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CURRENT ISSUES IN ADULT DISTRIBUTIVE EDUCATION IN OHIO

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

Paul Alexander Shoemaker, B.S., M.A.

The Ohio State University
1973

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ACKNOWLEDGMENTS

The writer is deeply indebted to the many persons who have made this study possible; namely the Assistant Director of Vocational Education, Distributive Education Services, Dr. Bernard C. Nye, fellow state supervisors of distributive education in Ohio, distributive education teachers, city supervisors of distributive education, directors of joint vocational schools, adult directors of joint vocational schools, employers or managers of retail establishments and employees employed in the field of distribution.

Special thanks are due to Dr. William D. Dowling, professor of Adult Education, The Ohio State University. He was always ready and willing to offer encouragement and suggestions and his understanding, cooperation and thoughtfulness were very helpful.

Special thanks are extended to Dr. Robert M. Reese, Chairman Vocational-Technical Education, and Dr. Neal E. Vivian, Professor of Distributive Education for their suggestions and ideas before the research was started and for their assistance in reading and criticizing the first manuscript.
Appreciation is also expressed to Mrs. Carol Barton for her assistance in the typing and preparation of this thesis.

Finally, the writer wishes to express his thanks to Mr. Michael Mead, statistical specialist, the Center for Vocational and Technical Education for his counsel, advice and assistance in the preparation of the statistical data for this study.
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CHAPTER I

PURPOSE OF THE STUDY

Introduction

Verner defines adult education as a relationship between the educational agent and the learner in which the agent selects, arranges, and directs a sequence of progressive tasks that provide systematic experiences to achieve learning for those whose participation in such activity is subsidiary and supplemental to their primary productive role in society.¹

Adult education is found in almost every facet of American life and is sponsored by a myriad of institutions and agencies. In general, the term adult education is used to designate all those educational activities that are designed specifically for adults.

Hendrickson points out that adult education, a comparative newcomer to the world of education, is crucial in determining the nature of tomorrow's world. Today, more than fifty million people, about one-third of the

total adult population, are engaged in adult education.\textsuperscript{2}

Each person is affected, consciously or unconsciously, by the environment in which this learning takes place whether it be in a school, a church, a library, a business office, a labor union hall, a conference room, a private home, a community center, a store or other similar facility.

Adult distributive education is one segment of the field of adult education. Adult distributive education is a very important segment of adult education because of the role of distribution in the American economy, i.e., nearly twenty-five per cent of the labor force is engaged in a distributive occupation.

In adult distributive education, there are no compulsory attendance laws, and generally, no credits to be earned. Therefore, the adult instructor is less able to shield ineffective teaching or outmoded content. There is an advantage of working with adults who are highly motivated to secure information and ideas which they can and will use immediately.

Distributive education is a program of vocational instruction in marketing, merchandising, and management. The program is concerned with training needed for purposes of updating, upgrading, career development, and operational management. Distributive education operates at the high

\textsuperscript{2}Andrew Hendrickson, \textit{Improving Adult Education In Ohio's Public Schools}, Ohio State University, 1958, p. 4.
school, the post high school, and the adult levels of instruction. An important characteristic of distributive education is the necessity for rapid adjustment to changing local business conditions. This characteristic of being able to be flexible has been an important element contributing to the success of the program. The economic situation is in a constant state of flux, which necessitates frequent business surveys and other types of research by those responsible for the administration of the program. The instructional materials and content are planned with the close cooperation of the business community.

Logan defines distributive education as a two-phase program. The first phase is the in-school program which consists of an arrangement between the schools and the local business establishments whereby boys and girls attend school half a day and work the other portion of the day under the supervision of a representative of the school. The second phase is the adult training program of supervisory, sales, and services personnel who are directly engaged in a merchandising activity or one in contact with buyers or sellers when distributing goods or services to consumers, retailers, jobbers, wholesalers, and others. ³

Purpose of the Study

The purpose of this study is (1) to determine the issues relating to adult distributive education in Ohio, (2) to determine these issues as expressed by professional educators and lay groups involved in adult distributive education. To accomplish the purpose of this study, answers will be sought to the following question:

1. What are the issues in adult distributive education in Ohio as expressed by professional educators and lay groups involved in adult distributive education?

More specifically, the purpose of the study is to:

1. Identify some of the issues encountered by the Ohio State Department of Education, Distributive Education Services; joint vocational schools; and local schools in the operation of programs of adult distributive education.

2. Bring into focus the most significant issues identified by professional educators and lay groups involved in the operation of adult distributive education programs.

3. To analyze the opinions of both the professional educators and lay groups involved in adult distributive education.

Limitation of the Study

The study will focus on the opinions obtained from personnel involved in meeting the needs of training for those adults desiring jobs in a distributive occupation as well as the opinions of personnel benefitting from this training in adult distributive education. Specifically,
the study will gather data from the following basic areas:

1. All members of the Ohio Department of Education Distributive Education Services involved in the promotion, the organization and the development of adult distributive education.

2. All city supervisors of distributive education and vocational directors who have been involved in the promotion, the organization and the development of adult distributive education.

3. All local teacher-coordinators of distributive education who have been involved in the promotion, the organization, and the development of adult distributive education.

4. All directors of joint vocational school districts who are responsible for offering adult vocational education to the citizens of the community as well as offering a broad vocational program for high school age youth.

5. All adult education directors of joint vocational school districts who are responsible for the organization, the promotion, and the development of a broad program of adult vocational education, including adult distributive education.

6. Employers of adults or managers of businesses which are engaged in a distributive occupation. The adult distributive education staff of the Ohio State Department of Education, Distributive Education Services will be asked to select at random (1) one employer from each of the eight major cities in Ohio; (2) one employer from eight cities with a population of from 25,000 to 75,000; (3) four employers from cities with a population of from 7,500 to 25,000. The employers will be selected at random from employers who have been engaged in programs sponsored or operated by the distributive education services of the state department of education for the year 1970-1971. The employers will have had employees who have participated in an adult distributive education program.
7. Employees employed by the employers or managers of businesses as described in item six. One employee who has participated in an adult distributive education program will be selected at random by each employer or manager of a business to take part in the study.

The study will be limited to the state of Ohio and will involve the population described in items one through seven as discussed above. The employers or managers of the business establishments selected, as a result of the implementation of item six, will be asked to choose at random one of his employees who has participated in an adult distributive education program to react to the questionnaire. The employers or managers will be asked to respond to the questionnaire also. The limitation of time would not allow for a greater percentage of random sampling of the employer and employee groups, which may have led to a more reliable generalization of the findings.

Context In Which the Study Was Conducted

The technological changes that have occurred in American Society have affected all phases of the economy--agriculture, business, industry, and service occupations and have greatly expanded the scope of skills and knowledge that vocational adult education should provide. The rapid rate of change means that today's worker must give continuing attention during his working lifetime to updating and changing his skills and knowledge in order to remain employed. American society appears to be rapidly approaching
the time when continuing education and retraining is the positive alternative to unemployment. Burton W. Kreitlow writes that we are moving closer to the time when the adult response to questions about his employment will elicit but three alternate responses, (1) "I have a job," (2) "I'm in retraining," and (3) "I'm retired." The changes that have affected our society seem to increase the responsibility of adult vocational education to help meet the needs of adults in the distribution industry who face the prospect of lifelong upgrading and updating of their skills in order to remain employed or prepare for advancement.

These rapid changes have affected the structure of all phases of vocational education including adult distributive education. The changes have occurred not only as a result of the technological advances, but federal and state legislation have also affected the development and operation of adult distributive education. As a result of these changes divergent points of view have arisen among educators and others who are responsible for the administration and operation of adult distributive education programs. Educators are attempting to answer such questions as: (1) What type of learning experiences should be included in adult distributive education? (2) What teaching

methods and techniques should be used in working with adults? (3) What standards should be maintained in operating programs of adult distributive education? (4) Should vocational education also provide for the instruction in literacy for adults? These and other questions have given rise to differences of opinion among adult distributive education educators and others.

The need for new skills is especially great in an economy which is undergoing such rapid technological change, as it is in 1973. Educating adults in the labor market—to help them meet changes in their present jobs or to prepare them for new jobs is an important phase of the total program of distributive education.

Grant Venn says that as technology upgrades the skill and knowledge requirements of jobs, education can no longer be confined to the traditional twelve, fourteen, or sixteen years of formal schooling. The Department of Labor projects that the average youth of today will probably shift occupations some five times over the next forty years he is in the labor market. Grant Venn, Man Education and Work, American Council on Education, Washington, D. C., 1966, p. 26.
response to the world of work. Within higher education, for example, subjects might be taught for one week or ten weeks, one year or three years, day or evening, in courses not necessarily coinciding with the academic term. Robert Weber writes that with the upgrading of skills required for each change of occupation, education must become more modular—less dependent on academic time and status—and that man must go through life with the educational umbilical cord uncut.  

Workers must be retrained where new machines are constantly replacing men, and where business and industry is thwarted by a lack of skilled workers. Benjamin C. Willis, then superintendent of schools in Chicago, Illinois, writes that the knowledge and skill the world requires must be constantly identified and re-identified, and each new identification exposes the need for further education. Without education to adapt them to changes in their environment, adults can neither maintain their cultural, social, vocational, or financial status nor advance themselves. We cannot afford to overlook the fact that mature adults must be involved in solving their problems from day to day. We must squarely face the fact that, to solve these problems,  

---

adults need all the education they can get and that it must be education of the highest quality on a continuing basis. 7

A brief summary of the contributions of federal legislation for vocational education.

The Morrill Act. The concept of Federal subsidy for vocational education is not a new idea. The first Morrill Act was passed in 1862. This act was the original land-grant act, and was designated as, "An act donating public lands to the several states and territories which may provide colleges for the benefit of agriculture and the mechanic arts." 8

The Hatch Act. The Agricultural Experiment Station program was established in 1887 under the Hatch Act. Its designated purpose was "...to aid in acquiring and diffusing among the people of the United States useful and practical information respecting the principle and application of agricultural science." 9

It was from the experience gained as a result of these acts, and in recognition of the lack of the mechanical arts that the Smith-Hughes Act of 1917 was passed to provide

---


9Ibid.
for cooperation with the states in the promotion of agriculture and in trades and industrial work, a part of which was to be allotted to the study of home economics.

The Smith-Hughes Act. The Smith-Hughes Act, was preceded by more than ten years of study of the needs of vocational education. A number of commissions made studies and reports to Congress on the needs for vocational training. This Act became law on February 23, 1917.

Federal funds were made available to the states for the development of vocational education, including trades and industries, home economics and vocational agriculture. This Act provided further, for the creation of a Federal Board of Vocational Education to be composed of representatives of agriculture, manufacturing, commerce, and labor. The function of this board was to cooperate with state boards of education in carrying out the provisions of Federal legislation.10

The controlling purpose of vocational education is stated in the provisions of the Smith-Hughes Act and is to fit for useful employment; that such education shall be of less than college grade and be designed to meet the needs of persons over fourteen years of age who have entered upon

or who are preparing to enter the "world of work."\textsuperscript{11}

The George-Deen Act. The George-Deen Act was passed in May, 1936, and became effective on July 1, 1937. Under the terms of this Act, federal funds were allocated to each state for the development of vocational education in the three fields previously aided by the government; namely, agriculture, trades and industries, and home economics. In addition, this Act authorized the appropriation of funds for the training of those employed in the distributive occupations. It was possible to reimburse the state for two-thirds of the cost of instruction in distribution education subjects when certain standards were maintained in carrying out the instruction.\textsuperscript{12}

The George-Barden Act. An amendment to the George-Deen Act became law on August 1, 1946. This law referred to as the George-Barden Act. The Act authorized increased appropriations for the programs of vocational education specified in the George-Deen Act and provided for more flexibility in the use of these funds.\textsuperscript{13}

\begin{itemize}
\item \textsuperscript{11}United States Department of Health, Education and Welfare, Vocational Education Bulletin No. 1, Administration of Vocational Education. General Series No. 1, Section 10, p. 27.
\item \textsuperscript{12}United States Office of Education, Bulletin No. 211, Distributive Education Organization and Administration. Federal Security Agency, 1940.
\item \textsuperscript{13}U. S. Department of Health, Education and Welfare, Vocational Education Bulletin No. 1, Administration of Vocational Education, 1966. p. 84.
\end{itemize}
The National Defense Education Act of 1958. In passing this Act, Congress stated that in order to meet the educational emergency facing the nation, additional and more adequate educational opportunities must be made available. Congress declared further that the very security of the Nation depended upon the mastery of modern techniques developed from complex scientific principles. Specifically, the Act had the purpose of training "highly skilled technicians in recognized occupations requiring scientific knowledge in fields necessary for the national defense."\(^{14}\)

The Area Redevelopment Act. Three years after passage of the National Defense Education Act came the realization that the traditional pre-employment and extension programs of vocational and technical education were insufficient to meet the economic challenge of the new technology. This Act authorized funds for the vocational training of unemployed and underemployed persons in designated redevelopment areas.

The Manpower Development and Training Act. This Act, passed in 1962 expanded the Area Redevelopment Act training concept by recognizing that the training needs of the new technology are nation-wide, and not confined to chronically depressed areas. It authorized the establishment of

training programs for unemployed and underemployed persons who cannot obtain full-time jobs with their present skills or who are working below their occupational potential. Subsistence and transportation allowances were made available to the trainees.\textsuperscript{15}

The Vocational Education Act of 1963. Essentially, the Vocational Education Act of 1963 is the same type of legislation as the Smith-Hughes Act of 1917 and the George-Barden Act of 1946. This Act, according to Swanson, may be considered an extension of these earlier acts. The major provisions of the Vocational Education Act of 1963 are:

1. Specifies no occupational categories, but designates that business and office occupations be included.

2. Broadens definition of vocational and technical education.

3. Permits the use of federal funds to support the purchase of equipment and the construction of buildings.

4. Requires a cooperation between state vocational agencies and state employment services.

5. Requires periodic review of administration and programs at the state and federal levels.

   a. Allows transfer of funds from one occupational category to another.

\textsuperscript{15}Ibid., p. 119.
b. Broadens definition of vocational agriculture programs.

c. Permits pre-employment training in distributive education. (Prior acts permitted use of federal funds only for supplementary training in the distributive occupations.)

d. Removes requirement for nine-month minimum programs and fifty per cent of school time in vocational programs.

e. States that vocational home economics students may be trained for gainful employment in occupations involving knowledge and skills in home economics subjects, and requires that at least ten per cent of such funds provided in earlier acts be used for such purposes.

7. Authorization is given for the appropriation of funds for work-study programs and residential vocational education schools.

8. Ten per cent of the funds appropriated under the Vocational Education Act of 1963 are reserved for grants to be used for research, experimental, and developmental programs. 16

The Amendments to the Vocational Education Act of 1963.

The purpose of the Amendments to the Vocational Education Act of 1963 is to authorize Federal grants to states to assist them to maintain, extend, and improve existing programs of vocational education; to develop new programs and to provide part-time employment of youths who need the earnings to continue their vocational training on a full-time basis; so that persons of all ages in all communities will have ready access to vocational training or re-training

which is realistic in terms of actual or anticipated opportunities for employment and which is suited to their needs, interests and abilities.

Vocational education, under the amendments, is defined as vocational education or technical training or re-training designed to prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or sub-professionals in recognized occupations and in new and emerging occupations, or to prepare individuals for enrollment in advanced technical education programs. The concept of guidance and counseling is expanded to include services which facilitate job choices and job placement; and training for teachers engaged in or preparing to become teachers of handicapped students.

New emphases as a result of the Amendments include programs for the disadvantaged and handicapped student, consumer and homemaking education and exemplary programs designed to meet the needs identified by a local community.

Historically, formal adult distributive vocational education has been conducted since 1936 as a result of the George-Deen Act which provided funds for the training of personnel to enter distributive occupations or to provide training for the upgrading of personnel already employed in a distributive occupation.

Traditionally, adult distributive education programs have been conducted under the supervision of state depart-
ments of education by personnel employed for the specific purpose of training adults employed in the area of distribution. Programs have been conducted in local schools, in local business establishments, in chamber of commerce offices, in banks, and on the campuses of universities. Although distributive education on the secondary level has been operating in Ohio since 1939, the first reference made to adult distributive education classes, per se, was during World War II when the services of the state department of distributive education were offered to merchants as a source of help for training store personnel. 17

At the end of World War II in 1945, many communities encountered personnel and training problems. The distributive education services of the state department of distributive education aided these communities by offering classes in pre-employment training and executive training.

Beginning in 1948, adult distributive education was being held regularly in many Ohio communities. Three types of adult distributive education offerings were held:

1. Small classes for sales personnel with instruction from five to twenty hours in length.

2. Community institutes held in local theaters or school auditoriums. These institutes were usually held for five meetings for a total of ten hours of instruction.

3. University institutes. These institutes involved several instructors including the teacher educator of distributive education, the district supervisors of distributive education, the local teacher-coordinators, professors from various departments in the universities, and experts from the field of business. These institutes were generally conducted eight hours per day for two days to two weeks, and required full-time attendance by the students.\(^\text{18}\)

Theoretically, the educational needs and interests of the adults enrolled in such programs have been taken into consideration in the development of programs and the development of curricula for such programs. Programs planned to meet the recognized needs of adults obtain greater support and participation of those involved.

Dowling, London, et. al., feel that there is a constant need for those working in continuing education to examine their philosophical orientation in order to establish objectives which are in line with the needs of the adults who are their clientele.\(^\text{19}\)

This study attempts to identify current issues of selected adult distributive education personnel and lay people which examines philosophical opinions of adult distributive education. A better understanding of the issues which relate to continuing education of adults for

\(^{18}\)Ibid., pp. 109, 110.

distribution needs would enable adult educators to more effectively direct education experiences designed to help adult distributive education personnel more realistically meet their specific needs and problems.

Justification of the Study

Adult vocational education is a vital part of the vocational education services within the state of Ohio. Adult vocational education is also a vital part of the adult education offerings functioning in most communities in the United States. Mizruchi and Vanaria wrote that most of the participation by adults in continuing education was in the area of non-academic subjects. Those adults who enrolled in courses were in arts and crafts, business, homemaking and general information.20

The emphasis in adult education was primarily in practical information rather than general cultural development. The motivation for participation was frequently occupational acquisition or for the purpose of personal job advancement. A study conducted by London and Wenkert in California revealed that thirty-three per cent of the Contra Costa County participants stated that they enrolled in adult education programs primarily for occupational

advancement and only fourteen per cent were preparing primarily for a new job, while another twenty per cent wished supplemental training for their present job. London and Wenkert reported that blue collar participants were interested in training to supplement their present job knowledge.  

In 1965, Liveright mentioned that there is a growing need for more and better programs in the areas of vocational, occupational and professional competence; education for personal and family competence; education for civil and social competence; and education for self-realization.

Today, there is no real assurance that the mastery of an occupation, once achieved, will last any worker a lifetime. Although jobs may change, a worker who has mastered the skills of a trade or occupation and who has kept himself abreast of new techniques and developments can reasonably expect to continue in his trade throughout his working life.

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10. Commercial and distributive education.\textsuperscript{25}

Educational needs of adults as identified by Bryson in 1936, appear to be as relevant today in meeting the needs and goals of adults as they were at that time. These needs were identified as:

1. **Remedial.** Formal study designed to give the person what he needs to bring his education up to the minimum requirements necessary for life in our complex society.

2. **Occupational.** People need training for advancement on the job or advancement to another job, and industrial rehabilitation as a result of increased automation.

3. **Relational or human relations.** Parent education, studies of emotions, attitudes, etcetera. These courses are needed in order to help us better understand ourselves, our children, and our relations with other people.

4. **Liberal.** Activities undertaken for the pleasure that is in them, or to produce results beyond the satisfaction of achievement. In other words, the constructive use of our increasing leisure time.

5. **Political.** The study of "politics" and forms of training necessary for political action.\textsuperscript{26}

Each of the vocational areas in the State of Ohio, Department of Education, Division of Vocational Education


\textsuperscript{26} Lyman Bryson, *Adult Education*. American Book Company, 1936, pp. 29-47.
are charged with the responsibility of offering adult vocational courses. The Ohio Plan for Vocational Education specifies that instruction will be provided for secondary age high-school students; post-secondary education for persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market; and adult vocational education for persons who have already entered the labor market and who need training or re-training in order to achieve stability or advancement in employment. Special vocational education is also provided for those persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education programs.27

The Ohio Plan for Vocational Education further states that the instruction will be designed to meet the interests, the needs, and the abilities of all persons in the community who have a need for and can benefit from such instruction.28

According to the United States Census, more than 19 million sales persons were employed in retail and wholesale stores and service establishments in the United States in 1962. A breakdown of these figures reveals that 8,500,000


28Ibid., p. 13.
persons were employed in the area of retailing; wholesale business establishments employed nearly 3,000,000; and the service organizations employed over 7,000,000 people. 29

Many young workers find their first job in the area of distribution, especially in retail stores. Relatively few of these workers, however, have had any vocational education for the position in which they are employed. Many have received little or no vocational guidance in order to help them determine their fitness for the jobs they have secured. As a result, the rate of turnover of employees in distribution is very high.

It seems that adult education must assume a greater role in helping provide updating skills and promoting continued learning. Evans points out that the notion of refresher or extension courses, so well accepted in many professions, must become a routine course of action for people in business, in industry and in government, and must be applied to workers in the lowest as well as in the highest echelon. 30 Swanson says that "...in the future, the largest vocational effort will be in the area of adult education since the tempo of change is increasing so rapidly,


it is imperative that our society be able to meet these needs for upgrading and retraining swiftly and efficiently.\textsuperscript{31}

In 1962, approximately 3,600 adults received training from the Vocational Distributive Education Services of the Ohio State Department of Education. During the 1970-1971 school year, however, over 25,000 adults employed in the areas of retailing, wholesaling and/or service businesses received training from the Ohio Distributive Education Services of the State Department of Education. This represents only a small portion of the adults who were employed in the area of distribution in the state of Ohio during the year 1970-1971. This figure does, however, reflect that adult distributive education is serving considerable numbers of adults who are employed in distribution. The increased number of people receiving training in adult distributive education is due, in part, to the fact that prior to the Vocational Education Act of 1963, adult distributive education was designed only for the employed personnel who were engaged in a distributive occupation. The passage of this Act, an outgrowth of a study and report by the panel of consultants on Vocational Education in 1962, provided new

opportunities for educational services to persons preparing to enter a distributive occupation or for those adults who are already employed in a distributive occupation.

Logan points out that adult education needs a revitalizing effort on the part of local and state distributive education personnel. For example, in local communities in which there are two or more teacher-coordinators, very often no one takes the initiative to promote adult distributive education classes unless designated to do so. Traveling instructors from the state department of education can seldom cover an entire state during the year, and more part-time and evening instructors are needed in every state. Each state, considering its own problems, should re-examine its educational program in order that the program meet the expanded concept of distributive education as marketing education, train part-time personnel for teaching classes, organize the total effort of adult distributive education and assign responsibility in the local communities for the promotion of adult distributive education programs.\textsuperscript{32}

Administrators of adult vocational education have been faced with many doubts concerning the policies they must follow. In the past, they have been forced to depend largely upon their own judgment and ability to determine wherein the present standardized vocational programs must be supplemented

\textsuperscript{32}Logan, \textit{op. cit.}, p. 14.
in order to meet the actual training needs and conditions of the times. Among the industrial and social changes affecting vocational education and which must be considered in supplementing and otherwise altering vocational education are:

1. The increasing number of occupations.
2. The increasing specialization in the occupations.
3. The increasing demands for job intelligence and efficiency.
4. The increasing demands for skilled labor.
5. The disappearance of certain occupations.

The extent to which these conditions are going to affect vocational education, including adult and continuing vocational education, remains to be seen. It may be that the increasing tendency toward specialization and the consequent number of jobs requiring specialized training will vitally affect the opportunities for continuing vocational training throughout the United States.

In a review of Dissertation Abstracts from 1950 to the present time, it was found that only one research study has been completed in the specific area relative to issues in adult distributive education. Because of a lack of

33Lawrence E. Looby, "Participation in Continuing Vocational Education by Young Adults," A Federal Grant written through Youngstown State University, Youngstown Ohio. June, 1972, p. 1.
research in this important facet of distributive education, the present study would seem to help fill a void in educational literature relative to adult distributive education by presenting the philosophy of selected educational personnel and lay people on the current and more important issues in adult distributive education in Ohio.

Under the Vocational Education Amendments of 1968, each state has the responsibility and is accountable for the total program of distributive education. The total program includes high school, post-high school, adult distributive education and ancillary services. The state of Ohio has shown the increased importance of the adult area by providing four full-time persons on the state staff of the distributive education services for the specific purpose of promoting, of organizing, and of administering adult distributive education. Too, monies are budgeted for the expenditures to local schools for the purpose of helping to share instructional costs incurred in the operation of the adult program. These hourly instructional rates at the time of the writing may range from $2.75 to $3.25 per instructional hour.

With the increased emphasis placed upon the training of adults in distribution, as well as other occupational areas, by the Vocational Act of 1963 and The Amendments of 1968, states are not only encouraged but are responsible
for providing personnel and/or funds for the development of adult distributive education. Also, with increased emphasis on accountability for the use of these funds in providing such programs, undoubtedly, issues have arisen pertaining to all aspects of such programs. These issues may very well have a direct bearing upon the types of programs conducted, curriculum developed and quality of work which have implications for the total program.

Definition of Terms

**Distributive Education.** Distributive education is a program of instruction in the field of marketing and distribution designed to prepare individuals to enter an occupation, to progress in an occupation, or to improve competencies required in an occupation. Emphasis is on the development of attitudes, habits, skills, and understandings related to the performance of activities that direct the flow of goods and services from producer to the consumer or user. Distributive occupations are those followed by proprietors, managers or employees engaged primarily in marketing or merchandising of goods or services.34

**State Supervisor of Distributive Education.** The person designated by a state department of education to

supervise the operation, the growth, and the development of the total distributive education program, i.e., high school, adult, post-secondary, special needs, and youth activities.35

Adult Consultant. An employee of the state department of distributive education charged specifically with the responsibility of promoting, of organizing, and of teaching adults engaged in or preparing to become engaged in the field of distribution for a living.36

Continuing Adult Distributive Education. Continuing adult distributive education consists of those activities engaged in by adults employed in a distributive occupation. This phase of continuing education is designed primarily to keep them abreast of their own particular field of interest. The educational experience is designed to not only enable the student to keep abreast of changes within his field, but to also enable him to advance on the job.37

City Supervisor of Distributive Education. This person is designated to give leadership necessary to organize and operate distributive education programs for youth and for adults. He shall be concerned with preparatory voca-


tional programs for high school age youth and adults and upgrading courses for out of school youth and adults. He shall be concerned with staff, curriculum, facilities and students in the total distributive education program established within his school district.\textsuperscript{38}

**Teacher Education Program in Distributive Education.** A program designed to prepare prospective distributive education coordinators to assume and to share the direction of a distributive education training program in a local school system which would be concerned with curriculum offerings in professional education in the field of distributive education, the technical content specifically distributive, and the arrangements for obtaining and securing occupational experiences.\textsuperscript{39}

**Vocational Education.** Vocational Education is a program designed to equip persons for useful employment. The program is designed to serve the needs of people in two distinct groups; first, adults who are in the work force; and second, youth and adults who are preparing to enter occupations in agriculture, business, homemaking, distribution, trade, technical, and industrial fields.


requiring less than a college degree.40

Issue. A point in debate or controversy on which the parties take affirmative and/or negative positions, therefore, indicating diverse opinions. "A point in question or dispute."41

Chapter Two presents a review of the literature in the following areas:


CHAPTER II

REVIEW OF LITERATURE

In a review of literature, the writer found only one study done specifically in the area of adult distributive education issues. Because of a lack of research in this facet of distributive education and adult education, this study would seem to help fill a void in educational literature relative to adult distributive education in Ohio.

Studies in Adult Distributive Education

In 1957, Becker made an analytical study of adult distributive education course offerings and instructional practices in 52 cities of 200,000 population and over. The primary emphasis of the study was on adult education instructional and operational procedures, but the pattern of course offerings seemed to have implications for curriculum design.42

Boranian used school and State Department of Education records and publicity brochures to study the evening

school program of St. Paul, Minnesota, for the years 1949 to 1958. He found that the lack of proper physical facilities and the lack of a good central location restricted course offerings. Other than this, he found that the curriculum was flexible and responded to the needs of the students. 43

Chrismer attempted to determine the method and procedures for bringing adult distributive education to communities of 5,000 population or less. Information was obtained from the literature and from community surveys. Questionnaires were sent to all state supervisors of distributive education and to local leaders where significant activities were under way or contemplated. The researcher found that communities of less than 5,000 population had a definite need for adult distributive education. Chrismer concluded that:

1. Successful programs were possible in communities of this size.

2. State authorities should assist in planning programs.

3. The most successful method to reach small communities is through the use of itinerant teachers. 44


In 1966, Ruth conducted a study to determine the factors needed to improve the quality and scope of adult distributive education in the State of Ohio and to identify some of the basic problems in the organization and development of adult distributive education. He concluded that trade associations and chambers of commerce are interested in promoting adult distributive education and would be interested in expending much more effort if they had an explanation of the adult program and local directors of the program were active. He further concluded that the prime reason for success of local adult distributive education programs was the fact that the coordinator was devoting more than ten per cent of his time to this aspect of the distributive education program.45

McCurt surveyed current practices of adult distributive education coordinators and supervisors in organizing and conducting adult programs in Virginia and evaluated the resulting programs from the standpoint of selected enrollees. Some of the findings included the following:

1. Sixty-six per cent of the coordinators in large programs and 21 per cent of the coordinators in small programs stated they used advisory committees for planning and promoting adult classes.

2. Most used some form of state reimbursement to help finance the programs.

3. Almost all of the coordinators used personal contacts to promote enrollee registration.

4. Follow-up surveys are made of enrollees.

5. Course outlines are used in most courses as teaching outlines.46

Reece's study is the only study found specifically related to issues in adult distributive education. However, the purpose of Reece's study was to identify the major issues in adult distributive education throughout the nation and to ascertain the opinions of distributive education leaders only toward these issues. The study was not designed to incorporate the opinions of employers, employees, local school administrators, and local teacher-coordinators of distributive education. In contrast, the present study was not conducted on a nationwise basis, it was limited to the problems in adult distributive education as they related to one specific state. Although distributive education leaders in Ohio reacted to the questionnaire check sheet, other persons including directors of joint vocational schools, adult directors of joint vocational schools, city supervisors and teacher-coordinators also responded to the instrument. The opinions of lay persons i.e., employers or

managers of businesses and employees having a knowledge of adult distributive education also contributed to the present study, but were not included in Reece's study.

Two principal methods were employed to identify the major issues. The first step involved a review of the literature from 1960 to 1968. From this procedure, seventy-seven tentative issues statements were identified. The second step involved a variation of Q-methodology. The tentative issue statements were printed on three-inch by five-inch cards to form an "Issues" card-sort. This card-sort was submitted to a jury of eight distributive education educators.

Forty-two issue statements were identified and listed in multiple-choice form on a check sheet. The issues were divided into four categories:

1. Objectives and philosophy.
2. Organization and administration.
3. Curriculum and related issues.
4. Adult distributive education instructional staff.

The check sheet was sent to the state supervisor of distributive education in each of the fifty states and one teacher educator responsible for distributive education in each of forty-two states. Ninety per cent of the check sheets submitted were returned in usable form.

The findings present the check sheet statements in original form. The number and percentage of respondents
who selected each response are listed. Following each issue, the findings are interpreted and selected comments made by respondents are given. The opinions of the respondents about the importance of the issue are also given.

Of the forty-two issues, there was almost complete agreement (90 per cent or more) on eleven issues, indicating that the statements might be considered as principles. A great majority of the respondents (67 to 89 per cent) agreed upon eighteen of the issues, again indicating that the statements might also be considered principles. There was majority agreement (50 to 66 per cent) on seven issues; these statements indicate a trend in favor of one contention. There was a lack of agreement (49 per cent or less) on six issues.

Some of the major conclusions were:

1. Teacher education should provide students majoring in distributive education with instruction in planning, organizing, and promoting adult programs.

2. The teaching contract which exists between the teacher-coordinator and the local school system should specify responsibility in the area of adult distributive education.

3. In communities served by high school, post-secondary, and adult programs, joint curriculum planning should be undertaken.

4. A specialist in adult distributive education should be employed by the institution responsible for teacher education, or by the state department of public instruction,
to assist with adult program development throughout the state.47

General Issue Studies in Distributive Education

In the following studies by Warmke, Nye, and Weatherford reviewed by the writer, there is a relatively small number of issues related to adult distributive education. The reader may refer to each of the individual studies for review of these issues if he desires.

Until 1960, Roman F. Warmke conducted the only study to be completed on general issues in distributive education. The purpose of his study was to analyze the opinions of distributive education leaders concerning current distributive education issues and to ascertain their opinions on the importance of these issues in determining effective operating procedures in distributive education.

Interviews were conducted with eight distributive education educators who were asked to suggest issues. Other means used to identify the issues were:

1. A literature review.
2. Interviews with distributive education educators.
3. An analysis of reasons for certain school administrators discontinuing distributive education programs.

4. An analysis of opinions of merchants about issues.

Informal interviews were conducted. The interviewee was merely asked to state issues in distributive education. After the interviewee had listed all the issues he could think of, without an attempt to categorize the issues, he was asked if he could think of any issues in suggested categories. Four of the eight people interviewed were from the United States Office of Education, and the other four were state supervisors of distributive education. The United States Office of Education group was selected because it was assumed that the persons involved would have an awareness of which issues existed in the different sections of the country. The state supervisors of distributive education in Colorado, Montana, and Wyoming were selected because of their availability for such an interview.

The interviews proved to be the most helpful procedure used to identify issues.

Warmke conducted interviews with some merchants who favored distributive education programs and some who looked with disfavor on distributive education. When the merchants were asked to suggest issues, it was reported that limited information was provided.

Warmke defined leadership as "recognition by fellow workers," and two groups of persons were selected to
nominate leaders. One group was composed of United States Office of Education personnel, state distributive education personnel, and distributive education teacher educators. The second group consisted of teacher-coordinators who were recommended by the state supervisors and teacher educators. Those recommended were considered to be operating superior distributive education programs.

The leadership questionnaire was sent to the teacher-coordinators whose names were listed by the state supervisory personnel and the teacher educators. The nominations from this group served to show the validity of the nomination submitted by the supervisory personnel.

Warmke's check sheet was divided into two sections, and each section was conducted separately. Part I of the check sheet was devoted exclusively to issues about minimum requirements for distributive education personnel. Ten minimum requirements for eight distributive education positions were analyzed.

Part II of the issues check sheet was divided into four sections:

1. Objectives, guidance and philosophy.
2. Organization and administration.
3. Curriculum and related issues.
4. Steering and advisory committees.

There was a total of sixty-two issue statements dealing with the above sections. The respondents were given
the option of writing "no opinion" across the issue statement if they did not have an opinion about the issue.

After each of the issue statements, the respondent was asked to indicate the importance of each of the issue statements. The choices given were (1) crucial, (2) major, and (3) little or no importance.

Almost all (90 per cent or more) of the distributive education educators who responded to the issue statement were in agreement on eight statements. A considerable majority (from 67 to 89 per cent) of the respondents tended toward agreement on eighteen statements. The distributive education educators were divided in opinion on twenty-three of the issue statements; however, there was a tendency (from 50 to 66 per cent) in favor of one contention of the issue statement. There was a complete lack of agreement on thirteen of the issue statements.48

In 1967, Bernard C. Nye, State Supervisor of Distributive Education in Ohio, conducted a study concerned with the issues in distributive teacher education throughout the United States. The purposes of Nye's study were:

1. To determine the issues relating to distributive teacher education.

2. To determine the major issues relating to teacher education as expressed by distributive education leaders and educational

personnel involved in the operation of the distributive teacher education program.

3. To determine the opinions of leaders in distributive education with respect to the major issues.

The issues identified in the Nye study were obtained by:

1. A review of the literature.
2. Discussions with distributive educators, including state supervisors, teacher educators, and research personnel.
3. Discussions heard, as well as conducted, at professional distributive education meetings.

Of the nine persons with whom discussions were held, three were state supervisors, five were teacher-educators, and one was a research specialist in distributive education. Thirty-six issues were selected as the most current by the recognized leaders in distributive education. These thirty-six issues were presented to the respondents.

In the Nye study, no issue could be acknowledged as being the current most important issue in distributive education teacher education; however, thirty-six initial issues were selected as important by the committee of nine distributive education educators participating in the discussion and development of the initial list of issues. The selection of the issues was made on the basis of personal belief and interest in the issue.

Certain background factors did not significantly influence opinions on major issues. No significant rela-
tionships were found in connection with geographic region or with the following factors:

1. The number of years of experience in the position.
2. The number of years in education.
3. The number of years of full-time work experience in a distributive occupation as experienced by state supervisors and teacher educators.

However, the factors which were significant in some cases included the respondent's position and academic degrees held.

Of the thirty-six initial issues identified in the study, eleven indicated that over eighty per cent of the respondents were in agreement on the statement. Three other issues indicated that over seventy per cent, but less than eighty per cent, of the respondents were in agreement; however, a considerable percentage of the respondents indicated their uncertainty in relation to the statement. Eight of the issues indicated that there were definite divergent points of view among the respondents as shown by percentages of positive and negative reactions; however, no specific issue could be considered the most important one in distributive teacher education. The responses given on the remaining fourteen issues indicated that a large percentage of the respondents were uncertain, giving the implication that there are divergent points of view and that these issues may also be major issues involved
in distributive teacher education.

The study was limited to opinions secured from four selected groups of respondents who had the responsibility for the operation of distributive teacher education programs. These included:

1. State supervisors of distributive education.
2. Directors of vocational education in state departments of education.
3. Distributive education teacher educators.
4. Heads of the divisions of the colleges within certain universities having a distributive education teacher training program.

Eighty-four questionnaires were mailed to the four groups of respondents in twenty-one states with sixty-six responses returned and the data analyzed.

The significance of the expressed opinions, identifying conflicting points of view among the respondents, indicates that additional thought should be given to the contractual agreements between state departments of education and institutions of higher learning for the development and operation of a distributive education teacher education program and to the duties and responsibilities to be assumed by the teacher educator. There was a lack of agreement among the respondents as to who has the responsibility for determining professional certification requirements and work experience requirements for teacher-coordinators, as well as who should have the final authority to designate certification
approval for teacher-coordinators.

The comments expressed by many of the respondents indicated that a cooperative working relationship between the university and the state department of education would be highly desirable to provide an effective teacher education program as it related to distributive education within the state.\textsuperscript{49}

Weatherford's study was concerned with current issues in distributive education. The purpose of the study was to analyze the opinions of distributive education leaders about issues in distributive education and to ascertain their opinions on the importance of these issues in determining effective operating procedures in distributive education.

In order to achieve the purpose of the study, it was necessary to:

1. Identify current distributive education issues.
2. Identify distributive education leaders.

The distributive education issues used in the study were identified by:

1. A literature review.
2. Interviews with distributive education educators.

Literature covering the period from 1936 to the present

was reviewed. The most emphasis was placed on the review of literature since 1960, because Warmke in his study of 1960 reviewed the literature up to that year. All statements suggesting or indicating conflicting points of view were recorded.

Interviews were conducted with eighteen distributive educators at which time they were asked to suggest issues in distributive education. The interviews were conducted informally. The interviewee was asked to state issues in distributive education. After the interviewee had indicated all the issues that he could think of without an attempt to categorize the issues, he was asked if he could think of any issues in the following categories:

1. Philosophy.
2. Organization and administration.
3. Curriculum and related issues.
4. Teacher education.

Interviews were conducted with four individuals who are presently involved with state supervision of distributive education and one individual who was formerly engaged in state supervision. Ten of the interviewees are, and one had formerly been, engaged in distributive teacher education. One of the other individuals interviewed was the distributive education specialist at the National Center for Vocational Education. The last person interviewed was the teacher-coordinator of a post-secondary mid-management
program. The interview proved to be the most helpful procedure used to identify the issues in distributive education.

Leaders in distributive education were defined as those persons playing a major part in developing distributive education in the United States through research, teacher education, supervision, consultation, effective teaching, publications, or administrative participation.

Four groups of persons were selected to nominate leaders:

1. Teacher educators.
2. Head state supervisors.
3. Teacher-coordinators.

The leadership questionnaire was sent to all head state supervisors as recognized by the United States Office of Education, all teacher educators of distributive education recognized by the United States Office of Education, distributive education personnel from the United States Office of Education, and a randomly selected group of teacher-coordinators from the membership roster of the National Association of Distributive Education Teachers (NADET).

After the leaders had been selected, a pilot study was made. The tentative check sheet of issues was evaluated by two groups of distributive education personnel. The first part was conducted with a selected group of
distributive education teacher-educators and state department personnel. The second part was conducted in Washington, D. C. at a national Distributive Education Clubs of America (DECA) committee meeting. Fifteen persons representing all sections of the United States participated in the pilot study. The final check sheet was prepared by incorporating into the check sheet the comments of the pilot group.

The final form of the check sheet was then submitted to the total group of distributive educators identified as leaders and selected to participate in the study. The final check sheet received a 100 per cent response.

Almost all (90 per cent or more) of the distributive education educators who responded to the issue statements were in agreement on eight statements. A good majority--67 to 89 per cent--of the respondents tended toward agreement on eleven statements. The distributive education educators were divided in their opinion on twenty statements, however, they tended to be in favor of one contention of the statement. There was a complete lack of agreement on 13 of the issue statements.

Eight of the issues which were identified by Weatherford were also identified by Warmke in 1960. These issues were compared in order to determine the trend of thought, differences, and similarities of the opinions
of past and present leaders.50

Adult Vocational Education Studies

Armstrong conducted a survey of adult education classes in the state of Washington in order to determine factors associated with enrollment in adult education classes. Specifically, the study sought answers to the following questions:

1. What are the principle types of courses in which students are enrolled?

2. What is the distribution of enrollment by geographic area, age, sex, occupational background?

3. What do students indicate as the basic reasons for adult study?

Schools with 100 or more reported adult students were selected for the survey, which was carried on during the 1961-1962 school year. A systematic sampling procedure was used to select one in eight of the 30,250 enrollees of the 34 adult evening programs. A one page questionnaire was then sent to 3,900 selected students with 84 per cent return.

As a result of the study, the following conclusions were reached:

1. Adult education was of more interest to the young adult than to the older one.

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2. There was no difference between the total number of men and women participating in adult education in Washington.

3. There was a definite interest in general educational development among students in adult education classes.

4. There was a definite interest in and desire for advancement on-the-job among the students enrolled in adult education.

5. There was a definite interest in keeping up with job changes among the students of adult education in Washington.

6. Males tended to show more interest in business and industrial courses while female interest was directed toward the cultural.

7. Age seemed to have a definite bearing in the determination of the types of courses pursued, with the business and industrial type subjects being dominated by the young, and academic and hobby-avocational types by the more mature in years.

8. The most important basic reasons adults gave for continuing their education were to improve education generally, to prepare for a better job, and to increase present job proficiency.

9. The typical adult student in Washington was found to be young, urban, interested in self improvement, stable in the community and indicates the need for increasing adult education activities in the decades ahead.

10. More people of mature years will engage in educational activity in the decades ahead as today's twenty, thirty, and forty year old groups add another 10 or 20 years to their educationally active lives.51

In 1955, Adams conducted a study of the development of indices of merit and their application in self-studies of practices and procedures at member institutions of the National University Extension Association (NUEA) and the Association of University Extension Colleges (AUEC). It was a study of patterns of planning, organizing, financing and administering which characterize the direction of non-credit services through short courses, conferences, and institutes offered for leaders and their employees in business and industry by institutions affiliated in 1954 with the NUEA and the AUEC.

The controlling objective had been the rendering of possible assistance to professional workers in the field of adult education by establishing more clearly defined criteria and guideposts. Indices and procedural patterns were sought:

1. To guide university adult divisions in determining the nature and scope of non-credit programs for adults.

2. To indicate the responsibility of university schools and colleges for extending their services to business groups through short courses, conferences, and institutes.

3. To guide university adult divisions in determining the type of personnel needed to plan and organize superior non-credit programs.

4. To serve as guides in determining non-credit program objectives which will aid university administrators in extending the educational limits of the university.
5. To guide the university in justifying the community areas to be served by the non-credit programs.

6. To determine how such programs will be financed.

7. To guide the university with the general problem of how to deal with the motives of adult business groups when requests are submitted for assistance.

Eleven distinct areas seemed to be important to the general administration of non-credit programs for business groups. They provide the framework, the guide posts necessary in developing university programs and projects. The use of each of these eleven indices will make a significant contribution to most programs. This conclusion is reached as a result of the rating given each index, on a scale of inferior to superior, by respondents at seventy-nine institutions affiliated with NUEA and AUEC.

A rating of five or four, in accordance with the scale provided, indicated the respondent felt the index would make a significant or a highly significant contribution. Ten of the eleven indices were rated five or four in better than eighty per cent of the cases. One of the eleven indices received a percentage rating of five or four in seventy per cent of the replies. Comments made by respondents indicate that flexibility is a must of operation within the basic framework of the eleven indices, which include sponsorship, programming, financial stability, promotion, cooperation,
program coordination, program continuity and program evaluation.

The instrument used for developing and checking procedural patterns was established within the framework of the eleven indices of merit. The survey form contains 269 items of procedure and practice and is of the open-end type allowing for clarifying comments. Each institution was asked to check all items describing applicable administration procedure for non-credit programs.

The greatest need in the non-credit field is a sound administrative approach, through careful planning, sound policy making and practical program design.\(^{52}\)

Chapter Three presents the procedures to be followed in conducting the study.

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CHAPTER III

PROCEDURES USED TO IDENTIFY THE ISSUES IN
ADULT DISTRIBUTIVE EDUCATION IN OHIO

Determining the Current Issues in Adult Distributive
Education in Ohio

The current issues in adult distributive education in
Ohio were identified by the writer through the use of the
following procedures:

1. A careful study of the distributive education publications, including literature in
books, periodicals, yearbooks, and pertinent research studies.

2. Discussions with distributive education educators including state supervisors,
adult consultants, teacher educators, and teacher-coordinators.

3. Discussions with directors of joint vocational schools and directors of adult
education at joint vocational schools.

4. Discussions with lay persons who are employed in the field of marketing or
distribution. These people are employed as owners, managers or employees, and have
a knowledge of adult distributive education.

5. Discussions heard as well as conducted at professional distributive education meet-
ings held in Ohio during 1966-1971.

The literature survey included material published
from 1950-1970. The professional meetings included state, regional and national meetings. The state meetings included adult distributive education 'drive-in' workshops held for teacher-coordinators in various sections of the state. These meetings were held for the purpose of encouraging teacher-coordinators to become involved in adult distributive education on the local level, i.e., the promotion, the organization, and the teaching of adult distributive education classes. Regional meetings or clinics attended were sponsored by the United States Department of Education and were concerned with adult distributive education as well as other phases of the total distributive education program. National meetings were the American Vocational Association Conferences held in Dallas, Texas, and New Orleans, Louisiana. At these conferences, special adult distributive education sessions were held as a part of the American Vocational Association convention program. Statements suggesting and indicating divergent points of view on any aspect of adult distributive education were recorded by the writer.

The writer has also had the opportunity to talk personally with many lay persons throughout the state who are employed in the area of distribution. These lay persons have included owners and managers of retail establishments; training directors of retailing stores; directors of chambers of commerce; and executive secretaries of
retail merchants' associations. During these discussions, statements suggesting and indicating divergent points of view on any aspect of adult distributive education were also recorded by the writer.

Selection of Members of the Initial Committee

In October, 1971, during the Ohio Vocational Association meeting in Columbus, Ohio, the writer specifically invited twenty-two distributive educators and lay persons employed in the field of marketing to meet with him to discuss possible conflicting points of view on any aspect of adult distributive education that they personally had encountered. Persons invited to participate in the discussion and development of the initial list of issues were chosen on the basis of their individual varied experiences within the fields of distributive education and distributive occupations. The lay members invited to attend the initial discussion group were unable to attend the Ohio Vocational Association conference in Columbus, consequently, personal interviews were held with them by the writer at a later date.

One of the persons attending the initial discussion group was the assistant director of vocational education, distributive education services; three of the committee were state supervisors of distributive education; one member was the supervisor of adult vocational education, State Depart-
ment of Education; one person was the supervisor of adult
distributive education; two members were adult consultants
for the distributive education services; three of the
committee were teacher educators in distributive education;
two were teacher-coordinators of distributive education;
four were city supervisors of distributive education; one
was a director of a joint vocational school and one was an
adult director of a joint vocational school.

Personal interviews were held with three lay persons
to discuss possible conflicting points of view on any
aspect of adult distributive education they had encountered.
One of the individuals interviewed was an owner of a retail
store; one of the other individuals interviewed was the
assistant buyer of a large store; and the last person inter-
viewed was the executive secretary of a retail merchants
association.

The varied experiences of those individuals in their
different roles as professional educators in the field of
distributive education, vocational educators or as lay
persons employed as professionals in the field of distri-
bution proved to be very helpful in determining issues in
adult distributive education in Ohio for the development
of the initial questionnaire survey check sheet.

Instrument Used for the Study

A check sheet of forty-five issues in the form of a
personal reaction questionnaire was used in the obtaining of information included in the study. The issues were stated and each respondent was given the opportunity to check his or her personal reaction to the particular issue. Space was provided for the respondent to make any comments they desired for each issue presented.

Refining the Issues

In December, 1971, after the questionnaire check sheet had been developed by the committee of distributive education educators at the Ohio Vocational Association conference in Columbus, Ohio and the lay persons by personal interview by the writer, it was submitted to a five member evaluation committee for review. The committee was composed of the director of the Center for Adult Education, The Ohio State University; the director of the department of vocational technical education, The Ohio State University; the teacher educator of distributive education, The Ohio State University; the assistant director of vocational education, distributive education services; and the supervisor of adult distributive education, distributive education services. Each member of the evaluation committee received a copy of the questionnaire check sheet and verbal comments by the writer asking them to modify, add to, or delete from the issues as they personally viewed the issues in adult distributive education. The final questionnaire
check sheet was prepared by incorporating the comments of the evaluation committee into the current issues presented. Consequently, the personal reactions or opinions of both the evaluation committee and the committee for the development of the initial issues in adult distributive education were included in the final issues prepared for the questionnaire check sheet.

**Testing the Questionnaire**

The questionnaire was tested in March, 1972 by submitting it to twenty students enrolled in a distributive education class at The Ohio State University. The class was composed of a graduate assistant, three graduate students, five teacher-coordinators, and eleven undergraduate students majoring in distributive education. The class was asked to complete the questionnaire check sheet based on the following instructions: (1) Read the instructions carefully, and (2) Follow the instructions without asking questions or communicating with one another. All twenty members of the class were able to complete the questionnaire within thirty minutes with no verbal instructions from the researcher. On the basis of this testing, it was assumed that the population to be surveyed in Ohio should be able to complete the questionnaire with a minimum of time and difficulty.
Distribution of the Questionnaire

On May 10, 1972, the instrument was sent to 100 distributive education educators and educators employed in joint vocational school districts as identified by the factors of selection proposed in Chapter I. A cover letter accompanied the questionnaire explaining the purpose of the study and its potential value to both educators and lay persons involved in adult distributive education, and further instructions for completing and returning the questionnaire. The questionnaire was mailed in one envelope with a self-addressed, stamped envelope enclosed. The return envelope was keyed so that non-respondents could be contacted and encouraged to complete and return the questionnaire.

Two weeks after the initial mailing, a follow-up letter was sent to those persons who had not, at that time, returned their completed questionnaire. A self-addressed postal card was enclosed with the follow-up letter. The postal card enabled the non-respondent to indicate whether he had received the questionnaire and was in the process of completing it, or whether he had not received the questionnaire and would like to be sent another copy. Only one non-respondent indicated he had not received the questionnaire and another one was put in the mail immediately. Four non-respondents indicated they had received the questionnaire and that they were in the process of completing it. Twelve people did not return the self-addressed postal
One week after the follow-up letter, telephone calls were made by the writer to the individuals who had not responded. Within a week of the contact by telephone, all but 12 of the questionnaires sent to educators had been returned to the writer. A second and third telephone call was made to these individuals, and by July 1, 89 per cent of the questionnaires mailed to the educators had been returned.

On June 15, 1972, forty questionnaires were sent to the lay persons participating in the study according to the selection process as proposed in Chapter I. Two questionnaires were sent to each of the employers or managers of the selected business establishments. One copy was directed to the attention of the employer with an attached cover letter explaining the purpose of the study, the importance of the employer's input into the study, detailed instructions for the completion of the questionnaire, definitions of terms used in the questionnaire, instructions for the selection of an employee to participate in the study, and instructions for returning the completed questionnaires. The questionnaires were mailed in one large envelope addressed to the employer with a large self-addressed, stamped envelope enclosed for returning the completed questionnaires. In addition, the employer was asked to assume the responsibility of securing the completed reaction of the selected
employee and then returning both completed questionnaires to the writer.

The second questionnaire enclosed in the envelope mailed to the employer was directed to the attention of an employee who had taken part in an adult distributive education class. An attached cover letter to the employee explained the purpose of the study, how and why the employee was chosen to participate in the study, the importance of his reactions and comments to the validity of the study, a definition of terms used in the questionnaire, detailed instructions on the completion of the questionnaire, and instructions for the employee to return the completed questionnaire to his employer or manager who would return both completed copies of the questionnaire to the writer.

The return envelope sent to employers was also keyed in order that non-respondents could be contacted to encourage them to complete and return the questionnaire.

Because many of the people employed in the field of distribution are on vacations during the summer months, the first follow-up letter was not sent to non-respondents until July 15, 1972. Enclosed in the follow-up letter to the employers was a self-addressed postal card which enabled the non-respondent, by use of a check mark, to indicate whether he had received the questionnaires and was working on the completion of it, or whether he had not received the questionnaire and would like to have another copy sent. As
a result of the follow-up letter fifty per cent of the questionnaires sent to employers had been received by the writer by August 1, 1972.

Three weeks after the follow-up letter was sent to the employers who had not responded to the initial mail-out, telephone calls were made by the writer to individuals who had not responded. Within a week of the contact made by telephone, all except five of the questionnaires sent to lay persons had been returned to the writer. A second and third telephone call was made to those individuals, and by September 15, 1972, 82.5 per cent of the questionnaires mailed to lay persons had been returned.

Data Interpretation

The data compiled from the questionnaire check sheets are presented in table form, identifying the seven groups surveyed. Each issue is presented with the numbers, percentages and mean scores of the respondents. An analysis of variance—one between; one within-subjects variable mixed design—is used after which the Scheffe multiple post-hoc comparisons were completed in order to determine the significant differences in reactions between the various groups on each issue as determined at the .01 level of significance. The Scheffe test can be applied to all

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possible comparisons of means after an analysis of variance.\footnote{54}{Fred N. Kerlinger, \textit{Foundations of Behavioral Research}, Holt, Rinehart and Winston, New York, New York, 1964, p. 199.} The Scheffe test is also particularly applicable to unequal cell replications.\footnote{55}{Myers, \textit{op. cit.}, p. 366.}

Each issue is followed by a presentation of the data, and where applicable, the Scheffe multiple post-hoc comparison is discussed with the significant differences between one or more of the groups surveyed. The twenty-one significant Scheffe multiple post-hoc comparisons are given in Appendix I. The results of these comparisons are summarized schematically at the bottom of each percentage table. Groups underlined by a common line do not differ from each other; groups not underlined by a common line do differ. Comments from the various respondents are presented in Appendix H for review by the reader.

The issues were analyzed and identified by personal reactions of lay persons currently employed in a distributive occupation as an owner, manager, or employee, as well as by educators in the state department of education, distributive education services, local teacher-coordinators of distributive education, city supervisors of distributive education, directors of joint vocational schools, and adult directors of joint vocational schools, based on the divers-
gent or conflicting points of view.

The following chapter presents a tabulation and presentation of the data compiled from the study.
CHAPTER IV

INTERPRETATION OF THE DATA COMPiled
FROM THE STUDY

Introduction

The analysis of variance confirmed the fact that the seven groups surveyed differed overall on the forty-five issues included in the study. The analysis of variance also revealed a significant interaction between groups and issues, which could mean that the differences between groups was dependent upon the particular issue being examined, i.e., the differences between the groups were expressed from item to item. Because of this interaction between groups on the various issues, the differences were examined on each issue by the Scheffe multiple post-hoc comparison test.

The forty-five issues are presented and discussed in this chapter. The issues were selected by teacher-coordinators of distributive education, city supervisors of distributive education, state department of education services personnel, directors of joint vocational schools, adult directors of joint voca-
tional schools, employers or managers of businesses who have had employees participate in an adult distributive education program and employees who have participated as students in an adult distributive education program. Also included are the beliefs on each issue, an analysis of the opinions, and the extent of agreement or disagreement among the respondents.

Each issue statement is underlined, followed by a discussion of the issue. The information provided is primarily directed toward identifying and explaining the divergent points of view pertaining to the issue. A table is used to indicate the opinions of the respondents and the extent of agreement or disagreement on each issue. Tables are also used to present information on the issues where significant differences of opinions are evidenced by the Scheffe multiple post-hoc comparison subtests. The tables are included to provide the reader with appropriate data about beliefs or opinions of the respondents on each issue. An analysis of the data follows each table. Comments written by the respondents relative to each issue are presented in Appendix H for reference by the reader.

Table 46 specifically indicates that a total of 140 Questionnaire Check Sheets were distributed to educators and lay persons with a total of 122 questionnaires returned.
The completed check sheets received by the writer made a 87.1 per cent return for compilation of the study. Percentages indicate that the employees had the lowest return of Questionnaire Check Sheets of the seven groups. Teacher-Coordinators of Distributive Education provided the highest percentage of return of the Questionnaire Check Sheet.

**ISSUE NUMBER ONE**

Financial support to be used for equipment for adult distributive education should be provided by the federal government.

With the passage of the Smith-Hughes Act in 1917, financial support was provided by the federal government for Vocational Agriculture, Home Economics and Trade and Industrial Education. Distributive Education did not receive federal financial support until 1936 when the George-Deen Act was passed. This funding, however, did not include provisions for the utilization of funds for equipment to be used in adult distributive education programs. Since no provisions for specific funding of equipment were included in the George-Deen Act of 1936, the George-Barden Act of 1946, the Vocational Education Act of 1963 or the Vocational Education Amendments of 1968, conflicting points of view have arisen relative to the use of federal monies for equipment for adult distributive education programs.

**Analysis of Opinions and Comments on Issue Number One**

The opinions of the respondents revealed that 64.75
per cent either strongly agreed or agreed that financial support for equipment for adult distributive education should be provided by the federal government. Table 1 also reveals that 25.41 per cent of the respondents disagreed or strongly disagreed with this statement, and that 9.84 per cent were uncertain as to whether the federal government should provide funds for equipment for adult distributive education programs.

Statements from the respondents regarding each issue are presented in Appendix H.

Although Table 1 reveals a relatively high percentage of agreement among the respondents, subtest number one illustrates that significant differences of opinion occurred when comparing group 4 (state department personnel) and group 2 (employees) with group 3 (teacher-coordinators) and group 6 (directors of joint vocational schools). Group 4 (state department personnel) also differed from group 1 (employers) and group 7 (adult directors of joint vocational schools). Groups 4 and 2 were uncertain regarding the statement whereas groups 1, 3, 6, 7 responded with a high degree of agreement that the federal government should provide support to be used for the purchase of equipment for adult distributive education.

The comments made by the respondents reflects divergent points of view as to whether the federal government
TABLE 1

ISSUE NUMBER ONE—Financial support to be used for equipment for adult distributive education should be provided by the federal government.

<table>
<thead>
<tr>
<th>Category</th>
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<th>Agree</th>
<th>Percentage</th>
<th>Uncertain</th>
<th>Percentage</th>
<th>Disagree</th>
<th>Percentage</th>
<th>Strongly Disagree</th>
<th>Percentage</th>
<th>Total Response by Category</th>
<th>Mean</th>
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<td>11.76</td>
<td>2</td>
<td>11.76</td>
<td>1</td>
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<tr>
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<td>3</td>
<td>18.75</td>
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<td>7</td>
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<td>-</td>
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<td>11</td>
<td>61.11</td>
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<td>16.67</td>
<td>1</td>
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<td>-</td>
<td>18</td>
<td>2.1111</td>
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<tr>
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<td>23.53</td>
<td>9</td>
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<td>-</td>
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<td>1</td>
<td>5.88</td>
<td>17</td>
<td>2.2941</td>
</tr>
</tbody>
</table>

Total Responses: 24
Percentage Total Responses: 19.67

Subtest Number 1

3617524
should help provide financial support for equipment for adult distributive education programs.

ISSUE NUMBER TWO

Funds for the adult distributive education instructors' salaries should be provided by the state.

The State of Ohio partially reimburses local school districts for an adult distributive education instructor's salary. This is computed on a priority basis for the particular school district offering the course in adult distributive education. At the time of the writing a school designated with a priority of "A" receives $3.25 per instructional hour; a school with a priority of "B" receives $3.00 per instructional hour and a school which has been given a priority of "C" receives $2.75 per instructional hour. These funds are for partial payment of an instructor's salary. Since most public schools in Ohio do not include adult distributive education as a part of their annual budget, the remainder of the instructor's salary must come from other sources, i.e., tuition fees charged enrollees, merchants or other sources. Questions have been raised relative to why the state does not pay the total instructional fees of teachers of adult distributive education courses. As a result, divergent points of view have arisen with regard to this statement.

Analysis of Opinions and Comments on Issue Number Two
TABLE 2

ISSUE NUMBER TWO—Funds for the adult distributive education instructors' salaries should be provided by the state.

<table>
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<tr>
<th>Category</th>
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<th>Percentage</th>
<th>Agree</th>
<th>Percentage</th>
<th>Uncertain</th>
<th>Percentage</th>
<th>Disagree</th>
<th>Percentage</th>
<th>Strongly Disagree</th>
<th>Percentage</th>
<th>Total Response</th>
<th>Mean</th>
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<tr>
<td>Total Response</td>
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</tbody>
</table>

Subtest Number 2

1 2 3 4 5 6 7
The opinions from the seven groups surveyed are shown in Table 2. The table indicates that 78.69 per cent of the respondents strongly agreed or agreed that funds should be provided by the state to pay the total salaries of teachers of adult distributive education. Almost five (4.92) per cent of the respondents were uncertain about the statement and 16.39 per cent were in disagreement. The most positive response to the statement was provided by group 1 (employers) with group 5 (city supervisors) also responding very positively. Group 2 (employees) registered the most negative reaction.

Subtest number 2 did not disclose any significant differences in the opinions of the seven groups. The reactions of the seven groups reflect that the respondents are in favor of the state providing funds for the total salaries of instructors of adult distributive education.

ISSUE NUMBER THREE

Monies for the maintenance and the upkeep of the adult distributive education facilities should come from funds furnished by the local board of education.

In most school systems adult education must be self-supporting whether the adult education offering is a course in conversational French or a vocational class. Local boards of education generally do not make provisions for the continuing education of adults in its budget because there are no state funds available under the school founda-
tion program.

Although some monies are provided by the state department through the vocational distributive education services to be used toward the payment of instructors' salaries, there are no funds provided for the maintenance and upkeep of those facilities used in adult distributive education programs. As a result of no funds being allocated for this purpose, lay persons as well as educators have felt that this represents an issue and should be examined.

Analysis of Opinions and Comments on Issue Number Three

Table 3 reveals that 66.40 per cent of the respondents were in agreement with the statement that the local board of education should provide monies for the maintenance and upkeep of adult education facilities. Of the respondents, 12.30 per cent were uncertain whether the local board of education should become involved in this financial aspect of adult distributive education and 21.51 per cent either disagreed or strongly disagreed with the statement.

Subtest number three reveals that a significant difference of opinion occurred between group 2 (employees) and group 5 (city supervisors). Group 2 was uncertain regarding this issue in comparison with group 5, who responded with the highest percentage of agreement. In comparison, the other five groups responded by mean scores which tended to be skewed toward the uncertain response
TABLE 3

ISSUE NUMBER THREE—Monies for the maintenance and the upkeep of the adult distributive education facilities should come from funds furnished by the local board of education.

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly Agree</th>
<th>Percentage</th>
<th>Agree</th>
<th>Percentage</th>
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Subtest Number 3

5 4 6 7 3 1 2
with the exception of group 4 (state department personnel) who tended to agree.

Consequently, in examining the respondents' reactions, it is apparent that a consensus was reached indicating that the local boards of education should provide funds to be used for the maintenance and upkeep of facilities used for adult distributive education.

**ISSUE NUMBER FOUR**

The costs of instructional materials and supplies for adult distributive education should be taken from tuition fees charged to the enrollees.

The fees charged enrollees in an adult distributive education course usually apply toward the salary of the instructor, heat, lights and custodial costs incurred by the school district. Little or none of this tuition applies toward the materials and supplies needed by the students enrolled in an adult distributive education program. Consequently, the student must purchase his or her own materials and supplies or be charged a fee for the use of these materials. Divergent points of view have developed pertaining to whether this additional cost should be assessed to the individual student as a result of enrolling in an adult distributive education course.

**Analysis of Opinions and Comments on Issue Number Four**

Table 4 illustrates the opinions expressed by the respondents to Issue Number Four. An analysis of this
### TABLE 4

**ISSUE NUMBER FOUR**—The costs of instructional materials and supplies for adult distributive education should be taken from tuition fees charged to the enrollees.

<table>
<thead>
<tr>
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<th>Agree</th>
<th>Percentage</th>
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<th>Percentage</th>
<th>Disagree</th>
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<th>Strongly Disagree</th>
<th>Percentage</th>
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### Percentage Total Response

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<td></td>
</tr>
</tbody>
</table>

**Subtest Number 4**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
table reveals that 77.05 per cent of the respondents either strongly agreed or agreed that the costs of materials and supplies should be taken from the fees charged to the student. Of the 13.12 per cent who were in disagreement with the statement and 9.84 per cent of the respondents who were uncertain whether the instructional materials and supplies for adult distributive education should be taken from fees charged the enrollees, the highest percentage of disagreement with the statement was expressed by group 1 (employers). The highest percentage of agreement was expressed by group 6 (directors of joint vocational schools) and group 7 (adult directors of joint vocational schools).

Subtest number four did not disclose any significant differences in the opinions between the groups.

The results of the instrument reflect that the costs of instructional materials should, indeed, be taken from fees charged to enrollees receiving instruction in adult distributive education.

ISSUE NUMBER FIVE

The promotion and development of adult distributive education programs should be one of the required functions of the local high school teacher-coordinator of distributive education.

The promotion and development of adult distributive education programs by teacher-coordinators of distributive education in the state of Ohio has never been a required
function as such. In some states where federal funds are used directly in support of the local distributive education program, it is mandatory for the teacher-coordinator to promote and teach at least one adult distributive education class a semester. The responsibilities of the teacher of distributive education at the high school level has centered around activities such as the improvement of the curriculum, the counseling of students interested in a career in distribution, the location of training stations for the students work experience, the preparation of training plans for the student, the coordination of the activities of the student on the job, the evaluation of student progress both in school and on the job and advisor to the youth organization Distributive Education Clubs of America (DECA). The involvement of the teacher-coordinator of distributive education in adult distributive education has, therefore, been encouraged rather than required by the assistant director of vocational education, distributive education section, the adult distributive education staff of the distributive education services, and the state supervisor in charge of the region of the state in which the coordinator may teach. Consequently, only approximately 5-10 per cent of the teacher-coordinators in the state are actively involved in the promotion and development of adult distributive education even though the teacher-coordinators are working closely with the business community as well as the school
officials. The statement has been expressed by both lay persons and educators that all coordinators should be involved in these activities as presented in Issue Number Five.

Analysis of Opinions and Comments on Issue Number Five

An examination of Table 5 shows that 73.77 per cent of the respondents either strongly agreed or agreed with the statement. Disagreement with the statement was shown by 14.93 per cent, and 12.30 per cent were uncertain whether the promotion and development of adult distributive education should be a function of the local teacher-coordinator of distributive education.

Although there was a high percentage of agreement that these activities should be a function of the local teacher, there were significant differences between the groups as revealed by the Scheffe multiple post-hoc comparison on subtest number 5. The significant differences occurred between group 2 (employees), group 4 (state department) and group 7 (adult directors of joint vocational schools).

The mean recorded for group 2 nearly reached the uncertain response while group 4 as well as group 6 (directors of joint vocational schools) mean approached the strongly agree response. The remaining groups were in agreement with the statement but not as positively as
TABLE 5

ISSUE NUMBER FIVE--The promotion and development of adult distributive education programs should be one of the required functions of the local high school teacher-coordinator of distributive education.

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<th>Percentage</th>
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<th>Percentage</th>
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</table>

Subtest Number 5

4 7 1 5 6 3 2
groups 4 and 7.

The analysis of the data would seem to support the involvement of the teacher-coordinator in the promotion and development of adult distributive education programs on the local level.

**ISSUE NUMBER SIX**

Income and expenditures in connection with adult distributive education programs should be administered by the local director of adult education.

In many communities where adult education is offered by the local board of education, a director of the night school or principal of the evening school has been appointed by the local board of education to maintain all facets of an adult education program. Frequently, this person is appointed from the ranks of regular day school teachers and the adult directors responsibilities are an adjunct to his regular duties as a teacher or administrator. The adult director or night school principal duties may include publication of course offerings, securing teachers for the various courses, arranging for the use of facilities, the registration of students and in some cases, the teaching of a class. Questions have arisen, however, regarding whether the income and expenditures in connection with an adult distributive education class should be a function of the adult director or the vocational director.

Analysis of Opinions and Comments on Issue Number Six
TABLE 6

ISSUE NUMBER SIX—Income and expenditures in connection with adult distributive education programs should be administered by the local director of adult education.

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<th>Percentage</th>
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<th>Percentage</th>
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<th>Percentage</th>
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Subtest Number 6

7 5 4 3 1 6 2
Table 6 indicates that 79.51 per cent of the respondents were in agreement with the statement that the income and expenditures in connection with the operation of an adult distributive education program should be administered by the local director of adult education. Also, 11.48 per cent of the respondents were uncertain whether this should be a function of the adult director and 9.02 per cent believed that the income and expenditures in connection with an adult distributive education program should not be administered by the local director of adult education.

An examination of the subtest number 6, showed a significant difference in opinion however, between group 2 (employees) and group 7 (adult directors of joint vocational schools). Group 2 tended to be uncertain regarding the issue whereas the respondents from group 7 were in agreement with the statement. The remaining groups tended to agree with the issue.

As a result, it may be concluded that the majority of the respondents felt that the income and expenditures of adult distributive education programs should be administered by the local director of adult education.

ISSUE NUMBER SEVEN

The criteria for enrollment in an adult distributive education program should be established by the distributive education services of the division of vocational education, state department of education.
Since the George-Deen Act of 1936 provided some funds for the purpose of training adults in the area of distribution, either through state departments of education, public institutions, or private institutions, questions have arisen relative to which agency has the role of determining the criteria for enrollment in an adult distributive education program. Funds were initially channeled through state departments of education, and therefore, criteria for enrollment were established in order for local schools to be funded for the programs which resulted in conflicting points of view among personnel involved in the establishment of enrollment criteria for such programs.

Analysis of Opinions and Comments on Issue Number Seven

The opinions from the 122 respondents are shown in Table 7. Analysis of this table shows that 51.65 per cent were in agreement while 33.62 per cent of the respondents disagreed with this statement; however, 14.75 per cent were uncertain as to whom should establish the criteria.

Subtest number seven reveals that group 6 (directors of joint vocational schools) and group 7 (adult directors of joint vocational schools) and group 3 (teacher-coordinators) differed significantly in their opinions. Groups 6 and 7 viewed the statement with uncertainty or disagreement while group 3 was in agreement with the statement.

The responses would indicate that the population
TABLE 7

ISSUE NUMBER SEVEN—The criteria for enrollment in an adult distributive education program should be established by the distributive education services of the division of vocational education, state department of education.

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<thead>
<tr>
<th>Category</th>
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<th>Percentage</th>
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<th>Percentage</th>
<th>Disagree</th>
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Subject Number 7

3 1 5 2 4 7 6
surveyed are divided in their thinking relative to whether the state department of education should establish the criteria for enrollment in an adult distributive education program.

ISSUE NUMBER EIGHT

The local board of education should establish the criteria to be followed in the hiring of instructors for adult distributive education.

In its plan for the operation of an adult distributive education program in Ohio, the state department of education, distributive education services, has enumerated criteria that should be met by an instructor of adult distributive education. This is particularly applicable if the local school district wishes to participate in partial funding of the instructors salary as mentioned in Issue Number Two. The question has been raised that even though state funds are involved the local board of education or local director should have some input in the establishment of these criteria. As a result, divergent points of view have occurred among lay persons as well as educators.

Analysis of Opinions and Comments on Issue Number Eight

The respondents to issue number eight were divided in their opinion regarding whether a local board of education should establish the criteria to be followed in the hiring of instructors for adult distributive education. Table 8 shows that 63 or 51.64 per cent of those responding to the
TABLE 8

ISSUE NUMBER EIGHT--The local board of education should establish the criteria to be followed in the hiring of instructors for adult distributive education.

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Subtest Number 8

1 2 3 4 5 6 7
questionnaire were positive in their thinking regarding this issue. However, 32.79 per cent believed that the local board should not establish this criteria, and 15.57 per cent were uncertain with respect to this issue. Subtest number eight did not reveal any significant differences between the various groups on issue number eight.

ISSUE NUMBER NINE

Follow-up studies of students completing an adult distributive education program should be one of the responsibilities of the guidance department in the local high school.

Guidance has become an integral part of the services offered by the public schools. This is not only true in Ohio but in the other states as well. The guidance department serves the high school student through activities such as the administering and interpretation of a number of tests, such as the Kuder Preference, General Aptitude Test Battery and Ohio Vocational Interest Survey, provides individual counseling for high school students who may have social problems, and counsels students regarding colleges they may attend. In some instances the General Educational Development Test is given by guidance personnel, but very little if any follow-up studies on youth or adults are conducted by the guidance department. Divergent points of view have arisen, however, not only among lay persons but also among vocational educators whether the guidance department should become involved in conducting follow-up studies of adults
TABLE 9

ISSUE NUMBER NINE—Follow-up studies of students completing an adult distributive education program should be one of the responsibilities of the guidance department of the local high school.

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who have gone through an adult vocational distributive education course or an adult distributive education program.

Analysis of Opinions and Comments on Issue Number Nine

An examination of Table 9 shows that the responses of the total group were widely divergent, 33.61 per cent of those who responded to the questionnaire either strongly agreed or agreed with the statement. A slight majority of the respondents, 53.28 per cent, responded by disagree or strongly disagree; with the disagree response being greater than the strongly disagree response. Uncertain were 13.11 per cent as to whether follow-up studies of students completing an adult distributive education program should be the responsibility of the guidance department in the local school.

Subtest number nine did not reveal any significant differences among the various groups with respect to this particular issue.

ISSUE NUMBER TEN

Follow-up studies of students completing an adult distributive education program should be one of the responsibilities of the adult distributive education instructor.

The instructor of an adult distributive education course may be selected from numerous sources in a given community. He or she may be a full time teacher in a local high school who elects to teach an adult distributive education class to supplement teaching income. The instruc-
tor may be a retired teacher or a full time businessman. In each of these instances, the instructor of an adult distributive education class has duties and responsibilities in addition to his activities as an instructor of adults. Although the instructor is engaged in other activities some lay persons as well as educators feel that the responsibilities relative to follow-up studies of adults completing an adult distributive education class should be the responsibility of the adult distributive education instructor.

Analysis of Opinions and Comments on Issue Number Ten

An examination of Table 10 shows that 35.25 per cent of the respondents agreed or strongly agreed that the responsibility of follow-up studies should be the responsibility of the instructor of the adult distributive education class. It was felt by 45.08 per cent of the respondents that the instructor of the adult distributive education class should not have the additional responsibility of follow-up of students enrolled in his class. Nearly 20 (19.67) per cent however, were uncertain relative to the instructor's responsibilities regarding follow-up studies.

Table 10 clearly illustrates that the respondents were divided in their opinions of this issue. Subtest number ten reveals that the groups that differed significantly in their thinking were group 3 (teacher-coordinators), group 5 (city supervisors) and group 6 (directors of joint vocational
TABLE 10

ISSUE NUMBER TEN—Follow-up studies of students completing an adult distributive education program should be one of the responsibilities of the adult distributive education instructor.

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Subtest Number 10

5612743
schools). Group 3 tended to disagree with the statement (mean of 3.6842) in comparison with group 5 (mean of 2.5556) and group 6 (mean of 2.6111) who tended to agree with the statement.

ISSUE NUMBER ELEVEN

Follow-up studies of students completing an adult distributive education program should be one of the responsibilities of the director of adult education in the local school.

In numerous school systems in the state of Ohio where vocational programs are offered in adult distributive education the adult enrolls in the course, attends classes, if he feels his needs are being met, observes and participates in the activities of the class, completes the class and returns to his place of employment. Little effort is made to determine whether the adult actually improved his skills to the degree that he has been helped on the job, whether his chances for advancement were improved as a result of having taken the course, whether he is able to better serve the consumer, whether he is happier with his job or whether he feels more secure in his work. The adult generally becomes a statistic that increases the numbers of adults who have taken courses in a specific area of instruction. Many people in adult education seem to feel that follow-up studies of adults who have taken the course or courses should be a function of someone in the school system such as the adult director. Other people, both lay persons and
TABLE 11

ISSUE NUMBER ELEVEN—Follow-up studies of students completing an adult distributive education program should be one of the responsibilities of the director of adult education in the local school.

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<td>-</td>
<td>122</td>
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<td>22.13</td>
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</tbody>
</table>

Subtest Number 11

1 2 3 4 5 6 7
educators, however, feel that because the adult director is engaged in activities such as locating staff, publicizing the program, arranging for registration, arranging facilities, follow-up activities should not be a responsibility of the adult director. Consequently, conflicting points of view have emerged.

Analysis of Opinions and Comments on Issue Number Eleven

Of the people surveyed, 60.66 per cent expressed agreement with the statement that follow-up studies should be a function of the adult director. The respondents registered 22.95 per cent disagreement with the statement, and 16.39 per cent were uncertain whether the adult director should be responsible for the follow-up. Group 4 (state department personnel) responded in the most positive manner of any of the seven groups and group 7 (adult directors of joint vocational schools) expressed the greatest percentage of disagreement. Subtest number eleven did not disclose a significant degree of differences in the replies of the seven groups.

ISSUE NUMBER TWELVE

Follow-up studies of students completing an adult distributive education program should be one of the responsibilities of the teacher-coordinator of the high school distributive education program in the local school.

The local teacher-coordinator of a high school program may not be the person selected to instruct the adult group.
In many communities where adult distributive education classes are offered, the teacher-coordinator may not, in fact, be associated with the adult distributive education program in any respect. The teacher-coordinator may have elected to devote his time solely to his responsibilities with the high school program because his contract with the local school system does not include any adult distributive education responsibilities or because he does not care to become involved. There are numerous educators as well as lay persons, however, who feel that the teacher-coordinator should become involved in adult distributive education activities conducting the follow-up studies of adults who have taken courses in adult distributive education.

Analysis of Opinions and Comments on Issue Number Twelve

Of the respondents, 51.64 per cent took a negative viewpoint regarding follow-up studies being the responsibility of the teacher-coordinator of the high school distributive education program. While 18.03 per cent of the respondents were uncertain whether this should be the teacher-coordinator's responsibility, 30.33 per cent agreed with the statement that the teacher-coordinator should be involved in this activity.

Group 4 (state department personnel) and group 5 (city supervisors) expressed the most positive viewpoint regarding this issue with group 3 (teacher-coordinators) recording the
TABLE 12

ISSUE NUMBER TWELVE—Follow-up studies of students completing an adult distributive education program should be one of the responsibilities of the teacher-coordinator of the high school distributive education program in the local school.

<table>
<thead>
<tr>
<th>Category</th>
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<th>Percentage</th>
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<th>Percentage</th>
<th>Uncertain</th>
<th>Percentage</th>
<th>Disagree</th>
<th>Percentage</th>
<th>Strongly Disagree</th>
<th>Percentage</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
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<td>Adult Dir. JVS</td>
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<td>3</td>
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<td>3.2353</td>
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<tr>
<td>Total Responses</td>
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</tr>
</tbody>
</table>

Subtest Number 12

1 2 3 4 5 6 7
most negative reply. Group 1 (employers) and group 2 (employees) tended to view the issue with uncertainty.

Subtest twelve did not disclose any significant differences between the seven groups responding to the questionnaire.

Divergent points of view are expressed by the respondents on issues 9, 10, 11, 12. It is pointed out, however, that over 60 per cent of those surveyed feel that this responsibility, if done, should be one of the responsibilities of the director of adult distributive education rather than the guidance department, adult distributive education instructor or teacher-coordinator.

ISSUE NUMBER THIRTEEN

Local high school teacher-coordinators of distributive education should be required by contractual agreement to organize, to promote, and to teach at least one adult distributive education class each semester.

In a number of states, the teacher-coordinator of a high school distributive education program is required by contractual agreement to organize, to promote and to teach at least one class in adult distributive education each semester of the school year. The rationale of this requirement is that by engaging in these activities the high school program will become a stronger program due to the teacher-coordinator offering an additional service to the business community. The teacher-coordinator will also be able to locate more and better training stations for the high school
students, establish better rapport with the business community and promote the high school program effectively. Numerous educators as well as lay persons indicated in conversation with the writer that a similar contractual agreement should exist between the state department of distributive education services of Ohio and the local school. Others feel, however, that adult distributive education should not be a responsibility of the local teacher-coordinator. As a result, divergent points of view have emerged.

Analysis of Opinions and Comments on Issue Number Thirteen

An examination of Table 13 reveals widely divergent points of view were expressed by the respondents regarding this issue. Of the respondents, 53 per cent either disagreed or strongly disagreed with the statement. Over 40 per cent strongly agreed or agreed that the local teacher-coordinator should be required by contractual agreement to organize, to promote, and to teach at least one adult distributive education class each semester, and 16.39 per cent were uncertain regarding this issue.

Subtest number 13 reveals that group 7 (adult directors of joint vocational schools), group 6 (directors of joint vocational schools), group 3 (teacher-coordinators) and group 5 (city supervisors) differed significantly in their thinking when compared to group 1 (employers) and
TABLE 13

ISSUE NUMBER THIRTEEN—Local high school teacher-coordinators of distributive education should be required by contractual agreement to organize, to promote, and to teach at least one adult distributive education class each semester.

<table>
<thead>
<tr>
<th>Category</th>
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<th>Percentage</th>
<th>Agree</th>
<th>Percentage</th>
<th>Uncertain</th>
<th>Percentage</th>
<th>Disagree</th>
<th>Percentage</th>
<th>Strongly Disagree</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>41.16</td>
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<td>17.65</td>
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<td>17.65</td>
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<td></td>
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<td>Employees</td>
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<td>31.25</td>
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<td>13.79</td>
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<td>15.79</td>
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<td></td>
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<td>11.76</td>
<td>3</td>
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<td>5.88</td>
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<td>-</td>
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<td>6</td>
<td>35.29</td>
<td>5</td>
<td>29.41</td>
</tr>
</tbody>
</table>

Total Responses       20  29  20  32  15  122

Percentage Total Responses 16.39 23.77 16.39 31.15 12.30 100

Subtest Number 13
4 1 2 5 3 6 7
group 4 (state department). Groups 7, 6, 3 and 5 were uncertain regarding this issue, with group 7 reacting negatively. In comparison, group 4 and group 1 reacted positively toward the issue. Group 2 (employees) tended to view the issue similar to the positions taken by six other groups with a significant difference occurring between group 2 and group 7, i.e., group 2 was more positive in their reactions toward the issue than those in group 7.

ISSUE NUMBER FOURTEEN

Adult distributive education and general adult education should be administered separately at the local level.

General adult education has been identified by many as that segment of adult education which is more deeply concerned with courses designed to provide the adult with avocational programs rather than to improve his skills as a worker. Because of this concept, adult general education and adult vocational education have had a tendency to fail to cooperate with one another; however, in many instances they duplicate efforts and pursue their objectives separately. The question has been raised by educators as well as lay persons that if both adult general education and adult vocational education were administered together the adult education programs in a given community could be operated more effectively. As a result of these opinions divergent points of view have emerged, each concerned with how adult education should be administered most efficiently.
Analysis of Opinions and Comments on Issue Number Fourteen

Table 14 reveals that the respondents recognize this problem as an area of concern for adult educators. The thinking of the seven groups disclosed that 49.18 per cent of the respondents disagreed or strongly disagreed with the statement, while 18.03 per cent were uncertain and 31.97 per cent were in agreement that adult distributive education and general adult education should be administered separately at the local level. The greatest percentage of agreement with the statement was recorded by the two lay groups while the most disagreement was registered by group 5 (city supervisors) and group 6 (directors of joint vocational schools).

Subtest number fourteen reveals that group 5 (city supervisors), group 6 (directors of joint vocational schools), group 7 (adult directors of joint vocational schools) and group 4 (state department) differed significantly from group 1 (employers) regarding this issue. Groups 5, 6, 7 and 4 responded negatively with group 5 disagreeing more strongly than the other three groups. Group 2 (employees) and group 3 (teacher-coordinators) tended to view the issue similarly to groups 4, 7 and 6 although no significant difference is observed when comparing these respondents. Groups 2 and 3 did differ significantly from group 5 i.e., groups 2 and 3 being uncertain in contrast to group 5 who were in strong disagreement regarding whether adult distri-
TABLE 14

ISSUE NUMBER FOURTEEN—Adult distributive education and general adult education should be administered separately at the local level.

<table>
<thead>
<tr>
<th>Category</th>
<th>Agree</th>
<th>Percentage</th>
<th>Agree</th>
<th>Percentage</th>
<th>Uncertain</th>
<th>Percentage</th>
<th>Disagree</th>
<th>Percentage</th>
<th>Strongly Disagree</th>
<th>Percentage</th>
</tr>
</thead>
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<td>-</td>
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<td>11.76</td>
<td>7</td>
<td>41.11</td>
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<td>22.22</td>
<td>7</td>
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<tr>
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<td>2</td>
<td>11.11</td>
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<td>23.53</td>
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<td>29.41</td>
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Subtest Number 14

1 2 3 4 5 6 7 8 9
butive education and general adult education should be administered separately at the local level.

ISSUE NUMBER FIFTEEN

Enrollment in adult distributive education classes should be limited to those adults who have occupational objectives in the field of distribution.

According to the state department of education, distributive education services criteria for enrollment in an adult distributive education class, the enrollees should only be those who have occupational objectives in the field of distribution, or those who are already employed in the field and feel that additional training may be the catalyst that will provide them with the necessary expertise to upgrade themselves on their present job or be of assistance to them in preparing for a more responsible position.

There are some individuals, however, who question why only those who have a career objective in the field of distribution should be admitted. They believe that persons should be admitted to a class in adult distributive education to take a course for avocational reasons as well. As a result, divergent points of view have been expressed by both lay persons and educators.

Analysis of Opinions and Comments on Issue Number Fifteen

An examination of Table 15 substantiates the fact that statement number fifteen is of concern to both lay persons and educators. The table reveals that 50.82 per cent
TABLE 15

ISSUE NUMBER FIFTEEN—Enrollment in adult distributive education classes should be limited to those adults who have occupational objectives in the field of distribution.

<table>
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<th>Category</th>
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<th>Percentage</th>
<th>Agree</th>
<th>Percentage</th>
<th>Uncertain</th>
<th>Percentage</th>
<th>Disagree</th>
<th>Percentage</th>
<th>Strongly Disagree</th>
<th>Percentage</th>
<th>Total Responded</th>
<th>Mean</th>
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<td>29.41</td>
<td>3</td>
<td>17.65</td>
<td>2</td>
<td>11.76</td>
<td>17</td>
</tr>
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<td>16</td>
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<td>5.26</td>
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<td>52.63</td>
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<td>15.79</td>
<td>19</td>
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<td>1</td>
<td>5.26</td>
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<td>17</td>
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<td>1</td>
<td>5.56</td>
<td>8</td>
<td>44.44</td>
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<td>18</td>
</tr>
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<td>47.06</td>
<td>2</td>
<td>11.76</td>
<td>17</td>
</tr>
</tbody>
</table>

Total Responses                                                                                                   | 14 | 31 | 15 | 48 | 14 | 122 |

Percentage Total Response                                                                                       | 11.48 | 25.11 | 12.30 | 39.34 | 11.48 | 100 |

Subtest Number 15                                                                                               | 4 1 2 6 7 5 3
strongly disagree or disagree with the statement while only 36.89 per cent are in agreement that the enrollment in adult distributive education classes should be limited to those adults who have occupational goals in the field of distribution. Uncertainty was expressed by 12.30 per cent of the respondents.

Subtest fifteen reveals that significant differences occurred between group 3 (teacher-coordinators) and group 5 (city supervisors), compared with group 4 (state department). Group 4 viewed the problem similarly to group 1 (employers), group 2 (employees), group 6 (directors of joint vocational schools) and group 7 (adult directors of joint vocational schools), but differed significantly from groups 5 and 3. Group 3 and group 5 tended to disagree with the statement in comparison to group 4 whose opinions were more positive toward the issue.

ISSUE NUMBER SIXTEEN

The three R's, or basic education skills, should be offered in adult distributive education programs for those adults preparing for entry into a distributive occupation.

Adult basic educational skills are not offered by the vocational division of the state department of education. The courses offered are generally of the type that will be beneficial to those persons preparing for a job in a specific area or for those adults already employed in a particular field and who desire additional training or
re-training necessary for upgrading themselves on their present job or preparation for a new job. The question has been raised, by both lay persons and educators as to whether vocational education should provide this service to those adults who may be lacking basic skills. The divergent points of view regarding this issue are presented in Table 16.

Analysis of Opinions and Comments on Issue Number Sixteen

Table 16 reveals a division of opinions with respect to the 'three R's' or adult basic education. Although the positive responses regarding this issue were a majority, a sizeable percentage of the respondents either disagree, strongly disagree or were uncertain in their thinking about this issue. Agreement by 59.01 per cent of the respondents to the statement that the 'three R's' should be offered in adult distributive education programs for those adults preparing for entry into a distributive occupation, whereas 24.59 per cent disagreed with the statement but nearly 17 per cent were uncertain whether this phase of education should be offered by adult distributive education.

Subtest sixteen shows there were significant differences of opinions between group 3 (teacher-coordinators) and group 1 (employers) with group 3 reacting uncertainly in comparison with positive responses from group 1. The other groups did not differ significantly in their responses
ISSUE NUMBER SIXTEEN—The three R's, or basic education skills, should be offered in adult distributive education programs for those adults preparing for entry into a distributive occupation.

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly Agree</th>
<th>Percentage</th>
<th>Agree</th>
<th>Percentage</th>
<th>Uncertain</th>
<th>Percentage</th>
<th>Disagree</th>
<th>Percentage</th>
<th>Strongly Disagree</th>
<th>Percentage</th>
<th>Total Responses by Category</th>
<th>Mean</th>
</tr>
</thead>
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Subtest Number 16

1 4 5 2 7 6 3
concerning this item.

ISSUE NUMBER SEVENTEEN

Enrollment in an adult distributive education class should be limited to those individuals presently employed in a distributive occupation.

Some lay persons, as well as educators have expressed the opinion that enrollment in adult distributive education classes should be limited to those individuals presently employed in a distributive occupation. There are others, however, who have expressed the point of view that persons desiring to prepare for a job in a distributive occupation as a vocation as well as adults presently employed in a distributive occupation should be permitted to enroll in an adult distributive education class. As a result, divergent points of view have arisen regarding this issue.

Analysis of Opinions and Comments on Issue Number Seventeen

An examination of Table 17 indicates that a large majority of the respondents surveyed either disagreed or strongly disagreed (86.89 per cent) with the statement that the enrollment in adult distributive education should be limited to those individuals presently employed in a distributive occupation. Only 4.92 per cent of the respondents strongly agreed or agreed with the statement while 8.20 per cent were uncertain. The highest percentage of agreement was among group 1 (employers) with group 2 (employees) being next, followed by group 6 (directors of joint
ISSUE NUMBER SEVENTEEN—Enrollment in an adult distributive education class should be limited to those individuals presently employed in a distributive occupation.

<table>
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<th>Percentage</th>
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<th>Percentage</th>
<th>Disagree</th>
<th>Percentage</th>
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vocational schools).

Subtest seventeen revealed that group 1 (employers), group 2 (employees), group 6 (directors of joint vocational schools) and 3 (teacher-coordinators) viewed the problem similarly. The significant difference, however, occurred between group 4 (state department) and group 7 (adult directors of joint vocational schools) and group 5 (city supervisors) when compared with group 1. Groups 4, 7 and 5 were in disagreement with the statement while group 1 tended to be uncertain in their opinions regarding the statement.

It is apparent that the respondents feel that enrollment in adult distributive education should not be limited to persons already employed in a distributive occupation.

ISSUE NUMBER EIGHTEEN

Adult distributive education offerings should include courses designed to deal with the social as well as economic problems facing the society.

The continuation of the American experiment as a republic may depend upon its citizens acuteness of the myriad of problems facing the social order. Whether vocational education should address itself to these problems as a part of its curriculum is an issue that has been discussed for a number of years even though federal funds used in local programs of adult distributive education specify that (1) enrollees must be in a distributive occu-
pation or (2) be preparing to enter a distributive occupation. As a result of this thinking, conflicting points of view have emerged.

Analysis of Comments and Opinions on Issue Number Eighteen

Nearly 82 per cent of the respondents either strongly agreed or agreed that adult distributive education should include courses designed to deal with the social as well as the economic problems facing the society. This agreement was expressed most highly by one lay group, group 1 (employers), and one group of educators, group 5 (city supervisors). Seventy-seven per cent of group 1 surveyed agreed and nearly 95 per cent of group 5 concurred. Only 9.84 per cent of the respondents felt adult distributive education was not the place to offer these courses and 8.20 per cent were uncertain with regard to issue number eighteen.

Subtest eighteen did not disclose any significant differences in the thinking between the various groups.

Consequently, it is apparent that a sizeable majority of the respondents believe that adult distributive education should, indeed, address itself to the inclusion of courses concerned with the social as well as the economic concerns of its clientele.
TABLE 18

ISSUE NUMBER EIGHTEEN—Adult distributive education offerings should include courses designed to deal with the social as well as economic problems facing the society.

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<tr>
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<th>Percentage</th>
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<th>Percentage</th>
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<th>Percentage</th>
<th>Disagree</th>
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</table>

Total Responses  | 23             | 77         | 10    | 9          | 3         | 122        |
Percentage Total Responses | 18.65 | 63.11 | 4.20 | 7.38 | 2.46 | 100 |

Subtest Number 18

1 2 3 4 5 6 7
Adult distributive education courses should be offered for credit for those adults desiring to earn a high school diploma.

Most of the adult distributive education courses offered to the people of Ohio are offered on a non-credit basis. Consequently, there are no provisions for an adult who has not completed high school to obtain credit toward high school graduation by enrolling in adult distributive education. This has been questioned by educators as well as lay citizens in Ohio, even though basically the use of federal funds limits categorical funding only to those students not enrolled for high school credit.

Analysis of Opinions and Comments on Issue Number Nineteen

An examination of Table 19 reveals that a large majority of the respondents were in agreement with the statement. Agreement was reached by 86.89 per cent of the respondents while only 6.56 per cent were uncertain regarding the issue and 4.92 per cent disagreed that adult distributive education courses should be offered for credit to those adults desiring to earn a high school diploma. Subtest nineteen did not reveal any significant differences in opinions between the groups relating to this statement.

Group 5 (city supervisors), responded most positively to the statement; with group 6 (directors of joint vocational schools) recording the most negative answers. In general, however, the respondents seem to feel that provisions should
TABLE 19

ISSUE NUMBER NINETEEN—Adult distributive education courses should be offered for credit for those adults desiring to earn a high school diploma.

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Percentage Total Responses

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be made for the adult distributive education student enrolled in a course in adult distributive education to earn credit which may be applied toward high school graduation.

**ISSUE NUMBER TWENTY**

The objectives of adult distributive education should be concerned only with upgrading the manipulative, communicative, and technological skills of adults presently employed in a distributive occupation.

The main thrust of adult distributive education in Ohio has been working with adults who are presently employed in a distributive occupation. This thrust has been directed toward upgrading the skills enumerated in the statement of issue number twenty. Concentration of these objectives have been questioned by some individuals, however, since they feel that most jobs in a distributive occupation require a degree of intelligence in working 'know how' and working 'know why'.

**Analysis of Opinions and Comments on Issue Number Twenty.**

Table 20 shows that 78.69 per cent of the respondents either disagree or strongly disagree with the statement, 8.20 per cent were uncertain, and 13.12 per cent agreed that the objectives of adult distributive education should be concerned only with the upgrading of the manipulative, communicative and technological skills of adults presently employed in a distributive occupation.

An examination of subtest 20 showed that significant
TABLE 20

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Presently employed in a destructive occupation.

The manipulative, communitive, and technocratic skills of adults.

ISSUE NUMBER TWENTY--THE OBJECTIVES OF ADULT DISTRUTIVE EDUCATION should be concerned with upgrading

Subject Number 20

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differences of opinion occurred between the two lay groups and two groups of educators. This is illustrated by comparing the mean scores of group 1 (employers) 3.4118 and group 2 (employees) 3.3125 with the mean scores of group 7 (adult directors of joint vocational schools) and group 5 (city supervisors). Group 7 and group 5 disagreed with the statement; whereas group 1 and group 2 were uncertain regarding the issue. The three remaining groups tended to disagree with the statement. Therefore, one may conclude that the respondents view the objectives of adult distributive education as including more than technical, communicative and manipulative skills.

ISSUE NUMBER TWENTY-ONE

Adult distributive education should provide for the counseling of adults enrolled in the program.

Adults who enroll in a course in adult distributive education generally have not received any formal counseling prior to entering a class or after they have completed the class. Adult distributive education has not considered this to be a function of this phase of the adult distributive education program, since funds are not available for such counseling activities, per se, in vocational adult distributive education training. Nevertheless, there are those who view the counseling of adults as a very critical problem and should be perceived as a function of adult distributive education. As a result of the differences in
TABLE 21

ISSUE NUMBER TWENTY-ONE—Adult distributive education should provide for the counseling of adults enrolled in the program.

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly Agree</th>
<th>Percentage</th>
<th>Agree</th>
<th>Percentage</th>
<th>Uncertain</th>
<th>Percentage</th>
<th>Disagree</th>
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</table>

Total Responses                                                   122

Percentage Total Responses                                       100

1234567
opinion by both lay persons and vocational educators, divergent points of view have emerged.

Analysis of Opinions and Comments on Issue No. Twenty-One

An analysis of Table 21 shows conclusively that a majority of the respondents feel that statement 21 should be a function of adult distributive education. Of the groups surveyed, 86.89 per cent either strongly agreed or agreed that adult distributive education should provide for the counseling of adults enrolled in an adult distributive education program. Less than 5 per cent of the respondents disagreed with the statement and 8.20 per cent were uncertain whether counseling should be an activity of adult distributive education. The greatest percentage of agreement with the statement was group 4 (state department) and the highest percentage of disagreement was registered by group 3 (teacher-coordinators).

Subtest twenty-one did not reveal any significant differences between various groups.

A sizeable majority of the respondents definitely perceive the counseling of adults as a needed and valid responsibility which should be accepted by the personnel engaged in offering adult distributive education.

ISSUE NUMBER TWENTY-TWO

Adult distributive education should provide for job placement of those adults enrolled in a program who are unemployed or underemployed.
Locating a new or better job after receiving training in a particular area has always created a problem for the employed adult. This is particularly true in the case of the adult who is employed in the area of distribution. If the adult is currently employed, his working hours generally are the same as the hours most personnel departments establish for the interviewing of new applicants. Also, the adult must remain away from the job in order to interview prior to obtaining all or most of the facts incident to the various factors pertaining to the job being sought. If job placement is provided by adult distributive education as part of the service provided for adults, information regarding fringe benefits, working hours, chances for advancement, wages, location of the job station, setting up an exact time for the interview and requirements for the job can be ascertained before it is necessary for the adult to take a day off, or perhaps can be arranged for during a lunch hour or during a scheduled day off from work. Currently this service is not provided for adults who enroll in classes in adult distributive education, however, educators as well as lay persons have felt that assistance in job placement should be a function of adult distributive education even though no provisions in funding is made for assisting the student after he has completed a program of instruction.
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**Category**  
Adult: Dr. 75%  
Adult: AS 70%  
Other Degree  
State Dept.  
Other Coops  
Employees  
Employees

**Table 22**

**ISSUE NUMBER NUMBER-TOO-ADULT DETERMINATE EDUCATION SHOULD PROVIDE FOR JOB PLACEMENT OF THOSE ADULTS**
Table 22 reveals that over 68 per cent of the respondents were in agreement with the statement. Nearly 16 per cent were uncertain whether this service should be provided for adults who have taken courses in adult distributive education and 16.39 per cent either disagreed or strongly disagreed that adult distributive education should provide for job placement for those adults enrolled in the program who are unemployed or underemployed.

Subtest twenty-two reveals that a significant difference in opinion occurred between group 5 (teacher-coordinators) in comparison with group 5 (city supervisors) and group 6 (directors of joint vocational schools). Group 3 reported the greatest number of respondents who were uncertain regarding the statement while groups 5 and 6 tended to be more positive in their thinking regarding the statement that job placement of the unemployed and underemployed should be a function of adult distributive education.

**ISSUE NUMBER TWENTY-THREE**

Additional assistance should be provided by the distributive education state staff personnel in the promotion and the development of adult distributive education at the local level.

With partial financial support provided most adult distributive education programs by the state department of education, the assistance provided by the adult distributive education state staff in the promotion and development of
adult distributive education classes is normally offered and provided on the local level; however, some persons interpret such help as regulatory or supervisory by the state department. Too, discussions have centered around the role of the state department of education, distributive education services in the promotion and organization of adult distributive education programs and the extent to which the distributive education services should be involved. Divergent points of view have emerged from discussions pertaining to the role of the state department.

Analysis of Opinions and Comments on Issue No. Twenty-Three

Table 23 reveals that 114 (93.44 per cent) indicated that they believed that the local level should receive additional assistance from the distributive education state staff in the promotion and development of distributive education programs. Only 3.28 per cent disagreed or strongly disagreed with the statement and a total of 3.28 per cent of the respondents were uncertain whether assistance should be provided by the distributive education state staff personnel in the promotion and development of adult distributive education at the local level.

Subtest number twenty-three did not reveal any significant difference in the replies of the respondents regarding this issue. The data seems to indicate therefore, that the respondents believe additional assistance should be provided
TABLE 23

ISSUE NUMBER TWENTY-THREE--Additional assistance should be provided by the distributive education state staff personnel in the promotion and the development of adult distributive education at the local level.

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly Agree</th>
<th>Percentage</th>
<th>Agree</th>
<th>Percentage</th>
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<th>Percentage</th>
<th>Disagree</th>
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<th>Strongly Disagree</th>
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</table>

Percentage Total Responses: 37.70  55.74  3.28  1.64  1.64  100

Subtest Number 23

1 2 3 4 5 6 7
by the entire distributive education state staff in the promotion and organization of adult distributive education on the local level.

**ISSUE NUMBER TWENTY-FOUR**

Adult distributive education programs should be coordinated with general adult education programs.

Very few, if any, of the adult vocational education programs in a given community in Ohio are coordinated with the myriad of general adult education programs within the community. Adult distributive education is no exception. As a result of this lack of coordination much of the adult education lacks a sense of direction and continuity in the community. Also, duplication of efforts may occur as well as excessive costs to the clientele because of the lack of coordinated planning in the use of facilities and equipment, the locating of instructors, and the administration of the programs. This lack of coordination of the general adult education programs with adult vocational programs has resulted in conflicting points of view among vocational educators as well as lay persons who are or have been enrolled in adult education offerings.

**Analysis of Comments and Opinions on Issue No. Twenty-Four**

Table 24 shows that a sizeable majority, 78.69 percent, of the respondents surveyed either strongly agreed or agreed with the statement. The greatest degree of agreement
### Table 24

**Issue Number Twenty-Four**—Adult distributive education programs should be coordinated with general adult education programs.

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly Agree</th>
<th>Percentage</th>
<th>Agree</th>
<th>Percentage</th>
<th>Uncertain</th>
<th>Percentage</th>
<th>Disagree</th>
<th>Percentage</th>
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<th>Percentage</th>
<th>Total Response by Category</th>
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<td>16.67</td>
<td>11</td>
<td>61.11</td>
<td>3</td>
<td>15.67</td>
<td>1</td>
<td>5.56</td>
<td>-</td>
<td>-</td>
<td>18</td>
<td>2.1111</td>
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<tr>
<td>Adult Dir. JVS N=17</td>
<td>6</td>
<td>35.29</td>
<td>10</td>
<td>56.82</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>5.88</td>
<td>-</td>
<td>-</td>
<td>17</td>
<td>1.7647</td>
</tr>
<tr>
<td>Total Responses</td>
<td>21</td>
<td>75</td>
<td>16</td>
<td>8</td>
<td>2</td>
<td>122</td>
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<tr>
<td>Percentage Total Responses</td>
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<td>61.48</td>
<td>13.11</td>
<td>6.56</td>
<td>1.64</td>
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<td></td>
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</tr>
</tbody>
</table>

**Subtest Number 24**

5 7 6 4 3 2 1
was given by the persons in group 7 (adult directors of joint vocational schools) and the most negative reaction was shown by group 2 (employees). Only 10 (8.20 per cent) of the 122 replies were in disagreement with the statement whereas 16 (13.11 per cent) were uncertain whether adult distributive education programs should be coordinated with general adult education programs.

Subtest twenty-four indicated that there were significant differences of opinions between group 1 (employers) when compared with group 5 (city supervisors) and group 7 (adult directors of joint vocational schools) with no significant differences evidenced between the other four groups. Group 1 tended to be uncertain in their opinion regarding this issue while groups 5 and 7 agreed strongly that adult distributive education programs should be coordinated with general adult education programs.

Even though there were differences in the opinions of several groups it is apparent that the respondents feel that some sort of coordination activities should exist between adult distributive education and general adult education.

**ISSUE NUMBER TWENTY-FIVE**

The objectives of adult distributive education programs should be determined by the local adult distributive education advisory committees.

The development of a total program of distributive
education; high school, post secondary, and adult distributive education, is the responsibility of the assistant director of Vocational Education, Distributive Education Services. Because the development of adult distributive education programs have been partially funded by monies provided by federal and state legislation, discussions have been held by educators as well as lay persons relative to who should be involved in determining the goals or objectives of adult distributive education. The principle concern has centered around the questions, 'How does a person at the state level know what is specifically needed by adults on specific jobs at the local level?' 'Should this not be a function of local people?'

Analysis of Opinions and Comments on Issue No. Twenty-Five

Table 25 shows that 68.03 per cent of the respondents think that the objectives of the adult distributive education programs should be determined by local advisory committees, whereas 10.66 per cent either disagreed or strongly disagreed with the statement and 21.31 per cent were uncertain whether the advisory committees should be involved in determining objectives.

Subtest twenty-five revealed a significant difference in opinion between one lay group (employees) and one group of educators (directors of joint vocational schools). The employees tended to be uncertain regarding the statement in
TABLE 25

ISSUE NUMBER TWENTY-FIVE--The objectives of adult distributive education programs should be determined by the local adult distributive education advisory committees.

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly Agree</th>
<th>Percentage</th>
<th>Agree</th>
<th>Percentage</th>
<th>Uncertain</th>
<th>Percentage</th>
<th>Disagree</th>
<th>Percentage</th>
<th>Mostly Disagree</th>
<th>Percentage</th>
<th>Total Response by Category</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employers</td>
<td>N=17</td>
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<td>11.76</td>
<td>9</td>
<td>52.94</td>
<td>5</td>
<td>29.41</td>
<td>1</td>
<td>5.88</td>
<td>-</td>
<td>-</td>
<td>17</td>
</tr>
<tr>
<td>Employees</td>
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<td>-</td>
<td>-</td>
<td>5</td>
<td>31.25</td>
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<td>4</td>
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<td>-</td>
<td>16</td>
</tr>
<tr>
<td>Tech.-Coord.</td>
<td>N=19</td>
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<td>15.79</td>
<td>11</td>
<td>57.89</td>
<td>3</td>
<td>15.79</td>
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<td>5.26</td>
<td>1</td>
<td>5.26</td>
<td>19</td>
</tr>
<tr>
<td>Stale Dept.</td>
<td>N=17</td>
<td>6</td>
<td>35.29</td>
<td>5</td>
<td>29.41</td>
<td>3</td>
<td>17.65</td>
<td>2</td>
<td>11.76</td>
<td>1</td>
<td>5.88</td>
<td>17</td>
</tr>
<tr>
<td>City Supvr.</td>
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<td>3</td>
<td>16.67</td>
<td>10</td>
<td>55.56</td>
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<td>-</td>
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<td>Dir. JVS</td>
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<td>12</td>
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<td>11.11</td>
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<td>18</td>
</tr>
<tr>
<td>Adult Dir. JVS</td>
<td>N=17</td>
<td>-</td>
<td>-</td>
<td>13</td>
<td>76.47</td>
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<td>5.88</td>
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<td>-</td>
<td>17</td>
</tr>
<tr>
<td>Total Responses</td>
<td>18</td>
<td>65</td>
<td>26</td>
<td>11</td>
<td>2</td>
<td>122</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage Total Responses</td>
<td>14.75</td>
<td>53.28</td>
<td>21.31</td>
<td>9.02</td>
<td>1.64</td>
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<td></td>
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</tr>
</tbody>
</table>

Subtest Number 25
comparison with a more positive response by the directors of joint vocational schools. The five remaining groups tended to be in agreement with the concept of involvement by local advisory committees in determining the objectives of adult distributive education.

**ISSUE NUMBER TWENTY-SIX**

Special emphasis should be given to the recruitment of the disadvantaged and handicapped for adult distributive education programs.

Federal legislation has stipulated that a total of 20 per cent of vocational funds must be utilized for the disadvantaged and handicapped. Even so, divergent points of view have emerged among educators and lay persons who question whether this is a function of adult distributive education and if so, where will the disadvantaged and handicapped work after training? Consequently, little real emphasis, if any, has been placed on recruiting the disadvantaged and handicapped adult for courses in adult distributive education.

**Analysis of Opinions and Comments on Issue No. Twenty-Six**

Table 26 shows that nearly 30 per cent of the respondents were uncertain regarding this issue, 11.50 per cent disagreed or strongly disagreed with the issue and 58.20 per cent were in agreement that special emphasis should be given to the recruitment of the disadvantaged and handicapped for adult distributive education programs. While
<table>
<thead>
<tr>
<th>Category</th>
<th>11.20</th>
<th>11.25</th>
<th>11.30</th>
<th>11.35</th>
<th>11.40</th>
<th>11.45</th>
<th>11.50</th>
<th>11.55</th>
<th>11.60</th>
<th>11.65</th>
<th>11.70</th>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
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<tr>
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<tr>
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<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*See number twenty-six special emphasis should be given to the recruitment of the disadvantaged and education programs.*
the data reveal that a slight majority did agree with the statement, a greater percentage of respondents questioned whether this should be a function of adult distributive education.

Subtest number twenty-six did not reveal any significant differences in opinion between the groups regarding this issue.

**ISSUE NUMBER TWENTY-SEVEN**

Course content for adult distributive education should be determined by local needs as identified by the local adult distributive education committee.

The determination of course content for the offerings in adult distributive education has, for the most part, been a function of educators with little or no input from local advisory groups. This function has been questioned, however, by lay persons as well as some educators who feel that this function should be a part of the activities of the local advisory groups because of their proximity to the needs of local people. Still other lay persons and educators perceive this activity to be a function of professional educators. As a result of these perceptions, divergent points of view have emerged.

**Analysis of Opinions and Comments on Issue No. Twenty-Seven**

A clear majority, 79.51 per cent of the respondents, felt that course content for adult distributive education should be determined by local needs as identified by the
TABLE 27

ISSUE NUMBER TWENTY-SEVEN—Course content for adult distributive education should be determined by local needs as identified by the local adult distributive education committee.

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Percentage</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Percentage</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Percentage</th>
<th>Total Response</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Employees</td>
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<td>11</td>
<td>6.25</td>
<td>3</td>
<td>1</td>
<td>6.25</td>
<td></td>
<td></td>
<td></td>
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<td>2.2500</td>
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<td>Tea.-Coord.</td>
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<td>15.79</td>
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<tr>
<td>City Supvr.</td>
<td>7</td>
<td>6</td>
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<td>5.56</td>
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<td>1.9444</td>
</tr>
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<td>Dir. JVS</td>
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<td>13</td>
<td>16.67</td>
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<td>1</td>
<td>5.56</td>
<td></td>
<td></td>
<td></td>
<td>18</td>
<td>2.6000</td>
</tr>
<tr>
<td>Adult Dir. JVS</td>
<td>6</td>
<td>9</td>
<td>35.29</td>
<td>2</td>
<td>2</td>
<td>11.76</td>
<td></td>
<td></td>
<td></td>
<td>17</td>
<td>1.7647</td>
</tr>
<tr>
<td>Total Responses</td>
<td>21</td>
<td>66</td>
<td>17</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>122</td>
<td></td>
</tr>
<tr>
<td>Percentage Total Responses</td>
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<td>13.93</td>
<td>5.74</td>
<td>0.22</td>
<td>100</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Subtest Number 27

1 2 3 4 5 6 7
local advisory committee. Although a majority of the lay persons as well as educators indicated agreement, nearly 14 per cent were uncertain and 6.52 per cent disagreed with the issue. Subtest number twenty-seven revealed no significant differences between the groups.

As a result of the data presented it appears that the respondents feel the local advisory group should have more input in determining course content.

**ISSUE NUMBER TWENTY-EIGHT**

Adult distributive education classes should be short-intensive courses, i.e., 8 hours to 20 hours in length.

Adult distributive education courses in the state of Ohio have for the most part, been short, intensive offerings. That is to say, an 8 to 10 hour course which may meet 2 hours one night a week for 4 or 5 weeks. Factors such as the many responsibilities of adults toward earning a living, their role as heads of households, multiple interests and involvement in activities other than those associated with their work, and difficulty in attending class have been cited as reasons why most adults will only attend short-term classes. This has been challenged by lay groups and some educators resulting in divergent points of view regarding this concept.

**Analysis of Opinions and Comments on Issue No. Twenty-Eight**

An examination of Table 28 shows that 76 (62.29 per
TABLE 25

Adult distributive education classes should be short-intensive courses, i.e., 8 hours to 20 hours in length.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Agree</th>
<th>Percentage</th>
<th>Uncertain</th>
<th>Percentage</th>
<th>Disagree</th>
<th>Percentage</th>
<th>Strongly Disagree</th>
<th>Percentage</th>
<th>Total Response by Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employers</td>
<td>N=17</td>
<td>8</td>
<td>47.06</td>
<td>7</td>
<td>41.18</td>
<td>2</td>
<td>11.76</td>
<td>-</td>
<td>-</td>
<td>17</td>
</tr>
<tr>
<td>Employees</td>
<td>N=16</td>
<td>1</td>
<td>6.25</td>
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<td>37.50</td>
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<td>11</td>
<td>57.89</td>
<td>2</td>
<td>10.53</td>
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<td>5.26</td>
<td>19</td>
</tr>
<tr>
<td>State Dept.</td>
<td>N=17</td>
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<td>23.53</td>
<td>8</td>
<td>47.05</td>
<td>3</td>
<td>17.65</td>
<td>2</td>
<td>11.76</td>
<td>17</td>
</tr>
<tr>
<td>City Supvr.</td>
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<td>5</td>
<td>27.78</td>
<td>7</td>
<td>38.89</td>
<td>3</td>
<td>26.67</td>
<td>3</td>
<td>16.67</td>
<td>18</td>
</tr>
<tr>
<td>Dir. JVS</td>
<td>N=18</td>
<td>3</td>
<td>16.67</td>
<td>7</td>
<td>38.89</td>
<td>6</td>
<td>33.33</td>
<td>2</td>
<td>11.11</td>
<td>18</td>
</tr>
<tr>
<td>Adult Dir. JVS</td>
<td>N=17</td>
<td>1</td>
<td>5.88</td>
<td>4</td>
<td>23.53</td>
<td>8</td>
<td>47.06</td>
<td>4</td>
<td>23.53</td>
<td>17</td>
</tr>
</tbody>
</table>

Total Responses: 26  50  30  15  1  122

Percentage Total Responses: 21.31  40.98  24.59  12.30  0.82  100

ISSUE NUMBER TWENTY-EIGHT--Subtest Number 28

1  3  4  5  2  6  7
cent) of the respondents agreed or strongly agreed that adult distributive education classes should be short-intensive courses, i.e., 8 hours to 20 hours in length. Sixteen, or 13.12 per cent of the respondents were in disagreement with the issue and 30, or 24.59 per cent were uncertain whether the course length should be 8 to 20 hours in length.

Subtest number twenty-eight reveals that group 7 (adult directors of joint vocational schools), group 6 (directors of joint vocational schools) and group 2 (employees) differed significantly from group 1 (employers) with respect to this issue. Groups 2, 5 and 7 tended to be uncertain regarding the length of adult distributive education courses. On the other hand, group 1 was in strong agreement with the statement.

ISSUE NUMBER TWENTY-NINE

Adult distributive education classes should be developed according to a sequential pattern of instruction.

Issue twenty-eight examined the concept of short-intensive courses in adult distributive education. In contrast, this issue suggests that courses should be held according to a sequential pattern of instruction in order that initial preparation and background development for in-depth instruction may be given to students completely void of basic background of the subject covered.

Most courses have been developed on the basis of a
<table>
<thead>
<tr>
<th>Mean</th>
<th>Total Percentage</th>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 29**

*Issued during twenty-one--adult educational options class. Should be developed according to a sequential pattern of instruction.*
'shot in the arm' to initially stimulate the adult's thinking and action in a specific area. Greater depth and follow up has been advocated by many; therefore, divergent points of view have arisen regarding the course length in adult distributive education.

Analysis of Opinions and Comments on Issue No. Twenty-Nine

Table 29 shows 84 (68.85 per cent) of the respondents were in agreement with the statement while 14 (11.48 per cent) disagreed. Of the respondents, 24 or 19.67 per cent were uncertain whether adult distributive education classes should be developed according to a sequential pattern of instruction. Subtest number twenty-nine did not record any significant differences in the responses by the various groups. It may be concluded, therefore, that the seven groups feel that the adult distributive education classes should be developed according to a sequential pattern of instruction.

ISSUE NUMBER THIRTY

The curriculum for adult distributive education programs should be confined to the various facets of marketing—buying, selling, storing, transporting, risk bearing, financing, marketing research, standardizing and grading.

According to the state plan for distributive education, courses offered to adults enrolled in classes in adult distributive education should be confined to those courses designed to improve the skills of the adult engaged
in or planning to become engaged in a distributive occupation. These courses, generally, have been identified as classes related to the facets of marketing, as identified in the above issue. This concept has been challenged, however, by vocational educators as well as the adults who constitute the clientele receiving training in adult distributive education by posing the question, 'Why should our curriculum be confined to these facets?' As a result of this challenge, divergent points of view have emerged.

**Analysis of Opinions and Comments on Issue Number Thirty**

Forty-eight respondents (39.35 per cent) either disagreed or strongly disagreed with the statement. Also, 30 (24.59 per cent) of the respondents were uncertain whether the curriculum for adult distributive education should be confined to the various facets of marketing. Table 30 reveals that 44 or 36.07 per cent were either in strong agreement or agreement with the statement. As shown by the table there are divergent points of view among educators as well as among the lay groups.

Although there are divergent points of view regarding this issue, subtext number thirty did not disclose any significant differences between the various groups. The reader may conclude that this issue is of concern to educators as well as lay persons.
<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Response</td>
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<td>6%</td>
<td>0%</td>
<td>9%</td>
<td>1%</td>
<td>17%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Percentage</th>
<th>Percentage by Category</th>
<th>Percentage</th>
<th>Percentage</th>
<th>Percentage</th>
<th>Percentage</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 20

Results, Comments, and Grades

The results, comments, and grades are as follows:

- Strongly Agree: 83.5%
- Agree: 6%
- Uncertain: 0%
- Disagree: 9%
- Strongly Disagree: 1%

The mean percentage for adult education programs should be continued to the

ISSUE NUMBER THIRTY-ONE: The evaluation for adult education programs should be continued to the
The adult distributive education classes should be structured so that the adult students may "enroll in" or "withdraw from" the program in order to meet their needs or when their needs have been met.

Traditionally, when an adult enrolls in a class in adult distributive education he or she remains in the class from the initial meeting until the course is concluded. If the adult does not complete the course, he is generally categorized as a 'drop out' and as a result the thought has been that he received very little from the experience. Some educators as well as lay persons have begun to think that courses should be structured so that the clientele could enroll in or withdraw from the class at will when they felt their needs could be met—or had been met or at a point when the adult is sufficiently prepared to be employed or has achieved the necessary skills for employment or advancement. As a result of the thinking of these people in comparison with the traditionalist, divergent opinions have been expressed.

Analysis of Opinions and Comments on Issue No. Thirty-One.

Table 31 reveals that a wide range of opinions exist regarding this issue. A sizeable percentage, (59.83 per cent), of the respondents strongly agreed or agreed with the statement. Nearly 21 per cent disagreed or strongly disagreed and 19.67 per cent were uncertain with the statement that adult distributive education classes should be
TABLE 31

ISSUE NUMBER THIRTY-ONE—The adult distributive education classes should be structured so that the adult students may 'enroll in' or 'withdraw from' the program in order to meet their needs or when their needs have been met.

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly Agree</th>
<th>Percentage</th>
<th>Agree</th>
<th>Percentage</th>
<th>Uncertain</th>
<th>Percentage</th>
<th>Disagree</th>
<th>Percentage</th>
<th>Strongly Disagree</th>
<th>Percentage</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employers</td>
<td>1</td>
<td>5.83</td>
<td>6</td>
<td>35.29</td>
<td>2</td>
<td>11.76</td>
<td>2</td>
<td>11.76</td>
<td>2</td>
<td>11.76</td>
<td>17</td>
</tr>
<tr>
<td>Employees</td>
<td>1</td>
<td>6.75</td>
<td>8</td>
<td>50.00</td>
<td>4</td>
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<td>12.50</td>
<td>1</td>
<td>6.25</td>
<td>16</td>
</tr>
<tr>
<td>Tea.-Coord.</td>
<td>1</td>
<td>-</td>
<td>6</td>
<td>31.58</td>
<td>7</td>
<td>35.84</td>
<td>5</td>
<td>26.32</td>
<td>1</td>
<td>5.26</td>
<td>19</td>
</tr>
<tr>
<td>State Dept.</td>
<td>6</td>
<td>35.29</td>
<td>7</td>
<td>41.18</td>
<td>1</td>
<td>5.88</td>
<td>2</td>
<td>11.76</td>
<td>1</td>
<td>5.88</td>
<td>17</td>
</tr>
<tr>
<td>City Supvr.</td>
<td>5</td>
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<td>3</td>
<td>27.78</td>
<td>2</td>
<td>11.11</td>
<td>5</td>
<td>27.78</td>
<td>1</td>
<td>5.56</td>
<td>18</td>
</tr>
<tr>
<td>Dir. JVS</td>
<td>1</td>
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<td>15</td>
<td>53.33</td>
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<td>5.56</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>5.56</td>
<td>12</td>
</tr>
<tr>
<td>Adult Dir. JVS</td>
<td>4</td>
<td>23.53</td>
<td>8</td>
<td>47.06</td>
<td>3</td>
<td>17.69</td>
<td>2</td>
<td>11.76</td>
<td>1</td>
<td>11.76</td>
<td>17</td>
</tr>
<tr>
<td>Total Responses</td>
<td>18</td>
<td>55</td>
<td>24</td>
<td>18</td>
<td>7</td>
<td>122</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentage Total Response

<table>
<thead>
<tr>
<th>Total Responses</th>
<th>Percentage Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>122</td>
<td>14.75</td>
</tr>
<tr>
<td>122</td>
<td>45.08</td>
</tr>
<tr>
<td>122</td>
<td>19.67</td>
</tr>
<tr>
<td>122</td>
<td>14.75</td>
</tr>
<tr>
<td>122</td>
<td>5.74</td>
</tr>
</tbody>
</table>

Subtest Number 31

4675213
structured so that the adult students may 'enroll in' or 'withdraw from' the program in order to meet their needs or when their needs have been met.

Subtest number thirty-one reveals that significant differences were recorded between group 3 (teacher-coordinators) when compared to group 4 (state department), group 6 (directors of joint vocational schools) and group 7 (adult directors of joint vocational schools). Group 3 reacted in the uncertain column whereas the respondents from group 4, group 6 and group 7 agreed that adults should be permitted to 'enroll in' or 'withdraw from' a class when they desired. The wide range of opinions expressed by the respondents to this statement indicates that there are, indeed, differing points of view with respect to an adult distributive education student 'enrolling in' or 'withdrawing from' an adult distributive education class at will.

**ISSUE NUMBER THIRTY-TWO**

Adult distributive education courses should be designed in order to meet the specific needs of the businessman.

Basically partial funding has been provided from the federal level to help meet the needs of adult training in the area of distribution. As a result courses have been developed to meet these needs; however, some individuals feel that employees should be involved to a greater degree in the initiating and developing of such courses since they are the ones enrolled.
TABLE 32

ISSUE NUMBER THIRTY-TWO—Adult distributive education courses should be designed in order to meet the specific needs of the businessman.

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly Agree</th>
<th>Percentage</th>
<th>Strongly Disagree</th>
<th>Percentage</th>
<th>Total Responses by Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employers</td>
<td>4</td>
<td>23.53</td>
<td>1</td>
<td>5.86</td>
<td>17</td>
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<tr>
<td>Employees</td>
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<td>12.50</td>
<td>6</td>
<td>37.50</td>
<td>16</td>
</tr>
<tr>
<td>Tea.-Coord.</td>
<td>3</td>
<td>15.79</td>
<td>5</td>
<td>26.32</td>
<td>19</td>
</tr>
<tr>
<td>State Dept.</td>
<td>5</td>
<td>29.41</td>
<td>1</td>
<td>5.82</td>
<td>17</td>
</tr>
<tr>
<td>City Survr.</td>
<td>7</td>
<td>38.89</td>
<td>1</td>
<td>5.54</td>
<td>12</td>
</tr>
<tr>
<td>Dir. JVS</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Dir. JVS</td>
<td>3</td>
<td>17.65</td>
<td>2</td>
<td>22.22</td>
<td>17</td>
</tr>
<tr>
<td>Total Responses</td>
<td>24</td>
<td>49</td>
<td>20</td>
<td>26</td>
<td>122</td>
</tr>
<tr>
<td>Percentage Total Responses</td>
<td>19.67</td>
<td>40.16</td>
<td>16.39</td>
<td>21.31</td>
<td>2.46</td>
</tr>
</tbody>
</table>
Some individuals have indicated that a businessman may fail to recognize the 'needs of the individuals' as they may relate to what he perceives as the needs of 'his business.'

Analysis of Opinions and Comments on Issue No. Thirty-Two

An examination of Table 32 shows that 20 respondents or 16.39 per cent were uncertain whether adult distributive education should be designed to meet the specific needs of the businessman, while 23.77 per cent disagreed or strongly disagreed with the statement. Subtest number thirty-two did not reveal significant differences between the seven groups with respect to this issue. Although a slight majority of the respondents are in agreement with the statement, there appears to be sufficient disagreement and uncertainty regarding the statement to classify it as an issue.

ISSUE NUMBER THIRTY-THREE

Adult distributive education instructors should be required to be certificated by the state department of education.

According to the Ohio Distributive Education State Plan, which establishes the criteria under which all phases of distributive education function in the state, the instructor of adults must be certificated according to the state plan since federal and state funds are utilized for local programs. Even though these funds are utilized by the local areas some individuals question whether the
<table>
<thead>
<tr>
<th>Occasion</th>
<th>Percentage Agree</th>
<th>Percentage Strongly Agree</th>
<th>Percentage Disagree</th>
<th>Percentage Strongly Disagree</th>
<th>Percentage Neither</th>
<th>Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>-</td>
<td>-</td>
<td>11.76</td>
<td>-</td>
<td>2</td>
<td>56</td>
</tr>
<tr>
<td>1.01</td>
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<td>11.76</td>
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<td>56</td>
</tr>
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<td>2</td>
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</tr>
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<td>2</td>
<td>11.76</td>
<td>2</td>
<td>2</td>
<td>56</td>
</tr>
<tr>
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<td>56</td>
</tr>
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<td>1.05</td>
<td>11.76</td>
<td>2</td>
<td>11.76</td>
<td>2</td>
<td>2</td>
<td>56</td>
</tr>
<tr>
<td>1.06</td>
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<td>2</td>
<td>11.76</td>
<td>2</td>
<td>2</td>
<td>56</td>
</tr>
<tr>
<td>1.07</td>
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<td>2</td>
<td>2</td>
<td>56</td>
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<td>1.08</td>
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<td>2</td>
<td>2</td>
<td>56</td>
</tr>
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<td>2</td>
<td>11.76</td>
<td>2</td>
<td>2</td>
<td>56</td>
</tr>
<tr>
<td>1.10</td>
<td>11.76</td>
<td>2</td>
<td>11.76</td>
<td>2</td>
<td>2</td>
<td>56</td>
</tr>
</tbody>
</table>

**Table 33**

*The research department of education*

Issued number thirty-three—adult distributive education instructors should be required to be certified.
instructor should be required to be certificated by the state or whether certification is really necessary at all for instructors of adult distributive education programs.

Analysis of Opinions and Comments on Issue No. Thirty-Three

An examination of Table 33 discloses that 74.59 per cent of the respondents agree that adult distributive education instructors should be required to be certificated by the state department of education. Only 13 (10.66 per cent) were in disagreement with the issue and 18 or 14.75 per cent were uncertain whether the state department of education should control this requirement. Subtest number thirty-three did not reveal significant differences in the thinking between the seven groups with respect to this statement.

Although there are some uncertainties and negative feelings regarding this issue, the majority of the respondents feel the state department should certificate the instructor of adult distributive education programs.

ISSUE NUMBER THIRTY-FOUR

The main criterion to be used in the selection of instructors of adult distributive education programs should be the successful work experience they have had in their field.

In some of the vocational areas, the instructor of high school students as well as the instructor of adult students must be able to validate his involvement in a specific employment position for a greater number of years.
TABLE 34

ISSUE NUMBER THIRTY-FOUR—The main criterion to be used in the selection of instructors of adult distributive education programs should be the successful work experience they have had in their fields.

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Agree</th>
<th>Percentage</th>
<th>Agree</th>
<th>Percentage</th>
<th>Disagree</th>
<th>Percentage</th>
<th>Percentage</th>
<th>Percentage</th>
<th>Percentage</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employers</td>
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<td></td>
<td></td>
<td>6</td>
<td>35.00</td>
<td>3</td>
<td>17.65</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>2.8235</td>
</tr>
<tr>
<td>Employees</td>
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<td>12.50</td>
<td>5</td>
<td>31.25</td>
<td>4</td>
<td>25.00</td>
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<td>25.00</td>
<td>1</td>
<td>16</td>
<td>2.8125</td>
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<td>26.22</td>
<td>6</td>
<td>35.29</td>
<td>4</td>
<td>27.53</td>
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<td>11.76</td>
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<td>6</td>
<td>35.29</td>
<td>4</td>
<td>27.53</td>
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<td>2.1118</td>
</tr>
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<td>16.67</td>
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<tr>
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<td>11.11</td>
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<td>33.33</td>
<td>-</td>
<td>17</td>
<td>2.1176</td>
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<td>5.88</td>
<td>-</td>
<td>17</td>
<td>2.1176</td>
</tr>
<tr>
<td>Total Responses</td>
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<td>50</td>
<td>26</td>
<td>23</td>
<td>50</td>
<td>2</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td>122</td>
<td></td>
</tr>
</tbody>
</table>

Subtest Number 34

1 2 3 4 5 6 7
than the instructor in an adult distributive education program. In addition to possessing a high school diploma, work experience has been the main criterion for the instructor. Some persons feel that this is the right approach; that an instructor's technical knowledge is much more important than his method of instruction. As these opinions differ from the present criteria for instructors of adults enrolled in adult distributive education programs, divergent points of view have been expressed by lay persons as well as educators.

Analysis of Opinions and Comments on Issue No. Thirty-Four

Table 34 shows that the respondents were in disagreement concerning this issue. Seventy-one (58.19 per cent), or a slight majority of the respondents, either strongly agreed or agreed that the main criterion to be used in the selection of an instructor for an adult distributive education program should be the successful work experience he has had in his field. Twenty-six (21.31 per cent) were uncertain with respect to this issue and 25 (20.42 per cent) disagreed or strongly disagreed with the issue. Subtest number thirty-four showed no significant differences of opinions between the groups.

ISSUE NUMBER THIRTY-FIVE

Instructors of adult distributive education programs should be chosen only from the business community.
Obtaining qualified instructors for adult distributive education classes has been one of the major problems for the Distributive Education Services of the State Department of Vocational Education. As pointed out in Issues 33 and 34, divergent points of view have been expressed concerning whether the Distributive Education Services of the State of Ohio should require certification of these persons prior to teaching adults and also the opinion that the main criterion for the instructor of adults should be his successful experiences in the field of a distributive occupation. The concept has also been advanced by both vocational educators and lay persons that the selection of the instructors should only come from the business community. Conversely, there are individuals from the same field who strongly oppose this thinking since they believe that an instructor's educational background is equally as important as his technical background. As a result of these differences, divergent points of view have arisen.

Analysis of Opinions and Comments on Issue No. Thirty-Five

Table 35 indicates a wide range of opinions from the respondents. A majority, 65.58 per cent, either disagree or strongly disagree with the statement. In contrast, 15.58 per cent of the respondents were opposite in their thinking, by expressing their opinions as strongly agree or agree with the statement. A sizeable percentage of the
TABLE 35

ISSUE NUMBER THIRTY-FIVE—Instructors of adult distributive education programs should be chosen only from the business community.

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Agree</th>
<th>Percentage</th>
<th>Total Response</th>
<th>Percentage Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
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<td>5.88</td>
<td>24</td>
<td>23.93</td>
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</tr>
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<td>22</td>
<td>26.67</td>
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</tr>
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<td>2</td>
<td>10.53</td>
<td>34</td>
<td>39.53</td>
<td>3.8947</td>
</tr>
<tr>
<td>State Dept.</td>
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<td>25</td>
<td>29.41</td>
<td>3.7059</td>
</tr>
<tr>
<td>City Supvr.</td>
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<td>5.56</td>
<td>20</td>
<td>23.81</td>
<td>3.6667</td>
</tr>
<tr>
<td>Dir. JVS</td>
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<td>16.67</td>
<td>50</td>
<td>58.33</td>
<td>2.5556</td>
</tr>
<tr>
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<td>29.41</td>
<td>40</td>
<td>47.06</td>
<td>3.2353</td>
</tr>
<tr>
<td>Total Responses</td>
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<td>15</td>
<td>23.93</td>
<td>68</td>
<td>92.31</td>
<td>122</td>
</tr>
<tr>
<td>Percentage Total Responses</td>
<td>3.28</td>
<td>12.30</td>
<td>18.85</td>
<td>55.74</td>
<td>9.84</td>
<td>100</td>
</tr>
</tbody>
</table>

Subtest Number 35

1 2 3 4 5 6 7
122 respondents registered uncertainty (18.85 per cent) whether the business community should provide the instructors for programs in adult distributive education.

Subtest number thirty-five did not show any significant differences between the groups.

**ISSUE NUMBER THIRTY-SIX**

Teacher education institutions offering distributive education training for the preparation of teacher-coordinators of distributive education should offer courses for adult distributive education instructors on how to teach adults.

At the present time the adult distributive education staff of the distributive education services offer training to instructors of adults on the methodology involved in teaching adults. This training, called A.I.T. (Adult Instructor Training) is concerned only with the "how" of teaching adults, since most instructors are assumed to have the technical background. Some individuals, however, feel that A.I.T. is not enough and that more formalized courses should be offered by all teacher training institutions in Ohio offering distributive education for high school teachers in their curriculum and, that specific courses should be developed which are concerned with the skills and concepts needed by instructors of adult distributive education to work with adults of all ages.

**Analysis of Opinions and Comments on Issue No. Thirty-Six**

Of the 122 respondents surveyed, 89.54 per cent were
TABLE 36

ISSUE NUMBER THIRTY-SIX—Teacher education institutions offering distributive education training for the preparation of teacher-coordinator of distributive education should offer courses for adult distributive education instructors on how to teach adults.

<table>
<thead>
<tr>
<th>Category</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Employers</td>
<td>8</td>
</tr>
<tr>
<td>Employees</td>
<td>3</td>
</tr>
<tr>
<td>Tex.-Coord.</td>
<td>6</td>
</tr>
<tr>
<td>State Dept.</td>
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</tr>
<tr>
<td>City Supvr.</td>
<td>5</td>
</tr>
<tr>
<td>Dir. JVS</td>
<td>9</td>
</tr>
<tr>
<td>Adult Dir. JVS</td>
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<tr>
<td>Total Responses</td>
<td>46</td>
</tr>
<tr>
<td>Percentage Total Responses</td>
<td>37.70</td>
</tr>
</tbody>
</table>

Subtest Number 36

1 2 3 4 5 6 7
in agreement with the statement that teacher education institutions offering distributive education for high school vocational teachers should offer courses for adult distributive education instructors on how to teach adults. Less than 5 per cent were in disagreement with the statement and only 5.74 per cent were uncertain with respect to this issue.

Subtest number thirty-six did not reveal any significant differences of opinion between the seven groups.

A large majority of the respondents feel that teacher training institutions offering distributive education for the preparation of high school teachers in their curriculum should also offer courses for these teachers on how to teach adults.

**ISSUE NUMBER THIRTY-SEVEN**

Adult distributive education instruction should be conducted on a formalized classroom basis.

Most adults who constitute the clientele for classes in adult distributive education received their public school education in a very formal setting with the teacher situated at the front of the room facing the students who were seated in rows of unmovable desks facing the teacher. In a classroom of this type, very little group interaction occurred and when interaction did emerge, it assumed the form of stimulus by the teacher and response by one or more pupils. Particularly for the instruction of adults, this method of
Subject Number 37

<table>
<thead>
<tr>
<th></th>
<th>100</th>
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<th>Percentage</th>
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<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Table 37**

**Discussion points**

Issue Number Thirty-Seven—Adult Education: Another important question should be considered on a formalized basis.
Instruction has come under attack by many educators and lay persons. Even so, there are those who feel the optimum learning situation is presented in a formal classroom situation. As a result of these opinions, differing points of view have emerged.

Analysis of Opinions and Comments on Issue No. Thirty-Seven

A comparison of the opinions expressed by the respondents indicate that a slight majority of the population surveyed, 67 (54.92 per cent) disagree or strongly disagree that the adult distributive education instruction should be conducted on a formal classroom basis. Thirty-two (26.23 per cent) were uncertain in their opinions about this issue and 23 (18.86 per cent) agree that the instruction should be conducted on a formal classroom basis.

Subtest number thirty-seven reveals there is a significant difference in the thinking between group 3 (teacher-coordinators) and group 4 (state department) when compared to group 1 (employers). Group 3 and group 4 disagree with the statement and group 1 tend to be in agreement. Group 3 also differed significantly from group 2 (employees) and group 5 (city supervisors) who were uncertain regarding the issue.

Issue Number Thirty-Eight

Adult distributive education programs should enroll sales, supervisory, and service personnel in the same class.
Homogeneity of the adults enrolled in a specific offering in adult distributive education has been advocated and practiced by numerous instructors of adult distributive education in Ohio—their argument being if enrollees are employed in similar jobs they will profit more from others with similar jobs and, too, if these adults are in classes with management personnel, they may decline to actively participate in the presence of management. Other individuals, however, argue that if the classes are composed of adults selected from all employment levels, the students will be exposed to the problems and thinking of persons employed in jobs which differ from their own and as a result will be in a better position to more logically solve their own problems incident to his position. Consequently, the adult will become a more understanding person as a result of being exposed to the problems faced by other employees in other departments. As a result of these opinions, divergent points of view have emerged.

Analysis of Opinions and Comments on Issue No. Thirty-Eight

A wide range of opinions are expressed in Table 38 with no one category registering a majority. Those in agreement were 43 (35.25 per cent) and those in disagreement numbered 32 (26.23 per cent). In contrast, 47 or nearly 39 per cent of the 122 respondents were uncertain whether adult distributive education classes should enroll sales, supervisory and service personnel in the same class.
TABLE 38

ISSUE NUMBER THIRTY-EIGHT—Adult distributive education programs should enroll sales, supervisory, and service personnel in the same class.

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly Agree</th>
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<th>Percentage</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Percentage</th>
<th>Total Responses by Category</th>
<th>Percentage Total Responses</th>
<th>Mean</th>
</tr>
</thead>
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<td>11.76</td>
<td>2</td>
<td>11.76</td>
<td>2</td>
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<td>17</td>
<td>5</td>
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<td>8</td>
<td>47.06</td>
<td>17</td>
<td>-</td>
<td>2.9412</td>
</tr>
</tbody>
</table>

Total Responses | 9          | 34     | 47         | 27               | 5        | 122       |

Percentage Total Responses | 7.38       | 27.57   | 38.52      | 22.13            | 4.16     | 100       |
Subtest number thirt-eight revealed a significant difference in opinion occurred when comparing group 4 (state department) and group 3 (teacher-coordinators) with group 2 (employees). Group 4 and group 3 feel that sales, supervisory and service personnel should not be enrolled in the same class, whereas group 2 seems to think the class should be heterogeneous. Group 4 also differed significantly from group 6 (directors of joint vocational schools) who tend to view the issue with uncertainty.

ISSUE NUMBER THIRTY-NINE

A certificate of completion should be presented to each student who completes an adult distributive education course.

Recognition of one's accomplishments in a particular activity has long been recognized as an excellent motivational device. At one time this recognition of achievement was provided for students of adult distributive education in the form of a certificate which could be framed for display as well as the enrollee being provided with a small card which attested to the fact that he or she had successfully completed the course. In recent years, however, this practice has been largely curtailed in Ohio, perhaps with the exception of an adult who had completed a sequence of courses in adult distributive education. As a result of this curtailment, discussions have been held which have disclosed divergent points of view regarding this practice.
TABLE 39

ISSUE NUMBER THIRTY-NINE--A certificate of completion should be presented to each student who completes an adult distributive education course.

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly Agree</th>
<th>Percentage</th>
<th>Agree</th>
<th>Percentage</th>
<th>Uncertain</th>
<th>Percentage</th>
<th>Disagree</th>
<th>Percentage</th>
<th>Strongly Disagree</th>
<th>Percentage</th>
<th>Total Responses</th>
<th>Percentage Total Responses</th>
<th>Mean</th>
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<td>19</td>
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<td>47.06</td>
<td>1</td>
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<td>1</td>
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<td>1</td>
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</table>

Subtest Number 39

1 2 3 4 5 6 7
Analysis of Opinions and Comments on Issue No. Thirty-Nine

Of the 122 respondents to the questionnaire, 94.26 per cent were in definite agreement with the statement that a certificate of completion should be presented to each student who completes an adult distributive education course. Table 39 shows that only 4.92 per cent were uncertain about this statement and only 0.82 per cent disagreed. Subtest number thirty-nine did not disclose any significant differences between the various groups regarding this issue.

ISSUE NUMBER FORTY

Measurable goals and objectives should be established for each adult distributive education course.

In adult distributive education very little effort has been directed toward the development of measurable goals and objectives of any specific course. This is because of the fact that few if any pencil and paper tests are given to adults enrolled in an adult distributive education class. Few follow-up activities are conducted after an adult has been exposed to a class in adult distributive education to determine whether there are any observable behavioral changes which might be attributed to the course. Educators as well as lay persons have felt, however, that some sort of measurable goals should be established, while others thought there should be no attempt to measure whether an adult had attained specific goals of the course because of failures the adult may have encountered in previous
ISSUE NUMBER FORTY—Measurable goals and objectives should be established for each adult distributive education course.

<table>
<thead>
<tr>
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<th>Percentage</th>
<th>Unknown</th>
<th>Percentage</th>
<th>Disagree</th>
<th>Percentage</th>
<th>Total Responses</th>
<th>Response by Category</th>
<th>Mean</th>
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</tbody>
</table>

Subtest Number 40

1 2 3 4 5 6 7
school experiences.

Analysis of Opinions and Comments on Issue Number Forty

Table 40 shows that a large majority of the respondents, 108 (88.52 per cent) thought that measurable goals and objectives should be established for each adult distributive education course. Only 4 (3.28 per cent) were in disagreement with the statement and 10 (8.20 per cent) were uncertain with respect to issue number 40. There were no significant differences revealed by subtest 40.

Of the seven groups surveyed, the educators provided the most positive response. Even so, 74 per cent of the respondents from group 2 (employees) and 82 per cent of group 1 (employers) feel that adult distributive education should have measurable goals and objectives for the program.

ISSUE NUMBER FORTY-ONE

Adult distributive education advisory committee members should be selected from the field of distribution.

The current practice followed in the selection of advisory committee members is to include members from various groups, i.e., educators, consumers and individuals employed in a distributive occupation. Some individuals, however, disagree with this practice. They feel that the advisory committee members should be composed solely of people directly engaged in a distributive occupation because these individuals are more aware of the needs of
ISSUE NUMBER FORTY-ONE—Adult distributive education advisory committee members should be selected from the field of distribution.

<table>
<thead>
<tr>
<th>Category</th>
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<th>Percentage</th>
<th>Certain</th>
<th>Percentage</th>
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<th>Percentage</th>
<th>Strongly</th>
<th>Percentage</th>
<th>Disagree</th>
<th>Percentage</th>
<th>Total Response by Category</th>
<th>Mean</th>
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<td>25.41</td>
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</tr>
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</tbody>
</table>

Subtest Number 41

1 2 3 4 5 6 7
persons employed in the field. Because of these conflicting opinions divergent points of view have emerged.

Analysis of Opinions and Comments on Issue No. Forty-One

An analysis of Table 41 shows that 53 (43.44 per cent) of the respondents disagreed or strongly disagreed with this statement. Forty-two (34.43 per cent) agreed with the issue whereas 27 (22.13 per cent) were uncertain whether all advisory committee members should be selected solely from the field of distribution. Subtest number forty-one did not show any significant differences in opinion between the seven groups. It may be concluded, however, that the respondents are divided in their opinions regarding the composition of an adult distributive education advisory committee.

ISSUE NUMBER FORTY-TWO

Adult distributive education advisory committee members should be utilized in order to help determine course offerings at the local level.

Advisory committees have been utilized very little in the state of Ohio in order to help determine the course offerings in adult distributive education. This has usually been the responsibility of the adult staff of the State Distributive Education Services. This method is accepted by various vocational educators as well as lay persons as being the correct procedure to follow. There are other vocational educators and lay persons who have
TABLE 42

ISSUE NUMBER FORTY-TWO—Adult distributive education advisory committee members should be utilized in order to help determine course offerings at the local level.

<table>
<thead>
<tr>
<th>Subtest Number 42</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Percentage</th>
<th>Agree</th>
<th>Percentage</th>
<th>Uncertain</th>
<th>Percentage</th>
<th>Disagree</th>
<th>Percentage</th>
<th>Strongly Disagree</th>
<th>Percentage</th>
<th>Total Responses</th>
<th>Percentage Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employers</td>
<td>4</td>
<td>23.53%</td>
<td>10</td>
<td>52.82%</td>
<td>3</td>
<td>17.65%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td>26.25%</td>
</tr>
<tr>
<td>Employees</td>
<td>3</td>
<td>18.75%</td>
<td>11</td>
<td>60.71%</td>
<td>2</td>
<td>12.00%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>19.375%</td>
</tr>
<tr>
<td>Test.-Coord.</td>
<td>2</td>
<td>10.53%</td>
<td>15</td>
<td>76.47%</td>
<td>1</td>
<td>5.26%</td>
<td>1</td>
<td>5.26%</td>
<td>1</td>
<td>5.26%</td>
<td>19</td>
<td>20.526%</td>
</tr>
<tr>
<td>State Dept.</td>
<td>7</td>
<td>41.18%</td>
<td>9</td>
<td>52.63%</td>
<td>1</td>
<td>5.26%</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td>16.471%</td>
</tr>
<tr>
<td>City Supvr.</td>
<td>5</td>
<td>27.78%</td>
<td>12</td>
<td>66.67%</td>
<td>1</td>
<td>5.26%</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>17.778%</td>
</tr>
<tr>
<td>Dir. JVS</td>
<td>8</td>
<td>44.44%</td>
<td>9</td>
<td>50.00%</td>
<td>1</td>
<td>5.26%</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>16.111%</td>
</tr>
<tr>
<td>Adult Dir. JVS</td>
<td>3</td>
<td>17.65%</td>
<td>13</td>
<td>76.47%</td>
<td>1</td>
<td>5.26%</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td>19.412%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>32</td>
<td>79.38%</td>
<td>9</td>
<td>27.78%</td>
<td>2</td>
<td>6.25%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>122</td>
<td>100</td>
</tr>
</tbody>
</table>

Percentage Total Responses: 26.25%
challenged this practice by pointing out that the advisory committee should provide input for this function and assist in the development and periodic review of course offerings in order to insure its being up to date in meeting the changing skill and knowledge needs of the community, as well as the employment area for industry and business. Consequently, opposing views have been expressed relative to this concept.

**Analysis of Opinions and Comments on Issue No. Forty-Two**

Table 42 shows that a large majority of the respondents, 111 (90.98 per cent), agreed that advisory committee members should be utilized to help determine course offerings at the local level. Nine (7.30 per cent) were uncertain regarding this statement and only 2 (1.64 per cent) disagreed. Subtest forty-two did not record any significant differences between the various groups. It would seem, therefore, that the respondents feel the advisory committee members should help determine course offerings.

**ISSUE NUMBER FORTY-THREE**

The adult distributive education advisory committee should be selected, organized, and appointed by the local superintendent of schools.

One of the problems associated with the utilization of local advisory committees for adult distributive education courses has been that of determining the person or persons who should assume the responsibility for the appoint-
ment of these persons. Because of the many activities of the local superintendent of schools, some educators and lay persons feel he should be relieved of this responsibility. On the other hand, because of the status the superintendent of schools has in most communities, other lay persons as well as educators feel that this should be a function of the superintendent of schools since he is accountable for courses and funds.

Analysis of Opinions and Comments on Issue No. Forty-Three

Table 43 shows that a considerable majority of the respondents (68.03 per cent) were in disagreement with this statement. In comparison, 20.49 per cent were uncertain and 11.48 per cent agreed that the advisory committee members should be selected, organized and appointed by the local superintendent of schools.

Subtest forty-three reveals that a significant difference of opinion exists between group 3 (teacher-coordinators), group 6 (directors of joint vocational schools), group 7 (adult directors of joint vocational schools), group 4 (state department) when compared to group 2 (employees). Group 3, group 4, group 6 and group 7 replies were strongly negative in comparison with group 2 who tended to view the issue with uncertainty.
TABLE 43

ISSUE NUMBER FORTY-THREE--The adult distributive education advisory committee should be selected, organized, and appointed by the local superintendent of schools.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Agree</th>
<th>Percentage</th>
<th>Uncertain</th>
<th>Percentage</th>
<th>Expect</th>
<th>Percentage</th>
<th>Accept</th>
<th>Percentage</th>
<th>Accept</th>
<th>Total Response</th>
<th>Argued</th>
<th>Total</th>
<th>Argued</th>
</tr>
</thead>
<tbody>
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<td>11.76</td>
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<td>29.41</td>
<td>7</td>
<td>41.18</td>
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<td>17.65</td>
<td>17</td>
<td>3.4471</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees</td>
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<td>1</td>
<td>6.25</td>
<td>5</td>
<td>31.25</td>
<td>7</td>
<td>43.75</td>
<td>2</td>
<td>12.50</td>
<td>1</td>
<td>6.25</td>
<td>16</td>
<td>2.8125</td>
<td></td>
<td></td>
</tr>
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<td>Ica.-Coord.</td>
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<td></td>
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<td>13</td>
<td>62.12</td>
<td>5</td>
<td>25.22</td>
<td>19</td>
<td>4.2165</td>
<td></td>
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</tr>
<tr>
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<td>5.86</td>
<td>2</td>
<td>12.67</td>
<td>4</td>
<td>22.22</td>
<td>6</td>
<td>50.00</td>
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<td>11.11</td>
<td>18</td>
<td>3.5556</td>
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<td>City Supvr.</td>
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<td>5.56</td>
<td>4</td>
<td>22.22</td>
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<td>4</td>
<td>22.22</td>
<td>18</td>
<td>3.6289</td>
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<td></td>
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<tr>
<td>Dir. JVS</td>
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<td>1</td>
<td>5.86</td>
<td>12</td>
<td>72.59</td>
<td>3</td>
<td>17.65</td>
<td>17</td>
<td>4.0000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Dir. JVS</td>
<td>N=17</td>
<td></td>
<td></td>
<td>1</td>
<td>5.86</td>
<td>12</td>
<td>72.59</td>
<td>3</td>
<td>17.65</td>
<td>17</td>
<td>4.0000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Responses</td>
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<td></td>
<td>2</td>
<td>12</td>
<td>25</td>
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<td>248</td>
<td>122</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage Total</td>
<td></td>
<td>1.64</td>
<td>9.84</td>
<td>20.49</td>
<td>48.36</td>
<td>19.67</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Subject Number 43

2516473
The adult distributive education advisory committee should be selected and organized by the teacher-coordinator of the high school distributive education program and appointed by the local superintendent.

The teacher-coordinator of a high school distributive education program probably knows the business community better than anyone in a local school system because of his many contacts with employers in the supervision of high school students employed in a distributive occupation as a part of their training in distributive education. Also, the teacher-coordinator, through observation of many employees on the job, is able to ascertain areas where adult distributive education training is needed. Consequently, many individuals feel that since the teacher-coordinator may recognize these needs and since the superintendent is responsible for all programs offered by the school in his district, the teacher-coordinator should select and organize the advisory committee members subject to the appointment of these members by the local superintendent.

However, some vocational educators as well as lay persons feel that the local teacher-coordinator should assume this responsibility completely and free the superintendent of these additional duties and responsibilities as the superintendent has, in fact, authorized the teacher-coordinator to proceed in the total program development of all phases of distributive education.
TABLE 44

ISSUE NUMBER FORTY-FOUR—The adult distributive education advisory committee should be selected and organized by the teacher-coordinator of the high school distributive education program and appointed by the local superintendent.

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Percentage</th>
<th>Uncertain</th>
<th>Percentage</th>
<th>Disagree</th>
<th>Percentage</th>
<th>Strongly Disagree</th>
<th>Percentage</th>
<th>Total Response by Category</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employers</td>
<td>3</td>
<td>17.65</td>
<td>7</td>
<td>41.18</td>
<td>5</td>
<td>28.41</td>
<td>2</td>
<td>11.76</td>
<td>-</td>
<td>17</td>
<td>2.3529</td>
</tr>
<tr>
<td>Employees</td>
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<td>6.25</td>
<td>7</td>
<td>43.75</td>
<td>5</td>
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<td>12.50</td>
<td>1</td>
<td>16</td>
<td>2.6875</td>
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<tr>
<td>Teach.-Coord.</td>
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<td>5.26</td>
<td>12</td>
<td>62.16</td>
<td>2</td>
<td>10.52</td>
<td>3</td>
<td>15.79</td>
<td>1</td>
<td>19</td>
<td>2.5263</td>
</tr>
<tr>
<td>State Dept.</td>
<td>6</td>
<td>35.29</td>
<td>8</td>
<td>47.06</td>
<td>3</td>
<td>17.63</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>17</td>
<td>1.8235</td>
</tr>
<tr>
<td>City Supvr.</td>
<td>2</td>
<td>11.11</td>
<td>10</td>
<td>55.56</td>
<td>2</td>
<td>11.11</td>
<td>4</td>
<td>22.22</td>
<td>-</td>
<td>18</td>
<td>2.4444</td>
</tr>
<tr>
<td>Dir. JVS</td>
<td>2</td>
<td>11.11</td>
<td>5</td>
<td>37.78</td>
<td>4</td>
<td>72.22</td>
<td>5</td>
<td>27.78</td>
<td>2</td>
<td>11.11</td>
<td>3.0000</td>
</tr>
<tr>
<td>Adult Dir. JVS</td>
<td>1</td>
<td>5.86</td>
<td>10</td>
<td>58.82</td>
<td>2</td>
<td>11.75</td>
<td>4</td>
<td>23.53</td>
<td>-</td>
<td>17</td>
<td>2.5294</td>
</tr>
<tr>
<td>Total Responses</td>
<td>16</td>
<td>59</td>
<td>23</td>
<td>20</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>122</td>
<td></td>
</tr>
<tr>
<td>Percentage Total</td>
<td>12.11</td>
<td>48.36</td>
<td>18.85</td>
<td>16.39</td>
<td>3.28</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subtest Number 44

4153726
Analysis of Opinions and Comments on Issue No. Forty-Four

Table 44 reveals that 75 (61.47 per cent) of the respondents either agreed or strongly agreed that the advisory committee should be selected and organized by the teacher-coordinator of the high school distributive education program and appointed by the local superintendent. Twenty-four respondents (19.67 per cent) were in disagreement with this statement and 25, or 18.85 per cent were uncertain.

Subtest number forty-four showed a significant difference of opinions between group 6 (directors of joint vocational schools) and group 4 (state department). The respondents from group 6 were uncertain regarding this issue whereas group 4 were in strong agreement with the statement that the advisory committee should be selected and organized by the teacher-coordinator and appointed by the local superintendent of schools.

ISSUE NUMBER FORTY-FIVE

Local adult distributive education advisory committees should help establish criteria for local adult distributive education programs.

The Distributive Education Services of the State Department of Education in Ohio has had the responsibility for establishing the criteria under which a local adult distributive education program would function. This has generally been accepted as a prerogative of the state,
<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees</td>
<td>22</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>State Dept.</td>
<td>16</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>21%</td>
</tr>
<tr>
<td>City Council</td>
<td>16</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>21%</td>
</tr>
<tr>
<td>Board of Directors</td>
<td>16</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>21%</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>17</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>23%</td>
</tr>
</tbody>
</table>
especially in programs where funds are being reimbursed to a school for the purpose of helping pay the instructor's salary. Although these funds have been contributed to local programs, some vocational educators as well as lay persons have felt that local advisory committees should have some input in the establishment of criteria for the operation of a local adult distributive education program. As a result of the promotion of this concept, conflicting points of view have emerged relative to the establishment of criteria for a local adult distributive education program.

Analysis of Opinions and Comments on Issue No. Forty-Five

Table 45 reveals that a large majority, 103 either agree or strongly agree that local advisory committees should help establish criteria for the operations of a local adult distributive education program. Only 3 of the respondents were in disagreement with this concept and 10 were uncertain whether this activity should be considered as a function of the local advisory committee.

Subtest number forty-five did not record any significant differences in the opinions expressed by the respondents.

Summary of Responses

In this chapter, the opinions given by the educators and lay persons participating in this study were tabulated
and compared as percentages of the total responses by the categories of respondents to the issues. The comments made by the respondents have been included in Appendix H for reference by the reader.

Over 80 per cent of the respondents strongly agree or agree with issue statements numbers 18, 19, 21, 23, 36, 39, 40, 42 and 45.

A large majority, from 65 to 79 per cent of the respondents, strongly agree or agree with issue statements numbers 2, 3, 4, 5, 6, 22, 24, 25, 27, 29 and 33.

Those issue statements on which the respondents indicate 55 to 64 per cent agreement are numbers 1, 11, 16, 26, 28, 31, 32, 34 and 44.

There were divergent points of view among the respondents on issue statements numbers 7, 8, 9, 10, 12, 13, 14, 15, 17, 20, 30, 35, 37, 38, 41 and 43.

Table 47 indicates the total percentages for responses given on each issue as it appeared on the returns of the 122 questionnaires.
## TABLE 4.6

Numbers of Questionnaires Distributed and Returned With Percentages as Shown by Each Group of Respondents.

<table>
<thead>
<tr>
<th>Respondent Group</th>
<th>Questionnaires Distributed</th>
<th>Questionnaires Returned</th>
<th>Percentage of Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Employers</td>
<td>20</td>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td>2-Employees</td>
<td>20</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>3-Teacher-Coordinators</td>
<td>20</td>
<td>19</td>
<td>95</td>
</tr>
<tr>
<td>4-State Department</td>
<td>20</td>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td>5-City Supervisors</td>
<td>20</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>6-Directors of Joint Vocational Schools</td>
<td>20</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>7-Adult Directors of Joint Vocational Schools</td>
<td>20</td>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td>Totals</td>
<td>140</td>
<td>122</td>
<td>87.1</td>
</tr>
<tr>
<td>Issue Number</td>
<td>Strongly Agree</td>
<td>Strongly Agree</td>
<td>Uncertain</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td>1</td>
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<td>43.08</td>
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</tr>
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<td>18.85</td>
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<td>4</td>
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<td>54.10</td>
<td>9.84</td>
</tr>
<tr>
<td>5</td>
<td>27.05</td>
<td>46.72</td>
<td>12.30</td>
</tr>
<tr>
<td>6</td>
<td>24.59</td>
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<td>13.11</td>
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<td>2.46</td>
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<td>14</td>
<td>9.02</td>
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</tr>
<tr>
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<td>8.61</td>
<td>53.26</td>
<td>6.56</td>
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<td>8.20</td>
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CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study undertaken and reported in this research paper concerned itself with: (1) The identification of the issues relating to adult distributive education in the state of Ohio by (a) a literature review, (b) an initial discussion group of distributive educators, (c) personal interviews with lay persons employed in the field of marketing, and (d) professional meetings attended by the writer at state and regional levels; (2) Determining the opinions of lay persons and distributive education teacher-coordinators, city supervisors, directors of joint vocational schools, adult directors of joint vocational schools, and personnel from the distributive education services of the state department of education with respect to the issues concerning adult distributive education in Ohio.

Literature covering the period from 1950 to 1972 was reviewed. All statements suggesting or indicating conflicting points of view were recorded.

The initial discussion group consisted of distributive
education educators and administrators of joint vocational schools who met with the writer to express any conflicting points of view on any aspect of adult distributive education they had personally encountered.

Personal interviews were held with lay persons employed in the field of marketing at which time they were asked to suggest possible issues in adult distributive education.

Professional meetings attended by the writer included those at the state and regional level. Statements suggesting and indicating divergent points of view on any aspect of adult distributive education in Ohio were recorded.

After the issues had been identified, they were organized into a tentative check sheet which was submitted to a five member committee for review. The committee was composed of the Director of the Center for Adult Education, The Ohio State University; the Director of the Department of Vocational and Technical Education, The Ohio State University; the Teacher Educator of Distributive Education, The Ohio State University; the Assistant Director of Vocational Education, Distributive Education Services; and the State Supervisor of Adult Distributive Education. Each member of the committee was asked to modify, add to, or delete from the issues as they personally viewed the issues in adult distributive education in Ohio. The final instrument was prepared by incorporating
the comments of the evaluation committee into the current issues presented.

The instrument was tested in March, 1972 by submitting it to twenty students enrolled in distributive education at The Ohio State University. The class was composed of graduate students and undergraduate students majoring in distributive education.

The final form of the instrument was then submitted to seven groups of persons selected to participate in the study. These seven groups were: (1) Employers or managers of businesses who are engaged in a distributive occupation, (2) Employees of a distributive occupation who have participated in an adult distributive education program, (3) State Department of Education Distributive Education Services personnel, (4) City supervisors of distributive education, (5) Teacher-coordinators of distributive education, (6) Directors of joint vocational schools, and (7) Adult directors of joint vocational schools. The final instrument received an 87.1 per cent response.

The study of the issues in adult distributive education in Ohio was considered to be a needed topic for research since the writer found only one study which directed itself to this important aspect of distributive education, and no studies designed to incorporate the opinions of adult distributive education clientele, administrators of joint vocational schools, and professional distributive educators
at the state and local levels.

The findings of this study should be of value to (1) state department of vocational education personnel; (2) local administrators responsible for developing adult distributive education programs; (3) teacher-coordinators of local distributive education programs; (4) teacher educators of distributive education who are responsible for the preparation of teacher-coordinators; and (5) employers and employees concerned with the improvement of the total adult distributive education program in Ohio.

Summary of Findings

The findings of the study are grouped as follows:

A. Those issue statements on which there is over 80 per cent agreement, indicating that the statements might be considered as principles.

B. Those issue statements on which a large majority, 65 to 79 per cent agree. These statements might be considered as a consensus of opinion.

C. Those issue statements on which the respondents are divided in opinion, but indicating a trend, 55 to 64 per cent, in favor of the statement.

D. Those issue statements on which there are divergent points of view, as well as the issue statements where 65 per cent or more of the respondents disagree with the statement.

Group A. Over 80 per cent of the respondents were in agreement with the following nine statements, indicating that the statements might be considered as principles.
No. 18  Adult distributive education offerings should include courses which are concerned with the social as well as the economic problems facing the society.

No. 19  Adult distributive education courses should be offered for credit for those adults desiring to earn a high school diploma.

No. 21  Adult distributive education should provide a counseling service for adults enrolling in an adult distributive education program.

No. 23  Additional assistance in the promotion and the development of adult distributive education programs at the local level should be provided by the distributive education state staff.

No. 36  Teacher education institutions offering distributive education training for the preparation of teacher-coordinators of high school distributive education programs should also offer courses for the preparation of instructors of adult distributive education on how to teach adults.

No. 39  A certificate of completion should be presented to each student who completes an adult distributive education course.

No. 40  Measurable goals and objectives should be established for each adult distributive education course.

No. 42  Adult distributive education advisory committee members should be utilized in order to help determine course offerings at the local level.

No. 45  Local adult distributive education advisory committees should help establish the criteria for the operation of a local adult distributive education program.

Group B. A considerable majority, 65 to 79 per cent, of the respondents are in agreement with the following eleven statements, indicating that the statements might be
considered as a consensus of opinion.

No. 2 Funds for salaries of adult distributive education instructors should be provided by the state.

No. 3 Monies for the maintenance and upkeep of adult distributive education facilities should be provided by the local board of education.

No. 4 The costs of instructional materials and supplies required for classes in adult distributive education should be taken from tuition fees charged to the enrollees.

No. 5 The promotion and the development of adult distributive education programs should be one of the functions of the local high school teacher-coordinator of distributive education.

No. 6 The income and expenditures used in connection with a local adult distributive education program should be administered through the office of the local director of adult education.

No. 29 Adult distributive education programs should be developed according to a sequential pattern of instruction.

No. 22 Adult distributive education should provide for the job placement of those adults enrolled in the program who are unemployed or underemployed.

No. 24 Adult distributive education programs should be coordinated with general adult education programs at the local level.

No. 25 The objectives of adult distributive education programs should be determined by the local adult distributive education advisory committee.

No. 27 Course content for adult distributive education programs should be determined by local needs as identified by the local advisory committee.
No. 33 Adult distributive education instructors should be required to be certificated by the state department of education.

Group C. The respondents are divided in opinion on the following issues. There is, however, a tendency (from 55-64 per cent) in favor of the statement.

No. 1 Financial support for equipment to be used for adult distributive education should be provided by the federal government.

No. 11 Follow-up studies of students completing an adult distributive education program should be one of the functions of the local director of adult education.

No. 16 The 'three R's' should be offered in adult distributive education programs for those adults preparing for entry into a distributive occupation.

No. 26 Special emphasis should be given to the recruitment of the disadvantaged and the handicapped for enrollment in adult distributive education programs.

No. 28 Adult distributive education classes should be short-intensive courses, i.e., eight to twenty hours in length.

No. 31 The adult distributive education classes should be structured so that the adults may 'enroll in' the program in order to meet their needs or 'withdraw from' the program when their needs have been met.

No. 32 Adult distributive education programs should be designed specifically to meet the needs of the businessman.

No. 34 The main criteria to be used in the selection of instructors for adult distributive education programs should be the successful work experience they have had in their field.
No. 44  The adult distributive education advisory committee should be selected and organized by the teacher-coordinator of the high school program and appointed by the local superintendent.

Group D. Sixteen issues indicated that there were conflicting points of view among the respondents as shown by percentages of positive, negative, and uncertain responses indicating that these statements might be considered to be the current adult distributive education issues in Ohio.

No. 7  The criteria for enrollment in an adult distributive education program should be established by the distributive education services of the state department of education.

No. 8  The local board of education should determine the criteria to be followed in the hiring of instructors for adult distributive education.

No. 9  Follow-up studies of students completing an adult distributive education program should be one of the responsibilities of the guidance department in the local high school.

No. 10 Follow-up studies of students completing an adult distributive education program should be one of the responsibilities of the adult distributive education instructor.

No. 12 Follow-up studies of students completing an adult distributive education program should be one of the responsibilities of the local teacher-coordinator of distributive education.

No. 13 Local high school teacher-coordinators of distributive education should be required by contractual agreement to organize, to promote, and to teach at least one adult distributive education class each semester.
| No. 14 | Adult distributive education programs and general adult education programs should be administered separately at the local level. |
| No. 15 | Enrollment in adult distributive education classes should be limited to those adults who have occupational objectives in the field of distribution. |
| No. 17 | Enrollment in adult distributive education classes should be limited to those adults presently employed in a distributive occupation. |
| No. 20 | The objectives of adult distributive education should be concerned only with upgrading the manipulative, communicative, and technological skills of adults presently employed in a distributive occupation. |
| No. 30 | The curriculum for adult distributive education should be confined to the various facets of marketing, i.e., buying, selling, storing, transporting, risk bearing, financing, marketing research, standardizing and grading. |
| No. 35 | Instructors of adult distributive education programs should be chosen only from the business community. |
| No. 37 | Adult distributive education instruction should be conducted on a formalized classroom basis. |
| No. 38 | Adult distributive education programs should enroll sales, supervisory, and service personnel in the same class. |
| No. 41 | All adult distributive education advisory committee members should be selected from the field of distribution. |
| No. 43 | The adult distributive education advisory committee should be selected, organized, and appointed by the local superintendent of schools. |
Conclusions

From the findings of this study, the writer drew the following conclusions. The significance of the expressed opinions identifying agreement among the respondents can be categorized into one or more of three areas of concern, i.e., (1) Philosophy; (2) Administration; and (3) Curriculum and related issues. The writer has categorized several issues in each of the areas of concern although the reader may see a relationship of these particular issues to another area of concern. This method of presentation was utilized in an effort to prevent repetition and confusion to the reader.

Philosophy. The respondents indicate that every student of adult distributive education should be provided with counseling, be given assistance with job placement if he or she is unemployed or underemployed, be presented with a certificate of completion at the conclusion of each course, and be able to receive high school credit toward high school graduation if he desires.

The respondents indicate that the state distributive education staff should provide more assistance to the local level in the promotion and organization of adult distributive education classes.

The respondents indicate that the teacher training institutions in Ohio offering distributive education should offer courses to instructors of adult distributive education on the methodology of teaching adults. Also, the instructors
of adult distributive education should continue to be re-
quired to be certificated by the state department of edu-
cation.

Administration. The respondents indicate that local
advisory committees should be involved in the operation of
the adult distributive education program by assisting in
such functions as (1) determining objectives for the program;
(2) developing criteria for the operation of the program;
and (3) determining course offerings and course content
according to local needs.

The respondents indicate that there is a need to
coordinate adult distributive education with general adult
education. The respondents also indicate that teacher-
coordinators of distributive education should promote and
organize classes in adult distributive education as one of
the functions of their job.

The respondents indicate that the local board of
education should become involved in helping finance adult
distributive education by providing funds for the mainten-
ance and upkeep of facilities. The costs of instructional
materials, however, should be taken from tuition fees
charged to the enrollees. The respondents also indicate
that the salaries of adult distributive education instruc-
tors should be paid by the state.

Curriculum and Related Issues. Both lay persons and
educators indicate that the curriculum of adult distributive
education should not be confined to those courses in distribu-
tion but should also be concerned with the social problems
facing society. Concern is also expressed that measurable
goals and objectives should be established for adult distri-
butive education courses and that the curriculum be developed
according to a sequential pattern of instruction.

The significance of the expressed opinions identifying
conflicting points of view among the respondents can also be
categorized into one or more of three areas of concern, i.e.,
(1) Philosophy; (2) Administration; and (3) Curriculum and
Related Issues.

Philosophy. Conflicting points of view are expressed
with respect to a local teacher-coordinator of distributive
education being required by contractual agreement to organ-
ize, to promote, and to teach at least one adult distributive
education class each semester. Concern is also expressed
regarding the criteria to be followed in the selection of
and the employment of an instructor for an adult distributive
education class.

Administration. There is little agreement among the
respondents regarding the composition of an advisory commit-
tee as well as the selection and appointment of the committee
members.

There is little agreement among the respondents in
this study as to whom should conduct follow-up studies of
adult students completing an adult distributive education
There is little agreement among the respondents regarding the practice of the state department of education, distributive education services establishing the criteria for enrollment in an adult distributive education class.

There is little agreement among the respondents with respect to the federal government supplying monies for equipment for adult distributive education.

Curriculum and Related Issues. There is little agreement among the respondents whether the curriculum for adult distributive education should include basic skills as a part of the offerings as well as whether courses should be designed to meet the specific needs of businessmen.

There is also little agreement among the respondents regarding the method of instruction in the classroom. There is little agreement as to whom should constitute the make-up of a class in adult distributive education.

Uncertainty is expressed regarding the recruitment of the disadvantaged and handicapped for classes in adult distributive education.

The personnel involved in completing the instrument are divided in their opinions on several issues, however, there is a tendency (from 55-64 per cent) in favor of the statement indicating a possible recommended trend in adult distributive education. The issues in this trend pattern
can also be categorized into one or more of three areas of concern.

**Philosophy.** There is a tendency on the part of the respondents to believe that adult distributive education should be designed to meet the specific needs of the businessman.

**Administration.** There is a tendency expressed by the respondents indicating that financial support for equipment should be provided by the federal government. Also, the teacher-coordinator should select and organize the advisory committee with input by the superintendent of schools.

A tendency is also expressed that the successful work experience a person has enjoyed in his field should play an important role in the selection of an instructor for adult distributive education.

There is a tendency to feel that the adult director should assume the responsibility for follow-up studies of students completing an adult distributive education program.

**Curriculum and Related Issues.** There is a tendency indicated by the persons responding to the questionnaire that the 'three R's' should be offered by adult distributive education for those persons preparing for entry into a distributive occupation.

In addition to thought being given to recruiting the disadvantaged and handicapped adults for classes in adult
distributive education, the classes should be structured so that an adult may 'enroll in' or 'withdraw from' the program as he wishes.

The research done for this paper verified the writer's belief that a careful study of distributive education and adult education literature, discussions with fellow educators and lay persons currently involved in the field of distribution are needed to determine the current issues in adult distributive education in Ohio.

Recommendations

On the basis of this study, the following recommendations are made to the state department of education, distributive education services; teacher-coordinators of distributive education; lay persons involved in a distributive occupation; and those who are responsible for the maintaining and the operation of an existing program:

1. It is recommended that the state department of education, distributive education services, and those responsible for the maintaining and operation of a local adult vocational distributive education program determine ways and means in which the adult distributive education advisory committee can become more involved in the total operation of the program.

2. It is recommended that provisions be made for the counseling of adults prior to enrolling in an adult distributive education class.

3. It is recommended that the unemployed or underemployed adult enrolled in an adult distributive education program be given assistance in securing a new or better job.
4. It is recommended that adult distributive education be coordinated with general adult education in order to avoid duplication of efforts and to build on each others' learning resources.

5. It is recommended that all teacher-coordinators of distributive education in Ohio be charged with the responsibility of promoting and organizing at least one class in adult distributive education each semester.

6. It is recommended that all teacher education institutions in Ohio offering distributive education for the preparation of teacher-coordinators develop a course in adult distributive education and include this course within their offerings in distributive education.

7. It is recommended that the course in adult distributive education be a requirement for all teacher-coordinators preparing for a provisional certificate in distributive education.

8. It is recommended that all instructors of adult distributive education programs be required to enroll in the adult distributive education instructor training course prior to teaching an adult distributive education class.

9. It is recommended that the duties and responsibilities of the distributive education state staff be reviewed in order to determine the feasibility of including the promotion and organization of adult distributive education classes as a function of all staff members.

10. It is recommended that the adult distributive education curriculum be expanded to include courses concerned with social as well as economic problems.
11. It is recommended that the adult distributive education curriculum be developed according to a sequential pattern of instruction.

12. It is recommended that measurable goals and objectives be developed for each adult distributive education course.

13. It is recommended that adult distributive education courses be offered on a credit basis for high school credit, as well as on a non-credit basis.

14. It is recommended that the state department of education, distributive education services, determine ways to reimburse instructors of adult distributive education classes for their total salary incurred as a teacher of adult distributive education.

15. It is recommended that a nominal tuition fee be charged all adult distributive education students to be used to pay for instructional materials used in the class.

16. It is recommended that the local boards of education include funds in their annual budget to be used for adult distributive education.

Recommendations for Further Research

1. The present study established several principles in adult distributive education. A study should be conducted to determine the extent to which practices recommended by lay persons and educators in this study have been adopted at the state and local levels. If practice differs from expressed opinion, the reasons for the conflict should be determined.

2. A study should be made of the issues on which there was a large degree of disagreement as well as those for which there appeared to be no consensus.
3. Many of the issue statements analyzed in the present study provide hypotheses for other studies. For example, the respondents believed that the adult distributive education curriculum should include courses which are concerned with the social as well as the economic problems facing the society. Whether this belief is tenable or not could be studied.

4. A similar study or studies should be made on the issues in adult distributive education as they may be identified within a five or ten year period.
APPENDIX A

PERSONS WHO SUGGESTED ADULT DISTRIBUTIVE
EDUCATION ISSUES IN OHIO
1. Mr. George Beshara  
   Teacher Coordinator  
   Distributive Education  
   Bedford High School  
   Bedford, Ohio

2. Mr. Dale Bowman  
   Formerly: Adult Consultant  
   Distributive Education Services  
   State Department of Education  
   Columbus, Ohio

   Now: Director of Training  
   Gold Circle Stores  
   Columbus, Ohio

3. Mr. Robert Canei  
   Formerly: Adult Consultant  
   Distributive Education Services  
   State Department of Education  
   Columbus, Ohio

   Now: Supervisor of Adult Education  
   Clark County Joint Vocational School  
   Springfield, Ohio

4. Mr. Larry Oasterline  
   State Supervisor  
   Distributive Education  
   Northwestern Ohio  
   State Department of Education  
   Columbus, Ohio

5. Mr. James Frasier  
   City Supervisor  
   Distributive Education  
   Dayton City Schools  
   Dayton, Ohio

6. Mr. Kenneth Green  
   Teacher Educator  
   Distributive Education  
   Bowling Green State University  
   Bowling Green, Ohio

7. Mr. Ron Hagaman  
   Teacher Coordinator  
   Distributive Education  
   Lima City Schools  
   Lima, Ohio
8. Mr. Al Kurtz  
City Supervisor  
Distributive Education  
Canton City Schools  
Canton, Ohio

9. Mr. John Mattingly  
Teacher Educator  
Distributive Education  
Kent State University  
Kent, Ohio

10. Mr. Ken McClaren  
City Supervisor  
Distributive Education  
Toledo City Schools  
Toledo, Ohio

11. Mr. William Munro  
State Supervisor  
Distributive Education  
Northeastern Ohio  
State Department of Education  
Columbus, Ohio

12. Mr. H. L. Neal  
Formerly: Director of Adult Education  
Clark County Joint Vocational School  
Springfield, Ohio  
Now: Director of Adult Education  
Greene County Joint Vocational School  
Xenia, Ohio

13. Dr. Bernard C. Nye  
Assistant Director  
Vocational Education  
Distributive Education Services  
State Department of Education  
Columbus, Ohio

14. Mr. James Precht  
City Supervisor  
Business and Distributive Education  
Cincinnati Public Schools  
Cincinnati, Ohio

15. Mr. R. David Rankin  
Formerly: State Supervisor  
Adult Distributive Education  
State Department of Education  
Columbus, Ohio
Now: State Supervisor
Distributive Education
Southeastern Ohio
State Department of Education
Columbus, Ohio

16. Mr. William Ruth
Supervisor
Adult Vocational Education
State Department of Education
Columbus, Ohio

17. Mr. Roderick Stewart
Proprietor
Stewart's Mens Wear
Chillicothe, Ohio

18. Dr. Neal Vivian
Teacher Educator
Distributive Education
The Ohio State University
Columbus, Ohio

19. Mr. Don Watson
Director
Clark County Joint Vocational School
Springfield, Ohio

20. Dr. J. W. Weatherford
Formerly: State Supervisor
Distributive Education
Southeastern Ohio
State Department of Education
Columbus, Ohio

Now: Teacher Educator
Distributive Education
Central State University
Edmond, Oklahoma

21. Miss Judy Whitehead
Assistant Buyer
Beerman's Department Store
Dayton, Ohio

22. Mr. Harry Imboden
Executive Secretary
Dayton Retail Merchant's Association
Dayton, Ohio
1. Dr. William Dowling  
   Director  
   Adult Education  
   The Ohio State University  
   Columbus, Ohio

2. Dr. Bernard C. Nye  
   Assistant Director  
   Distributive Education Services  
   State Department of Education  
   Columbus, Ohio

3. Dr. Robert Reese  
   Director  
   Vocational-Technical Education  
   The Ohio State University  
   Columbus, Ohio

4. Mr. R. David Rankin  
   Formerly: State Supervisor  
   Adult Distributive Education  
   State Department of Education  
   Columbus, Ohio

   Now: State Supervisor  
   Distributive Education  
   Southeastern Ohio  
   State Department of Education  
   Columbus, Ohio

5. Dr. Neal Vivian  
   Teacher Educator  
   Distributive Education  
   The Ohio State University  
   Columbus, Ohio
APPENDIX C

LETTER ACCOMPANYING INSTRUMENT
TO EMPLOYERS
July 8, 1972
Bourneville, Ohio 45617

Dear Mr. _______________________, Adult Consultant for the Distributive Education Services of the State Department of Education, has referred you to me as an employer who is knowledgeable about Adult Distributive Education. He also said that some of your employees (or associates) have participated in an Adult Distributive Education Class.

In an effort to upgrade the training received by adults employed in the field of distribution, I am conducting a study concerned with the issues in Adult Distributive Education. Through the results of this study, which is being conducted under the auspices of the Center for Adult Education, Ohio State University, I would hope that the training needs of the business community and individuals can be better identified and those needs met.

Because of your knowledge of Adult Distributive Education, Mr. _______________________, your opinions and comments will make a valuable contribution to the study. I would also like to obtain the opinions of one of your associates who has participated in an Adult Distributive Education class. Therefore, I am requesting your help in this study by asking you to:

1. Complete the enclosed questionnaire with the notation of 'For Mr. _______________________.' I am including one page of definitions which may be of some help in completing the questionnaire.

2. Select, at random, one of your associates at (name of organization) who has participated in an Adult Distributive Education class and ask him or her to complete the other questionnaire with the notation of 'For a student of an Adult Distributive Education class.'
3. Return both completed questionnaires in the enclosed self-addressed, stamped envelope as soon as possible.

Thank you very much for your help Mr. ________, and I shall look forward to hearing from you in the near future.

Sincerely,

Paul Shoemaker
APPENDIX D

LETTER ACCOMPANYING INSTRUMENT
TO EMPLOYEES
To a Student of Adult Distributive Education:

Last year, 25,000 adults, such as yourself, received training in Adult Distributive Education classes through the Distributive Education Services of the State Department of Education.

In an effort to improve the training received by adults employed in the field of distribution, I am conducting a study concerned with the issues in Adult Distributive Education. Through the results of this study, which is being conducted under the auspices of the Center for Adult Education, Ohio State University, I would hope that the training needs of the business community and individuals can be better identified and those needs met.

Because you have participated in an Adult Distributive Education class, your opinions and comments will make a valuable contribution to the study. Consequently, I have asked __________ to select one of the associates of __________ and request him or her to complete one of the questionnaires being used in the study. I have asked __________ to complete the other questionnaire.

I have enclosed two pages of definitions and notes on the questionnaire which may be of help to you in filling it out. After you have completed your questionnaire, please return it to __________, who will mail both copies to me.

Thank you very much for your help.

Sincerely,

Paul Shoemaker
APPENDIX E

LETTER ACCOMPANYING INSTRUMENT TO EDUCATORS
Box 136
Bourneville, Ohio 45617
May 10, 1972

Name
Title
Address

Dear Mr. 

Last year, 25,000 adults received training in Adult Distributive Education classes through the Distributive Education Services, State Department of Education, Division of Vocational Education.

In an effort to upgrade the training received by adults employed in the field of distribution, I am conducting a study concerned with the issues in Adult Distributive Education. Through the results of this study, which is being made under the auspices of the Center for Adult Education, Ohio State University, I would hope that the training needs of the business community and individuals can be better identified and those needs met.

Because of your close involvement with Adult Distributive Education as ,, I am requesting your help by asking you to:

1. Complete the enclosed questionnaire.

2. Return the completed questionnaire to me in the enclosed self-addressed, stamped envelope.

The questionnaire will require about thirty minutes to complete. I would appreciate your assistance in conducting the study and I shall look forward to hearing from you in the near future.

Yours truly,

Paul Shoemaker
APPENDIX F

COPY OF FINAL INSTRUMENT
1. Financial support for equipment to be used for adult distributive education should be provided by the federal government.
   a. strongly agree  
   b. agree  
   c. uncertain  
   d. disagree  
   e. strongly disagree

Comments:______________________________________

2. Funds needed for the salaries of adult distributive education instructors should be provided by the state of Ohio.
   a. strongly agree  
   b. agree  
   c. uncertain  
   d. disagree  
   e. strongly disagree

Comments:______________________________________

3. Monies for the maintenance and the upkeep of the adult distributive education facilities should come from funds furnished by the local board of education.
   a. strongly agree  
   b. agree  
   c. uncertain  
   d. disagree  
   e. strongly disagree

Comments:______________________________________

4. The costs of instructional materials and supplies required for classes in adult distributive education should be taken from tuition fees charged to the enrollees.
5. The promotion and the development of adult distributive education programs should be one of the functions of the local high school teacher-coordinator of distributive education.

   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree

Comments:__________________________________________

6. The income and the expenditures used in connection with a local adult distributive education program should be administered through the office of the local director of adult education.

   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree

Comments:__________________________________________

7. The criteria for enrollment in an adult distributive education program should be established by the distributive education services of the state department of education.
8. The local board of education should determine the criteria to be followed in the hiring of instructors for adult distributive education.

   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree

Comments: __________________________

9. Follow-up studies of students completing an adult distributive education program should be one of the responsibilities of the guidance department in the local high school.

   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree

Comments: __________________________

10. Follow-up studies of students completing an adult distributive education course should be one of the responsibilities of the adult distributive education instructor.

   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree
11. Follow-up studies of students completing an adult distributive education class should be one of the functions of the local director of adult education.

   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree

Comments:________________________________________________________________________________

12. Follow-up studies of students completing an adult distributive education program should be one of the responsibilities of the local high school teacher-coordinator of distributive education.

   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree

Comments:________________________________________________________________________________

13. Local high school teacher-coordinators of distributive education should be required by contractual agreement to organize, to promote, and to teach at least one adult distributive education class each semester.

   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree

Comments:________________________________________________________________________________
14. Adult distributive education programs and general adult education programs should be administered separately at the local level.
   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree

Comments:______________________________________________________________________________

15. Enrollment in adult distributive education classes should be limited to those adults who have occupational objectives in the field of distribution.
   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree

Comments:______________________________________________________________________________

16. The 'three R's' should be offered in adult distributive education programs for those adults preparing for entry into a distributive occupation.
   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree

Comments:______________________________________________________________________________

17. Enrollment in adult distributive education classes should be limited to those adults presently employed in a distributive occupation.
18. Adult distributive education offerings should include courses which are concerned with the social as well as the economic problems facing the society.

   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree

Comments: __________________________________________________________

19. Adult distributive education courses should be offered for credit for those adults desiring to earn a high school diploma.

   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree

Comments: __________________________________________________________

20. The objectives of adult distributive education should be concerned only with upgrading the manipulative, communicative, and technological skills of adults presently employed in a distributive occupation.

   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree
21. Adult distributive education should provide a counseling service for adults enrolling in an adult distributive education program.
   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree

22. Adult distributive education should provide for the job placement of those adults enrolled in the program who are unemployed or underemployed.
   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree

23. Additional assistance in the promotion and the development of adult distributive education programs at the local level should be provided by the distributive education state staff personnel.
   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree
24. Adult distributive education programs should be coordinated with general adult education programs at the local level.

a. strongly agree  
b. agree  
c. uncertain  
d. disagree  
e. strongly disagree

Comments:______________________________________________________

25. The objectives of adult distributive education programs should be determined by the local adult distributive education advisory committee.

a. strongly agree  
b. agree  
c. uncertain  
d. disagree  
e. strongly disagree

Comments:______________________________________________________

26. Special emphasis should be given to the recruitment of the disadvantaged and the handicapped for enrollment in adult distributive education programs.

a. strongly agree  
b. agree  
c. uncertain  
d. disagree  
e. strongly disagree

Comments:______________________________________________________

27. Course content for adult distributive education programs should be determined by local needs as identified by the local advisory committee.
28. Adult distributive education classes should be short-intensive courses, i.e., eight to twenty hours in length.

a. strongly agree  
b. agree  
c. uncertain  
d. disagree  
e. strongly disagree  

Comments:__________________________________________________________________________

29. Adult distributive education programs should be developed according to a sequential pattern of instruction.

a. strongly agree  
b. agree  
c. uncertain  
d. disagree  
e. strongly disagree  

Comments:__________________________________________________________________________

30. The curriculum for adult distributive education should be confined to the various facets of marketing, i.e., buying, selling, storing, transporting, risk bearing, financing, marketing research, standardizing and grading.

a. strongly agree  
b. agree  
c. uncertain  
d. disagree  
e. strongly disagree

Comments:__________________________________________________________________________
31. The adult distributive education classes should be structured so that the adult may 'enroll in' the program in order to meet their needs or 'withdraw from' the program when their needs have been met.

   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree

Comments: ____________________________________________

32. Adult distributive education programs should be designed specifically to meet the needs of the businessman.

   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree

Comments: ____________________________________________

33. Adult distributive education instructors should be required to be certificated by the state department of education.

   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree

Comments: ____________________________________________
34. The main criterion to be used in the selection of instructors for adult distributive education programs should be the successful work experience they have had in their field.

a. strongly agree
b. agree
c. uncertain
d. disagree
e. strongly disagree

Comments:__________________________

35. Instructors of adult distributive education programs should be chosen only from the business community.

a. strongly agree
b. agree
c. uncertain
d. disagree
e. strongly disagree

Comments:__________________________

36. Teacher education institutions offering distributive education training for the preparation of teacher-coordinators of high school distributive education programs should also offer courses for the preparation of instructors of adult distributive education on how to teach adults.

a. strongly agree
b. agree
c. uncertain
d. disagree
e. strongly disagree

Comments:__________________________
37. Adult distributive education instruction should be conducted on a formalized classroom basis.
   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree

Comments:_________________________________________________________________

38. Adult distributive education programs should enroll sales, supervisory, and service personnel in the same class.
   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree

Comments:_________________________________________________________________

39. A certificate of completion should be presented to each student who completes an adult distributive education course.
   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree

Comments:_________________________________________________________________

40. Measurable goals and objectives should be established for each adult distributive education course.
41. All adult distributive education advisory committee members should be selected from the field of distribution.

a. strongly agree
b. agree
c. uncertain
d. disagree
e. strongly disagree

Comments:_____________________________________________________________________

42. Adult distributive education advisory committee members should be utilized in order to help determine course offerings at the local level.

a. strongly agree
b. agree
c. uncertain
d. disagree
e. strongly disagree

Comments:_____________________________________________________________________

43. The adult distributive education advisory committee should be selected, organized, and appointed by the local superintendent of schools.

a. strongly agree
b. agree
c. uncertain
d. disagree
e. strongly disagree
44. The adult distributive education advisory committee should be selected and organized by the teacher-coordinator of the high school distributive education program and appointed by the local superintendent.

   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree

Comments:__________________________________________

45. Local adult distributive education advisory committees should help establish the criteria for the operation of a local adult distributive education program.

   a. strongly agree
   b. agree
   c. uncertain
   d. disagree
   e. strongly disagree

Comments:__________________________________________
APPENDIX G

FOLLOW-UP LETTER TO EDUCATORS
AND LAY PERSONS
Box 136
Bourneville, Ohio 45617
May 26, 1972

Name
Title
Address

Dear ____________

On May 10, 1972, you should have received a questionnaire concerning the issues in Adult Distributive Education in Ohio. As yet, your reply has not been received and I am wondering if the questionnaire may have been lost en route.

If you have not received the questionnaire, ____________, please indicate this on the enclosed self-addressed card and I will send you another. If you have received the questionnaire and have not had the opportunity to complete it, I would appreciate your reactions and comments as soon as possible.

Thanks again for your cooperation, ____________, and I shall look forward to hearing from you in the near future.

Cordially yours,

Paul Shoemaker
APPENDIX E

COMMENTS OF THE RESPONDENTS
ISSUE NUMBER ONE

Group 1—Employers:

"Should be state supported in conjunction with participants paying a portion of cost."
"Providing the studies are constructive and worthwhile."
"The federal government sponsors many programs and it is my belief this would be more beneficial than some other programs it sponsors."
"This is one method of creating educational opportunities for many people who might not otherwise have access to it."
"Adequate equipment is essential in training of adults."
"Should or could contribute in relation to State's initiatives."

Group 2—Employees:

"I believe it should be divided between federal, state and local support."
"Get back to state level."
"Provided through and controlled by state."
"State should finance their own programs without putting more burden on federal tax dollars."

Group 3—Teacher-Coordinators:

"Far better than welfare with no return."
"Excellent way to train people to be self-supporting."
"A portion of it."
"I also feel that state and local funds should provide some assistance. Also contributions from local retail establishments."
"Provided there would not be duplication of already available on high school level."
"Through the State Department."

Group 4—State Department:

"I feel that administration would probably become unwieldy when federal government provides equipment."
"If they are giving lip service to adult vocational education, they should be willing to put their money where their mouth is!"
"Equipment funded with state and/or federal support should be utilized for as many kinds of programs as possible."
"Adult education should have equipment provided by local funding."
"Education is a local function."
"On matching basis."
"Depends, if it comes through the state, O.K., not direct. Too many sets of rules."
ISSUE ONE—CONTINUED

Group 5—City Supervisors:

"If control is left in state and local hands and the parties involved are ready for this support."
"The federal government has a nasty habit of starting something and once in the community, jerking the financial help."
"Local responsibility."
"Should use local high school program facilities."
"Federal, State and local should all share expenses, not necessarily evenly."

Group 6—Directors of Joint Vocational Schools:

"I am one of those who does not oppose federal aid to education—in fact some uniformality in quality of educational programs may not occur in any other way."
"Additional money should be allocated to school districts offering adult education programs."
"At least fifty per cent—state or local."
"Hopefully, the programs should pay for themselves."
"But with state funds also."
"Uncertain of desirability of federal funds in this area."

Group 7—Adult Directors of Joint Vocational Schools:

"I feel that local money should also be involved here."
"I personally feel that we do not receive enough financial support or help for that matter."
"Should be used in conjunction with vocational programs."

ISSUE NUMBER TWO

Group 1—Employers:

"If the community does not have enough interest to provide some funds for the program, the program cannot be of much value to the community."
"Should or could contribute in relation to state's initiative federal funds should help."
"Shared locally by board of education and the participants."

Group 2—Employee:

"Reimbursed by the Federal Government."
"Provided by federal, state and local."
ISSUE TWO--CONTINUED

Group 3--Teacher-Coordinators:

"Where possible--participation increases interest."
"Certain amount."
"Salaries could come from a combination of state, federal
and business."
"The state could provide instructor's salaries according to
state industrial needs."
"Possibly local also."
"Should be shared with the local community."

Group 4--State Department:

"Local tuition to supplement."
"State funds for adults are not realistic."
"Part locally, remainder state."
"Local should never be able to offer adult education without
some local contributions."
"Help local community paddle their own canoe."

Group 5--City Supervisors:

"Not one hundred percent--partially."
"It would help cut fees for class instructors which are
way of covering salaries."
"Unless it is for high school credit."
"In part."

Group 6--Directors of Joint Vocational Schools:

"But with federal funds also."
"Partial--as in any adult program--remainder being tuition."
"Planned programs are part of the state requirement for
reimbursement, and this would help local program organiza-

Group 7--Adult Directors of Joint Vocational Schools:

"Only in highly concentrated areas of unemployment."
"Personally, I feel that to do an adequate job in adult dis-
tributive education programs, we need more than just a token
reimbursement!"
"I feel that a fair portion of the instructor's salary
should be obtained locally."
ISSUE NUMBER THREE

Group 1—Employers:

"A community in a 'poor' area may not be able to fully support a program that they want and need."
"Above their heads in too many cases."

Group 2—Employees:

"State."
"It should come from the state, too."
"Provide maintenance monies by federal, state and local."

Group 3—Teacher-Coordinators:

"Better to involve business community."
"Some money could be provided by state."
"Monies should be channeled through, but not only from local."
"This, too, should be shared, if possible."
"People at local levels already taxed enough."
"With state aid."
"For proper maintenance it depends on the attitude of the board of education."
"If local system supplies other monies, i.e., salaries, etc."
"Some districts have no monies. Money should be made available by state and used for distributive education and adult distributive education only."

Group 4—State Department:

"Partial monies, if they are having a hard time keeping their school open as it is—what's left of adult?"

Group 5—City Supervisors:

"Some assistance."
"Tuition helps."
"Local support—participating parties."
"Unless it is for organization in business for profit."
"To help keep up high school facilities."
"With help from federal and state."

Group 6—Directors of Joint Vocational Schools:

"The use of the high school facilities is many times the center for adult activities—instruction."
"Shared by state and local."
"I think local industry could help there a great deal."
"If worth doing at all—do it well!"
Group 7--Adult Directors of Joint Vocational Schools:

"I feel this way because it is the responsibility of the local board to maintain the educational facilities."

ISSUE NUMBER FOUR

Group 1--Employers:

"The people that need it most, may not be able to purchase the supplies they need."
"The company should assist on cost of supplies."
"With help from state and/or federal."
"Should be charged to sponsors."
"Shared."

Group 2--Employees:

"There should be some sort of fee; thus lessening the load on the state."

Group 3--Teacher-Coordinators:

"Better to involve business community."
"Again, state could help with some of the expense."
"Partly."
"Supplies--anything used directly by the students."
"Materials,--should come from fees."
"Yes, people would take greater pride in their educational program."
"This is more meaningful for the student--it's his investment."
"Contributions from retailers may also provide materials such as films, props, etc."
"Reasonable changes should come from local and state funds."
"In some cases fees might be prohibitive, in other instances, it would be desirable."
"If the fee can be set high enough to cover costs without making the course too expensive for participants."
"If you operate on a break-even system there will be no fund available. Kits should be provided by State Department, filmstrips, records, movies, etc."

Group 4--State Department:

"I guess this is a way of life to tack costs on tuition."
"I generally agree. However, in some instances it may not be advisable to charge an enrollment fee."
"Not exclusively!"
ISSUE FOUR--CONTINUED

Group 5--City Supervisors:

"If the training is for upgrading the employee, employers could pay some of the cost."
"State could help to supplement some or part of material and supplies."
"Fees help pay salaries--could help the program."
"If for organization for profit."
"I believe adult distributive education should be supported more like the high school programs with funds made available for educational supplies. Fees can't cover it all."
"With exception of disadvantaged programs--urban and rural."

Group 6--Directors of Joint Vocational Schools:

"If reasonable and justified to the enrollee."
"Unless local employers could or would help."
"Certain programs, fees would cost enrollees such a large amount that they could not afford it--should be shared by both local and state funds."
"To a degree it is quite possible that sharing of costs by adult program reimbursement through the state could occur."

Group 7--Adult Education Directors, Joint Vocational Schools:

"Person should pay for supplies if able."

ISSUE NUMBER FIVE

Group 1--Employers:

"Talent may not be available."
"Teacher-coordinators should work under direction of state distributive education."
"This could also be worked in conjunction with local Chamber of Commerce and employment services."
"Also, any company taking advantage of a program should have an individual to follow-up."
"Providing the local teacher is capable. Which most of the teachers have been capable."
"Should be lead by state and federal help."
"Partially--business too should promote."

Group 2--Employees:

"Would need more help in promotion and development than the coordinator."
"Agree to a certain extent. Teacher-coordinators are often too busy to handle extra things such as these. However, if they could instruct someone and guide them in this promotion and development, but not actually have the full load themselves, it would be better."
"I believe it should be developed by the state and local under federal supervision."
"Any strides or new ideas should be shared with all distributive education teacher-coordinators through some centralized office."
"Only if they meet state requirements."
"Each area varies in interests."

Group 3--Teacher-Coordinators:

"'Time' is a big factor."
"Right on! If they'll try it they'll like it!"
"Distributive education coordinators already over-worked compared to OWE, COE."
"Maybe promotion -- question development time available."
"With the assistance of the area adult consultant."
"To some degree!"
"Should be made a part of all distributive education curriculum courses required for coordinators."
"I think it is the responsibility of several people; the coordinator, the school administration, the business community, et cetera."
"This should be a requirement. I feel that the great majority of coordinators would actively promote adult distributive education, but they lack confidence in teaching business men how to operate their business. Workshops and drive-in conferences would help. I don't mean to criticize the adult staff, but maybe the regional consultants could spend all of their time working with individual coordinators to set up adult programs and show each coordinator how it is done. Then, more coordinators would be promoting more programs to more people over a larger geographical area than any regional adult consultant could possibly cover."

Group 4--State Department:

"And it should state this in his contract he signs with his local board of education."
"This should be the responsibility of virtually every teacher-coordinator."
"Should be required to promote or teach 'x' number of courses per year."
"And adult staff."
ISSUE FIVE--CONTINUED

Group 5--City Supervisors:

"With reservations--best situation would be more itiner­
ants."
"With additional pay if this requires extra time."
"Too many times the teacher-coordinator does not have the
time or facilities."
"Should help with the adult education department."
"If allowed time and adequately compensated."
"Should include stipend for services rendered; based on
quality of work."
"Add to local coordination a full time adult distributive
education coordinator such as in the Joint Vocational
Schools."
"With assistance from local and state supervisors."
"If there is no one else to promote programs."
"If paid extra."
"A teacher-coordinator at the local level can greatly rein­
force a high school program this way. He is available most
of the time--being local."

Group 6--Directors of Joint Vocational Schools:

"Adult education supervisor. Teacher-coordinators could
assist."
"He might help the adult supervisor, but his primary function
would be high school."
"Together with adult supervisor."
"But should develop good communications (both ways) with
administration for supportive roles."
"With Vocational Education Planning District and state
supervisory assistance."
"Along with the adult supervisor."
"In connection with retail or wholesale merchant's organi­
zations."
"By the adult supervisor and the entire administrative
staff."
"This is the pivotal point and one that is frequently
neglected by the local coordinator. Coordination time means
more than checking on students (expand program influence)."

Group 7--Adult Directors of Joint Vocational Schools:

"Would help--with his contacts in the community."
"If the teacher-coordinator can do the job."
"It is his job to know his field."
"The teachers job, in my estimation, is never done. He must
constantly be aware of and promoting educational training."
ISSUE FIVE—CONTINUED

"Except that many 'standardized' courses can be developed and promoted easily by the adult education director."
"Be interested in assisting and feel an obligation to provide expertise in subject matter."
"Good. Have the best contacts and can do more for promotion."
"True, if he is the one who makes contact for the school."

ISSUE NUMBER SIX

Group 1—Employers:

"But responsible to the local board."
"They should apply their recommendations to a higher authority."

Group 2—Employees:

"Final 'say-so' regarding income and expenditures should come from a state rather than local director."
"Should not get involved in too much bureaucracy, but should be some systems of checks to safeguard the proper handling of monies."

Group 3—Teacher-Coordinators:

"Most efficient method."
"This should apply in districts that have a full time director of adult education."
"I work through our school's clerk, Superintendent and board of education. They are tight with money and interested in progress (that costs money). Therefore, I think the local director could do a better job."

Group 4—State Department:

"He's the man that should know what's going on."
"I am uncertain as to whether this is a function of the vocational director or the adult director."
"If he has some distributive education in his background."
"Or people he designates."
"Could be with consent and cooperation of local distributive education coordinator."

Group 5—City Supervisors:

"Local supervisor of distributive education."
"At least should have separate funds or accounts."
"Through the local board of education, but with separate funding."
ISSUE SIX—CONTINUED

Group 6—Directors of Joint Vocational Schools:

"This will frequently be a joint undertaking with clerk, and vocational director."
"Those expenditures which are permitted by law."
"With clerk's accountability, also adult supervisor or adult registrar."
"Budget must be checked and coordinated with school director."
"Income and expenditures function of clerk. Administrative operation by the director of adult education."

Group 7—Adult Directors of Joint Vocational Schools:

"Clerk should."
"In our present organization, since no local tax monies may be used, the director of adult education must know where he stands at all times financially."
"School programs can only have one head."
"The local adult education director should have a separate budget for all the total adult education programs."

ISSUE NUMBER SEVEN

Group 1—Employers:

"Local community should be included."
"Freedom of choice."
"Unless they are made too restrictive."
"The local educational system would know the needs of the community."
"Should be done by the employment bureau."
"Some programs need to be tailored to a particular company's needs."
"I believe adult education, perhaps, need not be decided on by local schools."

Group 2—Employees:

"I feel that a competent instructor should interview each applicant and decide enrollment."
"Under federal requirements."
"Different communities have different populations. Criteria for enrollment should be established locally with approval by some central authority."
"Should be some state-wide guidelines for all divisions."
ISSUE SEVEN--CONTINUED

Group 3—Teacher-Coordinators:

"Criteria should be shared--state-federal-local...state with final approval."
"Experienced in this kind of program."
"State would have a much better idea of the criteria than any local board of education."
"With the aid of people in the field. Most all areas in the state are alike."
"It should be set locally. They know more about what is needed."

Group 4—State Department:

"Only when reimbursement is concerned."
"Perhaps they may set minimum standards for enrollment if they reimburse the program. However, I lean toward local control."
"Guidelines."
"Only if funded by the state."
"Only if financial support is provided by the state."

Group 5—City Supervisors:

"Local needs must be considered."
"Local conditions should dictate this."
"Help maintain standards."
"In cooperation with local system."

Group 6—Directors of Joint Vocational Schools:

"Should use input from others also."
"I feel the local adult director should have some say."
"Local responsibility to develop, select and produce."
"But only 'broad' criteria--leave a lot of area for local movement."
"Local."
"Only if state monies control the program."
"Local policy and needs with some broad state guidelines--maybe."
"Should be cooperatively established by state and local. Special programs--strictly local."
"There is need for quality control, however, the local situation may vary from place to place and require special consideration for approval."

Group 7—Adult Directors of Joint Vocational Schools:

"There must be guidelines."
"Joint effort between local and state if state funds are involved."
ISSUE SEVEN--CONTINUED

"As long as local directors have a say in the state plan."
"I point this out with reservation. I feel that there are times when local conditions must dictate this."
"Local needs."
"Guidelines O.K., but local flexibility in these matters is very important."
"Guidelines yes--criteria for ultimate enrollment in program--no."

ISSUE NUMBER EIGHT

Group 1--Employers:

"This is a basic right very important if good communication and coordination of ideas are to be consistent."
"The distributive education teachers should help establish criteria."
"Established by state department of education--insuring uniform established criteria."

Group 2--Employees:

"I believe the state should appoint instructors."
"State board of education."
"State level--to get equal distribution."
"But should meet some 'minimum' criteria established by central authority."

Group 3--Teacher-Coordinators:

"Academic orientation rather than vocational."
"Along with the state."
"State distributive education responsibility."
"Should be established by the state."
"The state department of education should set the requirements."
"The state department of distributive education should provide some guidelines to insure qualified instructors."
"This should be the responsibility of the local director of adult education."
"But remain practical."
"You would have a much better idea of the criteria than any local board of education."
"Staff should maintain this 'authority'."
"This depends on the board's background. I find that most members are not oriented toward adult education or vocational education."
ISSUE EIGHT--CONTINUED

Group 4--State Department:

"If they allow the adult director (who should be acting as the board) establish the criteria and do the hiring."
"Generally agree, however, if the program is to be reim-bursed, they should also meet state requirements."
"They are knowledgeable about adult distributive education."
"State department should participate with local boards to establish state standards."
"The state department should set the criteria."
"If criteria meets or exceeds state criteria if funded by state."
"Criteria depends on who funds the program."

Group 5--City Supervisors:

"In cooperation with state."
"With guidance from state level--only the local level can fully understand local needs."
"State department."
"With the aid of state guidelines and counseling."
"We need state standards as in high school programs--so qualified people are hired."
"Use state guidelines."
"Local criteria should be within the framework of state requirements."
"With guidelines set by state department."
"The local board should have the say so who will represent them, but should follow recommendation of the vocational adult director or vocational director."

Group 6--Directors of Joint Vocational Schools:

"They should act on information passed on by administration and state requirements."
"Too many local boards may employ unqualified instructors."
"Some consistent state standards needed."
"Guidelines from state."
"Minimum standards from state distributive education office."
"State should set criteria."

Group 7--Adult Directors of Joint Vocational Schools:

"Should provide basic policy--a framework in which adult director may work."
"Upon recommendations from the adult director and state certification requirements."
"State standards are enough."
"Should be consistent with any other state standards."
"State guidelines and certification standards best guidelines--local adult director can recommend employment of persons who meet these criteria."

ISSUE NUMBER NINE

Group 1--Employers:
"It is my opinion that this service should be available to the student."

Group 2--Employees:
"Teacher-coordinator or adult director."
"Do not really understand what you mean by follow-up studies."
"Local guidance departments are already overloaded."

Group 3--Teacher-Coordinators:
"Helps to make them aware of total program."
"Adult director's responsibility."
"Guidance department already overworked to point of inefficiency."
"I don't think this is the guidance department's job. The person who promoted the programs should be more efficient in obtaining this information."
"Should be responsibility of whomever coordinates the program--will know people better."
"Guidance in local areas should be responsible. A teacher-coordinator could help but he does not have the time."

Group 4--State Department:
"The local adult director should have this responsibility."
"Could be if guidance function is broad enough to accomplish this end."
"Depends on the type and length of course--pre-employment or supplemental, short term-long term."
"It would not get done."
"With supervision of the adult director."

Group 5--City Supervisors:
"Coordinator, guidance department, and director or supervisor."
"If procedure is to be standardized, the state staff should be involved."
ISSUE NINE—CONTINUED

"Principal of adult education."
"Adult director's job—depends on local guidance department."
"Specialized adult career counseling should be available on distributive education and others. Only when local coordinator supplies adequate initial information. Coordinator should assist and know what is going on."
"Not necessarily."
"At least to help teacher-coordinator."
"Teacher."
"The guidance department could never do it, and they would only foul it up."
"Never happen though!"

Group 6—Directors of Joint Vocational Schools:

"Working with the instructor."
"Teacher-coordinator or curriculum design person—reliability factors and use of information important here."
"This should be done by coordinator or the adult education department."
"This is adult guidance."
"Adult supervisor."
"But will they? Do they even understand the program?"
"Only when a series of programs are completed."
"Yes, if there is an adult counselor in the guidance department."
"When staff size permits."
"If they have an adult guidance worker."

Group 7—Adult Directors of Joint Vocational Schools:

"Time and funds are not available for this follow-up."
"Better suited for such activity but doubt if have sufficient time."
"Only if there is a separate vocational counselor for the adult education program."
"Local director should be in charge of this along with the local coordinator of distributive education."
"Not entirely, although they may assist teachers should provide leadership."

ISSUE NUMBER TEN

Group 1—Employers:

"An organization does not use an employee to audit its books."
ISSUE TEN--CONTINUED

"It is my opinion the student must seek this responsibility, and it should be available."
"The instructor must have a follow-up for checking on progress of local school."
"State."

Group 2--Employees:

"Coordination is necessary at state level."
"I believe the coordinator and guidance department should work together in this."

Group 3--Teacher-Coordinators:

"Disagree--the time factor."
"This person much more qualified than counselor for this purpose."
"Disagree."
"I don't believe follow-up studies would be effective if there were two or more instructors involved."
"This should fall on the person who promoted the program. Use the instructor for instruction purposes."
"Should be the responsibility of whomever coordinates the program. Will know people better."
"Instructors are paid for the time spent in teaching only."

Group 4--State Department

"Maybe in some cases--usually, guidance and the director have better access to the files."
"If he is paid for it."
"Full time programs yes--part time programs questionable."

Group 5--City Supervisors:

"He may be part-time instructor with little or no interest in follow-up."
"Yes, although I'm not certain about the real need."
"Should help."
"Only if for high school credit, and allowed time."
"To the extent that he supplies initial information and is aware of the transpiring follow-up procedures and results."
"Assignment should come from director."
"Such personnel would tend to be prejudicial, I feel."

Group 6--Directors of Joint Vocational Schools:

"No, but should be interested and assist."
"Probably has time and information to do job better than guidance."
ISSUE TEN--CONTINUED

"Working with the adult director and counselor."
"Assist yes, but he is bias in opinion and would affect results."
"Has ability to do this better than most, however."
"Adult education person."
"Should be adult guidance."
"Cooperative efforts of adult supervisor and guidance or all persons involved."
"Working with guidance department."

Group 7--Adult Directors, Joint Vocational Schools:

"Should work with the coordinator as a team effort!"
"Along with the local director."
"Depends on size and organization of local program."
"Guidance should carry out task--inform adult division of results."
"Both."
"Should work with guidance department."

ISSUE NUMBER ELEVEN

Group 1--Employers:

"Personal contact usually proves preferable."
"If the director comes from the local school."

Group 2--Employees:

"He should be responsible with a person on the state level."

Group 3--Teacher-Coordinators:

"Might help justify certain courses."
"Only when needed."
"Provided there is an adult director in the school system."
"O.K., this could be one of his responsibilities."
"If you have one."

Group 4--State Department

"Especially for part-time programs."
"If he is knowledgeable about distributive education."
"Could be shared with the teacher-coordinator."
"I like this method the best."

Group 5--City Supervisors:

"He should make sure it is completed."

"Adult education person."
"Should be adult guidance."
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"Working with guidance department."

Group 7--Adult Directors, Joint Vocational Schools:
ISSUE ELEVEN—CONTINUED

"Only when proper guidance personnel are unavailable and the coordinator is extremely overloaded."
"Should review results."
"He must assume responsibility, but delegate to teacher."
"This is best method of the four given."

Group 6--Directors of Joint Vocational Schools:

"As part of the administrative structure and reporting--if there is an adult director."
"For overall coordination."
"Responsibility yes--actual follow-up to be done by teacher-coordinator."
"Assist guidance in getting the job completed."
"Too many other responsibilities."
"He has to if there is no guidance available."

Group 7--Adult Directors of Joint Vocational Schools:

"Should work with the guidance department."
"Both should be involved."
"Normally, the adult director would not have time to do this himself."
"Responsibility of all three working cooperatively."
"In a supportive role to instructor."

ISSUE NUMBER TWELVE

Group 1--Employers:

"I feel this should be discussed by various people. Employers and teachers and coordinator to establish a better understanding for the needs being met and those to be met."

Group 2--Employees:

No comments.

Group 3--Teacher-Coordinators:

"Distributive education coordinators already overworked compared to OWE, COE, OWA."
"Could be a combination of adult director and teacher-coordinator--this could be worked out practically."
"Only if he has promoted and taught the program."
"He should have this job. He would be the promoter of the program in most cases."
"How could you track down people out of your area?"
Group 4--State Department:

"Could be shared with the adult director or vocational director."
"Put a little something on the line...$$.$"
"If he has the responsibility for planning and implementing the adult program."
"The teacher-coordinator should help the adult instructor. In any case, he should be aware of what is happening."

Group 5--City Supervisors:

"Only if the person is responsible for the adult program."
"To the same extent as the adult distributive education instructor."
"Perhaps!"

Group 6--Directors of Joint Vocational Schools:

"As an aid in program development and review."

Group 7--Adult Directors of Joint Vocational Schools:

"He can provide the expertise and continuity for such a successful venture."
"Depends upon the organizational structure and staff available."
"Unless he is employed in the adult education program."
"To each his own!"
"If teacher-coordinator is actively involved in development, promotion, and operation of the program."
"His primary interests and responsibilities are with day school activities."
"Should work with guidance department."

Group 1--Employers:

"Should be done on a voluntary basis--teacher-coordinators who are 'interested' will prove to be more successful!"
"Program should be developed and operated from a 'need' basis."
"It would depend on the other duties of these teachers."
"I think of this as an asset."
ISSUE THIRTEEN--CONTINUED

Group 2--Employees:

"I believe it should be done through the state and local education systems."
"This would be excellent if teacher-coordinators had time to do all this. I feel, perhaps, there should be someone appointed to handle this sort of schedule on an adult level only."
"No one should be forced unless set forth in the statutes of the distributive education administration."

Group 3--Teacher-Coordinators:

"Encouraged, but not required--too many variables."
"There is a lot of merit to this idea."
"Contractual?--when hired he should be told that it is part of his job--but contract?"
"Coordinators already overworked--if you cut out DECA-time consuming-0.K.?"
"Only organize and promote, not teach--same coordinator could not teach adults effectively."
"In some areas this may be very difficult."
"Many areas lend themselves to adult education more than others--like rural."
"He should be required--but a contractual agreement has a bad connotation. Set up work shops as in issue number five and I think you will get much more cooperation."
"Why not? It would be to their own benefit."

Group 4--State Department:

"Absolutely not!"
"Primary concern is the in-school program."
"If the arrangement is mutually acceptable to coordinator, such and community, O.K."
"We should think in terms of total program in distributive education."
"Amen."

Group 5--City Supervisors:

"Some of those guys you don't want to teach in adult distributive education!"
"Depends upon the teacher-coordinator. This may impose too much of a hardship."
"Creating such contractual agreement is hard--he does have some responsibilities."
"If not interested, can do more harm than good."
"Good method of initiating in-service type of training."
ISSUE THIRTEEN—CONTINUED

"With conditions that they are qualified and comfortable working with adults."

Group 6--Directors of Joint Vocational Schools:

"Why force all instructors? Some areas have no demand or capable person."
"Would hope he may wish to do one."
"Not necessarily contracted; maybe encouraged is a better way to promote."
"Depends on the individual and class to be taught."
"If they don't care about it, you can't force it that way."
"Is our emphasis on high school distributive education, or adult?"
"No--help with yes--required, no."
"Except teaching--should not be compulsory."
"This would depend upon the local needs."
"I don't believe you can force good performance consistently."

Group 7--Adult Directors of Joint Vocational Schools:

"Dependent upon situation!"
"I believe they should help organize and promote."
"A distinct advantage here is that possible work stations for in-school youth contacts are made."
"If teacher doesn't want it or if adult director doesn't want teacher, no contract should interfere."
"Not a desirable way of doing this."
"Should do as you suggest, but not forced by law."
"Disagree as a state requirement."
"Recommended."

ISSUE NUMBER FOURTEEN

Group 1--Employers:

"Coordinated."
"They could be coordinated or at least a liaison created to assist both."

Group 2--Employees:

No comments.

Group 3--Teacher-Coordinators:

"In my situation it works much better this way."
"Two different needs are filled."
"Adult distributive education should have a more flexible schedule than is usually present in general adult programs."
"Adult distributive education should be a part and promoted through the adult education programs."
"In most cases they should be separated for effectiveness."
"Should be on local level, but not separately."
"If not separated in this way, the local administrators will never understand the differences."
"Usually depends on what other type courses are offered."

Group 4—State Department:
"Only in our large cities would this be necessary."
"If the size of the school system warrants such separation."
"There is a conflict of interest if they are together."

Group 5—City Supervisors:
"I would prefer to see more competently trained administrators who have vision in vocational education."
"Believe that all adult education should be kept together."

Group 6—Directors of Joint Vocational Schools:
"Coordination must be involved, but not with all administrative detail."
"Must fit into general pattern and promotion for school adult programs, but coordinator can be used."
"Must be common for good administration."
"Classes should be held separately but under same enrollment structure."
"Never—too many divisions now."
"Could be different—should be under school district superintendent and his administrative staff."

Group 7—Adult Directors of Joint Vocational Schools:
"Depends on size of adult program."
"Distributive education as well as other adult classes should be an integral part of a comprehensive adult education program."
"Adult education is one program."
"I feel that it would depend on the size of the adult programs in operation."

ISSUE NUMBER FIFTEEN

Group 1—Employers:
"If a program could not be supported completely by candidates from the field of distribution, others could be invited to participate."
"Agree, only in part."
"Open to all who desire."

Group 2—Employees:

"Occupational interests."
"Not necessarily!"
"Not if there is a fee."
"Depends on fee charged."

Group 3—Teacher-Coordinators:

"Disagree, objectives may change."
"Same as regular distributive education."
"I feel that too much emphasis is placed on this in adult distributive education."
"Should also include those who have an educational interest in the field of distribution."
"In most cases. Could envision some cases where by others might be interested in some distributive courses."
"Let's be willing to train anybody who is interested in learning."

Group 4—State Department:

"Anyone interested should have the right to enroll."

Group 5—City Supervisors:

"Distributive education has lots to offer to other areas also. This becomes too restrictive."
"People can find if they might be interested."
"With exception of people who have made no concrete career selection."
"Disagree, or may end up there."
"We all should work at teaching people, upgrading people, etc. Material to be taught should be helpful to anyone willing to spend the time and money."

Group 6—Directors of Joint Vocational Schools:

"Too difficult to determine, prior to classroom experience by adult student."
"Let's take a few 'thinkers' from all areas."
"But other distributive education courses should be provided for those individuals without occupational objectives."
ISSUE FIFTEEN—CONTINUED

"Interest and inquisitive nature of people may produce distributive oriented students and course oriented people. Many people still don't know what distributive education is or all about."

Group 7--Adult Directors of Joint Vocational Schools:

"It is vocational isn't it?"
"Occupational objectives sometimes difficult to define and the limitations handicaps enrollment procedures."
"Adult education in general and adult distributive education specifically, should be flexible."
"Proper tuition and fees would provide this limitation."

ISSUE NUMBER SIXTEEN

Group 1--Employers:

"Particularly math and speech."
"Should be offered, but not required unless necessary to understand course."
"Needed in distributive occupation, regardless of field."
"In certain areas of the state, this would depend on the type of persons taking the course.
"There is a lack of good training in these areas in many high school and college students."

Group 2--Employees:

"Should be offered through a separate adult education class."
"It wasn't stressed very much in the class when I took it."
"They should have been taught this in school!"

Group 3--Teacher-Coordinators:

"Stepping on general adult education--work with where possible."
"Business math and business english?"
"According to the needs of the individual."

Group 4--State Department:

"This is responsibility of general adult education."
"Don't understand 3 R's."
"If they need it."
"If the sole purpose is to provide 3 R's--No--if the 3 R's are needed to succeed in the desired distributive occupation, a cooperative arrangement should be worked out so that the needs of participants are met by the instructional program best suited."
ISSUE SIXTEEN--CONTINUED

"Business math, english and writing."

Group 5--City Supervisors:

"I am concerned about all educators being forced into the role of 'all things for all people'."
"Only where the total adult program does not meet this remedial work."
"Only for high school credit."
"If needed, although regular adult programs usually provide for this."
"This is not the adult distributive education job. We're not geared for it."

Group 6--Directors of Joint Vocational Schools:

"In pre-employment adult basic educational programs."
"As a part of the curriculum."
"Only as they pertain to the trade, example: business or distributive math."
"If needed by student."
"Should be made available to those who need it."
"If needed to succeed in course skill objectives."
"Belongs in general educational development--but teachers should work together to develop programs of need."
"Adult basic education might be needed and other courses. However, requirements can be a detriment."
"Better to have stronger students in adult distributive education. Adult basic education takes care of remedial work I would think."

Group 7--Adult Directors of Joint Vocational Schools:

"Depends on enrollees."
"For all adult education."
"Basics are very important to persons in distributive occupations as well as in many BOE and other types of jobs."
"If it is needed--offer it.!!"
"Depending on the level and needs of this individual being served."
"Remedial--that is another ballgame!"

ISSUE NUMBER SEVENTEEN

Group 1--Employers:

"Classes should be planned for warehousing and freight handling positions."
ISSUE SEVENTEEN—CONTINUED

Group 2—Employees:
"I think persons contemplating distributive occupations should be included."

Group 3—Teacher-Coordinators:
"Too limiting—not really helping people."
"No—also those who intend."
"Courses should also be offered to general public."
"I don't believe it is necessary to be employed presently in distribution."

Group 4—State Department:
"To train, retrain, or upgrade."
"Or have an interest in becoming employed in a distributive occupation."

Group 5—City Supervisors:
"This would ignore the occupationally displaced or dissatisfied."
"Also the ones who want to go into a distributive occupation."
"Let's get everyone we can interested in distributive education."

Group 6—Directors of Joint Vocational Schools:
"Special programs for the purpose of upgrading—yes."
"But they should not be refused enrolling for upgrading purposes."
"Where do we get the others?"
"This would eliminate pre-employment courses."
"Maybe there is a need for two groups—those in the field and those desiring to enter the field."

Group 7—Adult Directors of Joint Vocational Schools:
"Many persons need training for entry level jobs or to start their own businesses."
"No other answer makes any sense."
"With today's rapidly changing technologies we need to be able to train those adults necessary for retraining."
"Occupational objective is better."
ISSUE NUMBER EIGHTEEN

Group 1--Employers:
No comments.

Group 2--Employees:
"Need training to improve communication."

Group 3--Teacher-Coordinators:
"Moderately."
"As long as it is involved with distributive education."
"With reservation."
"A class in adult consumer education called 'Adult Consumer Seminar for Intelligent Buying'."

Group 4--State Department:
"If there is a correlation between knowledge thus gained and performance in the marketing community."
"If there is time to attend to these matters."

Group 5--City Supervisors:
"Social issues are an integral part of most distributive occupations, thus should be dealt with in the same context, not under a separate distributive education social problem."
"I agree where applicable and applied to the overall distributive education picture."
"A man cannot be a good citizen unless he can earn a living."
"Dealing with people in distribution."
"Related subjects."
"I doubt if they can be separated in distributive education."

Group 6--Directors of Joint Vocational Schools:
"Better get down to brass tacks--if course is to be meaningful."
"Both integrated into skill objectives."
"Consumer education course would be real valuable."
"Strong part of distribution."
"To a degree when interrelated which is about always--social and economic problems today are many times inseparable."

Group 7--Adult Directors of Joint Vocational Schools:
"Only as such relates to functioning successfully as a distributive employee."
"Social problems facing distribution yes. Facing the world, No."
ISSUE EIGHTEEN--CONTINUED

"Regular adult distributive education courses could be designed to include social and economic problems."

ISSUE NUMBER NINETEEN

Group 1--Employers:

"I don't think this fits into the present system."

Group 2--Employees:

"I think this should be made available to any adult who needs it."

Group 3--Teacher-Coordinators:

"Very valuable courses."
"If there is equivalent criteria established."
"Only if the courses meet specific requirements such as content number of hours--relationship to occupation."
"If the instructor wants to develop a strong enough program to merit credit."

Group 4--State Department:

"As long as the courses would meet hourly requirements of the Carnegie unit."

Group 5--City Supervisors:

"Too many adults in distributive occupations and no high school diploma. Need training in this area."
"It would add another incentive to enter and be trained in their area."

Group 6--Directors of Joint Vocational Schools:

"To a limit of two or three units."
"Yes, should be designed to meet high school credit requirements."
"Based on same hours for other programs, such as academic. Elective segment only."
"Should be a local decision."
"Depends upon the criteria of the high school requested to give the diploma."

Group 7--Adult Directors of Joint Vocational Schools:

"If the instructor meets the proper certification standards."
ISSUE NUMBER TWENTY

Group 1--Employers:
"Should not be limited to the facets of marketing."

Group 2--Employees:
"Where does the state get it's authority to control knowledge?"

Group 3--Teacher-Coordiators:
"Too limiting--not really helping people."
"Upgrade, retrain, train."
"Also to prepare adults for distributive occupations."
"Not necessarily presently employed."
"Not only upgrading, but new areas."
"Should include anybody who is interested in learning."

Group 4--State Department:
"Or intending to be employed in a distributive occupation."

Group 5--City Supervisors:
"Too limited. We would be negligent of our responsibilities as educators."
"How about human relations, leadership development, et cetera?"
"Also those who want to enter a distributive occupation."
"Must be open to all."

Group 6--Directors of Joint Vocational Schools:
"Entry level preparation is a must to reduce welfare roles."
"Much broader base needed."
"Or planning to be employed in distributive occupations."
"This may be applicable to special problems offered for a specific firm."
"Social commentary warrants review. As a basic economic consideration--also governmental control."

Group 7--Adult Directors of Joint Vocational Schools:
"We need to train them for and to be well rounded and informed citizens."
"Too limited in scope. This would eliminate possible training opportunities for persons in lower socio-economic groups, et cetera."
ISSUE NUMBER TWENTY-ONE

Group 1--Employers:
"...meaningful counseling."

Group 2--Employees:
"This is needed very much!"

Group 3--Teacher-Coordinators:
"No--too expensive and not a function of this program."
"If possible or practical--I would question it's feasibility."
"Dealing with individuals and his specific problems should be the goal of a program."

Group 4--State Department:
"With the cooperation of the professionals."
"On pre-employment courses."
"Number of problems here, i.e., number of full time adult vocational counselors that are available and the size of the program."
"Entry level only."

Group 5--City Supervisors:
"If possible."
"This is a real weak area."
"Depends on the type of program."
"Counseling in distributive education careers should be provided."

Group 6--Directors of Joint Vocational Schools:
"Counseling should be in any course offered."
"When staff and facilities permit."
"They need help in career guidance the same as high school students."
"Adult guidance program."
"Provided 'qualified' counselors are available who know distributive occupations."
"Testing, career opportunities may be the first phase of a complete program."

Group 7--Adult Directors of Joint Vocational Schools:
"Possibly assist."
"Vocational guidance counselors should be employed in all large adult education programs."
Group 1--Employers:

"Certainly a desirable feature for the structure of the program."
"No promises of placement: Could deter full effort in self-help."
"If possible."
"The program could help adults set interviews for these people."
"Assist."

Group 2--Employees:

"Possibly some assistance for qualified persons."
"There should be some assistance available to those requiring any."
"Limited to assistance only."
"They should possess the ability to find the job being that they have more of an occupational education."

Group 3--Teacher-Coordinators:

"Only if it is a full-time adult class."
"We should do a better job in programs like Jingle Bell program."
"I feel the job of adult distributive education is to instruct and educate, not to be an employment agency."
"Natural follow-up of course."

Group 4--State Department:

"But not make a blanket promise. They should attempt to provide for job placement."
"This is a responsibility which has been too long neglected!"

Group 5--City Supervisors:

"Not as a must or a major thrust, but as a help when it can be a help."
"Aid in placement whenever possible."
"We would have to have a full time adult coordinator."
"We are not employment agencies--but we can help with placements."
"Would be hard to operate, however, under present financial set up."
"Complete distributive education program."
"If possible."
"Only if funds are available."
ISSUE TWENTY-TWO—CONTINUED

Group 6—Directors of Joint Vocational Schools:

"If practical--this requires additional staff and good community contact."
"But not guaranteed."
"Adult guidance program."
"Same as for high school, however, both should be coordinated through local established placement agency bureau of employment services."

Group 7--Adult Directors of Joint Vocational Schools:

"Would suggest that this be a joint effort of employment bureau and school."
"If possible."
"Limitations of the school must be recognized in this area--shouldn't promise what we can't deliver."
"This is not possible in all cases, an effort should be made."
"It might be better for Ohio Employment Services (to do a better job)."

ISSUE NUMBER TWENTY-THREE

Group 1--Employers:

"Program will not be successful without assistance from state level."

Group 2--Employees:

No comments.

Group 3--Teacher-Coordinators:

"No--staff already overworked."
"When needed by local."
"By all means. Basically because the state staff should know a little more about this field."
"When possible or when needed to start the program."

Group 4--State Department:

"If not--adult distributive education would close!"

Group 5--City Supervisors:

"This is essential in keeping the whole thing going."
"They help where needed."
"As consultants.

"State Department should promote those agencies, business, institutions at the state level."

"The state department can best use its influence at the state and national levels of such organizations that are so structured that the influence get down to the local level. EX: Work at the state level with such organizations as the restaurant people, retailers, manufacturers, etc. Work at the state level so that the state organization sends word to the local chapter."

Group 6—Directors of Joint Vocational Schools:

"Coordinate what is working in other areas so each level does not rediscover America or distributive education."
"Vocational education planning district and local together with state personnel."
"Very helpful."

Group 7—Adult Directors of Joint Vocational Schools:

"Should provide guidance and assistance (again teamwork)."
"In a general way—facilitator."
"More personnel should be employed for this purpose."

ISSUE NUMBER TWENTY-FOUR

Group 1—Employers:

No comments.

Group 2—Employees:

"Also with the high school distributive education program."

Group 3—Teacher-Coordinators:

"Plus individually."
"Coordinated—not connected."
"There should be some cooperation—not sure as to extent of coordination."
"If for scheduling, meeting facilities, etc."
"Can be done. Adult distributive education program offerings are listed in many general night school brochures now."
ISSUE TWENTY-FOUR—CONTINUED

Group 4—State Department:

"This can be easily done in our larger schools. Small schools would be harder to do."
"Small schools--less than 1,000 adult enrollment per teacher."
"Large schools--over 1,000 adult enrollment per teacher."

Group 5—City Supervisors:

"It cannot work any other way."

Group 6—Directors of Joint Vocational Schools:

"Many areas of distributive education programs could be worked in with general education--decorating, basic course, etc."
"If possible. Not sure its possible without more adult counseling."
"Where necessary to serve adult needs effectively."
"Amen or it would be a farce!"
"Depends on how structured and local need this is questionable."

Group 7—Adult Directors of Joint Vocational Schools:

"Very definitely!"

ISSUE NUMBER TWENTY-FIVE

Group 1—Employers:

"Included in, but not determined by."
"Assistance should be provided to local advisory committee from state distributive education."

Group 2—Employees:

"State advisory committees."
"Also in accordance with federal and state programs."

Group 3—Teacher-Coordinators:

"Among others."
"Yes, they can determine community needs."
"Basic guidelines should be set down by the state department."
"If you have one (I don't)."
"If you have an advisory committee."
ISSUE TWENTY-FIVE--CONTINUED

Group 4--State Department:

"Insights should be provided, but decision as to objectives should be made by administration of programs."
"Not entirely."
"Generally disagree--they can provide some input, but this is usually the responsibility of the school."

Group--City Supervisors:

"General objectives should follow state guidelines."
"Confirmed and clarified."
"Most certainly should help."
"In part."

Group 6--Directors of Joint Vocational Schools:

"Advisory committee and local school officials."
"At least through the counsel of local employers."
"They can be a big help--don't let the tail wag the dog!"
"With school participation."
"With school staff and state staff for broad base."
"But common sense and administrative ability must be inserted."
"Always the best way to go."

Group 7--Adult Directors of Joint Vocational Schools:

"Both education and business must decide--education must control!"
"Consistent with state and federal regulations and legislation."
"Shouls be recommended only for a decision by school officials."
"Objectives should be determined by the advisory committee, instructor and the students."

ISSUE NUMBER TWENTY-SIX

Group 1--Employer:

"From the distribution career field."
"Should be open to all interested applicants."
"For their sake, however; not for the sake of 'show'."
"Not special emphasis, but I think they should be recruited."

Group 2--Employees:

"'Emphasis' rather than 'special emphasis'."
"Where beneficial to both involved."
"They should be some of the first considered."

Group 3—Teacher-Coordinators:

"If handicap doesn't make unemployable."
"No--this needs a different kind of instructor."
"Agree only that people in these areas be made aware of this program through vocational counseling."
"I don't know."

Group 4—State Department:

"My feelings are mixed--because of my awareness of the inability to get these people enrolled."
"Provided there is a reasonable opportunity for employment when completing the program."
"Emphasis should be for all."
"To the degree that these special audiences can be served by distributive education and employed in a distributive occupation."

Group 5—City Supervisors:

"Emphasis not special."
"Good idea."
"Distributive education isn't a handicapped or disadvantaged area. Need polished people."
"When they can be brought into the area of distribution."
"Give them a fair chance yes, but not special emphasis."

Group 6—Directors of Joint Vocational Schools:

"Consideration--perhaps."
"They need to be employed where handicap does not inhibit employment."
"Nothing special--just plain do the job for people and it will take care of all!"
"But not a required percentage of each class."
"Accepted--trained, but no special recruitment. Let established agencies counsel and work with adult supervisors."
"Only if school is equipped to provide proper training."
"They should have equal opportunity."
"For those who may profit from such a program."

Group 7—Adult Directors of Joint Vocational Schools:

"Recruitment should be for all persons who need and may benefit from training."
"If the job description fits the person--let's face the facts! Must be capable!" 
"Vocational education can do a real service here and it is needed--but often ignored."

ISSUE NUMBER TWENTY-SEVEN

Group 1--Employers:
No comments.

Group 2--Employees:
No comments.

Group 3--Teacher-Coordinators:
"Inclusive determination, but not exclusive determination." 
"Yes--they can determine community needs."

Group 4--State Department:
"Local advisory committee cooperation with professionals and distributive education responsible for program administration."
"More input than the local advisory committee."
"With the mobility of our people, we can no longer be confined to local needs only, but should consider larger geographic areas."
"Plus what the adult learner demands as a result of trial and error."

Group 5--City Supervisors:
"The local advisory committee would lack materials and know-how in this area. They should identify the problem locally, however."
"Not all needs apply--conflict of interest is possible."
"Local needs."
"Local needs are many times not recognized by advisory people."
"Partially, but not entirely."
"People are too mobile to be restricted to local needs."

Group 6--Directors of Joint Vocational Schools:
"In conjunction with adult director."
"Particularly if there is a model to compare and modify."
ISSUE TWENTY-SEVEN--CONTINUED

"Combination local and state wide."
"Needs to meet local needs, but be broader."

Group 7--Adult Director Joint Vocational Schools:
"Along with qualified instructor."

ISSUE NUMBER TWENTY-EIGHT

Group 1--Employers:

"Providing this is sufficient time to be worthwhile to the student."
"Depends on course and needs."

Group 2--Employees:

"Depends on lecture material."
"I believe the course should be longer."

Group 3--Teacher-Coordinator:

"Not enough to be meaningful."
"In some cases a longer program is necessary--checker education (80 hours)."
"Not necessarily--probably sufficient in many cases."
"Most of the time."

Group 4--State Department:

"For supplemental I agree. But I disagree because you are not taking into account the current emphasis on full time (slot-in--slot-out) adult programs. This can run up to 900 hours for a 36 week period."
"But each should be part of a long range program."
"Not entirely."
"Depends on objectives, competency level and desired outcomes."
"Still based on needs!"
"Should be long enough to cover subject. There should not be an hour limit."
"However, some courses would require more time."

Group 5--City Supervisor

"For job up-grading."
"Some of this type."
"Some longer."
"There is a place for both short intensive as well as full time adult programs."
"This trend is fine for the employed person who is enriching his one attained skill. But inadequate for total career preparation and advancement."
"Short intensive courses are very important, but we should develop more full time day/night programs.

Group 6--Directors of Joint Vocational Schools:

"Depends on needs."
"Depends on needs, the nature of the course."
"Unless longer courses are needed for specific placement or job opportunities."
"It is better to link courses together than run long period of time--lot of experience has been gained in this through Manpower Training."
"Need full range of programs."
"Depends on community, but tend to think this would work best for most enrollees."
"Depends on skill or skills needed and proficiency level required for employment."
"What it takes to accomplish the task. I would think 48-72 hours."

Group 7--Adult Directors of Joint Vocational Schools:

"I would suggest different range, possibly 12-30."
"Not necessarily--depends on objectives and scope of program."
"Depends upon student clientele and course content."
"Even 20 hours is not enough time to be effective."
"Depends upon subject and objectives of course."
"Depends upon course--what overall program can be taught in 8 to 20 hours--a short term (1) punch seminar on a single activity may be OK."
"Depends on enrollees."
"This would depend on the nature of the course and final objectives."
"No longer than 35-50 hours."
"How can you learn a trade in 8 hours?"

ISSUE NUMBER TWENTY-NINE

Group 1--Employers:

"Has merit."
ISSUE TWENTY-NINE—CONTINUED

Group 2—Employees:

"Sequential within any particular field."

Group 3—Teacher-Coordinators:

"Developed but not limited."
"For some courses—leadership, human relations, personality development."
"Logical."
"In certain circumstances this would be very impractical."
"If the course offerings and participation are numerous enough."
"If a need is shown for a sequential pattern it could be implemented."
"It would depend on geographic area and companies e.g.,—some areas are down on education."

Group 4—State Department:

"Where beneficial to technology and people needs."
"If there is a need."
"The course work should be flexible enough to provide for any direction the adults wish to pursue."

Group 5—City Supervisors:

"A few—most are not."
"Where possible."
"Could be helpful in some areas to bring greater depth to classes."
"Start where the interest and needs are greatest."
"Especially for full time day and night classes, and also for short intensive courses."

Group 6—Directors of Joint Vocational Schools:

"Depends on student interest."
"But people should be able to take what they need and capable of handling rather than prerequisites."
"It may be good but not necessary."
"Particularly if a complete program is involved and there is enough of a population to draw from."
"Certain units can be placed anywhere in sequence."
"Be careful of letting patterns rule the game."
"Gives flexibility and continuity to program."
ISSUE TWENTY-NINE—CONTINUED

Group 7—Adult Directors of Joint Vocational Schools:

"It would depend on what goals the individuals have set up for themselves."
"Yes, indeed!"
"Not always feasible--this way you limit the number of potential enrollees for advanced classes."

ISSUE NUMBER THIRTY

Group 1—Employers:

"'People' courses should be provided."
"Originally I thought this was the purpose, but would we exclude too many?"
"This is fine for retailing, but perhaps it should be expanded further."

Group 2—Employees:

"A combination of more than one facet will enable the student to make a wiser decision as to which field he wishes to further pursue."
"Plus social and economical problems."
"This is not everybody's interest."
"I don't feel distributive education programs should be confined to one area."

Group 3—Teacher-Coordinators:

"And related areas--creative thinking."
"Possibly the advanced course but how about display advertising, etc."
"This takes in many more areas also the human element."
"Should be supported with adult general education when there is a need."
"Not if some of the basics are needed as included in Question 16."
"And others."
"Some other areas may come into the program, especially some service businesses needs."
"Should have a greater variety subject matter."

Group 4—State Department:

"Human relations, etc!"
"With the addition of human relations and other careers of dealing with people."
ISSUE THIRTY--CONTINUED

"Is this all distributive education is?"
"Plus communications, human relations and management skills."
"Should include also, the social skills and economic competencies."

Group 5--City Supervisors:

"But this isn't enough--short intensive units of these areas must be developed, much, much more of them."
"Do not limit--meet needs."
"Any area that fits into distribution."
"Design curriculum to meet local needs whether in the above facets or something else."
"3 R's and personal adjustment."
"Also related subjects."

Group 6--Directors of Joint Vocational Schools:

"Use the advisory committee to tell you this."
"Plus any areas not mentioned above that can be defined as distribution."
"Do not 'confine' people to any set pattern."
"Need of personnel should determine curriculum."
"Human relations, social issues, law, display, basic education, etc."
"There may be other facets needed."
"To the needs of the individual."
"Would add human relations, management type of instruction."

Group 7--Adult Directors of Joint Vocational Schools:

"There is more to distribution!"
"I don't feel that we can restrict our training--local conditions and individual needs have to be considered."
"Human aspect is important as an individual (speech--poise--appearance)."
"I do feel that distributive education like some other vocational education programs has become extremely protective of its domain at the expense of serving adult education needs in some instances."
"Need to include some basics such as math and communication skills."

ISSUE NUMBER THIRTY-ONE

Group 1--Employers:

"Might create drop-outs."
"Amounts to flexibility."
ISSUE THIRTY-ONE—CONTINUED

"Required to complete training program."
"Except when getting a credit for high school."
"I can't agree with withdrawing until a program is complete."

Group 2--Employees:

"Need discipline—should be required to complete courses begun."

Group 3--Teacher-Coordinators:

"Too mickey-mouse."
"This could be quite a problem—does he really know when his needs are met."
"Not withdraw on own will."
"If a class has continuity, I can't see how a person could enroll or withdraw at any point."
"When possible."
"This one puzzles me—but my viewpoint is expressed in Question 28—short courses would solve this problem."

Group 4--State Department:

"Mainly for full time adult."
"If non-credit."
"The student should complete the particular course that he signs up for but he should be able to select any course that he needs."

Group 5--City Supervisors:

"I'm not sure that an individual program (slot-in--slot-out) would work effectively."
"Open ended—open entry structured."
"Does not apply 8-20 hour courses, some longer."
"Should hope to finish or too long."
"The student, to profit most from training, must assume a fair share of personal responsibility."
"For a full time program, slot-in--slot-out is good."

Group 6--Directors of Joint Vocational Schools:

"Amen!"
"However, causes problems when local finances are involved to know how to operate."
"This is always the ideal, but has problems in administration, too."
ISSUE THIRTY-ONE--CONTINUED

Group 7--Adult Directors of Joint Vocational Schools:

"Short courses OK, but not the 'drop-in--drop-out' idea."
"If administratively possible and financially possible."
"I can see many complications with a program of this type."
"I am strongly in favor of an open-end--open-entry type of program."

ISSUE NUMBER THIRTY-TWO

Group 1--Employers:

"As well as the individual."
"Should be decided at the state level."
"Provide the adult student with wider background and better prospects for their future."
"But not necessarily limited to specific needs, who determines the 'specific needs' of the businessman?"

Group 2--Employees:

"A college professor could much easier and more thoroughly satisfy the businessman's needs."
"Education is designed to meet the individual's needs. He is not a permanent part of the community."
"They should be arranged for all needs of the businessman or businesswoman."

Group 3--Teacher-Coordinators:

"The enrollee."
"In specific businesses--e.g., Lasalles employees' training."
"To a degree that does not cheat the adult student."
"Should also consider the students and the community itself."
"The wants and needs of employees must be taken care of."
"I agree to meet his needs, but also the employees and potential employees."
"If the businessman is having the class held to satisfy his needs--but it should also satisfy the needs of the individual."
"In each community."

Group 4--State Department:

"Student needs are primary concern."
"It should meet the needs of the individual."
"Only so far as enrollees needs are not superseded."
"Of the enrollees."
ISSUE THIRTY-TWO--CONTINUED

Group 5--City Supervisors:

"What his needs are regarding the employees he hires and needs—and what employees need."
"When a singular group is involved."
"And his personnel."
"Meet needs of people working or going into distribution."
"If the training doesn't meet the needs of business it is of no value."
"And individuals."
"Only if it represents a cross section and not one business in particular."

Group 6--Directors of Joint Vocational Schools:

"The student."
"Providing these are the business men that are hiring."
"Within bounds of broad needs—not some guy's profit motive alone."
"Both specific skills and general awareness should be included—businessmen frequently have difficulty identifying their needs."
"If employer not satisfied—no jobs."
"And the needs of the student."
"And also community needs."

Group 7--Adult Directors of Joint Vocational Schools:

"And should include product market from the manufacturer, including buyers job descriptions, experimental sales, etc."
"Businessmen and adult students needs must be a mix, else students become locked into a specific pattern without an opportunity to expand horizons beyond that of his employer."
"To the extent that these needs also allow for the individual needs of the prospective enrollees."
"Teach to specific needs of individuals as it relates to the responsibilities he or she will undertake."
"Some consideration should be given to future needs also."
"Some—not all courses."

ISSUE NUMBER THIRTY-THREE

Group 1--Employers:

"As to formal education? Wouldn't some areas of instruction be more effective coming from practical experience and understanding?"
"Very important."
"Or adequate business administration background."
"Someone with years of experience in adult supervising might do a very good job."

Group 2--Employees:

No comments.

Group 3--Teacher-Coordinators:

"By present standards."
"Yes, if they are providing the money."
"It is OK the way it is set up now."
"If you consider temporary."
"Should meet local requirements."
"Within reason."
"It's a lot of red tape--the director should be able to determine if they are qualified."
"Certification is most bothersome in some cases. In some cases it stops a situation or a class because the instructor doesn't want to be certified."

Group 4--State Department:

"When approval or reimbursement is desired."
"Only if state department participates in funding the program."
"Education needs standards the same as law and other professions--professionals should set their standards!"

Group 5--City Supervisors:

"This at times has been something of a handicap, especially for short--intensive courses."
"I believe we need standards, but my experience would indicate that education often loses something 'special' through rigid certification."
"Control is needed, but a more individual approach is needed."
"This would be costly to administer."
"Keep standards."
"Individual situations and individual evaluation--local board of education have input--not a screen out!"

Group 6--Directors of Joint Vocational Schools:

"State department of vocational education, department of distributive education."
"Yes."
ISSUE THIRTY-THREE--CONTINUED

"All should receive training."
"Certification requirements should make allowances for special skills or experience."

Group 7--Adult Directors of Joint Vocational Schools:

"Based on strength of his or her work experience and not necessarily based on degree."
"Why?"

ISSUE NUMBER THIRTY-FOUR

Group 1--Employers:

"The ability to communicate must be of equal importance."
"The knowledge of 'business' is not the only desired ingredient for instructing--much, much more is involved."
"Partly--he also 'must be a good teacher' and be able to explain his success."
"Fine, but can the instructor put it across?"
"Should have good business experience--also, very important to have teaching qualifications."

Group 2--Employers:

"Educational background--successful work experience--and ability to educate others are all main criteria."
"Not necessarily--too often experienced 'business men' are not instructors and cannot relate to a classroom in an interesting and instructive manner. Although he may be a success in business, it does not necessarily mean he is a teacher."
"This should be one of the factors. Not the most important."
"Along with other experiences used as examples."

Group 3--Teacher--Coordinators:

"And their effectiveness in motivating and teaching."
"Also needs teaching experience."
"Two main criteria (1) successful experience, (2) ability to communicate this knowledge."
"Must have communication skills."
"Interest, ability to communicate are just as important."
"With reservations, they should be able to teach others."
"This is done at the college and universities."

Group 4--State Department:

"However, his educational background should have some bearing."
ISSUE THIRTY-FOUR--CONTINUED

"It is one--but may not be the 'main' one."
"If he can communicate in a teaching-learning situation."
"It is possible that he can't communicate with the adult learner--he also needs personality."

Group 5--City Supervisors:

"Plus some formal college training (2 year minimum)."
"Include personality."
"One consideration, second effectiveness of transmitting the experience is most important."
"However, the topic needs to be considered."
"This alone is not enough!"

Group 6--Directors of Joint Vocational Schools:

"Should be a factor to be included in the criteria."
"With other abilities to be met."
"But tend to the agreeing side."
"His ability to teach skill development to students, however, he should be successful in order to give students confidence."
"Would give strong consideration to this point."
"Teaching capabilities."

Group 7--Adult Directors of Joint Vocational Schools:

"Possibly the main criteria but not the only one."
"Also his willingness to help others."
"Many criteria, all equally important should be considered."
"Many other factors need to be considered."
"Combination--experience and education."
"Main yes, but that isn't all."
"Assuming adequate instructor training."

ISSUE NUMBER THIRTY-FIVE

Group 1--Employers:

"It should not be all one-sided. Business can learn from others, too."
"Don't care for that limitation: Get the best you can find for a specific course from any sector."

Group 2--Employees:

"Teaching is also a profession."
ISSUE THIRTY-FIVE--CONTINUED

Group 3--Teacher-Coordinators:

"Not necessary."
"However, you may find people from education who could handle some courses (creative thinking, personality development, etc.)."
"Personality development--congressman--doctor. There are other areas that might qualify."

Group 4--State Department:

"What about distributive education coordinator--other qualified teachers in technical institutes or college."
"Sometimes a resource person from another area or from a college or university can be tremendous."
"Unless the skill to be developed can be accomplished by an 'expert' from another field--communication skill for example."
"Distributive education coordinators are excellent instructors."

Group 5--City Supervisors:

"We would miss too many good teachers this way."
"Depends upon course topic."
"True to a point. Distributive education coordinators often make good teachers also."
"Not only!"

Group 6--Directors of Joint Vocational Schools:

"Depends on what needs to be taught and who can do the best job."
"Support staff as available from any area."
"The breadth of a complete sequential program requires other expertise."
"Or teacher-coordinators or specialists in such areas as human relations, philosophy, etc."

Group 7--Adult Directors of Joint Vocational Schools:

"Depends on background."
"Many top notched distributive education instructors came from industry."
"If possible."
"High school and college instructors and persons from other fields should be utilized also."
ISSUE NUMBER THIRTY-SIX

Group 1--Employers:
"Our most frequent gripe was that one instructor treated our executives as teenagers."
"Very good."

Group 2--Employees:
No comments.

Group 3--Teacher-Coordinators:
"Make their facilities available and help teach and promote."
"Call in Doc Mills."
"Why not?"
"Courses should be offered all over the state at different times of the year."
"It would help."

Group 4--State Department:
"It should be an intensive preparation, not one course which is optional in nature."
"Also how to promote and organize courses."
"Provided there are enough personnel to take on the extra load."
"Courses should be offered--not sure it should be by teacher-education institutions."
"Yes! yes! yes!"

Group 5--City Supervisors:
"Help train people for areas in which they serve."
"With help from state in financing."

Group 6--Directors of Joint Vocational Schools:
"Short in time, however, and local location."
"This would be an advantage over system now used."
"Yes."
"No, they are not up to date enough to do the job. Local responsibility of administrative staff."
"Doubt that these institutions are able to show anyone how to teach 'adults'."

Group 7--Adult Directors of Joint Vocational Schools:
"These courses would include all areas, not just distributive education."
"If they know how! Some are sorely outdated."
"I think that state staff people would do a better job in this area."

ISSUE NUMBER THIRTY-SEVEN

Group 1--Employers:
"Depends on subject and objective of course."
"Not always."

Group 2--Employees:
"Depends on subject at time."
"I think most classes should be judged individually—as some classes are more informative on a discussion basis where others are almost necessarily formal classroom based."
"Would depend, take situation and subject."
"With a discussion group concept added."

Group 3--Teacher-Coordinator:
"People still like structure."
"Not only formal, but also some informal."
"Should be more informal. First name basis, etc."
"There is a time for some formality, but most should be informal."
"Individual informal basis."
"Formal instructions are stiff. You get the best out of them informally."

Group 4--State Department:
"Informal!"
"Depends upon class."

Group 5--City Supervisors:
"Plus informal."
"Sometimes."
"Not mandatory all the time."
"It depends, the needs may be able to be met in other conditions."
"Informal—relates to members of class."
"If this accomplishes the desired objectives."
"Depends on class and materials. Adults dislike rigid formal atmosphere."
ISSUE THIRTY-SEVEN--CONTINUED

Group 6--Directors of Joint Vocational Schools:

"Professional basis."
"Some of it will be more meaningful taught elsewhere."
"Depends on the nature of the program."
"Yes, some--but mostly informal classroom atmosphere."
"Appropriate instruction for area being taught."
"Depends on class, teachers, etc."
"Depends on what is taught--informal best for adults in lab situations."
"I believe in most adult instruction there must be an air of informality along with formal participation."

Group 7--Adult Directors of Joint Vocational Schools:

"Might be conducted on a formal classroom basis in some areas as well as workshops, simulation, etc."
"Informal, but on structured basis."
"Depends upon subject--instructional lab work will assist in learning processes."
"Mostly."
"Should be individualized--supervised instruction."
"Whatever is needed!"
"Not necessarily."
"Depends on the class and facilities."

ISSUE NUMBER THIRTY-EIGHT

Group 1--Employers:

"Not if the class is specialized--interest would not be shown by all. Benefit of program would suffer."
"In some yes, but if the class does not interest all students, some might drop out or lose interest."
"Obviously each would get a new understanding of the other roles, but it could also be impractical in many instances."

Group 2--Employees:

"If they wish to attend--should be permitted to do so."
"Again, some classes would be good for all classifications as mentioned, where others should be taught to those who would benefit from them. This is where a counselor is necessary! To see the right people taking the most beneficial classes!"
"Discussion on all facets."
"I believe guest instructors help to illustrate various areas of distributive education programs."

Group 3—Teacher-Coordinators

"Depends on the class."
"Not in all areas, though."
"Too hard to teach at all levels."
"This would be alright if they were from different businesses the interaction of the ranking views could be helpful. If the supervisors were from the same firm this often causes discomfort for the other personnel and the learning processes dampened."
"Depends on course content!"
"Depends on what the course is."
"Depends on the nature of the class."
"Depends on particular course. Personality, creative thinking no—supervisor—yes."
"Depends on the class or subject."
"Depends on what you are trying to achieve."
"Might be possible in certain areas."
"You are seeking students on any level."

Group 4—State Department:

"Dependent on the type of class being given."
"Depends on the objectives of the course."
"Depends on the subject."
"Depending on content of program and objectives."
"It depends on the class, for some classes yes—for others, no."
"Depends on nature of class."

Group 5—City Supervisors:

"This can be a handicap as well as a help—depends on class."
"Depends on what is being taught."
"Depends on subject—business communications, yes!"
"In some areas."
"Only if subject matter pertains to their interests, classes probably better if set up for specific needs."
"I've taught classes with a mixture as well as somewhat homogeneous. There are advantages both ways depending on what the situation is."
"Interplay."
"We learn from each other."
"Usually better with homogeneous group with same objective."
ISSUE THIRTY-EIGHT--CONTINUED

"May have different objectives."
"If it is beneficial to all."
"Some areas such as human relations, yes."

Group 6--Directors of Joint Vocational Schools:

"They all have to work together and should know each others job and responsibilities."
"They must realize each others problems in order to succeed together."
"Some programs yes, some no."
"Interaction is excellent influence."
"Depends on the situation."
"Only if all can profit from instruction."
"In most courses."
"Depends on what is being taught--general principles could apply to all."
"Maybe, but not essential."

Group 7--Adult Directors of Joint Vocational Schools:

"I doubt it--somebody better versed in distributive education would have to answer this!"
"Depends on the type of class."
"They might all benefit from basic psychology, no matter about their job."
"Probably better to direct training towards one group--would not completely exclude others."
"Some classes should include students from all facets of distribution."

ISSUE NUMBER THIRTY-NINE

Group 1--Employers:
No comments.

Group 2--Employees:
No comments.

Group 3--Teacher-Coordinators:

"On some short courses--this is not done in Lima (2 and 4 hour courses)."
"Used for employment."
"Good public relations."
"And an impressive one."
ISSUE THIRTY-NINE--CONTINUED

Group 4--State Department:

"This provides more incentive."
"It is 'nice'."

Group 5--City Supervisors:

"Recognition."
"Depends on group and course content."

Group 6--Directors of Joint Vocational Schools:

"Good public relations--sense of accomplishment."
"Pride in accomplishment."
"Need success then employer recognition."
"Incentive to complete plus sales techniques in acquiring new students."

Group 7--Adult Directors of Joint Vocational Schools:

"Either a certificate for non-credit course or credit towards diploma of credit type course."
"Good public relations."
"What is it worth--on real short course?"
"This has merit--the individual feels a certain pride in receiving the certificate."

ISSUE NUMBER FORTY

Group 1--Employers:

"Lots of luck?"

Group 2--Employees:

No comments.

Group 3--Teacher-Coordinators:

"Logical--improves program."
"The only way success many times can be measured is after the person gets back on the job. Thus trying to measure it during a class session may be quite difficult. But goals and objectives should be set, so as to be organized and create a whole picture."
"How would you measure? Written test on a formal basis slows the promotion of classes."
"You don't have to have goals for everything. Simple enjoyment may be all that is desired."

Group 4--State Department:
No comment.

Group 5--City Supervisors:
"But this at times is extremely difficult!"
"Know where you are going and for evaluation."
"Because of different background we may not achieve goals and objectives."

Group 6--Directors of Joint Vocational Schools:
"Goals always help get the job done."
"Without purpose, goals and objectives there is no direction."
"How do we tell where we have been or are going without them?"
"For those technical areas taught with behavioral change no learning has taken place."

Group 7--Adult Directors of Joint Vocational Schools:
"Yes, indeed!"
"I agree, but I hope we don't measure everything to the point that it dictates to us."

ISSUE NUMBER FORTY-ONE

Group 1--Employers:
"A people's course instructor could be knowledgeable supervisors from almost any industry. (However, care must be taken vis-a-vis union vs. non-union work instructors)"

Group 2--Employees:
"Along with distributive education teachers."

Group 3--Teacher-Coordinators:
"Most but not necessarily all."
"You don't take your watch to a plumber."
"I feel there are other qualified people."
ISSUE FORTY-ONE--CONTINUED

"Should include teacher or administrator."
"Some administrators also."
"Determining factors would be the person's interests and willingness to assist."
"I would not say almost."
"I don't believe in advisory committees."

Group 4—State Department:

"Educational personnel also!"
"The advisory committee could have a consumer representative also."
"Most cases—but could be exception—like school superintendent or principal or board member or employment services."
"You may want to have someone represent the consumer or the lay public."
"Consumers and others may provide valuable insights—especially through confrontation in a committee structure."
"School personnel should be included."

Group 5—City Supervisors:

"I am not completely sold on advisory committees."

Group 6—Directors of Joint Vocational Schools:

"Majority yes—but all questions, perhaps bureau of employment services personnel should be involved or other employment agency personnel."
"Areas as required."
"Some from production, management, etc."
"Consumers may have a contribution to make."
"Feel 1 or 2 should be outside of distribution to create some thoughts."
"With representatives from management."

Group 7—Adult Directors of Joint Vocational Schools:

"Consumers should also be represented."
"May be an opportunity for them to learn something from someone else."
"Should reflect representative group."
ISSUE NUMBER FORTY-TWO

Group 1--Employers:
No comments.

Group 2--Employees:
No comments.

Group 3--Teacher-Coordinators:
"You don't take your watch to a plumber."
"Providing they meet the needs of the students and business community."

Group 4--State Department:
"Help is key word."

Group 5--City Supervisors:
"Community involvement on a limited basis."
"Should confirm; use of surveys most helpful."
"Without a good strong advisory committee, the program or course has two strikes against it."

Group 6--Directors of Joint Vocational Schools:
"With help from vocational education planning district and state personnel."
"I question whether they would really be objective and not try to promote their own interests."

Group 7--Adult Directors of Joint Vocational Schools:
No comment.

ISSUE NUMBER FORTY-THREE

Group 1--Employers:
"Should be handled by local Chamber of Commerce."

Group 2--Employees:
"There should also be a state level."
"In cooperation with the state."
Group 3--Teacher-Coordinators:

"What does he know about distributive education?"
"Should be the responsibility of the teacher-coordinator, the vocational director, adult director."
"Unless he appoints those people who the adult distributive education promoter tells him to appoint."
"Appointed? or asked to serve?"
"He should be a member--but a member only."
"Politics sometimes will not provide you with the type committee."

Group 4--State Department:

"Maybe 'appointed' but not selected."
"The superintendent could be involved to lend support to the value of the committee but he must take the advice and recommendations of the teachers."
"Good to keep him involved but selection, organization and appointment should be up to adult director or coordinator where he is strong."
"Selected no--appointed yes."
"Selected no--appointed yes."

Group 5--City Supervisors:

"He doesn't know the community that well."
"Confirming agent."
"Teacher-Coordinator should help since they are in constant contact."
"Have input."
"He doesn't have the time."
"Schools should still continue to run the programs."
"Supervisor."

Group 6--Directors of Joint Vocational Schools:

"Adult superintendent."
"Depends on school district."
"He ain't the man for this job."
"All administrative personnel should have an influence plus teaching staff."
"At least let the old devil in on the situation."
"Only appointed by the board of education through the superintendent."
"Adult director or teacher-coordinator with assistance of school administration."
"To include staff members who are responsible for evaluating program of instruction."
ISSUE FORTY-THREE--CONTINUED

"Coordinator, adult superintendent could be effective, I think."
"I would suggest a screening committee composed of individuals employed in distribution."
"By director or superintendent of distributive education or superintendent of adult education."
"Should meet over all criteria for advisory committee and board policy, appointment by area concerned."

Group 7--Adult Directors of Joint Vocational Schools:

"Combination superintendent-teacher."
"Should carry endorsement of local board of education."
"With the advice of distributive education and adult education personnel."
"By adult superintendent and teacher-coordinator."

ISSUE NUMBER FORTY-FOUR

Group 1--Employers:

"Teacher-coordinator needs some check of his activities?"
"Due to the fact these teachers work with the employer in the community."

Group 2--Employees:

"In cooperation with the state."

Group 3--Teacher-Coordinators:

"If necessary."
"Maybe for hoopla and formality and prestige."
"What does he know about distributive education?"
"If there are no other people assigned this responsibility I could go along with the statement."
"Should be the responsibility of the teacher-coordinator, the vocational director, adult director."
"Coordinator should/could help depending upon size and needs of the program."
"Coordinator will usually know businessmen better than superintendent."

Group 4--State Department:

"Depends on who is responsible for adult education."
"Also need input from adult director or superintendent if available."
"With help from adult director--where there is one."
ISSUE FORTY-FOUR--CONTINUED

Group 5--City Supervisors:

"Perhaps, according to organization."
"Input."
"Ties all groups together."
"Superintendent should have nothing to do with it—he may be on the advisory committee as an acting member, but that is all!"
"Probably better than 43 since the coordinator would be better able to know who the interested business men are."

Group 6--Directors of Joint Vocational Schools:

"Only one teacher-coordinator in system, yes. Larger system would be different."
"Cooperatively by all."
"Could help—official word, etc."
"Need business help in selection and organization."
"Don’t think superintendent needs to appoint."
"Depends on coordinators knowledge and familiarization with community. In most cases, yes."

Group 7--Adult Directors of Joint Vocational Schools:

"Would agree except size of school system may mean that others such as supervisors should be involved."
"Not sure about appointment."
"Approved formally by board, good public relations with board and advisory members."
"Appointment by superintendent is merely a formality."
"Combination."
"In cooperation with teaching staff mold into an organized working group."

ISSUE NUMBER FORTY-FIVE

Group 1--Employers:

"Should be a community employer, at both factory and business, endeavor."

Group 2--Employees:

"Should be a joint effort between local and state."
"To a certain extent."

Group 3--Teacher-Coordinators:

"They know needs."
"Only as long as their aim is to improve the program quality."

Group 4--State Department:
"Key word--'help'."

Group 5--City Supervisors:
"Input!"
"They know what is needed!"
"Pertinent to local support of program communications media."
"This is one of the functions of the advisory committee."
"The advisory committee should help isolate the problem--and should advise only as to course content."

Group 6--Directors of Joint Vocational Schools:
"I agree for indicating need, serving as resource person and assisting in evaluation of program conducted."
"With professional help as required to provide strong sound planning and broad base."
"But insert common sense and administrative ability."
"Advisory only!"

Group 7--Adult Director of Joint Vocational Schools:
"Should make recommendations only."
"And evaluation criteria including interpretation of evaluation finding."
"It is recommended that we work together for a successful program."
APPENDIX I

SCHIEFFE MULTIPLE POST-HOC COMPARISONS
### Scheffé Multiple Post-Hoc Comparison

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BIBLIOGRAPHY


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Hendrickson, Andrew. Improving Adult Education in Ohio's Public Schools. The Ohio State University, 1958.


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