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ABSTRACT

A project was undertaken to develop and publish a national plan for marketing education at pre-baccalaureate levels. During the project, the author of the study reviewed literature pertaining to the past, present, and future of business, marketing education, marketing, and vocational education. In addition, he conducted telephone conversations and personal interviews with educators and business persons regarding the future of pre-baccalaureate marketing education. The author concluded that the present image of marketing and distributive education has been shaped by various factors, including the early retail and sales training, as spearheaded by Lucinda Prince; early federal legislation requiring enrollees in distributive education programs to be employed part-time; and leadership provided by regional agents and program specialists in the Office of Education. According to the Marketing Education Association's mission statement for the 1980s, marketing education should be directed toward developing competent workers for marketing occupations, for improving the techniques of marketing, and for building understanding of the responsibilities that accompany the right to engage in marketing businesses in a free-enterprise system. Based on these findings, the researcher formulated seven major recommendations pertaining to the development of an overall conceptual framework for marketing education that would serve as the basis for a national plan for marketing and distributive education.

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MARKETING EDUCATION: A FUTURE PERSPECTIVE

by

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1983

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TABLE OF CONTENTS

	Page
LIST OF TABLES.....	v
FOREWORD.....	vii
EXECUTIVE SUMMARY.....	ix
CHAPTER 1. INTRODUCTION TO THE REPORT	
Background.....	1
Purpose of the Project.....	2
Procedures.....	2
Primary Document Review.....	3
Secondary Document Review.....	3
Interview Phase.....	3
National Conference Presentations.....	5
Report Presentation.....	6
CHAPTER 2. MARKETING EDUCATION AT PREBACCALAUREATE LEVELS: A HISTORICAL AND PHILOSOPHICAL OVERVIEW	
Introduction.....	7
Historical Perspective.....	7
Early Retail and Sales Training.....	8
Federal Funding.....	8
United States Department of Education.....	13
Summary.....	15
Mission Statement.....	15
Developing Competent Workers.....	16
Improving Techniques of Marketing.....	20
Building Understanding of the Free Enterprise System.....	21
Premises.....	21
Marketing as the Content Base.....	22
Instruction in a Variety of Settings.....	23
Curricula.....	23
Direct Involvement with Marketing Business.....	25
Personnel Development.....	26
Direction from Business Advisory Groups.....	28
Summary.....	29
CHAPTER 3. RECOMMENDATIONS FOR THE FUTURE	
Recommendation 1: Marketing Education.....	31
Recommendation 2: Mission Statement.....	31
Recommendation 3: National Goals.....	32
Recommendation 4: Marketing Education Association.....	33
Recommendation 5: Conceptual Framework for Marketing Education.....	34

	Page
Recommendation 6: Scope	34
Recommendation 7: Personnel Development.....	35
 CHAPTER 4: MARKETING EDUCATION ASSOCIATION	
Introduction ..	37
Mission, Objectives, and Membership Services.....	39
Mission and Objectives	39
Membership Services.....	40
Membership Bases.....	43
First Year	43
Second Year	44
Year Three and Subsequent Years.....	47
Advantages	47
Challenges.....	49
 APPENDIX A. EDUCATORS INVOLVED WITH THE PROJECT	 51
APPENDIX B. BUSINESS PERSONS INVOLVED WITH THE PROJECT	55
APPENDIX C. EXECUTIVE DIRECTORS/PRESIDENTS OF PROFESSIONAL ASSOCIATIONS INVOLVED WITH THE PROJECT	59
APPENDIX D. PERSONS FROM OTHER AGENCIES/ORGANIZATIONS INVOLVED WITH THE PROJECT	63
APPENDIX E. BYLAWS—MARKETING EDUCATION ASSOCIATION.....	67
APPENDIX F. MARKETING EDUCATION ASSOCIATION INTERNAL ORGANIZATION	77
REFERENCES AND RELATED READING (SELECTED)	81

LIST OF TABLES

	Page
TABLE 1: Enrollments in Marketing and Distribution Programs, 1978-1979	11
TABLE 2: Marketing and Distributive Education Enrollment (VEA Federally Funded, 1937-1980)	12
TABLE 3: Adult Education Costs per Learning Hour and Percentage of Market by Education Agency, 1978-1979. ...?	19
TABLE 4: Individual Membership Base, Marketing Education Association (Two-Year Projection)	46

FOREWORD

Marketing and distributive education (MDE) has come a long way since 1905, when the first documented, formal, prebaccalaureate program in marketing was offered in the United States. This is exemplified by recent growth in MDE program enrollment during a ten-year period (school year 1970-1971 through 1979-1980) from under six hundred thousand students to almost 1 million. Furthermore, occupational statistics indicate that the industries and businesses expected to grow the most in the years ahead are those involved with the marketing of goods and services. With this in mind, persons trained in marketing and distributive education have a promising future of relatively high employment. This, in turn, will continue to spur enrollments.

Despite the encouraging outlook for this vocational service area, perhaps no other program in public education has suffered from a more inconsistent image than has marketing and distributive education. For this reason, Richard L. Lynch undertook this study to provide a futuristic perspective for marketing and distributive education in order to clarify the role and intent of the service area.

Lynch carried out this study while serving as a Fellow at the Advanced Study Center of the National Center for Research in Vocational Education during the 1981-82 academic year. On leave of absence from Virginia Polytechnic Institute and State University, where he serves as Professor of Education and Program Leader for Marketing Education, Lynch has a doctorate from Indiana University in vocational education. He brings to this study his extensive background and expertise in marketing and distributive education, as well as in futuristic planning, training and development, and industry-based education programs. His goal is to stimulate educators to involve themselves actively in the education and training of youth and adults for productive careers in marketing occupations.

Thanks and recognition are extended to Richard L. Lynch for his preparation of this publication, as well as to the following professionals, who served as technical reviewers for the document: Dr. E. Edward Harris, Director of Business Research and Professor of Marketing and Distributive Education, University of Northern Illinois; Dr. Barbara Kline, Coordinator of Institute Programs, the National Center for Research in Vocational Education; Dr. Harland E. Samson, Associate Dean, College of Education, University of Wisconsin-Madison; and Dr. Jay Smink, Senior Research Specialist, the National Center for Research in Vocational Education. Appreciation is also extended to over 100 business persons and educators, who responded to various aspects of this study.

The National Center also wishes to recognize the contributions of Dr. Arthur Lee, Coordinator, and Kathy Friend, Secretary in the Advanced Study Center and Constance Faddis, who provided the final editorial review of the publication.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

According to labor market projections, the industries and businesses expected to experience large employment growth in the years ahead are those primarily involved with the marketing of goods and services. It is often estimated that 30-35 percent of the labor force is already employed in a marketing occupation.

Marketing and distributive education (MDE) consists of instructional programs designed to meet the education and employment needs of persons who have entered or are preparing to enter marketing occupations or occupations requiring competency in one or more marketing activities. Although MDE has been a part of the federally funded vocational education system since 1937, it has yet to boast of an enrollment of one million students; in fact, only about 9 percent of the total annual vocational education enrollment has been in MDE. This relatively low enrollment, despite growth in recent years, seems rather paradoxical, considering the need for marketing workers compared with that of other economic segments.

In 1980, a national conference on MDE was held in Vail, Colorado, "to make critical decisions regarding the future role of marketing and distributive education as a significant delivery system in vocational education." Major outgrowths of that conference included the verification of a mission statement and accompanying premises for MDE, and the development of twelve national goals for the field. This report is concerned with two of those goals: (1) the development of a national plan for marketing education, and (2) the creation of a national office with a full-time support staff and a professional spokesperson for all segments of marketing education.

The report begins with a discussion of the background and purpose of the project. The following procedures were followed in preparing the report:

- The four major papers prepared for the 1980 National Conference on Marketing and Distributive Education, as well as many postconference implementation papers, were reviewed and analyzed.
- Other documents concerned with the past, present, and future of business, marketing, education, marketing education, distributive education, and vocational education were reviewed and studied. An extensive listing of selected references and related readings is provided at the end of the report.
- Over 600 hours of semistructured telephone interviews and three weeks of face-to-face interviews were conducted with business persons, educators, trade and professional association presidents and directors, and representatives of other agencies or organizations that may be affected by marketing education. The names, titles, and agencies of the 100 persons involved with this project are identified in appendices A, B, C, and D.
- Presentations related to the project were made at ten meetings and conferences throughout the country. Responses were obtained from many persons in attendance at these gatherings.
- The written report presented herein is a result of the author's readings, study of relevant research, interviews, experiences, and thinking relative to the future of marketing education at prebaccalaureate levels. No attempt has been made to quantify data.

A historical and philosophical overview of marketing education at prebaccalaureate levels is presented next. Three major influences helped shape the present image of marketing and distributive education: (1) the early retail and sales training, as spearheaded by Lucinda Prince; (2) early federal legislation requiring enrollees in distributive education programs to be employed part-time; and (3) leadership provided by regional agents and program specialists in the U.S. Office of Education.

The mission statement for the 1980s speaks to three purposes for marketing education: (1) developing competent workers for marketing occupations, (2) improving the techniques of marketing, and (3) building understandings of the responsibilities that accompany the right to engage in marketing businesses in a free enterprise system. Essential to the implementation of this mission statement are six fundamental premises that pertain to instruction, programs, and personnel.

Seven major recommendations emanating from the processes followed in this project comprise chapter 3. These recommendations are national in perspective, are focused primarily on philosophy and its implementation, and are prioritized in terms of their potential for a cumulative effect in making marketing education (MDE) a truly viable and significant delivery system of trained and educated workers for marketing occupations. The following are the seven recommendations:

- "Marketing education" should be the term used to describe those programs now known as distributive education, marketing and distributive education, marketing and distribution, and so forth.
- The mission statement recently adopted by the profession should set the parameters for marketing education programs in prebaccalaureate education environments during the next few years. However, the mission statement should be scrutinized periodically to be sure that it is current with existing business and education philosophies. Business persons especially challenged a strict vocational interpretation (e.g., "develop competent workers") of this mission statement.
- The twelve national goals recently adopted by the profession should serve as a primary basis for direction by leaders and practitioners in marketing education in the years ahead.
- A national Marketing Education Association should be developed and nurtured by marketing educators.
- An overall conceptual framework for marketing education should be developed. Such a framework should set forth parameters related to a mission statement, purposes, and outcomes for marketing education in the elementary, middle school, secondary, postsecondary, adult, college, and university instructional levels. A coordinated and articulated system for delivering education and training for marketing in this country is the envisioned outcome of this recommendation.
- There is a huge amount of education for marketing being offered in this country; that is, in public schools, community colleges, private business schools, colleges and universities, and especially in private businesses and industries. Much of this marketing education needs to be better planned, organized, directed, and evaluated for the improvement of marketing in this country. The personnel expertise and materials related to program development, curricula, and systems developed through the aid of federal vocational education funds should be shared with all agencies and institutions involved with marketing education, not just with public schools that receive federal vocational education funds.

- The preparation and development of personnel for marketing education must be greatly improved. The critical problematic area of marketing personnel development (i.e., teacher education) must be addressed immediately.

The final chapter of the report provides the rationale and some detail for developing and nurturing a national professional association, the Marketing Education Association (MEA). This association would serve the needs of individuals, organizations, and businesses that have as their primary responsibility the education and training of students, employees, and employers with career interests in marketing. The association would be headed by a full-time chief executive officer with a support staff.

Initially, the MEA would serve as the governing agency for four groups currently in existence: the Marketing and Distributive Education Division of the American Vocational Association, the Interstate Distributive Education Curriculum Consortium, the Marketing and Distributive Education Association, and the Distributive Education Clubs of America (DECA). It is suggested that the name for DECA be changed to the Association of Marketing Education Students (AMES). This student group should become a division within the MEA, operating under its own bylaws and offering services and activities of special interest for marketing education students.

A proposed mission statement, objectives, and membership services for the MEA are offered. A three-year plan for membership is provided. Advantages for forming such an association are listed, as well as several challenges offered. Proposed bylaws are included as Appendix E, and Appendix F provides a proposed internal organization for the association.

Chapter 1

INTRODUCTION TO THE REPORT

Background

The 1980s and on into the twenty-first century promise to be a period of relatively high employment opportunity for persons specifically trained for marketing occupations. It has been estimated that 30 to 35 percent of the labor force is currently employed in marketing occupations or in occupations requiring marketing skills. According to data from the *Occupational Outlook Handbook* (U.S. Department of Labor 1982a), the industries and businesses expected to experience the largest employment growth in the years ahead are those primarily involved with the marketing of goods and services. David Blond, senior economist in the Office of the U.S. Secretary of Defense, has calculated that over 4.5 million *new* workers will be needed in business occupations by 1987. A large percentage of this need is in marketing-type occupations (sales and services as identified in Blond's figures); another is in clerical. According to Blond's figures, these major occupational categories (clerical and sales and service workers) comprise the greatest need for skilled workers in the 1980s: almost 20 million in clerical and sales and almost 17 million in service occupations (Blond 1982).

Marketing and distributive education (MDE) refers to an instructional program that is designed to meet the education and employment needs of persons who have entered or are preparing to enter marketing occupations or occupations requiring competency in one or more marketing activities. The U.S. Department of Education (National Center for Education Statistics 1981a) has described marketing and distribution instructional programs as follows:

... instructional programs that prepare individuals for occupations directed toward and incident to the flow of industrial and consumer goods in channels of trade or the provision of services to consumers or users. These programs are concerned with marketing, sales, distribution, merchandising, and management, including ownership and management of enterprises engaged in marketing. Instructional programs prepare individuals to perform one or more of the marketing functions, such as selling, buying, pricing, promoting, financing, storing, transporting, market research, and marketing management. In addition, instructional programs include varying emphases on technical knowledge of products or services marketed, related communication and computation skills, and abilities and attitudes associated with human relations and private enterprise (p. 56).

Marketing and distributive education has been a part of the federally funded vocational education system since 1937. Annually, approximately 9 percent of the total enrollment in federally funded vocational education is in MDE. Enrollment in MDE increased from 578,075 to 961,018 during a ten-year period (1970-1971 to 1979-1980); as a percentage of total vocational education enrollment, MDE increased from 8.9 to 9.3 during the same period (Nelson 1982). This relatively low enrollment in MDE compared with total vocational education enrollment seems rather paradoxical, considering the occupational need for marketing workers compared with that of other economic segments (e.g., agriculture and manufacturing).

In 1980, a national conference on marketing and distributive education was cosponsored by the American Vocational Association and the U.S. Department of Education, Office of Vocational and

Adult Education. This national conference, entitled "Directions for the 1980s, was held in Vail Colorado. The purpose of the conference was "To make critical decisions regarding the future role of marketing and distributive education as a significant delivery system in vocational education." (Burgess and Nelson 1980, p. 1). Three objectives for the Vail conference were established:

1. To review the state of the art (where we are)
2. To set forth directions (where we want to go)
3. To develop a plan of implementation to be addressed at national, state, and local levels (how we want to get there) (Ibid.)

Four topics were deemed of critical importance to the past, present, and future of marketing and distributive education, and thus were given primary emphasis at the conference: (1) program identity and image, (2) program development, (3) leadership development, and (4) power and influence. A major paper was prepared on each topic and delivered at the conference. The nearly 300 conferees then spent the major portion of the conference in small-group discussions addressing conference objectives and detailing a specific plan of implementation appropriate at national, state, and local levels. Postconference implementation papers were prepared. A national committee entitled "MDE Commission for the 1980s" was appointed, and its report (Burgess and Nelson (1981) was published in the fall of 1981. Regional and state vocational education conferences have also addressed the future of MDE during the past two years.

A theme that continues to surface from all of the study and discussion of MDE is the need to develop a comprehensive national plan. The following goal statement from the Vail conference is illustrative of this need: "That the national marketing and distributive education leadership in consultation with other professional organizations dedicated to marketing education and national business organizations, create by 1983 a comprehensive national plan for occupational marketing and distributive education." This goal statement was ranked first out of twelve in importance by the Vail conferees. This goal is closely related to that ranked as fourth most important by the conferees: "That within two years marketing and distributive education create a national office with a full-time support staff and a professional spokesperson for all segments of the field." Thus, this project was undertaken in an attempt to develop a national plan for marketing and distributive education that would have as a related goal the design of a system to employ a full-time spokesperson and professional staff for "all segments of the field."

Purpose of the Project

The purpose of this project was to develop and publish a national plan for marketing education at prebaccalaureate levels. Specifically, the plan calls for the establishment of a national association and the employment of a chief executive officer and support staff to meet the professional needs of marketing educators.

Procedures

This project called for a number of activities that resulted in the accumulation of background and historical information as well as providing for a futuristic perspective. These accumulated activities could then serve as a basis for the development of a national plan for marketing and distributive education. With this in mind, the first activity was to review the literature pertaining to the past, present, and future of business, marketing, education, marketing education, and vocational education.

Another key activity was the conduct of telephone conversations and personal interviews with educators and business persons regarding the future of prebaccalaureate marketing education. A particular phase of the interviews focused on executive directors or presidents of professional associations.

The author also made several presentations on the study at various conferences and meetings throughout the country. At these various gatherings, audiences were asked to respond to questions about the future of marketing and distributive education and about the viability and nature of a professional association for marketing educators.

The final results of the study, which are presented in this paper, are based on procedures corresponding to those of a naturalistic inquiry. No attempt has been made to quantify data or to force response statements into research instruments.

A more detailed explanation of the various procedures follows.

Primary Document Review

The primary documents studied and analyzed for purposes of this project were the four papers prepared for the 1980 National Marketing and Distributive Education Conference held in Vail, Colorado: (1) *Distributive Education: Identity and Image*, by Harland E. Samson; (2) *Program Development in Marketing and Distributive Education*, by Steven A. Eggland; (3) *Leadership in Marketing and Distributive Education*, by Kenneth L. Rowe; and (4) *Power and Influence*, by Gail Trapnell. The postconference implementation papers prepared by these four authors and others, as well as the report of the MDE Commission for the 1980s, prepared by Elinor Burgess and Edwin Nelson, were also reviewed and analyzed for the purposes of this project.

Secondary Document Review

Many other documents concerned with the past, present, and future of business, marketing, education, marketing education, and vocational education were also reviewed. (A bibliography of materials reviewed follows the appendices.) Of special note to persons completing a project with purposes similar to this one are the following: *The Third Wave*, by Alvin Toffler; *Megatrends*, by John Naisbitt; the five-volume *Educational Futures* series, by Don E. Gines; papers and reaction speeches prepared for the New York State Vocational Education Futuring Project (especially those on marketing and distributive education); *Vocational Education: A Look Into the Future*, by Richard Ruff et al.; *Productivity: Vocational Education's Role*, by August C. Bolino; *Handbook of Futures Research*, edited by Jib Fowles; *The Future of Vocational Education*, the 1981 yearbook of the American Vocational Association; and *Looking Ahead: Identifying Key Economic Issues for Business and Society in the 1980s*, by the Committee for Economic Development, F. W. Schiff, editor.

Interview Phase

Conducting telephone conversations and personal interviews with educators, business persons, and association executives was a major activity of this project. Over 600 hours of telephone interviews relating to the future of prebaccalaureate marketing education were conducted throughout this project.

In addition, the author spent over three weeks in face-to-face interviews, primarily with business persons.

The following are examples of questions asked of teachers, supervisors, teacher educators, and administrators:

- Do you think there is a profession of marketing (and distributive) education? Please comment. Consider: Should there be a separate profession of MDE apart from some other group?
- What should MDE educators be thinking about as we prepare people for jobs in marketing in the next twenty years?
- What do you think MDE programs ought to look like at the secondary, postsecondary, and/or adult levels as the twenty-first century approaches?
- What innovative plans, programs, or activities have you planned in your state for the next few years?
- How do you see the MDE profession being organized at the national level to accomplish its mission in public education and to provide services to the business (marketing) sector?
- Any thoughts on personnel development? How do we prepare people to teach, lead, supervise, manage, develop curriculum, research, and so forth for purposes of our profession in the next twenty years?

The following are examples of questions asked of business persons:

- Do organizations such as yours look to the public education system (secondary and/or postsecondary) as a source of trained help for marketing jobs that require less than baccalaureate-level training? Why or why not? Do you think they would if they thought the right training was available?
- Do you think organizations such as yours look to the public education system to improve the productivity of employees or to retrain them (i.e., through adult education programs)? Why or why not? Do you think they would if they thought the right training was available?
- What should educational systems (e.g., public and private schools or community colleges) be thinking about as they prepare people for jobs in marketing occupations for the next twenty years?
- Do you have any thoughts as to what marketing and distributive education programs ought to look like at the secondary level? At the nonbaccalaureate postsecondary level? In adult education?
- In general, what plans or programs has your industry developed for training people for marketing occupations in the years ahead that might interface with educational delivery systems?

A listing appears in Appendix A of educators who were interviewed, wrote letters, or in other ways provided information for the purposes of this project. Similarly, the names and companies of business persons who provided information appear in Appendix B.

Executive directors or presidents of several professional associations were personally interviewed. The primary purpose of these interviews was to gather respondents' opinions on the establishment of a professional association for prebaccalaureate-level marketing educators. Specific discussions focused on a proposed mission and goals, organizational structure, budgets, funding sources, services, activities, relationships with other professional and trade associations, and mistakes to avoid. Representatives from the American Vocational Association, American Home Economics Association, National Association for Trade and Industrial Education, Association of Independent Colleges and Schools, National Association of Trade and Technical Schools, American Association of Community and Junior Colleges, and National Association of Marketing/Management Educators were interviewed. In addition, many materials published by these organizations were reviewed. Specific names, titles, and associations of those interviewed are listed in Appendix C.

Persons from other agencies or organizations that might be affected by marketing and distributive education were also contacted. Interviews were conducted or conversations held relating to this project with the executive director and the board chairperson of the Interstate Distributive Education Curriculum Consortium; with selected staff at the National Center for Research in Vocational Education; with the executive director of the National Advisory Council on Vocational Education; with representatives from the U.S. Department of Education, including two White House aides assigned to the Office of Vocational and Adult Education; with the executive director of the Association of General Merchandise Chains, Inc.; with selected staff at the Institute for Educational Leadership; and with selected staff at the National Commission for Employment Policy. The names and agencies of those interviewed are included as Appendix D.

National Conference Presentations

The author made presentations related to this project at several conferences and meetings throughout the country. Those in attendance were asked to respond to the content presented either in person (i.e., face to face or via telephone) or by letter to the author. Responses to questions similar to those just listed were obtained. Conferences or meetings at which a presentation was made included the following:

- Utah State University Business Methods Conference, Snowbird, Utah, September 1981
- Meeting of the Distributive Education State Staff, Ohio State Department of Education, Columbus, Ohio, September 1981
- California MDE Conference, Fresno, California, October 1981
- Central Region MDE Conference, Milwaukee, Wisconsin, October 1981
- Berkeley Private Business Schools Invitational Conference, Little Falls, New Jersey, October 1981
- Meeting of the National Advisory Board for the Distributive Education Clubs of America, Reston, Virginia, October 1981
- New York State Department of Education Conference on the Future, Albany, New York, November 1981

- Policy and Planning Committee meetings of the Marketing and Distributive Education Division, American Vocational Association, December 1981 and February 1982
- Meetings with the president of the Distributive Education Clubs of America, the president of the National Council for Marketing and Distributive Teacher Education, and the vice-president for the Marketing and Distributive Education Division of the American Vocational Association, St. Paul, Minnesota, April 1982
- Annual meeting of the Interstate Distributive Education Curriculum Consortium, Columbus Ohio, May 1982

Report Presentation

The product presented here is a result of the author's readings, study of relevant research, interviews, experiences, thinking, and intuition relative to the future of marketing education at prebaccalaureate levels. Many ideas were discussed with professional colleagues. Draft materials were mailed to selected leaders in business and education for their critique. Many of the thoughts, writings, and research of others have been incorporated into this final report. However, no attempt has been made to quantify data. At best, the results as reported are based on procedures corresponding to those of naturalistic inquiry; at worse, they could be said to represent the author's biases.

Chapter 1 has provided a description of the background and purposes of the project and a brief description of the procedures.

In chapter 2, a historical and philosophical overview of marketing education at prebaccalaureate levels is presented. The current mission statement of and premises for marketing education are discussed.

In chapter 3, seven recommendations emanating from the study are suggested.

In chapter 4, the rationale, mission, objectives, and envisioned membership services for a national marketing education association are proposed. A three-year plan for membership is presented.

**MARKETING EDUCATION AT PREBACCALAUREATE LEVELS:
A HISTORICAL AND PHILOSOPHICAL OVERVIEW**

Introduction

The field of marketing and distributive education needs to define carefully its parameters within educational environments. Perhaps no subject area in education suffers more from a diversified identity and inconsistent image than MDE; different institutions offer prebaccalaureate programs variously known as distributive education, marketing and distributive education, marketing education, marketing, merchandising, retailing, and—in some states and schools—cooperative education or work study.

Evidence provided at the 1980 National Marketing and Distributive Education conference in Vail, Colorado, documented the wide array of perceptions held of MDE among business persons, school administrators, leaders in education, and even among MDE professionals themselves (Samson 1980a, Samson and Jacobsen 1980). Sometimes MDE programs are viewed primarily from a methodological or process standpoint; that is, people see the MDE program in their school or community as the one that finds students jobs. It may even be "sublabeled" or identified as cooperative education or work study. Others describe the program as training for entry-level jobs, primarily in retail occupations. Some see MDE as one subject offered in business education. Many individuals view MDE only in terms of federally funded vocational education. A few identify it with the Distributive Education Clubs of America (DECA), the organization for students enrolled in MDE programs.

Indeed, the perceptions that educators and business persons hold of MDE vary widely. If MDE is to become a truly viable delivery system of educated workers for and about marketing occupations, it is necessary that an appropriate mission statement and postulates are developed to which professional educators may adhere and that they may implement in local and state education agencies.

In this section, a philosophical basis for marketing education at prebaccalaureate levels will be briefly discussed from a historical perspective. The growth and development of distributive education, as influenced by early programs, federal legislation, and the U.S. Department of Education, will be briefly discussed. The mission statement and six premises for MDE that were recently adopted by the conferees at the 1980 national conference on MDE will be reviewed.

Historical Perspective

Formal instruction in business and marketing is largely a twentieth-century phenomena. Historically, according to Samson (1980b) "Training in business practices was largely done on the job and often as a paternal responsibility to prepare a son for success in a family business" (p. 4). Formal instruction in marketing education at prebaccalaureate levels appears to have been shaped by three major influences: early retail and sales training, federal vocational education legislation, and the U.S. Department of Education.

Early Retail and Sales Training

The first documented evidence of formalized education for marketing at prebaccalaureate levels in this country appears in 1905. During that year, Mrs. Lucinda Wyman Prince, a certified high school teacher, expressed concern about the lowly condition of salesgirls in retail organizations to the Women's Education and Industrial Union (WEIU) of Boston, an organization founded in 1880 to increase the efficiency of women workers. In cooperation with the WEIU, she initiated sales training for girls who worked in Boston stores. She included units in psychology, principles of learning, good sales principles, and other aspects of the social sciences that she felt would be instrumental in facilitating the success of salesgirls. She was able to convince Boston merchants that her trained salesgirls could out-perform those who had not received such training, thus increasing store profits and employee and customer satisfaction. In 1907, Mrs. Prince convinced Filene's, a department store in Boston, to take her trained girls into their firm on a part-time basis. In 1908, she formally established the Union School of Salesmanship. As part of the educational methodology implemented by Mrs. Prince, students attended her school for five mornings a week and then worked in stores for wages during the remainder of the day. According to Haas (1969-1970), this was the origin of the cooperative, part-time vocational education program in the United States.

In 1912, the Boston Board of Education included "salesmanship" as a subject in one of its larger high schools and thus became the first public institution in this country to offer a course in marketing at the secondary level. Within ten years, seven of the nation's largest schools included courses similar to those designed by Mrs. Prince (Brown and Logan 1956). All of these early offerings included, as part of their design, part-time employment in department stores.

Federal Funding

Increased impetus for developing programs and courses similar to those of Mrs. Prince was provided through federal funds. Although the 1917 Smith-Hughes Act—the seminal legislation appropriating federal funds for vocational education—did not earmark funds for distributive education (the program name was not even in use then), the Act did provide financial support for "increasing the civic consciousness and vocational intelligence of employed workers, including cooperative retail selling classes . . ." (Emick 1936, p. 16). By 1933, there were forty-four cities offering such classes with a total enrollment of 9,508 students (ibid.).

Around 1935, the term *distributive education* (DE) was coined by Paul Nystrom, Professor of Marketing at Columbia University, to describe courses in retailing, principles of selling, or advertising. Nystrom defined DE as follows:

A type of training in education—occupational in nature, revolving around a group of skills, abilities, understandings, appreciations, judgments, and knowledges, integrated with such subjects as retail selling, principles of retailing, store operations and management, advertising, merchandising facts, and related subjects. (Haas 1941)

Nystrom assisted with efforts to obtain federal vocational education funds specifically earmarked for distributive education. In 1935, he wrote and widely distributed a twenty-two-page booklet entitled, *Vocational Training for Workers in the Distributive Trade*. In the introduction to this report, Nystrom stated:

The purpose of this statement is to indicate the need for vocational training for workers in the distributive occupations and to recommend that federal aid be provided to the states for the purpose of establishing and carrying on such training in the public schools under the same conditions as prescribed in the Smith-Hughes Act for training in agriculture, trades and industry, and home economics. (Furtado 1973, p. 552)

In 1936, the George-Deen Act was passed, specifically appropriating federal funds for distributive education. The primary objective of DE was described as "the training of individuals to participate more effectively in the distribution of goods and services" (Haas 1941). According to provisions in the Act, three types of classes were to be developed and operated; evening extension, part-time extension, and part-time cooperative (Samson 1980a). Thus the early legislation stipulated in effect, that federally funded DE programs were for adults enrolled in full- or part-time extension classes or for full-time students who held part-time jobs. Employment was a key factor; programs were to be designed to train individuals to be more *effective* in the jobs they presently held. For nearly thirty years during its legislative history, DE was considered primarily as an adult vocational education program. From 1937-1938 through 1963-1964, the adult percentage of total enrollment in federally funded distributive education programs always ranged between 83 and 90 percent (Nelson 1982).

It is interesting to note that the term "distribution" was not defined in the legislation. However, it is apparent that early DE program developers and curriculum specialists identified distributive occupations as those primarily associated with retailing. The early program development efforts of Prince, the early writings of Nystrom and others, and the leadership from the U.S. Office of Education established distributive education as a program designed primarily to upgrade people employed in retail occupations. Early impetus for program development came from business persons and educators with retail backgrounds. Programs at the local level were usually established in consultation with the chamber of commerce or merchants' associations, most of whose members were retailers.

The philosophy for distributive education continued to be guided and shaped through federal legislation. In 1963, a new Vocational Education Act was passed. Of significance specifically to the distributive education profession was the removal of the mandated provisions for cooperative part-time classes. For the first time, federal funds for distributive education could be used for pre-employment classes. The minimum age for enrollees in DE classes was reduced from sixteen to fourteen years. (Crawford and Méyer 1972)

Allowing federal funds to be spent for preemployment instruction for high school students led to the development of some laboratory-based or project plan programs, whereby nearly all of the instruction was provided through in-school classrooms or laboratories. These "lab-based" programs were usually conducted in two to three hour blocks through in-school classrooms or laboratories. In reality, however, most programs offered one instructional period of preemployment classes to high school students who planned to pursue a cooperative distributive education program at a later time in their high school careers. Such classes were offered to fourteen- and fifteen-year-old students and were often used as a screening device to identify those students most likely to succeed in the cooperative phase of the program. Unfortunately, preemployment classes were often used to "screen out" students. Even though federal legislation permitted the development of strategies alternative to part-time cooperative classes, few laboratory-based or project plan programs (other than preemployment "screening" classes) were ever implemented at the high school level until the mid- to late 1970s.

In 1968, the Vocational Education Act of 1963 was amended. The federal government encouraged all vocational educators to offer more programs and services to disadvantaged and post-secondary students. Congress mandated that 10 percent of federal allotments to the states be used to train the physically handicapped; 15 percent for the disadvantaged (those with academic, socioeconomic, or other nonphysical handicaps); and 15 percent for postsecondary students. This legislation opened up all of vocational education (including distributive education) to considerably more students. Evidence appeared in the literature of special programs developed for disadvantaged

and handicapped youngsters, as well as for special adult populations (e.g., welfare parents, those in correctional institutions, and those who had been chronically unemployed). Distributive education enrollment classified as "special needs" increased from 4,415 in 1968 to 72,856 in 1972. The amended Vocational Education Act also brought increased enrollment in postsecondary programs. In 1963-1964, only 0.8 percent of the total enrollment in federally funded distributive education programs was classified as postsecondary. In 1969-1970—just one year after passage of the 1968 amendments—the percentage of postsecondary students increased to 15.5 (Nelson 1982).

The 1968 Vocational Education Amendments may have been an inadvertent cause for the continuing confusion of distributive education (an educational program) with cooperative education (an educational method or organizational plan). For the first time, vocational education legislation did not include any reference to specific programs (except home economics); that is, distributive education was not specifically identified as a vocational program that should receive federal funds. But the legislation did appropriate funds for vocational education. All of the states, therefore offered, as an option, vocational education programs (e.g., in home economics, agriculture, business, education, or a "general" program) that used cooperative education as a part of the organizational plan for instruction. In many states, the impetus for such programming came from distributive educators who possessed the expertise to plan, implement, and supervise cooperative education methodology. As distributive educators established cooperative education as a part of the local or state vocational education delivery system, confusion increased over what was the DE program and what was the cooperative education plan of instruction.

The last major piece of federal legislation affecting vocational education (and, consequently, distributive education) was the Education Amendments of 1976. This legislation continued to emphasize serving the special needs of people through vocational education. Provisions were included to encourage more vocational programs and services for disadvantaged, handicapped, and unemployed adults and youth. Federal funds were appropriated and states were mandated to find ways and means to eliminate sexism in program offerings. During the 1979-1980 fiscal year, 12,204 handicapped students (1.3 percent of the total) and 91,453 disadvantaged students (9.5 percent of total) were enrolled in federally funded distributive education programs. The percentage of males and females enrolled has remained relatively equal over the past few years, although there is a slight trend toward increased enrollment among females. The percentages of program completers for 1979-1980 was approximately 55 percent for females and 45 percent for males (Nelson 1982).

Federal vocational education funding has indeed been a major factor in the growth and development of marketing (and distributive) education programs. In table 1, the total enrollments in marketing and distribution programs for fiscal year 1978-1979 are presented. Fifty-five percent of all enrollments reported as marketing or distribution in prebaccalaureate programs are in those receiving some amount of federal funding. Furthermore, federal legislation has greatly shaped the client groups served through prebaccalaureate marketing education programs. The field has progressed from a program primarily serving an adult clientele to one that is relatively balanced between secondary, postsecondary, and adult.

In table 2, enrollment data in federally funded marketing and distributive education programs are reported by instructional level.*

*There are discrepancies in totals. Table 1 figures for federally funded MDE program enrollment in 1978-1979 were taken from the National Center for Education Statistics (NCES) Vocational Education Data System (VEDS) preliminary data base used in preparing reports for legislative purposes in September 1980. Table 2 figures are considered "final" for vocational education purposes and were provided in May 1982. The reason for the 14,128 student difference is unknown; nor is it known if the student "loss" is in secondary, postsecondary, or adult categories.

TABLE 1
ENROLLMENTS IN MARKETING AND DISTRIBUTION PROGRAMS
1978-1979

Level of Instruction	Total Enrollment	Federally Funded
Public secondary school	503,384 ¹	369,873
Private secondary school	NA	NA
Four-year institutions of higher education	28,925	
Two-year institutions of higher education	468,810	231,963 ²
Public noncollegiate postsecondary schools	18,089	
Private noncollegiate postsecondary schools	261,868	
Correspondence Schools	100,968	
Adult education	340,221	340,221 ³
State Correctional Facilities	NA	NA
TOTAL	1,722,265	942,057

SOURCES: (1) United States Department of Education, National Center for Education Statistics, Vocational Education Data System (preliminary figures); Survey of Noncollegiate Postsecondary Schools; Higher Education General Information Survey, Earned Degrees and Other Formal Awards Conferred; (2) Carlson, Richard, National Institute of Education, *Vocational Education in the Prison Setting*, draft reports used by permission; (3) United States Department of Education, Office for Civil Rights, Vocational Education Civil Rights Survey, preliminary data; and (4) estimates by the National Center for Education Statistics derived from the above sources and confirmed in telephone conversations.

¹Bases of data are unknown; may include secondary enrollment at adult facilities and/or non-federally funded secondary enrollment.

²Unknown as to which of the postsecondary categories data should be classified.

³Includes only data reported for programs covered under Vocational Education Act; other adult education enrollments unknown.

TABLE 2
MARKETING AND DISTRIBUTIVE EDUCATION ENROLLMENT
(VEA FEDERALLY FUNDED, 1937-1980)

Year	Adult Enrollment	Postsecondary Enrollment	Secondary Enrollment	Total Enrollment
1979-80		564,705	396,313	961,018
1978-79	340,772	218,365	368,792	927,929
1977-78	316,471	248,109	397,429	962,009
1976-77	359,252	221,022	385,882	966,156
1975-76	347,384	192,436	360,784	900,604
1974-75	356,516	163,500	353,208	873,224
1973-74	346,352	133,214	353,339	832,905
1972-73	329,359	105,916	303,272	738,547
1971-72	274,849	102,844	262,730	640,423
1970-71	251,097	85,859	241,119	578,075
1969-70	217,198	82,160	230,007	529,365
1968-69	307,976	60,178	184,206	563,431
1967-68	349,730	44,824	175,816	574,785
1966-67	303,783	21,003	151,378	481,034
1965-66	301,116	15,833	101,728	420,426
1964-65	250,222	6,384	76,186	333,342
1963-64	276,306	2,688	55,132	334,126
1958-59 ²	—	1,102		
1937-38	32,408	—	3,688	36,076

¹All enrollment beyond secondary reported as postsecondary.

²First year postsecondary enrollments were reported.

United States Department of Education

Perhaps the major historical influence in actually implementing marketing and distributive education programs at prebaccalaureate levels was the U.S. Department of Education, formerly known as the U.S. Office of Education (USOE). Although Lucinda Prince made major contributions by designing and testing a program model, and the U.S. Congress later appropriated the necessary funding, in reality it was personnel in the USOE who set up the system and provided much of the ingenuity to develop and to implement distributive education programs in all of the states.

Shortly after passage of the George-Deen Act in 1936, four regional agents for distributive education were appointed. According to Meyer and Furtado (1976), these persons provided much of the leadership through the early 1960s for the philosophical base and program development of distributive education.

Annual regional conferences of state supervisors and teacher educators were organized by the regional agents for the purpose of planning and policy formation as well as to disseminate information . . . (Ibid., p. 49)

The purposes of these conferences were to produce a leadership group whose members possessed a philosophy and employed a method of operation which allowed them to promote distributive education, build programs, and do some "grass roots work" It was through these regional conferences that upgrading of the distributive education staff, innovative programs, and sharing and exchanging of ideas were achieved. (Ibid., p. 57)

The regional conferences were one of the most significant vehicles used to develop a leadership cadre for the profession (Ibid., p. 52)

During those early years, the regional agents, in addition to conducting regional conferences, were "teacher trainers" and often provided the "muscle" for growth of distributive education programs by visiting with local principals and superintendents and the local business community. (Ibid., p. 52)

Particularly after the mid-1950s, the chief of the Distributive Education Service maintained an effective working relationship with other branches of government such as the Departments of Commerce and Labor and the Small Business Administration and with the national offices of trade and professional associations. (Ibid., p. 49)

In addition to sponsoring regional conferences, establishing teacher education programs at colleges and universities, working with local business people and educators, maintaining relationships with governmental agencies and trade and professional associations, and providing for leadership development, USOE agents also assisted in establishing supervisory positions in state departments of education and in some local school systems. The USOE also sponsored many research and development projects in distributive education over the years, especially in the area of curriculum.

Still another way in which the USOE contributed to the philosophical development of distributive education was through its funding of what has become known as the Crawford Study at Virginia Polytechnic Institute in the mid-1960s. As a part of her five-volume study entitled *A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education*, Crawford (1967) sampled distributive educators throughout the country to determine their degree

of agreement with philosophical or basic belief statements she had gleaned from previous writings. She replicated the study (Crawford n.d.) with state supervisors and teacher educators in 1976. In this later study, Crawford found 114 basic beliefs in the areas of definitions, guidance, coordination, curriculum, administration, and teacher education.

Two definitions from the later Crawford study related to the mission of distributive education are as follows:

Distributive education is a vocational instructional program designed to meet the needs of persons who have entered or are preparing to enter a distributive occupation or an occupation requiring competency in one or more of the marketing functions. (p. 1).

Distributive occupations are those occupations followed by persons engaged primarily in the marketing, merchandising, or managing of goods and services at all employment levels. (Ibid.)

These definitions for distributive education and distributive occupations have been widely quoted throughout educational literature and used often by state and local education systems to describe their programs. Crawford's studies have also been used as the basis for many subsequent research and development efforts throughout the country in areas such as curriculum, instruction, teacher education, and evaluation.

A 1978 publication of the U.S. Department of Education providing information on distributive education has set forth statements describing the program. In this publication, the mission statement reads as follows:

The mission of distributive education is to prepare competent workers for the major occupational area of marketing and distribution. Distributive education provides sequenced instructional programs to help high school, postsecondary, and adult students learn to perform the various marketing functions in production, marketing, and service industries. (p. 3)

More recently, in a publication from the National Center for Education Statistics (1981a) entitled *A Classification of Instructional Programs*, marketing and distribution is described as follows:

A summary of groups of instructional programs that prepare individuals for occupations directed toward and incident to the flow of industrial and consumer goods in channels of trade, or the provision of services to consumers or users. These programs are concerned with marketing, sales, distribution, merchandising, and management including ownership and management of enterprises engaged in marketing. Instructional programs prepare individuals to perform one or more of the marketing functions, such as selling, buying, pricing, promoting, financing, transporting, storing, market research, and marketing management. In addition, instructional programs include varying emphases on technical knowledge of products or services marketed, related communication and computation skills, and abilities and attitudes associated with human relations and private enterprise. (p. 56)

It is important to note that in recent statements describing distributive education, the word "marketing" is infiltrating the descriptions. This term is gradually replacing the word "distribution" in program descriptions and definitions.

Summary

The purpose of this section has been to provide a very brief overview of three major influences in the philosophical development of marketing education programs at prebaccalaureate levels in the United States.

The seminal work of Lucinda Prince formed the basis of two features of the program that continue to contribute to the present (confused) image of these programs: cooperative education and retail occupations. Federal legislation, too, helped shape the philosophy and image of DE. In 1936, the U.S. Congress passed the George-Deen Act, which appropriated funds specifically earmarked for distributive education. By specifically requiring individuals to be employed part-time as a condition for use of federal funds, the Act helped shape the image of DE as the program that places youngsters in local businesses. Subsequent legislation dropped this provision as a condition for accepting federal funds. However, the inclusion of earmarked funds for cooperative education in 1968 and, at the same time, removal of the specific program identity of distributive education in the legislation may have increased the confusion between distributive education as a vocational instructional program and cooperative education as an instructional plan or method.

Finally, the U.S. Office of Education, through leadership provided by regional agents and subsequent efforts by DE program officers, has been most instrumental in the philosophical development of marketing education at prebaccalaureate levels in this country. Working cooperatively with other federal and state agencies, business and industry, educational institutions, and supervisory personnel and through sponsored research and publications, the USOE "molded, directed, and guided distributive education to what it is today" (Meyer and Furtado, 1976 p. 56).

Mission Statement

The *basic* philosophy of distributive education, as examined in the research and literature, probably did not change that much from the late 1930s through the 1970s. Some of the terminology changed to be more congruent with that used in business and industry. Interpretation of the philosophy and the way in which it has been implemented has changed over the years. State and local leaders have experimented with different curricula and program designs to meet the needs of students and business and industry. Programs have shifted from being primarily offered to adults to a relatively equal distribution of enrollment among high school, adult, and post-secondary students. Less reliance is now placed on using cooperative education as the only method of instruction for secondary and postsecondary students: many states now offer laboratory-based (project plan) programs. The profession has not lessened its ties with retailing; however, marketing programs and curricula have been developed to serve employment and training needs in other business environments such as wholesaling, entrepreneurship, production-oriented industries, and especially profit-oriented service businesses.

In preparation for the 1980 MDE conference, Samson (1980a) reviewed early writings related to mission statements and philosophy. At the conference, Samson proposed a statement as the national mission for marketing and distributive education. This mission statement was modified slightly at the conference and through subsequent discussions. The following is the generally accepted mission statement for the 1980s:

The mission of Marketing and Distributive Education is to develop competent workers in and for the major occupational areas within marketing, assist in the improvement of marketing techniques, and build understandings of the wide range of social and economic responsibilities which accompany the right to engage in marketing businesses in a free enterprise system.

This mission statement seems to be enjoying wide acceptance throughout the profession. Participants in regional MDE conferences throughout the country in 1980 and 1981 endorsed its adoption. Business persons, too, have supported the mission statement.

The mission speaks to the three purposes for marketing and distributive education: (1) developing competent workers for marketing occupations, (2) improving the techniques of marketing, and (3) building understandings of the responsibilities that accompany the right to engage in marketing businesses in a free enterprise system.

Developing Competent Workers

The primary purpose of MDE is to develop competent workers in and for the major occupational areas within marketing. The word "in" speaks to the adult education or supplementary training aspect of MDE; that is, it is a part of the mission of MDE to develop competent workers who are already employed in marketing occupations. Supplementary instruction is offered to workers in marketing occupations who wish to update or upgrade their knowledge and skills relative to employment. This part of the mission statement also speaks to the preparatory instructional purpose of MDE; that is, its goal of preparing people "for" employment in marketing.

The development of competent workers *in* and *for* the major occupational areas within marketing is an important part of the mission of MDE that in recent years has often been overlooked by practitioners. This segment of the mission statement addressed the comprehensiveness of the program and the fact that MDE is and should be viewed as considerably more than a program for high school students. If practitioners truly believe in and implement this part of the mission statement, then considerably more emphasis by leaders in MDE (e.g., state and local supervisors, curriculum specialists, personnel developers) should be given in the years ahead to supplementary (i.e., adult education) training for workers already employed *in* marketing occupations.

National data (table 2) for the past five years have shown that adults comprise approximately one-third of the total enrollment in MDE; however, nearly 60 percent of that enrollment is from just six states (California, Florida, North Carolina, Ohio, Texas, and Virginia). Most states have little or no reported enrollment in adult MDE programs.

The following is a synthesis of data and trends that highlight the need to give greater attention to adult marketing education in the immediate future.

- The American population is an aging one. In 1970, the median age was 27; by 1990, it will be over 34. By the year 2000, it will be over 37. (Gillespie 1981)
- High school enrollment peaked in 1977 and will continue to decline sharply throughout the 1980s. There will be a relative increase in the population in several other age categories, notably 35 through forty-four and those sixty-five and over. (Ruff, Shylo, and Russell 1981).
- The traditional college-age populations (those eighteen to twenty-four years of age) peaked in 1981 and will decline by 5 million people by 1990. (Ostar 1981)
- One out of five workers in today's job market has completed four or more years of college; as many as half of college graduates are employed in jobs that do not fully use their educational training. (Bracher 1982)

- College graduates in need of specialized job skills for marketing occupations (and others with some college-level education) will comprise an important client group for marketing education in the future. (Trapnell 1981)
- The high school and college age groups will be replaced by older part-time students for whom the "ideal of learning as a lifelong pursuit has gained increasing currency In fact, these adult, part-time students are already flocking back to the classroom." (Ostar 1981, p. 56)
- Well over 60 percent of American workers are employed in service jobs. Much of this employment includes professional (e.g., medical and legal), clerical, and government workers; however, the majority of employment is found in profit, marketing-oriented businesses such as wholesale and retail trade; finance, insurance, and real estate; and personal and business services (e.g., hotels, airlines, amusements, recreation, motion picture, dry cleaning). During the last thirty years, service employment gained 120 percent whereas manufacturing employment gained only 30 percent. The U.S. Bureau of Labor Statistics has consistently predicted that service employment will continue to rise and outpace significantly comparable growth in production-oriented industries. (Bolino 1981)
- Productivity studies in the last twenty years have all cited the service industries, including retail and wholesale trade, as having the poorest productivity rating on whatever measures were being used (e.g., output per worker-hour or employment growth for an industry compared to its increase in GNP). The reasons most often put forth for poor productivity ratings, especially in retail, wholesale, and profit-oriented service businesses, is that so many of the workers are untrained, unskilled, and inexperienced. (Lynch and Heath 1983)
- Adult education is, in fact, big business. The American Society for Training and Development conservatively estimated the cost for industry-based training and education at between \$30-40 billion in 1981. However, only about \$0.5 billion per year is spent on adult education by the fifty state governments (Kappan 1982, p. 644)
- The cost per learning hours for adult education ranges from \$2.00 for that conducted through public education to \$38.00 per hour of instruction conducted by private business. In table 3, the cost per learning hour and the percentage of the adult education market are reported by various categories.

The data and trends extrapolated from a review of several demographic, sociological, and economic studies and interviews with business persons are quite clear: the greatest increase in the need for education and training in marketing occupations will come from the "older" population segments in this country. Businesses, especially retail and other service-oriented firms, prefer to employ "older" workers and would like the schools to develop and offer more adult education to develop and upgrade the marketing knowledge and skills of these employees. Small businesses are especially in need of marketing education; they simply cannot afford the \$26-38 per learning hour that it costs to conduct their own training programs or to hire private consulting firms to do it for them. In general, business persons interviewed for purposes of this project did not really care where the training came from (i.e., public schools, community colleges, colleges or universities, private schools) as long as it was cost-effective and met their needs and those of their employees. Several persons discussed the possibility of working with marketing and distributive educators to develop customized training and education programs for their specific industries; all emphasized the importance of jointly planning the programs, curricula, and delivery system at the local level.

TABLE 3
ADULT EDUCATION
COSTS PER LEARNING HOUR AND
PERCENTAGE OF MARKET BY EDUCATION AGENCY
1978-1979

Education Agency	Costs per Learning Hour	Percentage of Market
Colleges and universities	\$5.00	38
Employer-based	26.00 – 38.00 ¹	11
Public schools	2.00	9
Community-based	8.00	8
Private tutors	8.00	5
Proprietary schools	3.00	3
Professional associations	15.00	2
Unions	3.00	2
Unaccounted		22
	TOTAL	100

SOURCE: Based on data reported in Kappan 1982, p. 644.

¹ Varies, depending on whether extra expenses, such as employee salaries, are included.

In summary, there is a huge need for cost-effective adult education programs in marketing education. It is time that the MDE profession implement, in a meaningful way, this important segment of its mission statement.

Improving Techniques of Marketing

A second purpose of MDE is to assist in improving the techniques of marketing. Through comprehensive secondary, postsecondary, and adult education programs, marketing and distributive educators should assist employers and employees to do a better job of marketing goods and services.

The problem of productivity in the service industries has already been mentioned. It appears that considerably more people are needed to produce relatively less in service occupations as compared to manufacturing and agriculture. According to Fuchs (1965), service sector employment (identified as wholesale trade, retail trade, finance, insurance, real estate, government, personal services, and repair services) increased from 40 percent of employment in 1929 to nearly 65 percent in 1965. However, the rate of productivity for each of those years was only 1.1 percent in the service industries, compared to 2.2 percent in manufacturing and 3.4 percent in agriculture.

In the 1970s, the output attributed to service equaled nearly one-half of the GNP, "but it took nearly two-thirds of the labor force to accomplish that" (Bolino 1981, p. 6). Furthermore, Sullivan (1981) projected that the American economy will be 90 percent oriented to services by 1985. He commented (as have other authorities on productivity) that productivity in the service industries is not particularly well measured and is probably better than the figures show. Some service industries (e.g., telecommunications) are experiencing healthy growth rates. Nevertheless, the average overall productivity for all segments of the economy experienced negative growth in 1980 and "among the worst [of the industries] is retail trade" (ibid. p. 3).

There are many reasons cited to explain the decline in productivity in the United States. In service industries—especially those represented by profit- and marketing-oriented businesses—the major reason most often cited is the large number of inexperienced, untrained, and unskilled workers. Sullivan (ibid.) added his observation that the problem with declining productivity in service industries is management technique or lack of management talent.

MDE can and should play a major role in improving techniques of marketing and therefore in improving productivity in service industries and service occupations. The service industries especially rely heavily on marketing for their success. Unfortunately, too many of these marketing jobs are being performed by unskilled, untrained, and inexperienced workers and managers. It is the role of MDE to provide education and training for these workers and managers thereby enabling them to be skilled, trained, experienced, and effective. If these labor-intensive service industries have well-trained and skilled employees, then productivity in these industries will increase. And, according to Sullivan:

Productivity really means more jobs, increased wages, improved profit for organizations, improved return on assets, and improved ability for an individual organization to compete in its sector of the economy, to compete nationally and internationally. It means an improved standard of living for American citizens, and it should also lead to an improved quality of work life. Ibid., p. 15.

Building Understanding of the Free Enterprise System

A third major purpose stated in the mission of MDE is to build understanding of the wide range of social and economic responsibilities that accompany the right to engage in marketing businesses in a free enterprise system.

Marketing has not always enjoyed the best reputation as a legitimate segment within an economic system. There are those who claim it forces people to buy products and services that they do not need, cannot use, and that are too expensive. Some say marketing costs too much; products and services would not be as expensive if business did not pay for all that advertising. A few still question marketing ethics; unfortunately, they associate marketing with the fast-talking, traveling salesman so often depicted in ribald humor.

Actually, marketing—perhaps better than any other economic activity in this country—has enabled Americans to enjoy a significantly higher standard of living than any other people throughout the world. It is primarily responsible for distributing the results of production and technology to the public. Marketing has provided an important information system linking producers to consumers. It has provided the mechanism, through marketing research, to collect information on the needs and wants of consumers and then to provide these data to manufacturers and producers.

But, there are responsibilities that do accompany the right to engage in marketing businesses in a free enterprise system. It is in the mission of MDE to build understanding of these responsibilities. Through its programs and curricula, MDE must teach the economic and social responsibilities of business, the tenets of a free enterprise economic system, the comparative advantages/disadvantages of it with others, and business ethics.

Premises

Accompanying the tripartite mission of marketing and distributive education, Samson (1980a) identified six premises that pertain to marketing and distributive education instruction, programs, and personnel:

- The discipline of marketing is the content base for all instruction.
- Instruction will be offered to any personnel and in whatever setting necessary to meet community needs.
- Programs will deliver a range of instruction covering functional skills, career competency development, operational management, and entrepreneurial development.
- Instruction will stress application to and direct involvement with marketing businesses and be carried out by a variety of methods.
- Professional personnel in the field of marketing and distributive education will have training in marketing, in marketing education, and will possess business experience in marketing.
- Where offered, marketing and distributive education will be considered an integral part of the institution's educational program, with direction and counsel coming largely from a business community advisory group.

The mission statement and accompanying premises speak clearly to the role of marketing and distributive education. Specific guidelines may need to be established in the years ahead as programs

are implemented and evaluative devices are developed, but there should no longer be confusion surrounding the program and its mission throughout the educational and business environments. National, state, and local descriptions should be developed, based on this mission statement and these premises.

Marketing as the Content Base

The discipline of marketing is the content base for instruction in marketing and distributive education, marketing education, distributive education, or whatever the name.

Marketing is not an easy term to define; as with distributive education, it seems to mean different things to different people. The literature is replete with varying definitions and varying interpretations of just what marketing activity is and just what marketing occupations are. There is also a historical problem with the term. In business and economic literature, distribution was the term used to identify that area of economic activity between production and consumption. Thus, distributive workers were those who were employed to "distribute" goods from those who manufactured or produced them to those who consumed them. Programs in public education designed to train people for distributive occupations were thus known as distributive education. But in 1960, the American Marketing Association (AMA) defined *marketing* as the "performance of business activities that direct the flow of goods and services from producer to consumer and user" (Committee on Definitions 1960, p. 15). The AMA recommended that distribution be used synonymously with marketing, but because of possible misuse and confusion, "marketing men may be wise to use the term [distribution] sparingly" (ibid.). The literature in distributive education since 1960 has often used both "marketing" and "distribution" when describing the program. It is not clear why this has been done, considering the AMA recommendation that the two terms be used synonymously, not redundantly.

In today's business and economic literature, "marketing" is most often used to describe the business activities that communicate customer and consumer needs and wants and that bring goods and services from producers to consumers. "Distribution" is generally considered as one of the business activities or functions associated with marketing; that is, it is usually identified as physical distribution and includes transportation, storage, materials handling, and related inventory control.

Even though there may not be one consensus definition, most texts describe marketing as a coordinated system of business activities designed to provide products and services that satisfy the needs and wants of customers through exchange processes. Marketing is *systematic* in that there are many parts ("business activities") to it and each of these parts is interrelated and must be coordinated by management. The business activities associated with marketing include: (1) market research; (2) product and service planning; (3) promotion (i.e., selling, advertising, public relations, sales promotion); (4) buying and pricing products and services for resale; (5) physical distribution (i.e., order processing, materials handling, transportation, storage, inventory control); (6) financing; and (7) management. Successful companies have as their primary goal satisfying the needs and wants of customers at a profit. And, finally, a mutual exchange takes place; that is, the customer receives a product or service in exchange for money (or other products or services). Hopefully, the accumulated effect of all of these exchanges is profit for the company and satisfaction of the customers' needs or wants.

Marketing can be studied from either a macro or micro approach. **Macromarketing** is studying the economic or societal system of getting goods and services from manufacturers to consumers. **Micromarketing** is the study of the business activities used by an organization or individual firm to get appropriate goods and services to its customers.

Thus, related to Samson's first premise, any program of marketing education must use marketing as its content base for all instruction. The major instructional focus will include marketing, researching, product and service planning, promoting, buying and pricing for resale, distributing, financing, and managing the goods and services that are needed and wanted by customers. All of these business activities—and the people who perform the jobs identified with these activities—must be supervised and managed; therefore management, too, is an appropriate instructional area for marketing education programs.

Instruction in a Variety of Settings

Instruction in marketing and distributive education should be offered to any personnel and in whatever settings necessary to meet community needs.

If people responsible for providing instruction to meet community needs take this premise literally—and there is no reason for them not to do so—then both breadth and depth will be brought to a community's marketing education offerings.

The need for training and education in marketing is well documented. Business journals and magazines with large, national circulations (e.g., *Forbes*, *Business Week*, *Fortune*)—as well as the more highly specialized ones—(*Bank Marketing Journal*, *Viewpoints*, *Stores*, *Direct Marketing Journal*)—have all chronicled the need for well-trained, productive employees. The declining productivity in this country, especially in the service industries, has already been cited. Suggested solutions to the relatively low productivity always include the need for effective education and training programs for both part- and full-time employees at entry and advanced employment levels. Therefore, marketing education, in whatever form, should be an important component of any plan designed to meet community training needs.

To achieve breadth in marketing education, it will be necessary for program planners to provide instruction for a range of occupations identified with marketing. Thus, the marketing-related training and education needs for such small businesses as florist shops, travel agencies, real estate firms, clothing stores, and savings and loans will need to be met as well as those of manufacturing firms, marketing researchers, marketing managers, and marketing specialists (e.g., sales representatives, advertising copywriters, public relations staffs, buyers, and display artists). To achieve training depth, instruction should be provided for entry-level employees, first-line supervisors, middle managers, managers, and entrepreneurs.

The instructional settings for marketing education will and should vary. The setting will depend upon the community needs and the educational institutions available in that community. Thus, instruction may be offered through public school facilities, in community colleges, at area vocational and technical education centers, in adult and continuing education programs sponsored by colleges and universities, and/or in private business or technical schools.

Curricula

Programs should deliver a range of instruction covering functional skills, career competency development, operational management, and entrepreneurial development.

Marketing is a dynamic and versatile area of economic activity. It is dynamic in the sense that many sociological, psychological, and economic factors influence its activities. It is also versatile in the sense that it changes rapidly and that it embraces a variety of subjects, professions, and skills. Rarely is it oriented to a single skill.

Thus, curricula in marketing education programs must reflect the dynamism and versatility appropriate to marketing. For most programs, a single-skill, task-oriented curriculum is inappropriate.* Rather, people employed in marketing must possess competencies in several areas of marketing. The "functional skills" include competencies in those business activities associated with marketing: market research and product planning; buying and pricing products and services; promotion (i.e., order processing, materials handling, transportation, storage, inventory control).

In addition to specific skills in marketing, education programs must also include competencies in communications, human relations, mathematics, psychology, and management as they relate to marketing in the business environments. Marketing is a people-oriented occupational area; employment in it necessitates working with and for people.

A broad-based curriculum (as opposed to one that emphasizes a single-skill or just a few skills) should prepare students effectively for *career-sustaining jobs* in marketing; that is, for jobs requiring a comprehensive knowledge of the product(s) or service(s) marketed and the marketing practices associated with a specific business or industry. (U.S. Department of Education, 1978, p. 10). Career-sustaining jobs are performed by individuals who are able to accept responsibility, work with minimal supervision, exercise decision making, make considerable use of initial training and periodic updating, and set many of their own parameters in the work environment. Remuneration for such employment should be sufficient to enable workers to support themselves and a family in accordance with an acceptable American standard of living.

Career-sustaining jobs need to be distinguished from those identified by educators as "threshold entry" or usually *entry-level jobs*. These jobs include standard or routine procedures with limited need for exercising decision-making skills. They require few, if any, specific preemployment qualifications. The standard or routine procedures are taught at the place of employment and are quite specific to that business. Threshold jobs are rarely career sustaining (ibid). Such jobs usually pay at or near the federal minimum wage. Training for entry-level jobs should not be the major mission of marketing and distributive education programs. In fact the actual training required for many of these jobs is minimal. Employers do not look to educational institutions to provide this level of training; they are prepared and prefer to do it themselves.

This does not mean that some training in very basic marketing skills should not be given; indeed, many people must enter employment in marketing at the entry level. Educators can facilitate this entry by insuring that the students do possess competence in basic skills of human relations, mathematics, and communications as applied in marketing environments. But these applied basic skills should not comprise the major curricula for marketing and distributive education programs, nor should they be identified with mission statements or program purposes.

In addition to career-sustaining employment, MDE programs should also prepare people in operational management and entrepreneurship. Marketing and distributive education students should be taught planning, directing, controlling, and evaluating as they relate to marketing plans and operations. Operational management jobs include supervisory responsibilities. Such persons are typically held accountable for the success or profitability of a marketing or department operation. This level of employment is typically referred to as midmanagement (ibid.).

*There are perhaps some exceptions, especially in adult education or in intensive courses or seminars in which the specific objective is to train or update individuals in a single marketing skill.

Finally, comprehensive programs in marketing education should include training in entrepreneurship. These jobs involve various dimensions of managing and/or owning a business engaged primarily in marketing a product(s) or service(s). Entrepreneurs are primarily characterized by their assumption of risk. They are ultimately responsible for the success (or failure) of the business and their remuneration is associated with it. Entrepreneurs include those who are self-employed, owners of firms, franchisees, and managers of major units who are compensated in direct proportion to the profitability of the unit.

It is education and training for jobs identified with career-sustaining, midmanagement, and entrepreneurial employment that should comprise the mission of marketing and distributive education programs. Each industry will need to be evaluated separately to determine those jobs that are appropriate for training within MDE. For example, preparing a salesperson for a real estate firm or an insurance agency or a publishing company would be most appropriate for a MDE program; such employment is career-sustaining, involves minimal supervision and considerable decision making, requires considerable initial training and periodic updating, and usually pays satisfactory remuneration. Some firms employing such sales persons do look to educational institutions as a source of trained help, and others would if they thought it were available and of good quality. Conversely, preparing entry-level sales persons for most retail department stores would be inappropriate:

As the industry [retail department store] moves toward part-time and seasonal work, the whole complexion of the labor force is changing. No longer does the industry draw significant numbers of its workers from among those who expect long-term employment adequate for a household head . . . For very few workers does this major industry provide stable career jobs. (Bluestone et al. 1981, pp. 83, 91)

Direct Involvement with Marketing Business

Instruction should stress application to and direct involvement with marketing businesses and be carried out by a variety of methods.

This premise has long been part of the basic philosophy and operating practices of MDE programs. Until 1963, students enrolled in any public education program receiving federal vocational education funds had to be employed in a marketing occupation. Thus, all high school, post-secondary, and adult enrollees in federally funded distributive education programs were (supposed to be) employed. The employment restriction was removed from federal legislation in 1973, but cooperative, on-the-job training has continued to be a popular method for training in secondary and postsecondary MDE programs. It has been estimated that as many as 50 percent of all high school and postsecondary MDE students are enrolled in a cooperative education organizational plan program.

Those programs that are primarily school based should also include ample opportunity for direct involvement with marketing businesses. Field trips, guest speakers, structured job observations and interviews, shadowing, nonpaid short-term internships, temporary paid experiences, business research, special projects, and so forth should be built into project- or school laboratory-based organizational plans.

The use of off-campus facilities to train students for careers in marketing is also gaining in popularity. Articles in recent issues of the *Marketing and Distributive Educators' Digest*, *Marketing Educator's News*, and *VocEd* magazine's "Insiders" have described innovative programs using shopping centers, travel agencies, banks, restaurants (in school as well as in the community), supermarkets, hotels and motels, amusement parks, resort centers, convention centers, and arenas as marketing businesses to train MDE students. Sometimes a cooperative education organizational plan

is used in conjunction with the off-campus facility; in other instances, the facility is leased by the school or is "loaned" free of charge, and students are not employed by that particular business.

Personnel Development

Professional personnel in the field of marketing and distributive education should have training in marketing and in marketing education and should possess business experience in marketing.

This premise addresses the need to prepare people to teach students at all instructional levels in marketing and distributive education. The premise, of course, makes sense; if one is to teach marketing content and become directly involved with marketing businesses, then he or she has to know the territory. Indeed, the very integrity of MDE is dependent upon this premise being implemented by the profession.

Universities have historically designed their marketing and distributive teacher education programs to include coursework in marketing (e. g., in marketing management, finance, retailing and wholesaling, advertising, management) and marketing education (e.g., in methods, curriculum, philosophy, adolescent and/or adult psychology). All offer some form of university-supervised occupational experiences in marketing. Typically, students complete between 500 and 2,000 hours of occupational experiences and receive university credit for successfully completing the on-the-job experiences and related seminars and projects. Students may have already accumulated considerable experience in marketing occupations, in which case, the university-required, directed occupational experience is usually waived. These same requirements—occupational and academic experiences in marketing and marketing education—are minimum expectations of all prospective marketing teachers, whether they are seasoned business persons or more traditional college-age students.

There are some serious questions and problems related to personnel development, however, that the profession must address in the years ahead. In the interviews conducted for this project, no topic elicited more response—mostly negative—than did that associated with teacher education. Nearly everyone interviewed—including supervisors, business persons, and teacher educators themselves—commented on what they perceived as the inadequacy of teacher preparation and the poor quality of people entering marketing teaching today. The literature, too, is replete with condemnation of teacher education in general. In 1981, *Time*, *Newsweek*, the *Wall Street Journal*, *Education Today*, and the *Chronicle of Higher Education* all printed major articles describing the real and imagined shortcomings of public education, and placed much of the blame squarely on the shoulders of university teacher education programs.

Certainly there is a bigger picture here. Marketing teacher education cannot be held solely responsible for the perceived ineptness of many MDE teachers. There are simply too many sociological and economic factors within the larger society to blame all the "problems" with teachers, public education, or MDE on the teacher educator. And, a hard fact remains: the quality of applicants to teacher education is declining drastically. Statistics drawn from many sources have shown that test scores on the American Colleges Test and the Standard Achievement Test are dropping dramatically for all college applicants, but the scores of students applying to enter teacher education programs are among the lowest for all university departments and are still dropping. Sandefur (1981) cited five primary reasons for the poor quality of teacher education applicants.

- The abominably low pay
- The poor and declining status of the profession
- The problems of classroom management
- The reports of teacher surplus
- The loss of women and minorities to other professions; for these persons, teaching is no longer an avenue for mobility—in fact, it may be a deterrent

Considering declining test scores and Sandefur's writings, teacher educators may actually be doing quite a good job with mediocre or poor talent.

There are also problems unique to marketing teacher education. The following are samples of those identified through interviews with MDE teacher educators and state supervisors.

- Students enrolled in teacher education programs administered in colleges of business accredited by the American Assembly of Collegiate Schools of Business (AACSB) usually must meet all requirements imposed by AACSB for a degree in marketing. These requirements are quite stringent and do not permit much room for electives in a student's undergraduate program of studies. Thus, marketing education students have to take course overloads or must enroll for extra quarters/semesters to complete teacher certification requirements. For most students, the extra academic requirements simply do not seem cost-benefit effective. All teacher educators in AACSB-accredited schools stated that their programs were suffering from low enrollments; in fact, most were uncertain as to the future continuation of the MDE teacher education program.
- Most MDE teacher educators are in single-person programs. Consequently, one person is responsible for all of the graduate and undergraduate advising, instruction, field experiences supervision, record keeping for certification, representation of the program on college and university committees, and so forth. In addition, many are expected to provide inservice education, conduct research, publish in professional journals, direct research, and complete a host of other scholarly and service activities. Many teacher educators pointed out the difficulty of performing creditably in all of these areas without assistance and without a strong support system. Inexperienced teacher educators seem to be having considerable difficulty surviving in single-person programs.
- Successful graduates of some marketing education programs are in strong demand by business and industry. Because of their unique preparation—training in marketing and marketing education and possession of business experience—graduates are often recruited into industry. Many of the most talented graduates are electing jobs in business as opposed to education. State departments of education and colleges of education are reluctant to fund teacher education programs from which the majority of the graduates are entering private sector employment.
- Few of the teacher educators interviewed seemed prepared for the demographic changes occurring in education. Few had modified their programs or curricula to serve the marketing teacher education needs of postsecondary and adult instructors. Only two universities are "discussing" programs to prepare teachers or trainers for the private sector. Most programs focus only on preparing secondary school teachers, and then the teacher educators are frustrated because there are so few jobs available for their graduates.
- For reasons unknown, teacher education seems to have lost its credibility in the development of leaders throughout marketing education. Several of the persons interviewed commented on the recent inactivity of the National Council for Marketing and Distributive Teacher Education (e.g., little or no research published in several years; no professional meetings; no action stemming from the Vail Conference, especially as recommended in the area of leadership development; and no services provided for members). Several commented on the failure of teacher education to adhere to the standards by which it agreed to be accredited (through the Strydesky study in 1978). But, most of those interviewed commented on the lack of direction being provided nationally or in the states by the teacher educators.

It is tempting to recommend a long list of solutions addressing the identified problems. There are several documents in the literature that have proposed future seminars for teacher education that could be adapted specifically by the marketing education profession. However, it was beyond the scope of this project to analyze thoroughly the problems of MDE teacher education. Suffice to say, that the problems are serious and timely enough to warrant immediate planning of a national conference or at least a small group "think-tank" seminar to address the issues and propose solutions related to marketing teacher education. For discussion purposes, issues to be addressed cluster in the following categories:

- Improving the conditions and image of marketing teacher education and of teaching as a career
- Providing standards for teacher education, accreditation, reciprocity among states, monitoring systems, and so forth
- Assessing the competencies of teachers, including a component of the National Teachers' Examination
- Establishing control within teacher education; that is, over admissions, program design, curricula, quality control, product evaluation, and so forth
- Offering graduate programs, including terminal degrees
- Implementing governance/collaboration procedures within and among institutions
- Offering leadership development programs; that is, preparation of people through in-service and graduate programs as administrators, supervisors, curriculum specialists, researchers, and so forth
- Implementing research findings and identifying research needed to improve marketing education

Direction from Business Advisory Groups

Where offered, marketing and distributive education should be considered an integral part of the institution's educational program, with direction and counsel coming largely from a business community advisory group.

The final premise inherent to the mission of marketing education at prebaccalaureate levels addresses the need for involving business people in planning, implementing, operating, and evaluating MDE programs. This involvement has traditionally been through the use of business advisory committees. Just how many local or state programs have an active advisory committee of business persons is unknown; however, recent studies have indicated that the number is probably lower than it has been thought and that where there are such committees, probably "as many are ineffective as are effective" (Lynch 1981 p. 13.) Studies on vocational education advisory councils in three states concluded that "less than 10% of the 'panels' actually do any advising," "many councils have remained relatively ineffective," and "few have clearly stated functions [or] authority." (Report on Education Research 1978, p. 4).

Conversely, research has also shown that business persons themselves are quite interested in and anxious to help with vocational programs. Nearly all of the business persons interviewed for this

project strongly recommended meaningful involvement on the part of business persons in the design and implementation of state and local marketing education programs. It was their belief that such programs will be better designed, will have a more current and relevant curriculum, and will have considerable political and economic support when local business persons are involved with them.

Summary

The basic philosophy of distributive education has not changed significantly since the program was first implemented in public education in 1912 and received federal vocational education funds in 1936. Implementation of that philosophy, however, has changed along with marketing and educational theory, research, terminology, and practices.

The mission statement originally developed by Samson (1980a) seems to be enjoying wide acceptance throughout the MDE profession and is apparently setting the parameters for marketing education throughout the country. This statement identifies three major purposes for marketing and distributive education: (1) developing competent workers in and for the major occupational areas within marketing, (2) assisting with the improvement of marketing techniques, and (3) building understanding of the wide range of social and economic responsibilities that accompany the right to engage in marketing businesses in a free enterprise system. Samson also identified—and the MDE profession has endorsed—six premises essential to the implementation of the mission statement.

Chapter 3

RECOMMENDATIONS FOR THE FUTURE

There have been several hundred recommendations emanating from the 1980 Marketing and Distributive Education National Conference. These recommendations are the result of several months of study and research by the conference committee and the authors and reviewers of the position papers, by the creative deliberation of the nearly 300 professionals in attendance at the conference, by those charged with analyzing and synthesizing the deliberations, and by the AVA-appointed MDE Commission for the 1980s.

These recommendations are variously described by their authors as goals, objectives, and recommendations. Many of the recommendations are appropriate for the national level, some for the state level, and some, of course, can be only implemented locally. Some are designed for specific institutions, (e.g., universities or community colleges)

Leaders and practitioners in marketing education need to implement more of these recommendations. They speak specifically to improving the identity and image of marketing (and distributive) education; to developing programs to meet the diverse needs of marketers and students; to developing leaders for marketing education; and to enhancing the power and influence of marketing education throughout public education as well as with businesses and other organizations. Considerably more action related to these recommendations is needed at the national, state, and local levels.

These recommendations are available for perusal from a variety of sources, including the *NADET News (1980)* and the *Marketing and Distributive Educators' Digest (1980)*. The four major papers prepared for the conference (Samson 1980a; Egglund 1980; Rowe 1980; Traspnell 1980) were placed in the ERIC system. The Commission for the 1980s report (Burgess and Nelson 1981) is available from any member of the MDE Division or the distributive education program specialist in the U.S. Department of Education.

It is not the purpose of this chapter to restate the hundreds of recommendations offered either at the 1980 MDE National Conference or in follow-up articles or papers. Rather, this chapter proposes major recommendations gleaned through the processes followed in this project. Of course, several of these recommendations reinforce the excellent thinking and planning resulting from the national conference. These recommendations are thought to be national in perspective, focused primarily on philosophy and its implementation, and somewhat prioritized in terms of their potential for a cumulative effect in making marketing education a truly viable and significant delivery system of trained and educated workers for marketing occupations. The following are the seven recommendations.

Recommendation 1: Marketing Education

"Marketing education should be used as the term to describe those programs now known as distributive education, marketing and distributive education, marketing and distribution, and so forth. The term "marketing" accurately describes the content base for the programs (it is marketing that is taught, not just distribution). The term is congruent with current business and economic literature; and it is the term that is currently in use in most community colleges and universities to identify the department where marketing is taught. It is only those programs—primarily in high schools—receiving federal vocational education funds that are identified as distributive education. Unfortunately, the image of many of those programs is such that few businesses or colleges and universities consider them as part of the overall instructional framework for marketing education.

Recommendation 2: Mission Statement

The mission statement prepared by Samson (1980a) and endorsed by the profession should set the parameters for marketing education programs in prebaccalaureate education environments during the the next few years. The mission statement and its accompanying premises speak clearly to the current purposes of the program and are aids in describing marketing education's domain within public education, vocational education, and indeed within all institutions and agencies having education as a primary function.

The mission of marketing education at prebaccalaureate levels is to develop competent workers in and for the major occupational areas within marketing, assist in the improvement of marketing techniques, and build understandings of the wide range of social and economic responsibilities that accompany the right to engage in marketing in a free enterprise system.

Essential to the implementation of the above mission for marketing education at prebaccalaureate levels are the following six fundamental premises that pertain to marketing education instruction, programs, and personnel:

The discipline of marketing is the content base for all instruction.

Instruction will be offered to all personnel and in whatever settings necessary to meet community needs.

Programs will deliver a wide range of instruction covering functional skills, career competency development, operational management, and entrepreneurial development.

Instruction will stress application to and direct involvement with marketing businesses and be carried out by a variety of methods.

Professional personnel in the field of marketing education will have training in marketing, in marketing education, and will possess business experience in marketing.

Where offered, marketing education will be considered an integral part of the institution's educational program, with direction and counsel coming largely from a business community advisory group.

This mission statement should be scrutinized periodically to be sure that it is current with existing business and education philosophies. In fact, there is already current sentiment supporting a much more general mission statement for marketing education. Business persons especially challenge a strict vocational ("develop competent workers") interpretation of the mission statement. Some feel that all persons should learn about marketing and its role in a private enterprise economy, and that such instruction should be the purview of marketing educators.

Recommendation 3: National Goals

Twelve national goals initially presented by Samson (1980a) and modified by conferees at the national conference, and later verified through the use of survey instruments, should serve as a primary basis for direction by leaders and practitioners in marketing education in the years ahead. The revised goal statements are as follows:

- That the national marketing and distributive education leadership, in consultation with other professional organizations dedicated to marketing education and national business organizations, create by 1983 a comprehensive national plan for occupational marketing and distributive education.
- That all graduates from each marketing and distributive education program have an understanding of the free enterprise system.
- That within two years the field of marketing and distributive education create a national office with a full-time support staff and a professional spokes person for all segments of marketing and distributive education.
- That there be held, within one year, a national conference for the state and national leadership of marketing and distributive education for the purpose of assessing the strategies and implementation of the 1980 national conference recommendations.
- That each state and territory establish, by 1982, in consultation with educators and business-people a set of short-term and a set of long-term goals for its marketing and distributive education programs.
- That all marketing and distributive education teacher education programs meet or exceed the national standards adopted by the Council for Distributive Teacher Education.
- That each state and territory provide input into the development of an appropriate model demonstrating meaningful and intense utilization and involvement of business personnel in state and local marketing and distributive education activities.
- That by 1985, and on a continuing basis thereafter, all marketing and distributive education teachers receive additional education and/or training to enable them to remain current and to advise business in their area of expertise.
- That each program of marketing and distributive education, at any level be evaluated, using appropriate criteria as may be developed, established, and approved by the MDE leadership. Those programs meeting minimum standards should be recognized as approved marketing and distributive education programs.
- That enrollment in adult marketing and distributive education be increased by 25 percent for each of the next five years, so that by 1985 there will be more than 950,000 persons annually enrolled in recognized adult distributive education programs.
- That every marketing and distributive education professional be provided a professional development experience to ensure the knowledge of history, national goals, programmatic objectives, present status, and future of marketing and distributive education by no later than September 30, 1982, and continue annually.

It is unknown to what extent any of these goals have been accomplished. Apparently, not much has happened to implement, in a specific and meaningful way, those strategies that will bring about accomplishment of these goals.

Recommendation 4: Marketing Education Association

Those associations and professionals historically identified with distributive education and later with marketing and distributive education should establish immediately a national Marketing Education

Association (MEA). The MEA should have as its mission the provision of national leadership and services for individuals, professional organizations, education agencies, and businesses to help them meet the education and training needs of students, employees, and employers with career interests in marketing. Emphasis must be on the provision of services as needed and wanted by the membership.

Through the direction of a representative board of directors and the employment of full-time professional staff, the national goals (Recommendation 3) can potentially be accomplished. The recommendations emanating from this and other studies can also be addressed in a meaningful and consistent manner. It is simply no longer feasible for the profession to exist without employment of a full-time professional staff that has the time, talent, and funding to implement the goals and recommendations that are constantly being offered at national conferences and in the literature. Because of the importance of this recommendation to the future growth and development of marketing education, chapter 4 and Appendices E and F have been developed to provide specific direction for establishing and nourishing a national Marketing Education Association.

Recommendation 5: Conceptual Framework for Marketing Education

An overall conceptual framework for marketing education is needed in this country. Such a framework should set forth parameters related to a mission statement, purposes, and outcomes for marketing education in the elementary, middle school, secondary, postsecondary, adult, college, and university institutional levels. Roles and relationships between prebaccalaureate marketing education programs and those found in colleges and universities need to be studied and clarified. Curriculum articulation models should be designed and implemented.

At the present time, there is little or no articulation anywhere that is related to marketing programs and curricula between or among elementary, secondary, postsecondary, collegiate, or adult education. There is almost no recognition on the part of major collegiate schools of business of any marketing education at less than the baccalaureate level. Marketing education in high schools and community colleges is thought to be significantly "different" than that taught in colleges and universities. Credits in marketing earned at community colleges or other postsecondary institutions are rarely transferable to collegiate schools of business, or at least to colleges and universities accredited by the Assembly of the American Collegiate Schools of Business.

A system should be established for meaningful dialog that includes representation from marketing educators at all educational levels and marketing employees at all levels, including entry through business ownership. The purposes and envisioned outcomes for marketing education at each instructional level ought to be discussed and clarified. A coordinated articulated system for delivering education and training for marketing in this country is the envisioned outcome of this recommendation. The academic fields (e.g., science, mathematics) and/or other vocational areas (e.g., home economics, agriculture) may provide models for such a conceptual framework.

Recommendation 6: Scope

Local, state, and national leaders traditionally identified with federally funded distributive education programs should recognize in a meaningful way, the huge scope of marketing education being offered in their geographical area. Data provided elsewhere in this report document the vast numbers enrolled in marketing education in various educational environments. State and local marketing (and distributive) education supervisors need to work with others involved with marketing education in private schools, private businesses, and adult and postsecondary education agencies to implement the stated mission and premises for marketing education. The national leaders immediately ought to involve representatives from private schools, adult education, postsecondary

institutions, and training departments of private businesses in the establishment and nourishment of the Marketing Education Association (Recommendation 4).

All business persons interviewed for purposes of this project were greatly supportive of education for marketing. Interesting, however, is the fact that few of them identified any special loyalty to an institution or educational agency. Business persons claimed to want currently enrolled students or graduates of programs who are knowledgeable and supportive of accepted business practices, are willing workers, and are eager to learn. Congruent with these wants, it is irrelevant to business persons as to whether these employees come from technical institutes, community colleges, private business schools, or adult centers. Similar statements were made with respect to adult education, including customized adult education and secondary education. Business people seemed only interested in the quality of a program and whether or not it meets their needs; they were not as concerned about which institution or agency delivers it.

The leadership in federally funded marketing (and distributive) education programs should possess the expertise to develop quality programs, curricula, and systems for marketing education at the local and state levels. This expertise needs to be shared beyond those programs identified with federally funded distributive education.

In fact, the complete reliance on federal vocational education funding and the resulting federal direction for programs and curricula—as interpreted through state vocational education plans and traditional vocational education delivery systems and organizations—is probably inhibiting business involvement and use of marketing (and distributive) education. Artificial or inappropriate standards, inflexible programs, too much paperwork, and weak curricula were often cited by business persons as being barriers to their complete acceptance of “DE” programs. Rightly or wrongly, the blame for these problems was often placed with the need to adhere to rigid state and federal agency policies.

Nearly all business persons interviewed for purposes of this project encouraged the MDE profession to deemphasize its reliance on federal vocational education funds. Federal funds give a rather tenuous and unreliable image to the program: Will “DE” be here next year or won’t it? Conversely, marketing programs should be established and nurtured as legitimate and important programs in educational environments. They may or may not receive federal funds. They should serve students for both general and vocational education purposes. Such education should (and in fact does) exist in all education environments. Flexible programs ought to be designed to meet the many and diverse needs of students. This is not to say that federal funds should not be used in marketing education programs; it is to say that programs and curricula ought to be developed irrespective of federal funds.

This recommendation (closely related to Recommendation 5) is saying, in effect, that there is a vast scope of marketing education and that all of it needs to be better planned, organized, directed, and evaluated for the improvement of marketing in this country.

Recommendation 7: Personnel Development

The preparation and development of teachers, administrators, curriculum specialists, researchers, and other personnel for marketing education must be greatly improved. It is therefore recommended that regional seminars be organized within one year to address the more critical problematic areas of marketing personnel development (or, in more traditional terminology, marketing and distributive teacher education). Each region might address one or more major issue areas by forming study groups, preparing solutions, authorizing further research and analyses,

inviting colleagues to address the issue, and/or simply thinking through (the "think tank" approach) what can be done to improve the education and training of professional marketing educators. It is further recommended that representatives from each of the regional seminars confer at a national seminar or conference, which will be designed to set forth directions for marketing personnel development in the years ahead.

It is suggested that the eight major issue areas identified in chapter 2 of this report be used as a basis for discussion at regional and national seminars:

- Improving the conditions and images of marketing teacher education and teaching as a career
- Providing standards for teacher education, accreditation, reciprocity among states, monitoring systems, and so forth
- Assessing the competencies of teachers, including a marketing education component of the National Teachers' Examination
- Establishing control within teacher education; that is over admissions, program design, curricula, quality control, product evaluation, and so forth
- Offering graduate programs, including terminal degrees
- Implementing governance/collaboration procedures within and among institutions
- Offering leadership development programs, that is, preparation of people through inservice and graduate programs as administrators, supervisors, curriculum specialists, researchers, and so forth
- Implementing research findings and identifying research needed to improve marketing education

Chapter 4

MARKETING EDUCATION ASSOCIATION

Introduction

A clear consensus has been reached throughout MDE that a strong, viable professional association is needed to enhance the mission of MDE and to strengthen and improve programs at all instructional levels. The association should be staffed with full-time professionals who will represent the field in all matters of concern in both the public and private sectors. Summarizing a strong recommendation for a full-time national director of MDE, Rowe (1980) stated:

A National Director of Marketing and Distributive Education should be appointed. The position of the National Director should not be tied to the federal government but rather should be funded out of private industry. Further, the National Director should be appointed to the position for an extended period rather than elected into it. Such a position will provide leadership with continuity over time and will not be subject to political or even elected limitations. (p. 48)

The conferees at the 1980 Vail conference used a six-point scale to prioritize national goals for MDE. One goal, ranked as 5.48 on the six-point scale "that within two years marketing and distributive education create a national office with a full-time support staff and a professional spokesperson for all segments of the field." This priority was ranked by the conferees as fourth most important out of twelve, preceded only by the priorities of establishing a national plan for MDE, creating a promotional plan for MDE, and including concepts identified with the free enterprise economic system in all MDE programs.

It is therefore recommended that a major thrust for marketing and distributive education be the development and nurturing of a national professional association that serves the needs of individuals, organizations, and businesses that have as their primary responsibility the education and training of students, employees, and employers with career interests in marketing. The association should be headed by a full-time chief executive officer and should be supported with a professional and support staff to meet the needs of and provide services for the association's members.

The association could be titled "Marketing Education Association" (MEA). It should serve as the governing agency for the four groups in existence at the time of incorporation: The Marketing and Distributive Education Division, American Vocational Association (AVA), Arlington, Virginia; the Distributive Education Clubs of America (DECA) and the Marketing and Distributive Education (MDAA) in Reston, Virginia; and the Interstate Distributive Education Curriculum Consortium (IDECC) in Columbus, Ohio.

Furthermore, within the first two years of the establishment of the MEA, it is recommended that the initial board of directors and the chief executive officer explore relationships and possible affiliation with the following organizations:

- American Marketing Association
- Sales and Marketing Executives, International

- American Society for Training and Development
- American Vocational Association
- National Association of Marketing/Management Educators
- American Management Association
- American Association of Junior and Community Colleges
- Association of Independent Colleges and Schools
- National Business Education Association
- Policies Commission for Business and Economic Education
- Joint Council on Economic Education
- U.S. Department of Education
- Center for Educational Associations
- U.S. Department of Commerce, including the Minority Business Development Agency
- National Federation of Independent Business
- Small Business Administration
- National Association of Secondary School Principals
- National Association of State Directors of Vocational Education
- Appropriate marketing-related trade associations (e.g., National Retail Merchants Association, Bank Marketing Association, National Restaurant Association, National Association of Retail Grocers of the United States, Bureau of Wholesale Sales Representatives, and so forth.)
- National Education Association.
- American Federation of Teachers
- World Future Society
- American Assembly of Collegiate Schools of Business
- National Council for Accreditation in Teacher Education
- International Council for Small Business

The proposed mission, objectives, and suggested membership services for the new MEA are presented next. A three-year plan for membership is offered. Finally, some advantages and challenges for the association are discussed. Proposed bylaws for the association and a suggested organizational chart for association staffing are included in Appendices E and F.

Mission, Objectives, and Membership Services

The proposed Marketing Education Association should exist for one purpose: to serve the professional needs and wants of its members. An organization funded primarily on membership dues will not survive for long unless its members perceive that the services they receive are worth the cost of the membership.

If it is to be successful, the MEA must apply effective principles and practices from the academic discipline it purports to promote; that is, the Marketing Education Association must adopt the philosophy of business known as the *marketing concept*. This simply means that a business aims all of its efforts at satisfying its customers—at a profit—and that all business activities are organized and managed to ensure the accomplishment of those twin goals of customer satisfaction and profit. Similarly the MEA must be organized, managed, staffed, and serviced in such a way to ensure that it satisfies its members and that it is and will remain financially solvent.

If those who develop and nurture the proposed association adopt the marketing concept philosophy, they should then apply principles identified with the marketing mix. Most students and practitioners of marketing know that the marketing mix is based around the "4 p's" as first put forth by McCarthy (1982) in 1960 (and seven subsequent editions): Product, Place, Price, and Promotion. The principles identified with the "p's" of the marketing mix briefly and simply state that customers' (members') needs must be met through appropriate products and services and must be delivered at the right place and for the right price. Promotion means that customers must be adequately informed of the products and services and that all messages are communicated in such a way as to assure the customers (members) that the product or service is the best one to meet their needs. A final but equally important aspect of the marketing mix is sometimes referred to as the "fifth p"—people. Thus, product, place, price, and promotion must be adequately managed and staffed which can only occur through the effective use of people skills. But above all, the board and staff of the MEA must always remember that the services provided by the association must be those needed and wanted by its members.

Next, a mission statement and objectives for the proposed association are offered. The services that should be provided by the association are also described. The mission statement, objectives for the association, and suggested services were developed through reviews of formalized organizations with objectives and membership bases similar to those proposed for the MEA; through review of papers prepared before and after the 1980 MDE Conference in Vail, Colorado; through interviews with association executive directors and/or presidents; through interviews with marketing and distributive educators and with business persons and training personnel; and through consultations and meetings with the current elected and appointed leaders of the Marketing and Distributive Education Division of AVA, of IDECC, and of DECA.

Mission and Objectives

The following is a proposed mission statement for the new Marketing Education Association:

The mission of the Marketing Education Association shall be to organize national leadership and services for individuals, professional organizations, education agencies, and businesses so that they might meet the education and training needs of students, employees, and employers with career interests in marketing.

Eight objectives that are congruent with the mission statement for the association are proposed:

1. Encompass in membership, as fully as possible, all instructors, supervisors and administrators, teacher educators, education and industry curriculum and materials developers, training specialists, and business persons who have responsibility for the preparation of people for careers in marketing.
2. Promote the mission, goals, and processes related to marketing (and distributive) education as determined through research.
3. Promote careers in marketing among youth and adults.
4. Develop and disseminate systematic approaches for planning, organizing, directing, and evaluating programs and curricula for specific marketing-related occupations, including entrepreneurship and business management.
5. Represent the interests of the association and its members to educational and private foundations; political and governmental bodies; businesses; professional, trade, and labor groups; and other decision-making entities of national significance.
6. Encourage collaboration and provide for mutually rewarding relationships in and among groups and agencies, at local, state, national, and international levels having similar concerns for and expertise in marketing education.
7. Provide members with services including but not necessarily limited to conferences, publications, consultative assistance, findings and implications from research, opportunities for leadership, standards for programs and services, and a system for recognition and awards.
8. Sponsor a student organization(s), comprised of full- and part-time students enrolled in marketing and distributive education programs in private and public middle and secondary schools and in postsecondary and adult education institutions or agencies. Such an organization, to be known as the Association of Marketing Education Student (AMES) will have programs and members services including but not necessarily limited to conferences, competitive events, publications, leadership development, citizenship development, and a system for recognition and awards.

Membership Services

During the past several years, many documents have been produced describing the "needs" of marketing educators. The papers developed prior to the 1980 Vail conference as well as subsequent documents (including the results of group discussion at regional and state marketing education conferences) indicate that marketing educators wish to have services as classified in four

broad areas: (1) communications and public information, (2) curriculum and instruction, (3) research and development, and (4) professional development. These services include the following:

1. Communications and Public Information

- Publish professional journals, a yearbook, newsletters, and special reports or position papers on relevant topics
- Promote careers in marketing and marketing education
- Establish and maintain professional relationships and mutual affiliations (where appropriate) with businesses, marketing firms, trade associations, education associations, government agencies, and so forth
- Organize and administer a speakers' bureau
- Systematically disseminate materials and information on the theme "Marketing Education Makes a Difference" to appropriate audiences
- Obtain a wide base of support for marketing education and for the new Marketing Education Association

2. Curriculum and Instruction

- Develop program models for all levels of instruction
- Develop competency-based course outlines from competency listings for general and specialized marketing offerings for all educational levels and for special populations
- Establish a clearinghouse for the collection and dissemination of training materials from businesses, publishing companies, education agencies, and other organizations, for use by members
- Develop instructional materials, including appropriate media and computer programs, for sale *in the public and private sectors*
- Serve as broker for marketing training seminars and workshops for MEA institutional members and for other business and education groups
- Develop materials for and promote programs of entrepreneurship education

3. Research and Development

- Develop standards for marketing education programs at all educational levels
- Develop a marketing education component of the National Teacher's Examination

- Identify and validate marketing competencies
- Develop competency-based student and teacher examinations
- Conduct program-completer follow-up studies
- Verify the economic and social worth of marketing education programs
- Collect and analyze data needed by members, including those of an evaluative nature
- Design needs assessment instruments and evaluation instruments that could be used at the local, state, or national levels
- Conduct other appropriate research (e.g., to determine effective training and teaching methods, marketing practices, education practices, work-education strategies, and so forth)
- Operate a central resource library for use by marketing educators

4. Professional Development

- Sponsor national conferences of interest to marketing educators
- Conduct local, regional, or state workshops and seminars on relevant topics (e.g., leadership development, team building, policy formation, small business consulting)
- Organize internships, business-education exchanges, business and industry tours, trips to international markets sabbaticals, in the workplace, and other activities to upgrade the professional and technical skills of members
- Coordinate a placement service for marketing education professionals
- Establish and promote leadership patterns for marketing educators
- Provide assistance in establishing regional, state, or area marketing associations

These services have been identified as important and appropriate for proposed professional members of the MEA. Thus, marketing instructors and administrators, education and industry curriculum and materials developers, training specialists, and business persons who have responsibility for the preparation of people for careers in marketing should benefit greatly from these services.*

*No attempt has been made to identify the services needed and wanted by those who will be members of the Association of Marketing Education Students.

Membership Bases

There are many individuals and groups in this and other countries who will be interested in becoming members of the proposed MEA because of its unique membership services. There is certainly no magic formula to ensure that a given number of prospective members will join such an organization. However, professional association executive directors or presidents interviewed for this project have shared some of their experiences with membership development. Their comments, plus those from selected leaders in MDE, suggest that all of the services envisioned in the previous section for the association members could be implemented within three years. Next, an outline for a three-year membership plan is presented.

First Year

The initial individual membership base for the proposed Marketing Education Association will most likely come from those persons who are currently members of the four affiliated groups within the Marketing and Distributive Education Division of the American Vocational Association (AVA): (1) the National Association of Distributive Education Local Supervisors (NADELS), (2) the National Association of Distributive Education Teachers (NADET), (3) the National Association of State Supervisors of Distributive Education (NASSDE), and (4) the National Council for Marketing and Distributive Teacher Education (NCMDTE).

As of April 15, 1982, the up-duplicated number of individuals belonging to at least one of these organizations was 1,722. The total number in each was—

NADET	1,724	(1,477 active, remainder associate, student or life)
NCMDTE	127	(85 active, 42 associate)
NADELS	80	(40 active, 40 associate)
NASSDE	66	(41 active, 25 associate)

As of April 25, 1982, there were 2,090 members of the Marketing and Distributive Education Division of AVA. Presumably, 1,722 of these persons are duplicants, that is, they belong to one of the four affiliated organizations as well as identify with the MDE Division of AVA. But, there are apparently 368 individuals who did not belong to NADET, MCMDE, NADELS, or NASSDE but who could be expected to join a newly constituted Marketing Education Association. Allowing for a few previous members of the MDE Division of AVA and/or the affiliated organizations who will choose not to join the MEA, a membership base of 1,881—or 90 percent of those currently active—can be expected for the first year of the new MEA.

This is probably a conservative figure. It is certainly hoped that more marketing educators will elect to become members of the MEA during its first year of operation. However, a full-time chief executive officer will still not be employed and there will not be a full-time professional-level staff to develop and nurture the association. The board of directors* will of necessity be primarily involved with establishing a legal basis for the organization, developing short- and long-range plans, establishing a governance structure, employing a full-time chief executive officer (who should begin at the start of the second year of operation), and attending to a myriad of other details. These board members, all of whom will be employed full-time elsewhere, will simply not have the time or resources to market the new association appropriately.

*See the bylaws of appendix E.

However, with 1,881 members at twenty dollars per member (the current dues for the MDEA) sufficient funds should be available to reimburse travel and meeting expenses so that volunteers can develop the specific structure for membership services, association management, and association marketing. There should also be over twenty thousand dollars in existing accounts (e.g., from NADET, NASSDE, NADELS, NCMDE, and the MDE Services Center) that may also be available to fund these important activities, as well as those associated with establishing a legal and governance base for the new association.

Second Year

Three additional bases for individual memberships should be tapped for the second year of operation of the MEA: (1) professional and (2) collegiate members of the Distributive Education Clubs of America (DECA), and (3) those instructors and administrators of marketing classes and programs who are not members of the MDE Division of AVA nor its affiliates.

As of March 31, 1982, there were 6,150 professional members of DECA. The vast majority of these people are secondary and postsecondary instructors who advise local chapters of DECA; others include teacher educators, state and local supervisors, school administrators, and some business persons. It is assumed the 2,090 of these DECA professional members are also members of AVA and one of the MDE affiliates. That still leaves 4,060 persons who are not such members. Therefore, and with appropriate membership services and promotion by the new association, at least 2,030 (50 percent) of persons who are professional members of DECA but not MDE Division members of AVA may be expected to join MEA by its second year of operation.

A second DECA-based group for membership in MEA are college students. As of March 31, 1982, 708 students were members of the Collegiate Division of DECA. At least 637 (90 percent) of those students may be expected to join MEA for a nominal membership fee.

According to the annual reports prepared by the National Center for Education Statistics (1972-1979), there were 22,086 distributive education teachers in *federally aided* vocational classes or programs in 1978-1979, the latest year for which such data are available. (For comparison, there were 21,052 in 1977; 20,093 in 1976; 18,239 in 1975; and 16,505 in 1974). This, of course, included instructors of secondary, postsecondary, and adult education classes in secondary and vocational schools and community colleges. These data, considered in tandem with the membership data from professional associations, indicate that there are nearly sixteen thousand teachers in federally aided distributive education classes who neither affiliate with the professional division of DECA nor with the MDE Division and its affiliates of AVA. With appropriate services and membership promotion, at least four thousand (25 percent) of these persons may join the new MEA by its second year of operation.

There are many additional instructors of marketing classes and programs who are not identified with federally funded distributive education nor are their student enrollments reported in federally-funded "distribution" programs. For example, there are states where nearly all postsecondary enrollments in marketing and distribution are reported under "business" and not under "distribution." Governance structures in some states have placed marketing education as one subject within business education, and some of these enrollments are therefore classified as business education. These administrative/reporting quirks have deflated the numbers of students actually enrolled in federally funded MDE programs.

There is also a very large enrollment in marketing classes and programs in institutions that do not receive federal vocational education funds. Thus, community colleges, two-year postsecondary public

and private business schools, four-year institutions with associate's degrees, junior colleges, parochial secondary schools, single occupation schools (e.g., fashion design, flight attendant, hotel/motel management), and correspondence schools all offer classes and programs in marketing that operate without the assistance of federal vocational education monies. Recently, the National Center for Education Statistics ((NCES) commingled four databases (see table 1, p. 11) to describe enrollments in vocational education (federally and nonfederally funded) by program area and provided for the 1978 base year. The data for marketing, distribution, and distributive education classes were extracted from this NCES report. These student enrollment figures included only those from databases existing in 1980; they are thought to be unduplicative. Personnel from NCES were aware that there was considerable enrollment in marketing and distribution—especially in adult education classes and in private schools—that were unreported. The data were therefore thought to be quite conservative but were the best available at the time of enrollment analysis.

As extracted from Table 1, enrollments in 1978-1979 federally aided marketing and distribution programs accounted for 55 percent of the total reported enrollment. Thus, if the teachers in federally funded programs numbered 22,086 and taught 55 percent of the student enrollment, then (by extrapolation) it would appear that there were an additional 18,070 marketing instructors teaching the remaining 45 percent of the students. By using only existing databases, it appears there are at least 40,156 marketing instructors in educational institutions.

Experiences with other education associations that serve similar needs for their members as MEA should serve for its members indicate that, with appropriate services and an extensive promotional campaign, approximately 25 percent of the prospective members who have not been active in other associations will join the organization if they perceive it as meeting their professional needs. Of course, there are many factors that can affect this arbitrary percentage: the amount of dues, the person's identification with the association (i.e., is it perceived to meet his or her needs), perceived value of services relative to membership cost and educational assignment, competitive associations, demands on individual's financial resources, and so forth. Nevertheless, by using the arbitrary criteria of 90 percent of currently active professional, 50 percent of somewhat active professionals and 25 percent of those who are not currently active being likely to join a new or reconstituted association, it can be expected to enroll over thirteen thousand individual members by the end of the second year of operation. The compilations for this figure are presented in table 4.

It is also recommended that the MEA board and chief executive officer (CEO) promote individual memberships during the second year from among private sector marketing educators. Thus, the many people involved in sales and marketing training in retail, wholesale, manufacturing, and service businesses should benefit greatly from the services (that should be) offered through the Marketing Education Association. It is difficult to predict the number of individuals employed as marketing educators in the private sector who might join the MEA. It is doubtful that many of these prospective members are very familiar with distributive education or with the services provided through the MDE Services Center, IDECC, or DECA. For planning and budgeting purposes, the MEA should probably estimate no more than 100 such members. However, this group of educators should comprise an important membership base for the MEA in future years.

Finally, it is recommended that a category of institutional membership be available within the MEA during the second year of its operation. This category of membership should be open to businesses, colleges and universities, other education agencies (i.e., school systems, vocational and

TABLE 4
INDIVIDUAL MEMBERSHIP BASE
MARKETING EDUCATION ASSOCIATION
(TWO-YEAR PROJECTION)

Membership Base	Current Number	Percent Expected to Join MEA	Year 1	Year 2
Current Members, MDE Division of AVA and/or Affiliates, 4-15-82	2,090	90	1,881	1,881
College Students, Members of Collegiate Division of DECA, 4-15-82	708	90		637
Professional Division Members of DECA, 4-15-82	6,150	50		2,030 ¹
Marketing Instructors in Federally Funded Vocational Education Programs, 1978-1979	22,086	25		3,984 ²
Marketing Instructors in Classes/Programs Not Receiving Federal Funds	18,070	25		4,518
TOTAL			1,881	13,050

¹ Figure is 50 percent of those not currently members of MDE Division or its affiliates; $6,150 \text{ less } 2,090 = 4,060 \times .50 = 2,030$.

² Figure is 25 percent of those not currently members of MDE Division of AVA, its affiliates, or the Professional Division of DECA; $22,086 \text{ less } 6,150 = 15,936 \times .25 = 3,984$

NOTE: Does not include prospective individual members from business and industry, nor prospective institutional members.

technical institutes, state departments of education), trade associations, and other groups supporting the mission and objectives of the Marketing Education Association.

As of October 1981, fifty-five businesses or associations were members of the national advisory board for DECA. It is assumed that at least 90 percent—or 50—of these groups would become institutional members. For planning and budgeting purposes, the MEA might also assume an additional twenty-five institutional memberships from companies, universities, community colleges, state education agencies, and the like.

In summary, given appropriate services and membership promotion and the employment of a full-time CEO and support staff, the MEA should become a viable and financially solvent organization by the end of its second year of operation.

Year Three and Subsequent Years.

It is recommended that the Interstate Distributive Education Curriculum Consortium (IDECC) be "folded" into the Marketing Education Association. The services provided by IDECC would be assumed by the MEA.

IDECC was established in the early 1970s to develop a competency-based learning system for the improvement of instruction in distributive education. As of April 1982, twenty-nine states were members of IDECC. As such, they own and operate IDECC as a nonprofit corporation designed to develop and disseminate systematic approaches for planning, organizing, directing, and evaluating programs and curricula for specific marketing-related occupations. Each member state contributes cash and/or in-kind instructional materials development or curriculum research; in turn, member states receive discounts on instructional materials, assistance from the IDECC staff in preparing teachers in competency-based systems and materials usage, random-accessed test items designed to evaluate student mastery of marketing competencies, and representation on the IDECC board (the governing body for the consortium).

The curriculum and instruction research and other services provided by IDECC would continue to be provided under the MEA. In fact, much of the current funding and governance structure for IDECC could be preserved under the proposed MEA. But, with IDECC assimilated into the MEA, "institutions" would have the option to join the MEA and thus avail themselves of IDECC's services. Currently, only state education agencies are eligible for IDECC membership. Under the MEA, local education agencies, businesses, community colleges, trade associations, area vocational centers, private business schools, unions, and colleges and universities could join as well.

It is recommended that each agency or organization joining the MEA designate one person as the recipient of all individual membership privileges of the association. In addition, the agency or organization would receive as a part of institutional membership benefits one copy of all research reports, program/curriculum models, targeted newsletters or memos of interest to selected members, yearbooks, and other special projects or reports. Institutional members would also receive discounts on instructional materials and other services developed or offered by the association.

It is further recommended that the current student organization known as the Distributive Education Clubs of America (DECA) become a part of the MEA by the association's third year of membership. It is recommended that this organization change its name to the Association of Marketing Education Students (AMES) to be more congruent with the parent organization (MEA), to reflect current and appropriate terminology relative to offerings in educational institutions and throughout business organizations, and to enable it to attract a wider base of membership (i.e., from post-secondary private and public institutions, private schools, and nonfederally funded marketing and distribution programs).

The AMES should become a division within the MEA. This should permit the student organization to operate in a fashion similar to how it has operated since it was founded in 1947. It would operate under its own bylaws, be managed by an executive director, and offer services and activities of special interest for its members. The board of directors for the Association of Marketing Education Students, through its executive director, would be required to submit annually short- and long-range plans, budgets, and accountability documents to the MEA for approval. The MEA board of directors would determine that the activities and expenditures of AMES are appropriate and congruent with the mission and objectives of the parent association and the marketing education profession. Changes in AMES bylaws would need to be approved by the MEA board of directors.

It is estimated that it will take up to two years for the profession to debate not only the merits of merging the MEA and IDECC, but also the legal, staffing, and service implications. It will take a similar length of time for DECA to cycle through appropriate legal changes, name changes, and debates that are inherent to what will surely be a major challenge for those persons who assume the leadership for developing and nurturing the Marketing Education Association.

Advantages

There are many advantages that should be obvious to members of the proposed Marketing Education Association. The following is a brief discussion of some of these advantages:

- There will now be one national association that has as its sole mission the provision of leadership and services for persons and institutions involved with marketing education. All agencies and services previously provided through distributive education will be *united* in fulfilling the mission and accompanying association objectives. With just one association and a full-time professional staff, it will be possible to provide a consistent image as well as comprehensive services and programs to all audiences affected by marketing education.
- As envisioned, the Marketing Education Association will be service based. The marketing concept will be applied; that is, the needs and wants of its members (as determined through research) will be met. The need- and want-satisfying services identified by marketing educators in the past few years have been organized in such a way that they may be readily incorporated into the proposed committee structure and staff organizational chart (see appendices E and F).
- The activities of the professional staffs (heretofore administered through three autonomous organizations—IDECC, DECA, and the MDE Services Center) will be centrally assigned and coordinated so as to ensure timeliness, efficiency, quality, and accountability. There will be better management of research, products, services, and communications as needed and wanted by professional, institutional, and student members. The scarce resources (in economic terms) available to marketing educators through an association structure will be more readily identified and better allocated to ensure that the appropriate services will be provided.
- The MEA will be managed and directed by its members through a committee structure. It is the members (through elected representatives) who will plan, direct, control, and evaluate the activities of the association. Marketing (and distributive education) will no longer be dependent on a governmental structure and/or funding base—federal, state, or local—for its

direction or, indeed, for its very existence. If organized and managed effectively, this association should remain stable during times when governments and educational agencies are wrestling with problems of funding, declining enrollments, control of education, shifts in philosophy, and the like. In fact, through its research and other services, it is envisioned that the MEA will provide direction to federal, state, and local government and education agencies.

- The Association, as envisioned, will allow the Association of Marketing Education Students (AMES, formerly DECA) to function relatively autonomously, but within the overall conceptualization and governance framework of marketing education and the MEA. This will have advantages for both the association and the student organization. Membership in AMES should increase because of its closer identification with marketing and the Marketing Education Association. Currently, only about 10 percent of the students in prebaccalaureate marketing (and distributive) education programs and classes are members of DECA (less than 1 percent of postsecondary enrollees are members). Identification with a program and an association that emphasizes marketing education—not federally funded distributive education programs—should greatly enhance AMES's ability to attract members. Conversely, the MEA will benefit in its early years through the use of the current DECA physical plant and facilities, staff talents, and other resources amassed over the years through the auspices of the student organization.

Challenges

The challenges associated with forming a Marketing Education Association can probably be summed up in four words: pulling it all off. The following seem to be the most important challenges for leaders to consider as they debate the merits of forming such an association:

- *Marketing.* Which services should be developed first to meet the needs of prospective members? How should these services be packaged, priced, and promoted to ensure member satisfaction and association financial stability?
- *Financing.* How should the new association be financed? How should the financial resources currently existing at the MDE Services Center, DECA, IDECC, and the affiliated associations (NADET, NCMDE, NASSDE, NADELS) within the MDE Division of AVA be legally and effectively integrated? Can the MEA be adequately funded during its first two to three years of operation to give its board, CEO, and staff the resources and time to develop products and services, build membership, establish relationships, raise funds, and so forth?
- *Staffing.* Is there any way to ensure the election or selection of MEA board members who have the time, talent, and commitment to develop and nurture this association? What credentials should the chief executive officer bring to the association? What about the CEO's remuneration? Responsibilities? Authority? Should the professional and support staffs currently employed at DECA, IDECC, and the MDE Services Center be given employment at the MEA?
- *Change.* How should those people be dealt with who, for whatever reasons, will oppose the formation of the MEA? How may appropriate input be garnered from prospective members and groups who may be affected by this association?

APPENDIX A
EDUCATORS INVOLVED WITH THE PROJECT

EDUCATORS INVOLVED WITH THE PROJECT

- Dr. Richard Ashmun
College of Education
University of Minnesota
- Mr. Bob Bendotti
Arizona Department of Education
- Mr. Marvin M. Brown
Georgia Department of Education
- Dr. Leroy Buckner
Florida Atlantic University
- Ms. Elinor F. Burgess
Fairfax County School Division
Virginia
- Dr. James Burrow
School of Business
University of Northern Iowa
- Mr. Hugh Capers
Orange County Public Schools
Florida
- Mr. Ronald DeGregory
Connecticut Department of Education
- Mr. Patrick E. DiPlacido
Minnesota Department of Education
- Dr. Steven A. Egglund
Teachers College
University of Nebraska
- Dr. Vivien K. Ely
School of Education
Virginia Commonwealth University
- Dr. Kenneth Ertel
School of Occupational Education
University of Massachusetts
- Mr. John E. Frazier
Florida Department of Education
- Dr. Ray J. Grandfield
Delaware State College
- Dr. E. Edward Harris
College of Business
Northern Illinois University
- Mr. Wayne J. Harrison, Jr.
Wisconsin Department of Education
- Mr. H. Dean Herman
Oregon Department of Education
- Dr. Steward Husted
School of Business
Indiana State University
- Ms. Ettore Kanter
Newport News City School Division
Virginia
- Dr. Mary K. Klaurens
College of Education
University of Minnesota
- Dr. Jerome Leventhal
College of Education
Temple University
- Dr. Roger Luft
Department of Vocational Education Studies
Southern Illinois University
- Mr. Norman Millikin
School of Business
Montana State University
- Mr. John J. O'Brien
Connecticut State Department of Education
- Ms. Marion Potter
New York Department of Education
- Mr. Karl Powell
Milwaukee Public Schools
Wisconsin

Dr. Barry L. Reece
College of Education
Virginia Polytechnic Institute and
State University

Mr. Horace C. Robertson
North Carolina Department of
Public Instruction

Mr. Tony J. Rodasta
Colorado Department of Education

Mr. Jerry Roesner
Hayfield Secondary School
Alexandria, Virginia

Dr. Kay Rogers
School of Business
Central Arkansas University

Mr. Marvin Rosenberg
New Jersey Department of Education

Dr. Kenneth Rowe
College of Business Administration
Arizona State University

Ms. Jean Samples
Milby High School
Houston, Texas

Dr. Harland E. Samson
College of Education
University of Wisconsin

Dr. Clifton L. Smith
College of Education
University of Missouri

Mr. Thomas D. Smith
School of Business
University of Northern Colorado

Dr. William A. Stull
School of Business
Utah State University

Mr. Gary E. Thompson
California Department of Education

Dr. Gail Trapnell
Vocational and Career Development
Georgia State University

Dr. Thomas R. White
College of Education
Ohio State University

Dr. Harold W. Williams
College of Education
Auburn University

Dr. Charles E. Winn
Utah State Office of Education

Dr. Carl A. Woloszyk
Michigan Department of Education

Mr. Norris D. Young
Texas Education Agency

Ms. Peggi Zelinko
West Virginia Department of Education

APPENDIX B
BUSINESS PERSONS INVOLVED WITH THE PROJECT

BUSINESS PERSONS INVOLVED WITH THE PROJECT

Ms. Adele Bendes
Director of Career Education
Sales and Marketing Executives
International

Mr. Joseph Bonnice
Assistant Vice-President
Insurance Information Institute

Mr. Robert J. Carpenter
Management Training Director
F.W. Woolworth Company

Ms. Elizabeth Harrison Costas
Corporate Responsibility Program Manager
J.C. Penney Company

Mr. William M. Crisp
Sales Administrator
Kinney Shoe Corporation

Mr. Alfred Eisenpreis
Vice-President
Newspaper Advertising Bureau, Inc.

Mr. Marvin Feldman
President
Fashion Institute of Technology

Mr. Naylor Fitzhugh
Project Consultant
Pepsi Cola Company

Mr. Perry S. Hammond
Director of Marketing Training
Phillips Petroleum Company

Mr. Charles Harrington
Vice-President and General Manager
Gregg Division
McGraw-Hill Book Company

Mr. Jim Harrington
Personnel Director
Susie's Casuals

Ms. Kathi Hunt
Director of Consumer Satisfaction
Clariol Corporation

Ms. Joanna Maitland
Proprietor
Maitland Associates

Ms. Bird McCord
Vice-President for Personnel
National Retail Merchants Association

Ms. Mary McGarry
Senior Editor
Gregg Division
McGraw-Hill Book Company

Mr. Theron H. Moss
Vice-President and Director of Human
Resources
Winn-Dixie Stores, Inc.

Ms. Vicki Nelson
Program Director
The Fashion Institute of Design and
Merchandising of California

Mr. Sam Phifer
Director
Executive Training Development
Allied Stores Corporation

Ms. Betsy Schwammberger
Director of Education
National Federation of Independent Business

Mr. Donald Yaeger
Vice-President and Division Manager
Montgomery Ward

APPENDIX C
EXECUTIVE DIRECTORS/PRESIDENTS OF PROFESSIONAL
ASSOCIATIONS INVOLVED WITH THE PROJECT

**EXECUTIVE DIRECTORS/PRESIDENTS OF PROFESSIONAL
ASSOCIATIONS INVOLVED WITH THE PROJECT**

Dr. O.J. Bernside
Executive Director
National Business Education Association

Mr. Leonard L. Berry
Vice-President
Marketing Education Division
American Marketing Association

Mr. Edward T. Borda
President
Association of General Merchandise Chains

Mr. J. Eugene Bottoms
Executive Director
American Vocational Association

Dr. John E. Clow
Director of Consumer and Economics
Programs
Joint Council on Economic Education

Mr. Steve Friedheim
President
Association of Independent Colleges
and Schools

Mr. William Goddard
Director
National Association of Trade and
Technical Schools

Mr. Wayne Lemberg
Executive Director
American Marketing Association

Dr. Margaret McCullough
Acting Director
American Home Economics Association

Mr. Donald Rathbun
Director
The National Association for Trade &
Industrial Education

Dr. Gladys Vaughan
Associate Director
American Home Economics Association

Ms. Ruth Wilson-Kennedy
Chairman of the Board
National Association of Management/
Marketing Educators

Mr. Roger Yarrington
Director
Research and Development
American Association of Community and
Junior Colleges

APPENDIX D .

**PERSONS FROM OTHER AGENCIES/ORGANIZATIONS
INVOLVED WITH THE PROJECT**

**PERSONS FROM OTHER AGENCIES/ORGANIZATIONS
INVOLVED WITH THE PROJECT**

Dr. Dewey A. Adams
The National Center for Research
in Vocational Education

Mr. Harry A. Applegate
Executive Director
Distributive Education Clubs of America

Dr. Cathy Ashmore
The National Center for Research
in Vocational Education

Dr. Glenn Boerrigter
Office of Vocational and Adult Education
U.S. Department of Education

Dr. Edward Davis
Associate Director
Distributive Education Clubs of America

Dr. James Gleason
Executive Director
Interstate Distributive Education
Curriculum Consortium

Dr. Steve Gyuro
The National Center for Research
in Vocational Education

Dr. Arthur Lee
The National Center for Research
in Vocational Education

Dr. Mary Lovell
Office of Vocational and Adult Education
U.S. Department of Education

Mr. Arthur Marquez
White House Aide, Special Assistant
U.S. Department of Education

Mr. Thaine McCormack
Office of Vocational and Adult Education
U.S. Department of Education

Mr. Edwin E. Nelson
Program Officer
Marketing and Distribution
U.S. Department of Education

Mr. Duane Nielsen
Office of Vocational and Adult Education
U.S. Department of Education

Dr. Raymond Parrott
Executive Director
National Advisory Council on
Vocational Education

Mr. Jeb Richardson
White House Aide, Special Assistant
U.S. Department of Education

Dr. Richard Ruff
The National Center for Research
in Vocational Education

Dr. Daniel M. Saks
Director
National Commission for Employment Policy

Dr. Robert Taylor
Director
The National Center for Research
in Vocational Education

Mr. Michael Usdan
Director
Institute for Educational Leadership

Dr. James Watkins
The National Center for Research
in Vocational Education

Dr. Robert Worthington
Office of Vocational and Adult Education
U.S. Department of Education

APPENDIX E

BYLAWS—MARKETING EDUCATION ASSOCIATION

BYLAWS—MARKETING EDUCATION ASSOCIATION

Article I—Name

Section 1. The name of the corporation shall be Marketing Education Association, Incorporated (MEA).

Article II—Mission and Objectives

Section 1. The mission of the Marketing Education Association shall be to organize national leadership and services for individuals, professional organizations, education agencies, and businesses so that they might meet the education and training needs of students, employees, and employers with career interests in marketing.

Section 2. The MEA shall be the governing agency for four groups in existence at the time of incorporation: the Marketing and Distributive Education Division, American Vocational Association, Arlington, Virginia; Distributive Education Clubs of America and the Marketing and Distributive Education Association, Reston, Virginia; and the Interstate Distributive Education Curriculum Consortium, Columbus, Ohio.

Section 3. The objectives of the MEA are as follows:

1. Encompass in membership, as fully as possible, all instructors, supervisors, administrators, teacher educators, education and industry curriculum and materials developers, training specialists, and business persons who have responsibility for the preparation of people for careers in marketing.
2. Promote the mission, goals, and processes related to marketing (and distributive) education as determined through research.
3. Promote careers in marketing among youth and adults.
4. Develop and disseminate systematic approaches for planning, organizing, directing, and evaluating programs and curricula for specific marketing-related occupations, including entrepreneurship and business management.
5. Represent the interests of the association and its members to educational and private foundations; political and governmental bodies; businesses; professional, trade, and labor groups; and other decision-making entities of national significance.
6. Encourage collaboration and provide for mutually rewarding relationships in and among groups and agencies at local, state, national, and international levels having similar concerns for and expertise in marketing education.
7. Provide members with services including but not necessarily limited to conferences, publications, consultative assistance, findings and implications of research, opportunities for leadership, standards for programs and services, and a system for recognition and awards.

8. Sponsor a student organization(s), comprised of full- and part-time students enrolled in marketing and distributive education programs in private and public middle and secondary schools and in postsecondary and adult education institutions or agencies. Such an organization, to be known as the Association of Marketing Education Students (AMES), will have programs and member services including but not necessarily limited to conferences, competitive events, publications, leadership development, citizenship development, and a system for recognition and awards.

Article III—Internal Division

Section 1. An internal division within the Marketing Education Association shall be known as the Association of Marketing Education Students (AMES), formerly known as the Distributive Education Clubs of America. The AMES shall be an integral part of the Marketing Education Association.

Section 2. The AMES shall be governed in accordance with its own bylaws, as approved by its members and its board of directors. Changes in these bylaws must be approved by the MEA Board of Directors. AMES shall submit annually, or as often as required, appropriate budgets and financial reports and statements of past, present, and proposed activities for approval. The MEA Board of Directors shall determine that the activities and expenditures of AMES are appropriate and congruent with the mission and purposes of MEA.

Article IV—Membership

Section 1. Classification of membership in MEA shall be available in the following categories:

1. Professional membership will be available to instructors, supervisors or administrators, teacher educators, training directors, business persons, *et al.*, who have as their responsibility the development, operation, instruction, or administration of classes or programs in marketing education within the public or private sector. Professional membership will carry full privileges and provide opportunity to participate in all activities and services of the MEA.
2. Executive membership will be available to those persons eligible for professional membership who, in addition to enjoying privileges of professional membership, wish to receive additional benefits such as research reports, special information on issues related to national policy and activities, special reports that may not be of general interest to all members, special listing in the membership roster, and so forth.
3. Supportive membership will be available to those persons not meeting the requirements for professional membership (e.g., college or school administrators, former MEA members who have changed positions, former student members, retired persons, and so forth) having an interest in the mission and objectives of this association. Supportive members shall not have the privilege of voting on MEA matters.
4. Institutional membership will be available to businesses, associations, universities, education agencies, trade unions, and other organizations supporting the mission and objectives of this association. An organization or agency joining as an institutional member may designate one representative for executive membership in the association, with all privileges of that membership classification.

5. Student membership will be available to individuals who are enrolled in a college or university primarily for the purpose of preparing for a professional position in marketing education. Student members shall not have the privilege of voting on association matters.

Section 2. The dues for each classification of membership per year shall be as follows:

1. Professional — \$20.00 during the first two years of membership (excluding all years as a student member); \$35.00 thereafter
2. Executive — \$100.00
3. Supportive — \$20.00
4. Institutional — \$500.00
5. Student — \$5.00

Section 3. The term of memberships shall be for one year, commencing on the date the membership form is processed at the MEA headquarters.

Article V—Governance

Section 1. The direction and management of the activities, funds, and property of the Marketing Education Association shall be vested in the board of directors, who shall approve all policies in accordance with the provisions of the articles of incorporation, these bylaws, the bylaws of AMES, resolutions approved by the executive, professional, or AMES members or their delegates to the annual meeting, and federal laws and those of the state of Virginia. The board shall also serve as the governing agency for the Marketing and Distributive Education Division, American Vocational Association.

Section 2. For purposes of electing a governing board of directors for the association, each professional and executive member shall classify himself or herself into one of the following groups:

1. Private industry
2. Instructor, middle or secondary school
3. Instructor, postsecondary school
4. Instructor, adult marketing education
5. Instructor, four-year college or university
6. Supervisor or administrator, local school, college, or school system
7. Supervisor or administrator, state department or agency

These seven groups will comprise the membership base of the association, with each electing a representative to the board of directors. All candidates for the board must be members of the American Vocational Association and, if elected, must continue that membership throughout their MEA term

of office. Persons elected to the board shall serve for a three-year term. Elections shall be conducted in such a way so as to provide for the election of not more than three new board members in any given year. In addition to seven elected members, the board shall have as *ex officio* members the following: (1) the program officer for marketing and distributive education, United States Department of Education; (2) the president of the MEA board; (3) the chief executive officer of the association (nonvoting); and (4) the executive director of AMES (nonvoting). Any vacancy occurring on the board of directors will be filled within sixty days by the remaining members of the board.

Section 3. The officers of the Marketing Education Association and the board of directors shall consist of the president, the vice-president, the secretary-treasurer, and the chief executive officer—hereafter referred to collectively as the MEA Executive Council.

Section 4. The president shall be elected through a mailed ballot sent to the professional and executive members. This person shall serve simultaneously as the president of MEA and as vice-president for the Marketing and Distributive Education Division, American Vocational Association. The president shall be elected for a three-year term. Candidates for president shall be recommended by a nominating committee approved by the board of directors. No more than four and no fewer than two names shall appear on the ballot. Nominees must be announced to the membership by January 1 in the election year and the election shall be held by April 1 of that year. The person receiving the highest number of votes cast shall be deemed duly elected.

Section 5. The *president* shall exercise general supervision over the affairs of the association pursuant to these bylaws and policies and directives of the MEA Board of Directors. She or he shall (1) preside over all meetings of the association, the board of directors, and the executive council; (2) preside over all meetings of the Marketing and Distributive Education (MDE) Division of the American Vocational Association and those of its Policy and Planning Committee; (3) represent the MDE Division on the AVA Board of Directors; (4) make committee appointments; (5) serve as chairperson of the MEA Long-Range Planning Committee; (6) oversee the chief executive officer in managing the activities of the association; (7) represent the association as necessary; and (8) assume all powers inherent in the office of president. The president may execute for and on behalf of the association, subject to the directives of the board, contracts and agreements, notes, bonds, deeds, mortgages, leases, and other legal instruments to the extent that such attestations may be appropriate or required by other parties to the transactions involved. The president should have at his or her work place adequate administrative and secretarial assistance. Appropriate supervisors in the work place should agree that approximately 50 percent of the president's time at work will need to be devoted to the affairs of the association.

The *vice-president* shall, in the absence, disability, or resignation of the president, exercise all powers and duties inherent in the office of the president and shall, at other times, have such duties as delegated to him or her by the board of directors and the president. The vice-president shall be elected from and by the board for a one-year term.

The *secretary-treasurer* shall be charged with the care and keeping of all minutes, records, and finances appropriate to the association and the MEA Board of Directors and the Marketing and Distributive Education Division of the American Vocational Association. The secretary-treasurer shall work closely with the chief executive officer and the president in exercising all duties inherent in the office. The secretary-treasurer shall be elected from and by existing board members for a one-year term.

The *chief executive officer* (CEO) shall be selected by the board of directors and serve at the pleasure of that body. He or she shall be responsible and held accountable for the execution of policies

and directives of the board of directors. This person will serve as the administrative representative and registered agent of the association at all times. Sole authority for the day-to-day management and supervision of association activities and staff shall rest with the chief executive officer. The CEO may, subject to the directives of the board, execute contracts and agreements, notes, bonds, deeds, mortgages, leases, and other legal instruments for and on behalf of the association. He or she is responsible for the collection and disbursement of association funds and preparation of financial documents and other accountability reports. Specific duties, contractual obligations, and provision for periodic evaluation shall be detailed in a separate policy document and approved by the board.

Section 6. In addition to those approved by the board of directors, suggested governance bylaws and policies may be proposed for the association by a member or a group of members either through a board representative or through a resolution prepared and disseminated to all board members thirty days in advance of their meeting. In dispensing with policy matters, the board may itself decide the issue or may choose to poll the membership either through a mailed ballot or through a vote at the annual meeting of the MEA.

The following may not be decided by board action alone, but shall be voted upon by the association membership either through a mailed ballot or at the annual meeting:

1. Bylaw amendments; a two-third majority of those voting shall be required to amend (except for dues)
2. Dues; the majority of those voting shall be required to change
3. Election of the president; the highest number of votes cast from the professional and executive members shall be required for election (the election must be conducted through a mailed ballot)

The membership shall be informed through publication or by mail of any bylaw amendments that are to be voted upon at a conference at least thirty days prior to the date of the conference.

Only members in good standing may propose resolutions and vote on bylaws or policy matters.

Section 7. A majority vote of all board members present and voting shall be sufficient to approve policy on those matters decided by the board. At least five board members must be present and voting at any meeting to approve policy.

Section 8. A board meeting shall be held at least once a year at a time and place to be determined by the president. Other meetings may be called as deemed necessary by the president.

Section 9. An annual meeting of the association will be held at a time and place to be determined by the board of directors. Special meetings, conferences, or interest group conferences may also be called by the board.

Section 10. The fiscal year of the association shall be July 1 to June 30.

Article VI—Committees

Section 1. Short-term and/or *ad hoc* committees of this association may be formed by the board of directors, their chairpersons and members appointed by the president. Such committees must be

given specific direction, including objectives or tasks, approximate time lines, and a budget by the president or his or her designee.

Section 2. There shall be five standing committees. The chairperson for each committee shall be appointed by the president and approved by the board, except where otherwise specified in these bylaws. Chairpersons will serve for two years and may be reappointed. With the exception of the Long-Range Planning Committee, the chairperson, in consultation with the president and the chief executive officer, will select committee members, set their term of membership, and assign specific tasks. Committees must develop appropriate short- and long-range goals, budgets, and operating policies—all subject to board approval.

Section 3. The Long-Range Planning Committee shall be continually charged with ensuring the success of the association. The chairperson of this committee shall be the president of the association. *Ex officio* members will include all standing committee chairpersons and the board executive council. The president may appoint others to the Long-Range Planning Committee, as deemed necessary, to assist in establishing future direction for the association. Through a team planning process, the Long-Range Planning Committee must (1) develop short-range (i.e., one-year) and long-range (i.e., three- to ten-year) plans that give a clear view of the association's mission, objectives, and goals; (2) gain commitment to the mission, objectives, and goals from relevant audiences; (3) be flexible and adaptable with plans, should the internal and/or external environments change; (4) be realistic with plans in light of demographic, sociological, and economic trends; and (5) move the organization toward greater growth, influence, and importance in public and private sectors. All members of this committee shall devote a minimum of five days each year at a group meeting for purposes of long-range planning.

Section 4. The Finance Committee shall be charged with securing sufficient funds necessary to manage, staff, and operate the association and its activities. This committee shall be chaired by the secretary-treasurer, and the CEO shall be an *ex officio* member. The committee will develop and implement short- and long-range plans to assure that adequate funds are secured congruent with those plans approved by the Long-Range Planning Committee and the board of directors. The committee will oversee association expenditures and ensure that appropriate accounting procedures are in effect.

Section 5. The Research and Development Committee shall develop and implement short- and long-range plans to assure that scientific data collection and analysis related to the mission, objectives, and goals of the association are conducted and disseminated. This committee, with assistance from staff at the MEA headquarters, will also (1) establish and monitor system(s) for occupational competency identification and testing (e.g., marketing and education, student and teacher); (2) assist with proposal development; and (3) conduct evaluations as requested by the board of directors. A staff person for research and development at the MEA headquarters shall serve as an *ex officio* member of and an administrative assistant for this committee.

Section 6. The Communications and Public Relations Committee shall develop and implement short- and long-range plans to assure that timely and relevant information to, for, and about the association is disseminated to appropriate audiences. This committee, with assistance from staff at MEA headquarters, will (1) publish a journal and other materials of interest to marketing educators, (2) organize and maintain a speaker's bureau, (3) staff an information telephone line at the MEA headquarters, (4) publish materials of interest to marketing students, and (5) otherwise develop and disseminate materials congruent with the association mission, objectives, and activities. A staff member for communications and public relations at the MEA headquarters will serve as an *ex officio* member of and an administrative assistant for this committee.

Section 7. The Professional Services Committee shall develop and implement short- and long-range plans to provide members with services including, but not necessarily limited to, conferences, consultative assistance, leadership development opportunities, inservice education for teachers and trainers, and recognition and awards. This committee, with assistance from staff at MEA headquarters, will also develop and disseminate systematic approaches for planning, organizing, directing, and evaluating programs and curricula for specific marketing-related occupations, including entrepreneurship and business management. A staff person for professional services at the MEA headquarters shall serve as an *ex officio* member of and an administrative assistant for the committee.

Article VII—Affiliates

Section 1. Marketing education and related organizations at the local, state, national, or international level may become affiliated with the Marketing Education Association and/or the Association of Marketing Education Students.

Section 2. All requests for affiliation must be in writing and must be submitted to the chief executive officer for action by the board of directors. The board will assure that the mission, objectives, and activities of the affiliated organizations are not inconsistent with those of the Marketing Education Association. Should affiliation with the MEA be denied by the board, the requesting organization may submit a written appeal with supporting documentation to the MEA president or chief executive officer within sixty days of the denial. The board shall act on the appeal at its next regularly scheduled meeting.

Section 3. Affiliated organizations shall receive the following services and or benefits from MEA:

1. A unified voice for marketing education, which should improve education and training for marketing at all educational levels and in the private sector. Such affiliation should also allow the MEA and/or the affiliate to speak with increased authority when representing matters appropriately related to the mission and objectives of the MEA.
2. Professional growth opportunities through publications, seminars, conferences, consultative assistance, curriculum and instructional models, research, and so forth, sponsored by MEA.
3. Leadership opportunities by involving affiliates with local, state, national, and international activities of the MEA.

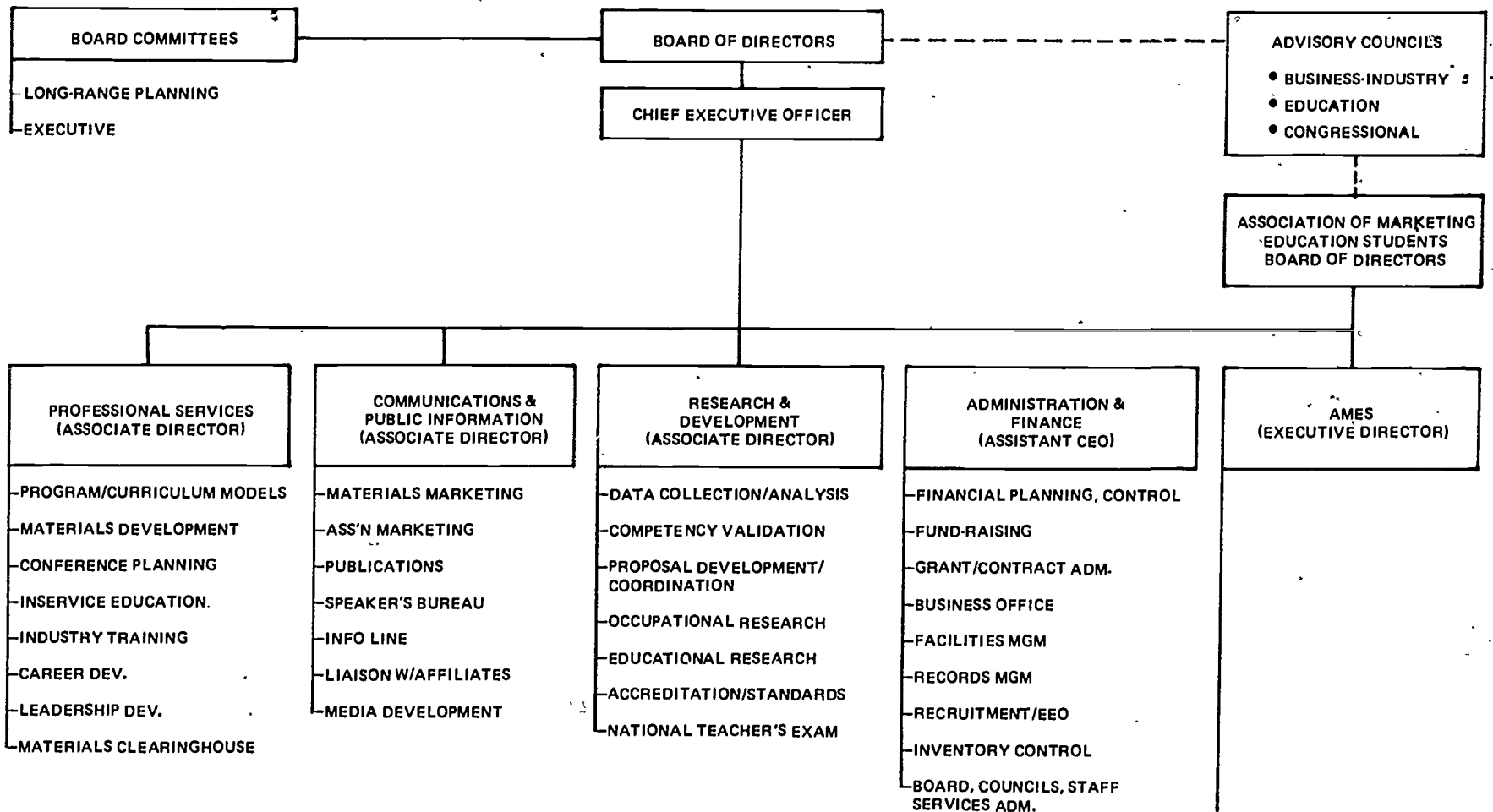
Section 4. Organizations that affiliate with the MEA shall:

1. Affirm their commitment to marketing education at all levels
2. Publish their affiliation with MEA, where appropriate
3. Promote the services and benefits of the MEA
4. Provide membership opportunities in their organization and promote membership in MEA
5. Share relevant publications and information and provide for appropriate growth and leadership opportunities for MEA members

Section 5. The Marketing Education Association or the Association of Marketing Education Students may join—as an affiliate of another organization, group, or agency—with one or more other organized groups in a mutual association or endeavor. Such action must be approved by the board of directors.

APPENDIX F
MARKETING EDUCATION ASSOCIATION
INTERNAL ORGANIZATION

**MARKETING EDUCATION ASSOCIATION
INTERNAL ORGANIZATION**



79

76

77

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