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A FOLLOW-UP SURVEY OF 1963-1965 DISTRIBUTIVE  
EDUCATION GRADUATES OF NORTHERN HIGH SCHOOL,  
PONTIAC, MICHIGAN, TO DETERMINE THE VALUE TO  
THEM OF COOPERATIVE TRAINING IN THEIR  
PRESENT EMPLOYMENT

An Independent Study In Distributive Education

DONALD R. FRIEBE

1967

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A FOLLOW-UP SURVEY OF 1963-1965 DISTRIBUTIVE EDUCATION  
GRADUATES OF NORTHERN HIGH SCHOOL, PONTIAC, MICHIGAN,  
TO DETERMINE THE VALUE TO THEM OF COOPERATIVE  
TRAINING IN THEIR PRESENT EMPLOYMENT

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AN INDEPENDENT STUDY  
SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS OF EDUCATION 882 AND 883

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BY  
DONALD R. FRIEBE  
JULY, 1966

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## CHAPTER I

### INTRODUCTION AND STATEMENT OF THE PROBLEM

The need for a greater emphasis on the preparation of youth for today's world of work is becoming recognized more and more. As important as general education is for the development of the individual, it is not enough for the majority of people who must operate our machines, stores, and offices and provide our services. Today occupations require skills and specialized knowledge for which there must be prior training.

#### I. THE PROBLEM

##### Statement of the Problem

The problem was to determine how effective the cooperative training program has been for distributive education students who were graduated from Northern High School in Pontiac, Michigan, for the years, 1963-1965.

##### Background of the Problem

Distributive education is offered to eleventh and twelfth grade students at Pontiac Northern High School. The junior-year courses in distributive education are salesmanship and principles of retailing. The senior-year Related Retailing I and II are offered in conjunction with the cooperative occupational training received on-the-job. The primary objective



of this two-year program is to prepare youth for full-time employment in distribution in the world of work through a cooperative training program.

### Purpose of the Study

The purpose of the study was to determine the value, as measured by selected discernible criteria, of cooperative training in distribution to the beginning worker in his present position in the world of work.

To accomplish the purpose of this study, answers were sought to the following questions:

1. To what extent has the cooperative distributive education graduate of Pontiac Northern High School used the related instruction vocationally?
2. Was the distributive education training received by the student in high school sufficient for him to obtain a satisfactory job upon graduation?
3. Is the distributive education curriculum keeping up with the trends in distribution in the world of work?
4. In what areas other than distribution have the selected Pontiac Northern High School graduates been employed since their graduation?

### Need for the Study

There have been only limited follow-up studies of the graduates of this high school who pursued DE cooperative training programs as to whether or not they actually used it vocationally. There has been no effort made either to determine whether these students took the DE program only

because of the credit offered for the occupational training, because they were in financial need, because they were influenced by their friends to take the program, or for other reasons. Therefore, in order to help determine whether or not cooperative training was considered valuable to the beginning employee in distribution, this study was made. This study was also made to help determine whether the distributive education curriculum was meeting the needs of the students as they entered the world of work.

#### Assumptions

1. That an evaluation of the distributive education cooperative program offered at Northern High School, Pontiac, Michigan, would be both necessary and desirable.
2. That the survey method employing the questionnaire technique would be an effective procedure for obtaining the necessary data.
3. That respondents to the questionnaire would furnish accurate and reliable information.

#### Delimitations of the Study

Only graduates of Northern High School, Pontiac, Michigan, for the years, 1963-1965, who successfully completed the two-year distributive education cooperative training program were considered in this study. There was a total of eighty-eight graduates.

#### Definition of Terms

Distributive Education (DE). A term used to identify

educational programs designed to offer instruction in distribution.<sup>1</sup>

Cooperative Training. This is a working relationship which exists between the school and the business community to achieve the basic objective of preparing young people for careers in distribution.

Related Instruction. The vocational information, skills, and attitudes provided for the student through the activities of the teacher-coordinator, the training station sponsor, and the student-learner.<sup>2</sup>

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<sup>1</sup>Carroll A. Nolan and Roman F. Warmke, Marketing, Sales Promotion and Advertising, (Cincinnati, Ohio: South-Western Publishing Company, 1965), p.6.

<sup>2</sup>Ralph E. Mason, Methods in Distributive Education, (Danville, Illinois: The Interstate Printers & Publishers, Inc., 1964), p.105.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

A review of the literature in the field of cooperative training in distributive education revealed that other business education teachers were also concerned about the effectiveness of the program and the value of the training to the high school graduate. This survey of the literature also revealed that many individuals considered the follow-up study to be a practical way of determining facts concerning this problem.

Helmer M. Halverson<sup>3</sup> in an article in the National Business Education Quarterly reported taking a survey of Glenwood, Minnesota, businessmen to gather information, data, and suggestions for evaluating and improving the business curriculum in the Glenwood High School. One of the significant findings was:

The most volunteered suggestion for improving the business curriculum by employers was to incorporate a part-time work experience program into the curriculum.

Robert Smith<sup>4</sup> in an article entitled "Distributive Education Coordination Integrates Several Factors," points out that:

Learning becomes automatic and enjoyable when the students are completely sold on the potential value of their distributive education training.

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<sup>3</sup>Helmer M. Halverson, "A Business Survey of Glenwood, Minnesota," National Business Education Quarterly (October, 1959), pp.28-29.

<sup>4</sup>Robert Al Smith, "Distributive Education Coordination Integrates Several Factors," Business Education Forum (December, 1959), p.25.

One of the questions to which this writer sought an answer was, "Is the distributive education curriculum keeping up with the trends in distribution in the world of work?" Others have asked the same question over the years. Ralph Mason<sup>5</sup> writes in an article in the Business Education Forum that:

Distributive education has 'come of age.' With this maturity comes the responsibility of coordinators to be constantly on the alert for possible program improvement.

John E. Gradoni<sup>6</sup> conducted a survey to determine the status of certain aspects of cooperative work experience in selected business education programs in New York State. Two of his findings were:

- (1) Many programs are slow to respond to changing employment needs.
- (2) Most schools offer related instruction with little in the way of necessary facilities, equipment, or supplies.

A study by Matthew Cardoza<sup>7</sup> of cooperative training programs in retail selling was based on seven surveys covering thirty-five states made by Boston University degree candidates. The purpose of the study was to report trends and

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<sup>5</sup>Ralph E. Mason, "Effective Cooperative Business Education Programs," Business Education Forum (February, 1962), pp.21-24.

<sup>6</sup>John E. Gradoni, "A Survey of Selected Distributive Education Programs in New York State," National Business Education Quarterly (October, 1957), pp.31-32.

<sup>7</sup>Matthew E. Cardoza, "A Study of the Cooperative Training Program in Retail Selling in Thirty-Five States (High School)," National Business Education Quarterly (October, 1955), p.14.

practices found in cooperative training programs in retail selling. Mr. Cardoza found that:

The most frequently mentioned subjects included in the cooperative training program are salesmanship and retail selling, business and store arithmetic, advertising and display, store organization and practices. . . .

As a result of this study, Mr. Cardoza recommended a further study be made of cooperating store employers in cooperative training programs to determine the strength and weaknesses of the program from the merchant's viewpoint.

Peter Haines and Brendon Coleman<sup>8</sup> in a follow-up study of high school graduates ten months after graduation measured the effectiveness of cooperative occupational programs by assessing the employment status of the trainees. Card-type questionnaires were mailed to 3,932 Michigan high school students reported as being cooperative trainees at the time of graduation in June, 1962. Forty-two percent, or 1,855, returned usable questionnaires. From this came the findings that:

Cooperative trainees fare well in the labor market.

Employment is obtained quickly and residual employment is low.

About 1/5 of the trainees had entered college.

Cooperative education does indeed result in trained employees.

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<sup>8</sup>Peter G. Haines and Brendon G. Coleman, "How High School Cooperative Trainees Fare in the Labor Market," National Business Education Quarterly (October, 1964), pp.23-24.

Helen Smith Cloyd<sup>9</sup> made a study of business education graduates to analyze the beginning jobs of these graduates. She found that:

. . . 63 percent of the cooperative training students remained with the employer with whom they had taken their cooperative work training.

All of these studies and surveys pointed out that the distributive education cooperative training program is a necessary part of the high school curriculum today.

The literature also indicated a sincere desire on the part of business educators to vocationally prepare the business education graduates as well as possible for their entrance into the world of work.

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<sup>9</sup>Helen Smith Cloyd, "A Follow-Up of Business Education Graduates," Balance Sheet (October, 1964), pp.66-68.

## CHAPTER III

### METHODS AND PROCEDURES

The primary source of data for this study was the information secured by questionnaires from the students who had pursued the two-year cooperative training program in distributive education. The fact that many of these students were working in the retailing field and using their learning from the classroom put them in an extremely sound position for evaluating this program.

The writer first considered personally interviewing all eighty-eight graduates. However, this would have been impractical for at least two reasons: first, the time involved; and second, many of the graduates had moved away from Pontiac and the State of Michigan. Therefore, it was decided to use the questionnaire technique. It was believed to be a satisfactory and effective way of obtaining the data needed for the study.

A list of the names and addresses of those students who successfully completed the two-year cooperative program in distributive education was obtained from the school records. Since some of the graduates were married, the cooperation of the faculty, of the students in the writer's classes, and of several other members of the community were enlisted in obtaining the married names and correct current addresses



for all eighty-eight of the graduates.

The questionnaire and covering letter, together with a stamped addressed envelope, were sent the graduates with instructions asking that the completed questionnaire be returned on or before August 15, 1966.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

One of the major purposes of this study was to determine the extent to which the cooperative distributive education graduates of Northern High School, Pontiac, Michigan, had used the related instruction. The first mailing of the questionnaires produced a fifty-two percent return with forty-six of eighty-eight responding. A follow-up mailing to the graduates not returning questionnaires was made four weeks later. This resulted in sixteen more responses bringing the total to sixty-two, including eight who are currently serving in the United States Armed Forces. These eight returned blank forms and were not included in the total number of respondents. Fifty-four completed questionnaires resulted in a total response of sixty-one percent.

All graduates were considered as being one group for purposes of this study. That is, the 1963 graduates were not considered as one group and the 1964 graduates as another, etc. It was felt that grouping them individually would add nothing to the purpose of the study. The questions asked and the answers given revealed this information. Questions were numbered consecutively throughout this study as they were on the questionnaire.

TABLE I

NUMBER OF GRADUATES EMPLOYED IN  
DISTRIBUTIVE BUSINESSES AND ELSEWHERE

Have you ever been employed in a distributive business?	Number of Responses	%
Yes	32	59.3
No	<u>22</u>	<u>40.7</u>
Total	54	100.0

TABLE II

NUMBER OF GRADUATES CURRENTLY EMPLOYED

Are you currently employed?	Number of Responses	%
Yes	47	87.0
No	<u>7</u>	<u>13.0</u>
Total	54	100.0

TABLE III

LENGTH OF TIME GRADUATES HAVE BEEN  
EMPLOYED IN THEIR PRESENT POSITIONS

How long have you been employed in your present position?	Number of Responses	%
Six months	12	22.2
One year	23	42.6
Two years	9	16.6
Three years	3	5.6
Not working	<u>7</u>	<u>13.0</u>
Total	54	100.0

TABLE IV

TYPE OF WORK GRADUATES ARE PRESENTLY ENGAGED IN		
What kind of work are you doing?	Number of Responses	%
Sales work	13	24.0
Stock work	6	11.1
Clerical work	6	11.1
Service work	5	9.3
Factory labor	12	22.2
Other	5	9.3
Not working	<u>7</u>	<u>13.0</u>
Total	54	100.0

TABLE V

USE OF SKILLS AND LEARNINGS FROM  
HIGH SCHOOL D.E. TRAINING CLASSES  
TO PRESENT POSITION

Do you use any of the learnings, skills, etc., from your DE related training classes in your present position?	Number of Responses	%
Yes	33	61.1
No	14	25.9
Not working	<u>7</u>	<u>13.0</u>
Total	54	100.0

TABLE VI

FREQUENCY WITH WHICH D.E. LEARNINGS  
AND SKILLS WERE USED ON-THE-JOB

If you do use some of the learnings and skills, how often do you use them?	Number of Responses	%
Everyday	27	50.0
Once a week	--	--
Twice a week	2	3.7
Occasionally	4	7.4
Do not use it	14	25.9
Not working	<u>7</u>	<u>13.0</u>
Total	54	100.0

TABLE VII

VALUE OF COOPERATIVE RETAIL TRAINING TO  
PRESENT JOB IN THE OPINION OF SELECTED GRADUATES

How valuable in your opinion has your co- operative retail train- ing been to you in your present position?	Number of Responses	%
Extremely valuable	15	27.8
Quite valuable	22	40.7
Of little value	6	11.1
Of no value	4	7.4
Not working	<u>7</u>	<u>13.0</u>
Total	54	100.0

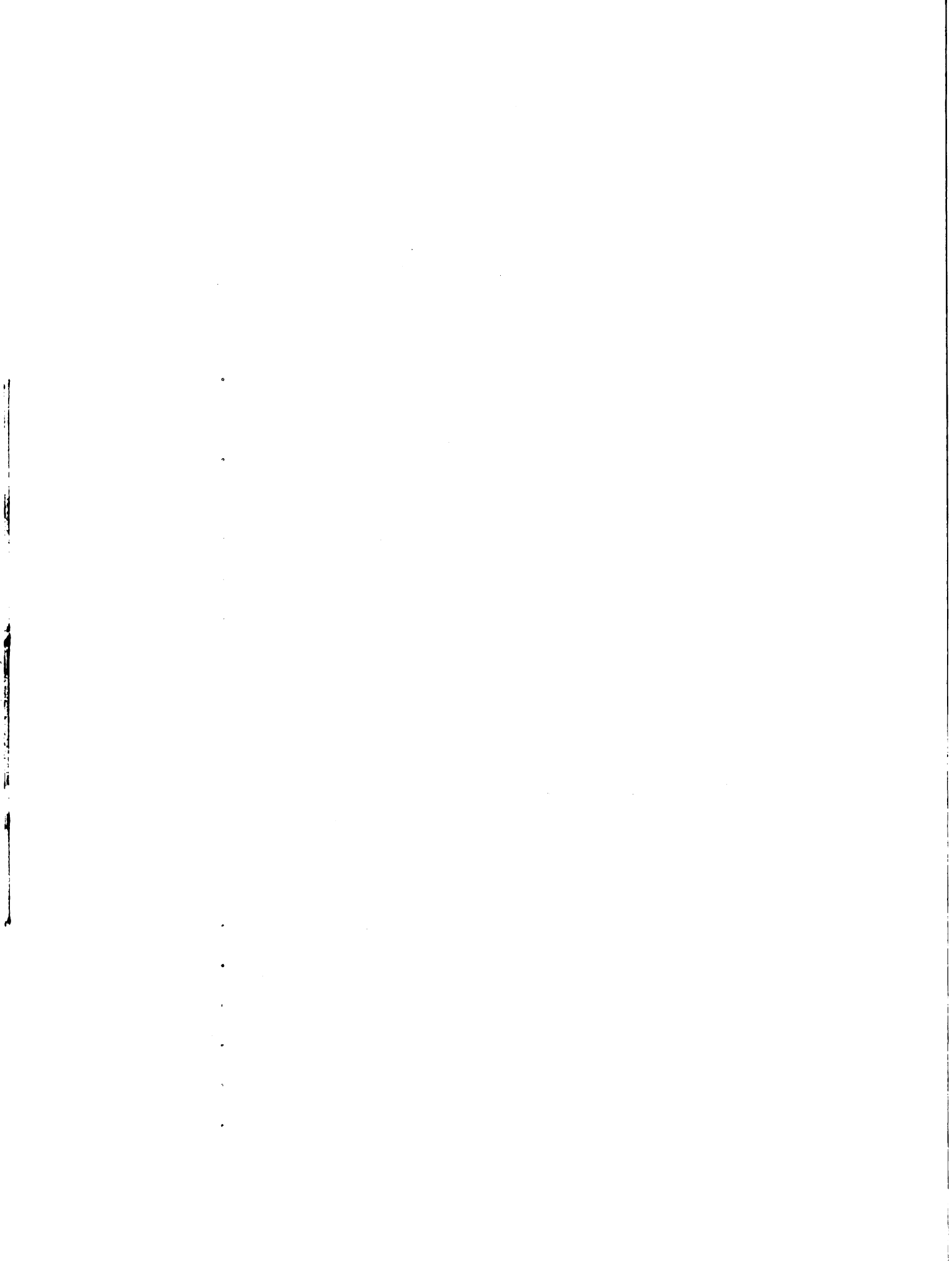


TABLE VIII

ADVICE OF GRADUATES TO PROSPECTIVE BUSINESS  
STUDENTS IN HIGH SCHOOL CONCERNING THE  
PURSUIT OF A COOPERATIVE PROGRAM

Would you advise other prospective business students to pursue a cooperative program?	Number of Responses	%
Yes	52	96.3
No	<u>2</u>	<u>3.7</u>
Total	54	100.0

The second major problem was to find out if the distributive education training received by the student in high school was sufficient enough for him to obtain a satisfactory job upon graduation. Therefore, the following five questions were asked.

TABLE IX

VALUE OF COOPERATIVE TRAINING AS BEING WORTHWHILE,  
JOBWISE, IN THE OPINION OF D.E. GRADUATES

Do you think that it was worthwhile, job-wise, for you to have had cooperative training?	Number of Responses	%
Yes	53	98.2
No	<u>1</u>	<u>1.8</u>
Total	54	100.0

TABLE X

ATTITUDE OF GRADUATES REGARDING ADEQUACY OF RETAIL  
LEARNINGS AND SKILLS AS THESE APPLIED  
TO USE ON THEIR JOB

Were the retail learnings and skills which you acquired in high school sufficient to allow you to use them satis- factorily on your job?	Number of Responses	%
Yes	34	63.0
No	9	16.6
Not working	7	13.0
No answer	<u>4</u>	<u>7.4</u>
Total	54	100.0

TABLE XI

VALUE OF ADDITIONAL RETAIL TRAINING AS  
AN AID TO JOB PREPARATION IN THE  
OPINION OF THE GRADUATES

Do you think that further training in retailing classes would have been helpful?	Number of Responses	%
Yes	30	55.5
No	14	25.9
No answer	<u>10</u>	<u>18.6</u>
Total	54	100.0



TABLE XII

NUMBER OF GRADUATES WHO HAVE ATTENDED A BUSINESS SCHOOL OR COLLEGE AFTER HIGH SCHOOL GRADUATION

Have you attended a business school or college since graduating from high school?	Number of Responses	%
Yes	12	22.2
No	<u>42</u>	<u>77.8</u>
Total	54	100.0

TABLE XIII

REASONS FOR ATTENDING COLLEGE OR BUSINESS SCHOOL AS GIVEN BY THE GRADUATES

If your answer was "yes", for what reason did you attend this college?	Number of Responses	%
Gain further knowledge	5	9.3
Get a better job upon graduation	3	5.6
Influence of friends	2	3.7
Pressure of parents	1	1.8
Influence of teachers	1	1.8
Other members of family attended this school	--	--
Other	--	--
Did not attend college	<u>42</u>	<u>77.8</u>
Total	54	100.0

The third major problem was to ascertain whether the distributive education curriculum was keeping up with the trends in distribution in the world of work. Had graduates found that machines, other than the cash register, were being used in distribution? Had these graduates been deterred from obtaining jobs because of a lack of knowledge of such machines? Should the distributive education program be augmented by adding data processing equipment?

The next part of the questionnaire endeavored to answer these questions.

TABLE XIV

<u>MACHINES USED BY THE GRADUATES IN THEIR WORK</u>		
<u>Check the type of machines you have used on the job since graduating from high school.</u>	<u>Number of Responses</u>	<u>%</u>
Cash register	31	32.6
Adding machine	28	29.5
Marking machine	14	14.7
Data processing machine	2	2.1
Typewriter	14	14.7
Other	<u>6</u>	<u>6.4</u>
Total	95	100.0

TABLE XV

INSTRUCTION ON MACHINES AS USED BY GRADUATES

If you have used or now use a machine, did you have any instruction in its use?	Number of Responses	%
Yes	29	53.6
No	11	20.4
Did not use machines	4	7.4
No answer	<u>10</u>	<u>18.6</u>
Total	54	100.0

TABLE XVI

TIME GIVEN TO MACHINE INSTRUCTION

How much instruction or training did you receive on this machine?	Number of Responses	%
None	11	20.4
One week	13	24.0
Two or three weeks	8	14.8
One month	3	5.6
Two months	1	1.8
Other	4	7.4
Did not use machines	4	7.4
No answer	<u>10</u>	<u>18.6</u>
Total	54	100.0

TABLE XVII

OPINION OF GRADUATES AS TO WHETHER THE RELATED  
CLASSROOM INSTRUCTION IS UP-TO-DATE  
WITH THAT USED IN BUSINESS TODAY

Do you think that the related classroom instruction is suf- ficiently up-to-date with that used in business today?	Number of Responses	%
Yes	45	83.3
No	5	9.3
No answer	<u>4</u>	<u>7.4</u>
Total	54	100.0

TABLE XVIII

AREAS WHICH SHOULD RECEIVE MORE  
EMPHASIS IN THE OPINION OF THE GRADUATES

If your answer was "no", which of the following do you think is needed?	Number of Responses	%
More cash register training	5	9.3
Basic mathematics	10	18.6
Wrapping package training	2	3.7
Sales demonstration	1	1.8
Specific product information	1	1.8
Job interview training	--	--
Advertising training	--	--
Display training	3	5.6
Other	1	1.8
No answer	<u>31</u>	<u>57.4</u>
Total	54	100.0

The fourth major problem was to determine in what areas other than distribution these selected graduates had been employed since their graduation. Therefore, the following two questions were asked.

TABLE XIX

NUMBER OF GRADUATES EMPLOYED  
IN AREAS OTHER THAN DISTRIBUTION

If you have never been employed in a distributive business, have you ever been employed elsewhere?	Number of Responses	%
Yes	22	40.7
No	--	--
Employed in distributive business	<u>32</u>	<u>59.3</u>
Total	54	100.0

TABLE XX

POSITIONS HELD BY GRADUATES  
NOT EMPLOYED IN DISTRIBUTION

If your answer was "yes", what types of positions have you had?	Number of Responses	%
Office	5	9.3
Factory	12	22.2
Service company	4	7.4
Other	1	1.8
Employed in distributive business	<u>32</u>	<u>59.3</u>
Total	54	100.0

## CHAPTER V

### SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### SUMMARY OF FINDINGS

There were eighty-eight graduates of Pontiac Northern High School who successfully completed the two-year distributive education cooperative training program between the years of 1963 and 1965 and to whom questionnaires were sent. Sixty-two of these graduates returned their questionnaires, including eight who are currently serving in the United States Armed Forces. These eight returned blank forms and were not included in the total number of respondents.

Among the findings which the survey revealed, the following data was of particular interest:

1. 32 or 59.3 per cent of the respondents had been employed in a distributive business.
2. 47 or 87 per cent of the respondents were currently employed.
3. 13 or 24 per cent of the respondents were engaged in sales work at the time of the survey.
4. 33 or 61.1 per cent of the respondents were using the learnings and skills which were acquired in their related D.E. training classes.
5. 52 or 96.3 per cent of the respondents indicated they would advise other prospective business students to pursue a cooperative program.
6. 53 or 98.2 per cent of the respondents thought that it was worthwhile, jobwise, to have had cooperative training.

7. 34 or 63 per cent of the respondents said that the retail learnings and skills which they obtained in high school were sufficient to enable them to secure a job.
8. 30 or 55.5 per cent of the respondents thought that further training would have been helpful in retailing.
9. 12 or 22.2 per cent of the respondents not employed in distributive businesses were working on production in automobile factories in Pontiac, Michigan.

### CONCLUSIONS

The following conclusions pertaining to the cooperative training program in distributive education have been drawn from the data collected from the fifty-four questionnaires:

1. The cooperative training program in distributive education should be maintained in the curriculum since over one-half of the graduates who completed the two-year D.E. program did obtain distributive positions after leaving high school. Sixty-one per cent of the total fifty-four respondents also used their learnings and skills on-the-job.
2. The cooperative training which these graduates obtained in high school was for the most part sufficient for them to obtain satisfactory jobs.
3. The present curriculum is meeting the needs of today's businesses. Eighty-three per cent of the fifty-four respondents were of the opinion that the related classroom instruction was up-to-date with that used in business.
4. The need for additional retail training was expressed with fifty-five per cent of the fifty-four respondents indicating this would be helpful.
5. The automobile industry, being a major employer in the Pontiac area, took almost one-fourth of the D.E. graduates.

## RECOMMENDATIONS

In view of the above summary and conclusions, the following recommendations were made:

1. In consideration of the fact that very few of the graduates attended any type of school after graduation, the program should be strengthened and the subjects in this curriculum should be given a high degree of vocational competency.
2. Mathematics should be given more attention in the present retailing classroom instruction as suggested by the respondents.
3. The addition of another retailing course, possibly advertising or consumer economics, should be included in the distributive education curriculum.
4. More emphasis should be focused on the Placement Office in the high school as an aid to graduates who are looking for jobs and also for those graduates who wish to change positions.



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## APPENDICES

APPENDICES

APPENDIX A. Letter Sent to Graduates

APPENDIX B. Questionnaire Sent to Graduates

APPENDIX C. Time Schedule for Completion of Study

APPENDIX D. Cost of the Study



APPENDIX A

# Pontiac Northern Senior High School

1051 ARLENE STREET, PONTIAC, MICHIGAN

48055

PHILLIP WARGELIN  
Principal

Phone 338-4505

EDWARD G. DAUW  
Admin. Assistant

DONALD E. McCracken  
Assistant Principal

VERNELL DUFFY  
Assistant Principal

DANA P. WHITMER  
SUPERINTENDENT

RICHARD C. FELL  
ASSISTANT  
SUPERINTENDENT

WILLIAM J. LACY  
ASSISTANT  
SUPERINTENDENT

VERNON L. SCHILLER  
BUSINESS MANAGER

July 29, 1966

Dear Pontiac Northern Graduate:

This letter is a request for a few minutes of your time--the time necessary to complete the enclosed questionnaire which is being used to make a survey of certain of the Pontiac Northern High School graduates.

This survey is being made for the following purposes:

1. To determine the extent to which the cooperative distributive education graduates have used the related instruction vocationally.
2. To determine in what areas other than distribution the students have been employed since their graduation.

Your high school record shows that you were one of the graduates who had completed the two-year cooperative program in distributive education. Will you please answer the enclosed questionnaire and return it promptly. (Before August 15, if possible.)

Sincerely,

Donald R. Friebe  
Coordinator of Distributive Occupations

Enclosure



7. How valuable in your opinion has your cooperative retail training been to you in your present job?
- ( ) Extremely valuable      ( ) Of little value  
( ) Quite valuable      ( ) Of no value
8. Would you advise other prospective business students to pursue a cooperative program?
- ( ) Yes      ( ) No
9. Do you think that it was worthwhile, jobwise, for you to have had cooperative training?
- ( ) Yes      ( ) No
10. Were the retail learnings and skills which you acquired in high school sufficient to allow you to use them satisfactorily in your job?
- ( ) Yes      ( ) No
11. Do you think that further training in retailing classes would have been helpful?
- ( ) Yes      ( ) No
12. Have you attended a business school or college since graduating from high school?
- ( ) Yes      ( ) No
13. If your answer was "yes", for what reason did you attend this college?
- ( ) Gain further knowledge  
( ) Get a better job upon graduation  
( ) Influence of friends  
( ) Pressure of parents  
( ) Influence of teachers  
( ) Other members of family attended this school  
( ) Other \_\_\_\_\_
14. Check the types of machines you have used on the job since graduating from high school.
- ( ) Cash Register      ( ) Data Processing Machine  
( ) Adding Machine      ( ) Typewriter  
( ) Marking Machine      ( ) Other \_\_\_\_\_

15. If you have used or now use a machine, did you have any instruction in its use?  
 Yes  No
16. How much instruction or training did you receive on this machine?  
 None  One month  
 One week  Two months  
 Two - Three weeks  Other \_\_\_\_\_
17. Do you think that the related classroom instruction is sufficiently up-to-date with that used in business today?  
 Yes  No
18. If your answer was "no", which of the following do you think is needed?  
 More cash register training  
 Basic mathematics  
 Wrapping package training  
 Sales demonstrations  
 Specific product information  
 Job interview training  
 Advertising training  
 Display training  
 Other \_\_\_\_\_
19. If you have never been employed in a distributive business, have you ever been employed elsewhere?  
 Yes  No
20. If your answer was "yes", what types of positions have you had?  
 Office  Factory  
 Service company  Other \_\_\_\_\_

Any additional comments or suggestions will be appreciated.



APPENDIX C

TIME SCHEDULE FOR COMPLETION OF STUDY

	WEEKS
Secure names and addresses . . . . .	1
Prepare questionnaires for mailing . . . . .	1
Time allowed for return of questionnaires . . . . .	3
Time allowed for tabulating information and writing final report . . . . .	4
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	9
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APPENDIX D

COST OF THE STUDY

<u>MATERIALS</u>	<u>COST</u>
Paper . . . . .	\$ 3.00
Mimeograph Stencils . . . . .	.75
Envelopes . . . . .	2.00
Stamps . . . . .	10.90
Book Binding . . . . .	15.00
	<u>\$31.65</u>

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