

ABSTRACT

Henry Harper Goodman. VIEWS OF BUSINESS OWNERS AND MANAGERS IN KINSTON, NORTH CAROLINA, TOWARD HIGH SCHOOL VOCATIONAL EDUCATION. (Under the direction of Dr. James William Batten) School of Education, September 1968.

The purpose of this study is to gain practical and usable insights into the relationship of the schools and the business community in providing adequate vocational preparation. A researcher designed printed questionnaire was hand carried to each of 150 business owners and managers who consented to cooperate in the study. The underlying aim was to gain information that will reflect the present status of employer attitude and, at the same time, point directions for future growth and improvement of vocational education at the high school level. The return rate was 84 per cent (126 questionnaires).

Among the major issues dealt with are the status of vocational education as reflected through the collective views of the participants, the relation of academic preparation to vocational training, participant awareness of broader issues relating to vocational education, consideration of specific course content and organization, co-operative vocational programs, and community resources for vocational education.

Also treated were some of the philosophical and socio-economic aspects of the work ethic in American society, and

the changing role of work engendered by social and technological forces.

Each questionnaire item was treated as a separate study, and accompanied with narrative explanation, tabular figures, and histograms to make the concentration and spread of responses easier to interpret.

A positive climate of opinion and attitude toward high school vocational training was found; while the executives strongly support sound general and academic preparation for high school students as foundation for employment at all levels, they feel that equal status should be accorded students whether their programs are academic or vocational. Education for work should not be restricted to the non-college bound students and those with low ability.

Employers seem to feel that basic information, understanding, and skills should be emphasized in high school vocational programs, and that more advanced and specialized job preparation can be acquired after high school. In this context, they see the need for more articulation between the high school vocational education programs and such advanced programs as those offered through Lenoir County Community College.

From these findings it is recommended that resources of the schools and the business community should be concerted more intensively to provide realistic vocational education.

VIEWS OF BUSINESS OWNERS AND MANAGERS IN KINSTON, NORTH
CAROLINA, TOWARD HIGH SCHOOL VOCATIONAL EDUCATION

A Thesis
Presented to
the Faculty of the School of Education
East Carolina University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
Henry Harper Goodman
September 1968

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ACKNOWLEDGMENTS

As the significance of formal education cuts deeper into the lives of American citizens, school people find it necessary to enhance their effectiveness. New techniques, some reaching beyond the classroom, must be introduced. In the case of co-operative vocational education programs, an old idea is being revised for broader application as an approach to job training at the secondary school level. This study attempts to map the attitudes and beliefs of employers in a single Eastern North Carolina business community toward vocational training in the high schools. Much can be learned from businessmen about the personal qualities and skills necessary for successful employment. In the case of co-operative job training, the attitudes and demands of the business community must be more fully explored, for school and business firms become active partners in preparing vocational students for the world of work.

The scientific investigation of educational problems and techniques is central to the life and work of the director of this study, Dr. James William Batten. It is for his guidance that grateful acknowledgment is made.

Another professor and friend who has provided guidance and encouragement, and to whom appreciation must be directed, is Dr. Ralph Brimley.

This study could not have been undertaken had it not been for the permission and assistance of Dr. R. Max Abbott, Superintendent of Kinston Schools, and Frank L. Mock, Jr., Principal of Grainger High School in Kinston. Both Dr. Abbott and Mr. Mock read the questionnaire in preliminary form and made valuable suggestions toward its improvement. James C. Billings, former Executive Vice President of the Kinston Chamber of Commerce, and his staff provided invaluable help in printing the instrument and identifying business people in appropriate positions and of suitable reputation to meet the standards of the purposive sample employed.

Finally, appreciation must be expressed to the 150 Kinston business owners and managers who indicated willingness to participate in the study.

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CHAPTER I

BACKGROUND AND PURPOSE OF THE INVESTIGATION

The investigation reported in this thesis may be seen properly as an attempt to explore selected aspects of a larger problem. That larger problem is concerned with the needs for vocational education programs in the secondary and post-secondary schools to conform to actual market demand for pre-trained and trained workers in the economy of Kinston and Lenoir County, North Carolina, and the surrounding trade area.¹

Several visible situations point up the need for a study that would provide an objective overview of the potential for vocational education in the area in question. These situations are both economic and educational in character. Kinston is the County Seat of Lenoir County, and serves as a marketing and trading center for a large, predominantly agricultural area including Lenoir and substantial parts of several surrounding counties. Kinston's traditional role as the urban hub in an essentially rural-farming economy is as much alive today as it ever was, but the scope of economic life in the town and its trade area

¹A map of the City of Kinston is presented in Appendix A on page 124.

is growing broader with time. There is a nascent manufacturing and processing industry that is dynamic and growing more important as a foundation upon which the economy of the area rests. Coupled with the historic retail and marketing traditions of the town, Kinston is becoming more important as a distribution center with firms to supply many kinds of wholesale goods and services to retailers in a large area of Eastern North Carolina's central coastal plain. Since 1890 the population of Lenoir County has risen each decade, and by 1960 exceeded 55,000. In that year 33,404 white county residents and 21,872 Negro residents were counted. The population of Kinston proper has more than doubled during the 30-year period from 1930 to 1960, reaching 24,819 by the latter year.²

Facts of the general economy point to the need for an area-level vocational education program which would encompass and reflect both the needs for appropriately trained people and the ability of the high schools and post-secondary institutions to provide realistic preparation for workers to fill the growing number of entrance jobs. There are, to be sure, well established vocational

²William S. Powell, Annals of Progress: The Story of Lenoir County and Kinston, North Carolina (Raleigh: State Department of Archives and History, 1963), p. 5.

programs with a variety of offerings already in existence. City and county school officials have taken steps during recent years to strengthen vocational offerings in the high schools.³ Lenoir County Community College was established in 1960 as one of the Tar Heel State's Industrial Education Centers, and has come to play an important role in providing vocational education opportunities. There is evidence, however, that because of the lack of a co-ordinated vocational plan based directly upon labor and skill needs, present vocational programs do not reflect to a sufficient degree the economy in which students must ultimately seek work.

Several major economic developments in the Kinston area during the last decade have made more acute the need for additional study of the role of vocational education. Over the years, these technical and economic changes have tended to render a substantial segment of the urban and regional population in a progressively deteriorating circumstance. Mounting labor costs, the availability of

³A major reason for the program of high school consolidation placed in effect in Lenoir County in 1964 was to provide broader curricular offerings in academic and vocational studies. Employment oriented courses such as Introduction to Vocations and Co-operative Distributive Education were installed when the high schools were consolidated. Officials of the Kinston City Schools are planning a comprehensive secondary curriculum which will include more vocational offerings in the future.

progressively more sophisticated agricultural machinery (especially harvesters), coupled with newer methods of marketing and processing dry tobacco in the local factories and growing demand for skills that have yet to develop in the local population have tended to erode even the seasonal employment opportunities this segment of the population depends upon so heavily.

I. SCOPE OF THE PROBLEM UNDER STUDY

Many facets of economic and educational life of a community such as Kinston could be studied with great profit. The number of problems and unanswered questions seems endless. Since the present study was undertaken primarily to gain practical and usable insights into the relationship of the schools and the business community in providing adequate vocational preparation for young people, the approach taken in the investigation was determined in part by the following considerations:

- **What kinds of jobs will be available to young men and women who wish to remain in the Kinston area?
- **What kinds of vocational education programs are needed to prepare young people to get, keep, and progress in these jobs?
- **How do employers feel about vocational education programs as a source of future employees? What are their attitudes and opinions about vocational training?

It is primarily through the last question that the other two were approached.

Statement of the Delimited Problem and Objectives

The study was conducted to gain more exact insights into how leaders in all phases of business and commerce in the Kinston area feel about present high school vocational education programs. In effect, the underlying aim was to gain information that will reflect the present status of employer attitude and, at the same time, point directions for future growth and improvement in this expanding area of high school education. An important aspect of these long-range goals is the development of a substantial body of ideas and primary-source information about vocational training as it relates to specific schools in their community, trade, and overall economic settings.

Specific questions for investigation. Some of the specific questions for which answers were sought in the study are: How do employers in the Kinston area view high school vocational programs as a source of trained or partially trained workers? What are the major strengths and weaknesses of vocationally trained employees as interpreted by their employers? How are vocationally prepared workers regarded as candidates for promotion to positions

of greater responsibility and larger earnings? How would business and industrial leaders change vocational programs to enable their needs and the needs of future workers to be met more effectively? To what extent can vocational training prepare workers for future employment? What courses and programs need to be added to the present vocational curriculum in local high schools to satisfy more nearly the demands for appropriately trained workers in the future? Finally, to what extent should high school vocational programs concentrate on the pre-training of students who will need further job preparation at the post-high school level in order to become acceptable employees trained in the latest techniques?

Other areas of the study probed for employer views on the worth and potentiality of co-operative vocational education programs in which students divide their school day between classroom study and on-the-job training,⁴ and the willingness of the business community to participate in vocational programs by providing training jobs for students and other educational resources.

Thesis statement. Only part of the thesis or working

⁴Ralph E. Mason and Peter G. Haines, Co-operative Occupational Education and Work Experience in the Curriculum (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1965), pp. 57-60.

hypothesis underlying the present study can be dealt with in this investigation. At the most fundamental level is the sub-hypothesis that a study of this kind can provide valuable insights and information for use in improving an educational technique. Even this aspect of the thesis is subject to criticism, and since it is a question of research procedure or methodology totally beyond the scope of the present study, a critique of this nature can be extremely damaging.

Other aspects of the hypothesis are: (1) that a potentially significant and mutually beneficial relationship between the school and the business community exists through vocational education, (2) that study and further clarification of the relationship by means of the present and other research techniques can strengthen the bonds connecting school and business, paving the way for more successful vocational education, and (3) that in Kinston there is a generally favorable attitude toward vocational training among employers and much willingness to participate with the schools to make possible a higher level of vocational training.

Justification of the Study

Three levels of thinking will be employed in the attempt to establish tenable justification for this study.

At the highest level is the body of philosophical justification. Below this are the practical and personal factors.

Philosophical justifications. Treatment of this facet of the study must include reference to the role of work in American society, the changing nature of the work ethic in a time of social turmoil and massive scientific and technological advance, and the perennial conflict over what is academic and what is vocational. Over the years the Federal Government has tended to broaden the base of support for vocational training. The Vocational Education Act of 1963 provides for the most comprehensive support to date in that it not only strengthens provisions of older federal educational legislation, it also enlarges the scope of educational programs eligible for support. By including such areas as higher skill and technical ability, youth and unemployment, high school dropout provisions, opportunities for disadvantaged individuals, and retraining for displaced workers,⁵ the government is pursuing a policy of providing greater vocational training opportunity for the people. This is a manifestation of philosophical orientation in educational matters at the national level.

⁵Joseph T. Nerden, "Vocational Education for a Dynamic Economy," The Bulletin of the National Association of Secondary-School Principals, XLIX (May, 1965), 9.

A closer look at some of the philosophical aspects of work and preparation for work is needed to add depth at this point. In America, getting an education and learning a job have not been closely associated with each other in the past. Academic education and vocational training have traditionally stood apart, and continue to do so, even when both are available in the same institution. Work preparation does not have a deep history in the public schools, and it has been opposed by the representatives of academic subjects.⁶ But economic conditions, growing social problems, and the influence of the federal presence are bringing changes in school practice and educational philosophy across the nation. Part of this broadened view of the role of education has to do with work and the school as one of society's worker preparation agencies. There is a movement afoot among vocational educators to rebuild on a broader foundation the philosophy of their social function. Part of this reconstruction is grounded in an updated view of work as an instrument of education and knowledge accumulation. One spokesman for this new philosophical foundation of vocational education has written:

The forces of philosophy are now available to vocational educators whereby the active skills of teach-

⁶H. G. Good, A History of American Education (second edition; New York: The Macmillan Company, 1962), pp. 449-452.

ing, learning and working may serve as methods of making new knowledge.⁷

One of the particularly significant aspects of this emerging point of view is that practical and applied fields of learning are being accorded greater respectability in the curriculum.

This philosophical development has at least mitigated the denigration of the practical and the instrumental which has plagued vocational education through the years. Theoretical bases now exist which give the practical programs of education for work the value status previously reserved for ends-in-themselves.

Thus, a reconstruction in philosophy has produced a reconstruction in educational aims, content, and methodology. The vocational educator no longer must believe that all theory is antithetical to his practice.⁸

Ample foundation to support this kind of conclusion has existed for quite some time in the literature of the theory and philosophy of work. Dealing in this area, Levenstein has commented that, "The principal approach to the future is through man as a worker in the literal, economic sense."⁹ Pursuing this topic further, he said:

A man's closest link to his society is his job or profession. Dislocation in this area means trouble

⁷Jack C. Willers, "Reconstructions in Educational Philosophy and Their Relevance for Vocational Education," American Vocational Journal, XLIII (March, 1968), 18.

⁸Ibid., p. 62.

⁹Aaron Levenstein, Why People Work: Changing Incentives in a Troubled World (New York: Collier Books, 1962), p. 19.

for both the community and himself. The health of the individual in a society and the health of the society depend on how they are linked to each other. And the most significant link is in the work relationship.¹⁰

Projecting these ideas into an uncertain future must also be a part of the philosophical justification of the present study. In this regard, Michael provides some useful insights:

It is unclear now what skills will be needed where, when, and in what numbers during the years ahead. But it is clear that rapidly changing technologies will put increasing demands on society to anticipate these changes and to plan for them. Both the individual worker and the institutions responsible for his welfare will need the knowledge and the resources for meeting these changed demands in time to adjust to them and on sufficient scale to avoid serious social and economic disruptions.¹¹

Goodman has also devoted much thought to the importance of work in the lives of men and to their society, and is alarmed by the damaging effect of what he calls the growing scarcity of man's work or significant work upon a maturing generation.¹²

¹⁰Ibid., p. 20.

¹¹Donald N. Michael, The Next Generation: The Prospects Ahead for the Youth of Today and Tomorrow (New York: Vintage Books, 1965), p. 117. This book presents an analysis of problems with which young people will be faced during the next two decades. Intensive planning for the future is becoming a major activity in industry, education, and the sciences as can be seen in the following two references: Harold G. Shane and June Grant Shane, "Future-Planning and the Curriculum," Phi Delta Kappan, XLIX (March, 1968), and The Agricultural Policy Institute, Planning Socio-Economic Change (Raleigh: North Carolina State Print Shop, 1964).

¹²Paul Goodman, Growing Up Absurd: Problems of Youth

Is it possible that from these converging trends in social concern, governmental policy, educational philosophy, and economic necessity a new vocational education is emerging, free from a tradition of low status and imposed limitations? Is it possible that national circumstance is re-tooling the curriculum for the journey into the future with a new concept of the relationship of work, change, and social need? If these things are happening, studies of this kind will perhaps prove helpful in tying education and **work** together more realistically.

Practical justifications. At the practical level the survey-type study may be justified in terms of its usefulness in gathering specific kinds of information related to specific communities. In this case, the investigation is justified as an effort to gather information about vocational education and its potential from a selected group of business and industrial leaders in Kinston, North Carolina. The study treats employers as makers of business policy and as a source of primary data about the potentiality of vocational education in their town.

In a sense the research technique employed is something of a throwback perhaps to "the wave of local com-

in the Organized System (New York: Random House, 1960), pp. 17-35.

munity surveys and occupational analyses which reached its height around 1920."¹³ It will be recalled that many massively comprehensive studies of every phase of educational concern were undertaken across the nation during this period, and that the survey movement based on these gigantic studies gradually declined, paving the way for easier-to-manage investigations of more limited and specific problems.¹⁴ The questionnaire survey technique used in the Kinston study is of the more limited type dealing with a specific problem. If this kind of study had been repeated too often, as Charters indicates certain types of investigations have been in the past,¹⁵ its value might be questioned. A study of this nature has apparently not been done in Kinston previously.¹⁶

Personal justifications. There are several personal reasons for undertaking the study. As the organizer of a

¹³Rupert N. Evans, "New Research and Pilot Programs for Vocational Education," The Bulletin of the National Association of Secondary-School Principals, XLIX (May, 1965), 38.

¹⁴Charles H. Judd, "Educational Research and the American School Program," Educational Record, IV (October, 1923), 171.

¹⁵W. W. Charters, Jr., "Beyond the Survey in School Board Research," Educational Administration and Supervision, XLI (December, 1955), 449.

¹⁶A Review of Some Related Local Studies is presented in Appendix B on page 125.

new vocational program of Co-operative Distributive Education at Grainger High School in Kinston in September, 1966, the researcher became intensely interested in the climate of opinion among the merchants and business people with regard to vocational education. A cardinal goal was that the study produce findings of practical usefulness in strengthening and improving the field of vocational education in that town. Finally, as a graduate student, the researcher wished to learn more about research techniques in education through this undertaking.

II. OTHER PRELIMINARY CONSIDERATIONS

Discussion of background factors preliminary to the formal research report and treatment of data would be incomplete without consideration of the following two topics.

A curricular viewpoint. It might be well to disclose something of the philosophical orientation of the researcher as part of the body of background information. This should serve to put the researcher and the reader on guard for biased interpretations in both data-gathering and the treatment of findings.

Two widely known educational definitions serve as the foundation upon which this orientation is built. First is the Conant definition of the comprehensive high school.

Second is Wiles' definition of the relationship of vocational and academic studies in the curriculum. Conant has defined the comprehensive high school as one, "whose programs correspond to the educational needs of all the youth of the community."¹⁷ Wiles' view transcends the traditional dichotomy between the academic and the vocational in the curriculum. Observing that, "Every pupil's program should contain certain courses that are designated as vocational for him,"¹⁸ he has written:

Under this approach, vocational education should be a required part of each pupil's program but planned individually to meet his purposes. The only basis for decision as to whether a given course is vocational education would be the way in which a student uses it. Some students choose French as a college prerequisite, while other pupils in the same class are taking the course as an elective for personal satisfaction. The same art course may be taken as preparation for a career as a cartoonist by one boy and for fun by another because he likes to paint. A student not heading for a career as a secretary may select typing as an elective; a student not planning to farm may select agriculture as an elective. Under this concept of vocational education, the curriculum is divided into two major sections--general education and specialization. Specialization consists of vocational and elective courses.

If this concept of vocational education were accepted much of the bickering and argument that have developed between vocational and general education people would be eliminated. Teachers of required

¹⁷James B. Conant, The American High School Today: A First Report to Interested Citizens (New York: McGraw-Hill Book Company, Inc., 1959), p. 12.

¹⁸Kimball Wiles, The Changing Curriculum of the American High School (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963), p. 121.

general education courses would become clearer in their purposes and could concentrate on developing citizenship and home membership skills without feeling guilty about not covering certain academic work. Teachers of specialized courses, vocational or avocational, could put primary emphasis on developing competency in that particular area.¹⁹

Here is a school, then, designed to serve all the students of the community that treats English literature as a specializing or vocational subject for a student who plans to become an English teacher, and woodworking or ornamental horticulture as general education in the program of a student headed for a career as an attorney or physician.

Organization of the research report. The research report and findings are presented in the remaining four chapters. Chapter II, "The Research Procedure and Instrument," deals with the organization and conduct of the study. Chapter III, "Review of Responses by Item," presents the information gathered from the respondents in an item-by-item narrative. Since each questionnaire item was designed to measure within a specific educational problem or issue, the text and histograms provide a detailed factor analysis of the overall investigation. Chapter IV, "Grouping the Items Around Major Issues," combines the material in an

¹⁹Ibid., p. 123.

effort to arrive at clearer meanings. Chapter V covers the "Conclusions and Recommendations."

CHAPTER II

THE RESEARCH PROCEDURE AND INSTRUMENT

The purpose of this chapter is to present details of the organization and conduct of the study of employer attitudes toward high school vocational education programs in Kinston, North Carolina. Administrative and procedural considerations are reviewed under the following headings: (1) the instrument, (2) the respondents, (3) operational procedures in gathering the data, and (4) tabulation.

The Instrument

Designing a questionnaire with which to gather the kinds of information sought in the investigation involved several separate operations. Since much of the information was to be of opinion and structure of attitude type, the question of item design was resolved with the selection of the Likert¹ approach. This kind of item, with its provision for five responses scaled from positive to negative, was used in the first section of thirty items. The second section of twenty-two items was designed to gather a body of more factual information. Spaces for Yes and No responses were provided in that section.

¹John W. Best, Research in Education (Prentice-Hall, Inc., 1959), pp. 157-160.

Each item was designed to measure employer attitudes about a specific issue or question of educational importance. Then the process of writing the specific statements to which participants could respond began. From the start, each item was typed on a 3 x 5 inch card. This procedure is far better than typing several items on a sheet of paper because it facilitates ease of revision and arranging items in the order in which they will appear in the printed instrument. The items were submitted to several persons to read and make suggestions for revisions in this form. Among those who read the questionnaire on note cards was Mrs. Joan K. Smith, Assistant State Supervisor for Distributive Education.

The first page of the questionnaire contains the basic information about the study and an introduction to the problem stated from the businessman's point of view. An appeal for participation along with the assurance of anonymity was also included.

Respondents were asked to classify their business operations within two categories: (1) type of business firm--distribution, manufacturing, and services, and (2) number of full-time employees. Then followed the definition of terms.²

²A Glossary of Useful Vocational Education Terms is presented in Appendix C on page 129.

Accompanying each questionnaire booklet was a copy of the cover letter. The name and address of the respondent appeared at the top of each cover letter, and the signature of the researcher appeared on each copy of the letter in ink. Signatures of Dr. R. Max Abbott, Superintendent of the Kinston Graded School System; Frank L. Mock, Jr., Principal of Grainger High School in Kinston, both of whom gave their approval for the investigation to be undertaken, and Dr. James W. Batten of East Carolina University, the director of the study, also appeared at the bottom of the cover letter. Complete with cover letter and questionnaire, the ten-page packet was ready to be delivered to the study participants. Following are exact copies of these items.

FIGURE 1

COVER LETTER

Grainger High School
Kinston, North Carolina
April 10, 1967

Mr. Joseph H. Smith
Plaza Department Store
Kinston, N. C.

Dear Mr. Smith:

Please complete and return the accompanying questionnaire on your views and attitudes toward high school vocational education. You are one of 150 business owners and managers in Kinston asked to provide basic information for this study. Your feelings about vocational training in the local high schools are important; you are being asked to participate because of your knowledge of and experience in business in the Kinston area.

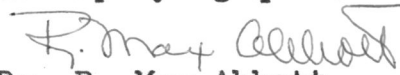
Your individual participation, which will take less than 20 minutes, is eagerly sought. Findings gathered in this study will be made available to all school officials and business people desiring them.

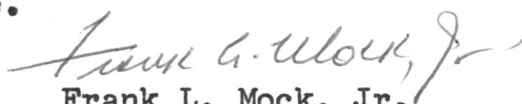
Thank you very much for your valuable help.

Sincerely yours,


Henry H. Goodman

We, the undersigned, are aware of the study of "Views of Business Owners and Managers in Kinston, North Carolina, Toward High School Vocational Education" being conducted by Henry H. Goodman. We feel that information gathered in this study can be helpful in school planning in the future, and request your help by completing and returning the accompanying questionnaire.


Dr. R. Max Abbott
Superintendent
Kinston Graded Schools


Frank L. Mock, Jr.
Principal
Grainger High School


Dr. James William Batten
Professor of Education
East Carolina College
Thesis Director

FIGURE 2

THE QUESTIONNAIRE

VIEWS OF BUSINESS OWNERS AND MANAGERS IN KINSTON, NORTH
CAROLINA, TOWARD HIGH SCHOOL VOCATIONAL EDUCATION

A Study to Culminate in a Thesis for the M.A.
Ed. Degree in School Administration at East
Carolina College, Greenville, North Carolina

By Henry Harper Goodman, Masters Degree
Candidate

Dr. James William Batten, Professor of
Education, Thesis Director

Too little effort has been made in the past to consider the needs, views, and preferences of practicing businessmen in the organization of high school vocational education courses. Indeed, it must be concluded that in only a few instances have the decisions of school planners been made with sufficient scientific insight into the business world in which many high school graduates are ultimately to seek career opportunities.

It is hoped that this study of the views of business owners and managers in Kinston, North Carolina, toward high school vocational education will provide insights into present employer attitudes toward vocational training, and, at the same time, point directions for future growth and improvement of this expanding area of high school education.

Please answer all items in the questionnaire as you honestly see the issues from the standpoint of the best interest of your business firm. Your identity on this form or the return envelope is not necessary since the purpose of this study is to arrive at findings that reflect the views of the entire business community, not of individual firms.

When you have completed the questionnaire, please place it in the accompanying envelope addressed to:

Henry H. Goodman
Distributive Education Teacher
Grainger High School
Kinston, North Carolina

Thank you very much for your valuable assistance in making this study.

FIGURE 2 (continued)

- I. TYPE OF BUSINESS FIRM: Please place a check on the short line before the item which most accurately describes your major business activity.

___ Distribution -- those business firms such as retail stores, wholesale houses, building supply places, and restaurants. Distributive businesses are mainly concerned with the sale of goods and related services to their customers.

___ Manufacturing -- firms such as processing plants, garment makers, and tool or parts manufacturers. These firms are mainly concerned with the making or assembly line production of goods.

___ Services -- businesses such as repair shops, barber shops, and hair dressers. Service firms provide some type of specialized work for the public and other businesses.

- II. NUMBER OF FULL-TIME EMPLOYEES: Please check the category below that best describes the size of your work force. Count yourself in the total employee figure for your firm.

___ 1 or 2 employees

___ 26 to 40 employees

___ 3 to 5 employees

___ 41 to 75 employees

___ 6 to 15 employees

___ More than 75 employees

___ 16 to 25 employees

- III. DEFINITIONS OF TERMS: Please evaluate the remaining items on this questionnaire in terms of the following definitions.

**Academic Students -- students whose high school studies are aimed at preparing them for college entrance, and not for a specific vocation or vocational area.

**Adequate -- sufficient for meeting the needs of this firm.

**Beginning Employees -- young workers coming into a field of full-time employment with or without vocational training.

FIGURE 2 (continued)

****Co-operative Vocational Education --** vocational courses in which high school students spend part of their school day working in a business or service firm, industrial plant, or office.

****Vocational Education --** courses designed to prepare high school students for employment by teaching them certain vocational or job competencies and marketable skills. Vocational courses are offered most often in agriculture, office skills, home economics, trades and industrial subjects, and distribution and marketing.

IV. SCALE FOR RATING THE FOLLOWING ITEMS: Please evaluate each of the following statements according to this position scale:

1. I disagree strongly
2. I disagree
3. I am neutral or undecided
4. I agree
5. I agree strongly

Place the numeral indicating your belief about each statement on the short line to the left of the item.

EXAMPLE:

5 State and federal taxes should be kept as low as possible.

1. Realistic and worthwhile high school vocational education courses should reflect the needs of the local business community for skilled workers.
2. The best preparation for success in any vocation is a solid background in the general or academic subject areas such as English, mathematics, science, and the Social Studies.
3. Present-day educational institutions are correct in providing opportunities for constructive learning for those students whose interests or abilities lie outside the scope of the traditional academic subjects.

FIGURE 2 (continued)

- 4. Vocational training at the high school level should be made available only to those students who do not have the ability to profit from academic preparation for college.
- 5. High school students should be prepared in school for work within the scope of their individual interests, abilities, and limitations.
- 6. Needs of the economy and society as a whole for trained workers in all fields of endeavor should be considered carefully in planning and setting up vocational education courses in local high schools.
- 7. Both vocational and academic students would profit more from their educational experience if they attended separate schools. (A dual system of academic and vocational high schools serving students from the same area has been proposed for some school districts, especially in the large cities of the Northeastern United States.)
- 8. Where academic and vocational students are enrolled in the same high school, but follow differing courses of study, vocational students should be accorded equal standing (equal status and prestige) with students specializing in the academic subjects.
- 9. Vocational training at the high school level can give students an adequate background of knowledge and skills to come into this firm as beginning workers.
- 10. Vocationally trained high school graduates are often highly regarded as eventual candidates for promotion to more responsibility and larger earnings in this firm.
- 11. Employees who were vocationally trained in high school seem to learn and adjust to new jobs and assignments as quickly and well as workers with more general educational backgrounds.
- 12. It is difficult to see any advantage in hiring graduates of high school vocational training programs as beginning employees in this firm.

FIGURE 2 (continued)

- 13. It is more desirable to have a high school graduate with no vocational training, but with a solid background in the general or academic subjects, as a beginning worker in this firm.
- 14. The demand for continued education for one's job throughout the entire working life of an employee is a coming reality. Rapid change in techniques and practices demands the constant retraining and upgrading of employees in this firm.
- 15. High school planners should design vocational education courses to emphasize basic information, understanding, and skills. This kind of early training provides a better foundation for later advanced training and specialization.
- 16. Advanced vocational training can be secured best through a college, technical school, or company training program rather than in high school. This plan is sound because it makes use of the foundation learning acquired in high school, but delays advanced training until actually needed.
- 17. Local high schools and Lenoir County Community College could enhance the value of vocational education to students and the business firms that employ them by establishing relating programs that complement each other. Continuing training programs of several years duration and much depth of content could be provided through co-operation and joint planning between the college and several high schools in the area.
- 18. To be successful in this firm in the future, employees will find it necessary to become more skilled at their jobs and progressively more proficient in problem solving and learning new material.
- 19. This firm is inclined to look with favor upon the co-operative vocational education programs now being offered through the local high schools. They can be of help in employee training efforts as well as a source of properly screened, immediate part-time workers.

FIGURE 2 (continued)

- 20. This firm is adequately staffed and equipped to provide a co-operative high school vocational student with the kinds of training opportunities needed to prepare for a permanent career in one of our departments.
- 21. Society and the schools it supports are making a mistake in neglecting to train enough skilled workers and technicians to meet the growing needs of the nation.
- 22. The national shortage of skilled workers of many kinds will likely become more acute in the future.
- 23. This firm is often unable to employ the properly trained help needed for its business operation. Qualified workers, those who really know their jobs, are constantly in short supply.
- 24. A major strength of present high school vocational education courses and programs is their usually adequate concentration upon specific job skills and competencies.
- 25. Much of the material now being taught in high school vocational education classes is outdated, poorly selected, and badly organized, while worthwhile subjects and areas of study are not included.
- 26. Far more attention should be directed toward helping students develop sound ideas about the free enterprise system and the tradition of private property as a vital part of their high school vocational training.
- 27. An especially important vocational skill that needs greater emphasis in high school training programs is human relations, which includes meeting the public with poise and getting along well with fellow workers.
- 28. Knowledge of proper terminology is important for employees in this firm; learning to use the correct names and terms for the things employees work with is an important part of vocational preparation.

FIGURE 2 (continued)

- 29. The number of carpentry, mechanics, and brick-laying classes offered in high schools in the Kinston area should be increased to channel more interested boys into these needed vocations.
- 30. Distributive occupations such as salesman, retail store manager, and wholesale house worker need to be promoted among high school students because they offer many sound employment and career opportunities.

V. SOME PRACTICAL QUESTIONS: Please check each of the following items "Yes" or "No," in accordance with your views and the circumstances of your firm.

EXAMPLE:

Yes No

- ☒ This firm would like to see the return of the 12-hour workday.

Yes No

- — 1. Have you ever employed a co-operative vocational education student in your firm?
- — 2. Do you believe there is any educational value in placing high school students in part-time jobs in downtown Kinston as part of their vocational training programs?
- — 3. Do you believe that co-operative vocational education programs offer any real advantage in training high school students for permanent employment in your type of business?
- — 4. Would you be willing to employ a high school junior or senior for 15 to 25 hours per week as a student-learner in your firm?
- — 5. Would you be interested in training a high school student under the co-operative program with some plan that the student will become a full-time employee upon graduation if still acceptable to both you and the student?

FIGURE 2 (continued)

Yes No

- — 6. Are you interested in employing vocational education students during peak business periods, using these students only on days or parts of days when you need them?
- — 7. Could your firm provide work for a high school vocational education student during the Summer months?
- — 8. Would you permit vocational education students, as individuals and in small groups, to observe selected phases of your business operation as an assignment at convenient times?
- — 9. Could classes of vocational education students, accompanied by a teacher, tour your business firm to study the operation?
- — 10. If asked to do so, would you visit vocational classes at the high school to discuss your firm's operations with interested students.
- — 11. Would you be willing to lend items of merchandise or equipment, when possible, to high school vocational classes for study and demonstration?
- — 12. There are one or more areas of work in this firm for which vocationally trained high school graduates would be adequately prepared as beginning workers.
- — 13. This firm can train many of its employees adequately for their jobs after they are hired.
- — 14. This firm now employs office workers whose vocational skills include typing, shorthand, and bookkeeping.
- — 15. Despite the growing use of computers and data processing, this firm anticipates a need for more employees with office skills in the future.
- — 16. There are one or more jobs in this firm for which a knowledge of some phase of agriculture is needed.

FIGURE 2 (continued)

Yes No

- — 17. This firm anticipates a need for more trained agricultural workers in the future.
- — 18. This firm employs one or more persons whose duties center around cooking and/or food service.
- — 19. It is expected that the food service staff will increase in the future.
- — 20. This firm employs one or more workers whose main duty is some phase of sewing (either as an auxiliary service such as a seamstress in a clothing store, or in manufacture).
- — 21. This firm expects to employ a greater number of workers in sewing in the future.
- — 22. This firm has little or no need for vocationally trained high school graduates whose backgrounds qualify them in some industrial or production skill.

The Respondents

A single fact of cardinal importance must be understood before an accurate interpretation of the information presented in this report can be had. A purposive sample of Kinston business owners and managers, not a random sample, was taken as the source of information. In effect, then, it might be argued that the information compiled reflects only the views of the 150 individuals in top positions in the Kinston business community who were included in the purposive sample. This fact, assumed in the research design, detracts neither from the validity of the findings nor the ability of the individuals chosen to provide acceptable information. No attempt was made, and no criteria established, to select the "best" 150 owners and managers nor to identify according to some standard the 150 who were included as composing some kind of managerial elite among the business leaders of the community.

Those selected were chosen on the basis of the type of business they own or manage (distribution, manufacture, or service), size of the firm in terms of full-time employees, and the reputation of the firm and its management for fair treatment of employees. The list of participants was drawn up from three printed sources. The first source was the local telephone book. Second was the City Directory. The

third source, which proved highly useful, consisted of a membership roster of the Kinston Chamber of Commerce and a list of manufacturing and processing industries in Kinston and Lenoir County compiled by the same organization. Effort was made in selecting the sample to include all types of business in the Kinston area, and all sizes of firms. This was not done according to mathematical proportion, however; to have done so would necessitate a factor or proportional analysis of the entire Kinston business community, a major research undertaking in itself. Both male and female participants were included. Because few business owners and managers in Kinston are Negro, no members of that race were included in the sample.

With these materials and criteria in hand, the list of participants was completed by the researcher with the assistance of James C. Billings, Executive Vice President of the Kinston Chamber of Commerce, and his co-worker, Mrs. Tony Hearn, Assistant Manager of the Chamber of Commerce. The list of individuals and their firms is presented in Appendix D;³ only one name had to be dropped from the initial list because of refusal to participate. A few cards were corrected as contact was made with the respondents.

³Appendix D, the List of Participants begins on page 131.

Operational Procedures in Gathering the Data

In the case of the present study a variation in traditional contact or delivery procedures produced favorable results. The researcher used a modification of the direct contact⁴ approach. Because all respondents are located in or very near Kinston, it was not necessary to mail the questionnaire, nor were the participants called together to complete the instrument. Instead, the researcher visited each participant at home or place of business for the purpose of presenting the questionnaire, explaining the importance of the study and how the findings will be used, discussing the procedure for completing the instrument, and securing the word of the individual that the completed form would be returned. An envelope with postage and return address was included with each questionnaire.⁵ In no case was a questionnaire completed in the presence of the researcher.

When the respondents accepted the packet and agreed to complete and return it, a 3 X 5 card with the name and firm of the participant typed on it was checked for accuracy of

⁴Deobold B. Van Dalen, Understanding Educational Research: An Introduction (enlarged/revised; New York: McGraw-Hill Book Company, 1966), pp. 301-302.

⁵Due to an oversight, insufficient postage was placed on the first twenty-three questionnaires delivered. Subsequent envelopes bore postage in the amount of ten cents.

detail, marked to indicate the agreement, and placed in a file of participants.

The first questionnaires were delivered Monday, April 3, 1967, after 3:45 p.m. The first return came in the mail the following morning. Working after school each day, and occasionally delivering one or two questionnaires before school in the morning, the job of "running down" 150 busy executives, calling on some two or three times before contact was made, continued more than a month. Return of the completed forms went on more than two months. There were few exceptions to this basic pattern. In two cases contact was made by telephone and the questionnaire and material sent in the mail, but agreement to participate was secured in all cases before the instrument was placed in the hands of the participants.

A pattern of quick return emerged in this stage of the research. Mondays seemed to bring especially heavy returns, but any day following a good delivery the previous afternoon brought heavier returns. While none of the forms was marked for identification, it was evident that a high percentage of the questionnaires were completed and mailed within one or two days after they were distributed.

The only follow-up technique employed was the mailing of a brief card of appreciation which was duplicated and sent to the entire 150 participants. Figure 3 shows the

card of appreciation that was mailed on May 22, 1967.

FIGURE 3

CARD OF APPRECIATION

Grainger High School May 22, 1967
Dear Mr. Smith:
I want to express my deepest personal appreciation to you for taking part in our study of "Attitudes of Business Owners and Managers in Kinston, North Carolina, Toward High School Vocational Education." Without your generous help, research projects such as this would be impossible.
Again, thank you very much for completing the study questionnaire and returning it to me.
Henry H. Goodman DE Co-ordinator

Tabulation

Presented below is an explanation of questionnaire returns and a breakdown of these returns in tabulated strata and substrata classifications.

Count of returns. Of the 150 individuals who agreed to complete and return the lengthy instrument, 126 actually did so. This yields an 84 per cent return rate. When the returned questionnaires were inspected, it was found that one could not be included because it had been completed incorrectly. The remaining 125 questionnaires were included in the Master Count. It is with this Master Count that

much of Chapter III is concerned.

Two of the returned questionnaires that were included in the Master Count could not be placed in the Strata and Substrata classifications below because the particularizing data were omitted.

Strata. The remaining 123 questionnaires have been divided into five major groups or strata for more detailed analysis. They include: Distribution, 54 responses; Services, 44 responses; Manufacturing, 13 responses; Distribution and Services, 8 responses, and Distribution and Manufacturing, 4 responses. Thus, classification of firms by type is the basis for strata designation. Figure 4 presents a tabular account of all questionnaire returns and their group placement.

FIGURE 4
CLASSIFICATION OF RETURNS

GROUP DESIGNATION.....	NUMBER
Distribution.....	54
Services.....	44
Manufacturing.....	13
Distribution-Services.....	8
Distribution-Manufacturing.....	4
STRATA TOTAL.....	123
Forms Without Group Data.....	2
MASTER COUNT.....	125
Discarded.....	1
TOTAL RETURNS.....	126

Substrata. Each of the five Strata divisions has been further broken down into Substrata groupings according to the number of full-time employees of the participating business firms. Figure 5 presents this Substrata information in tabular form.

FIGURE 5
TABLE OF SUBSTRATIFICATION

STRATA	SUBSTRATA BASED ON NUMBER OF EMPLOYEES						
	1-2	3-5	6-15	16-25	26-40	41-75	75+
Distribution	3	10	18	12	4	5	2
Services	4	6	15	7	1	2	9
Manufacturing	0	0	1	0	3	4	5
Distribution-Services	0	0	3	2	2	1	0
Distribution-Manufacturing	0	0	0	0	2	1	1

CHAPTER III

REVIEW OF RESPONSES BY ITEM

About descriptive survey research, Good says it "may include present facts or current conditions concerning the nature of a group of persons."¹ This brief statement is adequate to describe the present investigation. As stated earlier, the goal is to map out and measure, insofar as it is possible, the structure of attitudes of a carefully selected group of business leaders in a single geographic area toward vocational preparation at the high school level. Good takes his analysis of descriptive studies one step further:

The purpose of descriptive-survey investigations may be:

1. To secure evidence concerning an existing situation or current condition
2. To identify standards or norms with which to compare present conditions, in order to plan the next step
3. To determine how to make the next step (having determined where we are and where we wish to go).²

The job to be done in this chapter, then, is to study the responses of the participants in an effort to describe the structure or climate of attitudes in Kinston, North Caro-

¹Carter V. Good, Essentials of Educational Research: Methodology and Design (New York: Appleton-Century-Crofts, 1966), p. 192.

²Ibid.

lina, relative to vocational education in the high schools.

Two approaches to this task are taken. First, the data compiled in the Master Count are presented in the form of an item-by-item analysis of responses. Using percentage studies of responses to each item, histograms to illustrate the frequency distribution of responses, and narrative explanations, each separate aspect and detail of the larger study is explored. Second, some selected groupings of major issues are presented for the purpose of identifying and describing positions taken by the participants. This subject is reserved for Chapter IV, however.

Including the 125 properly completed questionnaires, the Master Count deals with the body of data as an undifferentiated whole. The Master Count of 125 usable returns out of 150 agreements to participate represents an 83.33 per cent usable response rate for the study or a $5/6$ ratio between questionnaires distributed and usable ones returned. Each item analysis below is based on 125 responses, and the number of non-responses per item is included in the explanation. The first series of 30 discussions reviews the five-response Likert items; the second series contains 22 Yes and No response items. Each paragraph subhead treats a single item. For convenience and clarity, each item is restated at the head of the discussion and exposition of participant responses.

The Likert Series of Thirty Items

In addition to the percentage studies and histograms referred to above, each of the first group of items will be assigned a composite position corresponding to the five-point rating scale used by the participants in evaluating the questionnaire items. Figure 6 explores the formula for deriving the composite position or index of responses along the evaluative scale.

FIGURE 6
COMPOSITE POSITION RANGES

COMPOSITE POSITION	VALUE FORMULA	ABSOLUTE POSITION VALUE	RANGE OF COMPOSITE POSITIONS
Agree Strongly	(5 X 125)	625	562 to 625
Agree	(4 X 125)	500	437 to 561
Neutral-Undecided	(3 X 125)	375	313 to 436
Disagree	(2 X 125)	250	188 to 312
Disagree Strongly	(1 X 125)	125	125 to 187

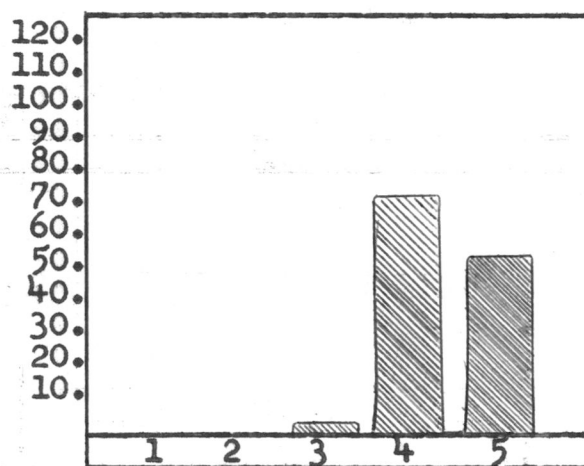
Item 1. Realistic and worthwhile high school vocational education courses should reflect the needs of the local business community for skilled workers.

This item attempts to measure the prevalent view of what the relationship of vocational education should be to the business community. It asks, in effect, if high school vocational programs should attempt to meet the needs of employers in the local or school community by teaching the

skills that are marketable in that area. Study of responses reveals a positive attitude among Kinston business leaders on this issue. With 99.2 per cent of the respon-

FIGURE 7
ANALYSIS OF ITEM 1

	Responses	Percentage	Position Value
Agree Strongly	53 <i>✓ 125 ✓</i>	42.4	265
Agree	71	56.8	284
Neutral-Undecided	1	.8	3
Disagree	0	0	0
Disagree Strongly	0	0	0
Omissions	0	0	0
TOTALS	125	100.0	552



HISTOGRAM 1

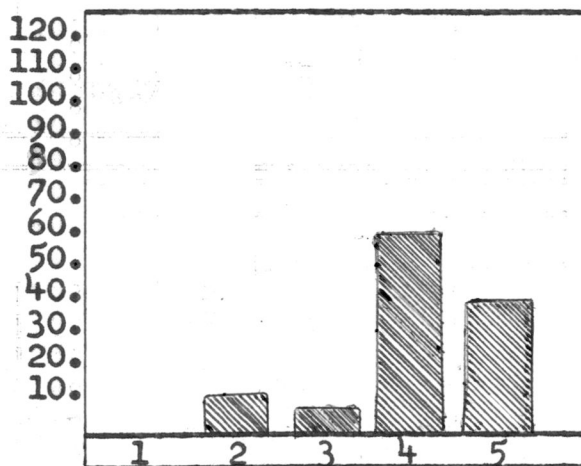
dents above the position of neutrality on the issue, yielding an index of 552, the composite position reflects an attitude high in the "Agree" range.

Item 2. The best preparation for success in any vocation is a solid background in the general or academic subject areas such as English, mathematics, science, and the social studies.

Even though the item may be oriented toward traditional educational values, it seeks to measure beliefs about the importance of general or academic preparation for vocational success. With responses falling at every point on the atti-

FIGURE 8
ANALYSIS OF ITEM 2

	Responses	Percentage	Position Value
Agree Strongly	40	32.0	200
Agree	61	48.8	244
Neutral-Undecided	8	6.4	24
Disagree	11	8.8	22
Disagree Strongly	5	4.0	5
Omissions	0	0	0
TOTALS	125	100.0	495



HISTOGRAM 2

tude scale, the belief structure is weighted toward agree-

ment that general or academic study does constitute excellent preparation for success in a vocation. The index value of 495 places the composite position of the respondents on the issue of the vocational preparation value of general or academic education very near the center of the "Agree" category.

Item 3. Present-day educational institutions are correct in providing opportunities for constructive learning for those students whose interests or abilities lie outside the scope of the traditional academic subjects.

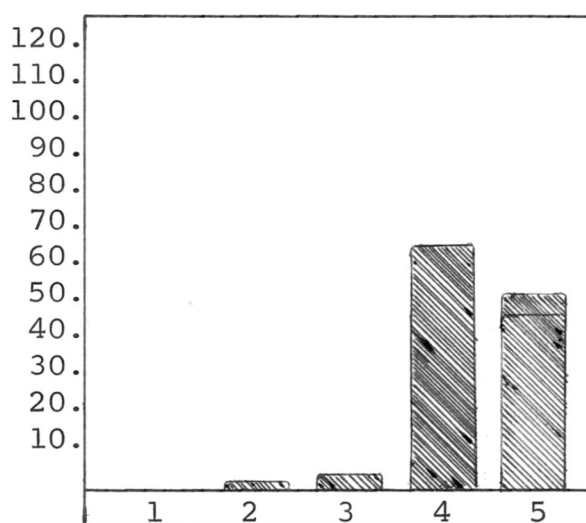
Basically, the issue here is whether schools should provide

FIGURE 9
ANALYSIS OF ITEM 3

	Responses	Percentage	Position Value
Agree Strongly	50	40.0	250
Agree	68	54.4	272
Neutral-Undecided	5	4.0	15
Disagree	2	1.6	4
Disagree Strongly	0	0	0
Omissions	0	0	0
TOTALS	125	100.0	541

programs to meet the needs and interests of the entire community of students. Should educators at the secondary school level be as concerned with students not bound for

higher education as they have traditionally been with preparing young people for college? Study of responses seems to indicate participant backing for the provision of learning opportunities on a scale broader than the traditional academic areas. The position value index of 541 places the level of participant feeling on the issue well above the middle of the "Agree" range.



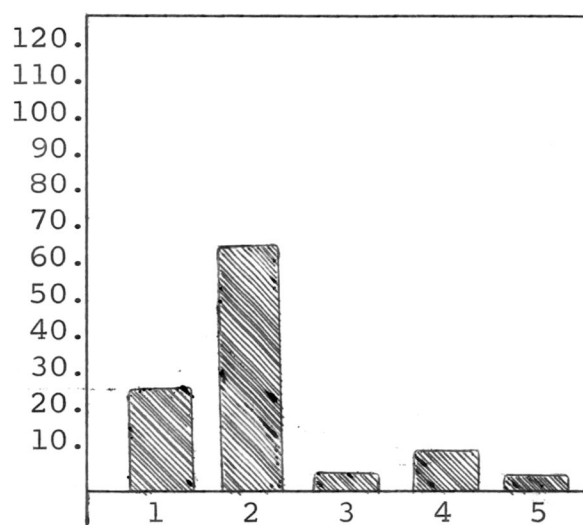
HISTOGRAM 3

Item 4. Vocational training at the high school level should be made available only to those students who do not have the ability to profit from academic preparation for college.

This item relates to the philosophy of education and the function of vocational education in the curriculum. Should vocational training be available only to low ability stu-

FIGURE 10
ANALYSIS OF ITEM 4

	Responses	Percentage	Position Value
Agree Strongly	5	4.0	25
Agree	17	13.6	68
Neutral-Undecided	8	6.4	24
Disagree	67	53.6	134
Disagree Strongly	27	21.6	27
Omissions	1	.8	0
TOTALS	125	100.0	278



HISTOGRAM 4

dents? Respondents indicated disagreement with this position in the aggregate, but there were responses at all levels. Twenty-two individuals, 17.6 per cent of those responding, indicated agreement or strong agreement with the

position. This seems to identify a segment of respondents who would limit vocational courses to low ability students or those identified as not being of college potential.

Item 5. High school students should be prepared in school for work within the scope of their individual interests, abilities, and limitations.

Involved in this issue are the matters of learning more about individual abilities, strengths, weaknesses, and needs; providing more careful academic and career guidance

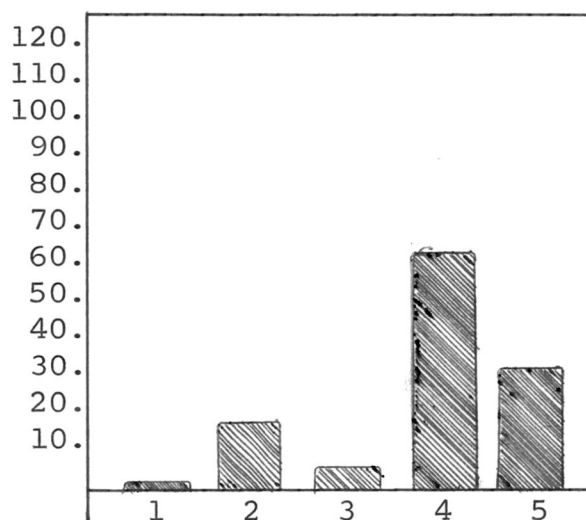
FIGURE 11

ANALYSIS OF ITEM 5

	Responses	Percentage	Position Value
Agree Strongly	31	24.8	155
Agree	65	52.0	260
Neutral-Undecided	8	6.4	24
Disagree	18	14.4	36
Disagree Strongly	2	1.6	2
Omissions	1	.8	0
TOTALS	125	100.0	477

on the basis of what we learn about individual differences and needs, and building school programs to meet the needs of individuals. The idea of the tailor-made program for each student, an individually designed curriculum, is important in this issue. The composite position index of

477 indicates a general consensus of agreement with the overall score falling just below the center of the "Agree" range. Twenty people, 16 per cent of those responding, took a position against preparing students for work within the scope of individual interests, abilities, and limitations.



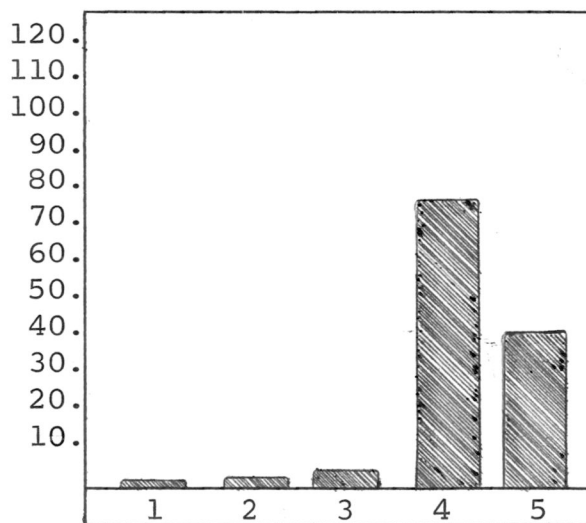
HISTOGRAM 5

Item 6. Needs of the economy and society as a whole for trained workers in all fields of endeavor should be considered carefully in planning and setting up vocational education courses in local high schools.

This item placed the need and purpose of vocational education on a plane somewhat broader than the needs of the local community for workers with certain skills, and deals in the area of regional and national needs for vocational

FIGURE 12
ANALYSIS OF ITEM 6

	Responses	Percentage	Position Value
Agree Strongly	40	32.0	200
Agree	77	61.6	308
Neutral-Undecided	4	3.2	12
Disagree	2	1.6	4
Disagree Strongly	1	.8	1
Omissions	1	.8	0
TOTALS	125	100.0	525



HISTOGRAM 6

skills. It is concerned with employer attitudes toward the responsibility of the school in meeting these needs. With a position index of 525, the respondents in this study indicate an agreement level above the center of the "Agree"

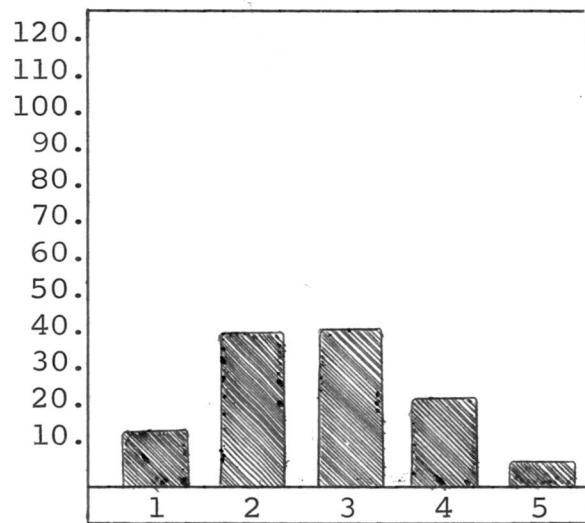
range on the issue of the responsibility of secondary schools in providing trained workers in fields important to the economy and the whole of society. There was no substantial disagreement to the issue as stated in the questionnaire.

Item 7. Both vocational and academic students would profit more from their educational experience if they attended separate schools. (A dual system of academic and vocational high schools serving students from the same area has been proposed for some school districts, especially in the large cities of the Northeastern United States.)

Quite a bit of thought has been devoted to the question of whether academic and vocational students should be enrolled at separate schools. The relatively high cost of vocational education has resulted in its being retarded in development in some cases either in separate vocational schools or as an integral part of comprehensive high schools. The questionnaire item was designed to measure local feeling among the group of respondents on the question of separating in specialized institutions vocational students and academic students. The spread of responses to this item is wide, with respondents selecting all positions in the continuum of opinion provided in the instrument. The composite index, thus, has little meaning in this instance.

FIGURE 13
ANALYSIS OF ITEM 7

	Responses	Percentage	Position Value
Agree Strongly	7	5.6	35
Agree	22	17.6	88
Neutral-Undecided	43	34.4	129
Disagree	42	33.6	84
Disagree Strongly	11	8.8	11
Omissions	0	0	0
TOTALS	125	100.0	347



HISTOGRAM 7

The index total of 347 places the overall consensus in the "Neutral-Undecided" area, moving toward the "Disagree" position. In this instance, however, a good bit of further explanation is needed. First, twenty-nine persons, 23.2

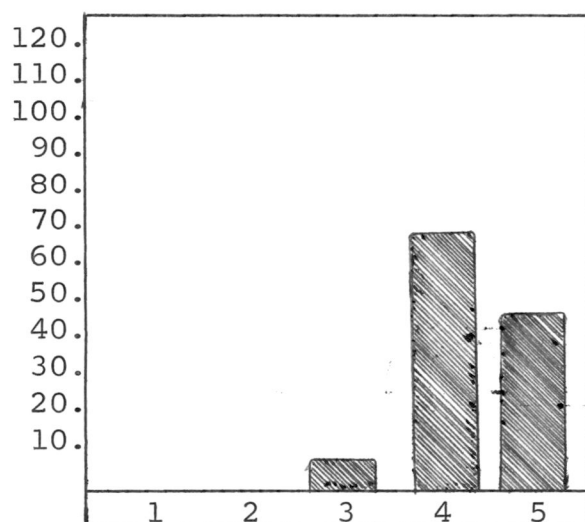
per cent of all respondents, "Agree" or "Agree Strongly" that separate schools would serve both vocational and academic students better. Second, forty-three persons, 34.4 per cent, a substantial number, took the position of neutrality or indecisiveness on this particular issue. Third, fifty-three people, 42.4 per cent, "Disagree" or "Disagree Strongly" with separate vocational and academic schools. These figures, it seems, favor, in the aggregate, a single high school for all students due to the larger number of respondents who disagree with the stated issue. Responses to this item were widely scattered with sentiment expressed for two separate institutions, a relatively wide band of neutrality, and a third segment favoring a single comprehensive institution for all students.

Item 8. Where academic and vocational students are enrolled in the same high school, but follow differing courses of study, vocational students should be accorded equal standing (equal status and prestige) with students specializing in the academic subjects.

Traditionally in the American school structure, vocational education and vocational students have occupied a position of second class citizenship in the academic world. The purpose of this item was to measure employer sentiment on this point: do employers feel that vocational students

FIGURE 14
ANALYSIS OF ITEM 8

	Responses	Percentage	Position Value
Agree Strongly	47	37.6	235
Agree	69	55.2	276
Neutral-Undecided	9	7.2	27
Disagree	0	0	0
Disagree Strongly	0	0	0
Omissions	0	0	0
TOTALS	125	100.0	538



HISTOGRAM 8

deserve equal status when they enroll in the same schools or should the academic students occupy a position of greater prestige with vocational courses, teachers, and students occupying a lower class of membership in the

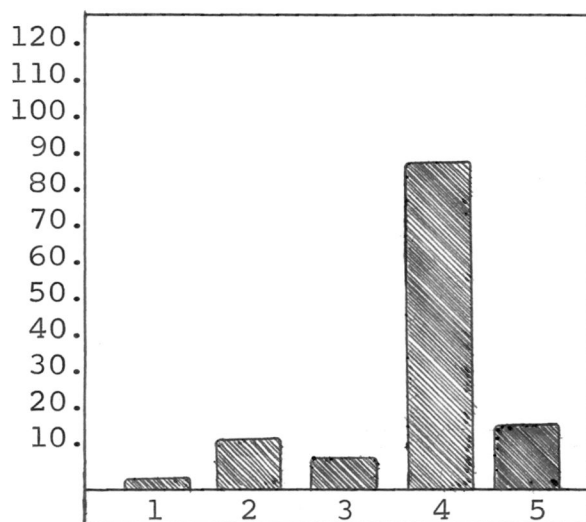
school organization. Findings indicate that 116 people or 92.8 per cent of the respondents either "Agree" or "Agree Strongly" that vocational students should be accorded equal standing with students in the academic areas of study. No respondents took the position of "Disagree" or "Disagree Strongly," and only nine respondents or 7.2 per cent took the neutral position on this issue. The composite position of 538 places the consensus of the respondents in the upper half of the "Agree" range.

Item 9. Vocational training at the high school level can give students an adequate background of knowledge and skills to come into this firm as beginning workers.

The highly subjective nature of this question should be explained, and several terms understood in dealing with the present item. First, the item centers around the phrase, "this firm." Respondents were asked if high school vocational graduates are equipped to come into their business operations as beginning workers. In need of emphasis also are "adequate background of knowledge and skills," and "beginning workers." In composite, the investigator is asking if high school vocational education can adequately prepare beginning workers for specific firms in the local area. The consensus of responses, yielding an index of

FIGURE 15
ANALYSIS OF ITEM 9

	Responses	Percentage	Position Value
Agree Strongly	15	12.0	75
Agree	88	70.4	352
Neutral-Undecided	9	7.2	27
Disagree	12	9.6	24
Disagree Strongly	1	.8	1
Omissions	0	0	0
TOTALS	125	100.0	479



HISTOGRAM 9

479, indicates agreement that high school vocational training can provide adequate background for young workers for many Kinston firms as beginning employees. It is highly significant that 103 of the respondents or 82.4 per cent

either "Agree" or "Agree Strongly" that vocational preparation in the high school can prepare workers at the beginning level. Ten per cent of the respondents take the position that they "Disagree" or "Disagree Strongly" with this proposition.

Item 10. Vocationally trained high school graduates are often highly regarded as eventual candidates for promotion to more responsibility and larger earnings in this firm.

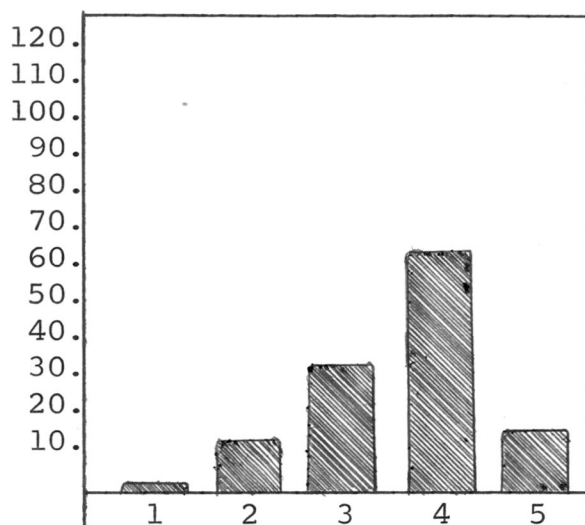
The regard in which the product of vocational education is held as working members of business organizations is the

FIGURE 16
ANALYSIS OF ITEM 10

	Responses	Percentage	Position Value
Agree Strongly	19	15.2	95
Agree	63	50.4	252
Neutral-Undecided	30	24.0	90
Disagree	10	8.0	20
Disagree Strongly	1	.8	1
Omissions	2	1.6	0
TOTALS	125	100.0	458

object of this item. A composite index of 458 places the consensus of the study participants in the low "Agree" range. Significant also is the fact that thirty respondents

or 24 per cent took the position of neutrality, and eleven respondents or 8.8 per cent "Disagree" or "Disagree Strongly."



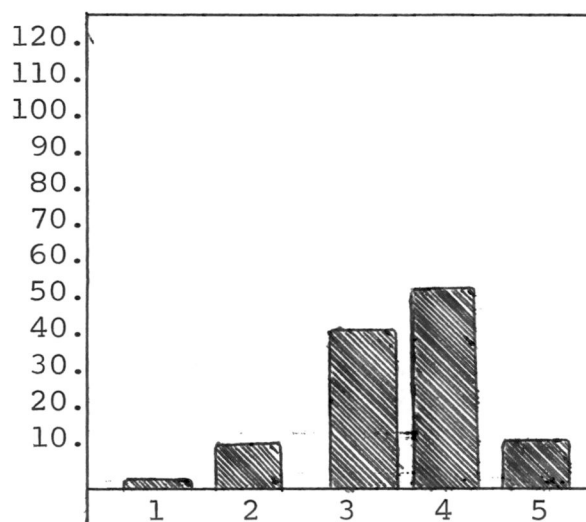
HISTOGRAM 10

Item 11. Employees who were vocationally trained in high school seem to learn and adjust to new jobs and assignments as quickly and as well as workers with more general educational backgrounds.

An employer's stereotyped view of groups of employees--the well educated, the poorly educated, the vocationally trained--may influence his judgment about individual workers who happen to fit into one or another of the groups. In fact, these stereotypes may be as important in evaluating an individual's performance on the job as the actual quality of the work itself. This item was designed to

FIGURE 17
ANALYSIS OF ITEM 11

	Responses	Percentage	Position Value
Agree Strongly	12	9.6	60
Agree	53	42.4	212
Neutral-Undecided	42	33.6	126
Disagree	13	10.4	26
Disagree Strongly	1	.8	1
Omissions	4	3.2	0
TOTALS	125	100.0	425



HISTOGRAM 11

determine if a negative stereotype exists among the respondents which would cause them to view vocationally trained employees as less flexible in learning new materials and adjusting to new situations. Two significant findings

emerge from the tabulation of responses. First, 52 per cent of the respondents "Agree" or "Agree Strongly" that vocationally trained employees learn and adjust to new situations as quickly as those with more general educational backgrounds. Second, slightly more than one-third of the participants took the "Neutral-Undecided" position.

Item 12. It is difficult to see any advantage in hiring graduates of high school vocational training programs as beginning employees in this firm.

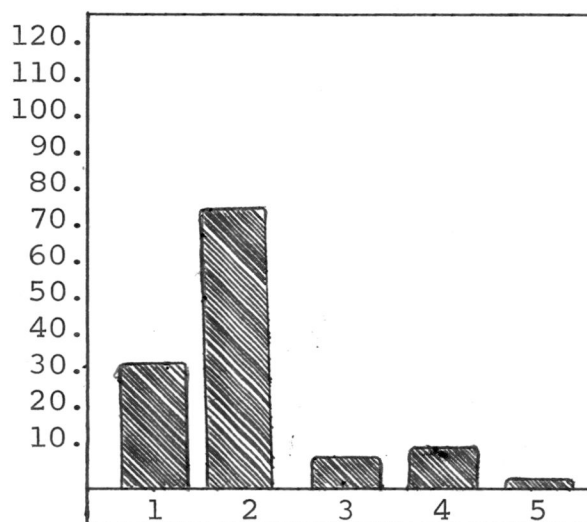
The availability and source of employees is the central concern of this item. It treats the high school vocational programs as a source of partially trained workers, and raises the question of whether employers have a negative or positive view toward hiring vocational graduates for their firms. The item is stated negatively, and the composite index of 251 reflects an overall participant consensus near the midpoint of the "Disagree" range.

Thus, respondents do see advantage in hiring graduates of the high school vocational training programs as beginning employees. One hundred five of the respondents, 84 per cent, indicate disagreement with the item as it is stated.

It might be noted that the lack of negative feeling of employers toward the vocational programs in the high

FIGURE 18
ANALYSIS OF ITEM 12

	Responses	Percentage	Position Value
Agree Strongly	1	.8	5
Agree	10	8.0	40
Neutral-Undecided	9	7.2	27
Disagree	74	59.2	148
Disagree Strongly	31	24.8	31
Omissions	0	0	0
TOTALS	125	100.0	251



HISTOGRAM 12

schools reflects a relatively high degree of acceptability among the business firms of vocationally prepared high school graduates, at least in and around the Kinston area.

Item 13. It is more desirable to have a high school graduate with no vocational training, but with a solid background in the general or academic subjects, as a beginning worker in this firm.

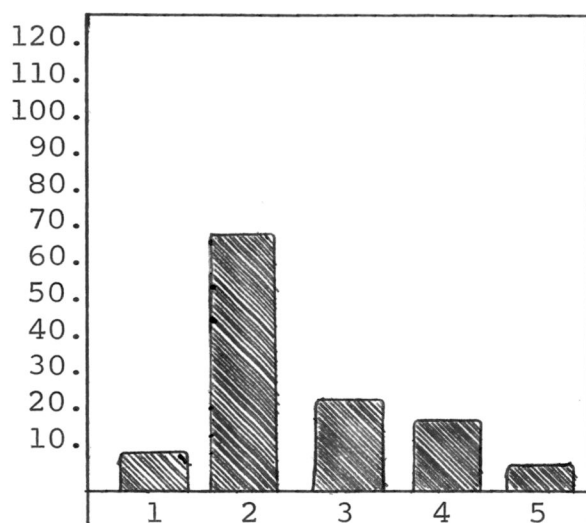
Relating to the previous discussion, this item deals with employer attitudes toward the specific type of educational background of desirable beginning employees. Twenty-five

FIGURE 19
ANALYSIS OF ITEM 13

	Responses	Percentage	Position Value
Agree Strongly	7	5.6	35
Agree	18	14.4	72
Neutral-Undecided	23	18.4	69
Disagree	67	53.6	134
Disagree Strongly	10	8.0	10
Omissions	0	0	0
TOTALS	125	100.0	320

of the respondents, 20 per cent of the total group, "Agree" or "Agree Strongly" that they would rather have employees with no vocational training and with a background in the academic subjects. Of significance is the fact that seventy-seven people, 61.6 per cent, take the position of "Disagree" or "Disagree Strongly" with the item, indicating a broad base of acceptance of beginning employees with vocational training. The aggregate index of 320 is in the

low "Neutral-Undecided" range, approaching a consensus of "Disagree."



HISTOGRAM 13

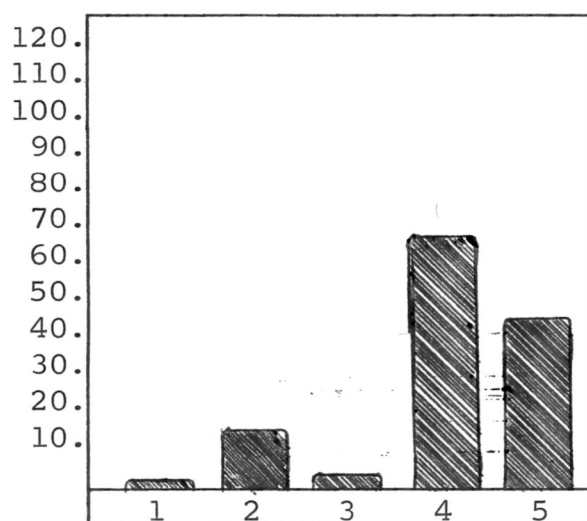
Item 14. The demand for continued education for one's job throughout the entire working life of an employee is a coming reality. Rapid change in techniques and practices demands the constant retraining and upgrading of employees in this firm.

The concept of continuing education and the field of adult education are combined to form the basis for this item.

Employer recognition of the mounting increments of knowledge relating directly or indirectly to the day-to-day conduct of business is important to an adequate understanding of the growing role of continuing or lifelong education and re-education for work. Mere awareness of this educational

FIGURE 20
ANALYSIS OF ITEM 14

	Responses	Percentage	Position Value
Agree Strongly	44	35.2	220
Agree	66	52.8	264
Neutral-Undecided	2	1.6	6
Disagree	12	9.6	24
Disagree Strongly	1	.8	1
Omissions	0	0	0
TOTALS	125	100.0	515



HISTOGRAM 14

reality among the business leaders of an area is important, but hardly enough to prompt the building of adequate plans for the future. Recognition of the problem, however, is an important foundation element in creating realistic educa-

tional projections into the future. With 110 respondents, 88 per cent, checking "Agree" or "Agree Strongly," recognition of the problem seems well established in the Kinston business community.

Item 15. High school planners should design vocational education courses to emphasize basic information, understanding, and skills. This kind of early training provides a better foundation for later advanced training and specialization.

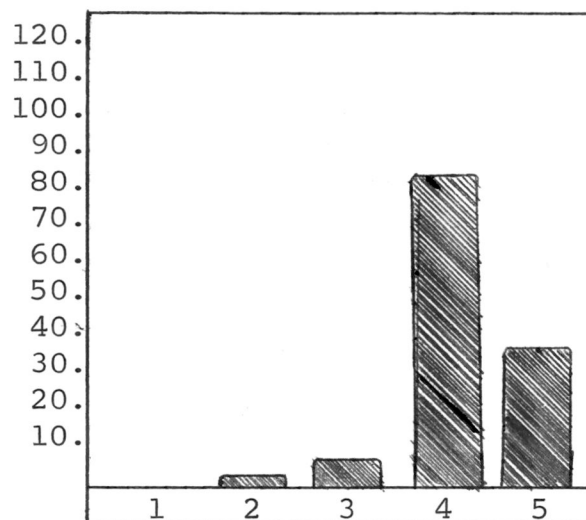
Often a beginning employee's background is an important consideration because his experiences help to determine

FIGURE 21
ANALYSIS OF ITEM 15

	Responses	Percentage	Position Value
Agree Strongly	35	28.0	175
Agree	82	65.6	328
Neutral-Undecided	6	4.8	18
Disagree	2	1.6	4
Disagree Strongly	0	0	0
Omissions	0	0	0
TOTALS	125	100.0	525

what he is prepared to learn and the rate at which new material can be mastered. In this item, the function of the high school is interpreted as preparing students with an adequate vocabulary of basic information, understanding,

and skills, all of which serve as foundation upon which to build more advanced skills later. The position index of 525 places the consensus above center in the "Agree" range.



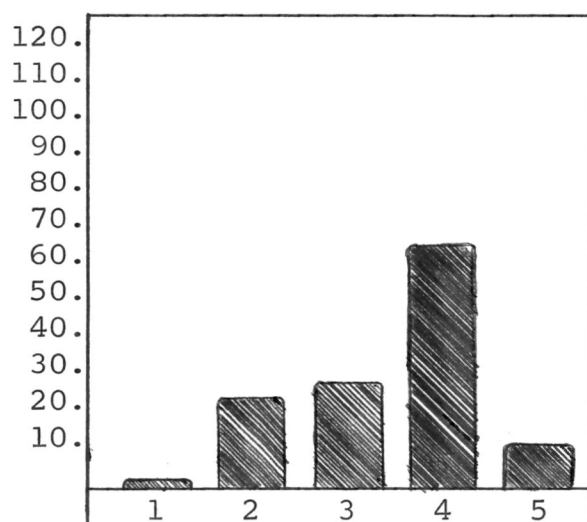
HISTOGRAM 15

Item 16. Advanced vocational training can be secured best through a college, technical school, or company training program rather than in high school. This plan is sound because it makes use of the foundation learning acquired in high school, but delays advanced training until actually needed.

The range of responses to this item was broader, with the participant consensus of 438 falling at the bottom of the "Agree" range. Significantly, 75 respondents, 60 per cent, "Agree" or "Agree Strongly" with delaying advanced vocational training until after high school. The "Neutral-Undecided" segment includes 28 responses, or 22.4 per

FIGURE 22
ANALYSIS OF ITEM 16

	Responses	Percentage	Position Value
Agree Strongly	11	8.8	55
Agree	64	51.2	256
Neutral-Undecided	28	22.4	84
Disagree	21	16.8	42
Disagree Strongly	1	.8	1
Omissions	0	0	0
TOTALS	125	100.0	438



HISTOGRAM 16

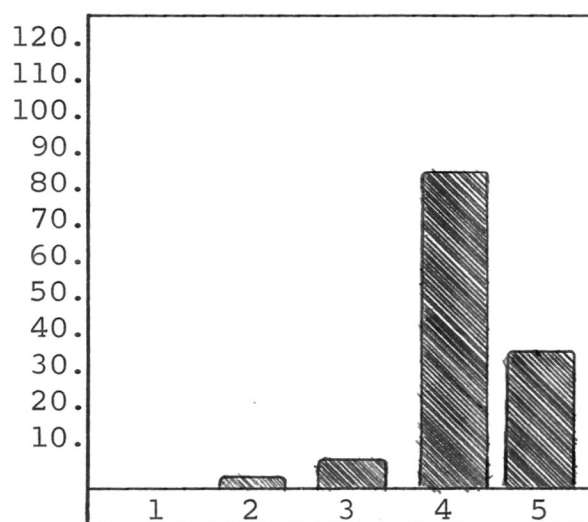
cent, while twenty-two respondents, 17.6 per cent, "Disagree" with the position taken in the item.

Item 17. Local high schools and Lenoir County Community College could enhance the value of vocational education to students and the business firms that employ them by establishing relating programs that complement each other. Continuing training programs of several years duration and much depth of content could be provided through co-operation and joint planning between the college and several high schools in the area.

Several issues related to this item need to be discussed, especially those issues based on the program of public education in North Carolina. The establishment of a state wide system of community colleges or public area schools has changed the complexion of education throughout the Tar Heel State. A new educational relationship between the high schools and the new public area schools has been created, and with it new questions are being asked. What, for example, is the responsibility of the new public area schools, and in what ways will the high school program be changed by this innovation? This item was designed to measure feeling among the study participants on whether or not the high schools and the local community college should work together in building a program of continued vocational training for the benefit of everyone in the community. The question is one of articulation between the high schools and the goals and programs of the high schools with the new public area schools which have been established during the

FIGURE 23
ANALYSIS OF ITEM 17

	Responses	Percentage	Position Value
Agree Strongly	34	27.2	170
Agree	81	64.8	324
Neutral-Undecided	8	6.4	24
Disagree	2	1.6	4
Disagree Strongly	0	0	0
Omissions	0	0	0
TOTALS	125	100.0	522



HISTOGRAM 17

past decade. Especially significant is the broad base of agreement among the participants that benefit would accrue from greater articulation between the community college and the high schools in the area. With 115 of the respondents,

92 per cent, indicating that they "Agree" or "Agree Strongly" with the statement, the position index of 522 falls above the center of the "Agree" range.

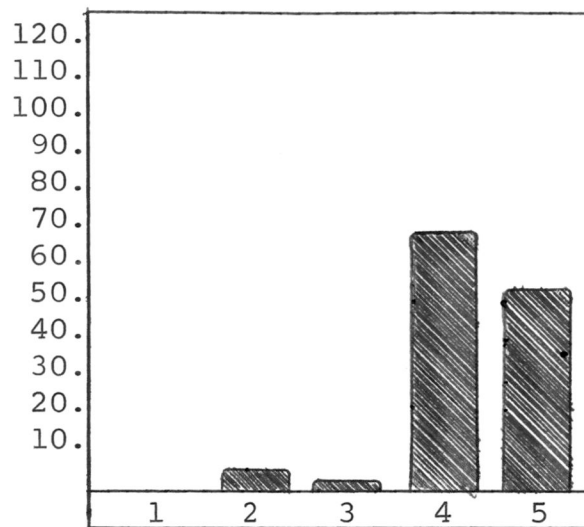
Item 18. To be successful in this firm in the future, employees will find it necessary to become more skilled at their jobs and progressively more proficient in problem solving and learning new material.

The goal of this item was to measure employer attitudes toward the need for the upgrading of job skills and skills in problem solving and learning new material. Each of

FIGURE 24
ANALYSIS OF ITEM 18

	Responses	Percentage	Position Value
Agree Strongly	53	42.4	265
Agree	66	52.8	264
Neutral-Undecided	1	.8	3
Disagree	4	3.2	8
Disagree Strongly	0	0	0
Omissions	1	.8	0
TOTALS	125	100.0	540

these relates closely to job success and the improvement of overall production necessary for continued raises in pay. With a position index of 540, the general consensus among the participants falls in the high "Agree" area.



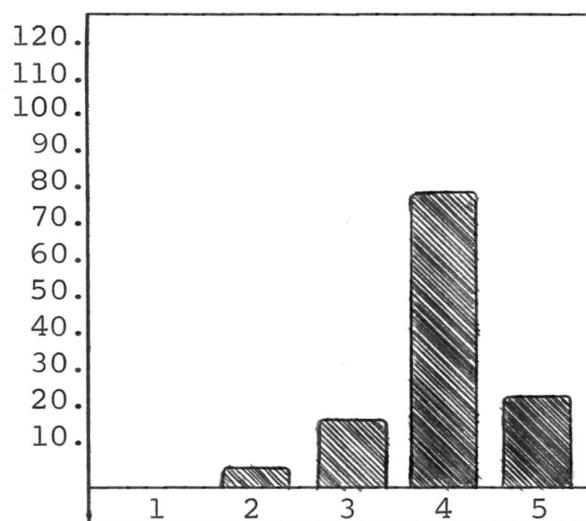
HISTOGRAM 18

Item 19. This firm is inclined to look with favor upon the co-operative vocational education programs now being offered through the local high schools. They can be of help in employee training efforts as well as a source of properly screened, immediate part-time workers.

Co-operative vocational education at the high school level is by no means a new technique. It has been in use both in secondary education and by colleges and universities for many years. The co-operative approach to training high school vocational students is relatively new, however, in many small towns in Eastern North Carolina, among them Kinston. Co-operative students at the high school level usually spend half of their school day in regular classroom activities and the other half of the day in a supervised program of on-the-job training in a business firm.

FIGURE 25
ANALYSIS OF ITEM 19

	Responses	Percentage	Position Value
Agree Strongly	24	19.2	120
Agree	80	64.0	320
Neutral-Undecided	17	13.6	51
Disagree	4	3.2	8
Disagree Strongly	0	0	0
Omissions	0	0	0
TOTALS	125	100.0	499



HISTOGRAM 19

Thus, co-operative vocational students study the theoretical and practical aspects of the job or vocational area for which they are preparing in organized classes at school. Their learning is applied in real on-the-job situations in

which they work and are given responsibilities as regular employees, and are paid. The item was designed to measure participant acceptance of the co-operative idea as applied to high school students. One of the limiting aspects of the study of this issue in Kinston is the limited experience the local business community has had in the past with co-operative training programs. While co-operative programs have been organized in former years and were operated for a time, all were eventually terminated. The only continuous experience with co-operative vocational high school students that the business community has had has been during the past three or four years. Even this experience has been relatively limited because the city and county high schools have made co-operative programs available only in the area of Distributive Education, which is concerned mainly with placing students in the distributive firms, retail and wholesale, throughout the city. Other co-operative areas such as office training, and trades and industrial education have not been initiated in the high schools on a wide scale. It is significant, therefore, that 104 of the respondents, 83.2 per cent, indicate "Agreement" or "Strong Agreement" with the statement that

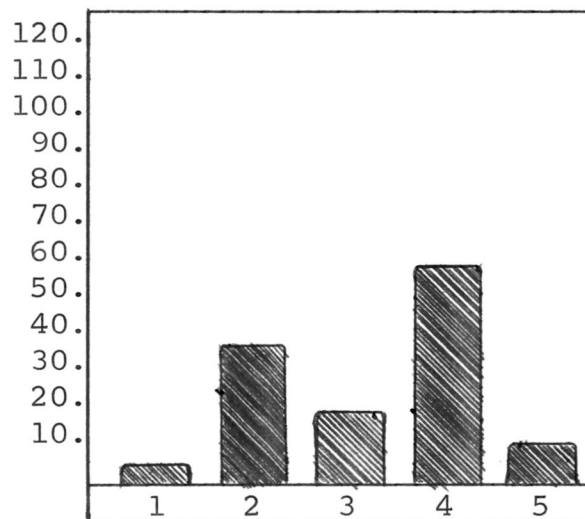
they look with favor upon the co-operative vocational education programs being offered through the local high schools. The position index of 499 places the consensus at the center of the "Agree" range.

Item 20. This firm is adequately staffed and equipped to provide a co-operative high school vocational student with the kinds of training opportunities needed to prepare for a permanent career in one of our departments.

Whether or not the management of a business firm considers the firm properly equipped and staffed to provide a co-operative student with a job rich enough in the necessary learning opportunities is significant in terms of finding placements for students who elect vocational courses at school. It is sometimes the case that when employers mistakenly feel their firms are not equipped to provide appropriate learning experiences for co-operative students, they tend to be reluctant to participate in these programs. Of importance in analyzing responses to this item is the fact that 65 people, 52 per cent, either "Agree" or "Agree Strongly" that their firms can provide sound on-the-job training for vocational students. The "Neutral-Undecided" range claimed 15.2 per cent of the responses, while 39 individuals, 31.2 per cent, indicated that their firms are

FIGURE 26
ANALYSIS OF ITEM 20

	Responses	Percentage	Position Value
Agree Strongly	9	7.2	45
Agree	56	44.8	224
Neutral-Undecided	19	15.2	57
Disagree	35	28.0	70
Disagree Strongly	4	3.2	4
Omissions	2	1.6	0
TOTALS	125	100.0	400



HISTOGRAM 20

inadequately staffed and equipped to provide these kinds of part-time jobs for high school students.

Item 21. Society and the schools it supports are making a mistake in neglecting to train enough skilled workers and technicians to meet the growing needs of the nation.

Part of the attitudinal structure of a local community with regard to many questions of educational importance is an awareness of certain trends that are developing at the

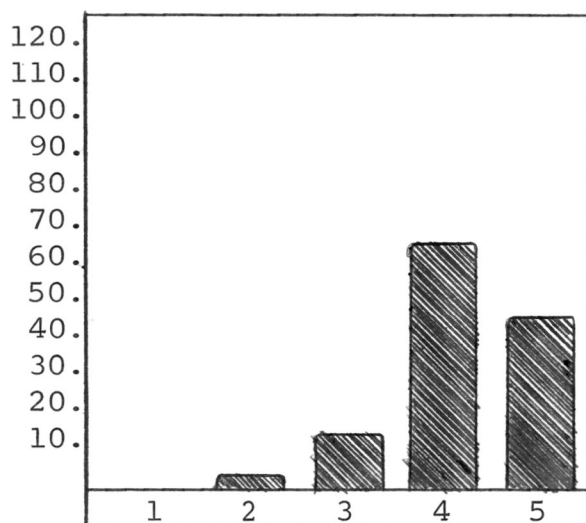
FIGURE 27

ANALYSIS OF ITEM 21

	Responses	Percentage	Position Value
Agree Strongly	46	36.8	230
Agree	64	51.2	256
Neutral-Undecided	12	9.6	36
Disagree	3	2.4	6
Disagree Strongly	0	0	0
Omissions	0	0	0
TOTALS	125	100.0	528

regional and national levels. This item, along with several others in the series, sets out to uncover some of the attitudes of the participants relating to situations of national character, and broader than local issues. Here, participants were asked to respond concerning a long reported neglect throughout the nation to train adequate numbers of skilled workers and technicians to meet the growing needs. The position index of 528 indicates the presence of

a wide base of "Agreement" among the participants that it is a mistake of national proportions to neglect the training of skilled workers and technicians in our society. One hundred ten people, 88 per cent, either "Agree" or "Agree Strongly" that this neglect is an unfortunate national error.



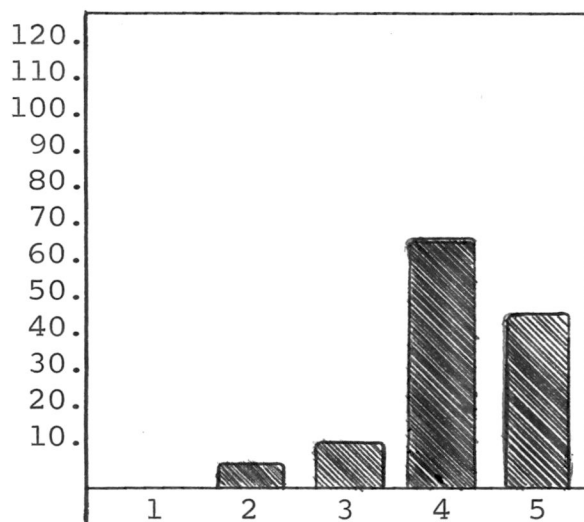
HISTOGRAM 21

Item 22. The national shortage of skilled workers of many kinds will likely become more acute in the future.

Relating to the issue covered in the previous item, the present question was designed to measure local feeling on the reality of the reported shortages in the availability of skilled workers across the nation. Again, 110 individuals, 88 per cent of all respondents, indicated "Agree-

FIGURE 28
ANALYSIS OF ITEM 22

	Responses	Percentage	Position Value
Agree Strongly	46	36.8	230
Agree	64	51.2	256
Neutral-Undecided	10	8.0	30
Disagree	5	4.0	10
Disagree Strongly	0	0	0
Omissions	0	0	0
TOTALS	125	100.0	526



HISTOGRAM 22

ment" or "Strong Agreement" that skilled workers and technicians will become more acutely scarce in the future.

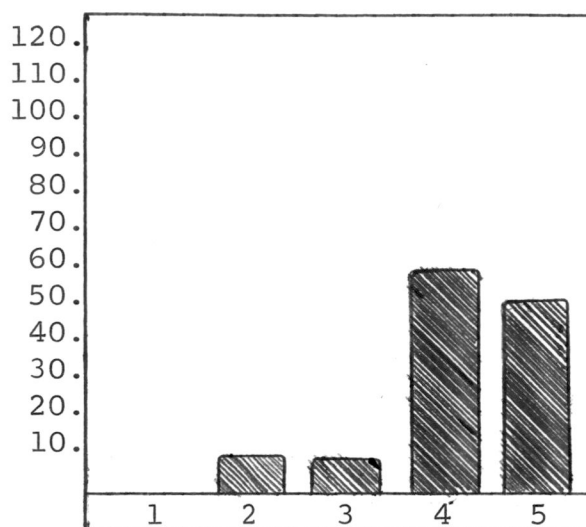
Item 23. This firm is often unable to employ the properly trained help needed for its business operation. Qualified workers, those who really know their jobs, are constantly in short supply.

The effort in this item was to relate the perceived national shortage of skilled workers, referred to in the previous

FIGURE 29
ANALYSIS OF ITEM 23

	Responses	Percentage	Position Value
Agree Strongly	50	40.0	250
Agree	59	47.2	236
Neutral-Undecided	7	5.6	21
Disagree	8	6.4	16
Disagree Strongly	0	0	0
Omissions	1	.8	0
TOTALS	125	100.0	523

two questions, to the local situation. In effect, this item asks if workers to be hired for local firms who are appropriately trained for the jobs are acutely scarce at present. In this case, 109 respondents, 87.2 per cent of all participants in the study, "Agree" or "Agree Strongly" that well qualified employees are constantly in short supply.



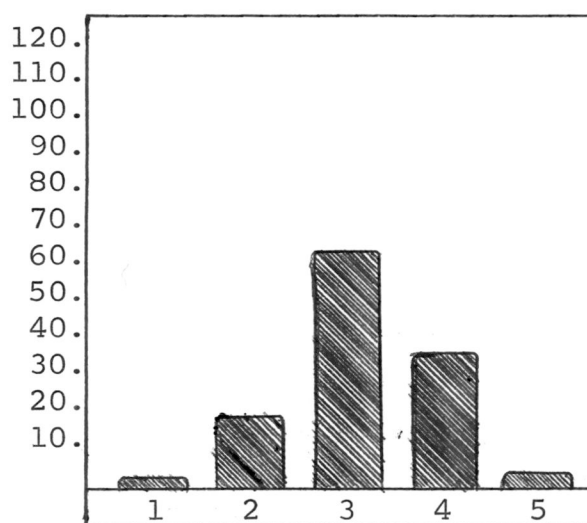
HISTOGRAM 23

Item 24. A major strength of present high school vocational education courses and programs is their usually adequate concentration upon specific job skills and competencies.

This item presses the point of employer attitudes toward the quality of present vocational programs by raising the issue of their adequate concentration upon specific job skills and competencies. The fact that 63 individuals or 50.4 per cent of all those participating took the "Neutral-Undecided" position is of importance. Thirty-eight people, 30.4 per cent, "Agree" or "Agree Strongly" that the high school vocational courses do provide adequate concentration upon specific job skills and competencies, while twenty or 16 per cent "Disagree" or "Disagree Strongly" with this position.

FIGURE 30
ANALYSIS OF ITEM 24

	Responses	Percentage	Position Value
Agree Strongly	3	2.4	15
Agree	35	28.0	140
Neutral-Undecided	63	50.4	189
Disagree	18	14.4	36
Disagree Strongly	2	1.6	2
Omissions	4	3.2	0
TOTALS	125	100.0	382



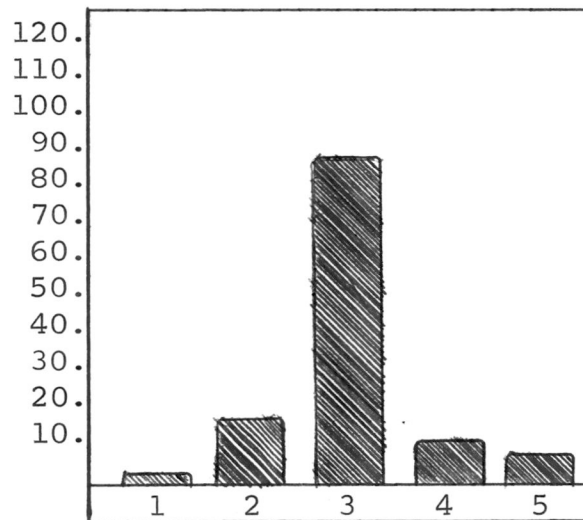
HISTOGRAM 24

Item 25. Much of the material now being taught in high school vocational education classes is outdated, poorly selected, and badly organized, while worthwhile subjects and areas of study are not included.

This very negatively stated item drew 89 respondents, 71.2 per cent, into the "Neutral-Undecided" range, which seems

FIGURE 31
ANALYSIS OF ITEM 25

	Responses	Percentage	Position Value
Agree Strongly	6	4.8	30
Agree	10	8.0	40
Neutral-Undecided	89	71.2	267
Disagree	15	12.0	30
Disagree Strongly	2	1.6	2
Omissions	3	2.4	0
TOTALS	125	100.0	369



HISTOGRAM 25

significant in that the charge expressed that vocational courses are too often outdated did not attract a substantial number of respondents. One of the criticisms of vocational education, coming both from laymen and school pro-

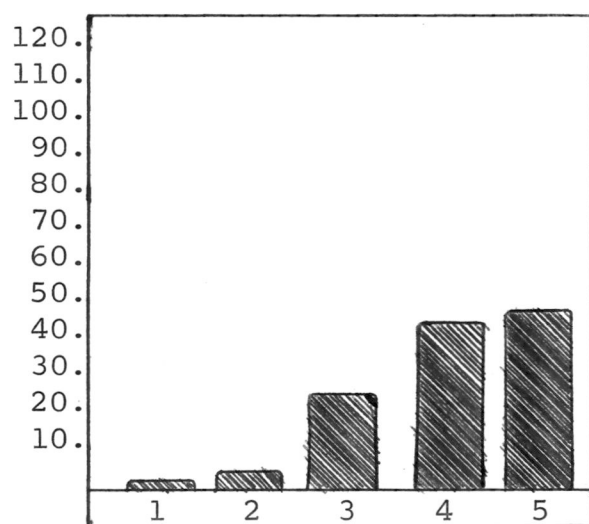
fessionals, is that skills that are no longer in demand in the market place are emphasized while newer types of vocational preparation are often not available in the right places. It is also significant that on either side of the wide band of undecided participants is an about equal number of respondents taking the positive and negative position.

Item 26. Far more attention should be directed toward helping students develop sound ideas about the free enterprise system and tradition of private property as a vital part of their high school vocational training.

The purpose of this question was to measure attitudes in the Kinston business community toward teaching a political or economic point of view to vocational students in their classes. The item was designed to determine if employers expect vocational training programs to instill certain political ideals in the thinking of the students who will become their employees. It is significant, therefore, that the consensus index of 507 places the overall position of the group of respondents at the center of the "Agree" range. To be noted is the block of "Neutral-Undecided" responses which includes 24 people or 19.2 per cent of the group. This overall response reflects a position of moder-

FIGURE 32
ANALYSIS OF ITEM 26

	Responses	Percentage	Position Value
Agree Strongly	48	38.4	240
Agree	46	36.8	184
Neutral-Undecided	24	19.2	72
Disagree	5	4.0	10
Disagree Strongly	1	.8	1
Omissions	1	.8	0
TOTALS	125	100.0	507



HISTOGRAM 26

ate agreement, but does not indicate excessive concern for this kind of teaching in the local schools.

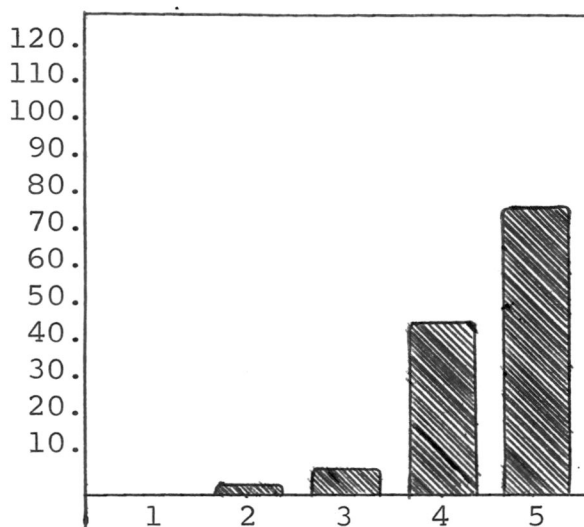
Item 27. An especially important vocational skill that needs greater emphasis in high school training programs is human relations, which includes meeting the public with poise and getting along well with fellow workers.

Human relations as a vocational competence is receiving much attention among vocational educators and employers

FIGURE 33
ANALYSIS OF ITEM 27

	Responses	Percentage	Position Value
Agree Strongly	75	60.0	375
Agree	43	34.4	172
Neutral-Undecided	5	4.0	15
Disagree	2	1.6	4
Disagree Strongly	0	0	0
Omissions	0	0	0
TOTALS	125	100.0	566

throughout the business community. The composite index of 566 places the consensus of opinion on this point among the Kinston participants in the study in the "Agree Strongly" range. It is especially significant that 118 of the participants, 94.4 per cent of the entire group, either "Agree" or "Agree Strongly" that human relations is an important vocational skill which should be more heavily emphasized in the high school training programs.



HISTOGRAM 27

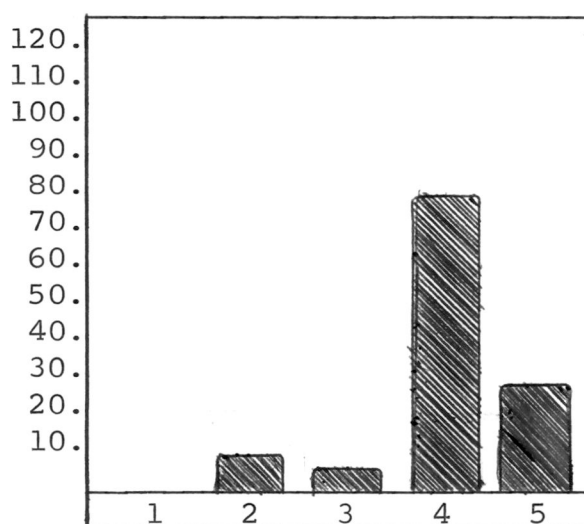
Item 28. Knowledge of proper terminology is important for employees in this firm; learning to use the correct names and terms for the things employees work with is an important part of vocational preparation.

Proper nomenclature is an important and much emphasized segment of vocational training in many skills. The group of Kinston business leaders was asked to evaluate the importance of the use of proper terms for the items people deal with on the job. As the item is stated, the index of 502 yields a composite position at the middle of the "Agree" range. It is significant that 108 people, 86.4 per cent, "Agree" or "Agree Strongly" that knowledge of correct terminology within a vocational area is important for employees in their firms.

FIGURE 34

ANALYSIS OF ITEM 28

	Responses	Percentage	Position Value
Agree Strongly	29	23.2	145
Agree	79	63.2	316
Neutral-Undecided	7	5.6	21
Disagree	10	8.0	20
Disagree Strongly	0	0	0
Omissions	0	0	0
TOTALS	125	100.0	502



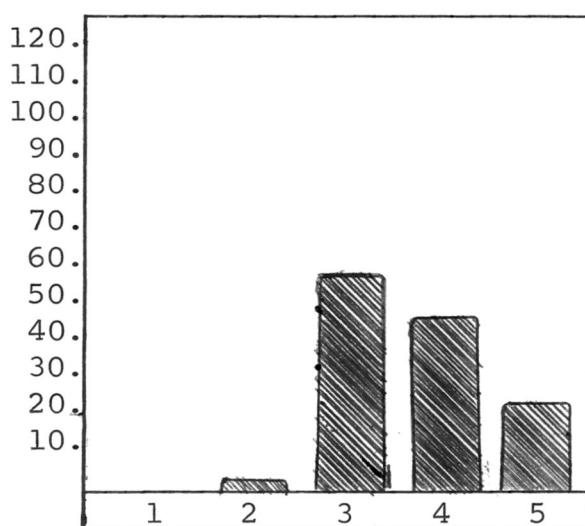
HISTOGRAM 28

Item 29. The number of carpentry, mechanics, and bricklaying classes offered in high schools in the Kinston area should be increased to channel more interested boys into these needed vocations.

Carpentry, mechanics, and bricklaying are three of the rather manually skilled vocations which offer realistic job

FIGURE 35
ANALYSIS OF ITEM 29

	Responses	Percentage	Position Value
Agree Strongly	21	16.8	105
Agree	44	35.2	176
Neutral-Undecided	58	46.4	174
Disagree	2	1.6	4
Disagree Strongly	0	0	0
Omissions	0	0	0
TOTALS	125	100.0	459



HISTOGRAM 29

opportunities to substantial numbers of people. In the present school and social environment, however, there seems to be an orientation away from occupations of these types. This is perhaps due to the low status awarded workmen in

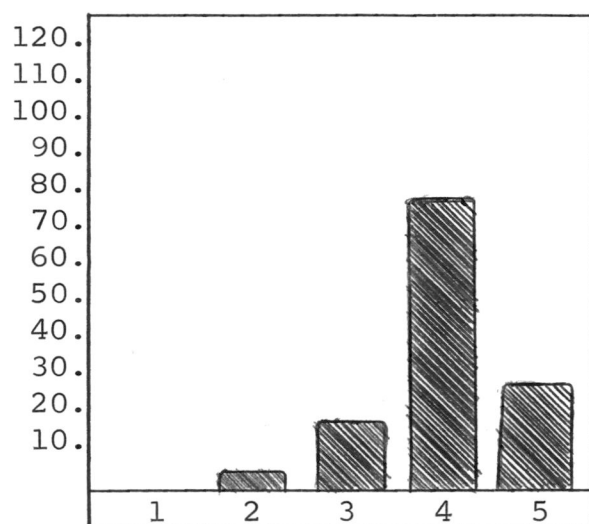
our society; it is also attributable to negative family attitudes toward these job areas for their youngsters. The composite index of 459 places the consensus of Kinston businessmen who participated in the lower half of the "Agree" range. It should be noted that 65 people, 52 per cent, either "Agree" or "Agree Strongly" that the number of carpentry, mechanics, and bricklaying classes offered in the high schools in the Kinston area should be increased, while 58 people or 46.4 per cent of the participants take the "Neutral-Undecided" position.

Item 30. Distributive occupations such as salesman, retail store manager, and wholesale house worker need to be promoted among high school students because they offer many sound employment and career opportunities.

Workers in retail and wholesale firms and managers of these firms are classified, as a rule, in the white collar category. The composite index of 498 places the consensus of view on the issue of encouraging students to consider the distributive occupations in the center of the "Agree" range. One hundred two people, 81.6 per cent, "Agree" or "Agree Strongly" to the promotion of distributive occupations among high school students.

FIGURE 36
ANALYSIS OF ITEM 30

	Responses	Percentage	Position Value
Agree Strongly	26	20.8	130
Agree	76	60.8	304
Neutral-Undecided	18	14.4	54
Disagree	5	4.0	10
Disagree Strongly	0	0	0
Omissions	0	0	0
TOTALS	125	100.0	498



HISTOGRAM 30

The Yes and No Series

Less detailed than the first series of items, the 22 Yes and No items were designed, first, to provide confirmation of some of the findings in the first series and,

second, to gather a body of survey data of a more concrete type than that sought in the first series of items. This section of Chapter III is devoted to a study of responses to these items by number and percentage.

Item 1. Have you ever employed a co-operative vocational education student in your firm?

Because of the increasing number of co-operative vocational programs in the schools of Kinston and Lenoir County, a

FIGURE 37

ANALYSIS OF ITEM 1

	Responses	Percentage
Yes	42	33.6
No	83	66.4
Omissions	0	0
TOTALS	125	100.0

growing, but still small number of merchants and business people have participated in these programs. Since the 150 business owners and managers who participated in this study do not represent a random sample of the business people in and around Kinston, their responses to this question are representative of that group of persons only, and do not reflect the overall condition. Approximately one-third of

the respondents indicated that they have employed co-operative vocational students, and two-thirds report no experience with this type of program.

Item 2. Do you believe there is any educational value in placing high school students in part-time jobs in downtown Kinston as part of their vocational training programs?

Employer evaluation of the educational value of co-operative, on-the-job training for high school students was the object of this question. In effect, respondents

FIGURE 38

ANALYSIS OF ITEM 2

	Responses	Percentage
Yes	119	95.2
No	5	4.0
Omissions	1	.8
TOTALS	125	100.0

were asked if they believe there is instructional value in the practical experience of on-the-job training for high school students. The fact that 95.2 per cent of those responding answered in the affirmative seems to indicate a consensus of strong agreement to the value of co-operative vocational training.

Item 3. Do you believe that co-operative vocational education programs offer any real advantage in training high school students for permanent employment in your type of business?

Since it is one thing to support an idea such as co-operative vocational education as part of an overall school program, and quite another to be convinced of its

FIGURE 39

ANALYSIS OF ITEM 3

	Responses	Percentage
Yes	110	88.0
No	14	11.2
Omissions	1	.8
TOTALS	125	100.0

value for a specific type of business firm, this item was designed to deal with employer attitudes toward the usefulness of co-operative training in their types of business operations. Eighty-eight per cent of the participants indicated agreement that these types of programs can be of value in preparing workers for their firms.

Item 4. Would you be willing to employ a high school junior or senior for 15 to 25 hours per week as a student-learner in your firm?

The previous items dealt with employer attitudes toward the value of co-operative vocational training in the preparation

of workers, then their beliefs in the worth of this kind of training for their particular firms. Agreement with the worth of an educational technique, however, may not result in employer willingness to co-operate with a training program when it is placed in operation. This question was included to determine employer willingness to work with co-operative vocational students as a practical matter. Significantly, 70.4 per cent of the respondents indicate willingness to employ a high school student as a co-operative part-time trainee.

FIGURE 40
ANALYSIS OF ITEM 4

	Responses	Percentage
Yes	88	70.4
No	34	27.2
Omissions	3	2.4
TOTALS	125	100.0

Item 5. Would you be interested in training a high school student under the co-operative program with some plan that the student will become a full-time employee upon graduation if still acceptable to both you and the student?

Some employers object to the effort and cost of training new workers whose tenure with the firm will be brief. This item was designed to learn if the likelihood of co-operative

students to become full-time employees upon high school graduation would influence employer willingness to provide students with training jobs. The fact that 73.6 per cent of the respondents answered in the affirmative seems to indicate employer interest in retaining workers they helped to train.

FIGURE 41
ANALYSIS OF ITEM 5

	Responses	Percentage
Yes	92	73.6
No	29	23.2
Omissions	4	3.2
TOTALS	125	100.0

Item 6. Are you interested in employing vocational education students during peak business periods, using these students only on days or parts of days when you need them?

Vocational students who are not enrolled in co-operative programs, but who are interested in learning specific job skills, often enhance their classroom background with part-time work. Vocational teachers sometimes assist students in finding appropriate part-time work. Seventy respondents, 56 per cent of those participating, indicated interest in employing vocational students at peak business

periods.

FIGURE 42
ANALYSIS OF ITEM 6

	Responses	Percentage
Yes	70	56.0
No	53	42.4
Omissions	2	1.6
TOTALS	125	100.0

Item 7. Could your firm provide work for a high school vocational education student during the summer months?

Twelve-month employment for vocational teachers at selected schools should result in an increase in supervised summer employment for high school students. Availability of jobs during the summer months is an important factor in the

FIGURE 43
ANALYSIS OF ITEM 7

	Responses	Percentage
Yes	67	53.6
No	55	44.0
Omissions	3	2.4
TOTALS	125	100.0

success of these extended vocational programs. Sixty-

seven respondents, 53.6 per cent, indicated their firms could employ students during the summer.

Item 8. Would you permit vocational education students, as individuals and in small groups, to observe selected phases of your business operation as an assignment at convenient times?

Community resources available to vocational education students and teachers are important to the success of these programs. This item and several others to follow deal with these vital resources.

FIGURE 44

ANALYSIS OF ITEM 8

	Responses	Percentage
Yes	113	90.4
No	11	8.8
Omissions	1	.8
TOTALS	125	100.0

Item 9. Could classes of vocational education students, accompanied by a teacher, tour your business firm to study the operation?

FIGURE 45

ANALYSIS OF ITEM 9

	Responses	Percentage
Yes	112	89.6
No	11	8.8
Omissions	2	1.6
TOTALS	125	100.0

Item 10. If asked to do so, would you visit vocational classes at the high school to discuss your firm's operations with interested students?

FIGURE 46

ANALYSIS OF ITEM 10

	Responses	Percentage
Yes	107	85.6
No	16	12.8
Omissions	2	1.6
TOTALS	125	100.0

Item 11. Would you be willing to lend items of merchandise or equipment, when possible, to high school vocational classes for study and demonstration?

FIGURE 47
ANALYSIS OF ITEM 11

	Responses	Percentage
Yes	91	72.8
No	30	24.0
Omissions	4	3.2
TOTALS	125	100.0

Item 12. There are one or more areas of work in this firm for which vocationally trained high school graduates would be adequately prepared as beginning workers.

Closely paralleling item 9 of the first series, the purpose of this question was to provide a second sounding on the

FIGURE 48
ANALYSIS OF ITEM 12

	Responses	Percentage
Yes	108	86.4
No	14	11.2
Omissions	3	2.4
TOTALS	125	100.0

acceptability of vocational high school graduates as beginning employees in the firms of the Kinston participants of this study. One hundred eight respondents, 86.4 per cent, affirmed the broad base of employer acceptance of vocational graduates as starting employees.

Item 13. This firm can train many of its employees adequately for their jobs after they are hired.

Relating to item 20 of the first series, this item set out to study participant attitudes relating to the degree to which their firms can train employees after they are hired.

FIGURE 49

ANALYSIS OF ITEM 13

	Responses	Percentage
Yes	103	82.4
No	20	16.0
Omissions	2	1.6
TOTALS	125	100.0

More than 80 per cent of the respondents indicated that new employees can be properly trained after they are hired.

Item 14. This firm now employs office workers whose vocational skills include typing, shorthand, and bookkeeping.

A normative question, this item was an attempt to learn the extent to which trained office workers are needed in those firms operated by the owners and managers participating in the study.

FIGURE 50
ANALYSIS OF ITEM 14

	Responses	Percentage
Yes	107	85.6
No	17	13.6
Omissions	1	.8
TOTALS	125	100.0

Item 15. Despite the growing use of computers and data processing, this firm anticipates a need for more employees with office skills in the future.

The rate at which jobs are mechanized and computerized, and the extent to which these processes come into use in the local business community are of importance in building high school vocational education programs. This item attempts to learn whether or not the study participants foresee a decline in the need for trained office workers due to wider use of work saving systems. The 65.6 per cent who answered in the affirmative indicate a growing need for workers with office skills, not a decline. During much of the present century high school office occupations programs have held a significant position among vocational subjects in terms of the number of workers prepared to enter the working world immediately upon graduation.

FIGURE 51
ANALYSIS OF ITEM 15

	Responses	Percentage
Yes	82	65.6
No	39	31.2
Omissions	4	3.2
TOTALS	125	100.0

Item 16. There are one or more jobs in this firm for which a knowledge of some phase of agriculture is needed.

This and the following item were designed to measure needs for workers with vocational skills related to agriculture

FIGURE 52
ANALYSIS OF ITEM 16

	Responses	Percentage
Yes	27	21.6
No	98	78.4
Omissions	0	0
TOTALS	125	100.0

in the Kinston business community. Two factors prompted the use of these items in the questionnaire: first, for many years vocational agriculture has been studied in high school classes across the nation and has continued to be emphasized despite a decreasing portion of the total

population employed in agriculture. Second, as a trade town located in a rich agricultural area, Kinston's economy has been much influenced in the past by farming, through the purchasing of agricultural supplies and the marketing of farm products. In view of these background facts, responses of the participants to these items may come as a surprise to some of the readers of this study, many of whom have been in business in Kinston for many years.

Item 17. This firm anticipates a need for more trained agricultural workers in the future.

FIGURE 53

ANALYSIS OF ITEM 17

	Responses	Percentage
Yes	12	9.6
No	112	89.6
Omissions	1	.8
TOTALS	125	100.0

Item 18. This firm employs one or more persons whose duties center around cooking and/or food service.

Food service is a significant and growing vocational area throughout the United States. The status of food service occupations in the business firms represented in this study was the object of this and the following items.

FIGURE 54

ANALYSIS OF ITEM 18

	Responses	Percentage
Yes	10	8.0
No	115	92.0
Omissions	0	0
TOTALS	125	100.0

Item 19. It is expected that the food service staff will increase in the future.

FIGURE 55

ANALYSIS OF ITEM 19

	Responses	Percentage
Yes	13	10.4
No	109	87.2
Omissions	3	2.4
TOTALS	125	100.0

Item 20. This firm employs one or more workers whose main duty is some phase of sewing (either as an auxiliary service such as a seamstress in a clothing store, or in manufacture).

Two items deal with the status of the sewing industries of which there are several in Kinston.

FIGURE 56
ANALYSIS OF ITEM 20

	Responses	Percentage
Yes	15	12.0
No	110	88.0
Omissions	0	0
TOTALS	125	100.0

Item 21. This firm expects to employ a greater number of workers in sewing in the future.

FIGURE 57
ANALYSIS OF ITEM 21

	Responses	Percentage
Yes	6	4.8
No	118	94.4
Omissions	1	.8
TOTALS	125	100.0

Item 22. This firm has little or no need for vocationally trained high school graduates whose backgrounds qualify them in some industrial or production skill.

Responses to this item indicate a higher degree of need for vocational high school graduates with industrial skills.

FIGURE 58
ANALYSIS OF ITEM 22

	Responses	Percentage
Yes	46	36.8
No	78	62.4
Omissions	1	.8
TOTALS	125	100.0

CHAPTER IV

GROUPING THE ITEMS AROUND MAJOR ISSUES

In Chapter IV the responses to questionnaire items compiled in the previous pages are grouped around several major issues. The purpose of this procedure is to identify and quantify these issues and the major viewpoints of the participants, both majority and minority, on the basis of the 125 questionnaires in the Master Count. Much of the analytical material presented in Chapter III is arranged according to several important vocational education considerations for comparative interpretation to derive a clearer view of the overall position or consensus of the participants on each issue.

Among the major issues dealt with in this investigation are the status of vocational education as reflected through the collective views of the participants, the relation of academic preparation to vocational training, participant awareness of broader issues relating to vocational education, consideration of specific content and organization, co-operative vocational programs, and community resources for vocational education.

Perhaps the first task is to define the status of vocational education among the participants. Eleven first series items and one from the second group of questions sought to measure in this area. In the order in which they appeared in the questionnaire, findings relative to the general status of vocational training among the participating Kinston business executives follow.

- 12.8% -- oppose the idea that general or academic education is the best preparation for vocational success. (Item 2)
- 94.4% -- favor provision of learning opportunities for students whose talents lie outside the traditional academic subjects. (Item 3)
- 75.2% -- oppose limiting vocational education to students who cannot profit from academic preparation for college. (Item 4)
- 76.8% -- favor work preparation in school which allows for individual differences, interests, and abilities among students. (Item 5)
- 42.4% -- oppose separate vocational and academic schools. (Item 7)
- 92.8% -- favor equal status for all students, vocational and academic, in the comprehensive high school. (Item 8)
- 82.4% -- indicated vocational education can prepare beginning workers for their firms. (Item 9)
- 86.4% -- indicated that there are one or more areas of work in their firms for which vocationally trained high school graduates would be adequately prepared as beginning workers. (Item 12, second series)

- 65.6% -- favorably regard vocational graduates as candidates for promotion to positions of responsibility. (Item 10)
- 52.0% -- regard vocational graduates as apt learners of new materials, processes, and techniques. (Item 11)
- 84.0% -- see advantage in employing vocational graduates. (Item 12)
- 61.6% -- oppose the idea of bypassing vocational education in favor of exclusive academic or general education for beginning employees. (Item 13)

It may seem ludicrous to place vocational education and academic education at opposing ends of an axis, but this has often been done both by laymen and professionals. In some ways this kind of thinking can be identified in the responses to the questionnaire, apparently representing a minority position among the participating employers. While the respondents indicate a highly favorable attitude toward the vocational education programs generally, an identifiable segment of the group seems to support a rather restricting view of the function and usefulness of vocational courses in comparison with general and academic preparation. Especially in responses to Item 2 do participants suggest substantial agreement that general and academic education do constitute the best preparation for vocational

success. It is often the case, however, that vocational instructors take the position that the success of their programs is compromised due much to the low quality of students coming into them. This unfortunate circumstance is interpreted as a reflection of the overall climate of status and values in secondary education at present. Vocational teachers, in short, seek good students as aggressively as do academic instructors, and view strong general preparation of students as a prerequisite to success in learning and performing of vocational skills and competencies.

Five items seem to suggest: (1) strong support for a generally high level of academic preparation for all students, a position with which vocational educators agree, and/or (2) the presence of a segment of about 20 per cent of the respondents who support academic preparation, but see little value in vocational training except for a limited segment of the school population.

80.0% -- view strong academic and general education as the best preparation for vocational success. (Item 2)

17.6% -- would limit vocational education to the group of students with low academic ability. (Item 4)

16.0% -- oppose work preparation in the schools adjusted to the individual differences, interests, and abilities of students. (Item 5)

- 23.2% -- support the separation of academic and vocational students by sending them to different schools. (Item 7) (Note--This response may not reflect an academic bias, but a positive reaction to a logical organizational pattern.)
- 20.0% -- would rather have beginning employees with no vocational training, but with a strong general-academic background. (Item 13)

Awareness of some of the broader issues relating to education and employment may be important to the structure of attitudes held by business people toward vocational education in the local high schools. Seven items deal with these broader educational and economic issues.

- 99.2% -- agree that vocational education courses in the schools should reflect local needs for skilled workers. (Item 1)
- 93.6% -- indicate that vocational education programs throughout the nation should reflect broad economic and social needs. (Item 6)
- 88.0% -- see the need for continued education of their employees for retraining and upgrading their work skills. (Item 14)
- 95.2% -- see the need for more skilled employees, proficient in solving problems and learning new systems and procedures. (Item 18)
- 88.0% -- agree that it is a social and educational error to fail to prepare adequate numbers of technicians and skilled workers for the American economy. (Item 21)
- 88.0% -- agree the national shortage of skilled workers will grow more intense in the future. (Item 22)

87.2% -- report difficulty in finding skilled workers for their firms. (Item 23)

The nature and scope of vocational educational programs in the schools of the area, specific course content, and the relation of high school programs to educational opportunities available after graduation from high school are closely related concerns of interest in the study.

93.6% -- support emphasis upon basic information, understanding, and skills in high school vocational courses as a background for later specialized training. (Item 15)

60.0% -- agree that advanced vocational training can be secured best through a college, technical school, or company training program, building upon the foundation of vocational knowledge gained in high school. (Item 16)

92.0% -- support the view that more articulation is needed between the high school vocational programs and the more advanced work offered at Lenoir County Community College. (Item 17)

75.2% -- agree that sound ideas about the free enterprise system should be taught. (Item 26)

94.4% -- agree strongly to the importance of teaching effective human relations as a vocational competence. (Item 27)

86.4% -- see the importance of teaching proper nomenclature as a needed skill. (Item 28)

52.0% -- emphasize the need for the teaching of manual skills such as carpentry, mechanics, and bricklaying. (Item 29)

81.6% -- would emphasize distributive occupations among high school students. (Item 30)

- 85.6% -- presently employ office workers with typing, shorthand, and bookkeeping skills. (Item 14, second series)
- 65.6% -- expect to employ more people with office skills in the future. (Item 15, second series)
- 21.6% -- employ workers at present who need a knowledge of some aspect of agriculture. (Item 16, second series)
- 9.6% -- anticipate a need for more trained agricultural workers in the future. (Item 17, second series)
- 10.4% -- expect to increase their food service staffs in the future. (Item 19, second series)
- 12.0% -- employ sewing workers. (Item 20, second series)
- 4.8% -- expect to employ larger numbers of sewing workers in the future. (Item 21, second series)

Both first and second series items deal with co-operative vocational programs at the high school level. A generally strong position of confidence in the co-operative idea is expressed in the following items.

- 83.2% -- approve co-operative vocational training programs because of their help in screening and training workers. (Item 19)
- 52.0% -- consider their firms properly equipped and staffed to provide satisfactory training for high school vocational students. (Item 20)
- 82.4% -- feel their firms can train many beginning employees upon being hired. (Item 13, second series)

95.2% -- affirm their belief in the value of co-operative vocational education in preparing workers. (Item 2, second series)

88.0% -- affirm the worth of high school co-operative vocational programs in preparing workers for their business firms. (Item 3, second series)

The final issue to be discussed in this section is community resources for school vocational education programs. This aspect is of growing significance as more students emerge from the classroom to seek meaningful educational opportunities in the business community. Several second series items deal with these diverse community resources for vocational education.

70.4% -- indicate their willingness to employ co-operative students for 15 to 25 hours per week as part of their vocational training. (Item 4, second series)

73.6% -- express an interest in training workers through high school co-operative programs who will remain with the firm after their graduation. (Item 5, second series)

56.0% -- show interest in hiring trained students during peak business periods. (Item 6, second series)

53.6% -- express interest in employing students during the summer months. (Item 7, second series)

90.4% -- allow vocational students to observe the operations at their stores and plants. (Item 8, second series)

- 89.6% -- indicate that class groups could visit their firms for study and observation. (Item 9, second series)
- 85.6% -- indicate willingness to serve as resource persons for vocational classes. (Item 10, second series)
- 72.8% -- express willingness to lend merchandise and equipment to vocational classes when possible. (Item 11, second series)

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In Chapter I the question, "How do employers feel about vocational education programs as a source of future employees? What are their attitudes and opinions about vocational training?" was stated as the central concern of this investigation into the "Views of Business Owners and Managers in Kinston, North Carolina, Toward High School Vocational Education." In the same vein, one of the important aspects of the hypothesis under which the study was conducted is that, "in Kinston there is a generally favorable attitude toward vocational training among employers and much willingness to participate with the schools to make possible a higher level of vocational training."

At the level of generalization it can be concluded from the data that there is, indeed, a very positive climate of opinion and attitude on the part of the respondents toward the value of high school vocational training. A more carefully drawn statement of findings and conclusions is presented in the following paragraphs.

As discussed in the first chapter and reflected in the views of the respondents, a philosophical basis for vocational education is being established. This new outlook is grounded in economic, social, and educational developments, and demands a broader view of the function of the school than was necessary in the past. A summary of responses yields the following consensus positions.

Broader social and economic needs of the nation for skilled workers should be considered in creating vocational programs in the schools and encouraging students to take them. Yet, if vocational education is to fulfill its mission, it must reflect the needs of the local business community for skilled workers. Employers perceive the error in failing to train enough skilled workers and technicians to meet the needs of the nation's economy, and they feel this pressure directly in the growing difficulty they have in employing properly trained workers for their own firms. Related to this is the issue of continued education for in-service workers who must improve their skills and become more adept at learning and adjusting to new processes and systems, and solving problems.

Most of the participants seem to favor the comprehen-

sive school idea with its opportunities for all students at the same location. While there is strong support among the participating Kinston business executives for sound general and academic preparation for all high school students, an overwhelming majority feel that equal status should be accorded all students whether their programs are academic or vocational. Vocational training, according to the respondents, should not be restricted to the non-college bound and those with low academic ability, but all students should have opportunities for work preparation within their individual interests, abilities, and limitations. In short, schools should provide meaningful learning opportunities for all students including those whose interests and abilities are outside the scope of the traditional academic subjects.

The employers seem to feel that basic information, understanding, and skills should be emphasized in high school vocational training, and that more advanced and specialized job preparation can be acquired after high school. In this context, they see the need for more articulation between the high school vocational education programs and such advanced programs as those offered through Lenoir

County Community College.

Respondents feel that vocationally trained employees are as flexible and capable of learning rapidly as other workers, and they express favorable views toward former vocational students as candidates for promotion in their firms. Employers are slow to comment about the strengths and weaknesses of present vocational courses in high school, a majority taking the "Neutral-Undecided" position rather than to criticize or praise.

There is a significant consensus that vocational training at the high school level can prepare students for employment in many Kinston firms, and many employers seem to object to the idea of bypassing all vocational training in favor of purely academic and general preparation. Employers take a moderately positive position on the question of teaching the free enterprise system and private property to vocational students, but feel strongly that human relations should be emphasized. They also see the need for teaching proper nomenclature to vocational students.

Employers express confidence in the co-operative method of preparing vocational students and feel their firms are staffed and equipped to train these students as well

as their beginning full-time employees. Seeing the value of this type of job training to their own firms, they are willing to provide training jobs for co-operative high school students. This generally positive attitude on the part of Kinston employers constitutes a strong resource potential for vocational education. There is willingness to provide for observation, tours, and field trips. In addition, employers seem willing to serve as resource people to assist vocational classes and to make merchandise and equipment available to vocational classes when it is needed.

From the responses of the participating business executives, there seems to be grounds for drawing the tentative conclusion that office occupations, sales, industrial, and craft skills are faster growing vocational areas in and around Kinston than are agricultural, food service, and sewing occupations.

In light of these findings it is, therefore, recommended that there exists in the Kinston business community many opportunities for extending the vocational training programs of the public high schools beyond the classroom and into the business community. Community resources are

available and can be brought into the school to enhance the effectiveness and appeal of vocational education.

It is recommended that more needs to be done by school administrators and vocational instructors to build and utilize the co-operative method of vocational training, not only in the distributive occupations but in industrial, office, and craft occupations as well.

It is also recommended that a better job of co-ordinating between school and business be undertaken in the future. This investigation has demonstrated the presence of a very positive structure of employer attitudes toward vocational education in Kinston. It remains for the schools to launch a concerted program to utilize and build upon this foundation.

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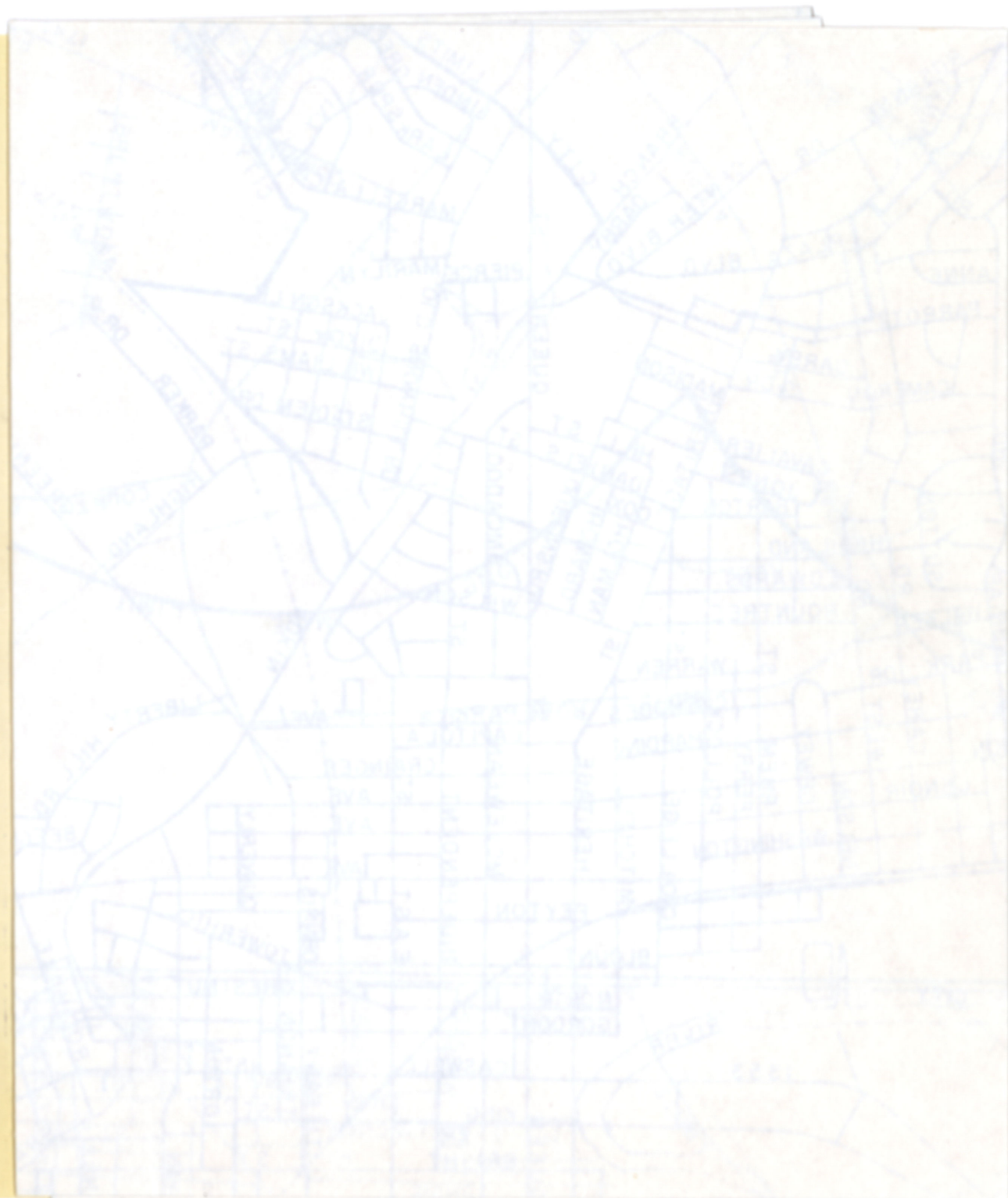
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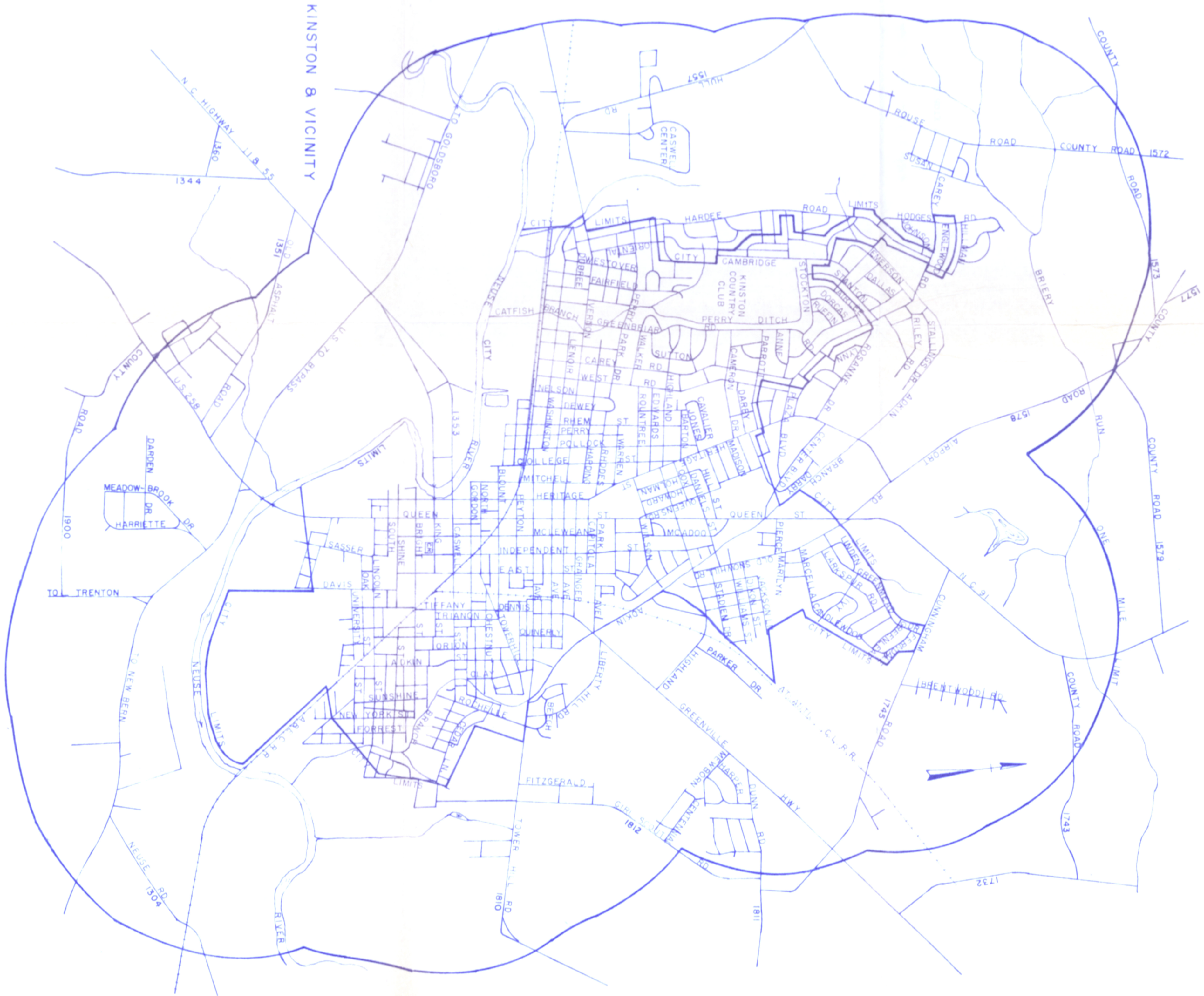
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APPENDICES

APPENDIX A

MAP OF THE CITY OF KINSTON





KINSTON & VICINITY

APPENDIX B

REVIEW OF SOME RELATED LOCAL STUDIES

A body of information of the kind brought together in the present study has not been previously accumulated, but a number of educational and vocational training need surveys that relate to Kinston have been compiled. Three of these studies will be cited in this review.

Quite a bit of informal survey work has been done in the past in connection with the establishment and promotion of Lenoir County Community College, especially relating to the vocational programs offered at that institution. While this type of work does not relate directly to the present study, it should not be overlooked. In March, 1966, a survey entitled, "Questionnaire to Business, Industrial and Agricultural Firms," was conducted by the Community College staff. Mailed to about 700 employers in the several counties served by the Community College, the questionnaire contained a list of twenty-six vocational courses available through the college. Employers were asked to indicate the vocational skills utilized in their firms, the number of workers engaged in each area at the time, and the number of

employees needed by 1970. Gains were projected in several occupations for which vocational training is being made available. Since the information gathered does not relate to high school programs of vocational training, however, its usefulness in the present study is limited.

In May, 1966, a "Labor Supply Survey in the Lenoir County Area" was made through the auspices of the Employment Security Commission of North Carolina. A one-page questionnaire was distributed through the public schools, governmental offices, and commercial places of business throughout the county. It was completed and returned by more than 3,000 adults. Concerned mainly with the availability of workers willing to seek employment in industrial plants, this study, like the one cited in the previous paragraph, relates only indirectly to high school vocational programs.

More germane is a study conducted at Grainger High School in Kinston, N. C., in March, 1967. Entitled, "Student Attitudes Toward Business Careers: A Market Research Project," the study was conducted by the Distributive Education classes at the school, and sought to gather data on the feelings of the entire student body toward the business

world as a field of career opportunities. Of the 991 students enrolled at the school on the day the questionnaire was circulated, 925 students participated for a return rate of 93.3 per cent.

Careful study of the data indicated that professional career choices dominate the aspirations of Grainger High School students, while business careers were chosen by about 20 per cent of the students. Jobs involving manual skills fell to the bottom with fewer than five per cent of the student body choosing these areas. About 80 per cent of the students plan to attend college or some other kind of school after their graduation from high school. The students also indicated stronger admiration for industrial management than for commercial or retail management.

Use of the information compiled in the Grainger High School study of student attitudes toward careers in business is of limited application to the present study. Several factors make this so. A traditional or academic institution, Grainger is the only predominantly white secondary school in the City of Kinston. Findings of the nature just cited from a study at this school would not reflect conditions at the other predominantly white or

predominantly Negro high schools in the remaining portion of the area.

APPENDIX C

GLOSSARY OF USEFUL VOCATIONAL EDUCATION TERMS

ACADEMIC STUDIES -- Studies or courses of instruction traditionally aimed at preparing students for college entrance, and not for specific vocational competence.

CO-OPERATIVE OFFICE OCCUPATIONS -- A vocational business program authorized by the North Carolina Department of Public Instruction, Co-operative Office Occupations provides a program of classroom work and on-the-job training for high school seniors. Work experience is gained in some kind of office employment.

CO-OPERATIVE VOCATIONAL EDUCATION -- Vocational courses offered through the school in which students spend part of their school day working in a business or service firm, industrial plant, or office. As a rule, co-operative vocational students are paid for their work, follow a supervised program of job training, and receive course credits toward graduation.

DISTRIBUTIVE EDUCATION -- A vocational training program offered in many high schools and junior colleges to prepare workers for careers in retail, wholesale, and related distributive services. Both co-operative and preparatory courses are available in the Distributive Education Program.

INDUSTRIAL CO-OPERATIVE TRAINING -- Available to high school juniors and seniors, Industrial Co-operative Training prepares students for work in phases of industrial employment through the program of classroom study and on-the-job training.

PLACEMENT OF STUDENTS -- Students who are enrolled in co-operative vocational programs are placed in appropriate part-time jobs as part of the course requirement. Placement involves helping the student find a suitable job related to his vocational objective and the classroom experience provided at school.

PREPARATORY VOCATIONAL EDUCATION -- Vocational courses offered by the school that do not provide regularly supervised on-the-job training as an integral part of the program, but depend mainly upon classroom study and special projects to build desired vocational skills and knowledge.

TRAINING PLAN -- The carefully designed plan of student activities which outlines the program of on-the-job training for each co-operative vocational student. The training plan is written by the teacher and the employer, and should be of sufficient detail to include specific duties and objectives for the year of supervised work experience.

VOCATIONAL EDUCATION -- School courses designed to prepare high school students for employment by teaching the necessary vocational competencies and marketable skills.

APPENDIX D

LIST OF PARTICIPANTS

C. T. Adams
Kinston Division of
Tidewater Natural Gas
117 East Caswell Street
Kinston, N. C.

Billy Albritton
Albain Shirt Company
501 N. East Street
Kinston, N. C.

Wade Allen
Piedmont Airlines, Inc.
Stallings Field
Kinston, N. C.

Daniel S. Bagatelle
Pearson's Department Store
202 N. Queen Street
Kinston, N. C.

W. W. Barker
Barker-Sanders Equipment
Company
Richlands Road
Kinston, N. C.

Francis Beam
W. A. Moore & Company, Inc.
108 E. Gordon Street
Kinston, N. C.

Robert M. Adkins
Glen Raven Mills, Inc.
800 Manning Street
Kinston, N. C.

Bob Allen
Ace Hardware
Queen Street
Kinston, N. C.

Robert S. Andrews
General Motors Acceptance
Corporation
803 N. Queen Street
Kinston, N. C.

Mrs. Jewelle Baker
Baker Furniture Company
100 N. Queen Street
Kinston, N. C.

M. Bailey Barrow
M. Bailey Barrow Agency
2900 W. Vernon Avenue
Kinston, N. C.

N. Starr Beaton, Jr.
Starr Beaton Chevrolet
1400 Greenville Highway
Kinston, N. C.

John Blackwell
McCory-McLellan-Green
Stores, Inc.
214 N. Queen Street
Kinston, N. C.

William Bowen
Wachovia Bank and Trust
Company
101 N. Queen Street
Kinston, N. C.

Aubry W. Bronstein
Dave the Clothier, Inc.
210 N. Queen Street
Kinston, N. C.

Everette Brown
H. B. Mieselman Theaters
Parkview Shopping Center
Kinston, N. C.

W. H. Caroon, Jr.
W. H. Caroon and Son
100 S. Adkin Street
Kinston, N. C.

W. Y. Creech
Kinston Production Credit
Association
112 W. King Street
Kinston, N. C.

Mrs. Margaret L. Cummings
The Remnant Shop
125 E. Gordon Street
Kinston, N. C.

Plumer Daniels
Daniels Plumbing and
Appliances
116 E. Peyton Avenue
Kinston, N. C.

Thomas B. Blizzard
Blizzard Building Supply
Company
1318 West Vernon Avenue
Kinston, N. C.

Leo Brody
Brody's Department Store
122 N. Queen Street
Kinston, N. C.

Craven B. Brooks, Jr.
Brooks Service Company
419 N. Heritage Street
Kinston, N. C.

J. Talbot Capps
Parkview Drug Company
Parkview Shopping Center
Kinston, N. C.

M. R. Cowper
Barrus Construction Company
New Bern Highway
Kinston, N. C.

Harry H. Cummings
General Contractor
315.5 E. Gordon Street
Kinston, N. C.

Robert A. Curtis
Curtis Realty Company
204 E. Gordon Street
Kinston, N. C.

W. R. Dean
Montgomery-Green Company,
Inc.
129 West Blount Street
Kinston, N. C.

John Dozier
Gurley-Dozier Pontiac
415 N. Queen Street
Kinston, N. C.

E. Lowell Dupree
Dupree's Children Shop
112 N. Queen Street
Kinston, N. C.

E. Merle Edwards
Carolina Dairies, Inc.
800 W. Vernon Avenue
Kinston, N. C.

Mrs. Leona G. Eure
Mon Amour Bridals and
Formals
411 N. Queen Street
Kinston, N. C.

Mrs. Mable Faulkner
The Fashion Shoppe
125 E. Gordon Street
Kinston, N. C.

J. R. Fordham
Fordham Service Station
610 N. Heritage Street
Kinston, N. C.

F. A. Garner
Garner Funeral Home
209 W. Peyton Avenue
Kinston, N. C.

Oscar Greene, Jr.
Electricon, Inc.
412 Park Avenue
Kinston, N. C.

George Dupree
Southeastern Radio Supply
1005 East Highland Avenue
Kinston, N. C.

Leo L. Edwards
Kinston Wholesale Grocery
Company
500 E. Grainger Avenue
Kinston, N. C.

J. A. Ervin
Winn Dixie Store
McLewean Street
Kinston, N. C.

Billy Evans
W. H. Jones Motors, Inc.
W. Blount Street
Kinston, N. C.

Frank Fields
Carolina Telephone Company
600 N. Heritage Street
Kinston, N. C.

M. D. Foxman
Foxman's Jewelry, Inc.
109 N. Queen Street
Kinston, N. C.

Ned T. Grady
Grady Building Supply and
Hardware
504 E. Vernon Avenue
Kinston, N. C.

R. E. Grimes
Woolco Department Store
2405 N. Heritage Street
Kinston, N. C.

Ray Ham
Noland Company
408 North Heritage Street
Kinston, N. C.

George Harper
L. Harvey and Son Company
114 N. Queen Street
Kinston, N. C.

J. Quincy Hart
J. Q. Hart, Inc.
114 E. Gordon Street
Kinston, N. C.

T. W. Heath, Jr.
Mutual Savings and Loan
612 N. Queen Street
Kinston, N. C.

O. E. Herring
Daly-Herring Chemical
Company
1000 University Street
Kinston, N. C.

E. G. Hill
Kinstonian Motel
Goldsboro Highway
Kinston, N. C.

Mrs. Muriel Hines
Muriel Hines Antiques and
Gift Shop
804 N. Queen Street
Kinston, N. C.

John C. Hood, Jr.
J. E. Hood Drug Company
110 E. Gordon Street
Kinston, N. C.

Jack P. Hankins
Radio Station WELS
1312 W. Vernon Avenue
Kinston, N. C.

Fred Hart, Jr.
Sherwin-Williams Company
101 S. Queen Street
Kinston, N. C.

William Harvey
Hardy-Harvey, Inc.
700 N. Queen Street
Kinston, N. C.

Harold Hemrick
Credit Bureau of Kinston
317 E. Gordon Street
Kinston, N. C.

W. I. Herring
Central and New Central
Warehouses
Richlands Highway
Kinston, N. C.

Harvey C. Hines, Jr.
Coca Cola Bottling Company
Goldsboro Highway
Kinston, N. C.

Jim Holt
General Electric Appliance
Center
115 N. Queen Street
Kinston, N. C.

W. L. Hood
Dainty Maid Bakery
Old Snow Hill Highway
Kinston, N. C.

Alex Howard
C. W. Howard and Company
500 E. Gordon Street
Kinston, N. C.

R. C. Hunt
McLean Trucking Company
Greenville Highway
Kinston, N. C.

Pat D. Johnson
Highland Furniture Shop
Parkview Shopping Center
Kinston, N. C.

Earl C. Justice
Atlantic Coastline Railroad
415 E. Gordon Street
Kinston, N. C.

John Kelley
Massey Motor Company
130 W. King Street
Kinston, N. C.

Jack Kinney
Kinney's Esso Service
813 W. Vernon Avenue
Kinston, N. C.

L. G. Kornegay
Barbecue Lodge
Goldsboro Highway
Kinston, N. C.

W. D. LaRoque
LaRoque and Hewitt
105 W. Gordon Street
Kinston, N. C.

Roger Huff
Midtown Motor Lodge
501 N. Heritage Street
Kinston, N. C.

Carl W. Johnson
Carl W. Johnson Construction
Company
4100 W. Vernon Avenue
Kinston, N. C.

J. B. Jordan
J. C. Penney Company
300-302 N. Queen Street
Kinston, N. C.

Jerry Kanter
Sidney's Store
127 W. North Street
Kinston, N. C.

Wilbur King
King Brothers Barbecue
409 E. New Bern Highway
Kinston, N. C.

H. Graham Knott
Knott's Warehouses
Richlands Road
Kinston, N. C.

Charles Larkins, Jr.
C. H. Larkins Clothing
Stores, Inc.
803.5 N. Queen Street
Kinston, N. C.

Finley Lee
Kinston Plumbing and Heating
2210 W. Vernon Avenue
Kinston, N. C.

Van Lee
Commercial Advertising
Company
606 New Bern Road
Kinston, N. C.

Daniel T. Lilley
Penn Mutual Life Insurance
Company
Home Federal Building
Kinston, N. C.

J. Norman McCaskill
Kinston Auto Finance Company
904 N. Queen Street
Kinston, N. C.

Lewis Medlin
First Citizens Bank and
Trust Company
200 N. Queen Street
Kinston, N. C.

Clifton E. Mills
Neuse Milling Company
410 New Bern Highway
Kinston, N. C.

Harold C. Morris
Local Linen Supply Company
717 Summitt Avenue
Kinston, N. C.

Robert E. Neuhoff
Frosty Morn Meats, Inc.
Goldsboro Highway
Kinston, N. C.

J. F. Oglesby
Gray and Oglesby Wholesale
Company
317 N. McLewean Street
Kinston, N. C.

Gerald T. Lester
Lester Hardware and Home
Department Store
602 North Heritage Street
Kinston, N. C.

Henry Love
Love's Shoes, Inc.
131 N. Queen Street
Kinston, N. C.

A. C. Martin
Martin Oil Company
501 Abbott Street
Kinston, N. C.

S. T. Midyette
Midyette Hardware Company
400 N. Queen Street
Kinston, N. C.

Hoyt A. Minges
Pepsi Cola Bottling Company
West Vernon Avenue
Kinston, N. C.

J. D. Murray
A and P Store
N. McLewean Street
Kinston, N. C.

L. L. Oettinger, Jr.
Oettinger Brothers Furniture
104-109 S. Queen Street
Kinston, N. C.

R. Schaefer Oglesby
Old Dominion Box Company
Goldsboro Highway
Kinston, N. C.

E. G. Oppenheimer
Wall Manufacturing Company
Greenville Highway
Kinston, N. C.

J. G. Page
E. I. DuPont de Nemours
and Company, Inc.
Greenville Highway
Kinston, N. C.

J. Frank Parrott
J. F. Parrott, Inc.
605 N. Queen Street
Kinston, N. C.

Julius Pate
Commercial Credit
717 N. Queen Street
Kinston, N. C.

Warren Perry
Perry-Burton Realty
104 W. Gordon Street
Kinston, N. C.

Carson Poole
Kinston Building Supply
Company
1310 Greenville Highway
Kinston, N. C.

Mrs. C. T. Randolph
Randolph's Florist
708 W. Vernon Avenue
Kinston, N. C.

Kenneth Royster
F. W. Woolworth Company
322 North Queen Street
Kinston, N. C.

W. M. Orr, Jr.
Dr. Pepper Bottling Company
301 W. Vernon Avenue
Kinston, N. C.

Dick Parker, Jr.
Dick Parker Salvage Company
Pink Hill Highway
Kinston, N. C.

Herbert Pate
Pate's Fine Furniture
113 W. North Street
Kinston, N. C.

E. Wyatt Pearsall
Nationwide Insurance Company
1308 W. Vernon Avenue
Kinston, N. C.

S. Ellis Pierce
Lenoir Memorial Hospital
Rhodes Avenue
Kinston, N. C.

Jack Poole
Poole Buick Company
603 N. Heritage Street
Kinston, N. C.

Jack Rider
Rider Printing Company
403 W. Vernon Avenue
Kinston, N. C.

Sol Schechter
Samsons, Inc.
501 E. Caswell Street
Kinston, N. C.

E. L. Scott
E. L. Scott Roofing Company
2200 W. Vernon Avenue
Kinston, N. C.

Louis Serotta
Serotta's
127 N. Queen Street
Kinston, N. C.

Simon C. Sitterson, Jr.
114 N. Independent Street
Kinston, N. C.

Ray Speight
Atlantic Discount
115 E. Caswell Street
Kinston, N. C.

William G. Stanford
Coastal Motor Parts
312 N. Mitchell Street
Kinston, N. C.

Speight H. Stroud
Caswell Center
Goldsboro Highway
Kinston, N. C.

Richard Surles
Radio Station WISP
U.S. 70 By-pass
Kinston, N. C.

Hugh I. Sutton
A. J. Sutton and Sons
205-207 N. Queen Street
Kinston, N. C.

Joe H. Scott
Rose's Store
206 N. Queen Street
Kinston, N. C.

Hope Shackelford
B. W. Canady and Son, Inc.
203 N. Queen Street
Kinston, N. C.

Alton B. Smith
Blendspun, Inc.
Neuse Road
Kinston, N. C.

David Stadiem
H. Stadiem Company
124 N. Queen Street
Kinston, N. C.

Albert M. Stroud
Kinston Daily Free Press
114 E. North Street
Kinston, N. C.

T. Walter Stroud
Smith Douglass, Inc.
Greenville Highway
Kinston, N. C.

Frederick Sutton
Parkview Superette
Parkview Shopping Center
Kinston, N. C.

J. T. Sutton
The Fred M. Taylor Mutual
Insurance Agency
108 W. Gordon Street
Kinston, N. C.

W. M. Sutton
Sutton Electric Company
1700 W. Vernon Avenue
Kinston, N. C.

G. A. Thornton, III
Thornton Furniture, Inc.
Queen Street
Kinston, N. C.

Jay Tripp
Firestone Store
317 N. Queen Street
Kinston, N. C.

Lynwood Turner
Turner Tractor and Imple-
ment Company
Richlands Highway
Kinston, N. C.

R. M. Ussery
Carolina Power and Light
Goldsboro Highway
Kinston, N. C.

Eck Wall
Tobacco Board of Trade
P.O. Box 861
Kinston, N. C.

A. Forest Waller
Postmaster
Kinston, N. C.

Haywood Weeks, Jr.
Weeks Motor Company
N. McLewan Street
Kinston, N. C.

J. Marshall Tetterton
Branch Banking and Trust
Company
136 N. Queen Street
Kinston, N. C.

James E. Todd
Austin Carolina Tobacco
Company
W. Shine Street
Kinston, N. C.

Mrs. Eloise Turner
The Cavalier Agency
105.5 S. McLewan Street
Kinston, N. C.

J. M. Tyler
Belk-Tyler Company
128 North Queen Street
Kinston, N. C.

George E. Vick
Kinston Laundry Company
208 W. Gordon Street
Kinston, N. C.

F. E. Wallace, Jr.
Wallace, Langley, and Barwick
112 N. Independent Street
Kinston, N. C.

Henry C. Watkins
Monroe Calculating Machine
Company
218 E. Gordon Street
Kinston, N. C.

Herman Wellons
Employment Security Commis-
sion
N. Independent Street
Kinston, N. C.

Jacob West, Jr.
West Machinery Company
S. Queen Street
Kinston, N. C.

J. C. Whittington
White Owl Motor Company
Goldsboro Highway
Kinston, N. C.

W. Nelson Wilder
J. E. Bohannon Company
701 N. Heritage Street
Kinston, N. C.

L. W. Womack
Colonial Stores, Inc.
Plaza Shopping Center
Kinston, N. C.

Carl Wooten
Wooten Oil Company
550 Dennis Street
Kinston, N. C.

W. B. Wharton
Sears, Roebuck and Company
327-331 N. Queen Street
Kinston, N. C.

W. W. Whittington
Home Federal Savings and
Loan Association
604 N. Queen Street
Kinston, N. C.

Gene Wilkie
Smith Concrete Products
New Bern Highway
Kinston, N. C.

J. D. Woolard, Jr.
John F. Prescott Company
Mutual Savings and Loan
Building
Kinston, N. C.

J. P. Wooten
Kinston Auto Parts Company
105 W. Blount Street
Kinston, N. C.

APPENDIX E

STRATA LEVEL STATISTICAL COMPILATION

This appendix is included to preserve the strata-level count of responses (by types of business firms) in tabular form. Preservation of reactions on the 123 questionnaires included in the strata tabulation may be useful in further study of the problem investigated in this research undertaking. The Master Count of responses--minus two questionnaires that did not contain the necessary particularizing information--was subdivided into five groups of questionnaires based on the type of business firm owned or managed by each participant. The five divisions with the number of questionnaires in each are: Distribution, 54; Services, 44; Manufacturing, 13; Distribution-Services, 8, and Distribution-Manufacturing, 4.

The Likert Series of Thirty Items

	Disagree Strongly	Disagree	Neutral- Undecided	Agree	Agree Strongly
<u>Item 1</u>					
Distribution	0	0	0	32	22
Services	0	0	1	24	19
Manufacturing	0	0	0	8	5
Distribution- Services	0	0	0	3	5
Distribution- Manufacturing	0	0	0	3	1
<u>Item 2</u>					
Distribution	2	3	2	31	16
Services	2	6	1	22	13
Manufacturing	0	2	4	1	6
Distribution- Services	1	0	0	5	2
Distribution- Manufacturing	0	0	1	2	1

	Disagree Strongly	Disagree	Neutral- Undecided	Agree	Agree Strongly
<u>Item 3</u>					
Distribution	0	1	1	27	25
Services	0	1	3	26	14
Manufacturing	0	0	1	7	5
Distribution-					
Services	0	0	0	3	.5
Distribution-					
Manufacturing	0	0	0	3	1
<u>Item 4</u>					
Distribution	11	30	3	8	1
Services	7	21	5	8	3
Manufacturing	3	8	0	1	1
Distribution-					
Services	5	3	0	0	0
Distribution-					
Manufacturing	1	3	0	0	0
<u>Item 5</u>					
Distribution	1	6	3	30	13
Services	0	5	3	25	11
Manufacturing	0	4	2	1	6
Distribution-					
Services	1	2	0	5	0
Distribution-					
Manufacturing	0	1	0	2	1
<u>Item 6</u>					
Distribution	0	1	1	35	16
Services	1	0	2	28	13
Manufacturing	0	1	1	4	7
Distribution-					
Services	0	0	0	6	2
Distribution-					
Manufacturing	0	0	0	3	1
<u>Item 7</u>					
Distribution	2	20	21	10	1
Services	5	16	12	7	4
Manufacturing	2	3	5	3	0
Distribution-					
Services	2	1	1	2	2

	Disagree Strongly	Disagree	Neutral- Undecided	Agree	Agree Strongly
Distribution- Manufacturing	0	2	2	0	0
<u>Item 8</u>					
Distribution	0	0	2	32	20
Services	0	0	6	22	16
Manufacturing	0	0	0	8	5
Distribution- Services	0	0	0	3	5
Distribution Manufacturing	0	0	0	4	0
<u>Item 9</u>					
Distribution	0	5	5	37	7
Services	1	6	3	29	5
Manufacturing	0	0	1	11	1
Distribution- Services	0	0	0	7	1
Distribution- Manufacturing	0	1	0	3	0
<u>Item 10</u>					
Distribution	0	3	17	25	9
Services	1	4	9	22	7
Manufacturing	0	2	3	7	1
Distribution- Services	0	0	1	5	2
Distribution- Manufacturing	0	1	0	2	0
<u>Item 11</u>					
Distribution	1	2	19	27	3
Services	0	7	16	15	5
Manufacturing	0	2	3	4	4
Distribution- Services	0	1	2	5	0
Distribution- Manufacturing	0	1	1	1	0
<u>Item 12</u>					
Distribution	11	37	3	3	0

	Disagree Strongly	Disagree	Neutral- Undecided	Agree	Agree Strongly
Services	11	26	3	3	1
Manufacturing	4	5	2	2	0
Distribution- Services	4	1	1	2	0
Distribution- Manufacturing	0	4	0	0	0
<u>Item 13</u>					
Distribution	4	30	8	10	2
Services	5	24	8	4	3
Manufacturing	1	3	5	3	1
Distribution- Services	0	6	2	0	0
Distribution- Manufacturing	0	3	0	0	1
<u>Item 14</u>					
Distribution	1	4	1	30	18
Services	0	3	1	22	18
Manufacturing	0	4	0	6	3
Distribution- Services	0	0	0	4	4
Distribution- Manufacturing	0	1	0	2	1
<u>Item 15</u>					
Distribution	0	1	1	41	11
Services	0	0	5	24	15
Manufacturing	0	0	0	8	5
Distribution- Services	0	0	0	5	3
Distribution- Manufacturing	0	1	0	3	0
<u>Item 16</u>					
Distribution	0	13	12	26	3
Services	0	5	11	22	6
Manufacturing	0	2	3	6	2
Distribution- Services	1	1	1	5	0

	Disagree Strongly	Disagree	Neutral- Undecided	Agree	Agree Strongly
Distribution- Manufacturing	0	0	0	4	0
<u>Item 17</u>					
Distribution	0	0	4	36	14
Services	0	0	3	27	14
Manufacturing	0	0	1	9	3
Distribution- Services	0	1	0	4	3
Distribution- Manufacturing	0	1	0	3	0
<u>Item 18</u>					
Distribution	0	0	0	30	23
Services	0	0	0	25	19
Manufacturing	0	2	1	5	5
Distribution- Services	0	0	0	3	5
Distribution- Manufacturing	0	2	0	2	0
<u>Item 19</u>					
Distribution	0	2	5	36	11
Services	0	1	8	27	8
Manufacturing	0	0	3	7	3
Distribution- Services	0	0	0	6	2
Distribution- Manufacturing	0	1	0	3	0
<u>Item 20</u>					
Distribution	1	13	8	26	6
Services	1	13	6	22	1
Manufacturing	2	6	2	2	0
Distribution- Services	0	2	1	3	2
Distribution- Manufacturing	0	1	1	2	0
<u>Item 21</u>					
Distribution	0	1	4	32	17

	Disagree Strongly	Disagree	Neutral- Undecided	Agree	Agree Strongly
Services	0	0	7	24	13
Manufacturing	0	1	1	4	7
Distribution- Services	0	0	0	1	7
Distribution- Manufacturing	0	1	0	2	1
<u>Item 22</u>					
Distribution	0	3	5	29	17
Services	0	1	4	23	16
Manufacturing	0	0	0	5	8
Distribution- Services	0	0	0	3	5
Distribution- Manufacturing	0	1	1	2	0
<u>Item 23</u>					
Distribution	0	2	3	27	21
Services	0	3	1	22	18
Manufacturing	0	1	2	3	7
Distribution- Services	0	1	1	2	4
Distribution- Manufacturing	0	1	0	3	0
<u>Item 24</u>					
Distribution	0	9	28	13	2
Services	2	5	21	15	1
Manufacturing	0	2	7	4	0
Distribution- Services	0	2	3	1	0
Distribution- Manufacturing	0	0	3	1	0
<u>Item 25</u>					
Distribution	1	6	40	4	3
Services	1	7	30	3	3
Manufacturing	0	1	9	2	0
Distribution- Services	0	0	5	1	0

	Disagree Strongly	Disagree	Neutral- Undecided	Agree	Agree Strongly
Distribution- Manufacturing	0	0	4	0	0
<u>Item 26</u>					
Distribution	0	3	12	20	18
Services	0	1	7	18	18
Manufacturing	0	0	2	5	6
Distribution- Services	0	1	1	2	4
Distribution- Manufacturing	1	0	1	1	1
<u>Item 27</u>					
Distribution	0	1	2	19	32
Services	0	0	3	13	28
Manufacturing	0	0	0	7	6
Distribution- Services	0	0	0	3	5
Distribution- Manufacturing	0	1	0	1	2
<u>Item 28</u>					
Distribution	0	2	1	38	13
Services	0	4	2	26	12
Manufacturing	0	2	3	6	2
Distribution- Services	0	1	1	4	2
Distribution- Manufacturing	0	1	0	3	0
<u>Item 29</u>					
Distribution	0	1	27	19	7
Services	0	1	19	16	8
Manufacturing	0	0	6	4	3
Distribution- Services	0	0	3	2	3
Distribution- Manufacturing	0	0	3	1	0
<u>Item 30</u>					
Distribution	0	2	1	37	14

	Disagree Strongly	Disagree	Neutral- Undecided	Agree	Agree Strongly
Services	0	1	12	27	4
Manufacturing	0	1	5	5	2
Distribution- Services	0	0	0	4	4
Distribution- Manufacturing	0	1	0	2	1

The Yes and No Series

	Yes	No		Yes	No
<u>Item 1</u>			<u>Item 2</u>		
Distribution	22	32	Distribution	51	3
Services	12	32	Services	42	1
Manufacturing	5	8	Manufacturing	13	0
Distribution- Services	1	7	Distribution- Services	7	1
Distribution- Manufacturing	1	3	Distribution- Manufacturing	4	0
<u>Item 3</u>			<u>Item 4</u>		
Distribution	50	4	Distribution	40	12
Services	38	5	Services	31	12
Manufacturing	9	4	Manufacturing	7	6
Distribution- Services	7	1	Distribution- Services	6	2
Distribution- Manufacturing	4	0	Distribution- Manufacturing	3	1
<u>Item 5</u>			<u>Item 6</u>		
Distribution	41	10	Distribution	34	19
Services	32	12	Services	23	21
Manufacturing	9	3	Manufacturing	4	8
Distribution- Services	6	2	Distribution- Services	4	4
Distribution- Manufacturing	3	1	Distribution- Manufacturing	4	0

	Yes	No		Yes	No
<u>Item 7</u>			<u>Item 8</u>		
Distribution	29	24	Distribution	46	7
Services	21	22	Services	41	3
Manufacturing	7	5	Manufacturing	13	0
Distribution-			Distribution-		
Services	6	2	Services	8	0
Distribution-			Distribution-		
Manufacturing	3	1	Manufacturing	4	0
<u>Item 9</u>			<u>Item 10</u>		
Distribution	46	7	Distribution	45	8
Services	40	4	Services	37	7
Manufacturing	13	0	Manufacturing	12	0
Distribution-			Distribution-		
Services	8	0	Services	8	0
Distribution-			Distribution-		
Manufacturing	3	0	Manufacturing	3	1
<u>Item 11</u>			<u>Item 12</u>		
Distribution	47	7	Distribution	44	8
Services	22	19	Services	38	5
Manufacturing	10	2	Manufacturing	12	1
Distribution-			Distribution-		
Services	7	1	Services	8	0
Distribution-			Distribution-		
Manufacturing	4	0	Manufacturing	4	0
<u>Item 13</u>			<u>Item 14</u>		
Distribution	47	7	Distribution	39	15
Services	31	11	Services	43	0
Manufacturing	11	2	Manufacturing	12	1
Distribution-			Distribution-		
Services	8	0	Services	8	0
Distribution-			Distribution-		
Manufacturing	4	0	Manufacturing	3	1

	Yes	No
<u>Item 15</u>		
Distribution	32	21
Services	32	11
Manufacturing	9	3
Distribution- Services	6	1
Distribution- Manufacturing	1	3

<u>Item 17</u>		
Distribution	8	46
Services	1	42
Manufacturing	3	10
Distribution- Services	0	8
Distribution- Manufacturing	0	4

<u>Item 19</u>		
Distribution	7	46
Services	4	38
Manufacturing	1	12
Distribution- Services	0	8
Distribution- Manufacturing	0	4

<u>Item 21</u>		
Distribution	2	52
Services	3	40
Manufacturing	1	12
Distribution- Services	0	8
Distribution- Manufacturing	0	4

	Yes	No
<u>Item 16</u>		
Distribution	13	41
Services	8	36
Manufacturing	3	10
Distribution- Services	3	5
Distribution- Manufacturing	0	4

<u>Item 18</u>		
Distribution	6	48
Services	3	41
Manufacturing	0	13
Distribution- Services	0	8
Distribution- Manufacturing	0	4

<u>Item 20</u>		
Distribution	10	44
Services	4	40
Manufacturing	1	12
Distribution- Services	0	8
Distribution- Manufacturing	0	4

<u>Item 22</u>		
Distribution	15	39
Services	20	23
Manufacturing	5	8
Distribution- Services	4	4
Distribution- Manufacturing	2	2

APPENDIX F

PARTICIPANT REMARKS AND MARGINAL NOTATIONS

Of interest to the researcher were the comments and suggestions written on the returned questionnaire forms by the people who took part in the study. This appendix contains a compilation of these remarks.

To the example question used to introduce the second series, "This firm would like to see the return of the 12-hour workday," one respondent wrote, "It's still here." A second participant wrote at the top of the first page of the form "Well Done." The following comments are quoted directly from returned questionnaires.

We need people with the ability to write legible and accurate reports. Simple mathematical background needed.

My personal feeling is that there is a lack of emphasis upon satisfaction gained from a job well done. Our high schools have an atmosphere which makes a vocational student-craftsman feel that he is inferior in the community and this needs to be corrected. A good craftsman is an honor to himself and the community, and we need for everyone to recognize this. We also need for these craftsmen to be able to take full responsibility for their work. I am in favor of a stronger and broader vocational training course.

Mr. Goodman:

It is a pleasure to co-operate with you in this study. If your time ever permits it would be interesting to me to discuss some of these questions with you.

I would consider addressing a group of "sales vocational students" once a year if feasible. My subject would be a practical simplified salesmanship approach--very basic but very sound. Actually everyone is a "salesman" of sorts. No, this group could be expanded to the entire group.

Will help all I can to strengthen your program. Good luck.

Please call me, the National Electrical Contractors Association has employed a full-time field man to help in this field.

I think this is a fine program. I congratulate you and our school friends. Be glad to assist you in any manner.

This is sort of the way I was able to get started in the business world. There is plenty of opportunity in my opinion. Good luck and best wishes.

Several of the questionnaire items drew write-in comment that should be considered in a thorough analysis of the information compiled in this study. Only those items that drew comment will be cited below.

Item 4. "Anyone who wants to participate should be allowed to." "Basically, yes, but some vocational training would provide a better or more balanced student for the academic field--time and desire permitting."

Item 5. "Other interests may develop if exposed to a broader scope." "I would agree if 'individual interest' were left out."

Item 7. "I agree, however, when a school district is large enough to justify the separation."

Item 9. "Could, but does not." "For some jobs." "Limited number of jobs."

Item 10. "No experience." "Cannot answer with evaluation."

Item 11. "We have no basis for comparison." "For jobs below management level only." "No experience." "Cannot answer with given evaluation."

Item 12. "Too little experience for serious judgment."

Item 13. "English!" "Depends upon the individual."

Item 20. "Will discuss with you."

Item 24. "I don't know." "Know you are working hard at this, but am not familiar with the scope."

Item 25. "I don't know." "Can't answer this one, don't

know."

Item 26. "Excellent question."

Item 27. "At home also."

Item 29. "Should be adapted to meet the needs of boys interested--not just a set number."

The rest of the citations are responses to the second series of items.

Item 3. "Not any more than a solid general education."

Item 4. "Provided an equitable pay rate could be evolved."

Item 5. "Yes--will have to be cleared with Wage and Hour Board." "Our employment needs are limited." "Will discuss. It might work--not sure."

Item 7. "No, unless in conjunction with item 5." "Yes, but not under present wage structure." "We have a few job openings."

Item 9. "Under proper supervision."

Item 11. "Not feasible. We need all of our equipment."

Item 13. "When they meet our basic requirements--
(high school graduate, 18 years old, etc.)."