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MASTER'S THESIS

PART-TIME COOPERATIVE RETAIL-SELLING
PROGRAMS IN THE SECONDARY SCHOOLS
IN MASSACHUSETTS

Submitted by

Harold Edward Shapiro

(B.S. in B.A., Boston University, 1932)

In partial fulfillment of requirements for
the degree of Master of Education

1944

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PREFACE

This paper, like its subject, persisted in growing. From time to time new facts and material unexpectedly turned up, and many aspects which at first had seemed to be minor proved to be of fundamental significance in the development of the subject and consequently required more than cursory attention.

To some the label "distributive education" reveals in a vague sort of a way a new offshoot of commercial education and to others it signifies nothing at all. So it is well that we note here a definition of distributive education. Distributive education is vocational education that is concerned with those concepts, skills, knowledge and activities which are necessary to those individuals who are engaged in the movement, transfer, and handling of merchandise from the point of origin to the ultimate consumer.

The purpose of this paper is not to treat the many studies which are encompassed by the term "distributive education", but rather to confine itself to that large segment of the field in which a high percentage of commercial high-school graduates find their initial employment, namely, retail-selling. The vast majority of

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The purpose of this paper is not to treat the many studies which are encompassed by the term "distributive education", but rather to confine itself to that large segment of the field in which a high percentage of vocational high-school graduates find their initial employment, namely, retail-selling. The vast majority of

these graduates are totally lacking in the preparation for this vocation and as a result we find present the evils of rapid employment turnover, maladjusted individuals, inefficiency and insecurity. These evils are also partially responsible for increased costs in distribution, and higher prices to the consumer.

The phase of distributive education in which the merchant in cooperation with the educator provides the candidates for selling careers with the necessary equipment is the part of distributive education with which this writing is concerned. We have further delimited the study by narrowing the investigation to the part-time retail-selling programs in the secondary schools in Massachusetts.

The study will attempt to show the need for this kind of training and indicate some of the weaknesses in both the academic and business quarters. Recommendations and suggestions are made with the hope that they may aid in the attempt to remove some of the deficiencies. These recommendations and suggestions are based upon the writer's long exposure to everyday store routine and a careful examination of cooperative-training problems.

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Most of the data and material used in the paper

stems from two sources: one source being the literature consisting of texts, articles, pamphlets, bulletins and monographs relating to the topic; the second source being a survey of the 12 cooperative-selling programs in Massachusetts, as well as talks and conferences with administrators, teachers, businessmen and pupils engaged in training activities, and classroom observation.

The writer gratefully acknowledges the generous aid in material and advice given him by those who have been identified with progressive thinking and doing in their respective spheres. Without their assistance much of the work would not have been possible. They are the following:

Mr. Earl B. Webb, Massachusetts State Supervisor of Distributive Education.

Mr. Edward J. Rowse, Commercial Coordinator for Boston High Schools.

Dr. Kenneth B. Haas, Regional Agent for Distributive Education, United States Office of Education.

Dr. Benjamin Fine, Education Editor, The New York Times.

Mr. William H. Bixby, Personnel Director, William Filene's Sons Company.

Miss Helen Rich Norton, Director, Prince School of Retailing.

Mrs. Carolyn Ely, Supervisor of Training, William Filene's Sons Company.

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- Dr. Benjamin Fine, Education Editor, The New York Times.
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Sons Company.
- Miss Helen Rich Norton, Director, Prince School of He-
talim.
- Mr. Carolyn Ely, Supervisor of Training, William Wilson's
Sons Company.
- Miss Ruth G. Hooper, Supervisor of Training, Jordan Marsh
Company.

The writer is also deeply indebted to the many teachers who gave their valuable time and effort in checking the inventory form. Their unreserved comments that went beyond the specific queries of the survey proved to be invaluable aids in developing the paper. And finally the writer owes a special debt of gratitude to Dr. Roy G. Miller of Boston University, School of Education for his encouragement, guidance and wise counsel throughout all the phases of the manuscript.

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CHAPTER I

EARLY OPINIONS OF MISCELLANEOUS TRAINING

Factors in the Establishment of Public Schools

PART I

BACKGROUNDS FOR DISTRIBUTIVE EDUCATION

Mrs. Louise Ellen Prince and the Prince School

Any reference to the origin of distributive education in Massachusetts or elsewhere would be incomplete if it failed to include Mrs. Louise Ellen Prince and her pioneer work at the School of Domestic and Industrial Arts. In 1875 the Union's investigation of schoolwork, their training needs and working conditions, revealed a situation that motivated Mrs. Prince to establish a school for retail selling. The school was at first a department of the Union's Municipal and Industrial Union in Boston.

Federal interest in distributive education was not evident until 1912 when at the request of the Federal Board for Vocational Education Mrs. Prince invited Miss Weston, Department of State Education, U.S. Bureau of Education Bulletin No. 9, Government Printing Office, Washington, D.C., 1919.

PART I

BACKGROUND FOR DISTRIBUTIVE EMPLOYMENT

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EARLY ORIGINS OF RETAIL TRAINING

Phases in the Establishment of Public School

Training

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^{1/} Helen Rich Norton, Department Store Education. U.S. Bureau of Education Bulletin No. 9. Government Printing Office, Washington, D.C., 1917.

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Mrs. Lucinda Ryan Prince and the Prince School

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with the assistance of Miss Isabel Craig Bacon and Miss Helen Rich Norton prepared a bulletin on Retail Selling. This early work represented the ripened experience of almost two decades of effort in the training of retail salesworkers and became a handbook for educators and merchants in organizing and maintaining distributive training.

Basic principles of the Prince training.-- One of the first principles that Mrs. Prince promulgated was that the curriculum of the training program must be drawn from the daily experience of the students. Not tradition, but the very present demands of the day's job were to provide the subject matter. Thus in those first years the salesmanship class was a cross-section of store life, and the demonstration sale was employed to make the theory alive. Textiles and merchandise were not taught from a book but from store shelves. The hygiene course was not a matter of learning the Greek derivations of anatomical terms, but for finding out what to eat for lunch in order to carry the duties of the day with a clear-eyed, bouyant demeanor.

Arithmetic was taught with very specific application to the process used in making out saleschecks and to combat the pessimism of the executive who said that a correct tally was a rarity in new store workers. The

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color and design course found abundant material in home furnishing, apparel and department displays. Store system and English were likewise taught to function from the occupation.

The early training classes were limited in number (30) so that individual supervision would be possible. The method was to set each student upon a guided endeavor to discover new points of value in the season's woolen fabrics, notions or toilet goods.

Outcomes of the training.-- Did the training prove itself? It did magnificently. A follow-up was practiced both before and after the completion of the twelve-weeks' course which showed that the three hours spent in school every day except Monday at the store expense increased the efficiency of the person trained.

From the outset Mrs. Prince subjected her educational work to the same test that a merchant would use on any investment: "Is it profitable?" To amplify the practical outcome to the retail store worker Mrs. Prince made the following report:^{1/}

"Out of a total of 195 interviewed in 1913, 145 had received a wage increase during the year. Thirty-four of these had been advanced \$2 a week, 18 had been advanced \$3 a week, 6 had received a

1/ The Prince Alumnae News (February, 1930) 15:15

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10 had been advanced \$2 a week, 6 had received a

The Prince Planning News (February, 1937) 12:15

weekly raise of \$4. For the remaining 87, wages had been increased all the way from 50 cents to \$14 a week. Fourteen of the graduates held executive positions with wages ranging from \$9 to \$25 a week."

Although Mrs. Prince was not primarily interested in this sort of showing she realized that freedom to develop any other kind of benefits depended upon the school's ability to prove its education a financial asset. The foundation that she laid remained adequate and secure without any fundamental changes to this present day.

At this point it is interesting to note Dr. Nichols' recollections on the early historic origins of distributive education, since it was he who sponsored and fostered much of the pioneer work in this field.^{1/}

"When Lucinda W. Prince, a lay educator of note, persuaded Boston merchants to send her a few selected 'clerks' - that is what they were called then - to train for better service to store and customer alike, she started, but did not mature, an educational movement to which she gave the remainder of her life. That was just after the turn of the century. In due time, her 'clerks' went back to their jobs as 'salesmen' and, much to their employers' surprise, sold enough more merchandise to justify raises ranging from fifty cents to fourteen dollars a week.

"That these merchants who pioneered this new field soon came to believe in the possibilities of raising 'clerks' to the status of 'salesmen' is attested by the fact that they induced the National

^{1/} Frederick G. Nichols, "The Background of Distributive Education", The National Business Education Quarterly (Spring, 1943) p. 9.

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Retail Dry Goods Association to sponsor this new program by employing Mrs. Prince as educational director and thus freeing her time for work in this field."

Professor Nichols further recalls that

"Boston in those early days was fertile ground for educational experimentation. Frank Parsons, believed by some to be the 'founder' of the vocational guidance movement, paved the way for the incorporation of a guidance program there under public school auspices. Mrs. Prince aided in bringing this about. So it was but natural that preemployment training for store service should soon find its way into the Boston school system, where it flourished under the wise and competent supervision of Isabel C. Bacon, one of Mrs. Prince's most promising graduates."

Mrs. Prince devoted her entire life and efforts to her school and the welfare of women retail workers. Today the school is widely known as the Prince School of Retailing, a graduate school of Simmons College.

Early status of store workers.-- In examining the conditions revealed by the Union's survey in 1905 we find that they did not materially differ from those in other industrial and business occupations at that time.

Our rapidly expanding business economy accompanied by the accelerated growth of huge and complex distributive units developed tendencies on management's part to overlook the human factors. For the most part the merchant could no longer take a personal interest in the instruction and advancement of his employees, which consequently led to little or no training for the personnel.

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The training that employees did receive through trial and error experience proved costly and wasteful. Thus the new employee became limited in value to his employer and was accordingly compensated on that basis.

The 1905 status of distributive occupations was on par with industrial jobs as far as the following aspects were concerned:

- | | |
|------------------------|----------------------------------|
| (1) Compensation | (4) Health safeguards |
| (2) Hours of work | (5) Job security |
| (3) Working conditions | (6) Opportunity for advancement. |

The position of store employees in the early part of the 19th century is effectively characterized by the following set of rules posted by a store at that time:^{1/}

"Rules for Clerks.

- "1. This store must be opened Sunrise. No mistake. Open 6 o'clock A.M. Summer and Winter. Close about 8:30 or 9 P.M. the year round.
2. Store must be swept - dusted - doors and windows opened - lamps filled, trimmed and chimneys cleaned - counters, base shelves and show cases dusted - pens made - a pail of water also the coal must be brought in before breakfast, if there is time to do it and attend to all the customers who call.
3. The store is not to be opened on the Sabbath day unless absolutely necessary and then only for a few minutes.
4. Should the store be opened on Sunday the clerks must go in alone and get tobacco for customers in need.

^{1/} Carson Pirie Scott and Company, We and Our Business (Employee Handbook). Chicago, 1927, p. 20.

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3. The store is not to be opened on the Sabbath day unless absolutely necessary and then only for a few minutes.
4. Should the store be opened on Sunday the clerks must go in alone and not tobacco for customers in need.

5. The clerk who is in the habit of smoking Spanish Cigars - being shaved at the barbers - going to dancing parties and other places of amusement and being out late at night - will assuredly give his employer reason to be very suspicious of his integrity and honesty.
6. Clerks are allowed to smoke in the store provided they do not wait on women with a 'stogie' in the mouth.
7. Each clerk must pay not less than \$5.00 per year to the Church and must attend Sunday School regularly.
8. Men clerks are given one evening a week off for courting and two if they go to a prayer meeting.
9. After the 14 hours in the store the leisure hours should be spent mostly in reading."

Limitations of the Prince School.-- Mrs. Prince's historic efforts in the training of retail saleswomen were hardly perceptible, yet her work gave hope and encouragement to others. The Prince School found its final and present direction in the training for higher distributive occupations such as those of store executive and personnel supervisor. The training of the new store worker fell to the vocational schools and those progressive secondary schools which had vision and the felt need.

Public school beginnings.-- Secondary and vocational schools began experimental programs in cooperative selling quite early, notably in Fitchburg in 1908 and in Boston in 1912.^{1/} Like all beginnings distributive-occupational

^{1/} Federal Board for Vocational Education, "Apprentice Education", Bulletin 87 (June, 1923) p. 10.

- 1. The clerk who is in the habit of smoking Spanish Cigars - being shaved at the barber - going to dancing parties and other places of amusement and being out late at night - will eventually give his employer reason to be very suspicious of his integrity and honesty.
- 2. Clerks are allowed to smoke in the store provided they do not wait on women with a 'stogie' in the mouth.
- 3. Each clerk must pay not less than \$2.00 per year to the Church and must attend Sunday school regularly.
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Initiations of the Prince School. -- Mrs. Prince's

Historic efforts in the training of retail salesmen were hardly perceptible, yet her work gave hope and encouragement to others. The Prince School found its final and present direction in the training for higher distributive occupations such as those of store executive and personal supervisor. The training of the new store worker fell to the vocational schools and those progressive secondary schools which had vision and the felt need.

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training had a tortuous and hazardous way with barriers presented from business and educational camps. Businessmen slowly began to realize the value of cooperative training while school administrators watched with increasing interest. Here was a new vocational field employing more than four million people with negligible opportunities for educational preparation.

Federal Encouragements

The Smith-Hughes Act.-- In 1917 we had Federal recognition of this vocational field with the inclusion in the National Vocational Education Act, (Smith-Hughes Act), of specific opportunities for the organization of cooperative-retail-selling courses in the public schools if the State plan for vocational education included such classes.

Programs under this new act did not develop in Massachusetts and elsewhere largely because Federal funds were not available for salaries of local and state supervisors and teacher trainers. We also find that secondary-school administrators were not over-enthusiastic and teaching personnel was scarce. However, with the passage of the George-Deen Act in 1936 these difficulties largely ceased to exist.

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The George-Deen Act -- This Act provided a new and

powerful stimulant to cooperative-retail-selling programs in Massachusetts. Its basic provisions were:^{1/}

1. Annual allotment to the States of \$1,254,000 for distributive education (teacher training, materials, traveling expenses).

2. Federal allotments are to be matched by the State on a 50 percent basis until June 1942.

3. Matching percentage will increase 10 percent each year after June 1942 until July 1, 1947 when the States will be required to match the funds dollar for dollar.

4. For workers legally employed in distributive occupations.

5. The training must be subject to public supervision and lower than college grade.

6. The training has to be limited to part time and evening schools.

With encouragement from Federal quarters the provisions of the Act have received wide interpretation. In some instances special arrangements have been made to enable schools to qualify for Federal reimbursement. Since its origin distributive education has had no greater single force to forward it than the George-Deen Act.

^{1/} Kenneth B. Haas, Cooperative-Part-Time Training Programs. Vocational Bulletin no. 205, United States Department of the Interior, Office of Education, Washington, 1939, p.6.

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1. Annual allotment to the State of \$1,200,000 for

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IV Kenneth S. Lane, Cooperative-Retail-Vended Training Programs, Vocational Bulletin no. 215, United States Department of the Interior, Office of Education, Washington, 1959, p. 8.

CHAPTER II.

THE NEEDS AND OBJECTIVES OF RETAIL TRAINING

Educational and Business Objectives

Vocational opportunities.-- Statistics have shown that 12½ percent of the working population of the United States is engaged in retail trade or in other related distributive occupations. If we consider that one person in every eight employed is engaged in some distributive occupation we can see what an important role distributive education can play in our educational scheme. Dr. Kenneth Haas ^{1/} points out that

"150,000 youth 18 to 19 years of age find their first employment in distributive occupations each year. An additional 130,000 persons between the ages of 20 and 24 enter the distributive field each year, many of them from other occupations. Relatively few of those entering the distributive occupations have had any effective vocational training for their employment. Largely because of the lack of training on the part of the employees the rate of labor turn-over in retail stores is extremely high, probably 25 percent or more annually. Much of the labor turn-over and many of the business failures can be traced directly to incompetency of personnel, due to a lack of adequate training. There is no doubt that adequate and appropriate training for owners, managers, executives and store workers would result in a more economical and efficient merchandising method, a reduction in labor turn-over, and a consequent reduction in the costs of operation."

1/ Ibid, p. 9

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1 Lane, p. 7

Albert R. Brinkman ^{1/} observes that

"It is difficult to give precise figures for each group mentioned in each school area because of the indigenous occupational limitation of each area. A figure ranging from 20 to 35 per cent could be stated as the average number of high school graduates gainfully employed in the field of merchandising.

"Accordingly, if the school is to fulfill its purpose of preparing students for future life possibilities, training in this very absorbing field of enterprise should be offered by the school."

And, we might go further to emphasize that other natural outcomes from effective distributive education could be the lower costs of goods to the consumer and higher remuneration for the distributive worker.

Needs for distributive training.-- Another aspect to be considered is that cooperative-selling programs have been geared for the most part to department stores and large retail outlets overlooking the fact that there are more than 1,500,000 retail establishments in the country employing an average of three or four workers. This condition reveals the relatively small proportion of the total number of people employed in retail selling by department and chain stores. In almost every instance these small retailers do not have the facilities or means to provide their employees with the type of training that will furnish them with the knowledge and technique to

^{1/} Albert R. Brinkman, "Retailing for a Low Ability Group", The Journal of Business Education (June, 1941) p. 15.

Albert W. Brinkman, Observations

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Albert W. Brinkman, "Retailing for a New America," The Journal of Business Education (June, 1941), p. 12.

necessary for their mutual welfare.

Mr. John G. Kirk 1/ accurately notes that

"At present comparatively few retail establishments are managed scientifically, for the well-trained and gifted merchants probably do not number one per cent of the total. Many of these retail establishments are small, independent concerns conducted by people who are often unprepared and untrained for the tasks they have undertaken. They guide their businesses entirely by intuition and the result is failure and needless expense to the consumers."

Here is a crying need and full opportunity for cooperative-retail-selling programs to raise the prestige of the vocation of millions of distributive workers, make them more secure in their job and provide the master pattern for ethical practice and efficient distribution.

We must remember that the masses of workers who gravitate into retail selling have had little or no preparation for their work. Let us convert this in terms of dollars and cents per year per person. Assuming that through training and other improvements we might be able to decrease the costs of retail distribution by 10 percent, a figure entirely within the realm of possibility, based upon normal sales of about 60 billion dollars a year it would represent a saving of 6 billion dollars. Six billion dollars is the entire retail sales volume

1/ John G. Kirk, "Need of Preparatory Training for Distributive Trades", The Journal of Business Education (April, 1939) p. 17.

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retail sales volume of the automobile, radio, furniture and several other industries. The saving could also represent an annual wage increase of over one thousand dollars per a distributive worker or a 10 per cent reduction of the cost of goods to the consumer.

The following table might indicate that there are sufficient selling occupations available to warrant the establishment of cooperative-retail-selling courses in almost any high school located in communities of over 20,000 in population 1/:

Table I. Full-Time and Part-Time Employees in Retailing 1/
October, 1935.

| Kind of Business | Full-Time Em- ployees | Part-Time Employees |
|--------------------------|--------------------------|------------------------|
| Food Stores | 597,973 | 451,345 |
| General Stores | 75,327 | 58,736 |
| General Merchandise | 486,311 | 368,435 |
| Apparel Group | 278,146 | 214,564 |
| Automotive Group | 348,740 | 323,002 |
| Filling Stations | 180,880 | 142,920 |
| Furniture - Household | 132,016 | 114,009 |
| Lumber-Building-Hardware | 155,920 | 130,072 |
| Eating-Drinking Places | 655,682 | 537,823 |
| Drugstores | 123,028 | 99,448 |
| Other Retail Stores | 232,788 | 186,891 |
| Second-Hand Stores | 17,912 | 13,796 |
| United States Totals | 3,284,723 | 2,641,041 |

1/ Census of Business: Retail Distribution, United States. Summary. (June, 1937) 1: 1-12.

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Table 1. Full-Time and Part-Time Occupations in Retailing, October, 1937.

| Kind of Business | Full-Time Employees | Part-Time Employees |
|-----------------------------|---------------------|---------------------|
| Food Stores | 597,873 | 451,545 |
| General Stores | 75,927 | 58,733 |
| General Merchandise | 483,311 | 368,433 |
| Apparel Group | 378,146 | 312,384 |
| Automotive Group | 348,740 | 323,003 |
| Willing Stations | 180,880 | 143,820 |
| Furniture - Household | 133,016 | 114,009 |
| Lumber-Building-Machinery | 128,320 | 130,093 |
| Baking-Drinking Places | 885,601 | 637,821 |
| Drugstores | 123,082 | 98,443 |
| Other Retail Stores | 231,733 | 158,891 |
| Second-Hand Stores | 17,912 | 13,722 |
| United States Totals | 3,282,723 | 2,461,021 |

U. S. Census of Business: Retail Distribution, United States, Summary. (June, 1937) 1: 1-18.

Retailing provides a livelihood for more people in the country than any other industry, except manufacturing and farming.

Since opportunities in retail selling are numerous and varied, successful careers in retailing are always open to those with specific training and knowledge. In general the training which was offered in the field of retailing prior to the George-Deen Act was haphazard and mostly of the job-experience type. Only a comparatively small number in Massachusetts received formal instruction in the few public schools offering courses in the distributive field.

Along these lines Murray Banks writes:^{1/}

"In too many instances the schools have not kept pace with employment opportunities, and have not provided training for the openings which are available to youth in modern business today. Not enough opportunity has been given the high school student to choose what he really likes or can do best. Too many pupils are trained for the wrong vocation. Enrollment figures show that about 56 per cent of the high school graduates are commercial graduates. From this it can be assumed that about 56 per cent of the high school graduates have some skill of one type or another surveys and follow-up studies of these graduates show that very few people do the things for which they have been trained for four or more years in school it has been shown by repeated studies that more than half the students who take jobs upon graduation go into some type of distributive work."

^{1/} Murray Banks, "Cooperative Distributive Education Comes To Millville", The Journal of Business Education (January, 1942) Vol. XVII, No. 5, p.27.

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Along these lines Murray Burke writes:

"In too many instances the schools have not kept pace with changing opportunities, and have not provided training for the openings which are available to youth in modern business today. Not enough opportunity has been given the high school student to choose what he really likes or can do best. Too many youths are trained for the wrong vocation. Therefore it goes that about 25 per cent of the high school graduates are careerists. From this it can be argued that about 50 per cent of the high school graduates have some skill of one type or another. ... The vast and follow-up studies of these graduates show that very few people do the thing for which they have been trained for four or more years in school. ... It has been shown by repeated studies that more than half the students who take jobs upon graduation go into some type of distributive work."

IV Murray Burke, "Cooperative Distributive Education Courses for Miltville," The Journal of Business Education (January, 1941) Vol. XVII, No. 2, p. 127.

Enlightened management is today becoming aware of the benefits accruing from cooperatively-trained employees and is in many instances enthusiastically bolstering cooperative-selling-programs in their respective communities. This attitude is to a high degree encouraged by the present severe labor shortage but no matter what brought it about the ultimate benefits have been revealed in a real and positive fashion.

Cooperative-retail training has conclusively proven its value to both the pupil and the merchant; we now turn to what the merchant and the school must do to promote cooperative-selling programs.

Management's role in encouraging and raising the prestige of retail selling.-- Management should:

1. Operate efficient and ethical businesses.
2. Keep working conditions compatible with the best standards of the times.
3. Pay fair or better than average wages.
4. Use modern approved methods and systems.
5. Provide adequate work experience for the pupil.
6. Be fully "sold" on the value of the training program.
7. Be willing to accept the program's graduates for permanent employment.
8. Regard cooperative pupils as performing necessary services on a part-time basis.

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Management's role in introducing and retaining the

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2. Keep working conditions compatible with the best standards of the times.
3. Pay fair or better than average wages.
4. Use modern approved methods and systems.
5. Provide adequate work experience for the pupil.
6. Be fairly "sold" on the value of the training program.
7. Be willing to accept the program's graduates for permanent employment.
8. Supply cooperative pupils as performance necessary services on a part-time basis.

It may be difficult to find a store that will meet all the above requirements but they are the goals towards which the merchants should work.

The school's role in encouraging and raising the prestige of retail selling.-- The school should:

1. Provide adequate information about the program to pupils and parents.
2. Point out opportunities and successful careers in retailing.
3. Select candidates for the program on a basis of specific qualifications.
4. Exclude the residue of failures from other courses of study if they can not meet the minimum requirements.
5. Provide qualified teacher personnel.
6. Provide necessary teaching material.
7. Have its administrators completely convinced of the vocational values of the program.
8. Have its administrators willing to devote their efforts in the interest of the program.

Here again all the above requirements will be difficult to find in any one school but they represent the best practices of successful programs and consequently should be observed.

Coordination of school and store efforts.-- Even

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Coordination of school and store efforts. -- Even

though school and store programs are properly organized and set up it is possible that the program can lose its effectiveness through the lack of coordination and supervision. Coordination in large cities is generally the duty of one man, while in towns and small cities it falls within the teacher's work. Successful coordination requires more than average talents and abilities, so much so that one distributive-education supervisor 1/ has gone so far as to say:

"All in all the job of distributive coordinator is just one problem after another. To be successful, he must be a miracle man endowed with a many-sided make-up. He must, in addition to being a teacher, be a salesman, a student, a missionary, a philosopher, a publicity man, a public speaker, a critic, a talent scout, a diplomat. He, above all, must be able to take hard work without complaint and without losing his sense of humor and good judgment."

Definitions.-- At this time it is well to introduce some definitions 2/ of distributive occupations, vocational-distributive subjects and related-distributive subjects before we define and delimit their objectives.

"Distributive occupations are those followed by workers directly engaged in merchandising activities, or in direct contact with buyers and sellers when -

1/ Thomson Lawrence, "Training Coordinators for Coordination", Distributive Education Review (December, 1941) Massachusetts State Department of Education. Division of Vocational Education, p. 52.

2/ Federal Board for Vocational Education, Statement of Policies for the Administration of Vocational Education (February, 1937) Vocational Education Bulletin No. 1, p.66.

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W. Thomson Lawrence, Training Coordinators for Georgia, "Distributive Education Review" (December, 1941), Massachusetts State Department of Education, Division of Vocational Education, p. 22.

U. S. Federal Board for Vocational Education, Statement of Policies for the Administration of Vocational Education, Technical, 1937, Vocational Education Bulletin No. 1, p. 22.

"a. Distributing to consumers, retailers, jobbers, wholesalers, and others the products of farm and industry.

"b. Managing, operating, or conducting a commercial service or personal service, business, or selling the services of such a business.

"A vocational distributive subject is one involving a discussion or presentation of the specific working practices of a distributive occupation for the purpose of increasing the skill, technical knowledge, occupational information, or judgment of workers engaged in that specific occupation.

"A related distributive subject is one which is intended to enlarge the vocational knowledge, understanding, morale, or judgment of workers from one or more distributive occupations. Thus subjects bearing on the production and preparation of the commodities sold, the consumer demand for such commodities, social contacts for store workers, laws affecting stores and business, art principles to be followed in the display of goods or preparation of advertisements, science in the sanitary handling of perishable goods, business organization and management, economics of retailing, are all examples of related distributive subjects."

With clear, specific definitions before us, it becomes possible to select and adjust the subject matter to meet these criterions. However, a rigid and absolute application of the definitions might prevent flexibility and adjustability which are all important requisites of a successful program.

The Relation of the Aims

General and specific objectives.-- The aims of cooperative training in retail selling are in general:

1. To prepare pupils to enter the vocation of retailing.

3. Distribution to consumers, retailers, jobbers, wholesalers, and others the products of farm and industry.

4. Manufacturing, operating, or conducting a commercial service or personal service, business, or selling the services of such a business.

"A vocational distributive subject is one involving a discussion or presentation of the specific working practices of a distributive occupation for the purpose of increasing the skill, technical knowledge, occupational information, or judgment of workers engaged in that specific occupation."

"A related distributive subject is one which is intended to enable the vocational knowledge, understanding, moral, or judgment of workers from one or more distributive occupations. This subject bearing on the production and preparation of the commodities sold, the consumer demand for such commodities, social contacts for store workers, laws affecting stores and business, and principles to be followed in the display of goods or operation of advertising, concern in the primary handling of perishable goods, business organization and management, economics of retailing, are all examples of related distributive subjects."

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The Relation of the Aim

General and specific objectives.-- The aim of

cooperative training in retail selling are in general:

1. To prepare pupils to enter the vocation of

retailing.

2. To give pupils a knowledge of retailing.
3. To fit the pupil into the field of retailing for which he is best suited.
4. To develop social attitudes for meeting and working with people successfully.
5. To give the pupils an understanding of business ethics.

More specifically they are:1/

"1. Give the student an appreciation of the history of retailing, an understanding of modern retail management, and a recognition of the part merchandising and distribution play in our national economy.

"2. Teach him the skills, knowledge, and attitudes necessary for the performance of his job, as an individual and as part of an organization, thus training him constantly towards increased responsibilities.

"3. Provide him with pertinent facts concerning at least one 'family' of merchandise (groceries, shoes, hardware, etc.) in order that he may select, store, sell, and service it intelligently."

From the educator's point of view.-- Educators as a rule are inclined to line up the general objectives of cooperative training with the Cardinal Principles of Secondary Education.

The primary direction of cooperative selling programs is vocational, but teachers and administrators have en-

1/ Kenneth Lawyer, "Distributive Education in the High School Vocational Education at its Best", Distributive Education Review, (December, 1941) p. 92.

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IV Journal of Vocational Education, "Distributive Education in the High School Vocational Education as the Past," Distributive Education Review, (December, 1931), p. 32.

deavored to make the outcome of cooperative training compatible with the Cardinal Principle of Secondary Education.

From management's point of view.-- Merchants look to cooperative selling programs to 1/

1. Prepare trained and effective store personnel.
2. Acquaint trainees with specific store systems and methods.
3. Provide a source from which future full-time workers will be chosen.
4. Upgrade the level of store personnel.
5. Promote greater consumer service and goodwill.
6. Impress upon the trainee his responsibilities as a vital link in our distributive system.
7. Create a confident and well-rounded worker with a fuller understanding of store relationships.

Unless the returns are direct and immediate businessmen can not be expected to embark upon any training plan that will take their time, effort and money. These are the basic reasons underlying their emphasis upon the practical and realistic values from cooperative training.

Cooperative training aims in relation to the aims of business education.-- Retail training should be as 1/ Based upon author's talks with merchants and store training directors in Boston.

designed to make the outcome of cooperative training
compatible with the Cardinal Principles of Secondary
Education.

from management's point of view. -- Managers look to

cooperative training progress to

- 1. Trainers trained and allocated store personnel.
- 2. Acquaint trainees with specific store systems
and methods.

3. Provide a course from which future self-training
workers will be chosen.

- 4. Upgrade the level of store personnel.
- 5. Promote greater consumer service and goodwill.
- 6. Transfer upon the trainee his responsibilities

as a vital link in our distributive system.
7. Create a confident and self-reliant worker with

a fuller understanding of store relationships.
Under the return are direct and immediate benefits

which can not be expected to appear upon any training
plan that will take their time, effort and money.

These are the basic reasons underlying their emphasis
upon the practical and realistic values from cooperative

the training.

Cooperative training aims in relation to the aims

of business education. -- Retail training should be an
integrated with other's aims with emphasis and store
training directors in Boston.

essential a part of business education in our secondary schools as clerical education. Since we have already pointed out that there exist vast vocational opportunities and needs for trained distributive workers, the public secondary schools are justified in establishing, maintaining and furthering cooperative-retail-selling programs. We can readily see how closely the objectives of business education are related to those of cooperative-selling programs when Dr. F. C. Nichols, 1/ an outstanding leader in Commercial Education advocates that

"the early employment period during which the worker should be helped in the effective use of all that he has learned and in discovering how to make experience yield its largest educational return as he forges ahead towards his ultimate goal. The work of this period should be accomplished through the cooperative efforts of commercial educators, vocational counselors, employees, the employee's superior officers and associates, and others who are interested in the development of better business as well as in the worker's individual advancement."

Cooperative training aims in relation to the aims of secondary education.-- A primary strong relationship exists between the aims of retail training and the two principles of the seven Cardinal Principles of Secondary Education, namely "vocational - involving exploration, guidance, and vocational training" and "ethical charac-

1/ Frederick C. Nichols, Commercial Education in the High School. D. Appleton-Century Company, Inc., New York, 1933, p. 260.

ter" concerning the discipline from instruction, social contacts and participation in various forms of responsibility. Most of the other aims or principles of secondary education are more or less secondarily related to the aims of cooperative training and some are close enough to be considered in common agreement.

"but" concerning the discipline from instruction, social
 -science and participation in various forms of human-
 ability. Most of the other aims or principles of
 secondary education are more or less secondary
 related to the aim of cooperative learning and some
 are close enough to be considered in common agreement.

PART II

THE SURVEY

PART II
THE SURVIVOR

CHAPTER III

ORIGIN AND ORGANIZATIONAL FACTS

The Physical Set-Up of the Programs

Scope and method of the Survey.-- The survey was confined to the twelve part-time, reimbursable-cooperative-retail-selling programs that are now in operation in the secondary schools in Massachusetts. These programs, by reason of their existence, meet the requirements and standards set by the George-Deen Act. For the most part the teaching and coordinating is done by one person 1/ and it is significant to note that these teacher-coordinators are all, with the exception of one 2/ "Prince School" trained.

The survey was conducted by the use of an inquiry form 3/ that required checking and ranking to indicate factual information and individual opinion. Ten out of the twelve programs in operation reported.4/

The writer's ideas and comments that appear throughout the survey were based upon the following:

1/ The four programs in Boston have one coordinator, Mr. Edward J. Rowse.

2/ Mary I. McKay, Medford.

3/ See Appendix D

4/ At the time of this writing there was no return from Springfield and Lowell

CHAPTER III

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factual information and individual opinion. Ten out of

the twelve programs in operation reported 4/

The writer's ideas and comments that appear through-

out the survey were based upon the following:

1/ The four programs in Boston have one coordinator,
Mr. Edward J. Boese.

2/ Mrs. I. Kelly, Waltham.

3/ See Appendix B

4/ At the time of this writing there was no return from
Wilmington and Lowell.

1. The facts as revealed by the survey.
2. The author's eight years' experience in retail trade.
3. Conferences and talks with teachers and administrators in the school phase of the work.1/
4. Interviews and discussions with businessmen, store training and educational directors.
5. Classroom observation.2/
6. Texts, periodicals, bulletins and monographs related to distributive education.3/
7. Talks with pupils enrolled in retail-selling programs.

It is recommended that the reader should recognize the following factors which are the limitations of the survey before forming any opinion or ideas about cooperative-retail training programs in Massachusetts:

1. The small number of cooperative-retail-selling programs. (Even though the survey was detailed

1/ The writer attended a two-day New England Regional Conference of Teacher-Coordinators at New Britain, Connecticut, in March, 1944.

2/ High School of Practical Arts, Boston.

3/ See Appendix A.

and comprehensive the total number reporting can not be considered a fair sampling.)

2. The possible varied interpretations of the meaning of the inquiries in the survey by the respondents.

3. Seven out of the ten programs reporting are located in or in the immediate vicinity of Boston.

4. The presence of the many programs that are one or two years old.^{1/}

5. The youth of the entire George-Deen plan.

6. The war's influence upon the pupils', merchants', schools' and parents' interest in the programs.

7. Dissimilar attitudes towards this type of training in the various localities, ranging from sympathetic and enthusiastic to apathetic and antagonistic.

At best the survey might reveal what most of the George-Deen programs in the state are doing and what the teachers believe to be the ideal "modus operandi".

Organizational facts.-- Table II lists the schools offering reimbursable-cooperative-selling programs together with the date of their inauguration and enrollments by years.

1/ Five programs: two started in 1941, one in 1942 and two in 1943.

and comprehensive the total number reporting can not be considered a fair sample.

2. The possible varied interpretations of the meaning of the industries in the survey by the respondents.

3. Being out of the ten previous reporting are located in or in the immediate vicinity of Boston.

4. The presence of the many programs that are one or two years old.

5. The youth of the entire George-Deen plan, the war's influence upon the pupils, parents, schools, and parents' interest in the program.

6. Disaffection attitudes towards this type of training in the various localities, ranging from apathetic and enthusiastic to sympathetic and enthusiastic.

At least the survey might reveal what part of the George-Deen program in the state are being and what the teachers believe to be the ideal "order apparent".

Organizational facts -- Table II lists the schools together with the date of their inauguration and enrollment by years.

Table I: two started in 1941, one in 1942 and two in 1943.

Table II. Schools Offering Part-Time Retail-Training Programs in Massachusetts. Their Location, Year of Inauguration, and Pupil Enrollment by Year.

| School | Location | Year Started | 1937 | Pupil Enrollment by Year | | | | | | Totals by School |
|---------------------------------------|------------|--------------|------|--------------------------|------|------|------|------|------|------------------|
| | | | | 1938 | 1939 | 1940 | 1941 | 1942 | 1943 | |
| High School of Practical Arts | Boston | 1937 | 30 | 30 | 30 | 30 | 22 | 17 | 21 | 180 |
| Roxbury Memorial High School | Boston | 1937 | 29 | 32 | 31 | 30 | 36 | 43 | 15 | 216 |
| David Hale Fanning Trade School | Worcester | 1937 | 19 | 21 | 18 | 20 | 20 | 12 | 8 | 118 |
| Newton High School | Newton | 1940 | | | | 20 | 22 | 25 | 14 | 81 |
| Brockton Vocational .. | Brockton | 1940 | | | | | 34 | 40 | 16 | 90 |
| Medford Vocational .. | Medford | 1941 | | | | | 25 | 25 | 25 | 75 |
| Pittsfield Vocational .. | Pittsfield | 1941 | | | | | 19 | 13 | 15 | 47 |
| Henry O. Peabody High School | Norwood | 1942 | | | | | | 11 | 9 | 20 |
| East Boston High School . | Boston | 1943 | | | | | | | 25 | 25 |
| Brighton High School | Boston | 1943 | | | | | | | 25 | 25 |
| Totals in State by Year | ----- | | 78 | 83 | 79 | 100 | 178 | 186 | 173 | 877 |

Note: Newton High School changed from Post-Graduate to 12th Grade in 1941; Brockton High School changed from Post-Graduate to 12th Grade in 1942; East Boston High School includes two boys in the 1943 enrollment.

The fact that the town the size of Norwood 1/ can successfully maintain a training program is an indication that population alone is not indicative of the need or value of a training program. However, larger cities are most likely to offer such a program, since the demand for store workers are most numerous and varied. On the other hand in small communities local conditions may make it impracticable to operate a cooperative plan. On the average there is evidence that other factors being equal a town with a minimum of 20 to 25 thousand in population can successfully support a training program.2/

The almost total absence of boys from the programs may be attributed to one or all of the following factors:

1. The limited demand for boys in the majority of retail occupations.
2. The effect of the Selective Service Act in 1940 and the draft at the war's outbreak.
3. Competition for and the emphasis upon labor for war industries.

1/ Population 15,388 U.S. Census 1940. The Peabody fund is partially responsible for the maintenance of Norwood's Retail Selling Program.

2/ Earl B. Webb, State Supervisor of Distributive Occupations.

The fact that the town of Norwood is an industrial town and that the population is not indicative of the need or value of a training program. However, factors which are most likely to enter such a program, since the demand for store workers and most occupations and varied. On the other hand in small communities local conditions may make it impracticable to operate a cooperative plan. On the average there is evidence that other factors being equal a town with a minimum of 25 to 35 thousand in population can successfully support a training program.

The almost total absence of boys from the program may be attributed to one or all of the following factors:

1. The limited demand for boys in the majority of retail occupations.
2. The effect of the Selective Service Act in 1940 and the draft at the war's outbreak.
3. Competition for and the emphasis upon labor for war industries.

Population is 282 U.S. Census 1940. The Foodstuffs Fund is partially responsible for the maintenance of Norwood's Retail Selling Program.

State Supervisor of Distributive Occupations

4. Higher wages in other occupations.

The dropping off of enrollments in the older programs in 1943 can also be attributed to the higher wages in war industries and the emphasis upon the essentiality of war work.

The length and form of the program.-- In every case the schools reported the length of the program as one year. This may indicate that a one-year study is sufficient to cover and complete the training necessary to prepare the pupils for their jobs. In those schools where pupils must complete a preparatory course before entering the retail-training program the one-year study becomes far more effective than if there were no preparatory curriculum offered.

In two cases the form of the program was changed from the alternating 1/ to short-unit.2/ This change was brought about by the request and needs of the merchants who no doubt found that the short-unit plan enabled better scheduling for regular personnel and a smoother flow in store service. On the surface it appears that the alternating plan would expose the trainees to better work experience but this factor can be overcome by the arrangements of store duties so that

1/ Number of days in school matched by a similar period in the store.

2/ Part day in school matched by work in the store.

4. Higher wages in other occupations.

The dropping off of enrollments in the older programs in fact can also be attributed to the higher wages in war industries and the emphasis upon the essentiality of war work.

The length and form of the program. -- In every case

the schools reported the length of the program as one year. This may indicate that a one-year study is sufficient to cover and complete the training necessary to prepare the pupils for their jobs. In these schools where pupils must complete a preparatory course before entering the retail-trading program the one-year study becomes far more effective than if there were no preparatory curriculum attached.

In two cases the form of the program was changed from the alternating 1/2 to short-unit. This change was brought about by the request and needs of the par-

chants who no doubt found that the short-unit plan enabled better scheduling for regular personnel and a smoother flow in store service. On these points it appears that the alternating plan would expose the trainees to better work experience but this factor can be overcome by the arrangements of store duties so that 1/2 hour of work in school matched by a similar period in the store.

2 1/2 hour day in school matched by work in the store.

short-unit pupils will be exposed to the entire variety of store experience. School people have long advocated the alternating plan as one that would give the pupil a fuller understanding of store routine from the moment the door opened in the morning to the closing after the last sale. However it must be admitted that acquiring the technique of getting ready for business is merely an incidental detail of store work rather than the all important core. The trainee can experience these minor duties on Saturdays or during school-holiday work, which should be sufficient for the adequate knowledge and skill in performance of them.

Limitation of pupils in the programs.-- The number of the pupils enrolled in each program (1943) varies from 9 to 25 with 4 schools reporting between 20 and 25. One of the schools reported that the size of the classes was limited by state law to 30. However, no law exists, only a recommendation to limit classes to 25.^{1/} In considering the size of the classes we should include the following aspects as determinants:

1. The number of work positions available.
2. The teaching problems arising from large classes.
3. The school facilities available.

1/ Federal Board for Vocational Education. Statement of Policies for the Administration of Vocational Education, United States Office of Education, February, 1937. Vocational Education Bulletin No. 1. P. 66.

4. The standards of selection by the school.
5. The standards set by cooperating merchants.
6. Increased demand for trainees due to the labor shortage.
7. The student interest in retail selling.

With numbers 1 and 2 of the above in mind we can fully see why nine schools reported that they limit the number of pupils that are allowed to enroll in their program. One school reported that it does not limit the number of pupils in the program, indicating as the reason numbers 1 and 4 of the above factors.

The variance in the reasons for the number of pupils enrolled would seem to point out that conditions in the localities reporting were influenced by many unlike circumstances with each school having its particular and peculiar grounds for limiting or encouraging the enrollment.

Hours in School and at work.-- Table III records the hours in school and at work per week as reported by the schools.

4. The standards of selection by the school.
 5. The standards set by cooperative agencies.
 6. Increased demand for teachers due to the labor shortage.

7. The student interest in rural living.
 With numbers 1 and 2 at the above in mind we can tell how why nine schools reported that they limit the number of pupils that are allowed to enroll in their program. One school reported that it does not limit the number of pupils in the program, indicating as the reason numbers 1 and 2 at the above factors.

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Hours in School and at work. -- Table III records the hours in school and at work as reported by the schools.

Table III. Hours in School and at Work.

| School | Hours in School per Week | Hours at Work per Week | Total |
|--|-----------------------------|---------------------------|-------|
| High School of Practical Arts | 12½ | 28 | 40½ |
| Roxbury Memorial High School | 16½ | 25 | 41½ |
| David Hale Fanning Trade School | 15 | 33 | 48 |
| Brockton Vocational: | 15 | 33 | 48 |
| Newton High School : | 16½ | 29 | 45½ |
| Medford Vocational : | 15 | 28 | 43 |
| Pittsfield Voca- tional | 15½ | 28 | 43½ |
| Henry O. Peabody High School..... | 17½ | 30 | 47½ |
| East Boston High School | 14½ | 27 | 41½ |
| Brighton High School | 15 | 28 | 43 |

Note: Hours at work include full eight hour day for Saturday.

The data submitted by the schools evidences some similarity in the time during which the student works in the stores and attends classes. Six schools reported that the pupils were in school about 15 hours per week. One school showed that the pupils were in school 12½ hours per week and in two cases the enrollees spent more than 16 hours per week in school. A clearer insight is gained however if we note the fact that 50 per cent of the schools reporting are in Boston or the immediate vicinity, therefore squared to the uniform requests of the cooperating stores in this locality.

| School | Hours in school per week | Hours at work per week | Total |
|--------|--------------------------|------------------------|-------|
| ..... | 18 | 38 | 56 |
| ..... | 18 | 37 | 55 |
| ..... | 18 | 36 | 54 |
| ..... | 18 | 35 | 53 |
| ..... | 18 | 34 | 52 |
| ..... | 18 | 33 | 51 |
| ..... | 18 | 32 | 50 |
| ..... | 18 | 31 | 49 |
| ..... | 18 | 30 | 48 |
| ..... | 18 | 29 | 47 |
| ..... | 18 | 28 | 46 |
| ..... | 18 | 27 | 45 |
| ..... | 18 | 26 | 44 |
| ..... | 18 | 25 | 43 |
| ..... | 18 | 24 | 42 |
| ..... | 18 | 23 | 41 |
| ..... | 18 | 22 | 40 |
| ..... | 18 | 21 | 39 |
| ..... | 18 | 20 | 38 |
| ..... | 18 | 19 | 37 |
| ..... | 18 | 18 | 36 |
| ..... | 18 | 17 | 35 |
| ..... | 18 | 16 | 34 |
| ..... | 18 | 15 | 33 |
| ..... | 18 | 14 | 32 |
| ..... | 18 | 13 | 31 |
| ..... | 18 | 12 | 30 |
| ..... | 18 | 11 | 29 |
| ..... | 18 | 10 | 28 |
| ..... | 18 | 9 | 27 |
| ..... | 18 | 8 | 26 |
| ..... | 18 | 7 | 25 |
| ..... | 18 | 6 | 24 |
| ..... | 18 | 5 | 23 |
| ..... | 18 | 4 | 22 |
| ..... | 18 | 3 | 21 |
| ..... | 18 | 2 | 20 |
| ..... | 18 | 1 | 19 |
| ..... | 18 | 0 | 18 |

note: hours at work include half night work day for Saturday.

The data submitted by the schools evidences some similarity in the time during which the student works in the stores and attends classes. Six schools reported that the pupils were in school about 15 hours per week. One school showed that the pupils were in school 18 1/2 hours per week and in two cases the enrollees spent more than 15 hours per week in school. A clearer insight is gained however if we note the fact that 80 per cent of the schools reporting are in Boston or the immediate vicinity, therefore owing to the uniform requests of the cooperating stores in this locality.

The hours at work as reported by the school were between 40 and 45 hours per week for seven schools, and between 45 and 48 hours per week for three schools. Here again 50 percent are alike for the same reason that applied to the hours in school.

In all cases the enrollees worked a full day on Saturday which must be recognized in totaling the number of hours worked per week.

We must further consider the number of hours worked per week in light of the following aspects:

1. Pupils' health - how many hours can a pupil work per day without entertaining a health hazard?
2. Legal requirements regarding hours of work for women and minors in Massachusetts.
3. Provision of the George-Deen Act which states that ".... enrollment in a cooperative-part-time class is limited to those who are lawfully employed in a distributive occupation for at least as many hours each day, week, or other unit of time."1/

It does appear that there might be some question about the number of hours worked by pupils in four of the programs. The extra hours of work could possibly curtail the enrollee's leisure time and create a situation that is abnormal and undesirable for pupils of high-school age. On the other hand it must be emphasized

1/ Kenneth B. Haas, "Cooperative Part-Time Retail Training Programs", Vocational Division, Bulletin No. 202, Business Education Series No. 12, Office of Education, p. 12.

The nature of work as reported by the school was
 between 40 and 45 hours per week for seven schools, and
 between 40 and 45 hours per week for three schools.
 Here again 50 percent are alike for the same reason that
 applied to the hours in school.

In all cases the enrollees worked a full day on
 Saturday which must be recognized in totaling the number
 of hours worked per week.

We must further consider the number of hours worked
 per week in light of the following aspects:

1. Pupil's health - how many hours can a pupil
 work per day without endangering a health hazard?
2. Legal requirements regarding hours of work for
 women and minors in Massachusetts.
3. Provision of the Board-Dean Act which states
 that "... enrollment in a cooperative-part-time class
 is limited to those who are involuntarily employed in a
 tributive occupation for at least as many hours each
 day, week, or other unit of time."

It does appear that there might be some question
 about the number of hours worked by pupils in four of
 the programs. The extra hours of work could possibly
 curtail the enrollees' leisure time and create a situa-
 tion that is abnormal and undesirable for pupils of
 high-school age. On the other hand it must be emphasized

that too short a work week will in most instances fail to crystalize the benefits that accrue from real work experience. However, war necessity has strongly influenced the lengthening of the work week.

The close unanimity revealed by the schools in regard to the number of hours the pupil spends in school indicates uniform scheduling to relieve regular store workers for lunch at midday. One school disclosed a 17½ hour-school week. This fact could possibly mean that other subjects in addition to the cooperative-training curriculum are taught; also some school curriculum may include courses that have been expanded with material that is related to local situations and therefore requiring more time for their teaching.

Accessibility of information about the program to the pupils.-- The importance of information to the pupils about the cooperative-selling program cannot be over-emphasized. The candidate for the training course must be given full and detailed information about every phase of the program so that the best possible understanding of the purposes and outcomes of cooperative training will be understood.

Too often we find pupils enrolling with but a sketchy idea of what it is all about; the only motivation being the opportunity of earning some extra money. This condition tends to reduce the values of cooperative

that too short a work week will in most instances fail to crystallize the benefits that accrue from real work experience. However, we necessarily are strongly influenced by the lengthening of the work week.

The close unity revealed by the schools in regard to the number of hours the pupil spends in school indicates uniform scheduling to relieve regular store workers for lunch at midday. One school disclosed a 1 1/2 hour-school week. This fact could possibly mean that other subjects in addition to the cooperative-esthetic curriculum are taught; also some school curricula may include courses that have been expanded with material that is related to local situations and therefore requiring more time for their teaching.

Accessibility of information about the program to

the public. -- The importance of information to the public about the cooperative-giving program cannot be over-emphasized. The candidate for the training course must be given full and detailed information about every phase of the program so that the best possible understanding of the purposes and outcomes of cooperative training will be understood.

Too often we find public enrollment with but a sketchy idea of what it is all about; the only motive for being the opportunity of earning some extra money. The condition tends to reduce the value of cooperative

training and discourages the support and cooperation from the merchants.

In two programs we find that the only information that candidates can obtain about the training comes from other pupils. One school indicates periodicals and school publications together with assemblies and group meetings as sources of information for the pupils. Assemblies and group meetings were reported by one school as the means of informing pupils, while in five schools a regular guidance program is provided for them. One school recorded the school publication as the sole medium through which pupils received information concerning the cooperative-selling program. Authentic vocational guidance is an essential handmaiden to retail-training programs, the values emanating from true vocational guidance are separate studies within themselves.

Factors that determine the eligibility of candidates for the program.-- To signify the factors which determine the eligibility of pupils for cooperative-training the inquiry listed the chronological age, the school grade, the school marks, the intelligence quotient and such added factors as selection by the supervisors, the merchants or both. The "pupils option" was also listed as one of the elements in determining eligibility. The following table is a summary of the findings:

training and discussion the support and cooperation from the parents.

In two programs we find that the only information that candidates can obtain about the training comes from other pupils. One school distributes periodicals and school publications together with assemblies and group meetings as sources of information for the pupils. Assemblies and group meetings were reported by one school as the means of informing pupils, while in five schools a regular individual program is provided for them. One school reported the school publication as the sole medium through which pupils received information concerning the occupational selling program. Authentic vocational guidance is an essential part added to retail-training programs, the values emanating from true vocational guidance are expressed studies within ourselves.

Factors that determine the eligibility of candidates for the program. -- To identify the factors which determine the eligibility of pupils for cooperative-learning the inquiry listed the chronological age, the school grade, the school marks, the intelligence quotient and such added factors as selection by the supervisors, the contacts or help. The "pupil option" was also listed as one of the elements in determining eligibility. The following table is a summary of the findings:

Table IV. Determinants of Eligibility of Pupils for Enrollment in the Cooperative-Selling Program in Massachusetts' Secondary Schools.

| School | Chronological Age | School Grade | School Marks | I.Q.** | Selection by Supervisor | Selection by Merchant | Selection by Merchant and Teacher | Pupil's Option |
|--|-------------------|--------------|--------------|-----------------------|-------------------------|-----------------------|-----------------------------------|----------------|
| High School of Practical Arts Roxbury Memorial High School ... | 16 | | Passing | | | | X | |
| David Hale Fanning Trade School ... | 16 | 12 | | | | | X | |
| Newton High School ... | 16 | 12 | C+ | | | | X | |
| Brockton Vocational School ... | 16 | 12 | C | Battery of Tests X | | | | |
| Medford Vocational School ... | 16 | 12 | C | | | | X | |
| Pittsfield Vocational School ... | 16 | 12 | 70 | X | | | | |
| Henry O. Peabody High School ... | 16 | 12 | Passing | X | | | | X |
| East Boston High School ... | 16 | 12 | | | | X | | |
| Brighton High School ... | 16 | 11 | | | | | X | |

* Intelligence Quotient

Table II. Determination of Eligibility of Pupils for Enrollment in the Co-operative-Teaching Program in Massachusetts' Secondary Schools.

| Grade | Number of Pupils | Number of Pupils in Co-operative-Teaching Program | Percentage of Pupils in Co-operative-Teaching Program | Number of Pupils in Co-operative-Teaching Program | Percentage of Pupils in Co-operative-Teaching Program |
|-------|------------------|---|---|---|---|
| 11 | 10 | 1 | 10% | 1 | 10% |
| 12 | 10 | 1 | 10% | 1 | 10% |
| 13 | 10 | 1 | 10% | 1 | 10% |
| 14 | 10 | 1 | 10% | 1 | 10% |
| 15 | 10 | 1 | 10% | 1 | 10% |
| 16 | 10 | 1 | 10% | 1 | 10% |
| 17 | 10 | 1 | 10% | 1 | 10% |
| 18 | 10 | 1 | 10% | 1 | 10% |
| 19 | 10 | 1 | 10% | 1 | 10% |
| 20 | 10 | 1 | 10% | 1 | 10% |
| 21 | 10 | 1 | 10% | 1 | 10% |
| 22 | 10 | 1 | 10% | 1 | 10% |
| 23 | 10 | 1 | 10% | 1 | 10% |
| 24 | 10 | 1 | 10% | 1 | 10% |
| 25 | 10 | 1 | 10% | 1 | 10% |
| 26 | 10 | 1 | 10% | 1 | 10% |
| 27 | 10 | 1 | 10% | 1 | 10% |
| 28 | 10 | 1 | 10% | 1 | 10% |
| 29 | 10 | 1 | 10% | 1 | 10% |
| 30 | 10 | 1 | 10% | 1 | 10% |
| 31 | 10 | 1 | 10% | 1 | 10% |
| 32 | 10 | 1 | 10% | 1 | 10% |
| 33 | 10 | 1 | 10% | 1 | 10% |
| 34 | 10 | 1 | 10% | 1 | 10% |
| 35 | 10 | 1 | 10% | 1 | 10% |
| 36 | 10 | 1 | 10% | 1 | 10% |
| 37 | 10 | 1 | 10% | 1 | 10% |
| 38 | 10 | 1 | 10% | 1 | 10% |
| 39 | 10 | 1 | 10% | 1 | 10% |
| 40 | 10 | 1 | 10% | 1 | 10% |
| 41 | 10 | 1 | 10% | 1 | 10% |
| 42 | 10 | 1 | 10% | 1 | 10% |
| 43 | 10 | 1 | 10% | 1 | 10% |
| 44 | 10 | 1 | 10% | 1 | 10% |
| 45 | 10 | 1 | 10% | 1 | 10% |
| 46 | 10 | 1 | 10% | 1 | 10% |
| 47 | 10 | 1 | 10% | 1 | 10% |
| 48 | 10 | 1 | 10% | 1 | 10% |
| 49 | 10 | 1 | 10% | 1 | 10% |
| 50 | 10 | 1 | 10% | 1 | 10% |
| 51 | 10 | 1 | 10% | 1 | 10% |
| 52 | 10 | 1 | 10% | 1 | 10% |
| 53 | 10 | 1 | 10% | 1 | 10% |
| 54 | 10 | 1 | 10% | 1 | 10% |
| 55 | 10 | 1 | 10% | 1 | 10% |
| 56 | 10 | 1 | 10% | 1 | 10% |
| 57 | 10 | 1 | 10% | 1 | 10% |
| 58 | 10 | 1 | 10% | 1 | 10% |
| 59 | 10 | 1 | 10% | 1 | 10% |
| 60 | 10 | 1 | 10% | 1 | 10% |
| 61 | 10 | 1 | 10% | 1 | 10% |
| 62 | 10 | 1 | 10% | 1 | 10% |
| 63 | 10 | 1 | 10% | 1 | 10% |
| 64 | 10 | 1 | 10% | 1 | 10% |
| 65 | 10 | 1 | 10% | 1 | 10% |
| 66 | 10 | 1 | 10% | 1 | 10% |
| 67 | 10 | 1 | 10% | 1 | 10% |
| 68 | 10 | 1 | 10% | 1 | 10% |
| 69 | 10 | 1 | 10% | 1 | 10% |
| 70 | 10 | 1 | 10% | 1 | 10% |
| 71 | 10 | 1 | 10% | 1 | 10% |
| 72 | 10 | 1 | 10% | 1 | 10% |
| 73 | 10 | 1 | 10% | 1 | 10% |
| 74 | 10 | 1 | 10% | 1 | 10% |
| 75 | 10 | 1 | 10% | 1 | 10% |
| 76 | 10 | 1 | 10% | 1 | 10% |
| 77 | 10 | 1 | 10% | 1 | 10% |
| 78 | 10 | 1 | 10% | 1 | 10% |
| 79 | 10 | 1 | 10% | 1 | 10% |
| 80 | 10 | 1 | 10% | 1 | 10% |
| 81 | 10 | 1 | 10% | 1 | 10% |
| 82 | 10 | 1 | 10% | 1 | 10% |
| 83 | 10 | 1 | 10% | 1 | 10% |
| 84 | 10 | 1 | 10% | 1 | 10% |
| 85 | 10 | 1 | 10% | 1 | 10% |
| 86 | 10 | 1 | 10% | 1 | 10% |
| 87 | 10 | 1 | 10% | 1 | 10% |
| 88 | 10 | 1 | 10% | 1 | 10% |
| 89 | 10 | 1 | 10% | 1 | 10% |
| 90 | 10 | 1 | 10% | 1 | 10% |
| 91 | 10 | 1 | 10% | 1 | 10% |
| 92 | 10 | 1 | 10% | 1 | 10% |
| 93 | 10 | 1 | 10% | 1 | 10% |
| 94 | 10 | 1 | 10% | 1 | 10% |
| 95 | 10 | 1 | 10% | 1 | 10% |
| 96 | 10 | 1 | 10% | 1 | 10% |
| 97 | 10 | 1 | 10% | 1 | 10% |
| 98 | 10 | 1 | 10% | 1 | 10% |
| 99 | 10 | 1 | 10% | 1 | 10% |
| 100 | 10 | 1 | 10% | 1 | 10% |

* Information omitted.

At this point the question arises why there has not been a franker and more open discussion concerning the general mental qualifications of pupils who are allowed and encouraged to enter the programs in cooperative-retail training. Too often teachers and administrators have utilized the cooperative training program as a convenient vehicle to carry the pupils that have failed or cannot meet the requirements of other courses of study.

We do not intend or expect that candidates for the training will display intelligence and abilities that will rank them above the average, but on the other hand neither should we anticipate that the programs will be used as a catch-all.

Occasionally some program takes on extra values when it successfully prepares pupils for store vocations after they have failed in other courses of study. Thus showing that desirable personality traits can, in some cases, overcome deficiencies in the intellectual composite; however, this is not the rule.

If we constantly keep uncovered the primary values that arise from this type of vocational training and select those pupils to whom the outcome means most, then no one will look askance upon the worth of the program.

Murray Banks 1/ states that

".... in many instances it has been found where poor grades are not the result of a lack of native

1/ Murray Banks, "Pupil Personnel Problems in a Vocational Distributive Education Program", Industrial Arts and Vocational Education - Vol. 32:4 April, 1943 - p. 158.

At this point the question arises why there has not been a further and more open discussion concerning the general mental qualifications of pupils who are allowed and encouraged to enter the program in cooperative-
 retail training. Too often teachers and administrators have utilized the cooperative training program as a convenient vehicle to carry the pupils that have failed or cannot meet the requirements of other courses of study. We do not intend or expect that candidates for the training will display intelligence and abilities that will rank them above the average, but on the other hand neither should we anticipate that the program will be

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"... in many instances it has been found where poor grades are not the result of a lack of ability

Worrey, "Retail Personnel Problems in a Vocational Distributive Training Program," Industrial Arts and Vocational Education - Vol. 22, April, 1952 - p. 138.

ability but rather of a lack of interest, many students after enrolling in a cooperative class take a renewed interest in school work due to the difference in the character of cooperative training in retail selling as compared to academic subjects."

Only one school indicated that any of the various personality tests such as Johnson O'Connor Group-Contact Reaction Test, Marster's Introvert Test or Pressey X-O Personality Test is used to gain an insight into the personality make-up of the pupils. This fact may be due to the questionable validity of these tests. However five schools noted that the selection by either the supervisor or merchant or both was a factor determining eligibility. This method of selection evaluates personality traits even though there are many who would doubt this process of determination.

No relaxation of the minimum standards of selection should be exercised since ill-suited and incapable pupils will soon negate the value of any program. In many instances where poor grades are not the result of a lack of native ability but rather a lack of interest, students after enrolling in a cooperative-selling class take a renewed interest in school work due to the difference in the character of cooperative training as compared to academic subjects. Nevertheless we cannot gloss over the fact that in some schools pupils with but little abstract

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renewed interest in school work due to the difference in
the character of cooperative training as compared to
academic subjects. Nevertheless we cannot place over the
fact that in some schools pupils with little interest

intelligence have been admitted to the program. This condition has caused an unfavorable reaction towards cooperative training in retail selling in a few communities.

Dr. Nichols 1/ strongly recommends careful and intelligent pupil selection for retail-selling programs in an article he was prompted to write when the first George-Deen programs were being set up. It follows:

"It is argued that only those who have the mental, physical and emotional qualities essential to success in the retail field should be accepted for this type of training. It is implied that the retail courses as now organized are merely the 'dumping ground' for the misfits in other courses. There is some, probably much, truth in this criticism."

Dr. Nichols goes on to point out " be warned that any attempt to make George-Deen retail training courses the dumping ground for misfits will be unsuccessful. Under pressure from nationally potent associations of employers, state and federal authorities charged with the responsibility for the administration of the George-Deen Act will see to it that only programs honestly set up and administered are subsidized under this act."

In conclusion Dr. Nichols says

"We shouldn't wait for some law to awaken us to the necessity for more care in the selection of students for other vocational courses in our field. We should keep everlastingly at the task of converting those in control of our secondary schools to the belief that permitting anyone, regardless of inaptitudes or scholastic deficiencies, to enroll for distributive courses is a disservice to all parties involved, including the student who fritters away valuable time on a hopeless task."

1/ Frederick G. Nichols, "Selective Enrollments", The Journal of Business Education (September, 1939) 15:9.

One set of standards for all schools is impossible, as the programs vary in the details of their purposes. Some do not pretend to train for other than department store and specialty shops, while others will train for whatever positions are open in the retail stores of the town. Stores are not standardized in their demand for different types of employees; therefore, the training set by each school must necessarily be determined by the type of employees they expect to place.

In general certain aptitudes and standards may be expected of all trainees who anticipate working in stores. No store can afford to employ a pupil who is disagreeable with customers or cannot get along with other employees. Personal appearance and health are also weighted factors in the selection of candidates for store service training.

Miss Helen R. Norton,^{1/} in discussing the problem of selection, states that since the success of the high-school course in retail selling and its standing with the merchants is largely conditioned by the types of students enrolled, the selection of applicants is an important matter. The following are points that she names which should be considered in selecting pupils.

1. Age - Sixteen years should be the minimum.
2. Health - Health should be good. Store work

1/ Helen Rich Norton, Commercial Education in Secondary Schools, Ginn and Company, Boston, 1929, p. 223.

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1. Age - Sixteen years should be the minimum.
2. Health - Health should be good. Store work

demands strength and vitality of a good constitution. The condition of lungs, back and feet should be especially noted.

3. Size - Size should be at least average. It is difficult to place undersized boys and girls in selling positions.

4. Appearances - Applicants should be able and willing to meet the accepted standards of business in this regard. Personal cleanliness, neatness and suitability of dress are absolute requisites.

5. Occupational fitness - This is largely a matter of personality.

a. Favorable qualities - Social temperament. Liking for activity. Helpful spirit. Ability to handle details.

b. Unfavorable qualities - Shy, retiring disposition. Slowness of thought and motion. Snob-bishness. Extreme sensitiveness. Inability to handle details.

6. Interest in store work - the teach should find out the reason of each student for wishing to take the course and decide on their worthiness.

7. School record - This should be examined and the pupils' teachers of the previous years consulted for any light they might throw on the individual applicant.

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Notes

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CHAPTER IV

THE CURRICULA, METHODS AND MATERIALS USED IN THE PROGRAMS

Current Offerings and Procedures

The preparatory curriculum.-- The first question in the second part of the survey attempts to disclose whether or not there exists a preparatory curriculum in the program. Here we find four schools having such a curriculum and sixty per cent without such. However, in some of the six schools reporting there is present the probability that even though no formal preparatory courses are offered, pupils are exposed to such pre-program subjects as business arithmetic, salesmanship, public speaking and commercial geography which are clearly related to retail selling.

The schools indicating a preparatory curriculum for their retail training courses also recorded the following subjects which make the pre-program curriculum.

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Table V. Subjects Offered in the Preparatory Curriculum that Exists in Four Cooperative Selling Programs.

| Subjects | SCHOOLS | | | |
|--------------------------------|-------------------------------|--------------------|-------------------------|----------------------|
| | High School of Practical Arts | Newton High School | East Boston High School | Brighton High School |
| Elementary Business Training.. | X | | | |
| Salesmanship | X | | X | |
| Elementary Retailing | X | | | |
| Art and Color | X | | | |
| Commercial Georgraph | X | | X | |
| Retail Selling .. | X | X | X | X |
| Textiles .. | | X | | |

The above table can not reveal the overlapping and the content matter which is included in the titles of subjects at the various schools; therefore, unless a comparative analysis of the content is made the recording of similar subjects' names can not be admitted as evidence of similarity.

Subjects, courses or subject titles which make up the programs.-- The following table shows what subjects, course or subject titles are offered in each of the 10 programs reporting.

Table V. Subjects Offered in the Proprietary Division that Differ in Year Cooperative Training Program.

| Subjects | Year | | |
|----------------------|-------------|-------------|-------------|
| | High School | High School | High School |
| English | | | |
| Mathematics | | | |
| Science | | | |
| History | | | |
| Physical Education | | | |
| Art | | | |
| Music | | | |
| Foreign Languages | | | |
| Business | | | |
| Health | | | |
| Cooperative Training | | | |
| Industrial Arts | | | |
| Home Economics | | | |
| Driver Education | | | |
| College Preparation | | | |
| Other | | | |

The above table can not reveal the overlapping and the content matter which is included in the titles of subjects of the various schools; therefore, unless a comparative analysis of the content is made the recording of similar subjects' names can not be admitted as evidence of similarity.

Subject, course or subject titles which were up
the program.-- The following table shows what subjects, course or subject titles are offered in each of the 10 program reporting.

Table VI. Subject, Course, Subject Title or Topics Offered in 10 Cooperative-Selling Programs in Massachusetts.

| School | English and Oral Expression | Sales-ship & Retail Selling | Business and Store Arithmetic | Store Management and Organization | Commodity Studies | Advertising and Display | Personal Development |
|------------------------------------|-----------------------------|-----------------------------|-------------------------------|-----------------------------------|-------------------|-------------------------|----------------------|
| H.S.* of Practical Arts | X | X | X | X | X | X | X |
| Roxbury Memorial H.S. | X | X | | | | | |
| David Hale Fanning Trade School | X | X | X | X | X | X | X |
| Newton H.S. . | X | X | X | X | X | X | X |
| Brockton Vocational School | X | X | X | X | X | X | X |
| Medford Vocational School | X | X | X | X | X | X | X |
| Pittsfield Vocational School | X | X | X | X | X | X | X |
| Henry O. Peabody H.S. | X | X | X | X | X | X | X |
| East Boston H.S. | X | X | X | X | X | | X |
| Brighton H.S. | X | X | X | X | X | | X |

* High School

Table VI. (concluded)

| School | Economics of Re- tailing | Current Events | Type- writing | Art & Color Design | Physical Training | Hygiene |
|---|--------------------------------|-------------------|------------------|--------------------------|----------------------|---------|
| H.S. of Practical Arts | X | X | | X | X | |
| Roxbury Memorial H.S. | X | | X | | X | |
| David Hale Fanning Trade School | X | X | | X | X | |
| Newton H.S. Brockton Vocational Medford Vocational School | X | X | | | X | X |
| Pittsfield Vocational School | X | | | X | | X |
| Henry O. Peabody H.S. | X | X | | X | X | X |
| East Boston H.S. | X | | | X | X | X |
| Brighton H.S. | X | | | | X | |

Table VI indicates that all the programs offered English and Oral Expression, Economics of Retailing, Salesmanship and Retail Selling, while only one presented typewriting.

Model curriculum and suggestions.-- Let us consider for a moment the current curriculum offerings elsewhere and retail-selling subjects suggested by teachers and administrators on retail training education.

The following is a comprehensive list of courses and subjects that are being offered in cooperative selling programs in various parts of the country:^{1/}

Advanced Salesmanship
 Advertising Media
 Arithmetic for Buyers
 Art in Merchandise
 Better Business Telephoning
 Better English for Clerks
 Business Organization
 Commercial Law for Retailers
 Conference in Store Operation
 Contacting the Public
 Corset Fitting and Selling
 Counter Display
 Credit Fundamentals
 Credits and Collections
 Customer Relations for Telegraph Messengers
 Display
 Display in Selling
 Dry Cleaning, Sales and Service
 Economics of Fashion
 Economics of Retailing
 Effective Sales of Home Appliances
 Effective Speech
 Expense of Distribution and Control

^{1/} Distributive Education. South-Western Publishing Company, Monograph 49 (May, 1940) p. 10.

Table VI indicates that all the programs offered
 in the field of Retail Selling, Economics of Retailing,
 Salesmanship and Retail Selling, while only one presented
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Local curriculum and suggestions. -- Let us consider
 for a moment the current curriculum offerings elsewhere
 and retail-selling subjects suggested by teachers and
 administrators on retail training education.
 The following is a comprehensive list of courses
 and subjects that are being offered in cooperative selling
 programs in various parts of the country: V

- Advanced Salesmanship
- Advertising Media
- Arithmetic for Buyers
- Art in Merchandising
- Better Business Reporting
- Better Selling for Clerks
- Business Organization
- Commercial Law for Retailers
- Conference in Store Operation
- Contacting the Public
- Cost Pricing and Selling
- Courtesy Training
- Credit Management
- Creditor and Collections
- Customer Relations for Telegraph Messengers
- Display
- Display in Selling
- Dry Cleaning, Sales and Service
- Economics of Fashion
- Economics of Retailing
- Effective Sales of Home Appliances
- Effective Speech
- Expense of Distribution and Control

V Distributive Education, South-western Publishing
 Company, Monograph #9 (May, 1940) p. 10.

Fabric Analysis
Fashion
Fashion in Selling
Fitting and Selling Shoes
Food Retailing
Fundamentals of Merchandising
Fundamentals of Salesmanship
Gift Wrapping
Grading
Interior Decorations
Leather
Legislative Trends and Trade Practices
Line Color and Design for Salespeople
Marketing
Mathematics of Markup
Meat Retailing
Merchandise Planning
Merchandise Mathematics
Ordering Merchandise
Package Wrapping for Retail Salesmen
Personal Relations
Personality Development for Receptionists
Poise and Effective Speech
Practical Psychology
Principle of Merchandising
Printing Sales Conference
Psychology of Salesmanship
Public Relations
Public Speaking for Salespeople
Receiving and Invoicing
Record-Keeping for Salesmen and Store Owners
Records for the Management
Retail Selling
Retail Store Hygiene
Sales Promotion Advertising
Salesmen's English
Salesmanship
Selling Technique
Stock Control
Store Arithmetic
Store Organization
Store Organization and Management
Store Service
Tax Problems for Retail Stores
Telephone Personality
Textiles
Traffic Problems in Merchandising
Window Display
Window Trimming and Store Display

The emphasis of the above list is definitely upon the five main facets of the retail-selling curriculum namely, retail salesmanship, consumers' goods, advertising, store organization and methods and personal development.

Variation in terminology.-- In evaluating the returns on curriculum content it must be recognized that the titles to the subjects do not give a true picture of the actual content offered. For example, textiles, non-textiles and commodity studies are mentioned as titles for separate subjects. It is evident that commodity study is the same in both textiles and non-textiles, and therefore, in order to get a better conception it becomes necessary to group all the merchandise subjects together. Color, line and design in one school may be the same as art in another, and so these two subjects must be tied together.

In summarizing we can say that the findings indicate that there should be an irreducible minimum in the subjects that make up the programs curriculum, namely:

- (1) Retail Selling, (2) Commodity Studies, (3) Store Organization and Practice, (4) Advertising and (5) Orientation.

In the construction of the curriculum a wide variety of course subject content and subject sequence

The synthesis of the above list is tentatively given
 the five main facets of the retail-selling curriculum
 namely, retail salesmanship, computers, goods, adver-
 tising, store organization and methods and general
 development.

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In summarizing we can say that the findings indicate
 that there should be an irrefutable minimum in the sub-
 jects that make up the program curriculum, namely:
 (1) Retail Selling, (2) Commodity Studies, (3) Store
 Organization and Practice, (4) Advertising and (5)
 Orientation.

In the construction of the curriculum a wide
 variety of course subject content and subject sequence

may be included depending upon the local conditions and the needs of the trainees enrolled in the program.

If the program is located in a small community where the pupils will receive work experience in small stores or specialty shops the curriculum should include many activities and procedures and conversely the large city program should have fewer and more specialized courses. This paradox is justified in the fact that the smaller store employees carry on a wide range of store work while the duties of the workers in the larger or departmentalized store are specific and circumscribed.

Whenever possible a scientific and careful job analysis should be taken before any attempt is made at curricula construction or change. The squaring of the curriculum to the real work situation spells for the success of the program. The job analysis is a progressive and continuous effort which must be taken and retaken at frequent intervals to meet the ever-changing nature of retailing.

A fuller comprehension of store duties and activities is gained with a careful analysis of the things a store worker does. The following indicates what activities a job analysis can uncover:^{1/}

1/ Murray Banks, "A Course of Study in Distributive Education Based on Job Analysis", Arts and Vocational Education (May, 1943) Vol. 32 No. 5 p.

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If the program is located in a small community there the pupils will receive work experience in small stores or specialties about the community should include many activities and experiences and conversely the large city program should have fewer and more specialized courses. This paradox is justified in the fact that the smaller store employees earn on a wide range of store work while the duties of the workers in the larger or departmentalized store are specific and circumscribed.

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A further consideration of store duties and activities is gained with a careful analysis of the things a store worker does. The following indicates what activities a job analysis can uncover:

W. H. Murray, "A Course of Study in Descriptive Education Based on Job Analysis," Arts and Vocational Education (May, 1943), Vol. 13, No. 3, p. 10.

For Selling

1. Meet Customers.
2. Size up customers.
3. Determine what the customer wants.
4. Present merchandise.
5. Demonstrate goods.
6. Meet objections to merchandise.
7. Help customer select right merchandise.
8. Convince customer.
9. Close the sale.
10. Try to increase average sale.
11. Talk up merchandise.
12. Write sales checks.
13. Calculate what the customer is to pay.
14. Figure taxes if any.
15. Keep record of sales.
16. Make change.
17. Meet objections to firm.
18. Handle phone orders.
19. Give prices and estimates over the phone.
20. Wait on several customers at once.
21. Phone customers about specials.
22. Recommend services such as credit etc.
23. Make service calls.
24. Operate cash register.
25. Write register error slips.

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12. Write sales checks.
13. Calculate what the customer is to pay.
14. Figure taxes if any.
15. Keep record of sales.
16. Make change.
17. Meet objections to firm.
18. Handle phone orders.
19. Give prices and estimates over the phone.
20. Wait on several customers at once.
21. Show customers about specials.
22. Recommend services such as credit etc.
23. Take service calls.
24. Operate cash register.
25. Write register error slips.

For Store Duties

1. Take inventory.
2. Report markdowns.
3. Keep record of returns.
4. Mark price tickets.
5. Keep want slips.
6. Rearrange counters.
7. Clean and arrange display shelves.
8. Keep reserve stock complete.
9. Size stock.
10. Receive and mark merchandise.
11. Write copy.
12. Make signs.
13. Aid in making window displays.
14. Address sales promotion cards.
15. Write good-will letters.
16. Make adjustments.
17. Write requisition for supplies.
18. Check reserve stock.
19. Make out bank slip.
20. Turn in money to office.
21. Accept and approve checks.
22. Give discounts.
23. Put away incoming stock.
24. Mark stock.

For Store Lists

1. Take inventory.
2. Report conditions.
3. Keep record of returns.
4. Mark price tickets.
5. Keep work slips.
6. Maintain counters.
7. Clean and arrange display shelves.
8. Keep reserve stock complete.
9. Size stock.
10. Receive and mark merchandise.
11. Write copy.
12. Make signs.
13. Aid in making window displays.
14. Address sales promotion cards.
15. Write good-will letters.
16. Make shipments.
17. Write requisition for supplies.
18. Back reserve stock.
19. Make out bank slip.
20. Turn in money to office.
21. Accept and approve checks.
22. Give discounts.
23. Put away incoming stock.
24. Mark stock.

25. Report slow-selling merchandise.
26. Inspect incoming merchandise.
27. Remove and distribute merchandise.
28. Give training to other employees.
29. Confer with employer about customers.
30. Confer with employer about credit.
31. Confer with employer about policies.
32. Do comparison shopping.
33. Receive salesmen.
34. Write reorder letters to manufacturers.

Store activities not covered in the school curriculum.-- Some significance can be attached to the return of eight schools where show-card writing was one of the activities not covered by the curriculum being offered. It may indicate that show-card writing requires more than average talents and also to a greater extent the possession of this talent or aptitude may direct the pupil into some other field.

Nine programs reported that "store bookkeeping" was not included in the curriculum and six programs said that "store machines and devices" was not given. In seven cases competition analysis is not considered and in four programs no attention is directed to advertising.

The value of the study of these various activities depends to a large degree upon the local needs and work

- 32. Report slow-selling merchandise.
- 33. Report incoming merchandise.
- 34. Remove and distribute merchandise.
- 35. Give training to other employees.
- 36. Confer with employer about customers.
- 37. Confer with employer about credit.
- 38. Confer with employer about policies.
- 39. Do comparison shopping.
- 40. Receive salesman.
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The value of the study of these various activities depends to a large degree upon the local needs and work

situations. However, many of the activities listed are interrelated and bound to the basic work function; their separation might leave the curriculum incomplete or unarticulated. For example, it is quite difficult to imagine an intelligent study of the sales-analysis function that overlooked competition factors, or to imagine store traffic building activities that excluded advertising. Each and every one of these store activities contribute an essential element to the total work situation; they should, therefore, be included in the school subjects.

Methods of instruction.-- Table VII lists the methods most frequently used in presenting the subject matter, together with the frequency of mention and the rank given.

Table VII. Methods of Instruction.

| Rank | Method | Frequency of Mention |
|------|--|----------------------|
| 1. | Class discussions of the problems encountered by the pupils in their work activity | 10 |
| 2. | Lecture and demonstration by the teacher | 7 |
| 3. | Written reports submitted by the pupils of real work situations that are analysed and discussed in class | 9 |
| 4. | Demonstration sales by the pupils | 9 |
| 5. | Merchandise manuals built by the pupils | 8 |
| 6. | Assignment of problems | 8 |
| 7. | Addresses by businessmen, store managers and others | 4 |

attention, however, many of the activities listed are
 interpreted and bound to the basic work situation; their
 arrangement might leave the curriculum incomplete or un-
 articulated. For example, it is quite difficult to
 design an intelligent study of the value-analysis
 situation that overlooks competition factors, or to
 design some practice building activities that excluded
 advertising. Each and every one of these activities
 also constitutes an essential element to the total
 work situation; they should, therefore, be included in
 the school subjects.

Methods of Instruction. -- Table VII lists the methods

most frequently used in presenting the subject matter,
 together with the frequency of action and the rank given.

Table VII. Methods of Instruction.

| Frequency of Action | Method | Rank |
|------------------------|--|------|
| 10 | Class discussions of the problems encountered by the pupils in their work activity | 1. |
| 7 | lectures and demonstrations by the teacher | 2. |
| 7 | written reports submitted by the pupils of real work situations that are analyzed and discussed in class | 3. |
| 5 | Demonstration sales by the pupils | 4. |
| 5 | Psychological manuals built by the pupils | 5. |
| 5 | Assignment of problems | 6. |
| 5 | Answers by businessmen, store managers and others | 7. |

Class discussion of real problems encountered by the pupils at work is unquestionably one of the most effective methods of introducing the subject matter in the teaching of retail selling. An ideal teaching situation is created when the pupils bring into the classroom the actual condition that they have just experienced. And by the same token the pupil can absorb the maximum from this participating method. The greatest opportunities are presented for good articulation of store activity to school work when the class discussion method is used. Most programs indicated that all or parts of the methods listed in Table VII were used in the teaching procedure. No schools reported that method 1. (class discussion of real work problems by the pupils and teacher) was used exclusively and two schools said that lecture and demonstration by the teacher was most frequently used. Only four schools mentioned addresses by businessmen and others as one of the methods used in presenting the subject matter. It may be that representatives from business are unwilling, unavailable or can not speak effectively to program enrollees; however, we should not overlook the value of having outside speakers bring varied and progressive viewpoints into the classroom. Pupils are first to acknowledge the benefits accruing from good speakers who have some specific offerings.

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 viewpoints into the classroom. Pupils are first to
 acknowledge the benefits accruing from good speakers
 who have some specific offerings.

The building of merchandise manuals by the pupils is a valuable adjunct to the teaching method. The form and content of the merchandise manuals is emphasized by Beckley 1/ as follows:

"In the preparation of this manual the point is stressed that regardless of how well acquainted the student may be with the merchandise about which he is writing, the needs of a person entirely unfamiliar with the goods must be considered. Hence all technical terminology must be defined, and all basic information must be included."

Mr. Beckley goes on and points out that

"Ordinarily these manuals include information on the historical background of the use and development of the merchandise being considered, a description of the kinds and qualities of the materials of which it is made, the processes of manufacture, the size range (if any) and the methods of determining sizes, the selling points and answers to the customer's most common questions, and methods of displaying the merchandise of the best advantage. There may of course be a number of other topics covered, depending upon the nature of the goods being considered and the degree of specialization attempted."

Murray Banks, 2/ an outstanding teacher-supervisor in distributive education says:

"The most common method used (in his programs) to present the subject matter was through class discussions of problems encountered by the student in store practice. This method was perhaps the most practical and vitalizing of any of the methods used
....

1/ Donald K. Beckley, "Merchandise Manuals Vitalize Retailing Courses", The Journal of Business Education (February, 1942). p. 18.

2/ Murray Banks, "Cooperative Distributive Education comes to Millville", The Journal of Business Education (January, 1942) p. 28.

The building of generalizations naturally by the pupils
is a valuable subject to the teaching method. The form
and content of the merchandise general is emphasized by

Beckley IV as follows:

"In the preparation of this manual the point
is stressed that regardless of how well acquainted
the student may be with the merchandise about which
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"Ordinarily these manuals include information
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ment of the merchandise being considered, a dis-
cussion of the kinds and qualities of the materials
of which it is made, the processes of manufacture,
the size range (if any) and the methods of deter-
mining class, the selling points and answers to the
customer's most common questions, and methods of
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(February, 1942), p. 18.

B/ Drury Beke, "Cooperative Distributive Education courses to
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"After each period spent in the store, both oral and written reports were required at school. Class discussions were carried on and errors and difficulties were talked over. As an outcome of these informal periods, points which are seemingly trivial when presented to the class by the teacher come to assume vital importance in the actual business transactions."

Also in the above article it enumerated the basic considerations for the construction of a merchandise manual. This activity is one of the fundamental processes through which pupils can gain real concepts of the commodities that they are selling. It follows:

- A. Name of the product.
- B. History of the product.
- C. Materials used in making the products.
- D. Manufacturing processes.
- E. Quality of the product.
- F. Durability of the product.
- G. Workmanship.
- H. Styles.
- I. Sizes.
- J. Prices.
- K. Uses of the product.
- L. How to care for the product.
- M. Selling points to be used in selling the product.
- N. Other information of interest to the consumer.

"After each period spent in the store, both oral and written reports were made at school. Class discussions were carried on and errors and difficulties were talked over. As an outcome of these informal periods, points which are normally raised when presented to the class by the teacher come to assume vital importance in the actual business transactions."

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- N. Other information of interest to the consumer.

Texts and materials used in the program:-- In reply

to the question concerning the material used in presenting the subject matter five schools reported that no one basic text was used but several texts served as reference sources. When the curriculum is separated into subject divisions such as mathematics, commodity studies, textiles and advertising a few schools reported that separate texts were employed in each of the divisions. The following table summarizes the texts and materials used in the various programs.

Table VIII. Textbooks and Periodicals Used in Teaching in Cooperative-Retail-Selling Programs in Massachusetts.

| Author | Title - Texts | Frequency of Mention |
|------------------------------------|----------------------------------|----------------------|
| Walters and Rowse | Fundamentals of Retail Selling | 3 |
| Brisco, Griffin and Robinson .. | Store Salesmanship | 4 |
| Brisco and Arnowit | Introduction to Modern Retailing | 3 |
| Van Brussell .. | Behind the Counter | 1 |
| Norton | Retail Selling | 3 |
| Reich and Siegler | Consumer Goods | 2 |
| Kaylin and Wells | Simplified Sales Promotion | 1 |
| Rowse and Fish | Fundamentals of Advertising | 3 |
| Kneeland Bernard and Tallman | Selling to Today's Customer | 2 |
| Walters, Wingate and Rowse | Retail Merchandising | 1 |
| | Periodicals | |
| | Women's Wear Daily | 8 |
| | Vogue | 5 |
| | Mademoiselle | 4 |
| | Good Housekeeping | 1 |
| | Glamour | 1 |
| | Department Store Selling | 1 |
| | Business Week | 1 |
| | Merchandising | 1 |

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Cooperative-Retail-Selling Programs in
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| Frequency of Mention | Title - Texts | Author |
|-------------------------|----------------------------------|------------------------------|
| 3 | Fundamentals of Retail Selling | Lowe and Lowe |
| 4 | Store Salesmanship | Lowe, Pittin and Robinson |
| 3 | Introduction to Modern Retailing | Lowe and Lowe |
| 7 | Behind the Counter | Lowe |
| 3 | Retail Selling | Lowe |
| 2 | Consumer Goods | Lowe and Lowe |
| 1 | Scientific Sales Promotion | Lowe and Lowe |
| 3 | Fundamentals of Advertising | Lowe and Lowe |
| 3 | Selling to Today's Customer | Lowe and Lowe |
| 1 | Retail Merchandising | Lowe and Lowe |
| 8 | Women's Wear Daily | |
| 3 | Vogue | |
| 1 | Ladies' Home Journal | |
| 1 | Good Housekeeping | |
| 1 | Elaborate | |
| 1 | Department Store Selling | |
| 1 | Business Week | |
| 1 | Merchandising | |

Even a brief survey 1/ of the texts relating to retail training reveals the abundance of such materials. Most of these texts in the field are excellent in make-up and coverage and display recent copyright and revision dates. The avoidance of the use of a single text and the building of a classroom library with selected texts are good educational practices.

The insufficiency of trade periodicals appears to exist in all the programs reporting. Such publications as Women's Wear Daily, Mademoiselle and Vogue are being used by most of the programs but none indicated any of the hundreds of trade publications 2/ that cover commodities other than textiles. Only about 40 per cent of the pupils will engage in selling textile products; the others will find themselves in household wares, cosmetics, leather goods, jewelry and eatables. Trade publications in textiles offer very little to this group, while specific commodity publications take on pertinent values in aiding the pupil's understanding of a particular commodity.

Mechanical equipment such as a cash register and other special store devices are not real essentials in

1/ See Appendix B

2/ See Appendix C

Even a brief survey of the texts relating to retail training reveals the abundance of such materials. Most of these texts in the field are excellent in make-up and coverage and display recent copyright and revision dates. The avoidance of the use of a single text and the building of a classroom library with selected texts are good educational practices.

The insensitivity of trade periodicals appears to exist in all the programs reporting. Such publications as Woman's Wear Daily, Mechanicals and Vogue are being used by most of the programs but none indicated any of the numbers of trade publications that cover commodities other than textiles. Only about 10 per cent of the public will engage in selling textile products; the others will find themselves in hardware stores, construction, leather goods, jewelry and estates. Trade publications in textiles offer very little in this group, while specific commodity publications take on pertinent values in aiding the pupil's understanding of a particular commodity.

Technical equipment such as a cash register and other special store devices are not well represented in

- IV Appendix B
- V Appendix C

the school laboratory.^{1/} The almost yearly improvements and changes that the manufacturers make in these devices quickly outmode them. This fact plus the large variety of types in use make it uneconomical and shortsighted for any school to equip their laboratories with any of these machines. However the laboratory should conform to the following minimum requirements:

1. Size to adequately accommodate the members of the class.
2. Located in the school and close to the classrooms.
3. Modern, clean, light and one of the regular classrooms, not a spare or some out-of-the-way room.
4. It should contain showcases, wrapping material, display material, some wall shelving and such store-record forms as are commonly used in the cooperating stores.

1/ Earl B. Webb.

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1. Size to adequately accommodate the members of the class.
2. Located in the school and close to the class-rooms.
3. Modern, clean, light and one of the regular classrooms, not a spare or some out-of-the-way room.
4. It should contain apparatus, working material, display material, some well equipped and such store-rooms as are commonly used in the conducting of science.

CHAPTER V

TEACHERS' EVALUATIONS AND OPINIONS ABOUT THE PHASES OF THE PROGRAM

The Deficiencies, Remedies and Outlook

Selection and organization of teaching material.--

In evaluating the returns on the inquiry pertaining to the elements determining the selection and organization of the teaching materials, we must keep in mind that five of the programs reporting are located in or close to Boston; this fact tends to weight the factors of similarity. Nevertheless, we find three schools which do not conduct a periodical survey or attempt an analysis of local conditions. Six programs do not consider in their selection and organization of material the set-up of other programs and two schools make no mention of store needs in this respect. All but three of the programs said that the school requirements were among the determining elements in selecting and organizing the teaching materials.

Of the many factors that should be recognized before any work is done in choosing and assembling the teaching materials the following are generally the most important.

CHAPTER V

TEACHERS' EVALUATIONS AND OPINIONS ABOUT THE IMPACT OF
THE PROGRAM

The Participants, Methods and Outlook

Reflection and Organization of Teaching Materials

In evaluating the impact of the program on the teachers' reflection and organization of the teaching materials, we must keep in mind that five of the programs reported are located in or close to Boston; this fact tends to weight the factors of efficiency. However, we find three schools which do not conduct a periodic survey or attempt an analysis of local conditions. Six programs do not consider in their reflection and organization of material the nature of other programs and the results of no mention of other needs in this respect. All but three of the teachers said that the school reports made were among the determining factors in selecting and organizing the teaching materials. Of the four factors that should be recognized before any work is done in choosing and assembling the teaching materials the following are generally the most important:

1. The needs of the enrollees.
2. The specific requirements of the cooperating stores.
3. The requirements of the school and the State Department of Education.
4. The materials used in successful programs elsewhere.

Periodic surveys and analyses of local conditions are essential activities for those people responsible for the administration and supervision of the program. The constant change in merchandising methods, store systems, commodities and consumers' needs requires continuous effort by distributive educators to keep abreast. We can see what a futile and wasteful effort it would be to teach the selling points of a commodity that is outmoded or is being replaced by a better product. This situation will be especially true in the coming period when the war's termination will release hundreds of radically new and different materials and commodities.

Mr. Franklin R. Cawl 1/ has an interesting comment to make in reference to the war and post war distributive changes. He says in part:

"Not only are we finding changes in entire
1/ Franklin R. Cawl, "Keeping up with Distributive Changes in a Wartime Economy", Eastern Commercial Teachers' Association Yearbook (1943) 16:266.

- 1. The needs of the employees.
- 2. The specific requirements of the participating stores.
- 3. The requirements of the school and the State Department of Education.

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 in a Wartime Economy", Eastern Commercial Teachers' Assn-
 ciation Yearbook (1942) 12:222.

industries, but individual companies are changing their approach to the customer and their line-up of commodities for sale to the public. One large company has well over twenty-five new products which they are carefully analyzing with a view to placing them on the market as soon as the demand for munitions stops Another large manufacturing firm which has always maintained its own staff of salesmen has decided to accept other well-known commodities to be sold through their original sales force. They will thus act as sales agent for a number of well-known commodities not manufactured by themselves. This is not merely a wartime measure and, therefore, will have far-reaching effects on distributive methods.

"Credit managers of department stores will tell -you that they are now dealing with an entirely new set of charge customers and that the old ones are passing out of the picture or becoming inactive."

Means used to evaluate the pupils' store work.--

According to the data submitted the most frequently used method for evaluating the pupils' work in the stores are

1. Rating sheets by employers.
2. Teacher-merchant conferences.
3. Teacher's observation of the pupil at work.

Only two programs revealed that the pupils are also rated by the objective-examination of sales' records.

We encounter the same difficulties in evaluating the pupils' work in the stores as we would their work at school. Lack of objectivity, of uniformity within a store, of a proper basis for rating, of uniform standards among the different stores, and of interest in rating and in making reports are all familiar problems in grading trainees. The store executives have neither the

Industrial, but individual companies are changing their approach to the customer and their line-up of commodities for sale to the public. The large company has well over twenty-five new products which they are carefully analyzing with a view to placing them on the market as soon as the demand for such items shows. Another large manufacturing firm which has always maintained its own staff of salesmen has decided to accept other well-known commodities to be sold through their existing sales force. They will thus act as sales agent for a number of well-known commodities not manufactured by themselves. This is not merely a matter of sales volume and, therefore, will have far-reaching effects on distributive methods. Credit managers of department stores will tell you that they are now dealing with an entirely new set of charge customers and that the old ones are passing out of the picture or becoming "problematic".

How to use the results of the pupils' store work

According to the data submitted the most frequently used method for evaluating the pupils' work in the stores are

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time nor the interest in accurately determining how their trainees are progressing, so that they can not direct serious and diligent attention to the matter. On the other hand it would not be advisable for teacher-coordinators to spend their out-of-school hours in constant observation and check on their pupils. This procedure destroys the real work atmosphere for the pupils, it restricts their natural effort, and in many cases it is contrary to store policy.

However, we must not overlook the importance of follow-up work. The teacher-coordinator should be the main element in this phase of the program, and techniques in observation can be developed so that the pupil is unaware of the teachers' presence. The teacher should also on occasions make actual purchases from the trainee to lend some variety to the observation.

It appears that about once a week observation of the pupils at work would constitute a good rating procedure. This teacher activity could not possibly disturb the pupil's efficiency or alter the business atmosphere of the store. Pre-arranged agreements with the store management to cover the teachers' presence in the store at definite times are essential requisites in providing harmonious relations between the store and the school.

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 in the store at definite times are essential requisites
 in providing harmonious relations between the store and
 the school.

The following form is typical of the types used in rating procedure.

"Salesperson's rating Sheet.1/"

Directions:

Use the lines at the extreme right to record your decision.

Use points as 1 to 10; or use words such as Excellent, Fair, Poor.

Read the rating sheet over carefully before you begin to make decisions.

A. Judging the salesperson to be most efficient and helpful.

Rate

- | | |
|---|------|
| 1. Does she indicate a knowledge of the merchandise she is selling? | ---- |
| 2. Does she show enthusiasm and interest in her work? | ---- |
| 3. Is she conscientious in her care of her merchandise? | ---- |
| a. Keeps forward stock up to quota. | |
| b. Keeps merchandise labeled and in good condition. | |
| c. Arranges merchandise effectively (display). | |
| 4. Does she show a spirit of cooperation? | ---- |
| a. This applies not only to her relationship with customers but with other salespeople in her department. | |

1/ A. Sidney Galper, "Cooperating with Store Managers", Journal of Business Education (February, 1940) Vol. XV No. 6 p.22.

The following form is typical of the types used in

rating procedure.

"Johnson's Rating Sheet"

Directions:

Use the lines at the extreme right to record your decision. Use points as 1 to 10; or use words such as Excellent, Fair, Poor. Read the rating sheet over carefully before you begin to make decisions.

A. Judging the salesperson to be most efficient and

helpful.

1. Does she indicate a knowledge of the mar-

chandises she is selling?

2. Does she show enthusiasm and interest in

her work?

3. Is she conversational in her type of her

merchandise?

a. Keeps herself stock up in goods.

b. Keeps merchandise labeled and in good

condition.

c. Arranges merchandise effectively

(display).

4. Does she show a spirit of cooperation?

a. This applies not only to her relation-

ship with customer but with other sales-

people in her department.

5. 5. Does she have ability to make sales? ----
- a. Approaches customers promptly, but not suddenly.
 - b. Greets customers cordially.
 - c. Offers friendly and satisfactory service.
 - d. Indicates a genuine desire to please.
 - e. Offers suggestions tactfully.
 - f. Presents information about the merchandise clearly.
 - g. Does not lose time in closing the sale.
 - h. Practices suggestive selling to increase sales.
 - i. Wraps packages swiftly and neatly.
 - j. Counts change back to customer, and starts with the amount of the sale in counting.
 - k. Makes out sales slips and other store forms clearly and distinctly.
6. Is she industrious? ----
- a. Uses spare time to rearrange disordered stock.
 - b. Keeps busy doing something useful around department.

- 1. Does not have ability to make sales
- 2. Approaches customers promptly, but not suddenly.
- 3. Greets customers cordially.
- 4. Offers friendly and satisfactory service.
- 5. Indicates a genuine desire to please.
- 6. Offers suggestions tactfully.
- 7. Presents information about the merchandise clearly.
- 8. Does not lose time in closing the sale.
- 9. Practices suggestive selling to increase sales.
- 10. Keeps packages swiftly and neatly.
- 11. Counts change back to customer, and starts with the amount of the sale in counting.
- 12. Makes out sales slips and other store forms clearly and distinctly.

- 13. Is she industrious?
- 14. Does spare time to rearrange disordered stock.
- 15. Keeps busy doing something useful around department.

B. Judging the salesperson to be most attractive.

1. Is her personal grooming satisfactory? ----
 - a. Neat but not severe coiffure.
 - b. Moderate and judicious use of cosmetics.
 - c. Neat simple dress.
 - d. Well-kept fingernails - no bright nail polish.
 - e. Moderate use of jewelry.

2. Is her appearance one of good health? ----
 - a. Has she clear skin?
 - b. Are her eyes clear and bright?
 - c. Are her teeth white?
 - d. Has she a bright smile?
 - e. Is her step quick and light?
 - f. Has she a generally alert air?

3. Has she a pleasing voice? ----
 - a. Is her voice well modulated?
 - b. Is her speech clear and expressive?
 - c. Are her words well chosen?

Mr. Galper would do well to include the following elements in his rating sheet:

Correct use of English

Errors in arithmetic

Errors in store routine

Record of returns

Store department

Ability to follow instructions

Adjustment to new positions and situations

Exercise of initiative

Honesty

Courtesy.

The factors usually appraised in rating trainees include some or all of the following: personality, attendance, sales, industry, initiative, co-operation, knowledge of the job, loyalty to the firm, accuracy, appearance, treatment of customers, health, willingness and ability to assume responsibility.

One of the most widely used rating devices for on-the-job trainees is the "shopping report" prepared by the Willmark Services System.^{1/} However, its cardinal weakness is in assuming that all the sales contacts are formalized, and it proceeds to break down the salesperson activities into set categories such as the approach, attention, interest, desire and decision. The sale that follows these steps or sequence is a rare occurrence.

All rating devices that entertain the element of subjectivity must allow for the variability of human judgment. Individuals carefully trained along these lines can make rating devices highly successful, but there are far too few of these persons around to warrant

^{1/} See the following pages for the Willmark and Jordan Marsh Company Rating Forms.

State Department

Ability to follow instructions

Willingness to new positions and situations

Exercise of initiative

Honesty

Courtesy

The factors usually appraised in rating business

include ones or all of the following: personality,

attitude, sales, initiative, co-operation,

knowledge of the job, loyalty to the firm, accuracy,

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One of the most widely used rating devices for on-

the-job business is the "checkboxing report" prepared by

the Willamette Service System. However, its cardinal

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formalized, and it proceeds to break down the salesperson

activities into set categories such as the amount,

attention, interest, desire and decision. The sales that

follow these steps or sequences is a rare occurrence.

All rating devices that entail the element of

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lines can make rating devices highly successful, but

there are far too few of these persons around to warrant

the following names for the Willamette and Jordan

Willamette Service System.

SELLING QUOTIENT BUILDER

S.Q. %

Copyright, 1938, Willmark Service System, Inc.

Company Name
Address
City State

Date Time
Dept. Floor

| Quan. | Mdse. Purchased | Amt. Sale | Amt. Tend. |
|-------|-----------------|-----------|------------|
| | | | |
| | | | |
| | | | |
| | | | |

DESCRIPTION OF SALESPERSON

Man Woman Sp's. No. or letter

Approximate Age Build: Slender
 Height Medium
 Color of hair Heavy
 Style of hair Wearing glasses
 Description of clothes

Special marks of identification

A—APPROACH TO CUSTOMER

- 1-Department busy? Yes No
- 2-Prompt approach? Yes No
- 3-If not prompt—
 - a. Reasonable delay
 - b. Undue delay in approach
- c. If sp. present, recognized you as waiting customer? Yes No
- 4-If any delay was salesperson—
 - a. Arranging stock
 - b. Doing nothing
 - c. Talking with other salespeople
 - d. Busy with a customer
 - e. No sp. in evidence
- 5-Sp's. expression pleasant on approaching? Yes No
- 6-Sp. spoke first
- 7-Waited for you to speak
- 8-If sp. spoke first, quote greeting—

Was there any need to create desire or induce decision on purchased mdse.?

(If checked "No", do not answer Sections D & E)

D—CREATING DESIRE FOR MDSE.

- 1-Gave facts about mdse. without being asked? Yes No
- 2-Gave details on good qualities of mdse.? Yes No
- 3-Stressed benefits you would enjoy from mdse.-in-use Yes No
- 4-Mentioned advertising
- 5-Mentioned guarantee

E—INDUCING DECISION

- 1-If more than purchased mdse. shown, sp. made effort to center interest on favored items? Yes No
- 2-Justified price of purchased mdse.? Yes No
- 3-Answered questions satisfactorily? Yes No
- 4-Assured satisfaction? Yes No
- 5-Seemed confident of closing sale? Yes No

F—TRADING UP

No opportunity to trade up

- 1-Made effort to trade up on requested mdse.? Yes No
 - a. Offered larger size unit
 - b. Better quality mdse.
 - c. More than one of item
- 2-Actually showed this mdse.? Yes No
- 3-Stressed benefits to be enjoyed from more or better mdse.? Yes No

G—SUGGESTIVE SELLING

No opportunity to suggest

- 1-Suggested definite additional mdse. other than that requested? Yes No
 - a. Related to purchased mdse.
 - b. Same dept.—not related
 - c. In another dept.
- 2-Made only indefinite suggestion
- 3-If sp. suggested mdse. in own dept., was this mdse. shown? Yes No
- 4-Did. sp. stress benefits of buying suggested mdse.? Yes No
- 5-Quote the suggestion—

B—SECURING ATTENTION

- 1-Seemed glad to serve you? Yes No
- 2-Was requested mdse. in stock? Yes No
- 3-If not, did sp. attempt to fill your requirements? Yes No
 - a. Suggested a substitute
 - b. Offered to order item
 - c. Directed you to another dept.
- 4-Name item not in stock—
.....
- 5-Was sp. familiar with location of stock? Yes No
- 6-Familiar with prices? Yes No

Did you voluntarily select all mdse. from a display? Yes No

(If checked "Yes", do not answer Section C)

C—ESTABLISHING INTEREST

- 1-Procured mdse. quickly? Yes No
- 2-Showed wide enough assortment of mdse.? Yes No
 - a. Too much mdse. shown
 - b. Showed only items purchased
- 3-Showed mdse. pleasingly? Yes No
- 4-In selection of mdse. was sp.—
Helpful Indifferent

H—APPEARANCE OF SALESPERSON

- 1-Hair Neat? Yes No
- 2-Clothing neat? Yes No
- 3-Fingernails clean? Yes No
- 4-Was salesperson—
 - a. Chewing gum
 - b. Smoking on duty

I—APPEARANCE OF DEPARTMENT

- 1-Floor clean? Yes No
- 2-Mdse. neatly arranged? Yes No
- 3-Dept. well lighted? Yes No
- 4-Wdse. clean & fresh? Yes No

J—COMPLIANCE WITH STORE SYSTEM

- 1-System used—Register Book Cert.
- 2-If register used, was the register drawer—
Closed Open Could not observe
- 3-If system calls for receipt to customer—
Was receipt given on above purchase? Yes No
- 4-If receipt was given, was it—
In Package Handed to you Placed on counter
- 5-Was merchandise given to you—
After you paid Before you paid
- 6-Was the merchandise—
Wrapped Unwrapped
Factory wrapped Unwrapped on request
- 7-Did salesperson call back—
Amt. Sale? Amt. Tend? Change?
Yes No Yes No Yes No
No change required
- 8-Did sp. give you mdse. and change without unusual delay? Yes No

K—CLOSING & GENERAL PERFORMANCE

- 1-What did sp. say at close?
.....
- 2-Throughout the sale, was salesperson's attitude—
Alert? Yes No Patient? Yes No
- 3-Tone of voice pleasant? Yes No
- 4-Applied too little selling effort
- 5-Forced you too much

DEPARTMENT _____ SECTION _____

DATE _____ TIME _____ SHOPPER _____

RATING (Circle ONE number)

1. VERY UNFAVORABLE So that you would not return if you could possibly avoid it.
2. UNFAVORABLE so that you would prefer to go elsewhere.
3. NEUTRAL so that you would return, if convenient, but would not go out of your way to give your business to this concern.
4. FAVORABLE so that you would go somewhat out of your way to be a customer of this concern.
5. VERY FAVORABLE so that you would make a habit of going there for your needs.

1. APPEARANCE YES NO

Was salesperson's posture businesslike? _____
Was salesperson well groomed for business? _____

2. COURTESY

Was department busy? _____
Was salesperson prompt? _____
Was S.P. busy waiting on a customer? _____
Did S.P. wait on you at first opportunity? _____
Was salesperson pleasant? _____
Was salesperson attentive? _____
Did salesperson apologize for interruptions? _____
Did salesperson close sale graciously? _____

3. LOCATION OF STOCK

Did salesperson locate merchandise quickly? _____
Did salesperson know what mdse. was carried? _____

4. SHOWING OF MERCHANDISE

Did salesperson display mdse. effectively? _____
What price mdse. did salesperson show? _____

5. MERCHANDISE INFORMATION

Which of the following points stressed?
Value _____ Quality _____ Appearance _____
Fashion rightness _____ Serviceability _____
Suitability _____ Good Taste _____
Convenience _____ Comfort _____
Was sufficient information given? _____

6. SUGGESTIVE SELLING

Did salesperson suggest more than one unit? _____
Did salesperson suggest higher-priced mdse.? _____
Did salesperson suggest additional mdse.? _____
Did salesperson call attention to special sales in other departments? _____
Did salesperson give you an introductory card to another salesperson? _____

7. DELIVERY OF MERCHANDISE

Did salesperson suggest taking merchandise? _____
How did salesperson deliver merchandise? _____

EXPLANATIONS AND IMPRESSIONS

Salesperson Rating Form, Jordan Marsh and Company, Boston.



the wide use of these forms.

Preparatory courses for pupils proposing to enroll in the program.-- The opinions on the need for preparatory courses for pupils enrolling in the retail selling program leans heavily in their favor. Eight teachers indicated that they believed there should be a preparatory course while two teachers express the opposite opinion. Those that would have a preparatory course listed the following subjects as ones they would include in the course.

| | |
|---------------------------|-----------------------|
| Business Arithmetic | mentioned eight times |
| English | mentioned eight times |
| Introduction to Retailing | mentioned twice |
| Commercial Geography | mentioned twice |
| Bookkeeping | mentioned twice |

From the listing of subjects it seems that no real need of preparatory work was revealed but rather the weaknesses in the use of such fundamental processes as arithmetic and English. These deficiencies are not peculiar to pupils enrolling in cooperative selling programs but are general weaknesses that have been uncovered by many studies of pupils in the 11th and 12th grade of commercial high schools throughout the country.^{1/} The need therefore can not be for preparatory courses

^{1/} Frederick G. Nichols, "Commercial Education in the High School", D. Appleton-Century Company, Inc., New York, 1933.

but rather for renewed emphasis upon those basic processes that will equip the pupil for life in general.

We must keep uppermost in our minds that the primary function of the retail-selling teacher is not the teaching of such basic subjects as arithmetic and English but rather the use of these processes to develop well-rounded salespersons. We do not believe that there exists a commercial high school where such fundamental subjects as arithmetic and English are not offered in the ninth and tenth grades.

Home work requirements.-- Out of the ten teachers responding to this query one declared that there was no homework required of the pupils, three teachers indicated that there was a negligible amount and the rest gave regular daily or weekly assignments that took from ten minutes to one hour daily. When we consider that the average school and work activity for pupils in the programs is over forty-four hours weekly, one hour of daily home work seems to put an unwarranted load upon the pupil.

A moderate amount of homework 1/ is a necessary adjunct to cooperative retail training. It serves to crystallize and integrate school and work activity, it places necessary emphasis upon school learning, it

1/ About 15 minutes to 30 minutes daily, which may be supervised study in school.

furnishes evidence of serious intent and affords one of the means by which the pupils' work can be evaluated.

Determinants in the selection of the cooperating store.-- Many factors are involved in the selection of a cooperating store and even though high standards of selection are maintained, economic conditions may make it expedient to modify and adjust them in order to keep the program alive. However, it is difficult to conceive that in normal times the basis for selection of a cooperating store is its size as reported by two programs when such aspects as store ethics and prospects for permanent employment after training are elements that bear greater weights. Genuine interest in the training program and full cooperation by the store are two more highly significant reasons for store selection. Table IX tabulates the things considered by teachers in selecting a cooperating store.

Table IX. Determinants in the Selection of a Cooperating Store.

| Rank | Factors | Frequency of Mention |
|------|--|----------------------|
| 1. | Prospects for permanent employment in the store after training | 8 |
| 2. | Full cooperation from the store ... | 8 |
| 3. | Working conditions in the store ... | 7 |
| 4. | Store ethics | 4 |
| 5. | Prestige | 2 |
| 6. | Proximity | 2 |

... of various factors and efforts one of
 the means by which the quality work can be evaluated.
Parameters in the Selection of a Cooperative
 ... -- Long factors are involved in the selection of a
 cooperating store and even though this standards of
 selection are explained, somewhat conditions may arise
 it expected to modify and adjust them in order to keep
 the program alive. However, it is difficult to conceive
 that in normal times the basis for selection of a
 cooperating store is also as reported by the pro-
 gram when such aspects as store status and programs
 for government equipment after training are discussed
 that bear greater weight. Genuine interest in the
 training program and full cooperation by the store are
 two more highly significant reasons for store selection.
 Table IX tabulates the factors considered by teachers in
 selection a cooperative store.

Table IX. Parameters in the Selection of a Cooperative
 Store.

| Rank | Factors | Frequency of Mention |
|------|--|-------------------------|
| 1. | Prepared for part-time employment in the store after training | 8 |
| 2. | Full cooperation from the store | 7 |
| 3. | Working conditions in the store | 7 |
| 4. | Store status | 4 |
| 5. | Training | 3 |
| 6. | Proximity | 3 |

In the organization of a cooperative selling program in Millville, New Jersey, the following was set up as store requirements:^{1/}

1. They must have a recognized standing in the community.
2. They should accept the plan for the advantages it has for them as well as for the school and pupils, and not regard it as philanthropy on their part.
3. Those that are so organized as to be able to absorb the part-time pupils upon the completion of the course.
4. Those who are willing to agree to the following:
 - a. To rotate cooperative pupils through the various phases of the work of the store.
 - b. To pay wages on the scale fixed for full-time inexperienced workers.
 - c. Not to employ pupils on full-time until they are graduated except with the consent of the school authorities.
 - d. To join in conferences with other firms and school representatives for the discussion of immediate problems.

^{1/} Murray Banks, "Establishing Store Relationships for a Cooperative Program of Distributive Education", Industrial Arts and Vocational Education (November, 1943) Vol. 32, No. 9, p. 28.

e. To give the directing agencies permission to inspect the work of pupils in the store or in the office.

f. To make periodic reports to the proper authorities on the work of each individual pupil worker.

Outstanding pupil deficiencies.-- The outstanding pupil deficiencies as reported and ranked by the programs were:

1. Low average intelligence.
2. Weak command of the fundamental processes.
3. Lack of initiative.
4. Personality failings.

These facts relate to the condition revealed earlier in this paper, namely commercial high school seniors in general show weaknesses in their knowledge of fundamental processes and have specific failings in personality and set in a lower intelligence level than academic pupils. An especially meaningful comment on this last-mentioned failing is made by Dr. Nichols:^{1/}

"Occupational intelligence will not result from the study of a single subject like principles of business organization and management, or commercial law, or economics, or salesmanship, or commercial geography. It should result from the use of the subject matter of all of these and other subjects properly integrated in a business training program which squares with sound principles of vocational training Office practice and retail selling classes afford concrete situations which can be made to yield their fair share of occupational understanding while at the same time creating skills essential to employment."

^{1/} Frederick G. Nichols, Commercial Education in the High School, D. Appleton-Century Company, New York, 1933, p.234.

A vital aspect is revealed in one school;^{1/} here an outstanding pupil deficiency was noted as English; a clarifying comment that pupils were "80 per cent from foreign parentage" uncovers the importance of adjusting all the factors involved in the set-up and operation of a well-balanced retailing program. This same program found that its pupils avoided responsibility and attributed it to "the spirit of the day".

There exists the probability that during this war emergency effort is being made to maintain the number of pupils in the program rather than the quality of the pupils. This seems natural for with the progressive dropping off of pupils' enrollment many programs face extinction, while those programs which manage to hold their enrollees through the war will not be confronted with the hazards that accompany their reinstatement. However, if the type of pupil is allowed to go beyond certain minimum standards the resultant repercussions may adversely affect the value and hence the life of the remaining programs. Many merchants are today, for the first time, accepting cooperative trainees; the impression formed by these first contacts may forever antagonize them against retail-training programs. We

1/ East Boston High School

must therefore hold to certain minimum standards with greater tenacity than ever before. No matter what the implication, it may be better to discontinue the program than to turn out a product that can not "do the job" or is not able to meet minimum standards.

Subjects with which the pupils have the most trouble.-- The subject most frequently mentioned as the one with which the pupils have the greatest difficulty was Arithmetic in six programs, English in six programs and Textiles in three programs. One teacher listed Merchandising as being the most difficult subject for the pupils in her program.

Apparently Arithmetic and English are subjects that present outstanding difficulties to the pupils in cooperative selling; it may therefore be wise to analyze and identify the specific troublesome elements within these subjects with a view towards rebuilding and reorganizing the teaching methods and materials to correct the weaknesses.

Precious little work has been done as far as testing procedures in cooperative-retail programs. This need of valid testing material and technique may prove an invaluable aid to cooperative selling teachers. Donald K. Beckley makes a worthwhile observation 1/ when he says:

1/ Donald K. Beckley, "Building an Achievement Testing Program for Retail Training", The Journal of Business Education (October, 1943) p. 17.

"Relatively little attention has been given to the construction of tests of students' performance in retailing, as contrasted with the more vigorous efforts made to improve teaching materials in this field during the past few years. Thus, although we have greatly improved the retailing curriculum, we still do not have the tools for finding out how far a student has progressed in certain directions, we do not know how much he knows about a particular subject or the field as a whole, and we do not have the means for identifying his weak and strong points."

In many schools there exists the possibility that the various subjects offered prior to the advent of the cooperative-selling program were fitted as they existed into the new retail selling course with no alteration of content or method. These subjects are ill-suited to retail selling either through commission or omission and may contribute to the pupils' confusion and failings. The course, subjects, topic and each sub-topic should either generally or specifically contribute to the pupil's knowledge and skill required of him in the work situation. No offering can be justified unless it does just that. True vocational training should not tolerate the inclusion of subjects on the basis of their adding to the cultural background of the pupil, not that retail selling methods are devoid of cultural aspects, but the course of study can not stray from the primary objectives and be practical.

Problems in the programs.-- In almost every case the schools listed "immaturity of pupils" as a problem

in their program. Two programs reported a lack of teaching material as problems and one school found some difficulty with supervision and control. Significantly two schools out of the Boston area indicated articulation of school to store work as their problem. In Boston the commercial coordinator relieves the teacher of the burden of maintaining cooperative store relations, supervising and coordinating the school work with the store work, In other places there exists quite a task and a demand upon the teacher's time when we realize that cooperating stores are often widely scattered and these additional duties of the coordinator are required of the teacher. Student-working activities are such that the teacher can not for the most part see the student at work or consult his employers until after an elapse of time. Occasionally we find the academically-trained teachers as well as school administrators are not in sympathy with the cooperative training. These conditions make it difficult to set up a class schedule in such a manner as to make it possible for the pupil to be at the store when he is wanted by the merchant. Some merchants do not care to cooperate because they feel there exists a certain amount of interference with their business, since the school is continually checking up on the working activ-

ities of the pupil to see that the experience which he is receiving is worth while and in accordance with the agreement between the school and store.

Each school indicated one or more problems in its program; this is gratifying since the program that can exist without any problems is either in a false cooperative situation or its administrators are flagrantly indifferent.

Estimates of the State Department of Education's requirements and standards.-- In the opinion of six teachers the State Department of Education's standards and requirements are well suited to the objectives of the program. We find one respondent who felt that they were allowing a free and too wide choice of subjects, while three teachers signified that the standards and requirements were lacking only in minor respects.

In all there appears reasonable evidence that the State Department of Education's standards and requirements are well suited to the objectives of the program and exercise a guiding influence rather than rigid direction.

Opinions on teaching materials and methods.-- According to the information submitted, existing methods and materials were found to be fully adequate in three cases; none said that they were inadequate. Three schools noted the need for new and additional work in this field and one replied that the materials and methods needed

revision and reorganization, while two indicated that existing materials and methods meet most situations. A pertinent observation was made by one teacher 1/ to the effect that "no matter how much teaching material is on hand new material and methods should occur every year." In conclusion we can say the nearer the methods and materials come to the true vocational situation the greater will be the values that emanate from cooperative selling plans. All material must necessarily be based upon the real work activity and the methods selected from the proven groups with successful records.

Aspects in the programs that need improvement.--

Four schools recorded pupil selection as a phase of their program that needed improvement. Three other programs indicated cooperative and reciprocal work on the merchant's part as an improvable phase and three schools named "content, materials and methods" as the aspects that could be improved. Two programs stated "articulation and coordination of school with store work" as their improvable aspects. Here again all this tends to show a rather healthy condition being present in the programs. If no improvable aspects were evidenced in the main portion of the reporting programs we would have to view with alarm either the complacency or the indifference of the programs' administration.

1/ Alice M. Falvey, East Boston High School.

Future outlook.-- Many surveys have shown the importance of retail-selling training by the pupils' employability and success on the job. Merchants today are in cooperative and enthusiastic accord with the objectives of the program.

Retail-selling programs as part of distributive education have built for themselves a firm foundation and even though the war conditions have somewhat hampered their development their values to all parties have been fully recognized and sharply defined. Norris A. Brisco, Director of New York University School of Retailing, sums up the future of distributive education in the following words:1/

"Merchants have taken a greater interest in training. The labor shortage has caused merchants to look with favor upon the employment of high-school students. They are realizing that high-school students in the later 'teens' can be helpful and have a place in the average store This trend is bringing merchants, teachers, and school administrators to a better understanding of one another and is working to a greater advantage in making distributive education a real necessity in training for store employees my first doubt as to the future of the distributive educational system has been changed to one of great faith in its success in the future. There is in my mind no need of fear as to its need and its necessity is becoming so well established that its future does not depend upon government assistance, but if the latter should fail, merchants would not only insist upon its continuance but would gladly and willingly finance it.

1/ Norris A. Brisco, "Problems Concerning the Teaching of Distributive Education", Eastern Commercial Teachers' Association Yearbook, 16:280-290-291.

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For A. Brisco, "Problems Concerning the Teaching of Distributive Education", National Commercial Teachers' Association Yearbook, 1930-1931.

"In conclusion I may repeat that the distributive-educational system was ushered in with great doubt as to its future, but through the excellent work of the leaders in this field and their ability to make programs and courses fundamental and practical, it has been established as a sound educational asset in the field of distribution."

Those now engaged in and we who are concerned with distributive education know that with the termination of the war this vital phase of vocational education will assume its rightful and potent place among the family of vocational courses which truly prepares the individual for the job.

Post-war planning for distributive education.--

A great deal of time and money is now being spent in planning and evolving future projects based upon the needs of returning servicemen. Distributive education, like other vocational courses, is identifying itself with this trend. The need for this kind of thinking and planning is of inestimable value, but these plans, projects, schemes and ideas are for the most part based upon the premise that post-war conditions, economic, social, political and educational can be prophesied with detailed accuracy. The planners have therefore proceeded to set up specific action and minute directions to take care of any and all contingencies within these categories. All this amounts to the building of a custom-tailored suit for the individual

that even the most profound prognosticator can not create.

For one thing no one can at this point foretell the end of the war or know what changes will be wrought before its end. Neither can anyone estimate or predict with any degree of validity the returning serviceman's ideas about his own welfare and what he intends to do about it.

We must remember that comparisons based upon the short World War I can not hold because we will have approximately 12 million men in uniform before long against a comparatively small group of $3\frac{1}{2}$ million men in 1918. The returning servicemen in the first World War were on the average younger and educationally not so well equipped as the present day servicemen.^{1/} All these facts point to the probability that these men will assert themselves with greater vigor and intelligence than many people think they will exhibit. What we now believe is best for them is not necessarily what they will accept with perfect accord. The returning men will not be all moldable boys but a huge cross-section of every segment of our society and no matter how carefully and efficiently we devise our rehabilitation plans these men will want to examine and adjust them in the

^{1/} In 1910, 12 per cent of the people of high school age were in high school; in 1920, 20 per cent of this group were in the high schools, and in 1940 we find 75 per cent of the country's teen-age individuals there.

light of their own conceptions. How they will think, what they will want, their processes of mental and social adjustment are the pieces that are now missing from our skillful and cleverly constructed mosaics.

Yes, we must have post-war plans, but let us not delude ourselves into believing that we can concoct the panacea for a nebulous malady.

The armed forces represent the pick of our society in ability, intelligence, vitality and progressive thinking and there is no reason to believe that these attributes will vanish upon demobilization.

Let us therefore show in our plans an appreciation of these missing representations and hold the projects in partial abeyance until they can include the full participation from those for whom they were designed.

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STUDENT COOPERATIVE EDUCATION PROGRAMS
SALARY PROGRAMS IN VOCATIONAL

Name of parent attending this year _____
Official position _____
Name of school _____
City or town _____

APPENDIX D.

PART I. Goals and Organizational Facts.

1. When did your representative-cooperative-educational program start? Date _____
2. Enrollment by years. Please insert the number of pupils enrolled in your representative-cooperative-educational program in each of the following years:

| Year | Male | Boys | Total |
|------|-------|-------|-------|
| 1959 | _____ | _____ | _____ |
| 1960 | _____ | _____ | _____ |
| 1961 | _____ | _____ | _____ |
| 1962 | _____ | _____ | _____ |
| 1963 | _____ | _____ | _____ |
| 1964 | _____ | _____ | _____ |
| 1965 | _____ | _____ | _____ |

State length and term of the program, please check (✓) _____

- | | | | |
|---|--------------------|-----|----------------------------------|
| | <u>Length</u> | | <u>Term</u> |
| 1 | 1. One year study. | [] | Alternating |
| 2 | 2. Two year study. | | Short-term |
| | | | Other variation (please name it) |

3. Has there been a change in the length of the representative-cooperative-educational program since its start? please check (✓) _____

- a. Changed from one year to two years.
- b. Changed from two years to one year.
- c. There has been no change.
- d. Other variation please identify: _____

4. If either Part of this was checked, why was the change in the length of the program made? _____

NOTE: Please use the bottom of these pages for further comments and explanations.

INQUIRY CONCERNING REIMBURSABLE-COOPERATIVE-RETAIL-SELLING PROGRAMS IN MASSACHUSETTS

Name of person checking this list _____
Official position _____
Name of school _____
City or town _____

PART I. Origin and Organizational Facts.

- A. When was your reimbursable-cooperative-retail-selling program started? Date _____ 19 .
- B. Enrollment by years. (Please insert the number of pupils enrolled in your reimbursable-cooperative-retail-selling program in each of the following years.)

| <u>Year</u> | <u>Girls</u> | <u>Boys</u> | <u>Total</u> |
|-------------|--------------|-------------|--------------|
| 1937 | _____ | _____ | _____ |
| 1938 | _____ | _____ | _____ |
| 1939 | _____ | _____ | _____ |
| 1940 | _____ | _____ | _____ |
| 1941 | _____ | _____ | _____ |
| 1942 | _____ | _____ | _____ |
| 1943 | _____ | _____ | _____ |

- C. The length and form of the program, please check (✓).
- | | |
|------------------------|--------------------------------------|
| <u>Length</u> | <u>Form</u> |
| () 1. One-year study. | () Alternating |
| () 2. Two-year study. | () Short-unit |
| | () Other variation (please name it) |

- D. Has there been a change in the length of the reimbursable-cooperative-retail-selling program since its start? Please check (✓).
- () 1. Changed from one year to two years.
 - () 2. Changed from two years to one year.
 - () 3. There has been no change.
 - () 4. Other variation (please specify). _____
- Year of change, date _____ .

E. If either D-1 or D-2 was checked, why was the change in the length of the program made?

NOTE: Please use the backs of these pages for further comments and explanations.

- () 1. The program can be completed in one year.
 () 2. The program can not be completed in one year.
 () 3. The program was extended because of manpower shortage.
 () 4. The program was shortened because of the immaturity of the 11th-year pupils.
 () 5. Other reasons (please state). _____

F. Has there been a change in the form of the program? Please check ().

- () 1. Changed from alternating to short-unit.
 () 2. Changed from short-unit to alternating.
 () 3. There has been no change.

Year of change, date _____.

G. If either F-1 or F-2 was checked, please indicate the reason for the change in the form of the program.

- () 1. The merchants' needs and requests.
 () 2. There is a greater problem of supervision and control under the alternating plan.
 () 3. The short-unit plan curtails the store experience for the pupils.
 () 4. The size of the class.
 () 5. An increased burden upon the pupil under the short-unit plan.
 () 6. The short-unit plan provides an immediate tie-up between the school and the work experience.
 () 7. Other reasons (Name them) _____

H. Hours of school and work if part-time plan.

| Day | Classes Begin A.M. | End | Work Begins | Ends |
|--------|--------------------|-------|-------------|-------|
| Mon. | _____ | _____ | _____ | _____ |
| Tues. | _____ | _____ | _____ | _____ |
| Wed. | _____ | _____ | _____ | _____ |
| Thurs. | _____ | _____ | _____ | _____ |
| Fri. | _____ | _____ | _____ | _____ |
| Sat. | (Work) | _____ | _____ | _____ |

I. Is the number of pupils allowed to enroll in your program limited?

- () 1. Yes. () 2. No.

J. If you have checked I-1 why do you limit them?

- () 1. The number of work positions available.
 () 2. The limited school facilities.
 () 3. The high standards of selection by the school.
 () 4. The high standards set by the cooperating merchants.
 () 5. The parent's objections
 () 6. Pupils not interested
 () 7. Other reasons, specify. _____

K. How does the information about the program become accessible to the pupils?

- 1. Only from other students.
 - 2. Through a regular guidance program.
 - 3. From school publications and other periodicals.
 - 4. Assemblies and group meetings.
 - 5. Other sources, (please list) _____
-

L. Please check any of the following factors which determine the eligibility of the pupils for the reimbursable-cooperative-retail-selling program in your school.

- 1. The chronological age (state minimum _____)
 - 2. The school grade (state _____)
 - 3. The school marks (state minimum _____)
 - 4. The intelligence quotient (state minimum _____)
 - 5. Selection by the supervisor.
 - 6. Selection by the merchant.
 - 7. Selection by a committee of merchants and teachers.
 - 8. Pupils' option.
 - 9. Other factors (please list) _____
-

PART II. Content, Methods and Materials.

A. Is there a preparatory curriculum at your school for cooperative-retail selling?

- 1. Yes.
- 2. No.

B. If A-1 is checked, please mark the subjects it includes. (Please exclude the subject or subjects that are required of all pupils regardless of whether or not they are enrolled in your reimbursable-cooperative-retail-selling program.)

- | | |
|---|---|
| <input type="checkbox"/> 1. Elementary business training or junior business training. | <input type="checkbox"/> 10. Art-color. |
| <input type="checkbox"/> 2. Related sciences. | <input type="checkbox"/> 11. Commodity studies |
| <input type="checkbox"/> 3. Business arithmetic. | <input type="checkbox"/> 12. Public speaking. |
| <input type="checkbox"/> 4. Retail bookkeeping. | <input type="checkbox"/> 13. Physical training. |
| <input type="checkbox"/> 5. Elementary economics. | <input type="checkbox"/> 14. Business ethics. |
| <input type="checkbox"/> 6. General Salesmanship. | <input type="checkbox"/> 15. Typewriting. |
| <input type="checkbox"/> 7. Elementary retailing. | <input type="checkbox"/> 16. Retail selling. |
| <input type="checkbox"/> 8. Commercial history, | <input type="checkbox"/> 17. Commercial geography |
| <input type="checkbox"/> 9. Personal development | <input type="checkbox"/> 18. Others (list) _____ |
-

- C. Please indicate the subjects which make up your cooperative-retail-selling program. Please check ().
- () 1. English and oral expression.
 - () 2. Salesmanship and retail selling.
 - () 3. Business and store arithmetic.
 - () 4. Store management and organization.
 - () 5. Commodity studies.
 - () 6. Advertising and display.
 - () 7. Personal development.
 - () 8. Economics of retailing.
 - () 9. Current events
 - () 10. Commercial history.
 - () 11. Economic geography.
 - () 12. Public speaking.
 - () 13. Typewriting.
 - () 14. Bookkeeping.
 - () 15. Art-color-design.
 - () 16. Hygiene.
 - () 17. Physical training (Gym.).
 - () 18. Business law.
 - () 19. Others (list) _____
-

- D. Which of the following store activities are not covered in your curriculum? Please check ().
- () 1. Display.
 - () 2. Showcard writing.
 - () 3. Advertising.
 - () 4. Store bookkeeping.
 - () 5. Sales-event planning.
 - () 6. Sales analysis.
 - () 7. Store management.
 - () 8. Personnel relations.
 - () 9. Customer relations.
 - () 10. Wrapping
 - () 11. Cashiering.
 - () 12. Competition analysis
 - () 13. Store-traffic building.
 - () 14. Records and forms.
 - () 15. Store policies and rules.
 - () 16. Store layout.
 - () 17. Store machines and devices.
 - () 18. Merchandise checking and marking.
 - () 19. Store language and retail terms.
 - () 20. Store arithmetic
 - () 21. Selling.

Comments _____

E. What method or methods do you use in presenting the subject matter? (Please rank in the order of their most frequent use, -i.e. 1,2,3.)

- () 1. Class discussions of the problems encountered by the pupils in their work activity.
- () 2. Text assignment and subsequent class discussion.
- () 3. Written reports submitted by the pupils of real work situations that are analysed and discussed in class.
- () 4. Lecture and demonstration by the teacher.
- () 5. Demonstration sales by the pupil.
- () 6. Demonstration sales by the teacher.
- () 7. Lectures by the teacher.
- () 8. Assignment of problems.
- () 9. Merchandise manuals built by the pupils.
- () 10. Addresses by the businessmen, the store managers, the personnel directors and others.
- () 11. Other methods _____

F. Which of the following materials are used in your program?

- () 1. Texts, name them.
 For Selling _____
 For Store Organization _____
 For Commodity Study _____
 For Advertising and Display _____
- () 2. Syllabus or outline.
- () 3. Buyers' manuals and specifications.
- () 4. Manufacturers' literature.
- () 5. Government bulletins.
- () 6. Trade periodicals (name them) _____
- () 7. Merchandise manuals (name them) _____
- () 8. Laboratory (school store or dummy store).
 (Underline)
- () 9. Others _____

G. If you have a demonstration laboratory does it contain the following?

- () 1. Cash register.
- () 2. Mechanical store devices.
 Please specify _____
- () 3. Display material. _____

E. On what basis is a cooperating store selected?

- 1. Proximity.
- 2. Size
- 3. Prestige.
- 4. Store ethics.
- 5. Personnel employed.
- 6. Working conditions in the store.
- 7. Reimbursement to workers.
- 8. Methods and systems of the store.
- 9. Prospects for permanent employment in the store after training.
- 10 Full cooperation from the store.
- 11 Others _____

F. Do you find any outstanding deficiencies in your pupils? (If so, please rank in the order of their importance.)

- 1. Low average intelligence.
- 2. Lacking in the command of the fundamental processes.
Please specify _____
- 3. Personality failings. (Please specify) _____
- 4. Lack of initiative.
- 5. Avoidance of responsibilities.
- 6. Others (name them) _____

G. Please list the subjects and the topics within the subjects with which the pupils have the most trouble. (List only the most conspicuous-and please rank.)

- 1. _____ 3. _____
- 2. _____ 4. _____

H. Please indicate which of the following are the problems in your program. Please rank in the order of their importance, i.e., 1, 2, 3.

- 1. Store cooperation.
- 2. Lack of materials and teaching methods.
- 3. Limited experience for the pupil on the job.
- 4. Exploitation by the merchants.
- 5. Articulation of school work to store work.
- 6. Supervision and control.
- 7. Limited store positions available.
- 8. Immaturity of pupils.
- 9. Lack of interest on the part of candidates for the program.
- 10 Overlapping and repetition of subject matter.

I. Do you feel that the requirements and standards set up by the State Department of Education are-

- () 1. Confining.
 () 2. Allowing a free and too wide a choice of subjects.
 () 3. Well suited to objectives of program.
 () 4. Not correlated to needs of program.
 () 5. Lacking only in minor respects.
 () 6. Comment _____
-

J. What do you think about the teaching materials and methods?

- () 1. Fully adequate.
 () 2. Inadequate.
 () a. Needs revision and reorganization.
 () b. Needs integration and coordination.
 () c. Needs new and additional work.
 () 3. Meets most situations.
 () 4. Additional explanation _____
-

K. Would you say that the program gives the greatest benefits to (Please rank in the order of their importance, i.e. 1,2,3.)

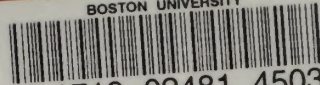
- | | |
|-------------------|-------------------|
| () 1. Pupils | () 3. Community. |
| () 2. Merchants. | () 4. Parents. |
| | () 5. School. |

L. Which of the following aspects in your cooperative-retail-selling program do you feel needs improvement. Please rank in the order of their importance.

- | | |
|--|-----------------------------------|
| () 1. Pupil selection for cooperative training. | () 5. Supervision and control. |
| () 2. Content, materials and methods used in programs. | () 6. Planning for future needs. |
| () 3. Cooperation and reciprocal work on the merchant's part. | () 7. Teaching personnel. |
| () 4. Articulation and coordination of school and store work. | () 8. Others _____ |
| | _____ |
| | _____ |
| | _____ |
| | _____ |

Your early return of this inquiry form will be appreciated.

BOSTON UNIVERSITY



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