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A STUDY OF THE AGREEMENT AND CONFLICT OF TEXTBOOK CONCEPTS
IN DISTRIBUTIVE EDUCATION AND CONSUMER EDUCATION

BY

William Boyd Logan

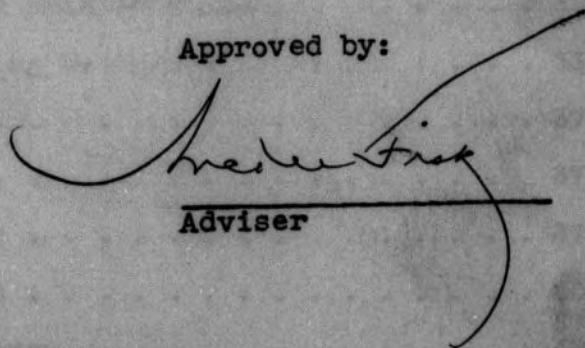
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Greensboro

1944

Approved by:



Adviser

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CHAPTER I

THE PROBLEM

I. INTRODUCTION

Despite the assertion of Adam Smith, the founder of our present system of economic study, that, "consumption is the sole end and purpose of all production,"¹ within recent years much evidence in periodicals and even in books has emphasized that interests of producer and consumer groups is divergent.

For a number of years there was extensive publication of books exposing business practices inimical to the welfare of the consumer.² These exposés placed business on the defensive because they made the consumer aware of manufacturing practices, advertising procedures, and selling techniques used in distribution.

These books did give the consuming public a wholesome skepticism and awareness of selling methods.

In 1929, F. J. Schlink and several associates set up

¹Adam Smith, An Inquiry Into the Nature and Causes of the Wealth of Nations, (New York: F. F. Collier & Son, 1909), p. 444.

²Stuart Chase and F. J. Schlink, Your Money's Worth, (New York: The MacMillan Company, 1927)
Stuart Chase, The Tragedy of Waste, (New York: The MacMillan Company, 1929)
Arthur Kallet and F. J. Schlink, 100,000,000 Guinea Pigs, (New York, The Vanguard Press, 1933.)

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Consumers' Research, Incorporated, a non-profit-making organization which was established to aid the consumer by supplying him with objective information about consumer goods. This organization has constituted the impetus in the consumer movement; however, the movement has gone far beyond the activities of the Consumers' Research. Women's clubs throughout the United States foster the consumer movement through many discussion and activity groups.

An article written by E. S. Loeb in the Consumers' Research General Bulletin, July, 1933, is indicative of the open criticism made by consumer organizations. He states:

"Buying and selling have probably always been considered hazardous undertakings. The small retailer, who himself rang up the change and watched the boy wrap the package, knew very well that he had to fight the manufacturer from whom he bought in order to get low prices and salable goods; that he must fight rival storekeepers to secure trade in competition with them; and that he was forced, for the sake of his living, to fight the consumer to whom he had to pass on any losses he might have received in the first two encounters. "Let the buyer beware" was the order of the day. According to the then-current theories, cave man methods of doing business brought their own solution: too much dirty work would lose a man his custom. But the battle was a fair one. No one of the contestants had on his side a great preponderance of weapons. All were "rugged individualists."

Then came concentration and organization. The antagonism of producer to distributor continued, but feuds between rival retailers were to a large extent restrained. The development of the small retailer into the great department store was only one step. Organization was projected horizontally, taking in groups of department stores. Disciplinary arms such as the Better Business Bureaus were developed to harry small rivals, to keep the fight concentrated on a common enemy, usually the consumer, to set up rules of combat, and to prevent the infraction of those rules--the resorting to methods of cheating easily found out and exposed, for example.

Naturally no organization of rivals can completely do away with rivalry. Price wars still occur. A store

which has developed sufficient individual power may wish to duck the organization--to thumb its nose at the Better Business Bureau rules--but it can do so only because it is itself well organized. The only rugged individualist left in the field is the ultimate consumer."³

The General Bulletin of January, 1933, carried an editorial entitled, "How Not to Buy," which also showed the open criticism made by consumer organizations. An excerpt from it follows:

"The sales talk written by the expert and memorized by the canvasser usually incorporates an extensive knowledge and application of the laws of commercial and mercantile psychology, the most practical and profitable of all the bastard sciences. Such use of psychology and knowledge of the laws of human behavior is but one device in the unremitting campaign of business men to give the consumer considerably less than a fair run for his money.

Thus, from the time when a fourteenth century writer complained:

"The shoemaker sayeth, 'See, these are two most excellent soles,' and he hath burned them before the fire,"

through the day when Daniel Defoe said of "shop rhetoric":

" . . . it, in short, is corrupt, and it is made up of a mass of impertinent flattery to the buyer, fill'd with hypocrisy, compliment, self-praise, falsehood, and, in short, a complication of wickedness . . . "

the defenses of the consumer against an ever-improving sales technique have grown progressively weaker. Or, rather, whereas the technique of salesmanship has steadily been perfected, there has continued to exist for the average consumer, neither art nor science of buying.

Most housewives approached by the door-to-door salesman are relatively helpless against his sales talk. The housewife is not meeting him on an equal footing: he has

³E. S. Loeb, "The Department Store--People's Friend?", Consumers' Research General Bulletin, Vol. II, (July, 1933), p. 1.

a prepared campaign; she has no prepared defense. He has been coached to overcome her refusals to buy; he has been told the answers to her objections, and in the simple patter of sales training, knows that for every objection there is a convincing answer. The New Republic once gave editorial mention to a book entitled "500 Answers to Sales Objections," which contained that number of answers to a mere 81 objections. The editors commented that no one had yet published the obvious companion volume "3,000 Crushing Replies to 500 Smooth Answers to 81 Sales Objections."

The increasing helplessness of the consumer against the onslaughts of the salesman does not, unfortunately, apply only to the door-to-door salesman, the canvasser or the peddler. The perfected sales technique by the written or spoken word is used against the consumer when he goes shopping at the city's department stores, or at the grocery store, or to a "sale"--in short, whenever the consumer makes a purchase."⁴

F. J. Schlink in an editorial in Consumers' Research Bulletin, February, 1939, derides training salespeople in the use of this perfected sales technique. Mr. Schlink writes:

"Advertising, according to Printers' Ink, is "The most efficient and most economical aid in the distribution and selling of merchandise or service." Our faith in this statement has been considerably shaken by a little booklet which passed across our desks the other day called Elmer Wheeler Sales Training Course on Electric Shavers--Lesson No. 9, prepared for General Shaver Division of Remington Rand, Inc. Elmer Wheeler, we understand, was the originator of the slogan, "It's the sizzle that sells the steak," and in this booklet he proceeds to develop "The New Art of Sizzle Selling." Puzzled as to how sizzles could sell electric razors, we read further, only to discover that this sizzle consisted of making the satisfied person dissatisfied. This is called "the even more satisfied technique." To us, it sounded like an unethical scheme; and as we read on, the plan became clearer. We discovered that first the prospect is to be made dissatisfied with his present shaving methods. When this has been accomplished, the "trading up" into better-

⁴Dallas McKown and Charles Throop, "How Not to Buy," Vol. II, Consumers' Research General Bulletin, (January, 1933), p. 12.

priced merchandise begins, and the salesman is instructed to say, "You'll get plenty of satisfaction from the Rand Close-Shaver, but you'll get even more satisfaction from the Remington Close-Shaver because--."

This type of high-pressure salesmanship, which treats consumers as victims to be fooled, not as persons with rights, is universally disliked by informed consumers."⁵

It was inevitable that education be drawn into the controversy, partially as a result of the introduction into the school curricula of courses for the education of the consumer. Much of the impetus for the inclusion of the study of consumer problems into the established departments of the school systems was given by consumer groups. This part of the consumer movement is known as consumer education.

Then certain business groups made charges against educational materials being used. On December 11, 1940, the New York Times reported that the National Association of Manufacturers had under study some 800 public school textbooks to determine whether they were "prejudicial to our form of government, our society, or to the system of free enterprise."⁶ Professor Ralph W. Robey of Columbia University was selected to conduct the study.

A group of professors from Harvard University acclaimed the study, but added, that:

"the action of the Association in our opinion holds dangers which, unless guarded against, may offset its merits."⁷

⁵F. J. Schlink, "Off the Editor's Chest," Consumers' Research General Bulletin, Vol. 5 (new series), (February, 1939), p. 1.

⁶E. M. Hunt, "The Manufacturers' Association Abstracts Textbooks," Social Education, Vol. V, (February, 1941), p. 134-40.

⁷Ibid

The National Education Association made known its disapproval of the study in its publications and at the conventions of the association.

The George-Deen Act accentuated the controversy because it provided for the education of those employed in the distributive trades.

Several leading educators have contended that distributive education teaches those things which consumer education attempts to overcome. Henry Harap, one of the initial leaders in consumer education, says that the "training of retail sales clerks has been based on the principle of caveat emptor--let the buyer beware."⁸

Business has been equally critical of the motives of consumer education. Donald M. Nelson, at that time Vice-President, Sears, Roebuck and Company, made this attitude apparent in an address, "Should Business Favor or Oppose Consumer Education?", given before the First National Consumer Conference.

If I were to limit this discussion to the topic, "Should Business Favor or Oppose Consumer Education?", I could dispose of it in one minute. In my opinion there is no other answer than an emphatic statement that business should favor consumer education.

But if the question is asked, "Does Business Favor or Oppose Consumer Education?", I believe an entirely

⁸Henry Harap, "Consumer Education in the Business Curriculum," Business Education World, XVIII, (April, 1938), pp. 613-619.

different story must be told. For, unfortunately, business does not always favor the education of the consumer.⁹

In a survey by R. A. Robinson one of the conclusions reached was a major criticism of subject matter in schools. Following is a quotation from the report.

That in our schools millions of young people are being taught to distrust American business methods, manufacturers and advertisers to an extent which is unfitting them to work in those fields where they must find employment in the future.¹⁰

Dr. James E. Mendenhall, Educational Director of the Institute for Consumer Education, states in the Foreword to the report of the First National Conference on Consumer Education that some confusion exists in regard to the relationship of consumer to producer. He says:

The issue was raised regarding the relationship of consumer to producer (which, of course, included the distributor) groups. A number of speakers expressed the belief that consumers and producers should each form his own organizations independent of one another. One or two declared, however, that no such separation should be encouraged. There appeared to be general agreement upon three points. First, that consumers have common but not identical interests. Second, that at certain points, and under certain conditions it is possible and desirable for consumers and producers to work together. And third, that consumers must make certain that their organizations and actions are designed to protect their own interests, broadly conceived.¹¹

⁹Next Steps Forward in Consumer Education, Proceedings of the First National Conference on Consumer Education, (Columbia, Missouri, Institute for Consumer Education, Stephens College, 1939), p. 164.

¹⁰Advertising & the Consumer Movement, Digest of a Survey on Consumer Activities, (The Crowell Publishing Company, November 1, 1937), p. 25.

¹¹Next Steps Forward in Consumer Education, loc. cit. Foreword.

In a nation-wide study, which appeared in an issue of Business Week, the concern of business men was manifest regarding the reaction of consumers to buying over the past few years. It stated:

This is a study of discontent--the discontent of some consumers with the things they buy and the way those things are sold to them. It is a discontent which feeds upon itself and which business cannot afford to overlook because it has already assumed the proportions of a real threat to producers and distributors of advertised brands.¹²

These statements point out that there are apparent divergencies in points of view exemplified by educators and business men.

Some of the criticism is levelled at education for being partisan. In a survey on consumer activities, directed by R. A. Robinson, two of the conclusions listed in the summary are:

That, however, certain so-called consumer educational forces have created in the minds of many women consumers an unjust and unwholesome suspicion of all branded products, including many that are above reproach. This destructive and misleading propaganda against branded goods has encouraged unscrupulous manufacturers and merchants to foist unbranded products of inferior quality on the consumer public.¹³

Harald G. Shields, leader of the round table on "The Relations of Consumer Education, Business Education, and Distributive Education" at the Third National Consumer Con-

¹²Business Week, No. 503, April 22, 1939, p. 39.

¹³Advertising & the Consumer Movement, Digest of a Survey on Consumer Activities, (The Crowell Publishing Company, November 1, 1937), p. 25.

ference, reported no agreement as to the relation of distributive education and consumer education, thus giving evidence of uncertainty.¹⁴

However, the report of a round table on what and how to teach students of distributive education at the Second National Consumer Conference, begins with this statement, "No essential conflict exists between consumer education and distributive education."¹⁵ It further states that this is "in contrast to some of the discussion last year." The report adds that there is evidence of conflict but that progress is being made to overcome this conflict.

Within recent years interest in consumer education and distributive education has developed with increasing rapidity. This interest has been manifest in lay organizations, in the schools, and in the legislative branches of the government. Of this rapid development in these fields, Ray Price, Associate Professor of Business Education at the University of Cincinnati, says:

This accelerated interest in consumer education may be attributed to three basic factors: (1) The realization that past emphasis upon producer education has

¹⁴Consumer Education for Life Problems, Proceedings of the Third National Conference on Consumer Education, (Columbia, Missouri, Institute for Consumer Education, Stephens College, 1941), pp. 92-3

¹⁵McKee Fisk, Discussion Leader, "What and How to Teach Students of Distributive Education," Making Consumer Education Effective, Proceedings of the Second National Conference on Consumer Education, (Columbia, Missouri, Institute for Consumer Education, Stephens College, 1940), pp. 100-104.

brought about such problems as the increased complexities of our industrial system, the multiplicity of new and synthetic goods, and the pressure of highly scientific selling practices. . . .¹⁶

This rapid development has opened a gap between the education of the consumer and the distributor.

II PURPOSE

It is apparent that most of the criticism refers to the way in which the subject matter is presented, and the teaching materials used; therefore, it is important to determine if there is reason to believe such criticism. The attention which was focused on the study fostered by the National Association of Manufacturers, heretofore mentioned, is conclusive proof of the importance of the textbook as a teaching device. Then it would be concluded that a study of the textbooks would substantiate or nullify the accuracy of the criticism.

This study is made to determine the extent of conflict and agreement between the concepts presented in textbooks in distributive education and consumer education on the secondary level.

III MATERIALS AND PROCEDURE

A study such as this could be carried out by any one of several techniques, for example: a questionnaire study, analysis of the literature, an accumulation of opinions, or an analysis of the textbooks. The technique selected for this study is a combination of the questionnaire, documen-

¹⁶Ray Price, "A Summary of Research in Consumer Education," Chap. XIX, in James E. Mendenhall and Henry Harap, Consumer Education, (New York: Appleton-Century, 1943), p.327.

tary frequency, and appraisal types of research.

A questionnaire seeking opinions from a large group of individuals would not have been reliable. The respondents would have had no basis for knowing the concepts of the other field. The judgment of the group may not have been reliable.

An analysis of the literature would have been a second possible method; however, it was doubtful if a cursory examination of the literature would have revealed any common agreement. Also, this method was not selected because of the recent development of distributive education, which means that the literature will be fragmentary.

The third possibility would have been an analysis of the textbooks. This procedure would not have shown a true picture of the point of view as expressed by distributive education groups and consumer education groups.

For this study a combination of textbook appraisal and questionnaire methods was selected because it would show a more valid result.

An analysis was made of three high school textbooks in each field and a list of interpretive statements representing points of view and concepts stated for each field. A statement was included in the final list providing the concept appeared in two of the three textbooks. If a concept appeared in only one, it was not considered as representative of the field.

Statements prepared representing concepts in con-

sumer education formed a list which was sent to a jury of thirteen leaders in distributive education to state whether or not the juror considered each statement to be "in conflict with," "in agreement with," or had "no relationship with" the teachings of distributive education.

A similar list of concepts in distributive education was sent to a jury of thirteen leaders in consumer education regarding the teachings of consumer education. Thus the consumer education jury evaluated concepts taught in distributive education and the distributive education jury evaluated concepts taught in consumer education; each in the light of his own specialization.

The selection of the textbooks to be used in consumer education was based on the four minimal essentials of consumer education as listed by the Conference on Consumer Education in Secondary Schools. A cursory examination of the available consumer education textbooks in the light of the minimal essentials listed below, indicated that the emphasis of material covered was varied and not comparable. The minimal essentials are:

1. Choice making--factors involved in choosing between different kinds of commodities and services in terms of values sought.
2. Income management and financial planning in the use of resources to secure commodities and services desired for present and future use.
3. Buying and using commodities and services to secure the greatest satisfactions from income and credit available.
4. Basic factors, such as distribution of national income; responsibility of individuals and families as members of society; general character of the local community as it affects consumers' problems

and the relationships of individuals within the community; agencies which aid and protect individuals within the community and families as consumers; present probable future economic status of the learner; and interrelationships of all problems and considerations.¹⁷

Other studies have been made of consumer textbooks. These were considered in the selection of textbooks for this study. A critical analysis was made by Hadsell and Hemmons of the textbooks available.

Much experimentation is being carried on and many different approaches are being tried in consumer education at the secondary-school level. The textbooks likewise reflect many diverse points of view.

One viewpoint is that consumer education should be concerned largely with the study of consumer goods, their history, construction, and the quality factors that consumers need to know to buy them intelligently. .

Some authors contend that it is wasteful for students to devote their time solely to a study of commodity information because consumer goods change so rapidly. They believe that the proper approach is to offer general instruction in 'ways of attacking consumer problems.' Little specific information is given on consumer goods. Instead, general consideration is given to the difficulties consumers encounter in present-day buying, and to possible methods of improving the consumer's position. .

Other books attempt a combination of these two approaches. Some attention is given to difficulties of consumers in the market, money management, and consumer organization. There are also sections dealing with the major groups of commodities and services. In this classification are: Consumer Economic Problems, by Shields and Wilson; The Consumer Investigates, by ZuTavern and Bullock; Consumer Economics, by Kennedy and Vaughn.¹⁸

¹⁷Some Principles of Consumer Education at the Secondary School Level, A Report of A Conference on Consumer Education in Secondary Schools, (Washington, D. C., July, 1940), Pamphlet No. 94, U. S. Office of Education, p. 6.

¹⁸Reign S. Hadsell and Luther W. Hemmons, "Sources of Consumer Information," Chapter XIV, in James E. Mendenhall and Henry Harap, Consumer Education, (New York: Appleton-Century, 1943), p. 252-253.

There were two other books listed under the classification of books which used a combination of the "consumer goods" approach and the "difficulties which consumers encounter in present-day buying" approach; however, these were little used, as reported by Briggs.¹⁹ Following is a report of the more popular textbooks used in teaching consumer education courses. Only the five highest are included here. The number given after each book refers to the number of schools reporting the use of each.

Harald G. Shields and W. Harmon Wilson, <u>Consumer Economic Problems</u>	117
A. B. ZUTavern and A. E. Bullock, <u>The Consumer Investigates</u>	98
Ada Kennedy and Cora Vaughn, <u>Consumer Economics</u> . .	73
Edward Reich and Carlton Siegler, <u>Consumer Goods</u> . .	132
Mabel B. Trilling, E. Kingham Eberhart, and Florence W. Nichols, <u>When You Buy</u>	127

The last two books mentioned above, although they had been used in the greater number of high schools, considered only the "consumer goods" viewpoint of consumer education. They did not cover the four phases of consumer education as set up by the Conference on Consumer Education in Secondary Schools. These were then eliminated and the first three selected for use in the study.

In developing criteria for the selection of distributive education textbooks, no study similar to those of

¹⁹Thomas H. Briggs, "Consumer Education in 1942," The Bulletin of the National Association of Secondary School Principals, XXVIII, (May, 1943), p. 41.

Hadsell and Hemmons or Briggs' study was found.

Arbitrary criteria for the selection of distributive education textbooks were set up as follows:

1. Three textbooks should be selected in order to be comparable with the number selected for consumer education.
2. The textbook should have been written for use in distributive education classes.
3. The text should have been published between 1938 and 1942 inclusive. This period of time begins after passage of the George-Deen Act. Also, it would eliminate any books which might be so new as not to have been tested in classrooms.
4. It should have been written by experienced coordinators or supervisors of distributive education in order that the book might have the attitude and viewpoint which their experience would give it.

The textbooks which fulfilled the criteria were:

Natalie Kneeland, Louise Bernard, and Gerald B. Tallman, Selling to Today's Customer, (Ginn & Company, 1942)

Edward Reich, Selling to the Consumer, (New York: American, 1938)

G. Henry Richert, Retail Principles and Practices, (New York: Gregg, 1938)

R. G. Walter, and John W. Wingate, Fundamentals of Selling, (Cincinnati: South-Western, 1942)

The following list of books published between 1938 and 1942 inclusive were not selected for use in this study. Each textbook listing indicates criteria not met by the various texts. This is shown by the number in parentheses, which refers to the criteria listed above.

Bernard F. Baker, Effective Retail Selling, (Chicago: American, 1939). (4)

Norris A. Brisco, Grace Griffith, O. Preston Robinson, Store Salesmanship, (New York: Prentice-Hall, Inc., Revised, 1941). (4)

Norris A. Brisco and L. Arnowitt, Introduction to Modern Retailing, (New York: Prentice-Hall, Inc., 1942). (2)

Elizabeth Casey and Ralph Leslie Johns, Salesmanship and Buymanship, (Baltimore: Rowe, 1938) (2) (4)

Helen Marsh Lester, Retailing in Principle and Practice, (New York: Harper, 1940). (4)

Harold H. Maynard and Others, Retail Marketing and Merchandising, (Boston: Ginn, 1938) (4)

R. G. Walters, John W. Wingate, and Edward J. Rowse, Retail Merchandising, (Cincinnati: South-Western, 1943). (3)

G. Henry Richert, Retail Principles and Practices, (New York: Gregg, 1938).

The last book listed also complied with the criteria; however, the subject matter is primarily retail store system, therefore not quite comparable with the other books used.

Following the selection of textbooks the list of imperative statements were drawn up. The procedure used was as follows:

- (1) each book was read carefully;
- (2) for each concept expressed, a summary or interpretive statement was written;
- (3) the lists of interpretive statements from the three books in each field was compared;
- (4) when the interpretive statement appeared in at least two of the three lists it was included in a final list; and if the statement appeared in only one book it was not considered as representative.

The statements included in the check lists were organized into topical headings, clarified as to meaning, and submitted to two competent persons conversant with both fields to check for validity of the statements. Final check lists for both fields were then prepared.

A check list was used in which a set of categories

was made up and sent out for the respondent to check. The respondents consisted of a jury of experts, selected because of the value which opinions by experts would have over a large number of opinions by those less qualified to answer. In The Methodology of Educational Research there is quoted a report from the National Educational Research Division, which states:

The hastily expressed opinions of a large number of judges of varying merit are probably of less value than the mature judgment of one or two experts who have the question clearly in mind, and who are able to qualify their answers appropriately.²⁰

The next step was the location and selection of a jury of leaders who would agree to serve. A leader, as considered in this study, is one who has made a contribution to the literature, or who occupies a position that clearly enables him to speak with authority in his field. Comparatively new fields, as the two under consideration are, have not developed a large number of individuals who have the necessary background to judge the concepts of one field in the light of teachings in the other field.

Considering the few leaders available in each field, thirteen was considered as a representative number. Letters were then written to fifteen distributive and sixteen consumer leaders, selected arbitrarily, seeking their cooperation as members of the jury. Each person replied but only thirteen in each agreed to serve. One failed to comply with

²⁰Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research, (New York: Appleton-Century, 1938), p. 332.

the request to check the questionnaire. The list of those who served is given below:

Consumer Education Jury

Miss Edna P. Amidon, Chief
Home Economics Education Service
U. S. Office of Education
Washington, D. C.
Member of National Conference on Consumer Education

Dr. Harold F. Clark
Teachers College, Columbia University
New York, N. Y.

Miss Loda Mae Davis
Food Distribution Administration
Department of Agriculture
Washington, D. C.
Formerly Teacher of Consumer Education, San Mateo
Junior College, California
Former Staff Member of Consumer Division, National
Defense Council

Dr. Alice Edwards, Teacher Consumer Education
Mary Washington College
Fredricksburg, Virginia
Formerly Home Economist, Agriculture and Marketing
Service, U. S. Department of Agriculture
Member of National Conference on Consumer Education

Dr. James E. Mendenhall
Office of Price Administration
Washington, D. C.
Formerly Educational Director
Institute for Consumer Education
Stephens College, Columbia, Missouri

Mr. Ray G. Price
Assistant Professor of Business Education
University of Cincinnati
Cincinnati, Ohio
Contributor to : James E. Mendenhall and Henry Harap
Consumer Education

Mr. Edward Reich, Author Consumer Goods
Secretary Committee on Wartime Consumer Education
Board of Education, New York City
Formerly Head of Merchandising Department
Newtown High School
New York, N. Y.

Miss Margaret Reid, Associate Professor
Department of Economics and Sociology
Iowa State College
Ames, Iowa
Author, Consumers and the Market

Mr. Harry W. Riehl, General Manager
Better Business Bureau of Saint Louis, Inc.
St. Louis, Missouri

Mr. Fredrick J. Schlink, Technical Director
Consumers' Research, Inc.
Washington, New Jersey

Dr. Herbert A. Tonne
Professor of Education
New York University
New York, N. Y.
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Mr. T. Carl Brown
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A copy of the check list sent to the consumer education leaders and a copy of the check list sent to the distributive education leaders are included in the Appendix. The results of the checking by the leaders were compiled.

Several of the leaders gave suggestions and explanations with their returned check lists. Selections of these replies are included in the study.

IV. DEFINITION OF TERMS

Distributive education. Kibby says that distributive education is:

. . . that area of business education that deals with the training of workers who are in occupations serving the consuming public, as well as the training of individuals who desire to enter such occupations.²¹

A Vocational Bulletin defines distributive occupations in this fashion:

Distributive occupations are those followed by workers directly engaged in merchandising activities, or in direct contact with buyers and sellers when--(a) Distributing to consumers, retailers, and others the products of farm and industry; (b) Managing, operating, or conducting a commercial service or personal service business, or selling the services of such a business.²²

For the purpose of this study, distributive education is considered to be that area of education which entails the coordinated effort of the high school and the distributive organization in training young people who desire to enter distributive occupations.

Andrews says that consumer education, "concerns the improvement of living by thoughtful selection and wise use

²¹Ira W. Kibby, "Foreword," National Business Education Quarterly, XI, (March, 1943), p. 5.

²²Statement of Policies for the Administration of Vocational Education, Vocational Education Bulletin, No. 1, U. S. Office of Education, (Washington, D. C., Revised, February, 1937), pp. 66-67.

of the resources for consumption.²³ The third Consumer Education Conference gave the following statement of policy for consumer education: "Consumer education is development in attaining the maximum individual and group satisfaction for time, effort and money expended."²⁴

For the purposes of this study, consumer education is considered the technique of principles of wise choice in selection of goods, and wise use of the individual's resources in order to derive the greatest satisfaction therefrom.

As far as can be discovered no other study covering similar material exists. In requesting the participation of leaders none indicated that this topic had been considered previously. Edward Reich said, "Excellent idea!"

V. LIMITATIONS

This study is not considered as a complete study of the relation of concepts in consumer education with distributive education. Other factors, such as: teachers' interpretive statements, class discussion, assignments other than those included in the textbook, and points of bias of individuals contacted are not included in the study. The

²³Benjamin R. Andrews, "Consumer Education Grows Up," in Chapter II, in James E. Mendenhall and Henry Harap, Consumer Education, (New York: Appleton-Century, 1943), p. 13.

²⁴Op. cit., Consumer Education for Life Problems, frontispiece.

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textbook is the most consistently used material in teaching, therefore, the most stable and dependable. It is the common denominator of teaching material that will be found in all situations.

Herman A. Ellis states that, "from the viewpoint of both pupils and teachers, the textbook method, supplemented by other material, is at present the most practical and convenient way of teaching most subjects."²⁵

In a discussion of score cards in the selection of textbooks, Good, Barr, and Scates make the following statement:

" . . . the textbook is, in the hands of many teachers, a more potent influence in determining what is taught than is the course of study which has been officially adopted."²⁶

²⁵Herman T. Ellis, "Recognizing the Need for Consumer Education," Improvement of Business Education in the South Through Curriculum Revision, First Yearbook, (Lexington, Kentucky: The Southern Business Education Association, 1939), p. 18.

²⁶Good, Barr, and Scates, p. 434.

CHAPTER II

ATTITUDE OF DISTRIBUTIVE EDUCATION LEADERS REGARDING RELATIONSHIP OF CONSUMER EDUCATION AND DISTRIBUTIVE EDUCATION

This chapter discusses the opinions of distributive education leaders as evidenced by the list of consumer education concepts which each leader checked according to agreement or conflict with the concepts of distributive education.

For continuity of thought and to facilitate treatment of the data, the items on the check list are divided into eleven topical groups. These groups are:

The Consumer and Business
Significance of Wealth and Income
Prices
Money Management
Consumer-Producer Relationships
Shopping and Buying Methods
Advertising
Banking Services
Consumer Agencies
Taxes and Tariffs
Investing Your Money

Under each group there are a varying number of statements.

The data for the first group of concepts, The Consumer and Business, are contained in Table I. In this group only one statement was believed by a majority of the jury to be in conflict with distributive education. Nine of the thirteen leaders agreed that, "Specialization, in our eco-

TABLE I

TABULATION OF DISTRIBUTIVE EDUCATION LEADER VOTES

I. THE CONSUMER AND BUSINESS

Statement	Opinions of the 13 leaders			
	In conflict with Distributive Education	In agreement with Distributive Education	No relationship with Distributive Education	No answer
1	2	3	4	5
1. The consumer decides what kind of goods and services will be produced		12	1	
2. Every person is a consumer.		13		
3. Specialization, in our economic set-up today, is the main reason for increased costs	9		3	1
4. It is essential for every person to be a good manager of money income . .		10	3	
5. In this country the individual has the right of possession, the right of use, and the right of ownership except when the government can prove that the taking of the property is for the general welfare of society. (Eminent domain)		7	6	

NOTE: This table should be read as follows: nine distributive education leaders stated that number three statement was in conflict with the concepts of distributive education; ten leaders stated that number four statement was in agreement.

conomic set-up today, is the main reason for increased costs," is in conflict with distributive education concepts as can be seen in the table. The distributive education leaders agreed strongly that statements of one, two, and four were in agreement with distributive education concepts. The voting on statements one and four indicates clearly the concepts being taught must be of high quality.

The data for the second group of concepts, Significance of Wealth and Income, are shown in Table II. None of the leaders indicated that any of the three statements in this group was in conflict with concepts of distributive education. However, several of the leaders indicated that the statements had no relationship with concepts of distributive education.

Data for the third group, Prices, are contained in Table III. The voting in this group was in accord for agreement. The distributive education jury agreed unanimously that the statement, "The consumer should understand the law of supply and demand, which is one of the reasons for the rise and fall of prices," was in agreement with the concepts of distributive education. The jury agreed, with only one dissenting vote, that the two statements, "A person sometimes buys more freely on credit than if he were paying cash," and "any cost of credit is usually passed on either to the individual consumer on the basis of each sale, or to all buyers through generally higher prices," were in agreement with the concepts of distributive education.

TABLE II
 TABULATION OF DISTRIBUTIVE EDUCATION LEADER VOTES
 II. SIGNIFICANCE OF WEALTH AND INCOME

Statement	Opinions of the 13 leaders			
	In conflict with Distributive Education	In agreement with Distributive Education	No relationship with Distributive Education	No Answer
1	2	3	4	5
6. Money is a means of controlling wealth.		5	7	1
7. All members of society share in the productive effort of society, though not equally.		10	3	
8. An individual's income depends on (a) his earning power, and (b) the amount of money and resources he has to use for productive purposes.		7	5	1

TABLE III
 TABULATION OF DISTRIBUTIVE EDUCATION LEADER VOTES
 III. PRICES

Statement	Opinions of the 13 leaders			
	In conflict with Distributive Education	In agreement with Distributive Education	No relationship with Distributive Education	No answer
1	2	3	4	5
9. The consumer should understand the law of supply and demand, which is one of the reasons for the rise and fall of prices.		13		
10. A person sometimes buys more freely on credit than if he were paying cash.	1	12		
11. The use of a charge account builds up a better relationship between merchant and customer, and the customer will frequently get better service than the person who buys only for cash.	3	8		2
12. Any cost of credit is usually passed on either to the individual consumer on the basis of each sale, or to all buyers through generally higher prices	1	12		

Data for the fourth group, Money Management, are shown in Table IV. The distributive education leaders gave a substantial number of votes to nine out of eleven statements for agreement.

The voting on statement thirteen, "Consumers should not allow personal expenditures to exceed limits set up in a budget," indicates the feeling of the group regarding the teaching of distributive education because ten of the thirteen leaders said that this statement is in agreement with distributive education concepts. The leaders also indicated that statements fourteen and fifteen about keeping records were in agreement with distributive education concepts. The jury was divided on statement nineteen, "One should not go into debt for things that will have been used or consumed before they are paid for." Three of the jury stated that this statement was in conflict, six indicated it to be in agreement, two stated that it had no relationship and two gave no response.

Nine out of the eleven statements received at least two votes for no relationship between the statement and the concepts of distributive education.

The data for Consumer-Producer Relationships are shown in Table V. The jurors vote was conclusive for agreement. Eleven of the thirteen jurors stated that the statement, "Producers and consumers have many interests in common, such as: not allowing production to decrease, having stability of wages, adequacy of wages, and security in the job,"

TABLE IV
 TABULATION OF DISTRIBUTIVE EDUCATION LEADER VOTES
 IV. MONEY MANAGEMENT

Statement	Opinions of the 13 leaders			
	In conflict with Distributive Edu- cation	In agreement with Distributive Edu- cation	No relationship with Distributive Education	No answer
1	2	3	4	5
13. Consumers should not allow personal expenditures to exceed limits set up in a budget.	1	10	2	
14. It is important to keep some form of record for (1) controlling expenditures, and (2) reporting on governmental taxes.		11	2	
15. Some definite system must be followed in record keeping		11	2	
16. A general principle for consumers to follow in managing income is to spend less than their income. . .		9	4	
17. Another principle is for consumers to invest wisely.		9	4	
18. A savings fund should be created and carried out with some definite objective in view		8	5	
19. One should not go into debt for things that will have been used or consumed before they are paid for	3	6	2	2
20. Money is a medium of exchange . .		12	1	

TABLE IV (continued)
 TABULATION OF DISTRIBUTIVE EDUCATION LEADER VOTES
 IV. MONEY MANAGEMENT

Statement	Opinions of the 13 leaders			
	In conflict with Distributive Edu- cation	In agreement with Distributive Edu- cation	No relationship with Distributive Education	No answer
1	2	3	4	5
21. Money and credit give life to bus- iness.		11	2	
22. The cost of small personal loans is usually very high.		7	6	
23. Waste is caused by careless and unnecessary buying	1	12		

was in agreement with the concepts of distributive education. The jury gave a unanimous vote for agreement on the statement, "Many of the larger and better business firms realize the consumer needs guidance and protection in his selection of goods and that the giving of reliable information is a service that business should render."

TABLE V
TABULATION OF DISTRIBUTIVE EDUCATION LEADER VOTES

V. CONSUMER-PRODUCER RELATIONSHIPS

Statement	Opinions of the 13 leaders			
	In conflict with Distributive Education	In agreement with Distributive Education	No relationship with Distributive Education	No answer
1	2	3	4	5
24. Producers and consumers have many interests in common, such as: not allowing production to decrease, having stability of wages, adequacy of wages, and security in the job		11	1	1
25. Many of the larger and better business firms realize the consumer needs guidance and protection in his selection of goods and that the giving of reliable information is a service that business should render.		13		

was in agreement with the concepts of distributive education. The jury gave a unanimous vote for agreement on the statement, "Many of the larger and better business firms realize the consumer needs guidance and protection in his selection of goods and that the giving of reliable information is a service that business should render."

Data for Shopping and Buying Methods are shown in Table VI. Of the 21 statements, six received a unanimous vote for agreement, seven received twelve out of thirteen votes for agreement, two received eleven votes for agreement, and one received ten votes for agreement. Of the remaining six the voting was divided on three and the voting was for conflict on the other three.

The voting by the distributive leaders was particularly significant in this group, in that the consumer's best interest is stressed, and the data indicate that fifteen of the twenty-one statements received between ten and thirteen of the thirteen votes for agreement with the concepts of distributive education. Statement number twenty-six, "A bargain is not a bargain unless what one buys is needed and serves satisfactorily the purpose for which it is bought," is one example. Statements twenty-seven and twenty-eight each received a unanimous vote for agreement. These two statements were admonitions to the consumer to buy intelligently, by comparing products, shopping around, and knowing his needs.

The distributive leaders were divided in their voting on statement twenty-nine, "Every consumer should realize

TABLE VI
 TABULATION OF DISTRIBUTIVE EDUCATION LEADER VOTES
 VI. SHOPPING AND BUYING METHODS

Statement	Opinions of the 13 leaders			
	In conflict with Distributive Edu- cation	In agreement with Distributive Edu- cation	No relationship with Distributive Education	No answer
1	2	3	4	5
26. A bargain is not a bargain unless what one buys is needed and serves satisfactorily the purpose for which it is bought.		12	1	
27. The buyer should carefully compare the products he is preparing to buy. Every consumer should learn to shop intelligently		13		
28. If a person expects to buy intelligently he must learn to know what he wants and how he can be served effectively.		13		
29. Every consumer should realize that the primary objective of salespeople is to sell	7	6		
30. Every consumer should realize business is operated to make a profit for its owner	1	12		
31. Consumers operate at a disadvantage because sellers are ordinarily experts and specialists, whereas the average consumer is an inexperienced buyer	10	1	1	1
32. Labels are helpful to the consumer and their use should be encouraged	2	11		

TABLE VI (continued)
 TABULATION OF DISTRIBUTIVE EDUCATION LEADER VOTES
 VI. SHOPPING AND BUYING METHODS

Statement	Opinions of the 13 leaders			
	In conflict with Distributive Edu- cation	In agreement with Distributive Edu- cation	No relationship with Distributive Education	No answer
1	2	3	4	5
33. Consumers are studied scientific-ly by business and classified by the salesperson.	4	7		2
34. A person should buy carefully with- out being 'sold'.	1	12		
35. A person should buy from a re- liable merchant		12		1
36. Seasonal price reductions can mean considerable savings to consumers	1	12		
37. Quantity buying can mean consider- able saving for the consumer. . .	1	12		
38. Seasonal buying and quantity buy- ing saves the consumer time, ener- gy, and money		13		
39. The size of the package is an im- portant element to consider in buying.		11	1	1
40. The buyer should read the labels carefully to determine information regarding (1) weight or volume, (2) quality, and (3) description of article.		13		
41. The important consideration in pur- chasing fresh meats is judging the quality	1	12		

TABLE VI (continued)

TABULATION OF DISTRIBUTIVE EDUCATION LEADER VOTES

VI. SHOPPING AND BUYING METHODS

Statement	Opinions of the 13 leaders			
	In conflict with Distributive Education	In agreement with Distributive Education	No relationship with Distributive Education	No answer
1	2	3	4	5
42. The highest grade or quality is not always the most suitable . . .		13		
43. The highest grade or quality is not always high priced		13		
44. Some salesmen use 'high pressure salesmanship' regardless of whether or not the merchandise or services are needed	6	7		
45. It is not always easy for a seller to determine the quality of the product he sells; hence, it is only natural for him to recommend them all, or at least the ones giving him the most profit	11	2		
46. The ordinary salesman usually has a wife and family at home for whom he is providing; hence, he has other interests at heart besides those of the buyer	9	2	2	

that the primary objective of salespeople is to sell."

The distributive education leaders agree that labels are helpful, as indicated by statement thirty-two, although there has been some question as to the value of labels to the consumer, as indicated by the two votes for conflict. However, statement forty, "The buyer should read the labels carefully to determine information regarding (1) weight or volume, (2) quality, and (3) description of article," received a unanimous opinion for agreement.

Statements forty-two and forty-three, "The highest grade or quality is not always the most suitable," and "The highest grade or quality is not always high priced," received a unanimous vote for agreement.

The data for the seventh group of concepts, Advertising, are contained in Table VII. Statement forty-eight, "The buyer should analyze carefully all buying messages," received eleven of the thirteen votes for agreement, and statement fifty, "Every consumer should beware of false advertising and selling," received ten votes for agreement indicating that the distributive education leaders recognize false advertising and that consumers should be made aware of it in order to avoid the fraudulent advertising.

Data for the eighth group, Banking Services, are contained in Table VIII. The opinions of jurors were divided between agreement and no relationship on the four statements.

The data for the ninth group, Consumer Agencies, are

TABLE VII
 TABULATION OF DISTRIBUTIVE EDUCATION LEADER VOTES
 VII. ADVERTISING

Statement	Opinions of the 13 leaders			
	In conflict with Distributive Edu- cation	In agreement with Distributive Edu- cation	No relationship with Distributive Education	No answer
1	2	3	4	5
47. The consumer must learn to distinguish between exaggerated, meaningless statements and honest meaningful statements; between emotional and rational appeals in advertising.	1	12		
48. The buyer should analyze carefully all buying messages	2	11		
49. Buyers sometimes become overzealous in their advertising appeals.	3	9		1
50. Every consumer should beware of frauds in advertising and selling.	2	10	1	

TABLE VIII
 TABULATION OF DISTRIBUTIVE EDUCATION LEADER VOTES
 VIII. BANKING SERVICES

Statement	Opinions of the 13 leaders			
	In conflict with Distributive Education	In agreement with Distributive Education	No relationship with Distributive Education	No answer
1	2	3	4	5
51. Consumers seeking financial advice and loans should consult a banking institution.		8	5	
52. Consumers should borrow money from a reputable source		8	4	1
53. Savings can now be invested safely in banks, postal savings, and loan associations.		8	5	
54. Use particular precautions in using a checking account		6	6	1

contained in Table IX. The majority of the leaders considered the statements in agreement with the concepts of distributive education. One statement received a unanimous vote for agreement, three statements received twelve votes for agreement, and the other one statement received eleven votes for agreement.

The voting on statement fifty-five, "Better Business Bureaus protect against false advertising and dishonest trade practices," is another indication of the standards set by distributive education and contained in the concepts. The jury gave a unanimous vote for agreement on statement fifty-eight, "Every consumer should know about the services of the more important agencies that can be called upon for protection and guidance in buying."

Data for the tenth group of concepts, Taxes and Tariffs, are contained in Table X. The voting gave eight of the thirteen votes to agreement on the statement, "As consumers of governmental services, we are concerned as to whether or not we are getting our money's worth from taxes paid."

Data for the eleventh group, Investing Your Money, are shown in Table XI. The jury was divided between agreement and no relationship on statements sixty-one and sixty-two, and between conflict and no relationship on statement sixty-three.

The majorities given by the distributive education jury for agreement were for the most part from ten to thir-

TABLE IX
 TABULATION OF DISTRIBUTIVE EDUCATION LEADER VOTES
 IX. CONSUMER AGENCIES

Statement	Opinions of the 13 leaders			
	In conflict with Distributive Edu- cation	In agreement with Distributive Edu- cation	No relationship with Distributive Education	No answer
1	2	3	4	5
55. Better Business Bureaus protect against false advertising and dishonest trade practices		12		1
56. Seals of acceptance of some private associations have come to be respected.		11	1	1
57. Organizations such as Consumers' Research, Inc., and Consumers' Union, Inc., test widely-used products for members, who pay a nominal fee for service		12	1	
58. Every consumer should know about the services of the more important agencies that can be called upon for protection and guidance in buying		12	1	
59. There are many governmental agencies which are helpful to the consumer.		13		

TABLE X
 TABULATION OF DISTRIBUTIVE EDUCATION LEADER VOTES
 X. TAXES AND TARIFFS

Statement	Opinions of the 13 leaders			
	In conflict with Distributive Edu- cation	In agreement with Distributive Edu- cation	No relationship with Distributive Education	No answer
1	2	3	4	5
60. As consumers of governmental services, we are concerned as to whether or not we are getting our money's worth from taxes paid	1	8	4	

TABLE XI

TABULATION OF DISTRIBUTIVE EDUCATION LEADER VOTES

XI. INVESTING YOUR MONEY

Statement	Opinions of the 13 leaders			
	In conflict with Distributive Education	In agreement with Distributive Education	No relationship with Distributive Education	No answer
1	2	3	4	5
61. Practically everyone needs some form of life insurance		8	5	
62. Life insurance is a form of security against loss of happiness and economic security for a wage earner's family.		8	5	
63. Endowment insurance represents a good investment.	3	2	7	1

teen. Seven statements received thirteen votes for agreement, eleven received twelve votes for agreement, four received eleven votes for agreement, and one received ten votes for agreement. Only two statements received ten or more votes for conflict.

The number of statements which received as many as ten votes, considered a strong majority, are summarized in Table XII. This table shows that the voting was concentrated because of the sixty-three statements at least ten leaders voted together on forty. The results also indicate a strong agreement for only two statements received as many as ten votes for conflict, as compared with thirty-eight receiving as many as ten votes for agreement.

The relationship and trend of the statements are shown in Table XIII. The voting of the jury is classified as:

- (1) "probability," providing the statement received as many as seven or more votes, considered as reasonable ground for presumption as there is more evidence for than against;
- (2) "tendency," providing the statement received from three to six votes, considered as a course in a particular direction;
- (3) "possibility," providing the statement received one or two votes, considered as a state of being capable of becoming a tendency; and
- (4) "none," providing the statement received no votes.

The trend of voting by the jury is indicated by "TR" which is located in the column which equals the difference between the highest and next highest number of votes. The voting is considered to be an established

TABLE XII
SUMMARY OF DISTRIBUTIVE EDUCATION LEADER VOTES

GROUP	MAJORITY OPINIONS OF THE LEADERS		
	In conflict with Distributive Edu- cation	In agreement with Distributive Education	No relationship with Distributive Education
1	2	3	4
I. THE CONSUMER AND BUSINESS.	0	3	0
II. SIGNIFICANCE OF WEALTH AND INCOME	0	1	0
III. PRICES	0	3	0
IV. MONEY MANAGEMENT	0	6	0
V. CONSUMER-PRODUCER RELATIONSHIPS. .	0	2	0
VI. SHOPPING AND BUYING METHODS. . . .	2	15	0
VII. ADVERTISING.	0	3	0
VIII. BANKING SERVICES	0	0	0
IX. CONSUMER AGENCIES.	0	5	0
X. TAXES AND TARIFFS.	0	0	0
XI. INVESTING YOUR MONEY	0	0	0
Totals	2	38	0

TABLE XIII

RELATIONSHIP AND TREND OF STATEMENTS CHECKED BY DISTRIBUTIVE LEADERS
BY CERTAIN CLASSIFICATIONS

Check list number	Classification											
	Conflict			Agreement			No Relationship					
	7-13 votes Probability	3-6 votes Ten-dency	1-2 votes Possi-bility	7-13 votes Probability	3-6 votes Ten-dency	1-2 votes Possi-bility	0 votes None	7-13 votes Probability	3-6 votes Ten-dency	1-2 votes Possi-bility	0 votes None	
I												
1				X			X					
2				X			X					
3												
4				X			X					
5				X			X					
6				X			X					
7				X			X					
8				X			X					
9				X			X					
10				X			X					
11				X			X					
12				X			X					
II												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
III												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

NOTE: This table should be read as follows: statement number 6 had no votes for conflict; from 3 to 5 votes for agreement--hence, there is a tendency toward agreement; from 6 to 12 votes for no relationship--hence, there is probability of no relationship. The difference between the highest number of votes for no relationship and the next highest number was between 3 and 5; therefore, the trend is a tendency toward no relationship.

TR - Indicates TREND of voting. Located in column which equals difference between highest and next highest number of votes.

EF - Indicates an ESTABLISHED FACT in the voting. Placed in column receiving unanimous vote.

TABLE XIII (continued)
 RELATIONSHIP AND TREND OF STATEMENTS CHECKED BY DISTRIBUTIVE LEADERS
 BY CERTAIN CLASSIFICATIONS

Check list number	Classification											
	Conflict			Agreement			No Relationship			0 votes None		
	7-13 votes Probability	3-6 votes Ten-dency	1-2 votes Possi-bility	0 votes None	7-13 votes Probability	3-6 votes Ten-dency	1-2 votes Possi-bility	0 votes None	7-13 votes Probability	3-6 votes Ten-dency	1-2 votes Possi-bility	0 votes None
IV 13			x	x	x TR						x	
14				x	x TR						x	
15				x	x TR						x	
16				x	x	TR				x		
17				x	x	TR				x		
18				x	x	TR				x		
19				x	x	xTR				x		
20				x	x TR						x	
21				x	x TR						x	
22				x	x						x	
23				x	x TR						x	
V 24				x	x TR						x	
25				x	x TR						x	
26				x	x TR						x	
27				x	x TR						x	
28				x	x TR						x	
29				x	x TR						x	
30				x	x TR						x	
31	x		TR	x	x TR						x	
32	x		x	x	x TR						x	
33		x		x	x TR						x	

TABLE XIII (continued)
 RELATIONSHIP AND TREND OF STATEMENTS CHECKED BY DISTRIBUTIVE LEADERS
 BY CERTAIN CLASSIFICATIONS

Check list number	C l a s s i f i c a t i o n											
	C o n f l i c t				A g r e e m e n t				N o R e l a t i o n s h i p			
	7-13 votes Probabi- lity	3-6 votes Ten- dency	1-2 votes Possi- bility	0 votes None	7-13 votes Probabi- lity	3-6 votes Ten- dency	1-2 votes Possi- bility	0 votes None	7-13 votes Probabi- lity	3-6 votes Ten- dency	1-2 votes Possi- bility	0 votes None
34			x	x	TR							x
35				x	TR							x
36			x		TR							x
37			x		TR							x
38				x	EF							x
39				x	TR							x
40				x	EF							x
41				x	TR							x
42				x	EF							x
43				x	EF							x
44				x	TR							x
45		x			x							x
46	x				TR							x
47	x				TR							x
VII 48			x		TR							x
49			x		TR							x
50				x	TR							x
VIII 51				x	TR							x
52				x	TR							x
53				x	TR							x

TABLE XIII (continued)
 RELATIONSHIP AND TREND OF STATEMENTS CHECKED BY DISTRIBUTIVE LEADERS
 BY CERTAIN CLASSIFICATIONS

Check list number	C l a s s i f i c a t i o n											
	C o n f l i c t			A g r e e m e n t			N o R e l a t i o n s h i p					
	7-13 votes Proba- bility	3-6 votes Ten- dency	1-2 votes Possi- bility	0 votes None	7-13 votes Proba- bility	3-6 votes Ten- dency	1-2 votes Possi- bility	0 votes None	7-13 votes Proba- bility	3-6 votes Ten- dency	1-2 votes Possi- bility	0 votes None
I 54				X			*		X			*
IX 55				X	X					X		X
56				X						X		
57				X						X		
58				X						X		
59				X						X		
X 60			X	TR								X
XI 61			X	TR	TR				X			
62			X	TR	TR				X			
63		X		X	TR	X			X	X		
Total X's	5	6	14	38	54	4	1	2	16	16	29	
Total Trends	3	1	1	0	28	13	0	0	1	1	0	
Total Established Fact	0	0	0	0	10	0	0	0	0	0	0	

* Denotes a tie for TR.

fact, denoted by "EF," if the jury gave a unanimous vote.

The x's are placed under "conflict," "agreement," and "no relationship," in the column which indicates the number of votes given that particular classification.

The totals, although not conclusive, form a basis for comparison and study. There are only five statements classified as "probability" of conflict, yet thirty-eight are classified as "none." Fifty-four statements are classified as "probability" of agreement with only one as "none." Two statements are classified as "probability" of no relationship, and twenty-nine are classified as "none." There are twenty-eight trends (TR) for "probability" of agreement and ten indicating established fact (EF) of agreement.

SUMMARY

The following ten consumer education statements are established facts, by unanimous vote of the jury, showing agreement with the concepts of distributive education:

2. Every person is a consumer.
9. The consumer should understand the law of supply and demand, which is one of the reasons for the rise and fall of prices.
25. Many of the larger and better business firms realize the consumer needs guidance and protection in his selection of goods and that the giving of reliable information is a service that business should render.
27. The buyer should carefully compare the products he is preparing to buy. Every consumer should learn to shop intelligently.
28. If a person expects to buy intelligently he must learn to know what he wants and how he can be served effectively.
38. Seasonal buying and quantity buying saves the consumer time, energy, and money.
40. The buyer should read the labels carefully to determine information regarding (1) weight or volume,

- (2) quality, and (3) description of article.
42. The highest grade or quality is not always the most suitable.
43. The highest grade or quality is not always high priced.
59. There are many governmental agencies which are helpful to the consumer.

The following twenty-seven statements are probably in agreement with the points of view of distributive education because they received as many as ten votes for agreement by the jury of leaders:

1. The consumer decides what kind of goods and services will be produced.
4. It is essential for every person to be a good manager of money income.
7. All members of society share in the productive effort of society, though not equally.
10. A person sometimes buys more freely on credit than if he were paying cash.
12. Any cost of credit is usually passed on either to the individual consumer on the basis of each sale, or to all buyers through generally higher prices.
13. Consumers should not allow personal expenditures to exceed limits set up in a budget.
14. It is important to keep some form of record for (1) controlling expenditures, and (2) reporting on governmental taxes.
15. Some definite system must be followed in record keeping.
20. Money is a medium of exchange.
21. Money and credit give life to business.
23. Waste is caused by careless and unnecessary buying.
24. Producers and consumers have many interests in common, such as: not allowing production to decrease, having stability of wages, adequacy of wages, and security in the job.
26. A bargain is not a bargain unless what one buys is needed and serves satisfactorily the purpose for which it is bought.
30. Every consumer should realize business is operated to make a profit for its owner.
32. Labels are helpful to the consumer and their use should be encouraged.
34. A person should buy carefully without being 'sold.'
36. Seasonal price reductions can mean considerable savings to consumers.
37. Quantity buying can mean considerable saving for the consumer.
39. The size of the package is an important element to consider in buying.

41. The important consideration in purchasing fresh meats is judging the quality.
47. The consumer must learn to distinguish between exaggerated meaningless statements and honest meaningful statements; between emotional and rational appeals in advertising.
48. The buyer should analyze carefully all buying messages.
50. Every consumer should beware of frauds in advertising and selling.
55. Better Business Bureaus protect against false advertising and dishonest trade practices.
56. Seals of acceptance of some private associations have come to be respected.
57. Organizations such as Consumers' Research, Inc., and Consumers' Union, Inc., test widely-used products for members, who pay a nominal fee for service.
58. Every consumer should know about the services of the more important agencies that can be called upon for protection and guidance in buying.

The following two statements are probably in conflict with the points of view of distributive education because they received as many as ten votes for conflict by the jury of leaders:

31. Consumers operate at a disadvantage because sellers are ordinarily experts and specialists, whereas the average consumer is an inexperienced buyer.
45. It is not always easy for a seller to determine the quality of the product he sells; hence, it is only natural for him to recommend them all, or at least the ones giving him the most profit.

The following statements show some doubt as to either agreement or conflict with the concepts of distributive education:

19. One should not go into debt for things that will have been used or consumed before they are paid for.
29. Every consumer should realize that the primary objective of salespeople is to sell.
33. Consumers are studied scientifically by business and classified by the salesperson.
44. Some salesmen use 'high pressure salesmanship' regardless of whether or not the merchandise or services are needed.
46. The ordinary salesman usually has a wife and family at home for whom he is providing; hence, he has

other interests at heart besides those of the buyer.
49. Buyers sometimes become overzealous in their advertising appeals.

ATTITUDE OF CONSUMER EDUCATION LEADERS REGARDING
MILITANTNESS OF DISTRIBUTIVE EDUCATION
AND BUSINESS EDUCATION

This chapter discusses the opinions of consumer education leaders as a result of the list of distributive education concepts which each leader checked showing agreement, conflict, or no relationship with the concepts of consumer education. A review is made of pertinent statements by the leaders.

The statements on the list sent to the consumer leaders were taken from three distributive education textbooks. A statement was included unless it appeared in at least two of the three textbooks. The list given was compiled as follows:

- The occupation of selling
- The advertiser
- The label
- The sale
- The store operation
- General

A tabulation was made of responses by each leader using five columns. The first column contains the statements taken from distributive education textbooks, the second, third, and fourth columns contain the degree of agreement, conflict, agreement, and no relationship respectively, and the fifth column contains the name of the leader.

CHAPTER III

ATTITUDE OF CONSUMER EDUCATION LEADERS REGARDING RELATIONSHIP OF DISTRIBUTIVE EDUCATION AND CONSUMER EDUCATION

This chapter discusses the opinions of consumer education leaders as a result of the list of distributive education concepts which each leader checked showing agreement, conflict, or no relationship with the concepts of consumer education. A review is made of pertinent statements by the leaders.

The statements on the list sent to the consumer leaders were taken from three distributive education textbooks. A statement was not included unless it appeared in at least two of the three textbooks. Topical groups were then compiled as follows:

The Occupation of Selling
The Salesperson
The Consumer
The Goods
The Sale
The Store Organization
General

A tabulation was made of consumer leader votes using five columns. The first column comprises the statements taken from distributive education textbooks, the second, third, and fourth columns contain the number of votes for conflict, agreement, and no relationship respectively, and the fifth column contains the votes of the leaders who (1)

failed to check either column, (2) placed only a question mark in either column, or (3) checked in two columns.

Consumer education leader votes are tabulated in Tables XIV to XXIII.

The first group of concepts, The Occupation of Selling, is shown in Table XIV. Half of the jury states that the first statement, "The salesperson's salary is usually dependent upon his ability to sell," with two considering it in conflict. Five of the jury state that it has "no relationship with consumer education." Margaret G. Reid says:

This fact, in my opinion, should be included in consumer education in order that the sales' condition in the store as well as behavior that more fully serves the consumer need grows out of this fact.

The jury states that the remaining two statements in this group have no relationship with consumer education.

Data for the second group of concepts, The Salesperson, are shown in Table XV. The jury was undecided about the value of the salesperson's appearance in making a sale. The vote was three each for "conflict" and "agreement" with consumer education and seven state that there is "no relationship." The results indicate that the jury is not disturbed about statement nine, "The first demand of a firm is that a salesperson be productive." The vote was two for conflict, five for agreement, and six state that there is no relationship with consumer education.

Only one of the jury of leaders considers the development of a selling technique, as stated in number eleven, as being in conflict, and seven consider this statement to have

TABLE XIV
 TABULATION OF CONSUMER EDUCATION LEADER VOTES
 I. THE OCCUPATION OF SELLING

Statement	Opinions of the 13 leaders			
	In conflict with Consumer Education	In agreement with Consumer Education	No relationship with Consumer Education	No answer
1	2	3	4	5
1. The salesperson's salary is usually dependent upon his ability to sell.	2	6	5	
2. There are good opportunities for advancement in the selling field.		4	9	
3. Over a period of years the selling job is as safe as any job.		2	11	

TABLE XV
 TABULATION OF CONSUMER EDUCATION LEADER VOTES
 II. THE SALESPERSON

Statement	Opinions of the 13 leaders			
	In conflict with Consumer Education	In agreement with Consumer Education	No relationship with Consumer Education	No answer
1	2	3	4	5
4. Personality is the most important single asset for a salesperson. . .	1	4	8	
5. A physically attractive salesperson has a much better chance of making a sale than an unattractive one . .	3	3	7	
6. Arithmetic is a tool that every seller must be able to use skillfully		4	9	
7. Employers want salespeople who are in good humor, who adapt themselves well, who are courteous, and who get along well with employer and fellow workers.		6	7	
8. The success of the salesperson will depend to a large degree on his ability to get along with customers .		8	5	
9. The first demand of a firm is that a salesperson be productive	2	5	6	
10. Good health is important because of the strain of the selling job . . .		2	11	
11. Good manners are essential to forming the best selling job.	1	5	7	
12. The salesperson should enjoy selling as an occupation.		3	10	
13. The salesperson should study how to sell.	1	7	5	
14. Selling requires the ability to talk fluently and convincingly. . .	3	4	5	1

TABLE XV (continued)

TABULATION OF CONSUMER EDUCATION LEADER VOTES

II. THE SALESPERSON

Statement	Opinions of the 13 leaders			
	In conflict with Consumer Education	In agreement with Consumer Education	No relationship with Consumer Education	No answer
1	2	3	4	5
15. A good command of English is sometimes the telling factor in making a sale	1	5	7	
16. The salesperson must be trained in order to be efficient.		7	6	
17. A working knowledge of mathematics is essential to the salesperson. .		5	8	
18. The salesperson is a representative of both the merchant and the consumer.	3	10		

no relationship with consumer education. A similar voting pattern is evidenced in number thirteen.

Three of the jury consider that the selling requirement for having "the ability to talk fluently and convincingly" is in conflict, four consider it to be in agreement, five consider it to have no relationship, and one was undecided about the answer.

A similar pattern of voting is apparent in statements four, eleven, thirteen, and fifteen. Only one juror considers that factors in making a sale, as given in these four statements, are in conflict with consumer education.

Data for the third group of concepts, The Consumer, are given in Table XVI. Twenty-four statements are included in this group about the consumer. For twelve of the statements there is a majority of ten or more votes for agreement with the concepts of consumer education. The jury is divided in its opinion on the remaining twelve statements.

The jury is undecided about whether or not "it is necessary for a salesperson to understand how to overcome objections caused by consumer's economic, moral, personal, and political problems in order to be successful." In statement twenty-five, quoted above, two of the jury state it is in conflict, five state that it is in agreement and five state that it has no relationship with consumer education. A similar voting pattern is shown in statement twenty-nine in which the jury is undecided about the consumer determining the standards of living.

TABLE XVI

TABULATION OF CONSUMER EDUCATION LEADER VOTES

III. THE CONSUMER

Statement	Opinions of the 13 leaders			
	In conflict with Consumer Education	In agreement with Consumer Education	No relationship with Consumer Education	No answer
1	2	3	4	5
19. Consumer wants should be determined through a study of past sales, consumer surveys, and a study of trade information . . .	1	10	1	1
20. Every person is a consumer and therefore, a potential buyer . .		11	2	
21. The intelligent salesperson has some idea of the consumer's attitude		12	1	
22. The consumer must be given full freedom of choice in selection of goods		13		
23. The consumer is becoming well informed by consumer organizations, advertising, and other media . .		11		2
24. The salesperson should know motives for buying (i.e.: needs, wants, and desires) in order that he might use these to best advantage	2	10	1	
25. It is necessary for a salesperson to understand how to overcome objections caused by consumer's economic, moral, personal, and political problems in order to be successful	2	5	5	1
26. The salesperson should be able to 'size up' a customer in order to select goods that are suitable for her.		10	3	

TABLE XVI (continued)
 TABULATION OF CONSUMER EDUCATION LEADER VOTES
 III. THE CONSUMER

Statement	Opinions of the 13 leaders			
	In conflict with Consumer Educa- tion	In agreement with Consumer Education	No relationship with Consumer Education	No answer
1	2	3	4	5
27. There are differences in men and women buyers that the intelligent salesperson will consider in his approach and sales talk		10	3	
28. Handling two customers at one time requires a great deal of ability. . .		3	9	1
29. The consumer determines the standards of living.	2	5	4	2
30. A customer who has not decided what she wants before entering the store presents an opportunity for the salesperson to give valuable help to the customer in making a decision about the goods she wants. . .	1	10	2	
31. The salesperson has many opportunities for making buyers out of customers who are just in the store 'looking around'.	2	8	3	
32. The salesperson should put the timid customer at ease and give every friendly attention to her that is possible.		10	3	
33. The salesperson should not attempt to force a customer to buy.		11	2	

TABLE XVI (continued)
 TABULATION OF CONSUMER EDUCATION LEADER VOTES
 III. THE CONSUMER

Statement	Opinions of the 13 leaders			
	In conflict with Consumer Education	In agreement with Consumer Education	No relationship with Consumer Education	No answer
1	2	3	4	5
34. The actions and appearances of the customer on entering the store can be an indication of the kind of person she is and can mean a great deal to the salesperson who takes the trouble to notice them.		7	6	
35. A customer who walks toward the salesperson in a determined, brusque manner, will want prompt, efficient service		5	7	1
36. Good customers will not attempt to return merchandise that has been worn or used unless it has been proven defective in some way. . . .		12	1	
37. Men customers are likely to be interested in quality and construction and less interested in the style factor than women		9	2	2
38. The customer who is aggressive usually takes the initiative and should be given prompt and immediate attention		4	8	1
39. A customer who wants to talk about family affairs and incidental happenings should be dealt with by being sympathetic yet businesslike.		5	8	

TABLE XVI (continued)

TABULATION OF CONSUMER EDUCATION LEADER VOTES

III. THE CONSUMER

Statement	Opinions of the 13 leaders			
	In conflict with Consumer Education	In agreement with Consumer Education	No relationship with Consumer Education	No answer
1	2	3	4	5
40. A customer who is slow in deciding must be given ample time to make decisions.		9	4	
41. The customer who agrees with all the salesperson's sales talk but shows no signs of buying should be left alone to look, if other customers are waiting.		7	6	
42. An unhurried, calm manner is the best way to deal with the customer who is irritable and oversensitive		5	8	

The jury is undecided on statement thirty-one, "The salesperson has many opportunities for making buyers out of customers who are just in the store looking around," with eight considering it in agreement.

Data for the fourth group, The Goods, are contained in Table XVII. There is almost unanimous consent that each statement in this group is in agreement with the concepts of consumer education. Only one juror indicates that a statement is in conflict.

The fifth group of concepts, The Sale, is shown in Table XVIII. Of the sixteen statements included in this group, only four have a majority vote by the jurors. The jury is divided on the remaining sixteen.

The jurors do not agree about suggestive selling. The jurors give statement fifty-four the following votes: four for agreement, three for conflict, and six for no relationship.

Of statement fifty-four, Harry W. Riehl, says:

There has been a controversy whether the employment of so called suggestive selling is or is not a consumer service of value. Obviously this can be abused but I presume what you mean is the general philosophy of properly suggesting, without coercion, allied terms in a manner which will jog the memory of the customer and enable him to employ his natural desires for the item suggested.

The jury is undecided about the telephone "as an aid in selling," as shown by the voting on statement fifty-eight.

Six of the jury considers that the displaying of goods to "increase sales" is in agreement with consumer education, as evidenced by the voting on statement sixty.

TABLE XVII
 TABULATION OF CONSUMER EDUCATION LEADER VOTES
 IV. THE GOODS

Statement	Opinions of the 13 leaders			
	In conflict with Consumer Edu- cation	In agreement with Consumer Education	No relationship with Consumer Education	No answer
1	2	3	4	5
43. It is important that the sales- person have a thorough knowledge of merchandise that he sells in order to explain its advantages . .		12	1	
44. Goods must fill the needs of the customer.		13		
45. The salesperson must be thoroughly familiar with the performance qua- lities of his product		12	1	
46. The salesperson will be able to inspire confidence in the customer if he has a thorough knowledge of his merchandise		11	2	
47. The price of goods must be within reach of the consumer's buying power	1	11	1	
48. The salesperson should not be a- fraid to acknowledge a fault if it exists in the merchandise		12	1	
49. Shopping around before actually making a purchase may save a great deal of money even though it may involve more time and effort. . . .		13		

TABLE XVII (continued)
 TABULATION OF CONSUMER EDUCATION LEADER VOTES
 IV. THE GOODS

Statement	Opinions of the 13 leaders			
	In conflict with Consumer Education	In agreement with Consumer Education	No relationship with Consumer Education	No answer
1	2	3	4	5
50. Salespeople should know what is advertised throughout the entire store and should be able to recognize the customer's request for special items		9	4	
51. When a firm has a definite time-limit policy on returned goods, it has a right to refuse to accept merchandise which is kept out beyond the limit.		13		

TABLE XVIII
 TABULATION OF CONSUMER EDUCATION LEADER VOTES
 V. THE SALE

Statement	Opinions of the 13 leaders			
	In conflict with Consumer Education	In agreement with Consumer Education	No relationship with Consumer Education	No answer
1	2	3	4	5
52. Salespeople should know how to approach and greet customers pleasantly and cordially.	1	7	5	
53. The salesperson should present the best brand, not necessarily the most expensive, in order to satisfy the customer's particular need .	2	8	3	
54. Suggesting additional merchandise increases the amount of sale. . . .	4	3	6	
55. If an article is out of stock, either offer to order the desired merchandise or offer a substitute .		10	3	
56. Selling is becoming more and more a process of assisting customers to buy wisely.	1	11	1	
57. The aim of the salesperson should be to sell as much as he can and still render good and lasting service to his customers	4	5	4	
58. The telephone is valuable as an aid in selling.	3	6	4	
59. Correct packing and wrapping is important to the customer and the store		10	3	
60. Goods attractively displayed increases sales	2	6	5	

TABLE XVIII (continued)

TABULATION OF CONSUMER EDUCATION LEADER VOTES

V. THE SALE

Statement	Opinions of the 13 leaders			
	In conflict with Consumer Education	In agreement with Consumer Education	No relationship with Consumer Education	No answer.
1	2	3	4	5
61. The salesperson should be able to demonstrate the goods he is selling		12	1	
62. There is danger of showing too much merchandise at one time		5	8	
63. Promptness, interest, and self-confidence are the three major characteristics of manner that attract favorable attention to the salesperson at the opening of a sale . .	1	4	7	1
64. The salesperson should make an effort to divert attention from himself as soon as possible to the article or service offered.	1	5	7	
65. The customer's interest is aroused by telling how the goods absolutely and completely satisfy the purpose for which he has stated a need . .		6	5	2
66. The salesperson should hint at no negatives about his merchandise . .	7	2	4	
67. The salesperson should show how the goods fulfill the very desires, needs, and wants of the customers .	1	8	1	3

Eight members of the jury consider statement sixty-two, "There is danger of showing too much merchandise at one time," to have no relationship with consumer education.

A majority of the group state that attracting "favorable attention to the salesperson" has no relationship with consumer education, as shown in statement sixty-three.

Seven jurors state that there is conflict with the statement that "the salesperson should hint at no negatives about his merchandise," as given in statement sixty-six.

Riehl remarks about statement sixty-six. He says that this statement:

. . . appears to be in conflict with 48. Consumer education, I think, contemplates the frank acknowledgment of any faults of merchandise. Such admission, of course, must be on the negative side. Smart salesmen have a knack of utilizing the general psychology of employing a negative or two in order to sweeten the superabundance of affirmative. It is the old story of a pinch of salt in a very sweet dish. In any event, it appears that the degree of usage is the determining factor.

Data for the sixth group, The Organization, are included in Table XIX. The consumer jury is not in agreement on the power of advertising, credit as an encouragement in the amount which a customer will buy, service as a determinant in selection of a place in which to buy, and that satisfaction from salespeople draw customers more than the things they sell. The division of thought on the statements is shown in statements seventy-one, seventy-two, seventy-four, and seventy-five.

Data for the seventh group of concepts, General, are included in Table XX. The jury considers statement seventy-

TABLE XIX
 TABULATION OF CONSUMER EDUCATION LEADER VOTES
 VI. THE ORGANIZATION

Statement	Opinions of the 13 leaders			
	In conflict with Consumer Education	In agreement with Consumer Education	No relationship with Consumer Education	No answer
1	2	3	4	5
68. A store is divided into departments in order to expedite business.		8	5	
69. Consumer services are necessary but increase the cost of the goods sold	2	10		1
70. A definite advertising policy should be observed by the store.		9	3	1
71. Advertising can attract the prospects' attention and create buying interest in the seller's product. .	2	7	3	1
72. Credit encourages customers to purchase more.	5	6	2	
73. Different stores cater to different classes of buyers		9	4	
74. It is the service which customers receive which determines where they shall go to shop.	4	4	3	2

TABLE XIX (continued)

TABULATION OF CONSUMER EDUCATION LEADER VOTES

VI. THE ORGANIZATION

Statement	Opinions of the 13 leaders			
	In conflict with Consumer Education	In agreement with Consumer Education	No relationship with Consumer Education	No answer
1	2	3	4	5
75. If customers find salespeople who know their wants and can satisfy them quickly and pleasantly, they forego all the other advantages which other stores may offer	5	4	2	2
76. Stores recognize that a good shopper is one who is constantly on the alert for good values, whether or not she intends to make an immediate purchase, and they attempt to train their salespeople to give the looker courteous, efficient service.		11	2	

seem to be in agreement and seventy-eight to have no relationship with consumer education concepts.

A summary of the voting by the consumer leaders is shown in Table XII. This summary indicates that no statement has a majority of 10 votes for conflict, that twenty-eight statements have a majority of 10 votes for agreement, and that only four have a majority of 10 votes for no relationship.

TABLE XX
TABULATION OF CONSUMER EDUCATION LEADER VOTES
VII. GENERAL

Statement	Opinions of the 13 leaders			
	In conflict with Consumer Education	In agreement with Consumer Education	No relationship with Consumer Education	No answer
1	2	3	4	5
77. The merchant aims to sell goods to yield him a reasonable profit		11	2	
78. Getting a job is the most important selling job that a person can make.		2	10	1

of conflict, and there are forty-two listed under "none." The voting for forty-four statements show probability of agreement and no statements indicating "none." The trend of the voting was for agreement. Four statements are classified as established facts of agreement because of their receiving a

seven to be in agreement and seventy-eight to have no relationship with consumer education concepts.

A summary of the voting by the consumer leaders is shown in Table XXI. This summary indicates that no statement has a majority of 10 votes for conflict, that twenty-eight statements have a majority of 10 votes for agreement, and that only four have a majority of 10 votes for no relationship.

The relationship and trend of the voting by the consumer jury is shown in Table XXII. As explained in Chapter II, the voting by the jury is classified as: (1) "probability," providing the statement received as many as seven or more votes, as a (2) "tendency," providing the statement received from three to six votes inclusive, as a (3) "possibility," providing the statement received one or two votes, considered as a state of being capable of becoming a tendency; and (4) "none," providing the statement received no votes. The trend of the voting by the jury is indicated by "TR" which is located in the column which equals the difference between the highest and next highest number of votes. The voting is considered to be an established fact, denoted by "EF" if the jury vote is unanimous.

The X's are placed under "conflict," "agreement," and "no relationship," in the column which indicates the number of votes given that particular classification.

There is only one statement classified as "probability" of conflict, and there are forty-six listed under "none." The voting for forty-four statements show probability of agreement and no statements indicating "none." The trend of the voting was for agreement. Four statements are classified as established facts of agreement because of their receiving a unani-

TABLE XXI
SUMMARY OF CONSUMER EDUCATION LEADER VOTES

GROUP	Majority Opinions Of The Leaders		
	In conflict with Consumer Education	In agreement with Consumer Education	No Relationship with Consumer Education
1	2	3	4
I. THE OCCUPATION OF SELLING	0	0	1
II. THE SALESPERSON.	0	1	2
III. THE CONSUMER	0	12	0
IV. THE GOODS	0	8	0
V. THE SALE	0	4	0
VI. THE STORE ORGANIZATION.	0	2	0
VII. GENERAL	0	1	1
TOTALS	0	28	4

TABLE XXII
 RELATIONSHIP AND TREND OF STATEMENTS CHECKED BY CONSUMER LEADERS
 BY CERTAIN CLASSIFICATIONS

Check list number	Classification														
	Conflict						Agreement						No Relationship		
	7-13 votes Probability	3-6 votes Tendency	1-2 votes Possibility	0 votes None	7-13 votes Probability	3-6 votes Tendency	1-2 votes Possibility	0 votes None	7-13 votes Probability	3-6 votes Tendency	1-2 votes Possibility	0 votes None			
I			x	x		x		x	x						
1															
2															
3															
4															
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7															
8															
9															
10															
11															
12															

NOTE: This table should be read as follows: statement number 11 had 1 to 2 votes for conflict--hence, a possibility for conflict; 3 to 5 votes for agreement--hence, there is a tendency toward agreement; 6 to 13 votes for no relationship--hence, there is probability of no relationship. The difference between the highest number of votes for no relationship and the next highest was between 1 and 2; therefore, the trend is a possibility toward no relationship.

TR - Indicates TREND of voting. Located in column which equals difference between highest and next highest number of votes.

EF - Indicates an ESTABLISHED FACT in the voting. Placed in column receiving unanimous vote.

TABLE XXII (continued)
 RELATIONSHIP AND TREND OF STATEMENTS CHECKED BY CONSUMER LEADERS
 BY CERTAIN CLASSIFICATIONS

Check list number	Classification											
	Conflict			Agreement			No Relationship					
	7-13 votes Probability	3-6 votes Ten-dency	1-2 votes Possi-bility	0 votes None	7-13 votes Probability	3-6 votes Ten-dency	1-2 votes Possi-bility	0 votes None	7-13 votes Probability	3-6 votes Ten-dency	1-2 votes Possi-bility	0 votes None
13			X		X		TR			X	TR	
14		X	X								TR	
15			X	X			TR					
16					X							
17												
18		X										X
19												
20			X		X							
21				X	X							
22				X	X							
23				X	X							
24				X	X							
25			X	X								
26				X								
27				X								
28				X								
29				X								
30				X								
31				X								
32				X								

* Denotes a tie

TABLE XXII (continued).
 RELATIONSHIP AND TREND OF STATEMENTS CHECKED BY CONSUMER LEADERS
 BY CERTAIN CLASSIFICATIONS

Check list number	Classification																	
	Conflict						Agreement						No Relationship					
	7-13 votes Probability	3-6 votes Ten-dency	1-2 votes Possi-bility	0 votes None	7-13 votes Probability	3-6 votes Ten-dency	1-2 votes Possi-bility	0 votes None	7-13 votes Probability	3-6 votes Ten-dency	1-2 votes Possi-bility	0 votes None	7-13 votes Probability	3-6 votes Ten-dency	1-2 votes Possi-bility	0 votes None		
53		x	x		x	TR												
54				x	x	TR									TR			
55			x															
56																		
57																		
58																		
59																		
60				x														
61				x														
62				x														
63				x														
64				x														
65																		
66																		
67																		
68																		
69																		
70																		
71																		
72																		

VI

TABLE XXII (continued)
 RELATIONSHIP AND TREND OF STATEMENTS CHECKED BY CONSUMER LEADERS
 BY CERTAIN CLASSIFICATIONS

Check list number	Classification												
	Conflict			Agreement			No Relationship			0 votes None			
	7-13 votes Probability	3-6 votes Ten-dency	1-2 votes Possi-bility	7-13 votes Proba-bility	3-6 votes Ten-dency	1-2 votes Possi-bility	7-13 votes Proba-bility	3-6 votes Ten-dency	1-2 votes Possi-bility	7-13 votes Proba-bility	3-6 votes Ten-dency	1-2 votes Possi-bility	0 votes None
73		x		x	TR								0
74		x			x								
75		x	TR		x								
76				x									
77				x									
78				x									
Total x's	1	9	22	46	29	5	44	29	5	20	31	20	7
Total Trends	0	1	1	0	9	12	26	9	12	4	11	8	0
Total Established Fact	0	0	0	0	0	0	4	0	0	0	0	0	0

*Denotes a tie

mous vote. The jury did not vote unanimously for conflict or no relationship for any statement.

SUMMARY

The following four distributive education statements are established facts, by unanimous vote of the jury, as to agreement with the concepts of consumer education:

22. The consumer must be given full freedom of choice in selection of goods.
44. Goods must fill the needs of the customer.
49. Shopping around before actually making a purchase may save a great deal of money even though it may involve more time and effort.
51. When a firm has a definite time-limit policy on returned goods, it has a right to refuse to accept merchandise which is kept out beyond the limit.

The following twenty-four statements are probably in agreement with the concepts of consumer education because they received as many as ten votes for agreement by the jury of leaders:

18. The salesperson is a representative of both the merchant and the consumer.
19. Consumer wants should be determined through a study of past sales, consumer surveys, and a study of trade information.
20. Every person is a consumer and therefore, a potential buyer.
21. The intelligent salesperson has some idea of the consumer's attitude.
23. The consumer is becoming well informed by consumer organizations, advertising, and other media.
24. The salesperson should know motives for buying (i.e.: needs, wants, and desires) in order that he might use these to best advantage.
26. The salesperson should be able to 'size up' a customer in order to select goods that are suitable for her.
27. There are differences in men and women buyers that the intelligent salesperson will consider in his approach and sales talk.
30. A customer who has not decided what she wants before entering the store presents an opportunity for the salesperson to give valuable help to the customer in making a decision about the goods she wants.

32. The salesperson should put the timid customer at ease and give every friendly attention to her that is possible.
33. The salesperson should not attempt to force a customer to buy.
36. Good customers will not attempt to return merchandise that has been worn or used unless it has been proven defective in some way.
43. It is important that the salesperson have a thorough knowledge of merchandise that he sells in order to explain its advantages.
45. The salesperson must be thoroughly familiar with the performance qualities of his product.
46. The salesperson will be able to inspire confidence in the customer if he has thorough knowledge of his merchandise.
47. The price of goods must be within reach of the consumer's buying power.
48. The salesperson should not be afraid to acknowledge a fault if it exists in the merchandise.
55. If an article is out of stock, either offer to order the desired merchandise or offer a substitute.
56. Selling is becoming more and more a process of assisting customers to buy wisely.
59. Correct packing and wrapping is important to the customer and the store.
61. The salesperson should be able to demonstrate the goods he is selling.
69. Consumer services are necessary but increase the cost of the goods sold.
76. Stores recognize that a good shopper is one who is constantly on the alert for good values, whether or not she intends to make an immediate purchase, and they attempt to train their salespeople to give the customer courteous, efficient, service.
77. The merchant aims to sell goods to yield him a reasonable profit.

There are no statements which received as many as ten votes for conflict.

The following four statements probably have no relationship with consumer education because they received as many as ten votes for no relationship by the jury of leaders.

3. Over a period of years the selling job is as safe as any job.
10. Good health is important because of the strain of the selling job.
12. The salesperson should enjoy selling as an occupation.

78. Getting a job is the most important selling job that a person can make.

The following thirteen statements show some doubt as to conflict or agreement with consumer education:

1. The salesperson's salary is usually dependent upon his ability to sell.
5. A physically attractive salesperson has a much better chance of making a sale than an unattractive one.
9. The first demand of a firm is that a salesperson be productive.
14. Selling requires the ability to talk fluently and convincingly.
25. It is necessary for a salesperson to understand how to overcome objections caused by consumer's economic, moral, personal, and political problems in order to be successful.
29. The consumer determines the standards of living.
54. Suggesting additional merchandise increases the amount of sale.
57. The aim of the salesperson should be to sell as much as he can and still render good and lasting service to his customers.
58. The telephone is valuable as an aid in selling.
60. Goods attractively displayed increases sales.
72. Credit encourages customers to purchase more.
74. It is the service which customers receive which determines where they shall go to shop.
75. If customers find salespeople who know their wants and can satisfy them quickly and pleasantly, they forego all the other advantages which other stores may offer.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study was to determine the extent of conflict and agreement between the concepts presented in textbooks in distributive and consumer education on the secondary level. The data, although inherently subjective, were translated objectively into ratings for quantitative treatment.

From three high school textbooks selected from each of the two fields was compiled a list of concepts which were found in at least two of the three textbooks. Seventy-eight statements from the distributive education textbooks were sent to a jury of thirteen leaders in the field of consumer education and sixty-three statements from the consumer education textbooks were sent to a jury of thirteen leaders in the field of distributive education. The leaders were asked to indicate if each statement was in agreement with, in conflict with, or had no relation to the concepts of the field which it represented. The findings yield the following generalizations.

The distributive education leaders concurred on forty of the sixty-three statements, with ten or more out of the possible thirteen votes. The extent of agreement indicates that the thinking of the group is crystallized and reflects a high degree of consistency in their concepts. The con-

sumer education leaders concurred in opinion on only thirty-two of the seventy statements with ten or more votes. The uniformity of opinion manifest by the distributive education group is possibly due somewhat to influence of national, centralized programming.

The returns from distributive leaders reveal definite emphasis on the approach to present-day selling--that of "helping the customer to buy wisely." This is apparent in all responses.

A large plurality vote was given agreement of consumer education concepts with distributive education concepts by distributive education leaders.

Although no statement was adjudged by consumer leaders to be in conflict with the concepts in the field of distributive education, two statements in the field of consumer education were regarded as conflicts by distributive education leaders. These were: (1) inexperienced consumers are handicapped when dealing with expert salespeople, and (2) salespeople recommend all products, particularly if they yield the merchant a greater profit.

The following statements were found to be accepted concepts in the selected fields. Each of these statements received ten or more votes from the jury of thirteen leaders representing the particular field.

Consumer. Every person is a consumer. He should understand the law of supply and demand. Consumer and producer have common interests. The consumer must know his

wants; however, they should be determined by the producer, because the consumer determines what is ultimately produced. The consumer must be given freedom of choice in the selection of his goods. As an aid, he must know how to rate advertising on its merits. The consumer, in the opinion of the leaders participating in this study, is becoming well-informed. The differences in men and women consumers should be recognized. The undecided customer presents an opportunity for the salesperson to assist in making a decision. The salesperson should put the timid customer at ease. The customer should not be forced to make a purchase.

Control of Income. It is essential for everyone to be a good manager of his income. He should keep a systematic record of expenditures. Personal expenditures should not exceed a budget.

Credit. Money and credit give life to business. Credit is usually passed on to the customer.

Governmental and Private Agencies. Every consumer should be acquainted with the services which the consumer agencies offer. Better Business Bureaus protect the interests of the consumers. Some of the private consumer organizations are respected.

Labels. Labels are helpful to the consumer and should be read carefully.

Merchandising. The merchandise offered for sale must fill the customer's needs and the price must be within reach of his buying power. Many firms realize that the consumer

needs guidance and protection, and selling is rapidly becoming, "helping customers to buy wisely." Consumer services increase the cost of the merchandise but are necessary. Substitute merchandise should be offered when requested stock is depleted. Correct packing and wrapping are important.

Money. Money and credit give life to business. Money is a medium of exchange.

Productive Effort. All members of society share in the productive effort, although not equally.

Returned Goods. A time-limit policy on returned goods is justifiable.

Salesperson. The salesperson is the representative of the merchant and the consumer. The intelligent salesperson knows the consumers' attitude. The salesperson should know motives for buying and be able to "size up" a customer. The salesperson should know his goods thoroughly and not be afraid to acknowledge faults.

Shopping. The consumer should know how to shop intelligently, because waste is caused by careless and unnecessary buying. The consumer should buy intelligently without being 'sold.' A bargain is not a bargain unless it is needed. Shopping around may save money. Seasonal and quantity buying constitute savings. The size of the package is important. The highest grade or quality is not always high priced nor the most suitable. Stores cater to shoppers as potential buyers.

The distributive education jury is divided in opinion on the following consumer education concepts: (1) the primary objective of salespeople is to sell, (2) some salespeople use high pressure salesmanship, (3) consumers are studied scientifically, (4) consumers should not go into debt for things which will be consumed before being paid for, and (5) advertising is sometimes high pressure.

The consumer education jury is divided in opinion regarding the following distributive education concepts: (1) the salesperson's salary is usually dependent on her ability to sell, (2) physical attraction in a salesperson is important, (3) the first demand of a firm is that a salesperson be productive, (4) the salesperson should know how to overcome objections, (5) the salesperson's aim should be to sell as much as possible yet render service, (6) selling requires the ability to talk, (7) suggesting additional merchandise increases the amount of the individual sale, (8) the consumer determines the standard of living, (9) consumers forego many advantages to buy from salespeople who cater to their wants, (10) attractively displayed goods increase sales, (11) the telephone is valuable as a selling aid, (12) credit encourages customers to purchase more, and (13) service is a strong determinant in selection of store in which to buy.

In general, the data indicate that there is a considerable amount of agreement existing between distributive education and consumer education, with very little conflict.

The division of opinion among the distributive leaders on certain items suggests that these particular concepts are undesirable and should be modified or eliminated. There is apparent a trend toward more consideration of the customer as an individual in society, more emphasis on service than on selling for the sake of selling, and less tendency toward earlier partisan attitudes. Consumer leaders were divided in opinion on concepts which affect the consumer's purchasing power or his position as a consumer.

Inasmuch as no essential conflicts were revealed in this investigation, there appears to be no justification for assertions of conflict between consumer education and distributive education. Standard textbooks were found not to be in conflict, and the opinions of the selected leaders in these fields revealed a high degree of agreement on the basic concepts.

Criticisms such as those cited in the introductory chapter and other criticisms and assumptions which have attained currency in these fields are negated by the findings of this inquiry. It is hoped that this study may help to overcome the influence of unfounded criticisms made of one another by consumer and distributive groups.

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APPENDIX

STATEMENT OF THE BOARD OF DIRECTORS OF THE COMPANY FOR THE YEAR ENDING 1927

Statement	1927	1926	Statement	1927	1926
Assets	100	100	Liabilities	100	100
Capital	50	50	Reserves	50	50
Surplus	50	50	Expenses	50	50
Income	10	10	Depreciation	10	10
Expenses	10	10	Interest	10	10
Net Income	0	0	Dividends	10	10
Retained Earnings	50	50	Other	0	0

APPENDIX

Assets	100	100	Liabilities	100	100
Capital	50	50	Reserves	50	50
Surplus	50	50	Expenses	50	50
Income	10	10	Depreciation	10	10
Expenses	10	10	Interest	10	10
Net Income	0	0	Dividends	10	10
Retained Earnings	50	50	Other	0	0

THE BOARD OF DIRECTORS OF THE COMPANY

1927

TABLE XXIII

SOURCE OF INTERPRETIVE STATEMENTS DRAWN FROM
DISTRIBUTIVE EDUCATION TEXTBOOKS

Statement Number	Textbook			Statement Number	Textbook		
	R ¹	KBT ²	WW ³		R	KBT	WW
	Page in textbook				Page in textbook		
1.....	24	377		19.....	112	71	
2.....	26	376		20.....	11	28	
3.....	28	376		21.....	115		278
4.....	33	341	131	22.....	117	177	
5.....	35		133	23.....	117	33	494
6.....	46		180	24.....	120		51
7.....	63	339		25.....	127		299
8.....	64	340	131	26.....	140		259
9.....	{	336	164	27.....	142	217	
			187				
10.....		375	134	28.....	163	209	
11.....	{ 214	341		29.....	{ 6		32
	{ 52						33
12.....	13	377		30.....		131	260
13.....	13		47	31.....	137	132	
14.....	19		164	32.....	136	212	
15.....		315	164	33.....	119	212	272
16.....	13		47	34.....		129	259
17.....	413	180		35.....		212	263
18.....	2	338		36.....	397	203	522

¹R: Edward Reich, Selling to the Consumer, (New York: American, 1938).

²KBT: Natalie Kneeland, Louise Bernard, Gerald B. Tallman, Selling to Today's Customer, (Boston: Ginn, 1942).

³WW: R. G. Walters and John W. Wingate, Fundamentals of Selling, (Cincinnati: South-Western, 1942).

TABLE XXIII (continued)

SOURCE OF INTERPRETIVE STATEMENTS DRAWN FROM
DISTRIBUTIVE EDUCATION TEXTBOOKS

Statement Number	Textbook			Statement Number	Textbook		
	R	KBT	WW		R	KBT	WW
37.....	143	217		58.....	173	221	
38.....		211	363	59.....	203	186	
39.....		213	262	60.....	438	155	
40.....	136	215		61.....	258	156	280
41.....	139	215		62.....	264	154	
42.....		216	264	63.....	234		243
43.....	76	341	90	64.....	234		254
44.....	83		6	65.....	240		278
45.....		156	94	66.....	241		209
46.....		159	90	67.....	241		278
47.....	4		191	68.....	373	15	
48.....	284		308	69.....	389	48	
49.....	144	67	271	70.....	427	78	
50.....	185	128		71.....		78	351
51.....		203	523	72.....	434		446
52.....	159	133	243	73.....	393	12	
53.....	{102 163	151		74.....		66	438
54.....	164	160	412	75.....		66	225
55.....	168		265	76.....	145	127	
56.....		157	9	77.....	2	9	
57.....	291	316	331	78.....		391	531

SOURCE OF INTERPRETIVE STATEMENTS DRAWN FROM
CONSUMER EDUCATION TEXTBOOKS

Statement Number	Textbook			Statement Number	Textbook		
	SW ¹	ZB ²	KV ³		SW	ZB	KV
1.....	2	42		19.....	97	124	
2.....	1	vii	9	20.....	111	86	
3.....	6	50		21.....	{126	87	286
4.....	11	127	14	22.....	170	124 156	
5.....	13	457		23.....	{ 2	31	78
6.....	28	42	20	24.....	403	47	
7.....	43	42		25.....	594	287	
8.....	44	42		26.....	585	232	
9.....	410	73		27.....	585	198	
10.....	483		293	28.....	423	196	
11.....	483		293	29.....	598	68	
12.....	489		294	30.....	56	88	
13.....	69	122		31.....	423	200	
14.....	71	127		32.....	525		133
15.....	79	127		33.....	561	264	
16.....	87	122		34.....	566	200	
17.....	87	150		35.....		215	80
18.....	88	149		36.....	588	236	

¹SW: H. G. Shields and W. Harmon Wilson, Consumer Economic Problems, (Cincinnati: South-Western, 1940).

²ZB: A. B. ZuTavern and A. E. Bullock, The Consumer Investigates, (South Pasadena, California: Commercial Textbook Company, Ltd., 1938).

³KV: Ada Kennedy and Cora Vaughn, Consumer Economics, (Peoria, Illinois: Manual Arts Press, 1939).

TABLE XXIV (continued)

SOURCE OF INTERPRETIVE STATEMENTS DRAWN FROM
CONSUMER EDUCATION TEXTBOOKS

Statement Number	Textbook			Statement Number	Textbook		
	SW	ZB	KV		SW	ZB	KV
37.....	589	242		51.....	166	169	
38.....	589	236		52.....	173	362	
39.....	590		135	53.....	150	194	
40.....	593		133	54.....	146	180	
41.....	615		127	55.....	542	288	
42.....	592	202		56.....	544	291	
43.....	592	202		57.....	551	298	
44.....	565	30	91	58.....	363	113	
45.....		51	137	59.....	542	287	
46.....	563	67		60.....	522	275	99
47.....	574	255		61.....	324	305	335
48.....	560		85	62.....	324	305	
49.....	574	252	91	63.....		336	347
50.....	576		91				

COVERAGE OF TEXTBOOK SUBJECT MATTER

Natalie Kneeland, Louise Bernard, and Gerald B. Tallman,
Selling to Today's Customers

Division Of Book	Pages Covered In Division	Pages From Which Statements Taken From Check List*
Part I	5- 58	9, 12, 15, 28, 33, 48, 66, 67
II	59-234	78, 112, 127, 128, 129, 131, 132, 133, 151, 154, 156, 157, 159, 160, 177, 180, 186, 203, 209, 211, 212, 213, 216, 217, 221
III	235-320	315, 316
IV	321-366	336, 338, 339, 340, 341
V	367-398	375, 376, 377, 391

II

Edward Reich, Selling to the Consumer

Unit I	1- 12	1, 2, 4, 6
II	13- 74	13, 19, 24, 26, 28, 33, 35, 46, 52, 63, 64
III	75-114	76, 83, 102
IV	115-154	115, 117, 119, 120, 127, 129, 136, 137, 139, 140, 142, 143, 144, 145
V	155-232	159, 163, 164, 168, 173, 185, 203, 214
VI	233-304	234, 240, 241, 258, 264, 284, 291
VII	305-368	
VIII	369-482	373, 389, 393, 397, 413, 427, 434, 438
IX	483-503	

III

R. G. Walters and John W. Wingate, Fundamentals of Selling

Chapter I	3- 17	6, 9
II	18- 31	
III	32- 48	32, 33, 47

* A page number has not been duplicated when two or more statements were drawn from the same page.

TABLE XXV (continued)

COVERAGE OF TEXTBOOK SUBJECT MATTER

Division of Book	Pages Covered In Division	Pages From Which Statements Taken For Check List
Chapter	IV	49- 67
	V	68- 88
	VI	89-111
	VII	112-130
	VIII	131-145
	IX	146-163
	X	164-179
	XI	180-202
	XII	203-223
	XIII	224-242
	XIV	243-258
	XV	259-276
	XVI	277-298
	XVII	299-313
	XVIII	314-330
	XIX	331-350
	XX	351-369
	XXI	370-387
	XXII	386-403
	XXIII	404-422
	XXIV	423-437
	XXV	438-455
	XXVI	456-470
	XXVII	471-488
	XXVIII	489-509
	XXIX	510-530
	XXX	531-547

IV

Ada Kennedy and Cora Vaughn, Consumer Economics

Unit	I	9- 18
	II	19- 67
	III	68-111
	IV	112-157
	V	158-224
	VI	225-268
	VII	269-350
	VIII	351-355

TABLE XXV (continued)

COVERAGE OF TEXTBOOK SUBJECT MATTER

V

H. G. Shields and W. Harmon Wilson
Consumer Economic Problems

Division Of Book	Pages Covered In Division	Pages From Which Statements Taken For Check List
Unit I	1- 27	1, 2, 6, 11, 13
II	28- 60	28, 43, 44
III	61-110	69, 71, 79, 87, 88, 97
IV	111-198	111, 126, 146, 150, 166, 170, 173
V	197-284	252
VI	285-362	324
VII	363-422	363, 403, 410
VIII	423-478	423
IX	479-521	483-489
X	522-559	522, 525, 542, 544, 551
XI	560-601	560, 561, 563, 565, 566, 574, 576, 585, 588, 589, 590, 592, 593, 594, 598
XII	602-688	615
XIII	689-733	
XIV	734-756	

VI

A. B. ZuTavern and A. E. Bullock, The Consumer Investigates

Introduction	viii- xi	viii
Unit I	1- 41	30, 31
II	42- 72	42, 47, 50, 51, 63, 67, 68
III	73-117	73, 86, 87, 113
IV	118-153	122, 124, 127, 149, 150
V	154-168	156
VI	169-195	169, 180, 194
VII	196-250	196, 198, 200, 202, 215, 232, 236, 242
VIII	251-273	252, 255, 264
IX	274-303	275, 287, 288, 291, 298
X	304-342	305, 336
XI	343-392	362
XII	393-430	
XIII	431-479	457
XIV	480-508	

INITIAL LETTER WRITTEN TO DISTRIBUTIVE EDUCATION LEADERS

March 29, 1943

I am making a study of the relation of Distributive Education to Consumer Education by getting the opinions from a small, selected group of leaders in the Distributive Education field.

After a thorough study of current literature in both fields, I have prepared three sheets of statements regarding the purposes, principles, and practices of Consumer Education.

In order to give me the desired information, you would check in one of three columns following each statement concerning Consumer Education, on a form I shall send you, whether that statement is in conflict with, is similar to, or has no relation to the purposes, principles, and practices of Distributive Education. I have made an attempt to conserve your time.

Will you please indicate on the enclosed postcard your willingness to serve as a member of this group. Please signify if you wish me to send you a copy of the summary.

Sincerely yours,

W. B. Logan, Co-ordinator
Distributive Education

WBL:GS
Enclosure

SECOND LETTER WRITTEN TO DISTRIBUTIVE EDUCATION LEADERS

June 5, 1943

The attached sheets form the basis of the study which I am making of the relation of Distributive Education to Consumer Education. This is the list of statements about which I wrote you this spring. You indicated on a return postcard that you would be willing to help me.

Will you please check in the appropriate column your conception of whether the statement, as listed, is in conflict with Distributive Education, in agreement with Distributive Education, or bears no relationship to Distributive Education.

If you check a statement as being "in conflict", it will indicate that that statement conflicts with the teaching of Distributive Education; i.e., if you check this column for the statement, "Every consumer should realize that the primary objective of salespeople is to sell," you would possibly refer to the teaching of Distributive Education that the salesperson is performing a service in assisting the customer to spend his money wisely in order to obtain the greatest possible satisfaction in return for his expenditures.

If you check in the middle column, "in agreement," it will indicate the opposite to the first column; i.e., that there is a close harmony with the teachings of Distributive Education.

If you check in the last column, it will indicate that you think that a given statement has no connection with any teaching in Distributive Education.

Your cooperation in making this study successful is sincerely appreciated. I trust that it will be possible for me to be of service to you at some future date.

I shall appreciate your attention to this within seven days, if at all possible.

Gratefully yours,

W. B. Logan, Co-ordinator
Distributive Education

WBL:GS
Enc.

INITIAL LETTER WRITTEN TO CONSUMER EDUCATION LEADERS

March 29, 1943

I am making a study of the relation of Consumer Education to Distributive Education by getting the opinions from a small, selected group of leaders in the Consumer Education field.

After a thorough study of current literature in both fields, I have prepared three sheets of statements regarding the purposes, principles, and practices of Distributive Education. Only statements that have appeared in five separate articles or books which deal with Distributive Education are included.

In order to give me the desired information, you would check in one of the three columns following each statement concerning Distributive Education, on a form I shall send you, whether that statement is in conflict with, is similar to, or has no relation to the purposes, principles, and practices of Consumer Education. I have made an attempt to conserve your time.

Will you please indicate on the enclosed postcard your willingness to serve as a member of this group. Please signify if you wish me to send you a copy of the summary.

Sincerely yours,

W. B. Logan, Co-ordinator
Distributive Education

WBL:GS
Enclosure

SECOND LETTER WRITTEN TO CONSUMER EDUCATION LEADERS

June 5, 1943

The attached sheets form the basis of the study which I am making of the relation of Consumer Education to Distributive Education. This is the list of statements concerning which I wrote to you this spring. You indicated on a return postcard that you would be willing to help me.

Will you please check in the appropriate column your conception of whether the statement concerning the teachings of Distributive Education, as listed, is in conflict with Consumer Education, in agreement with Consumer Education, or bears no relationship to Consumer Education.

If you check a statement as being "in conflict" it will indicate that that statement conflicts with the teachings of Consumer Education; i.e., if you check this column for the statement, "credit encourages customers to buy more," you would possibly refer to the teaching of better money management in Consumer Education.

If you check in the middle column, "in agreement," it will indicate the opposite to the first column; i.e., that there is a close harmony with the teachings of Consumer Education.

If you check in the last column it will indicate that you think that a given statement has no connection with any teaching in Consumer Education.

Your cooperation in making this study successful will be sincerely appreciated. I trust that it will be possible for me to be of service to you at some future date.

I shall appreciate your attention to this within seven days, if at all possible.

Gratefully yours,

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Distributive Education

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CONSUMER EDUCATION - DISTRIBUTIVE EDUCATION STUDY
 W. B. Logan, Lee Edwards High School, Asheville, N. C.

	In conflict with Consumer Education	In agreement with Consumer Education	No relationship with Consumer Education
I. THE OCCUPATION			
1. The salesperson's salary is usually dependent upon his ability to sell.			
2. There are good opportunities for advancement in the selling field.			
3. Over a period of years the selling job is as safe as any job.			
II. THE SALESPERSON			
4. Personality is the most important single asset for a salesperson.			
5. A physically attractive salesperson has a much better chance of making a sale than an unattractive one.			
6. Arithmetic is a tool that every seller must be able to use skillfully.			
7. Employers want salespeople who are in good humor, who adapt themselves well, who are courteous, and who get along well with employer and fellow workers.			
8. The success of the salesperson will depend to a large degree on his ability to get along with customers.			
9. The first demand of a firm is that a salesperson be productive.			
10. Good health is important because of the strain of the selling job.			
11. Good manners are essential to forming the best selling technique.			
12. The salesperson should enjoy selling as an occupation.			
13. The salesperson should study how to sell.			
14. Selling requires the ability to talk fluently and convincingly.			
15. A good command of English is sometimes the telling factor in making a sale.			
16. The salesperson must be trained in order to be efficient.			
17. A working knowledge of mathematics is essential to the salesperson.			
18. The salesperson is a representative of both the merchant and the consumer.			
III. THE CONSUMER			
19. Consumer wants should be determined through a study of past sales, consumer surveys, and a study of trade information.			
20. Every person is a consumer and therefore, a potential buyer.			
21. The intelligent salesperson has some idea of the consumer's attitude.			
22. The consumer must be given full freedom of choice in selection of goods.			
23. The consumer is becoming well informed by consumer organizations, advertising, and other media.			
24. The salesperson should know motives for buying (i.e.; needs, wants, and desires) in order that he might use these to best advantage.			

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25. It is necessary for a salesperson to understand how to overcome objections caused by consumer's economic, moral, personal, and political problems in order to be successful.			
26. The salesperson should be able to 'size up' a customer in order to select goods that are suitable for her.			
27. There are differences in men and women buyers that the intelligent salesperson will consider in his approach and sales talk.			
28. Handling two customers at one time requires a great deal of ability.			
29. The consumer determines the standards of living.			
30. A customer who has not decided what she wants before entering the store presents an opportunity for the salesperson to give valuable help to the customer in making a decision about the goods she wants.			
31. The salesperson has many opportunities for making buyers out of customers who are just in the store 'looking around'.			
32. The salesperson should put the timid customer at ease and give every friendly attention to her that is possible.			
33. The salesperson should not attempt to force a customer to buy.			
34. The actions and appearances of the customer on entering the store can be an indication of the kind of person she is and can mean a great deal to the salesperson who takes the trouble to notice them.			
35. A customer who walks toward the salesperson in a determined, brusque manner, will want prompt, efficient service.			
36. Good customers will not attempt to return merchandise that has been worn or used unless it has been proven defective in some way.			
37. Men customers are likely to be interested in quality and construction and less interested in the style factor than women.			
38. The customer who is aggressive usually takes the initiative and should be given prompt and immediate attention.			
39. A customer who wants to talk about family affairs and incidental happenings should be dealt with by being sympathetic yet businesslike.			
40. A customer who is slow in deciding must be given ample time to make decisions.			
41. The customer who agrees with all the salesperson's sales talk but shows no signs of buying should be left alone to look, if other customers are waiting.			
42. An unhurried, calm manner is the best way to deal with the customer who is irritable and oversensitive.			
IV. THE GOODS			
43. It is important that the salesperson have a thorough knowledge of the merchandise that he sells in order to explain its advantages.			
44. Goods must fill the needs of the customer.			
45. The salesperson must be thoroughly familiar with the performance qualities of his product.			

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46. The salesperson will be able to inspire confidence in the customer if he has a thorough knowledge of his merchandise.			
47. The price of goods must be within reach of the consumer's buying power.			
48. The salesperson should not be afraid to acknowledge a fault if it exists in the merchandise.			
49. Shopping around before actually making a purchase may save a great deal of money even though it may involve more time and effort.			
50. Salespeople should know what is advertised throughout the entire store and should be able to recognize the customer's request for special items.			
51. When a firm has a definite time-limit policy on returned goods, it has a right to refuse to accept merchandise which is kept out beyond the limit.			
V. THE SALE			
52. Salespeople should know how to approach and greet customers pleasantly and cordially.			
53. The salesperson should present the best brand, not necessarily the most expensive, in order to satisfy the customer's particular need.			
54. Suggesting additional merchandise increases the amount of the sale.			
55. If an article is out of stock, either offer to order the desired merchandise or offer a substitute.			
56. Selling is becoming more and more a process of assisting customers to buy wisely.			
57. The aim of the salesperson should be to sell as much as he can and still render good and lasting service to his customers.			
58. The telephone is valuable as an aid in selling.			
59. Correct packing and wrapping is important to the customer and the store.			
60. Goods attractively displayed increases sales.			
61. The salesperson should be able to demonstrate the goods he is selling.			
62. There is danger of showing too much merchandise at one time.			
63. Promptness, interest, and self-confidence are the three major characteristics of manner that attract favorable attention to the salesperson at the opening of a sale.			
64. The salesperson should make an effort to divert attention from himself as soon as possible to the article or service offered.			
65. The customer's interest is aroused by telling how the goods absolutely and completely satisfy the purpose for which he has stated a need.			
66. The salesperson should hint at no negatives about his merchandise.			
67. The salesperson should show how the goods fulfill the very desires, needs, and wants of the customers.			

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VI. THE ORGANIZATION			
68. A store is divided into departments in order to expedite business.			
69. Consumer services are necessary but increase the cost of the goods sold.			
70. A definite advertising policy should be observed by the store.			
71. Advertising can attract the prospects' attention and create buying interest in the seller's product.			
72. Credit encourages customers to purchase more.			
73. Different stores cater to different classes of buyers.			
74. It is the service which customers receive which determines where they shall go to shop.			
75. If customers find salespeople who know their wants and can satisfy them quickly and pleasantly, they forego all the other advantages which other stores may offer.			
76. Stores recognize that a good shopper is one who is constantly on the alert for good values, whether or not she intends to make an immediate purchase, and they attempt to train their salespeople to give the shopper courteous, efficient service.			
VII. GENERAL			
77. The merchant aims to sell goods to yield him a reasonable profit.			
78. Getting a job is the most important selling job that a person can make.			

DISTRIBUTIVE EDUCATION--CONSUMER EDUCATION STUDY
W. B. Logan, Lee Edwards High School, Asheville, N.C.

	In conflict with Distributive Education	In agreement with Distributive Education	No relationship with Distributive Education
I. THE CONSUMER AND BUSINESS			
1. The consumer decides what kind of goods and services will be produced.			
2. Every person is a consumer.			
3. Specialization, in our economic set-up today, is the main reason for increased costs.			
4. It is essential for every person to be a good manager of money income.			
5. In this country the individual has the right of possession, the right of use, and the right of ownership except when the government can prove that the taking of property is for the general welfare of society. (Eminent domain)			
II. SIGNIFICANCE OF WEALTH AND INCOME			
6. Money is a means of controlling wealth.			
7. All members of society share in the productive effort of society, though not equally.			
8. An individual's income depends on (a) his earning power, and (b) the amount of money and resources he has to use for productive purposes.			
III. PRICES			
9. The consumer should understand the law of supply and demand, which is one of the reasons for the rise and fall of prices.			
10. A person sometimes buys more freely on credit than if he were paying cash.			
11. The use of a charge account builds up a better relationship between merchant and customer, and the customer will frequently get better consideration and better service than the person who buys only for cash.			
12. Any cost of credit is usually passed on either to the individual consumer on the basis of each sale, or to all buyers through generally higher prices.			
IV. MONEY MANAGEMENT			
13. Consumers should not allow personal expenditures to exceed limits set up in a budget.			
14. It is important to keep some form of record for (1) controlling expenditures, and (2) reporting on government taxes.			
15. Some definite system must be followed in record keeping.			
16. A general principle for consumers to follow in managing income is to spend less than their income.			
17. Another principle is for consumers to invest wisely.			
18. A savings fund should be created and carried out with some definite objective in view.			

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19. One should not go into debt for things that will have been used or consumed before they are paid for.			
20. Money is a medium of exchange.			
21. Money and credit give life to business.			
22. The cost of small personal loans is usually very high.			
23. Waste is caused by careless and unnecessary buying.			
V. CONSUMER-PRODUCER RELATIONSHIPS			
24. Producers and consumers have many interests in common, such as: not allowing production to decrease, having stability of wages, adequacy of wages, and security in the job.			
25. Many of the larger and better business firms realize the consumer needs guidance and protection in his selection of goods and that the giving of reliable information is a service that business should render.			
VI. SHOPPING AND BUYING METHODS			
26. A bargain is not a bargain unless what one buys is needed and serves satisfactorily the purpose for which it is bought.			
27. The buyer should carefully compare the products he is preparing to buy. Every consumer should learn to shop intelligently.			
28. If a person expects to buy intelligently he must learn to know what he wants and how he can be served effectively.			
29. Every consumer should realize that the primary objective of salespeople is to sell.			
30. Every consumer should realize business is operated to make a profit for its owner.			
31. Consumers operate at a disadvantage because sellers are ordinarily experts and specialists, whereas the average consumer is an inexperienced buyer.			
32. Labels are helpful to the consumer and their use should be encouraged.			
33. Consumers are studied scientifically by business and classified by the salesperson.			
34. A person should buy carefully without being 'sold'.			
35. A person should buy from a reliable merchant.			
36. Seasonal price reductions can mean considerable savings to consumers.			
37. Quantity buying can mean considerable saving for the consumer.			
38. Seasonal buying and quantity buying saves the consumer time, energy, and money.			
39. The size of the package is an important element to consider in buying.			
40. The buyer should read the labels carefully to determine information regarding (1) weight or volume, (2) quality, and (3) description of article.			

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41. The important consideration in purchasing fresh meats is judging the quality.			
42. The highest grade or quality is not always the most suitable.			
43. The highest grade or quality is not always high priced.			
44. Some salesmen use 'high pressure salesmanship' regardless of whether or not the merchandise or services are needed.			
45. It is not always easy for a seller to determine the quality of the product he sells; hence, it is only natural for him to recommend them all, or at least the ones giving him the most profit.			
46. The ordinary salesman usually has a wife and family at home for whom he is providing; hence, he has other interests at heart besides those of the buyer.			
VII. ADVERTISING			
47. The consumer must learn to distinguish between exaggerated, meaningless statements and honest meaningful statements; between emotional and rational appeals in advertising.			
48. The buyer should analyze carefully all buying messages.			
49. Buyers, sometimes become over-zealous in their advertising appeals.			
50. Every consumer should beware of frauds in advertising and selling.			
VIII. BANKING SERVICES			
51. Consumers seeking financial advice and loans should consult a banking institution.			
52. Consumers should borrow money from a reputable source.			
53. Savings can now be invested safely in banks, postal savings, and loan associations.			
54. Use particular precautions in using a checking account.			
IX. CONSUMER AGENCIES			
55. Better Business Bureaus protect against false advertising and dishonest trade practices.			
56. Seals of acceptance of some private associations have come to be respected.			
57. Organizations such as Consumers' Research, Inc., and Consumers' Union, Inc., test widely-used products for members, who pay a nominal fee for service.			
E. TAXES AND TARIFFS			
58. As consumers of governmental services, we are concerned as to whether or not we are getting our money's worth from taxes paid.			
59. Every consumer should know about the services of the more important private agencies that can be called upon for protection and guidance in buying.			
60. There are many governmental agencies which are helpful to the consumer.			

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59. Every consumer should know about the services of the more important private agencies that can be called upon for protection and guidance in buying.			
60. There are many governmental agencies which are helpful to the consumer.			

UNITED STATES DEPARTMENT OF THE INTERIOR
BUREAU OF LAND MANAGEMENT

MONTANA

CROWN POINT

SECTION 10

TOWNSHIP 10N

RANGE 10E

COUNTY OF DEWEESE

STATE OF MONTANA

MAY 19 1900

	In conflict with Distributive Education	In agreement with Distributive Education	No relationship with Distributive Education
XI. INVESTING YOUR MONEY			
51. Practically everyone needs some form of life insurance.			
62. Life insurance is a form of security against loss of happiness and economic security for a wage earner's family.			
63. Endowment insurance represents a good investment.			