



1949

A study of distributive occupations in Stockton, California : for puposes of secondary school counseling

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College of the Pacific
Stockton, Calif.

A

STUDY OF DISTRIBUTIVE OCCUPATIONS - 23

IN STOCKTON, CALIFORNIA - 23

FOR PURPOSES OF - 15

SECONDARY SCHOOL COUNSELING - 27

by

A. Douglas Blim

Stockton, California

1949

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INTRODUCTION

The consensus of eminent educational authorities is that the public schools should, through surveys and research, provide current occupational information for the use of both students and counselors. Blackler points out the need for this type of research in the following statements:

"In the new field of education for the distributive occupations, research must include business problems as well as educational problems. . . Well-founded and vocationally sound training and guidance programs in distributive education need to be based upon authentic occupational analysis. . . During the sixty-year period, 1870 to 1930, the total national population has more than doubled; the total gainfully employed have practically quadrupled; and the workers in distributive trades have increased tenfold."¹

The statement made by Spencer in a 1933 study points toward this outlook. He says, "It appears that at present the schools are facing the problems of producing their own specific occupational studies if they are to have up-to-date material for counseling and occupational classes."²

Kibby, Chief, Bureau of Business Education for the State of California, states:

"Distributive education is bringing about a closer relationship between the schools and business. It is giving valuable educational service to thousands of individuals who are distributing the goods and services produced by the farmers, processors, and manufacturers of the state. If through this type of education workers can be made

¹William R. Blackler, "Implications of Recent Research Related to Distributive Education," The National Business Education Quarterly, IX (May, 1941), pp. 17-19.

²F. E. Spencer, "Use of Occupational Studies in Counseling and Occupation Classes in Secondary Schools," Vocational Guidance Magazine, II, (January, 1933), pp. 171-177.

more efficient, a notable improvement can be rendered to our distributive system. At the same time, the satisfaction which comes from the knowledge of work well done and the prospect of possible promotions will repay the worker for his efforts in learning better ways of doing his job."¹

DeBrum feels that "An increasing awareness in educators of the need for education and occupational research is an encouraging sign, portending that educational and community needs will be more effectively and adequately fulfilled."²

¹"Distributive Education in California," California State Department of Education Bulletin, Volume XII, No. 9. (Sacramento: California State Department of Education, October, 1943), preface.

²s. Joseph DeBrum, "Business Education in California Public Secondary Schools," (unpublished doctor's thesis, Stanford University, Palo Alto, 1948), p. 119.

CHAPTER I

THE PROBLEM

Statement of the problem. What information is available regarding occupational training and opportunities which counselors may use to advantage in advising students in the field of distributive education?

The objective. The purpose of this study is to assemble occupational information of a statistical nature and present it in a form that will make it immediately usable to Stockton's secondary school counselors as a basis for apprising their students of the opportunities in distributive occupations in the Stockton Unified School District.

Importance of the study. Stockton's conversion to the K-6-4-4 plan in September, 1948, resulted in the union of the last two years of high school with the two years of junior college. The effect of this move, with the exception of the part-time continuation program, was to consolidate all terminal training in one institution, Stockton College. This has served to focus attention on the terminal program of both levels.

It was expected that the greater part of the terminal training program would gradually move from the lower to the upper level. The business curriculum was greatly enriched to attract and challenge the potentialities of superior students, and an effort was made to plan student programs in terms of the interests and needs of the individual student and the community. However, some new courses had to be dropped because

of insufficient enrollments, and it became increasingly evident that two things needed to be done before this situation could be altered. First, the student and counselor "prestige" rating of business subjects, particularly those in the distributive field, needed to be raised, and secondly, that occupational information relative to Stockton's local needs be presented. It was felt that an accurate presentation of the local employment picture in business would have some effect on this "prestige" rating.

DeBrum found that distributive education is an entirely inadequately served area in most California high schools and junior colleges. This statement was substantiated by the following facts and observations:

- (1) From 20 to 33 per cent of the working population is engaged in the marketing and merchandising of goods and services, and (2) in salesmanship, which is the most frequently offered distributive subject in both high schools and junior colleges, it is estimated that not more than three per cent of the students receive instruction in this subject during their school attendance.¹

The usual method of dealing with survey data relative to office and sales occupations is to study it under the classification of clerical and sales occupations. Service workers are usually treated as a separate classification. This study will attempt a presentation of statistical information concerning distributive occupations which, in the broad sense are those involved in making available to consumers goods and services. This definition classes various clerical workers as auxiliary workers,

¹DeBrum, op. cit., p. 111.

not distributors, since they are not engaged directly in merchandising work or in work involving sales or other contact with the customer. Hence, sales and kindred occupations and service workers have been combined in this study because they come under the definition of distributive occupations. This is the more recent trend, and the method of classification favored by federal and state educational authorities.

Auxiliary workers, although in distributive occupations, such as clerical workers, bookkeepers, stenographers, and others, are not included in this study, as they are office occupations. This division, into distributive and office workers is based upon the passage of three federal acts; namely, the Smith Hughes Act of 1917, the George Deen Act of 1937, and the latest, the George Barden Act, effective in 1947.

Certain difficulties are inherently present which affect the way the data should be shown. First, counselors are today overwhelmed with occupational information and must be selective in their current reading. Thus, it is only natural that that material will be read or studied first which is the most condensed, easily understood, and of immediate usability. Secondly, the human factor of interest and preconceived ideas concerning occupations will influence a counselor's reading, and if the material does not command his attention, it will be passed over quickly or disregarded, with the danger that a misconception based on lack of or misinformation may still persist.

The method of attack. It was recommended by Sears, director of the Stockton School Survey, completed in 1938, that there is need for a comprehensive occupational survey of the district and a study of the

occupational opportunities open to our graduates when they leave school. Training for occupations without knowing what prospects there may be for a job at the end is indeed wasteful.¹

It was the feeling of the present administration of the Stockton Unified School District that current information should be obtained on occupations in the city and that a survey should be made. The next step, as recommended by Sears, was to contact those people who would be interested in seeing such a survey made to ascertain whether or not their support could be obtained. Out of this investigation there developed an executive committee consisting of representatives from labor, management, the State Department of Education, the State Employment Service, the California Division of Industrial Relations, the Chamber of Commerce, the University of California, and the local school district. There were forty-three members representing all interested areas in both local and state levels. At their instigation, Mr. Andrew P. Hill, city superintendent of schools, was asked to put before the Board of Education the matter of the appointment of a full time director. This was done, and Mr. John Bond, who was retiring as coordinator of apprentice training for the Vocational Department, was rehired to serve for one year as full time director of the survey.*

B. DEFINITION OF TERMS

Definition. Distributive education may be defined as training in the marketing and merchandising of goods and services.

¹Jessie B. Sears, Stockton School Survey, II. (Stockton, California: Board of Education, 1938), p. 109, p. 332.

*See Appendix C for complete list of the executive committee.

Criteria of a distributive occupation. "In the broad sense, distributive occupations are those that involve the marketing and merchandising of goods and services. To be classified as distributive, an occupation or work activity must involve one of the following elements:

1. An activity of marketing or merchandising.
2. Direct contact with buyer or seller in activities directly related to the marketing or merchandising of commodities.
3. Direct contact with buyer or seller in managing or selling commercial services or personal services.

"The criterion of a distributive occupation is the nature of the work done rather than the kind of business in which the worker is engaged. A worker who is in direct contact with the consumer or customer or who is engaged in managing, buying, or selling is classified as a distributive worker. Thus, clerical workers and custodians and others not performing merchandising activities, even though they are employed in a distributive enterprise, are not distributive workers. In the field of commercial and personal service, and building and protective service, the basis for classifying work as distributive is whether or not the work involves management of the enterprise or the selling of the service.

Distinction between distributive and other workers. "Within the field of commercial service, a worker is regarded as being in a distributive occupation if he is engaged in the marketing or in the managing of that service, as in the case of an insurance salesman who meets the public to sell policies directly, or the manager or branch manager of the business. Other workers in the same office, for instance, the actuary whose duties are connected with the financial aspects of insurance, are not

distributive workers. In the same way, the copywriter for an advertising agency who is responsible for a series of advertisements is a distributive worker, but the craftsman--draftsmen, or printers--who merely carry out his ideas are not.

"A like distinction may be made in the case of workers who are connected with businesses extending personal services. The laundryman, the dry cleaner, the hairdresser, the shoe repairman, and members of the professions belong in this group. The shoe repairman who does the job of putting new soles and heels on the customer's shoes but who never sees the customer is not a distributive worker. The clerk or receptionist, however, who arranged for him to do the work is acting in a distributive capacity. In some shops, one may serve in both types of job. The plumber in a one-man shop is an example of a distributive worker in one operation of his business when he is selling his services to a customer for the installation of bathroom fixtures. When he is at work installing the fixtures, he is not a distributive worker but is actually rendering the service of his trade to the customer."¹

Kenneth B. Haas, specialist in distributive education, is in agreement with the foregoing distinction between distributive and other workers. Haas classifies "other workers" as auxiliary workers and states

"If he is engaged in activities that do not bring him in contact with consumers, or in servicing, buying, selling, or related managing activities, then he is not engaged in a distributive occupation, but rather in work auxiliary to a distributive occupation. . . . If a worker is engaged in buying and selling goods or services to consumers, or in managing, buying, selling, and making direct customer contacts (underscoring that of investigator), then he may be said to be engaged in a distributive occupation."²

¹"Distributive Education in California," op. cit., pp. 1-3.

²Kenneth B. Haas, Distributive Education, New York: The Gregg Publishing Company, 1941, p. 212.

Managerial occupations. This group includes occupations that are involved primarily with responsible policy-making, planning, supervising, coordinating, or guiding the work activity of others, usually through immediate supervisors. Typical of these occupations are managers or presidents of business enterprises and purchasing or advertising agents.¹

Clerical and sales occupations. Included in this group are occupations concerned with the sale of commodities, investments, real estate, and services, and occupations that are very closely identified with sales transactions even though they do not involve actual participation in such transactions. These occupations vary considerably with respect to such factors as the techniques employed in effecting sales, the knowledge required of what is offered for sale, and the place of sale (sales establishments, establishment of a prospective customer, private homes, on streets, and in other places) but they all have in common the contact with prospective customers with the objective of effecting sales transactions, but that may not actually participate in such transactions are demonstrators and peddlers.²

Personal service occupations. Included in this group are occupations concerned with performing services for persons that require predominately either direct contact or close association with the individual. Typical examples are barbers, waiters, and practical nurses.³

Protective service occupations. Occupations in this group are those specifically concerned with the protection or guarding of the county

¹Dictionary of Occupational Titles, Part II, June, 1939, p. 21.

²Ibid., p. 36.

³Ibid., p. 42.

or its political units, of buildings and other property, and of individuals. The services performed by such workers range from the routine duties of a watchman who guards the property of some organizations, to the more complicated duties of a traffic policeman or detective.¹

Building service workers and porters. This group includes miscellaneous occupations that are concerned with cleaning the interior and equipment of buildings, offices, stores, and similar places, and with moving or carrying equipment, baggage, and other articles.²

C. PROCEDURES IN THIS STUDY

The Dictionary of Occupational Titles, Volume II, was used to decide what occupations should be selected for this study from the coded survey sheets tabulated by the International Business Machines. The following major occupational groups and divisions were used:

- 0 MANAGERIAL OCCUPATIONS
0-7 through 0-9 managerial and official occupations
- 1 CLERICAL AND SALES OCCUPATIONS
1-5 through 1-9 sales and kindred occupations
- 2 SERVICE OCCUPATIONS
2-2 through 2-5 personal service occupations
2-6 through 2-69 protective service occupations
2-8 through 2-99 building service workers and porters

After going through the entire survey tabulations and selecting the occupations to be included in this study from the above groupings and divisions, these data, which had been recorded on a work sheet, were

¹Ibid., p. 49.

²Ibid., p. 51.

gone over again and the California State Department of Education's definition of a distributive occupation was used as a final criterion^{ON} for justifying the inclusion of certain occupations. As a result of this screening, certain occupations which at first had been included, were rejected, and a few jobs found their way into this study from other groupings and divisions because the nature of the work brought them into the distributive occupation fields, such as florists and butchers. In a few cases, where only a percentage of the workers involved was distributive, this was indicated, as in cleaning and pressing where 50 per cent was taken. For the purposes of this study, it also seemed expedient to combine the protective service and building service workers divisions into one division.

Following this critical study of the jobs to be included in the study, the occupational tabulations were organized into the four following groupings: managerial, sales and kindred, personal service, and building and protective service. At first, the jobs were arranged according to code number, but it was felt an alphabetic listing was more practical, and for this reason the tables which are to follow were arranged in this way.

After some experimentation, it was decided that condensation of the information into a few tables was not desirable, and that the presentation of only one segment of information at a time, expressed in percentages, would make for greater clarity and easier interpretation by guidance personnel.

The next consideration was whether to have long tables which included all the jobs in a given grouping or to assimilate into a miscellaneous

classification the jobs with a relatively insignificant number involved. The latter course seemed preferable, especially since each table was going to use percentages. An appendix for each grouping gives the number falling under each segment of information for each job included in this study.

Finally, six tables were constructed for each of the four groupings of distributive occupations which presented in percentages, and number and percentages, the information which was obtained from questionnaires 2C and 3C. This was as follows: (1) Total number employed with percentage for the occupations shown of the labor force in the Stockton Unified School District, and for comparison purposes, the percentage of the total office and supervisory and distributive occupational labor force for the district, (2) number of male and female employed with percentages for each in the occupation reported, (3) percentage of employees in each age grouping for the occupation reported, (4) the percentage of year around and seasonally employed for each occupation, (5) the labor turnover in numbers and percentages, and (6) the percentage of educational training reported in three breakdowns for the occupations studied.

CHAPTER II

HISTORY OF THE PRESENT STUDY

The California program of distributive education is now in the eleventh year of its development, and yet, as nearly as can be determined, there has been no previous attempt to take occupational survey material and present a new picture, that of distributive occupations in the community, to those interested in the guidance of youth. The traditional method of presenting occupational information has been followed in the studies which have been reviewed and there is no indication that there has been any attempt to break away from the older classification and to include the service occupations with a study of sales and kindred occupations.

The partial breakdown of the national system of distribution during the 1930's served to focus attention on problems that previously had been of concern only to economists and marketing experts. Research findings with respect to distribution were unknown to most educators. It remained for the Congress of the United States to break the barrier of tradition and to provide the funds for widespread training in the distributive field. It was not until 1936, however, that Congress, impressed with the need for vocational education for those engaged in the "distributive" occupations, passed the George-Deen Act, which authorized the appropriation of funds for distributive education and became effective on July 1, 1937.¹

¹Haas, op. cit., pp. 197-198.

A. COMPARISON WITH OTHER SURVEYS

There are no comparable studies to the knowledge of the investigator, that have been made, because none has been found that dealt with distributive occupations. Many surveys have been made, but it is difficult to make a comparison of the findings with the Stockton Survey, for the following six reasons:

(1) Conduct of the survey. R. G. Walters, in his monograph on "The Community Survey," states that on the basis of those who make them there are five kinds of surveys: (1) Surveys made by school authorities as a basis for adjusting the curriculum, (2) Surveys made by groups of employers or chambers of commerce, (3) Surveys made by graduate students as a requirement for a degree, (4) Surveys made by individual teachers as a basis for magazine articles, talks, or convention reports, and (5) Surveys made by groups of students or by student organizations. This diversity makes for difficulty of comparison.¹

(2) Information sought. When one group conducts a survey, the information which it obtains is restricted by the interests and objectives of the group. The Stockton Occupational Survey, composed as it was of various local and state interests, was also restricted, but for a different reason, namely, by the assimilated interests of many groups. Thus information was obtained which was of general interest to all concerned. The executive committee eliminated certain specific information requested by various group interests on the grounds that the obtaining of it was not sufficiently valuable in relation to the simplification of interview forms,

¹R. G. Walters, "The Community Survey," Monograph No. 53. Cincinnati, Ohio: South-Western Publishing Company, 1942. p. 7.

the time and cost involved in interviewing or the difficulty of punching the information into the IBM cards for tabulation purposes. Hence, information which would have been of value in this study was deleted for one reason or another.

(3) Differences in scope. A smaller group, lacking the close cooperation of one made up of several interested parties, is limited in what it can accomplish, and hence most surveys are either sampling or spot. The Stockton Occupational Survey was a complete coverage of all businesses and included a house-to-house canvass, so that it might include small businesses operating out of an individual's home.

(4) Differences in purpose. A small group survey is usually made with the intent to obtain certain information for a given use or study, such as for guidance or curriculum studies. The purposes of the Stockton Survey were to obtain information for the use of all parties participating in the direction of the survey.

(5) Differences in classifying. There seems to be no one way of classifying occupations studied although the Dictionary of Occupational Titles, Volume II, is widely used. Furthermore, occupations may be grouped as was done in this survey (maids and porters, barbers and beauticians), thus making individual comparisons impossible.

(6) Presentation of information. There is great diversity in the method of presenting the material as this is governed largely by the purposes of the study. As was previously stated, there seems to be no other survey study of distributive occupations.

The six reasons just cited would seem to indicate that the Stockton Occupational Survey is unique in that it appears to be, as far as is known, the first of its kind to be attempted. There are no really comparable studies which can be used to relate the findings. Furthermore, since most communities differ in so far as business activities are concerned, the findings of other surveys are of value to this study only to the extent that they can be used for general comparison.

Since there are no studies with which to compare this one, it would be pointless to discuss at length other surveys which have been made and to show why their method of presenting the findings makes comparison impossible. However, it seems pertinent at this point to examine a few recent surveys.

What is meant by the preceding discussion is illustrated by a survey made by the Curriculum Division of the Los Angeles City School Districts on "Major Occupations in the City of Los Angeles" conducted in 1947.¹ In the first place, the two communities are not comparable in any sense: size, geographic location, industrial development. They are both shopping centers, but the comparison stops there. Only one of the elements for comparison purposes is the same--both used the Dictionary of Occupational Titles, Volume II, for classifying occupations. The method of conduct of the survey, the information sought, the scope, purposes, and presentation are all different, and hence, not comparable. Even similar information obtained in percentage figures are different and not comparable for the obvious reason that the communities are basically so different.

¹John Allan Smith, editor, "Major Occupations in the City of Los Angeles," Curriculum Division Los Angeles City School Districts. Curriculum Publication SC - 330, Vocational Guidance Series No. XV, 1947. pp. 1-25.

For example, the Los Angeles study found that insurance salesmen comprised 0.44 per cent of the labor force, whereas the Stockton study found 0.71 per cent employed in this capacity out of the labor force. Furthermore, the Los Angeles study does not define "labor force." The method of conducting the survey would seem to indicate that it was the labor force in 1940 as compiled from the Los Angeles City Directory, and, as they stated, did not reflect wartime expansion and post-war reconversion. This first example does not show too great a variation, but two more examples will serve to indicate a wide divergence. The Los Angeles survey found barbers and beauty operators composed 4.59 per cent of the labor force. The Stockton survey showed only 0.80 per cent. Maids and porters in Los Angeles amounted to 2.67 per cent of the labor force--in Stockton to 0.57 per cent. The Los Angeles figures appear highly distorted. There is no genuine basis for comparison.

Another survey, "The Occupational Study of the Greater Kansas City Area,"¹ conducted by the public schools covered an area with a population of approximately 600,000 as compared to an estimated 94,297² in the Stockton Unified School District. It was a sampling survey, not a complete coverage. Occupational groupings were made which were different from those in this study. There is greater diversity of information sought, and a different treatment of similar information. An attempted comparison of information proved futile.

Finally, a recent survey, that of the San Francisco Unified School District made in 1948, "A Survey of Employment by Occupation and Industry

¹Elizabeth K. Wilson and Richard A. Ball, Directors of the study, "Occupational Study, Greater Kansas City Area," Public Schools publication, preface.

²Stockton Occupational Survey, house-to-house canvass.

for San Francisco,"¹ is likewise not comparable for many reasons, but particularly because the only information which was sought was the estimated total number employed in certain selected occupations, with no breakdown and no other information, such as age groupings or education. This one item of information was presented in figures with no percentage comparison.

B. THE STOCKTON OCCUPATIONAL SURVEY

Recognition of the need for the study. The first attempt to gear the educational program of the Stockton Unified School District to the needs of the community was made in 1940 when the vocational department began a statistical study of the industrial pattern of the area. This was interrupted by the war, and relegated to the background by the rush of War Production Training in the vocational department. When the war was over, the data were no longer valid, and it was necessary to begin again on the study.

The war years produced drastic changes in the community. There were large gains in population, particularly in certain income brackets. The schools were crowded, a building program was long overdue, and plans were being made to change the basic educational pattern from the 8-4-2 to the K-6-4-4 plan. Some industries had left the community, but more had come, bringing with them new opportunities for employment, and the need for additional and more varied occupational training.

¹Ward M. Nichols and W. Morris William, "A Survey of Employment by Occupation and Industry for San Francisco," San Francisco Unified School District, a digest (1948), pp. 1-11.

These changes convinced the administration of the district that more definite occupational information was needed to develop a vocational program which would meet the needs of the community. The school personnel interested in guidance felt that information applying specifically to employment opportunities in the Stockton area would enable them to increase their offerings to students. Specifically, the guidance services, in order intelligently to advise their students, needed to know the distribution of men and women in the various occupations, the age levels in which people worked, the percentage of replacement and additions in business concerns, the extent of full-time and part-time employment, and the educational level of the working force. The placement services of the secondary schools also needed this information, but were particularly concerned with part-time and seasonal employment as the key to possible job openings for those needing them in order to stay in school and better prepare for a fuller life as useful citizens. Partly because of family ties, partly because of the youth of high school graduates, and partly because the beginning wages are frequently insufficient to provide for the needs of young people away from home, the first jobs of most business students are in the community in which they attended school. To assist those who graduate or must leave school, the labor turnover is an important factor in determining where to advise students to look for employment.

These and other needs culminated in a decision by the district board of education to conduct a comprehensive community study.

Organization created for the survey. In accordance with this decision, there was designated a director of the survey who proceeded to create an organization and plans for the accomplishment of this study.

The organization created for the survey consisted of a full-time director, an executive committee which acted as a policy making body; three sub-committees, one for the development of forms and printed matter, another for planning and organizing the data collection, a third for the publicity necessary to acquaint the community with the aims and methods of the project, and an editorial committee for arranging, editing, and presenting the data in such a manner that they can be utilized to the fullest extent.

The executive committee, as previously stated, consisted of representatives from labor, management, the State Department of Education, the State Employment Service, the California Division of Industrial Relations, the Chamber of Commerce, the University of California, and the local school district. There were forty-three members representing all interested areas in both local and state levels. This committee, together with the director, established the objectives for the study and the basic policies to be followed in accomplishing them. See Appendix C for complete list of the committee.

The sub-committees consisted of local personnel from the various organizations represented on the executive committee. These committees were small, met frequently, and were responsible for supervising a specific section of the survey.

The director of the survey, John Bond, functioned throughout as a coordinator, correlating the work of the committees, and executing the policies and plans formulated by them.

Objectives and basic policies. The executive committee and the director formulated the following objectives and basic policies to direct the activities of the sub-committee and to guide the director in his decisions.

The major objectives established were:

1. To make available accurate information vital to constructing curricular patterns and determining pupil distribution for the K-6-4-4 plan.
2. To provide a basis of recommendations for organizing or reorganizing curricula to meet the training needs of those who plan to enter gainful employment in the community; who require aid in solving the problems of occupational adjustment; and who desire additional training to improve themselves culturally or vocationally.
3. To provide a basis of recommendations for improving the guidance program, from a social and vocational standpoint, throughout all levels of the educational program.
4. To provide a basis of recommendations for improving the curricular offerings for those students who are neither vocationally trained nor college preparatory, and to determine what can be done to increase the school's holding power for that type of student.
5. To make available accurate information on population and industrial characteristics which will be valuable to the school, and to civic and industrial groups.
6. To strengthen the school and community relationships and give teachers an opportunity for personal contacts with the individual members of the community.

The first objective was primarily for the administrative purpose of determining pupil distribution. Number two and three were for counseling on the student and adult education levels. Number four was included in the hope of improving the situation for low ability students and drop outs. Number five was the result of requests by the State Employment Office, Labor, and the Chamber of Commerce. Number six was included for the purpose of improving public relations.

The basic policies established by the executive committee were:

1. That the survey should be of a type similar to the census, based on questionnaires completed through personal interview, as complete as possible and consisting of:
 - (a) a house-to-house canvass for the purpose of obtaining essential data about the people of the community and,
 - (b) an occupational survey for the purpose of obtaining a complete picture of the business and industrial life of the area.

The reasons for this policy were that the community had grown so rapidly that the 1940 census data were not representative of the population, and that the war had produced major changes in the industrial pattern of the community which would not be reflected in a statistical survey based on previous census data.

2. The personnel required should be, for the most part, employees of the local school district. This policy was adopted on the advice of the school administration which felt that it offered advantages to the teachers of personal contacts with members

of their respective districts, and business men of the community, which would far outweigh the errors resulting from the use of inexperienced interviewers.

3. That the questionnaires should be designed so that the data could be tabulated by machine methods. It was the opinion of the committee that this was the most economical and satisfactory method of handling the large mass of data.
4. That the coding done in order to accomplish machine tabulating should be done in accordance with the Standard Industrial Classification Manual, Volume I and II, and the Dictionary of Occupational Titles, Volume II.
5. That the survey should be a cooperative community venture with all interested agencies participating and sharing in any benefits derived.

The work plan. After the objectives and basic policies were determined by the director and the executive committee, the first step was the development of a very complete work plan by the director which not only set forth the objectives and policies of the executive committee, but formulated a step by step plan of procedure for collecting, coding, tabulating and summarizing the data.

As the next step in planning the survey, the sub-committee of ten members responsible for the development of the printed forms designed five forms: form OS:1C for the house-to-house canvass, form OS:2C for business and distributive organizations, form OS:3C industrial organizations, and two mimeographed forms for in-school youth and out-of-school youth. In addition to these forms, an introduction card bearing the

signature of the superintendent of schools and explaining the purpose of the interviewer's visit was designed and printed. Before the final approval was given by the committee on any forms, they were tried under actual conditions, and any difficulties observed were eliminated. This trial and error procedure continued until a form satisfactory to everyone concerned was developed.

One of the vital factors in the success of the machine tabulation was the early correlation of the printed forms used in collection of the data and the IBM methods of punching and tabulating. The IBM representative worked closely with the committee to design the forms in such a manner that punching and tabulating were facilitated.

With the work plan and the printed forms complete and approved, the director was ready to begin the allocation of areas to the various schools. As a preliminary step, a time study was made to determine how many interviews would constitute a fair day's work. From this study, it was determined that approximately five minutes was a reasonable allowance for each interview.

Business and Distributive Education teachers were used as a special group to cover two areas which were predominately office districts. The Vocational and Industrial Arts teachers were used to cover four areas which were industrial in nature. This gave these special teachers valuable experience with the business and industrial areas of the community, and resulted in better interviews because of their interest and experience in these fields.

Three areas were unassigned and were covered by a professional interviewer employed by the school district.

When the areas had been allocated satisfactorily, a large map of the school district was colored to show the various areas and their relation to each other.

The Stockton General Supply Depot, an army base, and the Naval Supply Annex were surveyed for occupational data only, although they were outside the Stockton Unified School District. This was done because their proximity to Stockton made them definitely a part of the labor market of the community. This part of the survey was accomplished through the cooperation of the personnel departments of the respective establishments.

One of the most important phases of planning was the training of the interviewers. This was done by first, mimeographed instructions to individuals which itemized and explained the sections of the questionnaire forms, and second, by group meetings at which a team put on mock interviews under actual survey conditions. In these demonstrations, those who were to take the actual survey were told that forms 2C and 3C could be used interchangeably, since all headings were the same. Form 2C was to be used for distributive and office situations of ten or more employees. On this form were a suggested listing of occupations. Since it was impossible to print all such occupations on one form, these were to be considered as the more frequently found classifications and all others were to be written in the blank spaces provided. For the smaller institutions, form 3C was used and the jobs written in. Consequently, it is obvious that forms 2C and 3C are interchangeable. Form 1C was to be used completely and only in the house-to-house canvass. Form 1C

obtained occupational information as follows: (1) employed out-of-town, (2) self-employed, (3) seasonally employed, and (4) unemployed. All materials were in the hands of the interviewers in a kit arrangement at least a week before the actual survey, so that they might become familiar with them.

Approximately one week before the actual survey, the committee responsible for publicizing the project began a concentrated campaign with the cooperation of the local radio stations, the newspaper, and the chamber of commerce. The radio stations gave broadcast time, the daily paper carried at least one article each day for the week, and the chamber of commerce sent a letter to each of their members, explaining the purpose of the survey and asking their cooperation. Contacts were made, through the students of the school, urging parents to cooperate with the interviewers.

On March 15, 1948, the Board of Education declared a school holiday, and approximately 900 teachers and supervisors, and 500 advanced students from the junior college collected the data from all except the three unassigned areas which were later covered by a professional interviewer. The questionnaires were edited, and assigned consecutive numbers by the supervisor of each zone and forwarded to the office of the director. The coders gave the same code number to each occupation, regardless of the form on which it was found. In this way, when the IBM punched cards and ran their tabulations, each occupation was summarized from all of the cards. For reasons of economy, minor tabulations were reserved to be done on the tabulating machine of the Stockton Unified School District.

CHAPTER III INTRODUCTION TO THE DATA

There is great need for a concerted attempt to lay before both students and counselors the employment picture and opportunities in the field of distributive occupations. Few are aware of the situation in general, or in Stockton in particular, with the obvious result that only a handful of students are preparing to enter this field.

This study will point out what training is available in Stockton College and where some training may be possible which is not now given. It is realized that many students will choose to ignore the facts this study will point out, but if only a few come to see that they will eventually enter one of these fields, then the study will have helped to serve its purpose.

It is the intention that this study will constitute a framework which it is hoped will be filled in and completed with available occupational information by the counseling department, and kept up-to-date.

A study of the percentages and number working in the selected occupations within the three fields will show the distribution of the workers in each field and its relative size and importance. The tables on labor turnover will show the number needed to maintain the working force. The replacement figure will give the amount of activity, and the added figure will indicate the number of job openings to be filled by new personnel. This figure will be of particular interest to students, as it shows the possibilities for entry. When the added column is studied in connection with the number found in the age groupings, counselors and students will have some basis for predicting the number of students

leaving or graduating from school, who will obtain employment. This does not constitute the number who could enter the labor ranks, as the factors of education, upgrading, and the earlier determination of a final occupational choice could result in more entering a field at an earlier age. In other words, the fact that more are not found in the "under-25-age bracket" could be due to the fact that too many are avoiding distributive occupations and are looking or "trying out" in other occupations. The lure of the white-collar and professional jobs is still too strong, and apparently the fact is being overlooked that an equal or greater opportunity exists in the distributive field in terms of number employed and advancement.

The tables on the percentage of men and women will show the distribution by sex with its attendant employment possibilities. The year-around and seasonally employed figures will give some conception of the stability of employment with the opportunity for part-time work experience in the field an individual hopes to enter. Too many students work just to be working and for the money to be obtained, and consequently have closed their eyes to the opportunities which are before them. They take a short instead of a long view. The experience is not meaningful to them. It should be more selective, or at most, entered into with a view to seeing what it has to offer.

Students and counselors should understand that the educational tables represent the amount of training that those who are now employed possess, and hence give some clue to the amount that is necessary to become employed. It does not show the amount of education or training

desired by the employers, nor does it show the effects of both on advancement. There is opportunity for upgrading in several occupations. Everyone is conscious of the personality, training, and knowledge of those who work with the public. It is natural to patronize those who dispense courteous service, whether it be a salesgirl or a waitress. To train and develop personality alone would be of invaluable aid to all concerned.

Thus, it is hoped, a picture will be presented of employment and advancement possibilities in the distributive field concerning which neither students nor counselors are well informed.

The data which have been obtained from the survey are presented in table form, arranged according to four main groupings. The attempt will be made to draw from these tables those facts which counselors and students should know in order to be adequately informed of the employment picture in the field of distributive occupations.

The total community working force

Table I is a statement of very broad divisions giving totals for the complete survey. It is so broad that there are few implications of value for counseling purposes. However, the divisions of retail trade, services, wholesale trade, and financial, insurance, and real estate have more distributive employees than any other type of employee. Some distributive employees will be found in the divisions of manufacturing and processing, and in transportation, communication, and public utilities. A few would be found in the four remaining divisions. A critical study of the table would also show that there is one distributive field that is common to all ten divisions, namely, sales occupations.

TABLE I
DISTRIBUTION OF THE TOTAL COMMUNITY LABOR FORCE

Occupational Divisions	Male	Female	Total
Retail trade.	6,905	4,007	10,912
Services	4,551	3,468	8,019
Government employees.	5,116	1,186	6,352
Manufacturing and processing.	3,354	1,269	4,623
Transportation, communication, and public utilities.	2,847	732	3,579
Wholesale trade	2,637	392	3,029
Construction.	2,661	77	2,738
Financial, insurance, and real estate	851	540	1,391
Agriculture, forestry, and fisheries	155	22	177
Mining.	109	--	109
Total.	29,236	11,693	40,929

Total labor force/ total population = $40,929/94,297 = 43.40\%$.

CHAPTER IV

PRESENTATION OF THE DATA: SALES AND KINDRED OCCUPATIONS

The field of distributive education is still of limited importance in California high schools. DeBrum found that:

Salesmanship, the most popular of the distributive subjects is offered in only about 15 per cent of the high schools, and less than one per cent of the students in high school are taking this subject. The extent of the offerings and enrollments is even more discouraging in the kindred subjects of merchandising, retailing, and advertising, any of which shows only fractions of one per cent in enrollment percentages.¹

DeBrum also found the merchandising-selling area relatively light in enrollment strength in California junior colleges.² The tables which follow on sales and kindred occupations in the City of Stockton serve to accentuate the need for increasing enrollments in this field for terminal 12th and 14th year students in Stockton College.

Certain facts stand out sharply from a study of Table II, the most striking of which is that, excluding management, 5,087 employees out of a working force of 40,929, amounting to 12.40 per cent, are engaged in sales and kindred occupations. This same group represents 25.54 per cent of the 19,872 engaged in office and distributive occupations.

The final fact that stands out is that 778 employees out of the 5,087, amounting to 1.89 per cent of the working force and 3.90 per cent of the total office and distributive force, are involved in the kindred occupations of display workers, packers-wrappers, shoppers, stock clerks, and miscellaneous. The great bulk of the employees is in the sales field.

¹DeBrum, op. cit., p. 59.

²Ibid., p. 85.

TABLE II

NUMBER OF SALES AND KINDRED EMPLOYEES AND
PERCENTAGES OF TOTAL EMPLOYED AND OF TOTAL
OFFICE AND DISTRIBUTIVE EMPLOYEES

Occupations	Number of Employees	% of Total Employed	% of Office & Dist. Employees
SALESPEOPLE			
Attendant, parking lot & salesmen service station.	346	0.85	1.74
Auto, truck & parts	235	0.57	1.18
Butchers.	174	0.42	0.87
Furniture	84	0.20	0.42
Grocery (inc. checkers)	743	1.82	3.73
Household appliances.	54	0.13	0.27
Insurance, Life	42	0.10	0.21
Insurance, other.	248	0.61	1.25
Machinery & equipment	162	0.40	0.81
Real estate	193	0.47	0.97
Salesmen, miscellaneous	840	2.05	4.22
Salesmen, wholesale	316	0.77	1.59
Securities.	6	0.01	0.03
Wearing apparel	866	2.12	4.35
KINDRED WORKERS			
Display workers	32	0.08	0.16
Packers-wrappers.	150	0.36	0.75
Shoppers.	2	0.01	0.01
Stock clerks.	452	1.10	2.27
Miscellaneous	142	0.34	0.71
Totals	5,087	12.40	25.54

Table II, and perhaps most of the tables, have their greatest significance in a total rather than an occupation-by-occupation consideration. The percentage figures for each occupation of the labor force become so small that students would, without proper guidance help, tend to ignore them. It is the number of employees involved in each occupation that is most meaningful to the individual student rather than the percentage of that number of the total employed. The large numbers stand out and show him that there are many people working as salesmen in wearing apparel (866), grocery (743), and miscellaneous (840), and that there are smaller numbers working as insurance or furniture salesmen. Perhaps he will wonder why this distribution exists. If he doesn't the counselor should ask him, and make him think about it. Raise the "why" and then give the explanation and the occupational information.

Table III shows a preponderance of men in most of the occupations, 69 per cent, with women comprising 31 per cent or approximately one-third. This agrees with the distribution found in an occupational survey of Ventura County.¹ The table is of interest to counselors because it shows in number and percentage how men and women are apportioned among the various sales and kindred occupations. Women predominate in only one occupation, that of wearing apparel, with 639 employed for a percentage of 74. The other occupations in which a significant number of women are employed are miscellaneous salesmen (301), grocery salesmen (241), and stock clerks (146). Thus, four occupations account for 1,327 women employees out of 1,578. In percentage figures, women are about even with men in household appliances (50 per cent), packers-wrappers (48 per cent) and display workers (44 per cent).

¹Charles E. Neuman, Occupational Survey of Ventura County, Ventura, California, 1948, pp. 20, 22.

TABLE III

DISTRIBUTION OF SALES AND KINDRED
OCCUPATIONS ACCORDING TO SEX

Occupation	Male		Female	
	No.	%	No.	%
Attendant, parking lot and salesmen, service station	343	99	3	1
Auto, truck & parts	228	97	7	3
Butchers.	171	98	3	2
Furniture	70	83	14	17
Grocery (inc. checkers)	502	68	241	32
Household appliances.	27	50	27	50
Insurance, Life	40	95	2	5
Insurance, other	227	92	21	8
Machinery & equipment	130	80	32	20
Real estate	174	90	19	10
Salesmen, miscellaneous	539	64	301	36
Salesmen, wholesale	308	97	8	3
Securities.	6	100	--	--
Wearing apparel	227	26	639	74
KINDRED WORKERS				
Display workers	18	56	14	44
Packers-wrappers.	78	52	72	48
Shoppers.	2	100	--	--
Stock clerks.	306	68	146	32
Miscellaneous	113	80	29	20
Totals	3,509	68.98	1,578	31.02

An analysis of the figures in Table IV would indicate that sales and kindred has an age range of young to middle age, as 19.14 per cent were reported as being under 25 years of age and 72.14 per cent between the ages of 25 to 50. Only 8.72 per cent were reported employed over 50 years of age. This would seem to show that business finds the vitality and enthusiasm of youth and the experience and stability of middle-aged people to be most satisfactory in the marketing and merchandising of their goods and services. It does raise the question of what happens to salespeople after they reach age 50. Some conclusions that may be drawn are: retirement, absorption into other positions within the business itself, advancement to managerial positions, or entry into other occupations.

It is interesting to note that 95 per cent of all life insurance salesmen are between the ages of 25-50, while none in Stockton were under 25. This would seem to indicate that the insurance companies, at least, feel people under 25 have not developed sufficient maturity to serve the public in a field of investment as large and important to the individual as insurance. Salesmen in other insurance lines follow the same pattern, as only 4 per cent under 25 sold other forms of insurance and again 83 per cent were in the 25-50 bracket.

Real estate also stood out with only five per cent under 25 years of age, but was noteworthy because it had the highest percentage over 50 years of age. This can be explained by the fact that certain aspects of real estate selling enable persons over 50 to adapt themselves to the work who otherwise could not hold down a full time position. It is an occupation that does not require full time--part time regular hours can be arranged.

There are some valid reasons why 72.14 per cent of those employed in sales and kindred occupations fall in the 25 to 50 age bracket. Many young people do not know where they are going until near age 25. By then the glamor has worn off and they are ready to settle down to some less alluring job, such as those found in this field. Those who succeed in adjusting themselves, who decide to remain happily and build their careers in the merchandising field, discover that there are promotional opportunities ahead--in buying, in personnel, and in management. A knowledge of people and how they react is essential. It takes experience to know and understand a buyer's needs and a knowledge of language, of how to make the prospect understand the subject being presented. These things are not quickly acquired and to become at all competent requires study and a real interest in people.

The war years, too, have had their effect on the age bracket. This survey, taken as it was in March, 1943, still reflects the critical need for help of any kind which the war produced, and with the young people going into the armed forces and essential war industries, there was nothing to do but hire substandard applicants and people in the older age bracket. The costs were heavy to business, and what is left, the 72 per cent in the 25-50 age bracket, doubtless represents the best help that was hired during these years and whose training now makes them worth keeping.

For those entering the sales and kindred occupations, counselors should note from Table V that 83.47 per cent are employed full time year around. Salesmen for securities; insurance; wholesale; auto, truck, and parts; and display workers are between 95-100 per cent full time--

TABLE IV

PERCENTAGES OF SALES AND KINDRED EMPLOYEES
REPORTED UNDER THREE AGE CLASSIFICATIONS

Occupation	Age Classification		
	Under 25	25-50 Yrs.	Over 50
Attendant, parking lot & salesmen, service station	21	76	3
Auto, truck, and parts	2	84	14
Butchers	10	76	12
Furniture	--	85	15
Grocery (inc. checkers)	28	65	7
Household appliances	7	86	7
Insurance, Life	--	95	5
Insurance, other	4	83	13
Machinery and equipment	18	75	7
Real estate	5	72	23
Salesmen, miscellaneous	15	74	11
Salesmen, wholesale	6	85	9
Securities	--	100	--
Wearing apparel	28	67	5
KINDRED WORKERS			
Display workers	34	63	3
Packers-wrappers	25	69	6
Shoppers	--	100	--
Stock clerks	34	58	8
Miscellaneous	11	74	15
Totals	19.14	72.14	8.72

See Appendix A for detailed breakdown.

real estate, machinery and equipment, furniture, packers-wrappers, and butchers are between 90-95 per cent full time.

In full time, year around employment, stock clerks, wearing apparel, grocery, household appliances, and attendants at parking lots and service station salesmen have a smaller percentage employed full time, and seem the most promising for part-time employment. Only four of these, stock clerks, wearing apparel, grocery, and service station employees have a significant number under 25 years of age employed (34, 28, 28, and 21 per cent respectively). Stock clerks account for the largest part-time employment, 30 per cent. This is understandable, as they constitute the beginning and learner's job for many sales positions, and most of the 25 per cent part-time grocery figures agree with an estimate in a Science Research Associates monograph.¹

In full-time seasonal employment, there are opportunities for 13 per cent as attendants in parking lot and service station salesmen. Since people do not drive as much during the cold months, this means summer and fall employment. The only part-time seasonal work of any importance is 12 per cent in wearing apparel. The clothing industry is subject to seasonal peaks and troughs. Employment runs highest during the latter part of the year, through the Christmas rush period, and lowest during January and February when sales are off and stores are busy taking annual inventories. This seasonal variation works in favor of the job seeker by creating openings for inexperienced extra help during the rush seasons.²

¹Science Research Associates, "Food Store Workers," Occupational Brief, Number 70.

²Science Research Associates, "Clothing Store Workers," Occupational Outline, Number 33.

TABLE V
 PERCENTAGE OF YEAR AROUND AND SEASONALLY EMPLOYED
 REPORTED FOR
 SALES AND KINDRED WORKERS

Occupation	Amount of Employment			
	Year Around		Seasonal	
	F.T.	P.T.	F.T.	P.T.
Attendant, parking lot and sales- men service station.	75	12	13	--
Auto, truck, & parts	99	1	--	--
Butchers	91	7	2	--
Furniture	90	6	4	--
Grocery (Inc. checkers)	74	25	1	--
Household appliances	80	20	--	--
Insurance, Life.	95	5	--	--
Insurance, other	98	2	--	--
Machinery & equipment.	91	9	--	--
Real estate.	90	10	--	--
Salesmen, miscellaneous.	85	10	3	2
Salesmen, wholesale.	99.33	.33	.33	--
Securities	100	--	--	--
Wearing apparel.	76	11	1	12
KINDRED WORKERS				
Display workers.	96	4	--	--
Packers-wrappers	90	6	--	4
Shoppers	100	--	--	--
Stock clerks	66	30	4	--
Miscellaneous.	84	8	6	2
Totals.	83.47	11.93	1.86	2.74

See Appendix A for numbers falling in this distribution.

Table VI showing labor replacement and added employees, is of value to counselors because it shows the degree of fluidity in the field and whether it is expanding or static. The highly stable full-time occupations of salesmen of insurance, securities, and display workers showed low replacement figures of 0.0, 0.0, and 0.09 per cent respectively. The occupations which showed a lower percentage of full time employment, such as stock clerks, grocery workers, service station attendants and salesmen, household appliances, and wearing apparel also showed a higher replacement percentage, namely, 27, 10, 26, 17, and 22 per cent. These are the ones that employ younger workers and that require less maturity and training. They are the try out openings for those interested in sales work. The rest of the occupations showing labor replacement are probably a result of salesmen moving around from one job to another, of death or accident, of a decrease in business volume with a resulting lay off of personnel, of dismissal for varied reasons, and of drop outs by those who tried out and either did not like it or failed to succeed.

The growth of the community as a result of the war is shown in the percentage figures of added employees: a 21 per cent increase in service station employees, greater demands for life insurance as reflected in a 24 per cent increase, the housing shortage and building boom is shown in a 17 per cent addition to real estate salesmen, and an increasing consumption of meat as shown by an 18 per cent increase in butchers. All occupations show an increase ranging from 3-24 per cent with an average of 10.38 per cent increase. With a forecast of increasing population for the valley areas in the next ten years, it seems safe to assume that additions can be expected to continue.

TABLE VI

LABOR TURNOVER FOR SALES AND KINDRED OCCUPATIONS

Occupation	Total Employed	Replacement		Added Employees	
		No.	%	No.	%
Attendant, parking lot & salesmen service station	346	56	6	73	21
Auto, truck, & parts.	235	37	16	34	14
Butchers.	174	15	9	32	18
Furniture	84	6	7	3	4
Grocery (inc. checkers)	743	74	10	54	7
Household appliances.	54	9	17	4	7
Insurance, Life	42	--	--	10	24
Insurance, other	248	18	7	26	10
Machinery & equipment	162	36	22	5	3
Real estate	193	21	11	32	16
Salesmen, miscellaneous	840	139	16	107	13
Salesmen, wholesale	316	36	11	22	7
Securities	6	--	--	--	--
Wearing apparel	866	188	22	90	10
KINDRED WORKERS					
Display workers	32	3	9	3	9
Packers-wrappers.	150	8	5	8	5
Shoppers.	2	--	--	--	--
Stock clerks.	452	123	27	20	4
Miscellaneous	142	25	18	11	7
Totals	5,087	620	16.11	528	10.38

Table VII shows that one person out of ten with an education of 8th grade or less has obtained a foothold in the sales and kindred occupations. An analysis of a few of the highest percentages in this bracket reveals that this educational background is sufficient for a small starting percentage. Grocery salesmen, including checkers, amounted to 18 per cent. Science Research Associates found that,

Most stores will hire individuals with only grade school educations, but they prefer those who have finished high school. (Underscoring that of investigator). There is no special training necessary for jobs in food stores--workers learn by getting experience while on the job.¹

The inference is that if high school graduates are available, they will receive preference over those with an 8th grade education.

Much the same situation prevails with butchers, amounting to 15 per cent. In this occupation, most learn their trade by working on the job as an apprentice or helper. Flexible entrance requirements and lack of educational qualifications make this an easy profession to enter. Beginners need few special aptitudes to start.² About two weeks is considered an average amount of time for a beginner to learn to be an attendant in a parking lot or service station salesman. Usually an eighth grade education is sufficient.³

It should be noted that the sales occupations which are concerned with investment, and which require special study and training, have over 50 per cent with an education beyond high school. These are: securities

¹Science Research Associates, "Food Store Workers," op. cit.

²Science Research Associates, "Butchers," Occupational Brief Number 229.

³Science Research Associates, "Auto Sales and Service Workers," Occupational Brief Number 67.

TABLE VII

PERCENTAGES OF SALES AND KINDRED EMPLOYEES REPORTED UNDER
THREE CLASSIFICATIONS OF EDUCATIONAL BACKGROUND

Occupation	Educational Background		
	Less Than 8th Grade	Beyond Eighth Grade	Beyond High School
Attendant, parking lot & salesmen, service station.	13	64	23
Auto, truck & parts.	10	65	25
Butchers	15	77	8
Furniture.	6	64	30
Grocery (inc. checkers).	13	65	17
Household appliances	2	54	44
Insurance, Life.	7	43	50
Insurance, other	1	42	57
Machinery & equipment.	3	59	38
Real estate.	6	41	53
Salesmen, miscellaneous.	7	64	29
Salesmen, wholesale.	6	52	42
Securities	--	--	100
Wearing apparel.	7	68	25
KINDRED WORKERS			
Display workers	3	81	16
Packers-wrappers	3	81	16
Shoppers	--	100	--
Stock clerks	14	43	38
Miscellaneous	10	52	38
Totals	9.10	60.95	29.95

See Appendix A for detailed breakdown.

(100 per cent), general insurance (57 per cent), real estate (53 per cent), and life insurance (50 per cent). Unquestionably, the field is attracting those with some college education. DeBrum found that the field of salesmanship exceeded that in all other business occupations and that the bulk of proprietors, managers, and officials are directly identified with distributive activities.¹

The majority of employees come within the 8th to 12th grade bracket, six out of ten being gainfully employed. There are reasons why this group comprises 60.95 per cent and why those employed with an education beyond high school amount to 29.95 per cent. The following explanations are applicable: (1) Sales and kindred occupations have depended more upon experience than education in the past, but the trend is toward more and more distributive training. "Time was when any bright young person could get ahead in the retail business by a combination of ambition and hard work. Nowadays, this method can only be referred to as "the hard way."² (2) The educational training for these occupations has been such, in the average high school prior to 1937, that the graduate with training was no better prepared for employment than one who had terminated his schooling somewhere between the 8th and 12th grade without training. The George Deen Act of 1937 and the subsequent George Bardin Act have provided federal aid for distributive education and it is to be expected that this situation will improve over a period of time. (3) People drifted into this field of work because, without training, and facing

¹DeBrum, op. cit., p. 110.

²Ruth Branigan, "Something for the Girls, Too!", Occupational Reprint Number 160, Science Research Associates, 1944.

the necessity of earning a living, they could obtain employment without a high school diploma. (4) Many young women marry early and, in a few years, finding themselves desirous of a high standard of living or because of divorce with its consequent need for supplementary income, or for other reasons, enter this field of employment. The reason the percentage is not higher in the high school and up group is twofold. First, the survey of out-of-school youth, a part of the 1948 occupational survey, revealed that 51 per cent of the former students, residing in the Stockton Unified School District between the ages of 18 and 24, failed to complete high school, with 47 per cent completing high school and two per cent finishing college,¹ and secondly, that too few educators or students up to this time have realized the opportunities which exist in the sales and kindred field. This is exemplified by Kibby's quotation from a study of the United States Office of Education, "Offering and Registrations in High School Commercial Subjects," which reveals that the high schools of this country have been training six students for every "office job" and one student for every 20 distributive jobs.² Kibby goes on to say that the number of occupations, and the character of opportunities in the distributive field of employment are not generally well known. It is felt, by businessmen and educators alike, that too many young people enter this area of employment without any special preparation for it. Many of them have prepared for employment in other fields which in normal times, do not absorb all who apply for work.

¹Frank Jacobs, compiler and editor, "Out-of-School Youth," Stockton Occupational Survey, March, 1948, p. 3.

²"Opportunities in the Field of Distribution," Counselor's Handbook on Distributive Occupations, Part I, California State Department of Education, Sacramento, 1946, p. 1.

The case of the commercially trained student is typical. She has prepared herself for office work. Her ambition is to become a private secretary. She is enthusiastic about the future. Upon graduation from school, she starts out to look for "her kind" of employment, the kind for which she has been trained. There are, however, no openings in this field. Finally, in desperation, she accepts "store work". It is not "her kind", but she must find employment. From the outset, she begins her "store job" with a sense of disappointment. As the days go by and opportunities for office employment fail to materialize, her sense of disappointment deepens into one of failure, disillusionment, resentment. Life has cheated her. She is blind to the opportunities for progress and promotion in "store work."¹

Mr. George Plant, in the magazine, Stores, states that testing is on its way back again. "The war years prevented other stores from instituting tests and forced those already using them to eliminate some and to lower established standards on others. Because of rising costs, the answer facing business seems to be greater employee productivity--getting the job done with fewer and better people. While the retail employment market is easier, the caliber of the average applicant remains below standard. Similarly many stores are thin in their second line supervisory staffs and promotional prospects."² This shows that there are ample opportunities for young people who come out of our schools with adequate training to enter this field with the definite intention of making it a career, and guidance personnel should take note of this fact.

¹Ibid., p. 1

²George Plant, "Testing as a Guide in Employee Placement," Stores, December, 1948, Volume 30, No. 12, p. 24.

The trend is back toward preference for high school graduates, and although men with college training usually fill technical selling and merchandising positions, high school graduates will find many places open to them in retail and field selling, with liberal opportunities for success.

A survey was made of those enrolled in business classes at Stockton College in December, 1948, to determine the percentage training for distributive and office positions.¹ These 784 students constitute 21 per cent of the total 3,727 enrolled in Stockton College. DeBrum found that the junior college marked the completion of formal training for an increasingly large proportion of young men and women. This was attested to by the fact that one-fourth of the junior college population, and over 40 per cent of the terminal students in junior colleges were in business curricula.² The 303 students in business amounted to 18 per cent of the total 1,659³ enrolled in the 13th and 14th years. This compares favorably with DeBrum's finding of 25 per cent, when consideration is given to the fact that this is the first year of the fusion of the junior college with the 11th and 12th years in Stockton College. There is every reason to assume that when things become established, the difference of 7 per cent will diminish, and the enrollment in business curricula will approach the 25 per cent average for the state.

It was found that of the 784 students enrolled in one or more business classes, 260 (33.16 per cent) were taking business classes for

¹See Appendix A for statistical results of the survey.

²DeBrum, *op. cit.*, p. 84.

³See Appendix B for official enrollment figures.

personal use only and 524 (66.84 per cent) were majoring in business with the expectation of making it their occupation. These 524 students constitute 14 per cent of the 3,727 students enrolled for the fall, 1948 semester. They do not represent the total number who have had some training in business courses, but rather the number who, in the month of December, indicated they are specializing in the business field.

Of this number, 69.54 per cent indicated they are training for office positions, 18.52 per cent for sales and kindred positions, and 11.84 per cent were undecided. Those who are training, during the fall semester of 1948, for distributive occupations amounted to 2.60 per cent of the total enrollment. This figure is an approximation, as it does not include those students in Stockton College who have previously taken or completed training in sales and kindred and were not enrolled in any business subjects that semester, nor does it include those students who were not enrolled in any business subject and who are at present working off required courses preparatory to specializing in office or distributive work at a later point in their schooling.

Unquestionably, this figure of 2.60 per cent would have been somewhat higher if it had been possible to survey the entire 3,727 students. When this figure is compared to the 12.40 per cent which the survey showed is working in sales and kindred, there is cause for some concern. The fact that 12.40 per cent of the working force is employed in sales and kindred does not mean that the schools should be training an equivalent or greater percentage. The disturbing fact that emerges from the comparison, for guidance personnel, is that the students are not adequately

informed of the opportunities or employment trends in sales and kindred, nor of the whole labor picture, because if they were, and faced the facts, there would not be this contrast. Of this 2.60 per cent, the distribution by sex approximated that found by the survey in Stockton, males comprising 57 per cent and females 43 per cent in Stockton College and 69 and 31 per cent respectively in the city.

Table VIII is included here in order to point up the discrepancy between what students are training for in school, what they actually are doing in the field of work experience, and the opportunities which the area survey shows are present. DeBrum found occupational statistics definitely indicated that the most urgent demand in curriculum planning is for expansion of the opportunities for training in the selling-merchandising field in high schools and junior colleges.¹

This table covers only those work experience students who signed up for supervision and credit in office positions, and the sales and kindred section of distributive occupations.

Table VIII shows 73.04 per cent of the students are working in the field of sales and kindred occupations and 26.94 per cent in office positions. The business class survey showed 18.52 per cent training for sales and kindred and 69.54 per cent training for office positions. Of the 73.04 per cent, only 15.44 per cent were in the merchandise cooperative retail training class and the supervised class in store work which is a distributive education class supported by federal funds from the George Bardin Act.

TABLE VIII

OFFICE AND DISTRIBUTIVE WORK EXPERIENCE STUDENTS
REGISTERED FOR CREDIT FOR FALL SEMESTER OF 1948 AT
STOCKTON COLLEGE

	Number	Number in Sales and Kindred	%	Number in Office	%
11th grade	50	39	78	11	22
11th grade cooperative. . . .	2	2	100	--	--
12th grade	85	59	69	26	31
12th grade cooperative. . . .	18	18	100	--	--
	<u>155</u>	<u>118</u>	<u>76</u>	<u>37</u>	<u>24</u>
13th grade	26	15	58	11	43
13th grade cooperative. . . .	3	3	100	--	--
14th grade	20	13	65	7	35
14th grade cooperative. . . .	--	--	--	--	--
	<u>49</u>	<u>31</u>	<u>63</u>	<u>18</u>	<u>37</u>
TOTAL	204	149	73.04	55	26.96

Table VI showed sales and kindred occupations added 16.38 per cent new employees over and above those replaced. This amounts to 528 new positions between March, 1947 and March, 1948--students training in school during fall of 1948, 97. It is an accepted fact that, everything else being equal, business will hire trained over untrained because it is less costly. Age would be less of a factor if the individual were trained and there is every reason to suppose that a much

higher percentage than the 19 per cent under 25 years of age shown in Table IV would have been hired IF they had had training.

While Table VIII does show a discrepancy between the number working and those taking school training, it also points up sharply the discrepancy between those training for sales and kindred and those training for office. The area survey shows that the schools should be training more in distributive occupations than in office, and training vastly more in both.

The data in Table IX emphasize the preponderance of work experience students in sales and kindred and the few working for experience in the field of personal services, a field of employment almost as large as sales and kindred.

TABLE IX

BREAKDOWN OF WORK EXPERIENCE STUDENTS IN
DISTRIBUTIVE AND OFFICE POSITIONS

Group classification	Number
Sales and kindred.	133
Personal service	16
Building & protective service. . .	0
Managerial	0
Non-supervisory office	55
Total.	204

CHAPTER V

PRESENTATION OF THE DATA: MANAGERIAL OCCUPATIONS

Sears stated in his report that success in modern business is . . . no longer merely a matter of talent or experience, if it ever was. . . The notorious amount of business failure on the part of ambitious persons who think they are qualified for modern business, when, among other things, they lack indispensable knowledge, confirms this belief.¹

It is imperative that students who aspire to managerial positions be shown the necessity for fundamental training in business for ". . . intensive courses that will tend to meet the demands of training for specialized fields, such as the distributive occupations."²

Table X shows managerial positions are 10.47 per cent of the working force. This compares favorably with the figure of 11.2 per cent for the State of California in 1940³ and 11.79 per cent for the City of San Francisco for July, 1947.⁴ Of this 10.47 per cent, distributive occupations account for 5.87 per cent.

It is notable that distributive and office occupations together account for 19,872 employees, which is 49.55 per cent of the total working force of the City of Stockton.

¹Sears, op. cit., p. 144.

²Haas, op. cit., p. 8.

³"Californians at Work," Occupational Information Bulletin No. 9, California State Department of Education, Bureau of Occupational Information and Guidance, March 1, 1948, p. 4.

⁴Nichols and Williams, op. cit., p. 9.

TABLE X
 TOTAL EMPLOYED DISTRIBUTIVE AND OFFICE EMPLOYEES,
 PERCENTAGE OF WORKING FORCE,
 AND PERCENTAGE OF EACH IN MANAGERIAL POSITIONS

Occupational Division	Total Number	Percentage of Working Force	Percentage Managerial
Distributive			
Sales and kindred . . .	5087	12.40	--
Personal service . . .	4072	9.97	--
Building & protective service	1242	3.03	--
Managerial.	<u>2400</u>	<u>5.87</u>	<u>5.87</u>
	12,801	31.27	5.87
Office			
Non-supervisory	5190	12.68	--
Supervisory and managerial.	<u>1881</u>	<u>4.60</u>	<u>4.60</u>
	7,071	17.28	4.60
Total.	19,872	49.55	10.47

An analysis of Table XI shows that 1,565 positions occur in the sales and kindred field.¹ This represents 65 per cent of the 2,400 managerial positions in the distributive field. The remaining 35 per cent, or 835 positions, are managers of service occupations. From this it would appear that the opportunity for advancement either in an established organization or into individual proprietorship in the

¹The following managerial positions were grouped together as being representative of sales and kindred: Buyer, for resale; department managers, retail managers, sales managers, and wholesale managers.

TABLE XI
 MANAGERIAL POSITION PERCENTAGES OF TOTAL
 EMPLOYED POPULATION AND TOTAL OFFICE
 AND DISTRIBUTIVE EMPLOYEES

Occupation	Number of Employees	% of Total Employed	% of Office & Dist. Employees
Advertising field	24	0.06	0.12
Agents, R. R.	27	0.07	0.14
Apartments and buildings	20	0.05	0.10
Business agents & union organizer ^s .	15	0.04	0.08
Buyer, for resale	88	0.21	0.44
Conductor, locomotive	56	0.14	0.28
Department managers	187	0.45	0.94
Hotel managers.	242	0.59	1.22
Managers, misc* (60%)	33	0.08	0.08
Retail managers	1140	2.77	5.73
Sales managers, etc.	53	0.13	0.27
Service (60%)*	418	1.02	2.10
Wholesale	97	0.24	0.49
Totals	2400	5.87	11.83

*40% to office study

distributive field is greater in sales and kindred than in the service field. As was pointed out on page 45 the schools are training too many students for office positions. This is due to the fact that neither students nor counselors have been realistic about occupational choices. Guidance personnel should take note from Table XI that sales and kindred managerial positions alone amount to 3.67 per cent and all distributive managerial positions to 5.87 per cent of the working force--office, 4.60 per cent.¹

In a percentage comparison of total office and distributive employees it is found that distributive management amounts to 11.83 per cent and office management to 9.47 per cent.² It is to be expected that there would be a greater percentage in distributive management since 5,730 more are employed than in office. Counselors, however, should make very clear to their students the fact that 12,801 are employed in distributive occupations in the Stockton Unified School District as against 7,071 in office occupations, and consequently there are more opportunities for careers with prospect of advancement in distributive than in office work.

An analysis of Table XII shows two and one-half more men attaining managerial status than women (71.54 per cent to 28.46 per cent). The study on office occupations revealed that there were over six times as many men employed in managerial positions (84.32 per cent and 15.68 per cent women).

¹Carol Thomas, "A Study of Office Occupations and Student Job Preferences in Stockton, California." Thesis in progress for the University of California, Berkeley, 1949, p. 20.

²Ibid., p. 20.

TABLE XII

TOTAL EMPLOYED IN MANAGERIAL POSITIONS AND PERCENTAGES
FOR EACH GROUP OF TOTAL NUMBERS IN EACH
OCCUPATION ACCORDING TO SEX

Occupation	Male		Female	
	No.	%	No.	%
Advertising field	20	83	4	17
Agents, R. R.	27	100	--	--
Apartments and buildings	12	60	8	40
Business agents & union organizer . .	14	93	1	7
Buyer, for resale	66	75	22	25
Conductor, locomotive	56	100	--	--
Department managers	122	65	65	35
Hotel managers.	142	59	100	41
Managers, misc. (60%)*	32	97	1	3
Retail managers	722	63	418	37
Sales managers, etc.	53	100	--	--
Service (60%)*	356	85	62	15
Wholesale	95	98	2	2
Totals	1,717	71.54	683	28.46

*40% to office

An interesting and significant fact emerges for guidance personnel when these percentages are compared to those obtained for office occupations; namely, that three and one-half times more women attained managerial status in distributive than in office occupations.

The survey of students enrolled in business classes in Stockton College in December, 1948, showed 243 women training for office positions. Of this number, nine were training for accounting and two for office managers. There were 121 men training for office positions of which 102 indicated they were training for supervisory or managerial positions. In distributive, 142 women and 55 men indicated they were training to enter the field. There were 507 managerial positions held by women in the sales and kindred field and 176 in the field of service for a total of 683 as opposed to 295 for office work. This proportion is very wrong--- 55 women preparing to enter the distributive field which offers three and one-half times more opportunity for women to advance than does the office field for which 243 were training. Of this 243, the school records will show that only a small percentage will complete their training as evidenced by the typical drop-outs from beginning skill classes to finishing classes, and of these, some will not be employable. This trend was substantiated by DeBrum's study which found a ". . . great disparity between the numbers of students in beginning and advanced phases of such subjects as shorthand and bookkeeping."¹

In a study of senior students at Modesto High School, it was found that 77.3 per cent of 59.4 per cent who named a definite occupational

¹DeBrum, op. cit., p. 129.

choice had made their^e choice since entering high school.¹ Assuming that this is more or less representative of the average high school, then it becomes obvious that the opportunity is present for assisting students to make more realistic occupational choices. The proportion of 42 women preparing in sales and kindred to 243 training in office is out of line in view of the three and one-half times greater opportunity for advancement in the distributive field.

As was pointed out, a large percentage of those starting training in the office field find, after a semester or two, that they are not adapted to this skill training. It is at this very point where sound counseling should step in and guide a qualified percentage of this group into the distributive field. This is the time to point out, when the student has tried out and proven to herself that she is not qualified in the field she had selected, and is floundering about in search of another occupational choice, that there is a field with three and one-half times greater opportunity for advancement that she has overlooked and for which she may be qualified.

It should be made clear, however, that the survey conclusively showed that many more than the above figures should be in training for both office and distributive. The added employees for office was 499 and 1,056 for distributive (excluding management). This is a ratio of two distributive to one in office, and yet the training picture is a distorted reverse one of a ratio of six office to one distributive.

From the official enrollment figures for Stockton College it was determined that there were 1,527 women enrolled for the years 11 through

¹Alice Ahlberg, "A Study of the Occupational Choices of Senior Students at Modesto High School. . ." (unpublished Master's thesis, College of the Pacific, Stockton, California, 1946), p. 136.

11 $\frac{1}{2}$ inclusive.¹ Using the percentage figures obtained for women in the out-of-school youth survey, which indicated that 20 per cent would complete high school, six per cent would go to college, and one and one-half per cent would complete college, we find that of the 845 women enrolled in the 11th and 12th grades, 169 will graduated from high school, 51 will go on to college, and 13 will complete their college training.² In other words, the vast majority of the 1,527 women students will be terminal at either the 12th or 11th grade level. The survey of business students referred to indicated that only 32.64 per cent of the students were desirous of going past the 11th year.

If the 325 who were taking business subjects for occupational use are subtracted, this leaves 1,202 taking a general or college preparatory course. It is obvious that a large percentage of these 1,202, who are qualified, should be enrolled in distributive and office classes.

What can be done about the above situation? The Ahlberg study of the occupational choices of senior students revealed that high school counselors were named by only 3.5 per cent of the students as a source of much help, and by 27.3 per cent as a source of some help. The study also points out that the school's advisory leaders were put in fourth place by boys and fifth place by girls as a factor influencing student's occupational choices. "Students rated mother, father, and job experience as the three best sources of much help in vocational planning. Girls rated mother first, father second, job third. For boys the ratings were: job first, father second, mother third."³

¹See Appendix B for official enrollment figures

²Jacobs, op. cit., p. 3.

³Ahlberg, op. cit., p. 136.

Why not face the fact that the counseling staff, along with the parents, have not been doing a very successful job of seeing that students make realistic occupational choices? There are those in counseling who feel that they should be objective and should guide, not lead, students in this respect. But, are parents objective? On the whole, this investigator has found they do not hesitate to influence their sons and daughters in the matter of making occupational choices, and too often they do not consider the abilities and qualifications of their children. There is no valid reason why counselors should not influence students, providing, of course, that they have factual information to substantiate any leading statements they may make, and this constitutes the real value of this study.

This investigator has found as a result of ten years experience, that the reason why only 3.5 per cent of the students found counselors as a source of much help is because general counselors are not and cannot be prepared to be of more than general help. There is a need for counselors who have specialized in occupational information in a given field, such as business, and who are prepared to be of specific, not general, help. Along with these specialized counselors, there needs to be a periodic briefing of the general counselors in the form of an in-service training course to keep them up-to-date on occupational information. If these two things were done, then counselors could do something about unrealistic occupational choices and be a constructive force in remedying the situation. In order to really change the situation, it would be necessary to reach the parents en masse, possibly through adult education, and give

them the true picture of the labor market, locally and nationally, along with sound occupational information.

The breakdown by age groupings, as indicated in Table XIII does not contain much information for counselors. As was to be expected, a small percentage, only 2.65 per cent under 25 years of age had attained managerial status. The factors of preparation, training, experience, and maturity are reflected in the 81.09 per cent in the 25-50 age bracket. There is an appreciable percentage drop when age 50 is reached, with only 16.25 per cent attaining or remaining in managerial positions. The low percentages over 50 for advertising, business agents and union organizers, buyer for resale, and department managers are probably due to death or retirement which are the determining factors in the 16.25 average figure for those employed after age 50. Certain managerial positions do not require as much energy and drive as others, and this accounts for the higher percentages in such positions as railroad agents, managers of apartments and buildings, and locomotive conductors. The 30 per cent for miscellaneous managers probably represents some individual proprietorship.

Table XIV, on page 63, shows year around full-time employment for managers was 92.17 per cent. An appreciable part-time year around employment is found for advertising, 21 per cent, service managers, 16.3 per cent, and hotel managers, 12 per cent.

Seasonal full-time and part-time employment for managers is very small, the average figure being 1.00 per cent for full-time and 0.14 for part-time employment.

TABLE XIII

MANAGERIAL POSITION PERCENTAGES OF AGE GROUPING

Occupation	Age Classifications		
	Under 25 Yrs.	25-50 Yrs.	Over 50 Yrs.
Advertising field	13	83	4
Agents, R. R.	--	63	37
Apartments & buildings	--	65	35
Bus. agents & union organizers	--	93	7
Buyer, for resale	6	87	7
Conductor, locomotive	--	63	37
Department managers	5	89	6
Hotel managers.	1	76	23
Managers, misc. (60%)*.	--	70	30
Retail managers	3	84	13
Sales managers, etc.	--	90	10
Service (60%)*	3	75	22
Wholesale	2	83	15
Totals	2.65	81.09	16.25

*40% to office

See Appendix A for number of employees.

TABLE XIV

MANAGERIAL POSITION PERCENTAGES OF YEAR
AROUND AND SEASONAL EMPLOYEES

Occupation	Amount of Employment			
	Year Around		Seasonal	
	F.T.	P.T.	F.T.	P.T.
Advertising field.	79	21	--	--
Agents, R. R.	100	--	--	--
Apartments & buildings	100	--	--	--
Business agents & union organizer.	100	--	--	--
Buyer, for resale	94	1	5	--
Conductor, locomotive.	100	--	--	--
Department managers.	99	1	--	--
Hotel managers	88	12	--	--
Managers, misc. (60%)*	100	--	--	--
Retail managers.	96	3.5	.5	--
Sales managers, etc.	96	4	--	--
Service (60%)*	82	16.3	1.4	.3
Wholesale.	98	--	2	--
Totals.	92.17	6.69	1.00	.14

See Appendix A for number of employees.

The labor replacement shown in Table XV was highest for advertising managers (17 per cent) and department managers (18 per cent). There was no replacement whatever for business agents and union organizers, locomotive conductors, miscellaneous managers, and sales managers. The average replacement figure of 5.37 per cent was relatively low for managerial positions in the distributive field, especially when contrasted with 17.38 per cent for office supervisors and managers.

The 112 who were added to the managerial ranks amounted to an increase of 4.67 per cent. This is very favorable, considering that sales and kindred and personal service combined added only 1,002 new employees for a percentage addition of 10.94.

The educational picture shown in Table XVI follows closely the pattern of the percentages that dropped out of school and completed high school. The survey of the out-of-school youth (ages 18-24) showed nine per cent dropping out after finishing the 8th grade and 40 per cent dropping out before completing high school, for a total of 49 per cent. Table XVI shows 46.28 per cent ending their formal schooling somewhere between the 8th and 12th grades.¹ The youth survey also showed that 35 per cent terminated their education following graduation from high school, 10 per cent went on but did not complete their college training, and only two per cent graduated from college, for a total of 47 per cent with an education of beyond high school. This compares closely with the 42.11 per cent of those in managerial with an education beyond high school. The only appreciable difference was between those not completing

¹Jacobs, op. cit., p. 3.

TABLE XV

LABOR TURNOVER FOR MANAGERIAL POSITIONS

Occupation	Total Employed	Replacement		Added Employees	
		No.	%	No.	%
Advertising field.	24	4	17	4	17
Agents, R. R.	27	--	--	1	4
Apartments & buildings	20	2	10	--	--
Business agents & union org.	15	--	--	--	--
Buyer, for resale	88	6	7	9	10
Conductor, locomotive.	56	--	--	--	--
Department managers.	187	34	18	10	5
Hotel managers	242	7	3	27	11
Managers, misc. (60%)*	33	--	--	3	9
Retail managers.	1140	52	4	30	3
Sales managers, etc.	53	2	4	2	4
Service (60%)*	418	20	5	21	5
Wholesale.	97	2	2	5	5
Totals.	2,400	129	5.37	112	4.67

*40% to office.

TABLE XVI

PERCENTAGE OF MANAGERIAL POSITIONS REPORTED UNDER
THREE CLASSIFICATIONS OF EDUCATIONAL BACKGROUND

Occupation	Educational Background		
	Less Than 8th Grade	Beyond Eighth Grade	Beyond High School
Advertising field.	--	30	70
Agents, R. R.	--	39	61
Apartments & buildings	13	60	27
Business agents & union organizer.	--	64	36
Buyer, for resale	--	62	38
Conductor, locomotive.	--	--	--
Department managers	1	77	22
Hotel managers	30	49	21
Managers, misc. (60%)*	--	25	75
Retail managers	10	45	45
Sales managers, etc.	--	28	72
Service (60%)*	15	39	46
Wholesale.	6	39	55
Totals	11.61	46.28	42.11

*40% to office

See Appendix A for number of employees.

the 8th grade. The survey showed 4 per cent of the youth dropping out, while Table XVI had 11.61 per cent in managerial positions who had not completed the 8th grade. This is significant and valuable information for counselors, for it shows that advancement into managerial positions is in direct relation to the amount of schooling obtained. The out-of-school youth survey showed a range of from three per cent, for those completing less than high school to 48 per cent for those completing college employed in professional, semi-professional, and managerial positions. It further showed that unemployment also bears a direct relation to the amount of education completed. Youth who failed to complete the 8th grade were 45 per cent unemployed, those completing less than high school 19 per cent unemployed, completing high school 7 per cent unemployed, and those not completing college 9 per cent. Local college graduates, however, were 100 per cent employed.

There is not as great a difference as the figures indicate between the four per cent failing to complete the 8th grade and the 11.61 per cent in managerial positions with less than an 8th grade education. When a careful analysis is made, it appears that, out of the thirteen managerial classifications shown, more than half had gone past the 8th and only six showed percentages in the less than 8th column. Of these, three were responsible for raising the average to 11.61 per cent, for when the actual numbers involved are totaled up, it is found that they constitute 246 of the 255 employees involved.

The main counseling implication to be derived from the foregoing analysis is that the educational level obtained is becoming an increasing

factor in the attaining of managerial status. The higher percentages going past high school in the advertising field (70 per cent), miscellaneous managers (75 per cent) and sales managers (72 per cent) are indicative of the recognition of the value of a broad educational background with some specialized training on a collegiate level.

The 77 per cent working as department managers who went beyond the 8th grade also show next to the lowest percentage with an educational training beyond high school. They represent a group for whom the emphasis is on experience with a narrower specialization. This is also true of hotel managers and managers of apartments and buildings.

CHAPTER VI

PRESENTATION OF THE DATA: PERSONAL SERVICE OCCUPATIONS

It was the conclusion of Ahlberg that "Social prestige and economic advancement are apparently given first consideration by many students when making their occupational choices as they have gravitated away from occupations at the lower end of the socio-economic scale."¹ Crandall also found that:

The data reveal that high school youth select occupations which are characteristically held in high esteem by all types of people. These occupations are not necessarily the most economically remunerative occupations in our culture, but do provide a high standard of living. It is not, however, generally thought by students of this problem to be the level of economic expectation which attracts youth to these occupations, but rather the function of a status factor. . . . It is this ranking of occupations on the basis of esteem accorded them that is referred to as the "prestige hierarchy" in the selection of occupations.²

Because of the prevalence of much semi-skilled labor within it, and because of the poor repute in which certain of its services have been held, the field of personal service has not been regarded as a field of labor with which the schools need actively concern themselves. Sears stated that there are a considerable number of highly reputable and well remunerated positions in this field and that the growing scarcity of positions in the more exacting occupations would thrust many graduates of the schools into positions of this category.³

¹Ahlberg, op. cit., p. 138.

²Earle P. Crandall, "An Evaluation of the Occupational Plans of High School Pupils in the San Joaquin Valley," (unpublished doctoral thesis, Stanford University, Palo Alto, 1946), p. 160.

³Sears, op. cit., p. 173.

The field of personal service is a large one, amounting to 9.97 per cent of the working force and 20.14 per cent of the total office and distributive workers. It consists, as is seen from the table, of personal services where the individual is in contact with the public. Its size and diversity make it worthy of consideration by guidance personnel, as it offers employment for one out of every ten workers and has possibilities for training on the high school level in some occupations.

Students, as a rule, look with disfavor on this field of employment, as evidenced by the fact that none of the 784 students surveyed in the business classes of Stockton College indicated any intention of entering it, and only 16 students who registered for work experience supervision were employed in the field of personal service. Ahlberg's study also showed that very few students chose occupations in the field of service.¹ This field lacks the "appeal" from the student point of view of the office and sales fields, and perhaps it is too soon to expect them to realize that the forces of competition for employment will eventually sift one out of every ten who work for a living into some occupation in this field.

As was to be expected, Table XVII shows those engaged in the handling of food were the largest group, making up 4.06 per cent and accounting for 1,660 employees of the 4,072 reported. This group was composed of: waiters, waitresses, and fountain help (1.94 per cent); restaurant cooks (1.26 per cent); and kitchen workers, restaurant, sandwich makers, and bus boys (0.86 per cent).

¹Ahlberg, op. cit., p. 138.

TABLE XVII

NUMBER OF PERSONAL SERVICE EMPLOYEES AND
 PERCENTAGES OF TOTAL EMPLOYED AND OF TOTAL
 OFFICE AND DISTRIBUTIVE EMPLOYEES

Occupation	Number of Employees	% of Total Employed	% of Office & Dist. Employees
Amusement workers, record changer, etc.	95	0.23	0.47
Attendant (hospital)	514	1.26	2.54
Bartender	412	1.01	2.04
Beauticians and barbers	327	0.80	1.62
Cleaning and pressing (50%)	97	0.24	0.48
Cook, restaurant	514	1.26	2.54
Kitchen workers, restaurant, sand- wich maker, bus boy	351	0.86	1.74
Maids and porters (hotel)	235	0.57	1.16
Mail carrier	183	0.45	0.91
Truck and tractor drivers (14%)	207	0.51	1.02
Waiter, waitress, fountain help	795	1.94	3.93
Miscellaneous	342	0.84	1.69
Totals	4072	9.97	20.14

The large group of 514 employed as hospital attendants has raised the total percentage employed in personal service somewhat higher than it normally would be. This is occasioned by the location in Stockton of the State Hospital.

Of particular interest to counselors are the 327 beauticians and barbers, composing 0.80 per cent of the working force, since a cosmetology course is offered from the 11th grade level on up in Stockton.

Counselors will note immediately from Table XVIII that there are more women (43 per cent) in proportion to men (57 per cent) in personal service occupations than in sales and kindred. Waitresses and fountain help make up the largest single group, amounting to 37 per cent of the 1,763 women and 16 per cent of the total employed in personal service. Women also predominate in the occupation of maids (73 per cent) and are found in almost equal proportion as hospital attendants (52 per cent), beauticians (49 per cent), miscellaneous (46 per cent), and cleaning and pressing (43 per cent). There is also opportunity for women as cooks and in related restaurant work.

Men predominated in the occupations of mail carriers, bartenders, and amusement work.

Table XIX, on page 74, shows mail carriers, amusement workers, and waiters, waitresses, and fountain help offer the most opportunity for those under 25 in terms of both percentage and numbers employed. There are fewer under 25 years of age in personal service than in sales and kindred, which indicates that people go into these occupations at a later age.

TABLE XVIII
 TOTAL MALE AND FEMALE EMPLOYED IN
 PERSONAL SERVICE OCCUPATIONS
 AND PERCENT FOR EACH GROUP REPORTED OF THE TOTAL NUMBER IN
 EACH OCCUPATION

Occupation	Male		Female	
	No.	%	No.	%
Amusement workers, record changer, etc.	88	93	7	7
Attendant (hospital).	245	48	269	52
Bartender	386	94	26	6
Beauticians and barbers	167	51	160	49
Cleaning and pressing (50%)	58	57	43	43
Cook, restaurant.	345	67	169	33
Kitchen workers, restaurant, sand- wich maker, bus boy	252	72	99	28
Maids and porters (hotel)	63	27	172	73
Mail carrier	163	100	--	--
Truck & tractor drivers (14%)	204	99	3	1
Waiter, waitress, fountain help	135	17	660	83
Miscellaneous	188	54	159	46
Totals	2,309	57	1,763	43

TABLE XIX

PERSONAL SERVICE OCCUPATION PERCENTAGES OF AGE GROUPINGS

Occupation	Age Classification		
	Under 25 Yrs.	25-50 Yrs.	Over 50 yrs.
Amusement workers, record changer, etc.	36	61	3
Attendant (hospital).	10	57	33
Bartender	2	83	15
Beauticians & barbers	10	74	16
Cleaning & pressing (50%)	8	87	5
Cook, restaurant	2	81	17
Kitchen workers, restaurant, sand- wich maker, bus boy	9	76	15
Maids & porters (hotel)	5	82	13
Mail carrier	37	51	12
Truck & tractor drivers (14%)	8	90	2
Waiter, waitress, fountain help	20	78	2
Miscellaneous	37	49	14
Totals	13.64	72.72	13.64

See Appendix A for number of employees.

What counselors should realize is that the field of personal service is one that students are more apt to enter between the ages of 25-50 and remain in somewhat longer than either sales or office occupations. On the whole, the nature of the work is not as desirable, and requires less training and ability. Hence, many drift into these occupations following a period of unsuccessful competition with those better qualified to succeed in other occupational fields. Two of the occupations, hospital attendants and mail carriers, carry the protection of civil service. This is evidenced particularly by the 33 per cent over 50 years of age who are employed in the former.

The year around, full-time employment, for personal service came to 87.76 per cent. The steadiest occupations were revealed in Table XX to be those of hospital attendants (99 per cent), cleaning and pressing (95 per cent), restaurant cooks (95 per cent), and kitchen workers (91 per cent).

In some occupations there are periods throughout the day where the work load is heavier and the need for part-time, year around help is evident. In restaurant where breakfast is served, the need for waiters, waitresses, and fountain help is heaviest during the lunch and dinner hours. Similarly, bartenders are busiest after business hours. Hotels need a larger staff for morning cleaning than they do throughout the day. This accounts for the part-time employment of 15 per cent year around in hotels. The nature of the work in these occupations is such that some people do not wish to be employed full-time. Also, because of home responsibilities, many who have need for additional income can give only part-time.

TABLE XX

PERCENTAGE OF YEAR AROUND AND SEASONALLY EMPLOYED
REPORTED FOR PERSONAL SERVICE OCCUPATIONS

Occupation	Amount of Employment			
	Year Around		Seasonal	
	F.T.	P.T.	F.T.	P.T.
Amusement workers, record changer, etc.	86	11	1	2
Attendant (hospital).	99	1	--	--
Bartender	88	11	.5	.5
Beauticians & barbers	93	7	--	--
Cleaning & pressing (50%)	95	5	--	--
Cook, restaurant.	95	5	--	--
Kitchen workers, restaurant, sandwich maker, bus boy	91	8	.5	.5
Maids & porters (hotel)	85	15	--	--
Mail carrier.	54	--	46	--
Truck & tractor drivers (14%)	92	4	2	2
Waiter, waitress, fountain help	82	12	1	4
Miscellaneous	79	19	--	2
Totals	87.76	8.43	2.68	1.13

See Appendix A for number of employees.

The main seasonal employment is for mail carriers during the Christmas season. Table XX showed a full-time seasonal employment of 46 per cent.

Because the nature of the work and the physical conditions of employment are less pleasant, it is to be expected that the labor replacement, 22.25 per cent, would be higher than in sales, 15.96 per cent, or office, 12.14 per cent. Table XXI shows that the four occupations with a replacement of 28 per cent and higher are: kitchen workers; waiter, waitress, and fountain help; hotel maids and porters; and hospital attendants.

The 10.27 per cent of added employees is attributable to the growth of Stockton. This is particularly true of the 56 per cent increase in mail carriers which represents the extension of postal service which had been delayed following the close of the last war until physical facilities could be constructed.

As most of the personal service occupations do not require a broad educational background, and since training in this field, with a few exceptions, is not feasible in the public school system, it is not surprising to find Table XXII showing 30.53 per cent employed who have less than an 8th grade education.

Mail carriers stand out at once as the group having the smallest number with less than an 8th grade education (6 per cent) and next to the highest percentage of those with an education beyond high school (24 per cent). This is a government service which maintains high

TABLE XXI

LABOR TURNOVER FOR PERSONAL SERVICE OCCUPATIONS

Occupation	Total Employed	Replacement		Added Employees	
		No.	%	No.	%
Amusement worker, record changer, etc.	95	7	7	1	1
Attendant (hospital).	514	143	28	91	18
Bartender	412	66	16	24	6
Beauticians & barbers	327	30	9	27	8
Cleaning & pressing (50%)	97	14	14	5	5
Cook, restaurant.	514	119	23	30	6
Kitchen workers, restaurant, sandwich maker, bus boy	351	122	35	17	5
Maids & porters (hotel)	235	65	28	24	10
Mail carrier.	183	16	9	103	56
Truck & tractor drivers (14%)	207	16	8	21	10
Waiter, waitress, fountain help	795	227	29	49	6
Miscellaneous	342	78	23	27	8
Totals	4,072	908	22.25	419	10.27

standards for efficiency and demands a more intelligent and better prepared type of worker than most of the personal service occupations.

Beauticians and barbers as a group have the greatest number, 31 per cent, with an education beyond high school. This is probably due to the fact that both are licensed by the state and require special training ranging from 1,000 to 1,600 hours to qualify, the alternative being a much longer apprenticeship in the trade. The opportunity to go into business for oneself is another factor in attracting high school graduates.

The most important information for counselors to be derived from Table XXII is that the field of personal service offers more employment possibilities for the student terminating his schooling below the 8th grade than do sales or office work. In the secondary field, where 40 per cent drop-out without completing high school, counselors should keep in mind that this field contains 57.67 per cent whose education is somewhere between the 8th and 12th grades. Wherever counselors have reason to suspect a student will drop out, and where the academic caliber of the student is low, the counselor should make some attempt to direct the student's occupational reading into the field of personal service, so that the student may come to know the opportunities which exist as well as the requirements for entrance.

TABLE XXII

PERCENTAGE OF PERSONAL SERVICE OCCUPATIONS REPORTED UNDER
THREE CLASSIFICATIONS OF EDUCATIONAL BACKGROUND

Occupation	Educational Background		
	Less Than 8th Grade	Beyond Eighth Grade	Beyond High School
Amusement worker, record changer, etc.	69	22	9
Attendant (hospital).	38	57	5
Bartender	35	54	11
Beauticians & barbers	15	54	31
Cleaning & pressing (50%)	21	63	16
Cook, restaurant	41	49	10
Kitchen workers, restaurant, sandwich maker, bus boy	50	49	1
Maids & porters (hotel)	36	61	3
Mail carrier	6	70	24
Truck & tractor drivers (14%)	14	77	9
Waiter, waitress, fountain help	21	67	12
Miscellaneous	18	67	15
Totals	30.53	57.67	11.80

See Appendix A for number of employees.

CHAPTER VII

PRESENTATION OF THE DATA: BUILDING AND PROTECTIVE SERVICE

The fields of building and protective service are the least highly regarded of the distributive occupations, particularly the former. However, there are occupations within these two fields that call for ability and intelligence, and counselors should keep this fact in mind when presenting a study of occupations.

Table XXIII shows 1,242 employees in building and protective service occupations. Building service has 426 employees. Of this number, janitors accounted for 401. The remaining 816 are protective service workers.

TABLE XXIII

BUILDING SERVICE AND PROTECTIVE SERVICE PERCENTAGES OF
TOTAL EMPLOYED POPULATION AND TOTAL
OFFICE AND DISTRIBUTIVE EMPLOYEES

Occupation	Number of Employees	% of Total Employed	% of Office & Dist. Employees
Fireman, public & other, etc.	284	0.69	1.43
Guard (see watchmen, etc.)	231	0.56	1.16
Janitor	401	0.98	2.02
Public - constable (police)	185	0.45	0.93
Miscellaneous	141	0.35	0.71
Totals	1,242	3.03	6.25

The two fields together constitute 3.03 per cent of the working force and 6.25 per cent of the total office and distributive employees. It was to

be expected that this would be a relatively smaller group than sales and kindred or personal service, but these were distributive occupations and it was necessary to include them.

The main fact to be derived from Table XXIV is that women make up only 8 per cent in these two fields. The Appendix shows 55 janitresses, 14 elevator operators, 25 policewomen, and one guard. There is little opportunity for women to advance. These fields are predominately masculine.

TABLE XXIV

TOTAL EMPLOYED IN BUILDING AND PROTECTIVE SERVICE
AND PERCENTAGES FOR EACH GROUP OF TOTAL NUMBERS
IN EACH OCCUPATION ACCORDING TO SEX

Occupation	Male		Female	
	No.	%	No.	%
Fireman, public & other, etc.	284	100	-	-
Guard (see watchman, etc.)	230	99.6	1	.4
Janitor	346	86	55	14
Public - constable (police)	160	86	25	14
Miscellaneous	127	90	14	10
Totals	1,147	92	95	8

Table XXV shows that the majority of these occupations are held by those between the ages of 25-50. Only six per cent of those employed were under 25 years of age. Most of these occupations require the physical vigor that is found in this age range. The only notable exceptions are janitors and guards. These two occupations have 42 per cent and 32 per cent respectively employed in the over-50 age bracket.

TABLE XXV
 PERCENTAGE OF BUILDING SERVICE AND PROTECTIVE SERVICE
 REPORTED UNDER THREE AGE CLASSIFICATIONS

Occupation	Age Classifications		
	Under 25 Yrs	25-50 Yrs.	Over 50 Yrs.
Fireman, public & other, etc.	8	75	17
Guard (see watchman, etc.)	10	58	32
Janitor	5	53	42
Public - constable (police)	--	81	19
Miscellaneous	--	84	16
Totals	6	66	28

Table XXVI shows year around, full-time employment, to be 80 per cent and part-time 19 per cent. It is obvious that a percentage of these part-time workers are older people who are reliable, but can no longer work full-time. The total seasonal employment was one per cent.

The 100 per cent full-time year around employment for firemen and the 99 per cent full-time employment for policemen is due to the fact that protective service work must go on 24 hours a day for 365 days per year.

The large percentage of part-time janitors, 35 per cent, is accounted for by the fact that some buildings do not require daily cleaning, such as churches and apartment buildings. Also, several small buildings may be grouped together for service purposes and retain the services of one janitor to do the daily cleaning.

TABLE XXVI
 PERCENTAGE OF YEAR AROUND AND SEASONALLY EMPLOYED
 REPORTED FOR
 BUILDING SERVICE AND PROTECTIVE SERVICE
 EMPLOYEES

Occupation	Amount of Employment			
	Year Around		Seasonal	
	F.T.	P.T.	F.T.	P.T.
Fireman, public & other, etc.	100	--	--	--
Guard (see watchman, etc.)	83	12	1	4
Janitor	64	35	.81	.20
Public - constable (police)	99	1	--	--
Miscellaneous	83	17	--	--
Totals	80	19	0	1

Labor turnover as shown in Table XXVII was 13 per cent. Replacements amounted to 10 per cent and additions to 3 per cent. This relative stability is due to the civil service status of some of the protective occupations, to the very low percentage employed under 25 years of age, and to the fact that most of the building service employees are in these occupations because they can do little else and are no longer shopping around.

Table XXVIII showed a fairly even percentage distribution between the three groupings. It is obvious that a high school education is practically obligatory for firemen, since 90 per cent have an education of beyond high school. The occupation of policeman shows the effect of upgrading, with 73 per cent possessing an education beyond high school.

TABLE XXVII
LABOR TURNOVER FOR
BUILDING SERVICE AND PROTECTIVE SERVICE

Occupation	Total Employed	Replacement		Added Employees	
		No.	%	No.	%
Fireman, public & other, etc.	284	15	5	2	.70
Guard (see watchmen, etc.)	.231	25	11	8	3
Janitor	401	68	17	19	5
Public - constable (police)	.185	14	8	---	---
Miscellaneous	141	4	17	6	4
Totals	1,242	126	10	35	3

This occupation needs a higher caliber individual than it has attracted in the past, and the public is gradually becoming aware of this fact. A few cities, notably Berkeley, California, have upgraded to the point where applicants with a college education are given preference. The trend is toward scientific education of police workers with an increase in the quality rather than the quantity. From a counseling standpoint, this field has future employment possibilities for those with at least a high school education.

The peculiar percentage distribution for guards is probably due to the variation in responsibility. The 42 per cent with an education beyond high school are undoubtedly employed where valuable equipment must be protected, while the 42 per cent with less than an 8th grade education have more routine duties with less responsibility.

Janitors had 52 per cent with less than 8th grade education and 42 per cent with education beyond the 8th grade.

TABLE XXVIII
 PERCENTAGES OF BUILDING SERVICE AND PROTECTIVE SERVICE
 REPORTED UNDER
 THREE CLASSIFICATIONS OF EDUCATIONAL BACKGROUND

Occupation	Educational Background		
	Less Than 8th Grade	Beyond Eighth Grade	Beyond High School
Fireman, public & other, etc.	2	8	90
Guard (see watchman, etc.)	42	16	42
Janitor	52	42	6
Public - constable (police)	1	26	73
Miscellaneous	39	49	12
Totals	29	31	40

See Appendix A for number of employees.

CHAPTER VIII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The data presented in the preceding chapters have shown the number of employees in each of the distributive fields of employment, the percentage of the total employed, the number and percentage distribution according to sex, the percentage reported under three age classifications, the percentage amount of employment, the labor turnover, and the educational background.

Throughout this study, certain observations and conclusions have been made. At this point the major findings will be reviewed.

Summary

Sales and kindred occupations. This field, which employs 5,087 people and 1,565 in a managerial capacity for a total of 6,652 people, had only 97 students training in the fall semester at Stockton College. Stockton College offers ten courses which give specific and general training for the field. The six courses that specifically train for distributive are: Sales, Retail Selling, Merchandise, Retail Buying, Retail Cooperative Class, and the Merchandise Cooperative Class. The four courses that offer general training in distributive occupations are: Credits and Collections, Insurance, Principles of Advertising, and Real Estate.

1. Sales and kindred occupations amounted to 12.40 per cent of the total working force in the City of Stockton. Thus, one out of every eight is employed in this field.

2. Of the 19,872 workers employed in office and distributive occupations, one out of every four is employed in sales and kindred positions.

3. Men predominate in a ratio of seven to three. Women were dominant in only one occupational division of sales and kindred, namely, wearing apparel.

4. The age distribution was 19 per cent under 25, 72 per cent between the ages of 25 to 50, and 9 per cent over 50 years of age.

5. Full-time year-around employment was 83 per cent. The 12 per cent part-time employees, when considered with the 19 per cent employed under 25 years of age, is indicative of the possible part-time employment opportunities for students in Stockton.

6. Replacements in the field came to 16 per cent. This amounted to 820 positions. Of these, on the basis that approximately 19 per cent of those employed are under 25 years of age, at least 156 who graduated or left school went to work as replacements. On the same basis, at least 100 were employed as new additional personnel. This makes a total of 256 who were employed under 25 years of age. The school survey showed only 97 students being trained in sales and kindred occupations or 38 per cent of the 256 replacements and additions.

7. The educational background showed one out of every ten with an education below the 8th grade, 6 out of 10 with educational training between the 8th and 12th, and 3 out of 10 who graduated from high school and obtained further educational training.

Managerial positions. Normally, very few will enter the managerial ranks upon conclusion of their formal education, and there will be years of

experience, training, and study ahead before those who aspire and are capable will qualify. It should be noted by counselors and students that the distributive field, while not as high in percentage of managerial positions as the office field, does, in numbers, offer more actual openings.

1. There were 2,400 employed in a distributive managerial capacity. This amounted to 5.87 per cent of the total employed and 11.83 per cent of the total office and distributive employees.

2. Sales and kindred managerial positions came to 3.67 per cent. This left 2.20 per cent employed in this capacity in other distributive occupations.

3. Men predominated in a ratio of seven to three.

4. Few under 25 years of age have attained managerial status, 81 per cent being in the 25 to 50 age bracket, and 16 per cent over 50.

5. Managerial replacements amount to 5.37 per cent (129 positions) and additions to 4.67 per cent (112 positions). Altogether, 10.04 per cent attained managerial rank for a total of 241 positions.

6. Only 11.61 per cent with less than an 8th grade education were employed as managers. While 46.28 per cent with an education between the 8th and 12th grades had risen to managerial status, 42 per cent had at least a high school education.

Personal service occupations. Types of service which require 10 per cent of the working population cannot be left in the background as mere catch-alls for misfits from other lines of work. Some of the positions call for systematic training, but all call for good sense, practical intelligence, personal and social adjustment, and right habits of work.

1. Personal service occupations amounted to 9.97 per cent of the total working force.
2. Food handling constituted the largest group, with hospital attendants and bartenders making up the next largest segments.
3. Men outnumbered women by 14 per cent.
4. Seven out of ten enter this field after age 25.
5. Replacements of personnel amounted to 22.25 per cent, additions to 10.27 per cent.
6. There were 30 per cent with less than an 8th grade education and only 12 per cent with an education beyond high school.

Building and protective service occupations. Building and protective service occupations when compared to sales and kindred occupations are a relatively small segment of the distributive field. They do not offer many possibilities for training in the public school system. The occupations within these two fields of service have little prestige value for students in school. Nevertheless, it was necessary to include them to complete the distributive picture and because some, regardless of occupational preference, will enter and make their life work in occupations contained in these two fields.

1. A total of 1,242 people are employed in the two fields, which is 3.03 per cent of the total employed in Stockton. Of this figure, 1.70 per cent is protective service and 1.14 per cent is civil service.
2. The nature of the work is such that men predominate.
3. Only six per cent enter these fields who are under 25 years of age. The majority, 66 per cent, are between 25 to 50 years of age. There are 28 per cent employed over 50 years of age.

4. Full-time year-around employment was 80 per cent, with a 19 per cent part-time employment.

5. Replacements of personnel amounted to 10 per cent, additions to 3 per cent.

6. Sixty per cent did not graduate from high school. Firemen and policemen were the two largest groups with at least a high school education.

Conclusions

1. As previously stated in this chapter, the survey of business classes found only 97 students receiving training in the field of sales and kindred occupations. The data show that this amounted to 38 per cent of an estimated 256 openings for those under 25 years of age. Hence, it may be concluded that at least 159 more should be training, as business prefers trained over untrained applicants.¹ The 40,929 employed in Greater Stockton comprised 43.40 per cent of the total population. Taking 43.40 per cent of the 3,727 students in Stockton College, it was found that 1,618 would eventually find their way into the working force if they all continued to reside in Stockton. Of this number, 201 (12.40 per cent) would be employed in the sales and kindred occupations: 38 under 25 years of age, 145 between the ages of 25 to 50, and 18 over age 50. However, only 97 students are obtaining training while in school. Thus it can be concluded that the above estimate of 159 is a conservative figure.

The data further show that of this 201, 123 (60.95 per cent) should have an education at least from the 8th to the 12th grade, and 60

¹Haas, op. cit., pp. 4-5.

(29.95 per cent) should have an education beyond high school. Only 18 (9.10 per cent) with an education of less than the 8th grade would be employed. This educational picture further substantiates the statement that at least 159 more should be in sales and kindred training in Stockton College, as the opportunities for earlier employment and advancement are greatly enhanced. To further emphasize the conservative quality of the estimate, it should be noted that the 97 students who are in training have from one to four years to go before they will be available for the full-time labor market, while the 256 openings previously referred to all occurred in a twelve month period.

2. There is need for closer cooperation between school and business if student enrollments in distributive classes are to be built up sufficiently to take care of the employment needs of business.

3. A good school relationship is essential if any selectivity of students is desired for distributive classes and a related work experience program.

4. There is three and one-half times more opportunity for women to advance to managerial status in the distributive field than in the office field. The evidence shows that the greatest opportunity for women in management is in hotels, apartments and buildings, and as retail managers and department managers.

5. The 10.04 per cent who attained managerial rank is conclusive evidence of the opportunity for advancement to higher position and salary levels in the distributive field.

6. While more students of both sexes should be in training in distributive classes, more men should be training, particularly in the sales and kindred field, as the Stockton Occupational Survey showed a ratio of seven men to three women, while the school survey showed a ratio of five to four.

7. The sales and kindred occupations and personal service occupations offer the most opportunity for those under 25 years of age, but counselors should realize that students are more apt to enter the personal service field between the ages of 25-50 and remain somewhat longer than in either sales and kindred or office occupations.

8. In number employed, the personal service field offers almost equal opportunity for women, but the vocational curriculum of the school district shows only one course, Cosmetology, being offered to high school graduates under the K-6-4-4 plan.

9. Personal service should be of especial interest to young people who, for one reason or another, would not be able to qualify for more exacting positions. The data show that this field offers more employment possibilities for the student terminating his schooling below the 8th grade than do the sales and kindred or building and protective service fields. Counselors should direct the attention of potential drop-outs and low ability students to this field as it offers employment, advancement, and good possibilities for remuneration. It is unfortunate that more training is not offered for these students, but until the student conception of the inherent social prestige in certain occupations is altered and the demand arises, the training will not be given.

10. The labor turnover was higher in personal service occupations than in sales and kindred or building and protective service occupations.

11. Building and protective service occupations are predominantly masculine due to the nature of the work. The field is very stable from the standpoint of labor turnover.

12. There is need for an awakening of students and those who counsel them to the opportunities which the survey shows are present in the service occupations which make up 13 per cent of the total labor force.

13. The relative lack of training courses for the service occupations is due to the absence of demand for such instruction on the part of students and business. The few students involved in the supervised work experience program is indicative of the lack of student interest in the service field. This apparent apathy needs to be stimulated by the dissemination of survey information by the counseling staff.

14. Most service occupations do not lend themselves to class instruction, but training could be given by means of supervised work experience, particularly on the 13th and 14th year levels. The part-time percentages in some service occupations indicate this would be feasible.

Recommendations

It was impossible for those who conducted the Stockton Occupational Survey to obtain all the information this study could have used in presenting the field of distributive occupations. The following information would have been of great value in interpreting the data: (1) source of the labor supply, (2) the race preferences or prejudices of the businessmen, (3) a more detailed breakdown of age classifications, and (4) the reasons for replacement of personnel. The data on labor supply were not tabulated because the executive committee felt the answers given were too subjective and constituted mere opinions. This was indicated by the different answers given by those in the same line of business.

1. It is recommended that a study be made of the effects of training and experience on employability. In particular, the following information needs to be obtained: (1) How many are employed with no experience or training, (2) The number employed with no experience or training, (3) The number employed with training, but no experience, and (4) The number employed with training and experience. This information would give counselors and administrators some conception of the value of school training in relation to employability.

2. It is recommended that a study be made of cooperative training programs in distributive education in the state.

3. It is recommended that a study be made to determine the feasibility of offering cooperative training programs in the service fields, particularly that of personal service.

4. It is recommended that the program of distributive education classes be expanded at Stockton College by: (1) Increasing enrollments in the following: Retail Selling, Retail Buying, Merchandise, Advertising, and Sales. (2) Increasing enrollment in Merchandise laboratory training and cooperative classes through counseling into these classes those who are employed in the distributive field and are contemplating making a career in this field. Particular attention should be given to those who are working and are apt to be dropping out of school to work full-time without further training. These classes will have a "holding power" for these students and will encourage graduation from high school which is becoming an increasing factor in the advancement to managerial positions as shown by this study.

5. It is recommended that the entire counseling staff be briefed on what constitutes Distributive Education, the training offered, and desirable training not offered because of ignorance of its value. This should be followed up by: (1) Urging all to personally visit the distributive classes taught at Stockton College and, (2) Offering short talks with question and answer periods to College and Life classes and counseling groups. These talks would be conducted by members of the Business Education staff and by qualified business men and specialists.

6. It is recommended that when the new Home Economics Building with its cafeteria is constructed there be offered courses in training waiters, waitresses and bus boys, and in food handling by qualified instructors.

7. It is recommended that short unit distributive courses be offered on the adult level.

8. It is recommended that a course in personality development looking toward the individual's understanding of himself and the development of a pleasing business and social personality be offered.

9. It is recommended that an employer forum be given to explain fully what training the schools are giving and the advantages to employers of school trained help. This should be followed up by obtaining employer cooperation to do three things: (1) To have management or personnel management talk to its part-time distributive help to determine for themselves who are intending to make distributive occupations a career and who are just obtaining experience, with the object of giving preferential employment to those who are career-minded. This would help to minimize

labor replacement and would bring in a more distributive type of employee, (2) To explain the promotional possibilities to these students, and (3) to definitely encourage school training while on the job. Employer interest is needed badly as the necessary incentive to implement school counseling. What the schools are doing in the way of training should be known and constructive criticism and suggestions for the improvement of the program offered.

10. Parents should be made aware of the advantages in distributive occupations, school training offered, and the promotional possibilities. This could be done through adult education forums and newspaper articles written by leading merchandisers on various distributive occupations.

11. It is recommended that the combined cooperation of parents, business, and school counselors be obtained to improve student interest in the distributive field.

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APPENDIX A

NUMBER EMPLOYED IN
SALES AND KINDRED

Code	Occupation	Number Employed		
		Male No.	Female No.	Total
760	Attendants park. lot, serv. station . . .	247	3	250
1851	Auto or truck	92	1	93
1751	Auto parts	136	6	142
152	Broker, agric. shipper	15	1	16
558	Butchers	171	3	174
1016	Cashiers	2	12	14
043	Display workers	18	14	32
338	Florists	24	7	31
1752	Furniture	70	14	84
1701	Grocery (inc. checkers)	502	241	743
1753	Hardware	103	32	135
1754	Household appliances	27	27	54
1863	Industrial machines	3	--	3
157	Insurance adjustor	18	--	18
1571	Insurance, life	40	2	42
157	Insurance, other	227	21	248
1755	Jewelry	18	30	48
186	Machinery, inc. farm equipment	14	--	14
1756	Men's and boys' clothes	103	39	142
158	Newsboys	9	--	9
1861	Office machines	10	--	10

NUMBER EMPLOYED IN
SALES AND KINDRED

Code	Occupation	Number employed		
		Male No.	Female No.	Total
148	Pawnbrokers	45	9	54
9591	Packers-wrappers	78	72	150
163	Real estate	174	19	193
1759	Salesmen, miscellaneous	539	301	840
185	Salesmen, wholesale	308	8	316
165	Securities	6	--	6
7605	Service station	96	--	96
1757	Shoes	82	21	103
197	Shoppers	2	--	2
138	Stock clerks	306	146	452
1702	Variety	7	244	251
1758	Women's and girls' apparel	15	268	283
1750	Yardage	2	37	39
Totals		3,509	1,578	5,087

NUMBER EMPLOYED IN
SALES AND KINDRED

Occupation	Age Classification			Less Than 8th Grade	Bey. 8th Gr.	Bey. High School
	Under 25	25-50	Over 50			
Attendants park. lot, serv. St.	65	170	6	21	151	56
Auto or truck	2	78	13	5	51	26
Auto parts.	24	117	6	17	89	29
Broker, agric. shipper . . .	1	14	1	--	8	8
Butchers	17	133	21	21	108	11
Cashiers	8	4	2	--	12	2
Display workers	11	20	1	1	26	5
Florist	1	24	6	6	19	6
Furniture	--	67	12	5	49	23
Grocery (inc. checkers) . . .	201	475	52	124	458	117
Hardware	28	95	10	3	75	46
Household appliances	4	46	4	1	29	24
Industrial machines	--	3	--	--	3	--
Insurance adjustor	--	17	1	--	18	--
Insurance, life	--	38	2	3	18	21
Insurance, other	10	206	33	3	100	137
Jewelry	7	35	5	3	26	19
Machinery, inc. farm equip. .	--	13	1	1	8	5
Men's and boys' clothes . . .	37	91	10	13	97	25
Newsboys	9	--	--	--	9	--
Office machines	--	9	1	1	3	6

NUMBER EMPLOYED IN
SALES AND KINDRED

Occupation	Age Classification			Less Than 8th Gr.	Bey. 8th Gr.	Bey. High School
	Under 25	25-50	Over 50			
Pawnbrokers	1	52	1	1	3	50
Packers-wrappers	39	105	9	12	48	11
Real estate	10	144	45	12	81	106
Salesmen, misc.	118	601	94	56	195	226
Salesmen, wholesale	20	260	27	15	124	102
Securities	--	6	--	--	--	6
Service station	4	87	4	12	13	3
Shoes	29	68	7	1	58	44
Shoppers	--	2	--	--	2	--
Stock clerks	146	252	37	27	97	77
Variety	115	130	5	33	206	10
Women's and girls' apparel. . .	43	216	18	9	161	101
Yardage	7	30	2	1	30	8
Totals	997	3608	436	407	2675	1310

NUMBER EMPLOYED IN
SALES AND KINDRED

Occupation	Amount of Employment / Labor Turnover					
	Year Around		Seasonal		Replac- ed No.	Added No.
	F.T.	P.T.	F.T.	P.T.		
Attendants park. lot, serv. St.	207	31	3	1	64	17
Auto or truck	89	1	---	---	12	21
Auto parts.	136	1	---	---	25	13
Broker, agric. shipper . . .	16	---	---	---	---	1
Butchers	155	12	3	---	15	32
Cashiers	14	---	---	---	5	1
Display workers	30	2	---	---	3	3
Florist	30	1	---	1	6	4
Furniture	74	5	3	---	6	3
Grocery (inc. checkers) . . .	546	179	7	3	74	54
Hardware	117	14	1	---	26	5
Household appliances	43	11	---	---	9	4
Industrial machines	3	---	---	---	---	---
Insurance adjustor	18	---	---	---	3	---
Insurance, life	38	2	---	---	---	10
Insurance, other	231	4	---	---	18	26
Jewelry	38	7	---	9	5	16
Machinery, inc. farm equip. .	14	---	---	---	---	---
Men's and boys' clothes . . .	109	27	---	3	17	13
Newsboys	---	9	---	---	1	---
Office machines	10	---	---	---	1	---

NUMBER EMPLOYED IN
SALES AND KINDRED

Occupation	Amount of Employment /				Labor Turnover	
	Year		Seasonal		Replac- ed No.	Added No.
	F.T.	P.T.	F.T.	P.T.		
Pawnbrokers	45	--	7	2	10	--
Packers-wrappers	137	10	--	7	8	8
Real estate	177	20	--	--	21	32
Salesmen, miscellaneous	717	90	21	14	139	107
Salesmen, wholesale	296	1	1	--	36	22
Securities	6	--	--	--	--	--
Service station	60	2	31	--	27	55
Shoes	85	18	2	4	26	7
Shoppers	2	--	--	--	--	--
Stock clerks	184	88	8	--	123	20
Variety	182	47	--	80	64	31
Women's and girls' apparel.	237	1	4	10	63	22
Yardage	38	1	--	--	13	1
Totals	4084	584	91	134	820	528

NUMBER EMPLOYED IN
PERSONAL SERVICE

Code	Occupation	Number Employed		
		Male No.	Female No.	Total
240	Amusement workers, record changer, etc.	88	7	95
242	Attendant (hospital)	245	269	514
1435	Baggageman, R. R., weighmaster, sealer, etc.	7	--	7
221	Bartender.	386	26	412
232	Beauticians and barbers	167	160	327
222.1	Bell hop	7	--	7
223	Boarding, rooming, and motel housekeepers	13	16	29
234	Bootblack	18	--	18
243	Camp attendant, bath attendant	--	1	1
757	Cleaning and pressing (50%)	55	43	97
115	Collector	7	--	7
226	Cook, restaurant	345	169	514
245	Doorman.	7	--	7
123	Errand boy	59	6	65
2439	Funeral attendant	11	--	11
2407	Gamblers	11	--	11
225.3	Hostess (hotel)	--	1	1
2252	Housekeepers, steward (hotel)	10	20	30
229	Kitchen workers, restaurant, sand- wich maker, bus boy	252	99	351

NUMBER EMPLOYED IN
PERSONAL SERVICE

Code	Occupation	Number Employed		
		Male No.	Female No.	Total
224	Maids and porters (hotel)	63	172	235
128	Mail carrier	183	--	183
124	Messenger, telegraph	9	--	9
149	Notary public	11	27	38
238	Nurse (practical)	1	37	38
207	Nursery workers (dom. serv.)	10	4	14
736	Truck and tractor drivers (14%)	204	3	207
248	Usher	3	41	44
2426	Veterinary attendant	2	3	5
227	Waiter, waitress, fountain help.	135	660	795
Totals		2,309	1,764	4,072

NUMBER EMPLOYED IN
PERSONAL SERVICE

Occupation	Age Classification			Less Than 8th Gr.	Bey. 8th Gr.	Bey. High School
	Under 25	25-50	Over 50			
Amusement workers, record changer, etc.	34	57	3	61	20	8
Attendant (hospital).	52	291	171	200	299	25
Baggageman, R. R., weigh-master, sealer, etc.	--	3	4	--	--	3
Bartender	6	331	62	136	208	41
Beauticians & barbers	32	241	52	48	176	99
Bell hop	--	4	3	--	--	--
Boarding, rooming, & motel housekeepers	3	23	2	4	11	5
Bootblack	3	11	4	5	12	--
Camp attendant, bath atten.	--	1	--	1	--	--
Cleaning & pressing (50%)	8	85	5	15	44	11
Collector	--	7	--	--	1	6
Cook, restaurant	11	393	80	180	217	42
Doorman	--	4	3	2	3	1
Errand boy	52	11	--	8	43	2
Funeral attendant	1	4	3	--	3	5
Gamblers	--	10	1	10	--	--
Hostess (hotel)	--	1	--	--	--	1
Housekeepers, steward (hotel)	--	26	4	2	10	9
Kitchen workers, restaurant, sandwich maker, bus boy	29	250	48	134	130	3

NUMBER EMPLOYED IN
PERSONAL SERVICE

Occupation	Age Classification			Less Than 8th Gr.	Bey. 8th Gr.	Bey. High School
	Under 25	25-50	Over 50			
Maids and porters (hotel)	10	170	27	58	100	5
Mail carrier	68	94	21	6	69	23
Messenger, telegraph	7	1	1	1	8	--
Notary public	7	16	5	1	2	3
Nurse (practical)	--	16	9	--	14	2
Nursery workers (dom. serv.)	1	9	3	3	9	2
Truck & tractor drivers (14%)	15	177	4	24	133	16
Usher	39	5	--	2	28	9
Veterinary attendant	2	3	--	--	1	4
Waiter, waitress, fountain help	148	570	13	129	405	73
Totals	528	2814	528	1030	1946	398

NUMBER EMPLOYED IN
PERSONAL SERVICE

Occupation	Amount of Employment				Labor Turnover	
	Year		Seasonal		Replac- ed No.	Added No.
	F.T.	P.T.	F.T.	P.T.		
Amusement workers, record changer, etc.	79	10	1	2	7	1
Attendant (hospital)	510	4	—	—	143	91
Bartender	360	43	2	2	66	24
Baggageman, R. R., weigh- master, etc.	6	—	—	—	—	—
Beauticians and barbers . . .	293	24	—	—	30	27
Bell hops	7	—	—	—	6	—
Boarding, rooming, and motel housekeepers	25	4	—	—	3	—
Bootblack	17	1	—	—	12	—
Camp attendant, bath attend .	—	1	—	—	—	—
Cleaning and pressing (50%) .	94	5	—	—	14	5
Collector	7	—	—	—	—	1
Cook, restaurant	473	23	1	2	119	30
Doorman	7	—	—	—	—	—
Errand boy	26	38	—	1	17	10
Funeral attendants	7	1	—	—	—	—
Gamblers	11	—	—	—	1	—
Hostess (hotel)	1	—	—	—	—	—
Housekeepers, steward (hotel)	19	—	—	—	3	1
Kitchen workers, restaurant, sandwichmaker, bus boy. .	306	27	2	3	122	17

NUMBER EMPLOYED IN
PERSONAL SERVICE

Occupation	Amount of Employment				Labor Turnover	
	Year		Seasonal		Replac- ed No.	Added No.
	F.T.	P.T.	F.T.	P.T.		
Maids and porters (hotel) . . .	192	33	--	1	65	24
Mail carriers	98	--	85	--	16	103
Messengers, telegraph	6	3	--	--	3	--
Notary public	9	--	--	--	4	--
Nurse (practical)	36	2	--	--	--	9
Nursery workers (dom. serv.)	11	2	--	1	--	4
Truck and tractor drivers (14%)	187	9	4	4	16	21
Ushers	39	5	--	--	29	2
Veterinary attendants	4	1	--	--	--	--
Waiters, waitresses, etc. . . .	647	98	11	29	227	49
Totals	3477	334	106	45	903	419

NUMBER EMPLOYED IN
BUILDING AND PROTECTIVE SERVICE

Occupation	Number Employed			Code
	Male	Female	Total	
	No.	No.		
Bridge tender, cross. watchman	44	-	44	262
Detective, police (pvt.)	41	-	41	265
Elevator operator.	9	14	23	295
Fireman, public & other	284	-	284	263
Guard (see watchmen, etc.)	230	1	231	261
Janitor.	346	55	401	284
Porter, R. R.	1	-	1	292
Public-constable (police)	160	25	185	266
Sheriffs & bailiffs, police	31	-	31	267
Window & chimney cleaner	1	-	1	282
	<u>1147</u>	<u>95</u>	<u>1242</u>	

MANAGERIAL

Advertising field	20	4	24	081
Agents, R. R.	27	-	27	0987
Apartments & buildings	12	8	20	987
Bus. agents & union org.	14	1	15	0832
Buyer, for resale	66	22	88	0741
Conductor, locomotive	56	-	56	539
Department managers	122	65	187	0743
Hotel managers	142	100	242	072
Managers, misc. (60%)	32	1	33	098
Retail managers	722	418	1140	072
Sales	29	-	29	097
Sales managers, etc.	24	-	24	0976
Service (60%)	355	63	415	0984
Wholesale	95	2	97	073
	<u>1716</u>	<u>684</u>	<u>2397</u>	

NUMBER EMPLOYED IN
BUILDING AND PROTECTIVE SERVICE

Occupation	Age Classification			Less Than 8th Gr.	Bey. 8th Gr.	Bey. High School
	Under 25	25-50	Over 50			
Bridge tender, cross. watchman	--	27	14	8	--	--
Detective, police (pvt.) . .	--	41	--	12	25	4
Elevator operator.	--	15	6	8	9	--
Firemen, public & other . .	23	212	49	3	12	134
Guard (see watchman, etc.) .	24	133	74	18	7	18
Janitor.	19	208	165	168	137	20
Porter, R. R.	--	1	--	--	1	--
Public-constable (police). .	1	134	31	2	43	119
Sheriffs & bailiffs, police .	--	23	1	--	2	5
Window & chimney cleaner . .	--	--	1	1	--	--
	<u>67</u>	<u>799</u>	<u>341</u>	<u>220</u>	<u>232</u>	<u>300</u>
	MANAGERIAL					
Advertising field.	3	20	1	--	6	14
Agents, R. R.	--	17	10	--	9	14
Apartments & buildings . . .	--	11	6	2	9	4
Bus. agents & union org. . .	--	14	1	--	7	4
Buyer, for resale	5	75	6	--	51	31
Conductor, locomotive . . .	--	35	21	--	--	--
Department managers	9	166	12	2	112	32
Hotel managers	1	181	55	63	113	48
Managers, misc. (60%) . . .	--	23	10	--	7	21
Retail managers	27	865	136	84	361	364
Sales.	--	25	3	--	8	17
Sales managers, etc.	--	22	2	--	5	16
Service (60%)	13	300	88	56	145	172
Wholesale.	2	77	14	5	32	46
	<u>60</u>	<u>1831</u>	<u>365</u>	<u>217</u>	<u>865</u>	<u>783</u>

NUMBER EMPLOYED IN
BUILDING AND PROTECTIVE SERVICE

Occupation	Amount of Employment				Labor Turnover	
	Year		Seasonal		Replac- ed. No.	Added No.
	F.T.	P.T.	F.T.	P.T.		
Bridge tender, cross, watchman	43	---	---	---	---	---
Detective, police (pvt.) . . .	19	22	---	---	---	---
Elevator operator	21	2	---	---	4	1
Firemen, public & other . . .	206	---	---	---	15	2
Guard (see watchman, etc.) . .	130	18	2	6	25	8
Janitor	316	174	1	4	68	19
Porter, R. R.	1	---	---	---	---	---
Public - constable (police)	163	1	---	---	14	---
Sheriffs & bailiffs, police	30	---	---	---	---	5
Window & chimney cleaner . .	1	---	---	---	---	---
Totals	<u>930</u>	<u>217</u>	<u>3</u>	<u>10</u>	<u>126</u>	<u>35</u>

MANAGERIAL

Advertising field	19	5	---	---	4	4
Agents, R. R.	27	---	---	---	---	1
Apartments & buildings	20	---	---	---	2	---
Bus. agents & union org. . . .	15	---	---	---	---	---
Buyer, for resale	83	1	4	---	6	9
Conductor, locomotive	53	---	---	---	---	---
Department managers	173	1	---	---	34	10
Hotel managers	209	28	---	---	7	27
Managers, misc. (60%)	33	---	---	---	---	3
Retail managers	790	29	5	---	52	30
Sales	24	2	---	---	2	2
Sales managers, etc.	24	---	---	1	---	---
Service (60%)	377	75	6	1	20	20
Wholesale	<u>94</u>	---	<u>2</u>	---	<u>2</u>	<u>5</u>
Totals	<u>1941</u>	<u>141</u>	<u>17</u>	<u>2</u>	<u>129</u>	<u>112</u>

SURVEY OF BUSINESS STUDENTS IN STOCKTON COLLEGE

School level at present:

Data from 784 questionnaires.

	Number	%
11a.....	164.....	20.91
11b.....	56.....	7.14
12a.....	178.....	22.74
12b.....	54.....	6.88
13a.....	126.....	16.07
13b.....	44.....	5.61
14a.....	69.....	8.80
14b.....	64.....	8.16
15a.....	8.....	1.02
15b.....	0.....	0
16a.....	2.....	.25
16b.....	0.....	0
17.....	1.....	.12
Indefinite	18.....	2.29

Male 336 Female 448

School level desired:

	Number	%
Indefinite.....	75.....	9.56
11th year	2.....	.25
12th year	252.....	32.14
13th year	16.....	2.04
14th year	183.....	23.46
15th year	9.....	1.14
16th year	211.....	26.91
Graduate School..	36.....	4.59

Intended use of Business Course:

	Male Number	%	Female Number	%	Total Number	%
Personal Use Only.....	137...	40.77....	123...	27.43...	260....	33.16
Occupational.....	199...	59.23....	325...	72.42...	523....	66.84

Out of school work:

	Male Number	%	Female Number	%	Total Number	%
No (don't work).....	207....	61.61....	335....	74.77..	542....	68.11
Yes (do work).....	129....	38.39....	113....	25.23..	242....	31.89

Type of work:

	Male Number	%	Female Number	%	Total Number	%
Deals with major.....	23....	17.83....	19....	16.80..	42....	17.40
Does not deal with major	106....	82.17....	94....	83.19..	200....	82.60

Hours worked:

	Total hours worked	No. of workers	Average hours worked per week
Male.....	2,610 hours.....	132	19 hrs. 70 min.
Female.....	1,280 hours.....	113*.....	14 hrs. 22 min.

*Plus 23 Baby Sitters which would make 136 workers and 1360 hours worked. By averaging these workers in with the other workers, the average hours worked would be lowered to approximately 10 hours per week.

Occupation	Male		Female		Total	
	Number	%	Number	%	Number	%
Office Jobs:						
general clerical	4	.76...33	6.31...37		7.07	
typist.....	1	.19...45	8.80...46		8.99	
stenographer.....	0	0...27	5.16...27		5.16	
secretarial.....	0	0...91	17.39...91		17.39	
bookkeeper.....	14	2.68...30	5.73...44		8.41	
machine operator.....	0	0... 2	.37... 2		.37	
Comptometer.....	0	0... 1	.19...			
Burroughs.....	0	0... 1	.19			
others.....	0	0... 1	.19... 1			
Receptionist.....	0	0... 1	.19			
Total Office Jobs.....	19	3.63...288	43.95...247		47.58	
Supervisory or semi-professional:						
personnel.....	13	2.48... 0	0...13		2.48	
accounting-private.....	11	2.10... 9	1.72...20		3.82	
accounting-public.....	30	5.73... 4	.76...34		6.49	
office manager.....	29	5.54... 2	0...31		5.54	
others.....	19	3.63... 0	0...19		3.63	
Foreign trade.....	3	.57... 0	0			
Business administration....	1	.19... 0	0			
Business promotion.....	1	.19... 0	0			
Lawyer.....	1	.19... 0	0			
Tax Lawyer.....	1	.19... 0	0			
Insurance agent.....	1	.19... 0	0			
Economics.....	1	.19... 0	0			
Resort manager.....	1	.19... 0	0			
Credit manager.....	1	.19... 0	0			
Department Store Manager...	1	.19... 0	0			
Merchant.....	1	.19... 0	0			
Owner of small business....	4	.76... 0	0			
Total Supervisory or semi-professional jobs..	102	19.48...15	2.43...117		21.96	
Distributive:						
cashier.....	2	.37... 7	1.34... 9		1.71	
stock clerk.....	3	.57... 5	.95... 8		1.52	
sales--retail.....	22	4.21...16	3.06...38		7.27	
sales--wholesale.....	7	1.34... 1	.19... 8		1.52	
buyer.....	6	1.15...10	1.91...16		3.06	
personal services.....	0	0... 0	0... 0		0	
building & protective services	0	0... 0	0... 0		0	
advertising and display.....	12	2.29... 3	.57...15		2.86	
others.....	3	.57... 0	0... 3		.57	
Manufactures agent.....	1	.19... 0	0			
Selling farm products.....	1	.19... 0	0			
Airlines.....	1	.19... 0	0			
Total Distributive.....	55	10.50...42	8.02...97		18.52	
Undecided.....	23	4.39...39	7.45...62		11.84	

*One of these students already owns a Used Car Agency.

APPENDIX B

CLASSIFIED ENROLLMENT
OF STOCKTON COLLEGE
FALL TERM, 1948

	Eleventh Grade			Twelfth Grade			Grand Total
	Low	High	Total	Low	High	Total	
Men	383	107	490	280	103	383	873
Men vets.	-	-	-	-	-	-	-
Women	373	118	491	283	71	354	845
Women vets.	-	-	-	-	-	-	-
Total	<u>756</u>	<u>225</u>	<u>981</u>	<u>563</u>	<u>174</u>	<u>737</u>	<u>1718</u>

	Freshmen			Sophomores			Grand Total
	Low	High	Total	Low	High	Total	
Men.	393	130	523	270	188	458	981
Men vets	(63)	(52)	(115)	(92)	(110)	(202)	(317)
Women.	375	54	429	196	53	249	678
Women vets	(2)	-	(2)	(1)	(1)	(2)	(4)
Total	<u>768</u>	<u>184</u>	<u>952</u>	<u>466</u>	<u>241</u>	<u>707</u>	<u>1659</u>
Total vets	<u>65</u>	<u>52</u>	<u>117</u>	<u>93</u>	<u>111</u>	<u>204</u>	<u>321</u>

	Adult	COP	COP	Total	Overall
	S.P.	Reg.	P.L. Vets	Spec. Stud.	Total
Men.	44	34	169	247	2101
Men vets	(15)	(9)	(169)	(193)	(510)
Women	48	51	4	103	1626
Women vets	-	-	(4)	(4)	(8)
Total	<u>92</u>	<u>85</u>	<u>173</u>	<u>350</u>	<u>3727</u>
Total vets	<u>15</u>	<u>9</u>	<u>173</u>	<u>197</u>	<u>518</u>

APPENDIX C

EXECUTIVE COMMITTEE
STOCKTON OCCUPATIONAL SCHOOL SURVEY

Name	Title	Address
Bertha V. Akin	Chief, Bureau of Home-making	State Dept. of Education Sacramento, California
Carl Baker	Principal, Edison High School	Edison High School Stockton, California
A. T. Bawden	Principal, Stockton Junior College	Stockton College Stockton, California
W. L. Blackler	Bureau of Business Education	State Dept. of Education Sacramento, California
J. M. Bond	Director, Occupational Survey, Stockton Unified School District	324 N. San Joaquin Street Stockton, California
Howard F. Chappell	Regional Supervisor Agricultural Division	State Dept. of Education Sacramento, California
Robert Clottu	Supervisor of Training Agreements, Division Apprenticeship Standards	31 North Sutter Street Stockton, California
Charles Cooper	Secretary, San Joaquin Farm Bureau Federation	141 S. American Street Stockton, California
Reuel Fick	Dept. of Psychology Stockton College	Stockton College Stockton, California
Samuel L. Fick	Chief, Bureau of Trade & Industrial Education	State Dept. of Education Library & Courts Building Sacramento, California
W. C. Fleming	San Joaquin County Farm Advisor	141 S. American Street Stockton, California
David Greene	Director, Adult Education	Stockton College Stockton, California
Don L. Harrison	Deputy Superintendent Stockton Unified School District	324 N. San Joaquin Street Stockton, California
Ralph Herring	Coordinator, Vocational Subjects, Stockton College	Stockton College Stockton, California

Andrew P. Hill	Superintendent of Schools Stockton Unified School District	324 N. San Joaquin Street Stockton, California
Ira Kibby	Chief, Bureau of Business Education	State Dept. of Education Sacramento, California
Avery Kizer	Stockton Record	Stockton, California
Hazel M. Lewis	Director, Research Stockton Unified School District	324 N. San Joaquin Street Stockton, California
J. T. Light	Dean, Curriculum and Guidance Stockton College	Stockton College Stockton, California
Floyd R. Love	Director, Vocational Education Stockton Unified School District	324 N. San Joaquin Street Stockton, California
Thomas McCandless	Director, Purchasing and Accounting Stockton Unified School District	324 N. San Joaquin Street Stockton, California
William F. McCreary	Special Supervisor Vocational Education	State Dept. of Education Sacramento, California
Byron J. McMahon	Chief, Bureau of Agri- cultural Education	California Polytechnic San Luis Obispo, Cali- fornia
Julian A. McPhee	State Director of Vocational Education	California Polytechnic San Luis Obispo, Cali- fornia
Eugene Mushlitz	Director of Secondary Education	State Department of Edu- cation Sacramento, California
C. W. Patrick	Regional Supervisor Vocational Education	State Dept. of Education Sacramento, California
Alma Pool	Director, Child Welfare and Attendance Stockton Unified School District	324 N. San Joaquin Street Stockton, California
Constance Post	Supervisor, Home Economics Stockton Unified School District	324 N. San Joaquin Street

Cora Price	Regional Supervisor Homemaking Education	State Dept. of Education Sacramento, California
R. Hugh Towns	Manager, California State Employment Serv.	111 South Sutter Street Stockton, California
Harold Tunnel	Stockton Merchants Assn.	Smith & Lang Building Stockton, California
Roger Walton	Principal, Schneider Vocational High School	1144 East Channel Street Stockton, California
Ralph Wentz	Director & Coordinator Business & Commercial Education	Stockton College Stockton, California
Robert Wentz	Industrial Manager Stockton Chamber of Commerce	234 North El Dorado St. Stockton, California
Wesley Young	Principal, Stockton High School	351 East Vine Street Stockton, California
Wesley P. Smith	Assistant State Director Vocational Education	Library & Courts Building Sacramento, California
Howard Gibson	Recording Secretary and Bus. Representative Building Trades Council of San Joaquin County	805 E. Weber Avenue Stockton, California
Walter V. Honn	President, Boilermakers Local No. 749	805 E. Weber Avenue Stockton, California
Charles Rice	Business Representative I A of M District 41	112 S. American Street Stockton, California
R. W. Barklow	Asst. Manager, San Joaquin County Industrial Assoc.	Room 401 Stockton Savings & Loan Building
E. H. Grogan	Executive Secy for Mechanical Trades	217 Elks Building Stockton, California
Frank Kent	Manager, Frank Kent Labor Rglations Serv.	242 E. Miner Avenue Stockton, California

