

THE STATUS AND DEVELOPMENT
OF DISTRIBUTIVE EDUCATION
IN OKLAHOMA

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THE STATUS AND DEVELOPMENT
OF DISTRIBUTIVE EDUCATION
IN OKLAHOMA

By

JOHN W. RODGERS

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Judith Holley
Chairman, Thesis Committee

W. Fred Truwell
Member of the Thesis Committee

Judith Holley
Head of the Department

D. C. McIntosh
Dean, Graduate School

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CHAPTER I

INTRODUCTION

Before the passage of the George-Deen Act by Congress in 1936, there was very little training on a cooperative basis for young people who would enter the distributive occupation field after graduation from high school. Since the passage of this act, however, education for young people who might enter the distributive occupation field has increased to a great extent.

Even though this type of education is relatively new in Oklahoma, the program has been in effect long enough to justify a study of the status and development of the program. Through studies of the objectives, materials, procedures, and personnel of the program, it is hoped that the training for distributive occupations can be developed to a higher degree of efficiency. A knowledge of the steps in the development of the program and an understanding of the present administrative and organizational aspects, should reveal conditions and problems which need to be studied as a basis for further improvement in the program of distributive education.

Since no previous study of this kind in the field of distributive education has been made in Oklahoma, this study will present for the first time detailed data relating to the training for the distributive occupations.

Purpose of Study

The study involves a survey of Distributive Education in its various phases, to determine the present status and the development of the program from the time of its inception in Oklahoma in 1937-1938 to 1940-1941, inclusive. The various phases that will be studied are part-time cooperative training, evening schools, and the teacher-training program.

In order to ascertain the present status and development of cooperative part-time training and the evening schools, it is necessary to investigate the following aspects of the program:

1. Aims and objectives of Distributive Education
2. Types of courses offered and the methods of teaching
3. Student personnel
4. Teaching personnel
5. Physical equipment required, instructional costs, administration and supervision of these programs

Of the teacher-training program, it is necessary to investigate the graduate professional training and the in-service training of the coordinators of Distributive Education.

Scope and Delimitation of the Study

The study is limited to the following phases of Distributive Education as practiced under the provisions of the George-Deen Act in the state of Oklahoma:

1. The aims, instructional practices, school-store relationships, student selection, equipment, fees to students, wages paid for store work, high school credit, and the teaching personnel from the local level during 1940-1941.

2. The administration and supervision, itinerant instruction, and the teacher-training program from the state level from 1937-1938 to 1939-1940.

It should also be observed that no attempt is made to:

1. Appraise or evaluate the instructional outcomes of the Distributive Education program in the state of Oklahoma.

2. Determine the instructional costs other than that paid for

salaries and travel expenses. The study does not include costs for housing, maintenance and equipment.

Method of the Study

The normative-survey method of research was employed.

"The normative-survey method is directed toward ascertaining the prevailing condition. It seeks to answer the question, 'What are the real facts with regard to the existing conditions?'"¹

From a study of the literature in the field of Distributive Education, and from observation and experience a questionnaire pertaining to the aims and instructional practices was prepared. This tentative questionnaire was sent to the Assistant State Supervisor in Charge of Distributive Education for criticisms and corrections. After revision, it was presented for further criticisms to the twelve coordinators of Distributive Education in Oklahoma at the Fall Conference, Huckins Hotel, Oklahoma City, Oklahoma, September 14, 1940.

The questionnaire was again revised to the form used in this study, a copy of which appears in the appendix.

An explanatory letter was sent on September 21, 1940 with the questionnaire to each of the twelve coordinators. A copy of this letter is found in the appendix.

Each coordinator participated in the development of the questionnaire, and each coordinator cooperated by returning the questionnaire, thus assuring a 100 per cent response.

¹Good, Carter V., Barr, A. S., and Scates, Douglas, E., The Methodology of Educational Research, D. Appleton-Century Company, Inc., New York, 1936, p. 286.

Sources of the Data Used in the Study

The data used in this study were obtained from three sources:

1. The literature consisting of books, magazine articles, pamphlets, bulletins, catalogues, and the Federal and State Plans relating to the field of Distributive Education.
2. The information furnished by the distributive education coordinators of the schools offering this type of work and by the assistant state supervisor of Distributive Education.
3. The official records in the office of the Assistant State Supervisor of Distributive Education, Stillwater, Oklahoma.

The data were obtained by conferences, personal correspondence, questionnaire, and from the notebooks of the itinerant instructors in charge of Adult Distributive Education.

Definition of Terms Used

1. Distributive Education or Distributive Occupational Subjects

"Distributive occupational subjects are vocational subjects taught in part-time and evening classes to workers engaged in distributive occupations.

"Instruction in either part-time or evening schools must be limited to vocational or related distributive subjects which are supplemental to the daily employment.

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

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

of related distributive subjects."²

2. 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, 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.
- c. Distributive occupations do not include clerical occupations such as stenography, bookkeeping, 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."³

3. Part-Time Schools or Classes

"By part-time schools or classes is meant those which provide instruction in subjects given to enlarge the civic or vocational intelligence of workers over 14 years of age who have entered upon employment and spend part of their time in school. Part-time classes are distinguished from full-time or all-day classes on the basis of the time which the student devotes to school as contrasted with the time he devotes to work. Before completing compulsory school attendance requirements and entering employment, a student usually attends school full time. After completing attendance requirements and entering employment, a student obviously may attend school only part time during either the day or evening, as his time at work prevents his full attendance at school."⁴

4. Cooperative Retail Training

Cooperative retail training is meant part-time schools or classes

²Vocational Education Bulletin, No. 1, United States Department of the Interior, Office of Education, (revised 1937), Washington, pp. 66-67

³Ibid, pp. 66-67

⁴Ibid, p. 33

which are defined above. The terms are used synonymously.

5. Evening Schools

"By evening schools is meant schools or classes which:

- a. Admit only workers lawfully employed in trade and industrial occupations or those who have been so employed and are temporarily unemployed.
- b. Do not admit workers under 16 years of age.
- c. Provide instruction supplemental to the daily employment of the workers engaged in trade and industrial pursuits.
- d. Are conducted in the evening or at hours when workers are able to attend."⁵

6. Student Personnel in Cooperative Part-Time Schools

- a. "The pupils should be employed in a distributive occupation, or in other work involving contact with consumers.
- b. "Pupils in a part-time class must be 16 years of age or over.
- c. "The time given to instruction of part-time pupils shall not exceed each day, week, or other unit of time, the number of hours that the pupils are employed during the same unit of time."⁶

7. Training Station

The training station is the distributive business in which the student is employed.

8. Teaching Personnel

Teaching personnel is meant those engaged in the local supervision, coordination, and teaching of Distributive Education.

⁵Ibid, p. 53

⁶The Oklahoma Plan for Administering the Distributive Education Program Provided for under the George-Deen Vocational Education Act for the Period 1937-1942, pp. 5-6.

9. State Plans

A cooperative agreement or plan between the Federal Government and a State is referred to as the State Plans. A state plan is proposed by a State board of Vocational Education for a State and is approved by the Federal Office of Education to apply to that State only.

Establishment of Distributive Education

One of the criticisms of modern education is the fact that schools are not giving the prospective workers enough practical knowledge.^{7,8,9}

It is this criticism, along with the changing social and employment conditions, that necessitates the inclusion of some sort of a training program in the distributive occupations for the purpose of preparing students for employment immediately after graduation from high school.

A speech by Congressman Deen shows the concurrence of this idea:

"It seems to me, Mr. Chairman, and I am not criticizing the public schools of the United States unjustly or unduly, but I say it with great care and much thought that I believe there is perhaps more money wasted in education than anything I know. In my opinion, although I may be wrong, the time has come when more attention will have to be paid to vocational education, the question of making a living, the question of dollars and cents."¹⁰

Many of the leaders¹¹ in the field of vocational education have attempted to bring about changes which would make schooling of greater

⁷Emick, Glenn Oscar, Vocational Educational Bulletin, No. 126, United States Department of the Interior, Office of Education, Washington, 1936, p. 4

⁸Kibby, Ira W., Blackler, William R., "The Relationship of Business to Business Education," Sixth Yearbook, National Commercial Teachers Federation, 1940, p. 142

⁹Bowman, Wallace B., "Essentials of Curriculum Construction in Business Education," Business Education Digest, Vol. IV, No. 1, March, 1940, p.38

¹⁰Deen, Braswell, Member of Congress, Hearing Before the Committee on Education, House of Representatives, Seventy-Fourth Congress, Second Session on H. R. 12120, March 11 and 17, 1936, p. 5

¹¹Emick, op. cit., p. 4

practical value. They have realized also that it would be difficult, indeed, to establish such a program unless business were willing to provide the opportunities for practical experience under actual working conditions. Therefore, the establishment of such a program is dependent upon cooperation between the school and business.

An example of cooperation between business and the school in providing practical vocational training for gainful employment is well illustrated in the cooperative retail selling plan which was first inaugurated in Boston, Massachusetts, in 1905. The Women's Educational and Industrial Union, an organization interested in the problems of women workers, undertook to determine what special training was needed for girls who wished to become saleswomen. Mrs. Lucinda Prince, a member of this organization, became so interested in this plan that she devoted her time to this phase of education. Out of the work of Mrs. Prince grew a school which now bears her name, the Prince School of Education for Store Service, a graduate school of Simmons College, Boston, Massachusetts. The success of this experiment in cooperative training attracted the attention of store managers and leaders in the field of public education. It was introduced for the first time as a part of the public school curriculum on a cooperative basis in 1912 in the Boston, Massachusetts, public high school.^{12,13}

In 1933, the last year for which figures are available, it was found that 102 high schools in 43 cities offered cooperative part-time

¹²Enick, op. cit., pp. 5-20.

¹³Vocational Division Bulletin No. 205, Cooperative Part-Time Retail Training Programs, United States Department of the Interior, Office of Education, Washington, D. C., pp. 1-3.

training, with an enrollment of 9,508 students in cooperative part-time training.^{14,15}

It might be noted that one of the 43 cities offering training in the cooperative part-time classes was Tulsa, Oklahoma. This training was established in the Central High School, Tulsa, Oklahoma, in September, 1929, and has been in effect since that time.

The need for the development of practical programs in vocational education on the secondary school level is recognized by a series of Federal Acts providing financial support. The first of these Acts enacted by Congress, February 23, 1917, was the National Vocational Education Act, commonly known as the Smith-Hughes Act. The specific purposes of the Smith-Hughes Act are:¹⁶

1. To provide for Federal cooperation in State programs of vocational education in agriculture, trade and industry, and home economics, including the training of teachers in these fields, carried on under State control
2. To provide cooperative financial support for such programs.

Training in business subjects was not included in the original plan for subsidizing vocational education, because training in these subjects was already "over-stimulated."¹⁷ Courses in business subjects were already being offered widely throughout the country. Business education at that time was largely engaged in proving its equality with

¹⁴Enick, op. cit., pp. 5-20.

¹⁵Vocational Division Bulletin No. 205, op. cit., pp. 1-5.

¹⁶Vocational Division Bulletin No. 205, op. cit., p. 5.

¹⁷Nichols, F. G., "History and Philosophy of Distributive Education," Educational Conference, June 23-24, 1938, Miscellaneous 2124, United States Department of the Interior, Office of Education, Washington, D. C., pp. 1-3.

academic education as a producer of disciplinary values and culture.¹⁸ However, a number of business subjects were being neglected and one of these subjects was selling.¹⁹

The first of the acts supplementing the organic act (Smith-Hughes) was the George-Reed Act (Public--No. 702--70th Congress, approved February 5, 1929), which authorized for a period of four years appropriations for agricultural and home economics education in addition to those made available by the Smith-Hughes Act.

Shortly before the expiration of the George-Reed Act, Congress passed the George-Ellzey Act (Public--No. 245--73d Congress, approved May 21, 1934) authorizing the appropriation of funds for a period of three years, sufficient not only to replace those that had been available under the George-Reed Act until its expiration, but to provide also for increased aid for trade and industrial education.

While Congress realized the desirability of training in the fields of agriculture, home economics, and trade and industrial education in the public schools, it was apparent that training in the distributive occupations was being neglected. According to the Census of Business in 1935, 8,597,274 owners and employees were classified in five major fields of distribution. Approximately one out of every eight gainfully employed workers was engaged in a distributive occupation. The general expansion in the field of distributive occupations is marked by an increase in the employment of young workers in stores and other distributive organizations. Each year about 150,000 youth 18 and 19 years of

¹⁸Nichols, F. G., Commercial Education in the High School, D. Appleton-Century Company, New York, 1933, p. 11.

¹⁹Nichols, Misc. 2124, op. cit., p. 1.

age find their first employment in distributive organizations. In addition to this number, 130,000 workers between the ages of 20 and 24 enter the distributive field each year.²⁰

That these people who enter the distributive field each year are, in most instances, inadequately trained, is shown further from the following statements:

"Of this number of beginners only 10 per cent succeed. Failure is due to incompetence through lack of training."²¹

"Relatively few department and chain stores and other selling organizations provide any training for their employees. Probably in not more than 25 cities have classes for distributive workers been organized by State and local educational authorities. It is apparent, therefore, that up to the present time vocational training for those entering distributive occupations or extension training for those already engaged in such occupations has been almost negligible."²²

The realization of the inadequacy of the training being given to workers in the distributive occupations and the realization of the desirability of better training, led Congress to include in the George-Deen Act (Public--No. 673--74th Congress, approved June 8, 1936, effective July 1, 1937) a provision for distributive education.²³

According to the Vocational Education Bulletin, No. 1, the vocational education acts provide a plan of cooperation between the Federal Government and the States for the promotion of vocational education in the fields of agriculture, trades and industry, home economics, and

²⁰Misc. 2046, Organization and Administration, Distributive Education, United States Department of the Interior, Office of Education, Washington, D. C., p. 1.

²¹Given, John N., "Distributive Education and a New Program," Fifth Yearbook, National Commercial Teachers Federation, 1939, p. 322.

²²Misc. 2046, op. cit., p. 1.

²³Misc. 2046, op. cit. p. 2.

distributive occupations.

Under these acts the Federal Government does not propose to undertake the organization and direction of vocational education in the States, but does agree to make from year to year a substantial financial contribution to its support.²⁴

The provisions of the Smith-Hughes Act and of the supplementary George-Deen Act are permanent, continuing, and similar in most respects. In providing funds, however, there is an outstanding dissimilarity in the acts which is pointed out in order that the States may realize the necessity for continuous recording and reporting of essential information which can be used in preparing budget estimates from year to year. The Smith-Hughes Act actually appropriates Federal funds for vocational education on a permanent, continuing basis while the George-Deen Act merely provides permanent authorization for appropriation for vocational education.²⁵

Since the inception of the George-Deen Act in the United States in 1937, the enrollment in the cooperative part-time Federally aided Distributive Education classes increased from 3,600 in 1938, the first year of operation, to 6,956 in 1939, the second year of operation, or an increase of about 93.2 per cent. The enrollment in part-time and evening extension classes increased from 36,008 in 1938, to 83,143 in 1939, or an increase of 156.5 per cent. In all types of distributive education classes there was an increase of 150.2 per cent in 1939 as compared with 1938. In 1939 classes were organized in 623 towns

²⁴Section 2, The George-Deen Act, appendix.

²⁵Vocational Education Bulletin, No. 1, op. cit., p. 7.

and cities. This is an increase of 80.6 per cent over the 345 centers in which classes were organized in 1938. Most of the classes in Distributive Education organized in 1938 were in the larger centers, and the majority of those enrolled in them were from the larger department stores. The centers in which new classes were organized in 1939 were, for the most part, smaller and medium-sized towns.²⁶

The total amount spent for Distributive Education during the fiscal year ending June 30, 1939, was \$817,640.05. Of this amount, \$487,052.72 was Federal funds, \$144,721.10 was State funds, and \$185,866.17 was local funds.²⁷

A total of 44 States had included Distributive Education in their high school curriculums by 1939 in contrast with 36 States in 1938.²⁸

²⁶Digest of Annual Reports of State Boards of Vocational Education to the U. S. Office of Education, issued by Federal Security Agency, U. S. Office of Education, Vocational Division, Washington, D. C., 1939, p. 53.

²⁷Ibid., p. 54.

²⁸Ibid., p. 54.

Summary

The purpose of this study is to determine the present status and development of Distributive Education in Oklahoma. The aims and objectives, types of courses offered, methods of teaching, student personnel, teaching personnel, physical equipment, expenditures, administration and supervision of these programs are studied. The chief methods used in collecting data were the questionnaire and the interview.

Cooperative part-time training began in Boston, Massachusetts, in 1905. By 1933 it had increased to 102 high schools in 43 cities with a student enrollment in cooperative part-time training of 9,503.

That the need for further development of vocational education has been recognized periodically by Congress is evidenced by the passage from time to time of acts supplementary to the Smith-Hughes Act of 1917. These acts are the George-Reed (1929), George-Willzey (1934), and the George-Deen (1936). The George-Deen Act includes Distributive Education along with the agricultural, trades and industry, and the home economics programs.

The number of students enrolled in Distributive Education in the United States increased from 36,008 in 1938 to 83,143 in 1939, or an increase of 156.5 per cent. The number of classes increased from 345 in 1938 to 623 in 1939, an increase of 80.6 per cent.

CHAPTER II

PART-TIME COOPERATIVE SCHOOLS

The Status of Part-Time Schools in Oklahoma

A survey of cities in Oklahoma offering cooperative training in part-time classes on the secondary and junior college levels reveals that twelve schools offered this type of education during the school year 1940-1941. Each of these schools furnished definite information concerning practices in the organization and administration of part-time classes. Thus 100 per cent of the cities in which such classes were offered cooperated by supplying data, in some form, for this study. Therefore, the data and deductions from it should constitute a complete and accurate description of the prevailing practices and conditions of part-time classes in Distributive Education in 1940-1941 in Oklahoma, insofar as this study attempts to determine such practices and conditions.

Tables I, II, and III list the cities offering part-time classes, with the population of each city, the enrollment by sex, the related subjects taught which were reimbursed, the enrollment per subject, the number of teachers employed, and the amount reimbursed from Federal funds (George-Deen) for salaries and traveling expenses during the school years 1937-1938, 1938-1939, and 1939-1940.

Aside from the 1940 population of the cities, the data in Tables I, II, and III are part of and were copied from the statistical reports as sent by the Oklahoma Division of Vocational Education, Stillwater, Oklahoma to the Federal Board of Vocational Education, Washington, D. C., in July, 1938, July, 1939, and July, 1940, respectively.

TABLE I. Part-Time Cooperative Classes in Distributive Education Organized Under and Reimbursed from George-Deen Funds, in Oklahoma, by Schools, 1937-1938

Name and Location of School	1940 Population	Enrollment		Related Subjects Which Were Reimbursed	Enrollment Per Subject		Number of Teachers		Amounts Reimbursed From Federal Funds	
		M	F		M	F	M	F	Salaries	Travel
Lawton High School Lawton, Oklahoma	18,055	13	6	Coordination Retail Selling	13 (13)*	6 (6)	1		\$300.00 200.00	
Central High School Oklahoma City, Okla.	204,424		46	Coordination Retail Selling		46 (46)	1		352.11 206.23	
Ponca City High School Ponca City, Oklahoma	16,794	17	3	Coordination Retail Selling	17 (17)	3 (3)	1		530.74 265.37	4.70
Shawnee High School Shawnee, Oklahoma	22,053	4	7	Coordination Retail Selling	4 (4)	7 (7)	1		444.44 86.89	7.00
Central High School Tulsa, Oklahoma	142,157		25	Coordination Retail Selling		25 (25)	1		428.58 142.84	
University Preparatory and Junior College** Tonkawa, Oklahoma	3,197	19	5	Coordination Retail Selling Color, Line & Design	19 (19) (4)	5 (5) (4)	1 1 1		400.00 200.00 300.00	6.50
Total		53	92		53	92	3		583,859.20	\$18.20

* All figures in parentheses are the same or part of the same figures directly above.

** The junior college at Tonkawa had three teachers, each of whom taught one subject or coordinated phases of the program

TABLE II. Part-Time Cooperative Classes in Distributive Education Organized Under and Reimbursed from George-Deen Funds, in Oklahoma, by Schools, 1939-1940

Name and Location of School	1940 Population	Enrollment		Related Subjects Which Were Reimbursed	Enrollment Per Subject		Number of Teachers		Amounts Reimbursed From Federal Funds	
		M	F		M	F	M	F	Salaries	Travel
Bartlesville High School Bartlesville, Okla.	16,267	5	6	Coordination Related Subjects	5 (5)*	6 (6)	1		\$ 533.34 266.66	
Bristow High School Bristow, Oklahoma	6,050	8	6	Coordination Related Subjects	8 (8)	6 (6)	1		233.34 233.34	
Duncan High School Duncan, Oklahoma	9,207	14	4	Coordination Related Subjects	14 (14)	4 (4)	1		1,111.08 222.24	\$11.88
Enid High School Enid, Oklahoma	28,081	3	9	Coordination Related Subjects	3 (3)	9 (9)	1		400.00 200.00	
Hobart High School Hobart, Oklahoma	5,177	11	2	Coordination Related Subjects	11 (11)	2 (2)	1		1,050.00 150.00	14.68
Lawton High School Lawton, Oklahoma	18,055	6	4	Coordination Related Subjects	6 (6)	4 (4)	1		440.00 220.00	4.56
Central High School Oklahoma City, Okla.	204,424	12	44	Coordination Related Subjects Related Subjects	12 (4) (12)	44 (36) (44)		1	533.33 126.67 253.33	1.47
Ponca City High School Ponca City, Okla.	16,794	24	18	Coordination Related Subjects	24 (24)	18 (18)		1	450.00 450.00	7.46
Shawnee High School Shawnee, Oklahoma	22,053	8	11	Coordination Related Subjects	8 (8)	11 (11)		1	633.34 126.66	4.81
Central High School Tulsa, Oklahoma	142,157	10	40	Coordination Related Subjects	10 (10)	40 (40)		1	833.33 499.99	4.26
Total		117	145		117	145	6	4	\$9,546.63	\$56.53

* All figures in parentheses are the same or part of the same figures directly above.

TABLE II. Part-Time Cooperative Classes in Distributive Education Organized Under and Reimbursed from George-Deen Funds, in Oklahoma, by Schools, 1938-1939

Name and Location of School	1940 Population	Enrollment		Related Subjects Which Were Reimbursed	Enrollment Per Subject		Number of Teachers		Amounts Reimbursed From Federal Funds	
		M	F		M	F	M	F	Salaries	Travel
Bristow High School, Bristow, Oklahoma	6,050	6	5	Coordination	6	5			\$233.33	
				Related Subjects	(5)*	(5)	1		233.33	\$5.77
Enid High School, Enid, Oklahoma	28,081	3	6	Coordination	3	6			200.00	
				Related Subjects	(3)	(6)	1		100.00	
Lawton High School, Lawton, Oklahoma	18,055	7	7	Coordination	7	7			330.00	
				Related Subjects	(7)	(7)	1		330.00	5.25
Central High School, Oklahoma City, Oklahoma	204,424		61	Coordination		61			120.00	
				Related Subjects		(61)		1	210.00	
Ponca City High School Ponca City, Okla.	16,794	18	13	Coordination	18	13			433.33	
				Related Subjects	(18)	(13)		1	433.33	6.78
Shawnee High School Shawnee, Oklahoma	22,053	5	11	Coordination	5	11			666.68	
				Related Subjects	(5)	(11)		1	133.32	5.75
Central High School, Tulsa, Oklahoma	142,157	9	34	Coordination	9	34			1,000.00	
				Related Subjects	(9)	(7)			166.66	
				Related Subjects		(27)		1	166.66	4.67
University Preparatory and Junior College, Tonkawa, Oklahoma	3,197	21	2	Coordination	21	2			250.00	
				Retail Selling	(16)	(1)			250.00	
				Advertising	(11)	(1)		1	100.00	4.05
Total		69	139		69	139	4	4	\$5,656.64	\$33.17

*All figures in parentheses are the same or part of the same figures directly above.

It is obvious that the data secured from these reports did not include those classes organized during the school year 1940-1941. New classes organized during the school year 1940-1941 were those located at the Norman High School, Norman, Oklahoma, the Heavener High School, Heavener, Oklahoma, and at the Northeastern Oklahoma Junior College, Miami, Oklahoma.¹

Tables I, II, and III show that part-time classes are to be found in towns and cities ranging in size, using the figures for the United States Census for 1940, from less than 2,500 in population to 205,000 in population. As seen from Table IV, below, the larger towns in Oklahoma (those over 10,000), however, are most likely to offer such a course. Out of a total of twenty-one cities in Oklahoma over 10,000 in population, seven or one-third offered part-time classes; and of fifty-three cities in Oklahoma between 2,500 and 10,000 in population, only five or about one tenth offered part-time classes. Thus, one out of three of the larger cities offered part-time classes, while only one in ten of the smaller cities offered such training. This is, no doubt, due to the fact that in larger towns the demand for young store workers is greater than in smaller towns.²

The number of cities offering part-time cooperative classes increased from six in 1937-1938, the first year of organization in the United States and in Oklahoma under the George-Deen Act, to eight in 1938-1939, or an increase of $33\frac{1}{3}$ per cent. The number increased from eight in 1938-1939 to ten in 1939-1940, or an increase of 25 per

¹Personal correspondence with Nina Clover, former Assistant State Supervisor in Charge of Distributive Education, Stillwater, Oklahoma, August 29, 1940.

²Enick, op. cit., p. 11.

TABLE IV. Cities Offering Part-Time Cooperative Training in Retail Selling, Arranged According to Population, 1940

Population	Number of Cities	Cities Offering Courses	
		Number	Percent
50,000 and over	2	2	100.00
25,000 to 49,999	2	1	50.00
18,000 to 24,999	2	2	100.00
10,000 to 17,999	15	2	13.33
2,500 to 9,999	53	5	9.06

cent over the year 1937-1938. The number increased from ten in 1939-1940 to twelve in 1940-1941 or an increase of 20 per cent, and an increase of 100 per cent from the time of inception.

As indicated in Table V, the total number enrolled in 1937-1938 was 145, of which 53 or about 37 per cent were males and 92 or about 63 per cent were females. By 1938-1939 the enrollment had increased to 208 which was an increase of 63 or about 43 per cent. Of this number 69 or about 33 per cent were males, and 139 or about 67 per cent were females. By 1939-1940 the enrollment had increased from 208 to 262 which was an increase of 54 or about 26 per cent. Of this number, 117 or about 45 per cent were males, and 145 or about 55 per cent were females.

It is significant to note that from 1937-1938, the first year of operation, to 1939-1940, the third year of operation, the number enrolled increased from 145 to 262, which is an increase of 117 or about 81 per cent. The combined enrollment for the three-year period was 615 of which 239 or about 39 per cent were males, and 376 or about 61 per cent were females.

TABLE V. Number and Per Cent of Enrollment in Part-time Classes by Sex and Year for the Three-year Period 1937, 1938, 1939

Year	No. of Schools Offering Program	Enrollment in Part-time Classes			Per Cent of Total Enrollment		Per Cent Increase		Average Class Enrollment
		M	F	Total	M	F	M	F	
1937-1938	6	53	92	145	37	63			24
1938-1939	8	69	139	208	33	67	25	75	26
1939-1940	10	117	145	262	45	55	88	12	26
Totals		239	276	515	39	61	40	60	25

As indicated in Table V, the increase of 1938-1939 over 1937-1938 was 25 per cent for males and 65 per cent for females. The increase of 1939-1940 over 1938-1939 was 88 per cent for males and 12 per cent for females. The increase of males and females for the three-year period was 40 per cent for males and 60 per cent for females, which indicates that the enrollment trend is toward a larger proportion of females. This point is interesting in that the trend is not in line with the proportion of men and women gainfully employed in the distributive occupations according to the 1930 census.³

The average class size based on enrollment for all schools offering part-time classes, as indicated in Table V, and 24 students in 1937-1938, 26 students in 1938-1939, and 26 students in 1939-1940. This compares favorably with class size in other departments of the secondary school.⁴

The total amount reimbursed from George-Deen funds in Oklahoma for part-time classes, as indicated in Table VI, was \$3,877.40 for the year 1937-1938, and \$5,698.81 for the year 1938-1939. This is an increase of \$1,812.41 or about 47 per cent. In 1939-1940 the total amount reimbursed from George-Deen funds was \$9,603.16 which represents an increase of \$3,946.52 or about 69 per cent over 1938-1939. From 1937-1938, the first year of operation, to 1939-1940, the third year of operation, the amount reimbursed by federal funds increased from \$3,877.40 to \$9,603.16, an increase of \$5,725.76 or about 148 per cent.

³Vocational Division Bulletin No. 205, op. cit., p. 10.

⁴Eighteenth Biennial Report of the Superintendent of Public Instruction of the State of Oklahoma, July 1, 1938 to June 30, 1940, p. 56.

This is further evidence of the expansion of the program of Distributive Education in Oklahoma.

The average instructional costs per student, based on total salaries for teacher-coordinators, as indicated in Table VI, are as follows: \$40.11 in 1937-1938; \$41.03 in 1938-1939; and \$54.98 in 1939-1940. The per capita cost based on salaries received from Federal, State, and Local sources do not include such items of expenditure as general control, maintenance, and instructional costs for classes other than cooperative retail selling. On the basis of estimates and studies of relationships between per capita costs calculated on teacher salaries alone and per capita costs calculated on total current expenditures, the average per capita costs determined in this study represent approximately two-thirds the actual total average per capita costs.⁵

The Aims of Cooperative Part-time Classes

Since the aims are so essential in the development of the subject content and teaching methods in a particular subject⁶ an attempt was made to determine the accepted aims in the part-time classes in Oklahoma.

From a study of the literature in the field of Distributive Education, suggested aims were compiled. These aims were presented to the twelve coordinators of Oklahoma⁷ who discussed them in terms of the twelve principles listed by Hopkins⁸ as criteria for judging the aims of any subject. This revised list of aims was included in the questionnaire⁹ sent to the coordinators.

⁵Fifteenth Biennial Report of the Superintendent of Public Instruction of the State of Oklahoma, July 1, 1932 to June 30, 1934.

⁶Emick, op. cit., p. 22.

⁷Coordinators of Oklahoma, Fall Conference, Huckins Hotel, Oklahoma City, Oklahoma, September 14, 1940.

⁸Emick, op. cit., p. 22.

⁹Appendix, p.

TABLE VI. Instructional Costs Per Student Enrolled in Part-time Classes, Based on Salaries, for the Years 1937-1938, 1938-1939, and 1939-1940, Respectively

Year	Number Students Enrolled	Amount Reimbursed From Federal Funds	Amount Reimbursed From State and Local Funds*	Total	Cost Per Student
1937-1938	145	\$3,877.40	\$1,938.70	\$5,816.10	\$40.11
1938-1939	208	5,689.81	2,844.91	8,534.72	41.03
1939-1940	262	9,563.16	4,801.58	14,404.74	54.98

* According to the Oklahoma State Plans, p.1, the coordinators are reimbursed on a basis of 66 2/3% from the George-Deen funds, and 33 1/3% from state and local funds. The state and local funds were determined upon this basis.

According to Hopkins a good aim must be:

1. An outgrowth of the aim of the particular branch of study of subject-matter field
2. An outgrowth of the aims of education
3. Specific enough to outline the field involved
4. Specific enough to determine the selection of subject matter.
5. An outgrowth of the subject matter
6. Specific enough to determine the selection of direct outcomes
7. Definite enough to indicate the mental processes involved
8. Definite and practical enough to carry conviction and to offer incentive for action to pupils
9. Attainable by a majority of pupils
10. An outgrowth of the present experiences
11. Capable of suggesting possibilities for continued growth
12. Related to the capacities of pupils

In order to give some definite idea of the frequency of mention and the subsequent ranking of these aims as stated by the coordinators, a ranking of the aims is shown in Table VII. The average ranking is the arithmetic mean obtained by multiplying the frequency of mention for each aim by its rank and then dividing the number obtained by the total number of frequencies.

Table VII shows that aim (f), "To prepare students to meet and work successfully with people," had the lowest numerical average, and, therefore, the highest ranking. Although this aim probably relates to personality development, it is one definitely necessary to vocational ability.¹⁰

¹⁰Snick, op.cit., p. 24.

That personality development is important in the vocational ability of a student is evidenced from the amount of attention given it in the literature of business education such as the Balance Sheet,¹¹ Journal of Business Education,¹² Business Education World,¹³ and the Yearbooks of the National Business Teachers Association.¹⁴

The second ranking aim (b), "To prepare students to enter the profession on retailing," and all other aims listed, with the possible exception of aim (g), the lowest ranking aim, are definitely vocational¹⁵ in nature. It is evident that the practical rather than the cultural and social is stressed in this type of education.

It is to be noted that the coordinators ranked aim (f) as the most important, yet ranked aim (h), one similar in many respects, as fourth.

A study of the aims of part-time cooperative classes as listed in Table VII shows a favorable relationship with the fourth and seventh cardinal principles for secondary education.¹⁶ This relationship indicates the similarity of aims and purposes between secondary education in general and the cooperative part-time classes in particular as it

¹¹Abrams, Ray, "Personality Development," Balance Sheet, April, 1941, p. 376.

¹²Graf, John R. "Counsel Students About Employment," Journal of Business Education, March 1941.

¹³Tracy, Rhoda, "Learning How to Understand People," The Business Education World, April, 1941.

¹⁴Abrams, Ray, "Developing Social Concepts Through Business Education," Fifth Yearbook of the National Business Teachers Association, 1939, pp. 156-160.

¹⁵Emick, op. cit., p. 24.

¹⁶Cardinal Principles of Secondary Education, U. S. Office of Education, Bulletin No. 35, 1918, Washington, D. C.

TABLE VII. Ranking of Aims of Cooperative Part-Time Classes
as Shown by Coordinators of Oklahoma, Fall 1940

AIM	Rank and Frequency									Total	Average Rank	Rank Order	
	1	2	3	4	5	6	7	8	9				
a. To give students insights into the art and methods of retailing	1	3	3	1	1	1			1	11	3.64	III	
b. To prepare students to enter the profession of retailing	5	1	2	1				3		12	3.17	II	
c. To give students an idea of the social importance of good salesmanship and its relation to community welfare				2	3	1	1	1	2	1	11	5.55	VI
d. To give pupils an understanding of business ethics						4	3	2	2		11	6.18	VII
e. To give students an understanding of business organization				2	2	2	2	2	1		11	6.27	VIII
f. To prepare students to meet and work successfully with people	4	1	2	2	1			1		11	2.91	I	
g. To prepare students to be better consumers		1						1	2	7	11	8.00	IX
h. To develop the personality and character of the students	1	3	2	2	1	3				12	4.00	IV	
i. To give such training as will bring promotion to the pupil in this field	1	3	3		1	1	1	2		12	4.17	V	

TABLE VIII. Aims of Cooperative Part-Time Classes
in Order of Importance as Ranked by Coordinators,
Fall 1940

Aim	Average Rank	Rank Order
f. To prepare students to meet and work successfully with people	2.91	I
b. To prepare students to enter the profession of retailing	3.17	II
a. To give students insights into the art and methods of retailing	3.64	III
h. To develop the personality and character of students	4.00	IV
i. To give such training as will bring promotion to the pupil in this field	4.17	V
c. To give students an idea of the social importance of good sales- manship and its relation to com- munity welfare	5.55	VI
d. To give pupils an understanding of business ethics	6.18	VII
e. To give students an understanding of business organization	6.27	VIII
g. To prepare students to be better consumers	6.00	IX

is being offered in the Oklahoma public secondary schools and junior colleges.

These principles are:

1. Health: Involving instruction and training in physical habits, healthful routine of living, work and play, and in the promotion of public health
2. Command of fundamental processes: Involving correct use of written and spoken language, arithmetical computation, and the like
3. Worthy home membership: Involving instruction in the right relationships of both the adult and the younger members of the home
4. Vocation: Involving exploration and guidance as well as a considerable degree of vocational training
5. Civic education: Involving training for participation in the functions of a citizen, in the community, and in larger units of government
6. Worthy use of leisure time: Involving the ability to utilize the common means of enjoyment, such as music, art, literature, drama, and social intercourse
7. Ethical character: Involving the discipline from instruction, social contacts, and participation in various forms of responsibility

Instructional Practices in Part-Time Classes

The course of study in a particular subject should express the aims and objectives of that subject as it contributes to the entire sequence of courses preparing for a particular vocational field; therefore, well-organized curriculums and courses of study are essential for efficiency in any field of vocational education.¹⁷

Since no textbook adoption was made in the State of Oklahoma for part-time classes in retail selling, an outline of instructional units

¹⁷Enick, op. cit., p. 50.

was suggested by the Assistant State Supervisor in Charge of Distributive Education and was sent to the various coordinators during the years 1937-1940. The individual coordinators used the materials found in the suggested list of instructional units which best fitted the needs of their particular communities. Only one city in the state, Oklahoma City, had a definite outline of pre-requisite requirements in its school for people who wished to enter this type of training. This program of studies is shown in Table IX.

According to the Assistant State Supervisor of Distributive Education¹⁸ and the Coordinators of the State of Oklahoma, the following topics, with the approximate time spent on each topic, were taught or were recommended to be taught in part-time classes:

Topic	Time
1. Personal Adjustment a. Personality b. Health	Two or three weeks at beginning of semester--continue throughout year
2. Store Rules and Regulations	Possibly one week
3. Salesmanship a. Techniques of selling b. Sales Psychology	Throughout year
4. History of Retailing	One or two weeks
5. Store Organization	Two weeks
6. Merchandise Information a. Textiles b. Non-textiles c. Merchandise Manual	Six or eight weeks

¹⁸ Clover, Nina, former Oklahoma Assistant State Supervisor in Charge of Distributive Education, Lecture in Summer Class in Problems of Distributive Education, Oklahoma A & M College, 1940.

TABLE IX. Program of Studies in Distributive
Education, Oklahoma City, Oklahoma, 1940-1941

Year	Required	Electives	Recommended
10	English--1 year Science--1 year Commercial Arithmetic--1 year	Bookkeeping--1 year Typing--1 year Clothing--1 year Spelling--1 semester Penmanship--1 semester	
11	English--1 year American History--1 year	Bookkeeping--1 year Typing--1 year Clothing--1 year Shorthand--1 year Spelling--1 year Penmanship--1 year	Salesmanship--1 semester Business Speech-- 1 semester Textiles--1 semester Color & Design-- 1 semester
12	Business English--1 year Retailing--1 year	Bookkeeping--1 year Shorthand--1 year Typing--1 year	Consumers Problems-- 1 semester Economics--1 semester Store Organization and Advertising-- 1 semester

(Continued)

Topic	Time
7. Advertising	Four weeks
8. Store Arithmetic	Four weeks
9. Store English	Four weeks
10. Fashion Merchandising	Throughout year
a. Color	
b. Design	

The topics were taught functionally; consequently, no special routine was followed.¹⁹

In order to determine the instructional practices which were being followed, a list of methods most commonly used was compiled by making a study of the literature in the field. This list of teaching methods was then submitted to the various coordinators of Oklahoma, with the request that they check the methods used "frequently," "infrequently," or "not at all." The results are shown in Table X. The average ranking was determined by substituting numbers 1, 2, and 3 for "frequently," "infrequently," and "not at all," respectively. The arithmetical mean was then determined by multiplying frequency of mention for each method and then dividing the number obtained by the total number of frequencies.

From Table X it is seen that method (a) "class discussion of problems encountered by the students in their store practice," is the one most commonly used by all the coordinators. This method is perhaps the most practical and vitalizing of the methods in use.

¹⁹Coordinators of Oklahoma, Fall Conference on the Problems of Distributive Education in Oklahoma, Hockins Hotel, Oklahoma City, Oklahoma, September 14, 1940.

TABLE X. Methods of Presenting Subject Matter
 Ranked According to Frequency of Use by
 Coordinators of Oklahoma, Fall 1940

Method of Presenting the Subject	Frequently	In- Frequently	Not at all	Total	Rank	
					Average	Order
a. Class discussion of problems encountered by the students in their store practice	12	0	0	12	1	I
b. Demonstration sales by pupils	5	5	2	12	1.67	V
c. Text or reference assignments and subsequent class discussion	8	4	0	12	1.33	III
d. The assignment of related problems	8	4	0	12	1.33	III
e. Group discussion of assigned problems	9	3	0	12	1.23	II
f. Addresses by business men, store managers, and others	3	9	0	12	1.75	VI
g. Lectures by teacher	6	6	0	12	1.50	IV
h. Demonstration sales by teacher	2	6	4	12	2.17	VII

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Method (e) which presents the subject matter by means of assigned problems such as merchandise manuals and sales manuals ranks second. While these project manuals might take any one of a number of forms, they were usually patterned after some merchandise manual dealing with a particular kind of merchandise. The manuals in the State of Oklahoma were generally patterned after the following outline:²⁰

TABLE XI. Methods of Presenting Subject Matter in Order of Importance, Ranked According to Frequency of Use by Coordinators, Fall 1940

Method of Presenting the Subject	Average Rank	Rank Order
a. Class discussion of problems encountered by the students in their store work.....	1.00	I
e. Group discussion of assigned problems.....	1.23	II
c. Text or reference assignments and subsequent class discussion.....	1.33	III
d. The assignment of related problems.....	1.33	III
g. Lectures by teacher.....	1.50	IV
b. Demonstration sales by pupils.....	1.67	V
f. Addresses by business men, store managers, and others.....	1.75	VI
h. Demonstration sales by teacher.....	2.17	VII

²⁰A Mimeographed Outline Prepared by the Oklahoma State Board of Education, Division of Vocational Education, Distributive Education, Stillwater, Oklahoma, 1940.

I. The business

- A. Name of firm or company
- B. Address including branch offices
- C. Names of chief officials
- D. Names of officials with whom to deal regarding sales and advertising
- E. Organization plan of the company
- F. The origin and history of the business, including growth and important changes
- G. Present capitalization
- H. Volume of Business each year for the past five years
- I. Number of leading companies in the industry
- J. Relative standing of the company
- K. General trend of the company as a whole
- L. Legal regulations or restrictions on the company
- M. Associations for the promotion of the industry
- N. Outstanding policies of the company
- O. Ability to meet foreign competition

II. The Product and its Productions

- A. Trade mark or tradename
- B. Other products made by the same company
- C. Source of raw materials
- D. Process of manufacturing
- E. Special skilled workmanship
- F. Patents on the process
- G. Patents on the product
- H. History of the process
- I. How long has the product been made
- J. Average life of the product
- K. Cost of manufacturing the product
- L. Present output
- M. Is the product guaranteed
- N. Nature of guarantee
- O. Methods of inspecting and testing the product
- P. How does the product compare with competing products
- Q. Special features of the product
- R. Complete list of the uses of the product
- S. Ease of using or operating the article
- T. Repair Service

III. Distribution

- A. Channels of distribution
- B. Number of distributors, wholesale
- C. What is geographical location of the distributors
- D. Credit policies
- E. Unit or quantities in which product is sold
- F. Rate of retail turnover
- G. What appeals have been used--what other appeals may be used

- H. Advantages or disadvantages of the trademark--is it registered
- I. How is the trademark selected
- J. What is the design, size and shape of the label and package
- K. Have you done any sampling
- L. History of the company's advertising
- M. Does the company issue a house organ? If so, how often
- N. Are there any test records of individual advertisements
- O. Has a questionnaire field survey ever been made of the product

IV. Consumption and the Consumer

- A. Is consumption seasonal
- B. What is best season--poorest season
- C. What class of people are the consumers
- D. Is total consumption increasing, remaining constant, or decreasing
- E. How many potential consumers are there
- F. Within what range of income are the potential buyers
- G. How does the consumer buy this product
- H. What appeals are used in presenting the product
- I. What criticisms are made by the consumers
How frequent are the complaints
- J. What manufacturers, business houses or organizations use the product
- K. How often do consumers buy or reorder the product
- L. Testimonials from the consumers
- M. Testimonials from the authorities

V. Sales Methods and Policies

- A. Sales policy
- B. Number of salesmen
- C. Do the salesmen have territorial or trade assignments
- D. How are the salesmen selected
- E. How are they trained
- F. How are they supervised
- G. Methods of compensation
- H. Do they have sales inventories
- I. Do they have quotas and contents
- J. How often do the salesmen cover the retail trade
- K. What are the chief sales arguments
- L. Cost of selling--percentage of net sales
- M. What are the chief difficulties in the sale of the product
- N. Retail price and the range of the retail price in different sections of the country

- Q. Demonstrations
- P. Is the product sold under the company's brand, under the jobbers or private brands or under both
- Q. Is the product sold in bulk, if so in what proportions
- R. Chief sales arguments and methods used by the competitors
- S. How does price of the product compare with that of the competitive brand

VI. Advertising

- A. The advertising policy
- B. What has been the direct aim of the Advertising
- C. The appropriation--amount and percentage of net sales
- D. How is appropriation determined
- E. The relative expenditures of different classes of mediums such as magazines, newspapers, etc.
- F. What are the relative expenditures for trade and consumer advertising
- G. Advertising schedule for the past year or season

Practices Relating to School-store Relationships

Aside from making the proper student selection, perhaps the most important problem encountered is that of securing proper cooperation with the stores. To place pupils in a cooperative store where but little opportunity for training exists, represents a waste of effort for both the school and the pupil. Too, in isolated cases, store practices are such that do not permit the highest type of training for the pupils. Consequently, the following bases were given the coordinators for store selection:²¹

- 1. Who have a recognized standing in the community
- 2. Who accept the plan for the advantages it has for them as well as for the school and pupils, and do not regard it as philanthropy

²¹Clover, Nina, Former Assistant State Supervisor in Charge of Distributive Education, Lecture in Summer Class in Problems of Distributive Education, Oklahoma A & M College, 1940.

3. Who are able to absorb part-time pupils on completion of the course

The standards of cooperative retail jobs are such that the job must (1) provide a training program which includes various kinds of merchandise experience, (2) insure acquisition of skills and knowledge needed in selling and store work, (3) guarantee that the work include contact with or service to the customer, and (4) that the organization is commonly accepted in the field of intra-state distribution or merchandising.²²

Agreements Between Store and School

In the questionnaire the coordinators were asked if they required written or oral agreements between the store and school in the placement of the students. Eleven replied that they required an oral agreement while one replied that no agreement, either written or oral, was made.

The agreement entered into generally included²³ such requirements for the store as (1) record the students store attendance, (2) observe pupils for guidance purposes, (3) employ students for a definite number of hours each week, (4) pay pupils a certain wage, (5) dismiss no pupil without first consulting the coordinator, (6) treat students exactly as other store employees, and (7) assign students to different minor jobs in order to give them the much needed store experience.

The school agreed to cooperate with the store to the fullest

²²Clover, Nina, Former Oklahoma Assistant State Supervisor in Charge of Distributive Education, Lecture in Summer Class in Problems of Distributive Education, Oklahoma A & M College, 1940.

²³Ibid

extent and to teach the student related information pertaining to the job held.²⁴

Practices in Student Selection and Placement

According to the Oklahoma State Plans, only those students who, in the opinion of the local instructor, have potential abilities for success in selling occupations, who have reached the junior grade level, and are 16 years of age are admitted to the cooperative part-time classes.²⁵

In the questionnaire sent to the coordinators, they were asked to list the methods and factors used to secure pupil enrollment. The methods and factors and the number of times each was mentioned are:

Methods and Factors	Times Mentioned
1. Individual conferences with students who have expressed interest.	7
2. Guidance surveys and talks.	5
3. Application.	3
4. Recommendations of other teachers, high school principal, and superintendent. . . .	3
5. Personality and character requirements. . .	2
6. Publicity in newspapers.	2
7. Announcement of available jobs.	1
8. List of extras from store.	1

The methods, "individual conferences with students who have expressed interest," and "guidance surveys and talks," constitute 50 per cent of the ways in which the coordinators secured pupil enrollment.

²⁴Clover, Nina, Former Oklahoma Assistant State Supervisor in Charge of Distributive Education, Lecture in Summer Class in Problems of Distributive Education, Oklahoma A & M College, 1940.

²⁵Oklahoma State Plans, op. cit., p. 7.

Coordinators of the training in five cities state that all applicants who take the course and can meet the admission requirements may enroll, while the coordinators of seven cities indicate the enrollment is limited. The enrollment limits range from 15 students, which, incidentally, was reported by the smallest city offering the program, to 40 students which was from the largest city offering the program, with an average of 26 students. This average is about the same as the class average for the three-year period as shown in Table V.

In answering the question as to whether they assumed responsibility for the placement of students upon graduation, eight of the coordinators indicated they rendered all possible assistance, while four coordinators indicated they rendered no assistance whatever. Of

ment of graduates,
h was mentioned

Practices	Times Mentioned
1. Personal contact with employers.	7
2. Cooperating stores call when openings occur. . .	6
3. Students continue in their regular positions. .	6
4. Placement department of school.	1

With the exception of the method, "placement department of the school," the coordinators use the above practices in about the same ratio. It is interesting to note, however, that of twelve coordinators in the State of Oklahoma, only six or 50 per cent mention the placement of graduates by students continuing in their regular positions.

The coordinators were asked to list the causes for failure to place students who did not obtain jobs after graduation. The causes

and the number of times each cause was mentioned are:

Cause	Times Mentioned
1. A wish to continue their educational training.	10
2. Matrimony.	6
3. A preference for office or other work.	4
4. More trained than can be absorbed.	4
5. Lack of ability to get along with people.	4
6. Dishonesty.	3

Sixteen out of thirty-one or about 50 per cent of the reasons given for non-placement of graduates pertain to causes beyond the control of the school and, therefore, do not necessarily reflect on the placement program of the school. On the other hand, in nearly 50 per cent of the causes listed, the school has reason to be vitally concerned in its training program.

The coordinators were asked to list the problems encountered in the placement of students. The problems encountered and the number of times the problem was mentioned by the coordinators are:

Problem	Times Mentioned
1. Age and Inexperience of Students.	7
2. Better qualified applicants.	6
3. Choosing those who are dependable.	5
4. Lack of store openings.	3
5. Lack of cooperating stores.	3
6. Meeting needs of students in stores.	3

Twenty-one out of twenty-seven or about 78 per cent of the problems encountered in the placement of students pertain directly to the

student, while only six or about 22 per cent of the problems encountered pertain directly to the cooperating stores.

Equipment

The coordinators were asked to list the special equipment they maintained for instructional purposes. The special equipment and the number of times that equipment was mentioned by the coordinators are:

Equipment	Times Mentioned
Desks.	7
Files.	7
Adding machines.	5
Sales pads.	5
Duplicating devices.	4
Bookkeeping machines.	2
Cash registers.	2
Library.	2
Shelving.	2
Display cases	1
Display supplies.	1
Model Stores	1

As far as special equipment is concerned, it is seen that the schools offering part-time training have reason to be vitally concerned. Though the coordinators were not asked, one coordinator stated that special equipment would be added from time to time.

Fees to Students

In the face of a general practice in Oklahoma of charging fees for vocational courses, it is interesting to note that only six or 50 per cent

of the schools charged a fee of any kind. This fee, in each case, was \$1.00 per semester, and was spent for reference material, supplies, and social activities of the various groups.

Wages Paid for Store Work

Since the data received from the coordinators, with reference to wages paid students for store work, was not satisfactory, data from the office of the Assistant State Supervisor of Distributive Education, Stillwater, Oklahoma, were secured and used. These data were collected and tabulated at the end of the first semester of the school year of 1940-1941. The rates are given to show the range and average in the weekly rates paid in the cities offering the part-time training in Oklahoma.

As seen in Table XII, the average weekly pay received by all students in part-time training in Oklahoma was \$5.25. This average was determined by finding the sum of all the wages received by the students and dividing this sum by the total number enrolled. This weekly average considering the number of hours worked, compares favorably with the wage received by the experienced workers in the retail trades of the United States, which was \$17.82 during 1938, the last year for which data were available.²⁶

²⁶Statistical Abstract of the United States, U. S. Department of Commerce, Bureau of the Census, 1939, p. 331.

TABLE XII. Wages Paid for Store Work of High School
Students in Cooperative Part-time Classes in
Distributive Education, 1940-1941

Town	Weekly Wages		
	High	Low	Average
Duncan	\$10.00	\$2.50	\$4.52
Enid	10.00	2.50	2.73
Heavener	5.00	2.50	2.73
Hobart	13.00	1.50	3.98
Lawton	12.50	2.00	5.42
Norman	12.00	3.00	5.45
Ponca City	10.00	2.00	4.45
Oklahoma City	21.00	3.75	5.62
Miami	15.00	4.50	8.61
Shawnee	17.00	2.00	4.48
Tonkawa	15.00	4.50	8.61
Tulsa	15.00	3.00	4.48
<hr/>			
Average Weekly Wage	\$12.96	\$3.38	\$5.25

High School Credit for Distributive Education

Each school in Oklahoma which includes Distributive Education in its program, offers four units of credit in this field of education, the student being permitted to earn two units each year for two years. The two units offered each year are divided as follows: one unit for the hour spent in the school and one unit for the time spent on the

job.²⁷

In addition to the units given, a special certificate is given the student at the conclusion of his high school career.²⁸

The Teaching Personnel

Securing properly qualified teachers will probably always remain one of the fundamental problems connected with offering and improving instruction in any vocation.²⁹

The Oklahoma State Plans state that the distributive education coordinators of Oklahoma must have at least two years of working experience, four years' college or university education, 24 semester hours in subjects pertaining directly to Distributive Education, and should be able to interpret all legislation concerning Distributive Education.³⁰

From the personnel information files in the office of the Assistant Supervisor in Charge of Distributive Education, Stillwater, Oklahoma, it was found that the coordinators possess the qualifications and experience as shown in Table XIII.

Using the data in Table XI as a basis, the "average" distributive education coordinator in Oklahoma has acquired at least the bachelor degree; has completed approximately eleven semester hours in vocational education; has taught nine years; has approximately six years occupational experience; and receives approximately \$1,770 per year. Thus it is

²⁷Clover, Nina, former Oklahoma Assistant State Supervisor in Charge of Distributive Education, Lecture in Summer Class in Organization and Administration of Distributive Education, Oklahoma A & M College, 1940.

²⁸Ibid

²⁹Enick, op. cit., p. 148.

³⁰Oklahoma State Plans, op. cit., pp. 6-7.

TABLE XIII. Qualifications and Experience of Coordinators
of Oklahoma During 1939-1940

Local Coordinators	High School Graduate	Bacholors Degree	Masters Degree	Semester Hours in Voc. Edu.	Teaching Experience	Years of Occupational Experience	Salary
A	x	x		11	8	4	\$1,800
B	x	x		6	8	3	1,520
C	x	x	x	17	4	15	1,800
D	x	x		31	6	3	1,450
E	x	x	x	7	5	5	1,800
F	x	x		6	17	6	2,400
G	x	x		12	10	5	2,000
H	x	x	x	6	12	5	1,800
I	x	x		10	10	14	2,000
J	x	x		7	7	3	1,200
Average				11	9	6	\$1,770

seen that the coordinators comply with the requirements as set up in the Oklahoma State Plans.

Teacher Training Program

The specialized professional training of the Distributive Education Coordinators was obtained at the Oklahoma A & M College, Stillwater, Oklahoma, during the summer months under the direction of Nina Clover, Former Assistant State Supervisor in Charge of Distributive Education.

An examination of the college catalogues for the summer terms of 1939 and 1940 shows that the following graduate courses in Distributive Education were offered at the Oklahoma A & M College:

- Business Education 550 Problems in Distributive Education. Credit 1 to 4.
Consideration of problems and methods in Distributive Education.
Open to Diversified Occupation coordinators as well as to others.
- Business Education 551 Federal and State Policies in Distributive
Education Credit 1
A detailed study of the federal and state policies for the
administration of the George-Deen Act with particular reference
to Distributive Education; emphasis on the study of Federal
Policy Bulletin No. 1 and Oklahoma State Plans.
- Business Education 552 Organization and Administration of Distributive
Education Classes Credit 2
The organization, promotion, and plan of training of distributive
education classes.
- Business Education 652 Improvement of Instruction in Merchandising
Credit 2
Selection of instructional materials and methods in teaching
the various phases of retailing in secondary schools.
- Business Education 322 Salesmanship Credit 2
The principles underlying the practice of salesmanship from the
point of view of the buyer and the seller.
- Business Education 491 Personal Adjustment to Business Credit 1
A study of the personal traits necessary for a more satisfactory
experience in business, the procedure involved in obtaining
positions and the personal elements that control business.
- Business Education 493 Business Communications Credit 3
Consideration of form and language of business communications
and reports.

Business Education 552 Problems in Commercial Education Credit 2
Consideration of current problems in commercial education; nature of the problems is dependent upon the interests and needs of the students.

In addition to the above courses the coordinators were encouraged to select any content subject or subjects in the School of Commerce they desired which would benefit them in their teaching.

Aside from the graduate professional training, various in-service training conferences were held throughout the school years. Table XIV lists the groups for which conferences were held, where the conferences were held, the approximate attendance at each conference, and the purpose of each conference.

At the Fall Conference, September 14, 1940, Huckins Hotel, Oklahoma City, the following courses were suggested by the coordinators to be offered during the summer months so that they might be better prepared:

1. Store Organization (in larger towns)
2. Advertising
3. Marketing
4. Merchandising Facts
5. Personal Adjustment
6. Guidance and Selection for Retail Selling
7. Applied Arts for Retailers
8. Retail Business
9. Retail Mathematics
10. Methods of Teaching Salesmanship
11. Techniques of Surveys and Job Analysis

Administration and Supervision of the Training

According to the Statement of Policies there are four distinct

TABLE XIV. Conferences Held by Distributive Education Coordinators
During 1937-1938, 1938-1939, and 1939-1940, Respectively

Year	Groups for Which Planned	Where Conference was Held	Approximate Attendance	Purpose
1937-1938	Retail Merchant Managers and Store Employers	Shawnee	300	Promotional
	Retail Merchant Managers and Store Employers	Sapulpa	200	Promotional
	Distributive Education Coordinators	Lawton	Not given	Instructional
	Distributive Education Coordinators	Sapulpa	Not given	Instructional
	Distributive Education Coordinators	Oklahoma City	Not given	Instructional
1938-1939	Joint Conferences with Trade and Industrial De- partment and Distributive Education Coordinators	Anadarko Shawnee Muskogee Ponca City	120	Promotional
	Joint Conferences with Industrial Relations De- partment of the A & M College, Stillwater	Stillwater	163	Promotional and Instructional
	Distributive Education Coordinators and Commercial Teachers	Oklahoma City	35	Promotional and Instructional
	Distributive Education Coordinators	Tulsa	Not Given	Instructional

TABLE XIV Cont'd. Conferences Held by Distributive Education Coordinators
During 1937-1938, 1938-1939, and 1939-1940, Respectively

Year	Groups for Which Planned	Where Conference was Held	Approximate Attendance	Purpose
1939-1940	Distributive Education Coordinators	Not given	28	To develop teaching aids and methods
	Distributive Education Coordinators	Not given	18	To study recent developments in part-time classes
	Commercial Teachers and Distributive Education Coordinators	Not given	28	Responsibility of additional improve- ments in Distribu- tive Education

types of vocational education which received Federal support under provisions of the George-Deen Act.³¹ These are:

1. An agricultural education service
2. A commercial education service which administers the program of training in the distributive occupations
3. A home economics service
4. A trade and industrial education service

In the State organization, each of the four services has a state supervisor who is responsible to the State Board of Vocational Education and State Director of Vocational Education.³²

Notwithstanding this fact, Distributive Education in Oklahoma is under the supervision of the State Supervisor of Trade and Industrial Education.³³

One assistant supervisor has been placed in direct charge of the program. The qualifications and duties of the assistant state supervisor are:³⁴

- "a. Qualifications of Supervisor in charge of Distributive Education
- (1) At least two years of working experience in occupation of selling or sales management, such experience should show progression
 - (2) At least four years of experience as a local coordinator
 - (3) That the general and technical education required for the State Supervisor of Distributive Education will be interpreted to mean education in an accredited college or university

³¹Vocational Education Bulletin, No. 1, op. cit., p. 6

³²Haas, Kenneth B., Distributive Education, Gregg Publishing Company, New York, 1941, pp. 197-217.

³³Bulletin, Oklahoma A & M College, Summer Session, 1940, p. 23.

³⁴The Oklahoma State Plans, op. cit., pp. 5-6.

- (4) At least four years teaching experience in vocational or distributive educational subjects

"b. Duties of the Supervisor in charge of Distributive Education

(1) Promotional

The duties shall include the giving of the promotional aid to those in local communities who are establishing classes in Distributive Education. He shall study the conditions of the State and the school facilities of communities to determine when and where it is advisable to establish classes. He shall counsel with the teachers on all matters pertaining to the improvement of distributive education classes. He shall assist in the preparation of plans, courses of study, surveys, and investigations and make recommendations for obtaining equipment and housing for the classes.

(2) Inspectional

He shall inspect and have general supervision of the schools and classes. He shall pass upon the eligibility of all teachers of distributive education to teach approved vocational classes. He shall supervise the teacher training program. He shall inspect the classes organized at the present time.

(3) Instructional

He shall be responsible for the improvement of teachers in-service. He shall help them to improve their methods and efficiency through personal conferences, correspondence, group and State conferences, Demonstration conferences, and suggested reading and studies. He shall, with the help of the teacher-training staff, devise plans for advanced study for the professional and technical improvement of the teachers."

The qualifications and duties of the local supervisors of Distributive Education or Coordinators of Distributive Education are:³⁵

"b. Qualifications of Local Supervisors

- (1) At least two years of working experience in the occupation of selling or sales management; such experience should show progression
- (2) That no reimbursement will be made for the salary of a local supervisor of distributive education regardless of the size of the community in which the supervisor serves, if he does not have the qualifications for a local supervisor as specified in the plan

³⁵Ibid, pp. 6-7.

- (3) At least four years' college or university education or its equivalent
- (4) At least 24 credit hours in subjects pertaining directly to distributive education at an approved university or college. These may be included in the above four years
- (5) Should be able to interpret intelligently all legislation concerning distributive education

"c. Duties of Local Supervisor

(1) Promotional

He shall be responsible for the promotion and organization of classes in distributive occupational subjects. He will make the necessary contacts with individuals, commercial trade organizations, and employers to promote the program. He shall be responsible for the publicity desirable for such promotion. He shall be expected to attend conferences and meetings of groups interested in Distributive Education. He shall also promote general interest in Distributive Education in the community

- (2) A local supervisor shall inspect conditions of stores where pupils are employed as to working conditions and compliance with labor laws. In communities where several classes are offered he shall inspect and have general supervision over these classes.

(3) Instructional

In small communities all classroom teaching shall be done by the local supervisor. He shall be responsible for the improvement of teachers of related subjects. He shall help them to improve their methods through personal and group conferences and suggested reading and studies."

Summary

The classes in cooperative part-time training were found in cities ranging in size from 2,500 to 205,000. A greater proportion of towns in Oklahoma (those over 10,000) offered classes than did towns between 2,500 and 10,000. One out of three of the larger towns offered part-time training, while only one in ten of the smaller towns offered such training.

The enrollment trend in the part-time cooperative classes in Oklahoma was found to be toward a larger proportion of girls in the part-time classes. The class size based on enrollment the three-year period was 25 students, which compares favorably with the enrollment in other departments of the secondary school.

The instructional costs, based on teacher salaries and travel expenses, varied from \$40.11 in 1937-1938 to \$54.93 in 1939-1940, an increase of \$14.82 or about 37 per cent per pupil. These per capita costs represent approximately two-thirds the actual total average per capita costs in the State of Oklahoma.

The aims of the cooperative part-time program are in keeping with the cardinal principles of secondary education, particularly those relating to vocational education.

From the practices employed, it is seen that the instructional practices were in keeping with the instructional units outlined by the Assistant State Supervisor of Distributive Education. "Class discussion of problems encountered by the students in their store work," and "group discussion of assigned problems," were the methods most commonly used by the coordinators in presenting the subject matter.

Eleven of the coordinators reported that an oral agreement was

made between the school and store in the placement of students in the cooperating stores. One coordinator reported that no agreement of any kind was made. In the main, these agreements between the school and store pertained to the type of training the students were to receive.

Of the methods and factors employed by the coordinators in making the proper student selection, "individual conferences with students who have expressed interest," and "guidance surveys and talks," were the methods most commonly used.

The coordinators mentioned six causes for the failure to place students who did not obtain jobs after graduation, and of a total frequency of mention of 34, about half pertained to causes beyond the control of the school. However, in nearly 50 per cent of the cases, the school has reason to be vitally concerned in its training program.

Of the problems encountered by the coordinators in the placement of students, about 75 per cent had reference to the student, while 25 per cent had reference to the cooperating stores. Thus, proper student selection for the part-time classes is a major problem in Oklahoma.

The wages received by the students in the part-time training classes compare favorably with the wages received by other workers in the retail stores of the United States. It was found that the average pay received by the students on a weekly basis was \$5.25

The "average" distributive education coordinator in Oklahoma has acquired at least the bachelor degree; has completed approximately eleven semester hours in vocational education; has taught nine years; has approximately six years occupational experience; and receives

approximately \$1,770 per year. From the above it is clear that the coordinators comply with minimum requirements as set forth in the Oklahoma State Plans.

CHAPTER III

EVENING SCHOOLS OR CLASSES

Status of Evening Schools in Oklahoma

The survey of cities offering evening schools indicated that sixteen cities provided this type of education during the school year 1939-1940. Definite information regarding practices in the organization and administration of evening schools were secured through conferences with the Itinerant Instructors¹ supervising the instruction and through the inspection of reports submitted to the Assistant Supervisor in Charge of Distributive Education, Stillwater, Oklahoma. The data constitute a description of certain practices and conditions in evening schools of Distributive Education from 1937, the year such training was begun, to 1940, the last year for which data was obtained.

Tables XV, XVI, and XVII list the cities offering evening classes, with population of the city, the subject of the course, the enrollment in each subject, the number of teachers employed, and the amount reimbursed from Federal funds (George-Deen) for salaries and traveling expenses during the school years 1937-1938, 1938-1939, and 1939-1940.

The data in Tables XV, XVI, and XVII, except for the 1940 population figures, are part of and were copied from the statistical reports sent by the Oklahoma Division of Vocational Education, Stillwater, Oklahoma, to the Federal Board of Vocational Education, Washington, D. C., in July, 1938, July, 1939, and July, 1940 respectively.

Tables XV, XVI, and XVII show that evening classes were held in towns and cities ranging in size, using the figures for the United

¹Unzicker, F. V., and Taylor, Harrison.

TABLE XV. Evening and Part-Time Distributive Occupational Schools and Classes Reimbursed From Federal Funds During 1937-1938

Name and Location of School	Population	Subject of Course	Enrollment		Number of Teachers		Amount Reimbursed From Federal Funds	
			M	F	M	F	Salaries	Travel*
Chickasha Public Schools Chickasha, Oklahoma	14,111	Show-card Writing	5	4	1		\$54.00	
Ponca City Public Schools Ponca City, Oklahoma	16,794	Salesmanship	8	12		1	9.00	
Sapulpa Public Schools Sapulpa, Oklahoma	12,249	Retail Selling	15	1	1		24.00	
		Retail Selling	14				24.00	
		Sales English	5	11	1		32.00	
		Sales Costs	40	5	1		21.00	
Tulsa Public Schools Tulsa, Oklahoma	142,197	Advertising	8	13	1		24.00	
		Advertising	7	6			24.00	
		Salesmanship	13	2			21.00	
		Salesmanship	10	2			21.00	
Univ. Preparatory School and Jr. College Tonkawa, Oklahoma	9,197	Salesmanship	10	6	1		18.00	
Total			135	62	6	1	\$272.00	

*Since these classes were taught by local teachers, there were no travel expenses

TABLE XVI. Evening and Part-Time Distributive Occupational Schools and Classes Reimbursed From Federal Funds During 1938-1939

Name and Location of School	1940 Population	Subject of Course	Enrollment		Number of Teachers		Amount Reimbursed From Federal Funds	
			M	F	M	F	Salaries	Travel*
Chickasha Public Schools Chickasha, Oklahoma	14,111	Show-card Writing	4	6	1		\$ 81.00	
Northeastern Oklahoma Junior College, Miami, Oklahoma	8,345	Show-card Writing	13		1		12.00	
Oklahoma A & M College Stillwater, Oklahoma	10,097	Industrial Relations	154	9	1		116.66	
		Show-card Writing	13	3	1		54.00	
Oklahoma City Public Schools, Oklahoma City, Oklahoma	204,424	Show-card Writing	12	2			54.00	
		Show-card Writing	6	2	1		9.00	
		Advertising	14	7	1		9.00	
		Advertising	9	7	1		42.00	
		Advertising	3	2			42.00	
		Salesmanship	14	1	1		21.00	
		Salesmanship	12				21.00	
Tulsa Public Schools Tulsa, Oklahoma	142,157	Grocery Merchan- dising	29		1		12.00	

*Since these classes were taught by local teachers, there were no travel expenses

TABLE XVI Con't. Evening and Part-Time Distributive Occupational Schools and Classes Reimbursed From Federal Funds During 1938-1939

Name and Location of School	1940 Population	Subject of Course	Enrollment		Number of Teachers		Amount Reimbursed From Federal Funds	
			M	F	M	F	Salaries	Travel
Oklahoma A & M College Stillwater	10,097	Itinerant Instruct. of Dist. Occup.			1	1	\$1,966.65	\$578.17
<u>Types of Classes and Locations</u>								
		Salesmanship	5	8				
Bristow	6,050	General Selling	20	7				
Coalgate	2,118	Retail Selling	20	19				
Miami	8,345	Retail Selling	18					
Okemah	3,811	Retailing	59	31				
		Retail Selling	50	22				
Oklahoma City	204,424	Textiles	24	81				
		Retail Selling	20	21				
		Auto Accessory						
		Sales and Service	18					
Okmulgee	16,051	Credit	4	14				
		Textiles	3	12				
		Credit & Management	18	10				
		Salesmanship and						
Ponca City	16,794	Management	27	14				
		Salesmanship	33	20				
Sapulpa	12,249	Interior Decoration	5					
Seminole	11,547	Retail Credit	17	15				
Stillwater	10,097	Retail Selling	49	19				
TOTAL			683	334	11	1	\$2,478.31	\$578.17

TABLE XVII. Evening and Part-Time Distributive Occupational Schools and Classes Reimbursed From Federal Funds During 1939-1940

Name and Location of School	1940 Population	Subject of Course	Enrollment		Number of Teachers		Amount Reimbursed From Federal Funds	
			M	F	M	F	Salaries	Travel*
Anadarko Public Schools								
Anadarko, Oklahoma	5,579	Show-Card Writing	12	2	1		\$ 41.25	
Chickasha Public Schools								
Chickasha, Oklahoma	14,111	Show-Card Writing	11	5	1		102.00	
Duncan Public Schools								
Duncan, Oklahoma	9,207	Show-Card Writing	7	3	1		9.00	
El Reno Public Schools		Credit & Collections	9	4	1		9.00	
El Reno, Oklahoma	10,078	Speech for Sales	8	8	1		9.00	
Northeastern Junior College		Retail Selling	12	1	1		12.00	
Miami, Oklahoma	8,345	Show-Card Writing	12	1	1		15.00	
		Bookkeeping for Retailers	4	3	1		9.00	
		Credit	9	1	1		6.75	
		Drug Merchandising	5	4	1		6.75	
		Drug Selling	9				9.00	
		Retail Law	4	2	1		9.00	
		Retail Law	10	6			6.75	
		Salesmanship	31	3	1		6.75	
		Salesmanship	46	1			9.00	
		Show-Card Writing	8	4	1		54.00	
		Show-Card Writing	7	4			54.00	
		Show-Card Writing	8	3	1		9.00	
Oklahoma City Public Schools, Oklahoma City		Show-Card Writing	10				6.75	
		Selling Auto Parts	9		1		9.00	
Oklahoma	204,424	Yellow Pine and Fir	19	1	1		13.50	

*Since these classes were taught by local teachers, there were no travel expenses

TABLE XVII Cont'd. Evening and Part-Time Distributive Occupational Schools and Classes
Reimbursed From Federal Funds During 1939-1940

Name and Location of School	1940 Population	Subject of Course	Enrollment		Number of Teachers		Amount Reimbursed From Federal Funds	
			M	F	M	F	Salaries	Travel
Okmulgee Public Schools Okmulgee, Oklahoma	16,051	Salesmanship	2	24		1	\$ 9.00	
Sapulpa Public Schools Sapulpa, Oklahoma		Retail Arithmetic	9	1	1		24.00	
	12,249	Practical English	5				24.00	
		Advertising	8	5	1		42.00	
		Advertising	4	6			42.00	
		Salesmanship	15	1		1	9.00	
		Salesmanship	16	2	1		21.00	
		Grocery Salesman.	19		1		10.50	
		Salesmanship for Painters	16		1		9.00	
		Sales Information for Painters	30		1		21.00	
Tulsa Public Schools Tulsa, Oklahoma	142,157	Salesmanship	30	1	1		21.00	

TABLE XVII Cont'd. Evening and Part-Time Distributive Occupational Schools and Classes Reimbursed From Federal Funds During 1939-1940

Name and Location of School	1940 Population	Subject of Course	Enrollment		Number of Teachers		Amount Reimbursed From Federal Funds	
			M	F	M	F	Salaries	Travel
Oklahoma A & M College, Stillwater--Itinerant Instruction		Distributive Occupational Subjects			2		\$3,435.81	\$1,006.85
<u>Location of Classes Held:</u>								
Bristow	6,050	Complete Mdse. Program	17	1				
Claremore	4,134	Complete Mdse. Program	17					
Clinton	6,736	Sales Conference	87	29				
		General Salesmans.	11	2				
		Speech for Salesmen	5					
Duncan	9,207	Sales Conference	143	73				
		Sales Conference	61	43				
El Reno	10,078	Retail Sales.	18	17				
		Specialty Selling	15	4				
Robart	5,177	Sales Conference	75	38				
		Sales Conference	84	36				
Marlow	2,899	Salesmanship	14	4				
		Adv. & Display	12					
Miami	8,345	Teacher Training	5					
		Sales Personality	31	3				
		Personality	41	3				
Oklahoma City	204,424	Sales Conference	33	13				
		Teacher Training	7	5				
		Complete Mdse. Program	24	2				
Okmulgee	16,051							

TABLE XVII Cont'd. Evening and Part-Time Distributive Occupational Schools and Classes Reimbursed From Federal Funds During 1939-1940

Name and Location of School	1940 Population	Subject of Course	Enrollment		Number of Teachers		Amount Reimbursed From Federal Funds	
			M	F	M	F	Salaries	Travel
Oklahoma A & M College, Stillwater--Itinerant Instruction Distributive Occupational Subjects								
Location of Classes Held:								
Pawhuska	5,443	Salesmanship	26	19				
		Credit	17	7				
Sapulpa	12,249	Leadership Train.	9	3				
		Salesmanship	23	9				
		Consumer Education	6	10				
Stillwater	10,097	Business Communicat.	9	21				
Tulsa	142,157	Teacher Training	5					
Total			1223	144	25	2	\$4,074.81	\$1,006.65

States Census for 1940, from less than 2,500 in population to 205,000 in population. However, as indicated in Table XVIII, the larger cities in Oklahoma (those over 10,000 in population), offered more classes, in comparison, than did the smaller cities (those less than 10,000 population). Out of a total of twenty-one cities in Oklahoma over 10,000 in population, seven or one third offered evening classes; and of fifty-three cities between 2,500 and 10,000 in population, nine or slightly more than one sixth offered evening classes. Thus, one out of three of the larger cities offered evening classes in Distributive Education, while only one in six of the smaller cities between 2,500 and 10,000 in population offered such classes. It might be noted that a greater proportion of evening classes than part-time classes are to be found in the smaller town.

Between 1937 and 1940 the number of cities offering adult evening classes in Distributive Education more than doubled. The number of evening schools increased from five in 1937-1938, the first year of organization, to sixteen in 1939-1940. This is further evidence of the expansion of the program of Distributive Education in Oklahoma.

As indicated in Table XV, the total number enrolled in the evening classes during the school year of 1937-1938 was 197 of which 135 or about 68 per cent were females. The total number enrolled in 1938-1939, as indicated in Table XVI, was 1,017 of which 334 or about 33 per cent were females, and 683 or about 67 per cent were males. In 1939-1940 the total number enrolled was 1,667, as seen in Table XVII; of this number 1,223 or about 73 per cent were males, while 444 or about 27 per cent were females.

It is significant to note that from 1937-1938 to 1939-1940, the

TABLE XVIII. Oklahoma Cities over 2,500 in Population Offering Evening Classes in Distributive Education, 1939-1940*

Population	Number of Cities	Cities Offering Courses	
		Number	Per Cent
50,000 and over	2	2	100.00
30,000 to 49,999	1	0	00.00
10,000 to 29,999	18	5	27.77
7,500 to 9,999	5	2	40.00
5,000 to 7,499	37	1	5.89
2,500 to 4,999	31	2	6.45

* This table is read as follows: In 1939-1940, two cities in Oklahoma with population over 50,000 offered evening classes in Distributive Education, representing 100 per cent of the state cities in this population group. The remaining part of the table is read in the same manner.

number enrolled increased nearly eight times from 197 to 1,667, an increase of 1,470. The combined enrollment for the three-year period was 2,881, of which 2,041 or about 71 per cent were males, and 840 or about 29 per cent were females. This indicates that the enrollment trend in the evening schools is toward a larger proportion of males which is in accordance with the trend revealed in the employment figures for the 1930 census.²

As indicated in Table XIX, cities less than 10,000 in population had a greater evening class enrollment per 1,000 population than cities with a population greater than 10,000.

In 1937-1938 the approximate ratios of enrollment per 1,000 population, as shown in Table XIX, were 5, 2, and .75 for cities less than 10,000 in population, between 10,000 and 50,000 in population, and larger than 50,000 in population respectively. The approximate ratios of enrollment per 1,000 population were 10, 6, and .67 in 1938-1939 for cities less than 10,000 in population, between 10,000 and 50,000 in population, and greater than 50,000 in population respectively. In 1939-1940 the approximate ratios of enrollment per 1,000 population were 14, 6, and 1.26 for cities less than 10,000 in population, between 10,000 and 50,000 in population, and greater than 50,000 in population respectively.

The approximate ratios of enrollment per 1,000 population for the three-year period, as shown in Table XIX, for cities less than 10,000, between 10,000 and 50,000, and greater than 50,000 were 12.8, 5, and 1 respectively. In all cities of Oklahoma offering evening

²Vocational Division Bulletin No. 205, op. cit., p. 10.

TABLE XIX. Ratio of Enrollment per 1,000 Population of Cities Offering Evening Schools
 During 1937-1938, 1938-1939, and 1939-1940, with Approximate
 Ratio for the Three-year Period

Year	Cities Between 2,000 & 10,000			Cities Between 10,000 & 50,000			Cities Above 50,000					
	Number	Population	Enrolled	Combined	No. Popul.	Enrolled	Combined	Number	Approximate			
			Ratio			Ratio			Ratio			
1937-1938	1	3,197	16	5	3	43,194	75	2	1	142,157	106	.75
1938-1939	4	20,324	200	10	6	80,849	490	6	2	346,581	212	.87
1939-1940	9	53,570	769	14	5	62,586	385	6	2	346,581	184	1.26
Ratio for Three-year Period		77,091	985	12.8		186,629	950	5		835,319	802	1.00

classes, the approximate ratio of enrollment per 1,000 population for the three-year period was 2.5.

Aims of Evening Schools

As pupils in reimbursable evening classes must be employed in a distributive occupation, Section 6 of the George-Deen Act stipulates that instruction shall be confined to that which is supplemental to the daily employment of the workers.³

According to the Statement of Policies for the Administration of Vocational Education⁴ vocational or related subjects supplemental to the daily employment are those the content of which:

1. Increases the skill or knowledge of workers in a specific distributive occupation
2. Prepares workers in a distributive occupation for changing to a related kind of work in another distributive occupation, such as a course in retail store management for salespeople in a particular kind of retail store; or a course in selling a specific kind of goods or services
3. Prepared for promotion to a full-time distributive occupation, workers in an industrial or trade occupation whose daily employment involves some contact with consumers and who have an agreement for full-time employment in a consumer contact position in their trade or industrial field

In a conference with the Itinerant Instructors in Distributive Education in charge of evening classes in July, 1940, the stated aims of evening classes as practiced in Oklahoma were stated as follows:

1. To familiarize the student with the principles of salesmanship
2. To familiarize the student with certain fundamental merchandise principles

⁴Statement of Policies for the Administration of Vocational Education, op. cit., p. 67.

3. To familiarize the student with the sources of merchandise and the channels through which it passes in reaching the consumer
4. To cultivate personality and character
5. To cultivate high standards of ethics
6. To familiarize the student with the relations of employee, employer, and the customer
7. To impress on the student the importance and need of adapting "service" as his ideal
8. To teach the student to evaluate properly the position of the merchant and the salesman in the social order

The specific objectives or outcomes as stated by the Itinerant

Instructors were:

1. To acquaint the student with the fundamental principles of the sale
2. To work out a complete program in advertising for the large and small store
3. To understand the importance of credit and collections
4. To understand what is meant by the "complete merchandise program"
5. A working knowledge of retail store arithmetic and retail store bookkeeping
6. An understanding of business law
7. To acquaint the student with the techniques of getting along with people
8. An understanding of the various types of retail store merchandising
9. A development of store English

No attempt was made to rank, in their order of importance, the aims and specific objectives as stated by the Itinerant Instructors in charge of the evening schools of Oklahoma, since only two contributed.

Organization of Evening Classes

According to the Itinerant Instructors the following plan was used in organizing evening classes in Oklahoma:

1. Request must come from town for evening class
2. Conference with Itinerant Instructor, superintendent, principal of high school
3. Local coordinator confers with secretary of Chamber of Commerce
4. Meeting of merchants or small group of them to discuss needs
5. Possibility of appointing advisory committee from this group
6. If no advisory committee--coordinator make survey of needs of retailers and employees
7. Selection of classes to be taught to meet needs
8. Conference with state staff, superintendent, and secretary of Chamber of Commerce
9. Teacher training class for business men who are to be teachers
10. Set meeting for classes
11. Promotion of classes through civic clubs, newspapers, and personal visits of coordinators with retailers and employees

Financing Evening Classes

If the evening class or classes were taught by a member of the state staff, no charge was made to the local community. However, if the classes were taught by local teachers, the teachers were reimbursed two-thirds from Federal funds and one-third from local funds. The amount paid local teachers is not governed by law; however, the amount usually received by the local teachers, in Oklahoma, was \$1.50 per hour. The fees were collected by the local coordinators and

deposited with the Boards of Education.

Though the meetings were held in the local school buildings and in local stores having sufficient space for such meetings, no data were available concerning expenditures for housing and equipment used in the evening schools. However, the Oklahoma State Plans state that:⁵

The state or local community, or both, shall provide the necessary plant and equipment determined upon by the State Supervisor with the approval of the State Office of Education, as the minimum requirement in such State for Distributive Education.

Instructional Practices in Evening Classes

According to the Oklahoma State Plans for administering the Distributive Education program in evening classes,⁶ the course of study may consist of a single short unit, a series of short units or a term's work covering a school year or more. In every case the work must be organized upon a practical basis. In most cases single occupation groups must be organized for courses to make the instruction most effective.

As stated by the Oklahoma State Plans⁷ the conference method of instruction and individual instruction must be used in evening classes for groups employed.

The following outline in conference leading was followed by the Itinerant Instructors of Oklahoma:⁸

⁵Oklahoma State Plans, op. cit., p. 9.

⁶Ibid, p. 9.

⁷Ibid, p. 9.

⁸Obtained from teaching notebooks of Itinerant Instructors of Oklahoma, Summer, 1940.

Conference Methods and Procedures

This process of bringing to bear on the consideration of a subject concurring and diverging points of view has found many applications in business and other enterprises. A round table conference or forum may be described as a meeting in which the participants contribute or exchange ideas or information pertinent to the subject under discussion, a group in which ideas or information emanate from group members to other group members and to the leader rather than from the leader to the group.

Some possible uses of the conference are:

1. To solve a problem or find a remedy for a difficulty and to decide on an recommend a suitable action
2. To ascertain trend of thought or action in a given field
3. To create interest in a given subject
4. To encourage and develop logical individual and group thinking habits
5. To create and maintain uniformity of interpretation of adopted policies or accepted principles

A conference fails when it develops unproductive conversation.

Each conference must be planned and carried out so as to attain its definite objective.

1. The conference must have a well defined purpose or objective
2. Must involve discussion material within the experience and knowledge of the participants
3. Must be planned
4. Must be led so as to secure constructive participation and keep the discussion on the subject and in line with the plan
5. Must reach or obtain its objective
6. Results must be developed and summarized so they can be utilized
7. Necessary technical or scientific information should be supplied by leader or some other qualified individual

Pertinent information should be collected and organized into

usable form and should be presented to the group previous to or in the opening meeting. Discussion should be directed so as to bring into the discussion all the related facts, information and interests. These should then be sifted and classified to form the basis of an opinion or decision.

The conference must be planned and led so as to arrive at some definite points making possible a summary and the drawing of conclusions. The conference is a common ground for the pooling of ideas concerning the specific subject under consideration. The experience of the members is the source of information and discussion. The leader acts as a stimulator of group thinking.

Conducting a Conference

Subject. The subject of a conference must be one in which each individual will be able to draw upon his experiences in his discussion of the subject. It must be a problem meeting the solution which solution may be obtained from the group discussion. The subject must be of immediate need and of immediate value. It must require a concentrated thought and must be of mental benefit to the members of the groups.

How to introduce the subject. In the introduction of the subject the leader should be very enthusiastic. He must feel that his subject is of great importance and the solution a vital necessity on the part of the group. The subject be stated clearly so that each individual of the group will know exactly what the leader has in mind. It is quite often important to state the subject in several different ways and illustrate by cases. Each individual should be given a chance to ask questions regarding the subject in order to clarify the phase of the

subject about which he may be in doubt.

Conference Devices

There are a number of devices which may be used in a conference to encourage, control, amplify, clarify, and summarize discussion. The conference devices ordinarily employed in leading a conference are:

Direct question. Usually addressed to a specific member of the group

Overhead question. Addressed to the group as a whole and anyone may choose to answer

Leading question. Addressed to a specific individual who is monopolizing the discussion or to an individual who is not taking part in the discussion

Case problem by leader. The leader presents an actual case problem having bearing on the problem under discussion

Case problem by member of the group. Leader calls on a member to present a case problem pertinent to the topic under discussion

Story by leader. The leader brings in a story to amplify the topic under discussion or to bring attention when a group seems to be getting out of control

Positive statement. Used to bring out a definite fact on a topic under discussion

Negative Statement. Used to provoke free discussion

Inferential suggestion. To assist the group in arriving at a definite conclusion

Drama. A little drama is often very desirable and effective. Used as a means of better illustrating a situation

Check list. Used as a build-up on which to base further discussion

Visual aids. Are very useful in making clear unfamiliar situations

Pro and con statement. Usually used to draw out comparisons

Mis-statement. Usually used to provoke discussion

Restatement of members' opinions. Very often the leader should restate the problem for the purpose of clarity and understanding

As both Itinerant Instructors used the conference method of instruction⁹ in the evening schools, the requirements as set up in the Oklahoma State Plans were complied with.

Curriculum Problems Encountered

The following problems were encountered by the Itinerant Instructors in Oklahoma in offering the evening classes in the various towns:¹⁰

1. Making the curriculum fit the job needs of students and yet attract the desirable types of students
2. Overlapping of instruction due to irregularity within classes
3. Insufficient equipment
4. Getting cooperation of stores
5. The problem of getting information necessary for covering all types of selling
6. Difficult to give pupils subjects necessary to increase their background because of lack of time
7. Keeping curriculum alive and up-to-date
8. Lack of suitable teaching material
9. Lack of understanding of store-operating problems
10. Connecting theory with practice
11. Inability of students in mixed groups to see value of some topics
12. Teaching groups with widely diverse interests
13. Unanalytical attitude toward selling problems
14. Lack of time in which to adequately cover the subject matter

⁹Conference with Itinerant Instructors, Summer, 1940.

¹⁰Ibid.

No attempt was made to rank, in their order of importance, the curriculum problems encountered as stated by the Itinerant Instructors in charge of the evening schools of Oklahoma, since only two contributed.

Courses Offered

As seen from Table XX, thirty-two different courses were offered in the evening classes of Oklahoma between 1937 and 1940. The frequencies of the courses taught total 100; and of this total, courses in Salesmanship, Show-Card Writing, Advertising, and Retail Selling constitute 50 per cent. Courses in Salesmanship and Show-Card Writing were perhaps the most popular of all courses taught since they comprise 32 per cent of the frequencies of all courses. From the large number of different courses offered during the three-year period, several hundred adults were offered an opportunity for direct training in their particular vocation or for direct training for employment.

Trade Associations

To promote adequately and set up evening classes, it is necessary to have a close cooperation between the state department of Distributive Education and the various state and local trade associations.¹¹

The various trade associations cooperating were:¹²

State

Oklahoma State Ice Association
 Oklahoma Malt Association
 Oklahoma State Druggist Association
 Oklahoma Underwriters Association
 Oklahoma Chain Store Association
 Oklahoma State Retail Merchants Association
 Long Bell Lumber Company

¹¹Unzicker, F. V., Conference, A & M College, Summer, 1940.

¹²Annual Descriptive Report, op. cit., July 1, 1939-June 30, 1940, p. 2.

TABLE XX. Courses Offered in Evening Classes
and the Number of Times Offered
Between 1937 and 1940

Courses	Number of Times Offered
Salesmanship	18
Show-Card Writing	14
Advertising	9
Retail Selling	9
Sales Conference	6
Credit, Collections and Management	5
Complete Merchandising Program	3
Teacher Training	3
Auto Accessory Sales and Service	2
General Selling	2
Retailing	2
Sales English	2
Speech for Salespeople	2
Textiles	2
Bookkeeping for Retailers	1
Business Communications	1
Consumer Education	1
Drug Merchandising	1
Drug Selling	1
Grocery Merchandising	1
Industrial Relations	1
Interior Decoration	1
Leadership Training	1
Personality	1
Practical English	1
Retail Arithmetic	1
Sales Costs	1
Sales Information for Painters	1
Salesmanship for Painters	1
Sales Personality	1
Specialty Selling	1
Yellow Pine and Furniture	1
Total	100

Local

Chamber of Commerce
 Junior Chamber of Commerce
 Retail Merchants Association
 Credit Associations

This roster of influential state organizations is indicative of the interest and cooperation of outside agencies in the program of Distributive Education in Oklahoma.

Equipment

According to the Itinerant Instructors, the special equipment used to promote interest in evening classes were moving picture machines, slides, displays, and charts. The agencies providing the films used were the Coca-cola Bottling Company and the Southwestern Bell Telephone Company.

Since funds for instructional supplies and materials were rather limited,¹³ very little special equipment, other than that mentioned, was available for use in the evening classes.

Diplomas or Certificates

Diplomas or certificates¹⁴ were awarded to those who completed the course or courses in which they were enrolled. If the student completed a short course, he was awarded the smaller certificate; and if the student completed a course of 540 hours duration, he was awarded the larger certificate. These certificates were prepared by the Trades and Industry section, Vocational Division of the State Board of

¹³Conference with Itinerant Instructors, Summer, 1940.

¹⁴Appendix, p. 97

Education, Oklahoma City, Oklahoma.¹⁵

The reasons given for awarding diplomas or certificates were:¹⁶

1. Majority of employers favored giving certificates
2. Best way to prove the value of the program
3. It is possible to set up certain standards and give certificates only to those meeting these standards
4. When applying for a new job, applicant who has certificate can prove that he is at least interested enough in his field to go to school at night
5. Most people like to work toward some goal or reward
6. Additional incentive to work and to greater attendance

Teaching Personnel

According to the Oklahoma State Plans teacher trainers or those in charge of adult Distributive Education must possess the following qualifications:¹⁷

1. He must have had at least two years of successful experience in selling goods or services. Managerial experience may be included in these two years
2. He must have at least 24 semester hours in subjects pertaining directly to distributive occupations
3. He must have at least three years of general education exclusive of the 24 hours technical education pertaining to Distributive Education
4. He shall have such professional education as will entitle him to a state certificate. It is necessary that he have a Bachelor of Science degree
5. He must have had at least three years of successful experience teaching distributive occupational subjects

¹⁵Clover, Nina, former Assistant State Supervisor of Distributive Education, Conference, Summer, 1940.

¹⁶Ibid.

¹⁷Oklahoma State Plans, op. cit., p. 16.

From the personnel information files in the Distributive Education section of the State Board of Vocational Education, Stillwater, Oklahoma, and from conferences with both Itinerant Instructors, it was found that the Itinerant Instructors possessed the qualifications and experience as shown in Table XXI.

The data pertaining to training and experience of local teachers of evening schools were not available.

The eight years teaching experience of Instructor A varied from the high school through college, while the eighteen years teaching experience of Instructor B varied from a small rural school through college.

Instructor A lists the occupational experience, as shown in Table XXI, as one year general occupational experience and five years as general sales experience. Instructor B lists the occupational experience as two years in life insurance, two years with the Goodyear Tire and Rubber Corporation, one year with Crossley Radio Corporation, two years in miscellaneous stores, and three years as owner of print shop.

The Itinerant Instructors in charge of the evening schools in Oklahoma meet the requirements as set up in the Oklahoma State Plans.

TABLE XXI. Qualifications of Itinerant Instructors in Charge of
 Adult Distributive Education or Evening Classes in Oklahoma,
 1939-1930

Instructor	Graduated from High School	Graduated from College	Graduate Work in College	Teaching Experience	Occupational Experience
A	Yes	Yes	M. A.	8 yrs.	6 yrs.
B	Yes	Yes	60 hrs.	18 yrs.	9 yrs.

Summary

Evening classes were held in towns and cities ranging in size from 2,500 to 205,000. The larger towns in Oklahoma (those over 10,000) offered more classes, in comparison, than did the smaller towns (those under 10,000). It was found that one out of three of the larger towns offered evening classes, while only one in six of the towns between 2,500 and 10,000 offered such classes.

The enrollment trend in the evening schools is toward a larger proportion of males. Out of a combined enrollment of 2,881 for the three-year period, nearly two-thirds of the enrollment were males, while about one-third were females.

It was found that cities whose population was less than 10,000 had a greater enrollment in evening classes per 1,000 population than cities whose population was greater than 10,000. The approximate ratio of enrollment per 1,000 population for all cities in Oklahoma offering evening classes was 2.5.

The aims and specific objectives of the evening classes as stated by the Itinerant Instructors are in keeping with the requirements as set up in the George-Deen Act.

The instructional practices in the evening schools in Oklahoma are in keeping with the requirements for such classes as stated in the Oklahoma State Plans for Distributive Education.

A total of thirty-two different courses were taught in the evening schools during the three-year period. From such a large number of different courses taught, it is seen that a large number of workers in a variety of distributive occupations were offered an opportunity for direct training in their particular vocation.

The state department of Distributive Education promoted interest in the evening schools by means of a close cooperation between the state department and various state and local trade associations. Further means of promoting interest was the awarding of diplomas or certificates to the students upon their completion of a course or courses.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Cooperative part-time training in retail selling was first begun in Boston, Massachusetts, in 1905, and was first made a part of the public secondary school curriculum in Boston, 1912. By 1933 this plan had increased to at least 102 high schools in 43 cities with a student enrollment of 9,508 in cooperative part-time training.

The need for further development of vocational education has been recognized periodically by Congress as evidenced by the passage from time to time of acts of national scope supplementary to the organic act (Smith-Hughes) of 1917. These acts are the George-Reed (1929), George-Elizoy (1934), and the George-Deen (1936). The George-Deen Act authorized on a permanent basis increased appropriations to the states and territories for vocational education in the fields of agriculture, home economics, trade and industry, and distributive occupations.

Part-time classes are to be found in towns and cities in Oklahoma ranging in size from 2,500 to 205,000. Because of a greater demand for young store workers, the larger towns in Oklahoma (those over 10,000) are most likely to offer such training. It was found that one out of three of the larger towns offered part-time classes, while only about one in ten of the smaller towns (those under 10,000) offered part-time classes.

The number of classes in part-time training has doubled since the inception of the program in Oklahoma. The classes increased from six in 1937-1938 to twelve in 1940-1941. The average class size during the three-year period was 25, which compares favorably with the class size in other departments of the secondary school. The enrollment

trend in these classes is toward a larger proportion of females, since the increase of males and females for the three-year period was 40 per cent for males and 60 per cent for females.

The instructional cost per student in the part-time classes, based on teacher salaries and travel expenses, increased from \$40.11 to \$54.98, an increase of 37 per cent per student, over the three-year period. These costs represent approximately two-thirds the actual total average per capita cost in the State of Oklahoma.

The aims of the cooperative retail selling classes are primarily vocational in nature and are in keeping with the cardinal principles of secondary education, particularly those relating to vocational education.

As far as can be determined, the instructional practices are in keeping with the program of studies suggested by the Assistant State Supervisor of Distributive Education. The method found to be the most successful in presenting much of the subject matter, as ranked by the coordinators of part-time retail selling, was that of class discussion of problems encountered by the students in their store practice. Another method commonly used was that of group discussion of assigned problems.

In practically all instances, an oral agreement between the school and store was made in the placement of students in the cooperating stores. Only one reported that no agreement of any sort was made. These agreements dealt mainly with the type of training the student was to receive in the stores.

In making the proper student selection in the part-time classes, the methods most commonly used by the coordinators were "individual conferences with students who have expressed interest," and "guidance

surveys and talks." The coordinators mentioned eight methods and factors by which student selection was made, and of a frequency of mention of 24 of these methods and factors, the two methods mentioned above constitute 50 per cent.

About half of the causes given by the coordinators for the non-placement of graduates pertain to causes beyond the control of the school. On the other hand, in nearly 50 per cent of the causes, the school has reason to be vitally concerned in its training program.

It was found that in the placement of students in the cooperating stores, about 75 per cent of the problems encountered by the coordinators pertained directly to the student while only 25 per cent pertained to the cooperating stores. It is seen that proper student selection for the part-time retail selling classes of Oklahoma is a major concern.

The average weekly pay of the students in the cooperative retail training was found to be \$5.25. This weekly average, considering the number of hours worked, compares favorably with the wage received by the experienced workers in the retail stores of the United States.

A total of two units per year and a maximum of four units is offered toward high school graduation in the part-time classes in Oklahoma.

The "average" distributive education coordinator in Oklahoma has acquired at least the Bachelor degree; has completed approximately eleven semester hours in vocational education; has taught nine years; has approximately six years occupational experience; and receives approximately \$1,770 per year. Thus, the coordinators comply with the requirements as set up in the Oklahoma State Plans.

Even though the evening classes were found in towns and cities

of Oklahoma ranging in size from 2,500 to 205,000, the larger towns (those over 10,000 in population) offered more classes than the smaller towns (those between 2,500 and 10,000 in population). One in three of the larger towns offered such classes while only one in six of the smaller towns offered evening classes.

The enrollment trend in these classes is toward a larger proportion of males. Of the total number enrolled between 1937 and 1940, nearly two thirds of the enrollment were males and about one third were females.

Despite the fact that the larger towns offered a greater number of evening classes, the smaller towns had a greater enrollment per 1,000 population than did the larger towns. The approximate ratio of enrollment per 1,000 population for all cities in Oklahoma offering evening classes was 2.5.

It was found that the aims and specific objectives of the evening classes as stated by the Itinerant Instructors are in keeping with the requirements as set up in the George-Deen Act. Likewise, the instructional practices are in keeping with the requirements as outlined in the Oklahoma State Plans for such classes.

That the state department of Distributive Education attempted to meet the needs of the students in the evening classes is evidenced from the large number of different courses offered during the three-year period. During this period a total of thirty-two different courses were taught. Thus it is seen that a large number of workers in a variety of distributive occupations were offered an opportunity for direct training in their particular vocation.

Two methods used by the state department of Distributive Education to promote interest in the evening classes were: a close cooperation

between the state department and various state and local trade associations, and the awarding of diplomas or certificates to the students upon their completion of a course or courses.

The following recommendations appear to be warranted by the data:

1. That the Division of Trade and Industrial Education in the State Department of Vocational Education of the State of Oklahoma give greater emphasis to the study of the needs of the various phases of Distributive Education in Oklahoma.

2. In view of the relatively small number of high school and adult workers who have received and are receiving some training in Distributive Education in comparison to the number entering distributive occupations each year who are relatively untrained, it seems reasonable to recommend that additional classes be organized in the State of Oklahoma in order that the opportunities for training in the distributive occupations be extended.

3. On the basis of the suggestions of the coordinators relative to the scope and nature of the teacher-training program, it is recommended that a careful study be made both of the needs of the coordinators and itinerant instructors and the opportunities and facilities available for teacher training for Distributive Education in Oklahoma.

4. That, since to carry out this program and take care of the normal expansion and raise the standards it necessitates additional State money to match Federal money, this appropriation be made.

5. It is further recommended that a study of the status and development of Distributive Education in Oklahoma be made periodically as the basis for improving the program in Distributive Education.

September 21, 1940

Dear

I am writing a thesis on "The Status and Development of Distributive Education in Oklahoma." To get a complete picture of the Retail Store Training work in Oklahoma, I must have information from the coordinators.

Miss Nina Clover suggested I send the enclosed questionnaire to you.

Your cooperation will be greatly appreciated.

Yours very truly

John W. Rodgers
Coordinator
Lawton, Oklahoma

The following data are to be used in a study to determine the status and development of Distributive Education in Oklahoma. Your answers to the questions will be tremendously appreciated. The more completely that you check the questionnaire the more reliable the information concerning the distributive work will be. Do not sign the questionnaire unless you particularly prefer to do so.

1. Following is a list of aims of cooperative retail selling. Please number them in what you consider their order of importance, as 1, 2, 3, 4, etc.

Aim	Rank
a. To give students insights into the art and methods of retailing	: :
b. To prepare students to enter the profession of retailing	: :
c. To give students an idea of the social importance of good salesmanship and its relation to community welfare	: :
d. To give pupils an understanding of business ethics	: :
e. To give students an understanding of business organization	: :
f. To prepare students to meet and work successfully with people	: :
g. To prepare students to be better consumers	: :
h. To develop the personality and character of the students	: :
i. To give such training as will bring promotion to the pupil in this field	: :
j. Others:	: :

2. Following are several methods for presenting the subject matter. Please check () the ones you use frequently, infrequently, or not at all. If you have some other method for presenting the subject matter, please add at the bottom of the list.

Method of presenting the subject	Pre- quently	Infre- quently	Not at all
a. Class discussion of problems en- countered by the students in their store practice	:	:	:
b. Demonstration sales by the pupils:	:	:	:
c. Text or reference assignments and subsequent class discussions	:	:	:
d. The assignment of related problems	:	:	:
e. Group discussion of assigned problems	:	:	:
f. Addresses by business men, store managers, and others	:	:	:
g. Lectures by the teacher	:	:	:
h. Demonstration sales by teacher	:	:	:
i. Others:	:	:	:

3. What is the hourly rate of pay for the student? _____ Daily?
Weekly? _____.
4. Do you allow students their preference in Store Assignments? _____
If not, what plan do you use?
5. What scholastic achievement do you require in making pupil selec-
tion? _____.
6. What scholastic standards must students maintain in order to con-
tinue in store work? _____.
7. Do you require a written agreement between the students and the
store? _____. An oral Agreement? _____.
8. What methods do you use to secure enrollment:
9. Do you limit the number that may enroll in your class? _____.
If so, to what extent? _____.
10. Do you assume responsibility for placement of students upon
graduation? _____. If so, check () the methods used. A place
is provided for other methods that you might use.

- a. Students continue in their regular positions.
- b. Through placement department of the school.
- c. Personal contact with employers.
- d. Cooperating stores call when openings occur.
- e. Others:

11. What are the causes for non-placement of graduates? Check () those which you think are causes for non-placement. A place is provided for others.

- a. A wish to continue their educational training.
- b. A preference for office work.
- c. Dishonesty.
- d. More trained than can be absorbed.
- e. Matrimony.
- f. Lack of ability to get along with people.
- g. Others:

12. What are the chief problems in placement of the students? Check () those which you think are problems in the placement of your students. A place is provided for other problems which you might have.

- a. Lack of store openings.
- b. Better qualified applicants.
- c. Lack of cooperating stores.
- d. Competition of adults.
- e. Meeting needs of students in stores.
- f. Choosing those who are dependable.
- g. Ignorance of store executives.
- h. Age and inexperience of students.
- i. Others:

13. Do you maintain special equipment? Check () those which you maintain.

Display cases	Shelving	Price ticket machines
Model stores	Counters	Adding machines
Files	Desks	Bookkeeping machines
Cash registers	Duplicating devices	Sales pads

List others:

14. Do you feel that this type of work costs more than the other laboratory and nonlaboratory subjects? _____. If so, to what extent? _____

15. Do you charge the students a fee? _____. If so, how much? _____.

Name _____, School _____.

PUBLIC--NO. 673--74th CONGRESS

H. T. 12120

AN ACT

To provide for the further development of vocational education in the several States and Territories.

Section 2. In addition to the sum authorized to be appropriated by section 1 hereof, there is hereby authorized to be appropriated, and required to be matched in the same proportions as such sum, 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 last 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.

OKLAHOMA STATE BOARD OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
DISTRIBUTIVE EDUCATION

DISTRIBUTIVE OCCUPATIONS

1. Managers and operators of all kinds of stores, shops, and other businesses:
 - a. Retail stores of every kind: Grocery, meat, furniture, apparel, hardware, drug, dry goods, general merchandise, etc.
 - b. Wholesale stores.
 - c. Jobbing and commission houses.
 - d. Cooperative organizations: Retail, wholesale, agricultural.
 - e. Commercial service businesses.
 - f. Personal service businesses: Laundries, dry cleaners, garages, beauty parlors, etc.
 - g. Independent artisan shops: Repair, handiwork, printing, milliners, jewelers, etc.
 - h. Contractors dealing with consumers: Electrical, plumbing, building, etc.
 - i. Small factories selling direct to consumers.
 - j. 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. Department heads, supervisors, and foremen in stores:
 - a. Commodity departments: Buyers for dresses, men's suits, meat, cigars, etc.
 - b. Service departments: Delivery, marking, alteration, restaurant, etc.
 - c. Personnel and training department.
5. 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.
6. Salesmanagers in all kinds of business.
7. Salespeople: Sales agents, canvassers, solicitors, demonstrators in:

- a. Retail stores of all kinds.
 - b. Wholesale, commission, jobbing organizations.
 - c. Industrial organizations: Industrial salesmen, specialty salesmen, etc.
 - d. Commercial services: Canvassers, solicitors, realtors, life underwriters, advertising, etc.
 - e. Transportation, communication, and other public service organizations.
 - f. Personal service businesses: Laundries, cleaners, garages, etc.
 - g. Hotel, restaurant, amusement, and recreation businesses.
 - h. Farmers' markets.
8. Store service workers in contact with customers: Cashiers, adjusters, collectors, etc.
9. Deliverymen of all kinds:
a. Delivery salesmen: Milk, ice, laundry, etc.
b. Retail and wholesale deliverymen.
10. Messengers, bundle and cash girls and boys in stores.
11. Miscellaneous: Auctioneers, newspaper vendors, waiters, stewards and organization housekeepers, advertising.

E. W. Barnhart, Chief
Commercial Education
Washington, D. C.

State Board of Education



TRADE AND INDUSTRIAL EDUCATION

This is to Certify that _____
 has satisfactorily completed a Short Unit Course in _____ Subject
 relating to _____ at _____
Vocation or Trade City or Institution
 covering a period of _____ weeks, from _____ 19 _____ to _____ 19 _____
 _____ hours of instruction.

Superintendent of Schools or Director

Teacher

[Signature]
 State Director of Vocational Education
[Signature]
 State Supervisor of Trade and Industrial Education

ISSUED AT OKLAHOMA CITY, OKLAHOMA, _____

19 _____



Vocational Division
State Board of Education
Trades and Industries

This certifies that _____
has satisfactorily completed a Course in _____
relating to _____ at _____
in cooperation with _____
covering a period of _____ weeks from _____ 19____ to _____ 19____
_____ hours of instruction.

Superintendent of Schools—or Director

State Director of Vocational Education

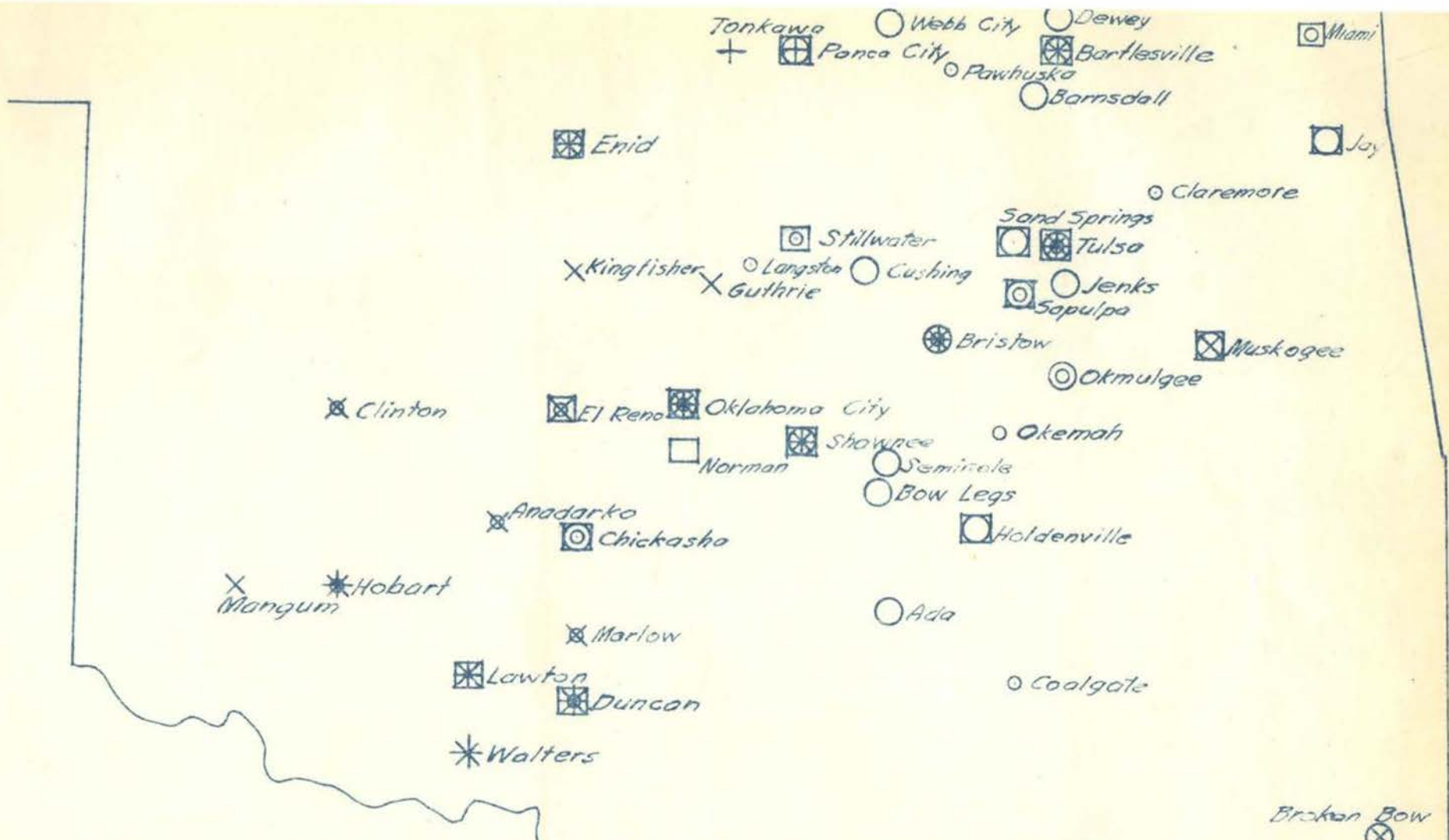
Instructor

State Supervisor of Trade and Industrial Education

Issued at Oklahoma City, Oklahoma, _____ 19____

STATE OF OKLAHOMA

- DAY TRADE
 - × D.O.
 - + D.E.
 - EVENING D.E.
 - ALL OTHER EV. CLASSES
- 1938-40



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