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A study of the cooperative-training programs in retail selling in the high schools of California, Oregon, and Washington.

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Thesis

A STUDY OF THE COOPERATIVE-TRAINING PROGRAMS
IN RETAIL SELLING IN THE HIGH SCHOOLS OF
CALIFORNIA, OREGON, AND WASHINGTON

Submitted by

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Sincere appreciation is expressed
to Professor Lester I. Sluder for
his guidance, encouragement, and
interest in this study.

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CHAPTER I

INTRODUCTION TO THE PROBLEM

Statement of the Problem

The purpose of this study was to determine the current practices, trends, and problems found in the cooperative-training programs in retail selling in the public high schools of the states of California, Oregon, and Washington.

Analysis of the Problem

In order to clarify the purposes of this study, the following subordinate problems were formulated:

1. To determine the practices followed in considering students for participation in the cooperative-training programs
2. To determine the curriculum content of the cooperative-training programs in retail selling
3. To determine the methods used in presenting the subject matter to students enrolled in the cooperative-training programs
4. To determine the problems that arise in conducting the cooperative-training programs
5. To determine present trends and their implications for improvement of the cooperative-training programs
6. To determine the aspects of the cooperative-training programs which the teacher-coordinators feel should be improved

Delimitation of the Problem

This study was limited to the cooperative-training programs in retail selling in the public high schools of California, Oregon, and Washington. Private schools, academies, and parochial schools were not included in this study.

This study is not concerned with general high school courses in salesmanship nor with courses in evening schools.

The only cooperative-training programs in retail selling which were included in the study were those programs subsidized by federal aid through the George Bardon Act. This study includes only those programs in which the pupils attended classes in school and worked part time in a retail-selling position.

Definitions of Terms

The following terms which have special connotations in the area of distributive education are defined by two authorities in the field.

Kenneth B. Haas¹ presented the following definition of distributive occupations:

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

- 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.

Haas² also defined a teacher-coordinator as follows:

A teacher-coordinator of distributive education is one who regulates, adjusts, harmonizes, and combines formal school instruction with actual job experiences, so that both have approximately the same rank and motivating power in the educational process for efficient work and life values.

Harvey A. Andruss³ explained the meaning of cooperative part-time education as follows:

Cooperative part-time education is primarily a part of the secondary school program which provides an opportunity for high school boys and girls, who are still regularly enrolled in school, to obtain practical training and experience in business offices, shops, or stores, before completing their high school courses. . . . Cooperative part-time education is organized for the purpose of vitalizing and improving regular classroom instruction. It combines theoretical and practical training before the student enters full-time employment.

¹Haas, Kenneth B., Distributive Education, The Gregg Publishing Company, Boston, 1949, p. x.

²Ibid, p. xi.

³Andruss, Harvey A., Better Business Education, The Gregg Publishing Company, Boston, 1942, p. 89.

Justification of the Problem

A great need exists for well-trained distributive workers. The United States Office of Education states that more than 600,000 youths enter the distributive field each year and that only a small percentage of these new workers receive the preparation and training necessary for success on the job.

John W. Ernest⁴ made the following observations as to the number of people engaged in the distributive field:

In 1940 over 10 million people were occupationally engaged in trades and services, and they were responsible for distributing an annual output of 70.8 billion dollars of goods and services. One out of every four of the U.S. working population was in a distributive field.

When considering the great number of people engaged in distributive occupations, the importance of training given on a cooperative part-time basis becomes apparent.

More and more educational literature is being devoted to discussions and reports on this type of training. School officials, merchants, parents, and students are becoming more interested in this type of training, and realize now more than ever the relative merits of it.

Haas stated the importance of training for distributive occupations in the following paragraph:

It has been shown by repeated studies that a very large percentage of students who take jobs

⁴Ernest, John W., "The High School Merchandising Program--the Business Community's Big Need," The National Business Education Quarterly, vol. 15, October, 1946, p. 37.

upon graduation in normal times go into some type of distributive work. It has been recognized and frequently acknowledged that one of the most important functions of the school is to prepare the boys and girls to 'do better what they will do anyway.' . . . Is any school, then, operating in the best interests of its students and community if it neglects to contribute in some measure to a more adequate preparation of its students for work that will be available to them and that they will seek?⁵

This study should be of value to those school administrators who are planning cooperative-training programs for their communities. Students and parents will also gain a clear understanding of the possibilities of and the preparation for a career in retail selling. Teacher-coordinators should find it of value in appraising their own programs. Merchants, publishers, and research workers might also find helpful information and assistance. It is hoped that this study will present a clear understanding of this type of education which is becoming more and more a definite part of the curriculum of the public schools of the United States.

⁵Haas, op. cit., p. xv.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

Review Of Related Literature

Because distributive education is comparatively new, much has been written concerning the value and need of distributive education. The first half of this chapter is devoted to an analysis of the literature in the field. The second half of this chapter is concerned with research studies which have been made in the field of distributive education. Summaries of studies made of cooperative-training programs in other areas of the United States are included in this chapter.

Herbert A. Tonne¹ points out that only as learning is made real by actual work experience can it be said that learning is actually education. He makes the following comments about cooperative training:

Cooperative training makes a substantial contribution to learning for it gives the teacher an opportunity to utilize actual working conditions as a means of judging the immediate value of classroom learning. Cooperative training, as a form of work experience, is simply a renewed effort at achieving an old teaching objective. The more nearly learning is acquired in the form under which it will be used, the more likely it is to be real learning rather than the mere form of learning.

¹Tonne, Herbert A., "Work Experience and Cooperative-Training Programs," The Journal of Business Education, vol. 22, October, 1946, pp. 7-8.

Thus, cooperative training is a valuable aid to better learning. It provides the student with actual work experience and makes his training more meaningful to him.

Harl R. Douglas² made the following comment regarding work experience:

Work experience is a very valuable part of the experience that young people need if they are to mature properly. A great many young persons, perhaps the majority, are so constructed that their social, emotional, and mental health and growth call urgently for work responsibility. To deny these demands is just as dangerous as to deny the demands of the body for essential minerals and vitamins.

Cooperative part-time education is a potent device for merging the work of the classroom with the work of the job. William E. Haines³ makes the following statement concerning the relationship of school work to on-the-job training:

The Classroom:

In the classroom the student acquires the tools with which to work. There the idealism of the American Way becomes a vital part of his training for citizenship. There he is guided toward goals of vocational usefulness. There he is trained in social attitudes and encouraged to develop his own powers to the greatest possible extent.

The In-Training Job:

Here theory and practice merged. Here youth meets an adult world. Here the findings of the employer can be translated into remedial classroom training. Here inexperience gives way to self-confidence under the sympathetic supervision of the employer.

²Douglas, Harl R., "Youth Needs Work Experience," The Business Education World, May, 1940, pp. 784-85.

³Haines, William E., "Organizing a Cooperative Part-Time Business Education Program," Fourteenth Yearbook, Eastern Commercial Teachers Association, 1941, p. 281.

Douglass⁴ had the following comment to make in regard to the need for the training of workers for distributive occupations:

During the five-year period just before the war, at least one out of every eight persons gainfully employed in the country was working in some type of distributive occupation. The number of new people entering these occupations each year is typically large. Undoubtedly this is to be explained by the large turnover of relatively young, inexperienced, untrained, and more often than not poorly paid workers. . . . Modern science and industrial efficiency have greatly reduced costs of production, but there have not been corresponding reductions in the costs of distributing goods and services.

Those who make studies of the large number of business failures are well acquainted with the fact that the costs of distribution are much higher than they should be. According to Haas⁵, fifty-nine cents of every dollar represents the costs of distribution.

The costs of distribution can be lowered eventually through a process of education beginning with better-trained workers. Through distributive education the services of distribution can be analyzed and improved, and, therefore, performed more economically and efficiently.

Mildred L. Boie showed the contribution cooperative training makes to good school and community relations in the following statement:

Cooperative vocational education shares with

⁴Douglass, Harl R., The High School Curriculum, The Ronald Press Company, New York, 1947, p. 543.

⁵Haas, op. cit., p. 3.

the citizens of the community knowledge of its goals. By including community businesses in its planning of vocational instruction, it shares its work with the community; by training young people for useful and needed work in the community, it serves the community; by helping to develop the abilities of individuals, it contributes to the citizens' welfare. Here is democracy in action.⁶

Strong⁷ pointed out the advantages and the need for cooperative training in retail selling to the merchants, to the school, and to the students in the following statement:

For Youth:

1. Provides occupational orientation and at least exploratory experience
2. Makes possible the acquisition of information and marketable skills
3. Provides realistic educational experiences
4. Establishes membership in the adult working community, with full privileges and responsibilities

For The School:

1. Relates theory to experience
2. Gives realism to the curriculum
3. Provides a definite relationship between the work of the school and that of the community

For The Community

1. Provides for close co-operation between the school and the community
2. Gives the community a greater appreciation of the value of the school to community life
3. Gains larger participation of the community in the education of its youth

⁶Boie, Mildred L., "Vocational Education, Democracy in Action," School Life, vol. 31, December, 1948, p. 5.

⁷Strong, Earl P., The Organization, Administration, and Supervision of Business Education, The Gregg Publishing Company, Boston, 1944, pp. 219-20.

Review of Related Research

In 1944, only twelve cooperative-training programs in retail selling were in existence in Massachusetts. These were studied by Harold E. Shapiro⁸. Among the significant findings were:

1. Far more girls were enrolled in the programs than boys.
2. In all schools offering the programs, the length of the training programs was one year.
3. A town with a minimum of 20 to 25 thousand in population can successfully support a training program in retail selling. However, larger cities are most likely to offer such a program, since the demand for store workers are more numerous and varied.
4. The number of pupils enrolled in each program varied from nine to 25 with four schools reporting between 20 and 25.
5. The aspects in the programs that needed improvement were pupil selection, cooperation and reciprocal work on the merchant's part, improvement of content, methods and materials, and greater coordination of school and store work.

In 1933, Glen Oscar Emick surveyed all the schools in the United States offering cooperative-training programs in retail selling. His study revealed:

1. Forty-three cities offered cooperative training in retail selling in the United States in 1933.

⁸Shapiro, Harold E., Part-Time Cooperative Retail-Selling Programs in the Secondary Schools in Massachusetts, Master's Thesis, Boston University, 1941, 112 pp.

2. Cooperative courses in retail selling are offered in cities of all sizes.
3. Local conditions may make a cooperative retail-selling course impracticable in the small cities, but, in most cities of above 50,000 population, training for retail-store service could be effectively operated.
4. Two years was most frequently mentioned as the length of the programs.
5. Thirty-two pupils comprise the median size of the class in retail selling.
6. The total enrollment in the programs throughout the United States was 9,508. This number appears small when, according to 1930 United States consensus data, more than 6,000,000 people were engaged in distributive occupations.
7. The content in all the courses was found to be the same and vocational in nature.
8. The problems most frequently mentioned in carrying on the coordinating activities related to a lack of time and a lack of cooperation on the part of the store.
9. A study of the methods followed in presenting the subject matter revealed that the methods most commonly used were those most closely associated with the actual store work of the students, such as a discussion of the problems encountered.⁹

Kenneth B. Haas reported on a study conducted for the purpose of evaluating the cooperative part-time training for retail store work. Thirty-two department-store merchants were interviewed in regard to the need for cooperative part-time store training, the value and efficiency of such

⁹Emick, Glen Oscar, "Cooperative Training in Retail Selling in the Public Secondary Schools," Vocational Education Bulletin 186, United States Department of the Interior, Office of Education, Washington, D.C., 1939, 195 pp.

training, the problems related to it, and its advantages and disadvantages to the merchant. Haas reported:

1. Thirty of these merchants believed that there is a definite need for cooperative training on the secondary-school level, and that cooperative training is more efficient than that offered on other bases.
2. The chief problems of the store are to secure the proper type of pupils, to find employment opportunities for them, and to arrange a satisfactory schedule between store and school.
3. The chief advantage of cooperative training to the merchant is a more careful selection of future full-time store personnel--upgrading of store workers.
4. The chief disadvantage of cooperative training to the merchant is that some of those selected for training are later found unsuited for store work. Other disadvantages cited by the merchants were local in nature and none was serious.¹⁰

Mauriello¹¹ conducted a survey in 1949 to determine the current practices, trends, and problems found in the cooperative-training programs in retail selling in the public high schools of New England. Her study included 25 of the 33 high schools offering such programs; all 25 of the programs were located in cities and towns over 5,000 in population. She reported that the number of girls who participated in the programs far exceeded the number of boys.

¹⁰Haas, Kenneth B., "Cooperative Part-Time Retail-Selling Programs," Vocational Division Bulletin 205, United States Department of the Interior, Office of Education, Washington, D.C., 1939, pp. 15-16

¹¹Mauriello, Dorothy M., A Study of the Cooperative-Training Programs in the High Schools of New England, Master's Thesis, Boston University, 1949, 110 pp.

She also found that 18, or 72 per cent, of the schools carried out the cooperative-training programs in retail selling in one year. Mauriello also discovered that the number of programs in New England is increasing steadily.

Other findings were:

1. Classes ranged in size from 12 to 40 pupils.
2. Hours spent at work and at school by the student were found to range from 35 to 57 hours per week.
3. Most teachers felt a need for a preparatory curriculum.
4. The short unit or nonalternating plan was used exclusively in the high schools surveyed.
5. Outstanding deficiencies found in pupils enrolled in programs were lack of initiative, lack of a command of English, lack of a command of basic arithmetic, and an unwillingness to accept responsibility.

Mauriello also listed the aspects of the programs which the teacher-coordinators felt needed to be improved. This list included selection of pupils, supervision and control, cooperation and reciprocal work from the merchants, materials used in the programs, and planning for future needs.¹²

Carpinone¹³ reported that the employment and testing procedures for initial employment in 135 retail dry goods, department, and specialty stores varied greatly. She found

¹²Ibid, p. 83.

¹³Carpinone, Nettie, A Study of the Testing and Employment Procedures Used for Initial Employment of Salespeople in One Hundred Thirty-Five Retail Stores, Master's Thesis, Boston University, 1949, pp. 44-50.

that the greatest single factor in determining the selection of the proper salesperson is the interview. The application form is another helpful method of judging salespeople. She also found that the scholastic record of the applicant had little influence in determining his employability, although the majority of personnel managers felt that a high school education was essential.

Fifty-nine per cent of the personnel managers believed that previous experience was of great importance; however, 60 per cent of these people considered retail selling in the high school of moderate importance.

Eighty per cent of the personnel managers felt that the outstanding personal factor desired in an applicant was personal appearance. This was followed by health and oral English.

Carpinone's study also indicated that 26 per cent of the stores surveyed have some sort of a testing program as part of their employment procedure. The Wonderlic Personnel Test and the Otis Intelligence Test are the most popular with the 35 stores where a testing program has been developed. Other tests used by stores included the Retail Arithmetic Worksample, the Minnesota Vocational Test, the Guilford-Martin Personnel Inventory, and other personality, arithmetic, and intelligence tests. Fifteen of the stores had developed their own tests which consist mainly of arithmetic problems.¹⁴

¹⁴Ibid, p. 46.

Lehman Murray¹⁵ sent a questionnaire to 134 high schools in Massachusetts concerning the growth and trends in teaching retailing. His findings reveal that a need exists for the teaching of retailing subjects in the high schools. Some of the more significant findings were:

1. Retailing subjects have not as yet attained the popularity and status of some of the other traditional business subjects.
2. The number of students enrolled in the retailing courses make up only a small percentage of the total school population despite the fact that one out of every five high school students enters the retailing field.
3. A definite correlation exists between the number of retailing subjects taught in the high school and the size of the city or town. In general, the larger the city, the more varied will be the number of retailing subjects and the larger the enrollment.
4. A definite trend prevails for the various schools in Massachusetts to incorporate retailing subjects within their study programs.

Reid¹⁶ conducted a study concerning the guidance services for distributive education programs in New England. She found that some of the occupational information services generally provided by guidance departments were visual aids, field trips to stores, elective retailing courses, and talks by successful distributive education graduates. The

¹⁵Murray, Lehman, A Study of the Growth and Trends of Teaching Retailing in the Secondary Schools of Massachusetts, Master's Thesis, Boston University, 1950, 103 pp.

¹⁶Reid, Margaret E., A Survey to Investigate the Most Desirable Guidance Services for the Distributive Education Programs of New England as Determined by the Teacher- Coordinators, Master's Thesis, Boston University, 1950, 74 pp.

counseling service considered as being of greatest value was cumulative personnel records. The referral of persons to available jobs was rated as one of the most valuable placement services. Other valuable services for the successful administration of the distributive education program was making use of classroom teachers in the counseling process and providing time to permit counselor-conferences with parents.

The literature and research findings indicate the importance of cooperative-training programs in retail selling. The research studies of Emick, Haas, Mauriello, Reid, Carpinone, Shapiro, and Murray have contributed much valuable information concerning the work being done in this field. These studies definitely point to a need for additional investigation in the field. By additional investigations in all areas of the United States, a better understanding of the need and value of the programs can be obtained. Also, through additional research of current practices and trends, improvement can be made in existing programs.

CHAPTER III

PROCEDURES

The following procedures were used in studying the cooperative-training programs in retail selling in the public high schools of California, Oregon, and Washington:

1. Literature and research studies related to cooperative training in retail selling were investigated to obtain a background for this study.
2. Personal interviews were conducted with supervisors, administrators, and teachers of distributive education programs. Other activities for obtaining a background for this study were attending lectures, and visiting classrooms where the programs were functioning.
3. The names of the state supervisors of distributive education in the states of California, Oregon, and Washington were obtained for the purpose of locating the cooperative-training programs in retail selling in the high schools of these states.

6. The state supervisors of distributive education in California, Oregon, and Washington furnished the names of the teacher-coordinators and the names of the high schools in which the cooperative-training programs in retail selling were operating.
7. A check list was constructed to obtain the following data on the cooperative-training programs in retail selling:
 - a. The number of years the cooperative-training programs had been in operation
 - b. The size of the city or town in which the program was being conducted
 - c. The total enrollment and the per cent of male and female enrollment
 - d. The plan of administering the programs and the reasons for changes in the plan if any had been made
 - e. The hours spent at school and at work by the students enrolled in the programs
 - f. The reasons for limiting enrollment in the cooperative-training programs in retail selling

- g. The factors which determine the eligibility of students for participation in the programs
- h. The bases for selecting a cooperating store
- i. The subjects included in the cooperative-training programs
- j. The methods used to present the subject matter of the cooperative-training programs
- k. The materials and textbooks used in the programs
- l. The factors which influenced the selection of teaching materials in the cooperative-training programs
- m. The means used to evaluate the student's store work
- n. The outstanding deficiencies found in the students enrolled in the cooperative-training programs
- o. The opinions of the teacher-coordinators as to the deficiencies which hinder the success of the programs

- p. The opinions of the teacher-coordinators as to the aspects of the programs which are in need of improvement
8. The check list and letter of transmittal were sent to the teacher-coordinators of cooperative-training programs in retail selling in the high schools of California, Oregon, and Washington.
 9. A follow-up letter with another copy of the check list were sent to the teacher-coordinators who failed to respond to the first check list.
 10. The responses of the teacher-coordinators to the check list were tabulated and analyzed.
 11. A summary and conclusions were formulated based upon the findings of the check list.

Procedures Used in Locating the Cooperative Training Programs in Retail Selling

A letter (Appendix A) was sent to B. Frank Kyker, Chief of the Business Education Service at the United States Office of Education, explaining the purposes of this study. Kyker, in return, sent a directory of persons in charge of distributive occupations education in the various states.

Letters (Appendix B) were sent to the state supervisors of distributive education in California, Oregon, and Washington requesting the names of the teacher-coordinators, the names of the high schools, and the cities in which the programs were located. It was learned from the replies to these letters that 52 high schools in California, Oregon, and Washington carried on the cooperative-training programs in retail selling. For a listing of the schools which carried on cooperative-training programs in these states, see Appendix G.

California had 11 programs of distributive education in its high schools; Oregon, 13; and Washington, 28. The total number of programs in retail selling in the high schools of these states was 52 at the time of this study.

Procedures Followed in Building the Check List

The check list used in this study was similar to the one used by Mauriello in her study of the cooperative-training programs in retail selling in the public high schools of New England.

The check list was studied in relation to the findings and conclusions of Mauriello's study in order to discover any weaknesses which should be corrected for an additional study. Copies of the revised check list were distributed to the members of the seminar for their comments and suggestions.

Using the suggestions of the members of the seminar, the check list was revised and mimeographed. See Appendix D.

A Brief Description of the Check List

The check list was made up of three sections. One section dealt with the organizational aspects of the programs; the second section was concerned with the content of the cooperative-training programs in retail selling; and the third section dealt with the evaluation of the programs by the teacher-coordinators. Although the check list consisted of six pages, the majority of the items could be answered by a check mark.

Percentage of Check Lists Returned

After a period of six weeks, approximately 32 replies were received by the writer in answer to the letter of transmittal (Appendix C). These replies constituted 62 per cent of the total.

A follow-up letter (Appendix E) accompanied by another check list was sent to the teacher-coordinators who failed to respond to the first check list. Eleven replies were received as a result. Thus, 82 per cent of all the teacher-coordinators contacted replied. For a listing of the schools included in this study, see Appendix F.

CHAPTER IV
RESULTS OF THE SURVEY

The data used in this study were based upon the responses of 43, or 82 per cent, of the teacher-coordinators of cooperative-training programs in retail selling in the high schools of California, Oregon, and Washington.

Organizational Aspects of the Programs

Table I shows the number of schools offering cooperative-training programs in retail selling according to the population of the cities in which the programs were located. The table also shows the age of the programs in relation to the population and the total number of programs which have been in operation one year, two years, three years or more, ranging to 14 years which was the longest period of time that any program had been in existence.

As indicated in Table I, the largest number of programs (15) were located in cities with populations between 5,001 and 20,000. The age of the cooperative-training programs in retail selling ranged from one year to 14 years, with the largest number of programs (8) being one year old. Seven

TABLE I

NUMBER OF SECONDARY SCHOOLS OFFERING THE COOPERATIVE-TRAINING PROGRAM IN RETAIL SELLING IN CALIFORNIA, OREGON, AND WASHINGTON ACCORDING TO POPULATION AND THE NUMBER OF YEARS THE PROGRAMS HAVE BEEN IN EXISTENCE

Programs	Population						Sum
	5,000 & under	5,001-20,000	20,001-50,000	50,001-100,000	100,001-250,000	Over 250,000	
1 year	3	1		1		3	8
2 years		3		2		2	7
3 years		2		1			3
4 "		2					2
5 "		2	2				4
6 "		1	1				2
7 "		1			1		2
8 "					1		1
9 "						1	1
10 "		1			3		4
11 "		2		1	1		4
12 "						1	1
13 "			1				1
14 "			1				1
No Reply			2				2
Total Programs	3	15	7	5	6	7	43

programs had been in existence for two years. Four programs had been in existence for five years and four had been in existence for ten years. Four programs had been in existence for 11 years. Only one program had been in existence for 14 years.

Table II reveals the number of programs included in the study grouped according to population and student enrollment. As indicated in this table, 11 schools had an enrollment which ranged from 16 to 20 students. Six schools had enrollments of from 26 to 30 students. Five schools had enrollments of from 21 to 25 students, and five schools also had an enrollment of from 11 to 15 students. One school had an enrollment of 150 in the program. This was the largest number of students included in any of the programs and it may well be noted that this school was located in a city with the population grouping of only 20,000 to 50,000. Another factor worth noting was that, in a city with a population of over 250,000, there was a program which included only 11 students. This can be attributed to the fact that this program had only come into existence in the past year. The mean number of students enrolled in the programs was 32 and the median number of students enrolled was 21.7.

The size of the distributive education classes increased slightly according to the size of the communities in which the programs were located.

TABLE II

NUMBER OF PROGRAMS IN CALIFORNIA, OREGON, AND WASHINGTON
GROUPED ACCORDING TO POPULATION AND STUDENT ENROLLMENT

Student Enrollment	5,000 & under	5,001-20,000	20,001-50,000	50,001-100,000	100,001-250,000	Over 250,000	Total Programs
0-10	1						1
11-15	1	3				1	5
16-20		6	1	1	3		11
21-25		2		1	1	1	5
26-30		1	1	2	1	1	6
31-35	1		1			1	3
36-40				1			1
41-45		1	1				2
46-50		2					2
51-55				1			1
56-60						2	2
61-65							0
66-70			1				1
71-75							0
76-80							0
81-85						1	1
Over 85			1				1
No Reply			1				1
Total	3	15	7	6	5	7	43

Table III reports the number of male and female enrollment in the cooperative-training programs in retail selling in California, Oregon, and Washington. The total enrollment for the girls was 786 and the total enrollment for the boys was 541. Sixty per cent of the enrollment was composed of females, and 40 per cent of the enrollment was made up of males. The relatively high enrollment of male students in the programs is an indication that boys are becoming increasingly interested in the cooperative-training programs in retail selling.

TABLE III
 ENROLLMENT OF MALES AND FEMALES IN THE
 COOPERATIVE-TRAINING PROGRAMS IN RETAIL SELLING
 IN CALIFORNIA, OREGON, AND WASHINGTON

Programs	Girls	Total Girls	Programs	Boys	Total Boys
1	5	5	1	2	2
1	11	11	1	8	8
1	20	20	1	9	9
1	21	21	1	11	11
1	22	22	1	14	14
1	29	29	1	16	16
1	30	30	1	18	18
1	36	36	1	19	19
1	38	38	1	21	21
1	41	41	1	23	23
1	43	43	1	25	25
1	100	100	1	28	28
2	3	6	1	31	31
2	9	18	1	45	45
2	26	52	1	50	50
3	10	30	2	7	14
3	12	36	2	13	26
3	15	45	2	22	44
3	24	72	3	3	9
5	8	40	3	4	12
7	13	91	3	10	30
			3	12	36
			4	5	20
			5	6	30
1*			1*		
43		786	43		541

Male Enrollment 40 Per Cent

Female Enrollment 60 Per Cent

*Figure indicates No Reply

TABLE IV

LENGTH OF THE COOPERATIVE RETAIL-SELLING PROGRAMS
IN CALIFORNIA, OREGON, AND WASHINGTON

Length	Number of Programs	Per Cent
One-Year Study	40	93
Two-Year Study	<u>3</u>	<u>7</u>
Total	43	100

Table IV shows the length of the 43 programs studied. In 40, or 93 per cent, of the programs the training was completed in one year. Only three, or seven per cent, of the schools offered a two-year program.

The length of the programs had never been changed in 42 of the schools. Only one school changed from a one-year program to a two-year program. None of the schools responding had changed the length of their programs from a two-year program to a one-year program. The reason given for changing the length of the program from one year to two years was that students wished to be able to work during their junior year as well as their senior year and this additional year of training gave the student a better foundation in retailing.

Forty-two of the schools used the nonalternating form of the program. Under this form, the students attended school in the morning and worked in the retail stores in the

afternoon. None of the schools surveyed used the alternating plan. Under this plan the students alternated between work and school for a period of time. The period of time may vary from one day to a month. Only one teacher-coordinator failed to indicate the type of program used in his school. The teacher-coordinators felt that the nonalternating form of the program met the needs of the students and the community more successfully than did the alternating form of the program.

Table V reveals the number of hours the students spent in school each week under the cooperative-training programs. The number of hours which students spent in the classroom varied from five to 20 hours. The table indicates that 22 of the schools, or 50 per cent, reported that their students spent from five to ten hours in school. Thirteen teacher-coordinators reported that their students spent 20 hours a week in school. Of the 43 programs studied, the average number of hours students spent in the classroom was ten.

TABLE V

NUMBER OF HOURS STUDENTS SPENT IN SCHOOL UNDER
THE COOPERATIVE-TRAINING PROGRAMS IN
CALIFORNIA, OREGON, AND WASHINGTON

Number of Hours Per Week	Number of Schools	Per Cent
Five Hours	3	6
Ten Hours	19	44
Thirteen Hours	1	3
Fifteen Hours	5	11
Seventeen Hours	1	3
Eighteen Hours	1	3
Twenty Hours	13	30
Total	43	100

Table VI indicates the number of hours students spent at work under the cooperative-training programs. As revealed in Table VI, in 18 schools, or 43 per cent of the programs, students spent 27 hours at work. This was the most frequent length of time spent at work as indicated by the teacher-coordinators. The number of hours spent at work varied between 15 and 40 hours. The fact that in many cases students worked a full day of approximately seven hours on Saturday increased the total number of hours at work per week. It will be noted that the four schools, or nine per cent, who made no reply indicated that the length of time spent at work varied greatly according to employer's needs. However, all teacher-coordinators indicated that fifteen hours a week must be spent at work in order to obtain school credit.

TABLE VI

NUMBER OF HOURS STUDENTS SPENT AT WORK UNDER THE
COOPERATIVE-TRAINING PROGRAMS IN
CALIFORNIA, OREGON, AND WASHINGTON

Number of Hours Per Week	Number of Schools	Per Cent
Fifteen Hours	1	3
Twenty-Two Hours	2	4
Twenty-Three Hours	1	3
Twenty-Five Hours	1	3
Twenty-Seven Hours	18	43
Twenty-Eight Hours	3	6
Thirty Hours	3	6
Thirty-One Hours	2	4
Thirty-Two Hours	4	9
Thirty-Three Hours	2	4
Thirty-Six Hours	1	3
Forty Hours	1	3
No Reply	4	9
Total	43	100

Table VII is related to Tables V and VI in that it shows the total number of hours which students spent in school and at work under the cooperative-training programs. Table VII indicates that the number of hours at work and at school ranged from 20 to 56 hours per week. In 23 schools, or in 53 per cent of the programs, the students worked in retail stores and attended school classes between 37 and 47 hours per week. In eight schools, or 18 per cent of the programs, students spent a total of 37 hours per week in school and at work. This is the most predominant length of time as indicated by the teacher-coordinators.

The average time which students spent at work and in school was 43 hours. The total number of hours students participated in the programs may appear to be high, but the teacher-coordinators indicated that students must work a sufficient number of hours in order to meet the needs of the businessmen. It was also indicated that a short working period fails to provide the benefits that accrue from real work experience.

TABLE VII

TOTAL NUMBER OF HOURS STUDENTS SPENT IN SCHOOL AND AT
 WORK UNDER THE COOPERATIVE-TRAINING PROGRAMS IN
 RETAIL SELLING IN CALIFORNIA, OREGON, AND WASHINGTON

Number of Hours Per Week	Number of Schools	Per Cent
Twenty-Eight Hours	1	3
Thirty Hours	1	3
Thirty-Two Hours	3	6
Thirty-Three Hours	1	3
Thirty-Five Hours	1	3
Thirty-Seven Hours	8	18
Forty Hours	1	3
Forty-Two Hours	5	11
Forty-Three Hours	1	3
Forty-Four Hours	2	4
Forty-Six Hours	1	3
Forty-Seven Hours	5	11
Forty-Eight Hours	3	6
Fifty Hours	2	4
Fifty-One Hours	1	3
Fifty-Two Hours	2	4
Fifty-Six Hours	1	3
No Reply	4	9
Total	43	100

Factors Which Influenced Student Enrollment

Table VIII reports the reasons for limiting enrollees in the cooperative-training programs in retail selling. The table shows the rank given to each of the reasons according to frequency of mention. The reason for limiting enrollment which ranked first according to frequency of mention was the high standards of selection set by the school. Thirteen coordinators felt that limited school facilities was an important reason; while 12 indicated that the number of work positions available was a factor in limiting the enrollment in the programs. High standards of selection set by the cooperating merchants and coordination difficulties were stated as other reasons.

The average number of reasons given which limited the number of students allowed to enroll in the programs was two. Some schools reported only one reason for limiting the enrollment while other schools reported as many as four. Fourteen teacher-coordinators indicated that the enrollment for their programs was not limited.

TABLE VIII

REASONS FOR LIMITING ENROLLEES IN THE
COOPERATIVE-TRAINING PROGRAMS IN RETAIL SELLING
IN CALIFORNIA, OREGON, AND WASHINGTON

Rank	Reasons*	Frequency of Mention
1	High Standards of Selection Set by the School	14
2	Limited School Facilities	13
3	Number of Work Positions Available	12
4	High Standards of Selection Set by the Cooperating Merchants	9
5	Coordination Difficulties	3
6	State Regulations	1
	Schools Checking None of Above	14
	Schools Checking One or More of Above	<u>29</u>
	Total Schools Reporting	43

Note: The number of reasons indicated by the schools reporting ranged from one to four.

The average number of reasons indicated by the schools reporting was two.

*The last reason was not included in the questionnaire but were indicated by the teacher-coordinator.

In Table IX are listed the factors which determine the eligibility of students for participation in the cooperative-training programs. The personality of the student was listed as of prime importance in admitting students into the programs. Next in rank, according to frequency of mention, was the appearance of the student. Closely following these top factors were the request of the student to enter the program, and the attendance records of the students. Other factors which determine the eligibility of students for participation in the programs were health records, chronological age, general scholastic averages, interest inventories, size of the student, and the student's intelligence quotient.

A few teacher-coordinators added other factors to those mentioned above. Two coordinators felt that the recommendations of other teachers should be considered in determining the eligibility of students to enroll in the programs. Other coordinators mentioned personal records, character traits of the student, cooperation of the student, results of a sales ability test, and the grade level of the student. One coordinator indicated that the religion of the student entered into his eligibility. This coordinator indicated that some students were Seventh Day Adventists, thus prohibiting their working on Saturdays.

The average number of factors used by the schools in considering students for the programs was six, although the number of factors ranged from one to eight in the schools reporting.

TABLE IX

FACTORS WHICH DETERMINE THE ELIGIBILITY OF STUDENTS
FOR PARTICIPATION IN THE COOPERATIVE RETAIL-SELLING
PROGRAMS IN CALIFORNIA, OREGON, AND WASHINGTON

Rank	Factors	Frequency of Mention
1	Personality of student	34
2	Student's appearance	33
3	Student's request	32
4	Attendance records	30
5	Health records	26
6	Chronological age	25
7	General scholastic averages	23
8	Interest inventories	13
9	Size of student	9
10	Intelligence quotient (minimum of 85)	8
11	Recommendations of teachers	2
15	Personal records	1
15	Religion of student	1
15	Student in senior year	1
15	Results of sales ability test	1
15	Cooperation of student	1
15	Junior or senior not going to college	1
15	Character traits	1
	Schools Checking None of Above	1
	Schools Checking One or More of Above	<u>42</u>
	Total	43

Note: Number of Factors Used in Schools
Reporting Ranged From One to Eight

Average Number of Factors Indicated
by the Schools was Six

TABLE X

PERSONS RESPONSIBLE FOR ADMITTING STUDENTS INTO THE
COOPERATIVE-TRAINING PROGRAMS IN RETAIL SELLING
IN CALIFORNIA, OREGON, AND WASHINGTON

Persons	Number of Programs	Per Cent
The Coordinator	24	55
The Coordinator & Guidance Director	12	27
The Guidance Director	2	5
The Principal and Coordinator	2	5
A Committee of Merchants and the Coordinator	2	5
A Committee of Teachers and the Coordinator	1	3
Total	43	100

Table X reveals the person, or persons, responsible for admitting students into the cooperative-training programs. Twenty-four, or 55 per cent of the coordinators, were solely responsible for admitting students into the program. Twelve coordinators, or 27 per cent, consulted with the guidance director on the admission of applicants. Other individuals who were responsible for admitting students into the programs were (a) the guidance director, (b) the principal and the coordinator, (c) a committee of merchants and the coordinator, and (d) a committee of teachers and the coordinator.

Bases Used in Selecting a Cooperating Store

The bases used in selecting a cooperating store are indicated in Table XI. This table shows that 34 teacher-coordinators stated that full cooperation from the store was considered in selecting a cooperating store. Twenty-seven coordinators indicated that the probability of steady employment throughout the year was an important factor to be considered. Working conditions in the store was considered an important basis for store selection in 25 of the cooperative-training programs in retail selling. The teacher-coordinators were also asked to indicate other bases used in selecting a cooperating store other than those indicated on the questionnaire. Other factors considered were the preferences of the students for the store and the training program of the store.

As indicated in Table XI, many bases were used in selecting a cooperating store. Some teacher-coordinators considered only one basis in selecting a cooperating store while other coordinators considered as many as eleven bases. The average number of bases indicated by the schools was six. Two coordinators did not indicate any factors in reference to this question.

TABLE XI

THE BASES FOR SELECTING A COOPERATING STORE
IN CALIFORNIA, OREGON, AND WASHINGTON

Rank	Bases	Frequency of Mention
1	Full Cooperation from the Store	34
2	Probability of Steady Employment Throughout the Year	27
3	Working Conditions in the Store	25
4.5	Prospects for Permanent Employment in the Store After Training	19
4.5	Store Ethics	19
6	Methods and Systems of the Store	16
7	Probability of Employment of Students During Depressions and Slack Seasons	14
8	Personnel Employed	11
9	Proximity of Store	10
10	Remuneration to Store Workers	8
11.5	Prestige of Store	3
11.5	Size of Store	3
13	Student Preference for Store	2
14	Training Program of Store	1
	Schools Indicating One or More of Above	41
	Schools Indicating None of Above	2
	Total Schools Reporting	43

Note: The number of bases indicated by the schools reporting ranged from one to eleven.

The average number of bases indicated by the schools reporting was six.

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The Content of the Cooperative-Training Programs in Retail Selling

This section of the study deals with the subject included in the cooperative-training programs, the subjects included in the preparatory programs, the methods used in presenting the subject matter, and the teaching materials used in the programs.

Table XII reveals the subjects included in the cooperative-training programs in retail selling. All of the 43 schools surveyed included salesmanship and retail selling, and business and store arithmetic in their programs. Advertising and display, store organization and practices, and personal development were found in 41 of the programs.

Other subjects included in many of the programs according to frequency of mention were commodity studies, oral expression, textiles, color-line-design, business ethics, nontextiles, economics of retailing, fashion, hygiene, and typewriting. The teacher-coordinators were asked to state any other subjects which were not stated on the questionnaire but which were included in their programs. These subjects included buying and selling, English, job application, employer-employee relations, history of retailing, merchandising, storekeeping, human relations, marketing, elementary bookkeeping, and consumer analysis. Although English ranks

TABLE XII
 SUBJECTS INCLUDED IN THE COOPERATIVE
 RETAIL-SELLING PROGRAMS
 IN CALIFORNIA, OREGON, AND WASHINGTON

Rank	Subjects	Frequency of Mention
1.5	Salesmanship and Retail Selling	43
1.5	Business and Store Arithmetic	43
4	Advertising and Display	41
4	Store Organization and Practices	41
4	Personal Development	41
6	Job Problems	37
7	Commodity Studies	35
8	Oral Expression	34
9	Textiles	33
10	Color-Line-Design	31
11	Business Ethics	30
12	Nontextiles (leather, fur, etc.)	25
13	Economics of Retailing	23
14	Fashion	22
15	Hygiene	16
16	Typewriting	7
17	Physical Training	5
18	Buying and Selling	4
20	English	3
20	Job Application	3
20	Employer-Employee Relations	3
23	History of Retailing	2
23	Merchandising	2
23	Storekeeping	2
26.5	Human Relations	1
26.5	Marketing	1
26.5	Bookkeeping I	1
26.5	Consumer Analysis	1
Schools Checking One or More of Above		43

Note: The number of subjects indicated by schools ranged from five to eighteen.

The average number of subjects indicated by the schools reporting was eight.

low on the list of subjects taught, many of the coordinators indicated that English was included in the subject oral expression. This subject ranked relatively high on the list.

As revealed in Table XII, some of the respondents reported that only five of the subjects included in the questionnaire were taught in their programs; while others indicated as many as 18 subjects were taught. The average number of subjects indicated by the schools reporting was eight.

Table XIII indicates the subjects included in the preparatory curriculum for cooperative retail-selling programs. Twenty-seven of the 43 schools included in the study did not have a preparatory curriculum; therefore, the data for Table XIII were based on only 12 of the schools which did have a preparatory curriculum. This table also reveals that some schools listed only one subject in their preparatory curriculum while other schools listed as many as six subjects. The average number of subjects included in the preparatory curriculum was five.

Of the 12 schools which had a preparatory curriculum, business arithmetic, retail bookkeeping, typewriting, and elementary business training ranked foremost as subjects in their programs, according to the frequency of mention by the coordinators. This would indicate that the students are given a basic business education before entering the cooperative-training program. General salesmanship and

TABLE XIII

SUBJECTS INCLUDED IN THE PREPARATORY CURRICULUM
FOR COOPERATIVE RETAIL-SELLING PROGRAMS
IN CALIFORNIA, OREGON, AND WASHINGTON

Rank	Subjects	Frequency of Mention
1.5	Business Arithmetic	9
1.5	Retail Bookkeeping	9
3	Typewriting	8
4	Elementary Business Training	7
5.5	General Salesmanship	5
5.5	Elementary Retailing	5
7	Art-Color	3
9.5	Economics	2
9.5	Commodity Studies	2
9.5	Personal Development	2
9.5	Textiles	2
12.5	Economics of Retailing	1
12.5	Economic Geography	1
	Schools Checking One or More Subjects	12
	Schools Indicating None of Above	4
	Schools Which Do Not Have a Preparatory Curriculum	<u>27</u>
	Total Schools Reporting	43

Note: The number of subjects indicated by the schools reporting ranged from one to six.

The average number of subjects included in the curriculum by the schools reporting was five.

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elementary retailing were taught on a preparatory basis in five of the programs. Other related subjects which were taught were art-color, economics, commodity studies, personal development, and textiles.

Of the 27 schools which did not have a preparatory curriculum, 16 expressed a desire for such a curriculum and 11 did not desire such a curriculum. The difficulty of scheduling such a curriculum into a now rather heavy program of studies was given as a reason against the adoption of a preparatory curriculum.

Table XIV indicates the methods used to present the subject matter of the cooperative-training programs. The coordinators were asked to rank in the order of their most frequent use (1, 2, 3, 4, 5, et cetera) the methods they used in presenting the subject matter to the students. Therefore, the method with the most frequent use would receive a numerical rank of one, the next method which they used would receive a numerical rank of two, and so on. The item which received the lowest numerical rating was, therefore, the method most frequently used by the teacher-coordinators.

As revealed in Table XIV, class discussions of the problems encountered by the student in their work activities ranked foremost as a method used. Class discussions based on the text assignments received second position. Demonstrations and lectures by the teacher and demonstration sales

TABLE XIV
METHODS USED TO PRESENT THE SUBJECT MATTER
OF THE COOPERATIVE-TRAINING PROGRAMS
IN CALIFORNIA, OREGON, AND WASHINGTON

Rank	Methods	Numerical Rating
1	Class Discussions of the Problems Encountered by the Student in his Work Activities	56
2	Class Discussions Based on Text Assignments	114
3	Demonstrations and Lectures by Teacher	115
4	Demonstration Sales by the Pupil	116
5	Discussion of Student's Work Experience	121
6	Assignment of Notebook Projects	138
7	Field Trips to Factories, Stores and Businesses	159
8	Merchandise Manuals Built by the Students	162
9	Talks by Businessmen and Personnel Directors	184

by the pupil received third and fourth positions respectively. The other methods used by teacher-coordinators in descending order were discussion of student's work experience, assignment of notebook projects, field trips to factories and businesses, merchandise manuals built by the students, and talks by businessmen and personnel directors.

The materials used in the cooperative-training programs are shown in Table XV. The materials used by the coordinators are ranked according to frequency of mention.

Thirty-one coordinators indicated that trade periodicals were of importance. Thirty coordinators made use of merchandise manuals. Manufacturers' bulletins and literature were used in 28 of the schools and reference books were used in 27 of the programs.

The teacher-coordinators were asked to indicate other materials used in their programs. Merchandise borrowed from stores were used in nine of the programs in retail selling. Audio-visual aids were used in two of the programs.

As indicated in Table XV, some teacher-coordinators reported that they used only two of the materials listed on the questionnaire while others used as many as twelve of the materials. The average number of materials used by the coordinators was seven.

TABLE XV

MATERIALS USED IN THE COOPERATIVE-TRAINING PROGRAMS
IN CALIFORNIA, OREGON, AND WASHINGTON

Rank	Materials	Frequency of Mention
1	Trade Periodicals	31
2	Merchandise Manuals	30
3	Manufacturers' Bulletins and Literature	28
4	Reference Books	27
5	Fashion Magazines	26
7	Syllabus or Outline	25
7	Textbooks	25
7	Buyers' Manuals	25
9	Government Bulletins	22
10	Voice Recording Machines	16
11	Dummy Store	13
12.5	School Store	9
12.5	Merchandise Borrowed from Stores	9
14	Audio-Visual Aids	2
Schools Checking One or More of Above		43

Note: The number of materials indicated by the schools reporting ranged from two to twelve.

The average number of materials indicated by the schools reporting was seven.

Textbooks Used in the Cooperative-Training
Programs in Retail Selling

The textbooks used in the cooperative-training programs in retail selling in California, Oregon, and Washington are listed in Table XVI. Although textbooks are not the most widely used form of classroom material in the programs of these states, (see Table XV) many different textbooks are used in the various schools. Table XVI indicates that the textbooks most frequently used were STORE SALESMANSHIP by Robinson, Brisco, and Griffith, which was used by 17 coordinators; RETAIL MERCHANDISING by Wingate and Rowse, which was used by 14 coordinators; RETAILING PRINCIPLES AND PRACTICES by Richert, which was used in 14 of the programs; and KNOW YOUR MERCHANDISE by Wingate, Gillespie, and Addison, which was used in 11 of the programs.

Many of the teacher-coordinators indicated that they had special libraries set up which are devoted to distributive education. The coordinators also reported that the textbooks were supplemented by other reference materials such as study guides and teaching materials distributed by the state vocational departments. Many coordinators stated that they could not begin to list all of their textbooks and related materials. This fact indicates the wealth of material which

TABLE XVI

TEXTBOOKS USED IN THE COOPERATIVE-TRAINING PROGRAMS IN
RETAIL SELLING IN CALIFORNIA, OREGON, AND WASHINGTON

Authors	Titles	Frequency of Mention
Robinson, Brisco & Griffith	STORE SALESMANSHIP	17
Wingate & Rowse	RETAIL MERCHANDISE	14
Richert	RETAILING PRINCIPLES AND PRACTICES	14
Wingate, Gillespie & Addison	KNOW YOUR MERCHANDISE	11
Walters & Wingate	FUNDAMENTALS OF SELLING	7
Beckley & Logan	THE RETAIL SALESPERSON AT WORK	5
Rowse & Fish	FUNDAMENTALS OF ADVERTISING	5
Packer & Hitchcock	MERCHANDISE INFORMATION FOR SUCCESSFUL SELLING	4
Robinson & Brisco	STORE ORGANIZATION AND OPERATION	2
Edwards & Howard	RETAIL ADVERTISING AND SALES PROMOTION	2
Rowse & Nolan	FUNDAMENTALS OF ADVERTISING	2
Potter	FIBER TO FABRICS	1
Rowse	FUNDAMENTALS OF RETAILING	1
Bates	ELEMENTS OF DISPLAY	1
Wingate	TEXTILES TO FABRICS	1
Smith & Breen	SELLING IN STORES	1
Kneeland, Bernard & Tallman	SELLING TO TODAY'S CUSTOMER	1

is at the disposal of the distributive education students. Seven teachers did not indicate that a textbook was used in their programs.

Demonstration Laboratories Found in the Retail Selling Programs

Table XVII is concerned with the equipment included in the demonstration laboratories of the cooperative-training programs. Sixteen, or 37 per cent, of the coordinators stated that they did not have an actual demonstration laboratory. Of the 27 coordinators who responded to this question affirmatively, some checked only one item which was included in their laboratory and others checked as many as five. The average number of items indicated by the coordinators was two.

Counters and display material were included in 25 of the programs; wrapping materials were found in 22 of the programs, and cash registers were used in 15 demonstration laboratories. The coordinators listed many other items which were not stated in the questionnaire and which were in their laboratories. Four coordinators indicated that adding machines were part of their laboratory equipment, and display windows and typewriters were used in three programs. Also found in laboratories were sign printing machines, recording machines,

and store record forms such as sales slips and charge plates. A few coordinators indicated that they did not have a laboratory but borrowed display materials from merchants for demonstration in the classroom. Many of the coordinators indicated that they hoped to be able to set up a demonstration laboratory in their school within the next year or two.

TABLE XVII

ITEMS INCLUDED IN DEMONSTRATION LABORATORIES
IN THE COOPERATIVE-TRAINING PROGRAMS
IN CALIFORNIA, OREGON, AND WASHINGTON

Rank	Items	Frequency of Mention
1	Counters and Display Material	25
2	Wrapping Materials	22
3	Cash Register	15
4	Adding Machine	4
5.5	Display Window	3
5.5	Typewriter	3
8	Sign Printing Machine	1
8	Recording Machine	1
8	Store Record Forms, Sales Slips, and Charge Plates	1
Schools Indicating One or More of Above		27
Schools Indicating None of the Above		16
Total Schools Reporting		43

Note: The number of items indicated by the schools reporting ranged from one to five.

The average number of items indicated by the schools reporting was two.

The Factors Which Influenced the Selection of Teaching Materials in the Cooperative-Training Programs

Table XVIII lists the factors which influenced the selection of teaching materials in the programs according to the frequency of mention.

Pupil needs and interests are indicated as the factors which influenced the selection of teaching materials in 39 of the programs. Thirty teacher-coordinators stated that teacher investigation of new store methods influenced the selection of teaching materials. Twenty-nine coordinators felt that a periodic survey and analysis of local conditions affected the selection of materials. Twenty-seven coordinators felt that the specific requirements of the cooperating stores was an important factor and 27 more coordinators stated that the standards and requirements of the state departments of education were considered when selecting the teaching materials. Table XVIII reveals that teacher-coordinators were endeavoring to meet the needs of the pupils, the state departments of education in their respective states, the cooperating merchants, and the community.

Some teacher-coordinators considered only one factor in selecting teaching materials while others considered as many as seven. The average number of factors indicated by the respondents was four.

TABLE XVIII

FACTORS WHICH INFLUENCED THE SELECTION OF
TEACHING MATERIALS IN THE COOPERATIVE-TRAINING PROGRAMS
IN CALIFORNIA, OREGON, AND WASHINGTON

Rank	Factors	Frequency of Mention
1	Pupil Needs and Interests	39
2	Teacher Investigation of New Store Methods	30
3	Periodic Survey and Analysis of Local Conditions	29
4.5	Specific Requirements of the Cooperating Store	27
4.5	Standards and Requirements of the State Departments of Education	27
6	Content of Other Programs in Other Schools	17
7	Specific Requirements of the School	12
Schools Indicating One or More of Above		43

Note: The number of factors indicated by the schools reporting ranged from one to seven.

The average number of factors indicated by the schools was four.

Evaluation of the Cooperative-Training Programs
in California, Oregon, and Washington

The last section of the questionnaire was concerned with (a) the evaluation of the students' store work; (b) the outstanding deficiencies, if any, found in the students; (c) the extent to which the deficiencies hinder the success of the programs; and (d) the extent of need for improving the various phases of the cooperative retail-selling programs.

Means Used To Evaluate the Store Work
Of Students in the Cooperative-Training Programs

Table XIX reveals the means the teacher-coordinators used to evaluate the students' store work. Conferences of teacher and employer ranked first, according to frequency of mention, being mentioned by 35 coordinators. Observation of the student on the job was indicated by 34 teachers as a means of evaluating the students' store work. Teacher-student conferences were used in 33 of the programs. Thirty-three of the programs indicated that a rating sheet used by the employer was a means of evaluating the students' store work. The teacher rating sheet was used in 24 of the programs. Nine teacher-coordinators used an objective examination based on material concerned with selling activities as a means used for evaluating the store work of the student. One

TABLE XIX

MEANS USED TO EVALUATE STUDENTS' STORE WORK
 IN THE COOPERATIVE-TRAINING PROGRAMS
 IN CALIFORNIA, OREGON, AND WASHINGTON

Rank	Means	Frequency of Mention
1	Conferences of Teacher & Employer	35
2	Observation of the Student on the Job by the Teacher-Coordinator	34
3.5	Teacher-Student Conferences	33
3.5	Rating Sheets Used by the Employer	33
5	Rating Sheets Used by the Teacher	24
6	Objective Examination of Sales Records, Counter Check and other Selling Activities	9
7	Observation of Students by Other Full-Time Fellow Workers	1
Schools Indicating One or More of the Above		41
Schools Indicating None of the Above		<u>2</u>
Total Schools Reporting		43

Note: The number of means indicated by the schools reporting ranged from one to six.

The average number of means indicated by the schools reporting was four.

teacher-coordinator reported that observation of the student by other full-time fellow workers was employed as a means to evaluate the store work of the student.

The data in Table XIX were based on the responses given by 41 teacher-coordinators. Two coordinators did not list any means used to evaluate the students' store work. Some coordinators listed only one method by which they evaluated the students' store work while others listed as many as six. The average number of methods indicated was four.

Outstanding Deficiencies Found in Students Enrolled in the Cooperative-Training Programs

Table XX lists the outstanding deficiencies found in the students enrolled in the cooperative-training programs. Lack of command of basic arithmetic was indicated by 28 teachers. Twenty-five teacher-coordinators stated that a poor command of English was a noticeable deficiency in their students and 20 coordinators stated that inability to write legibly was a student deficiency. Other student deficiencies were lack of proper personal traits or work habits, inability to learn quickly, lack of initiative, unwillingness to accept responsibility, lack of reasoning power, lack of interest in work, and lack of maturity.

Some coordinators listed only one deficiency which was found in their students, while others listed as many as

TABLE XX
 OUTSTANDING DEFICIENCIES FOUND IN STUDENTS
 ENROLLED IN THE COOPERATIVE-TRAINING PROGRAMS
 IN CALIFORNIA, OREGON, AND WASHINGTON

Rank	Deficiencies	Frequency of Mention
1	Lack of Command of Basic Arithmetic	28
2	Poor Command of English	25
3	Inability to Write Legibly	20
4	Lack of Proper Personal Traits or Work Habits	17
6	Slow Learners	16
6	Unwillingness to Accept Responsibility	16
6	Lack of Initiative	16
8	Lack of Reasoning Power	3
9.5	Lack of Interest in Work	1
9.5	Lack of Maturity	1
Schools Indicating One or More of Above		40
Schools Indicating None of Above		<u>3</u>
Total Schools Reporting		43

Note: The number of deficiencies indicated by the schools reporting ranged from one to eight.

The average number of deficiencies indicated by the schools reporting was four.

eight. Of the seven deficiencies listed on the questionnaire, the average number indicated by the teacher-coordinator was only four.

The Extent To Which The Deficiencies Hindered The Success Of The Cooperative-Training Programs In Retail Selling

The extent to which the deficiencies hindered the success of the programs is revealed in Table XXI. The teacher-coordinators were asked to indicate under the categories of great, moderate, or little how the deficiencies affected their program. Thirty-nine teacher-coordinators stated that limited store positions available hindered the success of their programs, and 38 coordinators indicated that the immaturity of students affected the success of their programs. Limited work experience for students on the job was a hindrance in 36 programs. Thirty-five coordinators indicated that lack of adequate teaching materials was a deficiency in their programs. Exploitation of the student by the merchant was indicated as a hindrance by 35 coordinators.

Other factors which hindered the success of the cooperative-training programs were limited selection of the proper type of students, indicated by 34 coordinators; unfavorable influence of other workers in the store on the trainees, indicated by 33 coordinators; coordinating store

TABLE XXI

THE EXTENT TO WHICH THE FOLLOWING DEFICIENCIES HINDER THE
SUCCESS OF THE COOPERATIVE-TRAINING PROGRAMS
IN CALIFORNIA, OREGON, AND WASHINGTON

Deficiencies	Extent of Hindrance			Total Reply
	Great	Moderate	Little	
Limited Store Positions Available	14	16	9	39
Immaturity of Students	6	16	16	38
Limited Work Experience For Students on the Job	8	15	13	36
Lack of Adequate Teaching Materials	9	13	13	35
Exploitation of Students by Merchant	0	6	29	35
Limited Selection of the Proper Type of Student	15	10	9	34
Unfavorable Influence of Other Workers in Store on Trainees	0	6	27	33
Coordinating Store Work to School Work	2	9	21	32
Lack of Student Interest in the Programs	2	10	20	32
Lack of Store Cooperation	2	4	26	32
Lack of Time and Personnel for Adequate Supervision	4	6	20	30

work to school work, indicated by 32 coordinators; lack of student interest in the programs, indicated by 32 coordinators; lack of store cooperation, indicated by 32 coordinators; and a lack of time and personnel for adequate supervision, indicated by 30 coordinators.

The Extent For Improving Various Phases Of The
Cooperative Retail-Selling Programs

Table XXII reports the extent to which various phases of the cooperative retail-selling programs should be improved. Thirty-eight teacher-coordinators stated that pupil selection for the programs was in need of improvement. Materials used in the programs was a factor in need of improvement in 38 programs. Thirty-five coordinators felt that the subjects included in the programs were in need of improvement. Cooperation and reciprocal work for merchants was a factor in need of improvement in 35 programs. Other phases of the programs which were in need of improvement were supervision and control of students, indicated by 32 coordinators; planning for future needs, indicated by 32 coordinators; and the preparatory curriculum for the cooperative program, indicated by 32 coordinators.

The data in Tables XXI and XXII show that a favorable situation exists with regard to the cooperative-training programs in retail selling in California, Oregon, and

TABLE XXII

THE EXTENT FOR IMPROVING VARIOUS PHASES OF THE
COOPERATIVE RETAIL-SELLING PROGRAMS
IN CALIFORNIA, OREGON, AND WASHINGTON

Factors	Need for Improvement			Total Reply
	Great	Moderate	Little	
Pupil Selection for Programs	15	17	6	38
Materials Used in the Programs	17	12	9	38
Subjects Included in the Programs	3	10	22	35
Cooperation and Reciprocal Work for Merchants	4	18	13	35
Supervision and Control of Students	3	10	19	32
Planning for Future Needs	8	13	11	32
Preparatory Curriculum for the Cooperative Program	8	12	12	32

Washington. The items in these tables were for the most part in need of little improvement.

When teachers are able to look at their programs objectively, recognize aspects which need improvement, and suggest plans for their improvement, the programs will become more valuable as time passes. From the analysis of the data the teacher-coordinators who responded appeared to be people who were desirous of conducting well-equipped, efficient cooperative-training programs in retail selling.

CHAPTER V

SUMMARY OF FINDINGS AND CONCLUSIONS

The purpose of this study was to determine the current practices, trends, and problems found in the cooperative-training programs in retail selling in the public high schools of California, Oregon, and Washington.

The data used in this study are based upon the responses to a questionnaire received from 43 teacher-coordinators of distributive education in California, Oregon, and Washington. The questionnaire was sent to 52 teacher-coordinators. Thus, a return of 82 per cent was received.

Summary and Conclusions

1. Of the 43 programs studied, 60 per cent of the enrollment was composed of girls and 40 per cent of the enrollment was made up of boys.
2. The mean number of students enrolled in the programs was 32. The median of the student enrollment was found to be 21.7. The size of the distributive education classes increased slightly according to the size of the communities in which they were located.

3. The size of classes ranged from 10 to 85 students, with one class having an enrollment of 150 students. The average size of a class ranged from 16 to 20 students.
4. Forty, or 93 per cent, of the programs extended the training over a one-year period. Three, or seven per cent, of the schools extended the training over a two-year period.
5. Forty-two of the schools used the nonalternating form of the program. Under this form, the students attended school in the morning and worked in the retail stores in the afternoon. None of the schools surveyed used the alternating plan. Under the plan the students alternated between work and school for a period of time. One teacher-coordinator did not respond to this question.
6. The number of hours which students spent in the classroom varied from five to 20 hours. Twenty-two, or 50 per cent, of the schools reported that their students spent from five to ten hours in school. The average number of hours students spent in the classroom was ten.

7. Teacher-coordinators indicated that hours spent at work by the student ranged from 15 to 40 hours. The largest number of teacher-coordinators, (18), reported that students worked 27 hours per week. All teacher-coordinators indicated that fifteen hours a week must be spent at work in order to obtain school credit.
8. The hours at work and at school ranged from 20 to 56 hours per week. In 23, or 53 per cent, of the programs the students spent between 37 and 47 hours per week. The average time which students spent at work and in school was 43 hours. The teacher-coordinators commented that too short a work week fails to provide the benefits that accrue from real work experience.
9. The high standards of selection set by the school was the most important reason for limiting the enrollment in the cooperative-training programs. Other reasons, according to frequency of mention, were the limited school facilities, the number of work positions available, the high standards of selection set by the cooperating merchants, coordination difficulties, and state regulations.

10. The most important factors which determined the eligibility of students for participation in the programs were the personality of the student, the appearance of the student, the pupil's request, attendance records, health records, chronological age, general school averages, and interest inventories.
11. In 24, or 55 per cent, of the programs the coordinator was responsible for admitting students into the program. Other individuals who were responsible for admitting students into the program were the coordinator and guidance director, the guidance director, the principal and coordinator, a committee of merchants and the coordinator, and a committee of teachers and the coordinator.
12. Thirty-four coordinators indicated that full cooperation from the store was considered in selecting a cooperating store and 27 coordinators indicated that the probability of steady employment throughout the year was of importance in selecting a cooperating store. Other significant bases used for selecting cooperating stores included the working conditions in the store, the prospect for permanent employment in the store after training, the ethics of the store and the methods and systems of the store.

13. The subjects most frequently mentioned by teacher-coordinators as included in the curriculum of the cooperative-training programs in retail selling were salesmanship and retail selling, business and store arithmetic, advertising and display, store organization and practices, personal development, commodity studies, oral expression, textiles, color-line-design, business ethics, nontextiles, economics of retailing, fashion, and hygiene.
14. Twenty-seven of the 43 schools included in the study did not have a preparatory curriculum. Of the 12 schools which had a preparatory curriculum, business arithmetic, retail bookkeeping, type-writing, elementary business training, general salesmanship, and elementary retailing were the subjects most frequently taught. Of the schools which did not have a preparatory curriculum, 16 expressed a desire for one while 11 indicated that their present program was sufficient. The difficulty of scheduling such a curriculum into a now rather heavy program of studies was given as a reason against the adoption of a preparatory curriculum.

15. The most widely used methods of presenting the subject matter of the programs included class discussions of the problems encountered by students in their work activities, class discussions based on text assignments, demonstrations and lectures by the teacher, demonstration sales by the pupil, and discussion of students' work experience. Other methods of presenting subject matter which coordinators listed were assignment of notebook projects, field trips to factories and businesses, merchandise manuals built by the students, and talks by businessmen and personnel directors.
16. Thirty-one teacher-coordinators made use of trade periodicals in their programs. Thirty coordinators used merchandise manuals; 28 coordinators used manufacturers' bulletins and literature; and 27 used reference bulletins and books. Other materials used in the cooperative-training programs were fashion magazines, the syllabus or outline, textbooks, buyers' manuals, and government bulletins.

17. A variety of textbooks were used in the programs. The textbooks mentioned most frequently by the teacher-coordinators were STORE SALESMANSHIP by Robinson, Brisco and Griffith which was found in 17 programs; RETAIL MERCHANDISING by Wingate and Rowse, found in 14 programs; and RETAIL PRINCIPLES AND PRACTICES by Richert, used by 14 teacher-coordinators. Many coordinators indicated that they could not begin to list all of their textbooks and related material.
18. Sixteen, or 37 per cent, of the coordinators stated that they did not have an actual demonstration laboratory. Of the 27 schools which had demonstration laboratories, 25 contained counters and display materials; 22 had wrapping materials; and 15 had cash registers. Other items included in the demonstration laboratories were adding machines, show windows, typewriters, sign printing machines, and recording machines.

19. The factor which influenced the selection of the teaching materials in 39 of the programs was the needs and interests of the pupils. Teacher investigation of new store methods was indicated as a factor in 30 schools. Twenty-nine coordinators felt that a periodic survey and analysis of local conditions influenced the selection of teaching materials. Other factors which influenced the selection of the teaching materials were the specific requirements of the cooperating store, the requirements of the state departments of education, the content of other programs in other schools, and the specific requirements of the school.

20. As a means to evaluate the student's store work, conferences of teacher and employer were used by 35 coordinators. Observation of the student on the job by the teacher-coordinator was a means used for student evaluation in 34 of the programs. Other methods used included teacher-student conferences, rating sheets used by the employer and the teacher, objective examination of sales records, counter check and other selling activities, and observation of students by other full-time fellow workers.

21. Outstanding deficiencies found in the students enrolled in the programs included poor command of basic arithmetic which was indicated by 28 teacher-coordinators; poor command of English, indicated by 25 coordinators; and inability to write legibly which 20 coordinators mentioned. Other student deficiencies were lack of proper personal traits or work habits, inability to learn quickly, unwillingness to accept responsibility, lack of initiative, lack of reasoning power, lack of interest in work, and lack of maturity.
22. Among the deficiencies which hindered the success of the programs, listed according to total responses, were limited store positions available, immaturity of students, limited work experience for students on the job, lack of adequate teaching materials, exploitation of the student by the merchant, limited selection of the proper type of student, unfavorable influence of other workers in the store on trainees, coordinating store work to school work, lack of student interest in the programs, lack of store cooperation, and lack of time and personnel for adequate supervision. In many

cases the coordinators indicated that these deficiencies hindered the success of their program to either a moderate or a small extent.

23. The various phases of the cooperative-training programs which the teacher-coordinators indicated needed improvement, listed according to total responses, were the pupil selection for the program, the materials used in the program, subjects included in the program, cooperation and reciprocal work for merchants, supervision and control, planning for future needs, and the preparatory curriculum for the cooperative program.

CHAPTER VI
RECOMMENDATIONS FOR FURTHER STUDY

Through an analysis of the data concerning the cooperative-training programs in retail selling in the high schools of California, Oregon, and Washington, other areas worthy of research in distributive education were discovered.

The following are a few recommendations for further study in the distributive-education field:

1. A follow-up study may be made of the graduates of the cooperative-training programs in retail selling in the high schools of California, Oregon, and Washington included in this study in order to determine the extent to which the programs are functioning as a means of developing selling efficiency.
2. A study may be made to compare the cooperative-training programs in other areas of the United States with those found in California, Oregon, and Washington.
3. A study may be made of the cooperative-training programs in the junior colleges of California, Oregon, and Washington.

4. A study may be made of the opportunities for boys in beginning retail positions in California, Oregon, and Washington.
5. A study may be made of various areas of the United States in order to determine the opinions of retail merchants as to the relative value of the programs and their suggestions for the improvement of the cooperative-training programs.
6. A study may be made of the progress of the graduates of the cooperative-training programs in comparison with students who were not enrolled in the programs.
7. Within a few years a study may be made of the cooperative-training programs in California, Oregon, and Washington which are included in this study in order to determine the growth of the programs in these states.

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APPENDIX

APPENDIX A

LETTER SENT TO
UNITED STATES OFFICE OF EDUCATION

December 6, 1950

Mr. B. Frank Kyker
Chief of the Business Education Service
United States Office of Education
Washington, D. C.

Dear Mr. Kyker

Under the direction of Professor Lester I. Sluder of Boston University, I am undertaking a survey of distributive education on the cooperative plan in the high schools of the California, Oregon, and Washington. In 1949 a similar study was made of the high schools of New England. Other studies are currently being conducted of other areas of the United States. The purpose of my study will be to compare the cooperative-training programs in New England and other parts of the United States with those of the Pacific States.

Therefore, would you be so kind as to forward me the names of the persons in charge of distributive education in the states of California, Oregon, and Washington, so that I can write to these persons to obtain the names of the various teacher-coordinators in these states.

I will greatly appreciate any assistance which you can give me. I enclose a self-addressed envelope for your convenience in replying.

Sincerely yours,

(Miss) Katherine Linskey

kml

Enc. 1

APPENDIX B

LETTER SENT TO STATE SUPERVISORS OF
DISTRIBUTIVE EDUCATION IN
CALIFORNIA, OREGON, AND WASHINGTON

December 11, 1950

Mr. K. Otto Logan
State Supervisor of Distributive Education
Olympia, Washington

Dear Mr. Logan

Under the direction of Professor Lester I. Sluder of Boston University, I am conducting a research study in the field of distributive education. Your name has been given to me by Mr. B. Frank Kyker of the United States Office of Education as one who is a leader in the distributive education field.

Would you be so kind as to forward me the names of the high schools in your state which carry on a cooperative-training program in retail selling, the cities in which the high schools are located, and the name of the teacher-coordinator in each of these schools.

I know that you are interested in seeing the distributive education program grow in your state and that you realize the important role research can play in its growth. Any aid you can give me will be deeply appreciated. A self-addressed return envelope is enclosed for your convenience in replying.

Very truly yours

(Miss) Katherine Linskey

kml

Enc. 1

APPENDIX C

LETTER OF TRANSMITTAL SENT TO 52 HIGH SCHOOLS
IN CALIFORNIA, OREGON, AND WASHINGTON WHICH CARRY ON
THE COOPERATIVE-TRAINING PROGRAM IN RETAIL SELLING

January 25, 1951

Teacher-Coordinator

.....
.....

Dear

Under the direction of Professor Lester I. Sluder of Boston University, I am conducting a survey of the cooperative-training programs in retail selling in Washington, Oregon, and California. Your name has been referred to me as a teacher-coordinator by Mr. L. Y. Eaton, State Supervisor of Distributive Education.

The purpose of this study is to determine the current practices and trends in the organization and operation of the cooperative retail programs. Only through the coordinators' efforts can we hope to advance in improving our classroom procedure and coordinating techniques.

The check list is constructed for easy checking and will require only a few minutes of your time to complete. A return envelope is enclosed for your convenience in replying. Your assistance in this study will be valuable and will be very much appreciated.

Yours very truly

(Miss) Katherine Linskey

kml

Enc. 2

CHECK LIST

Survey of Cooperative Training Programs in Retail Selling

Name of School _____

City or town _____ State _____

Name of Person Responding _____

Official Position _____

Please check population of city or town in which your school is located:

- | | |
|---|---|
| <input type="checkbox"/> 5,000 or under | <input type="checkbox"/> 50,001 to 100,000 |
| <input type="checkbox"/> 5,001 to 20,000 | <input type="checkbox"/> 500,001 to 250,000 |
| <input type="checkbox"/> 20,001 to 50,000 | <input type="checkbox"/> Over 250,000 |

ORGANIZATIONAL ASPECTS OF PROGRAM

A. When was your cooperative retail-selling program started?

Date _____ 19 _____

B. What is your enrollment in your retail selling program this year?

<u>Girls</u>	<u>Boys</u>	<u>Total Enrollment</u>
_____	_____	_____

C. Please check the length of your retail selling program (exclusive of preparatory curriculum).

1. One-year program
 2. Two-year program
 3. One-semester program

D. Please check any change which you have made in the length of the program since its start.

1. Changed from one-year to two-year program
 2. Changed from two-year to one-year program
 3. No change made
 4. Other variation

E. If the length of your program was changed, please state the most important reason for the change. _____

F. Please check the form of your program.

1. Alternating
 2. Nonalternating
 3. Other variation (please name) _____

G. Please check any change which has been made in the form of your program since its start.

1. Changed from nonalternating to alternating
 2. Changed from alternating to nonalternating
 3. No change made
 4. Other variation _____

H. If the form of your program was changed, please state the most important reason for the change _____

I. If the nonalternating plan is used, please indicate the hours of school and work under your program.

Day	Time	Classes Begin	End	Work Begins	Ends
Ex. Mon.		8:15 A.M.	12:00	1:00 P.M.	5:00 P.M.
Mon.					
Tues.					
Wed.					
Thurs.					
Fri.					
Sat.					

J. If the alternating plan is used, indicate the length of the work period.

- () 1. One month
- () 2. Two weeks
- () 3. One week
- () 4. One day
- () 5. Other variation _____

K. Do you limit the enrollment in your program?
 () Yes () No

L. If the enrollment is limited, please check the reasons for this practice.

- () 1. High standards of selection set by the school.
- () 2. High standards set by the cooperating merchants
- () 3. Limited school facilities
- () 4. Number of work positions available
- () 5. Coordination difficulties
- () 6. Other reasons, please specify _____

M. Please check the factors which determine the eligibility of students who wish to enroll in your program.

- () 1. Attendance records
- () 2. Health records
- () 3. Chronological age
- () 4. Size of student
- () 5. General scholastic averages
- () 6. Intelligence quotient (state minimum) _____
- () 7. Student's appearance
- () 8. Personality of student
- () 9. Pupil's request
- () 10. Interest inventories, such as Kuder or Strong
- () 11. Other factors (please specify) _____

N. Please indicate who is responsible for admitting students into the cooperative training program

- () 1. The coordinator
- () 2. The coordinator and the guidance director
- () 3. A committee of teachers and the coordinator
- () 4. The guidance director
- () 5. Other (please name) _____

O. Please check all the bases used in selecting a cooperating store.

- () 1. Methods and systems of the store
- () 2. Prospects for permanent employment in the store after training
- () 3. Full cooperation from the store
- () 4. Proximity of store
- () 5. Prestige of store
- () 6. Size of store
- () 7. Store ethics
- () 8. Personnel employed
- () 9. Remuneration to workers
- () 10. Working conditions in the store
- () 11. Probability of steady employment throughout the year
- () 12. Probability of employment of cooperative students during depressions and slack seasons
- () 13. Please indicate other factors considered _____

CONTENT OF PROGRAM

A. Please check the subjects included in your cooperative-retail-selling program.

- () 1. Salesmanship and retail selling
- () 2. Oral expression
- () 3. Commodity studies
- () 4. Color-Line-Design
- () 5. Advertising and display
- () 6. Fashion
- () 7. Textiles
- () 8. Nontextiles (leather, fur, etc.)
- () 9. Business and store arithmetic
- () 10. Economics of retailing
- () 11. Store organization and practices
- () 12. Business ethics
- () 13. Personal development
- () 14. Job problems
- () 15. Typewriting
- () 16. Hygiene
- () 17. Physical training
- () 18. Others (Please list) _____

C. If your school has a preparatory curriculum which precedes the cooperative training program, please check the subjects included

- () 1. General Salesmanship
- () 2. Business Arithmetic
- () 3. Retail Bookkeeping
- () 4. Elementary Business Training or Junior Business
- () 5. Elementary Retailing
- () 6. Economics
- () 7. Economic Geography
- () 8. Commodity Studies
- () 9. Personal Development
- () 10. Art-Color
- () 11. Typewriting
- () 12. Textiles
- () 13. Business Ethics
- () 14. Economics of Retailing
- () 15. Others (please list) _____

D. If your school does not at present have a preparatory curriculum for your program, do you believe one should be started?
() Yes () No.

E. Please rank in order of their most frequent use, (1,2,3,4,5, etc) the methods you use in presenting the subject matter.

- () 1. Demonstration sales by the pupil
- () 2. Demonstrations and lectures by the teacher
- () 3. Class discussions of the problems encountered by the students in their work activities
- () 4. Merchandise manuals built by the students
- () 5. Class discussion based on text assignment
- () 6. Assignment of notebook projects
- () 7. Discussion of students' work experience
- () 8. Talks by businessmen and personnel directors
- () 9. Field trips to factories, businesses and stores
- () 10. Please indicate other methods used _____

F. Please indicate which of the following materials are used in your program.

- () 1. Syllabus or outline
- () 2. Textbooks, please name them

For Selling _____

For store Organization _____

For Advertising and Display _____

For Commodity Study _____

- () 3. Government bulletins
- () 4. Buyers' manuals
- () 5. Manufacturers' bulletins and literature
- () 6. School store
- () 7. Dummy store
- () 8. Merchandise manuals
- () 9. Trade periodicals
- () 10. Fashion magazines
- () 11. Voice recording machine
- () 12. Reference books
- () 13. Others _____

- G. If you have a demonstration laboratory, check items it contains
- () 1. Cash register
 - () 2. Counters and display material
 - () 3. Wrapping materials
 - () 4. Mechanical devices (please name) _____

- H. Check the factors which influence the selection of teaching materials in your program
- () 1. Specific requirements of the cooperating stores
 - () 2. Specific requirements of the school
 - () 3. Standards and requirements of the Federal or State Departments of Education
 - () 4. Teacher investigation of new store methods
 - () 5. Periodic survey and analysis of local conditions
 - () 6. Content of other programs in other schools
 - () 7. Pupil needs and interests
 - () 8. Please indicate any other factors _____

EVALUATION

- A. Check the means you use to evaluate the pupil's store work.
- () 1. Observation of the pupil on the job by the teacher
 - () 2. Rating sheet used by teacher
 - () 3. Rating sheet used by employer
 - () 4. Conferences of teacher and employer
 - () 5. Teacher-student conferences
 - () 6. Objective examination of sales records, counter check, and other selling activities
 - () 7. Please name other means used _____

B. Check any outstanding deficiencies found in your students.

- () 1. Slow learners
- () 2. Poor command of English
- () 3. Lack of command of Basic Arithmetic
- () 4. Inability to write legibly
- () 5. Lack of proper personal traits or work habits
- () 6. Unwillingness to accept responsibility
- () 7. Lack of initiative
- () 8. Others (name them) _____

C. In your program please indicate the extent to which the following deficiencies hinder the success of the program.

Extent of Hindrance

	Great	Moderate	Little
1. Immaturity of pupils			
2. Lack of adequate teaching materials			
3. Exploitation of student by merchant			
4. Coordinating store work to school work			
5. Limited experience for pupils on the job			
6. Lack of time and personnel for adequate supervision			
7. Limited store positions available			
8. Lack of student interest in program			
9. Unfavorable influence of other workers in store on student trainee			
10. Lack of store cooperation			
11. Limited selection of the proper type of pupil			

NEEDS OF THE PROGRAM

A. Please indicate the extent of need for improving various phases of your cooperative-retail-selling program.

Extent of Need

	Great	Moderate	Little
1. Materials used in program			
2. Subjects included in program			
3. Pupil selection for program			
4. Cooperation and reciprocal work for merchants			
5. Supervision and control			
6. Planning for future needs			
7. Preparatory curriculum for the Cooperative Program			
8. Others _____			

Your early return of this inquiry will be appreciated

Would you like a summary of the findings?

- () Yes () No

APPENDIX E
FOLLOW-UP LETTER

March 3, 1951

Teacher-Coordinator

Dear _____

I am happy to report that three-fourths of all those who carry on the cooperative-training program in your state have responded to the check list enclosed in my letter of January 25, 1951. I know that you would like to have your school included in the study so that your state may be given complete information about its programs.

I should be most grateful to you if you would complete the enclosed check list and return it to me at your earliest convenience. This will enable me to complete some interesting and valuable data and make the findings available to those who have expressed a desire for them.

All information will be kept confidential and the data will be reported in summary form only.

Very truly yours

(Miss) Katherine Linskey

kml

Enc. 2

APPENDIX F

HIGH SCHOOLS IN CALIFORNIA, OREGON, AND WASHINGTON
WHICH CARRY ON THE
COOPERATIVE-TRAINING PROGRAMS IN RETAIL SELLING
AND WHICH WERE INCLUDED IN THE STUDY

HIGH SCHOOLLOCATIONCalifornia

Bakersfield High School	Bakersfield
Campbell Union High School	Campbell
East Bakersfield High School	East Bakersfield
Modesto High School	Modesto
Richmond Union High School	Richmond
San Bernardino High School	San Bernardino
San Diego Vocational School	San Diego
Balboa High School	San Francisco
George Washington High School	San Francisco
Mission High School	San Francisco
Tulare Union High School	Tulare

Oregon

Corvallis High School	Corvallis
Coquille High School	Coquille
Eugene Vocational School	Eugene
Gresham Union High School	Gresham
Central High School	Independence
Klamath Union High School	Klamath Falls
Grant High School	Portland
Franklin High School	Portland
Salem Senior High School	Salem
Springfield High School	Springfield

HIGH SCHOOL

LOCATION

Washington

Weatherwax High School
 Bellingham High School
 Overlake High School
 Bremerton High School
 Clarkston High School
 Everett High School
 Lake Washington High School
 R. A. Long High School
 Mount Vernon High School
 Olympia High School
 Pasco High School
 Port Angeles High School
 Renton High School
 Edison Technical School
 Highline Senior High School
 West Seattle High School
 John Rogers High School
 Lewis and Clark High School
 North Central High School
 Lincoln High School
 Stadium High School
 Vancouver High School

Aberdeen
 Bellingham
 Bellevue
 Bremerton
 Clarkston
 Everett
 Kirkland
 Longview
 Mount Vernon
 Olympia
 Pasco
 Port Angeles
 Renton
 Seattle
 Seattle
 Seattle
 Spokane
 Spokane
 Spokane
 Tacoma
 Tacoma
 Vancouver

APPENDIX G

HIGH SCHOOLS IN CALIFORNIA, OREGON, AND WASHINGTON
WHICH CARRY ON THE
COOPERATIVE-TRAINING PROGRAMS IN RETAIL SELLING

HIGH SCHOOLLOCATIONCalifornia

Bakersfield High School	Bakersfield
Campbell Union High School	Campbell
East Bakersfield High School	East Bakersfield
Modesto High School	Modesto
Richmond Union High School	Richmond
San Bernardino High School	San Bernardino
San Diego Vocational School	San Diego
Balboa High School	San Francisco
George Washington High School	San Francisco
Mission High School	San Francisco
Tulare Union High School	Tulare

Oregon

Coquille High School	Coquille
Corvallis High School	Corvallis
Eugene High School	Eugene
Eugene Vocational School	Eugene
Gresham Union High School	Gresham
Central High School	Independence
Klamath Union High School	Klamath Falls
Franklin High School	Portland
Girls Polytechnic High School	Portland
Grant High School	Portland
Lincoln High School	Portland
Salem Senior High School	Salem
Springfield High School	Springfield

HIGH SCHOOLLOCATIONWashington

Weatherwax High School	Aberdeen
Bellingham High School	Bellingham
Overlake High School	Bellevue
Bremerton High School	Bremerton
Centralia High School	Centralia
Clarkston High School	Clarkston
Everett High School	Everett
Lake Washington High School	Kirkland
R. A. Long High School	Longview
Mount Vernon High School	Mount Vernon
Olympia High School	Olympia
Pasco High School	Pasco
Port Angeles High School	Port Angeles
Puyallup High School	Puyallup
Renton High School	Renton
Richland High School	Richland
Edison Technical School	Seattle
Highline Senior High School	Seattle
West Seattle High School	Seattle
John Rogers High School	Spokane
Lewis and Clark High School	Spokane
North Central High School	Spokane
Lincoln High School	Tacoma
Stadium High School	Tacoma
Tacoma Vocational School	Tacoma
Vancouver High School	Vancouver
Walla Walla High School	Walla Walla
Yakima High School	Yakima