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DEPARTMENT-STORE EDUCATION

AN ACCOUNT OF THE TRAINING METHODS DEVELOPED AT THE BOSTON SCHOOL OF SALESMANSHIP UNDER THE DIRECTION OF LUCINDA WYMAN PRINCE

BY

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DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, February 7, 1917.

SIR: An interesting survival of apprenticeship instruction, embodying modern methods of classroom work, is found in the vocational schools and classes which many industrial and commercial establishments now maintain within their walls and at their own expense for the vocational training of their employees. This form of teaching, intended primarily for increase of efficiency in some particular line of work, is based on correct principles of education, and if well done has general educational value. For both reasons it deserves encouragement at least until other means of vocational education are more numerous and better developed than they are now. As a valuable concrete example of this kind of vocational education, I recommend that the manuscript transmitted herewith be published as a bulletin of the Bureau of Education.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

A DEMONSTRATION SALE AT THE SCHOOL OF SALESMANSHIP.

Women's Educational and Industrial Union, Boston, Mass.

DEPARTMENT-STORE EDUCATION.

Chapter I.

HISTORY OF THE BOSTON SCHOOL OF SALESMANSHIP.

Vocational training, as a part of the great movement for industrial betterment, is now widely recognized as an advantageous measure for both the worker and the industry, but it is not many years since such applied education was looked upon with disfavor by employers and employees alike. This report will not attempt to relate the circumstances which have led to a change of sentiment toward the movement as a whole, but will deal specifically with the development of that phase of it known to-day as department-store education.

In 1905 the Women's Educational and Industrial Union of Boston undertook to determine what special training was needed by girls who wished to become saleswomen. This organization, which has for its aim the educational, industrial, and social advancement of women, endeavored then, as it does now, to improve the conditions of women workers, to find new opportunities for them, and to help them to get training for their chosen line of work. One of the members of the executive committee of the union at that time was Mrs. Lucinda Wyman Prince, who became so interested in the union's investigation of saleswomen and their needs that she resolved to devote herself to this important question.

By experience and temperament Mrs. Prince was well fitted for the work in which she now became engaged. After graduation from the Framingham Normal School, she taught with marked success in both public and private schools. Later she studied at Wellesley College and in Germany. She had traveled extensively, had a wide acquaintance among educators and philanthropists, and was deeply interested in all social movements. She had been a resident in the first college settlement house in Boston, an experience which brought her into close touch with the environment and problems of many working girls and which convinced her that a right start in industry would do much to insure the future happiness and usefulness of these young workers.

In addition to her instinctive liking for all forms of constructive social work, Mrs. Prince had a special reason for being interested in the department-store problem. For some time she had been the

leader of a club of 50 working girls who met at the union two evenings a month. Many of the girls held positions in department stores, and all complained of the low wages they were receiving, even though, in some cases, they had been working for several years. They seemed to feel that their length of service entitled them to a salary advance, whereas it was evident that most of them were probably being paid quite as much as they were worth. Mrs. Prince was convinced that these girls would never be much better off until some one helped them to see the possibilities in their work. At this time there was in most stores no plan for instructing a new girl in the rules and customs of the house by which she was employed. She was given a sales book and placed behind a counter. If she was so fortunate as to be placed next to a kind-hearted sales girl who remembered her own initiation into the work of selling, she would receive some help; otherwise she must work out her own salvation unaided. Mrs. Prince saw in this situation a problem for which education was the natural solution. It seemed altogether reasonable that saleswomen, like nurses, teachers, and doctors, would profit by training for their special vocation, and she thereupon began to plan a course of study which she believed, by creating a more intelligent interest in the work, would result in greater efficiency and better wages. The Women's Educational and Industrial Union indorsed the plan. A room and the necessary equipment were provided, and help and support in the development of the work were promised.

The next step was an effort to enlist the interest of the merchants. Nearly all were frankly skeptical of the success of the proposed school of salesmanship. For one thing, they thought that salesmanship could not be taught by a person not experienced in selling. Mrs. Prince answered this objection by selling as a "special" at a bargain table for several days, and so completely did she outstrip all of her fellow workers that her ability as a saleswoman was never again called in question. Another objection was that training would not help the stores with their immediate problem, because girls could never be spared from their work to be educated. The management, moreover, was not prepared to offer such an opportunity to new and untried workers, neither was it disposed to guarantee positions to graduates of a course in salesmanship.

It was obvious that the school must start without the cooperation of the stores. The first class, which was organized in the fall of 1905, was made up of eight girls, who entered because they could not get positions and who were so young that they could enter the stores only as cash girls and stock girls when the course was completed.

The second class was started in January, 1906, with six somewhat older and more promising girls. The school had still nothing definite to offer its graduates, and the girls were not very hopeful material, at best.

To supplement the school work and make it vital, actual selling experience was considered necessary to the success of the experiment, but up to this time the only places where such experience might be gained were the food shop and the handwork shop of the Women's Educational and Industrial Union. Although this opportunity was greatly appreciated, it did not furnish satisfactory preparation for the larger business world the girls were to enter. The atmosphere and demands were those of the small specialty shop, rather than the department store; the customers were, in general, of one type; the sales were either paid or charged; the merchandise was limited. In addition, because the shops were small, only a few girls at a time could work in them. It was felt that the school could not attract the right type of girl until it could give actual store experience, with wages, during the period of training, so that girls who wanted the training could afford to take it. It was also felt that the school should be able to guarantee positions to its graduates. To this end, the cooperation of the large stores was essential. The first store to volunteer this help was William Filene's Sons Co., which offered to take the class on Mondays at a small wage. This firm also expressed willingness to consider graduates of the school for positions. With this more definite plan, the third class opened in July, 1906, with seven pupils.

Now that the aims of the school were better understood, the following stores became interested in the plan: Jordan Marsh Co., William Filene's Sons Co., Gilchrist Co., Shepard Norwell Co., James A. Houston Co., and R. H. White Co. The superintendents of these stores were invited to become members of an advisory committee, which should meet once a month at dinner with Mrs. Kehew, the president of the Women's Educational and Industrial Union, and Mrs. Prince, the director of the school. At these meetings problems of effective and practical organization were discussed, criticism of the work of the school was solicited, and the superintendents were urged to visit the school and suggest ways in which its value might be increased. These conferences were highly influential in shaping the policy of the school organization, and to the helpful interest of this committee the project owes much of its success.

It was agreed that the cooperating firms should send to the school promising applicants who, because of inexperience, could not be engaged for store work, but who would be given positions after satisfactory completion of the course. These girls, after being approved by the director, were admitted to the school. The stores which accepted them promised selling experience on Mondays at $1 a day, and the girls were guaranteed permanent positions if their work proved satisfactory after one month's probation.

The fourth class in salesmanship, the first in active cooperation with the stores, opened in October, 1906, with 16 pupils. The members of

this class were old enough to take selling positions, but it was by no means easy to find desirable pupils who were able and willing to take the training, notwithstanding the fact that positions were guaranteed. Many could not afford the time or the loss of regular wages, and some, not understanding the plan, were opposed to anything connected with schools and classes.

It was soon clear that more practical work in the stores was needed for the best results. Accordingly, after consultation with the advisory committee, the schedule was so changed that the pupils attended the school from 8.30 to 11 and from 4.30 to 5.30 each day, spending the intervening hours in the stores. For this half-time work they received $3 a week. These concessions of more practice and higher wages were encouraging, for they meant that the confidence of the managers of the stores had been gained. From the start it was recognized that what was asked from the stores must be for value received, the entire proposition resting for its appeal to business men on a business basis.

From nearly one hundred applicants for the next class, beginning in February, 1907, twenty-one, the limit of the classroom, were chosen. Some of the girls left positions to take advantage of the opportunity for training. Soon after this certain changes were made in the school session. It was found impracticable and unprofitable to require the pupils to return to school for the final hour of the working day. In place of this appointment, a half hour was added to the morning session, which thus covered three hours, 8.30 to 11.30. On account of special sales often offered by the Boston department stores on Monday, that day is frequently the busiest of the week. As the saleswomen who were being trained became increasingly valuable, their services were desired all day Monday, and when the advisory committee asked that the pupils attend school five, instead of six, mornings each week the request was readily granted. It was a gratifying recognition of the practical value of the training. The next and last important concession was the action taken in the autumn of 1907, when the firms agreed to allow the candidates full wages while they were taking the course. This step was conclusive evidence that the school had found its place in the business world. Appreciation of the work was further shown by financial contributions made by some of the cooperating stores to the social-educational activities of the union. No significant changes in policy or organization have occurred in the succeeding years and the school is maintained to-day on the satisfactory cooperative basis which was the result of three years of experiment and study.

The School of Salesmanship of the Women's Educational and Industrial Union is now recognized as a valued training center for sales people of the following seven[1] Boston stores: Jordan Marsh Co.,

[1] Since this report was written L. P. Hollander Co. has been added to the group of cooperating stores.

William Filene's Sons Co., Gilchrist Co., C. F. Hovey Co., E. T. Slattery Co., R. H. White Co., and Shepard Norwell Co. Three different classes are formed during the year, each class attending the school for a term of 12 weeks. The session, as previously stated, is from 8.30 to 11.30 five mornings a week, which means that 15 hours a week, or 180 hours a term, are allowed the girls by their firms, for training. Pupils are selected from the selling force of the cooperating stores and always receive full payment of wages while they are taking the course. They are chosen by the store superintendents, whose selections must be approved by the director of the school. When the school was in the pioneer stage, the girls selected were sometimes those "who would not be missed," but now that not only superintendents, but buyers and floor managers as well, acknowledge that the course of training is advantageous to the business, many of the most promising saleswomen are sent. This is as it should be, for the more able girls are quick to apply to the store work the principles taught at school, and their influence in training their associates strengthens and dignifies the department. In other words, a better investment is made when a promising girl is selected than when one of mediocre ability is chosen.

At the beginning of the course, each pupil is asked to fill out an application blank which contains various questions designed to give an idea of her habits and tastes and to furnish needed statistics. (See Appendix, p. 75, for form.) In dealing with a class of this kind, individual work is essential. This need has been met during the last few years by means of the members of the teachers' training class, an account of which will be found in another chapter. Each member of the teachers' class is responsible for one or more saleswomen, toward whom she acts in the capacity of teacher and adviser, and the information given in the application blank helps the teacher to discover the individual needs of her pupils.

That this pioneer school has succeeded so well is due to many factors, chief among them being the cooperation of the stores. This has been gained largely by an endeavor to deal fairly with both employers and employees and by the compelling argument of the increased efficiency of trained sales people. Another factor has been the growth in esprit de corps within the stores themselves, a sentiment which has been fostered by the training of sales people to intelligent service rather than to arbitrary obedience to rules. Yet another is the earnest desire of progressive business men to promote in every way the health, happiness, intelligence, and consequent power of their employees.

Under these favorable conditions, the school of salesmanship is working out its purpose, a purpose which, determined early in the history of the school, permeates all its teaching. It is fourfold:

First, to make advancement in the profession of selling depend on efficiency and not on years of service. In some stores the veteran of the counter, no matter how unwilling and unintelligent, is advanced on the supposition that her years behind the counter, often despite the evidence of her record of sales, have made her worthy of promotion. This custom takes away any incentive to increased effort on the part of the ambitious young saleswoman.

Second, to increase the pupil's power and judgment—that is, to awaken her intellect, to equip her with ideals of service, to help her acquire the qualities she needs, and to teach her to use her mind and ideals in the work that is hers to do.

Third, to discover whether or not a girl is fitted for the vocation of selling. If she is not, as some are not, because of mental or physical handicaps, the school attempts to find for her some other occupation which will be better suited to her powers, and so make her work something more than drudgery, at the same time removing from the ranks of selling one who is incapable of furthering the interests of the business.

Fourth, to give the girls worthy standards of all kinds. This is the broadest and most important of the aims of the school, for it deals with the girls as individuals, not as mere workers. Many of them leave the stores for one reason or another, and, for them, the school provides a training quite as valuable as if they were still selling, a training which they receive from no other source. Improved standards of living, better habits of thought, higher interpretations, and ideals—these develop the power of the industrial worker because they take root in character and bear fruit in all human relationships.

The course of study has grown with the school and the teaching method has developed at the same time in line with the problems which must be met in order to achieve the high purpose toward which the work is directed. Personal experience in selling gained by the director of the school and her associates, observation of many untrained workers, and conferences with superintendents as to qualifications for success in salesmanship have made known the subjects most needed in the teaching of salesmanship. During the first years of the school's existence it was the custom to ask the members of each graduating class what subjects had proved most helpful to them; what additions to the course they might recommend; what in their opinion might well be omitted. The answers, given in writing, were an invaluable guide, for the genuineness of the statements could not be doubted. Careful records are kept of the progress of the graduates and the loyalty of former pupils prompts many suggestions as to the greater usefulness of the school. All of these influences have helped to shape the course of study.

Chapter II.

THE COURSE OF STUDY.

SALESMANSHIP.

The subjects included in the course of study are those which careful analysis of the selling problem has revealed as most needed by sales people in their daily work. The underlying purpose in the selection of subjects to be taught was outlined in the beginning, under four heads, as follows:

First, to instill a regard for system and to cultivate habits of attention to detail.

Second, to instruct in subjects which increase knowledge of the stock to be sold.

Third, to teach the essentials of the science of selling, and to develop in the individual power for self-training.

Fourth, to teach right thinking toward selling as a profession, to stimulate a sense of responsibility, and to influence toward high ideals of thought and action.

The term is too short for inclusion of all the subjects that might seem desirable; those that are considered essential are the following:

Subject.	*Aim.*
Salesmanship	To teach the technique of selling and to develop a professional attitude toward the work.
Textiles, General merchandise	To give information about the stock and to develop an appreciation of its qualities.
Hygiene and physical education	To promote good health and develop an attractive personality.
Arithmetic	To develop accuracy.
Store system	To give familiarity with the rules and forms of the store.
English	To develop forceful speech.
Color, Design	To train color sense, to set standards of good taste, to develop a sense of beauty.

Although the immediate aim in all the work is the occupational need, the ultimate aim, as the outlined purpose suggests, is personal development of the pupils and resulting growth in character. As a girl learns to be a better seller of merchandise, she learns also to be a more intelligent buyer, and the training which she receives in courteous service makes her a more gracious and influential member of society. Such subjects as textiles, color, and design are as valuable to a girl in her personal life as in her industrial relation; and

arithmetic, English, and hygiene are of practically unlimited application. In brief, the training is intended not simply to help a girl to earn her living, but to make the most of her life, by showing her how to make full use of her resources.

The subject matter of the several courses will be treated in this and the two succeeding chapters, the method of teaching being considered in another chapter.

SALESMANSHIP.

The study of salesmanship is divided into four parts:

1. Lessons on the technique of selling and other closely related work of saleswomen.
2. Informal discussions of pupils' daily experience.
3. Store system.
4. Demonstration sales.

1. The first lesson deals with one of the simplest and most concrete of a salesgirl's experiences, the response to customers' inquiries. Since most of these questions are asked specifically about the store—the location of departments, merchandise carried, facilities provided for the convenience of customers—the lesson is named *Store directory*, although the teacher does not confine herself to questions dealing exclusively with the store. After establishing the principles of accuracy, distinctness, and courtesy as essentials in giving information, the class, divided into store groups, is drilled on the geography of the store and the disposition of merchandise. The building is placed in relation to the points of the compass; the near-by streets are named; entrances, exits, elevators, stairways, and fire escapes are indicated on simple diagrams drawn by the pupils. The general distribution of merchandise according to floors is next discussed, and finally the smaller details are considered. Special service features, such as rest rooms, nearest telephone, post office, and restaurant, are located; and the best way to reach important public buildings, places of historical interest, railroad stations, theaters, and other well-known stores is made clear. Pupils are led to see that directing customers is a legitimate part of their work and that when this is done with intelligence and courtesy, the favorable impression made upon a customer is likely to react advantageously to the saleswoman and to the store.

The care of stock.—Many girls who like to sell are not fond of housekeeping, and this fundamental lack leads to much loss from damaged stock, incomplete lines, and misplaced articles. The relation of good stock keeping to successful selling is a completely new idea to the pupils. They know, in general, that some one must look after the stock, but the great advantages of good work in this connection and the disastrous results of neglect are not

realized until the importance of the subject is developed according to a carefully detailed plan. When it is understood that damaged, shopworn, old merchandise leads to the inevitable mark-down sale; that a department which must resort frequently to such sales to secure money and room for new stock is not in a prosperous condition; that a department which is not yielding a good profit can not increase wages; the simple but necessary work of stock keeping becomes invested with new interest.

Of all the many interesting questions connected with salesmanship perhaps *the approach to the customer* is most provocative of lively discussion. This must be considered in various relations—the kind of department involved, whether a spacious suit section, or a busy, crowded small-wares counter; the type of customer represented; the implied or expressed policy of the store; the spirit and interest which should animate all human relationships. Two points receive especial emphasis—the importance of making a favorable first impression, and the desirability of placing before the customer as soon as possible specimens of the merchandise which she has come to look at or to buy.

Presenting the merchandise, or in the more expressive parlance of the store, *talking up the merchandise*, is the logical next lesson. Among the topics developed in this lesson are: The information desired by customers; the sources of information; the choice of English; the selection of the points most likely to appeal to various types of customers; the force of such presentation when well expressed; the sense of power and the feeling of confidence which a saleswoman has when she knows and believes in her stock, and the psychological reaction of a customer under these circumstances.

Closing the sale has to do with the critical last stage of a transaction when a customer is especially open to influence. At this point, the exercise of tact and judgment is essential. The often seemingly insignificant factors which win or lose sales are reported and discussed, and the lesson is concluded with emphasis on the desirability of having a customer leave the department with a pleasant impression of the saleswoman who has served her and of the store in general.

A re-stating of many principles already taught is a part of an all-inclusive lesson on *service*, in which the theory of selling developed through the class discussions, and the policy and ideals of the store management, are interpreted in the light of the modern spirit of business. Almost without exception, saleswomen connect "service" with housework—waiting on the table—something involving patronage; service done to society is a new idea, and service as a life ideal seems to be the principle needed to give significance and motive to their work. The pupils gradually see that serving a customer is not

merely, nor chiefly, a matter of polite and thoughtful little attentions, that the girl who gives her full attention to selling a customer the articles best suited to her needs is fulfilling the higher function. Thoughtful consideration of the question of service marks for many of the pupils the dawning of a social conscience.

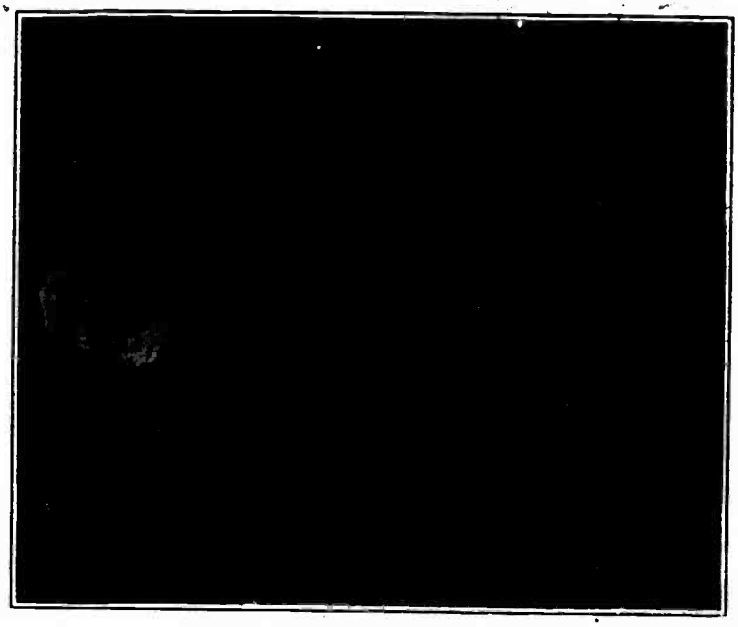
In *waste and its control* the pupils are shown their responsibility in using their time and energy most advantageously for the benefit of the firm which employs them. The economical use of supplies and the care of equipment and fixtures are brought out at this time. The most vital point in the lesson is reached when the relation of waste to wages is developed. Few of the pupils have ever heard of "overhead charges" or understand what is meant by general department expense. They do not realize that they are in any way responsible for keeping the cost of the department down to the minimum. When it is pointed out that one way to increase profits is to reduce expense, and that money saved on repairs, lights, and supplies is available for other purposes, one of which may be increased wages, they become better custodians of their employer's property and use their influence toward this end with other members of the department.

The lesson on *store organization* aims to give the pupils an understanding of the actual organization of a department store and the important place in it which the salespeople occupy. Perhaps no other lesson is capable of disclosing so forcefully the indispensability of the salespeople's services. A well-known authority on matters of organization has said:

> A whole department store is nothing but each individual sales person in front of the merchandise with one particular piece of merchandise in her hand, discussing it with the customer. Every other activity of the store is legitimate in so far as it centers at that point and illegitimate in so far as it does not.

This high conception of her calling is an inspiration to a saleswoman and makes her interested to trace out the divisions of responsibility and her relation to all the other workers. This leads naturally to the subject of promotion. The pupils know that a worker is frequently transferred from one group to the next higher, for example, a salesgirl may be made head of stock or assistant buyer, but they have not understood how an ambitious girl may prepare herself for such an opportunity through cooperation, study, and industrious application to the work in hand.

2. The informal discussions need little explanation. Pupils report to the class unusual and perplexing problems which have arisen in their dealings with customers and fellow workers. The subject of the last salesmanship lesson is often taken up, the pupils relating experiences in putting it into practice. If there has been failure or success attending on the effort to improve, the other members of the class seek out the reasons for it, and the whole class profits by the individual



A. STUDY OF COLOR AND DESIGN.

A corner of the schoolroom arranged to bring out the effects of poor lines, bad color combinations, and realistic decoration.

B. STUDY OF COLOR AND DESIGN.

Simplicity, orderliness, and harmonious color combination are emphasized in the arrangement.

A. A CLASS IN THE STORE OF L. S. AYRES CO., INDIANAPOLIS.

The subject of the lesson is the relation of lines to different types of figures.

B. DISCRIMINATING TASTE.

Taste is developed by contrasting simple, well-constructed articles with those that are over-decorated, flimsy, and difficult to care for.

experience of every member. When the girls first come to the school they are glad to talk about their successful sales, but hesitate to report their failures, but as they develop a professional attitude toward their work they submit all types of experience for class deliberation. These discussions are of great value in bringing up questions of vital importance which might not arise in connection with any other lesson.

3. The study of *store system* is chiefly concerned with the sales book. The book used by each store is first studied; the sales check itself is analyzed, the purpose and destination of each of its parts being determined before any sales records are written out. The pupils are taught the reason back of every rule, and are led to see that the many conditions governing the use of the sales check should not be regarded as annoying red tape, but as an important means of protection to all who are in any way connected with the sales. Not only are the many different forms of the sales check carefully taught, but much time is given to the details of legible writing, distinct figures, proper spacing, to the doing of the work in good form. One appointment each week is given to this study which is undertaken in small store groups in charge of members of the teachers' class. All checks made out by the pupils are filed, and at the end of the term each girl is marked on neatness, accuracy, speed, legibility, and also on improvement shown since the beginning of the course.

4. The method of conducting demonstration sales originated with this school of salesmanship. Exhibition sales have long been used as object lessons, but in such demonstrations, the customer and saleswoman ordinarily plan beforehand what shall be said and done, and the sale is therefore no test of the saleswoman's ability to meet a situation. It is, rather, a dramatic performance. The demonstration sales of the Boston School of Salesmanship are as nearly as possible reproductions of actual selling conditions; the saleswoman sells real merchandise to realistic customers, she is held strictly to the rules and system of her store, and she is as unaware of the type of sale she is to make as she is when customers approach her in her own department.

These exercises are held once a week. A large table in the front of the room serves as counter. The merchandise is a selection of representative articles from the department in which the girl works, for the buyers take a great deal of interest in the sales and are very willing to lend merchandise which will make an attractive display. The saleswoman is responsible for the conduct of the entire sale, from the arrangement of the stock to making out the sales check. A member of the class from the same store as the saleswoman acts as floor manager, signing such slips as would require this official signature in an actual transaction.

While the sale is going on, the other members of the class listen attentively and take notes on the "strong" and the "weak" points. These criticisms, with additional points brought forward by the teacher, are the basis of the discussion which, always following the sale, is its most valuable feature. Everyone is expected to contribute something to the discussion. The customer is sometimes asked how certain procedure affected her, and what influenced her for or against the purchase. The buyer of the department represented is invited to attend, and his presence always stimulates thoughtful effort on the part of all the class. An excellent opportunity is here afforded for educating the buyer, if he stands in need of enlightenment, or for strengthening his interest and support if he is already friendly toward the work.

In the discussion it is customary to hold the class to a simple outline which presents in logical order the chief points to be considered in judging the technique of any sale. This is not the invariable practice, however, for the pupils sometimes become so aroused over a point of paramount interest that this must be satisfactorily settled before other topics are considered. Such a case might be that of a variation from a well-known rule; of misrepresentation, intentional or otherwise; of treatment of a difficult situation presented, for instance, by a shoplifter, or a deaf person, or a customer who offers a tip. As the sales are carried on during the course, they become increasingly complex, and the subtlety of the points brought out for discussion in the later exercises is a revelation of the pupils' mental development.

The pupils who sell are chosen with care, in order to give those who most need it the opportunity of receiving criticism, and at the same time to select those whose salesmanship is of such a type as to offer the rest of the class an object lesson, a warning, or an inspiration, as the case may be. The customer must, also, be selected with discrimination both as to the type which she represents and as to her ability to bring about a significant sale. She should, in general, be neither an exceptionally difficult customer nor an exceptionally easy one, unless the object of the sale is the handling of one of these extremes, but her behavior should be that of an average type under certain conditions.

The demonstration sales seem to be more concretely helpful than any other part of the salesmanship course. Faults in selling of which a girl has been quite unconscious may here stand out conspicuously and the criticism of her classmates is usually felt to be just. A teacher might be considered theoretical and an outsider prejudiced, but those whose experience has been the same as her own are considered qualified to judge the success of a sale. If a girl resents unfavorable comment (a rare occurrence), her attempts to justify herself

usually show her that she is in the wrong, and the sale thus helps her to judge her own work.

The class, as a whole, responds to a sale with great interest. The same points brought out in a lecture would be far less effective, for the sale, demonstrating vividly the method of approach, the saleswoman's manner, the handling of merchandise and numerous other details of technique, is more potent than any amount of lecturing could be. Another advantage of the demonstration sale is its power to hold attention and induce deep thought. The pupils improve noticeably in ability to think constructively and to reason a matter through to its conclusion. They also are made much more observant of genuine sales, those which they and their fellow-workers make and those in which they figure as customers. Their new sensitiveness to fine points in salesmanship, to details which had not interested them before, is often a surprise and delight to them.

As a means of developing a broad and sympathetic attitude toward the public, the sale is invaluable, for many usual and unusual types of customers are represented and the pupils see the customer's point of view more clearly than is usually possible in the store. In engendering the right spirit toward the giving and taking of criticism, this exercise has also a certain moral value.

A detailed account of a demonstration sale will be found in Chapter V, and brief lists in the Appendix (pp. 73, 74) will suggest types of customers and principles of salesmanship which may be brought out in these exercises.

The course in salesmanship is supplemented at frequent intervals by informal talks from business men representing various divisions of the activities of a department store. An effort is made to have each cooperating store thus represented at least once during the 12 weeks' term. The following series is typical:

Lecture I, by president of the firm, "The Value of Training."
Lecture II, by head of the credit department, "The Effect, upon the Business, of Carelessly Written Sales Checks."
Lecture III, by a floor manager, "Qualities of a Successful Saleswoman."
Lecture IV, by a buyer, "The Romance of Merchandise."
Lecture V, by an advertising manager, "The Relation of Sales People to the Advertising Department."
Lecture VI, by a superintendent, "Opportunities for Trained Workers."

These talks are not only a helpful means of strengthening the connection between store and school, but sometimes accomplish also the greater end of broadening the outlook of the speaker and bringing about a much-needed change in attitude. A classic case in point is one which occurred early in the history of the school. A pupil reported that her buyer had ordered her to describe as "pure linen" 5-cent handkerchiefs which she knew to be cotton. She was very much disturbed about it, but feared she would lose her position if she

attempted to argue the point. The buyer in question was invited to visit the school on a day when another buyer, known to be opposed to misrepresentation, was to speak to the class. When, at the close of the lecture, there was opportunity for questions, the matter of misrepresentation was brought up. The speaker denounced it as contrary to business policy as well as ethical action. The visiting buyer must have been convinced, for the girl was never again asked to lie about her merchandise.

At the end of the term the pupils are sometimes asked to answer in writing the question, What is the use of your studying salesmanship? A few of the answers may be of interest.

One says:

> The study of salesmanship has helped me in many ways. I find I can talk more, study customers better, and use suggestion. Before I went to school I thought all one had to do to be a saleswoman was to be courteous.

Says another girl:

> I think I am more efficient than I was three months ago, in that where I formerly tried to have a good book because the other girls did and also to earn as much commission as possible, now I think of the customers and service to them. I try to study their interests as well as my own.

Another writes:

> Three months ago I knew nothing about the way to handle a customer, nothing of what a waste of time means, or the impression a customer gets of a sales person who does not know her stock. But now I know how much it all means. I know what selling is and realize that to sell you must be efficient, not just stand without talking up your merchandise.

Chapter III.

THE COURSE OF STUDY (continued).

TEXTILES, COLOR AND DESIGN, MERCHANDISE.

TEXTILES.

In most of the departments of a large store, cloth of some kind enters more or less into the composition of the merchandise offered for sale, while in many departments, as those of ready-to-wear garments, yard goods, ribbons, and laces, the articles sold belong entirely in the textile class. Those fortunate persons who have gained a certain knowledge of textiles through early instruction in practical affairs probably do not realize that the general public is surprisingly ignorant in regard to this important subject, and that much money is spent annually by customers who, in making their purchases, are wholly dependent upon the judgment and recommendation of the sales people. A course in textiles is, therefore, deemed essential for all of the pupils in the school of salesmanship. A few of the girls may not be working in textile departments at the time that they enter the school, but they will almost surely need the information given in this course, if they remain in store work, and the personal gain is great for them, as for all.

As an introduction to the subject, the pupils examine a piece of cloth, discover that it is made of interlacing threads, which, in turn, are composed of individual fibers. The classification of fibers as animal or vegetable is then discussed, much latent knowledge being drawn out from the class. This first lesson usually includes an informal discussion of the importance of the subject; the pupils report some of the questions which customers ask them about the materials, and state their difficulties in getting and giving information. One lesson each is devoted to the processes of spinning and weaving, to give the pupils an insight into the fundamental principles of cloth making. With a bit of raw cotton, her fingers, and a pencil, a pupil may demonstrate for herself the essential processes of spinning—drawing, twisting, and winding. By means of a small wooden loom and harness, of the simplest construction possible, the principles of weaving are taught, each pupil making an inch or two of cloth in the short class period assigned to this part of the work. With this background of knowledge, the four leading textiles are studied—wool and cotton first, because of their greater familiarity and their industrial importance in this country—linen and silk last. In each

case, the fiber is first studied in its raw state, its structure noted, its special qualifications for manufacture discovered, and the reasons found for the characteristics of the resulting cloth—its strength or weakness, elasticity, warmth or coolness, and other important properties. Here is much opportunity for practical application. For instance, in discussing wool as a poor conductor of heat and thus a warm covering for the body, the class may be asked whether an iron holder made of cotton or of wool is to be preferred, and why. When the characteristics of flax are under discussion, any girl who has dried dishes will be able to tell why glass towels are best made of linen.

Processes of manufacture are taken up briefly, partly because of lack of time for more extended study, and partly because in this type of school the mechanical side of the subject is the least important. The manufacture is taught in sufficient detail to show the class the economic value of a bolt of cloth and to give the pupils a sympathetic understanding of the conditions of labor in textile mills. If time permits, their interest in many social-industrial problems may be aroused. The question of child labor in the southern cotton mills is naturally discussed in connection with the manufacture of cotton; the unfortunate conditions which seem to be necessary in the conversion of flax into linen cloth reveal the sacrifice of comfort and health entailed by this branch of the textile industry; an account of the wages paid to men and women who work in the cocooneries and filatures of Europe and Asia gives some idea of the contrast in living conditions in the New World and the Old.

In the study of the finished product, each pupil is given a set of samples of the staple materials made from the textile fiber under discussion. The name of each piece, its weave, durability, use, widths, practical advantages and disadvantages, are discussed. One or two of the leading novelties are also studied.

A considerable amount of time must be devoted to the identification of the samples. Comparatively few persons can name a piece of cloth as soon as they see it, but girls who sell it should be able to do this. The familiar methods of drill and review, and constant effort to develop powers of observation, will fix the names in most cases.

Much importance is attached to the pupils' ability to judge the quality of goods by the use of their senses. With a 6-inch square of 15-cent cotton and one of 8-cent cotton before them, they apply simple tests of feeling, smelling, observing, tasting, and tearing, until they can trust their judgment in estimating the quality of any single piece of cotton material.

The wearing quality of materials in each of the four great textile divisions is constantly emphasized. Pupils are asked to tell why a

good quality of serge, for example, is a better investment for a customer than a cheap piece, which in the store appears well enough; or again, what advantages a pure linen tablecloth has over one made of half cotton. From such discussion, the pupils gain sound reasons with which to urge the better lines of goods, and become interested in selling reliable merchandise. Most customers prefer to buy merchandise of good quality, but the unobservant and uninformed do not always know the difference between good and poor cloth until it is brought out by comparison and explanation. It is this kind of intelligent service which establishes permanent customers for a store. The familiar statement that "quality is remembered long after price is forgotten," the truth of which is borne out in the experience of all who purchase material things, shows that effort expended in urging the merits of thoroughly reliable goods is not wasted.

Even though time may be limited, it is possible to make textiles a broadening study by reference to various subjects previously taught in the public schools. There may, and should be, constant correlation with commercial geography in connection with the countries of production, labor conditions, transportation routes, and factors affecting the price of raw material and finished product. Another closely related subject is the colonial history of the United States, which has many points of contact with the development of our national textile industry. Many of the pupils have watched their grandmothers spin and weave, and the old wheels and looms are familiar objects to those who live in the earlier-settled parts of the country. Frequently one or two pupils in a class can tie a weaver's knot. The old spinning schools, the spinning competition which once took place on Boston common, the difficulty with which the first great textile inventions were secured by the colonists, because of the hostility between the new country and the old—these and many other topics, treated incidentally in their proper connection, help to fix the earlier teaching.

The interested response of a class to the teaching of textiles is satisfying evidence of their appreciation of its value. It is helpful to them not only in their work as saleswomen, but also in their personal expenditure, making them better able to buy their own clothing wisely and economically.

COLOR AND DESIGN.

Closely allied to the course in textiles, through its application to clothing and house-furnishings, is that in color and design. When it was planned to offer this study in the school of salesmanship, the merchants protested, for they felt that "art" was not needed in the education of a saleswoman. Nor were the pupils favorably disposed toward it. They thought that color and design were synonymous

with painting and drawing, which subjects, as commonly taught 10 years ago in the public schools, meant discouraging and laborious work for the many who had not ability in such lines.

Everyone should know something about practical application of the principles of color and design, and sales people stand in special need of such knowledge, for they are often regarded as authorities. Many women, lacking taste and judgment in the choice of clothing and furnishings, buy whatever the saleswoman may urge upon them without proper consideration of the purpose which the article is to serve. While some sales people, like some customers, have inborn good taste, a great many have not, and since the public is, to a great extent, dependent upon those who sell commodities, there is here a definite field for training.

The basic principle of service to customers underlies the teaching of this course. Intelligent, interested sales people help customers to buy the right thing for their particular needs. With this thought uppermost, the pupils themselves, in the first lesson, report cases in which customers have appealed to them for help. Assistance was needed in the selection of a becoming hat or suit; sewing silk had to be matched as exactly as possible to broadcloth for a suit; a harmonious color scheme was the aim in selecting trimmings for a party gown; a customer who was sensitive about her appearance was anxious to get the garment which would emphasize her good points. The pupils admit that they are often doubtful about the advice they should give in these and many other cases and thus, without realizing it, they testify to the need of instruction.

The work in color includes a brief review of the source of color; an explanation of the spectrum circuit, with much practice in the identification of the standard colors and intermediate hues; discussion of the correct use of the terms "tint" and "shade;" study of color scales and color harmonies. The principles of art are taught through their application to things of daily interest in the pupils' lives. Much illustrative material is used with all the lessons—natural and artificial flowers, ribbons, fabrics, feathers, scarfs, and veilings. The perplexing problem of the selection of colors most becoming to different individuals is studied by trying various colors on members of the class who represent well-defined types of coloring.

In arranging merchandise for display on a counter, in a window, or show case, or even on a reel, a saleswoman who has some knowledge of the fundamental principles of color and design has a marked advantage. It is obvious that the more artistic and effective the display the more easily salable are the goods. Many times handsome dress materials are made very unattractive to customers as a result of unfortunate placing of the colors. This consideration of the display of merchandise may easily introduce the study of design. The pupils are asked to give critical reports of the store windows they observe

on their way to work. Color schemes and arrangement are discussed and if the effect is not thought good the pupil reporting is asked to suggest ways in which it might have been improved.

For the study of design in relation to dress, members of the class representing marked variation in figure and feature serve as models, showing the effect of stripes, high and low collars, yokes of varying shapes, different styles and sizes of hats. The study of color is perhaps most combined with that of design in a series of lessons on house furnishings. Starting with a lesson on conventionalistic treatment as opposed to naturalistic, the teacher quickly discovers the artistic preferences of her pupils. The standard of beauty found in the "art goods" departments of most large stores is that usually accepted as good by many persons within and without the stores. Realistic forms of decoration, absurd "novelties," and supposedly useful articles so weakly constructed that they are worthless are still quite prevalent in shops and homes. Because this so-called "art" is so familiar, a change in taste must be brought about gradually and tactfully. To state in the beginning that bejeweled sofa pillows, top-heavy cups on stilts, and dust-catching cozy corners are not worthy objects of admiration, would be to antagonize the class at the outset and so defeat the purpose of the lesson. The teacher makes an appeal, rather, to the pupils' reason and common sense. Pincushions, clocks, cream pitchers, and candlesticks, artistic and inartistic, are compared; and a frank, full discussion of the merits and demerits of each object submitted results in encouraging support of the well-designed articles. Simplicity and fitness of form to purpose are eventually established as guiding principles, and an interest is thus aroused in good design and color for wall paper, floor coverings, sofa pillows, lamps, china, and all things of daily utility. The class is gradually brought to an understanding of the economic principle which states that "every consumer is a producer," and as not all customers enter a department with a decided liking for one style of ornament or construction, the pupils are urged to use their influence with open-minded customers toward a selection of goods that are reliable, reasonable, and beautiful in the truest sense.

Toward the end of the course each class is taken to the art museum, and it is a first visit for most of the pupils. If nothing more were accomplished than to show them how to reach the museum, and to give an idea of what is there to be seen, the trip would be worth taking. In reality much more is gained. The educational department offers valuable lectures, one on "Beauty in objects of daily use" and another on "Costume" being especially applicable to the work of the school. Even a superficial study of the museum's fine collections enriches and illuminates not only the work in color and design but also the textile and merchandise courses.

This brief outline of the work in color and design suggests the practical nature of the course. It might, perhaps, be called a course in appreciation, for it undoubtedly accomplishes a great deal in raising the level of taste and opening the eyes of the pupils to truth and beauty in the world of material things. Comparatively little time is devoted to manual work, for in this course the emphasis is placed not upon the development of technique, but upon the understanding and application of principles. Evidence of the benefit derived from the course is given in statements quoted from a written lesson in which the pupils were asked to report any ways in which the study of color and design had helped them either personally or professionally.

I have applied the principles of color and design in the arrangement of my stock by putting all of one style and color together, making the effect much more attractive than when the colors were mixed with one another. The course has helped me with my customers, for I find that by looking at them I can tell the style and colors in which they will look best.

The other day a customer with light hair and very high color came in and wanted an old-rose evening coat. When she tried it on, it clashed with her coloring. Before she went I sold her a gray coat, which was very becoming. It took some persuasion on my part to get her away from the old-rose coat. The study of color and design has helped me at home in the arrangement of my room. I was buying a pillow the other day, and instead of being attracted by naturalistic designs, as I always have been, I looked for a conventionalized design of the daisy. I find now that I dislike the pillows that I have embroidered with naturalistic designs of the poppy and daisy.

In purchasing things for myself I use the monochromatic scale, which, before I went to the school, I knew nothing about. The study of color and design has helped me to enjoy windows, rooms, and decorations more. Previously, I used to enjoy looking at them, but never knew why, and now that I do know I enjoy them much more.

MERCHANDISE.

This course is arranged each term to meet the requirements of the class, for in a group of 30 saleswomen 10 to 15 departments of a store may be represented. The pupils are placed in small divisions according to the merchandise they sell, and one appointment a week with a member of the teachers' class as leader is devoted to the careful study of the special stock which the pupils handle in the stores. The following list of merchandise groups, arranged for a recent class, shows a normal range of subjects: 1. Suits and coats. 2. Waists and gowns. 3. Negligees. 4. Children's clothing. 5. Veilings. 6. Hosiery. 7. Gloves. 8. Corsets. 9. House furnishings. 10. Small wares. 11. Shoes. 12. Millinery.

This study is of absorbing interest and ranks with the course in salesmanship in power to show concrete results in the form of improved store work. Merchandise knows no limits. It is gathered from the ends of the earth; it is both old and new; in one way and another it is closely connected with the history of nations; it is ever-changing; words from many languages are used in describing it;

countless materials enter into its composition. Thus subjects may be handled in a great variety of ways. A group which is selling suits studies the season's leading fabrics, collects samples, makes a scrapbook of pictures giving distinctive style features, is drilled in the spelling and pronunciation of the names of famous designers, learns how to justify the price asked for an expensive, imported garment, and studies the styles best suited to different figures.

The course for a small-wares group is, of necessity, less concentrated. These pupils may study the manufacture and learn the leading brands of a few of the most important items in their varied stock, such as scissors, pins and needles, dress braids and beltings, and with these lessons as a beginning, will later get by themselves information about other lines.

Each merchandise division usually makes a collection of some kind. This may be samples, or pictures, or clippings—anything is good which stimulates interest in the subject and helps the pupils to assimilate the facts.

One point is emphasized with all the groups, namely, that the sale of merchandise of *good quality* is advantageous to the store and the saleswoman, and perhaps most of all to the customer, who remembers with pleasure an article which has given satisfaction, the place where it was bought, and the person who sold it to her. Saleswomen are sometimes afraid to show the better grades of goods, because they do not understand their value. This work enables them to talk intelligently about all lines and creates in them a spirit of enthusiasm which is a valuable aid in selling.

Chapter IV.

THE COURSE OF STUDY (concluded).

ARITHMETIC, HYGIENE AND PHYSICAL EDUCATION, ENGLISH.

ARITHMETIC.

When merchandise is sold, a record of the transaction must be made. In a department store the sales check serves this purpose. After making a sale, a saleswoman is required to record the number of articles sold at a certain price, the total amount of the sale, and the amount of money received from the customer, if it is a cash transaction. If change is due, the saleswoman must make sure that the amount sent by the cashier is correct and must "count the money back" in giving the change to her customer. The amount of each sale is entered on a slip ruled in columns, and at the end of the day this tally, record, or index, as it is variously called, is totaled. It is evident that every sale involves mathematical problems, and for this reason the school of salesmanship includes the subject of arithmetic in its course of study.

The need of this course is never questioned by the merchants who know how the business suffers from carelessness and ignorance in the use of figures. Out of a class of 30 saleswomen, only 4 or 5 ordinarily exhibit any facility in the simple arithmetical operations called for by their work. A great amount of drill is, therefore, given in the four fundamental processes in order to make them first accurate and then rapid. Ability to handle fractions easily and correctly is essential for those who sell goods by the yard. Nearly all saleswomen are afraid of fractions, and there are many cases of girls who have refused positions in yard-goods departments because they knew they could not make the computations. This unfortunate handicap of fear is gradually removed by the teaching of the simplest method of using the fractional parts of the dollar and the yard. A variety of drill makes the pupils familiar with the new and easy way, and the thrill of achievement which comes as they find themselves able to handle such awkward prices as 12½ cents, 37½ cents, 59 cents, 98 cents, $1.87, and $1.95 is a stimulating influence felt throughout the day. Percentage is taught in relation to commission on sales, discounts, profits, reductions, and interest. All transactions are reduced to their simplest and shortest forms. Material for the lessons

is always taken from the pupils' daily work in the stores, the girls themselves often bringing troublesome problems for class discussion.

All of the pupils have been taught arithmetic in the public schools, but this teaching has apparently made little impression, probably because it was not connected with anything which seemed of interest or importance. When the subject is made to "function from the occupation," it becomes significant and vital. It is no exaggeration to say that the pupils in the school of salesmanship look forward with eagerness to the arithmetic lessons. Many state that they never liked the subject until they came to the school.

Characteristic of the method of teaching all of the subjects is an effort to set standards and to establish habits of personal importance to the pupils. The course in arithmetic leads naturally to discussion of cash accounts, and this topic introduces a series of lessons in elementary economics, or saving and spending, as the course is usually called. In 1916 the minimum wage commission of Massachusetts set $8.50 as the minimum to be paid to saleswomen who are 18 years of age and have had one year's experience. The relation of expenditure to income is discussed on the basis of this wage, which, upon investigation, has been determined as sufficient to meet a saleswoman's absolutely necessary living expenses. A budget is worked out to show the most effectual distribution of this wage by one who aims to be efficient in her work. Other wage amounts are considered and also the changed conditions when a girl lives at home or enters into a cooperative plan with other workers. The wisest use of a salary increase is discussed, and the means of recreation, education, and saving receive a great deal of attention. The application of these lessons is constantly urged by the teachers, who stand ready to advise about the buying of a suit or coat, saving for a vacation, and in general, about the best use of money for any purpose. As a part of the regular work the pupils start cash accounts. With the help of the teachers, expenditures are totaled each week under classified headings. The habit of account-keeping thus formed at the school becomes permanent in many cases.

In establishing a sane point of view toward life these discussions are of great value. A few examples of the good accomplished by this work are here given. They are taken from reports of individual work with the pupils.

The question of annual expenditure for stockings was under discussion. Miss ——— said that she bought a pair of 25-cent imitation silk stockings about once a week. She wore them continuously for a week, and then they were usually so full of holes that she threw them away. The experience of those who paid $1 for three pairs of good cotton stockings, which, frequently washed and mended, would last six months, was entirely foreign to her. To her great surprise she discovered that her outlay for stockings was approximately $13 a year, while those who bought with more intelligence spent but $2.

Mrs. ———, earning $7.50 a week, had been in the habit of spending her earnings for pin money, sodas, and chocolates every day; on Sunday she usually went to Revere Beach, spending $2 or $3 every time she went. She has now decided to try to save money and help her husband, who has no settled occupation. Before working on the cash account she bought a 60-cent box of candy one night for her dinner, eating it alone. After studying diet and cash accounts, she never did this again. She has decided to open an account in a savings bank.

I found Miss ——— had the habit of buying ice-cream sodas every evening after work. I explained to her how this habit affected her appetite and her purse, and she resolved to stop. I began a cash account with her. She had never thought of doing this and had not needed to, because her aunt, with whom she lived, took no board money and helped her a great deal. When I learned that Miss ——— was very much interested in music, I suggested that she save money each week toward more advanced musical training. She soon gave up ice-cream sodas and is now saving money for music lessons.

HYGIENE AND PHYSICAL EDUCATION.

Six lectures by a woman physician, well known for her interest in education, constitute an important part of this course. The lecturer, with a clear understanding of a saleswoman's problems, adapts her simple, forceful talks to meet the needs of this class of workers. The subjects of the six lectures are as follows: 1. The foot and footwear. 2. Digestion and diet. 3. Constipation; menstruation. 4. Nervous control. 5. Reproduction. 6. Reproduction.

These lectures are reviewed and applied in various ways in subsequent lessons conducted by the teacher in charge, who also leads informal discussions concerning the importance of a business woman's appearance, the kind of clothing which should be worn and its care, the desirability of frequent bathing, and other personal topics.

It is the aim of the course in hygiene to give such instruction and training as will promote the physical well-being of the pupils, and thereby add to their comfort, happiness, and success. As with the other courses, the subject is first approached from the standpoint of the special conditions of the industry. One of the most difficult conditions is the necessity of standing all day, and it is patent that if anything can be done to lessen the fatigue thus occasioned, the pupils should know about it. That the style of shoes they wear and their weariness at night may bear any relation to each other has never occurred to most of them, whose choice of footwear is usually governed by the desire for a "pretty" rather than a comfortable shoe. After the anatomy of the foot has been described, with the aid of drawings and photographs, a dozen different styles of shoes, borrowed from an accommodating dealer, are shown. These may vary in style from a French-heeled party slipper to an extreme orthopedic model. The effect of each is carefully explained and the point made that footwear suitably worn with an evening gown is neither suitable nor safe for daytime wear by a girl whose work requires eight hours of standing. Many of the pupils make their

first purchase of hygienically shaped shoes as a result of the simple but convincing talk. One girl who changed from cramping, deforming shoes to a pair built on a hygienic last, said that she "never dreamed that shoes could make such a difference; that she would be so much less tired at night as a result of the change."

In treating the subject of nutrition, the teacher considers the needs of her pupils as saleswomen, but sees in them also the future providers of households. An effort is made to stimulate an interest in wise buying, in economical methods of preparation, in clean, well-cooked, palatable food, and in a varied diet. The question of business honesty is brought up in relation to the choice of food and the circumstances governing its consumption. Every girl knows from her own experience or that of others that a person who is suffering from indigestion or headache or backache finds it difficult, if not impossible, to serve customers properly. Since the best physical condition that a saleswoman can attain is due her employer and her customers, it is clearly her duty to let judgment rather than whim control her choice in the matter of foods. When the assimilation of food is under discussion, the care of the teeth is emphasized, and afterwards the condition of her teeth is talked over with each pupil. If a girl needs the services of a dentist, but can not afford to pay for this attention, arrangements are made for free treatment at one of the dental schools, and she is allowed time out of the school session for the necessary work.

The lesson on the nervous system resolves itself into a discussion of the best way to keep this delicate and indispensable mechanism in a highly efficient state. The value of fresh air, of eight or nine hours' sleep, and of a sufficient amount of the right kind of recreation is brought out. Consideration is next given to the practicability of obtaining the needed air and sleep and to the relative merits of the many forms of recreation indulged in by different members of the class.

The earlier lessons prepare the way for two lectures on reproduction, which is taken up from the broad standpoint of eugenics.

Much good is derived from this practical course in hygiene. When the girls come to the school, many need advice in regard to some physical handicap. Nearly always the feet, and often the teeth or the eyes, are causing much suffering, and there are many troublesome cases of constipation. Although most stores, through their welfare departments, provide free medical advice, many girls hesitate to take advantage of this opportunity, and in a large store it is usually not possible for an official to seek out and investigate individual cases not previously reported. But a teacher of 30 saleswomen soon discovers which ones are physically below par and these girls are grateful for the advice of an older and more experienced person.

Often a girl admits that she had been intending to "do something" about her difficulty, but she might delay to her great harm without the impelling suggestion of some one in whom she feels confidence. It is found that ill health among these girls is nearly always due to ignorance rather than willful neglect or the lack of means for professional advice. They do not know how to live and do not understand the reasons for many precautions which may have been given them. The question "Why?" is put and answered many times in this course as in all the others, for it is intended that the *purpose*, the *use* of everything taught at the school shall be clearly understood by both teachers and pupils.

The first three statements quoted below are taken from teachers' reports of individual work with their pupils; the last one is from a pupil's test paper. The extracts are typical examples of ways in which the teaching is applied.

Miss ..... suffered from severe headaches. We sent her to the Boston Dispensary for an examination of her eyes, found that she needed glasses very much, and helped her plan to go to the dispensary for the three necessary visits. At the end of this time she obtained her glasses and has worn them with relief ever since. This did not cure the headaches completely, however. It was discovered that her regular luncheon consisted of doughnuts, pie, and coffee. She was persuaded to give up coffee, first, a day at a time, then a week, and finally to give it up altogether. She has also learned to change the character of the food which she selects for her luncheons. Three weeks have gone by with no headaches.

Miss ..... came to the school with her teeth in very bad condition. As she had never had them cared for, nearly every tooth was decayed. Immediately after Dr. .....'s lecture on the care of the teeth, Miss ..... asked me to recommend a dentist. I took her to the Harvard Dental Clinic, where she received treatment free of charge except for the materials used. She has been going there once a week for the last six weeks.

Miss ..... had been eating no breakfast before coming to the school. After the lecture by Dr. ....., we talked over the matter, and the common-sense argument of gain in strength convinced her that she should try to eat something. Every morning after our talk I asked her if she had had any breakfast, and only once had she failed to get this meal.

I have purchased shoes like those the teacher advised, and the change is wonderful. When I used to go home from work at night, I was lame and my head ached, but now, even if my head does ache, my feet never bother me at all. I feel like running or walking all the time.

Allied with the work in hygiene, and having the same general aim, is a course in physical education. For this work the floor of the schoolroom is cleared, and under the direction of an experienced teacher the pupils practice not Swedish gymnastics but certain exercises which may be suitably taken in street clothes and which are applied to the needs of saleswomen. That the occupation of selling is physically fatiguing no one will deny, but few persons know how the physical strain may be lessened by correct standing and breathing and by means of simple exercises which may be taken

SOME OF THE POINTS EMPHASIZED IN THE TEXTILE COURSE.

inconspicuously while on duty. Practice is given in walking, to demonstrate the desirability of a fine bearing and gait; correct sitting position is taught; awkward and deforming habits are modified; and the effectiveness of a clear, well-modulated voice is emphasized. The point is constantly made that good looks and fine physique are, and should be, a personal and business asset. Throughout the lessons, without sacrifice of scientific principles, the recreative spirit prevails, and the girls enter into the work with enthusiasm.

The beneficial influence of this course is marked. The possibilities for good in such an application of physical training are unquestionably great, and it is believed that in the near future this field will be developed by organizations interested in bringing about a high degree of industrial efficiency.

Referring to the help she had received from this work, one girl said:

> I found that I had been sitting in street cars all bundled up and in the most uncomfortable and awkward positions, with my chest contracted and my feet twisted around the foot rails. I took too long a step for the length of my leg and I had never thought of taking deep breaths in fresh air. I had no idea that exercise and fresh air would do so much for me, but now unless I have plenty of fresh air all the time I can not bear to do anything.

ENGLISH.

The pupils need to be taught correct usage and what may be termed good taste or judgment in the selection of words. In the public schools they have studied English grammar, and the noticeably deficient speech of most saleswomen, their impoverished vocabularies, would seem to indicate that this subject has not been taught to advantage. If English and English literature were taught vocationally, as a well-known writer has recently urged, it seems probable that the rank and file of industrial workers, as well as many of those who have had the advantage of a good education, would use the language with greater perfection. Undoubtedly most of the pupils who speak good English when they leave school did so when they entered, from home association with those who speak well.

Whatever the strength or weakness of the present system of English teaching, few of the girls who undertake store work appear to have gained much of practical value from their previous study of English. Probably a still smaller number hear good English spoken at home. Thus they naturally use the words, phrases, and constructions of their associates of the less-educated classes. While some respond well to a review of subject, predicate, transitive and intransitive verbs, participial forms, and other technicalities easily grasped by a certain type of mind but difficult of mastery by the average young person, the majority are not interested in the structural side of the language. All are interested, however, in the phraseology that will most clearly express their ideas and will therefore make

the strongest appeal to customers. The idea is developed that good English is a quickly recognized sign of education; that customers prefer well-educated to ignorant sales people, because an educated person may be expected to be intelligent, thoughtful, and thorough in the service which she renders; and that it is consequently greatly to a girl's personal and professional advantage to cultivate an adequate vocabulary.

Since the merchandise is responsible for most of the conversation between customers and sales people, it is made the basis for much of the study of English. Articles representing various departments of a store, placed before the class, are talked and written about, always from the standpoint of interesting and impressing the customer. Lists of appropriate adjectives are made; articles are compared; shapes, styles, and distinctive features are named and described. Again, no actual merchandise may be used, but a pupil standing before the class will describe something from her own stock—a dress, for example—which she considers one of the best and most attractive values in the department. It is understood that she is to describe it as fully and accurately as possible, so that the class will have a clear picture of the dress. When she has finished, the class plies her with questions. What were the buttons? How were they arranged? Was it genuine pongee? Was the dress hand or machine embroidered? When all the gaps have been filled in and every point has been settled, each pupil may write a description of the dress to show the strength of her memory and her power of visualizing. Similar exercises are given in directing customers to different departments of the store and in answering the many diverse questions which are asked.

The spelling lesson differs little from any spelling lesson taught with modern methods, except that the pupils have felt and expressed the need to learn to spell the words correctly before they are given the opportunity of learning them. Lists of words to be spelled are made up of confusing addresses in Boston and its vicinity, names and terms used in connection with merchandise of many kinds, words frequently heard and written in reference to store and business, such as "superintendent," "department," "manager," "aisle," and "delivery," and common errors found in the notebooks.

The work which has been referred to as written English deals chiefly with letter writing. Each member of the class writes a letter of application for a position as saleswoman. Another type of letter is that written to a customer, explaining a delay in the delivery of merchandise ordered or asking permission to substitute something for an article not in stock. These letters are corrected and rewritten until they meet certain requirements previously agreed upon as necessary. Letters must be spaced and written well, must be clear and

correct in expression, and must be gracious and dignified in tone. When it is considered how comparatively few persons, even among the well educated, are able to write a really excellent letter, and how important may be the influence of a letter, the reason for emphasis on this part of the course will be understood.

A requirement of the daily work is a record or report of the lessons, which each pupil writes in a notebook provided for this purpose. The finished accounts, written in ink, are corrected by the teachers, who give individual instruction to those whose penmanship or spelling is faulty or whose powers of expression are weak.

Occasional lectures have been mentioned as a part of the salesmanship course, but some talks are also given on subjects of broad general interest. In the study of oral English, clear enunciation of words and free and fearless use of the voice are found to be so important that a talk on "The speaking voice" is listened to with interest and profit. One of the means of increasing vocabulary and developing forceful speech is known to be the reading of good authors. Not from this standpoint alone, however, is the subject of "Books and reading" approached. Knowledge of human nature, keen judgment of character, breadth of sympathy—these are salesmanship essentials. By means of brief but interesting reviews of current or standard works of biography or fiction the class is led to see that good books help them to develop the higher qualities of salesmanship. The speaker also points out that broader outlook, higher ideals, and courage to meet hard situations are a part of the personal gain which comes from reading authors of recognized merit and that as a means of rest and recreation, some books offer unqualified solace and delight. Various books are discussed, as to their ultimate value to the reader. A reading list is compiled, books previously collected from libraries and private collections are lent to the class, and all are encouraged and helped to avail themselves of their public library privileges. Subsequent class and individual conferences strengthen the desire for good reading and make the pupils increasingly thoughtful in their choice of books, magazines, and newspapers.

A talk on "The use of leisure" brings out the importance of planning the use of free time to yield the richest returns, and "What we get from plays" helps the pupils to see that the drama, like literature, is a means of recreation, education, and culture, and should, therefore, be chosen with discrimination.

That the pupils may be intelligent about the great movements of the day which are of vital importance to them, lectures are given on such subjects as "The significance of the trade-union movement," "Woman suffrage," "The minimum wage," and "Vocational training."

Chapter V.

THE METHOD OF TEACHING.

It will be recalled that a part of the fourfold purpose of the school is the *development of individual power*, and it is toward this end particularly that the teaching methods are directed. Some teachers consider a course of study the all-important thing, while others in an effort to make the presentation conform to a certain standard may fail to teach essential subject matter. In the school of salesmanship the course of study and the method of teaching are so bound together that an attempt to separate them results in marked loss of effectiveness. This accounts for the failure of some teachers who, not trained in the methods of the school, have tried to use its outlines. Anyone can teach the externals of selling; were the training to stop there, a saleswoman would derive little permanent benefit from a course in salesmanship. It takes a trained teacher, and one trained in the highest ideals and practices of vocational teaching, to lead a class to think out for themselves the *principles* governing success within their own vocation.

Teaching the pupils to think is the keynote of the method. It involves a selection of questions which can not be answered without constructive thought. It is a very complete application of the method employed by many educators whereby the pupils are led to discover their own needs, and, having discovered, seek to satisfy them. The teacher makes such use of the situations presented that the actual steps in development of the lesson are detected by the pupils themselves, the self-activity thus induced leading to that mental awakening which is one of the high achievements of true education. Lessons conducted on this plan are more like conferences than formal recitations, for the teacher, instead of "imparting information," directs the class discussion so that it will follow the most helpful lines, interprets when necessary, and so guides the lesson that the pupils form spontaneously the correct conclusions.

A few examples of the lessons taught in the school of salesmanship may be of value in showing how inseparable is the course of study from the method of administering it.

For the first example a lesson on diet may be taken. The subject of diet and digestion was not new to the class. Before entering the school most of the pupils had had some instruction regarding food and its assimilation, instruction apparently misdirected, for their

luncheons, like those of the average untrained worker, were examples of foolish and often harmful impracticability. Many of them began an eight-hour day with no breakfast, or with the passing stimulation of a cup of coffee. Frequently luncheon consisted of a ham sandwich and an eclair, or doughnuts and pie, and dinner would be whatever was put on the table at home or in the boarding house. Food bore no relation to health, to efficiency, or to wages, for this was one of the many influences accepted without thought.

The lesson in question was the third in a series on the choice of food. As a basis for the lesson, the teacher had in hand the menus of the three meals eaten by each member of the class the previous day. To obtain this material no coercion was necessary. When the pupils were asked to write out the facts, in order that the work might be made as helpful as possible, they responded willingly.

Without personal allusion, different menus exemplifying both wise and unwise combinations were discussed. Nearly all of the menus showed a preponderance of fried foods, an excessive consumption of tea, and a very limited use of vegetables. By recalling their attention to the first lecture on diet and digestion given by Dr. ———, the pupils were able to reason out why fried foods are usually more difficult of digestion than those prepared in other ways. But an appeal to the reason is not always powerful enough to effect a change in habit. The experience of those who had found other methods of preparation quite as palatable as frying was brought out. The pupils became deeply interested in the pros and cons of—Broiled *v.* fried steak; dropped *v.* fried eggs; baked *v.* fried sausage.

The point was also made that frying is a much less harmful process when properly done, and then a member of the class who understood cooking explained the correct method.

Many of the girls were ready to admit that tea was not good for them, but they said they drank it because they liked "something hot," or more frequently because they had formed the habit and a meal would seem incomplete without it. The virtues of milk, cocoa, malted milk, and water as substitutes were accordingly discussed, with the result that some members of the class gave up the immoderate use of tea in favor of a beverage more wholesome. At this point, when habits were under discussion, some one brought up the soda-fountain habit, stating that many of the sales people left their departments late in the afternoon of every day to get an ice-cream soda at the "fountain." This timely suggestion led to consideration of the larger principles involved. Is a saleswoman justified in taking 10 or 15 minutes away from her work every day for this purpose? What is the customer's impression of a store in which she sees a large number of employees occupying the stools of a public soda fountain? Why is it sometimes a personal disadvant-

age to be away from the department? What are the dangers of the soda-fountain habit? Is it a good investment of money? If a girl bought a 5-cent soda every day for a year, what would be the total amount expended?

The question of vegetables was connected with the discussion on the meaning of a balanced diet, which had taken place in the preceding lesson. It was made clear that vegetables furnish a desirable means of supplementing a meal with the element most needed. A list was made of the fresh vegetables obtainable in the market at that season (October). Prices were given, and various ways of cooking the vegetables were described. Again the pupils who had had experience in the preparation of food became leaders in the lesson, emphasizing the need of thorough cooking, delicate seasoning, and attractive serving.

In all of the preceding discussion the teacher gave little or no information herself, but kept so many interesting questions before the class that all were thinking about their own experience in the matters under discussion and were unconsciously establishing new rules for future conduct.

The demonstration sale furnishes the best illustration of the method of teaching, for the use of the sale as a teaching exercise was devised by the director of the school who likewise planned the manner of conducting it with special reference to the needs of a class of saleswomen.

In the sale about to be reported, a girl from the art embroidery department of one of the stores was the saleswoman, and the stock consisted of towels, laundry bags, crochet cotton, and other merchandise of like character. The account of this sale is adapted from an article on the school of salesmanship which appeared in "Women's Wear"[1] and which was written from notes taken by the author during a first visit to the school.

The customer, dressed for shopping, entered from the opposite side of the room and stated that she wished to exchange a laundry bag which she had purchased the day before. The girl had assured her, she said, that it would go with her pink wall paper, but she had found that this was not the case, and wished therefore to return it and get the money back. The girl had said "good morning" as the customer approached the counter. She now invited her to take a seat and said she would be glad to help her. The customer thereupon asked, "I can have my money back, can't I?" The saleswoman replied that she could, but that she would rather satisfy the customer with merchandise. While this conversation was going on, the saleswoman had called a floor manager (a member of the class who represented the same store as the saleswoman) who had

[1] Issue of Mar. 5, 1915.

opened the package and approved it for exchange. In the meantime, the girl picked up a towel marked to be embroidered, calling attention to the new design. The customer showed some interest, but objected to the pattern which she thought too large for the space, whereupon the girl showed her several others in finer patterns, explaining pleasantly the best features of each. She reached a point at which the customer liked a certain design, but did not like the towel, so she suggested that the customer might have the design stamped on any towel she might select. Finally she decided to buy two towels of a certain design, and two more of another. The girl then suggested that if she bought two more, she would have an even half-dozen, on which quantity there was a slight reduction, and succeeded in making the sale. By this time the customer's distress about the laundry bag was somewhat relieved, and the saleswoman now brought the action back to the bag by suggesting that she would show some other styles which might be more desirable.

The customer did not think she would be interested in other kinds. She believed she would prefer to make the bag. The saleswoman then pointed out that the materials for a bag would cost more than would a bag ready-made, and the customer would have the work to do as well. Without waiting for a decision, she produced a laundry bag of a style quite different from the one the customer had brought back and began to explain its good points. She spoke of the good workmanship and how desirable it is that such an article be strongly made; of the heavy drawing cord which, with its tassels, added to the attractiveness of the bag; of the soft gray tone which would harmonize with the pink wall paper and of the Persian border which would go with anything. Having interested the customer enough to lead her to ask the price of the bag, it developed that the price was higher than that of the first bag. Here the saleswoman pointed out that the first bag was a special value, but that this one was really of better material and would give more satisfaction. She finally sold the customer this laundry bag, and also some balls of embroidery cotton for use in embroidering the six guest towels which had been previously purchased.

The new sale amounted to considerably more than the price of the first laundry bag, and as the customer was not prepared to pay the full amount the girl was obliged to make out an unusual form of sales check to complete the transaction. She had to credit the first bag, charge the towels, the second bag, and the cotton, and then credit the amount paid by the customer on the new transaction, leaving the remainder as a C. O. D.

When the sale was over, several girls raised their hands and asked to see the sales check, which they recognized at once as a difficult one.

The class then took up the criticism of the sale. One girl thought that the stock was poorly arranged in that all the articles were placed on the same level, producing a monotonous effect. Another girl said that this arrangement was bad, because no attempt was made to attract customers' attention, but she commended the neatness of the display and the feeling for system shown in the classification of articles. Several felt that towels should not have been shown at the beginning of the sale, since the customer's chief interest was in laundry bags. The saleswoman answered this criticism by saying that she did this partly to fill in the time while the floor manager was examining the package, as she thought that was always an awkward and sometimes an embarrassing moment, and partly to get the customer's mind away from the thought of disappointment and annoyance which had been uppermost when she entered the store. She said she had intended to work back to the bag gradually, which, in fact, she had done. One girl said that not enough "talking points" were given, and when the class was asked what additional ones might well have been mentioned, the following were suggested: Name of material, laundering qualities, capacity (of the bag), quality of the linen (towels). The saleswoman believed that these points would not have interested her customer, who had returned the bag because it offended her sense of color. She had, therefore, emphasized the æsthetic rather than the practical points. The class agreed that the "talking points" selected should be those which would make the strongest appeal to the special customer.

The question of diction was brought up, and two expressions were criticized, "this here," and "ten a ball," instead of "ten cents a ball," when the price of the cotton was given. All had noticed that at a critical point in the sale one of these balls of embroidery cotton had fallen to the floor, distracting the attention of the customer and probably soiling the cotton. A visiting merchant said that the girl had told the customer that the bag "would fade a little." He contended that either it would fade or it would not fade, and the girl was not justified in returning such an answer. It was thought by all that the saleswoman's manner was exceptionally good; she was alert without nervous tension and was friendly without being effusive.

The class was asked what was the difficult feature of this sale, and some one replied that it was the handling of an exchange for a dissatisfied customer. "What kinds of refund customers have you had?" was the next question. The pupils were urged to think about such transactions and report interesting cases at the next conference. The point was made that customers wishing to return articles frequently send them back instead of bringing them to the store in person. It was agreed that sometimes this course is followed by customers who do not want to be persuaded to buy something else and

are timid about incurring the possible displeasure of the store and the sales people.

Then the question of why people return goods was taken up, and after reference to the dissatisfaction that arises from bad fitting and misinformation, it was admitted that frequently sales people urge customers to buy merchandise, saying that it may be returned if not satisfactory, and that in such cases the girl's aim is apparently to make a sale and get rid of the customer as soon as possible. Here the teacher took occasion to remind the class that a New York merchant who had visited the school a short time before had assured them that in New York 33⅓ per cent of all the shirt waists sold were returned. A great deal of questioning ensued with regard to returns, and much stress was laid on the point that too often a saleswoman forced the goods on the customer, or in other cases failed to interest herself in selecting the article best suited to the customer's needs.

The effect of returned goods on sales people themselves was discussed and it was made plain that every return means a loss to the store, which may include the cost of delivery, of collecting and bringing back the goods, a mark-down which may be necessary to sell the goods again, and a lost opportunity to make a real sale through having the merchandise out of the department when some one else wants it. The relation of the whole question to wages was finally brought out, and it was agreed that a girl who incurred the expense of frequent credits could not hope for promotion, if indeed her services would be long retained.

It will be noticed that the first part of the criticism came entirely from the class, and that the teacher did not even direct it until it became necessary to turn the attention of the class to the object of the sale, in order to make the best use of the period of discussion. The topic of the sale was *Returns, their causes, effects, and prevention*. Since nothing out of the ordinary came up in the sale, thus making it more profitable to discuss it under some other heading, it was made to serve the purpose for which it had been planned.

Reviewing the criticism, it is found that the discussion of the class is not in any definite order, but is spontaneous rather than forced, dealing with certain important headings under the technique of the sale, as arrangement and care of stock, talking up merchandise, diction, suggestion, and points of system. The visiting merchant brought forward a point of ethics. Had this been less axiomatic, the discussion would have been laid aside till it was disposed of, as such a question is always held of more importance than the technique of a sale.

The attention of the class once drawn to the subject of returns, the pupils brought out the causes for returns, the different ways in which they are made, their effect on the store, on the department

where the sale is made, on the sales girl, and on the merchandise. The prevention of such credits came next.

This exercise included not only a lesson on returned merchandise, which was the purpose of the sale, but the side issues of several salesmanship principles and a question of ethics. What the side issues would be could not, of course, have been determined in advance. The progress of the sale might have been entirely different from that which had been planned, for the reaction of sales girl and customer on each other can not be judged beforehand.

The demonstration sale illustrates strikingly one of the salient points in the teaching method—adaptability to circumstance. The willingness and the ability to discard absolutely a carefully worked-out plan should some unforeseen need arise in the course of the lesson are essentials in the successful teacher. The teacher who took the part of the customer seized an opportunity to dictate a problem in the sales check, quite impromptu, for she had not expected to conclude the sale in this way. It was another case of adapting the circumstances to make a problem worth working over.

With the aid of notes taken during the sale the members of the class were able to volunteer criticisms in detail. No examination was necessary to show whether or not the lesson had been followed and understood. The pupils had been learning also how to select significant points and phrase notes, how to embody these notes in a finished expression of thought, and how to sum up the arguments for and against a situation in a logical way.

The distinguishing features of the teaching method are: Development through self-activity; adaptation to the requirements of the vocation; and always, and most important, in the words of the founder of the school, "the connecting of education with life."

The course in color and design seemed to a well-known writer sufficiently characteristic of the work of the school to serve as an example of its method. He said:

> In the class in color you will at first be puzzled by the vivid interest taken by the pupils in the theory of it. At last the reason for it works into your mind. These girls are engaged in the practice of color every afternoon over hats, ribbons, gloves, and costumes. When you once begin to study a subject which reaches practice in your life, you can not stop with practice. A law of your mind carries you on to the philosophy of it.

What was said as to the effect of the study of color and design on the minds of those who practice it is true of every course in the curriculum, for no subject is taken up for study which can not reach practice in the lives of the pupils. The courses supplement each other in this respect. It is not easy to say where economics ends and arithmetic begins when work on the budget is begun; personal

accounts lead to the consideration of a balanced diet, as well as to the qualities and kinds of clothing to be purchased with a stipulated proportion of income. Arithmetic, textiles, merchandise, and spelling meet in the sales check and in the demonstration sale. Color and design review the work done in certain textile lessons, and one can never tell which of the various subjects will be under discussion in the course of any given lesson. This is a natural result from the practice of drawing the desired contributions to the discussions from the pupils, who are encouraged to bring to the class anything that seems to them interesting and helpful. This treatment of the class discussions is in harmony with the fundamental motive of the training, for the relating of subject to subject is but a part of the relating of education to life.

Chapter VI.

"FOLLOW-UP" WORK AND PERSONAL RELATIONS WITH PUPILS.

In the store work of her pupils, the teacher of salesmanship has excellent opportunity to test the validity of her teaching, for no review or examination could reveal so clearly what has actually been gained from the morning lessons. As stated in another chapter, each member of the teachers' class has under her supervision one of the pupil saleswomen and what is known as "follow-up" work is one of her duties in this connection. At least once a week each teacher is required to investigate the practical salesmanship of her pupil by a visit to the department in which the girl is at work. At this time she questions her about her stock, notes her treatment of it, and observes any sales which she may make; she meets the buyer and floor manager of the department in question and receives their report of her pupil's progress; she studies also the special conditions under which the girl is working, that she may advise her more understandingly in the conferences which naturally follow these visits. This association is reciprocally advantageous: the friendly counsel of her teacher is a helpful and broadening influence in the girl's life, and the teacher gains from the contact an insight into the problems of department-store workers not easily acquired in any other way.

The store report is often the starting point of a more or less intimate personal talk which the director of the school has with each girl before the end of the term. There are two reasons for holding this conference, which is purposely deferred until the aims and methods of the school are well understood and until friendly relations with the teachers are naturally and firmly established. The first reason is the obtaining of a statistical record of each pupil. (See Appendix, pp. 75-77, for form.) This is felt to be desirable, not simply as a means of identification and for use in answering references, but as furnishing valuable data in relation to the training of the school and the results of its system of training. The record states the facts about the age, parentage, health, and education of each pupil and gives detailed information regarding the positions which were held before entrance to the school. Later, an estimate of the class work, and the date of awarding the diploma, are added to the record.

If a girl has behind her a series of changes from one position to another, with no betterment from the changes, it is evident that there is something wrong in her attitude toward her occupation or in her choice of it, and there is still time to bring about a better attitude or a more suitable choice of vocation. In some cases home conditions have a hampering effect and information concerning the trouble, no matter how personal, is usually volunteered in response to the friendly interest shown in this interview. The confidence felt by the pupils in the teachers leads them to bring many personal problems to the school, which is always ready to help find the right solution. It will be seen that the by-product of this conference is an unexampled social opportunity, the creation of which constitutes the second reason for the taking of the record.

At the end of the first six weeks of the term, when the course is half over, a questionnaire is sent to the floor managers who are in charge of the pupils. (See Appendix, p. 75.) If these officials have supervised the work of their girls as they are expected to do, the reports sent back to the school are extremely helpful to the teachers, showing what results of the training have been recognized by the floor manager and what should be most emphasized in the final weeks of the course to bring about needed improvement. When the questions have been answered by the floor managers, the blanks are sent to the office of the superintendent, who reads the reports and appends his signature. The managers of the stores heartily indorse this method of securing a detailed report at a stated time, for while primarily intended to check up the work of the sales people the blank also fulfills the larger function of checking up the floormen, the degree of whose attention to the work of the saleswomen under them is indicated by the answers to the questions.

When the course is ended the pupils must show that they have gained not only in knowledge but in ability to apply their knowledge to their work before they receive the diploma of the school. After a period of probation long enough to prove that the candidate is capable of independent effort toward better salesmanship the diploma is granted. This probation period varies with the individual, and the ultimate award depends upon the favorable report of floor superintendent, buyer, and the teacher who makes observations.

The "follow-up" work does not cease with the awarding of the diploma. A yearly survey is made of all the graduates of the school who are at work, the results being entered on the reverse side of the record cards. Wages and position thus noted once a year show at a glance whether or not a girl is making good use of her training and receiving recognition for it. While a definite increase of wages can not be expected for every graduate every year, there are often other indications that a girl is bettering her condition. It has been found,

for instance, that the graduates do not change from one position to another as they did before the training, and are therefore in line for advancement if they improve as their experience grows. If the expected advance is not made and the girl keeps changing her position, the reason is sought and, if possible, the cause of her restlessness is removed. Other indications of growth are a happier outlook and a broader interest in affairs within and without the store.

A study of the statistics compiled for each year of the school's existence reveals an encouraging upward trend in wages. Ten years ago $6 was the average wage paid to a saleswoman, while the survey of 1915 gives $9.50 as the average wage of 232 graduates. Of this number, 36 held executive positions with an average of $12.50, these positions ranging from head of stock at $10.38 (average) to buyer at $40. These figures are the more significant in that this investigation was made prior to the adoption by the stores in January, 1916, of an $8.50 minimum wage, reference to which has already been made. This is not the place for an account of the action which led up to the recommendation of a minimum wage for saleswomen, but it is conceivable that the success of the training given by the school of salesmanship helped to bring it all about. That training results in greater efficiency the school has proved conclusively, demonstrating to the merchants that their saleswomen can be made worth a wage which at first seemed prohibitive. A minimum wage which is not fairly earned is a menace rather than a benefit, but it is a truism that efficient, high-priced labor is cheaper in the end than labor low in price and inferior in ability.[1]

The statistical material is usually gathered in December, when the maximum number of employees is to be found in the stores. Short interviews are held in the departments immediately after the opening of the stores, before customers have arrived in large numbers. The essential facts might be obtained from the office with less expenditure of time and effort, but if this were done, no personal connection with the graduates would be made. The annual visit of a representative of the school is felt to be an invaluable means of renewing the graduates' interest and strengthening their loyalty, and it also makes known any cases needing help and advice. Thus the school keeps its hold on its graduates and continues to show its interest in their welfare. The girls respond cordially and seem to feel that their teachers are also their friends and advisers. They often come back for help long after they have left the school to consult the teachers with regard to their store problems and personal affairs.

[1] An interesting and illuminating study of the relation of training to wages of saleswomen appeared in a report on "The Needs and Possibilities of Part-Time Education," published by the Massachusetts State Board of Education in January, 1913. (See Appendix G. "Part-Time Education in Commercial Establishments." Mrs. John T. Prince.) The study was based on a comparison of statistics concerning the trained graduates of the school of salesmanship with statistics dealing with a similar group of untrained saleswomen.

One girl was seriously disturbed because several saleswomen had, in her judgment, been unjustly discharged from her department. Those who left were, she believed, doing their work by honest methods and according to high ideals, while those who remained constantly violated the higher principles of salesmanship. She felt that it would be wrong to remain in the store without expressing her convictions and she was prepared to resign if the management wished her to do so after hearing her report. The moral support of the school gave the necessary impetus. She put the matter frankly and fully before the management, who received her suggestions gratefully. As a result, the department was reorganized on a new and more liberal basis, and the buyer gained the respect and cooperation of his subordinates. The new spirit will doubtless spread to other departments.

Six years after graduation a pupil asked if she might return for a postgraduate course. Unfortunate home conditions necessitated her return to the industrial world as a wage earner, and she felt that renewed courage would be hers if she might attend the school for a while. She is now an assistant buyer, the only woman occupying such a position in a well-known specialty house.

Many other examples might be given showing the confidence which the girls feel in the school—a confidence based on the foundation of practical helpfulness for which the training stands.

The pupils are met socially as frequently as possible after graduation, not only for the sake of the friendly contact, but because, at the same time, a closer relation between the graduates themselves is fostered. They are held to the school and to each other by an alumnæ association and by class meetings. Each class elects a secretary before graduation, and the secretaries organize social gatherings of all the alumnæ, thereby bringing the girls from the different classes together in the only organization to which they all belong. These meetings are sometimes purely social in character, but usually a part of the evening is given over to the transaction of business and to an informal address by the director of the school, describing and interpreting the development of the work since the last meeting.

Chapter VII.

THE TEACHERS' TRAINING CLASS.

In the early days of the school of salesmanship the sole aim of the director was the development of a school where saleswomen should receive adequate training for their work. That this development was gradual, in line with the very conservative attitude of the merchants toward department-store education, the historical account has shown. The whole plan was, indeed, regarded as an educational experiment, and little thought was given to the probable outgrowth of the future.

The school represented a new and needed form of education, and, worked out as the experiment was, on a sound and comprehensive basis, with due emphasis on the occupational as well as the social requirement, it soon attracted the attention of educators and business men outside of Boston. The director of the school was urged to establish similar schools in other cities, but circumstances made this impossible. Men interested in the movement then asked for teachers, who, trained in Mrs. Prince's methods, would be able to carry on the work elsewhere. At the same time women who saw the opportunity in the new field were asking for the privilege of studying under Mrs. Prince. At first it seemed impossible to undertake the development of this new line of training, which, it was foreseen, would involve large responsibility.

A teachers' class was, however, the inevitable outcome of the success of the experimental school of salesmanship, and with its establishment the permanency of the work became assured. It was in 1909 that the first attempt was made to train a teacher for an outside position, and this was done in response to a request from merchants in Providence, R. I., who desired to start a cooperative school similar to the one conducted at the Women's Educational and Industrial Union. The Providence school was organized and carried on by the teacher trained for the purpose until she left to accept a position as educational director in one of the leading stores of the country. During the next two years eight women were given special training under Mrs. Prince's personal supervision, and all were quickly placed in desirable positions. At the end of this period (June, 1912) it was manifest that with increasing demands for teachers from all parts of the country, and a rapidly growing list of applicants for training, a

definitely organized teachers' class was necessary. An instructor already experienced in the training of teachers was engaged to assist the director in developing a comprehensive course of study. The next year (1913) the school became affiliated with Simmons College, a technical college for women in Boston, and the course for teachers of salesmanship has since that time been included in the curriculum of the college. By this connection the school received some financial support from the college, which also provided much needed classrooms and equipment. The method of administering the course and the teaching staff were not affected by the change.

From the first, the choice of candidates was considered of great importance, for they, as leaders of the new movement, were to set standards of department-store education for the entire country. In spite of the good accomplished by the school of salesmanship, some of the business men still held the opinion that the most successful teacher of salesmanship must be a person who had grown up in a store, while the director of the school believed that a woman with a liberal education and the right understanding of vocational training would be a more influential teacher than one who had had only business experience. The director was soon proved to be unquestionably right. In the experience of the school the few purely business women who have attempted educational work have failed to grasp the significance of the larger issues and have been unable to stimulate powers of thought in their pupils. Constructive work of this kind is too far removed from the experience of the average business woman to enable her to make the best and fullest use of her opportunity. Consequently, nearly all of the 80 students who have taken the teachers' training course have been college or normal school graduates with some instinct for business, a broad social interest, and an aptitude for teaching. That the work demands teachers of a high degree of ability was strikingly brought out by Mr. Harlow S. Person, the director of the Amos Tuck School of Business Administration, in an interpretation of the meaning of the word "training." He said:

> The word "training" may not mean the same thing to all of us; some understand training with respect to a given objective; by "training" I mean the whole complex of educational processes—those in the classroom and those outside the classroom, but more or less under the control of educational authorities whose purpose is, in addition to the imparting of information, the wise selection of those who shall be trained for the specific purpose, the development of capacity for independent investigation and for thinking, for forming sound judgments, and for constructive imagination, and a development of a capacity for prompt adaptation to the environment in which is to be performed the service for which the training is designed.[1]

At this point, it will be well to show how the teachers' course prepares the students to work toward the high ideal of the pro-

[1] Quoted by permission from an address delivered by Mr. Person, Jan. 19, 1916, at an Employment Managers' Conference, Minneapolis.

fession which Mr. Person has so well expressed. The course is divided into four parts: (1) Work done in active connection with the school of salesmanship; (2) conferences with the director; (3) academic and professional subjects; (4) store work.

The requirements of the first division have already been partially explained. The students attend all sessions of the school, observe the methods of teaching, do practice teaching under supervision, and give individual assistance to the pupils assigned to them. At the close of the morning session, the teachers' class has a conference with the director, Mrs. Prince, who helps the students to interpret the many different phases of their work, discusses with them the broader aspects of the movement and its relation to the most progressive activities of the time, and reports to them the most significant results of her speaking tours.

The afternoon sessions are devoted to the study of the following subjects:

Applied psychology.—Ordinary business situations are examiued in order to analyze out of them some of their psychological principles. The work involves a review of the fundamental principles of psychology, an application of these principles to various department store methods, and a study of the increased efficiency in department store transactions that may be developed through the conscious application of psychological principles.

Education.—The course includes discussion of teaching methods, teaching principles, lesson plans, lesson criticisms, and courses of study. The work of the regular instructors, as well as that of the teachers in trainiug, is discussed. Courses of study for different types of schools are planned.

Textiles.—The course comprises a study of the history of the textile industry, including the evolution of the present manufacturing processes from the primitive forms. The major and minor textile fibers are studied both scientifically and from the standpoint of utility. Students make extensive collections of silk, wool, linen, and cotton fabrics, with compilation of important facts in regard to them. Mills and factories are visited for the observation of processes.

Economics, or welfare work from an economic standpoint.—This course familiarizes the student with the various agencies—public, semipublic, and private—that tend to increase the well-being of the store employee. Different methods of welfare work carried on in department stores and iudustrial establishments are examined with reference to their economic as well as their humanitarian value. Beneficial agencies under direct control of the public, through town, municipal, State, or Federal regulations, are studied. This includes the examination of the laws regulating hours and conditions of labor—especially of women—wage laws and age limit for school children. The activities of the city board of health, the State board of health, and the Federal Children's Bureau form topics of study.

A substantial background of practical store experience is considered as necessary a part of the teachers' as of the saleswomen's course. Before entering the school, each student is required to obtain at least two weeks' selling experience in a large store. This gives her a general acquaintance with the personnel, system, and atmosphere of a department store, and makes the beginning of the course far more intelligible to her than it would otherwise be. No regular school

sessions are held on Monday, this day being set apart during the entire year for work in the stores. Until after Christmas, the students devote their Mondays almost exclusively to selling, for salesmanship, with all its hardships and privileges, is best learned behind the counter. During the busy month of December when all school sessions are suspended for both classes, the members of the teachers' class take positions involving more or less responsibility. With their well-trained minds and vigorous interest in the selling problem, the students are able to master details of technique and management in a far shorter time than would be possible for the less well-educated saleswomen. Hence, by the time the holiday season has arrived, they are in great demand for positions of trust in the stores. In December, 1915, three students were engaged by a large New York store for the book department in which one of them acted as floor manager. Two others had their expenses paid to a middle-western city that a store in which a graduate teacher had already demonstrated the value of the training course might have their help at the most exacting season of the year. One was made head saleswoman and head of stock in a handkerchief department, and the other was at once set to work investigating the reasons for the weakness of an unprofitable department. Her discriminating study of conditions was so productive of results that she was offered a permanent position at the end of her three weeks' term of service. Twenty of the students were placed in the toy department of one of Boston's largest stores. Here they fulfilled various functions, most of them having some executive responsibility. Two acted as "service shoppers," helping customers to decide what gifts to buy and suggesting timely purchases which might easily have been overlooked.

After Christmas much less time is given to the work of selling, for the other activities of the store must be investigated and understood. Accordingly, the students work at bundle desks, learning the specific duties of cashier and examiner, at the same time discovering the personal qualifications needed in these positions; they visit the receiving, marking, and shipping departments, and the credit office; opportunity is given for work under a floor manager, and the employment managers sometimes allow one or two students to sit quietly in the office while applicants are interviewed. The facilities provided for the convenience of customers are looked into and the arrangements made for the comfort and well-being of the employees are the subject of careful study. The advertising and mail-order departments are studied; stock and alteration rooms are visited and work is done in them when practicable; observations are made of the policy and methods of various special departments—the transfer, adjustment, lost articles, information—which have to do with the minor details of dealings with customers. "Service

shopping" is done when the management wishes to test the salesmanship of certain individuals or departments on special points. The student makes a purchase in the department as any other customer might do, noting carefully the behavior in certain particulars.

The spirit of cooperation which has held the school and the stores together in an eminently helpful relation for so many years is expressed even more generously in reference to the teachers' class. In addition to the opportunity of spending one day a week in the study of some store problem, students have the privilege of a month's research work in one of the cooperating stores. This study, which is usually directed by the educational department, is counted a part of the regular training course. More and more time is being allowed for such vital experience within the store, "academic" considerations being subordinated to it at certain periods. The latest development in this division of the course is a plan whereby each student may serve a few weeks' apprenticeship under a graduate teacher. This experience, the culmination of the year of study, is felt to be an ideal way of rounding out the preparation.

The teachers' training course prepares its students for the work of either of two classes of positions. Those who undertake educational work in large stores train the employees in various ways and study problems of personnel and organization. The position carries the title of "educational director." Students who are more interested in teaching than in organizational work, become teachers of salesmanship in public high and continuation schools. Both positions offer interesting and varied opportunities which will be described in the next two chapters.

Chapter VIII.

EDUCATIONAL WORK IN DEPARTMENT STORES.

With the creation of the position of educational director, a new factor was introduced into the department store organization, a factor little understood at first, but one which soon proved itself a constructive influence. In this brief treatment of the subject it will be impossible to describe in detail the many interesting plans which the educational directors have developed with signal success in their several stores, but an effort will be made to show the lines of endeavor which have seemed to be most needed, some of the methods by which the educational departments have accomplished their notable results, and the place which this work occupies in the business organization.

An educational director can not work to the best advantage until she is personally acquainted with the employees of the store, and since classes offer a natural means of friendly approach she frequently makes the personal connection by meeting various groups in the classroom. It is considered advisable to have one of the first classes made up of the more experienced and able saleswomen, for the attendance of those who are clearly successful in their work engenders respect for the instruction. These more mature women, also, as leaders in their departments, interpret the educational work to the less experienced and in this way help to spread the influence of the training. It is recognized that all workers in the store need training for the performance of their special duties, and classes are therefore made up of employees from the lowest as well as the highest positions and include boys and men as well as girls and women. As sales people are taught how to present their merchandise intelligently and to serve customers acceptably, so elevator men, telephone operators, and drivers are shown how; in their important relations to the public, they may most effectively promote the interests of the firm. Cashiers, examiners, and markers are trained in labor-saving methods, in system and deportment; new workers are given individual or group instruction in the system and policy of the store before they are placed in departments; and even executives have a share in the educational work, as will presently be explained.

The training of floor managers has been turned over to the educational director by the management with apparent relief. Much can here be done to develop the right atmosphere among members of the force and the right attitude toward the public, for the sales people express, to a great extent, the spirit of their superior officers. It has

been found that uniformity in regard to rules and their enforcement by floor men is notably lacking in many stores and that this leads to an appearance of favoritism which induces a feeling of distrust and bitterness among the employees. It is the business of the educational director to investigate all such sources of discontent and by means of a well-ordered system, consistently administered, to implant a sense of fairness and of respect for authority.

The teaching ability of floor managers may be developed by means of bulletins expressing clearly one central idea, these messages being sent from the educational office simultaneously to all departments of the store. A specimen bulletin given in the appendix (p. 76) shows how suggestive selling was brought to the attention of the force. Floor managers are expected to see that every person in the department reads the bulletin with care, and signs initials as proof that this has been done. They should also endeavor to see that the suggestions or instructions are understood and are put into practice whenever possible. A conference of floor managers is sometimes called a few days after the issuance of a bulletin for comparison of notes as to its effectiveness. Another form of bulletin is sent to floor managers only. This may give in outline form the leading points to be emphasized in a discussion of exchanges, or the use of the "transfer" or "shopping card," or special precautions to be observed at a busy season. In such a case the floor manager is transformed into a teacher for the time being, instructing the members of his department as requested by the educational director.

Lessons or conferences on merchandise are found to be extremely helpful in stimulating interest and in developing intelligent salesmanship. These conferences are usually held in the department at an hour when customers are few. In this way all members of the department may be in attendance and the class is surrounded by the merchandise which is the subject of study. The development of a satisfactory course in any line of merchandise is not a simple matter. Few books are available and those reference books which give the history of a product and describe its process of manufacture are seldom recent enough to give all the facts needed by a saleswoman of to-day. It is, therefore, necessary to enlist the help of all who are in any way connected with the line of merchandise under consideration. Sales people report the questions asked them by their customers, and the answers form a part of the systematic outline which is developed. But the buyers are usually the most fruitful source of information, for they are in touch with the factories and markets; if they are successful buyers they know their goods well, and the more progressive are vitally interested in having their sales people well-informed. The buyer as a teacher is therefore a natural evolution from this situation. The educational director

plans and directs the conference, but relies upon the buyer to instruct his own department.

This plan of instruction has led in one store to the adoption of departmental demonstration sales. An effort is made to secure the attendance of everyone connected with the department, even the floor managers being included, and each member of this interested group is expected to contribute to the discussion. Here, as in the case of the merchandise lessons, the educational director guides, interprets, perhaps summarizes at the end, but so far as possible one of the executives, preferably the buyer, is made to feel responsible for the conduct of the exercise. He must, of course, learn how to do this from observing the methods of the teacher and by helping her to train his pupils. This working together of all the members of a department is remarkably effective in breaking down a barrier of prejudice which often exists between the managers of departments and the sales people. They are led to see that their interests are identical. The buyer discovers that it is worth while to tell the sales people all he can about the merchandise, since this information enables them to sell it better, and he realizes, further, that sales people can help him to buy successfully by reporting customers' comments about the goods he selects. The educational director, in this way, brings the buyers and distributors of merchandise closer together, in a relation of mutual helpfulness for the good of the business. It is her aim to have everyone in the store teach some one else, that the sense of growth and resulting power may reach all members of all departments.

It may be said that store classes, in general, are made up of five groups:

(1) The junior force, consisting of the youngest workers, who fill the positions of cashier, examiner, marker, etc.

(2) New employees.

(3) Sales people.

(4) "Nonproductive" groups, not included with the juniors, as elevator men, porters, drivers, stock boys, etc.

(5) Executives, especially floor managers and buyers.

Between business and education an interesting interchange of methods is becoming prevalent as each learns how to use the helpful ideas it may gain from the other. Children have left school to escape tests and examinations, yet some stores are now giving actual written or oral tests to determine the fitness of workers for promotion, and such tests are not approached with dread, because the plan is so manifestly reasonable. One store, for example, examines its new floor managers on points of system, policy, rules, and location of merchandise. Another store has instituted a promotional test for its cashiers. Those who pass it with a prescribed average are the first to be promoted to selling positions. An honor system has

been worked out by another store whereby the passing of certain tests counts for points toward a total required for an increase in salary.

This new emphasis on promotion based on absolute merit is strengthened and carried further in practice by the educational director's study of the promotional possibilities connected with all positions. Such an investigation makes known the store's opportunities and often its resources as well, so that when a vacancy occurs, the chance of filling it from the ranks of the regular employees is considerably increased. It has often happened that an outsider has been engaged for a position which might have been better filled by some one already familiar with the store, had that person's availability and fitness been known. This investigation is an excellent example of the constructive work which an educational director takes upon herself to do when she discovers a weak spot in the organization. No one else, perhaps, would realize the need which is so apparent to her, or seeing it, would know what to do about it. But she, with an impartial view of the whole situation, brings her trained mind to bear on the problem and finds its solution.

A store's system, if well devised, is a highly satisfactory mechanism when perfectly manipulated, but if many workers fail to do their part in carrying out its important details, there is much clogging of the machinery, with resultant waste of time, money, and patronage. In order to discover who is blocking the satisfactory operation of the system and what the difficulties are, an educational director installs an error or blunder system. The errors referred to are those which occur when sales checks are made out carelessly, and are usually one or more of the following: Wrong price, wrong amount of money vouched for, wrong quantity of merchandise, no price tag on merchandise, wrong figuring, wrong address, wrong item.

When an error is detected, it is reported to the educational office and is then brought to the attention of the one responsible for it, who signs a slip in acknowledgment. Careful records are kept of the kinds and numbers of errors made by each employee, improvement from week to week also being noted. Such a system is valuable in reducing waste in the store and in lessening the number of complaints from customers. It is also helpful to the teacher in that it furnishes concrete material for the training of those who need special instruction, and reveals the points which should receive most emphasis when the sales check is taught to new employees. As a result of such competent teaching combined with systematic "follow-up" work, errors of the kind described have been practically eliminated from some stores.

If a store has not a well-developed "welfare" department, one is established by the educational director. An initial step may be the organization of an employees' association which, after discussing

the needs and interests of the workers, may recommend to the management the provision of certain facilities, as, for example, a lunch room. Eventually, the association should become self-governing, with power to control to some extent its own activities. It is found that when a committee of employees has a voice in the management of the lunch room, it is conducted better and to the greater satisfaction of those whom it is designed to serve than when it is administered by the firm alone. The employees, feeling naturally more interested in the success of an undertaking for which they are partly responsible, make suggestions and criticisms concerning quality and combinations of food, prices, and service, as they might do in their own homes. In this way qualities of leadership are developed which count quite as much toward increased efficiency as the improved conditions which are sought.

Other provisions made for the comfort and well-being of employees are rest and reading rooms, a hospital where both chronic and emergency cases may be treated, and a thrift and insurance department. A branch of the public library is often installed and clubs for recreation or study are formed for the benefit of those who wish to spend a part of their leisure time in a definitely planned way.

The term "welfare work," which is commonly applied to these arrangements made in behalf of the workers, is an inadequate expression and one often resented by those who are benefited, because it suggests an unwelcome patronage. It is felt that this work should be connected with the educational department and so be brought under the supervision of the educational director, for the real motive back of all efforts to maintain good conditions is not philanthropy, but the increased power of the workers. In some stores in which this suggested organization is already in operation, competent leaders have been found among the employees to carry out the details of management. Such a division of responsibility helps to develop the resources of the store, promotes self-esteem among the workers, and brings all members of the store family into closer personal relations.

Perhaps enough has been said concerning the varied functions of an educational director to disclose her capacity for usefulness in many different lines. In the course of a few months she usually demonstrates her ability to diagnose perplexing situations and to inaugurate long-needed changes. In some stores the educational department is engaged in research work, typical examples of which are: A systematic study of lost sales, with an attempt to determine the normal proportion of such failures and the reasons for them in different departments; an analytical survey of a department for the purpose of discovering weak points in administration or service; and a detailed analysis of the duties pertaining to each position in the store and the qualifications for it.

Careful study of many phases of store management makes an educational director well acquainted with the essential requirements of every post. She realizes what has not, perhaps, been always apparent to the organizers of business, that a discriminating selection of the workers who are to carry out the policy of the firm and represent the firm to the public is fundamental to the success of the business. Her work is especially effective when carried on in close cooperation with the employment office. Often she herself engages a large part of the force and is consulted before a worker is discharged or transferred. The "specials" engaged for sale days and busy seasons are systematically trained and observed by the educational director, who frequently finds in this group promising girls for permanent positions. It is her responsibility to discover and develop the personnel resources within the store itself, and by cooperation with the high-school teachers of salesmanship and other agencies to make the resources without the store a valuable means of supply.

Another method of reducing the amount and expense of employment is the training of groups of workers for use as a "transfer force" or for "emergency shifts." By this plan girls are transferred from departments which are not at all active to those which special circumstances have made abnormally active. The time when extra workers are needed may be a matter of only two, three, or four hours, but in many cases the normal force has been doubled by the employment of outside "specials" for a full day, when much less extra service was the actual requirement. By this transfer plan, girls from the alteration rooms, millinery department, or even the restaurant of a store, may be trained to supplement the regular force of sales people in certain departments. The system is carried further in some stores by training sales people in one department to sell also the stock of another, preferably an allied department. Girls selling underwear might, for example, be transferred to the negligee department, and sales people from the lace department might help out on braids and trimmings. These are illustrations of the ways in which educational directors are helping to replace the old haphazard expensive methods of employment, which meant constant shifting of the force, by scientific methods insuring greater permanency.

It will be seen that the far-reaching and constructive work undertaken by an educational director places her department high in the scheme of organization. She is usually responsible to the management, for her work, if properly conducted, is related to all divisions of the business and therefore should not be under the control of a subordinate official. Since everyone in the store should be training some one else or be trained by some one else, it seems probable that in time the four leading divisions, merchandise, publicity, accounting, personnel, now recognized in the administration of most stores, will be changed to read, merchandise, publicity, accounting, education.

Chapter IX.

SALESMANSHIP IN THE PUBLIC SCHOOLS.

It is significant that when the pioneer days of the school of salesmanship were over, and the school was definitely organized on a cooperative basis, the merchants were the first to recognize its worth and to take an active interest in an extension of its usefulness. It was they who saw in the course of study and the method of approach not simply good education, but also good business, and it was their urgent requests for teachers which gave rise to the teachers' training class. Once convinced that an effective system of training had been devised, the merchants were its strongest advocates, welcoming so reasonable a solution of the problem of the untrained worker.

Those pupils whose formal education ended in the grades or the high school had long felt that the public-school courses were arranged largely for the benefit of those who went on to college. The majority of the pupils who did not prepare for college left school, usually upon graduation from the grades, but sometimes after a year or more of high school, to enter some wage-earning industry. Until the clerical courses were introduced into the commercial high schools these boys and girls with actual training for no kind of work drifted into any occupation to which they were led by chance. It is no wonder that a lack of stability was the result, that workers felt that education was of little use to them, and that employers thought the schools inefficient. Courses in bookkeeping, typewriting, and stenography were established in response to a definite demand for something which would help a boy or girl not merely to get a position, but to keep it when obtained. As these clerical courses have been for many years the only vocational courses offered by most high schools, they have become increasingly overcrowded.

In June, 1912, at a meeting of the school's advisory committee, there were present, in addition to the usual representatives from the union, the school, and the cooperating stores, two public-school officials and the head master of the largest Boston high school for girls. This head master had previously consulted Mrs. Prince concerning the feasibility of a high-school course in salesmanship which he wished to introduce, and she had advised him to submit the plan to the business men at this time. A brief report will be given of the proceedings of this meeting, which marked an epoch in the history of the school and the movement.

After one of the business men had emphasized the need of more trained workers the head master spoke as follows:

> The Girls' High School last fall registered over 2,100 pupils; 1,400 are taking the clerical course. There will not be enough positions for these girls and they will have to compete with the graduates of business colleges and other schools of the kind. Too many are taking the clerical course, and those who are taking it are doing so because they hope to get something from the school which will help them in earning a living or to secure enough points to win the diploma. Not one-third of the 1,400 registered in this course will get positions.

The head master then outlined a plan which he hoped would be realized in two years from that time. It provided for five vocational courses—dressmaking, millinery, domestic science, salesmanship, and clerical work. He said that the problem of space was serious, but that salesmanship could be added to the curriculum without inconvenience because no elaborate equipment would be needed. Concerning the high-school girl as a saleswoman, he said:

> She will be more intelligent than the average saleswoman and older than other beginners, but will lack the experience that the girls have who attend the school at the union. I propose that the store superintendents shall have a share in shaping the policy of the course and I hope that the department stores will cooperate. Will the stores allow the pupils to get some store experience?

Without exception the superintendents favored the plan and believed that their firms would cooperate with the high schools in building up a practical course. When the question was raised as to the approximate number of saleswomen in Boston, an estimate of 20,000 was given, and the superintendents agreed that there was a yearly shift in their total working force of at least 30 per cent, showing that several thousand new workers are hired each year. This is partly due to the custom of hiring young untrained workers for the "junior" positions, which involve such work as running errands for the alteration and millinery departments, wrapping bundles, receiving and recording money from sales, and making change. As very low wages have until recently been paid for this work in most stores, girls have naturally left the positions as soon as better opportunities offered. This tendency to move frequently from place to place is bad for the girls who come to regard each position as merely a temporary "job" into which the minimum of effort need be put and such a shifting group, with its lack of purpose, is a menace to the community and a cause of waste to the stores. In reviewing the industrial situation, one of the public-school officials said:

> Merchants are now beginning to see the desirability of opening their shops for part-time education, and are paying money for it. The business man and the schoolmaster will soon be in the relation of partners. Conditions will never be right until we have a cooperative scheme, for the public can not pay the cost of the pupil's laboratory practice. The average business man has felt no responsibility in training young people for their work, but has taken the product of public-school training with

such preparation as has been given gratuitously. Since this has had no connection with the occupation, merchants have complained about the workers and blamed the schools.

This was the beginning of the movement for salesmanship in the public schools of Boston. It developed rapidly. In the fall of 1912 one of the teachers whom Mrs. Prince had trained was engaged by the Girls' High School; and the Dorchester High School, having allowed one of its teachers leave of absence for the same training, introduced the course a few months later. One year from the time of the memorable meeting at which the high-school situation was discussed, Mrs. Prince received an appointment from the school committee of Boston as director of salesmanship in the public schools. She accepted this office for two years, thinking that if she personally organized and developed a high-school course in salesmanship, she would be better able to help and advise should the movement spread to other cities. During these first two years nine high schools introduced a course in salesmanship, and this year (1916) a tenth has been added to the list.

In all of the schools the courses are taught by graduates of the teachers' training class. In two schools the course covers two years; in the others it is an elective open to seniors only. All students desiring to take salesmanship are first interviewed by the teacher in charge of the work, who urges those not qualified for selling positions to pursue other lines of study. By this means the misfits so commonly found in the industrial world may in time be eliminated and a more satisfactory output be assured.

With more time and with pupils whose educational advantages have been the same, the course of study can be made much broader and more inclusive than is possible in the original school of salesmanship. In addition to salesmanship, the following subjects are taught: Hygiene, color and design, commercial geography, merchandise, industrial history, and business arithmetic, including budgets and practice with the sales check. Every effort is made to correlate the work with the other high-school courses. Seven points credit are allowed for the one-year course—three for salesmanship and other store subjects, three for textiles (which is allowed by the school committee to take the place of the required science), and one for color and design.

In accordance with the policy which governed the school of salesmanship from the first, store experience accompanies the high-school course in salesmanship. The plan has been so well developed on the basis of practical usefulness to the stores that several stores now depend upon the high schools for the force of "junior specials" regularly needed on Saturdays and at holiday times. The employment of these girls is an advantage to the community, for it means the

substitution of a permanent for a temporary group of workers, and it helps the stores in providing intelligent, trained girls for positions formerly held by an unskilled and irresponsible group.

Requests from the stores for the services of the high-school girls are referred to the director of salesmanship who, as coordinator, takes up the matter with the teachers of salesmanship in the various schools and arranges for the work. All records of store experience, hours, and compensation are kept on file in the director's office. The store work is usually done on Saturdays (except in vacation periods, when it is continuous) and takes the place of some of the required home work, but if, because of a special need, the girls are wanted on Mondays also, those whose school averages are high are allowed to take advantage of the opportunity for more practice. Since the class instruction in system (more specifically the sales check) must be of general application, preparation for the particular store in which a group of girls is to work is managed in this way: A class of 30 girls, selected from the 10 high schools, is sent to a store from 3 to 5 o'clock one afternoon a week for additional instruction in the system of that store. After two or three lessons, the girls are ready to begin their regular Saturday work.

At first, except in the smaller stores, the pupils are placed in "junior" positions, mostly as cashiers, examiners, or stock girls, work furnishing excellent preparation for the selling positions which they hold later. The teachers "follow up" their pupils in the stores and use the business experience of the girls as a basis for general class discussion. The girls are at all times under school direction and discipline. More and more the store officials are studying the high-school girls during the year with a view to offering them permanent positions, which may be taken at the close of school.

The high-school course in salesmanship already shows some significant results. It has grown steadily in popularity. In 1912–13 the course was elected by 294 girls; in 1915–16, by 407. A total of at least 800 girls is the estimated enrollment for the coming year. A second result, not foreseen when the work was started, is one of peculiar beneficence. The wages paid for the store work ($1 to $2 a day) have enabled many girls to remain in school who might otherwise have had to leave, for the ready money needed for carfares and luncheons is not always available. During the past year 400 high-school girls have had 11,000 days' practice in 35 cooperating stores and $12,000 has been paid for the service. The most gratifying result of all is the action recently taken in regard to holiday seasons. These pupils being carefully prepared for the store positions and adequately supervised while in the stores, develop rapidly into valuable workers, so valuable indeed that they are now relied upon as a sure resource in busy seasons, especially the periods preceding Christmas

and Easter. By virtue of an agreement between the employment managers of the stores and the head masters of the schools, girls whose school work is of "A" or "B" grade will hereafter be allowed to work continuously in the stores during the month of December and also during the week preceding Easter. This concession is a noteworthy example of a gradually broadening attitude on the part of educators toward vocational education and of the tendency to recognize the value of cooperative courses to employees, employers, the school, and the community.

The high-school work is by no means the only connection which the public schools have with salesmanship. The installation of continuation schools has brought the younger workers in the stores under the direction of the department of salesmanship. Without enactment of law and because of a desire to have more workers trained, four of the Boston stores established continuation classes in 1913. All of these classes were made up of boys and girls between the ages of 14 and 16, except in the case of one store employing no one under 16. The next year, 1914, continuation schools were established by law, and four hours' weekly attendance out of the employer's time was required of all children under 16 years of age. The organization of 14 compulsory department store classes and two voluntary groups (of older workers) was referred to the director of salesmanship. If 15 or 20 children are employed by any one store, the school is organized in the store, which then provides room, furniture, heat, and light; supplies and the services of the teacher are furnished by the city. Smaller groups, from two or more stores, are combined into classes of suitable size which meet in a central building in the business district. An especially strong feature of the system as at present conducted is an arrangement by which each high-school teacher of salesmanship teaches also a store continuation group, a plan of especial advantage to the teacher in that it keeps her in close touch with the officials and atmosphere of a store. All of the store continuation classes with an enrollment in 1915–16 of 300 pupils are taught by graduates of the teachers' training class of the school of salesmanship.

The course of study, arranged to cover the regular school year, was planned on the basis of a good, all-round training, with application to the daily problems of the pupils' work. The following is a list of of the subjects taught and the time allotted to each:

	Hours.		Hours.
Arithmetic	20	Notebooks	10
Spelling	10	Commercial geography	12
Hygiene	12	Store topics	24
Textiles	20	Allowance for extras	2
English	12		
Civics	6	Total	128

The store topics at all times give valuable, interesting material which is used as a basis for oral and written English, spelling, geography, and civics. Many of these young workers left school at the earliest possible moment because school did not interest them. Mrs. Prince says of these boys and girls:

> They represent a large group who care more for something to do than for studying from books. Experience with these groups demonstrates that for the majority of them their work gives the first personal desire to learn more. Once at work, they realize the value of English and arithmetic, and the attentive, interested application of these young workers shows that they have felt the awakening that leads to real education and individual power. In this way, much so-called cultural education is gained which would never come to this group unless the grade school connected its subject matter with the activities of life.

Encouraging evidences of the value of this special type of teaching are not lacking. Many promotions among the juniors are directly traceable to the work in the classroom. On the other hand, a new interest in education, created by the teacher's stimulating efforts, has caused a number of young people to return to school to finish a high-school course which had formerly seemed uninteresting and unprofitable. It is probable that, as teachers learn to make their teaching vital by connecting the lessons of the schoolroom with the interests which fill their pupils' lives, the number of children in continuation schools will diminish, while high-school pupils will increase in numbers. This will mean that the high school will more completely fulfill its function of preparation not for college alone, but for the greater experiences of life.

In many ways the continuation school seems to present a greater social opportunity than any of the other types of classes. The pupils are at an age when they are especially open to influence, and their teachers become their friendly advisers in the many new and crucial experiences which the work of the world is bound to bring. At a time when wise guidance is much needed, a well-qualified person is at hand to give it.

Chapter X.

AFFILIATION WITH THE NATIONAL RETAIL DRY GOODS ASSOCIATION.

The school of salesmanship has passed through four important stages of development: First, the establishment of a class for saleswomen in full cooperation with the stores; second, the organization of a teachers' training class; third, the introduction of salesmanship into the public schools of Boston; fourth, official connection with the National Retail Dry Goods Association. As the preceding chapters have dealt with the first three epochs marking the progress of the school, only the fourth and most recent remains to be explained.

The National Retail Dry Goods Association, with headquarters in New York City, was organized five years ago. It has a membership of 500 or more progressive retail merchants throughout the country, and it aims to promote the welfare and protect the interests of these members. The activities of the association are directed and controlled by an executive committee made up of the officers and 10 members elected from the association at large. It happened that three members of the committee had graduates of the teachers' training class as educational directors in their stores, and these merchants were so favorably impressed with the work that they wished the subject of education brought before the entire membership. Accordingly, an invitation was extended to Mrs. Prince to address the annual convention of the association at the Hotel Knickerbocker, New York, in February, 1915. Mrs. Prince accepted the invitation with some misgivings, feeling that men who had come together for the discussion of business topics would not be greatly interested in hearing about education. Her address on "Department-Store Education" made a far deeper impression, however, than she had anticipated. The merchants were intensely interested and expressed their conviction that the system of training which had been described was the very thing that was needed by the department stores. That they were sincere in their assertions was shown by the action taken even before the convention was ended. Mrs. Prince was asked to attend a session of the executive committee and was forthwith invited to become the director of a newly established department of education. Here was indeed a great opportunity, but the insistent demands of the teachers' training class and the growing interest in all phases of

the work were already absorbing so much of Mrs. Prince's time that she hesitated about assuming any more responsibility. But the gentlemen on the executive committee were generous and farsighted in their wish to share Mrs. Prince with the Boston school, and she accepted the appointment on the understanding that she should be free to give as much time as she thought necessary to the teachers' class.

The office was taken in September, 1915, and the new director of education endeavored to make her department of immediate use to the members. A letter was sent to each member asking whether or not he wished the services of the director during the coming year. A large number replied in the affirmative, and trips were accordingly planned to meet the requests of groups of members in different sections of the country.

Mrs. Prince's chief work for the association is the development of interest in department-store education in the cities in which the members live. This is done, to a great extent, through the medium of public addresses. An invitation to address an audience may come from a chamber of commerce, a retail merchants' board, or a board of education, or all three organizations may unite in an effort to bring together an interested and influential audience. Mrs. Prince has made 102 such addresses during this first year of her connection with the association. She has visited many eastern cities in the interests of the work and has made four trips, each of about three weeks' duration, to the Middle West. While on these trips she has also given some time to supervision of the work of the educational directors. The urgent interest in the movement is so great that the full time of more than one "field agent" would be necessary to satisfy it.

This promotional work is of inestimable value to the movement for department-store education. It spreads knowledge of the training more rapidly and more widely than could be effected by any other means; it creates many new openings for teachers—in fact, the demand for trained teachers is at present far in excess of the supply; and it brings to the school applications from desirable candidates who take the work back to their own States. In addition, the connection is valued because it brings association with some of the most progressive men in the country, and because, through acquaintance with many of the members and the special conditions of their stores, the director is able to place teachers more understandingly in the positions to which they are best adapted.

The 80 students who have been graduated from the teachers' course hold positions all the way from Boston to San Francisco; and while the majority are employed as educational directors in large stores, 23 are at work in public or private schools outside of stores in 12 different cities. (See Appendix, pp. 78, 79, for lists of stores and cities.)

It is most encouraging to review the school's short past and to look ahead to its future. In the 11 years which have elapsed since the "experiment" was started a steady line of progress is noticeable. Each new development was the natural and inevitable outcome of all that had gone before, and no change was made, no new feature introduced, until it was determined that the action was in harmony with the essential principles of business and education. The confidence and support of the business men, with the faith and vision of the founder, form the enduring foundation of a movement now national in its scope. Looking toward the future, there is every reason to believe that department-store education has come to stay. It is a movement developed by one who believed that the fortunate few who have felt the quickening power of education should share its benefits with the less privileged and who, seeing a great need, knew how to meet it in a way which would not merely satisfy the technical demands of the industry, but would at the same time bring courage, happiness, and a new ideal into the lives of many workers. Practical in its application, scientific in its methods, and high in its influence, it is believed that this work will make an ever-increasing contribution to the progress and betterment of the world.

APPENDIX.

CONTENTS.—Test questions given to pupils of school of salesmanship at end of course (salesmanship, textiles, color and design, merchandise, hygiene, arithmetic, system)—Demonstration sales (types of customers, kinds of sales, some points of emphasis)—A typical week's program for the school of salesmanship—Questionnaire for floor managers—Application blank for saleswomen—Facsimile of statistical record card (face)—Facsimile of statistical record card (back)—Efficiency bulletin—Weekly schedule of teachers' training class—List of stores employing educational directors—List of cities employing graduates in the public schools—Boston high schools offering salesmanship—Colleges and normal schools represented by graduates of teachers' training class—States in which graduates hold positions.

SALESMANSHIP.

1. What do you mean by the "talking points" of an article? Select the most expensive piece of merchandise in your department and explain all of its advantages.
2. A mother wishes to buy a dress for her child, who is with her. The child likes one style; the mother prefers another. How will you conduct the sale so as to satisfy both?
3. Discuss in detail the daily care which must be given to your stock to keep it in perfect condition. Explain the importance of well-kept stock to the store, the saleswoman, and the customer.
4. What examples of waste have you noticed in your department? How are you trying to check such losses?
5. The following remarks of salespeople were overheard by a customer. Discuss in full the customer's probable impression of the saleswoman in each case, giving reasons for your opinions.
   (1) "You did not ask for white dresses; you asked for colored."
   (2) "Look those over and when you find what you want, I'll have them done up for you."
   (3) "This is just the thing for you, dearie."
   (4) "Don't you like it; why not?"
6. Suppose you have three customers, one after another. (*a*) One is small, nervous, daintily dressed. She says, "I don't know what I want." (*b*) The second walks slowly along the counter. "Only looking," she says. She pauses to examine an article. She is stout, capable looking, and very determined. (*c*) The third is so tired she can hardly walk to the counter. She has a baby in her arms and is leading another child. Her clothes are shabby, and she looks discouraged. How would you approach each of these customers, and how would you give to each genuine service?
7. Why is the personality of a saleswoman an important factor in selling? Make your answer clear by giving an example from your experience as a customer.
8. Describe an interesting sale which you have made or lost recently. If it was lost, tell why you think you failed.
9. How may a store make a favorable impression on a new customer? Think of yourself as a stranger and suggest any ways in which your store or your department might be made more attractive to customers.
10. What is suggestive selling? Give a successful example from your own experience.

TEXTILES.

NOTE.—*Answer Question 11 and nine others.*

1. Explain the terms used for the poorer and better qualities of the raw materials of linen, silk, and wool. How would these differences show in the finished product in each case?
2. Name four mercerized materials and give all the advantages of mercerization.
3. Why is serge a better material for every-day wear than broadcloth? (Full explanation.)
4. What material would you select for the following purposes? Give reasons.

   White waist for business
   Black waist for business
   Silk evening dress.
   Lace for trimming underwear.
   Silk petticoat.
   Kitchen apron.
   Child's play dress.
   Inexpensive cotton dress for hot weather
   Woolen negligée.
   Separate skirt for business.

5. Explain the following terms:

   Jacquard figures, spun silk, thread silk, natural color, pile fabrics, Sea Island cotton, warp, merino, "pure dye" silk.

6. Give the talking points of—

   Irish linen damask
   Anderson gingham.
   Mohair.
   Russian crash
   Pongee.

   For what use is each of these materials appropriate?

7. Give the tests for judging good cotton cloth. How can you tell linen from cotton?
8. What is meant by weighting of silk?
9. Of what textile importance are the following cities or countries?

Lyons.	Australia.	New Orleans.
Belfast.	Belgium.	Egypt.

10. Which do you prefer, and why:

    A wool or a cotton puff?
    Linen or cotton sheets?
    A wool or mohair bathing suit?
    A linen or a cotton glass towel?

11. Name the 15 samples in the envelope and tell for what use each piece is appropriate.
12. Tell a customer how to launder—

    A white flannel petticoat.
    A white habutai waist.

COLOR AND DESIGN.

Illustrate by the treatment of your examination paper a well-balanced arrangement, and the value of margins.

1. Describe each of the 5 colors (samples submitted) as to hue, intensity, and value.
2. Illustrate with your crayons a scale of color, marking the tints, shades, and the standards or "full intensity."
3. Describe as fully as you can lines and styles becoming to the following figures:

   (*a*) Tall, narrow-chested, slender.
   (*b*) Short and stout.

   How should sloping shoulders be treated?

4. What colors are becoming to—

(a) A brunette with pale complexion.
(b) A brunette with red cheeks.
(c) A pure blonde with delicate coloring.
(d) A person with red hair.

5. From the standpoint of "fitness to purpose," discuss—

(a) The 2 pincushions.
(b) The 2 inkwells.
(c) The 2 clocks.

6. Discuss the 2 rooms X and Y with reference to—

(a) Color harmony.
(b) Arrangement
(c) Restfulness and comfort.
(d) Care required in dusting.
(e) Suitability.

In which room should you prefer to live, and why?

7. Tell any ways in which the study of color and design has helped you (a) with your customers, (b) at home, and (c) in your own purchases.
8. What did you gain from your visit to the art museum?

MERCHANDISE.

Millinery.

1. What determines the cost of a hat?
2. Give the latest style features in millinery, discussing shapes, materials, trimmings, and color combinations.
3. Explain the following terms found on hat labels:

Lyons velvet.
Knox.
Lanvin reproduction.

4. What must be taken into consideration in selecting a hat for a customer?

Notions.

1. What are the best makes of silk, cotton, and linen thread?
2. What kind of thread would you suggest for the following purposes? Give reasons:

(a) To sew on shoe buttons.
(b) To sew feathers on a hat.
(c) To mend a carpet.
(d) To make a blue challie negligee.
(e) To sew lace edging on a baby's dress.

3. Compare the advantages and disadvantages of the snap fastener and the hook and eye.

What kind of fastener would you suggest for—

(a) A crêpe de chine waist.
(b) The inside belt of a suit skirt.
(c) The placquet for a pique skirt.
(d) The lining of a silk dress.
(e) A petticoat.

4. Give the talking points for—

(a) Safety pins.
(b) Common pins.
(c) Steel sciasors.
(d) Shields.

HYGIENE.

1. How do the shoes that you wear to work affect the service which you might give to a customer? Compare a proper and improper shoe for store work, giving reasons for each point emphasized.
2. If you were head of a department, how should you wish to have the salesgirls look? Discuss in detail the appearance of the hair, clothing, face, hands, and standing position.
3. Why is a daily bath necessary? Name three kinds of baths, and tell what benefits are derived from each one.
4. What do you do to keep your teeth in good condition? Show why good teeth are important to a salesgirl.
5. Show how the proper selection of food may increase your efficiency as a saleswoman. What have you found helpful in the class discussion of food?
6. If you had only 15 cents to spend for luncheon, what would you select from the following list as being best for you? Give reasons.

Macaroni and cheese, 5 cts	Black bean soup, 5 cts
Bread and butter, 3 cts.	Spinach, 4 cts
Roast beef and potatoes, 12 cts.	Crackers and milk, 5 cts
Baked beans and brown bread, 10 cts.	Milk, 4 cts
Creamed codfish and potato, 8 cts	Cake, 3 cts.
Peas, 4 cts.	Rice pudding, 4 cts
Creamed carrots, 4 cts.	Apple pie, 5 cts
Celery, 3 cts.	Cheese, 2 cts
Mashed potatoes, 3 cts	Tea, 3 cts
Ham sandwich, 5 cts	Coffee, 5 cts
	Ice cream, 5 cts

7. Of what benefit for yourself are the following forms of recreation? Might any of these be harmful? Explain your answers.

Dancing.	Reading.
Skating.	Moving-picture shows.

8. Why would an extremely nervous person be at a disadvantage in your position in the store? What can you do to keep your nerves in good condition?

ARITHMETIC.

1. Dictation of problem in one-column addition for rate of speed in adding.
2. Dictation of 25-entry tally.
3. Silk is sold for 87½ cents per yard. Find cost of 8½ yards. Show work.
4. A customer buys 18 inches of ribbon at 39 cents per yard, 27 inches at 49 cents per yard, 1¼ yards at 19 cents per yard. What is the cost of her purchase?
5. Work out and write in the proper spaces the store charges for parts of a yard of goods at the following prices:

1 yard, at	12½ cents	29 cents	75 cents
¼ yard, at			
½ yard, at			
¾ yard, at			
⅛ yard, at			
⅜ yard, at			
⅞ yard, at			

6. An employee who is entitled to a 20 per cent discount buys 7 yards of silk at $1.69 a yard. How much does she save?
7. Suppose the amount of your sales for a week is $371. For all sales over $200 you get a commission of 2 per cent. What will be your commission for that week?

SYSTEM.

Answer the first six questions by making out the proper form of sales check.

1. A woman buys 4 handkerchiefs at $3.75 a dozen, and gives $2. She asks to have the sales check left out, price tag removed, and box sent to Mrs. L. S. Willison, Scituate, Mass.
2. Mr. Burnham Kirkland buys a derby hat at $5.50, and a silk hat at $8. He gives the clerk $15, wishes to wear the derby hat and have the silk hat and his old one sent to him at 342 Burton Hall, 180 Center Street, Cambridge.
3. Mrs. Frederick Batchelder, 3642 Eastern Point Road, Gloucester, Mass., buys 8 yards of velvet at $1 65 a yard. It is charged to her account and sent to Miss Mildred Yates, a milliner, at 64 Bates Building, Temple Place, Boston.
4. You, yourself, purchase a dress in your own store. The dress costs $15. Necessary alterations cost $1.50. You receive the regular discount Have the dress sent to your own address
5. Mrs J P. O'Reilly, of 23 Maverick Square, East Boston, buys and takes with her ¾ yard blue ribbon at 19 cents, 1¼ yards pink ribbon at 37½ cents, ½ yard brown ribbon at 25 cents. She asks the saleswoman to inclose in the bundle a pair of gloves just bought, and presents her till book or transfer card.
6. Mrs. J. Hamilton Ewing, 69 Monadnock Street, Dorchester, buys a $35 coat, pays $7.50, and wishes to pay the balance due when the bundle is sent to her.
7. Show how the sales check protects, (*a*) the customer, (*b*) the store, and (*c*) the saleswoman.
8. Name the cases in which the floor manager must sign the sales check.
9. When would you suggest a C. O. D allow examination?
10. What is done when a customer gives a check on a bank in payment for merchandise?

DEMONSTRATION SALES.

TYPES OF CUSTOMERS.

1. Emotional.
2. Nervous
3. Talkative
4. Tired.
5. Inquisitive
6. Indifferent.
7. Silent.
8. Unreasonable.
9. Absent-minded.
10. Invalid.
11. Elderly person
12. In a hurry.
13. Only looking.
14. Bargain hunter.
15. Ignorant and poor.
16. Intelligent and exacting.
17. Waiting to meet a friend.
18. Two friends together.
19. Undecided (for narrowing sale).
20. Dependent, wishing advice.
21. Changeable; changes mind after sale is made out.
22. Customer with a list.
23. Child sent on errand.
24. Child purchasing for self.
25. Customer wishing to take article unwrapped.
26. A stranger in the city.
27. A second customer advising first one not to buy article.
28. Customer looking for samples.
29. Bargain sale, several customers.
30. Foreign customer speaking broken English.
31. Customer wishing becoming style, regardless of price.
32. Customer putting quality of material first.
33. Buying for a missionary box.
34. Buying to sell again at a fair.
35. Asking for an old-fashioned article.
36. Man shopping in women's departments.

APPENDIX.

MANY KINDS OF SALES GIVE PRACTICE IN STORE SYSTEM.

1. Cash and take.
2. Cash and send.
3. Charge and take with coin.
4. Charge and take without coin.
5. Charge and send to same address.
6. Charge to one, send to another address.
7. Charged to one, sent to another, purchased by a third person.
8. Employee's charge.
9. Deferred charge.
10. On approval.
11. C. O. D.
12. C. O. D. allow examination.
13. Part payment C. O. D.
14. Exchanges—
    - Even.
    - Uneven—for less expensive merchandise.
    - Uneven—for more expensive merchandise.
15. Refunds and credits.
16. Traveler, shopping card, or transfer.
17. Opening an account.
18. Check or money-order given in payment.
19. Special delivery.
20. Goods sent out of State.
21. Future delivery.
22. Damaged goods.
23. Discount.
24. Advance payment.
25. Extra packages inclosed.
26. Customer's own property.
27. Price tags and slips removed.

SOME POINTS OF EMPHASIS.

1. Suggestion.
2. Substitution.
3. Knowledge of stock.
4. Accuracy in giving directions and taking address.
5. Service to all customers at all times.
6. Use of reserve stock.
7. Price comparisons.
8. Sale of higher priced merchandise than originally asked for.
9. Naming amount of money received from customer.
10. Interest in customer until she leaves department.
11. Attitude toward gifts and tips.
12. Interpretation of rules.
13. Handling of special orders, call slips, and promises.

A TYPICAL WEEK'S PROGRAM FOR THE BOSTON SCHOOL OF SALESMANSHIP.

Tuesday.

8.30– 9.00	Arithmetic—A lesson in fractions used in department store work.
9.00–10.00	Color—Demonstration of colors suited to varying personal types.
10.00–10.40	Recreation period—Notebook work.
10.40–11.30	Hygiene—Wholesome luncheons for saleswomen.

Wednesday.

8.30– 9.10	Textiles—Finished product of wool.
9.10–10.00	English—Descriptions of merchandise.
10.00–10.30	Recreation and notebook work.
10.30–11.30	Demonstration sale.
	Merchandise to be sold—Muslin underwear.
	Leading principle of sale—Comparison with competitors' prices.
	Special point in system—Private package inclosed with purchase.

Thursday.

8.30– 9.00 Arithmetic—fractions continued.
9.00–10.00 Hygiene—Lecture by physician—"The Nervous System," a simple explanation of its function; the value of sleep, fresh air, and recreation in strengthening nerves.
10.00–10.45 Recreation and notebook work.
10.45–11.30 Merchandise—Class is divided into small groups and each saleagirl is taught facts about the merchandise she is selling.

Friday.

8.30– 9.15 Store system—Study of the sale, part paid C. O. D.
9.15–10.15 Lecture by floor manager—"The meaning of cooperation."
10.15–10.45 Recreation and notebook work.
10.45–11.30 Discussion of problems arising in daily work in stores. Introductory topic: How to deal with a customer who is "only looking."

Saturday.

8.30– 9.00 Spelling—residential streets of Cambridge.
9.00–10.00 Commercial geography of cotton.
10.00–10.40 Recreation and notebook work.
10.40–11.30 Waste in business—discussion of ways in which salespeople can prevent loss of money through waste of supplies, time, energy, etc.

QUESTIONNAIRE FOR FLOOR MANAGERS.

WOMEN'S EDUCATIONAL AND INDUSTRIAL UNION, 264 BOYLSTON STREET, BOSTON.

SCHOOL OF SALESMANSHIP.

To the Floor Superintendent:

1. What improvement have you noticed in Miss.....manner and appearance since she entered the Salesmanship School?
2. Please note any serious errors on her part with regard to store system or rules.
3. In what ways may her sale-slip work be improved?
4. Are you satisfied with her care of stock?
5. Does she talk up the merchandise well? If not, what improvement is needed?
6. What kinds of customers is it difficult for her to approach?
7. In what ways does she show a greater interest in her work?
8. Please note any special points which should be emphasized during the final weeks of the course.

Signature .....
(*Floor Superintendent.*)
Signature .....
(*Superintendent of Store.*)

Date.....

APPLICATION BLANK FOR SALESWOMEN.

WOMEN'S EDUCATIONAL AND INDUSTRIAL UNION, 264 BOYLSTON STREET, BOSTON.

SCHOOL OF SALESMANSHIP.

APPLICATION BLANK.

Date.....

Name.....Home address.....
Age.....Grade finished in school.....
Store in which employed.....Department.....
Weekly wage.....

1. State any kinds of work, besides selling, in which you are interested.
2. Do you help at home with the cooking, sewing, or any other household work?
3. Name any books which you have read and especially liked.

[FACSIMILE OF STATISTICAL RECORD CARD—FACE.]

SCHOOL OF SALESMANSHIP.

Name..... Firm..... Date of admission to class.....
Address..... Age on entering class.....
Birthplace..... Grade finished in school..... Age.....
Nationality of parents { F..... M..... Reasons for leaving school..... Date.....
Health..... Other school training.....
Appearance..... Age of beginning work..... Date.....

PREVIOUS POSITIONS.

Firm and address.	Length of time employed.	Occupation.	Wage.		Reasons for leaving.	Remarks
			Beginning.	Leaving.		

POSITION ON ENTERING CLASS.

Occupation..... Length of time held..... Wage.....

Quality of work done in class..... Diploma..... Date..... Wage.....
Remarks.....

[FACSIMILE OF STATISTICAL RECORD CARD—BACK.]

Date.	Firm.	Stock.	Wage { Idving— 1. At home. 2. Lodging.	Regularity of work.		Efficiency.	
				Length of vacation— 1. With pay. 2. Without pay.	Loss of time, and causes.	School estimate.	Employers' estimate.

EFFICIENCY BULLETIN.[1]

No. 227. February 23, 1916.

SELLING BY SUGGESTION.

~~Sign in margin.~~

A customer reports the following experience in the toilet goods department. She had gone to the counter expecting to purchase a case to hold toilet articles while traveling. The sales person asked her whether she preferred pink or blue and the customer chose blue. The sales person then brought out a blue wash cloth, saying

[1] Reprinted by courtesy of William Filene's Sons Co., Boston.

that it would match the case, and the customer took it. Next the sales person asked if the customer's mirror was small enough to go in the pocket of the case, at the same time showing a blue one that just fitted. This pleased the customer so much that she purchased it. The sales person then showed her several articles of blue celluloid, all of which she bought. When the case was fitted with the articles necessary for the trip, the saleagirl said to the customer, "Have you plenty of cold cream, toilet water, and things of that kind?" The customer remembered that she needed cold cream and bought that also. At the end of the sale she left delighted with the attention that she had received, and sure that she was provided with everything necessary for the trip. There was no impression of a forced sale. The customer felt that the sales person was interested to see that she had what she would need on her journey, and appreciated the way in which her wants had been filled with little trouble on her part.

A sale like this makes us realize what we can do by suggestive selling. It will be noted that to be successful in selling of this kind, there are certain things that we must remember. First, we need a real interest in the customer. If we have this, we can decide what she will like and suggest what is suitable to her. It was interest in the customer and the ability to put herself in the customer's place that made it possible for the sales person to know just what to suggest to the woman going on a long trip.

Second, we must know the merchandise thoroughly. If the sales person had not studied her stock, she would not have been able to suggest just the right things to go into the case. Of course some of us are in departments where it is difficult for us to suggest other merchandise in our own department, but we can all do a great deal by interesting the customer in articles carried in other parts of the store. In order to do this, however, we must know something about the merchandise in other departments. Our trips through the store will be a great help to us in this respect. A suggestion is always much more interesting when we can tell the customer about some definite thing.

Third, we must use tact. None of us wish to urge the customer to buy, and we do not like to give the impression of forcing a sale. But we can make suggestions in such a way that the customer feels only our desire to help her, as she did in the sale described above. Skilled service of this kind will always be appreciated.

It is this sort of selling that is going to increase our business. We have all been making an especial effort along this line in February. Do not let us stop at the end of the month. *Selling by suggestion is real salesmanship and is never out of season.*

WEEKLY SCHEDULE OF TEACHERS' CLASS.

Morning session, 8.30–12.30.
Afternoon session, 1.40–3.25.

Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*
Selling or other work in department stores.	Observation, theory, and practice of teaching the following subjects in the School of Salesmanship.				
	Textiles.	English.			Hygiene.
	Salesmanship.	Arithmetic.			Merchandise.
	Color and design.	Physical education.			System.
	Conference with the Director.				
	Textiles. Education.	Applied psychology. Education.	Economics. Education.	Textiles. Textiles.	

STORES IN WHICH GRADUATES OF THE TEACHERS' TRAINING CLASS ARE EMPLOYED AS EDUCATIONAL DIRECTORS.[1]

Almy Co., (Ltd.), Montreal, Quebec.
B. Altman & Co., New York, N. Y.
L. S. Ayres Co., Indianapolis, Ind.
L. Bamberger & Co., Newark, N. J.
Best & Co., New York, N. Y.
P. A. Bergner Co., Peoria, Ill.
Bon Marché, Seattle, Wash.
Boston Store, Milwaukee, Wis.
Bowman & Co., Harrisburg, Pa.
Broadway Department Store, Los Angeles, Cal.
Denver Dry Goods Co., Denver, Colo.
Wm. Filene's Sons Co., Boston, Mass.
Gilchrist Co., Boston, Mass.
W. T. Grant Co., New York, N. Y.
Halle Bros. Co., Cleveland, Ohio.
James A. Hearn & Son, New York, N. Y.
A. Hamburger & Sons (Inc.), Los Angeles, Cal.
Hochschild, Kohn Co., Baltimore, Md.
J. L. Hudson Co., Detroit, Mich.
Jordan Marsh Co., Boston, Mass.
Lasalle & Koch Co., Toledo, Ohio.
Lion Dry Goods Co., Toledo, Ohio.
R. H. Macy Co., New York, N. Y.
Mandel Bros. Co., Chicago, Ill.
G. M. McKelvey Co., Youngstown, Ohio.
Morehouse-Martens Co., Columbus, Ohio.
B. Nugent & Bro. Dry Goods Co., St. Louis, Mo.
Penn Traffic Co., Johnstown, Pa.
M. Rich & Bro. Co., Atlanta, Ga.
Rike-Kumler Co., Dayton, Ohio.
Smith-Kasson Co., Cincinnati, Ohio.
Strouse-Hirshberg Co., Youngstown, Ohio.
John Taylor Dry Goods Co., Kansas City, Mo.
Wm. Taylor, Son & Co., Cleveland, Ohio.
The Emporium, San Francisco, Cal.
The Glass Block Store, Duluth, Minn.
The Lindner Co., Cleveland, Ohio.
Joseph & Feiss Co., Cleveland, Ohio (factory).

CITIES IN WHICH GRADUATES OF THE TEACHERS' TRAINING CLASS ARE CONDUCTING SALESMANSHIP COURSES IN THE PUBLIC SCHOOLS.[2]

Boston, Mass.
Cincinnati, Ohio.
Indianapolis, Ind.
Logansport, Ind.
Milwaukee, Wis.
Newark, N. J.
New Haven, Conn.
Rochester, N. Y.
Spokane, Wash.
Springfield, Mass.
Toledo, Ohio.
Waterbury, Conn.

BOSTON HIGH SCHOOLS OFFERING SALESMANSHIP.

Brighton.
Charlestown.
Dorchester.
East Boston.
Girls.
Hyde Park.
Practical Arts.
Roxbury.
South Boston.
West Roxbury.

[1] In a few cases a vacancy exists at present.
Since this report was written educational directors have been placed in the following stores:
Benwit, Teller & Co., New York, N. Y.
Burgess-Nash Co., Omaha, Nebr.
Davidson Bros., Sioux City, Iowa.
Denholm & McKay Co., Worcester, Mass.
England Bros., Pittsfield, Mass.
Gall G. Grant Co., Painesville, Ohio.
Hahne & Co., Newark, N. J.
Joseph Horne Co., Pittsburgh, Pa.
Howland Dry Goods Co., Bridgeport, Conn.
Maison Blanche, New Orleans, La.
O'Connor, Moffat Co., San Francisco, Cal.
The D. M. Reed Co., Bridgeport, Conn.
Shepard, Norwell Co., Boston, Mass.
John Wanamaker, New York, N. Y.
The Golden Rule, St. Paul, Minn.
Scrugg-Vandervoort-Barney, St. Louis, Mo.
Woodward & Lothrop, Washington, D. C.

[2] Since this report was written the following have been added to the list:
Columbus, Ohio.
Providence, R. I.
Richmond, Va.
Worcester, Mass.

GRADUATES OF THE TEACHERS' TRAINING CLASS REPRESENT THE FOLLOWING INSTITUTIONS.

Colleges:	Graduates.
Adrian College	1
Boston University	2
Brown University	1
Columbia University	1
Cornell University	1
De Pauw University	1
University of Indiana	1
University of Michigan	2
University of Minnesota	1
Knox College	1
Lake Erie College	1
Leland Stanford	1
Oberlin College	1
Ohio Wesleyan	1
Radcliffe	7
Smith	8
Vassar	6
Wellesley	19
Western Reserve	1
Normal schools:	
Boston Normal	2
Bridgewater	1
Castine (Me.)	1
Cincinnati	1
Cleveland	1
Framingham	2
Milwaukee	1
Portland Training School	1
Salem	2
Toledo Training School	1

GRADUATES OF THE TEACHERS' TRAINING CLASS HOLD POSITIONS IN THE FOLLOWING STATES.

California	3	Massachusetts	21	Ohio	17
Canada	1	Michigan	1	Pennsylvania	2
Connecticut	2	Minnesota	1	Washington	1
Illinois	1	Missouri	1	Wisconsin	1
Indiana	4	New Jersey	1		
Maryland	1	New York	8		