George-Deen Act.

Dr. Paul H. Nystrom was one of the principal supporters of funds for Distributive Education in the George-Deen Act. He worked with and advised the Federal Board for years.⁹

After the passage of the George-Deen Act, the Office of Education placed Distributive Education in the Business Education Service Unit. The country was divided into four regions, each being assigned a Regional Agent for Distributive Education. G. Henry Richert was the Regional Agent for the North Central Region; John B. Pope, the Southern Region; Kenneth B. Haas, the North Atlantic Region; and Walter F. Shaw, the Western Region.

In November of 1938, I joined the staff of the U. S. Office of Education as Program Specialist for Distributive Education with assignment to the Central twelve states. In 1946, after Kenneth Haas resigned as Regional Agent for the North Atlantic Region, J. C. Wright asked me to take the

⁸ Interview with G. Henry Richert and Louise Bernard conducted by Peter G. Haines at the National Distributive Teacher Education Conference, Michigan State University, 1967 (see Appendix G.)

⁹ Correspondence with G. Henry Richert, August 27, 1971.

responsibility for his region also. In addition to my work in the Central Region, I covered the North Atlantic Region until 1953.¹⁰

Early conferences and meetings for Distributive Education were primarily directed by business education and trade and industrial education groups. Most Distributive Education programs were supervised at the state level by one of those groups. It was not long after the selection of the regional agents that these men began organizing and developing their own regional conferences. These regional conferences were primarily done for two purposes: (1) to make it commonly known within a region, among administrators, community leaders, and other professionals, that there was in fact a field of education called Distributive Education; and (2) most importantly, to serve as training sessions for the development of trained experienced personnel. These conferences attempted to develop a leadership group who possessed a philosophy and a method of operation which allowed them to promote Distributive Education, build programs, and do some of the "grass roots work" needed.

The big activity of the year in those days was what we called the Regional Conferences. The supervisors, particularly, got together under the direction of one of these regional agents which was Pope, Richert, and those people. In the midwest, more than in any other region in the nation, we intended to make more of teacher education.¹¹

These regional conferences continued until the early 1960's. A regional conference was a commitment on the part of state supervisors and teacher educators to review what had been successful the previous

¹⁰Correspondence with G. Henry Richert, September 3, 1972.

¹¹Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

year, to view what in fact might be done the succeeding year, to discuss how programs could be promoted, and to develop unity and direction.

... the U. S. Office of Education gave us wonderful leadership. This carried through the regions. The regions were, more or less, the arms of the U. S. Office.¹²

It was through these kinds of regional conferences that upgrading of Distributive Education staff, innovative programs, and sharing and exchanging of ideas were able to occur. T. Carl Brown recalled these days when he stated:

We began to have regional conferences for the four different regions, in 1940 or 1941. We would meet to discuss, to report on programs, to exchange ideas, and to try to develop new ideas. At that time the four regional agents, G. Henry Richert in the Central Region, Walter Shaw on the West Coast, the Western Region, John B. Pope in the Southern Region, and Kenneth B. Haas in the Northeastern Region.¹³

Trade associations, businessmen, and retailers were asked to come together or to participate in the discussions at the Conferences so that in fact a cooperative unity would be established between education and business and industry. The Regional Conferences were one of the most significant vehicles to develop the leadership cadre for the profession. These conferences had a major influence on the direction Distributive Education would take. Peter Haines recalls these conferences being most significant:

You asked about the old regional conferences in the central region. I went to the first regional conference, in 1950 when I had taught a year at the Iowa State Teacher's College. The regional conferences in those years, even in

¹²Interview with Warren G. Meyer, cf. Transcript 12, Volume II, Chapter VII.

¹³Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

the central region, were an event of the year. It was a time when the state supervisors and teacher-trainers got together. Just as importantly, in history, is the fact that you could have put the whole group from 13 states into a very small room. The group probably totaled 35 or 40 people. Usually the conferences were held at resort-type facilities or hotel-type facility where we could operate as a small intimate group of people. We typically operated from early in the morning until late in the evening.

My own experience was that as a very young person in the field, I remember being excited about meeting individuals with, what I guess would be called, big names. More importantly was the fact that the conferences being composed of small groups of people also had a program that was very activist. That is, we discussed a problem and the number of people in the room was such that everybody could have an input into that conference. Everybody could say that they wanted to say. In addition, after we had discussed a topic, we often broke down into small task forces or committees and we might sit up until 3 or 4 o'clock in the morning with a typewriter and knock out some guidelines for some type of activity. We were very much like a teacher-workshop today. That is, first, we got some theory. Then we would discuss what we were going to do, and then we actually set about doing it. I think, perhaps, the regional conference was historically important, at least in our region, because Distributive Education did not have a body of professional literature. It did not have a whole series of broad statements of guiding policy. It was, in fact, a day-to-day operation. These conferences provided the leadership with the opportunity to look at these problems and come up with some very practical solutions. Very possibly, the regional conferences were the best teacher-training at an advanced graduate level (without credit) that young people or perhaps those experienced people would have gotten.

As I remember, the regional conferences were planned by the program officer from the U. S. Office of Education. In those days it was G. Henry Richert. I think the conferences ended somewhere around 1959 or 1960. I'm not sure. You can ask Mr. Richert about that. The point I'm trying to make historically is, first of all, the regional conferences were a true professional training situation. It provided a small group of leaders in a small field a chance to get together and share viewpoints and develop practical solutions to problems. More important historically is that when the regional conferences were discontinued, this left a very large gap in the training of leadership personnel. For example, if we had regional conferences today, we would probably have in a room from the 13 central states or the 6 or 8 states from the present region 5, probably 45 or 50 teacher educators and

somewhere in the neighborhood of 60-70 state supervisors. The size alone would make it somewhat difficult to carry on the same type of program. On the other hand, this same group of people have no real opportunity to get together and focus on the problems that the leadership faces. Instead, we have assumed that large national conferences and participation in large various conventions does the same sort of thing. This does not occur because, for example, as a teacher-educator, I very seldom have the opportunity now to participate in a conference exclusively devoted to teacher-education problems with my colleagues.¹⁴

During these early years, the Regional Agents, in addition to conducting regional conferences, were teacher trainers and often provided the muscle for the growth of Distributive Education programs by visiting with local principals and superintendents and the local business community. Changes in the U. S. Office of Education structure made regional conferences sponsored by the U. S. Office nonoperative in more recent years. Marguerite Loos recalled these days when she stated:

We need strong leadership from the U. S. Office of Education to sell Distributive Education. The regional agents worked very hard and gave us state people much assistance.¹⁵

The first National Distributive Education Conference was held at the Dunwoody Institute, Minneapolis, Minnesota, in August, 1939. This Conference was particularly significant because it did in fact develop the beginning of a leadership cadre. It is interesting to note the perceptions of those who attended this federally sponsored conference.

The Dunwoody Conference gave the field materials that those attending could now go out and sell others in Distributive Education. The group became familiar with Distributive Education and could now go out and develop people.¹⁶

¹⁴Interview with Peter G. Haines, cf. Transcript 20, Volume II, Chapter VIII.

¹⁵Interview with Marguerite Loos, cf. Transcript 11, Volume II, Chapter VII.

¹⁶Correspondence with G. Henry Richert, September 5, 1971.

T. Carl Brown viewed the Dunwoody Conference as:

It gave Distributive Education a shot in the arm. Most of us attending really did not know what Distributive Education was all about. We had just gotten the job because these were federal dollars but we sure didn't know what Distributive Education was.¹⁷

The long-term ramifications of this conference were many. The beginning of a cadre of sorts was developed, and the committee reports provided a body of literature for the profession to use for many years to follow. The conference attendees were divided into four groups:

1. The Committee on Organization and Development
2. The Committee on Teacher Training
3. The Committee on Instructional Material
4. The Committee on Methods

Each group was responsible for preparing a report which, in fact, was published as a proceedings digest. This digest very quickly became the instrument which provided the literature to guide the direction Distributive Education would follow in succeeding years.

Another concern of the leadership was the definition of Distributive Education. A suitable definition took much time and effort. For any profession a definition and clarification of what it is is obviously very necessary. The early pioneers have recalled that the primary objective of calling the field Distributive Education was to reflect the kinds of occupations for which this new discipline of education prepared people. The responsibility of Distributive Education was to train individuals to assume positions so that goods and services in our economy could be effectively distributed and marketed. Marguerite Loos stated:

¹⁷ Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

The first responsibility was to develop and work with the retail merchants. I talked their language. Then they wanted to know if I would teach the adult classes. I taught the adult classes all over the state. I contacted all of the associations and all the merchants. I always had an advisory council of the Retail Merchants which was very strong in back of me.¹⁸

Many today still feel the term coined by Paul H. Nystrom was a poor term.

... I feel that it was a mistake to identify the field of "Distributive Education" in the beginning because "marketing" would have been a more descriptive term.¹⁹

There has been continued confusion as to what in fact is Distributive Education. What is it? What is its body of knowledge? And, most importantly, what is it responsible for providing to our society? On the other hand, there are those who see the term Distributive Education as being most appropriately assigned. James Horan in an interview for this study very clearly stated that the term Distributive Education is a very appropriate one:

Distributive Education is what it is. Call it what it is. It is education of distribution. It comes up from time to time that somebody wants to change the name of it. Actually, there is an advantage in it--somebody having to ask what is Distributive Education. It gives you a golden opportunity to explain it.²⁰

On the other hand, Ann Berry did concur with many others that the term has, in fact, created confusion.

It's still not a good name because for 30 years now we've tangled with this business of what it means. All my life,

¹⁸ Interview with Marguerite Loos, cf. Transcript 11, Volume II, Chapter VII.

¹⁹ Interview with Reno S. Knouse, cf. Transcript 9, Volume II, Chapter VII.

²⁰ Interview with James Horan, cf. Transcript 21, Volume II, Chapter VIII.

it seems to me, I have been explaining what Distributive Education is and I'm just as amazed when I come across somebody who knows what it is as I was 30 years ago when I found somebody.²¹

Obviously, there are those who feel the confusion over the definition has been negative or created negative effects and some who think it has had some positive effects. In 1972 we are still asking questions like: What is Distributive Education? And we are still trying to explain the answer. At the National Distributive Education Conference in Washington, D. C., in June, 1972, the Committee on Secondary Education discussed the question: How can we clarify to various publics what Distributive Education is?

With the outbreak of World War II, the leadership for the field changed its focus because of the necessity to train personnel to effectively care for the domestic problems at home and to conduct war manpower programs. The U. S. Office of Education, through a series of programs, developed leadership training so that, in fact, personnel could be trained to meet these demands.

Leadership During the War Years

The U. S. Office of Education sponsored, beginning about 1942, a series of programs which were considered the ways in which Distributive Education personnel could help at home. One of these programs was known as Program A, and it was a wartime emergency training program for new store workers. Many retailers had lost their young staff members and capable personnel to either fight in the War or to work in war-production activities, i.e., shipyard work. Program A was,

²¹ Interview with Ann Berry, cf. Transcript 2, Volume II, Chapter VII.

therefore, designed to prepare personnel to be able to work in retail stores. Again, most of this training was handled by the adult teacher in a local community, the itinerant teacher. Another program that developed was called Program B. Program B was a training program to familiarize store personnel with rules and regulations imposed by the federal government during World War II affecting the sale of goods. Program C was designed to help owners and managers of retail stores to unite their forces, increase their effectiveness, work as groups to meet the wartime conditions, and make reasonable profit margins. Perhaps the program that attracted the most attention and the program which many of those interviewed for this study were involved in was called Program D. Program D was designed to train supervisory staff on how to effectively manage their employees. A whole series of instructional programs was developed which produced separate courses to prepare supervisory personnel to work with their employees. JIT (Job Instruction Training), JRT (Job Relations Training), and JMT (Job Methods Training) were very important during World War II and continued to be in demand for several years after the War. Ann Berry recalls teaching these courses:

I have the Job Instruction Training Manual that was done by the U. S. Office of Education with a V for victory on it in 1942 to train the people for that period. We took the Job Instruction Training and Job Methods Training and Job Relations Training from Trade and Industry and used that. You see, retailing was a non-essential job. We took it and used it to train people who were working in PX's, ships' stores, this sort of thing, primarily as an effort to prove that we weren't non-essential.²²

In 1948 the U. S. Office of Education held its second National Conference in Washington, D. C., and once again, the major topic at

²²Interview with Ann Berry, cf. Transcript 2, Volume II, Chapter VII.

that conference was teacher education. G. Henry Richert wrote in an article entitled "Distributive Education Forges Ahead, Part I" that this conference had a major impact on teacher education in the years to come.

The committee on teacher education analyzed the jobs of the teacher coordinator, the extension teacher, and the supervisor and teacher educator. Pre-service and in-service courses were recommended for all personnel.²³

Leadership in the 1950's and Early 1960's

For many years the organizational structure of the U. S. Office of Education providing leadership to Distributive Education remained unchanged. Distributive Education, in 1937, was placed in the Business Service Unit. In 1940 Frank Kyker was appointed chief of the unit. Four Regional Agents for Distributive Education were responsible to the Chief of the Business Education Service. Each agent was responsible for a geographic area. The regions were: North Atlantic, Western, North Central, and Southern.

In 1957 John A. Beaumont was appointed Director of the Distributive Education Branch, Division of Vocational Education. Distributive Education as a "Branch" had new and different visibility. John A. Beaumont recalled some of the new directions for Distributive Education when he stated:

There were disciplines in marketing; economics is a discipline and marketing is a part of that. Some people rejected the discipline concept. So this was the changing point. We changed, too, the concept of marketing beyond the retail field.²⁴

²³G. Henry Richert, "Distributive Education Forges Ahead, Parts I and II," The Origin and Development of Distributive Education (New York: McGraw-Hill, Inc., 1972), p. 16.

²⁴Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

Getting visibility for Distributive Education was simpler in those days when Distributive Education had branch status.

Not only my position in the U. S. Office of Education was important but I was able because of my position to get in on some big meetings.

I don't know whether you understand what the situation was. The maneuvering of these conferences is a very important thing. What they did was give you an opportunity to issue a government publication. This is the significant thing about these conferences. It is not necessarily what happens at the conferences. The conference is merely a platform. Then out of that, you issue a report of the proceedings and that kind of thing. It is the report of the proceedings that gets into a lot of areas and begins to get into things that affect them.²⁵

Warren G. Meyer spoke of this period of leadership when he stated:

The U. S. Office of Education provided leadership when John Beaumont became Chief of Distributive Education and built it. There was a time when there were five U. S. Office of Education specialists in the Distributive Education field. He was the Chief of the Service, and we had four regional agents. Before a strong program can be built, one must have the right people with whom to work.²⁶

Mary Marks came to the U. S. Office of Education in 1960 as an Education Research and Program Specialist in Distributive Education. She was responsible for the Pacific Region. When interviewed, Mary Marks recollected the structure for leadership during those days:

The other specialists were George Sanders for the North Atlantic Region, Ed Nelson for the Central Region, and Donovan Armstrong for the Southern Region. John Beaumont was the Branch Director. He was the Administrator of the Distributive Education Branch. He probably told you when the Branch started. It was a late comer in the U. S. Office of Education's organization for vocational education. A lot of promotion and the spade work and justification was provided by the early

²⁵ Ibid.

²⁶ Interview with Warren G. Meyer, cf. Transcript 12, Volume II, Chapter VII.

leaders in Distributive Education including Louise Bernard. John Beaumont's approach was to identify need and to create literature. He felt that Distributive Education then would have something to challenge and something to work from; and so that was where he put a great deal of emphasis. He also wanted to build some kind of cohesiveness in the Distributive Education family of people across the nation. So we had national conferences. The staff assigned for regional work all planned and held regional conferences and sub-regional conferences.²⁷

When interviewed, Edwin L. Nelson recalled his primary responsibilities when he joined the staff of the Distributive Education Branch in 1961.

He stated:

My job description reflected responsibility for the further development of the total program as it was expressed in the region. G. Henry Richert, who served the Central Region for many years, for example, had emphasized teacher education development. He recognized the absence of it and knew the importance of it. In addition to teacher education, we recognized the importance of adequate state supervision. We were always looking at the output of each state's program to see what they were able to do with the dollars given them and what re-directions might take place for subsequent development. We encouraged development at all levels of education--high school, post secondary, adult.²⁸

In 1964 the U. S. Office of Education underwent reorganization and the Distributive Education Branch was eliminated. The reorganization was in reaction to the 1963 Vocational Education Act.

... the U. S. Office did terminate branch identification by service area as the result of the 1963 Vocational Education Act. ... the focus of the Congress was felt to be serving people, not serving programs. The Act specified secondary level, post-secondary level, people who are disadvantaged or handicapped and unable to profit from the regular programs, and the adult level ... So we had a reorganization here to

²⁷ Interview with Mary V. Marks, cf. Transcript 23, Volume II, Chapter VIII.

²⁸ Interview with Edwin L. Nelson, cf. Transcript 26, Volume II, Chapter VIII.

reflect the purposes of the Act. We were organized according to legislation.²⁹

Many of the leadership personnel interviewed felt the reorganization of the U. S. Office of Education changed the leadership impetus.

Edwin Nelson stated:

I think we are all sharing leadership responsibilities at this time. I think this office has influenced program developments over the years and continues to do so even under adverse conditions. I think also that the states are beginning to accept the fact that the Office of Education will no longer have a staff of Distributive Education program specialists.³⁰

Peter Haines expressed his concern about the changes in national leadership when he stated:

More importantly, there are no personnel there who can go out and provide the leadership role as they once did. There is nobody, really in the position, with the travel budgets, to do as G. Henry Richert and many others did in the old days and that is to run around the country carrying the torch for Distributive Education, being a visible leadership symbol.³¹

Leadership at the State Level

Following the signing of the George-Deen Act, many states provided leadership for Distributive Education by establishing offices in their State Office of Education for Distributive Education supervision. With the passage of the George-Deen Act, there was need for the states if they were, in fact, to have reimbursed Distributive Education programs to prepare a state plan. In that state plan, there was need to identify

²⁹ Interview with Mary V. Marks, cf. Transcript 23, Volume II, Chapter VIII.

³⁰ Interview with Edwin L. Nelson, cf. Transcript 26, Volume II, Chapter VIII.

³¹ Interview with Peter G. Haines, cf. Transcript 20, Volume II, Chapter VIII.

what they would do in their state to develop programs of Distributive Education including answers to such questions as" Who will supervise the staff? Who will hold supervisory capacity? Who and how will teachers be selected? Will there be any training of this personnel? So, from the very beginning of Distributive Education, after the passage of the George-Deen Act, federally aided programs were encouraged to have state and local supervision. By 1937, 19 states had appointed state supervisors of Distributive Education.³² It was because of dedication and early efforts by the Regional Agents of the U. S. Office of Education that a number of states became interested in having state supervisory personnel assigned to Distributive Education. There is still much confusion as to which state was actually first to have a department, or division, or unit to house a supervisor of Distributive Education programs. The State of Virginia certainly can claim itself as being one of the first to have a State Supervisor of Distributive Education.

Hired by the local merchants, Louise Bernard came to Waynesboro, Virginia, to conduct a three-month sales training project for the community.

Local merchants of this town of a population of then about 10,000 were concerned that the \$50,000 payroll from the big DuPont plant in town was not being spent in town. Because I was the local newspaper editor and owner, they asked me to be chairman of the Merchants Committee and find someone who could train personnel. I found Louise Bernard through her brother who was a newspaper man.³³

³²Federal Security Agency, U. S. Office of Education, Digest of Annual Reports of State Boards for Vocational Education to the U. S. Office of Education, Vocational Division, Fiscal Year Ended June 30, 1938 (Washington, D. C.: U. S. Office of Education, June 30, 1938), p. 52.

³³Interview with Louis Spelman, Editor of the Waynesboro News, see Appendix G.

Following her involvement with these courses, Louise Bernard went to the State Department of Virginia as State Supervisor of Distributive Education.

In 1939, North Carolina hired as State Supervisor of Distributive Education T. Carl Brown. Mr. Brown recalled these early days during his interview:

In the summer of 1939 I'd never heard of Distributive Education, but they asked me to come to the State Office and talk with them. I was a local vocational director and teaching diversified occupations. I had been in academic education but left in the early part of the depression because I made less money. We made about \$70 a month then. I left and went into business. When I came back, I went into vocational education for one year. Then they talked with me during the year about coming to the State Office so I came to the State Office.

I went to New York University, School of Retailing, to take two Distributive Education courses in a three-week summer school under Kenneth B. Haas. The courses pertained to adult education, Distributive Education, and organization of cooperative programs in Distributive Education. This was the only kind of courses which were offered in Distributive Education at that time. These were really methods courses or the teacher education program.³⁴

The State of Ohio provided early leadership to Distributive Education.

Marguerite Loos came to Ohio as State Supervisor in 1939. Miss Loos stated:

... the Merchants Association had heard there was Distributive Education under the George-Deen Act, and they wanted somebody here in Ohio. In 1936, I was appointed Supervisor of Distributive Education in Ohio ...³⁵

Much of the personnel to staff these new state positions had experience in the retail field. 'Marguerite Loos, who became State

³⁴ Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

³⁵ Interview with Marguerite Loos, cf. Transcript 11, Volume II, Chapter VII.

Supervisor of Distributive Education in Ohio, had entirely a department store background."³⁶

Some states, as programs grew, found it necessary in the large city areas to have local supervisory personnel. Between the efforts of the federal regional agents and their association and contacts with state and local supervisors, through regional conferences, through personal conversations, a rapport and cohesiveness developed within each region. This group of early pioneers were in fact able to convince many schools in many areas that a Distributive Education program was needed. Also, they were able to begin to implant the idea that more than a salesmanship course was needed to provide people with the kinds of training necessary to be effective on jobs in the field of distribution and marketing.

The basic question of where to assign the responsibility for implementing and administering a Distributive Education program was often asked. To which existing discipline does Distributive Education belong? Solutions to such questions were not always easily decided.

At the outset, I want to emphasize the fact that distributive occupations lie within the broader field of business education, and not within any other field.

No one can deny that commercial educators have manifested little interest in this field and have neglected to prepare themselves to deal with it. But it would be remembered that in 1917, industrial, agricultural, and home-making vocational education had to start from scratch and develop personnel to organize and give this type of training; that, aside from experience with certain techniques which are common to all vocational fields, those responsible for

³⁶Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

other departments of vocational education are better prepared to handle this new field than are many commercial educators.³⁷

In many states Distributive Education was under the direction of trade and industry programs.

The Dunwoody Conference was called by the U. S. Office of Education. At the Dunwoody Conference there were about four from the Federal Office and I presume maybe there were around 20 of us Distributive Education people. The reason I got to go was because in Virginia, Distributive Education came under T & I to begin with. The supervisor of T & I said he would send one of his people and that Louise Bernard could go. No conference has been called since that time that seemed to have made the impression that Dunwoody had.

Those attending were mostly T & I and Distributive Education because the home economics people had their own conference; you see, home economics and agriculture had been in existence for a long time. T & I was just getting started.

Louise was going to school because she didn't have her Bachelor's degree. She got it later, but she didn't have it then. Louise couldn't go, so she said I could go.

I represented Virginia in the Distributive Education department and we were all so ignorant that we didn't really know much about what we were doing. I didn't know much about what I was doing although I knew what was going on while I was in the meeting, but I didn't quite understand when I went, why or how we were going.³⁸

Oftentimes Distributive Education tended to be submerged within Business Education because Business Education was so large and so established. Distributive Education often had a very minor role.

Warren Meyer did not have to contend with this type of submergence because business education under Ray Price was initiated on the campus at Minnesota later.

³⁷Frederick G. Nichols, "Vocational Training for the Distributive Occupations under the George-Deen Act," Journal of Business Education (October, 1937), p. 8.

³⁸Interview with Ann Berry, cf. Transcript 2, Volume II, Chapter VII.

Meyer came in as the first. He was not in a submerged situation. Because he could operate his department independently with adequate support from his administration, he was able to develop the kind of program that would attract young men. Many of these "proteges" had been working in some distributive occupation, had been drafted into the military service and then went on to college under the G. I. Bill of Rights.

I would never, in any way, I think of Distributive Education and what it has accomplished without thinking of the role Meyer played ... He played a very significant role and made his impact felt particularly throughout the midwest ... this was the center.³⁹

H. D. Shotwell, former Supervisor of Distributive Education for the State of Kansas, stated his concern for the submerged role Distributive Education had in its early days when he said that he was concerned about the "freeing of Distributive Education from other divisions of vocational education in many states."⁴⁰

Neal Vivian expressed his concern when he stated:

A second change is a gradual disassociation of Distributive Education from business education, which has permitted Distributive Education to grow and develop on its own. In the first few years, Distributive Education was considered by many people to be just a rather small appendage of business education. I think this hindered its growth. More and more, we have come into our own. We have had State Supervisors appointed in practically all the states whose full responsibility is for Distributive Education. We have teacher educators appointed at universities and colleges for Distributive Education who are full time in Distributive Education and not in a part-time position in the department of business education.⁴¹

³⁹ Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

⁴⁰ Interview with H. D. Shotwell, cf. Transcript 14, Volume II, Chapter VII.

⁴¹ Interview with Neal Vivian, cf. Transcript 29, Volume II, Chapter VIII.

Business and Industry Leadership

Since Distributive Education began as an educational field, most of the leadership interviewed for this study have felt very strongly that the relationship between business and distributive educators was extremely important. John Beaumont said this:

These companies helped us fight Congress when the times were hard; they gave us money through DECA; they gave us materials; they really supported us all along.⁴²

From the very early times such organizations as the Sears Roebuck Foundation played an extremely important role in working with distributive teachers in planning programs, developing materials, and serving as resource persons so that Distributive Education programs could, in fact, grow. Sears was very instrumental in the early beginning of the Distributive Education Clubs of America (DECA). John Beaumont recollected Sears becoming involved in Distributive Education when he stated:

The Sears Foundation was very much involved in Distributive Education even before DECA by supplying some classroom equipment, store equipment to schools. That is how Sears got initially involved. Then that moved into this DECA activity. Without Sears' support, I don't think DECA activity could have persisted because funds were desperately needed to provide central leadership.⁴³

Association with national trade associations was always very important. John A. Beaumont and G. Henry Richert both stated the importance of the cooperation of Distributive Education personnel with national trade associations such as the National Retail Dry Goods Association (which is now the National Retail Merchants Association), the National Retail Furniture Association, the National Hardware Manufacturers' Association, and other trade associations. Both of

⁴²Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

⁴³Ibid.

these early pioneers felt that associations with various trade associations were vital for Distributive Education during the crises of the 1950's. Distributive Education was able to survive because of the support and admiration the businessmen had for Distributive Education.

G. Henry Richert stated: "They knew what we were doing and were willing to help us when the chips were down."⁴⁴ To get more specific about the role of business within the development of Distributive Education, it is appropriate to note the comment made by Marguerite Loos in her interview:

There was really no reason for a Distributive Education program unless you could help those merchants. That was our job.⁴⁵

Lucy C. Crawford recalled her association with the local business community when she was in Greenville, South Carolina:

At Greenville, the merchants paid my way to the National Retail Merchants Association convention for 20 years, for as long as I was there.⁴⁶

Harry Applegate, when speaking of leadership and the need for business community involvement, had this to say which concurs with contemporary feeling about the importance of Distributive Education's relationship with trade associations and the business community and the need for "involvement."

I think there has been a tremendous change in the image of Distributive Education because of the growth of the program. As it grows the number of disciples doing

⁴⁴Interview with G. Henry Richert, cf. Transcript 13, Volume II, Chapter VII.

⁴⁵Interview with Marguerite Loos, cf. Transcript 11, Volume II, Chapter VII.

⁴⁶Interview with Lucy C. Crawford, cf. Transcript 5, Volume II, Chapter VII.

their preaching are bound to create more converts. However, there is still much negativism in a community in regard to their own program. I think the reason for it has been our own people. They have been reluctant to go to the top of an organization. They are satisfied to work with the personnel manager or the department head in working out a training agreement. Perhaps the manager doesn't even know what's going on. In many cases the company president has never heard of the program until we make a presentation to him. So our reluctance to go to the top people, to the decision making people in business, has been a part of our own fault, and our own contribution to a lack of understanding in that community.⁴⁷

John A. Beaumont, T. Carl Brown, and G. Henry Richert all spoke with admiration and their great indebtedness and gratitude as early pioneers in Distributive Education to L. T. White, Vice President of the Cities Service Petroleum Company in New York, who along with other businessmen supported Distributive Education during the 1950's. These were days of crisis for Distributive Education. Congress took a very dim view of vocational education programs in general and specifically Distributive Education. John A. Beaumont described this period as one in which there was a need to fight for survival. During 1953, for example, only \$410,000,983 of federal funds were allocated for Distributive Education programs.

Reviewing the Digest of Annual Reports from the States to the U. S. Office of Education for 1953, Distributive Education enrollments dropped sharply from 234,984 in 1952 to 209,032 in 1953.⁴⁸ This indicates that the lack of federal funds may have had an effect on the

⁴⁷Interview with Harry Applegate, cf. Transcript 15, Volume II, Chapter VIII.

⁴⁸U. S. Office of Education, Report to the Office of Education from the States and Territories, Federal Digest of Annual Reports, Fiscal Year Ended June 30, 1954 (Washington, D. C.: U. S. Office of Education, June 30, 1954), p. 59.

enrollment in Distributive Education. The George-Barden Act of 1946 did authorize \$2,500,000 in federal funds for Distributive Education. But it was not really until 1956, ten years later, that the full appropriation of \$2,500,000 was made available to the states. The George-Barden Act did little as far as really giving money to the programs.

L. T. White and others like him asserted a tremendous amount of pressure among business groups and developed a coalition of businessmen all over the United States willing to support Distributive Education. Many times these business groups met with distributive educators, but more importantly, with Congress and Congressional groups and committees to clarify the importance of Distributive Education programs for preparing youth for the economy. The early pioneers all feel very strongly that had it not been for this fine rapport developed between Distributive Educators and business and industry, Distributive Education would have died. It was too new a field to have developed any great admiration or support among other educators; it was standing alone. When Mary V. Marks was asked why she thought Distributive Education was attacked so severely during the 1950's, her response was:

You always select the weakest links, and Distributive Education had really only begun in 1936, had come into its own in 1936. In the '50's it was only approximately 13 to 15 years old and was, in fact, the weakest link; the link with the lowest enrollments, the link with the less force and support. So, had it not been for people like L. T. White and other business groups, and other business leaders, Distributive Education probably would have died.⁴⁹

Leadership Provided by Institutions

Because of the concern for the lack of good selling techniques among salespeople, Mrs. Lucinda Wyman Prince began sales-training

⁴⁹Interview with Mary V. Marks, cf. Transcript 23, Volume II, Chapter VIII.

courses for sales personnel in the Boston area in 1905. By 1908, with some financial support from Boston merchants, Mrs. Prince opened the Union School of Salesmanship. Being dissatisfied with customer service in many of the retail stores in Boston and the errors made by salespeople, Lucinda Prince enlisted the cooperation of the Women's Educational and Industrial Union and was given a room for her retail sales training class at the Union headquarters. Each salesperson participating in her sales-training classes received wage increases in proportion to their total daily sales increase upon conclusion of the course. This miniature sales-training course developed into the Prince School for Store Service. In addition, Lucinda Prince provided leadership for upgrading the status of retail sales personnel when she served as educational director of the National Retail Merchants Association. For some years the Prince School for Retail Service was a graduate department of Simmons College, Boston, Massachusetts.

Even before the Smith-Hughes Act, Mrs. Prince was organizing retail-training programs on the secondary level. Although the Smith-Hughes Act made no direct allotments for Distributive Education, a few Distributive Education classes were reimbursed. In 1933, 49 cities offered Distributive Education classes in their public schools with a total enrollment of 9,508 students.⁵⁰

The University of Pittsburgh, under the directorship of Dr. W. W. Charters, established the Research Bureau for Retail Training in 1923. This school was funded by five Pittsburgh department stores to primarily

⁵⁰ Glen Oscar Emick, Cooperative Training in Retail Selling in the Public Secondary Schools, Vocational Education Bulletin No. 186, U. S. Office of Education (Washington, D. C.: Government Printing Office, 1937), pp. 11-21.

conduct product research studies and train management personnel. The early training was designed to improve the efficiency and effectiveness of sales personnel.

This was back in the days when retailing was making an effort to adapt what industry had learned in World War I. It had been learned that selling techniques could be taught. "Systematizing" selling for teaching had been very successful in World War I.⁵¹

Many who were to assume leadership roles in Distributive Education after the signing of the George-Deen Act were graduates of the University of Pittsburgh's Research Bureau for Retail Training. Louise Bernard, Ann Berry, and Natalie Kneeland were among its early graduates.

New York University's School of Retailing was established in 1919 under the leadership of Dr. Norris A. Briscoe.

I remember NYU having quite a reputation. These were the days when New York had glamour. The School of Retailing at NYU was able to attract big New York retail names as special lecturers to their various programs. It sure was the place to go or be from.⁵²

Much of the early leadership provided to Distributive Education by educational institutions was in the form of providing facilities for summer teacher education workshops. Collegiate schools of business, however, were reluctant to help in the development of technically prepared individuals for Distributive Education. One exception to this general pattern was Richmond Professional Institute and the early commitment of Louise Bernard to train distributive educators with technical and content competencies and some teaching methodology.

⁵¹Interview with Ann Berry, cf. Transcript 2, Volume II, Chapter VII.

⁵²Ibid.

She [Louise Bernard] would not make a move to set up anything in the state until they gave her the approval to set up the program at Richmond Professional Institute to train that first group of teachers. Richmond Professional Institute was still a William and Mary branch, but then it separated and became a four-year institution.⁵³

Robert D. Joy, as an early pioneer in the field, remembered vividly his experience at Richmond Professional Institute in those early days.

... I had the pleasure and honor of working with Miss Bernard for a period of five years. Probably some of the unique things that were going on in that particular time were a result of her training and background. She certainly challenged all of us to improve ourselves. She was a great asset to the program.

[What was the program like in those days?]

Basically in the morning, from the hours of eight to ten, you would be in extension training in the stores downtown. Then you'd come back to your own high school and from ten to twelve was your Distributive Education instructional program. The afternoon was the time for coordination and contact work. Your evenings were anywhere from seven until nine, sometimes ten o'clock, when you ran your evening adult programs. That was a full day and this is why the program in Virginia and the southern states is so successful.⁵⁴

It was not until the late 1940's that totally comprehensive Distributive Teacher Education programs came into existence. The program at the University of Minnesota was unique from the start because of two major reasons: (1) It was not part of Business Education but instead was a separate unit, and (2) it was part of the total program at a major institution of higher learning.⁵⁵

⁵³ Interview with James Horan, cf. Transcript 21, Volume II, Chapter VIII.

⁵⁴ Interview with Robert D. Joy, cf. Transcript 7, Volume II, Chapter VII.

⁵⁵ Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

Harland E. Samson outlined what he thought were the reasons for the growth of the program at the University of Minnesota:

I think some of the reasons that Warren's program in Minnesota had greater influence than any of the other efforts in this immediate geographic area were: first, he had a larger population base from which to draw. He was in Minneapolis-St. Paul. Second, he was at a Big Ten university, which gave him a strong base. Third, he was operating in a school that had a collegiate school of business whereas the other schools were all accommodation programs. I don't mean to put down business education when I say this; but, in the typical teacher-education program where Distributive Education is in with Business Education and the content courses have to be taught by the same staff that teaches the others, you're going to have certain difficulties that are not present when you have a regular school of business. There are advantages and disadvantages either way, of course.

Certainly at the University of Minnesota in 1946, when Warren started there, you had a very healthy school of business, one that was turning out a good number of graduates. And Warren, being the kind of individual that he is, made efforts to take advantage of that. He made it known to those people that there was a program in the marketing education field. So I think that's why, prior to my enrollment there, already quite a number of people, such as Roman Warmke and Peter Haines, had completed and certainly moved to national prominence.⁵⁶

John Beaumont felt very strongly that Distributive Education would have really died in the 1950's had it not been for the cadre of leadership developed at the University of Minnesota. He said:

... the appointment of Warren Meyer at Minnesota. That happened earlier. That was important because that was really the first major university that got into teacher education, particularly on a pre-service basis. It was a major university and a respected university. I think [Meyer came] in the late forties. Meyer came into the scene when there were a great many veterans returning and he developed a number of young men. These young men were able to take a leadership role in implementing the very thing we were trying to do. Without that, I doubt if could have succeeded to the extent that we did.⁵⁷

⁵⁶Interview with Harland E. Samson, cf. Transcript 27, Volume II, Chapter VIII.

⁵⁷Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

Changing Sources of Leadership

The source of leadership for Distributive Education began to change in the mid-1960's away from the federal level. When speaking of the importance of the two major Distributive Education Conferences held in 1967, Kenneth L. Rowe recalled this change of leadership. He stated:

It was at this time, 1967, and shortly thereafter, when the U. S. Office of Education structure was changing considerably. We didn't have the number of specialists in Distributive Education in the U. S. Office that we had in 1963. Leadership was starting to come more and more from leaders in the states rather than a centralized leadership from the U. S. Office; teacher educators, state supervisors, recognized this and recognized the need for leadership and direction to come more and more from people throughout the country.⁵⁸

During the course of gathering data for this study, several state supervisors of Distributive Education were asked if their supervisory roles had changed over the years. A collection of some of the responses will show that the leadership role for Distributive Education has, in fact, changed.

Many State Departments of Education are doing away with the individual service areas and operating by what they term a functional aspect. It's a change that quite frankly I'm not sold on.⁵⁹

Eugene L. Dorr described the change when he said:

I went into Arizona back in 1959. And somewhat like what Jim had, there were three programs operating in the state at that time. You had people that didn't know the program. School administrators that weren't really overly excited about even wanting to implement a program. You were a promotional person; you were going out and you were selling a high school program; you were selling adults; you were

⁵⁸ Interview with Kenneth L. Rowe, cf. Transcript 40, Volume II, Chapter IX.

⁵⁹ Interview with Bernard Nye, cf. Transcript 38, Volume II, Chapter IX.

working with the business community. I did just about everything that could be done. I taught classes. I taught at a teacher education center. I ran adult programs. I went in and interviewed students to get them into programs. Today with the volume that's going on, our people don't have time to do these things. They're becoming more specialists. Now, they're a facilitator. Their job is to know where they should have a teacher-educator. If that teacher-educator is to go there, what should be going on? If they need an adult specialist activity, where do they call on people for this? Where's the money for the programs? How do you develop a project? In other words, today a state supervisor, in my estimation, is a top management person that's making management decisions based on facts and somewhat by intuition. It's a completely different game. You're less the operator today; you're more the management person all the way around.⁶⁰

James W. Biddle concurred with Eugene Dorr when he stated:

This is about the way that it is happening, Lorraine. I first started in the state office. I knew that the program really wasn't too well known and you did have to go out and do a lot of selling, personal selling, talk to school boards, talk at superintendent meetings, superintendent associations, vocational directors. Now the program is pretty well known throughout the state. You don't have to do the selling job any more. We have to manage what is existing and serve in a consultative capacity, a specialist capacity, and also as an evaluator of the programs in the state.⁶¹

There is no doubt that the leadership provided for Distributive Education by such sources as government (federal and state), business and industry, educational institutions, and Distributive Education leaders molded, directed, and guided the discipline to what it is today. Leadership for the discipline may have changed from its original source, but every educational field has leadership of one type or another. Distributive Education has been no exception.

⁶⁰ Interview with Eugene L. Dorr, cf. Eugene L. Dorr--James W. Biddle Transcript 17, Volume II, Chapter VIII.

⁶¹ Interview with James W. Biddle, cf. Eugene L. Dorr--James W. Biddle Transcript 17, Volume II, Chapter VIII.

METHODOLOGY, INSTRUCTIONAL MATERIALS, AND PLANS

Pioneer educators have been continually testing new programs and practices to effect fundamental improvement in Distributive Education programs. Healthy dissatisfactions led to the belief that instruction in marketing and distribution could be significantly better; but to be better, there needed to be a substantial change. Both the substance and the form of instruction have undergone searching reappraisals. Some innovations have had a much greater impact on the role of the teacher than have others. Much of what occurs in the classroom is determined by the teacher. That teacher frequently depends on his professional preparation and the instructional materials available to implement the theory of the innovation.

The depression and World War II did not further the cause of change in teaching methodology or instructional materials for Distributive Education programs. Instructional methods followed somewhat a standard mode. When discussing teaching methodology, T. Carl Brown stated:

In 1950 we were preparing the American Business Education Yearbook. The editor was a teacher educator in business education at Meredith College here in Raleigh. They had a business education department and that was a very good one then. She asked me to write a chapter on, let's see, teaching for distributive occupations [in secondary schools]. So at that time there really wasn't anything much on methods of teaching Distributive Education at the secondary level. I remember after this was published, we reproduced it and it was used in teacher education institutions in a number of states. I remember Peter Haines telling me when we were rooming together, four or five years later at a national conference in Washington, "Well, that's the only thing that's much help in teaching people how to teach Distributive Education."⁶²

⁶² Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

The Beginning of Instructional Methods

In the beginning, the conference method of instruction was the primary instructional strategy used. It is interesting to note that G. Henry Richert wrote in 1940:

With the passage of time, however, and with constant experimentation in the use of other methods, the conference method of instruction has become only one of many ways in which information is conveyed to the persons enrolled in adult classes. An excellent summary of the methods now being employed and a brief statement describing each method is contained in the report of the distributive education conference held in Minneapolis this past summer.⁶³

Two of the groups at the Dunwoody Conference were responsible for discussion of teaching methodology: the Committee on Instructional Material and the Committee on Methods. Both focused their primary attentions on determining "how" to teach. The Methods Committee outlined the following methodology:⁶⁴

- I. Lecture, or Telling Method is a method for giving information quickly and accurately. Many times it is necessary to resort to the lecture method to give necessary facts essential to the progress of the class; quite often people must be "told" the "how" or "why."
- II. Individualized Study Method is one by means of which the learner is assisted in organizing his study so that, under the direction and supervision of a competent instructor, he will profit in proportion to his individual effort.
- III. Discussion Method (Directed Discussion) is a method of teaching used with a group of learners:

⁶³G. Henry Richert, "The Teaching of Distributive Education," The Business Curriculum, Sixth Yearbook of the National Commercial Teachers Federation (Ann Arbor: Ann Arbor Press, 1939), pp. 405-406.

⁶⁴"Preliminary Report of Committee on Methods," The Dunwoody Papers, Report of First National Training Conference for Distributive Education, Council for Distributive Teacher Education, Professional Bulletin Series Number 13 (Madison: University of Wisconsin, 1967), p. 8.

1. With some knowledge of a given topic.
 2. Who talks over different aspects of that topic.
 3. Under the guidance of an occupationally competent leader.
- IV. Research Project Method is one by means of which individual experience and growth is accomplished through individual or group assignments relating to specific questions or topics.
- V. Demonstration and Dramatization Method is a method of instruction in which doing techniques may be shown, explained, and applied. Demonstration may be made and then dramatized as a means of giving emphasis to the subject under consideration.
- VI. Case Method is an adaptation of the problem method as employed in teaching. Discussion is centered upon actual or hypothetical situations, or cases, which are advanced to instruct class members in the given subject.
- VII. Conference Method consists of a pooling of thought of two or more individuals, the purpose of which is to assist in solving problems. This presupposes that the group has all the information necessary to solve the problems, and no new information is to be added.
- VIII. The Panel Method is used for a group of individuals interested in a common purpose. It is generally used in a group which is too large for a conference method, inasmuch as the discussion is presented by a designated number who are prepared to present the facts and discussions to the group as a whole.

Although other instructional methods were considered, the conference technique continued to be the most frequently used method. Ann Berry spoke of "how we taught" when she stated:

At that point we were very involved in methods, particularly the conference method. This was to be used as a part of working with adults. The Federal office was quite insistent that most adult training should be done by the conference method. We had meetings on how to use the conference method. At that point, they believed very firmly that you didn't have to know anything about the subject that was being discussed, if you were a good conference leader. If you were, you could draw it out of the group.⁶⁵

⁶⁵Interview with Ann Berry, cf. Transcript 2, Volume II, Chapter VII.

The committee, when discussing the "individualized study method," made some interesting observations; and again these statements reflect the thinking of the times.

Some distinction should be made between individualized study, as used in distributive classes, and traditional supervised study. In the former, a definite attempt is made to construct a complete course to take care of the needs of the individual, whereas, in the latter, it is the usual rule to aid the individual in mastering a course which may or may not meet his individual needs.⁶⁶

One participant, in expressing his view on "individualized study method," stated:

In using the individualized study method, the teacher of a cooperative class must make careful preparation for each student. The preparation requires that the instructor know what the student is doing each day and that study be correlated with the job; it does not mean giving the student an outline and a text and telling him to go ahead.⁶⁷

Jack Milligan in 1941 supported the use of a variety of instructional methods in addition to the conference method:

At the inception of the vocational distributive education program in 1937, and even at the present time, there was a group who maintained that efficient instruction could only be carried on through the use of the conference method. There are many now who believe that this is a false assumption. Among these latter are those who hold that all known methods have their place in the instructional pattern. At the same time, there are those who have swung to the opposite extreme and maintain that the old stereotyped lecture system is paramount.⁶⁸

⁶⁶"Preliminary Report of Committee on Methods," The Dunwoody Papers, p. 5.

⁶⁷Ibid., p. 6.

⁶⁸Jack Milligan, "In Distributive Education: Adult Distributive Subjects," Problems and Issues in Business Education, Seventh Yearbook of the National Business Teachers Association (Bowling Green, Kentucky: 1941), p. 261.

In the same article, he reflected a concern that it was appropriate to consider Distributive Education a discipline whose content did not lend itself to one answer, one solution, nor one instructional method. He stated:

Distributive Education, dealing as it must with the teaching of salesmanship, merchandising, fashion, personality improvement, buying, and a host of other like subjects - is concerned with problems of human relationship, problems which by their very nature require different answers under varying situations. There is no such thing as a 2 plus 2 equals 4 answer to these problems. In fact, never are conditions such that each of the 2's can be definitely isolated. There is always the intangible "something" which must be taken into account and so eliminated the possibility of reaching the 4 answer.⁶⁹

Sources of Instructional Materials

For many years the instructional materials developed were limited in scope. The emphasis was on preparing materials which were suitable for teaching the competencies needed for successful employment in the retail field. At the Dunwoody Conference, the Committee on Instructional Material agreed that the "functions of retailing can be classified into five functional groups as follows: Merchandise, Promotion, Personnel, Operation, Finance, and Control."⁷⁰ It was this Committee's concern to develop appropriate teaching materials for these five functional areas of retailing. This Committee spelled out its purpose as:

The development and suggestion of plans for national uniformity in published teaching materials with reference to format for publication, definitions and basis for classification of teaching levels and subject matter areas.⁷¹

⁶⁹Ibid.

⁷⁰"Preliminary Report of Committee on Instructional Material," The Dunwoody Papers, p. 13.

⁷¹Ibid., p. 1.

From the Committee's statement, it appeared that constructive endeavors were considered for articulation and exchange of materials between the states.

In these early years the instructional materials available were limited. Ann Berry recollected the times when she stated:

Did you ever see "The Technique of Selling"? That was Natalie Kneeland's and it was the first textbook on sales. All of your sales books that you have now are based on this. It was a study done under Doctor Kneeland's direction with the sales people in the Pittsburgh stores. She asked the salespeople these questions: "How do you approach your customer?" "How do you find out what the customer wants?" The idea was that you could teach these techniques. The salespeople would carry them back and you automatically turned out a sales person. This, of course, was the type of thing that the army and industry had found out in World War I. Retailing was making an attempt to adapt it. So this little "Techniques of Selling" which is long since out of print, but I have a copy of it. It was the foundation, for all of your salesmanship books. It was published in 1923 I think. They had never considered the possibility of systematizing selling.⁷²

Printed material appropriate for the curriculum in the early days was scarce.

When textbooks were used, those most frequently reported included Retail Selling by Norton; Fundamentals of Retail Selling, by Walters and Rowse; Elements of Retail Selling, by Leigh; How to Know Textiles, by Small; Fundamentals of Advertising, by Rowse and Fish; Store Salesmanship, by Briscoe, Briffith, and Robinson; Consumer Goods, by Reich and Seigler; and Textile Fabrics by Wingate.⁷³

Donald Fruehling, when asked about early texts for the field, wrote:

⁷² Interview with Ann Berry, cf. Transcript 2, Volume II, Chapter VII.

⁷³ Kenneth B. Haas, "The Origin and Early Development of Distributive Education--Parts I, II and III," The Origin and Development of Distributive Education (New York: McGraw-Hill, Inc., 1972), p. 9.

In 1929, Norton's Retail Selling (Ginn and Company) was published. Unlike its predecessors, Retail Selling was published exclusively for the pre-Distributive Education high school market. Another first was Retail Merchandising by Walters and Wingate (South-Western, 1932). It was the first retailing book written for high school students, and it survives in its sixth edition to this day.⁷⁴

It becomes apparent that in those days Distributive Education focused on retail training. G. Henry Richert partially attributes his appointment as Regional Agent to the fact that, previous to being interviewed for the position, he had been in contact with a publishing house discussing the publication of his material.

... he said what writings do you have to show. Well, this is where the luck comes in. I had in my brief case a copy of Retailing Principles and Practices, first edition which was just one week old. So I laid this on his desk. He looked at it for a few minutes and he said, "You're hired, Mr. Richert. Go back to Rockford and I'll send a telegram that we want you."⁷⁵

Warren G. Meyer recalled his dilemma when asked to take over a class:

I remember visiting Roy Fairbrother, the State Supervisor, who has now passed away, and I said, "What will I teach them?" He said, "Brother, that's your problem." I really don't know what I did teach them that first week. I survived.⁷⁶

Many teachers began to depend on advisory committees and involvement with national trade associations for instructional materials.

When we first started, we retailers had such limited backgrounds ourselves; we were groping for materials.⁷⁷

⁷⁴Donald L. Fruehling, "The Publishing Industry and DE," a Paper prepared for this study, see Appendix E.

⁷⁵Interview with G. Henry Richert, cf. Transcript 13, Volume II, Chapter VII.

⁷⁶Interview with Warren G. Meyer, cf. Transcript 12, Volume II, Chapter VII.

⁷⁷Interview with Lucy C. Crawford, cf. Transcript 5, Volume II, Chapter VII.

Advisory committees have been a source of instructional materials for many years in addition to fulfilling their duties perceived by the

U. S. Office of Education:

The advisory committee composed of school personnel and local leaders in distribution serves to bridge the interests of the business community and the school to achieve conditions which will accrue, above all, to the benefit of the student. The chief purpose of the advisory committee is to assist in establishing a desirable environment for Distributive Education in the community. Its major task is to arrive at a consensus on objectives, needs, and plans of action that will result in an improved program of instruction.⁷⁸

Dr. Ralph Mason identifies various types of advisory committees, each assuming differing responsibilities:

I like to break down Advisory Committees into three different types. I maintain that in some communities that are thinking about establishing either a coop program or a project plan program in these situations there is a place for a broad-based steering committee that is a temporary one. Twenty-five members or so, broadly based, representing all the interested possible publics that could come in and help give advice, "yes" we will go with this program; "no" we won't go with this program. Now as I often say to groups of people, we make the assumption that we get a "yes" from the steering committee or we're dead; we're shot down. But let's say I would be just as interested if I got the "no"--saying "no" let's wait two years for one reason or another; then I think it would be well advised to do so. But let's say we got a "yes." Then I think from the very inception of this Distributive Education program, you should have an active Advisory Committee. I emphasize active. We have too many Advisory Committees which are appointed to get names on the list and perhaps on the State Report, and we never adequately use these Advisory Committees. So this is what I would call the ongoing Distributive Education Advisory Committee that is maintained from year to year on a rotating membership basis perhaps.

Now, the third one becomes very important in the project method and, perhaps important, in coop Distributive Education

⁷⁸U. S. Department of Health, Education, and Welfare, Office of Education, A Study of Curriculum Development in the High School Cooperative Program (Washington, D. C.: U. S. Government Printing Office, 1960), p. 9.

and is what I would call the technical committee--Technical Advisory Committee. Let me explain. A Technical Advisory Committee would be one that is made up of two or three members in display, let's say, or two or three members in advertising. Let's say two or three of these committees in the tough areas where the teacher-coordinator may not have the expertise or the resources available to him. Now this one again might be temporary. Let's say we are thinking about adding wholesaling to our curriculum at the adult level, or within a project laboratory. I would think an Advisory Committee that we could call technical would be three or four good men or women from the community in the wholesale area that would give you sound advice and suggestions for resources.⁷⁹

Instructional Materials in the 1940's and 1950's

As did every other educational discipline, the Distributive Education curriculum shifted during World War II to care for manpower needs of the times. Early in 1942 four specific wartime programs of training in Distributive Education were developed. These were:⁸⁰

1. Program A: Emergency Replacement Training for New Store Workers
2. Program B: Wartime Program for Experienced Salespersons
3. Program C: Wartime Clinics for Owners and Managers of Distributive Businesses
4. Program D: Wartime Training for Store Supervisors and Department Heads

The instructional materials developed for these courses were "canned." The teacher was given a manual which primarily depended on the conference method for teaching the competencies outlined in the manual. Ann Berry vividly described teaching these courses:

I have the Job Instruction Training Manual that was done by the U. S. Office of Education with a V for victory on it in 1942 to train the people for that period. We took the Job Instruction Training and Job Methods Training and Job Relations Training from Trade and Industry and used that.

⁷⁹Interview with Ralph E. Mason, cf. Transcript 25, Volume II, Volume VIII.

⁸⁰Federal Security Agency, U. S. Office of Education, Digest of Annual Reports, June 30, 1943, p. 55.

You see, retailing was a non-essential job. We took it and used it to train people who were working in PX's, ships' stores, this sort of thing, primarily as an effort to prove that we weren't non-essential.⁸¹

Vivien King Ely recalled teaching in 1946 when she stated:

As I recall 1946, I really wonder how anything constructive happened. And I'm not certain it did. I was just spending the time trying to go through the book, Kneeland and Bernard's Selling Today--that was the text for the Distributive Education course, called Retailing, for senior students.⁸²

M. J. DeBenning recollected what Distributive Education was like when he entered the profession when he stated:

When I started the Distributive Education program ... in Miami, Oklahoma, I did not have any teaching materials. There were very few textbooks that could be used as we have today.⁸³

T. Carl Brown in an article written in 1951 described the basic "principles of teaching for the distributive occupations"⁸⁴ as:

1. Education for the distributive occupations is an integral part of a total educational program.
2. Learners are more effectively conditioned to the world of work through supervised work experiences; "learning by doing" makes the teaching-learning process more effective.

⁸¹Interview with Ann Berry, cf. Transcript 2, Volume II, Chapter VII.

⁸²Interview with Vivien King Ely, cf. Transcript 18, Volume II, Chapter VIII.

⁸³Interview with M. J. DeBenning, cf. Transcript 6, Volume II, Chapter VII.

⁸⁴T. Carl Brown, "Teaching for the Distributive Occupations," Improvement of Business Education Practices; What Business Education Can Do, The American Business Education Yearbook, Volume VIII, (Buffalo and Gowanda, New York: Niagara Frontier Publishing Company, Inc., 1951), pp. 164-198.

3. Effective instruction grows out of the felt needs of pupils arising from work experiences.
4. All business facilities of the community are utilized to enrich pupils' learning experiences.
5. Effective teaching for the distributive occupations is so flexible as to develop in pupils the business intelligence, judgment, and adaptability to meet changing business and economic conditions.

When interviewed, T. Carl Brown spoke of this article:

In 1950 we were preparing the American Business Education Yearbook. The editor was a teacher educator in business education at Meredith College here in Raleigh. They had a business education department and that was a very good one then. She asked me to write a chapter on, let's see, teaching for distributive occupations [in secondary schools.] So at that time there really wasn't anything much on methods of teaching Distributive Education at the secondary level. I remember after this was published, we reproduced it and it was used in teacher education institutions in a number of states. I remember Peter Haines telling me when we were rooming together, four or five years later at a national conference in Washington, "Well, that's the only thing that's much help in teaching people how to teach Distributive Education."⁸⁵

Instructional Materials in the 1960's

The large publishing houses began to recognize Distributive Education's need for instructional materials in the mid-1960's. In the mid-1960's the publishing industry began to give more attention to preparing materials for Distributive Education programs. C. F. Templeman, Editor, The Balance Sheet, South-Western Publishing Company, stated that the publishing industry reacts to the needs of a market. For many years printed text materials for Distributive Education were limited to a few standard texts such as Retail Merchandising, printed in 1932, and the first retailing book written for high school classes.

⁸⁵ Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

As enrollments in Distributive Education programs increased, a demand for printed materials was stimulated. It was not until the passage of the 1963 Vocational Education Act that Distributive Education programs began to grow by leaps. It was then that the "market need" for printed curriculum materials became imperative.⁸⁶

Harland E. Samson assumed the position of consulting editor for Distributive Education and the Distributive Education Series of the South-Western Publishing Company. Lawrence A. Walsh became Senior Editor for Distribution and Marketing for the Gregg Division of the McGraw-Hill Book Company. Mr. Walsh related the new direction taken at Gregg:

In 1965 shortly after the passage of the Vocational Education Act of 1963, it became apparent that many changes were developing in Vocational Education in general and Distributive Education in particular. For nine months during the 1965 to 1966 period I was given a special assignment to conduct a National Research Study in Vocational Education. The purpose of this study was to identify some of the new directions and the implications that these directions would have for educational publishing.⁸⁷

Harland E. Samson expressed his views on printed materials for Distributive Education programs when he stated:

I like to view the printed material and the visual material that we have in the field as resources to the teacher. I don't think that we can, as easily happens, have a teacher adopt a textbook and then go through it chapter by chapter. What this means is that they are doing no serious thinking about the needs of their students or goals that their program requires. If Distributive Education is moving into a competency patterned approach through our instructional work, it would seem to me that we would have to break down our materials into smaller packets so that the student who was wanting to

⁸⁶Conversation with C. F. Templeman, March, 1973.

⁸⁷Interview with Lawrence A. Walsh, see Appendix

study a given topic would have a resource devoted to that. This would be more appropriate, probably, than having a section of the hard-covered book that he could go to. We can update the smaller packets more frequently. They are probably more acceptable to the students because they can be managed better. We can write packets at several different reading levels which is very hard to do with a hard-covered book. With a hard-covered book, you have only one version; and you can't write it at different levels. So I would see the need to put out more software of the kind that can be specific and that can be updated and adjusted rather easily.⁸⁸

Donald Fruehling, currently General Manager of Gregg Division of McGraw-Hill, Inc., and a former Distributive Education coordinator, spoke of the need for the publishing industry to produce materials suitable for "new" Distributive Education instructional programs:

A research study conducted by the Gregg Division in 1965 pointed up the need to develop totally new kinds of learning systems, based on job performance needs and individualized to suit varying student interests and career objectives. The study also pointed up the need for different levels of materials, for revision or expansion of certain hard-covered textbooks, for special materials for adult education, and for a variety of nonprint media to facilitate learning.⁸⁹

Professional instructional materials to be used in the training of teachers for Distributive Education programs were in limited supply for many years. U. S. Office of Education bulletins, conference and seminar reports, articles in professional journals and yearbooks, state publications prepared by educational institutions were the primary sources of professional literature. Kenneth Haas wrote, in 1941, Distributive Education which became a "teacher-training" guide.

⁸⁸ Interview with Harland E. Samson, cf. Transcript 27, Volume II, Chapter VIII.

⁸⁹ Donald L. Fruehling, "The Publishing Industry and DE," a Paper specially prepared for this study, see Appendix G.

T. Carl Brown remembered this early text during his interview when he stated:

Haas has written this book. At least he knew something about the field that he could share with us at various summer sessions and conferences.⁹⁰

A review of the literature clearly indicates that for many years "we did what we could do in teacher education with what we had."⁹¹

Ralph E. Mason, when interviewed recollected how the first edition of the text, Cooperative Occupational Education and Work Experience in the Curriculum, was developed:

... Mr. Russ Given of Interstate Printers and Publishers, who is now president of the company, came over to the University of Illinois one day where I was teaching some methods classes and he said, "Beaumont tells me that you have some pretty good course outlines." Of course, I propped up my chest a little bit there. He said, "Why don't you put this into a softback?" So we put it into softback on a trial run. I guess you would say it was a trial marketing idea. Of course, that became just a little seven chapters of planning and organization approach. Well, then Dr. Peter Haines and I got our heads together over the table one day and you know how these things happen over the table. I very much respect Dr. Haines' editing ability and his background in the field of Distributive Education and his experience as an author. We just decided to make a team of it. I felt that my basic manuscript could become the basis for an extended hardback. He added his ideas and editing abilities to the hardback.⁹²

In 1972 Organization and Administration of Distributive Education by Lucy C. Crawford and Warren G. Meyer was published. In the same year the third edition of Methods of Teaching Business and Distributive

⁹⁰Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

⁹¹Interview with Ann Berry, cf. Transcript 2, Volume II, Chapter VII.

⁹²Interview with Ralph E. Mason, cf. Transcript 24, Volume II, Chapter VIII.

Education was published being "an extensive and complete revision of the Second Edition. Chapters 8, 9, 10, and 11 are entirely new, representing teaching methods and procedures in the distributive subjects, the cooperative plan, the project plan, and youth organizations."⁹³

The Cooperative Method

If cooperative education is considered an instructional method, then in Distributive Education the methodology was mandated by law from 1936 to 1963.

All we had was coop. That's all we could have. We are probably the only program whose methodology was spelled out in the law.⁹⁴

Glen Oscar Emick wrote in 1936 that the cooperative method was in fact the most effective and efficient method for both schools and business (merchants). He felt that school administrators would support the method because it helped develop responsible citizens by providing:

1. A vision of the leadership opportunities that are to be found in retailing and other distributive fields for well trained men and women.
2. An understanding of the part the distributive system plays in the economic life of the community, the nation, and the world.
3. The development of personality traits which make for harmonious work relationships.
4. The development of work habits, attitudes, and understandings in keeping with the existing standards of marketing.

⁹³Harm Harms, et al, Methods of Teaching Business and Distributive Education, 3rd Edition (Cincinnati: South-Western Publishing Company, 1972), pp. iii-iv.

⁹⁴Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

5. The development of vocational efficiency in terms of job requirements.⁹⁵

He stated that merchants would like the method because it would:

1. Familiarize the pupil with the principles of salesman-ship.
2. Prepare him for a gainful occupation.
3. Familiarize him with certain fundamental merchandise.
4. Familiarize him with the sources of merchandise and the channels through which it passes in reaching the consumer.
5. Cultivate personality and character.
6. Cultivate high standards of ethics.
7. Give the pupil an appreciation of values which will make him a better buyer of merchandise for personal use.
8. Familiarize him with the relations of employee, employer, and customer.
9. Impress on him the importance and need of adopting "service" as his ideal.
10. Teach him to properly evaluate the position of the merchant and the salesman in the social order.⁹⁶

Kenealy and Blowers spoke of cooperative education for distributive occupations as a "plan or system of training."

Cooperative education for the distributive occupations, as a plan or system of training, has received considerable impetus in the secondary school programs of the United States since the passage of the George-Deen Act.

Educators have long recognized the values inherent in a system of education which combines the study program of the classroom with the practical training received in actual employment. In a well organized, properly taught and effectively supervised cooperative distributive education program, all learning factors are blended to produce greater vocational efficiency with the work experiences of the students vitalizing the study experiences of the classroom, and giving them new meaning and significance. Few programs, however, are more difficult to organize and supervise. There must be a clear recognition of the problems and issues involved in certain

⁹⁵Emick, Cooperative Training in Retail Selling in the Public Secondary Schools, p. 26.

⁹⁶Ibid., p. 27.

existing characteristic shortcomings of this type of education which are to be avoided.⁹⁷

During the "implementation years" the cooperative method continued to be the dominant teaching methodology used in Distributive Education programs. James W. Biddle recalled using the cooperative plan in Indiana:

... everything was coop. In fact Distributive Education has been coop from the word go. It's only because of this funding that was identified in the 1963 Act that we began to look at project as another means of instruction in Distributive Education.⁹⁸

The Project Method

It was not until the 1963 Vocational Education Act that other "methods" could be considered. At this time, the project plan of instruction was introduced.

Some people felt that by inserting the project method, that the coop method as we had always known it was going to go by the wayside; that the program was going to be diluted and the outcomes of the program could not be realized in this way.⁹⁹

The 1963 Distributive Education Clinic generated many papers and a body of literature providing guidelines for developing new teaching methods and preparing instructional materials "in tune" with the new times.

⁹⁷ Willis M. Kenealy and Hughes M. Blowers, "In Distributive Education: Cooperative Training," Problems and Issues in Business Education, Seventh Yearbook of the National Business Teachers Association (Bowling Green, Kentucky, 1941), p. 266.

⁹⁸ Interview with James W. Biddle, cf. Eugene L. Dorr--James W. Biddle Transcript 17, Volume II, Chapter VIII.

⁹⁹ Interview with Kenneth L. Rowe, cf. Transcript 39, Volume II, Chapter IX.

... the national clinic of 1963 has major impact in that the clinic had on the program the specialists of Distributive Education from the U. S. Office of Education, each presenting a point of view or a position paper.¹⁰⁰

To help classroom teachers develop the instructional materials needed for the project plan of instruction, the leadership became involved in several activities. Harland E. Samson prepared a paper for the 1967 National Distributive Teacher Education Seminar which provided some guidelines for the writing of projects for classroom use. The paper was entitled "Projects and Project Structure" and has become known as the "Seven Essential Elements of a Project."¹⁰¹

Harland E. Samson recalled this work:

... I was at the 1963 National Clinic that was held in which John Beaumont, Mary Marks, and Ed Nelson and Don Armstrong, Saunders, and others previewed what they thought would be the outcome of the 1963 legislation that was then pending. President Kennedy's Committee of Consultants had reported. That meeting was in, say, like March or something like that. We were anticipating the legislation at that time. The conversation was, what should we be doing? A report had come out of that meeting dealing with the four target groups that the legislation did focus on--the high school, post secondary, adult, and special needs. In the process we became concerned about co-op versus non-coop. Non-coop had sort of negative connotations to it. So there was quite a hassle for a number of months about what were we going to call the non-coop approach. Mary Marks made some statements at AVA and other places on laboratory or project, a project method, or a project laboratory, all sorts of terms running around.

I had tried to create in my own mind: What is a project? What kind of a thing are we talking about? I was invited to be a part of the group that worked with the institute that

¹⁰⁰ Interview with Kenneth L. Rowe, cf. Transcript 40, Volume II, Chapter IX.

¹⁰¹ Readings in Distributive Education: The Project Plan of Instruction and Related Teacher Education (East Lansing: Michigan State University, Department of Secondary Education and Curriculum, 1968), pp. 45-49.

was put on between Michigan State and Arizona State and under the leadership of Peter Haines. He asked if I would write this out. So I did. I had tested with my students here the project idea. We created some project type learning activities. That's the way I got started with this. That's when I came out with the essential elements of the project in 1967.¹⁰²

Research studies designed to produce findings for the new thrust (the project plan of instruction) were conducted at various institutions. Michigan State University was engaged in a major project.

Michigan State University, through its Research and Development Program in Vocational-Technical Education, has established seventeen Pilot Programs in Preparatory Distributive Education which will look at the effectiveness of the project and cooperative methods of instruction in distributive education.

Each school contains four treatment groups, an eleventh grade distributive education class taught by the project method, an eleventh grade control class, a twelfth grade distributive education class taught by the cooperative method of instruction, and a twelfth grade control class. Comparisons will be made regarding prior achievement, age, sex, teacher attitude, socio-economic status of student and school community, as well as comparing the results of test scores in selling and economic understanding. Pre- and post-testing will be done in each treatment group.¹⁰³

Contemporary Research for Instructional Development

Much of the research and development efforts done in the 1940's and 1950's were important to Distributive Education but were not visible because most projects were done at the state and local level without national support. There existed no basic clearinghouse for all the documents and reports being generated each year by various states.

¹⁰² Interview with Harland E. Samson, cf. Transcript 27, Volume II, Chapter VIII.

¹⁰³ Council for Distributive Teacher Education (CDTE) Newsletter, Volume IV, Number 3 (January, 1967), p. 3.

Many of the research efforts were often informal in nature and related to curriculum development.

In the mid-1960's federal funds became available for research and development efforts. Formal Research and Development projects conducted at the University of Washington and Michigan State University are illustrative of national efforts in research for Distributive Education.

Finding answers for determining what we teach in any discipline can be perplexing. Those involved in development of curriculums for Distributive Education now have available to them several competency studies. The Ertel Study (Clusters of Tasks Performed by Merchandising Employees in Three Standard Industrial Classifications of Retail Establishments), the Crawford Study (A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education), and the Samson Study (The Nature and Characteristics of Middle Management in Retail Department Stores) have all depended upon the analysis of jobs in marketing and distribution. These studies had a major impact on the instructional materials developed and "how" to teach for individuals to be prepared for occupations in marketing and distribution.

The Crawford Study is illustrative of a research force which provided direction to the "why" and "how" of teaching for distributive occupations.

Mrs. Lucy Crawford at Virginia Polytechnic Institute has received funding for a research project titled "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education."¹⁰⁴

¹⁰⁴ Council for Distributive Teacher Education (CDTE) Newsletter, Volume III, Number 3 (February, 1966), p. 2.

Lucy C. Crawford, when interviewed for the study, gave her perception of the Crawford Study in curriculum development for Distributive Education:

It [the Crawford Study] is being used a great deal more than I ever dreamed. Well, the technical part of the study is the part that the people are using. And it was really just an outside value because when we got ready to do the professional task, there was enough literature for us to use to write those out and then test them. But when it came to the subject matter area, we decided the only way you could tell what a teacher needed to know from the subject matter standpoint was to determine what the workers needed to know. And that meant going to the field.

We had a staff of people who had degrees in retailing who did interviews. They interviewed 76 jobs in the 7 categories of business with the idea of determining what the worker needs to know so that the teacher, then, would at least be knowledgeable about it. People all over the country are using the technical part. That was a great surprise to me that we would have that much activity.¹⁰⁵

It appears that what was taught in the schools and how it was taught was continually examined and evaluated on the basis of aims and purposes of the discipline of Distributive Education. As the sources of knowledge and experience expanded, the field was able to utilize the talent developed and technological innovations. Once the purposes of a discipline are set and the curriculum developed on the basis of clear, comprehensive theories of learning, teaching, and knowledge, then the "how" of teaching can be considered.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Through peer group associations, a profession develops a framework from which emerges a whole set of principles, values, aims, and

¹⁰⁵ Interview with Lucy C. Crawford, cf. Transcript 5, Volume II, Chapter VII.

goals. The framework for this section is two-fold: (1) the development and affiliation with professional associations, and (2) the development of a youth organization.

Development and Affiliation with Professional Associations

Professional organizations often form a nucleus from which leadership for the field emerges. It is through these associations that much of the literature for the field is developed, and professionals in the field are able to exchange and create new directions for the profession. Often a professional organization has strong controlling powers on the direction the profession will, in fact, take, the actions it will support, and the thrusts it will project. Professional organizations provide the vehicle for the sharing of experiences and knowledges and achieving professional growth. The professional organization which fulfills the needs of distributive educators at all levels is the American Vocational Association (AVA). The American Vocational Association is the most significant professional association for Distributive Education because it clearly relates to the needs of distributive educators at all instructional levels and leadership roles. T. Carl Brown spoke of the leadership support the American Vocational Association has given Distributive Education when he stated:

The American Vocational Association has always supported Distributive Education along with our other services. The amount of money paid in the dues from Distributive Education doesn't nearly support the services we get. It still doesn't today. We have nearer three thousand members to take care of apportionment of services for each division that has over a thousand members. We've gotten good support from the American Vocational Association.¹⁰⁶

¹⁰⁶ Interview with T. Carl Brown, cf. Transcript 3, Volume II, Chapter VII.

The American Vocational Association is organized into divisions and departments (see Appendix D). It is composed of eight divisions of which Distributive Education is one. The Distributive Education Division, like all other divisions of AVA, is represented on the board by a vice-president. This vice-president is elected for a three-year term of office. The duties of the Vice-President of the AVA for Distributive Education are outlined in this statement:

The Vice President shall represent the Division on the Board of Directors of the AVA in accordance with the AVA Bylaws. He shall serve as liaison between the AVA Board and the Distributive Education Division. He will serve as chairman of the Division's Policy Committee. He will perform other duties in line with the responsibility of his office in the growth and development of distributive education.¹⁰⁷

It was through the affiliation with the American Vocational Association that Distributive Education maintained a separate identity yet benefited by association from national recognition as a discipline for study. During some critical times, affiliation with the AVA provided Distributive Education with the "back-up" power needed to survive those hard times.¹⁰⁸

Reno S. Knouse spoke articulately of the leadership role the AVA has given Distributive Education:

The American Vocational Association early recognized the importance of Distributive Education and gave proper emphasis by organizing a division. It was small at first but very soon became a major division. The American Vocational Association has given strong leadership to the Distributive Education occupational program. American Vocational Association also

¹⁰⁷"Operating Policies for the Distributive Education Division of the Distributive Education Division of the American Vocational Association, Inc.," a mimeographed statement obtained from Dr. Bernard Nye, p. 2 (see Appendix D).

¹⁰⁸Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

encouraged the organization of affiliated organizations in Distributive Education such as National Association of State Supervisors of Distributive Education, National Association of Distributive Education Teachers, Cooperative Occupational Teacher Education, National Association of Distributive Education Local Supervisors and Distributive Education Clubs of America.¹⁰⁹

The leadership role of the Distributive Education Division of AVA is clearly indicated in its statement of the general purposes of the Distributive Education Division. These general purposes are as follows:

1. To develop high professional standards among the membership.
2. To promote the field of distributive education by (1) encouraging the dissemination of new ideas; (2) fostering practical research; (3) implementing plans which will aid in promoting and upgrading distributive education in the various states and territories; and (4) lending guidance and support to the distributive education youth organization, the Distributive Education Clubs of America.
3. To develop among distributive educators (1) an understanding of the distributive education program; (2) an appreciation of its importance; and (3) a realization of their relationship with it.
4. To keep members of the Distributive Education Division informed as to the trends, plans, policies and current operations of the AVA and their implications for the promotion, development and welfare of vocational education.
5. To encourage inter-relationships with agencies, organizations and institutions through and with the Distributive Education Division.
6. To identify the function of distributive education in preparing people for the world of work.
7. To interpret and implement Federal Acts of Legislation as they apply to distributive education and vocational education.¹¹⁰

¹⁰⁹ Interview with Reno S. Knouse, cf. Transcript 9, Volume II, Chapter VII.

¹¹⁰ "Operating Policies for the Distributive Education Division," p. 1 (see Appendix D).

The Distributive Education Division is composed of four organizations, each intended to serve the needs of a specific leadership group:

1. The Council for Distributive Teacher Education (CDTE)
2. The National Association of Distributive Education Teachers (NADET)
3. The National Association of Distributive Education Local Supervisors (NADELS)
4. The National Association of State Supervisors of Distributive Education (NASSDE)

Each of these groups operate under their own set of guidelines as outlined in their own respective Constitutions. Each group has its own officers to pursue the organization's own unique aims and goals in the field of Distributive Education.

The Council for Distributive Teacher Education (CDTE). The Council for Distributive Teacher Education was organized in 1961 (see Appendix D) and has been engaged in research activities; and, through its vast number of bulletins disseminated, the Council has provided literature to the field for implementation in Distributive Education teacher education programs. The CDTE outlines its purposes as:¹¹¹

1. To facilitate the exchange of ideas, materials, and philosophy relevant to teacher education for distributive education.
2. To advance and promote the profession of distributive education as a career.
3. To encourage the development and improvement of standards in teacher education for distributive education.
4. To stimulate the research pertinent to distributive education and to the building of a body of professional literature.
5. To maintain liaison and cooperate with organizations and groups on matters of national importance to teacher educators of distributive education.

¹¹¹The CDTE Constitution, from materials received from Dr. Neal Vivian, 1972 (see Appendix D).

6. To raise the image of distributive teacher education to the highest level.

Membership in the organization consists of teacher educators and other Distributive Education personnel with an interest in advancing Distributive Teacher Education. Mary Marks stated:

We also had the development of a Council for Distributive Teacher Education because of Miss Bernard's leadership through the American Vocational Association Distributive Education Division. She asked me to make some inquiries concerning Distributive Education's affiliation with the Associated Organizations for Teacher Education. It was necessary for us to have some kind of identifiable group, and so the Council came into being. Peter Haines suggested the name and Reno Knouse was a moving spirit. This Council had professional visibility, but there were some uneasy times when it was organizing. There were those who felt another group was not needed; that the business teacher education organization could serve both Business Education and Distributive Education.¹¹²

The CDTE is primarily engaged in research and publication for the field. It is interesting to note that the CDTE has at times considered its leadership role to be one of advocating and developing resolutions for and about vocational education in general in addition to providing leadership for Distributive Education (see Appendix D). CDTE has a program of recognition as part of its total scope of professional services. The national recognition program includes a Distributive Teacher Education Award and a Distributive Teacher Education Citation.

This program is intended to stimulate, encourage, and reward outstanding contributions to the advancement of distributive education generally and distributive teacher education particularly.¹¹³

¹¹²Interview with Mary V. Marks, cf. Transcript 23, Volume II, Chapter VIII.

¹¹³"The Council for Distributive Teacher Education (CDTE)," prepared by Neal Vivian, March, 1973.

The National Association of Distributive Education Teachers (NADET).

The National Association of Distributive Education Teachers was formed at the American Vocational Association Convention of 1957.

The new group was sponsored by NASSDE (the National Association of State Supervisors of Distributive Education), and gained particular encouragement in those early stages from Miss Marguerite Loos and Miss Louise Bernard.¹¹⁴

NADET is the professional organization designed to fulfill the needs of local teacher-coordinators. Membership in the National Association of Distributive Education Teachers includes teachers of Distributive Education at the secondary, post-secondary, and adult levels. NADET has outlined these purposes in its Constitution:¹¹⁵

1. To maintain an active role of professional leadership in the promotion of distributive education.
2. To provide distributive education teachers a national organization devoted exclusively to their interests.
3. To provide an opportunity for distributive education teachers to discuss developments affecting distributive education on a national level.
4. To serve state and local organizations of distributive education teachers.
5. To cooperate with the American Vocational Association in furthering the cause of vocational education.
6. To encourage and professionally support the Distributive Education Clubs of America.

The National Association of Distributive Education Local Supervisors (NADELS). City and county supervisors of Distributive Education programs and supervisors of Distributive Education programs at area schools and community colleges established their own organization called

¹¹⁴"Everything You've Always Wanted to Know About NADET but Didn't Know Who to Ask," Handbook: National Association of Distributive Education Teachers, p. 1.

¹¹⁵"The National Association of Distributive Education Teachers (NADET)," prepared by Mrs. Janie Sullivan, President, NADET, March, 1973 (see Appendix E).

the National Association of Distributive Education Local Supervisors (NADELS). This group identified its purposes as:¹¹⁶

1. To enhance the administration and supervisory functions of supervision.
2. To provide a channel of communication among members of the organization.
3. To maintain an active role of professional leadership in the promotion of distributive education.
4. To interpret federal acts of vocational and technical education as they apply to the local level.
5. To encourage research and studies in vocational and technical education on the part of its members.
6. To take an active leadership role in the promotion of DECA.

The National Association of State Supervisors of Distributive Education (NASSDE). Membership in the National Association of State Supervisors of Distributive Education is composed of State Supervisors of Distributive Education. The Executive Committee of NASSDE consists of the president, the vice-president, the secretary, the treasurer, the immediate past president, and representatives from four regions: the North Atlantic Region, the Central Region, the Southern Region, and the Western Region. (For Distributive Education enrollment figures in each NASSDE region for the year ending 1972, see Tables 28, 29, 30, and 31.)

In a summary statement identifying the contemporary status of NASSDE (see Appendix E), James W. Biddle stated:

The primary objective of the association is to further the cause of distributive education and the welfare of its professional workers.¹¹⁷

¹¹⁶From information obtained from Bernard Nye, State Supervisor for Distributive Education, Columbus, Ohio, 1973.

¹¹⁷Obtained from materials received from James W. Biddle, President, NASSDE, 1971 (see Appendix E).

TABLE 28

NASSDE REGIONAL REPORTS^a

THE NORTH ATLANTIC REGION -- PROGRAM STATUS AND STAFFING

States	Secondary Cooperative		Secondary Project		Post-Secondary		Adult Teachers		Teacher Education		State Staff	
	Programs	Teachers	Programs	Teachers	Programs	Teachers	Part Time	Full Time	Number of Institutions	Teacher Educators	Full Time	Part Time
CT	66	72	0	0	0	0	0	0	1	1	1	1
DE	20	33	0	0	1	1	1	1	0	0	1	2
DC	--	--	--	--	--	--	--	--	--	--	--	--
ME	--	--	--	--	--	--	--	--	--	--	--	--
MD	70	74	2	2	5	9	8	0	1	1	1	1
MA	112	125	0	0	8	12	0	2	0	0	1	1
NH	--	--	--	--	--	--	--	--	--	--	--	--
NJ	163	163	1	1	2	2	0	6	4	4	2	0
NY	200	200	362	572	27	76	0	0	5	6	4	0
PA	158	187	0	0	2	2	0	7	0	0	1	0
RI	23	27	0	0	2	4	0	0	1	2	1	0
VT	14	16	0	0	0	0	10	0	0	0	0	1
WV	24	24	1	1	2	2	0	0	0	0	0	1
Totals	850	921	366	576	49	108	19	16	12	14	12	7

^aNASSDE Regional Report presented at the American Vocational Association Convention, Chicago, Illinois, December 5, 1972.

TABLE 29
THE CENTRAL REGION -- PROGRAM STATUS AND STAFFING
NASSDE REGIONAL REPORT^a

States	Secondary Cooperative		Secondary Project		Post-Secondary		Adult Teachers		Teacher Education		State Staff	
	Programs	Teachers	Programs	Teachers	Programs	Teachers	Part Time	Full Time	Number of Institutions	Teacher Educators	Full Time	Part Time
IL	--	--	--	--	--	--	--	--	--	--	--	--
IN	94	98	6	7	3	3	15	0	3	6	2	0
IA	59	62	0	0	27	44	0	1	1	2	2	0
KS	45	45	0	0	18	18	27	11	1	2	2	0
KY	86	97	14	14	2	2	81	8	4	5	4	0
MI	--	--	--	--	--	--	--	--	--	--	--	--
MN	140	175	13	13	60	140	125	5	4	7	3	2
MO	138	202	2	2	0	0	0	0	2	4	2	0
NB	36	47	0	0	6	12	17	5	1	2	1	1
OH	330	356	10	10	17	69	0	6	3	3	10	0
SD	31	41	0	0	1	2	0	0	0	0	1	0
WI	(reported P. S. only)				21	100	--	--	--	--	3	0
ND	18	18	(2) ^b	(2) ^b	4	6	18	0	1	1	1	1
Totals	977	1140	45	46	159	396	283	36	19	32	31	4

^aNASSDE Regional Report presented at the American Vocational Association Convention, Chicago, Illinois, December 5, 1972.

^bBrackets () mean included in another count.

TABLE 30
NASSDE REGIONAL REPORTS^a
THE SOUTHERN REGION -- PROGRAM STATUS AND STAFFING

States	Secondary Cooperative		Secondary Project		Post-Secondary		Adult Teachers		Teacher Education		State Staff	
	Programs	Teachers	Programs	Teachers	Programs	Teachers	Part Time	Full Time	Number of Institutions	Teacher Educators	Full Time	Part Time
AL	92	99	4	4	7	7	0	3	2	2	5	0
AR	32	38	2	2	2	3	42	5	1	1	1	1
FL	146	224	29	29	44	45	417	5	3	5	5	0
GA	104	105	0	0	3	7	0	1	1	2	3	0
LA	82	97	35	35	2	2	0	2	2	2	3	0
MS	41	41	14	14	10	13	59	1	1	1	3	0
NC	200	250	25	30	0	0	0	0	2	3	5	0
OK	56	56	(20) ^b	(20) ^b	10	17	11	8	2	2	11	0
PR	--	--	--	--	--	--	--	--	--	--	--	--
SC	53	58	34	33	0	0	0	0	0	0	3	0
TN	104	108	15	15	2	5	1	4	2	4	4	0
TX	374	436	(122) ^b	(122) ^b	34	77	200	16	3	3	8	0
VA	203 ^c	276 ^c	172 ^c	219 ^c	2	3	523	14	3	12	6	0
Totals	1487	1788	333	381	116	179	1253	59	22	37	56	1

^a NASSDE Regional Report presented at the American Vocational Association Convention, Chicago, Illinois, December 5, 1972.

^b Brackets () mean included in another count.

^c Total unduplicated count for Virginia in Secondary Cooperative and Project: 223 programs, 370 teachers.

NASSDE REGIONAL REPORTS^a

THE WESTERN REGION -- PROGRAM STATUS AND STAFFING

TABLE 31

STATES	Secondary Cooperative		Secondary Project		Post-Secondary		Adult Teachers		Teacher Education		State Staff	
	Programs	Teachers	Programs	Teachers	Programs	Teachers	Part Time	Full Time	Number of Institutions	Teacher Educators	Full Time	Part Time
AK	9	10	1	1	0	0	1	3	0	0	1	1
AZ	--	--	--	--	--	--	--	--	--	--	--	--
CA	85	90	91	72	84	908	480	176	2	2	8	8
CO	75	87	0	0	12	22	68	7	2	2	2	1
HI	--	--	--	--	--	--	--	--	--	--	--	--
ID	--	--	--	--	--	--	--	--	--	--	--	--
MT	19	24	0	0	5	9	0	1	0	0	1	0
NV	11	11	0	0	0	0	0	0	0	0	1	0
NM	31	31	0	0	5	5	0	0	1	1	0	1
OR	56	59	0	0	13	20	40	0	1	1	1	1
UT	49	56	4	4	7	23	30	1	2	3	1	0
WA	175	150	44	44	20	35	0	0	2	2	2	7
WY	19	24	0	0	3	3	0	0	1	1	1	0
Totals	529	542	140	121	149	1025	619	188	11	12	18	19

^aNASSDE Regional Report presented at the American Vocational Association Convention, Chicago, Illinois, December 5, 1972.

He further outlines a set of activities designed to accomplish the primary objective of NASSDE:¹¹⁸

1. Maintaining close cooperation with all vocational education services and the American Vocational Association.
2. Further promoting and coordinating vocational distributive education throughout the United States and its Territories.
3. Developing and maintaining close cooperation among the States and Territories for the interchange of ideas, materials, problems, and accomplishments.
4. Promoting and developing sound practices in the field of distributive education.
5. Developing sound educational leadership in distributive education.
6. Encouraging close working relationships with trade and business groups.
7. Further establishing and maintaining the identity of distributive education and its services to the field of distribution.
8. Encourage, advise, and professionally support the Distributive Education Clubs of America (DECA) as an integral part of the instructional program in distributive education.

Professional Relationship with the National Business Education

Association (NBEA). Although the relationship between Business Education and Distributive Education has not always been harmonious, the National Business Education Association through its yearbooks has, for example, given some attention to the field of distribution. The remarks made by Harry M. Bowser in the First Yearbook of the National Commercial Teachers' Federation do indeed show Business Education as being cognizant of the subject content now commonly classified as Distributive Education. Mr. Bowser stated:

¹¹⁸Ibid.

Commercial teachers of today find themselves in the midst of a growing demand for socialized commercial education. Salesmanship should be one of the first of these social-commercial subjects to be added to the commercial curriculum. The depression has driven home, as nothing else could, the fact that all business centers around selling, and no commercial curriculum is complete without a course in salesmanship.¹¹⁹

The National Business Education Association, in its articles of incorporation, states its purposes and objectives as:

The purposes for which the corporation ... is organized are to promote all phases of business education, both vocational and nonvocational, and to serve as a unifying agency among regional and other groups dedicated to this goal.¹²⁰

The organization uses a program department structure with each department representing an instructional level. The program departments of NBEA are:¹²¹

1. NABTE Department (including four-year colleges and universities)
2. Junior and Community College Department
3. Vocational and Technical School Department
4. Private Business College Department
5. Secondary School Department
6. State and Local Supervision and Administration Department
7. Continuing Education Department

Professional organizations through their publications develop literature for the field. Both the American Vocational Association, through its journal and other publications, and the National Business Education Association, through its magazines and yearbooks, have produced for the Distributive Education profession a body of literature from which new directions and new thrusts can emerge.

¹¹⁹Harry M. Bowser, "Salesmanship," National Business Education Outlook: The Personal Equation in Business Education, Principles and Practices of the Business Education Curriculum, First Yearbook of the National Commercial Teachers' Federation (Waterloo, Iowa: 1935).

¹²⁰"National Business Education Association Articles of Incorporation," Business Education Forum (April, 1971), p. 41.

¹²¹"National Business Education Association Operating Policies," Business Education Forum (April, 1971), p. 41.

Development of Youth Organization--DECA

As Distributive Education programs began to develop, Distributive Education youth "clubs" began to form long before a national youth organization was established. Many of these clubs were called "Retailing Clubs" or "Merchandising Clubs," but each had as its primary aim the opportunity for youth with common likes to share in social and educational activities. The Southern States, along with Ohio and Illinois, were the pioneers in the youth club movement. In Ohio, for example, an association of local clubs was organized on a state-wide basis long before the national association was formulated.

The first thing we knew, after the second year when classes were organized, we had probably about 10 or 12 clubs. They were so interested to know what the other [clubs in Ohio] were doing that they decided to have one club and we would call it the Future Retailers of Ohio. [All the clubs in Ohio] would like to get together once in a while. I knew nothing about Virginia or others. At one of the AVA meetings, or something like that, where I was at a conference, I learned that they had these clubs in the south. We decided to all get together. So it was planned then that we would go to Memphis and hold a convention.¹²²

Early Beginnings of DECA. At the 1945 American Vocational Association convention, a national committee representing states with an interest in developing a national youth organization was established. This committee was charged with the responsibility of developing a tentative plan and guidelines for the formation of a national organization. This planning committee met in Washington in March, 1946, with U. S. Office of Education representatives and developed a tentative constitution which was sent to all interested states for their review. Marguerite Loos recalled her involvement when she stated:

¹²² Interview with Marguerite Loos, cf. Transcript 11, Volume II, Chapter VII.

Well, first they said we'd have to get approval of Washington, and the man who was at the head of it at that time. They wanted us to have a committee, an advisory committee in Washington, and we had to get the approval of Washington Office of Education in order to have clubs. I don't know why I was the one but they all said I should go to Washington and get the approval so we could have a conference or convention in Memphis.

I was sent there and Mr. John Pope, who was the southern states' regional agent was very much interested in clubs and having this national convention.¹²³

At times the establishment of National DECA was an uphill battle.

Both Mary Marks and Marguerite Loos refer to the problems encountered by the U. S. Office of Education when DECA was being established.

The Future Homemakers of America has a very strong relationship with the staff of our office, and is chartered through Occupational Education. When DECA came along, there was some feeling that the U. S. Office of Education should not be their sponsor, perhaps because of fund raising. I was told also that interested businessmen wanted to avoid "government control." In any event DECA is not part of Occupational Education. John Beaumont was very close to DECA and to Harry Applegate when John was in the Federal service. So DECA and Occupational Education have had a cooperating relationship from the start.¹²⁴

In spite of some difficult times during the March, 1946, meeting in Washington, D. C., an interstate conference was scheduled for April, 1947. The central purpose of this meeting was to establish a national youth organization for Distributive Education. The committee outlined the purposes of the conference to be that of:¹²⁵

1. Exploring common problems.
2. Exchanging ideas of state and local developments.
3. Recommending initiation ceremonies and procedures for officer installation.

¹²³ Ibid.

¹²⁴ Interview with Mary V. Marks, cf. Transcript 23, Volume II, Chapter VIII.

¹²⁵ Marguerite Loos, "Distributive Education Clubs of America," American Vocational Journal (September, 1947), p. 32.

4. Reporting recommended practices and procedures for organizations, contests, publications, and civic and social work.

This was to be the first national club meeting, and it was held in Memphis, Tennessee, in April, 1947. The twelve participating member states decided that all state and local clubs would retain their individual names and at that point in time would be only affiliated with the national organization.

The adoption of a constitution and the finalization of an official name, the Distributive Education Clubs of America, was not done until the National Leadership Conference in St. Louis, Missouri, in April, 1948. Distributive Education Clubs of America began with seventeen charter members: Arkansas, Georgia, Indiana, Kansas, Kentucky, Louisiana, Michigan, Missouri, North Carolina, Ohio, Oklahoma, South Carolina, Tennessee, Texas, Utah, Virginia, and Washington.¹²⁶

In 1949 the state supervisors and chapter advisors of the charter membership met to incorporate DECA and elected a Board of Trustees for the Distributive Education Clubs of America, Inc. Under the laws of the Commonwealth of Virginia, DECA was officially chartered in 1950. From a meager beginning in 1947 of 800 members, DECA has grown to have three divisions (High School Division, Junior Collegiate Division, and Collegiate Division) and over 123,000 members in 1972.¹²⁷

DECA as a Part of the Total Instructional Program. NASSDE Regional Reports for 1972 (Tables 32, 33, 34, and 35) show the number of DECA Chapters for each division of DECA.

¹²⁶The DECA Handbook, Distributive Education Clubs of America, p. 5.

¹²⁷From information prepared by Harry Applegate, March, 1973, see Appendix E.

TABLE 32
 NASSDE REGIONAL REPORTS^a
 THE NORTH ATLANTIC REGION -- PROGRAM EXPANSION AND DECA

States	Secondary			Post-Secondary		DECA Chapters		
	New Cooperative	New Project	Expanded Secondary	New Post-Secondary	High School	Junior College	College	Alumni
CT	3	0	0	0	47	5	1	1
DE	2	0	3	0	20	1	1	1
DC	--	--	--	--	--	--	--	--
ME	--	--	--	--	--	--	--	--
MD	0	0	0	2	50	1	1	4
MA	22	0	15	2	90	6	0	0
NH	--	--	--	--	--	--	--	--
NJ	6	0	10	2	93	2	3	2
NY	8	15	15	0	135	8	1	0
PA	14	0	9	1	121	3	1	0
RI	4	0	2	0	15	1	1	1
VT	2	0	2	0	14	0	0	1
WV	2	0	3	2	30	0	0	0
Totals	63	15	59	9	615	27	9	10

^aNASSDE Regional Report presented at the American Vocational Association Convention, Chicago, Illinois, December 5, 1972.

NASSDE REGIONAL REPORTS^a
THE CENTRAL REGION -- PROGRAM EXPANSION AND DECA

TABLE 33

States	Secondary			Post-Secondary		DECA Chapters			
	Cooperative	New Project	Expanded Secondary	New Post-Secondary	High School	Junior College	College	Alumni	
IL	--	--	--	--	--	--	--	--	--
IN	6	2	3	0	99	1	3	0	0
IA	1	0	0	3	63	24	1	0	0
KS	3	0	2	2	0	11	0	0	0
KY	3	1	0	0	82	2	1	3	3
MI	--	--	--	--	--	--	--	--	--
MN	20	13	35	15	140	35	4	1	1
MO	10	1	14	3	85	8	2	2	2
NB	1	0	4	2	35	0	1	0	0
OH	50	0	0	0	294	0	0	0	0
SD	1	0	1	0	28	1	0	0	0
WI ^b	--	--	--	3	--	20	--	--	--
ND	3	0	3	2	18	4	1	0	0
Totals	98	17	62	30	874	106	13	6	6

^aNASSDE Regional Report presented at the American Vocational Association Convention, Chicago, Illinois, December 5, 1972.

^bReported Post-Secondary Only.

NASSDE REGIONAL REPORTS^a
THE SOUTHERN REGION -- PROGRAM EXPANSION AND DECA

TABLE 34

States	Secondary			Post-Secondary		DECA Chapters		
	New Cooperative	New Project	Expanded Secondary	New Post-Secondary	High School	Junior College	College	Alumni
AL	7	3	47	1	100	4	2	0
AR	2	2	1	1	33	1	0	2
FL	7	5	40	3	188	11	2	2
GA	15	0	0	0	103	3	1	0
LA	6	1	6	0	80	1	0	5
MS	2	8	1	1	51	10	1	2
NC	2	2	3	0	203	0	1	0
OK	2	4	2	3	54	8	2	0
PR	--	--	--	--	--	--	--	--
SC	6	4	5	0	72	0	0	0
TN	10	0	1	1	119	0	2	45
TX	16	43	32	0	545	40	3	25
VA	8	13	20	0	213	2	3	6
Totals	83	85	158	10	1661	80	17	87

^aNASSDE Regional Report presented at the American Vocational Association Convention, Chicago, Illinois, December 5, 1972.

TABLE 35
 NASSDE REGIONAL REPORTS^a
 THE WESTERN REGION -- PROGRAM EXPANSION AND DECA

States	Secondary			Post-Secondary		DECA Chapters			
	New Cooperative	New Project	Expanded Secondary	New Post-Secondary	High School	Junior College	College	Alumni	
AK	2	0	2	0	9	0	0	0	0
AZ	--	--	--	--	--	--	--	--	--
CA	21	15	45	17	60	10	0	3	3
CO	5	0	14	3	74	6	2	2	2
HI	--	--	--	--	--	--	--	--	--
ID	--	--	--	--	--	--	--	--	--
MT	1	0	1	0	18	4	1	1	1
NV	3	0	0	0	10	0	0	1	1
NM	3	0	1	2	31	2	0	0	0
OR	4	0	6	0	30	0	1	0	0
UT	4	3	16	3	45	5	1	1	1
WA	3	11	0	0	133	23	2	1	1
WY	2	0	1	1	18	2	1	4	4
Totals	48	29	86	26	428	52	8	13	13

^aNASSDE Regional Report presented at the American Vocational Association Convention, Chicago, Illinois, December 5, 1972.

John Beaumont recollected the early development of the Junior Collegiate Division of DECA:

As recent as 1959, Russ Atkinson and two or three of us sat around at lunch in a Chinese restaurant in Tacoma, Washington, and more or less conceived the idea of the post-secondary activity of DECA.¹²⁸

The Collegiate Division of DECA broadened the scope of services available to all educational levels. Mary Klaurens expressed her views of the aims of Collegiate DECA when she stated:

I think the formation and development of DECA has been a significant factor in the development of Distributive Education. Being a little bit prejudiced or biased, I don't know what you would say, but I think that the formation of Collegiate DECA is a significant event, because this has proven to be one of the best tools that we have for the personal and professional development of the people who are going to be advisors and teacher-coordinators.¹²⁹

The reason for any group to form is often mandated by the desire for interaction among individuals with similar likes and interests. It is often this people-centered need that establishes the purposes of the organization. DECA has stated that its purpose is:

... to develop respect for education which will contribute to occupational competence, and to promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system.¹³⁰

Harry Applegate spoke of the role of National DECA:

Our first responsibility is to provide services to that State Association. That's the only reason we're organized. Through those services they, in turn, can benefit their local chapters, which, in turn, can benefit their

¹²⁸ Interview with John A. Beaumont, cf. Transcript 1, Volume II, Chapter VII.

¹²⁹ Interview with Mary Klaurens, cf. Transcript 37, Volume II, Chapter IX.

¹³⁰ "Distributive Education Clubs of America: What It Is; What It Does," Distributive Education Clubs of America, Falls Church, Virginia.

students. That's the pattern that we have to observe. Those are the guidelines we observed when setting up anything at the national level going into our Studies in Marketing Program, which was piloted in the early '60's. I'm not sure yet that all states are involved in that program, but I think it's an avenue in which states can offer a local teacher a teaching device that stimulates interest. So I look upon our job here, in the way of service. DECA serves as an avenue of motivation, trying to provide reinforcement or recognition for the individual involved in establishing or identifying a particular activity of our office.¹³¹

Many of those interviewed expressed their own strong feelings about the purposes and objectives of DECA. DECA is seen by most as being an integral part of the Distributive Education program. Bernard Nye stated:

We have taken the stand here in the state that DECA is co-curricular; yet at the present time we cannot make it mandatory as far as membership to the state or national organization. Our State Board of Education has not made our youth belonging to groups mandatory. In other words, in order to have School Foundation Funding, we must have a program. So we encourage youth groups at every possibility. Our news letter that goes out once a month encourages participation in DECA. We have DECA activities but then again it's strictly a local discretion. Last year out of 296 programs we had 26 that did not participate in DECA, so we still had a pretty good percentage.¹³²

Edwin L. Nelson spoke of the role of DECA in the total Distributive Education program when he stated:

... I think it depends on the attitudes of local personnel and the student membership themselves how they view DECA in relation to the program they are in. When I was in Alabama recently, I asked a group of teacher-coordinators how they viewed the role of DECA in the program. I gave them some options. Is it extra-curricular? For a long time now, we have decided that it is not extra-curricular. Nevertheless, I wanted to give them that option. Is it

¹³¹ Interview with Harry Applegate, cf. Transcript 15, Volume II, Chapter VIII.

¹³² Interview with Bernard Nye, cf. Transcript 38, Volume II, Chapter IX.

co-curricular? Is it something that goes along parallel with and is an integral part of the program? Or, is it a method of instruction? The method of instruction concept is an emerging thought. These are ways of looking at the relationship of DECA to the Distributive Education program. In the main, they agreed that DECA was an integral part of the program but were not ready to accept it as a method of instruction. I have always said that DECA supports the instructional program.¹³³

According to Harry Applegate, Executive Secretary of DECA, DECA must be a co-curricular activity, utilized as a teaching tool; and it must supplement, not dominate, the goals and purposes of the instructional program of which it is a part.¹³⁴

To give DECA an even closer identity with Distributive Education programs, three broad goals were formed. Harry Applegate wrote of these three goals as being:¹³⁵

1. To assist the State Associations in the growth and development of DECA.
2. To further develop the vocational competencies of those engaged in distribution.
3. To create an awareness of the responsibilities of citizenship of those engaged in distribution in a free, competitive society.

DECA Insignia and Creed. To distributive educators, the National insignia of DECA is most familiar. The pin is diamond-shaped and in the center is a wrapped package. The four points of the diamond symbolize:

¹³³ Interview with Edwin L. Nelson, cf. Transcript 26, Volume II, Chapter VIII.

¹³⁴ Interview with Harry Applegate, cf. Transcript 15, Volume II, Chapter VIII.

¹³⁵ Harry Applegate, "DECA Prepared for New Challenges," American Vocational Journal (March, 1964), p. 22.

1. Vocational understanding
2. Civic consciousness
3. Social intelligence
4. Leadership development

During an interview with Ann Berry a most interesting conversation¹³⁶ transpired relating to the creation and design of the DECA pin. According to Mrs. Berry, the pin was originally designed to be given to the graduates of the adult education classes at Richmond Professional Institute, Richmond, Virginia. Mrs. Berry possesses the RPI pin from which the DECA pin was created.

FURTADO

I sure do recognize that pin.

BERRY

It looks like the DECA pin, right?

FURTADO

It isn't the DECA pin?

BERRY

The Retail Institute in Virginia. I did that. I designed the pin. The pin was our Retail Institute pin.

FURTADO

I recognized, as I told you, the shape of the DECA pin, but the inscription says "The Retail Institute." When did you design this?

BERRY

1941, just before the war. This was to be given when they got so many classes. These were for the adult classes.

FURTADO

Why did you select that particular design?

BERRY

We wanted a diamond for no particular reason except that diamonds are special. It had the significance of strength and sturdiness and the value of a diamond

¹³⁶ Interview with Ann Berry, cf. Transcript 2, Volume II, Chapter VII.

BERRY (continued)

and so we wanted a diamond pin. Then we wanted something that would indicate retailing. That's what's the matter with the DECA pin. This was a retail institute and the DECA pin actually doesn't signify Distributive Education. It signifies retailing.

Even then, when DECA was founded, we were still primarily thinking of stores; we were still calling ourselves retail training. This was after the war. DECA was founded in 1946. In Virginia, we had our clubs before DECA was established. We had what is now called district conferences all during the war in the Tidewater area and in the Richmond area. Then out around Roanoke, we had one-day conventions. In fact, one convention we had in Norfolk, had the personnel director from one of the large companies in Washington. This was in 1944. But you see, we were still calling them Retail Training Conventions or Store Service Conventions, just something for a name. The official name "Distributive Education" as such was in existence but we weren't using it. It didn't seem right.

You know, the DECA pin talks about the package for a job well done and so on. Well, it's of retail significance, not distribution. As far as this design is concerned, it was for retailing, being done primarily for store people. These classes were store classes. We decided that a package was the best, you know, a torch could be anything. I remember, we considered having a little torch for the front as meaning light and so on, but lots of people had torches and we wanted something that would signify retailing, definitely, and a package signified that. The little rays, the light lines that go out were supposed to represent the fact that retailing went out all over.

Neither Louise nor I were very good at designing. I remember the Balfour man when we tried to get across to him what we wanted. People never look at it. People don't know that it isn't a DECA pin. We had it in Virginia. We had it in Richmond and Norfolk; it was a Virginia design.

Most distributive educators are probably cognizant of the DECA Creed. Brice Cecil, when recalling his early involvement in the field, recalled the development of the DECA Creed:

One of the things I remember doing in 1944 was holding a conference for what we called the Distributive Education Clubs of Texas at the time. As a matter of fact, it was about that time that I remember sitting down to an Underwood typewriter and hunting and pecking, with all sorts of creeds and reference material in front of me. I worked up on that old Underwood typewriter the Distributive Education Clubs of America (DECA) Creed which by and large is still the same Creed we use today. I know we used this at our first meeting of the Distributive Education Clubs in Dallas. It was on the back of the program. It was almost word for word as is being used today except that some editors have gotten hold of it and improved it by shortening it just a little bit and dropping off some of the more flowery phrases. I don't think they added anything. They did delete a few things. I've always had a warm spot in my heart for that Creed because I wrote the first version of it.¹³⁷

In keeping with the growth and development of Distributive Education programs and the new focuses on curriculum patterns, DECA has developed new competitive events. The development of the Merit Award Program is perhaps the best example that if a youth organization is to be a meaningful component of an instructional program the youth club must complement the instructional program and provide additional learning options. Harry Applegate spoke of the Merit Award Program:

The Merit Award Program was not designed as a contest and I'm sorry to see it promoted that way. What we're trying to do is develop a plan. Right now in our competitive events we can recognize less than one-tenth of one per cent of our total membership in any way at the national level. Now states can multiply this greatly and DECA Chapters can multiply it even much more if they will. Through this Merit Award Program a Distributive Education student can study any career area of his interest and still gain national recognition if he completes his task satisfactorily in the judgement of the teacher. If they conduct an interview with a businessman to find out why he went into business, if they draft any kind of a lesson assignment on any aspect of marketing, he can be rewarded at the local level with the Bronze Merit Award. He can be rewarded at the state level with a Silver

¹³⁷ Interview with Brice Cecil, cf. Transcript 4, Volume II, Chapter VII.

Merit Award. We're trying to give more recognition to more people and again provide a tool for the teacher to encourage learning.¹³⁸

Professional affiliations are often a means for implementing the content of a discipline, for developing a trained cadre of personnel for the discipline, and for developing a philosophy and framework for the educational field. Distributive Education's professional applications have integrated the profession, guided its actions, and even forced many decisions which controlled the direction of the profession.

¹³⁸ Interview with Harry Applegate, cf. Transcript 15, Volume II, Chapter VIII.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The summation which follows provides a brief overview of the total system used in the development of this study. The researcher desired that "the study, in fact, be a historical account [of distributive education] as related by the leaders in our profession."¹ (See Appendix A)

Distributive Education is comprised of programs of occupational instruction in the field of distribution and marketing. These programs are designed to prepare individuals to enter, or progress or improve competencies in, distributive occupations. Emphasis is on the development of attitudes, skills and understanding related to marketing, merchandising, and management. Instruction is offered at the secondary, post secondary, and adult education levels and is structured to meet the requirements for gainful employment and entrepreneurship at specified occupational levels. Distributive occupations are found in such areas of economic activity as retail and wholesale trade, finance, insurance, real estate, services and service trades, manufacturing, transportation, utilities, and communications.¹

To speak more precisely in terms of policies, Distributive Education has been legally defined as:

...an occupation that is followed by proprietors, managers, or employees engaged primarily in marketing or merchandising of goods or services. These occupations are commonly found in various business establishments, such as retailing, wholesaling, manufacturing, storing, transporting, financing, and risk bearing.²

¹U. S. Office of Education, Vocational Education and Occupations, (Washington, D.C.: U. S. Department of Health, Education and Welfare, 1969, page 19

²U. S. Department of Health, Education and Welfare, Office of Education, Administration of Vocational Education: Federal Allotments to States, Rules and Regulations, Part 104, reprinted from Federal Register, August 28, 1964, p 12353.

Over the years, the distributive educators, through various organizations such as the Distributive Education Division of the American Vocational Association and through statements of professional groups such as the Council for Distributive Teacher Educators (CDTE), the National Association of State Supervisors of Distributive Education (NASSDE), the National Association of Distributive Education Teachers (NADET), the National Association of Distributive Education Local Supervisors (NADELS) have taken the position that Distributive Education is not only an instructional program with additional responsibility to our society but also there is the weight of social and economic responsibilities in a democracy. These responsibilities are shown in a concise statement of the goals of Distributive Education:

1. To offer instruction in marketing and distribution.
2. To aid in improving the techniques of distribution.
3. To develop an understanding of the wide range of social and economic responsibilities which accompany the right to engage in distribution in a free, competitive society.³

Distributive Education has been recognized as a formal educational program since the passage of the first piece of legislation identifying it in the 1936 George-Deen Act. There is evidence that there was, early in the 1900's and until 1936, educational offerings which, in effect, were used to prepare people for distributive occupations. These were generally scattered and few in nature in American high schools and bore such titles as salesmanship and retailing. National leaders in Distributive Education recognize that the date of 1936 is indeed the date which

³U. S. Department of Health, Education and Welfare, Office of Education, A Study of Curriculum Development in the High School Cooperative Program (Washington: U. S. Government Printing Office, 1960), p.20.

one can visibly identify as the beginning of a program which had legal definition through federal law and which also then was legally recognized or identified as a program of education through the state plans prepared by, and approved by, the state boards for vocational education.

Rationale for the Approach Used for This Study

There has been no comprehensive historical study of the field of Distributive Education, although there are a number of references to it and some histories of various elements of it. The history of Distributive Education, as would be true of the history of any educational field, could be done using one of many frames of reference. For example, a study could be made which is primarily composed of normative and quantifiable data such as numbers of programs, numbers of students trained, and course titles. This, in a sense, measures outcomes and shows the historical enlargement of a field. The second frame of reference would be to trace the development of a field through certain fairly clear-cut milestones in which major changes in direction can be identified. Examples would be the identification of the discipline of distribution as the basis of Distributive Education during the 1960's or the introduction of the project method through visible publications and conferences occurring primarily during 1966-1967.

A third way to look at the history of the field can be through chronological description of the stages of development of the various functional activities within the educational field. Such functions might be a tracing of the shifts of curriculum patterns and a description of each at various times at the secondary, post-secondary, and adult levels.

Another functional description that could be traced historically would be that of the development of teacher education. The latter was done in a major paper by Warren G. Meyer in a chapter of the report of the National Seminar in Distributive Education, sponsored by Michigan State University and Arizona State University.⁴

It would also be possible to study the history of Distributive Education in a frame of reference which would be restricted primarily to its relationship, interaction, or interface with social and economic states and changes. Each of these frames of reference, even for a field as small as Distributive Education originally would comprise the content, scope, and work of a major study in itself. Each would be a valuable part of gaining a complete picture of Distributive Education from its beginning to its present.

Rather, another frame of reference was chosen for this historical study. The frame of reference which is that of personal recollections of people who lived through the time as leaders, was chosen after conversation with a number of the leaders in the field. These individuals, in informal conversations, were emphatic that Distributive Education, even though it has cognitive, psychomotor, and affective content, sees that content applied through the efforts of people in a people-oriented or people-related situation. In net effect, these leaders were

⁴Warren G. Meyer, "Distributive Teacher Education: Its Role in Program Development," Readings in Distributive Education: The Project Plan of Instruction and Related Teacher Education. Contract No. OEG-3-7-070489-3128, Project Report No. 5, East Lansing: Research and Development Program in Vocational-Technical Education, Michigan State University, 1968. (Ed. Peter G. Haines, Kenneth L. Rowe, and Edward T. Ferguson, Jr.)

saying, if Distributive Education is an applied people field, then perhaps the best description of its development is through the eyes of people. The leaders also were remindful, as one of them (Haines) pointed out,⁵ that even as late as 15 years ago, one could put all teacher-educators and state supervisors in a fairly small conference room and they would still feel "comfortable." The point made and substantiated by others was that much of the development of Distributive Education in terms of its basic policies, procedures, and theoretical base came about through personal and close interaction of a small group of people. It was therefore hypothesized that these same people could contribute markedly to an understanding of the development of Distributive Education by reliving those informal situations.

Some leaders with whom the researcher talked also were of the opinion that, while historical studies done on the frames of reference indicated earlier would be valuable, that perhaps Distributive Educators themselves would be enthusiastic about a history that was alive through people's recollections. In other words, they felt that perhaps the idea of saying "I was there" and "this is how it was" would be an appealing and understandable way of relating history to those joining the field. These leaders cautioned, of course, that such recollections and memories are often, in a sense, prejudiced or biased by the individuals' ability to remember or even by the fact that not everyone hears what is being said or even interprets within the same context. However, it was also pointed out that these historical recollections, to some degree, could

⁵Peter G. Haines, in a conversation related to the historical account, January 18, 1973.

be cross-checked as each person talked about his experiences and could be further validated, in certain circumstances, by items which are a matter of record through policy statements, minutes of meetings, conference procedures, and various correspondence between individuals.

This is what this study is all about. History is the business of trying to grasp this meaning; and when the historian is able to articulate it for adaptation in the present, he may offer something of great value. The historian's task is a different one, one that requires him to delve into annals (both primary and secondary) to obtain conclusive evidence pertinent to the history. History may not, as some claim, repeat itself; but there may be a disturbing redundancy in it. Most of us look to history for illumination of present experience, some sense of direction, or guidance toward relevant decision making. And this is what the serious historian knows he must deliver--not precedents, but an understanding of what it takes for something to become a precedent for today's thinking.

This is what this recorded history of Distributive Education does. It provides a comprehensive account which can provide to those who follow the illumination, direction, and guidance necessary to the further development of a quality program of Distributive Education. It can help individuals who follow determine whether significant understandings derived from the past are applicable to solutions of tomorrow's problems through their relevance and meaning in a similar context.

Procedures For The Study

This study encompassed three procedural phases in its design and development. These procedural phases were:

1. Planning the study
2. Collecting the data
3. Processing the data

Because this thesis will illuminate certain high points in the development of Distributive Education since the George-Deen Act, it was first of all necessary to define the parameters. Leading contemporary distributive educators were asked to contribute their first-hand accounts of significant events and activities which have given Distributive Education its roots. It is from these accounts that an interpretive history of Distributive Education is written. Due to the lack of any comprehensive historical research in Distributive Education, there was need to read extensively the literature in the field to become implanted in the given period of historical development. In order to express the issues related by a Distributive Education leader, there was need to read extensively that individual's publications and the publications of the era to get a flavor of the times, people and places.

By employing an historical research method of systematic inquiry, this study sought data from personal observations, interviews, documents, and records. The main source of data was interviewing Distributive Educators. These first-hand reports by Distributive Educators became the primary sources of data.

Because the subject of the history of Distributive Education for this study is that of personal recollections of leaders, it was necessary to determine who the leaders are. An attempt was made to probe selected Distributive Educators attending and participating in the Gregg National Distributive Education Methods Conference at Michigan State University in the Summer of 1971. Following this, the writer contacted individuals

based on information obtained from a survey conducted by Dr. Peter G. Haines in 1968. This survey asked distributive educators to identify those individuals who they thought "were the pioneers in Distributive Education."⁶ Thirty-five questionnaires were returned.

On June 2, 1971, a letter was sent to all teacher educators and all state supervisors whose names appear on the U. S. Office of Education Distributive Education roster requesting their advice and counsel (see Appendix A). These individuals were requested to provide the following information:

1. Who are the leaders in Distributive Education that I should contact?
2. Do you have any suggestions on materials I should read and investigate?

A total of 60 responses were received. These responses came from 31 teacher educators and 24 state supervisors representing a total of 25 states. The responses to these two surveys formed the nucleus of primary data for the study. Two additional primary contributors in the collection of data emerged during the probing of primary sources (Ann Berry and Louis Spilman).

Procedures for Interviewing. Based upon the responses obtained from the Haines survey⁷ and the June 2, 1971 letter of inquiry (see Appendix A), arrangements were made to personally interview the individuals listed in Table 1 (see Chapter I p 14).

⁶Peter G. Haines, "Survey for Council for Distributive Teacher Education (CDTE) Newsletter," 1968.

⁷Ibid.

For numerous reasons, it was not possible to personally interview all those identified. A set of open-ended questions (see Appendix B) and a cassette tape were mailed to the Distributive Education leaders shown in Table 2 (see Chapter I, p 17)

A total of 38 individuals were interviewed, 24 through personal interviews and 14 by mail. The cassette tapes from all of these interviews yielded approximately 4,825 pages of transcript generated from 89 hours of interviews. The site for conducting many of the personal interviews was the Gregg National Distributive Education Methods Conference held at Michigan State University in the Summer of 1971. Additional personal interviews were conducted via air travel and a two-week automobile trip through the eastern and south-eastern portions of the United States. Approximately 9,000 miles were logged by means of the above air and automobile travel.

Procedures for Insuring Objectivity. It was clearly recognized at the outset that a basic limitation of this study was the possibility for bias or undue subjectivity being related. Each interview was taped, transcribed, and examined for its authenticity and validity.

Basically, the same set of open-ended questions (see Appendix B) were used for each interview. This provided a framework for checking the accuracy of statements. Names and dates were carefully checked with printed literature.

In addition to developing general open-ended questions, more selective questions were written for each personal interview to explore in greater depth the leader's area of involvement and expertise.

Processing the Data

This historical account as lived by, talked about, recorded, and presented in this study can be expected to provide the readers of this study with an understanding of the fundamental issues, problems, and challenges at various periods of time within a field of education known as Distributive Education. However, it was important to synthesize the information available through documented literature and the previously presented personal accounts into a meaningful description of the history of Distributive Education as it relates to three functional areas of any educational program: the strategy, the structure, and the system.

The strategy, structure, and the system approach relates to a process of program development. This systems approach was operational for this study because it provided a three dimensional matrix that would describe and analyze the development of Distributive Education from its 1936 origin until 1972. The strategy, structure, and system represent three parts of a total system working independently and working together to achieve a set of desired educational results or outcomes.

Strategy. Strategy (inputs) affects the historical development of Distributive Education. These inputs represent social, economic, legislative, and educational causes for Distributive Education's development. "The strategy emerges from consideration of a series of inputs which represent the needs, expressed or implied, of the groups to whom the educational program will relate."⁸

⁸Ralph Mason and Peter G. Haines, Cooperative Occupational Education and Work Experiences in the Curriculum (Danville: The Interstate Printers and Publishers, Inc., 1972) pp. xv-xviii.

Structure. The structure which emerges for the program affects the historical development of Distributive Education. The structural framework includes curriculum, program development, equipment, ancillary and supporting services, and program development represents the framework which emerges for the program within a given institution.

System. "The system in detail emerges when the basic decisions of Strategy and Structure have been made and finally when the program gets underway."⁹ System is a dynamic and flexible force which makes the assumption that strategy and structure are already operational.

These interpretations to a large degree governed the content included in that part. The parts have been sectioned in order to focus upon one or another aspect of Distributive Education during the period. It is the view of this writer that the process of education is an integral and interrelated part of the total matrix of any period of time. To treat Distributive Education in isolation, divorced from the other processes and forces that mold an era. is, of course, misleading.

CONCLUSIONS

This study has been concerned with the development of Distributive Education, its present status, and significant trends that manifested themselves to the point of shaping Distributive Education programs. Distributive Education has emerged in a new frontier as has all of American education. There have been staggering challenges on the educational field brought about by contemporary demands. "The Pioneers", "Early Implementers" and "Contemporary Leaders" have all participated to some

⁹Ibid.

degree in the testing of promising new ideas and practices which have brought about fundamental improvement in Distributive Education programs.

In a very large and comprehensive study, such as this, the findings and even the conclusions are inherent in each of the chapters, However, those which seem most significant can be isolated into several categories.

Overall Conclusions.

1. Distributive Education is now recognized as a full partner in the educational system with a set of goals which match those of education in general and vocational education in particular.
2. Distributive Education has developed over the past 36 years into a full blown program complete with a supportive system of people, curriculum structure and instructional systems. In short it now has the manpower, materials, and media to carry out this task.
3. Distributive Education can be demonstrated to be a dynamic field which has reacted to forces in society and developed a programmatic approach which has evolved from early fragmented efforts which could be characterized as "Johnny-on-the-spot."
4. Distributive Education has evolved from an early approach of retailing and sales training into a total program embracing the total discipline of marketing as it is known and practiced in this modern technological society.
5. Distributive Education began as a response to an emerging marketing sector in an economy that was characterized basically as agricultural and industrial. It began as a set or series of early and isolated activities that had no pragmatic approach until federal legislation established it's identity in 1936.

Conclusions Regarding Strategy.

1. The goals of Distributive Education have been definitely reactive to economic forces as witnessed by the conditions during World War II.
2. Distributive Education has been vitally effected by educational forces such as the reactions to the launching of sputnik.
3. While Distributive Education has attempted to meet the needs of social forces such as Civil Rights Legislation, it has not yet reacted to some contemporary forces such as providing programs for "special needs" groups in our society.
4. The goals of Distributive Education were early developed legislatively by forces in the economy and the groups in the marketing sector but have more recently been developed primarily by educational leaders.
5. The goals at the beginning of Distributive Education were very definitive in the sense of being restricted to the field of retailing and to a given methodology. For a period of time in the late '50's and early '60's, the goals became somewhat fuzzy and confused. In the last decade the goals have been quite definitive and well known.

Conclusions Regarding Structure.

1. There has been a very definite shift in the curriculum from the cooperative plan to in-school plans particularly those using the project laboratory approach.
2. Distributive Education has shown itself particularly in the recent decade to be committed to serving a widening range of occupations in the total field of marketing, particularly that categorized by the taxonomy.

3. There has been a very recent emphasis on mid-management and specialized professional marketing education concentrated in the post secondary institutions including technical institutes and junior-community colleges.
4. There is evidence that there is a lessening of reactivity to specialized industry demands for training which was characterized by the early years.
5. The curriculum structure of Distributive Education in early years was recognized, if at all by school authorities, as a methodology, mainly coop, and has emerged into a full blown recognition as education for a major content discipline.
6. A lack of national leadership has developed in the last decade as the impact of the U. S. Office of Education has diminished greatly and the leadership focus has shifted from national to professional organizations and substantial state staffs.

Conclusions Regarding System.

1. Distributive Education has always been characterized by a commitment to research and development as a major input. The early input was that of local teachers and leadership groups such as state supervisors developing instructional materials and vocational guideline booklets. This has shifted considerably as witnessed in the recent decade in which considerable sums of money have been put into major research and development activities with a central focus and having national visibility.
2. Distributive Education has moved from a system of related instructions for cooperative trainees based on the notion that they learn content on the job and discussed their experiences

in class to a major system of instruction. This emerging system of instruction is characterized by concentration on a series of steps such as identification of career goals and tasks of individuals along with competency identification to the development of instructional strategies and the viewing of the teacher as an instructional manager.

3. From early fragmented efforts in which state staff attempted program development on a specific targeting in certain local communities has emerged large scale program development including states now operating on a management by objective basis.
4. Professional organizations in the field have emerged into a state of prominence and leadership and clearly relate to the various clienteles within the total field - i.e. state supervisors, local supervisors, teachers, and teacher educators.
5. The youth organization, DECA, has emerged from a small scale activity into a significant youth organization and is now considered an integral part of the instructional system.

Conclusions Regarding Leadership:

1. For the period of 1936-1972, the leaders can be categorized by the era in which they operate. It is quite apparent that they were different types of people born of and operating in different circumstances. It can be concluded from looking at these groups that differences exist between the various groups.
2. There is an emerging body of leadership that while not being visible nationally they perform many of the same tasks which some decades ago would have earned them substantial visibility.

3. It is unlikely that in the future that there will be any one body of visible leaders and that leadership will operate at all levels.
4. Early Distributive Educators were recruited from the ranks of those who were competent in marketing and particularly retailing. There has emerged a trained body of personnel who are competent in the field of marketing, have necessary occupational experience, and more importantly have the professional sophistication of understanding the total program of Distributive Education plus the supporting theory.
5. The recent decade has evidenced the installation of a considerable number of advanced professional degree programs so that there is now beginning a flow of those with not only the masters degree but with advanced degrees such as the Ed.S. and the Ph.D. with a specialization in Distributive Education.
6. There has never been a close relationship between Distributive Education and the marketing professionals particularly those characterized as being the marketing faculty in major colleges of business and the membership of the American Marketing Association.
7. Looking at the early history and reflecting on the present, there is question as to whether Distributive Education has gotten too far away from a hand-in-hand relationship to the business sector which it once had.

It seems that all American Education has been seeking answers to three fundamental issues: 1) quantity of education 2) equality of education and 3) quality of education. Distributive Education has not escaped the search for answers to these questions. In fact, Distributive Education has responded well to each issue but not without some confusion, perplexity, and struggle.

The chance for an opportunity to prepare oneself for an occupation in the fields of marketing and distribution is now available in some sort, in every state. Issues related to equality of Distributive Education programs and the opportunity for an individual member of Distributive Education programs remain still unresolved. And it is to these questions that Distributive Education now appears to turn.

RECOMMENDATIONS

It was recognized that this study was limited to historical accounts, primarily dependent upon individual recollections expressed by contemporary Distributive Education leaders during the period from 1936-1962. Memory does not always serve well.

The focus of this historical narrative could have been directed toward an individual, a group, an idea, a movement, or an institution. However, no one of these elements in historical observation can be considered in isolation because they are interrelated. The parameter was on individuals and their contributions to Distributive Education. Therefore, the researcher believes that some of the fundamental questions raised in this study remain unanswered and need to be once more examined. Further research ought to be undertaken to investigate the authenticity

and validity of the "recollections" of the leadership, further research with major emphasis on "times" and "places" should be investigated.

It is further recommended that a study be done of each component of Distributive Education - curriculum, teacher education, professional organization - with particular reference to a chronological sequence of events.

History is lost unless recorded. A central repository of Distributive Education archives is needed to house the history now being made. This central repository should be established with adequate support for input and a retrieval system established so all interested parties can learn about the past.

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