

The Woman's College of
The University of North Carolina
LIBRARY

CQ
no. 117



COLLEGE COLLECTION

Gift of
Frances A. Sowell Frye

A FOLLOW-UP STUDY OF THE DISTRIBUTIVE EDUCATION COOPERATIVE
TRAINING STUDENTS OF GREENSBORO, NORTH CAROLINA,
SENIOR HIGH SCHOOL FROM 1940 THROUGH 1949

by

Frances A. Sowell Frye

A Thesis
Submitted to
the Faculty of the University of North Carolina
in partial Fulfillment
of the Requirements for the Degree
Master of Science in Business Education

Greensboro

1950

Approved by:

Nancy T. Littlejohn
Adviser

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM - - - - -	1
Statement of the problem - - - - -	1
Importance of the Problem - - - - -	2
History and Setting - - - - -	4
Brief Description of Greensboro - - - - -	4
Greensboro Senior High School - - - - -	5
The Distributive Education Program in North Carolina	7
The Distributive Education Cooperative Program in Greensboro - - - - -	9
Scope of the Study and Sources of Data	10
Definitions - - - - -	12
Auxiliary Worker - - - - -	12
Coordinator - - - - -	12
Distributive Education - - - - -	13
Distributive Education Cooperative Part-Time Program	13
Distributive Occupations - - - - -	13
Distributive Worker - - - - -	14
School-leavers - - - - -	14
Training Agency - - - - -	14
Related Studies - - - - -	14
Related Studies Reported in the Literature - - - -	15
Related Studies Not Reported in the Literature - -	16
II. PROCEDURE - - - - -	22
Securing the Correct List of Students and Pertinent Data from Official High School Records - - - - -	22

Josephicka

Baltimore, Maryland Salisbury, N. C.

111

CHAPTER

LIST No. **15-187** CONSISTING OF **4** BOOKS

PAGE

STYLE ----- 23

COLOR ----- 23

340 ----- 28

TITLE ----- 29

III.

AUTHOR ----- 32

VOLUME AND DATE ----- 32

CALL NUMBER ----- 34

employed --- 36

SPECIAL INSTRUCTIONS ----- 37

loyed --- 37

588 ----- 41

----- 42

Main Duties in Wholesale and Retail Businesses -- 43

Main Duties in Other Businesses - - - - - 43

Weekly Earnings - - - - - 43

Unemployment - - - - - 48

Military Service - - - - - 48

Employment Since Leaving School - - - - - 49

Attitudes Toward Present Occupations - - - - - 55

Summary - - - - - 58

IV. EDUCATIONAL AND SOCIO-CIVIC DATA - - - - - 62

Educational Information - - - - - 62

Required Training - - - - - 62

Voluntary Training - - - - - 62

Socio-Civic Information - - - - - 68

	111
CHAPTER	PAGE
Developing the Questionnaire - - - - -	23
Data Sought in the Questionnaire - - - - -	23
Validating the Questionnaire - - - - -	28
Distributing the Questionnaire - - - - -	29
Returns on the Questionnaire - - - - -	30
III. RESIDENCE AND OCCUPATIONAL DATA - - - - -	32
Residence - - - - -	32
Occupational Information - - - - -	32
Present Employment Status - - - - -	34
The Nature of the Businesses Where Employed - - -	36
Nature of the Positions in Which Employed - - - -	37
Business Ownership - - - - -	41
Executive Responsibilities - - - - -	42
Main Duties in Wholesale and Retail Businesses - -	43
Main Duties in Other Businesses - - - - -	43
Weekly Earnings - - - - -	43
Unemployment - - - - -	48
Military Service - - - - -	48
Employment Since Leaving School - - - - -	49
Attitudes Toward Present Occupations - - - - -	55
Summary - - - - -	58
IV. EDUCATIONAL AND SOCIO-CIVIC DATA - - - - -	62
Educational Information - - - - -	62
Required Training - - - - -	62
Voluntary Training - - - - -	62
Socio-Civic Information - - - - -	68

	iv
CHAPTER	PAGE
Church Activities - - - - -	68
Other Community Group Activities - - - - -	70
Special Community Activities - - - - -	75
Hobbies - - - - -	75
Public Offices - - - - -	76
Voting - - - - -	76
Contacts With Greensboro Senior High School - - - -	77
Summary - - - - -	77
V. HIGH SCHOOL INFORMATION - - - - -	80
Extracurricular Activities - - - - -	80
High School Honors Received - - - - -	83
Part-Time Jobs - - - - -	83
High School Subjects - - - - -	83
Distributive Education - - - - -	90
Course of Study - - - - -	90
Work Experience - - - - -	99
False Impressions - - - - -	100
Distributors Club - - - - -	101
Comparative Progress on the Job - - - - -	103
Suggestions for Improvements - - - - -	105
Summary - - - - -	107
VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS - - - - -	110
Summary of Purpose and Scope - - - - -	110
Conclusions and Summary of Findings - - - - -	111
Recommendations - - - - -	116

CHAPTER		v
		PAGE
BIBLIOGRAPHY	- - - - -	119
APPENDIX A	Sample Copies of Letters - - - - -	128
APPENDIX B	The Questionnaire - - - - -	132
APPENDIX C	"Requirements for Graduation" - Greensboro Senior High School - - - - -	138

LIST OF TABLES

TABLE	PAGE
I. Distribution of Questionnaire Returns by Class and Sex	31
II. Present Residence of 150 Respondents, By Class - - - - -	33
III. Present Employment Status of Respondents, By Class and Sex	35
IV. Classification of Businesses Employing Respondents - - -	36
V. Number of Respondents Employed in Various Kinds of Whole- sale and Retail Outlets - - - - -	38
VI. Distribution by Class of 109 Respondents Among Distributive, Auxiliary, and Nondistributive Positions - - - - -	40
VII. Number of Supervisory and Nonsupervisory Positions Being Held by 109 Respondents, By Class and Sex - - - - -	42
VIII. Main Duties of 61 Respondents Employed in Wholesale and Re- tail Businesses, By Sex - - - - -	44
IX. Main Duties of 49 Respondents Not Employed in Wholesale or Retail Trades, By Sex - - - - -	45
X. Weekly Wages on Present Jobs, By Class and Sex - - - - -	46
XI. Weekly Wages on Present Jobs, According to Type of Jobs	48
XII. Number Initially Employed with Cooperative Training Agency Upon Leaving High School and Number Still With the Training Agency, By Class - - - - -	49
XIII. Tenure of Service with Training Agency of 72 Respondents, By Class - - - - -	50
XIV. Reasons of 49 Respondents for Leaving Regular Jobs With Cooperative Training Agencies - - - - -	51

TABLE	PAGE
XV. Number of Jobs Held by 139 Respondents Since Leaving High School, According to Class - - - - -	52
XVI. Number and Types of Regular Jobs Held by 139 Respondents -	53
XVII. Number of Promotions Reported by 139 Respondents, By Class	54
XVIII. Reasons Given by 139 Respondents for Job Terminations - -	56
XIX. Reasons Given by 25 Respondents Who Want to Change Jobs, According to Present Occupational Classification - - - - -	57
XX. Occupational Preference of 25 Respondents Desiring to Change, According to Present Occupational Classification - - - -	57
XXI. Advantages of Present Jobs Reported by 86 Respondents, According to Present Occupational Classification	59
XXII. Disadvantages of Present Jobs Reported by 52 Respondents, According to Occupational Classification - - - - -	60
XXIII. Number of Respondents Receiving Education Beyond High School, By Class - - - - -	63
XXIV. Special Training Required of 22 Respondents - - - - -	64
XXV. Church Activities of Respondents - - - - -	69
XXVI. Positions of Leadership Held in Church Organizations by 57 Respondents - - - - -	71
XXVII. Socio-Civic Activities of Respondents Excluding Church Activities - - - - -	72
XXVIII. Socio-Civic Clubs and Activities in Which 50 Respondents Participate - - - - -	73
XXIX. Offices Held in Socio-Civic Groups by 21 Respondents - - -	74
XXX. Participation of 24 Respondents in Special Community Activities - - - - -	75

TABLE	PAGE
XXXI. Contacts of 101 Respondents With Greensboro High School Since Leaving - - - - -	78
XXXII. Participation in High School Extracurricular Activities by 93 Respondents - - - - -	81
XXXIII. Distribution Among High School Clubs of Extracurricular Activities of 93 Respondents, By Sex - - - - -	82
XXXIV. Honors Received by 35 Respondents While in High School	84
XXXV. Part-Time and Vacation Jobs, Not Including Cooperative Training Jobs, Held While in High School by 49 Re- spondents - - - - -	85
XXXVI. High School Subjects Considered Most Valuable by 127 Re- spondents Distributed According to Sex - - - - -	86
XXXVII. Subjects Which 84 Respondents Wish They Had Taken in High School, According to Sex - - - - -	88
XXXVIII. High School Subjects Which 47 Respondents Would Have Eliminated in Favor of Other Subjects, Together with Frequency of Responses - - - - -	89
XXXIX. Reasons Given by 135 Respondents for Taking Distributive Education Cooperative Training - - - - -	91
XL. Evaluation of Topics Composing the North Carolina Distributive Education Course of Study - - - - -	93
XLI. Time Recommendations for Topics Composing North Carolina Distributive Education Course of Study - - - - -	94
XLII. Evaluation of the Course of Study by 17 Members of 1948 Class - - - - -	96

TABLE	PAGE
XLIII. Time Recommendations for Topics in Course of Study Made by 17 Members of 1948 Class - - - - -	97
XLIV. Topics That Should be Added to the Course of Study in the Opinion of 46 Respondents - - - - -	98
XLV. Relative Importance of Distributors Club Purposes in Opinion of 112 Respondents - - - - -	102
XLVI. Additional Club Purposes Recommended by 12 Respondents - -	103
XLVII. Progress of 135 Respondents in Comparison With Workers Who Did Not Take Distributive Education Training, According to Class - - - - -	104

CHAPTER I

THE PROBLEM

STATEMENT OF THE PROBLEM

The purpose of this study is to evaluate the Distributive Education cooperative part-time program of the Greensboro Senior High School on the basis of a follow-up study of the experiences and opinions of the students who completed at least one semester of Distributive Education training at Greensboro Senior High School during the period 1940-49.

More specifically, the study attempts to find the answers to the following questions:

1. What is the occupational record of the students in regard to positions held, duties performed, promotions, and job satisfaction?
2. What further education have the students had since leaving high school, and what is the nature of this education?
3. What is the attitude of the students toward the usefulness of subjects in the high school curriculum which they studied?
4. What improvements in the Distributive Education program are suggested by the students?

IMPORTANCE OF THE PROBLEM

The manufacturer checks his product and finds out whether or not the user is satisfied. Basing his actions on the comments of his dealers and users, he decides how to redesign his product so that it may better fit the needs and wants of the consumer.

For many years the educator has been checking his product in regard to whether or not secondary-school education fits individual and group needs. According to Lose,¹ when the educator checks his products with a "good instrument" and evaluates his results with an unbiased mind, he will get "animated" information which can give him the basis for developing a "dynamic educational program". One instrument which the educator has found useful is the follow-up survey.

In connection with follow-up studies, Brewster and Zeran commented:

A school may determine its success . . . by examining its product . . . by evaluating its curriculum, its instructional service, and guidance practices in the light of findings revealed by the records of school leavers, and make necessary changes and modifications.²

Johnson said:

The efficiency of high school education is measured not so much by the character and success of teaching procedures, nor by the marks secured from tests based on textbook content, as by the lives that young people lead after graduation. Not the process but the product should be considered in estimating the

¹Foster W. Lose, "And What About the School's Sales Department?" National Business Education Quarterly, 16:59, May 1948.

²Royce E. Brewster and Franklin R. Zeran, "Techniques of Follow-Up Study of School Leavers," Miscellaneous Bulletin No. 3038, Federal Security Agency, United States Office of Education, Vocational Division, February 1943, p. 1.

worth of any educational program; and . . . the value which young people ascribe to their high school education should be given careful attention.³

Tonne headed a committee which issued the following statement:

The responsibility of the secondary school . . . does not end at graduation. If one of the aims of education is to prepare for successful economic living, the schools fail in achieving their goal if they dismiss their graduates without ascertaining whether the results of their training have proved successful . . . Unless we know what these young people are doing, and how they are doing it, we cannot know whether our educational program is adequate or incomplete, whether it needs modification or overhauling, whether it is really turning out competent citizens.⁴

After a study of cooperative work experience education in forty-five high schools and 112 junior colleges, Brockman confirms the importance of follow-up in cooperative training in the following statement:

Follow-up and evaluation studies should become an integral part of the procedure of work-experience education programs in all schools. Until follow-up studies are made, it is difficult to appraise the results of programs of this nature . . . Students who are graduated from work-experience programs will have ideas and suggestions that should be helpful. Follow-up studies confirm the accepted educational concept that the school should encourage planning based upon full cooperation between coordinator, employer, pupil, and parent.⁵

³William H. Johnson, "Graduates Evaluate Their High School Education," School Review, 51:408, September 1943.

⁴"Trends and Factors Affecting Curriculum Revision in Business Education," Eastern Commercial Teachers Association, Fourteenth Yearbook, Somerset, N. J.: Somerset Press, 1941, p. 41.

⁵L. O. Brockman, "Inauguration and Development of Cooperative Work Experience Education in Secondary Schools," The Bulletin of the National Association of Secondary-School Principals, 30:56, January 1946.

HISTORY AND SETTING

In order to understand and interpret both the problems and the findings of this study, some background information about Greensboro, Greensboro Senior High School, and the Distributive Education program in both North Carolina and Greensboro is necessary.

Brief Description of Greensboro. Greensboro is in the center of Guilford County in the northern Piedmont section of North Carolina. It has an area of 18.06 square miles. According to the 1940 United States census the population was 59,319. According to the City Department of Planning, in 1949 the population was estimated at 80,000 with the metropolitan population at between 105,000 and 110,000.

The Department of Planning estimates the trading area serviced by approximately 1,300 retail, service, and professional outlets⁶ in Greensboro to be of five nearby counties as well as Guilford.⁷ The shopping trade from this area is built on staples. although there is also a large business in luxury goods. In 1948, Sales Management magazine gave the net effective buying income of Greensboro as \$1,678 per capita.⁸

Greensboro is an insurance, industrial, distribution, and educational center as well as a shopping center. Several nationally known insurance companies have their home offices here; many others have agencies.

⁶"Facts About Greensboro, North Carolina," Greensboro Chamber of Commerce, 1949, p. 7.

⁷"Future Employment and Population in the Greensboro Metropolitan Area," Technical Report No. I, Department of Planning, City of Greensboro, N. C., Greensboro, North Carolina: June 1948, mimeographed, p. 16.

⁸"Corrections--Survey of Buying Power," Sales Management, 61:111, July 1, 1948.

The industry is mainly textiles with some chemical, stone, clay, glass, and other manufacturing. Within the city limits of Greensboro there are five colleges, and within a radius of sixteen miles there are four others. In addition, there is the recently established Evening College. There are twenty-three public schools with a school population of 11,521.⁹

In the Greensboro public schools the loss of students from the first through the twelfth grades is less than the average, and the proportion of students going to college is higher.¹⁰ This may be due to the large number of colleges in the vicinity, "but it also seems to indicate that the public school education is fairly well suited to the needs of the pupils."¹¹

Greensboro Senior High School. Tenth, eleventh, and twelfth grades are included in Greensboro Senior High School. The transition from eleven to twelve grades, authorized by the North Carolina legislature in 1941-42 session, was completed in 1946. The school population is usually from 1,200 to 1,400. Greensboro Senior High School is accredited by both the Southern Association of Colleges and Secondary Schools and the North Carolina Department of Public Instruction.

The requirements for graduation are listed in a bulletin included in the appendix.

⁹"Facts About Greensboro . . .," op. cit., p. 4.

¹⁰Greensboro Provisional League of Women Voters, "So This is Greensboro, A Community Survey," Greensboro, North Carolina: Greensboro Provisional League, March 1949, p. 4.

¹¹Loc. cit.

RECOMMENDATIONS

On the basis of the preceding findings and conclusions, the following recommendations are made:

1. That the Distributive Education cooperative program continue to adjust to local needs, problems, and situations, and that high school youth with aptitude for and interest in distributive occupations and a need for high school job training be encouraged to enter the Distributive Education cooperative program.

2. That coordinators make wider use in the classroom of students' experiences on the job, information about jobs in distribution, field trips, speakers, and other community resources.

3. That certain modifications be made in the North Carolina course of study for Distributive Education as it is used in the Greensboro Senior High School program; although the major duties of the trainees in wholesale and retail businesses correspond with the emphasis and subject matter in the course of study. The modifications recommended, on the basis of the opinions and evaluation of the trainees, are:

(1) Increased time and emphasis on salesmanship, merchandise information, inventory, professional opportunities and improvement, advertising, store organization, and merchandise and stock control.

(2) Decreased time and emphasis on textiles, orientation, and particularly plastics.

4. That the Distributive Education cooperative program provide (1) information concerning training possibilities beyond the high school level, and (2) guidance for the selection of the type and place for such

A follow-up study of Greensboro Senior High School graduates made in 1940 shows some interesting facts about Greensboro students. Florance¹² sent out questionnaires to the 1,700 graduates of the years 1935-1939, and received replies from 981. Some of the important findings are the following:

1. The largest group, 40%, of the employed respondents were in clerical jobs; the next largest, 17%, in sales work.
2. Three-fourths had had additional education after high school, 51.6% having attended college one or more years.
3. Almost 90% had hobbies.
4. Club membership was most frequently in religious, social, recreational, civic, or educational groups; it averaged 1.6 memberships per person.
5. The subjects considered most valuable were English, mathematics, and commercial subjects, in that order. The subjects they wished they could take were mainly commercial, home economics, sales, and trades courses.
6. The main reasons given for leaving jobs were to go to school and to take better jobs.
7. The major problems facing respondents at the time of the survey included getting more training, inadequate income, getting better jobs, and poor health.¹³

¹²Christine P. Florance, "Follow-up Report of High School Graduates—Classes of 1935, 1936, 1937, 1938, 1939," Greensboro, North Carolina: Greensboro Public Schools, 1940.

¹³Ibid., pp. 5-31.

The Distributive Education Program in North Carolina. The Distributive Education program was inaugurated in North Carolina in 1939 with one high school cooperative program at New Hanover High School in Wilmington with twenty-six students. Six additional programs, including the one in Greensboro with twenty-two students, were started in 1940. The total enrollment in the seven programs for the school year 1940-41 was 182 students.¹⁴ For the school year 1948-49 there were twenty-three high school cooperative training programs with 553 students enrolled.¹⁵

The evolving purposes of the Distributive Education cooperative program in North Carolina can probably be best shown by reviewing the objectives stated in the successive courses of study.

The first tentative course of study for Distributive Education in North Carolina was prepared by a group of coordinators at North Carolina State College in Raleigh during the summer of 1941. A summary of the purposes of the high school cooperative program as formulated in this suggested course of study is paraphrased as follows:

1. To help the student acquire the skills and knowledges necessary to perform his particular duties in order to satisfy his employer.
2. To help the student to gain a broad knowledge of retailing, its

¹⁴Clyde Erwin, Biennial Report of the Superintendent of Public Instruction of North Carolina 1940-41 and 1941-42, Part I, Summary and Recommendations, Raleigh, North Carolina: The Department of Public Instruction, 1942, p. 41.

¹⁵Letter from T. Carl Brown, State Supervisor of Distributive Education in North Carolina, October 12, 1949

functions, organization, and purposes, so as to be prepared for promotion.¹⁶

A revised course of study was prepared by the coordinators of the North Carolina Distributive Education program during the summer of 1945 in a workshop held on the campus of the Woman's College of the University of North Carolina in Greensboro. The objectives of the cooperative training as stated in this revised course of study are as follows:

1. To instruct qualified persons in distribution as a career.
2. To prepare the student for socio-economic adjustments
 - a. personal qualities
 - b. employer-employee relations
 - c. employee-employee relations
 - d. economic principles applicable to distribution
 - e. adjustments from school to business
 - f. spending earnings
3. To promote community-school-business public relations, in the interest of better-trained personnel in distributive activities.
4. To foresee related needs other than training and to provide service in the field, such as counter counselling, placement, etc.
5. To give specific and definite vocational training in the chosen distributive job.
6. To develop the idea in the student of the need for continued training after school.
7. To encourage leadership and initiative, in keeping with the student's ability, that will lead to (1) promotion, (2) maximum production, and (3) maximum job satisfaction.
8. To develop the student's understanding of the problems of distribution.

¹⁶North Carolina State Department of Public Instruction, Division of Vocational Education, A Suggested Course of Study in Retailing for the Cooperative Program, Raleigh, North Carolina: The Department of Public Instruction, 1941, p. i.

9. To stress the dignity and importance of all jobs in distribution.¹⁷

Modifications in the teaching outline and materials were made in line with the new statement of objectives. For two years the revised course of study was used by the coordinators as a guide.

The last major changes during the period covered by this study were made in the summer of 1947, and the new course of study was duplicated.

The statement of objectives appearing in the 1947 revision is as follows:

1. To prepare qualified persons for careers in distribution.
2. To prepare the pupil for socio-economic adjustment.
3. To promote community-school-business public relations.
4. To encourage initiative and leadership which bring promotion, maximum production, and job satisfaction.
5. To develop in the pupil a realization of need for further training.
6. To stress the dignity and importance of all work.¹⁸

The objectives stated in the 1947 revision appear to be a refinement and, in some cases, a condensation of the 1947 objectives without important changes.

The Distributive Education Cooperative Training Program in Greensboro. In 1949, when this study was begun, the Greensboro Distributive

¹⁷North Carolina State Department of Public Instruction, Division of Vocational Education, A Course of Study for the High School Distributive Education Class—A Working Outline, Raleigh, North Carolina: The Department of Public Instruction, 1945, p. viii.

¹⁸North Carolina State Department of Public Instruction, Division of Vocational Education, A Course of Study in Distributive Education for the High School, Raleigh, North Carolina: The Department of Public Instruction, 1947, p. 6.

Education cooperative program was nine years old. At its inception, twenty-two students enrolled in the training program. At the beginning of the ninth year, thirty-six students enrolled, although some were juniors and are not included in this study.

During the first year of the program the Diversified Occupations coordinator served as Distributive Education coordinator. During the second and following years the Distributive Education program has had its own coordinator.

SCOPE OF THE STUDY AND SOURCES OF DATA

This study is limited to those students of Greensboro Senior High School who have taken the Distributive Education part-time cooperative training for at least one semester beginning with the school year 1940-41 and extending through the school year 1948-49 and who have either graduated or left school as of the end of the school year 1948-49. At the end of the school year 1948-49 a total of 217 students had been enrolled in the Distributive Education classes at Greensboro High School. Of this number thirty-four are excluded from this study. Twenty of the thirty-four dropped out of the cooperative program before completing one semester's work. The reason for their dropping out, as shown on school records, is given in the appendix. Fourteen of the thirty-four are planning to continue their high school program during 1949-50 and are, therefore, not school-leavers. This study concerns the remaining 183 students who have finished at least one semester in Distributive Education cooperative training and who are school-leavers.

For the purposes of this study the students were divided into class groups according to the last semester they completed in Distributive Edu-

cation cooperative training. Thus, if a student entered the class in January, 1941, and continued training for three semesters through May, 1942, he is considered in the 1942 group.

Of the 183 students who are included in the study, 86 are boys and 97 are girls. These are distributed among the classes as shown in the following tabulation:

<u>Class</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
1941	9	14	23
1942	15	11	26
1943	8	9	17
1944	5	11	16
1945	11	12	23
1946	7	4	11
1947	2	17	19
1948	16	10	26
<u>1949</u>	<u>13</u>	<u>9</u>	<u>22</u>
Total	86	97	183

The ages of these students when entering Distributive Education cooperative training varied from fifteen to twenty, with the largest number, slightly less than one-half, falling into the seventeen-year-old group.

Sixty-eight of the males and eighty-two of the females graduated from high school. Eighteen of the males and fifteen of the females did not graduate.

The data for the study are from two sources:

1. The official school records.

2. A questionnaire-check-list directed to each of the 183 students included in this study.

The school records provided the following data: birthday, date of leaving school, subjects taken and grades made, name of the Distributive Education cooperative training agency, and last home address and telephone number. The records are incomplete in regard to standard test scores, conduct grades, and extracurricular activities.

The questionnaire-check-list was used to procure information under the following captions: Personal Information, Occupational Information, Educational Information, Socio-Civic Information, and High School Information. A description of the development of the check-list and the detailed information sought are presented in Chapter II.

DEFINITIONS

The definitions of several terms which are used in this study are:

1. Auxiliary Worker--a person engaged in a distributive business but whose activities "do not bring him in contact with consumers, or in servicing, buying, selling, or related managing activities." This classification includes clerical workers, bookkeepers, stenographers, cashiers, etc.¹⁹

2. Coordinator--the high school teacher responsible for the Distributive Education cooperative students and program. The coordinator does the classroom teaching, supervises the selection of training agencies, and coordinates the on-the-job working experiences with classroom activities.

¹⁹Kenneth B. Haas, Distributive Education, New York: The Gregg Publishing Company, 1941, p. 212.

3. Distributive Education—"that area of business education that deals with the training of workers who are in occupations serving the consuming public as well as the training of individuals who desire to enter such occupations."²⁰

4. Distributive Education Cooperative Part-Time Program—the training which provides for "technical and related vocational instruction . . . given in conjunction with organized practical experience in a distributive business, at a wage comparable with regular employees, for the purpose of" imparting to the student "knowledge and skill in a particular occupation, under an arrangement whereby the trainee's time is divided between school and work."²¹

5. Distributive Occupations—"the occupations involved in making available to consumers goods and services produced by others." This is further explained as "occupations followed by workers directly engaged in . . . activities that bring them in direct contact with buyers and sellers." These occupations include: retailing, wholesaling, and others which buy and sell commodities; commercial services, which "are those sold by persons engaged in advertising, merchandising, financing, insurance, storage, warehousing, transportation, communication, collection, auctioneering, accounting, reporting, employing, and similar agencies;" and personal services, which "are those sold by cleaning, undertaking, repairing, hotel,

²⁰Ira W. Kibby, "Foreword," National Business Education Quarterly, 11:5, March 1943.

²¹Kenneth B. Haas, Cooperative Part-Time Retail Training Programs, Vocational Division Bulletin No. 205, Business Education Series No. 12, United States Department of Interior, Office of Education, Washington: U. S. Government Printing Office, 1939, p. 6.

housing, and similar agencies."²²

6. Distributive Worker—a person engaged in "buying and selling goods or services to consumers, or in managing, buying, selling and making direct customer contacts!"²³

7. School-leavers—"products of the school, whether they emerge as graduates or drop-outs."²⁴

8. Training Agency—that business organization which hires the Distributive Education part-time student and which agrees to give him progressive on-the-job training under proper supervision.

RELATED STUDIES

An examination of the literature dealing with Distributive Education shows that, since the authorization of Distributive Education training under Federal subsidy by Congress in 1936, only a few follow-up studies of Distributive Education students have been made. None has been made in North Carolina.

The following indexes and bibliographies were searched for references to follow-up studies related to Distributive Education: The Delta Pi Epsilon Bibliography of Research Studies in Business Education 1920-1940; Business Education Index 1941-1948; Education Index July 1935 - June 1949; National Association of Business Teacher-Training Institutions Bulletin, numbers 9 (March 1936), 24 (1942), 28 (October 1942), 33 (1943-44), 36 (May 1945), 39 (June 1946), 42 (May 1947), 45 (June 1948), 48 (June 1949);

²²Haas, Distributive Education, op. cit., pp. 210-213.

²³Ibid., p. 212.

²⁴Brewster and Zeran, op. cit., p. 1.

Readers Guide July 1937 - June 1949; Indiana University Study No. 32, Bibliography of Research Studies in Business Education 1941-1948; The Graduate School Dissertations and Theses of the University of North Carolina through 1947; University of North Carolina Record—Research in Progress October 1942 - October 1948; Doctoral Dissertations Accepted by American Universities; and Abstracts of Theses from Cornell and Ohio Universities. This search revealed only three follow-up studies of Distributive Education students.

Related Studies Reported in the Literature. Early in the history of Distributive Education, Holman followed up the graduates of Mason City, Iowa, High School.²⁵ The Distributive Education program was started there in the fall of 1936. She made her survey in 1940 and included 914 students—all the 1937, 1938, and 1939 high school graduates. The purpose was to compare the progress of graduates who had had Distributive Education training with those who had gone to work after graduation without this special training. The following conclusions were reported:

This education is filling a need in the community. Not only is the trained student able to obtain employment more quickly but a greater percentage of trained students are employed than untrained students. The salaries of the trained students increase more quickly and the trained student draws a higher wage than the untrained student.²⁶

In March, 1941, Hookey followed up 131 graduates of four Oklahoma

²⁵Irene Holman, "Evaluation of a Part-Time Cooperative Program in Distributive Education," Journal of Retailing, 16:91-94, October 1940.

²⁶Ibid., p. 94.

high school Distributive Education programs.²⁷ He found 45% in full-time employment and 9% in part-time employment, and most of these in selling or office work. He also found that 24% were in school and 22% were unemployed. More people were working in department stores than in any other one type of business.²⁸

In June 1943, Newman followed up those students who had taken Distributive Education training between 1939-43 at Central High School, Nashville, Tennessee.²⁹ This study included 137 students. The occupational distribution of the students included in the study was as follows:³⁰

Retail positions	- - - - -	44
Armed Forces	- - - - -	35
Office work (other than in retail stores)		23
Married and not working	- - - - -	25
Defense work	- - - - -	8
College	- - - - -	2

Related Studies Not Reported in the Literature. On the basis of the possibility that follow-up studies of cooperative Distributive Education students had been made and not reported in the literature, an inquiry concerning Distributive Education follow-up studies was directed

²⁷G. Elwood Hookey, "A Follow-Up Employment Study of Cooperative Retail Selling Graduates of Four Oklahoma High Schools for the School Years 1937-1938, 1938-1939, and 1939-1940," unpublished master's thesis, Oklahoma A. and M. College, Stillwater, Oklahoma, 1941.

²⁸Ibid., pp. 69-71.

²⁹Dora Deane Newman, "An Evaluation of a Part-Time Program in Distributive Education in an Academic High School," unpublished master's thesis, The University of Tennessee, Knoxville, Tennessee, July 31, 1944.

³⁰Ibid., p. 96.

to the Business Education Service of the United States Office of Education. Kyker answered in part as follows:

There are undoubtedly some follow-up studies . . . of cooperative part-time students . . . that have neither come to our attention nor have been reported. . . . I would . . . suggest that you write to the State Supervisors asking them to give you information on any studies of this nature.³¹

Following Kyker's suggestion a letter was written to each State Supervisor listed in the United States Office of Education directory of Distributive Education supervisors. The directory listed forty-nine supervisors--one in each of forty-five states, one in Hawaii, one in Puerto Rico, one in the District of Columbia for the division of white students, and one in the District for the division of Negro students. The letter requested information on any follow-up studies done on either a local or a state basis. After six weeks a follow-up letter, repeating the request, was sent to those supervisors who had not answered. A copy of both letters is in the appendix.

Twenty-three of the forty-five supervisors who replied stated that no follow-up surveys of Distributive Education students had been made in their states. Four sent summaries of surveys made within their states. Eighteen suggested writing to someone else for information. The suggested leads from these eighteen supervisors resulted in finding only one survey, making a total of five completed surveys. These five surveys were completed in Connecticut; Puerto Rico; Jacksonville, Florida; New Brunswick,

³¹Letter from B. Frank Kyker, Chief, Business Education Service, United States Office of Education, Washington, D. C., July 12, 1949.

New Jersey; and Salem, Oregon.

In Connecticut, Burgess reported that two or three follow-up surveys had been made in the past seven years but that the statistics have not been accurate enough to provide more than a generalization in regard to results. She reported that, in general, the cooperative graduates seemed to tend to leave retailing soon after graduation and to begin to return to it after an average of about two years. The number of responses to the questionnaires was greater on the part of the more recent graduates.³²

A follow-up study was made of the Distributive Education students of all four high schools in Puerto Rico in the summer of 1949. The study included the 210 students who had been in the classes from 1943 through 1949.³³ The summary of the report shows the following distribution of the former students:³⁴

In distributive occupations	- - - - -	100
In nondistributive occupations	- - - - -	36
Married and not working	- - - - -	31
Unemployed	- - - - -	17
Studying	- - - - -	6
Otherwise engaged--nun, ill, unknown, etc.	- -	20

The Puerto Rico study also included salaries. Ferrer reported that the average wage of those working in nondistributive occupations was higher

³²Letter from Dorothy W. Burgess, Associate Consultant in Distributive Education, in Connecticut, July 26, 1949

³³"Follow-Up Study of Distributive Education Students," report attached to letter from Maria L. Ferrer, Acting Supervisor, Puerto Rico, August 1, 1949.

³⁴Ibid.

than the average wage of those working in distribution.

The four coordinators of the Diversified Cooperative Training Program in Jacksonville, Florida, conducted a survey in 1948 of the students enrolled in the program for the years 1945-48.³⁵ This Diversified Cooperative Training program includes other occupations than distributive; however, there were so many students working in distributive occupations that it was thought worthwhile to quote from the survey. Some of the reported results are as follows:³⁶

Number of respondents	394
Number with training agency at time of survey	139
Number in occupation for which trained	155
Number in allied occupation	35
Number in other occupations	35
Number who have taken training beyond high school	96
Number of girls married and not employed	48
Number of boys in armed services	19
Total number of promotions	215

The reported results of this study indicate that the program is fitting both the needs and the abilities of the students; that the training agencies are receiving returns on their training investments; and that promotions come more rapidly because of early training.³⁷

Iffrig conducted a survey of the eighty-four Distributive Education

³⁵Florida State Department of Education, Diversified Cooperative Training Program in Florida Public Schools, Tallahassee, Florida: State Department of Education, June 1948.

³⁶Ibid., pp. 61-62.

³⁷Ibid., p. 60.

graduates of the 1944-48 classes of the New Brunswick, New Jersey, Senior High School, in April 1949.³⁸ She reported the following:³⁹

In distributive business	34
In related occupations	8
In unrelated occupations	12
Attending school	5
In Armed Forces	11
Married and not employed	14

She also reported that some of the positions held by former Distributive Education students were: assistant manager of a sporting goods store employing nine people, sportswear buyer for a department store, cosmetics buyer for a large drug store, head of a supermarket produce department, head of stock in a variety store, display girl in a variety store, and display man in a department store.⁴⁰

Pierson conducted a follow-up of the twenty-five Distributive Education students who had been in the Salem, Oregon, High School program for the school year 1947-1948.⁴¹ He conducted his survey in January, 1949, and reported the following:⁴²

³⁸Hand-written report from Mildred Iffrig, coordinator of New Brunswick, New Jersey, Senior High School Distributive Education program, October 13, 1949.

³⁹Ibid., p. 1.

⁴⁰Ibid., pp. 1-2.

⁴¹Letter from Theodore K. Pierson, coordinator of Distributive Education, Salem, Oregon, High School, August 2, 1949.

⁴²Ibid.

Married	27.7%
Employed in non distributive jobs .	22.2%
Employed with training agency	22.2%
Armed services	5.5%
Changed employment	22.2%

CHAPTER II

PROCEDURE

The procedure involved five main steps:

1. Securing the correct list of students for the study.
2. Obtaining the pertinent data from the official high school records.
3. Developing and validating the questionnaire-check-list.
4. Distributing the questionnaire-check-list.
5. Tabulating the returned questionnaires.

Securing the Correct List of Students and Pertinent Data From Official High School Records. The office of Distributive Education in the North Carolina Department of Public Instruction furnished the original list of students to be included in the study. This list was compiled from year-end reports which, in some instances, failed to show students who had been enrolled for only the first semester. It was necessary to supplement the list from the Greensboro High School coordinators' monthly reports on file in the principal's office.

A master alphabetical list of the students was made to facilitate addressing envelopes, checking questionnaires out and later in, and determining when they needed following up.

A coded card was made for each student. The code facilitated handling data when tabulating. It showed sex, last semester enrolled in Distributive Education, first letter of the last name, and the student's number on the original list. The information derived from the school's

permanent records was recorded on the cards.

Developing the Questionnaire. The data to be sought by use of the questionnaire were determined from: (1) a study of the objectives of the Distributive Education cooperative program, as stated in the North Carolina course of study; (2) general references on Distributive Education; (3) a review of selected literature dealing with the functions of secondary education; and (4) a review of selected follow-up studies and articles. The studies and articles found to be particularly helpful are listed in Section "A" of the bibliography.

Questions were formulated for each item of information desired. Where practical and appropriate short check lists were developed. Most of the questions and check lists, as developed, pertain to objective data; however, some of the information sought, because of its nature, is subjective. An attempt to include all objective questions in one section and opinion questions in another was abandoned because it seemed impracticable.

Data Sought in the Questionnaire. A copy of the questionnaire is in the appendix. The first section of the questionnaire covers "Personal Information." The questions concern present home address, telephone number, and married name. These questions were included in order to determine present residence and to get correct names and addresses.

Section II is concerned with "Occupational Information." The Distributive Education cooperative program is vocational and, as such, should train students for full-time distributive occupations after leaving high school. Three of the six objectives of Distributive Education listed in the 1947 revision of the North Carolina course of study refer specifically to occupational adjustment and progress. The first objective is

"To prepare qualified persons for careers in distribution."⁴³ The fourth is "To encourage initiative and leadership which bring promotion, maximum production, and job satisfaction."⁴⁴ And the sixth is "To stress the dignity and importance of all work."⁴⁵ Thus, according to the philosophy of Distributive Education in North Carolina, the students should continue after high school in distributive occupations, should be able to succeed and progress in their chosen jobs, and should like their work.

Pope, in an address before the January, 1949, convention of the National Retail Dry Goods Association set up a series of questions as criteria for evaluating Distributive Education programs. Two of his questions were:

Do student . . . earnings compare favorably with those of other workers in the same or competing stores? . . . Do follow-up records indicate student progress and a satisfactory record, promotion during a period of 3 to 10 years after graduation?⁴⁶

This Section II of the questionnaire sought the following data: (1) the present employment status, including salaries, executive responsibilities, business ownership, promotions, etc.; (2) opinions about present positions; (3) reasons for unemployment, if unemployed; (4) service in the armed forces; and (5) job history since high school. The check list comprising item (1) on present employment status is adapted

⁴³North Carolina, A Course of Study in Distributive Education . . ., op. cit., p. 6.

⁴⁴Loc cit.

⁴⁵Loc cit.

⁴⁶Donald K. Beckley, "Evaluating Distributive Education Programs," The Journal of Business Education, 24:30, June 1949.

from the form developed by the National Association of Secondary-School Principals.⁴⁷ The nature of business classifications comprising the check list in item (3) are those used by the 1940 United States Census. The classification of main duties in retail organizations, making up the check list in item (7) is taken from Job Descriptions for the Retail Trade.⁴⁸

The third section of the questionnaire is "Educational Information". One of the objectives of the North Carolina course of study is "To develop in the pupil the realization of the need for further training."⁴⁹ Myers states:

The young worker . . . needs . . . to see and take advantage of his opportunities; to prepare himself better for his job and his promotion, through the means available in his working environment, or through evening classes, extension courses, correspondence study, or guided reading.⁵⁰

The fourth section of the questionnaire is "Socio-Civic Information". The third and fourth objectives of the 1947 revision of the course of study are: "To prepare the pupil for socio-economic adjustment;" and "To promote community-school-business public relations." Generally, education

⁴⁷National Association of Secondary-School Principals, The Occupational Follow-Up and Adjustment Service Plan, revised edition, Washington, D. C., 1941, p. 87.

⁴⁸United States Department of Labor, Job Descriptions for the Retail Trade, United States Employment Service, Washington, D. C.: United States Government Printing Office, 1938, Vol. I, pp. xx-xxxvii.

⁴⁹North Carolina, A Course of Study in Distributive Education . . ., op. cit., p. 6.

⁵⁰George E. Myers, "Follow-Up: The Stepchild of the Guidance Family," Occupations, 27:101, November 1948.

attempts to build good citizens. In some of the records of the report of the Southern Association of Secondary Schools and Colleges on an educational experiment in selected southern schools are found the following comments from teachers and school administrators:

One of the chief aims of the system of education in any country is to train the youth for good citizenship . . . Since a democracy . . . depends on the people themselves for its leadership, it can continue to exist only as our citizens show initiative, ability to recognize our problems, and cooperation in planning and carrying out effective ways of getting needed things done. . . . Our people must willingly impose upon themselves the self-discipline necessary for acting in ways that will make for group, as well as individual, welfare.⁵¹

Myers affirms that the young worker should learn

To participate in and feel responsibility for the activities of the . . . organization of his working group, and to find his place and take his part as a young worker in the life of his community . . . he must carry forward his general and civic education in a systematic manner, participate in recreational activities, pursue a hobby, and engage in community service activities.⁵²

Another of Pope's criteria, stated as a question, is "Are students active in school and community affairs?"⁵³

For this study it was decided that only objective data pertaining to community leadership, activities, etc., which could be secured from the student through the questionnaire would be included. The objective data cover church, civic, professional, public activities, as well as avocational and social interests. In this fourth section the check list of organizations in item (4) was developed from a follow-up form used by the

⁵¹Cooperative Study for the Improvement of Education, A Staff report of the Southern Association Study in Secondary Schools and Colleges, 1946, p. 197.

⁵²Myers, op. cit., p. 101.

⁵³Beckley, op. cit.

Woman's College of the University of North Carolina in a survey of its graduates and from the daily club calendars in the Greensboro papers.

Section V of the questionnaire is on "High School Information". This section has two objectives: first, to get information not shown in the school records regarding extra-curricular activities, honors received, and jobs held while in high school; and second, to get each student's evaluation of the Distributive Education cooperative program and of the other subjects taken while in high school. The evaluation of the Distributive Education program covers the content of the course of study, the supervision activities of both the coordinator and the training agency, the purposes of the Distributors Club, and suggestions for improvement of the Distributive Education course and the Distributors Club.

In this fifth section of the questionnaire the check list of extra-curricular activities in item (1) was taken from Greensboro High School records of clubs and other special activities. The list of topics in the course of study in question number eight was taken from the original and the first and second revisions of the course of study for Distributive Education in North Carolina.⁵⁴ The purposes of the Distributors Club listed in the Club's state constitution⁵⁵ were organized into a check list for question number thirteen.

⁵⁴North Carolina, A Suggested Course of Study in Retailing . . ., op. cit., p. 1.

North Carolina, A Course of Study for the High School Distributive . . ., op. cit., p. viii.

North Carolina, A Course of Study in Distributive Education . . ., op. cit., p. 6.

⁵⁵"Constitution for Distributive Education Club of North Carolina," mimeographed, Article 2, Section 1.

To have a well-rounded study of the total individual, it is recognized that the home life should be included. Certainly a person is not well adjusted and is not making the best contribution to the community if his home life is not happy. However, no question appears in the questionnaire in regard to marital status, number of children, ownership of homes, or happiness in home life. These were consciously omitted. Sociologists believe, as Rockwood expresses it: "Most students of family life agree that studies of family relationships which confine themselves to objective factors are inadequate and one-sided."⁵⁶ The usual research methods for studying family life are case studies with medical and clinical records, life histories, diaries, letters, descriptive reports, and interviews; and sociometric testing.⁵⁷ Neither of these methods is practicable in the present study.

Validating the Questionnaire. The completed questionnaire check sheet was submitted to a group of five business education teachers familiar with research techniques. This group consisted of two Distributive Education coordinators, a former Distributive Education coordinator, the Distributive Education teacher-trainer for North Carolina, and a member of the faculty of the Business Education Department of Woman's College of the University of North Carolina. Revisions were made according to their suggestions.

The final step in the development of the questionnaire was to vali-

⁵⁶Lemo D. Rockwood, "Trends in Family Life Research," Journal of Home Economics, 34:650, November 1942.

⁵⁷Rockwood, op. cit., p. 650.

date it by submitting a copy to each of several members of the group to be included in the study. This group consisted of four boys and two girls, two of whom were engaged in sales work, one in display work, one in office work, one in buying and checking, and one on vacation from college. These students suggested no changes and stated that they had no trouble in filling out the questionnaire.

Since the respondents sampled found all questions and check list items clear and suggested no changes, the questionnaire was duplicated and prepared for distribution without further revision. A copy of the completed questionnaire is in the appendix.

Distributing the Questionnaire. A copy of the letter of transmittal is in the appendix. The letter, the questionnaire, and a self-addressed, stamped envelope were mailed to each of the 183 former Distributive Education students to be included in the study.

The addresses, as taken from the school records, were checked against the telephone and city directories first. For addresses not found in either of these directories the following steps were taken to procure the correct addresses:

1. Contacted present occupant and/or owner of the house where the student lived while in school.
2. Contacted former occupants, owners, and/or neighbors.
3. Consulted out-of-town directories.
4. Contacted personal friends of the students.
5. Contacted friends of the students' parents.
6. Contacted former employers of both students and parents of students.

7. Contacted relatives.
8. Contacted one rent collector.
9. Contacted the present coordinators of Distributive Education and Diversified Occupations of Greensboro High School.
10. Contacted a former coordinator.

In the few cases when these methods failed to uncover correct addresses, the questionnaires were mailed to the last known address. Only three questionnaires were finally returned by the post office as undeliverable. Further attempts to locate these three people were unsuccessful.

The first follow-up of unreturned questionnaires was made by postal cards about ten days after the questionnaires were mailed. A sample of the follow-up card is in the appendix. When it became evident that additional follow-up would be needed, another postal card was sent to each of those with out-of-town addresses, and a personal telephone call was made to each of those in Greensboro. Personal visits to those in town and personal letters to those out of town were the final steps in following up the questionnaire.

Returns on the Questionnaire. The total population of the study is 183. Returns were received from 150, or 82.0%. Of the thirty-three not reporting, two are known to be deceased and three were undeliverable by the post office. The distribution of returns by classes and sex is shown in Table I.

TABLE I
 DISTRIBUTION OF QUESTIONNAIRE RETURNS
 BY CLASS AND SEX

Class	Total No. Students			Questionnaires Returned			Per Cent of Returns		
	M	F	T	M	F	T	M	F	T
1941	9	14	23	7	7	14	77.8	50.0	60.9
1942	15	11	26	10	7	17	66.7	63.7	65.4
1943	8	9	17	6	8	14	73.0	88.9	82.4
1944	5	11	16	4	7	11	80.0	63.6	68.8
1945	11	12	23	10	12	22	90.0	100.0	95.7
1946	7	4	11	7	4	11	100.0	100.0	100.0
1947	2	17	19	2	17	19	100.0	100.0	100.0
1948	16	10	26	14	7	21	87.5	70.0	80.8
1949	13	9	22	13	8	21	100.0	89.9	95.5
Total	86	97	183	73	77	150	39.9 ^a 84.9 ^b	42.1 ^a 79.4 ^c	82.0

^aBased on 183, the total population.

^bBased on 86, the total male population.

^cBased on 97, the total female population.

CHAPTER III

RESIDENCE AND OCCUPATIONAL DATA

This chapter shows the present residence and the occupational data regarding the 150 former Distributive Education cooperative students of Greensboro Senior High School who responded to the questionnaire sent to them for this study. The occupational information includes present employment status, reasons for and length of unemployment, military service, other employment since leaving school, promotions, and attitude toward present occupation.

RESIDENCE

The distribution of the respondents according to residence is shown in Table II. Of the 150 respondents, 130, or 86.7%, are living in the Greensboro area. Seven more are living in other parts of North Carolina, and thirteen are residing out of this state. The out-of-state residents are scattered over nine states with two stationed out of the country.

The 1949 class is the largest group still living in the Greensboro area; and the 1942 class is the smallest, although 70.6% of its members are residing in this area.

The 1942 group has the largest number and per cent of out-of-state residents; the 1948 class has the second largest. The 1947 and 1949 groups have no out-of-state residents.

Fourteen of the 33 people who did not return their questionnaires are living in Greensboro and 13 are not. The present residence of the other four is not known.

TABLE II
PRESENT RESIDENCE OF 150 RESPONDENTS, BY CLASS

Class	Total	Greensboro Area		N. C. Other Than Greensboro		Out-of-State	
		Number	Per Cent	Number	Per cent	Number	Per Cent
1941	14	12	85.7	1	7.1	1	7.1
1942	17	12	70.6	1	5.9	4	23.5
1943	14	12	85.7	1	7.1	1	7.1
1944	11	10	90.9	-	-	1	9.1
1945	22	19	86.4	1	4.5	2	9.1
1946	11	10	90.9	-	-	1	9.1
1947	19	18	94.7	1	5.3	-	-
1948	21	16	76.2	2	9.5	3	14.3
1949	21	21	100.0	-	-	-	-
Total	150	130	86.7-	7	4.7-	13	8.7-

Ditmars found that in fifteen follow-up studies that reported the mobility of the respondents, 63.6% of the former students were living in the same town or district as when they finished school.⁵⁸ Landy found that 93% of the youths studied were living in their original communities from one and one-half to five and one-half years after leaving high school.⁵⁹

OCCUPATIONAL INFORMATION

Present Employment Status. Table III shows the employment status of the former Distributive Education students at the time of answering the questionnaire. Of the total group about 72% were working. Homemaking accounts for about 15%, all of whom are girls except one. Service in the armed forces and unemployment account for about 3% each. Four per cent were attending school full-time. Three of the respondents failed to answer this question.

The following shows how these figures compare with recently completed studies in Puerto Rico,⁶⁰ New Brunswick, N. J.,⁶¹ and Nashville, Tennessee:⁶²

⁵⁸Earl Edwards Ditmars, "A Summary of Comparable Data Found in Twenty-Three Selected Master's Theses Reporting Follow-Up Studies of High Schools," unpublished master's thesis, University of North Carolina, Greensboro, N. C.: 1944.

⁵⁹Landy, "Our Occupational Adjustment Study," op. cit., p. 55.

⁶⁰Ferrer, op. cit.

⁶¹Iffrig, op. cit.

⁶²Newman, op. cit., p. 96.

Date	Puerto Rico 1949	New Brunsw- wick, N. J. 1949	Nashville, Tenn. 1943	Greensboro, N. C. 1949
No. of Respondents	210	84	137	150
% employed	64.8	64.3	54.7	72.0
% unemployed	8.1	-	-	3.3
% homemaking	14.8	16.7	18.2	15.3
% in school	2.9	6.0	1.5	4.0
% in armed forces		13.1	25.5	3.3
% misc. (ill, un- known, etc.)	9.5		-	2.0

There seems to be no particular pattern to the total employment status by class and sex except that the earlier classes show a lower percentage of employment than the later groups and a higher percentage of homemaking. The last two classes and the 1943 group are the only ones having any unemployment.

A preliminary study of these and other data taken from the questionnaire showed very little difference between the sexes. Due to this fact the separation of the findings by sex has been eliminated in many cases to reduce the complexity of the data presented.

The Nature of the Businesses Where Employed. Table IV shows the main types of businesses employing those who were working full or part time when the study was made and the types of businesses in which those who were not working when the study was made were last employed.

The majority, 55.5%, of those who are working are employed in

TABLE III

PRESENT EMPLOYMENT STATUS OF RESPONDENTS, BY CLASS AND SEX

Class	Employed Full-Time			Employed Part-Time			Homemaking, not employed			Attending School F-T.			In Armed Forces			Un-employed			No Answer			Total			
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
1941	4	4	8	.5 ^a	-	.5	-	3	3	1.5	-	1.5							1	-	1	7	7	14	
1942	8	1	9				1	6	7										1	-	1	10	7	17	
1943	5	5	10				-	3	3								1	-	1				6	8	14
1944	3	4	7				-	2	2				1	-	1				-	1	1	4	7	11	
1945	8	7	15	.5 ^b	1	1.5	-	4	4	1.5	-	1.5										10	12	22	
1946	5	4	9										2	-	2							7	4	11	
1947	1	13	14				-	3	3	1	1	2										2	17	19	
1948	10	5	15	-	1	1	-	1	1	1	-	1	2	-	2	1	-	1				14	7	21	
1949	11	6	17	1	-	1										1	2	3				13	8	21	
Total	55	49	104	2	2	4	1	22	23	5	1	6	5	-	5	3	2	5	2	1	3	73	77	150	
Per Cent:			69.3%			2.7			15.3%			4.0			3.3%			3.3%			2.0				

a One boy is working part-time while attending college full-time.

b One boy has a full-time job for the summer months while enrolled in college full-time during the winter months.

TABLE IV
CLASSIFICATION OF BUSINESSES EMPLOYING RESPONDENTS

Classification	Present Employment		Last Employment of Those Not Working at Time of the Survey	
	Number	Per Cent	Number	Per Cent
Agriculture, Forestry and Fishery	-	-	-	-
Mining	-	-	-	-
Construction	2.5 ^a	2.3	1	2.6
Transportation, Communication or other Public Utilities	8	7.3	1	2.6
Manufacturing	9	8.3	5	13.2
Wholesale and Retail Trade	60.5 ^a	55.5	16	42.1
Business and Repair Services	2	1.8	2	5.3
Personal Services	2	1.8	-	-
Finance, Insurance and Real Estate	10	9.2	6	15.8
Amusement, Recreation and Related Services	2	1.8	2	5.3
Professional and Related Services	8	7.3	1	2.6
Government	5	4.6	2	5.3
Not Indicated	-	-	1	2.6
Has not been employed	-	-	1 ^b	2.6
Total	109	100.0	38	100.0

^aOne boy holds two part-time jobs.

^bOne girl married before school was out and has never taken a job since graduating.

wholesale and retail trades; also, the largest group, 42.1%, of those not employed were working in wholesale and retail trades on their last jobs. In addition to wholesaling and retailing, many distributive businesses are found in the transportation, business services, personal services, financial, and amusement classifications. This means that approximately 75% of the respondents working at the time of the survey were working in distributive businesses, and that approximately 70% who were not working at the time of the survey had their last jobs in distributive businesses.

Table V shows the number working in various types of retail and wholesale outlets. About 85% of those reporting employment in wholesaling or retailing are in retail outlets, while almost 15% are in wholesale businesses. The largest number in any type of retail outlet is nineteen, in department stores.

Hookey found that out of the 82 employed respondents the largest group, 37, were in department stores; six were in variety stores, two each were in service stations, groceries, lumber companies, restaurants, shoe stores, and specialty stores.⁶³

Nature of Positions in Which Employed. The findings reported above show a majority of the respondents in distributive occupations; however, it is important to know whether or not the positions held within the businesses are of a distributive nature.

⁶³Hooker, op. cit., pp. 54 and 58.

TABLE V
 NUMBER OF RESPONDENTS EMPLOYED IN VARIOUS KINDS
 OF WHOLESALE AND RETAIL OUTLETS

Type of Outlet	No. Employed	Per Cent
RETAIL		
Department Stores	19	
Groceries and Markets	9	
Furniture Stores	6	
Variety Stores	6	
Mail Order	3	
Men's Ready-to-Wear	3	
Service Station	2	
Auto Motors and Parts	1	
Dairy Products	1	
Drug Stores	1	
Jewelry Stores	1	
TOTAL	52	85.2
WHOLESALE		
Dry Goods	4	
Groceries and Allied Merchandise	2	
Dairy	1	
Gas and Oil	1	
Ice	1	
TOTAL	9	14.8
TOTAL	61	100.0

As is explained in the definitions in Chapter I, a distributive worker is one who contacts the consumer in buying and selling goods or services, or who manages the business which sells goods or services to the consumer. An auxiliary worker is one who works in a distributive occupation but whose job does not bring him in contact with the consumer in buying and selling activities. On the basis of these definitions Table VI has been constructed. It shows the number in each class who are engaged in distributive, auxiliary, and nondistributive jobs without regard to type of business. This table shows the largest group, 41.7%, to be in distributive jobs. The other two groups, in auxiliary and nondistributive jobs, are approximately equal.

Although Distributive Education is vocational training for specific types of jobs, some educators believe that "employment in an allied occupation may be considered a legitimate outcome of vocational training."⁶⁴ About 42% of the employed respondents are working in the specific vocational field for which trained and about 29% more are in jobs where at least some of their training can be specifically applied. It is assumed that those working in nondistributive jobs are using their Distributive Education training only indirectly, if at all.

A comparison with other studies shows: 32.1% of the respondents in the Nashville, Tennessee, study were in distributive occupations;⁶⁵ 47.6% of the respondents in the Puerto Rico study were in distributive occupations,

⁶⁴Perry G. Frasier, "What Happens to Graduates of Day Trade and Industrial Courses?" unpublished manuscript, Des Moines, Iowa: 1939, p. 16.

⁶⁵Newman, op. cit., p. 96.

TABLE VI

DISTRIBUTION BY CLASS OF 109 RESPONDENTS AMONG DISTRIBUTIVE,
AUXILIARY, AND NONDISTRIBUTIVE POSITIONS

Class	Total	Distributive	Auxiliary	Non- Distributive
1941	9	2.5	3	3.5
1942	9	2	3	4
1943	10	3	2	5
1944	7	-	3	4
1945	17	5	6	6
1946	9	3	4	2
1947	14	4	6	4
1948	16	10	3	3
1949	18	16	2	-
Total	109	45.5	32	31.5
Per Cent	100	41.7	29.4	28.9

and 17.1% were in nondistributive occupations;⁶⁶ 50.0% of the respondents in the New Brunswick, New Jersey, study were in distributive occupations, and 14.3% were in nondistributive occupations.⁶⁷

In the 1948 and 1949 classes the largest employed group is working in distributive jobs; in the 1946 and 1947 classes the largest group is in auxiliary jobs; in the 1945 class the groups in auxiliary and nondistributive jobs are equal, and in the 1941 - 44 classes the largest group is in nondistributive jobs.

Business Ownership. Six respondents (4.0% of the respondents or 5.4% of those who are working) are owners of the businesses where they are working. The 1948 group has three boys, 15% of the class, who are owners, one being sole owner of a beach amusement and snack bar, one the sole owner of a radio repair shop, and one a partner in a grocery store. One of the 1946 boys is a partner in the ownership of a service station; one of the 1942 boys is a partner in a steel erection company; and, one of the 1941 boys is the sole owner of an aviation company. No girls have entered into any form of ownership.

Ten of the respondents did not answer the question about business ownership.

In the Puerto Rico study seven of the one hundred people employed in distributive jobs were owners of businesses.⁶⁸ In the Nashville⁶⁹ and

⁶⁶Ferrer, op. cit.

⁶⁷Iffrig, op. cit., pp. 1, 2.

⁶⁸Ferrer, op. cit.

⁶⁹Newman, op. cit., pp. 97, 98.

New Brunswick⁷⁰ studies none was reported as an owner of a business.

Executive Responsibilities. As shown in Table VII, thirty-seven, or 33.9%, of the employed respondents indicated that their positions include executive, junior executive, managerial, and/or supervisory responsibilities. Twenty-six of these are boys and eleven are girls.

Some selected supervisory jobs that deal with distributive activities are as follows:

Assistant display manager in a department store

Sales record clerk in a department store

Assistant trainer of new employees in the appliance department of a furniture store

Owner and manager of a service station

Manager of a grocery store

Buyer of candies and gums for a grocery store

Head of the display department of a variety store

Supervisor of four counters in a variety store

Owner and manager of a radio service shop

Floor manager of a variety store

Assistant manager of a dairy products outlet

Supervisor of a variety store stockroom.

The Puerto Rico study reports eleven of the one hundred people in distributive jobs as having supervisory positions.⁷¹ The Nashville study reports nine of the forty-four in distributive jobs as having supervisory

⁷⁰Iffrig, op. cit.

⁷¹Ferrer, op. cit.

TABLE VII

NUMBER OF SUPERVISORY AND NON-SUPERVISORY POSITIONS
BEING HELD BY 109 RESPONDENTS, BY CLASS AND SEX

Class	Number Presently Employed			Number Holding Supervisory Jobs			Number Holding Non- Supervisory Jobs			No Response		
	M	F	T	M	F	T	M	F	T	M	F	T
1941	5	4	9	2	1	3	3	2	5	-	1	1
1942	8	1	9	5	-	5	3	1	4	-	-	-
1943	5	5	10	2	2	4	2	3	5	1	-	1
1944	3	4	7	1	1	2	2	2	4	-	1	1
1945	9	8	17	2	3	5	7	5	12	-	-	-
1946	5	4	9	3	1	4	2	3	5	-	-	-
1947	1	13	14	1	3	4	-	7	7	-	3	3
1948	10	6	16	5	-	5	5	4	9	-	2	2
1949	12	6	18	5	-	5	5	4	9	2	2	4
Total	58	51	109	26	11	37	29	31	60	3	9	12
Per Cent			100.0			33.9			55.1			11.0

positions.⁷² The New Brunswick study shows at least eight of the thirty-four in distributive jobs as having supervisory positions.⁷³

Main Duties in Wholesale and Retail Businesses. Table VIII shows the main duties of the sixty-one respondents whose present job is in wholesale or retail organizations. The most frequently checked duty, checked twenty-nine times, is selling. Nine duties other than those listed on the questionnaire were written in, and are included in Table VIII. Most of these nine duties are nondistributive.

Main Duties in Other Businesses. The main duties of the forty-nine respondents not engaged in wholesale and retail trade are listed in Table IX in the order of frequency with which they were mentioned. Office work of various types heads the list of both boys and girls. Some distributive activities, such as contacting prospective customers, managing a radio shop, etc., are listed.

Weekly Earnings. The weekly earnings reported by those who are now working range from "maintenance only" received by a nurse (possibly a trainee) in a hospital to \$125.00 received by a broker for a photography company. The lowest wage paid for full-time work is \$18.00. Weekly wages are shown in Table X. Eighteen people did not answer the inquiry regarding earnings.

In computing the median weekly earnings the following allowances

⁷²Newman, op. cit., pp. 97-98.

⁷³Iffrig, op. cit.

TABLE VIII
 MAIN DUTIES OF 61 RESPONDENTS EMPLOYED IN
 WHOLESALE AND RETAIL BUSINESSES, BY SEX

Main Duties	Frequency		
	Male	Female	Total
Selling	19	10	29
Receiving and handling stock	16	6	22
Promoting sales	12	4	16
Dealing with and handling accounts and credits	4	11	15
Pricing merchandise	7	7	14
Wrapping and delivering	6	7	13
Planning and buying merchandise	8	3	11
Adjusting complaints	6	3	9
Dealing with and managing personnel	7	1	8
Dealing with operating services	2	-	2
Keeping unit control record	-	2	2
Taking inventory	1	-	1
Working switchboard and playing records	-	1	1
Signing and paying tickets and bills	-	1	1
Keeping ledger for rent receipts of employer's property	-	1	1
Sorting and reading mail	-	1	1
Typing and filing	-	1	1
Relieving telephone operator	-	1	1
Cashiering	-	1	1
No answer	3	-	3

TABLE IX

MAIN DUTIES OF 49 RESPONDENTS EMPLOYED IN OTHER
THAN WHOLESALE AND RETAIL TRADES, BY SEX

Male		Female	
Duties	No.	Duties	No.
Office work, reports, payroll, machine operation, bookkeeping, checking receipts, etc.	5	Office work, machine opera- tion, filing, typing, book- keeping, billing, banking, collecting, cashiering, etc.	9
Welding, punching holes in steel, grinding lenses, making reeds, rodman	3	Insurance, examining auto claims, making up premiums, dealing with mortgage loans, making premium changes	2
Driving tractor-trailer, checking cargoes, damages	2	Assisting dentist	1
Contacting prospective customers	2	Drawing end	1
Handling mail for post office	2	Mending and finishing hosiery	1
Checking and tracing baggage and express	1	Nursing	1
Collecting delinquent accounts	1	Planning meals, giving diet instruction, supervising em- ployees	1
Checking most recent manufactur- ing costs, notifying selling department	1	Teaching, guiding, moti- vating	1
Dealer relationship	1	Not indicated	7
Ditchdigging	1		
Firefighting	1		
Receiving and shipping	1		
Managing radio shop	1		
Rendering professional veterinary services	1		
Not indicated	7		

TABLE X

WEEKLY WAGES ON PRESENT JOBS, BY CLASS AND SEX

Weekly Wages	1941		1942		1943		1944		1945		1946		1947		1948		1949		All Classes		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
Below \$15													1		1				-	2	2
\$15 - 24.99									1							1	2		1	3	4
\$25 - 34.99	1				1		2		2		1		6	2	1	5	2		8	15	23
\$35 - 44.99	1	1	1	1	1		2	1	3		3		6		1	2			5	18	23
\$45 - 54.99		3		3	1	3	1		6		2		1		2		3		19	6	25
\$55 - 64.99					1		1		1	1	3				1				7	1	8
\$65 & above	1			2	1										2				6	-	6
Not Indicated	2			2	2	1	1								3	3	1	2	12	6	18
Total	5	4	8	1	5	5	3	4	9	8	5	4	1	13	10	6	12	6	58	51	109

were made. The girl who indicated no pay but maintenance is not included, as there is no satisfactory way to determine the value of her weekly maintenance. In the case where \$50.00 plus maintenance was recorded, the maintenance is not included, and the case is figured on the basis of \$50.00. In the cases where salaries were shown as ranging from one figure to another the midpoint of the two figures was used. For example, when a respondent said \$40.00 to \$50.00, the midpoint, \$45.00 was used. Then, to find the median each person's wages were recorded in order and the midpoint determined. The median was found to be \$40.00.

The six people who reported earnings of more than \$65.00 are all boys with salaries ranging up to \$125.00. Their jobs include the following: broker for a photography company, owner-manager of a radio repair shop, announcer for a radio station, cost accountant for a textile manufacturer, auto-machinest with an engine sales company, and head of the purchasing department records for a textile manufacturer.

The highest pay reported by any girl is \$63.00 "or over" being made by a textile worker who does piece work. Most of the girls receive \$45.00 or less.

A further analysis of wages, shown in Table XI, compares the distribution of the wages of those now working in distributive, auxiliary, and nondistributive jobs. The median weekly wage (determined by recording all the reported wages and finding the midpoint) of those in distributive jobs is \$35.00, of those in auxiliary jobs \$37.50, and of those in nondistributive jobs \$45.00.

TABLE XI
WEEKLY WAGES ON PRESENT JOBS ACCORDING TO TYPE OF JOBS

Weekly Wage	No. on Distri- butive Jobs	No. on Aux- iliary Jobs	No. on Non- Distributive Jobs	Total
Below \$15	1	-	1	2
\$15 - \$24.99	4	-	-	4
\$25 - \$34.99	11	9	3	23
\$35 - \$44.99	4	12	7	23
\$45 - \$54.99	8	6	11	25
\$55 - \$64.99	5	1	2	8
\$65. and above	2	2	2	6

Unemployment. Only five of the 150 respondents reported an unemployed status. None of the five indicated poor or inadequate training as the reason for his unemployment.

Military Service. Thirty-two of the respondents indicated that they have served in the armed forces. Five were in the armed forces at the time of responding. Only one girl has served.

Twenty-six of those serving received noncommissioned ratings. This includes the one girl. Only one boy became a commissioned officer. He was a second lieutenant in the air corps. Three boys did not receive any promotions; however, one of these boys who is serving now has been in the service for only six months, and another, who is also serving now, only

twelve months. Two boys did not indicate their rank.

The largest group of those serving in the armed forces (twelve), were in from thirteen to twenty-four months. Eight served for more than thirty-six months; seven served from twenty-five to thirty-six months.

Employment Since Leaving School. Table XII shows the number of students whose first regular job after leaving school was with the cooperative training agency and the number who are still with the training agency.

TABLE XII
NUMBER INITIALLY EMPLOYED WITH COOPERATIVE TRAINING AGENCY
UPON LEAVING HIGH SCHOOL AND NUMBER STILL WITH
TRAINING AGENCY, BY CLASS

Class	Respondents	Employment with Training Agency			
		Initial Job	Per Cent	Present Job	Per Cent
1941	14	4	28.6	-	-
1942	17	7	41.2	-	-
1943	14	3	21.4	-	-
1944	11	2	18.2	-	-
1945	22	8	36.4	-	-
1946	11	5	45.5	1	9.1
1947	19	9	47.4	4	21.1
1948	21	15	71.4	2	9.5
1949	21	19	90.5	16	76.2
Total	150	72	48.0	23	15.3

Seventy-two, or 48.0%, of the respondents reported staying with the training agency after leaving school. They stayed from two weeks to

forty-eight months, as shown in Table XIII, with the average being approximately ten months.

TABLE XIII
TENURE OF SERVICE WITH TRAINING AGENCY
OF 72 RESPONDENTS, BY CLASS

Class	Respondents	Tenure of Service (Months)					Not Indicated
		Less than 6 months	6-11	12-24	25-36	37-48	
1941	4	1	-	2	1	-	-
1942	7	2	1	2	1	1	-
1943	3	2	-	-	1	-	-
1944	2	1	-	-	1	-	-
1945	8	2	2	3	-	-	1
1946	5	-	-	1	4	-	-
1947	9	3	1	-	4	-	1
1948	15	8	3	2	-	-	2
1949	19	19	-	-	-	-	-
Total	72	38	7	10	12	1	4

In the Jacksonville, Florida, study, covering three years, 50.5% of the respondents reported staying with the training agency after graduation, and 35.2% of the respondents were still with the training agency when the survey was made.⁷⁴ The Salem, Oregon, study showed only 22.2% of a group that had been out of school about six months still with the train-

⁷⁴Diversified Cooperative Training Program ..., op. cit., p. 61.

ing agency.⁷⁵

The reasons given for leaving jobs with the cooperative training agencies are listed in Table XIV.

TABLE XIV
REASONS OF 49 RESPONDENTS FOR LEAVING REGULAR JOBS
WITH COOPERATIVE TRAINING AGENCIES

Reason	Frequency
To get a better job	26
To continue education	6
To enter military service	5
To move out of town	3
Because of dissatisfaction	2
To look after the home	2
To enter show business	1
Because of illness	1
Because of coordinator's advice	1
Change of management	1
No reason	1

Twenty-six, or 36.1% of the seventy-two who stayed with their training agencies, changed employers to take "better jobs". Only two left because of dissatisfaction.

Of the 150 respondents, 139 answered the employment question in such a manner that the number of jobs which have been held since leaving high school could be determined. Sixty-six boys have held 141 jobs; seventy-three girls have held 156 jobs. Table XV shows the number of jobs held by those respondents from each class.

⁷⁵Pierson, *op. cit.*, p. 1.

TABLE XV

NUMBER OF JOBS HELD BY 139 RESPONDENTS SINCE LEAVING HIGH SCHOOL, ACCORDING TO CLASS

No. Jobs Held	1941	1942	1943	1944	1945	1946	1947	1948	1949	Total	Per Cent
1 or 2	4	5	7	8	11	8	16	16	20	95	68.4
3 or 4	5	7	5	2	10	3	1	4	-	37	26.6
5 or 6	1	3	1	-	1	-	-	-	-	6	4.3
7 or more	1	-	-	-	-	-	-	-	-	1	0.7
Total	11	15	13	10	22	11	17	20	20	139	100.0

Ninety-five people have held either one or two jobs, while only one person has held as many as seven. The one boy who reported seven different jobs has attended two colleges and has worked part-time and during vacations. He has not yet been on a regular full-time job.

All of the jobs held since leaving school are classified in Table XVI according to whether they are distributive, auxiliary, or non-distributive. Of the 297 jobs held by 139 respondents, 133 were distributive. This is 44.8% of all the reported jobs. Eighty-six jobs were of an auxiliary nature, and seventy-eight were nondistributive. Thus, almost three-fourths of the total jobs held have been of a distributive or auxiliary nature.

Table XVII shows the number of promotions reported by 139 respondents. Slightly less than half of them have received promotions.

The Jacksonville, Florida, study shows 215 promotions out of 394

TABLE XVI
 NUMBER AND TYPES OF REGULAR JOBS
 HELD BY 139 RESPONDENTS

Class	Number Answer- ing Question	Jobs Held						Total
		Distributive		Auxiliary		Nondistributive		
		No.	%	No.	%	No.	%	
1941	11	10	27.8	9	25.0	17	47.2	36
1942	15	16	33.3	15	31.3	17	35.4	48
1943	13	12	37.5	8	25.0	12	37.5	32
1944	10	6	31.6	7	36.8	6	31.6	19
1945	22	24	41.4	19	32.7	15	25.9	58
1946	11	11	47.8	8	34.8	4	17.4	23
1947	17	13	52.0	10	40.0	2	8.0	25
1948	20	22	62.9	8	22.8	5	14.3	35
1949	20	19	90.5	2	9.5	-	-	21
Total	139	133	44.8	86	29.0	78	26.2	297

TABLE XVII

NUMBER OF PROMOTIONS REPORTED BY 139 RESPONDENTS, BY CLASS

Class	Number Answering Question	Number of Promotions									Total Promotions Received	Total Receiving One or More Promotions	
		0	1	2	3	4	5	6-9	10	No.		%	
1941	11	4	2	1	1	1	2	-	-		21	7	63.6
1942	15	7	4	1	1	1	-	-	1		23	8	53.3
1943	13	5	3	2	3	-	-	-	-		16	8	61.5
1944	10	3	3	4	-	-	-	-	-		11	7	70
1945	22	13	5	2	-	2	-	-	-		17	9	40.9
1946	11	7	2	1	-	-	1	-	-		9	4	36.4
1947	17	10	4	1	2	-	-	-	-		12	7	41.2
1948	20	10	7	1	2	-	-	-	-		15	10	50
1949	20	13	4	2	1	-	-	-	-		11	7	35
Total	139	72	34	15	10	4	3	-	1		135	67	48.2

respondents.⁷⁶ The Salem, Oregon, study shows that 50% of those who have stayed with the training agency have received promotions.⁷⁷

The reasons given for all job terminations are shown in Table XVIII. The most frequently mentioned reason is to get a better job, including more money and better working conditions. Marriage is listed by only twelve girls, although more than that are married. Most of those who had their jobs discontinued were working at army or naval bases. No one indicated having been dismissed.

Attitudes Toward Present Occupations. The question was asked, "Would you like to change your occupation?" Sixteen boys and nine girls answered in the affirmative. This is 16.7% of the total (150) respondents. Forty-three boys and fifty girls, 62%, do not wish to change.

Table XIX shows the reasons given for desiring to change occupations. The reason most frequently listed is monetary, with better chances for advancement second.

Table XX shows the occupations, according to whether distributive, auxiliary, or nondistributive, preferred by those who desire to change jobs. Twelve people would like to enter nondistributive trades, such as construction, hosiery mill work, nursing, teaching, detective work, etc. Most of those desiring to enter a nondistributive trade are now working in a distributive or auxiliary occupation. Nine people would like distributive jobs, such as specialty selling, advertising, etc. Four of these nine people are already in distributive occupations but wish to

⁷⁶Diversified Cooperative Training Program . . ., op. cit., p. 61.

⁷⁷Pierson, op. cit., p. 1.

TABLE XVIII

REASONS GIVEN BY 139 RESPONDENTS FOR JOB TERMINATIONS

Reasons	Frequency
To get better job	66
To move out of town	16
To continue education	14
To enter military service	13
To care for home and child	13
To get married	12
Job discontinued	10
Dissatisfied	8
Decline in business	8
Illness	5
Resignation	2
Management changed	1
Advice of coordinator	1
Option not exercised	1
Dispute	1
Lack of necessary knowledge and experience	1
To operate own business	1
To enter show business	1
Daily travel to and from work too strenuous	1
Freight rights transferred	1
To travel	1

TABLE XIX

REASONS GIVEN BY 25 RESPONDENTS WHO WANT TO CHANGE JOBS,
ACCORDING TO PRESENT OCCUPATIONAL CLASSIFICATION

Reason	Type of Present Job			Total
	Distributive	Auxiliary	Nondistributive	
To earn more money	3.5	2	2.5	8
Better chance for advancement	2	1	1	4
Dislike work	1	-	2	3
Feel would do better elsewhere	1	1	1	3
To get a better job	2	-	-	2
Want to go to college	1	1	-	2
To have better hours	1	-	1	2
Prefer outside work	2	-	-	2
Work too hard	1	-	1	2
Prefer selling	-	-	1	1
Work not regular enough	-	-	1	1
Do not get to meet the public	-	-	1	1
Total	14.5	5	11.5	31*

*Six of the respondents gave two reasons.

TABLE XX

OCCUPATIONAL PREFERENCE OF 25 RESPONDENTS
DESIRING TO CHANGE, ACCORDING TO PRE-
SENT OCCUPATIONAL CLASSIFICATION

Present Occupation	Present Occupation			Not Designated
	Distributive	Auxiliary	Nondistributive	
Distributive	4	-	7.5	-
Auxiliary	2	-	2	1
Nondistributive	3	1	2.5	2
Total	9	1	12.0	3

TABLE XXI

ADVANTAGES OF PRESENT JOBS REPORTED BY 86 RESPONDENTS,
ACCORDING TO PRESENT OCCUPATIONAL CLASSIFICATION

Advantages	Type of Present Job			Total
	Distributive	Auxiliary	Non Distributive	
Chances for advancement	13	3	4	20
Security	7	5	8	20
Good working conditions	5	5	6	16
Stimulating, enjoyable work	4	4	6	14
Good pay	3	2	7	12
Extra benefits, such as hos- pitalization, retirement, life insurance, paid vaca- tions, etc.	1	3	5	9
Good hours	2	8	4	14
Experience with public	5	2	1	8
Getting experience	1	3	4	8
Good company and bosses	1	5	1	7
Own boss	3	1	1	5
Learning more retailing	5	-	-	5
Easy work	-	3	-	3
Chance for further training	1	-	1	2
Travel experiences	1	-	1	2
Chance to buy into company later	2	-	-	2
Chance for own business	1	1	-	2
Handy location	-	2	-	2
Serving public well	-	1	1	2
Interesting fellow employees	-	-	1	1
Good maintenance	-	-	1	1
Local concern	-	1	-	1
Civil service	-	-	1	1
Honorable job	-	-	1	1
On producing end of business	1	-	-	1
Like responsibilities	1	-	-	1
Like out-door work	-	-	1	1
Total	57	49	55	161*

*48 respondents listed two or more advantages.

TABLE XXII
 DISADVANTAGES OF PRESENT JOBS REPORTED BY 52 RESPONDENTS
 ACCORDING TO OCCUPATIONAL CLASSIFICATION

Disadvantages	Type of Present Job			Total
	Distributive	Auxiliary	Non Distributive	
Hours and days of work	5	6	6	17
Pay	6	2	6	14
Not enough chances for advancement	2	2	2	6
Too confining	2	-	1	3
Dangerous work	-	-	2	2
Requires too much energy, patience, hard work	-	-	2	2
No future	-	-	2	2
Physical strain	1	-	1	2
Irregular work	1	1	-	2
Too much travel	-	-	1	1
Routine	-	-	1	1
Do not like the boss	1	-	-	1
Lack of contact with outside people	-	-	1	1
Dress regulations	1	-	-	1
Location of company	-	-	1	1
Probability of transfer	1	-	-	1
Having to be away from family	1	-	-	1
No retirement plan	1	-	-	1
Small, second-class store	1	-	-	1
Lack of prestige	1	-	-	1
"My age"	-	-	1	1
Total	24	11	27	62*

*10 respondents listed two or more disadvantages.

change to some other phase of distribution. Three people indicated uncertainty as to the type of job to which they wish to change.

The respondents were asked to list the advantages and disadvantages of their present jobs. Table XXI shows the advantages listed according to the type of job held. Chances for advancement and security head the list. Reports from those people in distributive jobs show chances for advancement as the most frequently mentioned advantage. Those people in auxiliary jobs list good hours most frequently. Those people in nondistributive jobs list security most frequently. Six people indicated their present jobs have no advantages.

The disadvantages expressed by 52 respondents are shown in Table XXII, distributed according to the type of present job. These did not appear to fall into easily classified categories; however, hours and days of work and wages received are the most frequently mentioned disadvantages. Those who do not like their hours of work and/or their days of work indicate Saturday, Sunday and night work, split shifts, and too few hours as main reasons for dissatisfaction. Twenty-four people, eight in each job classification, find no disadvantages in their present jobs.

SUMMARY

The majority of the respondents live in the Greensboro area and are working. Of those who are working, the majority are in distributive occupations, but less than half are classified as distributive workers.

Four per cent are owners of businesses, and about 34% are employed in positions carrying supervisory or executive responsibilities. The main duty of those working in wholesaling or retailing is selling. The main duty of those working in other types of businesses is office work.

Nondistributive jobs held by the respondents are paying the highest weekly median wage; auxiliary jobs are paying the second highest weekly median wage, and distributive jobs are paying the lowest. The median weekly pay on all jobs is \$40.00.

There is definite evidence of job satisfaction in the attitude of the respondents toward their present jobs. Less than one-fifth of the respondents wish to change their occupations, and the most frequently listed reason is monetary. More distributive workers want to change than do the workers in either of the other classifications. Many job advantages were listed by the workers in each of the occupational classifications.

About 3% of the respondents are unemployed; about 15% are homemakers; about 4% are in school. About 31% have served in the armed forces and most of them received noncommissioned ratings.

Almost half of the respondents stayed with the training agency for an average of ten months each after leaving school. A majority of them have held not more than two jobs and none reported being fired. About half of them have had promotions.

CHAPTER IV

EDUCATIONAL AND SOCIO-CIVIC DATA

This chapter contains the data concerning further education after leaving high school and socio-civic activities of the respondents.

EDUCATIONAL INFORMATION

The questionnaire was set up to differentiate between required and voluntary training. Table XXIII shows the data obtained.

Required Training. Twenty-two people have been required to take some kind of special job training. Table XXIV shows the types of training taken. Five people have been required to take courses in selling, two of the courses being basic and three advanced. One of the advanced courses was advanced department store selling. Other training required in distributive jobs was advanced display, inventory, pricing, store organization, business administration, personnel supervision, department store English, company policies, photography, and office management. Only four of the boys indicated they had been veteran on-the-job trainees and had been required to take related training courses.

Voluntary Training. Twenty-eight people indicated they have taken various job-training or correspondence courses which were not required. Twelve have taken correspondence courses. Five reported

TABLE XXIII

NUMBER OF RESPONDENTS RECEIVING EDUCATION
BEYOND HIGH SCHOOL, BY CLASS

Class	Required Job Training	Voluntary Job Training	Military School	Part-Time	Formal Education				Total
					Less than 12 Months	12 - 23 Months	24 - 35 Months	36 - 47 Months	
1941	2	7	-	2	1	-	1	2	6
1942	5	5	2	1	1	2	1	1	6
1943	2	3	1	1	1	1	-	1	4
1944	-	-	1	2	1	-	-	1	4
1945	5	1	1	2	3	1	-	1	7
1946	-	4	-	1	1	-	-	-	2
1947	2	1	-	-	1	3	-	-	4
1948	4	3	1	-	2	-	-	-	2
1949	2	4	-	-	-	-	-	-	-
All Classes	22	28	6	9	11	7	2	6	35

TABLE XXIV

SPECIAL TRAINING REQUIRED OF 22 RESPONDENTS

Training Required	Frequency
Techniques of Selling	3
Basic Selling	2
Company Policies and Training	2
English	2
Office Management	2
Shorthand	2
Switchboard and Telephone Operation	2
Welding	2
Accounting	1
Advanced Display	1
Ballroom Dancing	1
Business Administration	1
Earth Moving	1
Earth Moving Equipment	1
Filing	1
Inventory	1
Machine Shop Training	1
Mathematics	1
Nursing	1
Pattern Layout	1
Personnel Supervision	1
Photography	1
Pricing	1
Spelling	1
Store Organization	1
Techniques of Motion Picture Acting	1

having taken accounting courses, and the other seven reported one correspondence course each in bookkeeping, English, filing, General Electric LaSalle course, General Electric television course, mathematics, medical vocabulary, office management, plastics, shorthand, social science, sociology, spelling, and typing.

The other voluntary job-training courses taken are: salesmanship, television, and business English, each reported by two respondents; and, buying, claim adjustment, correct speech, managing a demonstration school, high-pressure pipe welding, managing a home management house, jewelry store management, produce buying, selling and display, shorthand, stock training, supervisory techniques, telephone operation, and typing, each reported by only one respondent.

Thirty-five people have had some educational training other than the types already mentioned. Nineteen of these have attended a college or university. Eighteen have attended other types of school, such as business, vocational, evening, and nursing. Two of the 35 people have attended both a college and another type of school. The later classes have very few representatives who have attended any school beyond high school. It is too soon for the 1949 group to have much opportunity for further education. The 1948 group has only two members in school, and one of these is in a military service school. The 1941 and 1942 classes have the largest number of people who have attended college. Three people, however—two of whom are from the 1949 class—definitely indicate plans to attend college in the fall of 1949. One of these plans to enter the University of Georgia to study retailing.

Twenty-five boys have spent over 323 months in formal and military

education, an average of over 12.9 months each; sixteen girls have spent over 193 months, an average of over 12.1 months each. Ten degrees or certificates have been received, seven of them by boys. The question on degrees, certificates, and honors revealed little of importance except the fact that four people had graduated with B. S. degrees and one with an A. B. degree.

Although only these five reported receiving degrees, nineteen reported that they are attending or have attended college. The following tabulation shows the fields of major interest. Five people reported more than one field of major interest.

General College - - - - -	5
Commerce - - - - -	3
History - - - - -	3
Home Economics - - - - -	3
Business Administration - - - - -	2
Advertising - - - - -	1
Animal, dairy, and poultry husbandry - - - - -	1
Bible - - - - -	1
Chemistry - - - - -	1
Dramatic Art - - - - -	1
Economics - - - - -	1
Engineering - - - - -	1
French - - - - -	1
Physical Education - - - - -	1
Pre-medical - - - - -	1
Public Speaking - - - - -	1

Radio - - - - -	1
Textile Management - - - - -	1

The eighteen people who have attended schools other than universities reported the following major fields of interest. Three people reported more than one major interest.

Accounting - - - - -	4
Commerce - - - - -	3
Shorthand - - - - -	3
Business Administration - - - - -	2
General - - - - -	1
English - - - - -	1
History - - - - -	1
Metalsmith - - - - -	1
Nursing - - - - -	1
Typing - - - - -	1
Not indicated - - - - -	3

Not quite half of these fields of major interest are related to distribution.

The Jacksonville, Florida, study showed that ninety-six out of 394 respondents had received training beyond the high school level. Twenty-five had gone to college; twenty-five had attended commercial schools, and forty had received technical training.⁷⁸ The Puerto Rico study showed six out of 210 respondents studying at the time of the survey.⁷⁹ The Oklahoma

⁷⁸Diversified Cooperative Training . . ., op. cit., p. 64.

⁷⁹Ferrer, op. cit.

study showed fifty-one out of 280 had received additional training; 36 had attended a college or attended some other school, and two had studied by correspondence.⁸⁰ The Florance study of former students of Greensboro Senior High showed about 52% had attended college one or more years and about 24% more had attended some other kind of school than college or university.⁸¹

SOCIO-CIVIC INFORMATION

The section of the questionnaire dealing with socio-civic information attempts to answer the question raised by Pope, "Are students active in . . . community affairs?"⁸² Table XXV shows activity of the respondents within the church; Table XXVII shows their activities within other community groups; and, Table XXXI shows their activities in connection with Greensboro Senior High School.

Church Activities. Forty per cent of the total responding group are church members and actively participate in one or more of its activities while about 39% more are church members but are not active. This gives a total of almost 79% who are church members. Two of the twenty-five who are not church members said that they attend church, and one said he is not a member at present only because his church is disorganized.

Ninety-six people are members of one or more organizations of the

⁸⁰Hookey, op. cit., p. 41.

⁸¹Florance, op. cit., p. 5.

⁸²Beckley, op. cit.

TABLE XXV
CHURCH ACTIVITIES OF RESPONDENTS

Church Activities	Number	Per Cent*
Active Church Membership	60	40.0
Inactive Church Membership	58	38.7
Nonmembership	25	16.7
Not Reporting on Church Membership	7	4.7
Membership in Church Organizations	96	64.0
Sunday School	85	
Young People Groups	51	
Missionary Groups	14	
Choir	22	
Others	9	
Nonmembership in Church Organizations	4	2.7
Not Reporting on Church Organization Membership	50	33.3
Offices, Duties, Other Church Responsibilities	57	38.0
Not Reporting on Responsibilities	93	62.0

*Based on 150.

church; four definitely stated they are not members of any church organizations; and fifty failed to answer this question. Of those who belong to church groups, fifty-seven, or 38.0% of the total respondents, have or have had offices or definite responsibilities. These offices, duties, and responsibilities are listed in order of frequency in Table XXVI.

Other Community Group Activities. On the questionnaire one question asked: "To what professional, civic, and service organizations do you belong?" Another question asked: "In what other clubs, fraternities, or activities do you participate?" The answers to the two questions overlapped so much that they have been combined in reporting. Table XXVII shows the number who belong to all civic, professional, service, social, fraternal, and other community groups and the number who are or have been officers or have had other responsibilities. Table XXVIII lists the clubs and activities and shows how many respondents belong to and participate in each one. Table XXIX lists the offices held and other responsibilities in these community groups.

Fifty, 33.3%, of the total respondents belong to forty-one different organizations in the community (excluding the church). Almost twice as many boys as girls are members. Twenty-one have responsibilities within these clubs, and here the girls are more active than the boys. Eleven out of seventeen girls are officers or have other responsibilities while only ten out of thirty-two boys indicate having such duties.

Only two, 1.3%, of the total respondents reported working with the local Merchants Association and/or the Chamber of Commerce.

In Table XXVIII the organizations and activities are classified into

TABLE XXVI
 POSITIONS OF LEADERSHIP HELD IN CHURCH
 ORGANIZATIONS BY 57 RESPONDENTS

Church Organization Duties	Frequency
President	24
Secretary	23
Treasurer	17
Teacher	17
Vice-President	9
Committee Chairman	5
Secretary-Treasurer	4
Usher	2
Committee Member	2
Adviser for Young People's Group	1
Group Captain	1
Council Member	1
Scout Chaplain	1
Scout Patrol Leader	1
Scout Troop Scribe	1
Organizer for Young Girls' Missionary Group	1
"Positions of Leadership"	1
"None recently"	1

TABLE XXVII
 SOCIO-CIVIC ACTIVITIES OF RESPONDENTS,
 EXCLUDING CHURCH ACTIVITIES

Activities	Frequency			Per Cent
	M	F	T	
Membership in Socio-Civic Clubs	33	17	50	33.3
Positions of Leadership in Socio-Civic Clubs	10	11	21	14.0
Work With Merchants Association and/or Chamber of Commerce	1	1	2	1.3
Participation in Special Community Activities*	8	16	24	16.0
Active Interest in Hobbies	47	40	87	58.0
Voters in Public Elections	14	12	26	17.3
Maintaining Contact With Greensboro High School	50	51	101	67.3

*Not including monetary contributions. Includes such things as community chest, bond drives, sewing for Red Cross, polio drives, etc.

TABLE XXVIII
SOCIO-CIVIC CLUBS AND ACTIVITIES IN WHICH
50 RESPONDENTS PARTICIPATE

Club or Activity	Frequency	Club or Activity	Frequency
<u>Civic</u>		<u>Social</u>	
Scouts	9	Book Club	6
YWCA	3	Bowling League	2
Jr. C. of C.	2	DeMolay	1
PTA	2	Dialectics Literary Society	1
Business Assn. of Atlantic Beach	1	Flying Club	1
College Council of UN	1	G'boro Motorcycle Club	1
Girl Reserves	1	Basketball League	1
Woman's Service	1	Softball League	1
YMCA	1	Recreation Center	1
		Bridge Club	1
<u>Professional or Vocational</u>		College Alumni Club	1
Distributors Club	22*	<u>Military Service</u>	
Credit Women	2	Naval Reserve	5
AAUW	1	American Legion	1
Amer. Home Economics Assn.	1	Marine Corps League	1
G'boro Dental Assistants Society	1	Navy V-6	1
Lehigh Valley (Pa) Dietetics Assn.	1	VFW	1
Nurses Organization	1	<u>Miscellaneous</u>	
Radio Servicemen's Assn.	1	College radio station program director	1
Railway Mail Assn.	1	Dramatics	1
		Photography Club	1
<u>Fraternal</u>			
College Fraternity	3		
Masons	2		
BPOE	1		
Moose	1		
WOW	1		

*The Distributors Club constitution includes alumni.

civic, social, professional, etc. There are twenty-one respondents in civic organizations, with Scouts heading the list. This does not include those who belong to scout groups connected with the church and previously reported under "Church Activities." Thirty-one people belong to professional or vocational groups with the Distributors Club heading the list. Seventeen people belong to social clubs of one kind or another. There are eight memberships in fraternal organizations. Nine of the boys belong to some of the military service organizations.

Twenty-one respondents reported positions of responsibility in socio-civic clubs. These positions are shown in Table XXIX.

TABLE XXIX
OFFICES HELD IN SOCIO-CIVIC GROUPS BY 21 RESPONDENTS

Duty	Frequency
President	6
Committee Member	6
Committee Chairman	5
Vice-President	3
Treasurer	3
Scout Patrol Leader	2
Secretary	1
Parliamentarian	1
Jr. Asst. Scout Master	1
Eagle Scout	1
Scout Scribe	1

The 1948 and 1949 classes show the highest percentage of membership in community organizations; however, this is partially due to the fact that so many are still affiliated with the Distributors Club. Other than the 1949 group, the 1941 class shows the highest percentage of people having responsibilities

within the community clubs, with 35.7% of the total number of respondents, or 100% of the number who belong to clubs, being active.

Special Community Activities. Only twenty-four, 16.0%, of the respondents reported participation in special community activities, not including monetary contributions, since leaving high school. These people have participated in the activities listed in Table XXX.

TABLE XXX

PARTICIPATION OF 24 RESPONDENTS IN SPECIAL COMMUNITY ACTIVITIES

Activities	Frequency
Polio Drives	9
Red Cross	5
Bond Drives	4
T. B. Association	5
Community Chest	4
Christmas Cheer	1
Clothes Drive	1
DAV Drive	1
Easter Seals	1
Heart Drive	1
Overseas Relief	1
Veterans "Forget-me-not"	1
"None in past two years"	1

The listing of "none in the past two years" is included because it indicates activity previous to that time. The 1946 class has the highest percentage of participation.

Hobbies. Forty-seven boys and forty girls, 58.0% of the respondents, are actively interested in one or more hobbies. Fifty per cent or more of the members of each class except the 1947 group are interested in

hobbies. The 1947 group has a low comparative interest, with only four of its members being actively engaged in hobbies. This may be partially explained, however, by the fact that twelve members of the 1947 class did not answer the hobby question. This is the largest non-answering group. Of the entire group of respondents twenty-one boys and twenty-nine girls did not answer the question on hobbies. Five boys and eight girls said they had no hobbies.

A total of 144 hobbies were listed. Music, painting, writing, and other fine arts hobbies were listed twenty times. Sewing, cooking, gardening, antiques, and other home interest hobbies were mentioned twenty-one times. Collecting such things as records, stamps, match covers, souvenirs, etc., were listed fourteen times. The largest number of hobbies, however, falls into the sports classification—bowling, dancing, fishing, golf, baseball, hunting, swimming, and others having been mentioned fifty-one times. Thirty-eight hobbies are of miscellaneous types, such as photography, radio, fingerprinting, magic, old laws, meeting new people, etc.

Public Offices. No one reported holding or having held a public office. One boy indicated that he is the treasurer of his college class and president of the college athletic association. This type of office was not within the original meaning of the question asked.

Voting. Twenty-six people indicated that they had exercised their right to vote in the last two years. Ninety-six people have not voted, and twenty-eight did not answer. On the basis of age as of the last Presidential election (1948), sixty-seven people were eligible to vote. Only about 39% of those eligible to vote have done so. This is lower than the national

average, but higher than the Greensboro average.⁸⁴ The boys have shown a little more interest than the girls in voting.

Contacts with Greensboro Senior High School. Of the total respondents, 101, or about 67%, have had some contact with their high school since leaving its classes. The number of boys and girls maintaining contact with the school is practically the same, fifty boys and fifty-one girls. Over 90% of the members of the 1945 and 1946 classes reported having had some contact with their high school. These classes have the highest percentage. The 1949 class has the lowest, but, as one respondent commented, "Nothing has gone on yet." This continuing contact means the former students are interested in and are supporting their high school.

Table XXXI shows the types of contacts the former high school students have had with their school since leaving the classrooms. Only three reported attending Distributors Clubs meetings after finishing school.

SUMMARY

Chapter IV has presented the educational/^{and}socio-civic information gathered from the questionnaires of 150 respondents.

Twenty-two people have been required to take some kind of special job training. Slightly more than half of this training was in distribution. Twenty-eight people have voluntarily taken job training or correspondence courses. Less than half of the voluntary training was in distribution. Thirty-five people have attended a college or other type of school. About

⁸⁴Greensboro Provisional League of Women Voters, op. cit., p. 5.

TABLE XXXI

CONTACTS OF 101 RESPONDENTS WITH GREENSBORO
HIGH SCHOOL SINCE LEAVING

Contact	Frequency
Read GHS News in Daily Paper	67
Attended Athletic Events	64
Attended Dramatic and/or Music Events	45
Read HIGH LIFE	30
Visited Classes and/or Faculty Members	21
Sought Advice	10
Contributed Prizes, Awards, or Money to GHS Activities	5
Attended Distributors Club Meetings	3
Purchased Advertising Space in School Publications	2
Made Speeches to High School Groups	0
Other Contacts	4
Total	251

half of the major fields of interest in colleges and other schools has been related to distribution.

Forty per cent of the respondents are church members and actively participate in church functions. An additional 39% are church members but not active. Sixty-four per cent of the respondents are members of church organizations, and 38% have or have had positions of responsibility within these organizations.

One-third of the respondents belong to various socio-civic clubs in the community, not including the church. Fourteen per cent of the respondents hold positions of responsibilities in these clubs. Although more boys than girls belong to such clubs, the girls hold proportionately more positions of leadership.

Only two people reported working with the Merchants Association and the Chamber of Commerce.

Only 16% of the respondents reported participation in special community activities, such as polio drives, Red Cross, etc.

Fifty-eight per cent of the respondents are actively interested in one or more hobbies. The largest group of hobbies is classified as "sports", although many people have hobbies such as fine arts, home arts, and collections.

No one reported holding or having held a public office.

About 39% of these eligible to vote have exercised their privilege.

A majority of the respondents, 67%, are maintaining contact with their high school. The most frequent contacts mentioned are reading Greensboro High School News in the daily paper and attending athletic events.

half of the major fields of interest in colleges and other schools has been related to distribution.

Forty per cent of the respondents are church members and actively participate in church functions. An additional 39% are church members but not active. Sixty-four per cent of the respondents are members of church organizations, and 38% have or have had positions of responsibility within these organizations.

One-third of the respondents belong to various socio-civic clubs in the community, not including the church. Fourteen per cent of the respondents hold positions of responsibilities in these clubs. Although more boys than girls belong to such clubs, the girls hold proportionately more positions of leadership.

Only two people reported working with the Merchants Association and the Chamber of Commerce.

Only 16% of the respondents reported participation in special community activities, such as polio drives, Red Cross, etc.

Fifty-eight per cent of the respondents are actively interested in one or more hobbies. The largest group of hobbies is classified as "sports", although many people have hobbies such as fine arts, home arts, and collections.

No one reported holding or having held a public office.

About 39% of these eligible to vote have exercised their privilege.

A majority of the respondents, 67%, are maintaining contact with their high school. The most frequent contacts mentioned are reading Greensboro High School News in the daily paper and attending athletic events.

CHAPTER V

HIGH SCHOOL INFORMATION

The section of the questionnaire captioned "High School Information" covers opinions regarding certain aspects of the whole high school program as well as the Distributive Education program. The objective information reported in this section deals with extracurricular activities, honors received, and part-time jobs held other than cooperative training jobs.

Extracurricular Activities. Tables XXXII and XXXIII show the detailed findings in regard to extracurricular activities.

Of the 150 respondents, ninety-three indicated participation in one or more extracurricular activities. With the exception of the 1943 and 1944 classes, 50% or more of the respondents of each group have taken part in extracurricular activities, even though the Distributors Club was not organized in the Greensboro program until 1943.

The Distributors Club was checked by sixty-seven respondents; however, others probably should have checked it, as every person covered by the study except the members of the 1941 and 1942 classes had an opportunity to be a member. All other extracurricular activities were checked 102 times by fifty-nine respondents. This refutes the argument advanced by many that Distributive Education students do not participate in any school activities outside of classes. Table XXXIII shows seventeen different extracurricular activities with the Distributors Club at the head of the list and athletics next.

TABLE XXXII

PARTICIPATION IN HIGH SCHOOL EXTRACURRICULAR
ACTIVITIES BY 93 RESPONDENTS

Class	Number in Class	Distributors Club Activities		Other Extra Curricular Activities		All Extracurricular Activities		
		No.	Per Cent	No.	Per Cent	No. People	Per Cent	No. Activities
1941	14	-	-	7	50.0	7	50.0	12
1942	17	-	-	9	52.9	9	52.9	15
1943	14	1	7.1	4	28.6	4	28.6	7
1944	11	3	27.3	2	18.2	4	36.4	5
1945	22	12	54.5	4	18.2	14	63.6	17
1946	11	5	45.5	5	45.5	6	54.6	15
1947	19	8	42.1	8	42.1	11	57.9	22
1948	21	18	85.7	11	52.4	18	85.7	38
1949	21	20	95.2	9	42.9	20	95.2	38
All Classes	150	67	44.7*	59	39.3*	93	62.0*	169

*Based on 150.

TABLE XXXIII

DISTRIBUTION AMONG HIGH SCHOOL CLUBS OF EXTRACURRICULAR
ACTIVITIES OF 93 RESPONDENTS, BY SEX

Activity	No. Participating		
	M.	F.	T.
Distributors Club	36	31	67
Athletics	13	15	28
Music	13	14	27
School Paper	7	4	11
Dramatics	3	4	7
Stage Crew	4	2	6
Debating	3	1	4
Language Clubs	1	3	4
School Annual	4	0	4
Student Government	3	1	4
Art Club	-	1	1
Cheer Leading Squad	1	-	1
Library Club	-	1	1
Marionette Shows	-	1	1
May Day	-	1	1
School Store	1	-	1
Torchlight (National Honor Society)	-	1	1
Total	89	80	169

High School Honors Received. Thirty-five people reported receiving forty-seven honors, scholastic and otherwise, while in high school. Table XXXIV shows the honors and the distribution by sex. The most frequently mentioned honor, other than being elected to a club office, is making the scholastic honor roll.

Part-Time Jobs. Forty-nine people reported having held sixty-seven part-time and/or vacation jobs while in high school not including their Distributive Education cooperative training jobs. Table XXXV shows the jobs held and the number of times each is mentioned. Twenty-four people listed thirty-one selling jobs in various types of stores, making selling the largest job category. Several other jobs shown in the table were closely related to selling, such as home demonstrator of aluminum, curb hop, service station attendant, window trimmer, etc. This indicates that many of the students were interested in distributive occupations and had tried out some of the jobs before deciding to get specific vocational training through the Distributive Education cooperative program.

High School Subjects. One hundred twenty-seven of the respondents listed the high school subjects which have proved most valuable to them. Three others indicated no subjects had been valuable; and twenty people did not answer the question. The findings are shown in Table XXXVI. A majority of both boys and girls consider English as the most valuable subject, sixty-one people listing English and twelve others listing Business English. Distributive Education is a close second in the opinion of both boys and girls.

TABLE XXXIV
 HONORS RECEIVED BY 35 RESPONDENTS WHILE IN HIGH SCHOOL.

Honors	Frequency		
	M	F	T
Distributors Club Officer	9	7	16
Other Club Officer	2	8	10
Honor Roll	-	5	5
Class Officer	2	1	3
Art Prize	2	-	2
Senior Superlative	1	1	2
School Paper Editorial Staff	-	2	2
Dramatics Cup	-	1	1
Jenkins Home Economics Award	-	1	1
Letter for Sports	-	1	1
Music Scholarship	1	-	1
Outstanding Musician of the Class	1	-	1
President of Eastern Region, Distributors Club	1	-	1
Student Government Officer	-	1	1
Total	19	28	47*

*Seven students received two or more honors.

TABLE XXXV

PART-TIME AND VACATION JOBS, NOT INCLUDING COOPERATIVE TRAINING
JOBS, HELD WHILE IN HIGH SCHOOL BY 49 RESPONDENTS

Job	Frequency
Sales Clerk:	31
department store	8
grocery store	7
variety store	5
drug store	3
dairy products	2
music store	1
men's store	1
shoe store	1
women's store	1
not stated	2
Newspaper deliveryman	4
Office worker	4
Bakery worker	3
Cafe worker	2
Theatre doorman and usher	2
Truck driver	2
Window trimmer	2
Bookbindery worker	1
Billing clerk	1
Chemical Company worker	1
Curb hop for dry cleaner	1
Construction worker	1
Home demonstrator for aluminum	1
Ice deliveryman	1
Mechanic	1
Painter	1
Photographer	1
Piano worker	1
Printer	1
Receiving clerk	1
Reed maker	1
Service station attendant	1
Symphony orchestra flutist	1
Welder	1
Total	67

TABLE XXXVI

HIGH SCHOOL SUBJECTS CONSIDERED MOST VALUABLE BY 127 RESPONDENTS DISTRIBUTED ACCORDING TO SEX

Subject	Frequency			Per Cent
	M	F	T	
Distributive Education	28	33	61	40.7
English	31	30	61	40.7
Typing	7	30	37	24.7
Mathematics	27	7	34	22.7
Business English	4	8	12	8.0
Home Economics	-	12	12	8.0
Bookkeeping	2	6	8	5.3
History	5	2	7	4.7
Biology	4	2	6	4.0
Business Mathematics	3	3	6	4.0
Shorthand	-	6	6	4.0
General Business	3	2	5	3.3
Music	4	1	5	3.3
Art	1	2	3	2.0
Chemistry	1	2	3	2.0
Latin	-	3	3	2.0
Bible	1	1	2	1.3
Diversified Occupations	1	1	2	1.3
Commercial Law	1	1	2	1.3
General Science	1	1	2	1.3
Algebra	1	-	1	0.7
Machine Shop	1	-	1	0.7
Physics	1	-	1	0.7
Spelling	1	-	1	0.7
Woodshop	1	-	1	0.7
"None"	1	2	3	2.0
No response	10	10	20	13.3
Total	129	153	282	

In the 1940 Florance study⁸⁵ of Greensboro High School graduates, the boys felt that English, mathematics, and science, respectively, had been the most helpful subjects. The girls felt that English, commercial subjects, and mathematics, respectively, had been the most helpful.

In such studies as the Warren, Ohio, study,⁸⁶ the Pfouts' study⁸⁷ of Marlboro, Ohio, graduates, and others, English is listed by the respondents as the "most valuable" or "most helpful" subject.

Table XXXVII shows the subjects which eighty-four of the respondents did not take but which they feel now they should have taken. Commercial subjects, mathematics, and foreign languages lead the list. Seven people would like to have had more English including literature, grammar, spelling, and vocabulary. Twelve people indicated they have not felt a need for subjects other than the ones taken. Fifty-four people did not answer the question.

In order to have taken those subjects for which there is now a felt need, most of the students would have had to eliminate one or more of the courses which they did take. Table XXXVIII shows those courses which forty-seven of the respondents would have eliminated. Art and history are at the top of the list with Distributive Education next. One person would not have eliminated any subjects which he took; and, ninety-two did not answer the question.

⁸⁵Florance, op. cit., p. 24.

⁸⁶Educational and Occupational Follow-Up Study, Cincinnati: South-Western Publishing Co., December 1943.

⁸⁷Charles R. Pfouts, "The Graduates of Marlboro Township High School," unpublished master's thesis, The Ohio State University, 1938, p. 44.

TABLE XXXVII

SUBJECTS WHICH 84 RESPONDENTS WISH THEY HAD TAKEN
IN HIGH SCHOOL, ACCORDING TO SEX

Subject	Frequency of Response			Per Cent*
	M	F	T	
Mathematics	23	6	29	19.3
Shorthand	4	19	23	15.3
Foreign Language	17	5	22	14.7
Bookkeeping	9	12	21	14.0
Typing	7	7	14	9.3
Science	7	3	10	6.7
English	5	3	8	5.3
Art	2	-	2	1.3
Home Economics	-	2	2	1.3
Speech	2	-	2	1.3
Commercial Courses	1	-	1	0.7
Debating	1	-	1	0.7
Advanced Distributive Education	-	1	1	0.7
Dramatics	1	-	1	0.7
Machine Shop	1	-	1	0.7
Mechanical Arts	1	-	1	0.7
Music	1	-	1	0.7
Psychology	1	-	1	0.7
Radio	1	-	1	0.7
Secretarial Practice	-	1	1	0.7
"None"	6	6	12	8.0
No response	22	32	54	36.0
Total	84	59	143	

*Based on 150.

TABLE XXXVIII

HIGH SCHOOL SUBJECTS WHICH 47 RESPONDENTS WOULD HAVE ELIMINATED IN FAVOR OF OTHER SUBJECTS, TOGETHER WITH FREQUENCY OF RESPONSES

Subject	Frequency
Art	7
History	7
Distributive Education	6
Physical Education	5
Bible	4
Biology	4
French	4
Chemistry	3
Typing	3
Latin	2
Shorthand	2
Spanish	2
Algebra	1
Bookkeeping	1
Drafting	1
English Literature	1
Foreign Language	1
Glee Club	1
Home Economics	1
Manual Training	1
Mathematics	1
Salesmanship	1
Science	1
Shop	1
Woodshop	1
"None	1
No response	92
Total	62

DISTRIBUTIVE EDUCATION

The respondents were asked to give their reasons for selecting Distributive Education training as one of their high school subjects. One hundred thirty-five people answered with the reasons shown in Table XXXIX. Many people gave more than one reason. Naturally all the people did not express themselves in the same way; therefore, the reasons as expressed in the table are paraphrased and in some instances combined.

"To earn money" and "to get experience in the business world" are the most frequently mentioned reasons for taking Distributive Education. Of the people listing "to earn money," sixteen stated either that they needed money or that they had to earn money to finish school, and four said they wanted spending money. Thirty people offered reasons that are exploratory in nature—"to help decide on a career," etc. Forty-one people offered miscellaneous reasons, such as "to get out of school part of the day," "to get credits," etc. Most of the respondents, however—eighty in all—stated that they took Distributive Education in order to prepare themselves vocationally for places in the business world.

Course of Study. The respondents were asked to tell which topics in the North Carolina course of study for Distributive Education had helped on the job, which topics had been of little or no use, on which topics more time should have been spent in the classroom, and on which topics less time should have been spent. One hundred eighteen of the respondents checked the various parts of this question. Two said they did not remember enough of the course of study to answer the question. One said not to eliminate any part of the course of study. Four said that the

TABLE XXXIX

REASONS GIVEN BY 135 RESPONDENTS FOR TAKING DISTRIBUTIVE EDUCATION COOPERATIVE TRAINING

Reasons	Frequency
To earn money	20
To get experience in business world	20
To have a part-time schedule	15
To learn to sell	14
To learn the retail business	13
To be prepared for full-time job after graduation	12
Interest in the course	11
To have a chance to work	10
To help decide on a career	9
To prepare for a business career	9
There was no hope of going to college	5
It would help in job already held	4
To get credits	4
Because it offered training important in any work	3
To become a more capable worker	3
Like to work in a store	2
Needed a job	2
To get complete picture of retailing	2
To get started on a career early	2
To learn self-reliance	2
Because it was different	1
Needed no other subject	1
To evade difficult courses	1
To fortify future earning power	1
For fill-in subject	1
To learn how to get a job	1
To learn how to get along with people	1
To learn to understand and help customers better	1
Because friends had taken it and liked it	1
"Don't know"	1

topics had no connection with their work. One said he did not answer because he is not working. The other twenty-four people did not answer the question in any way.

Table XI shows the evaluation of the topics in the course of study as given by the fifty-three boys and sixty-five girls who answered the question. Table XII gives the time recommendations for the topics in the course of study. According to those answering, basic selling (Introduction to Selling) has been helpful to the largest number of people, and advanced selling (Selling Techniques) has been helpful to the second largest group. More time should be spent on selling, especially advanced selling, say the majority. A greater number of people feel that more time should be spent on advanced selling than feel it should be spent on any other topic; and fewer people indicate diminishing the time for advanced selling than for any other topic.

The respondents indicated that most of the topics have been helpful and recommend more time be spent on them. There are a few exceptions, however, to this general statement. More people have found orientation, display, textiles, and plastics of little or no value than have found them to be helpful. More people recommend that less time be spent on orientation, textiles, plastics, and color, line and design than suggest that more time be spent on them.

According to the respondents, therefore, it would have been more valuable to them to have had more salesmanship, store organization, advertising, merchandising and stock control, professional improvements and opportunities, and other topics; and to have had less time spent on plastics, orientation, and textiles. The opinion on display and color, line and design is divided.

TABLE XL
EVALUATION OF TOPICS COMPOSING THE NORTH CAROLINA
DISTRIBUTIVE EDUCATION COURSE OF STUDY

Topic	Number and Per Cent Re- porting Topic Helpful				Number and Per Cent Reporting Topic of Little or No Value			
	M	F	T	Per Cent*	M	F	T	Per. Cent
Orientation	12	13	25	16.7	19	12	31	20.7
Introduction to Selling	34	47	81	54.0	6	10	16	10.7
Selling Techniques	31	46	77	51.3	6	9	15	10.0
Merchandise Information	26	38	64	42.7	6	9	15	10.0
Inventory	31	30	61	40.7	13	10	23	15.3
Store Organization	24	25	49	32.7	16	15	31	20.7
Color, Line and Design	14	23	37	24.7	15	16	31	20.7
Advertising	19	21	40	26.7	11	15	26	17.3
Display	17	16	33	22.0	16	22	38	25.3
Textiles	10	16	26	17.3	19	24	43	28.7
Plastics	6	7	13	8.7	22	26	48	32.0
Merchandising and Stock Control	24	16	40	26.7	10	16	26	17.3
Professional Improve- ments and Opportunities	16	14	30	20.0	6	11	17	11.3

*Based on 150.

TABLE XLI

TIME RECOMMENDATIONS FOR TOPICS COMPOSING NORTH CAROLINA
DISTRIBUTIVE EDUCATION COURSE OF STUDY

Topic	Number and Per Cent Recommending More Time				Number and Per Cent Recommending Less Time			
	M	F	T	Per Cent*	M	F	T	Per Cent
Orientation	12	5	17	11.3	10	11	21	14.0
Introduction to Selling	17	11	28	18.7	4	1	5	3.3
Selling Techniques	20	24	44	29.3	3	1	4	2.7
Merchandise Information	11	16	27	18.0	4	1	5	3.3
Inventory	11	11	22	14.7	4	4	8	5.3
Store Organization	10	14	24	16.0	2	4	6	4.0
Color, Line and Design	7	8	15	10.0	13	5	18	12.0
Advertising	13	12	25	16.7	2	3	5	3.3
Display	13	9	22	14.7	4	9	13	8.7
Textiles	11	6	17	11.3	12	11	23	15.3
Plastics	6	3	9	6.0	12	8	20	13.3
Merchandising and Stock Control	21	8	29	19.3	2	4	6	4.0
Professional Improve- ments and Opportunities	14	8	22	14.7	3	2	5	3.3

*Based on 150.

The last revision of the Distributive Education course of study was made in 1947 and has been used as a teaching guide for the 1948 and 1949 classes. Due to the fact that the 1949 respondents had been working full-time only a few weeks when they answered the questionnaire, perhaps their opinions and perspective were not as valid as those of the 1948 group. The opinions, therefore, of the 1948 group are taken for special study as shown in Tables XLII and XLIII.

According to the opinion of fifteen of the seventeen members of the 1948 group, selling techniques is the topic which has been most helpful. Plastics is the topic which has been the least helpful. All the topics except three have been found helpful by a larger number of people than have found them of little or no use. The three exceptions are plastics, textiles, and orientation. According to the 1948 group more class time should be spent on all the topics except plastics, textiles, and orientation.

In most cases the 1948 group agrees with the summary of all the classes. Two exceptions are noted: (1) More of the 1948 members have found display helpful than otherwise, whereas less of the total group have found it to be helpful; (2) More of the members of the 1948 group recommended additional time on color, line and design, whereas more of the total group recommended less time on this topic.

Forty-six of the respondents listed topics that they think should be added to the Distributive Education course of study. These are shown in Table XLIV. Since the course of study has been revised three times, many of the suggested topics have been incorporated into the course of study or otherwise emphasized; however, the respondents may not have received training

TABLE XLII
 EVALUATION OF THE COURSE OF STUDY
 BY 17 MEMBERS OF 1948 CLASS

Topic	Number and Per Cent Reporting Topic Helpful				Number and Per Cent Reporting Topic of Little or No Value			
	M	F	T	Per Cent*	M	F	T	Per Cent*
Orientation	2	3	5	29.4	5	1	6	35.3
Introduction to Selling	10	4	14	82.4	1	-	1	5.9
Selling Techniques	9	6	15	88.2	1	-	1	5.9
Merchandise Information	8	5	13	76.5	1	-	1	5.9
Inventory	8	3	11	64.7	2	1	3	17.7
Store Organization	6	3	9	52.9	3	1	4	23.5
Color, Line and Design	4	3	7	41.2	4	1	5	29.4
Advertising	7	1	8	47.1	2	2	4	23.5
Display	5	2	7	41.2	3	1	4	23.5
Textiles	1	2	3	17.7	7	3	10	58.8
Plastics	2	-	2	11.8	8	4	12	70.6
Merchandising and Stock Control	8	2	10	58.8	2	2	4	23.5
Professional Improvements and Opportunities	5	2	7	41.2	4	1	5	29.4

*Based on 17.

TABLE XLIII
 TIME RECOMMENDATIONS FOR TOPICS IN COURSE OF
 STUDY MADE BY 17 MEMBERS OF 1948 CLASS

Topic	Number and Per Cent Recommending More Time				Number and Per Cent Recommending Less Time			
	M	F	T	Per Cent	M	F	T	Per Cent
Orientation	1	-	1	5.9	4	1	5	29.4
Introduction to Selling	7	1	8	47.1	1	-	1	5.9
Selling Techniques	8	3	11	64.7	-	-	-	-
Merchandise Information	4	2	6	35.3	-	1	1	5.9
Inventory	2	-	2	11.8	-	-	-	-
Store Organization	3	2	5	29.4	-	-	-	-
Color, Line and Design	4	2	6	35.3	2	-	2	11.8
Advertising	4	3	7	41.2	-	-	-	-
Display	6	2	8	47.1	-	1	1	5.9
Textiles	1	1	2	11.8	4	1	5	29.4
Plastics	-	-	-	-	5	2	7	41.2
Merchandising and Stock Control	7	2	9	52.9	-	1	1	5.9
Professional Improve- ments and Opportunities	3	1	4	23.5	2	-	2	11.8

*Based on 17.

TABLE XLIV

TOPICS THAT SHOULD BE ADDED TO THE COURSE OF
STUDY IN THE OPINION OF 46 RESPONDENTS

Topic	Frequency
Bookkeeping	4
How to meet and get along with the public	4
Improvement of personality and appearance	4
Merchandising arithmetic	4
Advanced selling	3
Business Management	3
Effective Speech	3
Cooperation	3
Spelling	3
How to handle stock	2
More mathematics drill	2
Personnel	2
Willingness to do any duty that comes up on the job	2
Advantages retail trade offers to employees	1
"Any business subject"	1
Basic psychology	1
Color, line and design	1
Construction of props and mock-ups	1
Current city management	1
Economic geography	1
English	1
How to handle complaints	1
How to interview	1
How to meet and talk with prospective employees	1
How to sell loans and finances	1
How to teach other people	1
Insurance	1
Labor laws and labor relations	1
Sales promotion	1
Store loyalty	1
Training needed for different trades and positions	1
Vocabulary	1

in these particular subjects, may have forgotten about them, or may think more emphasis should be placed on them. Some of these topics are provided for in the course of study for second-year students which is being tried out at the present time in a few North Carolina schools.

The topics most frequently mentioned include bookkeeping, how to meet and get along with the public, merchandising arithmetic, and improvement of personality and appearance.

Work Experience. Forty-six people answered the question about what the coordinator could have done to make the work experience more valuable. Thirty-nine of these people indicated the coordinator did a thorough job. Seven people made the miscellaneous suggestions shown in the following tabulation. The most frequently mentioned improvement deals with arranging for more varied training to be given by the training agency.

Arranged for varied training all over the store	5
Arranged for more field trips	2
Had better discipline	2
Had practical experience	1
Allowed more time on the job	1
Visited trainee on job and given constructive criticism	1
Checked more carefully on employer's training	1
Spent more time on bookkeeping	1
Been better instructor	1

Fifty people answered the question in regard to what the training agency could have done to make the work experience more valuable. Twenty-one indicated that the training agency carried out its responsibilities thoroughly. Thirty-nine respondents made the miscellaneous suggestions

shown in the following tabulation:

Given more varied training	12
Improved employer-employee relations	8
Paid better wages	5
Provided better supervision	5
Given trainee more responsibilities	3
Required better performance from trainees	2
Insisted on training courses	1
Worked more closely with coordinator	1

Again at the top of the list is the suggestion for more varied training in the store.

False Impressions. While in the Distributive Education cooperative work program the student naturally developed certain impressions about employment opportunities, salary range, advantages, etc., in the distributive occupations. One part of the questionnaire asked which of these impressions, if any, the respondents had come to believe are false. Fifty-nine people answered with only twelve mentioning any false impressions.

These false impressions pertain to:

Salary range	10
Employment opportunities	5
Advantages	2
Disadvantages	2
Opportunities for advancement	2
Qualities necessary for success	2
That the most intelligent people advance the fastest	2
Better to work for someone else than be in business for yourself	1

Developing social activities with the boss	1
Hours	1
That all the information taught is necessary	1
That the public is hard to get along with	1
That the most intelligent people make the most money	1

Distributors Club. Table XLV shows which purposes of the Distributors Club the respondents think are important and should be emphasized. One hundred twelve people answered the question. Eighty-six, 76.8% of those answering, or 57.3% of the total respondents, think the most important purpose is "To provide a means of developing civic and vocational interest of students and to assist in promoting vocational education." The 1941 and 1942 classes, which had no club program, and the 1946, 1947, and 1948 classes cast more of their votes for this purpose.

Seventy-three people think emphasis should be put on the purpose, "To provide a uniform club organization which will distinguish distributive training students as an active club within the school." In regard to this purpose one 1942 girl says:

A student who works part-time does not have the chance to participate in many school activities, as most of the different clubs, sports, school annual, school program are called at the end of the school day. Therefore, the Distributive Education student doesn't hardly feel he belongs. A special club, one that the school knows and notices should be formed so their classmates won't think they are socially dead.

An interesting finding is that the purpose with the least number of votes is "To serve as a center for social activities." Two students, however, made special comments on this purpose. One 1942 girl says "By all means." One 1945 girl says, "This is an important factor to me as the D. E. student does not have as much time for social activities in the school

TABLE XLV

RELATIVE IMPORTANCE OF DISTRIBUTORS CLUB
PURPOSES IN OPINION OF 112 RESPONDENTS

Purposes	Frequency
To provide a means of developing civic and vocational interest of students and to assist in promoting vocational education.	86
To provide a uniform club organization which will distinguish distributive training students as an active club within the school.	73
To indicate the extent of retailing and to provide group organization through-out the nation.	52
To serve as a means of promoting the distributive education program.	49
To foster interest in the field of distribution.	39
To serve as a center for social activities for the distributive education students.	35

as other students."

Only fourteen people answered the question in regard to additional club purposes. Two people said that no additional purposes are needed for the club. Twelve people suggested the additional purposes shown in Table XLVI.

TABLE XLVI

ADDITIONAL CLUB PURPOSES RECOMMENDED BY 12 RESPONDENTS

Additional Purposes	Frequency
To get D. E. alumni back into the Club.	3
To emphasize the importance of making one's own living and making one's own choices.	2
To serve as a guide in building a well-rounded business mind.	1
To relate individual experiences on the job.	1
To make the class less boresome.	1
To organize and strengthen the individual trainee and help him achieve a better standing and more respect from the customer.	1
To help create ambition.	1
To provide better employer-employee understanding.	1
To serve as a means of making better prepared young people to act in government affairs.	1

Comparative Progress on the Job. As shown in Table XLVII, in the opinion of about 53% of the respondents, they have progressed in their work more rapidly than other former high school students who did not have Distributive Education cooperative training. One of these seventy-six

TABLE XLVII

PROGRESS OF 135 RESPONDENTS IN COMPARISON WITH WORKERS WHO DID
NOT TAKE DISTRIBUTIVE EDUCATION TRAINING, ACCORDING TO CLASS

Progress	1941	1942	1943	1944	1945	1946	1947	1948	1949	Total	Per Cent*
More Rapidly	3	9	8	2	13	7	9	12	16	79	52.7
As Rapidly	7	6	5	5	6	4	7	7	5	52	34.7
Less Rapidly	-	-	-	-	1	-	-	-	-	1	0.7
Total Number Responding	10	15	13	7	20	11	16	19	21	132	88.0

*Based on 150.

only indicates this was true while she stayed with the training agency. Another says she has progressed "much more rapidly." Fifty-two feel they have progressed as rapidly as others who did not take Distributive Education cooperative training. Only one feels he has progressed less rapidly.

Suggestions for Improvements. The respondents were asked to make suggestions that might help to improve the Distributive Education program. Thirty-eight people answered. The answers may be divided into three groups: suggestions, favorable comments, and unfavorable comments.

Some of the suggestions for improving the classroom teaching are as follows:

Provide more vocational information.	5
Arrange for more field trips, helpful movies, and outside speakers.	4
Provide opportunity for more discussion of job experiences.	2
Teach how to handle losses and "lemons."	2
Teach the importance of turnover and store organization.	2
Emphasize the need for both secondary and advanced education.	2
Make sure students do their class work and pay close attention.	2
Provide more everyday business information.	1
Emphasize selling techniques.	1
Teach some psychology.	1
Stress importance of being punctual, alert, and loyal to employers	1
Teach students to take directions properly.	1

Some of the other miscellaneous suggestions are as follows:

Weed out those who take D. E. as a "crip" course.	2
Set a higher minimum age for membership in the class.	1
Encourage students to take more than two other subjects.	1
Place students in jobs in which they are interested.	1
Do away with the rule about quitting your job; substitute that a person cannot be unemployed more than a certain length of time and get credit.	1
Get weekly reports on trainees from employers.	1
Provide the coordinator with more and better books and materials.	1
Teach D. E. in more schools in Greensboro.	1
Lengthen the classroom sessions.	1
Have a certain time in which student is "to learn jobs and then get pay raises instead of just when the store decides to pay more."	1
Keep students from taking advantage of supervisors.	1
More social activities in Distributors Club.	1
More state and regional club meetings.	1
Give employers a better understanding of the Club.	1
Expand the club all over the nation.	1
Let the business world know more about D. E.	1

In general, most of those who made favorable comments reported that the Distributive Education course had been very helpful and enjoyable to them. Two comments that are fairly typical are:

"Everything that is taught comes in handy either on the job or in actual life outside of work."

"I wouldn't take anything for the knowledge and experience I got from the D. E. course. It's a shame that more of our salespeople don't take it."

Only two unfavorable comments were made:

"What little interest I had in the program was effectively squelched by lack of connection between the program and my work."

"I don't even know what I want or what I can do."

SUMMARY

This chapter has presented the opinions of the respondents in regard to the Distributive Education program and certain aspects of the whole high school program. It has also presented some objective information in regard to the high school careers of the respondents.

Sixty-two per cent of the respondents reported participation in high school extracurricular activities. Sixteen clubs and activities, other than the Distributors Club, were checked 102 times. Thirty-five people reported receiving forty-seven honors, all of which were connected with extracurricular activities except the honor roll.

Forty-nine people held sixty-seven part-time jobs during high school; this does not include their Distributive Education cooperative training jobs. The most frequently listed type of job is "sales clerk."

The respondents rated English as the high school subject which had been the most valuable to them. They rated Distributive Education as the second most valuable subject.

Commercial subjects, mathematics, and foreign languages head the list of subjects the respondents did not take but wish now they had taken. Art

and history head the list of subjects the respondents would have eliminated in order to take the subjects they wish they had taken.

Most of the respondents, 80 or 53.3%, stated they took Distributive Education in order to prepare themselves for vocations in the business world.

In regard to the course of study for Distributive Education in North Carolina, the respondents think that more time should be spent on salesmanship, store organization, advertising, merchandising and stock control, professional improvements and opportunities; and that less time should be spent on plastics, orientation, and display. The evaluation of the course of study by the members of the 1948 class corresponds with that of the total group except in two items. More of the 1948 class have found display helpful than otherwise, whereas less of the total group have found it helpful. More of the 1948 group recommended more time be spent on color, line and design, whereas more of the total group recommended less time.

The topics most frequently mentioned to be added to the course of study are bookkeeping, how to meet and get along with the public, merchandising arithmetic, and improvement of personality and appearance.

The list of suggestions made by the respondents in regard to what the coordinator could have done to make the work experience more valuable is headed by, "Arranged for varied training all over the store." The list of suggestions in regard to what the training agency could have done is headed by the same suggestion.

Salary range is at the head of the list of false impressions about distributive occupations, which twelve people thought they got in Distributive Education.

The respondents think the most important purpose of the Distributors

Club is to develop civic and vocational interests of the students and to promote vocational education. They consider the least important purpose to be "To serve as a center for social activities." The most frequently mentioned additional purpose for the Club is to get alumni back into the Club.

Fifty-three per cent of the respondents think they have progressed in their work more rapidly than have other former high school students who did not have Distributive Education cooperative training. About 35% think they have progressed as rapidly as others. Only one person, 0.7%, thinks he has progressed less rapidly. Eighteen people did not answer the question.

The suggestions made by thirty-eight respondents for improving the Distributive Education program pertain mainly to (1) improving the classroom teaching by providing more vocational information, using more community resources, etc., (2) improving the administration of the program by such methods as more careful selection of trainees, etc. Many made favorable comments as to the value and enjoyment received from the training.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY OF PURPOSE AND SCOPE

The purpose of this study was to examine the value of the Distributive Education cooperative part-time program of the Greensboro Senior High School on the basis of the experiences and opinions of those school-leavers who participated in the Distributive Education program during the period 1940-49.

Information was secured from the permanent school records of, and by means of a questionnaire directed to, the 183 former students (eighty-six boys and ninety-seven girls) who took Distributive Education for at least one semester. One hundred fifty of the students responded, representing about 85% of the boys and 79% of the girls.

The data sought for the study covered five main areas: "Personal Information"—correct name and address; "Occupational Information"—work experience since leaving high school; "Educational Information"—required and voluntary training received since leaving high school; "Socio-Civic Information"—activities within the community; "High School Information"—extra-curricular activities participated in and honors received while in high school, the opinions of the respondents on the relative value of the high school subjects taken, and the respondents' evaluation of the Distributive Education cooperative program.

CONCLUSIONS AND SUMMARY OF FINDINGS

The Distributive Education trainees tend to stay in the school service area where trained and in the occupations for which trained. Of the 150 respondents, 130 are living in the Greensboro area; of the thirty-three who did not answer the questionnaire, fourteen are known to be living in the Greensboro area. One hundred nine are working; and seventy-nine of these, almost three-fourths, are in distributive or auxiliary jobs—the jobs for which they were trained. Of the forty-one respondents who are not working, six are attending school, five are in the armed forces, and twenty-three are married and devoting full time to homemaking. Almost three-fourths of all the jobs held by the respondents since leaving high school have been in distributive or auxiliary jobs.

The Distributive Education trainees tend to be successful in their jobs and contribute to job stability within the community. Thirty-seven of the employed respondents have positions of managerial or supervisory nature. Six of these are owners of their own businesses. Slightly more than three-fifths of the total respondents (85% of the employed respondents) stated that they are satisfied and do not wish to change their occupations. Only three definitely stated that they dislike the work which they are doing. Eighty-six people believe there are specific advantages in their jobs, while only fifty-two believe there are disadvantages. Chances for advancement and security are at the top of the list of advantages; hours of work and rate of pay are at the top of the list of disadvantages. More than half of the respondents think they have progressed faster on the job than other students without Distributive Education training; only one thinks he has progressed less rapidly.

Almost two-thirds of the respondents (95 of the 150) have changed jobs not more than one time since leaving high school. Approximately one-half of the respondents remained with the training agency after leaving school. The average tenure with the training agency was about ten months. Almost half of the respondents have received one or more promotions on their jobs since leaving school.

The fact that only five of the respondents are unemployed is taken as negative evidence of the success of the total group. None of the unemployed listed inadequate training as the reason for unemployment. Most of the reasons given can be classified as temporary.

The main duties of the respondents in wholesale and retail trades are in accordance with the emphasis of the course of study for Distributive Education in North Carolina. The main duties of about half (29 out of 61) of those respondents working in wholesale and retail businesses deal with selling. The main duties of sixteen deal with sales promotion. The main duties of twenty-two are receiving and handling stock, and of fourteen are pricing the merchandise. Wrapping and delivering and planning and buying merchandise were listed by thirteen and eleven respondents, respectively. Other main duties were listed less frequently, except for handling accounts and credits, listed by fifteen people.

The wages for distributive workers are lower than for nondistributive workers. The median weekly wage of distributive workers among the respondents is \$35.00; the median wage of auxiliary workers is \$37.50; and the median wage of nondistributive workers is \$45.00.

The Distributive Education trainees do get additional training after leaving high school. Twenty-two have taken required training; twenty-eight have voluntarily taken job-training courses; and thirty-five

people have attended college or other type of school. About half the training has been in distributive or closely allied subjects.

The Distributive Education trainees do not participate in the Merchants Association or Chamber of Commerce. Only two respondents reported having worked with either of these groups.

The Distributive Education trainees are active in church groups, interested in hobbies, vote, and maintain contact with Greensboro Senior High School. The trainees are not active in socio-civic clubs, special community activities, and public office holding. Almost four-fifths of the respondents are church members, and about half of these hold or have held positions of responsibility within the church. Almost three-fifths of the respondents are actively interested in one or more hobbies. About two-fifths of those eligible to vote by 1948 have exercised their right to do so. Two-thirds of the respondents have had some contact with their high school since leaving its classes.

Only about one-third of the respondents are members of socio-civic clubs and less than half of these hold positions of responsibility within the clubs. Less than two-fifths have taken part in special community activities. No one is holding or has held a public office.

The Distributive Education trainees do, while in high school, take part in extracurricular activities other than the Distributors Club. Fifty-nine respondents checked extracurricular activities, other than the Distributors Club, 102 times; and they received twenty-six honors in connection with these activities.

The Distributive Education trainees tend to have definite vocational plans when they enter cooperative training. Eighty respondents reported their reason for taking Distributive Education was to prepare themselves for

places in the business world. Forty-nine respondents had worked on part-time or vacation jobs before taking Distributive Education, and most of the jobs were of a distributive nature.

The content and time recommendations included in the North Carolina course of study for Distributive Education should be modified and adapted to meet the local needs. The respondents were requested to evaluate the items in the course of study by indicating whether more time or less time should be spent on them. Twenty-two or more respondents indicated more time while thirteen or fewer recommended less time on the following topics: basic salesmanship, advanced salesmanship, merchandise information, inventory, professional opportunities and improvements, advertising, store organization, and merchandising and stock control. The largest number, seventy-two, considered more time desirable for basic and/or advanced selling while only nine suggested less time. These data are in agreement with the findings regarding the "helpfulness" of the topics as indicated by the respondents. In each case substantially fewer indicated the above topics to have been of little help. In the case of the topics, plastics, textiles, and orientation, substantially fewer respondents had found them helpful than otherwise, and substantially more recommended less time than recommended more time be spent on them. The findings regarding color, line and design and display show no definite trends.

The Distributive Education trainees should have more varied training in the training agency. This was at the top of the list of suggestions as to how the coordinator could have made the work experience more valuable. It was also at the top of the list of suggestions as to how the training agency could have made the work experience more valuable.

Although limited in number, the nature of the suggestions made by

the respondents for improving the program indicates that in classroom activities more attention should be given to the work experience of the trainees, to information about jobs in distribution, and to community resources. The tenor of the suggestions for improving the Distributive Education program made by the respondents, although expressed in varying terms, was concerned mainly with increased opportunities for discussing job experiences, desire for more information regarding jobs in the field of distribution, and increased use of community resources.

The Distributors Club should emphasize the development of civic and vocational interest and the promotion of vocational education. Eighty-six respondents said to emphasize the purpose dealing with civic and vocational interest. Seventy-three people said to emphasize the development of an active club organization that will be recognized within the school. Fifty-two people said to emphasize the development of a national club. Forty-nine people said to emphasize the promotion of the Distributive Education program. Thirty-nine people said to emphasize the development of interest in the field of distribution. Only thirty-five people think the emphasis should be on social activities.

Distributive Education trainees think Distributive Education has been for them the second most valuable subject taken in high school. Seventy-three respondents listed English among the most valuable subjects they had taken, and this put it at the top of the list. Sixty-one respondents listed Distributive Education among the most valuable subjects, and this put it second on the list.

training.

5. That the Distributive Education cooperative program emphasize the importance of the Merchants Association and the Chamber of Commerce to (1) the individual, (2) the merchant, and (3) the community.

6. That Distributive Education trainees be given more encouragement and opportunity to participate in extracurricular activities while in high school.

7. That Distributive Education trainees be encouraged to participate in socio-civic clubs in the community and be shown their responsibilities as citizens toward participating in all phases of the life of the community.

8. That, in the selection of training agencies, provision be made to insure for the student a diversity of training activities which will provide a well-rounded occupational experience.

9. That owners and managers of retailing, wholesaling, and other distributive businesses reexamine their salary schedules in view of the findings of this study concerning the relatively low salaries paid distributive workers.

10. That a similar survey be made in each community having a Distributive Education cooperative program in order to adjust the course of study and other phases of the Distributive Education program to the needs of the local community.

11. There are inherent limits in any questionnaire study directed to employees only. For complete evaluation, data obtained from the employees should be supplemented by data obtained from the employers.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. SOURCES OF INFORMATION VALUABLE IN THE DEVELOPMENT OF THE QUESTIONNAIRE

- Abraham, Anna Louise. "A Follow-Up Study of Business Graduates in a Small Town." The Balance Sheet, 30:170, December 1948.
- Beckley, Donald K. "Why Not Ask Your Graduates?" The Balance Sheet, 28:8-9, September 1946.
- Bell, Howard. Youth Tell Their Story. Washington: American Council on Education, 1938. 270pp.
- Bell, Laura Mattocks. "An Occupational Survey of Greenville, North Carolina, and a Follow-Up Survey of the Graduates of Greenville High School for the Years 1934-1938 Inclusive." Unpublished master's thesis, Woman's College, University of North Carolina. Greensboro, North Carolina, 1939. 72 pp.
- Benson, Dudley W. "Follow-Up--How? How Much?" The Balance Sheet, 24:14-16, September 1942.
- Blackstone, E. G. "How to Plan a Research Study." National Business Education Quarterly, 16:8-14, March 1948.
- Brewster, Royce E. and Franklin R. Zeran. "Techniques of Follow-Up Study of School Leavers." Miscellaneous Bulletin No. 3038, Federal Security Agency, United States Office of Education, Vocational Division. Washington: mimeographed, February 1943. 3 pp.
- Crawford, Jane Elizabeth. "A Survey of High School Graduates of 1942." School Review, 53:44-49, January 1945.
- Crooks, Margaret. "Our Five-Year Student Follow-Up Plan." Business Education World, 20:745-47, May 1940.
- Ditmars, Earl Edward. "A Summary of Comparable Data Found in Twenty-Three Selected Follow-Up Studies of High Schools." Unpublished master's thesis, University of North Carolina. Greensboro, North Carolina, 1944. 53pp.
- Educational and Occupational Follow-Up Study. Monograph No. 60. Cincinnati: South-Western Publishing Company, 1943. 16 pp.
- Florance, Christine P. "Follow-Up Report of High School Graduates - Classes of 1935, 1936, 1937, 1938, 1939." Greensboro, North Carolina: Greensboro Public Schools, Vocational Department, mimeographed, 1940. 29 pp.

- Huffman, Harry. "Improving the Questionnaire as a Tool of Research." National Business Education Quarterly, 17:15-18, 55-60, October 1948.
- Landy, Edward. "Occupational Adjustment and the School." The Bulletin of the National Association of Secondary-School Principals, 24: 1-154, November 1940.
- _____. "Our Occupational Study." The Bulletin of the National Association of Secondary-School Principals, 25:39-60, March 1941.
- Lorenzen, Stanley H. "Opinion Reactions in High School Follow-Up Studies." The Bulletin of the National Association of Secondary-School Principals, 33:119-26, January 1949.
- Lovejoy, Gordon W. Paths to Maturity. Sponsored by the Cooperative Personnel Study, University of North Carolina, mimeographed, 1940. 310 pp.
- Oppenheimer, Celia and Ruth Kimball. "Ten-Year Follow-Up of High School Graduates." Occupations, 26:228-233, January 1948.
- Pfouts, Charles R. "The Graduates of Marlboro Township High School." Unpublished master's thesis, The Ohio State University. Columbus, Ohio, 1938. 88 pp.
- Reagan, Mary Joan. "An Effective Placement and Follow-Up Department." The Balance Sheet, 28:394-397, May 1947.
- Romine, Stephen. "Criteria for a Better Questionnaire." Journal of Educational Research, 42:69-71, September 1948.
- Runge, William B. "Evaluating a Cooperative Part-Time Retail Selling Program." The Balance Sheet, 28:52-55, October 1946.
- Weaver, Frank D. "A Follow-Up Study of the Graduates of West Branch, Iowa, High School." Unpublished master's thesis, University of Wyoming, 1940. 101 pp.
- Willis, Lawrence Hardy. "A Survey of the Graduates and Drop-Outs of Kilbourne High School." Unpublished master's thesis, Louisiana State University, 1939. 53 pp.

B. GENERAL BIBLIOGRAPHY

- Abrams, Ray. "Guidance, Placement and Follow-Up in Business Education." American Business Education Digest, 1:71-73, December 1944.
- Beckley, Donald K. "Evaluating Distributive Education Programs." The Journal of Business Education, 24:30, June 1949.

- Brewster, Royce E. and Franklin R. Zeran. "Techniques of Follow-Up Study of School Leavers." Educational Bulletin No. 17. Los Angeles: California Test Bureau, 1947. 4 pp.
- Brockman, L. O. "Inauguration and Development of Cooperative Work Experience Education in Secondary Schools." The Bulletin of the National Association of Secondary-School Principals, 30:39-60, January 1946.
- City of Greensboro. "Future Employment and Population in the Greensboro Metropolitan Area." Technical Report No. I. Greensboro, North Carolina: mimeographed, June 1948. 25pp.
- _____. "Greensboro Municipal Activities 1940-41." Report of the City Manager for the Fiscal Year Ending June 30, 1941. Greensboro, North Carolina, 1941.
- "Constitution for Distributive Education Club of North Carolina." Mimeographed. Article 2, Section 1.
- Cooperative Study of Secondary School Standards. Evaluative Criteria. Menasha, Wisconsin: Collegiate Press, 1940. 95 pp.
- "Corrections--Survey of Buying Power." Sales Management, 61:111, July 1, 1948.
- Eastern Commercial Teachers Association. "Trends and Factors Affecting Curriculum Revision in Business Education," prepared by the New York Committee, Herbert A. Tonne, chairman. Fourteenth Yearbook. Somerset, New Jersey: Somerset Press, 1941. Pp. 25-57.
- Eckert, Ruth E. and Thomas O. Marshall. When Youth Leave School. New York: The Regents' Inquiry, The McGraw-Hill Book Company, Inc., 1938. 351 pp.
- Erwin, Clyde A. Biennial Report of the Superintendent of Public Instruction of North Carolina 1940-41 and 1941-42, Part I, Summary and Recommendations. Raleigh, North Carolina: State Superintendent of Public Instruction, 1942. 108 pp.
- Fern, George H. Vocational Education. Chicago: American Technical Society, 1944.
- Florida State Department of Education. Diversified Cooperative Training Program in Florida Public Schools. Tallahassee, Florida: The Department of Education, June 1948. 84 pp.
- Frasier, Perry Gilbert. "Out-of School Youth: Some Significant Findings." Reprint from The School Review, May 1940. 6 pp.
- _____. "What Happens to Graduates of Day Trade and Industrial Courses?" Unpublished manuscript, Des Moines, Iowa, 1939. 21 pp.

- Greensboro Chamber of Commerce. "Facts About Greensboro, North Carolina." Greensboro: Chamber of Commerce, 1949. 12 pp.
- Greensboro Provisional League of Women Voters. "So This is Greensboro, A Community Survey." Greensboro, North Carolina: Provisional League, March 1949. 20 pp.
- Haas, Kenneth B. Cooperative Part-Time Retail Training Programs. Vocational Division Bulletin No. 205, Business Education Series No. 12, United States Department of Interior, Office of Education. Washington: United States Government Printing Office, 1939. 96 pp.
- _____. Distributive Education. New York: The Gregg Publishing Company, 1941. 302 pp.
- Harris, S. Fenton. "Methods of Graduate Follow-Up." Eastern Commercial Teachers Association - Fourteenth Yearbook. Somerset, New Jersey: Somerset Press, 1941. Pp. 350-351.
- Hertzeld, Arthur. "An Eleven Year Follow-Up Study of Commercial Graduates." Journal of Business Education, 17:19-20, June 1942.
- Holman, Irene. "Evaluation of a Part-Time Cooperative Program in Distributive Education." Journal of Retailing, 16:91-94, October 1940.
- Hookey, G. Elwood. "A Follow-Up Employment Study of Cooperative Retail Selling Graduates of Four Oklahoma High Schools for the School Years 1937-1938, 1938-1939, and 1939-1940." Unpublished master's thesis, Oklahoma A. and M. College, Stillwater, Oklahoma, 1941. 80 pp.
- Johnson, William H. "Graduates Evaluate Their High School Education." School Review, 51:408-11, September 1943
- Justice, Marion S. "Implications of a Follow-Up Study of School-Leavers." Reprint from Occupations, May 1941. New York: National Vocational Guidance Association, 1941. 4 pp.
- Kibby, Ira W. "Foreward." National Business Education Quarterly, 11: 5, March 1943.
- Kugelmass, J. Alvin. "What Becomes of Prodigies?" Parents Magazine, 24:23 ff., April 1942.
- Loso, Foster W. "And What About the School's Sales Department?" National Business Education Quarterly, 16:55-60, May 1948.
- McNally, Harold J. "Evaluation--Of What? For What?" Educational Administration and Supervision, 35:36-48, January 1949.
- Myers, George E. "Follow-Up: The Stepchild of the Guidance Family." Occupations, 27:101, November 1948.

- National Association of Secondary-School Principals. The Occupational Follow-Up and Adjustment Service Plan, revised edition, Edward Landy, director. Washington: The National Association of Secondary-School Principals, 1941. 90 pp.
- Newman, Dora Deane. "An Evaluation of a Part-Time Program in Distributive Education in an Academic High School." Unpublished master's thesis, the University of Tennessee, Knoxville, Tennessee, July 31, 1944. 116 pp.
- North Carolina State Department of Public Instruction, Division of Vocational Education. A Course of Study for the High School Distributive Education Class--A Working Outline. Raleigh, North Carolina: The Department of Public Instruction, 1945. 125 pp.
- _____. A Course of Study in Distributive Education for the High School. Raleigh, North Carolina: The Department of Public Instruction, 1947. 169 pp.
- _____. A Suggested Course of Study in Retailing for the Co-operative Program. Raleigh, North Carolina: The Department of Public Instruction, 1941. 96 pp.
- Rockwood, Lemo D. "Trends in Family Life Research." Journal of Home Economics, 34:650, November 1942.
- Sanford, Charles. "An Evaluation of Distributive Education in Texas." Unpublished master's thesis, North Texas State Teachers College, Dallas, Texas, August 1941. 69 pp.
- Southern Association of Secondary Schools and Colleges. Cooperative Study for the Improvement of Education. A Staff report of the Southern Association Study in Secondary Schools and Colleges. 1946. 242 pp.
- United States Department of Labor, United States Employment Service. Job Descriptions for the Retail Trade. Vol. I. Washington: United States Government Printing Office, 1938. 254 pp.
- United States Government. Sixteenth Census of the United States: 1940, Population, Vol. III, "The Labor Force--Part I." Washington: United States Government Printing Office, 1943.
- United States Office of Education, Federal Security Agency, Division of Vocational Education, Business Education Service. "Directory of Persons in Charge of Distributive Occupations Education in the Various States." Washington: mimeographed, July 1949. 6 pp.
- Wrightstone, J. Wayne. "Evaluating Achievement." Childhood Education, 24:253-9, February 1948.

C. FOLLOW-UP STUDIES REPORTED IN PROGRESS

- Colorado - *Waldeck, John R., Supervisor of Distributive Education, The State Board for Vocational Education, State Office Building, Denver 2. Studies in progress at Fort Collins and other cities.
- Hawaii - Lane, Nina C., Director of Business Education Service, Department of Public Instruction, Territory of Hawaii, Honolulu. Study started in 1948.
- Illinois, Decatur - Pearson, C. Edwin, Coordinator of Distributive Education, Decatur Senior High School. Study in progress in 1949.
- Iowa, Marshalltown - Terry, I. G., Director of Industrial and Adult Education, Marshalltown Public Schools, Marshalltown. Five-year study started in 1946.
- Maryland, Baltimore - Lawton, Forest L., Supervisor of Distributive Education, Department of Education, 3 E. 25th Street, Baltimore 18. Study in progress in 1949.
- Massachusetts - Shapiro, Harold E., Supervisor of Distributive Education, Department of Education, 200 Newbury Street, Boston 16. Studies in progress in various cities.
- Nebraska, Omaha - Stanley, Cecil E., State Supervisor of Distributive Education, Board of Vocational Education, State of Nebraska, Lincoln 9. Study in progress in 1949.
- Ohio - Loos, Marguerite, State Supervisor of Distributive Education, Ohio Department of Education, Columbus. Surveys in process in various cities.
- Oklahoma - DeBenning, M. J., State Supervisor of Distributive Education, State Board of Vocational Education, Stillwater. Five-year study started in 1949.
- South Carolina, Greenville - Crawford, Lucy C., District Supervisor of Distributive Education, Greenville Senior High School, Greenville. Study made in 1949 of 1938-1948 students.
- Tennessee, Nashville - Clark, Mrs Ruth N., Coordinator of Distributive Education, Central High School, Nashville 10. Study started in 1948.
- Vermont - Morrow, John M., State Supervisor of Distributive Education, Department of Education, Waterman Building, University of Vermont, Burlington. Study in progress in 1949.

* The name given in each case is that of either the person directing the survey or the person who supplied the information.

Virginia - Kneeland, Natalie, Director of Research, School of Distributive Education, Richmond Professional Institute, 901 W. Franklin Street, Richmond. Study in progress in 1949.

Washington - Logan, K. Otto, State Supervisor of Distributive Education, State Board for Vocational Education, Olympia. Studies in progress in various cities.

A P P E N D I X

A

SAMPLE OF LETTER SENT TO STATE SUPERVISORS
IN CHARGE OF DISTRIBUTIVE EDUCATION

128

P. O. Box 311
Woman's College, UNC
Greensboro, N. C.
July 20, 1949

Mrs. Estelle S. Phillips, Head
Department of Business Education, Divisions 1-9
Public Schools of the District of Columbia
Thomson School, 12th and L Street, N. W.
Washington 5, D. C.

Dear Sir:

Mr. B. Frank Kyker, of the U. S. Office of Education, has suggested that you or some of your personnel may have made some follow-up studies of Distributive Education students in your state. I am attempting such a study in regard to the students of Greensboro Senior High School (North Carolina) and would like to include in my final write-up, summaries of other follow-ups which have been done.

If there have been any follow-up studies in your state, I would appreciate your kindness if you would send me a copy of the study, or studies, any printed material in regard to the studies, or summaries of them. Also, of course, I will want to know who did the survey, when it was done, and where it was done. If you cannot give me the specific information, will you please tell me where I can get it.

As I am trying to finish the work on my study this summer, I will be grateful for a prompt reply.

Very truly yours,

Mrs. Frances S. Frye
(Mrs.) Frances S. Frye

SAMPLE OF FOLLOW-UP LETTER SENT
TO STATE SUPERVISORS

1307 Dickinson Avenue
Greenville, North Carolina
September 2, 1949

Dear

I am attempting a follow-up study of Distributive Education students as part of the requirements for my master's degree at Woman's College of the University of North Carolina. I would like to include in my thesis any studies or surveys of former Distributive Education cooperative students that have been made in your state.

If such a study (or, studies) has been made, I would appreciate your kindness if you would send me a copy of the study or a summary of the results. Also, of course, I will want to know who did the survey, when it was done, and where it was done. If you cannot give me the specific information, please tell me from whom I can get it. If no such survey has been made, please let me know this fact, so that my information may be complete.

This information was requested earlier this summer; but I realize vacations, workshops, etc., interrupt office routine at this time of year. So, this letter is just a reminder. I will appreciate an early reply.

Sincerely,

(Mrs.) Frances S. Frye

A

SAMPLE OF LETTER SENT TO OTHERS THAN STATE
SUPERVISORS IN REGARD TO RELATED STUDIES

Box 311
Woman's College, UNC
Greensboro, North Carolina
August 10, 1949

Mr. I. G. Terry, Director
Industrial and Adult Education
Marshalltown High School
Marshalltown, Iowa

Dear Mr. Terry:

I am conducting a follow-up study of Distributive Education students in Greensboro, North Carolina. When I wrote to Mrs. Irene Friesner to ask if any such studies had been made in your state, she told me something of what you are doing in the study of your vocational work.

Would it be possible for me to see a copy of your study? I will gladly pay the transportation charges both ways, and will see that it is returned to you in good condition just as soon as I have studied it. Or, if possible, it may be handled through inter-library loan. I will appreciate any help you can give me.

Sincerely,

Mrs. Gaither C. Frye

THE LETTER OF TRANSMITTAL

P. O. Box 311
Woman's College, UNC
Greensboro, N. C.
July 2, 1949

Dear

It has been nine years since the graduation of the first students under the Greensboro High School Distributive Education Program. This program was organized for the purpose of developing the abilities of the individual students that they might progress in their chosen occupations and get the maximum satisfaction and enjoyment from their work.

Your teachers and school administrators want to know if this program is meeting the needs of the students. The only way we can get any real evaluation of the program is from you people who have had the training and have established yourselves in the business and community life of your town. We need your help. Will you take a few minutes of your valuable time to check the enclosed questionnaire? From your answers we may find the means of improving the training so that those students who are DE'ers in the future and with whom you will probably be working will be better prepared to do a good job.

You will probably have a lot of fun thinking back over your high school days - the good times you had, the tough sledding at times, the friends the foes, the class activities and between-class activities. You will be helping me personally, also, because from your answers I plan to construct a thesis as part of the requirements for a master's degree at Woman's College.

Every person who has attended Greensboro High School has a continuing interest in the school. Because of your loyalty and your interest in the school and in the Distributive Education program, I have felt free to ask this favor of you and hope that you will return the questionnaire promptly. A stamped self-addressed envelope is enclosed for your convenience.

Sincerely,

Frances S. Frye
(Mrs.) Frances Sowell Frye

enc.

P. S. IF YOU PREFER YOU NEED NOT SIGN YOUR NAME ON THE ENCLOSED QUESTIONNAIRRE; BUT PLEASE RETURN THE QUESTIONNAIRE WHETHER YOU SIGN YOUR NAME OR NOT.

A

FOLLOW-UP POSTAL

Dear

Box 311
W.C.U.N.C.

Remember the questionnaire which I sent to you recently in regard to Distributive Education? I surely would like to have you fill it in and return to me as soon as possible. May I have it by next Tuesday, or not later than Wednesday?

If you failed to receive one or have misplaced yours please call me at 3-7619.

Your help in this matter means a great deal to both me and Greensboro High School.

Sincerely,

Mrs. Frances Sowell Hoge

Date _____

I. PERSONAL INFORMATION

- Mr. _____
1. Name Mrs.* _____
Miss _____
* If married, give maiden name here _____
2. Present home address _____
(no.) (street) (city)(state)
3. 'Phone no. _____

II. OCCUPATIONAL INFORMATION

1. What is your present employment status? (Please check one)
- a. Employed full-time (30 or more hours per week) _____
 - b. Employed part-time (less than 30 hours per week) _____
 - c. Homemaking, not otherwise employed - - - - - _____
 - d. Going to school full-time - - - - - _____
 - e. Serving in the armed forces of the United States _____
 - f. Unemployed - - - - - _____

IF YOU ARE EMPLOYED FULL- OR PART-TIME, PLEASE ANSWER QUESTIONS 2 through 9 IN REGARD TO YOUR PRESENT JOB.

IF YOU ARE "HOMEMAKING", "GOING TO SCHOOL", "SERVING IN THE ARMED FORCES", OR "UNEMPLOYED", PLEASE ANSWER QUESTIONS 2 through 9 IN REGARD TO THE LAST REGULAR JOB WHICH YOU HELD.

2. What is the name and address of your firm or employer?

3. What is the nature of the business? (Please check one)
- | | |
|--|--|
| a. Agriculture, forestry, and fishery _____ | h. Personal services _____ |
| b. Mining - - - - - _____ | i. Finance, insurance, and real estate _____ |
| c. Construction - - - - - _____ | j. Amusement, recreation, and related services _____ |
| d. Transportation, Communication or other public utilities _____ | k. Professional and related services _____ |
| e. Manufacturing - - - - - _____ | l. Government (local, state, and federal) _____ |
| f. Wholesale and retail trade _____ | m. Other _____ |
| g. Business and repair services _____ | |
4. Are you an owner of the business? YES _____ NO _____
If so, are you (please check) sole owner? _____ a partner? _____
a stock-holder? _____
5. What is the title of your position? _____
6. Does your position include executive, junior executive, managerial or supervisory responsibilities? YES _____ NO _____
If so, please indicate briefly the nature and scope of your responsibilities.

7. If you are in a retail or wholesale occupation, what are your main duties? (Please check; also describe briefly where necessary)
- a. Planning and buying merchandise _____
 - b. Receiving and handling stock _____
 - c. Pricing merchandise _____

7. (concluded)
- d. Promoting sales (including advertising and display) _____
- e. Selling _____
- f. Wrapping and delivering _____
- g. Dealing with and managing personnel _____
- h. Dealing with and handling accounts and credits _____
- i. Adjusting complaints _____
- j. Working with merchandise services (alterations, custom tailoring, etc.) _____
- k. Dealing with operating services (maintaining building and equipment, etc.) _____
- l. Others _____
8. If you are not in a retail or wholesale business, what are your main duties?

9. What are your approximate average weekly earnings in your present position?

IF YOU ARE UNEMPLOYED AT PRESENT (if you checked f under #1), PLEASE ANSWER THE NEXT TWO QUESTIONS. IF YOU DID NOT CHECK f, GO DIRECTLY TO #12.

10. What are the reasons for your unemployment?

11. How long have you been unemployed? _____
12. Have you served in the armed forces of the United States? YES _____ NO _____
If so, a. What rank did you achieve? _____
b. What were your main duties? _____
c. When did you serve? from _____ to _____
13. Where have you been employed since leaving high school? (Please list the regular jobs which you have held including your present one)

FIRST EMPLOYER:	Approximate date of employment	Mo. _____	Yr. _____
Name and address of firm or employer _____			
Nature of the business _____		Title of the job, or kind of work when first employed _____	
Promotions (Describe each briefly and give approximate dates) _____			

Date of leaving _____		Reason for leaving _____	

SECOND EMPLOYER:	Approximate date of employment	Mo. _____	Yr. _____
Name and address of firm or employer _____			
Nature of the business _____		Title of job, or kind of work when first employed _____	
Promotions (Describe each briefly and give approximate dates) _____			

Date of leaving _____		Reason for leaving _____	

PLEASE CONTINUE ON THE NEXT PAGE

13. (concluded)

THIRD EMPLOYER:	Approximate date of employment	Mo. _____	Yr. _____
Name and address of employer _____			
Nature of the business _____		Title of the job, or	
kind of work when first employed _____		_____	
Promotions (Describe each briefly and give approximate dates) _____			

Date of leaving _____		Reason for leaving _____	

FOURTH EMPLOYER:	Approximate date of employment	Mo. _____	Yr. _____
Name and address of employer _____			
Nature of the business _____		Title of job, or kind	
of work when first employed _____		_____	
Promotions (Describe each briefly and give approximate dates) _____			

Date of leaving _____		Reason for leaving _____	

IF YOU HAVE BEEN EMPLOYED WITH MORE THAN FOUR DIFFERENT FIRMS PLEASE USE THE BACK OF THIS SHEET.

14. Would you like to change your present occupation? YES ___ NO ___
If so, a. State briefly the chief reasons. _____
b. What occupation would you prefer? _____
15. What do you consider the advantages of your present job? _____

16. What are the disadvantages of your present job? _____

III. EDUCATIONAL INFORMATION

1. Have any employers required you to take any special training? YES ___ NO ___
If so, what subjects were covered? _____

2. If you were a veteran on-the-job trainee, what courses were you required to take? (Do not list any already mentioned in #1)

3. What other job-training and special courses have you taken?

4. What, if any, correspondence courses have you taken?

5. What further education have you had? (Such as, junior college, college, business school, evening college, etc.) (Fill in correct information below)

Name and Address of School in which you Enrolled	Name of Course (major & minor, if regular college)	Dates Attended from to	Type of Attendance - full- or part-time	Degree or certificate, and honors received
1.				
2.				
3.				
4.				

1. Do you belong to a church? (Please check one)
 - a. Yes, and actively participate in one or more of its activities _____
 - b. Yes, but am not active - - - - - _____
 - c. No - - - - - _____

2. To what organizations within the church do you belong? (Please check)

a. Sunday School _____	d. Choir _____
b. Young Peoples Group _____	e. Others (Please list) _____
c. Missionary Group _____	

3. What offices have you held in these organizations, and what duties or responsibilities have you had? _____

4. To what professional, civic, and service organizations do you belong? (Please check)

Lions _____	Rotary _____	Credit Women _____
Kiwanis _____	Exchange _____	Distributors Club _____
Executive _____	Woman's _____	American Legion _____
Altrusa _____	Garden _____	Jr. Woman's _____
B & PW _____	DAR _____	American Business _____
WCTU _____	DAC _____	Others _____
Pilot _____	UDC _____	
VFW _____	Jr C of C _____	

5. What offices have you held and on what committees have you worked in the clubs just checked? _____

6. What offices have you held and on what committees have you worked in the Merchants Association and the Chamber of Commerce? _____

7. In what special community activities have you participated, other than making monetary contributions, since leaving high school? (Such as, community chest, bond drives, polio drives, etc.) _____

8. In what other clubs, fraternities, or activities do you participate? (Such as, scouts, Masons, BPOE, book clubs, dramatics, etc.) _____

9. In what hobbies are you actively interested? _____

10. What public offices have you held? _____

11. Have you voted in a public election in the last two years? YES ___ NO ___

12. What contacts have you had with Greensboro High School since leaving? (Please check)
 - a. Attended meetings of Distributors Club - - - - - _____
 - b. Attended athletic events - - - - - _____
 - c. Attended dramatic and/or music events - - - - - _____
 - d. Accepted one or more invitations to speak to high school groups _____
 - e. Visited classes or faculty members - - - - - _____
 - f. Read HIGH LIFE regularly - - - - - _____
 - g. Read high school news item in daily paper - - - - - _____
 - h. Contributed prizes, awards, or money to GHS activities - - - - - _____
 - i. Purchased advertising space in high school publications (such as HIGH LIFE, annual, athletic programs, play programs, etc.) _____
 - j. Sought advice from faculty or administration on occupational, social, or other personal problems - - - - - _____
 - k. Others (Please list) _____

1. While still in high school in what extra-curricular activities did you participate? (Please check)

	Memb. Officer			Memb. Officer	
a. Distributors Club	_____	_____	j. Quill and Scroll	_____	_____
b. School Paper	_____	_____	k. Cheer Leaders	_____	_____
c. School Annual	_____	_____	l. Student Government	_____	_____
d. Athletics	_____	_____	m. Music Groups	_____	_____
e. Debating	_____	_____	n. Stage Crews	_____	_____
f. Dramatics	_____	_____	o. Others	_____	_____
g. Language Clubs	_____	_____		_____	_____
h. Science Clubs	_____	_____		_____	_____
i. Torchlight (National Honor Society)	_____	_____		_____	_____

2. While in high school what honors did you receive - scholastic and otherwise?

3. What part-time and vacation jobs did you have while in high school? (Do not include your training jobs while taking Distributive Education)

4. What subjects which you took in high school have proven to be the most valuable to you? _____

5. What subjects which you did not take do you now feel that you should have taken? _____

6. In order to have taken the subjects you just listed, what subjects would you have eliminated? _____

7. Why did you take Distributive Education? _____

8. The following topics were included in the Distributive Education course of study. The columns on the right of the list are for checking the answers to questions a, b, c, and d immediately below the list.

	a	b	c	d
Orientation	_____	_____	_____	_____
Introduction to Selling (or, Basic Selling)	_____	_____	_____	_____
Selling Techniques (or, Advanced Selling)	_____	_____	_____	_____
Merchandise Information (Sales Manual)	_____	_____	_____	_____
Inventory	_____	_____	_____	_____
Store Organization	_____	_____	_____	_____
Color, Line and Design	_____	_____	_____	_____
Advertising	_____	_____	_____	_____
Display - Window and Interior	_____	_____	_____	_____
Textiles	_____	_____	_____	_____
Plastics	_____	_____	_____	_____
Merchandising and Stock Control (or, Buying and Control)	_____	_____	_____	_____
Professional Improvements and Opportunities	_____	_____	_____	_____

(You may check in more than one column, if you wish.)

- a. Which topics have helped you on the job? (Check in column a above)
- b. Which topics have you found to be of little or no use on the job? (Check in column b above)
- c. On which topics do you think more time should have been spent? (Col. c)
- d. On which topics should less time have been spent? (Column d)

9. On the basis of your work experience since leaving high school, what topics do you think should be added to the above course of study?

10. What, if anything, could the coordinator have done to have made the work experience more valuable to you? _____

11. What, if anything, could the training agency (or, your store supervisor) have done to have made the work experience more valuable to you?

12. While in the cooperative work program you developed certain impressions about the distributive occupations - employment opportunities, salary range, advantages, disadvantages, qualities necessary for success, etc. Since leaving high school which of these impressions, if any, have you come to believe are false? _____

13. Of the stated purposes of the Distributors Club (below), please check the ones which you think should be emphasized.
- a. To provide a uniform club organization which will distinguish distributive training students as an active club within the school. _____
 - b. To indicate the extent of retailing and to provide group organizations throughout the nation. _____
 - c. To foster interest in the field of distribution. _____
 - d. To serve as a means of promoting the distributive education program. _____
 - e. To serve as a center for social activities for the distributive education students. _____
 - f. To provide a means of developing civic and vocational interest of students and to assist in promoting vocational education. _____
14. Please mention any additional purposes which you think the club should have.

15. How do you feel that you have progressed in comparison with students with whom you are working who did not take Distributive Education. (Please check one)
- a. more rapidly _____
 - b. as rapidly _____
 - c. less rapidly _____
16. Please make any suggestions that you have thought of that would help to improve the Distributive Education program.

THANK YOU VERY MUCH!

REQUIREMENTS FOR GRADUATION

SENIOR HIGH SCHOOL

Greensboro, N. C.

Sixteen standard units of credit are required for graduation as follows:

English	4 Units
American History	1 Unit
General Science	1 Unit
Mathematics	1 Unit
Elective	9 Units

At least eight units of credit in addition to English must be earned in not more than four subject fields. Half unit credits will not meet requirements for graduation. All approved courses carried with class instruction for at least 120 clock hours and representing satisfactory attainment will be accepted for credit. In addition to the courses named above, subjects in the following fields will carry recognition:

Business Education	Bible
Social Science	Music
Natural Science	Art
Home Economics	D. C.
Journalism	D. E.
Industrial Arts	Mathematics
Physical Education	Drafting
French	Radio
Latin	Library Science
Spanish	(Agriculture in Dudley High)

A half unit of credit will be allowed for First Class Attainment in Scouting and a full unit for Eagle Rank.

Required work must be taken on regular schedule and elective subjects must not replace the carrying of required work in its proper and regular sequence.

Adopted by Board of Education of
the Greater Greensboro School
District
May 16, 1939