

AN EVALUATION OF DISTRIBUTIVE EDUCATION IN TEXAS

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AN EVALUATION OF DISTRIBUTIVE EDUCATION IN TEXAS

THESIS

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INTRODUCTION

Purpose of the Study

This study was made in an effort to evaluate the need in Texas for Distributive Education--a vocational education for workers in distributive occupations. By the term, distributive occupation, is meant an occupation in which workers are employed in the commercial exchanges necessary for making available to consumers the goods and services produced by others. An attempt was made in this study to make a national survey of the need for Distributive Education in the United States and to show the present set up and need for distributive educational Training in Texas. An endeavor was made in this study to justify Distributive Training in Texas because of the need for it, and then to make recommendations for the program in connection with the present business educational set up.

How the Data Were Secured

Some of the information used in this thesis was acquired through personal interviews with Mr. M. A. Browning, State Supervisor for Distributive Education, and from Mr. W. J. Adkins, coordinator of Distributive Education at Temple, Texas. Material for this study was also collected from State and National Bulletins which deal with the subject of distributive education. Through the aid of Mr. W. J. Adkins, the writer of this thesis

was able to secure the names of several merchants, located in different sections of the State of Texas, who were using cooperative part-time trainees. The questionnaire that was sent to each of the merchants consisted of the following questions: (1) the need for cooperative store training, (2) the value of this kind of training over other kinds of training, (3) the efficiency of such training, (4) its advantages and disadvantages to the merchants, (5) the problems related to cooperative part-time training. Both Mr. Browning and Mr. Adkins gladly gave information which was very helpful. The merchants answered the questionnaires very promptly.

How the Data Were Presented

The data are presented in the following order: Introduction; A National Survey in Distributive Education in Reference to the Need for Training in This Type of Work; The Status of the Present Distributive Educational Program in Texas; A Study of the Need for Distributive Educational Training in Texas; A Justification of Distributive Training in Texas; Recommendations for the Program in Connection with the Present Business Education Set-up. The Introduction is divided into the following sections: (1) Purpose of the Study, (2) How the Data Were Secured, (3) How the Data Were Presented, (4) Limitations of the Study, and (5) Definition of Terms.

Chapter I, A National Survey in Distributive Education in Reference to the Need for Training in This Type of Work, is

composed of the following sections: (1) Estimated number of Youths Each Year Entering in the Field of Distributive Education, (2) The Need for a Comprehensive Program in Distributive Occupations, (3) The Vocational Training Principles in the Secondary Schools, (4) The Responsibility of Present-Day Educators, (5) The Different Types of Training Carried On, (6) A Survey of People Engaged in Retail Occupations.

Chapter II, The Status of the Present Distributive Educational Program in Texas, is divided into the following parts: (1) The George-Deen Act, (2) The Meaning of Distributive Education, (3) Objectives of Distributive Education, (4) Training Levels in Distributive Education, (5) Cooperative Part-Time Program in Distributive Education, (6) Nature and Determinants of Distributive Occupations, (7) Types of Distributive Occupations, (8) Training Programs for Adults Through Extension, (9) Evening Classes, (10) Part-Time Classes, (11) Cooperative Part-Time Classes.

Chapter III, A Study of the Need for Distributive Educational Training in Texas, contains the following: (1) The Opinions of the Merchants in Reference to Cooperative Part-Time Training, (2) Cooperative Part-Time Training Programs, (3) Preparatory Curriculum, (4) The Cooperative Part-Time Curriculum, (5) Different Kinds of Distributive Education Courses Taught, (6) The Place of Cooperative Training Program in School Curriculum, (7) Kinds of Cooperative Part-Time Plans, (8) The Essentials for Success of Training Courses.

Chapter IV, A Justification of Distributive Training in Texas, is divided up into the following parts: (1) The Value of Cooperative Training as Expressed by Teachers and School Administrators, (2) The Opinions of Pupils in Regard to the Value of Distributive Educational Training in Texas, (3) The Value of Cooperative Training Revealed by Other Sources of Material, (4) The Need for Training in the Distributive Occupations, (5) Extent of Education for Distributive Occupations, (6) An Important Problem in Texas with Reference to Distributive Education.

Chapter V, Summary, Conclusions, and Recommendations, is presented in the divisions indicated in the chapter title.

Limitations of the Study

The study is limited in its scope to the training of high school students and to adults who are able to enroll in evening classes and take courses that will help them in their work either at the present time or in the future.

The scope of this thesis is geographically limited to the State of Texas with the exception of the First Chapter which deals with a National Survey showing the need for the training of Distributive Education in the United States.

CHAPTER I

A NATIONAL SURVEY OF DISTRIBUTIVE EDUCATION IN REFERENCE TO THE NEED FOR TRAINING IN THIS TYPE OF WORK

The fact becomes clearly apparent when the number already engaged in distributive occupations, the number of individuals who enter the distributive field each year, the great turnover of distributive workers, the large number of failures among small retailers, the unsatisfactory service rendered to consumers, and the personal and social costs of inefficiency in the distributive occupations are considered that there is a great need of training for distributive workers.

It is estimated that 150,000 youth eighteen to nineteen years of age find their first employment in distributive occupations each year. An additional 130,000 persons between the ages of twenty and twenty-four enter the distributive field each year, many of whom are from other occupations. Relatively few of those entering the distributive occupations have had any effective vocational training for their employment. Largely because of the lack of training on the part of employees, the rate of labor turn-over in retail stores is extremely high. There is no doubt that adequate and appropriate training for owners, managers, executives, and store workers would result

in more economical and efficient merchandising methods, a reduction in labor turn-over, and a consequent reduction in the costs of operation.

"One of the principal needs for vocational education today is accurate information and data concerning the opportunities for employment in various occupations.] This need is now being met in many sections of the country--in cities, towns, and counties--through occupational surveys, follow-up studies, and job analyses. Through these devices is determined the type of training that should be provided in a given school area in order for the student to obtain employment."¹ Such studies reveal the major employment areas, the number and qualifications of those who should be trained, and the skills that should be taught those preparing for various occupations. These studies have resulted in the organization of a curriculum that more nearly meets the training needs of a given community. They have also revealed the need of training for employment in retail stores, as well as training for employment in other distributive occupations. "It has been shown through research and surveys that almost 9,000,000 persons, or one out of every eight persons gainfully employed, are engaged in distributive occupations."²

¹Kenneth B. Hass, Distributive Education Organization and Administration, p. 9.

²Kenneth B. Hass, Cooperative Part-Time Retail Training Programs, 1939, p. 12.

Retail-store operating costs, which have been rising constantly since 1900, now average from 24 to 36 per cent of the net sales. Another fact revealed by research is that less than 10 per cent of those who start in distributive business succeed. Those who start in retail business have only two chances out of three to remain in business one year, an even chance of remaining in business two years, and only two chances out of five of lasting three years. It is apparent from these statistics--which are the result of numerous surveys, analyses, and researches that there is a great need for a comprehensive nation-wide educational program that will prepare for efficient service those who expect to engage in distributive occupations."³

The George-Deen Act, which provides for training under Federal grants, has served to direct attention to the fact that distributive education has been too long neglected and to emphasize the need for workers and prospective workers in these occupations. Distributive education can be offered in the public school just as other kinds of education are offered. Distribution of goods and services is not a mysterious art; it can be taught, studied, and practiced the same as can any other business or profession.

Although vocational training for the distributive occupations has been neglected, the need for such training is obvious when one considers the number of persons entering these occupations each year, the large turnover of workers, the rate of failure among retailers, and the mounting costs of distributing goods and services.

³Kenneth B. Hass, Distributive Education Organization and Administration, p. 6.

Probably the best type of education that occupies the ground between the old-fashioned education, that was designed primarily to promote mind discipline, and the so-called "progressive" education of today, which is "designed for fun," is vocational education, which seeks to train the youth to earn a respectable living and to live a contented life.

In many of our secondary schools the principles of vocational training in the crafts have been incorporated into the regular curriculum with excellent results. In many instances such training has diverted the mind of youth from intellectual mirages to the practical sphere of honest manual abilities. There seems to be no reason why training in the last year of the secondary school cannot be supplemented with more intensive courses that will tend to meet the demands of training in specialized fields, such as the distributive occupations. The essential point, as far as training for the area of distribution is concerned, is that the germ of useful endeavor would be implanted in the trainee and he would be brought ultimately to realize economic independence, which might otherwise be vague and uncertain.

Students should be taught in school to do the specific things they will later be called upon to do as workers in distributive occupations. They should be given an opportunity to become adept in at least one specific skill and versatile in many. The employer is not interested in any theories of

general salesmanship that the prospective employee may have acquired in a classroom course, but rather in his ability to perform specific jobs. General training for occupations in the field of selling should include practical instruction through actual employment in specific jobs.

The responsibility of present-day educators is not confined to the school house. During the period in which the frontiers of this country were expanding and business was enlarging its activities, it was comparatively easy to make adjustments after employment in spite of any shortcomings in the educational system. During that period, the schools confined themselves to academic education. Today, however, the educational system must face the fact that it is a social institution set up for the purpose of inducting youth safely and swiftly into some occupationally and socially useful place in life. The most effective channel to social and occupational competence is sound, penetrating vocational training under public-school supervision and control.

The first form of training for retail-store work was that provided by department heads or their assistants for women and girls employed in stores. It consisted of systematic training on the job for the duties to be performed. Later, training programs were developed in schools for store workers and prospective workers. As the need for teachers of retail-store-training courses developed, training-programs were set up for

educational-training directors in stores and for teachers of salesmanship courses.

The two beginning types of training carried on were:

(1) training in stores that covered sales-check routine and later embraced instruction in salesmanship, merchandising, and training for junior executive work; (2) organized training in high schools in day classes, continuation classes, and evening classes. More recently, however, distributive education courses in merchandising and other phases of store work have been established in colleges and universities.

The latest form of training for the distributive occupations is that provided in part-time and evening classes in the public high schools of the country for those engaged in these occupations. This training is carried on strictly under the provisions of the George-Deen Act.

Through a national survey it has been found that there are 5,437,212 people engaged in retail occupations, while 1,315,281 are engaged in wholesaling, making a total of 6,752,493 individuals directly engaged in distributive occupations.⁴

These figures do not include a possibly equal number of indirect, passive service and executive salespeople, nor do they include producers who engage in actual sales activities. It is obvious that if this multitude of people is to be given an intelligent understanding of how to render intelligent service to customers, employers, and society, organized education

⁴C. M. Arthur, "The Passage of the George-Deen Act," School Life, XXII (Jan., 1937), p. 133.

of some kind should be provided for them. It has been found that properly administered education will help prevent the economic and emotional waste resulting when those with aptitudes for selling follow other kinds of work; and when those with no aptitude for selling try to make progress in an occupational field for which they are not adapted. There is little doubt that the number of both small and large stores will increase from time to time. This will result in a constantly increasing and persistent demand for well-educated and well-trained store workers.

Formal education should help people to make adjustments to life circumstances. Possibly the primary need of life is to make a living. There is no job so trivial that it does not carry with its mastery personal pride, self respect, and a surety of accomplishment and happiness. To train persons to earn a living and to live as happily as possible is the primary need and objective of vocational education.

CHAPTER II

THE STATUS OF THE PRESENT DISTRIBUTIVE EDUCATIONAL PROGRAM IN TEXAS

Vocational training in the distributive field is a comparatively new phase of the federal-aided program of education. Prior to the passage of the George-Deen Act few states or local programs had included training in this area of vocational education. The realization of the inadequacy of the training being provided in distributive education, and the recognition of the economic and social desirability of making vocational training available for workers in distributive occupations, led to the inclusion in the George-Deen Act of a provision for distributive education.

The George-Deen Act was passed by Congress in 1936. It was signed June 8, and became effective July 1, 1937. In addition to authorizing an appropriation for the purpose of providing for the further development of vocational education in agriculture, home economics, and trades and industries, Section 2 of the George-Deen Act made specific and separate provision for training in distributive occupational subjects.

The following is Section 2 of the George-Deen Act:

The sum of \$1,200,000 to be allotted to the States and Territories in the proportion that their total population

bears to the total population of the United States and Territories, according to the United States census preceding the end of the fiscal year in which any such allotment is made, and shall be used for the salaries and necessary travel expenses of teachers, supervisors, and directors of, and maintenance of teacher training in, distributive occupational subjects in such States and Territories: provided, however, that the allotment of funds to any State or Territory for the purpose of this section shall be not less than a minimum of \$10,000 for any fiscal year after July 1, 1937, and there is hereby authorized to be appropriated for the fiscal year beginning July 1, 1937 and annually thereafter the sum of \$54,000 or so much thereof as may be needed, which shall be used for the purpose of providing the minimum allotments to the States and Territories provided for in this section.¹

These allotments under the act are to be matched by the States on a 50 per cent basis until June 30, 1942. Subsequent to that date, the matching percentage will increase 10 per cent each year until the beginning of the fiscal year July 1, 1946, when the States will be required to match Federal funds dollar for dollar.

Section 6 specifies "that the appropriations made by this act for distributive occupational subjects shall be limited to part-time and evening schools as provided in the Smith-Hughes Act of February 23, 1917, for trade, home economics, and industrial subjects and as qualified by the provisions of this section."²

Many teachers of business subjects seem to have the impression that the George-Deen Act provides subsidies only for instruction in preparation for the distributive trades.

¹Kenneth B. Hass, Distributive Education Organization and Administration, Distributive Education Bulletin No. 211, p. 1.

²Ibid., p. 2.

The Act appropriates roughly \$14,750,000 to be apportioned among the various fields of vocational education. Trade and industry, home economics and agriculture are each approximately 28% of the sum appropriated. Instruction for the distributive occupations is assigned the remaining 14% of the total funds, or an amount of \$1,298,692.10.³

The following are the beneficial effects of the George-Deen Act:

(1) Cooperative courses which require pupils to work in stores and attend classes alternate weeks are included in the provisions of the Act. Courses in which students work either mornings or afternoons and spend the rest of the day in the classroom are also provided for. In fact, the Act will encourage the formation of other types of cooperative courses.

(2) The Act will give a decided impetus to adult evening courses. Specialized distributive courses will increase in number.

(3) The added interest in part-time and evening courses in distributive occupations will hasten the adoption of retailing courses in secondary schools.

"Teachers, principals and store executives are beginning to appreciate the numerous opportunities afforded high school graduates in the retailing field. A conservative estimate is that retailing courses in high schools will increase at least ten-fold during the next five years."⁴

³Clinton A. Reed, "The George-Deen Act and Its Relation to Vocational Business Education," Eastern Commercial Teachers' Association, Eleventh Yearbook, 1938, Philadelphia, Pa., p. 298.

⁴Norris A. Brisco, "The Challenge of the New Federal Vocational Act which Provides Training for Commercial Distributive Occupations," Eastern Commercial Teachers' Association, Tenth Yearbook, 1937, Philadelphia, Pa., p. 331.

The Meaning of Distributive Education

Distributive education is vocational education for workers in distributive occupations. Distributive occupations are those followed by workers directly engaged in merchandising activities, or in direct contact with buyers and sellers when:

- a. Distributing to consumers, retailers, jobbers, and wholesalers 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. Distributive occupations do not include clerical occupations such as stenography, book-keeping, office clerical work, and the like; nor do they include trade and industrial work followed by those engaged in railroad, trucking, or other transportation activities.⁵

Objectives of Distributive Education

Certain basic objectives must be kept in mind in setting up and operating any educational program. A program of distributive education under public supervision can be justified only when it provides training which enables those engaged in the distributive field to give better, more economical and more efficient services.

✓ One of the most important objectives of the distributive education program is to train the distributive worker to render a more intelligent and efficient service. Through use of appropriate courses for the different occupational levels, the vocational skills and knowledges required for successful

⁵Donvan R. Armstrong and M. A. Browning, Manual for Evening and Part-Time Classes in Distributive Education, State Board for Vocational Education, p. 1.

functioning in the different distributive occupations will be developed. Job satisfaction and appreciation, increased usefulness and earning ability, advancement, and stabilization are important outcomes of a vocational training program for distributive workers.

✓ Another important objective of the distributive education program is to reduce the loss caused by business turnover by training not only salespersons and other store workers to render efficient service, but also by training owners and managers to conduct their businesses in accordance with sound management policies and practices. It will be a purpose of the distributive education program to serve the large group of small distributors and their employees through a vocational training program suited to their needs. There are hundreds of thousands of small, individual distributive businesses that are seriously handicapped because of the lack of any vocational training among the workers.

✓ An important objective of the distributive education program is to train salespersons and other store workers to render a more intelligent and helpful service in their contacts with the customer. An efficient salesperson should have accurate knowledge of the goods that he sells. Equally important is the ability of the salesman to behave in a manner that is agreeable and pleasing to the customer.

Training Levels in Distributive Education

Below are listed the levels for distributive education:

1. Preparatory program on the secondary school level.
2. Cooperative part-time program on the 12th grade, high school post-graduate, or the junior college level.
3. Extension program on the adult level for salespeople and others who have customer contacts.
4. Extension program on the adult level for junior executives, buyers, and department heads.
5. Extension program on the adult level for owners, managers, and executives.

Programs for these five levels, could be organized to provide positive relationships between the subject matter taught and the levels of training. Within obvious limitations these programs may be arranged to carry the trainee through a whole broad series of learning experiences from the secondary school level to the adult executive level.

The preparatory program should be carefully planned to discover the pupil's interest in and aptitude for distributive work, to develop certain basic abilities and understandings, and to provide a knowledge of related distributive subjects as a background for vocational training under the provisions of the George-Deen Act. In order to give pupils an understanding of business and their relation to it, such general courses as elementary business training, business economics, record keeping, and business law may be included. Pupils should be

given also a knowledge of those subjects that are related to the field of distribution. Such courses as economic geography, business arithmetic, and retail bookkeeping are suggested. In addition certain occupational information and training should be given which will include the functions of retailing, common practices in carrying on routine work in stores, elements of retail salesmanship, and a study of merchandise in one broad field.

Cooperative Part-Time Program in Distributive Education

Cooperative part-time curricula in distributive education may include a wide variety of course subject content and subject sequence. The variation in the instructional material included in courses now in operation in various parts of the country is evidence of the fact that curriculum organization, subject matter, and experience should conform to local conditions and the needs of the trainees enrolled in the cooperative part-time program.

The following is a list of possible subjects to be taught in a cooperative part-time program:

Principles of retailing	Store Arithmetic
Conference on store problems	Retail selling
Advertising and display	Store English
Elements of store organization and management	Merchandise study
	Customer relations
	Retail bookkeeping

The Nature and Determinants of Distributive Occupations

Distributive occupations are those in which workers are employed in the commercial exchanges necessary for making available to consumers the goods and services produced by others. Many retailers are also manufacturers of the goods they sell. So far as their retail activities are concerned, they are distributors. For example, printers, bankers, jewelers, photographers, and sign writers are both manufacturers and distributors. The managers, salespersons, and other customer contact workers in these organizations are distributive workers.

Customers buy not only a wide variety of commodities, but also an ever-increasing variety of services. Some of these services are commercial in nature and some are personal. Commercial services are sold by individuals engaged in conducting businesses or managing agencies for advertising, financing, insuring, storing, collecting, reporting, and employing activities. Personal services include cleaning, repairing, hotel housing, recreation, and other services necessary for comfortable living. Therefore, those workers who manage, sell the services, or make the necessary customer contacts peculiar to such businesses, are distributive workers as much as those who distribute commodities. Social needs and business practice justify the inclusion of commercial and personal services as distributive occupations.

The determinants for a distributive occupation lie in the nature of work done; not in the kind of business in which a worker is employed. If the worker is in contact with consumers, or if he is engaged in managing, buying, selling, or servicing to consumers, he is engaged in a distributive occupation. If the worker is not in direct contact with consumers, or if he is not engaged in related buying, selling, promotional, or managing activities, he is not engaged in a distributive occupation. This excludes all clerical workers, such as bookkeepers, stenographers, recording clerks, and others not directly engaged in consumer contacts or in other merchandising activities, even if they are employed in stores and other distributive organizations.

Types of Distributive Occupations

Below is a list of the common distributive occupations:

1. Managers and operators of all kinds of stores, shops, and other businesses:
 - a. Retail stores of every kind: grocery, furniture, hardware, dry goods, etc.
 - b. Jobbing and commission houses.
 - c. Commercial service businesses.
 - d. Wholesale stores.
 - e. Cooperative organizations: retail, wholesale, and agricultural.
 - f. Personal service businesses: laundries, dry

- cleaners, barber shops, and beauty shops.
- g. Contractors dealing with consumers: electrical, plumbing, building, etc.
 - h. Hotel, restaurant, recreation, and amusement businesses.
2. Managing agents: branch managers and other local representatives of all kinds.
 3. Apprentices and learners in training for managerial positions in stores.
 4. Purchasing agents and general buyers of all kinds for:
 - a. Retail and wholesale stores.
 - b. Cooperative organizations.
 - c. Industrial, commercial, and personal service organizations of all kinds.
 - d. Agricultural products.
 5. Department heads, supervisors, and foremen in stores:
 - a. Commodity departments: buyers for dresses, men's suits, meat, cigars, etc.
 - b. Service departments: delivery, restaurant, etc.
 6. Salesmanagers in all kinds of business.
 7. Salespersons: Sales agents, canvassers, solicitors, demonstrators, in:
 - a. Retail stores of all kinds.
 - b. Wholesale, commission, jobbing organizations.
 - c. Industrial organizations: industrial salesman, specialty salesmen, etc.

- d. Commercial services: canvassers, solicitors, realtors life underwriters, etc.
 - e. Transportation, communication, and other public service organizations.
 - f. Personal service businesses: cleaners, auto agency, etc.
 - g. Hotel, restaurant, amusement, etc.
8. Store service workers in contact with customers: cashiers, adjusters, collectors, etc.
9. Delivery men of all kinds:
- a. Delivery salesmen: milk, ice, etc.
 - b. Retail and wholesale delivery men.
10. Miscellaneous: auctioneers, newspaper vendors, stewards, etc.

Training Programs for Adults Through Extension

Courses for adult workers should be adjusted to their occupational levels, the kind of business in which they are engaged, and the nature of their job activities. Instructional material common to different groups and various distributive occupations may be organized into appropriate courses. In the larger centers, it may be possible to offer many of these courses each year, while in the smaller centers fewer and different courses may be offered each year, so that over a period of from two to four years retail workers may be able to secure comprehensive vocational training in their field of interest and activity.

Below is a list of courses that represents possibilities for instruction on the three adult levels of training needed by employed salespeople; junior executives, buyers, and department heads; and executives, owners and managers.

Suggested Courses for the Salespeople:⁶

Specialty selling	Business behavior
Applied display	Consumer relationships
Art principles	Merchandising information
Store arithmetic	Selling for special groups
Study of textiles	Retail salesmanship

Suggested Courses for Junior Executives, Buyers, and Department Heads:

Retail buying and selling	Consumer relationships
Selling department survey	Junior sales training
Personnel management	Delivery service training
Price marking	Credits and collection
Principles of retailing	Planning and control
Preparation of advertising	Display techniques
Duties of a junior executive	Economics of fashion
Activities of buyers and department managers	Market research and analysis

Suggested Courses for Owners, Managers, and Executives

Merchandise control	Store operation and service
Sales promotion	Selling clinic
Retail merchandising	Management problems
Public relations	Advertising methods and practices
Retail buying problems	Group efforts to promote trade
Departmental coordination	Store traffic problems
Training of employees	Store letters to the public
Financial control	Operation and management of the small store
Market surveys	Trends in compensating sales persons
Principles of retailing	
Store organization and administration	

⁶Kenneth B. Hass, Distributive Education, Organization and Administration, Vocational Bulletin No. 211, Business Education Series No. 13, United States Government Printing Office, Washington, D. C., 1940, p. 21.

Evening Classes

"An evening school or class in distributive occupations for which reimbursement can be made is one which conforms to the following requirements."⁷

1. All those enrolled for instruction must be sixteen years of age.
2. All those enrolled must be lawfully employed, or temporarily unemployed, in a distributive occupation.
3. The instruction must be directly supplemental to the daily employment of the workers.
4. The class must meet at any hour of the day or evening when the workers are not employed.
5. The teacher must be qualified under the State plan to teach the class.

Evening-school classes may offer instruction which prepares workers in an industrial or trade occupation for promotion to a full-time distributive occupation if the daily employment of the workers involves some contact with consumers. The workers must have an agreement for full-time employment in a consumer-contact position in a closely related distributive business-industrial field. For example, a garage repair man whose employment requires him to meet customers can be enrolled in an evening class for preparing him to become a salesman of automobiles, if he has a promise of full-time employment as an auto salesman.

Evening classes may be scheduled to meet at any hour of the day or night that is outside the regular working hours of those in the class. For workers who finish their work at noon,

⁷Ibid., p. 23.

an evening class may be scheduled for any convenient hour in the afternoon.

Part-Time Classes

Part-time classes are those classes conducted during the working hours of the workers enrolled. The workers must be sixteen years of age, or over. The evening classes meet after, before, or outside their working hours, and the workers must be sixteen years of age, or over. The chief difference in these two types of classes is the time at which the classes are scheduled.

Reimbursement from Federal distributive education funds may be made for salaries to teachers of three different kinds of part-time classes for distributive workers:

1. Continuously scheduled classes for distributive workers who can leave their daily employment for instruction only a few hours each week.
2. Short intensive courses to be taught for a limited time to distributive workers who can leave their daily employment or who are temporarily unemployed.
3. Classes organized for continuous instruction on a cooperative school-and-employment schedule for persons who are regularly employed in a distributive occupation and regularly enrolled in a school.

Values of Evening and Part-Time Classes in Distributive Education

Worth while extension education for the distributive occupations can be productive of benefits to employees, employers, the schools, and consumers. Values become apparent in those programs in which the problems of training are approached seriously and thoughtfully by the groups cooperating. When high standards are upheld the following values have been demonstrated:⁸

Values to the Employee:

1. Better than a 50-50 chance to receive a reward for time spent in classes in the form of increased earnings.
2. Job security because of increased skill and knowledge.
3. Increased prestige in the organization both in the eyes of management and in the eyes of fellow-workers.
4. Satisfaction that comes from personal development on a job rather than through a change of jobs.
5. Better understanding of customers which will permit greater service to be rendered them.
6. Increased self-confidence in meeting the varying demands of the times.
7. Pleasure through acquaintance of their fellow-retail employees in the community.

Values to the Employer:

1. Increased sales and lowered selling costs resulting from a more alert and better trained sales force.
2. Reduction in excessive labor turnover through the means of classes to improve present personnel.
3. Opportunity to secure replacements from among those who have secured training through distributive classes.
4. More effective performance of the duties of personnel with less supervision from management.
5. Fewer customer complaints and less returned goods resulting from better selling.
6. Improved employee morale as a tangible benefit of extension classes in distributive education. Mentally alert salespeople exhibiting more enthusiasm and interest in their work.

⁸ Donovan R. Armstrong and M. A. Browning, Manual for Evening and Part-Time Classes in Distributive Education, State Board for Vocational Education, Distributive Education Division, Austin, Texas, September, 1940, p. 3.

Values to the School:

1. Better understanding of the schools by business and closer cooperation which results.

2. Enables the schools to assist in further education of those who have no opportunity to continue their education in institutions of higher education.

3. Opportunity to place in suitable employment many students who are forced into fields in which there is little chance for success.

Cooperative Part-Time Classes

A cooperative part-time student is a person enrolled in certain courses in a public school where it is possible to get organized practical experience in a distributive business. The student takes such a course for the purpose of acquiring knowledge and skill in a particular occupation. Under this setup a trainee's time is divided between school and work.

The students enrolled in cooperative part-time classes must have all of the following qualifications:

1. Sixteen years of age or over.
2. Regularly enrolled in a school.
3. Employed in a distributive occupation for at least as many hours each day or week or other unit of time as they spend in school during the same unit of time.
4. Possess those personal and occupational characteristics required for the type of work which instruction supplements.
5. Able to profit by the instruction.

To be able to qualify for reimbursement from Federal distributive education funds for part of the salary of the

teacher, students enrolled in cooperative part-time classes must be employed in a distributive occupation during the entire school year for a minimum of at least twenty hours a week for at least thirty weeks. The time spent in employment by cooperative part-time students must be equal to or exceed the total time spent in school. If the students are in school three hours each school day through the school week, then the time spent at work must be at least fifteen hours a week. If the school schedule calls for alternate weeks of school attendance and employment, then the time spent at work must equal or exceed the time spent in school. In figuring the amount of time spent in employment, the hours spent at work on Saturdays can be included; but the time spent in unemployment when the schools are closed for summer, Christmas, or other vacations cannot be included, unless coordinated or supervised. A cooperative part-time student is scheduled for regular class instruction in regard to his working experiences amounting to at least two school periods in each school day.

CHAPTER III

A STUDY OF THE NEED FOR DISTRIBUTIVE EDUCATIONAL TRAINING IN TEXAS

The data referred to in the following discussion was collected from the State Board for Vocational Education, and through personal interviews and letters written to department store merchants in different sections of the State of Texas who employed cooperative part-time students.

The Opinions of the Merchants in Reference to Cooperative Part-Time Training

Information was gathered from the merchants of department stores in Dallas through personal interviews. The Merchants in Amarillo, Borger, Big Springs, Paris, Terrell, and Pampa were contacted by letters. All merchants interviewed and all those to whom letters were written were asked the following questions: (1) the need for cooperative part-time store training, (2) the value of this kind of training over other kinds of training, (3) the efficiency of such training, (4) the problems related to it, and (5) its advantages and disadvantages to the merchant. The results of the survey revealed that 93 per cent of the 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. The determining factors for success in cooperative training according to the merchants were: (1) the type of student taking the training, (2) the type of class teacher, and (3) the type of store coordinator.

The merchants stated that their problems were to secure the proper type of pupils, to find employment opportunities for them, and to arrange a satisfactory schedule between store and school. They recommended that the students for cooperative part-time training be more carefully selected, that instructors be thoroughly familiar with store work, and that the academic instruction of pupils be provided for. The merchants expressed their belief that there were no trends that would take the place of cooperative training on the secondary level.

The merchants feel that the chief advantage of cooperative training is that it provides for more careful selection of future full-time store personnel, in other words it is an upgrading of store workers. The very grave disadvantage, on the other hand, is that some of those selected for training are later found unsuited for store work. There were several other disadvantages cited by the merchants, but they were local in nature, and none were serious.

Below are listed a few of the advantages of cooperative training as expressed by the merchants:

(1) Cooperative training provides for the constant induction of desirable beginners into the store personnel.

(2) It provides the specific training for the trainees that the merchants desire them to receive.

(3) Store owners are able to get better trained workers, because those taking cooperative training are required to study related subjects, such as salesmanship, science, mathematics, economics, English.

(4) The school training raises the educational level of the store occupations, and thereby attracts a better grade of employees.

(5) The store is relieved of the training problems and expense, because the school assumes the burden of training.

There are many more advantages of cooperative training for the merchants but the above mentioned are the most important ones.

"The following is a suggested list of what the schools might do to better prepare the youth of today in the distributive occupations":¹

1. Always bear in mind that the boy or girl may find it difficult to see the relationship between classroom material and business requirements. Therefore, try to get across, even to the younger students, the "why" of school work. If your student is being given a course in textiles, he should be shown that knowledge regarding the length of cotton fibers can give him confidence in selling the customer who wants to know whether a towel will dry her hands properly or will stand up under continued wear.

¹Ernest B. Lawton, "As the Employer Sees It," Eastern Commercial Teachers Association, Thirteenth Yearbook, 1940, Philadelphia, Pa., p. 108.

2. Try to teach your student the right attitude, not by preaching, but by accurately describing the problems which he will be up against. Give him an accurate picture of business life...

3. Give the students basic courses in color, line, design, fabrics, textiles, etc., which will be of real use to them.

4. A teacher should be continually in contact with the business for which he is training his pupils. This can best be done by actually working in a store. The students can readily spot the difference between the teacher who has gained his knowledge from experience and the one who is merely teaching theory out of a book.

5. Through some co-operative program, try to give the high school student an opportunity to practice under actual business conditions so that he can see the value of the actual information he is getting in the classroom. By working part time while he is in school, the youth really faces competition and learns that he has to earn recognition. The opportunity is given him, but his future depends chiefly upon his own contribution.

6. If you do attempt to teach salesmanship, have your students go as customers and report back their reasons for liking certain stores or salespeople. This may do more than any of your theoretical preachings or teachings in the classroom to prove to them that an interested and enthusiastic salesperson is successful.

7. Give courses in speech work all through high school. Seniors should be taught the art of debate.

"Below is a list of the subjects that are now included in the special cooperative curriculum in San Antonio, Texas"³

Tenth year:	Eleventh year:	Twelfth year:
Retail selling	Salesmanship	Psychology
Typing	Store system	Merchandise
Commercial arithmetic	Textiles	Public speaking
Personal regimen	Store mathematics	Store organization
	Public speaking	Color, line, design
	Personal regimen	Store work
	Costume design	

³Kenneth B. Nass, Cooperative Part-Time Retail Training Programs, Vocational Division Bulletin No. 205, Business Education Series No. 12, United States Department of the Interior, Office of Education, Washington, D. C., 1939, p. 44.

The Cooperative Part-Time Curriculum

One of the important features of the cooperative part-time type of training is that it coordinates work experience and instruction. Not less than the equivalent of one hour of class work each day should be devoted to a discussion of the problems which have been encountered by the pupils on the job. This procedure helps them to orientate themselves, assists them in their solution of pressing personal and store problems, and thus makes them more efficient workers and participants in the distributive field. The remainder of the time spent in the classroom may be devoted to the related subjects and project material set up in the curriculum, in other words, the same related courses or subjects may be offered in either the preparatory or cooperative training curriculum. The distinction between the two types of training lies in the teaching techniques employed and in the fact that actual work experience is provided in connection with the cooperative part-time type of training.

Different Kinds of Distributive Education Courses Taught

The kind and number of courses will vary with communities, kinds of distributive businesses, and funds available. In courses for non-homogeneous groups it will be necessary to determine by analysis the elements common to the problems and activities of individual members of the class. The

occupational levels which lend themselves to extension training through evening and part-time classes range from the beginning levels through top management positions. Courses may also be set up for the sub-executive group and for those senior salespeople or senior workers who are capable of advancement. Other courses may be provided for executives, managers or owners, of small and large stores.

"Below are listed types of courses for Distributive Education classes":⁴

- A. Training for specific jobs
 - 1. Stock room employees
 - 2. Service employees
 - 3. Salespeople
- B. Training in specific retail functions
 - 1. Retail display
 - 2. Retail credit problems
 - 3. Retail advertising
- C. Merchandise information alone
 - 1. Textiles
 - 2. Builders hardware
 - 3. Ready-to-wear
- D. Specific functions in terms of merchandise
 - 1. Displaying groceries
 - 2. Shoe store advertising
 - 3. Buying problems in furniture
- E. Merchandise as affected by all functions
 - 1. Retailing men's shoes
 - 2. Retailing hardware
 - 3. Retailing furs
- F. Common needs
 - 1. Store speech
 - 2. Store mathematics
 - 3. Telephone personality

For mixed groups of salespersons or store workers, when class members are from various kinds of stores, courses developed from the elements common to the various types might apply equally well in all types. The following courses may be suggested

⁴Donovan R. Armstrong and M. A. Browning, *op. cit.*, p. 10.

which will indicate possibilities. Content in each course will be determined by the needs of the locality, group, and distributive occupations represented:

- a. Retail Sales Promotion
- b. Buying Practices
- c. Arithmetic of Retailing
- d. Telephone Selling
- e. Merchandising Principles
- f. Economics of Retailing
- g. Personalized Retailing
- h. Psychology of Selling
- i. Principles of Marketing
- j. Retail Store Advertising
- k. Store Control
- l. Store Speech and Vocabulary in Selling
- m. Advertising Copy Writing and Layout
- n. Show Card Writing
- o. Window and Store Display

For homogeneous groups of workers in distributive occupations, the members having the same duties in one or more stores or businesses, the following courses are suggested:

- a. Color, Line, and Design
- b. Fashion Trends
- c. Selling Home Furnishings
- d. Shoe Fitting and Selling

- e. Millinery Selling
- f. Good Merchandising
- g. Furniture Merchandising
- h. Advanced Salesmanship
- i. Department Stores Salesmanship
- j. Delivery Salesmanship
- k. Hardware Merchandising
- l. Retail Bakery Selling
- m. Selling Men's Wear
- n. Selling Women's Wear
- o. Variety Stores Salesmanship
- p. Selling Building Supplies
- q. Basic Textiles
- r. Real Estate Appraisals
- s. Selling Glassware
- t. Selling Cosmetics and Toiletries

For sub-executives and senior executives, courses may be organized for the discussion or study of various elements in managing or operating a distributive business. Below is a list of short unit suggested courses.

- a. Personal Management Problems
- b. Sales Promotion
- c. Accounting for Retail Store Executives
- d. Retail Credit Management
- e. Wholesale Credit Management

- f. Economics of Retailing
- g. Laws Affecting Retailing
- h. Advertising
- i. Problems of Retail Executives
- j. Credits and Collections for Small Store Owners
- k. Marketing Problems
- l. Record Keeping for Small Stores
- m. Executive Training for Department Store Buyers
- n. Leadership Training

The above list does not exhaust the possibilities for courses in distributive occupations, but it is meant to suggest the types of courses which have been offered. Individual classes must be approved by the State Office before they are eligible for reimbursement. An outline of each course must be submitted prior to starting the class, unless an approved outline is on file in the State Office.

Place of Cooperative Training Program in School Curriculum

It is necessary to determine carefully the length of the cooperative training course and the year or years of the school curriculum in which it is to be taught. If the course is intended to prepare students for store work, the training period should not be less than two semesters in length. A four-term course should provide ample time for the practice and study of school subjects that will best fit the student for a position in a store. It should allow the student an opportunity to

develop through supervised store work desirable attitudes, abilities, and skills. If local conditions warrant, a two-semester course might be adequate, and it would be taught in the twelfth or thirteenth year of high school. A one-term course is of little value, since it allows little more than a discussion of the elementary practices of retail selling, and the store practice is likely to be inadequate.

✓ Kinds of Cooperative Part-Time Plans

The practices followed in operating cooperative part-time training courses are divided into two general plans: (1) the alternate cooperative plan, (2) the non-alternate cooperative plan.

Under the alternate plan pupils spend one day, one week, or one month in actual employment and the following day, week, or month in classroom instruction. Pupils are paired under this alternating plan and change places at the close of each alternating period. Under the non-alternate cooperative plan only one pupil is assigned to each position and there is, therefore, no alternating of groups of pupils between school and store. In many programs operating under this plan pupils attend school a certain number of hours and work in stores an equal number of hours a day. They may also work on Saturdays, and in some programs students work at the call of the merchants and make up their school work when not employed.

The opinion of those who have had experience with both types of plans is that the training opportunities are greater under the non-alternate plan than under the alternate plan and that the non-alternate plan is easier to administer by both the school and the store. In the small town, however, the alternate plan may some times work better.

The Essentials for Success of Training Courses

No cooperative part-time course in retail selling will be successful unless provision is made for the students enrolled in it to do practical work in a store or in several stores. This essential cannot be met, however, unless both the stores and the school cooperate in the training program. It can be maintained only, if the local retail stores can employ a reasonable number of students throughout the school year for part-time work; if store managers and owners are sufficiently interested in boys and girls to supply practical vocational guidance for them through part-time cooperative employment; if the merchants will give preference in employing full-time workers to retail-selling students and graduates of retail-selling courses; and if the students will remain with the stores after they are graduated from high school. The merchant often measures the effectiveness of the retail-selling program by the number of cooperative students who become permanent members of his store personnel.

A plan of training for retail selling can be maintained only if the school is so located as to make cooperative work feasible; if it can supply to the stores from time to time the required number of desirable and well-qualified cooperative student workers; and if the school executive and his faculty are willing to make adjustments in the school schedule and program that will enable students to work in the stores at the time the stores need their services. This may involve changing the opening hour of the school or the length of the regular class period, shortening the retail-selling students' daily schedule, or scheduling classes in required subjects at special periods of the day.

Faculty members should be willing not only to excuse the students from class attendance so that they can help in the stores during special sales and during the holiday seasons, but also to assist students in making up the class work missed in this way. The school executive and his faculty should look upon the retail-selling course and its accompanying cooperative store work on the part of students as a training program intended to prepare students for a definite vocation and not as a means whereby students may work their way through school.

Much of the success of a retail-selling program in the school depends upon the sureness with which it develops. It should not be started until merchants, school administrators, teachers, and a sufficient number of parents and pupils are

convinced that such a course is needed. The course should be planned by school and store representatives to meet the local needs, and the program should be developed slowly so that it may be adapted to changing of the needs of the immediate locality.

CHAPTER IV

A JUSTIFICATION OF DISTRIBUTIVE TRAINING IN TEXAS

The material used in this chapter was secured from school administrators, teachers, pupils, and from the Resume of Distributive Education in Texas (1937-41), published by the State Board for Vocational Education.

The Value of Cooperative Training As Expressed by Teachers and School Administrators

✓ Below are listed six advantages for students engaged in cooperative part-time classes which are fostered under the present Distributive Educational setup in Texas.

1. Cooperative training is advantageous to the student because it offers him a natural method of choosing an occupation. The training given him is determined by his aptitudes and adaptability, and his attitude in setting up the aims and objectives toward which he desires to work.

2. A student engaged in cooperative part-time training acquires certain social advantages. He has contacts with store personnel and shopping customers, which brings his social intelligence into play and improves his social attitude. He also learns to adjust himself to various kinds of people. The student also learns the importance of health, personal cleanliness, dress, and social behavior.

3. Educational advantages are also acquired by the student receiving cooperative part-time training. He acquires a combination of theory and practice by which he is able to relate instruction to life situations. Because it has a vital place in his store work, such instruction is interesting instead of boring to him. It develops sales ability and job intelligence in him and gives him a technical knowledge of the occupation. It offers him training in English, civics, related art, store management, related mathematics, related science, and business economics. It provides him with practical experience, for which he receives high school credit.

4. The cooperative part-time student acquires economic values. Cooperative training offers the student an opportunity for entrance into business without losing the advantages of high-school training. The student is enabled to earn money while in training, thus partially supporting himself. Finally, he acquires a background from the training that contributes to more rapid promotion in the trade after graduation.

5. Disciplinary values are instilled into the cooperative part-time student. Pupils must assume certain definite responsibilities in store work. To compete with older salespeople they must develop poise, dignity, and personal address. The store demands a grade of 100 per cent in its employees instead of the 70 per cent passing grade required in school work.

6. Cooperative part-time training builds up non-vocational values. These values are considered to be very much worth while by the teachers and administrators. It is felt that many of the personal and business failures are due to personality and social conflicts, therefore, it is believed that cooperative training has great value in building up sound thinking habits, emotional stability, and a constructive attitude toward society. Guidance can be offered in many ways, but it is especially effective in this type of training since actual business contacts enable the pupil to decide and plan his future vocational choice.

✓ It has already been clearly indicated that cooperative training provides vocational guidance in the student so that he is able through actual contact with various types of business to decide and plan his future vocational choice. The following are a few of the advantages received by the school, teachers, and school administrators through cooperative training of pupils:

1. The student receives considerable instruction in technical matters in the store which can therefore be omitted in school instruction.

2. Classroom instruction given in conjunction with store work is more vital, more interesting, more useful, and more lasting than instruction on a purely theoretical basis.

3. The double test of the competence and adaptability of the student provided through his record in the school room and in actual store work affords a means by which those unsuited for store work may be eliminated.

4. Through its relationships with the stores provided by its students, the school learns to make its training effective and practical.

Opinions of Pupils in Regard to the Value of Distributive
Educational Training in Texas

✓ Material for the following discussion was gathered from twenty-five graduates from cooperative training courses in distributive education. The students were asked to state, (1) what they considered the advantages and disadvantages of this type of training, (2) if they considered the training they were receiving valuable as a means of becoming successful and efficient salespeople, and (3) to give their reasons for taking this type of training.

The students reached in the survey listed the following as their motives for taking cooperative part-time training:

- (1) Earn money
- (2) The desire for practical training
- (3) Their interest in selling

All of the pupils reached in the survey felt that their training had made them more efficient and valuable to their employers. They believed that their training advantages centered

around the vocational opportunities afforded by cooperative part-time training. The principal disadvantages, they believed, centered around their inability to engage in school activities and the unsympathetic attitude of teachers, other than those under whom they received their instruction and of older store workers. These disadvantages were not listed by all the students and, therefore, should not be considered general weaknesses in this type of training. The students stated that the cause for the above disadvantages was local conditions.

The Value of Cooperative Training Revealed by Other Sources of Material

Besides conducting the surveys above discussed, material was secured from the Distributive Education Division, Austin, Texas, and other references which analyzed briefly the cooperative training programs in the many cities throughout Texas.

✓ This investigation revealed that a large proportion of the trainees remained in store work after completing the course and had later advanced to responsible positions. It was shown that only a very small per cent of the trainees who had taken the training changed to other vocations. This is a very strong and an effective indication of the holding power and attractiveness of this type of work.

The Need for Training in the Distributive Occupations

"There are thousands of youths between the ages of eighteen and nineteen that annually find their first employment in

distributive businesses, and a large majority of the youths that follow this line have no formal training that would qualify them for this type of work."¹ Although our distributive organization organizations have made great strides toward improving their methods, they are still handicapped by wasteful methods and incompetent personnel. Their progress has been remarkable when one considers the lack of training possessed by the average sales clerk.

There is considerable evidence that we need a better educated personnel in the distributive occupations who will seek new and more efficient ways of servicing and reducing the spread in price from manufacturer to a final customer. There is also a great need for more wide spread knowledge about the work of sales agents, assemblers, agents, and brokers, and other limited function wholesalers. A study of the activities of each of these groups would be of some value in that it would invite the curiosity of some students and give all a more objective approach than when this information is gathered solely by experience within the walls of a single institution.

Extent of Education for Distributive Occupations

We need highly trained people in the distribution field for sales management, sales promotion, market analysis and research, and distribution accounting, to mention just

¹Kenneth B. Hass, "Marching Along Together," Business Education World, XXI (Jan., 1941), p. 389.

a few of the responsible positions which graduates of good schools of business will eventually have a better chance to secure."²

Distributive Education is an almost unexplored field, but a few pioneers have demonstrated that we can look to the application of this subject for the elimination of much waste in future sales activities.

During the last five years an urgent need has developed for the retraining of the unemployed who have either lost their jobs because of changes in process or operations in industries or who have become unsuitable for employment as a result of long disuse of their special skills and abilities through the depression years. The State Office of Education indicates that these groups, as well as those who need training for newly developing types of employment, will have additional opportunities for training under the present Distributive Educational setup.

✓ One of the critical problems facing the program of vocational education in the State is the lack of an adequate supply of well-trained and qualified teachers for the several fields of vocational education. With the expansion of the vocational education program, special emphasis will be placed upon training additional teachers, and Texas is making definite plans to that end. The State of Texas plans to make good use of the additional funds authorized under the George-Deen Act.

²Roswell P. Sneed, "The Need for Training in the Distributive Occupations," The Journal of Business Education, Feb., 1939, p. 448.

The future of American education lies in the hands of the young people now in school. Additional formal classroom education will not solve the entire problem of unemployment of youth, nor will it answer all the critics of the school; however, there can be no question but that the right kind of additional education can do much toward the achievement of a satisfactory solution of both of these problems. The answer for the problems is to train the young people in the fields of distributive education. This training will help the unemployed seventeen year old graduate from high school to find employment and a means for earning income.

TABLE 1

OCCUPATIONS IN WHICH STUDENTS ARE BEING TRAINED AND
THE NUMBER OF STUDENTS TAKING THE TRAINING
DURING 1937-38, 1938-39, 1939-40, 1940-41
IN THE TEN CITIES INCLUDED IN THE STUDY

City	Occupations	Enrollment			
		1937-38	1938-39	1939-40	1940-41
San Antonio	Dept. Stores, Hotels, Spe- cialty Shops Grocery Stores, Lum- ber Yards, Meat Depts., Insurance Co., Adver- tising Agen- cies, Office Management, Furniture, Women's Wear, Variety Store	46	33	28	56
Amarillo	Dept. Store, Hardware Store, Gro- cery Store, Auto Acces- sories, Dis- play, Mil- linery, Ready-to- Wear, Shoes, Wholesale Drugs	....	39	32	35
Borger	Dept. Store, Grocery Store, Auto Supplies, Hardware, Variety Store, Men's Wear, The- atre Manage- ment, Whole- sale Oil	....	13	22	35

TABLE 1--Continued

OCCUPATIONS IN WHICH STUDENTS ARE BEING TRAINED AND
THE NUMBER OF STUDENTS TAKING THE TRAINING
DURING 1937-38, 1938-39, 1939-40, 1940-41
IN THE TEN CITIES INCLUDED IN THE STUDY

City	Occupations	Enrollment			
		1937-38	1938-39	1939-40	1940-41
Dallas	Women's Shoes, Dept. Store, Dry Goods, Grocery, Shoes Women's Wear, Men's Wear, Millinery	.....	21	44	48
El Paso	Dry Goods, Dept. Stores, Shoes, Show Card, Paint and Glass, Florist Ready-to-Wear	.....	10	42	29
Marshall	Wholesale To- bacco, Pro- duce, Dept. Stores, Ready to-Wear, Shoes, Furni- ture, Auto Parts, Gro- cery Store, Hardware Store, Elec- trical Appli- ances, Jewelry	.....	20	15	25
Memphis	Dept. Store, Grocery Store, Household Ap- pliance, Men's Furnishings, Feed and Grain Florist, Auto Supplies and Accessories	.....	10	15	20

TABLE 1--Continued

OCCUPATIONS IN WHICH STUDENTS ARE BEING TRAINED AND
THE NUMBER OF STUDENTS TAKING THE TRAINING
DURING 1937-38, 1938-39, 1939-40, 1940-41
IN THE TEN CITIES INCLUDED IN THE STUDY

City	Occupations	Enrollment			
		1937-38	1938-39	1939-40	1940-41
Harlandale School	Auto Supplies and Accesso- ries, Gro- cery, Wom- en's Wear, Variety Store, Dept. Store	....	....	14	30
Paris	Dept. Store, Advertising, Show Card Writing, Dry Goods, Variety Store	....	....	....	18
Lubbock	Grocery Store, Hardware Store, Jewelry Store, Drug Store, Oil Sales, Of- fice Sup- plies, Feed and Grain, Lumber, Dept. Store, Ready- to-Wear, Photography	....	23	31	29

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The desirable aims and objectives of education for distributive occupations are as follows:

(1) To help workers in distributive occupations to give better service.

(2) To help workers to conduct their working activities for their best personal interests, as well as for the best interests of their community and the nation.

(3) To encourage workers to develop a distributive system that will render economic service to both producers and consumers.

(4) To help develop among workers in distributive occupations an understanding of the socially and economically desirable services that distributive workers should render in furthering the general welfare of our citizens.

(5) To help workers in distributive occupations develop the abilities necessary for successful employment in the highest positions they can attain; that is, to improve their economic status.

(6) To help prepare relatively inexperienced youths for efficient employment in distributive occupations.

(7) To direct the growth of the personal abilities necessary for satisfactory personal, social, economic, and occupational adjustments in a rapidly changing world.

(8) To stimulate the growth of pride in knowledge and accomplishment in the distributive occupations so that these occupations may tend to become semi-professionalized.¹

With the objectives stated and qualified, the next step is to consider how these objectives may be attained. What are the types of courses and kinds of programs through which these aims and objectives may be achieved?

¹Kenneth B. Hass, "Distributive Education, Objectives and Achievements," The Business Education World, XIX, (1940), p. 280.

The preparation of individuals for immediate job efficiency is important. While a program of distributive education is being initiated, we shall need several short-unit courses to provide flexibility so that the subject matter may be easily adjusted to meet the immediate needs. These short-unit beginning courses, however valuable, will not go far toward solving many of the major problems of distribution. A substantial problem will require more than one or two semesters of study and practice. Probably a thorough training course for the retail business will require from two to five years of intensive well-planned, supervised study and experience.

Only long-range programs will insure the safety of individual jobs in the distributive occupations. There is no one special line of work that offers security for the future. That is the danger of concentrating on short-unit specialized courses. While they have their place, they will not solve the major problems. The longer gain will come only through a thorough long line, systematic training.

The content of a general program designed to give this broad training should include the following:

- (1) The training should begin with what might be called the elements of retailing, including a general survey of what retailing is, what its functions are, and how its work is carried on.

- (2). While getting an education and training in merchandise knowledge, the student should also take courses in retail store management, retail accounting, retail advertising, retail selling, and so on through the whole

circle of activities necessary for efficient store work or successful management.²

Conclusions

Education at public expense can be justified only in terms of the contribution it makes to the general welfare of society. The social-economic objectives of distributive education should be considered the fundamental basis for intelligent participation in the program. One of the most important of social-economic objectives is to help distributive workers to give better service and thereby promote the general welfare of both producers and customers. This objective provides much of the social and economic justification for public-school instruction of workers in distributive occupations.

Vocational education should be prepared for the managers of distributive organizations. Intelligent buying for any store means selecting those articles that will be most utilitarian to patrons of that store. Therefore, in buying, the manager must know what satisfactions are wanted by the consumers he serves. Many managers need to know more about how to operate their business at the lowest possible cost. They can be helped only through giving them a knowledge of the least costly and at the same time the most effective management practices.

²Neal Bowman, "Development of a Program for Vocational Training for the Distributive Occupations," Eastern Commercial Teachers' Association, Tenth Yearbook, 1937, Philadelphia, Pa., p. 335.

Vocational education for salespeople should be conducted to help them learn how to give better service to purchasers of goods. Purchasers desire two closely related kinds of satisfactions, (1) satisfaction with the goods, (2) satisfaction with the conduct of the salesperson. Both are so important that they should be regarded as two of the major objective areas for all courses for salespeople and consumer-contact employees. Studies have shown that more purchasers are dissatisfied with the way salespeople treat them than with the goods purchased. All vocational education programs for salespeople should give major attention to helping the salespeople understand how to behave in ways that are socially pleasing to customers.

Experience in conducting distributive education classes should result in the acquisition of more knowledge about (1) the working activities required in distributive occupations and (2) the most effective materials for developing specific working abilities.

Experience with these classes should also develop a better understanding of the content and nature of the preparatory training that can be given in a secondary school to help youth in developing certain foundation abilities and in discovering their own capacities for growth in distributive work. As a result of such accumulated experiences in conducting classes, effective programs for certain distributive occupations can be developed in the public school. Youths interested in following

a career in distributive occupations can get the general preparatory instruction while in the secondary school, and then, after entering upon employment, enroll in a sequence of part-time and evening classes. This would carry them through the learning stages and finally prepare them for promotion to managerial positions, for successful independent business ownership, and for useful, satisfactory economic citizenship.

Distributive education needs a balanced point of view because:

There are more persons engaged in the distributive occupations than in all other types of business occupations. Hence training for this type of work, is of inestimable value. This fact imposes upon the schools an obligation of making the commercial work an attractive and effective means of shortening the experience method of training.³

So far as cooperative part-time training is concerned, it is believed that in the future the merchant will have a new confidence in the schools. He will have particular confidence in education for retailing. He will have confidence, because cooperative part-time training for store work is free from the shackles of tradition, and the fallacies of rationalization.

Cooperative part-time training gives school and business new vitality. Classes and individuals deal with the reality of life. Cooperative part-time teachers have a real understanding of business because they have spent many years in business and may continue to spend part of each year in business. The school

³Ibid., p. 336.

product, the student, is oriented to business conditions because, while attending school, he, too, is in business.

Cooperative part-time training closes the gap between the classroom and the real life of commerce through the coordination of business and school. Through such coordination the student increases the amount of time he spends in business without entirely relinquishing contact with the school.

In cities where cooperative part-time training has demonstrated its value, schools no longer have to beg stores to take their students, as has been the case, and still is, in many communities. Instead, merchants will demand them. Where cooperative programs are in effect, retailers have learned that well-selected, properly trained students are far more to be desired than are casual, inexperienced people who have no genuine interest in retailing except as a job for the moment, or experienced people who have sunk so deeply into the routine of retailing that even retailers hesitate to employ them. In those fortunate communities that have cooperative programs, merchants have come to understand the greater value of training plus experience as against training alone or experience alone. Then merchants have come, or will come, to look upon cooperative store training as a school and community service essential to their business.

Cooperative store training up-grades and semiprofessionalizes those who expose themselves to it. Cooperative part-time store programs offer a kind of business training and a kind of training

for life that are inseparable, they must be inseparable. Training must not be so narrowly vocational that it excludes the business of living. Nor must it be so narrowly academic that the student pursuing a vocational cooperative part-time program is a social outcast in the school.

Trainees from a cooperative school-store training program are more capable in advising the growing number of discriminating consumers than are those who have not had the advantage of such training. Such trainees and such consumers understand each other, because they talk the same language. Other school vocational and life reality programs should strive to reduce distributive economic ignorance to the vanishing point.

Refined measurement methods for selecting students for enrollment in training courses in the distributive occupations have not as yet been devised. Nevertheless, there are several tests and measurement devices that can probably be successfully adapted to selection in this field of training. The various standard tests and measurements, when combined with an analysis of the prospective trainee's social, scholastic, health, and personality records, will give a high degree of accuracy in determining his success in distributive occupations. Testing devices used to select students for distributive training should be based upon an actual measurement of each pupil, first, with regard to his capacity as he grows; and, second, with regard to a common measure of his school accomplishments.

Recommendations

The content of the distributive subjects taught in cooperative part-time classes must be that which supplements the employment activities of the worker and contributes to the development of the abilities needed in the occupation.

To be most effective on the secondary school level, cooperative part-time programs should make provision for a certain amount of background business training in addition to the vocational and related distributive training. Related distributive training should usually precede the real vocational training, but in some cases it may accompany it.

In actual practice, cooperative part-time training should be given on the upper secondary or post-secondary school age level. Hence much of the supporting background business training will have preceded it. During the period of direct training on a cooperative part-time basis the vocational and related distributive subjects will occupy most of the class time. It is in this latter period that the work should be eligible for reimbursement under the George-Deen Act, if it meets the requirements of an approved State plan.

Vocational instruction should expand the working experiences of those enrolled. Instruction in selling and in the principles of retailing, given to juniors employed in nonselling positions in large stores may be considered of little help in developing the immediate abilities required, but it is important if training

is to upgrade the level of retail workers. Discussions about suggestive selling given to girls employed in stores where both the store policies forbid, and the working conditions do not permit salespersons to do any suggestive selling, is apparently not a worthwhile contribution to their immediate needs, yet they should be given this instruction because it will probably be of future use to them if they continue their selling work. Likewise, instruction in merchandising or retail store management should be given to store juniors because it will be extremely profitable in preparing them for promotion to a full-time distributive occupation.

The process of developing the working abilities of young workers is made easier and more effective when those enrolled are placed in classes organized for those with similar working duties.

In this respect the following quotation is pertinent:

In general the most effective vocational instruction will be given in a class composed of workers employed in the same occupation. Hence, in the large cities, and elsewhere when possible, separate classes for the teaching of vocational practices should be organized for each group of distributive workers, such as grocery store employees, dry goods store employees, and similar separate retail trades. Related subjects which present information equally valuable to workers in several distributive occupations may be taught to composite vocational classes.

In the small communities classes for composite groups may be reimbursed provided the instruction is organized on an individual basis for the purpose of giving training in the specific vocational practices needed by each worker. Usually such instruction can be effectively given on a project basis including class conferences supplemented by special reading and investigations. Related subjects for these composite groups may be taught to all those

included in these groups so far as such instruction meets common needs.⁴

Workers in distributive occupations are in almost continuous contact with the public. Therefore, they need a high degree of social ability for a large number of activities.

Below is a list of these needs:

1. The ability to appraise correctly the persons with whom the worker has working relationships. For distributive workers these include employers, officials, superiors, purchasers, and fellow workers.

2. The ability to talk and act effectively and pleasingly to all the persons with whom he must deal.

3. The ability to control his emotions so that only those emotional reactions are revealed which are most effective in dealing with the persons with whom he has business relations.

4. The ability to maintain a personal appearance acceptable to those with whom he has business relations.

The above mentioned elements are part of so many of the working activities of distributive workers that their development should be regarded as one of the primary objectives in distributive education classes. Indeed, their universality would imply the inclusion of a course in personal relationships as one of the courses in all cooperative part-time curricula for distributive workers.

⁴Kenneth B. Hass, *Distributive Education, Organization, and Administration*, Division Bulletin No. 211, p. 37.

Of the two or more hours daily devoted to distributive instruction, ample time should be spent in discussing and offering solutions for current job difficulties and problems. Following the discussion of job difficulties new information should be presented which will be correlated with the needs of the occupations in which the pupil is employed. In order to facilitate the development of ability in effective oral expression is one of the most efficient methods of dealing with job difficulties and of presenting new information.

There should be no limitations upon the teaching methods and devices that may be employed. Recitation, discussion, lecture, conference, demonstration, supervised study, moving pictures, visits to stores, factories, and talks by experienced business workers or by authorities in specific fields all have their rightful place in the instructional procedures used.⁵

Evaluating the Distributive Education Program in Texas

The final test of the success of a program will be the demand for additional classes and requests for continuance of the program by merchants and salespeople who participate in the program. For the purpose of checking results during the progress of a program, the following suggestions are made:

1. Secure opinions of advisory committee members as to the value of the courses.
2. Make questionnaire tests for executives to secure their valuation of results being obtained.
3. Check students on the job.
4. Confer with those in charge of personnel to determine progress being made.
5. Search out promotions of individuals on their jobs, or seek those individuals attending class who have advanced on their jobs.

⁵Roswell P. Sneed, op. cit., p. 450.

6. Check on opinion of members of a class as to the value of the instruction.
 7. Determine the improvement.
 8. Check attendance in classes. The most valuable classes are usually best attended.
 9. Observe the continued desire of store people to act as instructors or discussion leaders in the classes.⁶
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⁶Donovan R. Armstrong, and M. A. Browning, op. cit., p. 27.

APPENDIX

QUESTIONNAIRE SENT TO MERCHANTS IN AMARILLO, BORGER, BIG SPRINGS, PAMPA, TERRELL, AND PARIS, TEXAS

1. Name of firm:
2. Name of store owner:
3. Number of cooperative part-time workers employed:
4. The need for cooperative part-time store training:
5. The value of this type of training over other kinds
of training:
6. The efficiency of such training:
7. The problems related to cooperative part-time training:
8. Advantages received by the merchant from cooperative
part-time training:
9. The disadvantages to the merchant from this type of
training:

QUESTIONNAIRE FILLED OUT BY STUDENTS OF CO-OPERATIVE
TRAINING WHO ARE WORKING IN DIFFERENT DISTRIBUTIVE
FIELDS IN DIFFERENT TOWNS OF TEXAS

1. Name of student:
2. Name of firm worked for:
3. Nature of business:
4. Sex:
5. Advantages received from their Distributive Training:
6. Disadvantages of this type of training:
7. If they considered the training they were receiving
was valuable as a means of turning out to be successful and
efficient salespeople:
8. Give reasons for taking this type of training:

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