THE JUNIOR ACHIEVEMENT MOVEMENT

An Examination of its Psychological, Economical,
Political, and Educational Significance

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree of Doctor of Philosophy in the Graduate
School of the Ohio State University

By

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The Ohio State University

1954

Approved by:

[Signature]

Adviser
THE JUNIOR ACHIEVEMENT MOVEMENT

An Examination of its Psychological, Economical, Political, and Educational Significance
The TORCH denotes knowledge and learning, the basis of achievement. The WINGS of opportunity support the SHIELD, which is our country. Thus, within the CIRCLE of Junior Achievement, we secure knowledge that strengthens our American way of life.
FOREWORD

A Ticonderoga, New York farm boy who became an eminently successful businessman and philanthropist was intrigued with the idea of developing a youth organization that would be the urban or industrial counterpart of the 4-H movement. He was the late Horace A. Moses, Chairman of the Board of Directors of the Strathmore Paper Company, Springfield, Massachusetts.

Mr. Moses realized that often when young people applied for their first jobs they were handicapped because they lacked experience. It seemed to him that such a practice was unfair to youngsters - and that some way should be devised to enable youth to get business training on their own while attending school, so that they would have working experience and a knowledge of business operations when they sought full-time employment. The result was Junior Achievement, Incorporated.

Mr. William A. Mays presents a dissertation on the following pages, which accurately explains the purposes, philosophy, organization and procedure of the Junior Achievement program. Junior Achievement, Incorporated is grateful to Mr. Mays for the study and research which has gone into this dissertation.

Rome E. Collin
National Executive Director

June 4, 1954
The American Way

"The prudent, penniless beginner in the world labors for wages for a while, saves a surplus with which to buy tools or land for himself another while, and at length hires another new beginner to help him. This is the just and generous and prosperous system which opens the way to all, gives hope to all, and consequently energy, and progress and improvement of conditions to all."

Abraham Lincoln

ACHIEVEMENT MAGAZINE
PREFACE

This dissertation results from a keen interest in the learn-by-doing program known as Junior Achievement. Initial contacts with the program reveal that educators and public are not informed regarding the work of this organization. There is a need for a study that will explain the purposes, procedures, and benefits resulting from the program. This dissertation is designed to fulfill such a need. It presents the historical development of the movement, an explanation of its purposes and operational procedures, and an examination of its significant contributions.

Acknowledgement is made to my advisory committee: Dr. William E. Warner, Chairman, Dr. Earl W. Anderson, and Dr. Ralph C. Davis, for their guidance; to Mr. Warren E. Parkinson, Executive Director, Junior Achievement of Columbus, Incorporated, for his sympathetic help; to Mr. Rome E. Collin, National Executive Director, Junior Achievement, Incorporated, and his staff for supplying needed information and for reviewing and checking the final report; to the Junior Achievement personnel throughout the United States who answered inquiry forms; to the following industrial organizations for permission to use their photographs: Columbus Bolt and Forging Company, North American Aviation Corporation, Ohio Bell Telephone Company, and Ohio Fuel Gas Company; and last, but certainly not least, to my wife, Adelene Rose Mays, whose constant assistance and steadfast sympathy have greatly encouraged me in all of my efforts.

William A. Mays

June 4, 1954
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Chapter I

THE PROBLEM

Junior Achievement is a non-profit national organization which sponsors an out-of-school educational program for youth between the ages of fifteen and twenty-one. Its primary purpose is to provide young people with a preview of the business world. The participants learn about business by actually running miniature enterprises of their own. Under the guidance of three capable adult advisers they organize and operate their Junior Achievement company. They sell stock to raise their capital, select a product for manufacture, then manufacture and sell that product. All companies are organized at the beginning of the school year, generally in September or October, the exact date depending upon local policies and schedules. In May of each year all companies are liquidated, regardless of the date of organization. The last meeting of the company is the annual stockholders meeting which is held in all areas the third week in May. At this meeting the company reports to the stockholders and accounts for their stewardship of the money invested in their enterprise. This program is completely operated and financed by local business and industrial organizations.

The writer first heard of Junior Achievement approximately three years ago at an annual banquet of Epsilon Pi Tau, the international honor society in industrial arts and industrial-vocational education, on the Ohio State University campus. Since this introduction he has been keenly interested in the program and has closely observed its operation in the Junior Achievement Business Center in Columbus, Ohio.
This interest and observation has developed a belief that this learn-by-doing program, operated and financed by business and industry, makes a significant contribution to the development of the youth of this nation. Further, it has created a desire to examine the program more critically in an attempt to determine the several contributions that result.

**Purposes.** It has been somewhat of a surprise to find that a great many educators, as well as the general public, are not familiar with the Junior Achievement program. In fact, many do not seem to know that such a program exists. Since being employed as a program director for Junior Achievement, the question, "Where are you working?" has been asked many times. The reply, "Junior Achievement," has stimulated various inquiries relative to the purposes and program of this organization:

"Just what is Junior Achievement?"

"Who sponsors this program?"

"Is it part of the school program?"

"I don't believe I know what Junior Achievement is."

"Bring me up-to-date, what is Junior Achievement?"

"Who benefits from the program?"

"What is the purpose of Junior Achievement?"

"What do boys and girls do in Junior Achievement?"

These, as well as many other questions, indicate a general lack of information relative to the Junior Achievement movement. Its purposes, philosophy, organization, and benefits are not very well understood.
This study is concerned with securing, compiling, and evaluating data relative to the significant contributions of Junior Achievement experience. It is an attempt to determine its psychological, economical, political, and educational significance. "Psychological" refers to the features of the program which are significant to the mental welfare of an individual in a group. "Economical" refers to the development of employable skills which contribute to the financial welfare of the achiever, his employer, and the community in which he lives. "Political" refers to those features which develop an appreciation of the opportunities possible within the framework of the American system of free enterprise as it operates under our form of government. "Educational" refers to the cultivation and development of the potentialities of the individual. This investigation does not attempt to answer the question, "Are the objectives of the Junior Achievement program being realized?" It attempts to describe the operation of the program and answer the question, "What do the persons connected with Junior Achievement feel are the significant contributions of the program?" This will make a real contribution to a better understanding and appreciation of the Junior Achievement movement.

Scope. This study is nationwide in that it includes all Junior Achievement areas operating in the United States. Junior Achievement is primarily limited to the industrial centers of the nation; however, some of the smaller programs operate in states which are not considered industrial. Therefore it does not include all forty-eight states. The fifty-one operating areas are actually located in only twenty-four
different states.*

The operational details vary from area to area, depending upon local conditions, but each follows a general pattern of operation. Therefore, a detailed analysis of each local program is not essential to this study.

Sources of Data. To facilitate the acquisition of valid information relative to the operation of a local Junior Achievement program, the position of Program Director for Junior Achievement of Columbus, Incorporated was secured. The duties connected with this position made it possible to acquire knowledge of the operational details of the program through actual participation. With the supervision and cooperation of the Executive Director, each phase of the total program was explained and experienced.

Additional information was secured from National Headquarters in New York City. The National Executive Director of Junior Achievement was contacted before the study began to secure his approval of the venture. He approved it and offered the services of the national staff in supplying needed information. This staff has been most cooperative throughout the entire study. Correspondence has been carried on with these persons over a period of approximately ten months. Two days were spent at National Headquarters discussing the study with the National Program Director. The material was reviewed by the National Executive Director and his staff as the various chapters were

* See Appendix B.
completed. The purpose of this review is well stated in a letter
addressed to the writer from the National Executive Director,
Rome E. Collin, dated January 22, 1954:

You may certainly feel free to send us material as you
prepare it. I will be very glad to review it, and I am
sure that one or two others here at National Headquarters
would also be very glad to take the time to review your
material. In doing so we will not try to influence what
goes into your material, but would feel free to comment
or make corrections or additions of strictly factual and
statistical information.

The National Executive Director also kindly complied with a request
to write a Foreword for this dissertation. This excellent cooperation
from the national staff has greatly increased the validity of the
information presented.

People connected with the program, either directly or indirectly,
in the various Junior Achievement areas throughout the United States
were considered to be the most desirable sources of data. A selected
number of the following persons were invited to express their opinions:

1. Executive directors of local areas.
2. Business and industrial executives concerned.
3. Advisers to Junior Achievement companies.
4. Educators participating in the program.
5. Parents of members of Junior Achievement companies.
6. Members of Junior Achievement companies (achievers).

The information anticipated from these sources was considered
adequate to present a true and complete picture of Junior Achievement.

Research Techniques. A review of available literature was the
first technique employed in acquiring the information necessary for
this study. This material, made available by Junior Achievement, Incorporated and Junior Achievement of Columbus, Incorporated, consisted of operational manuals and guides, newspaper and magazine articles, handbooks, memorandums from National Headquarters, and other pertinent releases.

The duties and responsibilities connected with the position of program director, previously mentioned, made direct observation and participation possible. This afforded an excellent opportunity to gain insights and understandings which could not have been obtained otherwise. Further, it greatly increased the validity of the information presented in this study.

Another technique used was the inquiry form to various persons connected with Junior Achievement. These inquiries were designed to reveal opinions relative to the significant contributions of the program, as well as weaknesses which need to be strengthened.

This study is concerned with securing, compiling, and evaluating data relative to the significant contributions of Junior Achievement experience. The techniques and sources of data referred to in this and the preceding section were considered adequate for obtaining the information needed.

**Significance.** The primary significance of this dissertation is that it attempts to present and evaluate information relative to an out-of-school movement which seeks to aid the youth of our country in acquiring a more adequate preparation for assuming adult responsibilities. As previously indicated, there is a definite need for this.
People in general are not aware of the objectives, methods of operation, and benefits of this non-profit educational organization. In fact, many do not even seem to know such an organization exists. It is significant that this dissertation attempts to fulfill this need.

It is also significant that this study presents opinions of various categories of persons connected with the program. A synthesis of opinions of achievers, parents, educators, advisers, business and industrial executives, and executive directors of Junior Achievement areas results in a well-rounded picture rather than one slanted toward any particular group.

**Definition of Terms.** In order that the reader may better understand the information presented in the foregoing chapters, it is essential that there be a basic understanding of the terms used. The following definitions of terms which occur frequently in this study are currently accepted.

"Achiever" - Any boy or girl between the ages of fifteen and twenty-one who is a member of a Junior Achievement company. Most achievers are in the eleventh and twelfth grades.

"Achievers Association" - An organization composed of representatives, generally the vice-president, from each local Junior Achievement company. This group meets monthly to discuss mutual business problems and to help develop Junior Achievement in the local community.

"Adviser" - An adult employee of the sponsoring company who voluntarily agrees to meet at least one night a week for two hours to
advise the young people in a specific phase of their company operation. Three of these persons are required for each Junior Achievement company: a Business Adviser, a Production Adviser, and a Sales Adviser. Each adviser participates in a training course, prior to the first organizational meeting, which deals with the fundamentals of Junior Achievement and the techniques of interpreting the program to young people.

"Business Center" - One or more rooms in a centrally located building which serves in the dual capacity of being the local headquarters of Junior Achievement and the meeting place for all Junior Achievement company operations. Each business center is equipped with the basic machinery and tools needed for the types of Junior Achievement companies organized.

"Executive Director" - A person qualified to work in a community to organize and supervise Junior Achievement activities. This person has taken the prescribed training course for Junior Achievement directors at National Headquarters. The size of the local operation determines whether he is a full-time or part-time employee.

"Junior Achievement Board or Committee" - A group of business and civic leaders who assume the responsibility of financing and directing the Junior Achievement program in their community. They work in close cooperation with the national organization, Junior Achievement, Incorporated.

"Junior Achievement Company" - A group of from eight to fifteen achievers and three advisers who meet together to organize and operate a miniature business. Such a group either produces a product or
renders a service for sale to the public. To be an official Junior Achievement company, this group must be chartered by Junior Achievement, Incorporated.

"Junior Achievement, Incorporated" - This is the national organization, with offices in New York City. Local organizations have their area name in their titles, for example, Junior Achievement of Columbus, Incorporated.

"N AJAC" - The name given to the National Junior Achievers Conference. The regular meeting of this group is held annually, the time and place being designated by the President of N AJAC and the N AJAC Adviser.

"Sponsor" - A business organization or civic group that agrees to assume the responsibility of guiding the operation of a Junior Achievement company. It provides from among its employees or membership a minimum of three adult advisers. These advisers meet with and advise the achievers in the operation of a miniature business.

"Starter Suggestion" - The product which the production adviser suggests to his Junior Achievement company for manufacture when the company is first organized.

If the reader will keep these definitions in mind, the discussions that follow will be much clearer and the personnel involved will not be confused.

Summary. This chapter was introduced with a very brief description of Junior Achievement and the conditions which prompted the writing of this dissertation. It is concerned with securing, compiling, and
evaluating data relative to the significant contributions of Junior Achievement experience. All Junior Achievement areas operating in the United States were included in the investigation.

The data were secured from various personnel in each of the operating areas, Junior Achievement, Incorporated, and Junior Achievement of Columbus, Incorporated. The research techniques employed were direct observation and participation in the program, review of available literature, and inquiry forms.

This dissertation is significant in that it attempts to present and evaluate information relative to an out-of-school movement which seeks to aid the youth of our country in acquiring a more adequate preparation for assuming adult responsibilities.

Important terms to be used in the dissertation were defined; this enables the reader to better understand the information presented.

This dissertation will make a real contribution to a better understanding and appreciation of the Junior Achievement movement.
Chapter II

HISTORY OF THE JUNIOR ACHIEVEMENT MOVEMENT

In order to gain a greater appreciation of the work of an organization one must study its background. Many times printed materials dealing with the early development of an organization are rather scarce. Investigation indicated that this is true of the Junior Achievement Movement. The National Executive Director of Junior Achievement, Incorporated, Rome E. Collin, in a letter to the writer, dated January 22, 1954, verified this with the statement, "There is very little in print to throw any light on the early history of Junior Achievement." Miscellaneous sources of information, however, enables one to get a fairly adequate picture of its development.

Origin of the Idea. In the letter mentioned above, Mr. Collin further points out the fact that Horace A. Moses, President of the Strathmore Paper Company, was the originator of the idea on which Junior Achievement is based. He, together with the late Theodore N. Vail, former President of the American Telephone and Telegraph Company, and the late Senator Murray A. Crane, of Massachusetts, conceived the plan in 1919. This plan was first explained to a group of businessmen in Springfield, Massachusetts on September 5, 1919. The Achievement Magazine for March, 1947 relates, in a most interesting manner, the setting for this meeting (2, p.6)*:

* The first number denotes the position of the reference in the bibliography, and the second number refers to the page or pages from which the quotation has been taken. This form of reference will be used throughout the study.
About noon, "a portly man of business, with a balance all his own", mounted the steps of the Old Colony Club . . . Theodore N. Vail, wheel of the International Telephone and Telegraph Company.

A dinner ensued within . . . the businessmen swallowed the last morsel of the dessert, shoved back their chairs, lighted their cigars, and looked up sleepily for the usual after-dinner address.

Vail shocked them into consciousness. He unloaded that day one of the most dynamic ideas ever conceived on the American scene. It went over like a bombshell.

The plan, briefly, called for setting up boys and girls in a miniature corporation, financed by stock sales, and supervised by adults. Mr. Moses realized that urban boys and girls were entering the business world with little understanding of the problems ahead of them. He had participated in 4-H Club activities and was president of the Eastern States Agricultural and Industrial League, consequently, he knew the value of this learn-by-doing program. This led him to think of a similar program for the urban young people, namely, "Junior Achievement."

It seems quite evident that Mr. Moses was the originator and that many others gave impetus to the program. A newspaper comment, appearing in the Springfield, Massachusetts Union, May, 1925, states (30, insert):

... Mr. Moses has done a tremendously big thing in getting this Junior Achievement Club Work going. He will say that all the credit belongs to the late Theodore N. Vail and the late Senator Murray A. Crane - that he was merely the office boy in the enterprise. He can have it that way if he wishes, but we happen to know that Horace built the house from which all these things came.
The "teamwork" displayed in the very beginning of this movement is an excellent example of what cooperative effort can accomplish. The more than 1,800 Junior Achievement companies across the country today would do well to pattern after it.

The First Junior Achievement Club. When Junior Achievement was first organized, the groups were known as Junior Achievement "clubs" rather than "companies", as they are called today. The first club was organized May 7, 1920 at the Springfield Trade High School in Springfield, Massachusetts and was known as the "Mechanics Club." It set the pace for Junior Achievement operations during this period. These clubs produced toys from discarded tin cans, built bird houses, furniture and a variety of craft items; organized a fife and drum corps; pressed clothing; provided instructors for boys clubs in Springfield, and offered demonstrations of papermaking, care of clothing and shoe manufacturing at the Eastern States Exposition and at the convention of Rotary International (1,p.5).

The Mechanics Club treasurer, Avedis J. Hagopian, is now president of the Hoppe Tool Works, Incorporated and a member of the Western Massachusetts Junior Achievement Board of Directors. This group was guided by Thomas J. Morrison who now serves as national secretary for Junior Achievement, Incorporated and is an officer of Junior Achievement of Western Massachusetts, Incorporated. This indicates a genuine and continued interest in Junior Achievement over a long period of time.

The activities of the Mechanics Club little resembled the business training program known to achievers today (1,p.5). The
emphasis was on making things rather than experience in the various phases of organizing and operating a business. Very few financial records were kept and the clubs were financed by dues and a contribution from the Junior Achievement Bureau. Activities such as Achievers' Association, scholarships, awards, and liquidation were not a part of the program. One of the major contributions of these early clubs was the opportunity for boys and girls to get a good view of what cooperation with others requires. This is, of course, one of the basic fundamentals of a successful business enterprise.

The Springfield Achievers' Association, in 1952, in gathering facts for a history of the Mechanics Club, found that every member had gained recognition in post Junior Achievement life. Their investigation shows that (1,p.5):

Fifteen of the members have held executive positions in business and industry. Seven have, during some period of their business life, owned wholesale or retail establishments. Two have become educators, and others are skilled pattern makers, salesmen, a bank purchasing agent, draftsmen, and merchandising director. One ex-achiever recently joined the "Million Dollar Club" for insurance sales.

A reunion picnic, in the summer of 1951, gave many of these ex-achievers the opportunity to talk over old times, meet each other's families, and compare experiences since they were working together in the Mechanics Club.

When Mr. Hagopian was interviewed by some of the achievers, he said (1,p.5):

Junior Achievement helped teach us the American way of doing business. We developed through Junior Achievement an ability to do constructive things with our hands. The lessons of our 1920 Junior Achievement, though not wholly
similar to the experience offered in the current program, helped all of us to mold honest, successful careers.

The story of Mr. Hagopian's climb from achiever to corporation president is not only interesting but challenging as well. He not only dreamed of owning and managing his own company but went to work to make his dream come true. He worked in machine shops in Chicago, Illinois; South Bend, Indiana; Detroit, Michigan; Boston, Massachusetts; and Springfield, Massachusetts. He became an assistant foreman and later a foreman. The sale of his invention of a parallel work support, and many other industrial innovations, provided the capital to start the tool works he now heads.

Thus we see how experience in operating this first Junior Achievement club either created within its members a desire to advance or helped to develop the desire already present. It not only created or developed the desire, but taught the basic fundamentals necessary to begin building for the future.

Springfield Junior Achievement Foundation. The fore-runner of the present-day learn-by-doing program known as Junior Achievement was the Springfield (Massachusetts) Junior Achievement Foundation. This was organized in March, 1921 and $50,000.00 was put into the hands of the local treasurer (9,p.1). The Springfield Rotary Club was responsible for developing the plans, but numerous other civic and business organizations, such as the Kiwanis Club, Chamber of Commerce, Junior Chamber of Commerce, and the Exchange Club, cooperated in raising this money. Within ten days after the project was launched, the committees appointed by the various organizations interested in
the campaign reported the project completed and a success (9,p.3).
Thus, 360 citizens of Springfield had joined together to provide the
funds necessary for a five-year program of work which would enable
a minimum of one thousand boys and girls to take advantage of the
program each year.

The organization of this foundation was the result of a series of
meetings of the Boys and Girls Work Committee of the Springfield
Rotary Club. This committee was composed of men who represented large
business and philanthropic interests in Springfield. The honorary
chairman was Horace A. Moses, President of the Strathmore Paper Company,
as well as President of the Eastern States Agricultural and Industrial
League. The Chairman, O. H. Benson, was a leader of national work in
boys and girls' activities for the United States Department of
Agriculture. The other members of the committee were H. H. Bowman,
President of the Springfield National Bank and prominent in educational
and philanthropic movements in the city; Albert Steiger, President and
Head of Steiger Stores in New England, and popularly referred to as
the "Merchant King" in New England; F. W. Fuller, a leading insurance
man of the East; Irving H. Page, banker, manufacturer, and philanthro-
pist; and Harry S. Baldwin, one of the heads of the Waldorf, Phoenix,

In recommending the organization of the Springfield Junior
Achievement Foundation the members of this committee had endeavored to
work out a fundamental plan for a definite and democratic organization
dealing directly with children, an organization which would furnish
direct leadership to all classes of boys and girls (9,p.2). The
recommendation of this committee to their Board of Directors and fellow Rotarians follows:

That the Springfield Rotary Club perfect a permanent organization, the same to be incorporated and known as the Junior Achievement Foundation, Springfield, Massachusetts, Incorporated, this organization for the purpose of giving both trained leadership and financial aid for a minimum of one thousand boys and girls per year for a period of five years, that they may secure real training in self-help and self-support projects and thus develop a zest for work and production.

That the Springfield Rotary Club start the organization and complete the work required to provide the first five years' budget and then sever their official connection, thus turn over to Springfield a permanent and reliable organization, empowered by the State of Massachusetts to receive and disburse funds for this type of work, provide leaders, receive and administer properties, bequests and gifts.

We further recommend that the organization be so perfected that it will in no way obligate the Rotary Club of Springfield as an organization either for the direction or the financing of the movement in the future.

As soon as the campaign for funds was completed, the incorporation meeting of the members was held and officers were elected. An Executive Committee of eight members, and a Board of Control consisting of twenty members, was also elected. On July 1, 1921, the offices of the Springfield Junior Achievement Foundation were opened and Theodore T. Martin assumed his new duties as the director.

It is important at this point to distinguish between two organizations: the Junior Achievement Foundation and the Junior Achievement Bureau. The Junior Achievement Foundation was the local organization in Springfield. The Junior Achievement Bureau was organized to promote this work in ten Eastern States.
The plan of organization for the Springfield Junior Achievement Foundation was somewhat different to the current plan. It served its purposes well and provided a good foundation for future development. This plan called for one man and one woman who were experts in organization and direction of children in their work program. The services of these two experts were available through direct cooperation with all the existing agencies of the city dealing with children. They worked with such organizations as playground associations, boy and girl scout organizations, boys and girls clubs, Y.M.C.A., Y.W.C.A., Campfire Girls, the Hampden County Improvement League, as well as various church organizations and public schools. The current plan calls for the establishment and operation of a Junior Achievement Business Center. This centrally located building houses the offices and other facilities which are equipped to handle the operations of all Junior Achievement companies. Present-day operations of Junior Achievement do not depend on other youth organizations to furnish any part of the program.

The purposes of this forerunner of the present-day program were stated as follows (1,p.4):

It is plainly the purpose of this Foundation, with the backing and support of the Junior Achievement Bureau, to take the place in a measure of the lost apprenticeship system of shop, store, and factory in a path-finding program for our children. Likewise, it is to supplement the home in helping boys and girls, through efficient leadership, to do things, salvage their idle hours and their available energies in training in some of the useful occupations and getting acquainted with the processes of work in factory, store, and business.
A slightly different statement of purpose was made by William G. Gavin, Washington Correspondent for the Springfield (Massachusetts) Republican, Boston Traveler, and other papers, in his report of the Washington Conference for the endowment and expansion of Junior Achievement (12, p.1):

The principal purpose of the movement is to restore interest among city children in old-fashioned hand work and home-making to the end that they may be workers and savers instead of idlers and spenders.

The purpose of Junior Achievement today is somewhat similar to that of this first organization. However, the emphasis seems to be on a broader understanding of business. It is stated thus (15, p.1):

The purpose is to provide young people with a preview of the business world, so that they can discover for themselves the type of work they like best, the work for which they are best suited, and generally receive practical training and experience in all phases of American business operation.

Underlying both of these statements of purpose is a sincere desire on the part of adults to provide some tangible means of helping the youth of this country to live a happier and more fruitful life. The opportunities offered, both in the beginning and at present, benefit both the boy and girl participating and the community as a whole. This experience not only helps the participants to be better adjusted "teen-agers," but helps to prepare them for the responsibilities of adulthood as well.

"Head to Foot" Achievement Clubs. When Junior Achievement first began, a popular program for girls was offered by the Head to Foot Achievement clubs. The first one of these to be organized was the
Business College Club, composed of members of the Business College of Middletown, Connecticut. It was organized in 1921 with twenty-six girls and later reached a membership of thirty-eight. By the middle of 1921, fifty-three of these clubs had been organized among girls and young women in seventeen different communities; including Connecticut, Massachusetts, New Hampshire, New Jersey, Rhode Island, and Vermont.

The object of these clubs is stated as follows (8, p. 6):

... the program is arranged with the object of giving young girls and young women a type of educational training which will improve their personal appearance and equip them to render more efficient service to those who employ them and by raising their standard of personal efficiency will enable them to receive a better compensation for their efforts. It is primarily a "path-finding" program for future vocations.

... it gives the girls and young women valuable information relating to the principles of personal physiology and hygiene and broadens their knowledge of the many trades and professions in which women have entered and are achieving.

The program was divided into three groups. The first group included girls from seven to eleven years of age; the second, girls between the ages of eleven and fifteen; and the third, girls between the ages of fifteen and twenty-one. The program for each group was designed to fit the needs of that particular age group. The first group made doll clothing primarily. The second group made hats and clothing for themselves and studied the proper care of the head, hair, hands, and feet. The program for the third group was similar to that of the second but with special appeal to girls who were preparing to enter employment and to those already employed.

These clubs served a very definite need of their members. However, such a club would not be suited to the present-day Junior
Achievement operations. The offerings in home economics departments of the public schools provide much of the training originally offered in these clubs.

**Endowment and Expansion Movement Launched.** For several years following 1921, the Junior Achievement movement seemed to flourish in New England, especially in Massachusetts, Connecticut, and Rhode Island. On April 13, 1925, a campaign was launched in Washington, D.C. to extend the benefits of the Junior Achievement club work in New England to other parts of the nation.

The day's program for this Washington Conference began with a noon luncheon at the White House. President and Mrs. Coolidge entertained thirty-six of the leading New England businessmen and other sponsors of the movement.

Following the luncheon, a session to discuss the endowment plans and the progress of the work to date was held at the Mayflower Hotel. Mr. Moses presided at this meeting which President and Mrs. Coolidge attended. Four young members of the Work and Win Textile Achievement Club of Holyoke, Massachusetts explained to the group assembled how their little club of seven members turned out hand-woven scarfs, table sets, pillow slips, rugs, and bed comforters. The first one gave a brief history of the cotton industry and told why they chose textiles as their Junior Achievement work. The superintendent told how the club was organized and how it was kept on a paying basis. The third member explained the construction of the article from the time the yarn was received until the article was ready for weaving. The weaving,
finishing, and inspection of the article was demonstrated by the fourth member of the group. Their miniature textile mill had been shipped to Washington for the conference. These club members presented a woolen scarf that they had made to the President, another one to Mrs. Coolidge, and also one to Mr. Moses. This club was organized under the Massachusetts law and was conducted, as nearly as possible, like a real textile mill. These four young "textile industrialists" were heartily applauded by President and Mrs. Coolidge, and the industrial captains present, for an excellent presentation of Junior Achievement club work.

In discussing finances, Mr. Moses, in his modest manner, briefly outlined his work with the movement and his part in the building of Achievement Hall in Springfield, Massachusetts. This building was to serve as Achievement Headquarters, as well as being the best equipped clubhouse for boys and girls in the country. An endowment of $1,500,000.00 was planned. Mr. Moses started this endowment with a contribution of $100,000.00, but with the understanding that no announcement was to be made of it. However, he later agreed, under pressure from those who thought it would hasten the realization of the goal, to announce the contribution. When announcing the contribution Mr. Moses said (12,p.4):

Personally, I derive no greater enjoyment from any other source than from this boy and girl work and feel that a dollar spent in promoting it will mean many dollars saved through the reduction in number of public charges, through the development of future industrial executives, and through the thrift habit which it inculcates.
We now have the building and physical equipment for training leaders that will permit an expansion of this work, and for these reasons I now feel that it is timely to announce this gift.

Mr. Moses further announced that the endowment had been bequeathed Springfield property worth $125,000.00 and another legacy of $10,000.00. A telegram from Mr. Edward W. Hazen of Haddam, Connecticut, who did not attend because of illness, was read by Mr. Moses. Mr. Hazen pledged a minimum of $5,000.00 a year for three years and probably more as soon as a state director of the work for Connecticut was appointed. He also agreed to pay the salary and expenses of a field worker to be attached to Springfield headquarters, this would cost about $5,000.00 annually. No other subscriptions were made at the conference, but all present took subscription blanks to submit after conferences with business associates.

**Dedication of Junior Achievement Hall.** A simple, brief, but impressive ceremony marked the dedication of the Junior Achievement Hall, located on the grounds of the Eastern States Exposition at West Springfield, Massachusetts, on September 21, 1925. The construction of this building began on April 4, 1925 when Paul Blackmer, a Springfield club member, turned the first spade of earth. A picture of the ground-breaking ceremony and the completed building are presented as Exhibit 1. Dr. Fred Winslow Adams, of Trinity Methodist Episcopal Church of Springfield, offered the invocation. He prayed in part (29,p.1):

> In Thy Name, O God and Father of us all, we dedicate this building to the restoration of the work habit among our
Exhibit 1

JUNIOR ACHIEVEMENT HALL
WEST SPRINGFIELD, MASSACHUSETTS
1925

BREAK GROUND FOR ACHIEVEMENT HALL

THE LOG

JUNIOR ACHIEVEMENT HALL AT EASTERN STATES EXPOSITION

J.A., INC.
girls and boys and to the making of work joyous, exhilarating, and purposeful.

... Bless all those in the leadership of the Junior Achievement enterprise and inspire the youth of America with the devotion of the fathers into whose labors they are entering, in the name of Him who said, "Let the children come unto me, for the kingdom belongs to them." Amen.

Previous to this dedication ceremony, Dr. Adams, in a sermon entitled, "The New Generation - Whither Bound?" gave his hearty endorsement of Junior Achievement club work as a part of the church school's week-day program for youth.

Mr. Horace A. Moses, donor of the building, presented the keys to Henry D. Sharpe, vice-president of the Eastern States League, of which the Junior Achievement Bureau is a part. In his presentation Mr. Moses gave a brief history of the Eastern States League in which he told about the formation of the Junior Achievement Bureau. He outlined the things which its founders hoped to accomplish among boys and girls through this club work.

The Honorable Alvan T. Fuller, Governor of the State of Massachusetts, delivered a brief dedicatory address. He said in part (29,p.2):

Today we are gathered to dedicate a building devoted to out-of-school education and homemaking, ... This Junior Achievement Hall is just what its name implies. It testifies to the successful effort of our boys and girls, these efforts to glorify the home, to exalt labor, to promote teamwork, to establish thrift, and to prepare themselves for leadership. Truly, achievement in these directions is worthy of unstinted endorsement from all.

The political leaders of this area not only were present but paid high tribute to the leaders of this movement. In a report of the ceremonies the Springfield Union said, "They displayed keen interest in the
proceedings and each paid high tribute to the leaders of a movement which they believed to be of a particularly constructive nature (29,p.1)." Governors of Massachusetts, Connecticut, Maine, Delaware, New Hampshire, Vermont, Rhode Island, Pennsylvania, New Jersey, and New York, or their official representative, attended the exercises.

**Early Emphasis on Crafts.** Junior Achievement in the beginning was quite different from the program today. The groups were known as "clubs" rather than "companies". These were organized by mail and there were between eight and twenty-one boys and girls in each club. The primary emphasis seems to have been on merely making things. The movement in its early phase seemed to gravitate into a handicraft club and its aims were too general. "Taking Bible lessons or helping Mom at home was enough to make a kid an achiever" (2,p.12). This crafts emphasis seems to have died out along about 1929.

The Junior Achievement clubs continued in a small way from 1921 through the late 1930's. By the latter part of 1925, five Junior Achievement Foundations had been organized. Organizational plans for the fifth Foundation of the Junior Achievement club work system were completed in Providence, Rhode Island on December 1, 1925. At this time, Providence was the largest city to organize this boy and girl club work in industries and homemaking on a permanent locally-financed basis. The four other foundations were located in Springfield and Holyoke, Massachusetts; New Britain, Connecticut; and Essex County, New York.
Junior Achievement Incorporated. On November 29, 1926, a certificate of incorporation, granted by the Commonwealth of Massachusetts, was issued to Junior Achievement, Incorporated. A photostatic copy of this certificate is presented as Exhibit 2. This new organization did not replace the Bureau of the Eastern States League or the Springfield Foundation legally until August, 1942. At this time the National Headquarters was established in New York City. The Bureau and the Foundation continued to operate under Junior Achievement, Incorporated after its incorporation. Excerpts from a letter written by Horace A. Moses, founder of this movement, addressed to the members of Junior Achievement, Incorporated, dated August 4, 1942, explained the transfer of the National Headquarters:

Metropolitan Junior Achievement, originally organized as the New York Foundation of Junior Achievement, Incorporated, has made rapid progress in recent years and has in effect become the national organization with subsidiary units in Pennsylvania, Illinois, Connecticut, New Jersey, Ohio and other states.

It now seems advisable from every standpoint to have the new organization in New York City actually become the national organization and operate under the charter of Junior Achievement, Incorporated, a Massachusetts corporation. The officers and directors of the new organization would then take over such operation from the present officers and directors of Junior Achievement, Incorporated who were elected at the last Annual Meeting held on January 29, 1942.

Junior Achievement, Incorporated, with offices in New York City, continues to serve as the national organization. It is the coordinating agency for the local organizations in the various Junior Achievement areas throughout the country.
The Commonwealth of Massachusetts

Exhibit 2

Be it Known That whereas Horace A. Moses, John A. Sherly, Harry S. Baldwin, John Porter, Ivan L. Hobson, Russell G. Creviston, Robert S. Cleland, George S. Williamson, Horace J. Rice and Henry L. Bowles

have associated themselves with the intention of forming a corporation under the name of the Junior Achievement Incorporated,

for the purpose of the following:— To encourage, promote, and supervise throughout the United States, especially in urban communities, either directly or through affiliated associations, and agencies, the organization of boys and girls, through special clubs or otherwise for the purpose of encouraging them in productive enterprises in industry, commerce and homemaking, so that they shall gain experience in buying raw materials, producing useful products, selling the products of their effort, and saving and investing the funds accruing from their work, so that the local club or other unit shall thus become the medium through which knowledge and skill gained in the school and elsewhere may be given practical application; interesting the girls in the household arts; encouraging more and better home life by teaching boys and girls to make at home useful things for themselves and for the home, and helping them through a series of work programs to grow into more skillful and industrious men and women, with a clearer vision of the various branches of industry and commerce into which they may go, and with a loyal spirit to these organized activities; and generally, the promotion of all those interests and activities among boys and girls that make toward happier and more wholesome home surroundings and better preparation for life work;

and have complied with the provisions of the Statutes of this Commonwealth in such case made and provided, as appears from the certificate of the President, Treasurer, Clerk and Directors of said corporation, duly approved by the Commissioner of Corporations and Taxation and recorded in this office:

Now, Therefore, I, Frederic W. Cook, Secretary of The Commonwealth of Massachusetts, DO HEREBY CERTIFY that said

Horace A. Moses, John A. Sherly, Harry S. Baldwin, John Porter, Ivan L. Hobson, Russell G. Creviston, Robert S. Cleland, George S. Williamson, Horace J. Rice and Henry L. Bowles,

their associates and successors, are legally organized and established as, and are hereby made, an existing corporation under the name of the Junior Achievement Incorporated,

with the powers, rights and privileges, and subject to the limitations, duties and restrictions, which by law appertain thereto.

Witness my official signature hereunto subscribed, and the Great Seal of The Commonwealth of Massachusetts hereunto affixed, this twenty-ninth day of November in the year of our Lord one thousand nine hundred and twenty-six.

Secretary of the Commonwealth.
Endowment Goals. During the period from 1929 to 1939 the program became rather inactive in New England. The movement was barely kept alive with a few dozen companies appearing sporadically on the Eastern Seaboard. The records available do not seem to indicate the reasons for this except for the obvious reason of the depression. The plans which the Springfield group had for raising an endowment of $1,500,000.00 never materialized. Since the program was dying out in New England, the Junior Achievement Hall was not being used for the purpose originally intended so it was turned over to the Eastern States Exposition. This failure to raise the endowment was, naturally, a great disappointment to those leaders who had worked so hard for it. But Horace A. Moses never lost faith in this idea. The seeds of Junior Achievement had been sown and the importance of such a program was fully realized by many leaders of this period. There is no doubt that the present expansion of the program is greatly aided by the firm foundation established by the leaders during this period.

A New Emphasis. A change in terminology, from "Junior Achievement Club" to "Junior Achievement Company", took place in October of 1929 when the program was started in New York City. This change was quite logical since the former emphasis on merely making things was now shifting to an emphasis on an understanding and participation in all facets of organizing and operating a business. Another important change to differentiate between club and company was that the age limits were changed from seven to twenty-one, to fifteen to twenty-one. The term "company" put Junior Achievement activities on a more business-
like basis.

About 1939 such men as Charles R. Hook, of Armco Steel Corporation; Robert L. Lund, President of Lambert Pharmaceutical; S. Bayard Colgate, of Colgate-Palmolive-Feet; Roy W. Moore, President of Canada Dry Ginger Ale; and a few others; saw in the Junior Achievement movement an opportunity to get across to young people an understanding of the American competitive free enterprise system. They felt that this learn-by-doing program would be most effective. Through the young people thus trained, they hoped also to develop in parents and the public in general, a greater appreciation of this free enterprise system, — a system which has contributed so much to the development of America.

In 1942, when the National Association of Manufacturers was meeting in New York City, Mr. Hook invited many of the industrialists to a breakfast at the Waldorf-Astoria. Between eight and nine hundred attended this meeting. Junior Achievement was explained to the group and received enthusiastic approval. Many of those present decided to make immediate plans for a national expansion. This meeting was two days before Pearl Harbor so not too much developed after the meeting. The industrialists soon were busy producing the equipment and goods necessary to fight a war and potential staff personnel and volunteer advisers were going into the armed services. The movement progressed a little during the war years, but it was not until immediately following the war, or late in 1945 and early in 1946, that the program really got underway.
Need for Standardization. In 1946, a need for standardization was evident if the program was to operate effectively on a national basis. Prior to 1946, if one had visited the Junior Achievement programs operating in approximately twelve areas or cities, he would have seen twelve different patterns of Junior Achievement in operation. These conditions, coupled with a desire to standardize the program, caused the Advisers' Guide to be printed. This publication represented the first effort to completely outline the program in a printed document.

In 1946 and 1947, Horace A. Moses, the founder of Junior Achievement, realized that the national organization was at last on the road to expanding Junior Achievement. He was beginning to see his dreams realized and left an endowment of $100,000.00, payable $10,000.00 a year for a period of ten years. This endowment contributed much to the current expansion of the program.

National Participation 1943-44 through 1952-53. The report of the National Executive Director to the Executive Committee, on November 10, 1954 (22,p.6), indicates a marked increase in the popularity of the Junior Achievement movement during this ten-year period. The number of areas participating more than tripled, from 13 in 1943-44 to 44 in 1952-53. It is important to mention at this point that one area may include operations in more than one community, because these 44 areas actually included operations in 67 communities (25,p.5).

In 1943-44, the 13 areas employed a staff of 27 and operated on a budget of $148,566.00. In 1952-53, a staff of 124 operated on a budget
of $1,525,158.00. The most marked increase in number of staff, as well as budget, occurred from 1948-49 to 1949-50. Only four additional areas entered the program, making a total of 29, but the staff increased from 81 to 126, while the budget increased from $667,000.00 to $1,171,011.00.

In 1943-44, there were 141 Junior Achievement companies; by 1952-53 this number had increased to 1,523. The greatest yearly increase in number of Junior Achievement companies took place from 1944-45 to 1945-46, from 183 to 569, even though during this period, only two new areas were added.

An examination of Table I reveals a decided drop in the number of companies for the year 1947-48, 228 less than the previous year. It will be noted, however, that one new area and five new staff members were added that year, with a decrease of $2,022.00 in the budget. This drop in the number of Junior Achievement companies was due to an effort to consolidate and improve the programs (22, p.6). It does not necessarily indicate a decrease in the popularity of the Junior Achievement movement during this particular year.

The audiences to which Junior Achievement is being presented in the various school assemblies during achiever recruitment are becoming increasingly selective. This is necessary in order to adjust to available facilities, however, it does not seem to hinder the recruiting. During the 1951-52 and the 1952-53 year, approximately 200,000 students were told the story of Junior Achievement in school assemblies each year. In 1951-52, 34,000 applications for membership were received; in 1952-53, 35,000 applications were received. This reveals an
### Table I

**NATIONAL PARTICIPATION 1943-44 to 1953-54**

<table>
<thead>
<tr>
<th>Areas</th>
<th>Staff</th>
<th>Budget</th>
<th>Number Reached in School Assembly</th>
<th>Number Applications</th>
<th>Number Joined</th>
<th>Number of Companies</th>
<th>Number of Participants Achievers, Advisers, Stockholders, etc.</th>
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</thead>
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<td>1943-44</td>
<td>13</td>
<td>27</td>
<td>$148,566</td>
<td></td>
<td></td>
<td>141</td>
<td>14,100</td>
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<tr>
<td>1944-45</td>
<td>13</td>
<td>44</td>
<td>226,039</td>
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<td>494,066</td>
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<td>69</td>
<td>567,899</td>
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<td></td>
<td>679</td>
<td>67,900</td>
</tr>
<tr>
<td>1947-48</td>
<td>15</td>
<td>74</td>
<td>565,877</td>
<td></td>
<td></td>
<td>451**</td>
<td>45,100</td>
</tr>
<tr>
<td>1948-49</td>
<td>25</td>
<td>81</td>
<td>667,000</td>
<td></td>
<td></td>
<td>578</td>
<td>57,800</td>
</tr>
<tr>
<td>1949-50</td>
<td>29</td>
<td>126</td>
<td>1,171,011</td>
<td>150,000</td>
<td>24,000</td>
<td>14,000</td>
<td>972</td>
</tr>
<tr>
<td>1950-51</td>
<td>33</td>
<td>101</td>
<td>1,273,938</td>
<td>165,000</td>
<td>28,000</td>
<td>16,000</td>
<td>1,153</td>
</tr>
<tr>
<td>1951-52</td>
<td>33</td>
<td>105</td>
<td>1,273,369</td>
<td>200,000</td>
<td>34,000</td>
<td>18,000</td>
<td>1,266</td>
</tr>
<tr>
<td>1952-53</td>
<td>44</td>
<td>124</td>
<td>1,525,158</td>
<td>200,000***</td>
<td>35,000</td>
<td>22,000</td>
<td>1,523</td>
</tr>
<tr>
<td>1953-54</td>
<td>52</td>
<td>145</td>
<td>1,733,162</td>
<td>200,000*</td>
<td>50,000*</td>
<td>25,000*</td>
<td>1,800*</td>
</tr>
</tbody>
</table>

*Estimate

**Consolidating and improving program

***Increasingly selective audiences to adjust to available facilities
increase of 1,000 applications even though the same number of students were told about this learn-by-doing program. The increase in the number joining is even more significant. The same number of students heard the story, 1,000 more of them applied for the training, but there was an increase of 4,000 in the number joining.

Looking at the percentages indicated by the figures for the last four years of this ten-year period, or from 1949-50 through 1952-53, sheds an interesting light on the recruitment picture. The first year 16 per cent of those who heard the story in school assemblies applied for membership, 17 per cent the second, 17 per cent the third, and 17.5 per cent the fourth year. Fifty-eight per cent of the applicants joined in 1949-50, 57 per cent the next year, 53 per cent the third and 62.8 per cent in the 1952-53 year. Judging from these figures, both numbers and percentages, it would be safe to assume that a selective audience is desirable and that more fruitful results seem to occur.

Junior Achievement has had a rather interesting history. Many things have happened since the first group of "youngsters" got together to organize and operate their business. The movement has had both advances and recesses but today it is strong and challenging. As of January 13, 1954, there were 1,816 chartered Junior Achievement companies operating in 98 centers. These centers were located in 86 cities of 24 different states. Over 6,000 adult advisers, furnished by more than 1,400 sponsors, were guiding the 27,014 boys and girls who were active members of these companies in an experience of organizing, operating, and finally liquidating a business enterprise. The real history of Junior Achievement therefore appears to lie in the future.
Summary. Mr. Horace A. Moses was the originator of the idea upon which Junior Achievement is based. He, together with Theodore N. Vail and Senator Murray A. Crane, conceived the plan in 1919. The first Junior Achievement club was organized in Springfield, Massachusetts on May 7, 1920.

For several years following 1921, the Junior Achievement movement seemed to flourish in New England, especially in Massachusetts, Connecticut, and Rhode Island. On April 13, 1925, a campaign was launched to extend its benefits to other parts of the nation. Junior Achievement Hall, a gift of Horace A. Moses, was dedicated on September 21, 1925. On November 29, 1926, a certificate of incorporation, granted by the Commonwealth of Massachusetts, was issued to Junior Achievement, Incorporated. In August of 1942 this became the national organization and remains so today.

The movement in its early phase seemed to gravitate into a handicraft club and its aims were too general. In 1929 this emphasis on merely making things shifted to an emphasis on an understanding and participation in all facets of organizing and operating a business. About 1939 some industrial leaders saw in the Junior Achievement movement an opportunity to get across to young people an understanding of the competitive American system of free enterprise. It progressed only slightly during the war years, but late in 1945 and early in 1946 the program as we now understand it really got underway.

During the past ten years Junior Achievement has enjoyed a significant expansion. The number of areas has increased from 13 to 51, the staff from 27 to 145, and the number of Junior Achievement
companies from 141 to 1,816. As of January 13, 1954, there were 1,816 chartered Junior Achievement companies operating in 98 centers. These centers were located in 86 cities of 24 different states.

This movement has had both advances and recesses but today it is strong and challenging. Its real history appears to lie in the future.
Chapter III

REVIEW OF LITERATURE

Available literature was examined in an attempt to find records of previous studies dealing with the Junior Achievement movement. Conferences with the staff in the national office of Junior Achievement were held. Very little was found. Most of the research connected with the Junior Achievement movement up to the present has dealt primarily with small facets of the national or local programs. It has not dealt with the entire program. These studies have been conducted both by persons within and without the organization. This review seems to indicate that this is the first study dealing with the psychological, economical, political, and educational elements of the program in its entirety. The studies referred to in the foregoing paragraphs are presented primarily to show the general type of research that has been done. They also give the reader additional information relative to the operation and significance of a Junior Achievement program.

Achiever Questionnaire - 1946. Late in 1946, a small sampling of achievers was made, by Junior Achievement, Incorporated, to try to determine their understanding of the enterprise system and to see what they thought about Junior Achievement. A tabulation of answers to some selected questions follows (23,p.2,3):

1. How many shares of stock do you own in your company?

<table>
<thead>
<tr>
<th>Shares</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21</td>
<td>40</td>
<td>23</td>
<td>7</td>
<td>6</td>
<td>34</td>
<td>3</td>
</tr>
</tbody>
</table>

37
2. Who owns your Junior Achievement company?

Stockholders .... 128
Sponsors ....... 6
Advisers ....... 0
No Answers ..... 1

3. Do you expect your Junior Achievement experience to help you find the kind of job you want?

Yes: 106
No: 32
No Answer: 1

4. Are you getting in Junior Achievement what you expected when you joined?

Yes: 115
No: 12
No Answer: 4

5. Opportunities for future better:

a. Under control of all business by private enterprise .................. 107
b. Under government control of all business ...... 18
c. Don't know ................ 4
d. "Joint control" ............... 1

It is interesting to note that even though each achiever is required to purchase at least one share of stock in his company, approximately 16 per cent of those answering the question said that they did not own any stock. The group sampled seemed to have a good understanding of the ownership of the company. The majority expected their Junior Achievement experience to help them in securing a job, also they considered these experiences to be what they expected when they joined. It is significant to note that this experience in Junior Achievement failed to "sell" slightly more than 16 per cent of those replying that future opportunities are better under control of all business by private enterprise.

New York, Chicago, Dayton Survey - 1942. The purpose of this survey was to examine the nature of the influence of a Junior Achievement company in New York City; Chicago, Illinois; and
Dayton, Ohio. It was conducted by Facts Institute, a Junior Achievement company, of New York for Junior Achievement, Incorporated. Personal and telephone interviews were handled throughout by Teen Market Surveys of Chicago and Opinions Company of Dayton. Advisers, achievers, stockholders, parents, and customers of Junior Achievement companies were interviewed. Some of the questions asked in this survey are pertinent to the subject of this dissertation.

The persons interviewed were asked why teen-agers were participating (4,p.4). The largest proportion of replies, 68 per cent, indicated that business experience was the reason for participation. "Social aspects" was second in popularity with 14 per cent, and "outlet for interests" ranked third with 13 per cent. It is interesting to note that only 4 per cent of the total thought the participation was because of a desire to learn the principles of American business.

The stockholders and customers were asked if they had had favorable experiences with the Junior Achievement company and if so what were they. Out of the total, the three primary reasons included 29 per cent who listed good products as the favorable experience; 20 per cent who invested money; and 12 per cent who were most appreciative of the business experience gained (4,p.5).

The achievers and advisers were asked if they had gained something from their participation in Junior Achievement. The largest percentage of achievers gave as their gains (4,p.6): business experience, meet people, sales experience, and responsibility. The largest percentage of advisers gave as their gains: meet and know young people, self-satisfaction, and business experience. It is interesting to note that
self-satisfaction was not checked by a single achiever.

In answer to the question, "Have you had unfavorable experiences with the Junior Achievement company?", 7 per cent said yes; 90 per cent said no; and 3 per cent did not answer. Some of the unfavorable experiences were (4,p.7):

"Poor products"

"Hard to convince people to help teen-agers"

"Lower grades because it took too much time"

"Members not working at all times"

"Depending on members who were not responsible"

"Bad production methods"

"Late orders"

The implications of these comments are many and involve the entire personnel of the company as well as some not directly connected with the company. The need for teamwork is greatly emphasized.

When asked, "Is Junior Achievement a good idea?", 95 per cent said, "yes" and 5 per cent "didn't know." It is significant to note that no one said, "no".

The findings of this survey are significant in that they get at the opinions of a cross section of people who are either directly or indirectly connected with Junior Achievement.

**Questionnaire to Advisers - 1949.** This study, which was conducted by Junior Achievement of the Mississippi Valley, Incorporated, involved the advisers of Junior Achievement companies in the St. Louis area. The questionnaire was composed of 19 questions dealing with advisers.
opinions relative to operational procedures, personnel of Junior Achievement, (both adult and teen-age) and the influence of the program on achievers. The answers to some selected questions follow (22,p.1-10):

1. When did you start advising a Junior Achievement company? (79 answered)
   - First year ........................................ 78%
   - Second year ...................................... 16%
   - Three or more years .............................. 6%

2. Do you intend to return next year as an adviser? (79 answered)
   - Yes .................................................. 30%
   - Yes - if certain changes are made .............. 3%
   - No .................................................... 44%
   - Undecided or doubtful ............................ 23%

3. Reasons for not returning next year as an adviser? (79 answered)
   - Own job or other interest requires too much time 36%
   - Present company a failure - results insufficient 24%
   - No cooperation from Junior Achievement staff 9%
   - Working conditions too poor ................. 5%
   - Other reasons (company policy, leaving town, etc) 26%

4. What other activities in which youth engage do you think are competing with Junior Achievement for their time and interest? (69 answered)
   - Sports (both spectator and participant) ........ 33%
   - School activities (Dramatics, band, study, etc.) 24%
   - Outside employment (after school, evening) .... 15%
   - Social activities and dating ........................ 13%
   - Other outside activities (Scouts, *Y*, Church) .. 13%
   - No activities interfere with Junior Achievement program .......................... 2%

   If an average were taken of the amount of competition the advisers thought these activities offered to the Junior Achievement program, it would fall within the area of considerable competition.

   Of the 67 answering, 72 per cent thought the Junior Achievement program could be made more attractive to achievers.
However, the suggestions of this group were quite varied and it seemed that each had his pet theory as to what would make the present program more palatable to achievers.

5. What do young people learn from their association with Junior Achievement? (65 answered)

Principles of business ..................................... 42%
Responsibility, cooperation, ability to work together ......................................................... 26%
Problems of business ........................................ 18%
Nothing (too young, etc.) ................................... 11%
Value of free enterprise .................................... 3%

6. Can you think of any way in which Junior Achievement experience has influenced the political or economic philosophy of the members? (71 answered)

No ..................................................... 53%
Yes ..................................................... 41%
Not sure or perhaps ........................................ 6%

6a. In what way? (34 answered)

Learned governing factors in a profitable enterprise ......................................................... 34%
Acquired knowledge of obligations and/or problems in private enterprise ..................... 21%
Learned efficiency and cooperation in a keynote of success ............................................ 13%
Acquired a realistic understanding of free enterprise ..................................................... 15%
Hard to tell with teen-agers just what has been accomplished ..................................... 12%

As stated elsewhere in this dissertation, the advisers are the key persons in the Junior Achievement program. They are constantly guiding the achievers in the operation of their business enterprise. They are the ones who really interpret business principles and problems to the members of a Junior Achievement company, sometimes by not saying a single word! To ask a group of advisers for constructive criticism is certainly a valid approach. The findings of this study have no doubt contributed not only to improve operations in the St. Louis area but others as well.
Study of Junior Achievement, Incorporated. The survey for this study by W. J. E. Truitt, Director of Research for the Norfolk, Virginia Schools, was conducted during the 1951-52 school year. A tabulation of some of the results of the survey is the only information available. Apparently, the study was never completed. The purpose was not stated but it seems that it was an attempt to evaluate the national program in view of starting Junior Achievement in Norfolk. The results available seem to indicate that questionnaires were sent to educational administrators and executive directors of Junior Achievement in each area. The ten questions sought information relative to organizational and financial statistics and opinions regarding the effectiveness of the program. The results of this survey considered pertinent to this dissertation are referred to in the paragraphs that follow (34,p.1,2):

1. Does industry have difficulty in getting sponsors?
   Yes: 1  No: 22  Some: 8

2. Are the area results worth the cost?
   Yes: 29  No Cost: 1  Some Doubt: 1
   No Cost to Schools: 1  ?: 1

3. Is Junior Achievement growing in favor with the community?
   Yes: 30  Not: 1  Constant: 1
   Not Greatly: 1

4. Is Junior Achievement growing in favor with the schools?
   Yes: 29  No Change: 1

The general comments relative to the Junior Achievement program were favorable in all but two of the 27 areas responding to this question. Some of the more significant comments are (34,p.3-8):
Sponsored and financed by Manufacturer's Association. They have been excellent to work with and have carried the whole load.

Industry is becoming quite interested in this program. They feel that it is contributing much to revive and recall to the minds of young people the principle of free enterprise. I would say that the program is growing in favor throughout the community.

Junior Achievement is an excellent youth activity, but is independent of the school system.

The program seems to be good for the few who participate, but I doubt if it has much of an impact on the total school population. One good influence: we are able to get several scholarships for deserving young people in Junior Achievement.

The schools do not subsidize it in any way. We think its purposes worthy and its accomplishments justify its existence.

Junior Achievement is rendering a fine service to our boys and girls. The program has been approved by the Board of Education and the Superintendent.

... our program has got off to a good start in its first year and should be continued.

The organization has proved most effective here and we are confident that it gets over a very favorable message. However, since the school system has its own activity program, we have felt that we are accomplishing many of the objectives set up for Junior Achievement.

We think it is O.K. in every way.

The program does seem to give the pupils an insight into the organization and machinery of a business concern and develops an awareness of the profit motive and the contributions of management as well as labor.

We have been very pleased with the results of the project and find that students taking part are most appreciative of the opportunity offered by Junior Achievement. It provides a medium for industry and the schools to cooperate for the education and guidance of youth.

Junior Achievement has worked very satisfactorily in our city. We are strong for it.
In my opinion Junior Achievement is one of the best means of combating juvenile delinquency, "creeping socialism" and the bad habits high school pupils are exposed to in their leisure time. It is a constructive step in the direction of better citizenship. There are many good characteristics too numerous to mention here.

I am enclosing a copy of "Inside ______ Schools" which contains an article on Junior Achievement in ________. _______ educators are preparing our youth for living and working under the American system. The Greater ________ Junior Achievement program provides a laboratory or workshop in which our social and economic concepts acquire form and substance. It provides additional opportunities for students to learn by doing. The experience helps fit them for living and working as adults.

We have found that young people taking part in this program are better acquainted with the practical phases of working for a living. They certainly discover how the American economic system functions.

In selling Junior Achievement to local businessmen, the director used a film called ________. I would suggest that you not permit this film to be used. The argument for support of Junior Achievement is based on the premise that the schools are not doing a good job in selling the achievements of business to American youth and that American youth favors government operation of all business.

We consider it a very worthwhile project and an important adjunct to the school program. — This is my second experience with Junior Achievement and I would make the same comment regarding both cities in which I have dealt with Junior Achievement.

Attendance has been a major problem. This is due to the fact that the better students are in Junior Achievement plus a great many school activities.

The fact that this study was never completed limits its value. Had it been completed, it probably would have made a significant contribution to the research relative to the Junior Achievement movement.
What Achievers Think. The primary purpose of this survey by Junior Achievement, Incorporated was to indicate topics on which the Junior Achievement experience provides effective growth in understanding American business and to point out topics where understanding can be improved (24, p.1). It includes the opinions of 285 achievers who attended the National Junior Achievers Conference in 1952. The opinions of non-achievers referred to in this study are responses to similar questions reported by Opinion Research in Public Opinion Index for June, 1951 and March, 1952. Some of the results pertinent to this dissertation are presented in the following paragraphs.

Most of the achievers hoped to go to college or pursue other schooling beyond high school. Of the entire group replying, 67.4 per cent planned to go to college, and 13.6 per cent planned to attend business college (24, p.2). Slightly more than 15 per cent planned to go to work.

Personal initiative ranked high among achievers. Slightly more than half, 50.1 per cent, planned to work for someone else, but 42.1 per cent had definite plans or thought it quite probable that they would be in business for themselves. The remaining 7.8 per cent did not know.

Security was more important to these achievers than pay. The figures below show a comparison between achievers and non-achievers relative to this (24, p.2):

<table>
<thead>
<tr>
<th></th>
<th>Achievers</th>
<th>Non-Achievers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of Security</td>
<td>80%</td>
<td>68%</td>
</tr>
<tr>
<td>Amount of Pay</td>
<td>11%</td>
<td>26%</td>
</tr>
<tr>
<td>No Opinion</td>
<td>9%</td>
<td>6%</td>
</tr>
</tbody>
</table>
Further tabulation indicates that opportunity is more important than security with both achievers and non-achievers (24, p.2):

<table>
<thead>
<tr>
<th></th>
<th>Achievers</th>
<th>Non-Achievers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity</td>
<td>83%</td>
<td>74%</td>
</tr>
<tr>
<td>Security</td>
<td>13%</td>
<td>23%</td>
</tr>
<tr>
<td>No Opinion</td>
<td>4%</td>
<td>3%</td>
</tr>
</tbody>
</table>

The majority of these achievers, 55 per cent, preferred to work for a private business concern. However, government employment was highly regarded among this group of achievers from all parts of the country. Slightly less than one-fourth, 23.6 per cent, of them preferred employment with government agencies and 21.4 per cent had no preference.

If employed in a plant, the majority preferred office work but many preferred to work in the manufacturing departments. Of the total number replying to this question, 64.8 per cent preferred office work and 27.4 per cent expressed a preference for shop work. The remaining 7.8 per cent had no opinion.

Their preference relative to the size of the employer's firm was approximately the same, neither did it vary a great deal from non-achievers' choices. The tabulation of their answers shows (24, p.3):

<table>
<thead>
<tr>
<th></th>
<th>Achievers</th>
<th>Non-Achievers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Company</td>
<td>46%</td>
<td>50%</td>
</tr>
<tr>
<td>Small Company</td>
<td>40%</td>
<td>39%</td>
</tr>
<tr>
<td>No Opinion</td>
<td>14%</td>
<td>11%</td>
</tr>
</tbody>
</table>

It is significant to note that if these achievers had had $100.00 to invest, that less than half of them would have purchased stock in a company. The largest percentage, 46.3 per cent, would have purchased government bonds while the next largest, 28.3 per cent, would have purchased stock in a company. Savings banks would have received 21.6
per cent of these investments. Only 3.8 per cent had no opinion on this question. Some would have had trouble buying stock from the sources they suggested. These sources, listed in order of their frequency, were: broker, stock exchange, the company itself, lawyer, bank, Junior Achievement, friend or relative.

Achievers favored competition over government control to keep prices fair in normal times (24, p. 4):

<table>
<thead>
<tr>
<th>Achievers</th>
<th>Non-Achievers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competition</td>
<td>60%</td>
</tr>
<tr>
<td>Government Control</td>
<td>36%</td>
</tr>
<tr>
<td>No Opinion</td>
<td>2%</td>
</tr>
</tbody>
</table>

Achievers believed the worker's standard of living was improved by more production rather than getting more of profits (24, p. 4):

<table>
<thead>
<tr>
<th>Achievers</th>
<th>Non-Achievers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce More</td>
<td>54%</td>
</tr>
<tr>
<td>Get More</td>
<td>26%</td>
</tr>
<tr>
<td>No Opinion</td>
<td>20%</td>
</tr>
</tbody>
</table>

Only 6 per cent of achievers favored government operation of all business. Ninety per cent were opposed while 4 per cent had no opinion.

Achievers believed the less government regulation of business in peacetime the better (24, p. 4):

<table>
<thead>
<tr>
<th>Achievers</th>
<th>Non-Achievers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regulate Closely</td>
<td>28%</td>
</tr>
<tr>
<td>Less Regulation the Better</td>
<td>56%</td>
</tr>
<tr>
<td>No Opinion</td>
<td>16%</td>
</tr>
</tbody>
</table>

Seventy-three per cent of the achievers believed that competitive companies should make all the profit they could. Twenty per cent would have limited profits and the remaining seven per cent had no opinion.
The tabulation of the answers to, "Which of these comes closest to your impression of the business system in this country?" follows (24,p.4):

<table>
<thead>
<tr>
<th>Achievers</th>
<th>Non-Achievers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good, needs little change</td>
<td>19%</td>
</tr>
<tr>
<td>Good outweighs the bad</td>
<td>51%</td>
</tr>
<tr>
<td>Good and bad features equal</td>
<td>25%</td>
</tr>
<tr>
<td>Bad outweighs the good</td>
<td>2%</td>
</tr>
<tr>
<td>Bad, major changes needed</td>
<td>3/10 of 1%</td>
</tr>
<tr>
<td>No opinion</td>
<td>3%</td>
</tr>
</tbody>
</table>

A large percentage of achievers say they get their ideas about business from Junior Achievement.

A law which guarantees workers the right to form unions and bargain with their employers was approved by 81.7 per cent of the achievers. Slightly more than one-tenth, or 12.1 per cent, disapproved of such a law and 6.2 per cent had no opinion. It is interesting to note, however, that 47.2 per cent of these achievers believed the unions had grown enough and 32.3 per cent believed they were too large. Only 14.1 per cent thought they should grow larger and 6.4 per cent had no opinion.

The achievers believed unions are a good thing for the country and credited organized labor with doing more than management or the government to improve living standards (24,p.5):

<table>
<thead>
<tr>
<th>Achievers</th>
<th>Non-Achievers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organized Labor</td>
<td>46%</td>
</tr>
<tr>
<td>The Government</td>
<td>14%</td>
</tr>
<tr>
<td>Business Management</td>
<td>33%</td>
</tr>
<tr>
<td>No Opinion</td>
<td>7%</td>
</tr>
</tbody>
</table>

The achievers opinions relative to the amount of profit made by industries follow (24,p.5):
<table>
<thead>
<tr>
<th>Achievers</th>
<th>Non-Achievers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too Much Profit</td>
<td>14%</td>
</tr>
<tr>
<td>Reasonable</td>
<td>76%</td>
</tr>
<tr>
<td>Not Enough</td>
<td>4%</td>
</tr>
<tr>
<td>No Opinion</td>
<td>4%</td>
</tr>
</tbody>
</table>

Periodic studies of this nature will contribute much to the development of the Junior Achievement program. They help to indicate needed changes so the goals desired of the experiences offered may be more fully realized.

**Pittsburgh Survey.** This survey, conducted in 1953, was an effort to determine whether or not Junior Achievement of Pittsburgh was meeting the objectives of its program. Mr. E. E. Moore, President of Junior Achievement of Pittsburgh, Incorporated, sent a letter to the top executives of every sponsoring firm in Pittsburgh. This was a request to have their Junior Achievement advisers consider whether or not the purpose of Junior Achievement was being met, namely (21,p.2):

... to provide an opportunity for young people, in cooperation with adult advisers, to form and operate miniature businesses so as to develop an understanding in such young people of the relationship and function of the essential parts of American private enterprise system involving private capital, wise management and responsible labor.

The persons conducting this survey were interested in knowing whether or not the advisers in the program thought the young people were actually encountering all of the problems that are inherent in meeting a payroll (21,p.2).

Some of the pertinent findings of this study were (21,p.4,5):

1. The comments relative to the effectiveness of the present program content were generally favorable.

2. Only minor discipline problems were apparent.
3. The relationships between various Junior Achievement companies, their personnel, and the staff personnel were generally good.

4. In some cases, an inadequate number of machines available, type of product, raw material costs, and saleability of product were factors that prevented some companies from earning a legitimate profit.

5. Absenteeism was considered to be a minor problem with most companies. Outside activities, such as sports, school and extra-curricular work were chief causes.

6. More careful screening of applicants, closer personal contacts, and close attention to job placements were considered most important in combating the problem of drop-outs.

7. The replies to the question, "Do you think other advisers are qualified?", were generally very favorable. Some few indicated they thought there was a lack of interest as well as too much absenteeism on the part of other advisers.

8. The age spread was considered not too great.

9. Some suggestions for improvement were: more business indoctrination - noise level too high; suggest enclosures - more power tools - increase in guidance counseling.

10. Comments with respect to the work of the Pittsburgh staff were generally highly complimentary.

11. Comments relative to the "boy meets girl" problem were generally favorable.

The complete findings of this survey were made available to the executive directors of Junior Achievement in all areas. This will no doubt result in improvement not only in the Pittsburgh program but others as well.

The Development and Public Relations Benefits of a Junior Achievement Program. This study was conducted by Donald R. McBride of the Bank of America in San Francisco, California. The purpose,
as stated in the Foreword, follows (32, p. ii):

It is hoped that the material in the following pages will be instrumental in helping banks to visualize the benefits of sponsoring Junior Achievement and give them a working outline to assist in initiating and operating Junior Achievement banks in their communities.

The major part of this study dealt with the operational details of sponsoring a Junior Achievement bank. It was not, as the title seemed to indicate, an analysis of the public relations benefits of a Junior Achievement program.

The advantages of sponsoring Junior Achievement are summarized as follows (32, p. 31):

1. Teen-agers learn that government ownership of all United States business is not desirable.

2. They learn the problems of management.

3. They learn why our free enterprise system has made America what it is today.

4. You as a bank sponsor gain prospective employees not only trained for particular banking jobs but experienced in the effect their job and the way they do it will have on your bank.

5. Your bank will receive good publicity for cooperating in a worthwhile community project.

6. Your bank will not only make many new contacts and friends among the families, friends, and stockholders of your achievers, but gain contacts also with educators who will be associated with and interested in the program.

This study is a rather limited treatment of the public relations benefits of sponsoring a Junior Achievement bank.

Houston Survey. The purpose of this survey was to try to bring about improvements in the Official Record System of Junior Achievement
companies. Miss Mimi Ford, of the Houston Achievers Association, in the spring of 1953, circulated 1,500 copies of a questionnaire dealing with the design and use of this record system. Ten questions were addressed to the company treasurer, ten to the adviser, and nine to both of them. Miss Ford was unable to tabulate the information indicated by the 114 questionnaires returned and forwarded the survey materials to National Headquarters. A partial tabulation reveals the following (17):

To the Treasurer:

1. Do you keep the treasurer's books? Yes: 87 No: 24

2. Do you understand the Official Record System book?
   Yes: 55 No: 51

4. Which parts are the hardest and the easiest?

<table>
<thead>
<tr>
<th>Name of Part</th>
<th>Hardest</th>
<th>Easiest</th>
</tr>
</thead>
<tbody>
<tr>
<td>P&amp;L Statement and Balance Sheet</td>
<td>31</td>
<td>2</td>
</tr>
<tr>
<td>All</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>None</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>General Record</td>
<td>15</td>
<td>61</td>
</tr>
<tr>
<td>Stockholders Report</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Monthly Report</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>Payroll Record</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>Budget</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Inventory</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

To the Adviser:

3. Are you an accountant? Yes: 70 No: 44

4. Do you understand the Official Record System book?
   Yes: 100 No: 14

To the Treasurer and Adviser:

The last question of this survey provided an opportunity for general comments. The question was, "Are there any other points in the *Official Record System* book that are confusing or that you think should be changed?" A wide range of comments were given in answer to this question: All the way from "Set up well" to "Hard for even a CPA" and from "Too much detail" to many suggestions for additional detailed forms and records.

This survey reveals a wide variety of opinions relative to the simplicity or complexity of the *Official Record System*. The varied background of the many business advisers, as well as achievers, is a primary factor here. A more detailed selection of applicants, as well as a wiser choice of advisers, will contribute much to the alleviation of this problem. Achievers with previous training in keeping records will find in the Junior Achievement company treasurer's job an excellent opportunity to put theory into practice.

**Summary.** Previous research connected with the Junior Achievement movement has dealt primarily with small facets of the national or local programs. This dissertation seems to be the first study dealing with the psychological, economical, political, and educational elements of the program in its entirety.

The small sampling of achievers, made by Junior Achievement, Incorporated in 1946, was an attempt to determine their understanding of the enterprise system and to see what they thought about Junior Achievement. The group sampled seemed to have a good understanding of the ownership of the company. The majority expected their Junior
Achievement experience to help them in securing a job and they considered these experiences to be what they expected when they joined. Eighty-two per cent of those responding considered the opportunities for the future better under control of all business by private enterprise. Such a sampling helps to discover weaknesses which may be strengthened so that greater benefits may be derived.

The New York, Chicago, Dayton Survey was conducted in 1949 by Facts Institute, a Junior Achievement company of New York. Its purpose was to examine the nature of the influence of a Junior Achievement company in New York City; Chicago, Illinois; and Dayton, Ohio. Advisers, achievers, stockholders, parents, and customers of Junior Achievement companies were interviewed. The largest proportion of replies, 68 per cent, indicated that business experience was the reason for participation. The stockholders and customers indicated that the three primary favorable experiences with Junior Achievement companies were good products, invested money, and business experience. The largest percentage of achievers gave as their gains: business experience, meet people, sales experience, and responsibility. The largest percentage of advisers gave as their gains: meet and know young people, self-satisfaction, and business experience. Some of the unfavorable experiences were poor products, lower grades because it took too much time, bad production methods, and late orders. Junior Achievement was considered a good idea by 95 per cent of the respondents. The results of this survey indicate that Junior Achievement experience is beneficial not only to achievers but others as well.
In 1949, Junior Achievement of the Mississippi Valley, Incorporated made a study which involved the advisers in the St. Louis area. It dealt with their opinions relative to operational procedures, personnel of Junior Achievement, and the influence of the program on achievers. Seventy-eight per cent of the respondents were participating for their first year and 33 per cent were planning to return the following year. Sports and school activities were considered to be the major activities which competed with Junior Achievement for the time and interest of boys and girls. The principles of business, responsibility and the ability to work together were considered to be the primary benefits for the achievers. Fifty-three per cent of the respondents could think of no way in which Junior Achievement experience had influenced the political or economic philosophy of the members. This study represents a cooperative effort to analyze what is being done in order to offer training which will be even more beneficial.

The survey by W. J. B. Truitt, relative to Junior Achievement, Incorporated, sought information relative to organizational and financial statistics and opinions regarding the effectiveness of the program. This survey revealed that industry had little difficulty in getting sponsors; the results were definitely worth the cost; and Junior Achievement was growing in favor with the community and the schools. The general comments were favorable in all but two of the twenty-seven areas responding.

The survey relative to what achievers think, conducted by Junior Achievement, Incorporated, dealt with topics on which the Junior Achievement experience provides effective growth in understanding of
our American business system and attempted to point out topics where understanding can be improved. Personal initiative ranked high, security was more important than pay, and opportunity was more important than security to these achievers. Approximately 55 per cent preferred to work for a private business concern and their preference relative to the size of the employer's firm was approximately the same. They favored competition over government control to keep prices fair in normal times. They believed the workers' standard of living was improved by more production rather than getting more of profits. Only six per cent favored government control of all business and they believed the less government regulation of business in peacetime the better. The belief that competitive companies should make all the profit they can was held by 73 per cent of the respondents. They believed unions to be a good thing and credited organized labor with doing more than management or the government to improve living standards. Seventy-eight per cent felt that the amount of profit made by industries was reasonable. Studies of this nature help to indicate needed changes that will result in a more complete realization of desired goals.

The Pittsburgh Survey, conducted in 1953 by Junior Achievement of Pittsburgh, Incorporated, attempted to determine whether or not the purpose of Junior Achievement was being met in this area. The comments relative to the effectiveness of the present program content were generally favorable. Personnel relationships were generally good, absenteeism was a minor problem, and comments relative to the "boy meets girl" problem were generally favorable. Some suggestions
for improvement were: more business indoctrination, reduce noise level, purchase more power tools, and increase guidance counseling. If more areas would conduct such studies then the directors discuss them at national conferences a better program nationally would result.

The study by Donald R. McBride of the Bank of America, in San Francisco, California, dealt primarily with the operational details of sponsoring a Junior Achievement bank. It was not, as the title seemed to indicate, an analysis of the public relations benefits of a Junior Achievement program.

The Houston Survey, conducted by Mimi Ford in 1953, was an attempt to bring about improvements in the Official Record System. This survey reveals a wide variety of opinions relative to the complexity or simplicity of this record book. Achievers with previous training in keeping records will find in the Junior Achievement company treasurer's job an excellent opportunity to put theory into practice.

These studies seem to indicate a desire to conduct research that will improve the experiences offered by Junior Achievement. However, it also indicates a need for more coordination of the efforts of all areas if it is to result in a better program nationally.
Chapter IV

ORGANIZATIONAL PATTERN

This chapter is concerned with presenting the framework of the organizational pattern of Junior Achievement. The techniques used in collecting the data were a review of literature, personal interviews, and direct observation and participation in a local program. Operational and organizational mammals, as well as promotional literature, were reviewed. Conferences were held with the National Program Director, Midwest Field Director and the Columbus Executive Director to discuss the information to be presented in this chapter. Direct observation and participation in a local program was a constant source of information, not only for this chapter but the dissertation as a whole.

Under its present plan of operation, Junior Achievement is organized on a national, regional, and local basis. The national organization is a non-profit educational organization chartered under the laws of the Commonwealth of Massachusetts with headquarters in New York City. The regional organization is very closely associated with the national. All local operations are autonomous and are chartered by the national organization.

National. The national organization has the responsibility of developing and promoting Junior Achievement through chartered local groups throughout the United States. Its organizational pattern is graphically presented in Table II. Its responsibility and authority
Table II

HOW JUNIOR ACHIEVEMENT IS MANAGED NATIONALLY

BOARD OF DIRECTORS
Members at large
Area members
Meets annually on call

EXECUTIVE COMMITTEE
Elected from Board members
Meets ten times a year
Authorized to carry out functions of the Board

HEADQUARTERS STAFF
Employed by Executive Committee

MAJOR DEPARTMENTS OF OPERATION

<table>
<thead>
<tr>
<th>Administrative</th>
<th>Expansion</th>
<th>Field</th>
<th>Program</th>
<th>Public Relations</th>
<th>Publicity</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

Training
School for Directors

Junior Achievers
Conference (NAJAC)
is vested in a Board of Directors. An Executive Committee is elected by the Board of Directors and authority is delegated to this committee which, in conjunction with the staff personnel, comprises the national organization.

The National Board of Directors is composed of members-at-large and area members. The members-at-large represent contributors to the national organization who do not contribute directly to a local area. Local contributors are represented by their area chairman and other directors from their area who are elected to the National Board in proportion to the number of Junior Achievement companies operating in their area. This Board is elected each year, holds office for one year, and meets annually on special call.

The National Advisory Council is closely associated with the National Board of Directors. It is a larger group of approximately two hundred, consisting of outstanding men and women in all fields of endeavor who work with Junior Achievement and advise on matters of development, awards, scholarships, policies, etc.

The Executive Committee, which is elected from the Board members, is authorized to carry out the functions of the Board. It meets at least ten times a year.

The National Headquarters staff, which is employed by the Executive Committee, is responsible for the operational details of the national program. There are six major departments of operation: Administrative, Expansion, Field, Program, Public Relations, and Publicity. Each department has a director and the necessary staff to carry on its work.
A few of the detailed responsibilities of the national organization are (20, p. 2-4):

1. Issuing, renewing, and revoking charters.

2. Financing the national program.

3. Holding miscellaneous meetings.

4. Establishing national policies, in order to insure a uniform pattern of operation, pertaining to program, organization, handling of funds, and personnel.

5. Establishing standard procedures and preparing manuals.

6. Preparing training manuals.

7. Conducting a national training school.

8. Maintaining a competent and trained staff at all levels.

9. Preparing and publishing official forms, records, manuals, insignia, and Junior Achievement company program materials for the use of local groups.

10. Making surveys, researches and experiments for the development, evaluation, and revision of the Junior Achievement program.

11. Determining disputes and conflicts in local operations, or between areas of operation.

12. Holding annual national conferences for achievers.

13. Providing and administering suitable incentives such as National Awards, Scholarship programs, etc.


15. Carrying a national blanket accident liability policy incurring Junior Achievement, Incorporated and/or local groups against suit or legal action growing out of an accident. The cost is pro-rated in accordance with number of achievers.

16. Providing a national retirement plan (on a contributory basis) and a group insurance plan, available to the national and local staff personnel.
17. Promoting and organizing local groups for new areas throughout the United States.

Even though Junior Achievement is national in scope, its success or failure depends upon the activities of each operating area. If nationwide coverage and growth is to be realized, all operating areas must maintain a high standard of performance and must follow the same policies, basic patterns and procedures that are established by the national organization.

Regional. There is no formally organized regional organization as there is nationally, and locally. There are three so-called regions, however, with a field director for each. The field director for the West Coast Region has general supervision for the operating areas in California, Oregon, and Washington. The field director for the Central Region has general supervision of the operating areas in four states: Indiana, Kentucky, Michigan, and Ohio. The national field director is responsible for the operating areas in all other states.

Local. The responsibility and authority for operating the local program rests with the local Board of Directors. A breakdown of the local organization is presented in Table III. This Board is elected by the local contributors and meets approximately ten times each year. It is generally elected to hold office for one year. As indicated in the beginning of this chapter, each local board has one or more representatives on the National Board of Directors.
### Table III
HOW JUNIOR ACHIEVEMENT IS MANAGED LOCALLY

<table>
<thead>
<tr>
<th>JUNIOR ACHIEVEMENT BOARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elected by contributors</td>
</tr>
<tr>
<td>Meets about ten times a year</td>
</tr>
<tr>
<td>Represented on National Board</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JUNIOR ACHIEVEMENT STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed by Board</td>
</tr>
<tr>
<td>Consists of director and assistants in proportion to program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JUNIOR ACHIEVEMENT BUSINESS CENTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Houses Junior Achievement activity in community</td>
</tr>
<tr>
<td>Is supervised by staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACHIEVERS ASSOCIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consists of representative of companies</td>
</tr>
<tr>
<td>Makes suggestions to Board</td>
</tr>
</tbody>
</table>
In some large areas local advisory Councils and Executive Committees are organized following the national pattern. However, this is not the general local pattern.

The local Junior Achievement staff is employed by the Board of Directors. This staff consists of an Executive Director and other assistants needed to carry on the program. The Executive Director is responsible to the Board of Directors and conducts the local program according to their wishes and in compliance with national standards.

Each local group has the responsibility for the development, financing, promotion, and operation of Junior Achievement, in conformance with standard practices and procedures set forth by the national organization, in the territory covered by its charter. Some of its primary responsibilities are (20,p.4-7):

1. Applying for a yearly charter from the national organization.

2. Holding annual meeting for election of local Board of Directors and regular meeting of the Board thereafter.

3. Financing the program within the area.

4. Establishing yearly budget and number of Junior Achievement companies.

5. Obtaining, administering, and maintaining suitable business centers.

6. Securing sponsors and advisers; training advisers.

7. Recruiting achievers.

8. Securing of awards, scholarships, and incentives and arranging special activities designed to stimulate the local program.

9. Maintaining proper and adequate records; reports to the national organization when requested.

11. Issuing of receipts to contributors; copies of each to national headquarters.

12. Providing for withdrawal of funds in accordance with standard procedures.

Each operation is responsible for its own success. With the direction and cooperation of its Board of Directors, it must adapt the national program to local conditions. With each group understanding the overall purposes of the program, its relationships to other local groups and to Junior Achievement as a whole, the objectives of this learn-by-doing program may be realized on a national scale.

Summary. The national organization has the responsibility of developing and promoting Junior Achievement through chartered local groups throughout the United States. Its responsibility and authority is vested in a Board of Directors. This authority is then delegated to the Executive Committee which, in conjunction with the staff personnel, comprises the national organization.

The National Headquarters staff is responsible for the operational details of the national program. There are six major departments of operation: Administrative, Expansion, Field, Program, Public Relations, and Publicity.

The regional organization makes possible more help for each local operation from the national organization.

The responsibility and authority for operating the local program rests with the local Board of Directors. The Executive Director in each area is responsible to his Board and conducts the local program
according to their wishes and in compliance with national standards. Each local group has the responsibility for the development, financing, promotion, and operation of Junior Achievement in the territory covered by its charter.

The success or failure of Junior Achievement depends upon the activities of each operating area. All areas must maintain a high standard of performance and follow the same policies, basic patterns, and procedures that are established by the national organization if nationwide coverage and growth is to be realized.

One of the most significant features of the organizational pattern of Junior Achievement is that it provides for the development of national standards and at the same time meets the needs of the communities in which it operates. Each area not only supports the national organization financially but has a part in determining national policies.
CHAPTER V
ANALYSIS OF LOCAL PROGRAMS

This chapter is concerned with a discussion of the details involved in organizing and operating a Junior Achievement program in a local area. The initial organization; securing sponsors and advisers; organizing, operating, and finally liquidating a Junior Achievement company; and the awards and incentives connected with the program are fully explained. The techniques used in collecting the data were a review of literature, personal conferences, and direct observation and participation. Organizational and operational manuals; promotional literature; record forms and books; and magazine and newspaper articles were reviewed. Personal conferences with various national and local staff personnel were held. Direct observation and participation in a local program was a constant source of information. The discussion which follows is based on the information received from these sources.

Each local Junior Achievement operation is autonomous. However, all follow a general pattern in their methods of operation. The local program is chartered by the national organization and operates under a franchise type agreement. The contributors to a local program elect members to the local Junior Achievement Board of Directors each year. The membership of this board, composed of business, civic, and educational leaders in each community, generally hold office for one year. It assumes the responsibility for guiding and financing the program. A trained and qualified executive director, employed by the local Board of Directors, is responsible for the direct organization and management
of a local program. Adult volunteer advisers and other staff personnel assist the executive director in operating the program. It is designed to give high school boys and girls experience in ownership, experience in management, and experience in working for something. The desired results of these experiences are employers, employees and citizens who understand the freedom, incentives, and opportunities which private enterprise and private ownership provide for the American worker, owner, manager, and investor.

Initial Organization. Prior to the first meeting dealing with the possible establishment of Junior Achievement in a new community, it is quite likely that one or more individuals have been "introduced" to the program and have become enthusiastic about getting it started. The situations which produce this enthusiasm are naturally varied. It may be a program at a luncheon club, as was the case in Columbus, Ohio. The person responsible for getting Junior Achievement started in this city was in New York City on business and happened to attend a Rotary luncheon at which the story of Junior Achievement was presented. The story interested him very much and he returned rather enthusiastic about starting Junior Achievement in Columbus. He talked to several of his business friends and some of them visited other cities in Ohio where Junior Achievement was already operating. It was considered advisable to have a program, similar to the one he had heard in New York, presented to the Columbus Rotary Club. This person's enthusiasm spread and the project was referred to the Youth Service Committee. A chairman was appointed, the national office of Junior Achievement was contacted, and plans
materialized to begin negotiations which resulted in bringing Junior Achievement to Columbus.

1. **Introductory Meeting.** Before any formal steps are taken to organize Junior Achievement in a local community, a group of leading businessmen get together to study the program carefully. If the program is to be successful, they must thoroughly understand Junior Achievement, its plan of operation for their particular community, and the cooperation required by local businessmen and organizations. A staff member from Junior Achievement headquarters who is well qualified to explain every phase of Junior Achievement is invited to attend this meeting. If sufficient interest is shown by the group of leading citizens attending this introductory meeting and they are willing to counsel and cooperate in the establishment of Junior Achievement locally, plans can be made to go ahead. Without this willingness and interest, any attempt to organize Junior Achievement would be unwise.

2. **Kick-Off Meeting.** After this small group of businessmen has determined to go ahead, the next step is to choose at least one or preferably two or three prominent men in the community to act as hosts on behalf of Junior Achievement (18,p.10). The hosts then plan what may be referred to as the "kick-off" meeting. The leading representatives of business, civic and educational affairs are invited to attend a luncheon or dinner meeting. Only the top people are invited because in the final analysis they are the ones who must approve their own organization's support of Junior Achievement. The number to be invited depends
upon local conditions. At this meeting the entire story of Junior Achievement is presented for the approval of the group assembled. Junior Achievement, Incorporated will provide the speakers and the program and as its investment in getting the community started, is willing to underwrite the cost of the meeting (18,p.10).

3. Formation of Advisory Council. An Advisory Council, with a minimum membership of fifteen, and as large as local conditions warrant, is formed at this "kick-off" meeting. Either a permanent or a temporary chairman and a chairman of finance are selected. A full Junior Achievement Committee should consist of top executives of the leading industrial plants; bank officials; executives from newspapers, department stores, professions, and other businesses; the superintendent of schools, and possibly the president of the Board of Education.

The first job of the newly formed Advisory Council is to launch a program to raise the funds necessary to begin Junior Achievement in the local community. An outline of the budget required is presented as Exhibit 23 in Appendix B. The size of the program selected for the individual city determines the amount to be raised. The initial first year budget suggested by the national office ranges from $25,000.00 under Plan I to $350.00 per company plus business center under Plan IV. Fund-raising techniques successfully used in other communities, literature for distribution, and a certain amount of secretarial help to get the project started are furnished by Junior Achievement, Incorporated.
4. Appointment of an Executive Director. The successful operation of a Junior Achievement program requires a trained and qualified executive director to organize and stimulate the work of the volunteers. The appointment of this director is the next step in organizing a local program. The national organization maintains a national training school which is constantly recruiting and training personnel. Upon request it will recommend candidates. The local committee can then select its director from the applicants recommended.

One of the first tasks of the newly appointed executive director is to secure sponsors for the program. Members of the local committee work very closely with him in explaining the program to the business community. The director and contact men of the sponsoring organization work together in recruiting three advisers for each Junior Achievement company from its personnel or membership.

5. Business Center. With the budget raised, an executive director employed, sponsors secured, and advisers recruited, the next step is the location and establishment of a business center. This center must be located centrally since the achievers will be coming from all parts of the city. It must be easily accessible, attractive, and equipped with basic machinery, tools and furniture for the different types of operations to be carried on by the various companies. It must be constantly supervised if the program is to make the greatest contribution to the youth for whom it is designed.
6. **Recruiting.** Now "the house is in order" but no achievers have been selected to participate in the program. Early in the organization procedure, arrangements have been made with the local school authorities to present Junior Achievement at the school assemblies. The next major task for the director is to present the program to the juniors and seniors in the public, parochial, and private high schools in the city. The system best suited to the local community is used to recruit achievers. They are then given an opportunity to join on a volunteer basis.

Either immediately before or during the same weeks that achievers are being recruited, the advisers are given a short training course. During this course they are trained in the basic fundamentals of the program and the techniques of working with and teaching young people.

When the achiever recruiting program is completed those chosen to participate are notified to report to the business center. At this time the trained advisers and achievers are brought together and the actual organization of Junior Achievement companies begins. The organization of a Junior Achievement company is fully discussed in another section of this chapter.

A suggested time table for starting Junior Achievement in a new community is presented as Exhibit 24 in Appendix B.

7. **Plans of Operation.** The national office has developed four different plans for establishing and operating Junior Achievement. Each plan is particularly suited to the needs of communities of various sizes and types. Plan I is designed to operate in cities with a population of 100,000 or more and a minimum program of twenty-five Junior Achievement
<table>
<thead>
<tr>
<th></th>
<th>PLAN I</th>
<th>PLAN II</th>
<th>PLAN III</th>
<th>PLAN IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size of City (Population)</td>
<td>100,000 and over</td>
<td>50,000 to 100,000</td>
<td>15,000 to 50,000</td>
<td>15,000 and under</td>
</tr>
<tr>
<td>Supervision</td>
<td>Full-time paid director and secretary</td>
<td>Full-time or part-time paid director and full or part-time secretary</td>
<td>Director loaned by local industry - limited secretarial help</td>
<td>Supervision by mail from National Headquarters</td>
</tr>
<tr>
<td>Size of Program</td>
<td>25 J.A. companies the first year</td>
<td>12-18 J.A. companies</td>
<td>4-8 J.A. companies</td>
<td>1-3 J.A. companies</td>
</tr>
<tr>
<td>Headquarters</td>
<td>Large business center and office</td>
<td>Medium business center and office</td>
<td>Small business center</td>
<td>One room center or suitable space in school or plant</td>
</tr>
<tr>
<td>Initial First Year Budget</td>
<td>$25,000*</td>
<td>$15,000*</td>
<td>$3,000 plus part-time director and business center</td>
<td>$350 per company plus business center</td>
</tr>
</tbody>
</table>

*In the first year budget there are several thousand dollars invested in setting up a business center which is not repeated in subsequent years. This is a capital investment and should be recognized by the local community as such.*
companies the first year. Plan II serves the city with a population of 50,000 to 100,000 and provides for a minimum of twelve Junior Achievement companies. A city with a population of 15,000 to 50,000 and four to eight Junior Achievement companies operates under Plan III. The small city, with a population of 15,000 or less, is cared for with Plan IV. This plan calls for the operation of from one to three Junior Achievement companies. A brief outline of these plans may be found in Table IV.

**Sponsors and Advisers.** A sponsor must be secured for each Junior Achievement company that is to be organized in the fall. The executive director and members of the Board of Directors are always on the alert to take advantage of an opportunity to recruit new sponsors, as well as to keep the old ones.

1. **Initial Contacts.** Generally, the executive director calls on the proper company representative to discuss Junior Achievement with him and try to interest him in sponsoring a Junior Achievement company. In reality, a business organization is actually "sold" on the idea of sponsorship in a variety of ways and situations. Its first introduction to Junior Achievement may be the result of any one of its personnel attending one of a variety of meetings. The writer is familiar with one case where Junior Achievement was "sold" to a company as a result of numerous visits of one of its member's with his father-in-law. The executive director called on this person to talk to him about his company sponsoring a Junior Achievement company. He began by explaining just what Junior Achievement was and how it operated. The company representative
said, "I understand all of that. My father-in-law is a member of your Board of Directors and every time I visit him he talks Junior Achievement to me. He has already convinced me that my company should be a sponsor. I want to know the details of sponsorship and what we must do to be ready for the boys and girls in the fall." In this case the "selling" job had been accomplished before the executive director made his first contact.

This is the exception rather than the rule, however. There are other cases where the executive director finds it necessary to make many calls and explanations to several different members of a firm before it agrees to sponsorship. As indicated, the executive director is responsible for recruiting sponsors but many other persons connected with Junior Achievement actually convince a business organization that it should sponsor a Junior Achievement company.

2. **Advisory Personnel.** When a business organization decides to sponsor a Junior Achievement company, it agrees to furnish three adult advisers from its organization. These three persons assume the responsibility for guiding a group of boys and girls in organizing, operating, and finally liquidating their Junior Achievement company. They agree to meet with the company, at the business center, for two hours, one night each week, during the regular school year. Exhibit 3 shows a group of advisers making last minute checks on details of company operation before entering the building.

The normal pattern of organization calls for three adult advisers for each Junior Achievement company, namely, a business adviser, a production adviser, and a sales adviser. It is the primary responsibility
Exhibit 3

ADVISERS CHECK ON DETAILS
of the business adviser to assist the achievers in solving their problems relative to matters of business procedure, such as organization, finance, bookkeeping and general management. The production adviser's primary responsibility is to help the Junior Achievement company select and produce a product or service which is technically practical and within the limits of the company. He advises on production procedure, methods and control. The sales adviser is primarily responsible for advice on such matters as the market, the product, packaging, the sales campaign, publicity, etc.

The success of the entire program of Junior Achievement is dependent upon the cooperative effort of many "teams." Yet, the team of advisers for each Junior Achievement company, more than any other person or persons in Junior Achievement, determines the success of the program. These are the men who are in direct contact with the young people for whom the program is designed. They are the most influential in interpreting American business procedures and principles and in helping the achievers "try their wings" at organizing and operating a business. They are constantly helping the achievers solve the problems encountered. Each adviser, although responsible for guidance in a particular phase of the company's business, is a member of this team whose cooperative effort seeks to help the achievers operate their company successfully.

3. Adviser Training. Sometime previous to the first organizational meeting of the Junior Achievement company, all advisers for the coming year are given the opportunity to attend a training session. Naturally, the details of this training session will vary in the different
localities where Junior Achievement operates. It may be three or four short sessions or one continuous meeting. Various problems that deal with the organization and operation of the Junior Achievement companies which these advisers will soon be helping to organize, are discussed during this training session. Some of the topics for discussion are:

Background of Junior Achievement

What Junior Achievement Means to American Business

Role of Adviser and Sponsor

The Product

Safety in the Junior Achievement Business Center

The Five Organizational Meetings

It is evident that it would be impossible to discuss all problems to be faced during the life of the Junior Achievement companies during these training sessions. However, these meetings do give new advisers the details necessary to help achieveers organize their company and get into production. With the specific details of operation received in these training sessions and the "know-how" that each adviser possesses, he is well prepared to guide the activities of the youth under his supervision.

Organizing a Junior Achievement Company. Before the young people meet to begin the actual organization of a Junior Achievement company, the local staff is busy with the details leading up to this major event. The machinery has been set in motion long before the young people meet to start their experience in organizing, operating, and finally liquidating a business. Sponsoring companies have been secured and the advisers
furnished by them have attended the training sessions. The business center has been put in order, adequate supplies have been received, achiever recruiting programs have been completed, and those chosen to participate have been notified to appear for the first organizational meeting.

1. Recruiting Achievers. Each one of the many methods used in recruiting achievers is designed to acquaint high school boys and girls of a community with the opportunities offered by Junior Achievement. School assembly programs, radio and television spots, newspaper editorials, posters on commercial vehicles, store window displays, and many other methods are used effectively in different areas. The school assembly program is probably the most universally used method. It is desirable to give the students in all of the public, parochial, and private senior high schools of a given area the opportunity to apply for membership in Junior Achievement. However, local conditions do not always permit this.

The details of a Junior Achievement assembly program in the high schools vary from area to area but they are essentially the same. When the schools open in the fall, the local Executive Director sends a letter to the principal of each school asking for confirmation of the date and hour previously agreed upon. Attached to this letter is a suggested agenda for the assembly which gives the approximate timing and speakers for the program. This agenda is presented as Exhibit 25 in Appendix B. The assembly audience may be composed of any combination of the tenth, eleventh, and twelfth grades or any single one of them. This is the
result of varying school policies and personal desires of the school officials involved, as well as the program objectives of the local Junior Achievement Board of Directors. This assembly is approximately forty minutes in length, the timing being adjusted to coincide with the schedule of the school.

The school official in charge of the assembly opens the program with an appropriate welcome. He explains that the program is being presented by Junior Achievement, Incorporated, a national organization which provides high school students an opportunity to get valuable business experience by actually organizing and operating a business of their own. He then introduces the local Executive Director.

The Executive Director outlines some of the benefits to be derived from participation in Junior Achievement: opportunity to meet and work with students from other schools; opportunity to meet and work with businessmen who serve as advisers; in some instances, job opportunities; college scholarships; plant tours; etc. He explains to the group that leading businessmen of the community make the entire Junior Achievement program possible, then introduces a local business executive who is a member of the Board of Directors of Junior Achievement.

The business executive explains why business is interested in providing this opportunity for the youth of the community. He points out that the student and business have a future together and that Junior Achievement provides training that will help meet the need for experience.

The Executive Director next introduces an appropriate film which shows Junior Achievement in action. After the film is shown, the Board
Member reviews it. So far the speakers have been talking in generalities. To get down to specifics, the Board Member introduces one of the local achievers, preferably, one who attends the school in which the program is being presented.

The Achiever tells about his experience in the Junior Achievement company he was a member of the previous year. He tells how he met and worked with boys and girls from other schools and businessmen serving as advisers to Junior Achievement companies. He tells about scholarships, National Junior Achievers Conference, Speakers Corps, sales experience, sales clinic, and other activities in which he participated.

The Executive Director then concludes the presentation. He enumerates the fields in which the companies will operate and explains that applicants may select their field of interest. The details of applying for membership are explained. He closes by thanking the students for their attention to the presentation and the school official for arranging the assembly and granting Junior Achievement this time.

2. Application for Membership. The membership application forms vary a great deal in the different areas. Several areas, however, use an 8½" x 11" mimeographed sheet requesting the essential information only. A sample form is presented as Exhibit 26 in Appendix B.

In most all centers where Junior Achievement operates there are more applicants for the training than can be accommodated. This makes a selective process necessary. The criteria used vary from one area to the other. The process used must, of course, be in keeping with national policies. Generally speaking, the tenth, eleventh, and twelfth grade
enrollment of a given school determines the proportionate number of applicants to be chosen from that school. However, the popularity of Junior Achievement in a given school, and the attitude of the administrative and instructional staff greatly influence the number of applicants. There are some schools that do not permit the recruiting program to be presented and even frown upon any of its students participating in Junior Achievement. This is the exception to the rule, however.

Some of the applicants are automatically eliminated by the choices they indicate. The application form generally provides for a first, second, third, and fourth choice of fields of interest. The nights which the applicant can attend are also indicated on the application blank. Some of the boys and girls indicate only one or two fields of interest and can attend on only one or two nights. One application which indicated a first choice in ceramics and a second choice in plastics, indicated neither a third nor a fourth choice and could attend on Wednesday nights only. These choices automatically eliminated the applicant because those companies working in the field of ceramics and plastics did not operate on Wednesday nights.

A sincere effort is made to place an applicant in a company operating in the field of his first choice. This is not always possible and some are placed in companies operating in fields of their second, and even third or fourth choices. However, the basic business experience in any type of company is essentially the same.

3. **Notification of Acceptance.** The selective process, in most areas, results in a tentative roster for each company. Those chosen to
participate are notified by mail to appear for the first meeting. This letter congratulates the successful applicant and explains that he is eligible to join with other boys and girls in forming a Junior Achievement company. He is requested to report to the business center at a given time and date.

4. Organizational Meetings. The first five meetings of a Junior Achievement company are referred to as an organizational period. During this period, the basic principles and laws governing the organization and operation of a business are discussed with the achievers. A thorough understanding of these enables the achievers to organize a company which will operate successfully. Junior Achievement, Incorporated has prepared an Adviser's Guide in which the agendas for these organizational meetings are explained in detail (15, p.105-198). Each adviser is issued one of these guides. Not only the advisers, but all Junior Achievement personnel, find it to be a constant source of valuable information.

a. First Meeting. This meeting is the beginning of an opportunity for a group of young people to gain experience in ownership, in managing, and in working for something. This experience will not be accidental. It is carefully planned by adult advisers who are well qualified to guide the achievers in this business venture. The major items to be included in the agenda for this first meeting are as follows:

1) Registration of achievers.

2) Introduction of advisers.

3) Each achiever introduces himself: Name, school, why he joined Junior Achievement, member of Junior Achievement previously, etc.
4) Chief adviser gives introductory remarks on Junior Achievement: "What can I get out of Junior Achievement?" and "What must I put into Junior Achievement?"

5) Chief adviser explains, "What we do in Junior Achievement" - This is actually a preview of the first five meetings.

6) Production adviser presents "starter suggestion."

7) Sales adviser discusses packaging, advertising, and marketing of the product.

8) Discussion and vote on starter suggestion.

9) Discussion of company name and vote on same.

10) Chief adviser explains why a charter is needed, the application for the charter and what the Junior Achievement company gets with the charter, - Calls for vote to apply for a charter.

11) Entire group completes charter application.

12) Chief adviser explains why a Junior Achievement company sells stock and also the stock certificate. A photostatic copy of this certificate is presented as Exhibit 4.

13) Chief adviser discusses initial capitalization and calls for a vote on same.

14) Sales adviser explains details of stock sales procedure.

15) Sales adviser explains purpose of a prospectus - Each achiever makes out a prospectus for his own use.

16) Practice selling stock to members.

17) Production adviser explains the business center and the need for a work space committee; appoints three members to serve on this
Exhibit 4

STOCK CERTIFICATE

NO. 12096

Day: 19

This certifies that is the owner of shares, par value fifty cents each, of the capital stock of the A JUNIOR ACHIEVEMENT CO.

Located in

ADVISER

MILITARY

Front

AS A STOCKHOLDER IN THIS JUNIOR ACHIEVEMENT COMPANY

YOU have become a part of a constructive program for American youth (15 to 21).
YOU are assisting young people to "learn by doing" in a miniature business of their own.
YOU have the responsibility of helping your investment to pay dividends—in youth experience.
YOU should:
Attend stockholders meetings . . . . . May of each year.
Visit the J. A. Company in operation . . . . They meet weekly.
Offer encouragement and suggestions . . . . They'll welcome it.
YOU have an important role to play in the success of this Junior Achievement Company.

JUNIOR ACHIEVEMENT

— is a nationwide program established by business, educational and civic leaders.
— organizes groups of young people between the ages of 15 and 21 into miniature companies of their own.
— teaches what it means to own, manage

Back
committee and asks them to meet immediately after adjournment of this meeting.

18) Chief adviser tells group about next meeting.

19) Sales adviser distributes stock envelopes and answers last minute questions. A sample of this envelope is presented as Exhibit 28 in Appendix B.

20) First meeting adjourns.

21) Work space committee meets with production adviser.

The importance of keeping accurate and legible records is emphasized constantly. Even though the secretary and the treasurer will be keeping the majority of the records, each member of the company is responsible for filling out miscellaneous forms that will become a part of the company records. There is no more appropriate time for emphasizing this than the very first organizational meeting of the group.

When each adviser is introduced to the group, not only his name but also his position in the sponsoring company is given. These advisers are busy men and their free time is rather limited. The fact that they are willing to give one night each week, as well as additional time during the day and on weekends, impresses the importance of Junior Achievement upon their group of young people.

The achievers are at an age where they are anxious for action. Consequently, they want to get busy producing something at the earliest possible date. However, the advisers explain to them that the wise choice of a product to be manufactured for sale very largely determines the success of the Junior Achievement company. The production adviser
presents a "starter suggestion" which the team of advisers feels will be a good product for the company to manufacture. Such items as use, why recommended, tools and materials required, availability of materials, jobs involved in production, proposed method of production, and opportunity for all to participate are discussed with the group. In the majority of cases the achievers accept the starter suggestion but not always. Pictures of products manufactured by Junior Achievement companies are presented as Exhibit 5.

The chief adviser explains that big business corporations get a charter from the Secretary of State, but the Junior Achievement company gets a charter from Junior Achievement, Incorporated. A photostatic copy of a Junior Achievement company charter is presented as Exhibit 6. This charter gives the company: (1) The right to operate as a Junior Achievement Company, (2) Eligibility for awards, scholarships, and MAJAC, (3) All benefits of the official Junior Achievement program. At the conclusion of the explanation, all advisers and achievers cooperate in filling out the charter application. This form is presented as Exhibit 27 in Appendix B.

It is evident that a Junior Achievement company needs money to do business. The chief adviser explains that this money will be raised by selling stock. Each member of the company is required to purchase at least one share of stock at $0.50 but no individual may purchase more than five shares. The meaning and significance of the terms stock, shares, stockholder, stock certificate, and proof of ownership are discussed with the achievers. At the conclusion of this explanation he
Exhibit 5

PRODUCTS OF JUNIOR ACHIEVEMENT COMPANIES
CHARTER

Be It Known That

C A M C O

A Junior Achievement Company

Sponsored by

COLUMBUS BOLT & FORGING CO.

having fulfilled the requirements for organization and accepted the responsibility for management and operation, is hereby granted for itself and its members all rights, and privileges conferred by this official Junior Achievement Charter—Number 7956

In Witness Whereof we have hereunto set our signatures and the Seal of the Corporation

this 8th day of October 1953

[Signatures]

PRESIDENT

SECRETARY

CHAIRMAN OF THE BOARD

NATIONAL EXECUTIVE DIRECTOR

JUNIOR ACHIEVEMENT, INC.
he suggests that the initial capitalization be $100.00, 200 shares at $0.50 each. The company can decide later to increase this capitalization if more money is needed.

The sales adviser explains to the achievers that a prospectus is an easy way of showing a prospective customer a quick picture of:

His Junior Achievement Company.

Place of business.

Purpose of the Junior Achievement Company.

Amount of money to be raised.

What the capital will be used for.

Names of sponsor and advisers.

A photostatic copy of a Junior Achievement company prospectus is presented as Exhibit 7. This prospectus is an aid to the achiever when selling stock.

The production adviser appoints the work space committee to assist in deciding on the work space, to go over rental charges, and to check on lease and equipment charges. Table V presents a breakdown of the capital deposits required for the equipment used. The work space committee which reports at the next meeting, will find that rent for the work space is $2.00 per month, to be paid in advance starting with the fifth meeting. The minimum capital deposit is $10.00 for the lockers and benches with an additional $5.00 for each machine. The maximum capital deposit for any Junior Achievement company is $30.00.
JUNIOR ACHIEVEMENT

A nationwide program established by business, educational and civic leaders.

Organizes groups of young people between the ages of 16 and 21 into miniature companies of their own.

Teaches what it means to own, manage and work for a business enterprise.

Is an extra-curricular, learn-by-doing activity.

Gives boys and girls experience in record keeping, producing and selling goods or services, paying and receiving wages, using capital.

LEARNING BY DOING
the fundamentals of American Business.

---

The [Name of Company] was organized with [Number of Members] teen-age members on the [Date] day of 19[Year] for the primary purpose of education and training in business fundamentals as involved in the production and sale of [Product or Service].

The members of the company believe they possess the necessary skills, the initiative and resourcefulness to carry through successfully in this business.

A preliminary survey of production costs, and sales prospects indicates that a fair profit is possible.

The company has voted to raise $[Initial Capital] initial capital through the sale of shares of common, non-transferable stock with a par value of fifty cents each.

This capital will be used to purchase [Estimated Cost] [Yeast, Materials, Supplies, etc.] has agreed to act as [Name of Sponsor] sponsoring organization for this Junior Achievement company and to supply from its staff the following adult advisers:

[Business Adviser]
[Sales Adviser]
[Production Adviser]

No individual may purchase more than five shares. Stockholders meetings are held in May of each year.
Table V
TYPICAL CAPITAL DEPOSITS and DEPRECIATION CHARGES FOR EQUIPMENT AND FURNISHINGS

<table>
<thead>
<tr>
<th>Work Space</th>
<th>Capital Deposit</th>
<th>Annual Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipped with benches, stools and locker only</td>
<td>$10.00</td>
<td>20%</td>
</tr>
<tr>
<td>Equipped with benches, locker and 1 machine</td>
<td>15.00</td>
<td>20%</td>
</tr>
<tr>
<td>Equipped with benches, locker and 2 machines</td>
<td>20.00</td>
<td>20%</td>
</tr>
<tr>
<td>Equipped with benches, locker and 3 machines</td>
<td>25.00</td>
<td>20%</td>
</tr>
<tr>
<td>Equipped with benches, locker and 4 machines</td>
<td>30.00</td>
<td>20%</td>
</tr>
</tbody>
</table>

(A larger deposit may be required for special equipment)

b. Second Meeting. Very early in the second meeting a president, secretary, and treasurer is elected so that further business may be completed during the meeting. The suggested agenda for the second meeting follows:

1) Chief adviser calls roll, records attendance and appoints nominating committee of three to select candidates for president, secretary, and treasurer.

2) Chief adviser meets in another room with the nominating committee, explains duties of the officers and their terms, and diplomatically suggests likely starting officers.

3) Production adviser calls for report of work space committee in which they recommend the lease for adoption by the Junior Achievement company.
4) Production adviser explains lease and calls for vote of approval for signing of lease.

5) Sales adviser collects stock pledges, reports on pledges secured, and explains processing of stock certificates.

6) Sales adviser prepares group for elections then turns the meeting over to the chief adviser.

7) Chief adviser briefly explains duties of officers and term of office after which he calls for report of nominating committee.

8) Officers are elected.

9) Chief adviser helps officers work on stock and set up records. Production adviser assists group in setting up production. Sales adviser checks on pledges and determines the need for more stock sales.

10) Chief adviser calls business meeting of entire group after members’ stock certificates are completed; each “salesman” delivers stock certificate to person he sold at first meeting; and the treasurer completes salesman’s receipt.

11) Members return to respective jobs.

12) Chief adviser calls another business meeting as soon as all stock processing is completed and reports progress.

13) Chief adviser explains need for a bank account and the procedure for signing checks then calls for vote authorizing treasurer to open the bank account.

14) Chief adviser announces that the president will preside at next meeting.
15) Sales adviser distributes stock certificates, reports progress of stock sales and gives additional sales help.

16) Production adviser reports progress.

17) Chief adviser reviews what has been accomplished, explains what is scheduled for next week, commends group on progress then adjourns meeting.

The group of officers elected at the second meeting of the company serves until February, at which time another election will be held. This gives another group of achievers the opportunity to experience the responsibilities connected with executive positions.

When explaining the lease, the production adviser points out that the lease is between the Junior Achievement office and the Junior Achievement company for their work space during the specified hours and day of the week. A photostatic copy of a Junior Achievement company lease is presented as Exhibit 8. Rent is $2.00 per month beginning with the fifth meeting of the company. Heat, power, and lights are furnished by the Junior Achievement office. The Junior Achievement company agrees to keep the work space clean. The production adviser explains the capital deposit and depreciation charges then indicates that the lease will have to be signed by the president or secretary and that the work space committee recommends that the company accept the lease.

The banking procedure for a Junior Achievement company varies according to local situations. Some areas are fortunate in getting a local bank to sponsor a Junior Achievement company which operates a regular bank at the business center. When a Junior Achievement bank
LEASE

THIS LEASE, made and entered into, this __________ day of __________, 19 __________, by and between JUNIOR ACHIEVEMENT, hereinafter called Lessee, and COMPANY, hereinafter called Lessor.

WITNESSETH. That the Lessor, in consideration of the educational purposes of Junior Achievement and of the rents and agreements hereinafter mentioned, has leased to said Lessee work space designated as

PREMISES & USE

for the purpose of carrying on their company enterprise, between the hours of __________ and __________, to have and to hold same

TERM & RENTAL

on __________ of every week commencing on __________, and continuing for a period of one year, for the sum of __________ per month, payable monthly, in advance, beginning with 1st company meeting. (Rental shall cease upon termination of Company).

CONDITIONS

The Lessee agrees to furnish light and heat for the work space.
The Lessee agrees to keep the workspace clean and in good order.
The Lessee further agrees to provide for the use of the Lessee the following

EQUIPMENT & FURNISHINGS

(moving parts easily detachable are not provided by Lessor. e.g. blades on Jig saws, bits, disc & bands for sanders, special blades and dado equipment for table saws, etc. These must be supplied by Lessee).

CAPITAL DEPOSIT & DEPRECIATION

Which equipment and furnishings the Lessee agrees to use properly with reasonable care and in evidence of good faith, the Lessee will deposit with the Lessor, within four weeks of the date of this lease, a capital sum of __________ dollars ($ __________), to be refunded to the Lessee at the expiration of this Lease, except that the Lessee may make a 20% annual charge for depreciation and upkeep for the above equipment and furnishings. (See table next page.)

IN WITNESS WHEREOF, the said parties have executed this Lease in duplicate on the day and year above.

JUNIOR ACHIEVEMENT,

__________________________
Executive Director

(a Junior Achievement company)

__________________________
President

__________________________
Secretary
is not available, a night depository, or some other arrangement particularly suited to the local center, is used.

At the close of the second meeting, the chief adviser announces to the achievers that they will have one hour and twenty minutes for production at the next meeting. Getting into production means an increase in interest and consequently better attendance. A company must begin production as soon as possible if it expects to hold the interest of its members.

c. Third Meeting. The first twenty minutes of the third meeting is devoted to business, the next eighty minutes to production and the last twenty minutes to business. The president first assumes his responsibility of presiding at all meetings when he calls the third meeting to order. During this meeting:

1) President calls meeting to order.
2) Secretary calls roll.
3) Treasurer collects pledges and money.
4) President asks the chief adviser to give his report.
5) President asks the sales adviser to give his report.
6) President asks the production adviser to give his report.
7) President announces production period of eighty minutes.
8) President calls business meeting to order twenty minutes before close of evening's operations.
9) President gives brief report on production and finances then asks for comments by the chief adviser.
10) Chief adviser explains Board of Directors meeting, need for vice-president, and need for adoption of by-laws.

11) President appoints by-laws committee and outlines its duties.

12) President asks nominating committee to suggest names for vice-president next week.

13) President asks for comments by production adviser.

14) President asks for comments by sales adviser.

15) The president reviews accomplishments of the meeting; reminds committees of jobs to be done; gives preview of next meeting; checks on good housekeeping; thanks group for cooperation; and adjourns the meeting.

This agenda indicates a very definite shift of responsibility for operating the Junior Achievement company from the team of advisers to the company officers. The advisers are now reporting to the members of the company, at the request of the president. The advisers are now able to assume their responsibility of guidance rather than operating the company. It will be noted also that the achievers have been led into this responsibility gradually by committee membership and other responsibilities during the first two meetings.

The chief adviser's report at the beginning of the third meeting is concerned with the issuing of stock certificates, collection and banking of money, and payment of approved purchased orders.

The sales adviser reports on stock delivered to date, additional pledges received, total sales, and the amount of stock yet to be sold. He emphasizes the fact that stock sales are about finished and the
delivery of certificates should be completed by the next meeting. He points out that soon the company will have products to sell.

The production adviser reports on progress thus far and solicits the help of all members in production when the "book-work" is completed. He reminds the achievers that one of them will be chosen as the production manager next meeting. Also, "We want to produce so the sales department can get going."

At the conclusion of his report, each adviser turns the group back to the president with a remark that will build up the president's importance. A remark such as, "That concludes my report, Mr. President," makes the president feel that he is the one who is responsible for the successful operation of the company. The role of each adviser is that of a consultant in the various phases of the company's operation. This, of course, does not mean doing the work for the achievers but guiding them in the successful operation of their company. Each adviser must keep the president abreast of developments continuously. This will help to prepare the president to take over his supervisory functions, as well as to keep him up-to-date in his progress reports to the members of the company.

d. Fourth Meeting. During the fourth meeting, the vice-president is elected and the production and sales managers are appointed. When the items of business on the agenda for this meeting are completed, the group will be completely organized as a Junior Achievement company.

The agenda for the fourth meeting follows:

1) President calls meeting to order.
2) Secretary calls roll and reads minutes of last meeting.

3) Treasurer reports.

4) President calls on chief adviser to explain purpose of Board of Directors and by-laws.

5) Chairman of by-laws committee reports.

6) By-laws are voted on.

7) President explains duties of vice-president and asks for report of nominating committee.

8) Vice-president is elected.

9) President asks chief adviser to explain charter fee invoice. The form for this invoice is presented as Exhibit 29 in Appendix B.

10) After calling for the vote on payment of fees, the president asks the chief adviser to discuss stock authorized and issued.

11) Vote on capitalization.

12) President explains duties of production manager and appoints same.

13) President explains duties of sales manager and appoints same.

14) Sales adviser and manager work with president in figuring costs, sales price, and plan; production adviser and manager assist in production and work on four-week production plan. The production adviser also assists sales adviser, manager, and president in figuring costs and sales price. The chief adviser assists the treasurer in preparing a monthly report and the president in working out salary suggestions.

15) President calls business meeting to order twenty minutes prior to closing time.
16) President appoints committee on awards; asks production manager to have four-week production plan for next meeting; asks sales manager to have sales plan ready for next meeting; reviews this meeting's accomplishments; gives preview of next meeting; checks on housekeeping; adjourns the meeting.

The chief adviser explains that, like big business, the Board of Directors controls the company, and that the Board of this company consists of its members. Each Junior Achievement company meets as a Board of Directors the first hour of the first meeting in each month throughout the life of the company. During these meetings, the problems dealing with the successful operation of the company are discussed and a solution sought. The adviser points out that a Board of Directors controls a company through the officers it elects (and the by-laws it approves) and that this Junior Achievement company was performing the functions of the Board when it elected its officers at the second meeting. He also explains that the by-laws control membership, stockholders, directors, and officers.

Junior Achievement, Incorporated publishes suggested by-laws to be used by all companies. A photostatic copy of these by-laws is presented as Exhibit 9. These may be amended to conform to individual company needs.

The president explains to the company that the vice-president is the official representative of the company at the local Achievers' Association. The chief adviser explains that the company has applied for a charter and that it will be eligible for its official charter
ARTICLE I—NAME AND MEMBERSHIP

1. The name of this Junior Achievement Company shall be

A Junior Achievement Company.

2. Membership in this Junior Achievement Company shall be restricted to the owners and such other young men and women, fifteen to twenty-one years of age, who shall be admitted upon application by majority vote of the Board of Directors. Each member must own one or more shares of stock in the company.

3. Any member of this company who is absent from five successive weekly meetings of the company shall lose his membership. Upon presenting an offense acceptable to the president and chief adviser, he is automatically reinstated as a member.

ARTICLE II—STOCKHOLDERS:

1. This Company is owned by its stockholders, who may vote, either in person or by proxy, at all regular or special meetings of stockholders. One vote for each share of stock held.

2. The Annual Meeting of stockholders shall be held the third week in March in a place and time designated by the Board of Directors. Special meetings may be called by resolution of the Board of Directors.

3. Written notice of meetings shall be mailed to stockholders not less than five days before such meetings.

4. A Quorum at any meeting of stockholders shall consist of one-half of the voting stock of the company, represented either in person or by proxy. A majority of such quorum shall decide any question that may come before the meeting.

5. The order of business at stockholders' meetings shall be:
   1. Roll call
   2. Reading of minutes
   3. Reports of officers and committees
   4. Unfinished business
   5. New business
   6. Election of Board of Directors
   7. Adjournment

ARTICLE III—DIRECTORS

1. The control of this Junior Achievement Company shall be in a Board of Directors, consisting of members of the company.

2. The Board of Directors shall meet each month at the first meeting of the company in that month. Special meetings may be called by the President, with the approval of the chief adviser.

3. A Quorum shall consist of a majority of the membership of the Board.

4. Officers of the company shall be elected twice a year by the Board of Directors, during its organization meetings, and at its first monthly meeting after the first of February.

5. Nominations for office shall be by a committee of three, appointed by the President not less than a week before the election, except that nominations for the first election of officers of a new company shall be by a committee of three, appointed by the chief adviser at the beginning of the second meeting.

ARTICLE IV—OFFICERS:

1. The Officers of the company shall be President, Vice-President, Secretary, Treasurer, Production Manager, and Sales Manager, and such others as the company may designate.

2. The President, Vice President, Secretary and Treasurer shall be elected by the Board of Directors and hold office until the next bi-annual election, or until a successor is elected. The Sales Manager and Production Manager shall be appointed by the President with the advice of the respective advisers, and shall hold office at the discretion of the President.

3. An elected Officer may be removed from office by a two-thirds vote of the Board of Directors at any regular monthly meeting.

ARTICLE V—DUTIES OF OFFICERS:

1. The President shall preside at all meetings, appoint and dismiss this company, and in cooperation with the Production Manager and the production adviser, assist in preparation of monthly production programs, and in general have supervision of the company. He is empowered to sign checks, issue certificates, and all other official documents of the company. He shall report to the Directors and to the stockholders.

2. The Vice President shall assume the duties of the President in his absence. He shall be the official representative of the company at the local achievements association.

3. The Secretary shall keep the minutes, issue notices of stockholders' meetings, be empowered to sign stock certificates, fill out and mail the application for charter, file and execute the certificates for the company, and he shall be the Treasurer of the company, making provisions with local J. A. Headquarters for all proper awards for all members. He shall appoint an assistant who is responsible to him.

4. The Treasurer shall have custody of all moneys of the company, shall open a checking account (as directed by the Board) with the assistance of a bank, and shall be empowered to write and sign checks, shall keep regular books as prescribed by Junior Achievement, and shall make regular monthly reports to local J. A. Headquarters on forms provided. All checks must be countersigned by an assistant.

5. The Sales Manager, with the advice and counsel of the sales adviser, shall plan and prepare a sales program for the company. He shall be the chief sales officer, leading and instructing all members in their sales efforts. He shall appoint an assistant who is responsible to him.

6. The Production Manager, working with the President and the Production Adviser, shall plan and prepare, in advance, a four week production program, assigning and supervising all work. He shall have charge of all tools and raw materials. If he be his duty, as production adviser, for the company to prepare a purchase ticket for each tool to be bought. He may appoint assistants as he needs.

ARTICLE VI—COMPENSATION:

1. The President, in consultation with the Treasurer and the Chief Adviser, shall recommend to the Board of Directors the salaries to be paid.

ARTICLE VII—LIQUIDATION:

1. This company is organized with the intention of operating for a period of one year—the normal life of a Junior Achievement company.

2. This company may be liquidated by a two-thirds vote of the Board of Directors at a special meeting called to consider liquidation.

ARTICLE VIII—AMENDMENTS:

1. These By-laws may be amended, repealed or altered by two-thirds vote of the Board of Directors at any regular meeting.
upon: (1) Payment of $2.00 charter fee, (2) Submitting to Junior Achievement headquarters evidence of satisfactory organization and operation as a Junior Achievement company, and (3) Selling one share of stock to Junior Achievement, Incorporated and deducting the $0.50 cost from the invoice for the charter fee.

When each company meets the requirements listed above, a charter will be issued by the national organization. All charters are dated as qualification is complete and are numbered in sequence. Expiration date is one year from date of issue, or when company liquidates. Exhibit 10 pictures the president of a Junior Achievement company receiving the company charter from a member of the local Board of Directors.

The chief adviser further explains that the charter fee invoice shows the charter fee to be $2.00 less $0.50 for one share of stock, or a net of $1.50. The invoice also carries the capital deposit charge of $____ for use of the equipment, and a rental charge of $2.00 per month, commencing with the fifth meeting. The chief adviser then gives the invoice to the president and suggests that a vote be taken to pay these charges.

In discussing stock authorized and issued, the chief adviser reminds the company that an initial stock sale of $100.00 was authorized and of this amount _____ shares have been sold, raising $____. In helping the company determine the capital requirements he presents a breakdown similar to this:
## TWO MONTHS OPERATION

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Wages</td>
<td>$ ____</td>
</tr>
<tr>
<td>Charter Fee</td>
<td>2.00</td>
</tr>
<tr>
<td>Capital Deposit</td>
<td>_______</td>
</tr>
<tr>
<td>Rent, Two Months</td>
<td>4.00</td>
</tr>
<tr>
<td>Stationery, Postage</td>
<td>_______</td>
</tr>
<tr>
<td>Materials</td>
<td>_______</td>
</tr>
<tr>
<td>Tools and Supplies</td>
<td>_______</td>
</tr>
<tr>
<td>Advertising</td>
<td>_______</td>
</tr>
<tr>
<td>Other Charges</td>
<td>_______</td>
</tr>
<tr>
<td>Sales Kits</td>
<td>_______</td>
</tr>
<tr>
<td>Transportation Costs</td>
<td>_______</td>
</tr>
<tr>
<td>Commissions</td>
<td>_______</td>
</tr>
</tbody>
</table>

**TOTAL** $ ____

Add 20% for Reserve ____

Capital Stock to be Sold $ ____

Based on the above table of estimates, the chief adviser makes recommendations for amount of stock to be authorized.

e. **Fifth Meeting.** The fifth meeting is the first Board of Directors meeting for the newly organized Junior Achievement company. During this meeting:

1) President calls meeting to order.
2) Secretary calls roll and reads minutes of last meeting.
3) Treasurer reads monthly report.
4) President reviews yearly company (business) schedule.
5) Production manager presents the four-week production plan for approval.

6) Sales manager presents the sales plan for approval.

7) President explains method of determining salaries, tells group of proposed salaries, requests treasurer to explain timekeeping record then asks for approval of salary schedule.

8) Vice-president reports his findings about Achievers' Association and recommends the company join the Association.

9) Secretary presents awards plan.

10) Production continues during the last hour.

11) A few minutes before adjournment, the president calls the group together to briefly review the last five meetings and give a preview of the meetings to follow.

In reviewing the yearly company schedule, the president reminds the company that:

a) The first meeting in each month is the Board of Directors meeting.

b) The monthly report for the previous month is to be submitted no later than the 10th of each month. The form for this report is presented as Exhibit 30 in Appendix B.

c) The third meeting in May is the stockholders' meeting and all companies prepare a stockholders' report for this meeting.

d) Inventory is to be made twice a year: last meeting in January, second week in May.

e) Officers are to be elected at the first meeting in February.
f) The calendar of events for the current year will show the final dates to qualify for a charter, to submit a product entry, to submit a stockholders' report, to file scholarship applications, and to submit "A" Award applications.

After briefly reviewing the past five meetings, the president emphasizes the fact that now the company is completely organized. The job now is to continue to operate the company so it will produce and sell its product at a profit, paying wages and earning stock dividends in the process.

The reader might ask why all the details in this section. What do they have to do with the subject of this dissertation? The successful operation of a Junior Achievement company is the result of much planning by different groups and individuals. In order to determine the real significance of any movement, it is necessary to analyze the stages through which it has passed to reach its present state of development. In this section the reader has been taken through the steps necessary to get a Junior Achievement company organized and ready for a greater concentration on production and sales.

Operating a Junior Achievement Company. There is not so definite a break from organization to operation as the titles of this and the preceding sections would indicate. These divisions seem wise, however, in order to present the details of organizing a business which are experienced by the members of a Junior Achievement company. The operation of a company extends from the first organizational meeting to the final liquidation meeting. Each member of the company, regardless of his
position in the organizational pattern, contributes to the operation of this business enterprise. Its success depends upon the cooperative effort of each member. It is of primary importance that each one realizes that his cooperative effort, or lack of it, can make a definite contribution to the success or failure of this experience in organizing and operating a business.

Both advisers and achievers must constantly bear in mind that a Junior Achievement company is a going business. Problems connected with management, production, and sales will be encountered and must be dealt with in a strictly business-like manner, otherwise the objectives of this experience will not be realized.

The operational details described in the foregoing paragraphs are primarily those of the Junior Achievement companies in Columbus, Ohio. This is a typical operating area, however, and the operations in any area would be very similar.

1. **Responsibilities of Elected Officers.** The Board of Directors of each company elects four officers: a President, Vice-President, Secretary, and Treasurer. As previously indicated, these officers are elected twice during the life of the company.

The President is responsible for the proper functioning of all departments of the company. He presides at all meetings, appoints sales and production managers, and assists in preparing monthly production programs. He is authorized to sign checks, stock certificates, and other official documents of the company. Monthly Board of Directors meetings, annual stockholders' meeting, and all other business meetings
are called by him. It is his duty to check on the work of other officers as well as require monthly reports from all departments. He must be sure the Secretary submits monthly reports to Junior Achievement headquarters. After consultation with the Treasurer, chief adviser, and production and sales departments, he recommends to the Board of Directors the salaries to be paid. A president who willingly assumes his responsibilities and tries to carry them out can accomplish a great deal in building a company spirit of cooperation.

It is the responsibility of the Vice-President to assume the duties of the President in his absence. He is the official representative of his company at the local Achievers' Association.

The Secretary keeps minutes of all meetings and carries on the correspondence for the company. He is responsible for the safe keeping of important company papers, is empowered to sign stock certificates, and issues notice of stockholders' meetings. Since he is the officer in charge of awards, it is his responsibility to make available pertinent information relative to the awards program. He must also prepare the entry blanks required and submit them to the proper authorities.

The Treasurer has custody of all monies of the company. With the assistance of an adviser, he opens a checking account as directed by the Board of Directors. He has the authority to write and sign checks which must be counter-signed by an adviser. He keeps regular books as prescribed by Junior Achievement, Incorporated and makes regular monthly reports to the local office on regular Junior Achievement forms.

When official duties have been fulfilled, each elected officer reports to the production manager for a work assignment.
2. **Production Responsibilities.** It is essential that production get under way at the second meeting or at the earliest possible moment. During this meeting, the production adviser begins to set up production of the company's starter product. He assigns those members to production jobs who are not involved in organizational details and instructs them in their various tasks. It is highly important that the emphasis be placed on business procedures so production will not take on the "atmosphere" of a handicraft club.

The problem of any production manager, whether it be a large corporation, a small business, or a Junior Achievement company, is to manufacture a product of highest quality at the lowest possible cost. The production manager for a Junior Achievement company, with the experienced counsel of the production adviser, has the responsibility for instruction and supervision in manufacturing the product selected. He assigns the members to various jobs and closely supervises their work. With the help of the production adviser, he trains company employees for specific jobs, including the proper care of the equipment used. He must also see that there is full employment during working hours.

The production manager works with the president and production adviser in preparing a four-week production plan. This plan involves a careful study of the type of product or service to be produced, tools and equipment available, and the abilities of the individual members who perform the necessary operations.

The production manager is also in charge of tools and raw materials. He becomes thoroughly familiar with the cost, quality, size, type,
and sources of materials and supplies used by his company. In the event the product is changed, this knowledge enables him to estimate what is involved in the change. The production manager of a Junior Achievement company serves as purchasing agent for the company and prepares purchase orders for each item to be bought. If the need arises, he may appoint assistants to help him.

The problems connected with the manufacture of the product are not the only responsibilities of the production manager. He is one member of a team whose goal is the successful operation of its company. For example, if the production plan is not closely coordinated with the sales program, the products may not be ready for delivery when needed. Over-production is also a serious condition which may result from lack of coordination between these two departments.

The acceptance of responsibilities by each member of the company, coupled with an honest effort to fulfill them, assures smooth operation and the chances for success are much greater. Exhibit 11 pictures members of a company engaged in various tasks.

3. Sales. The sales manager, with the help of his adviser, draws up a sales plan and has the responsibility of putting it into operation. He must also work very closely with the production manager in drawing up this plan so that one department will not get too far ahead of the other. The sales manager is the chief sales officer and is responsible for leading and instructing all members of the company in their sales effort. He appoints an assistant who is in charge of the advertising and publicity program. Even though the responsibility of sales rests
Exhibit 11

A JUNIOR ACHIEVEMENT COMPANY AT WORK
with the sales manager and his assistants, each member of a typical Junior Achievement company gets experience in selling.

The purpose of Junior Achievement is not to produce super salesmen, super-efficient managers, and production experts, but to give all members of the company experience in the various phases of operating a business. The following example of the operation of a company that had produced a reasonable number of products, but where sales were lagging illustrates this. The discussion of this problem during Board meetings resulted in a decision to engage in door-to-door sales. One evening each of the advisers took a group of the members to various parts of the city to sell their product. One group sold all ten of the units they had taken with them and the other group sold five, a total of $15.00. The feeling of accomplishment that was apparent from the remarks made by the achievers, as well as the advisers, when they returned to the business center was evidence of the fact that some valuable experience had been gained in selling.

Close observation of the operation of another company revealed that they had purchased television advertising from the Junior Achievement television company. This advertising resulted in so many orders that no sales effort on the part of the members was necessary. Production was not able to keep up with sales, deliveries were delayed, customers were disappointed and even vexed. One customer wrote a letter to the sponsoring television company informing them that they were advertising for a crooked firm.
The training in sales resulting from one of these cases and the lack of it in the other is obvious. The coordinated effort of all personnel connected with Junior Achievement should result in a well-rounded business experience for each of the participants.

4. Sales Clinic. At an appropriate time during the yearly operation, a sales clinic is held for the benefit of all Junior Achievement companies in the area. This clinic gives the achievers an opportunity to get help with their sales problems from experts in the business world. This is very plainly indicated in an introductory remark made by a panel chairman, "The talent represented in this panel here tonight is better than most any organization could get together, yet it is here for you, members of Junior Achievement, without cost. All we ask is your attention and cooperation." The clinic is sponsored by the Sales Executives Club in cities where such an organization exists. A panel composed of members of this organization meets with the companies each night of a given week to discuss the companies' sales problems. Exhibit 12 shows a sales clinic in progress.

The week before the clinic, the sales manager of each company is requested to submit a list of sales questions the members of his company would like to have discussed. These questions are turned in to the office and are given to the panel members previous to the night they are to be discussed. This affords them an opportunity to give the questions some thought before discussing them with the achievers. Also, various members of the panel may be assigned specific questions so the discussion may not impose on any one member.
During the week of the sales clinic, all companies cease production and their members, as well as advisers, meet together to discuss the questions presented. Additional questions may be asked by those in attendance. The product of each company participating is placed on the panel's table each evening. Many of the questions represent real problems. Some of the questions presented in the 1954 clinic were:

a) What is the best way to create interest in a product that is practical but has very little "eye appeal"?

b) How can we impress the importance of sales on our achievers?

c) How can I get into the customer's home?

d) How can I overcome my sales fright?

e) How can you sell if your parents will not let you sell door-to-door and you have sold to all the people you know?

f) Can't find market for our wagons?

g) How can we overcome the reluctance that some achievers have in going out and ringing doorbells?

h) How do we combat the "It's too high priced" resistance?

i) How do you keep people from thinking our product is inferior simply because it is made and sold by youngsters?

j) How do you keep the customer from saying "No"?

k) Should we attempt a wholesale outlet?

l) Name some ways to break the ice with a prospective customer.

m) What are the proper steps to a sale?

n) What are the personal assets of a good salesman?
In discussing these questions, the panel often requests one of the achievers to give a demonstration sale to one of the panel members. This always creates a great deal of interest and proves to be most beneficial not only to the performer, but to all members of the audience. Much sound advice is passed on to the achievers by this panel and some of them are very anxious to try the techniques discussed. It gives all a greater insight into the sales problems involved in operating a business.

5. Board of Directors Meeting. The fifth meeting of a Junior Achievement company is the first time it meets as a Board of Directors, each member of the company being a member of this Board. The first meeting night in the first week of each month is the regular time for Board meetings thereafter. The President presides at each of these meetings and it is his responsibility to see that all items of business that should be discussed appear on the agenda. This meeting gives the members a chance to discuss the problems involved in operating their company. With the experienced counsel of the advisers they either arrive at a tentative solution to the problems presented or appoint a committee for further study.

Miscellaneous reports, prepared under the guidance of the advisers, from various company officers and committee chairmen are made during this meeting each month. These reports are the means of informing the entire membership of the general status of the company's business.

A copy of the Secretary's minutes of this meeting and the Treasurer's monthly report must be turned in to the local Junior Achievement office each month. They then become a part of the
company's permanent records.

These monthly Board meetings give the achievers an opportunity to show how well they are able to operate their business. It also gives the advisers an opportunity to see how well they have transformed a group of inexperienced teen-agers into a business organization.

6. Junior Achievement Week. The activities connected with the observance of this week give each of the Junior Achievement companies operating in the various areas throughout the United States an opportunity to present their program to the general public. To add an official touch to the observance this year, the governors of many states and the mayors of many cities signed proclamations designating January 31 to February 6 as Junior Achievement Week. It is a privilege to present, as Exhibits 13 and 14, a copy of the proclamation signed by the Honorable Frank J. Lausche, Governor of the State of Ohio, and a picture of the official signing of this document.

The details of the observance vary across the nation but all follow a general pattern. Various media are used in creating a public awareness of the opportunities offered by this program. Both previous to and during the week, the achievers, advisers, and other staff personnel are busy arranging for window displays; newspaper and magazine articles; radio and television broadcasts; individually addressed invitations; talks to luncheon clubs and other organizations; and other activities.

One of the major activities of Junior Achievement Week is Open House at the Business Center. The companies operating each evening
Exhibit 13
STATE OF OHIO
Executive Department
Office of the Governor
Columbus

PROCLAMATION

JUNIOR ACHIEVEMENT WEEK

January 31-February 6, 1954

WHEREAS, the economic security of the citizens of Ohio depends on their ability to successfully operate their business enterprises and maintain consistently high levels of employment; and,

WHEREAS, loyalty to the ideal that every law abiding citizen has the right and dignity to set up and own and operate his own business; to employ or be employed without discrimination as to race, color or creed, and,

WHEREAS, the appreciation of this ideal, and the understanding of the economics of business life is of vital importance to our youth who are the workers, managers, employers and voters of the future; and,

WHEREAS, Junior Achievement, Inc., a non-profit organization, fosters these ideals and gives to the youth of Ohio an understanding of business procedures through its learn-by-doing program;

NOW, THEREFORE, I, Frank J. Lausche, Governor of Ohio, under and by virtue of the authority vested in me, do hereby designate January 31 - February 6 as Junior Achievement Week, and do set aside that week as an occasion for recognition of the services rendered to the youth of Ohio by their volunteer advisors in the Junior Achievement learn-by-doing program.

IN TESTIMONY WHEREOF, I have hereunto subscribed my name and caused the Great Seal of the State of Ohio to be affixed, at Columbus, this 27th day of January, in the Year of Our Lord, One Thousand Nine Hundred and Fifty-four.

[Signature]
Governor
Exhibit 14
SIGNING OF JUNIOR ACHIEVEMENT WEEK PROCLAMATION
follow a regular two-hour production schedule. This affords the 
guests an opportunity to see the companies in action and also to 
discuss these operations with the achievers. All products being 
manufactured are on display and are for sale by a company representative.

The excellent coverage on many nation-wide radio and television 
programs, in addition to local publicity from varying sources, is 
contributing greatly to the success of Junior Achievement Week 
throughout the country. The activities of this week are responsible 
for an increased awareness of the benefits of participating in Junior 
Achievement, not only to the teen-agers, but to the community as a 
whole.

7. Plant Tours. Most of the sponsoring companies, during an 
appropriate time in the school year, take their achievers on a guided 
tour of their plant. This gives them an opportunity to see their 
sponsoring company in operation. The alert adviser always takes 
advantage of this opportunity to point out the great similarity 
between the problems of a Junior Achievement company and those of the 
sponsoring company. An industrial executive of a sponsoring company 
once said: "The opportunity presented these boys and girls to visit 
the businesses of the advisers should remove some of the fears that 
businessmen are unapproachable and should verify some of the methods 
of operation used in the Junior Achievement program." This tour 
implies upon the achievers the fact that the experience gained in 
operating a Junior Achievement company is consistent with the 
requirements for operating a senior business.
The details of these tours vary from plant to plant but the general pattern is the same. One of the top executives generally gives a word of welcome in his private office or the conference room, then briefly outlines the plant's operation. In some cases, they are guests of the company at a luncheon during this tour. The achievers are guided through the various departments of the plant. During this time they have the opportunity to observe and ask questions regarding the various steps required in the manufacture of their sponsor's product. This tour contributes greatly to the achiever's general understanding of how a business operates. Exhibit 15 shows the test pilots of an aviation concern explaining their flight gear to the members of the Junior Achievement company which this organization sponsors.

**Liquidating a Junior Achievement Company.** The yearly plan of operation provides for the liquidation of all companies during the month of May. Production ceases at the close of business the last week in April and the liquidation process begins.

1. **Need for Liquidation.** The company owns valuable assets that must be turned into cash: finished products, raw materials, tools, and equipment. There is also some cash on hand. Bills that the company owes must be paid, as well as collections from others that owe the company. Stockholders have money invested in the company which must be refunded, along with dividends if the company has made a profit. Final records must be written and reports made. The proper liquidation of the company satisfies all these needs.
Exhibit 15

TEST PILOTS EXPLAIN DUTIES DURING PLANT TOUR
2. **Procedure.** The president takes the lead in the liquidation process. He calls a meeting of the Board of Directors, stating in the call that liquidation will be considered. To insure proper liquidation and an effective Board of Directors meeting, previous to the meeting the president (15,p.223):

a) Assists the production manager in taking an inventory of everything the company owns.

b) Requests the treasurer to prepare a financial report.

c) Asks the sales manager to prepare a report on products sold and supply on hand.

When the meeting of the Board convenes to consider liquidation this information will enable it to pass the necessary resolutions.

At the meeting of the Board of Directors which is called to consider liquidation of the company it is necessary to pass specific resolutions. The passing of these resolutions enables the company to begin the actual work of liquidation. They are (15,p.225):

a) A motion to liquidate the company as of a definite date. (Provided for in Article VII of Company By-Laws)

b) A motion to have the sales manager, with the advice of the sales adviser, sell at best possible price all the company owns.

c) A motion to have the treasurer pay all outstanding bills, if any.

d) A motion to have the treasurer make an effort to collect all monies owed the company.

e) A motion to have the secretary prepare a letter to all stockholders for approval at next meeting.

f) A motion setting time and place for the next Board meeting.

These resolutions indicate much work to be done before the next meeting. The officers, with the help of all company members, fulfill
their obligations so that the liquidation process may be completed according to schedule.

The vice-president compiles and prepares the stockholder's report. This report consists of (26,p.2):

a) Letter from the President.
b) Liquidation Report.
c) Profit and Loss Statement.
d) Balance Sheet.
e) Production Manager's Report.
f) Sales Manager's Report.
g) Summary of Attendance.

It is mailed to all stockholders, as well as sponsors and other interested persons.

The secretary writes a letter of appreciation to the sponsor and to each of the advisers. He also prepares a letter of liquidation to the stockholders for the president. A notice of the stockholders meeting, as well as proxy cards, should be sent, by the secretary, as early as possible.

The treasurer prepares a final payroll. He also prepares the Profit and Loss Statement, the Balance Sheet, and the Liquidation Report all in plenty of time for the Vice-President to include it in his annual report to the stockholders. This report, as well as a list of stockholders, must be prepared. He pays all accounts payable and collects all accounts receivable; being sure to save enough money for stamps, envelopes, paper, duplicating, and bank checks in
connection with mailing out reports and dividend checks. After all
checks have been written, he closes the bank account.

The production manager supervises the preparation of all finished
products for sale. He gets all raw materials and miscellaneous tools
ready for sale. He then completes his final production record and
prepares his report to the stockholders.

The sales manager supervises the selling of all finished products,
materials, and tools supplied by the production manager, for cash.
This is completed in time for him to complete his sales records and
prepare his report to the stockholders.

The agenda for the final Board of Directors meeting must provide
for the following, as well as any items of business peculiar to a
given company (15,p.225):

a) Approval of the sales manager's report.

b) Approval of the treasurer's final report.

c) Acceptance of the president's plan for final distribution
of funds. On the basis of available funds, this
distribution provides, as nearly as possible for:

1) Full payment of all outstanding stock certificates.

2) Liquidating dividend to all stockholders.

d) Vote of appreciation to the advisers.

e) A letter of appreciation to the sponsor, prepared by the
secretary.

f) The deposit of all records of the company with the local
Junior Achievement office.

When all items of business called for in this agenda have been
completed, the company is ready to report to its stockholders.
3. **Annual Stockholders Meeting.** The third week in May is officially designated as Stockholders Week in Junior Achievement. This meeting of stockholders is required by the by-laws of all Junior Achievement companies. It gives the achievers an opportunity to report directly to the people who have furnished the capital for their business.

The first problem in connection with this meeting is to get the stockholders to the meeting. The by-laws require that written notices of this meeting be mailed to all stockholders not less than five days before the meeting. In addition to the notices by mail, many companies divide the names of its stockholders among its members and they make personal contacts. Each stockholder is urged to attend, but if he is unable to do so, he signs and returns the proxy card that was mailed to him. Other people interested in the operation of the company, such as head of the sponsoring organization, parents, school guidance director, and commercial department head, are also invited to attend.

A suggested order of business for this meeting follows (15,p.210):

- **a)** Call to order by president.
- **b)** Word of welcome by president.
- **c)** Roll call of company members and stockholders, president answers for proxies received.
- **d)** Secretary's report.
- **e)** Production manager's report.
- **f)** Sales manager's report.
- **g)** Treasurer's report.
- **h)** Distribution of dividends.
i) President's report.
j) Introduction of advisers by president.
k) Call for new business - Encourage stockholders to express themselves.
l) Word of appreciation to stockholders.
m) Adjournment.

During this meeting, the secretary prepares a record of attendance. His report lists the number of business meetings, gives the various officers of the Board of Directors, tells of important decisions made by the company, mentions correspondence handled, and any other facts considered pertinent.

The production manager describes the products of the company since its organization. If available, sample products are on display. He gives statistics on rate of production, cost, inspection, etc., and discusses some of the production problems encountered and their solution. Any other details that the production manager thinks will give the stockholders a better picture of the production division of the company are included in his report.

The sales manager explains the sales plan of the company. He indicates the number of customers to whom sales have been made and relates some of the experiences the company has had in selling.

The treasurer reports on stock sold, number of stockholders, other income, and all expenses since organization. He reviews the balance sheet and profit and loss statement which he has prepared. This gives each stockholder the financial picture of the company's operation. He distributes dividend checks to the stockholders present
at the conclusion of his report.

When the other officers have completed their reports, the president gives an over-all report of the company's operation. He tells of the progress of the company and recognizes the contribution of all who have had a part in helping the members to operate their business, particularly the advisers, sponsors, parents, and stockholders. He explains to the stockholders the vital part played by those who were not officers. He also explains how the stockholders elect the Board of Directors then the Board of Directors elects the officers of the company.

The various reports from each of the officers give the stockholders present a detailed explanation of the company's complete operation since its organization. In addition to these oral reports, each stockholder in the company receives the regular annual report to stockholders. These reports are a regular part of the liquidation procedure for a Junior Achievement company. The written reports are also sent to sponsors and other interested persons. Two copies are prepared for entry in the annual New York Stock Exchange Award Contest, discussed earlier in this chapter.

The adjournment of this meeting brings to a close the operation of each Junior Achievement company. For many it has been an experience which has resulted in psychological, economical, political, and educational development. For some it has just been somewhere to go one night a week.
4. **Liquidation of 1952-53 Companies.** The preceding paragraphs have dealt with general statements relative to the details of liquidating a Junior Achievement company. A program memorandum, dated October 15, 1953 (25,p.1-3), gives specific information regarding the liquidation of the companies operating during the 1952-53 program year. The information presented in this memorandum is based on payments made to Junior Achievement, Incorporated in connection with the one share of stock purchased by them as part of the charter fee.

Of the 1,527 companies operating, 1,369 of them sent in a return on the share of stock purchased by Junior Achievement, Incorporated. This was an 89.6 per cent return which was larger than any previous year. As recently as 1950, there were returns from less than 75 per cent of all companies. In 24 of the 44 areas all companies sent in a return, this being a marked increase over the previous year. The national staff feels (19,p.1) that at present they can expect very close to a 100 per cent return for the 1953-54 year.

Of the 1,369 companies sending in a return, 1,193, or 87 per cent, paid a dividend to its stockholders, with an average payment of $0.56 per share. The 176 returns which indicated a loss made an average payment of $0.316. The average payment of all companies submitting a return, including both those making a profit and those not, was $0.529 on a $0.50 share.

When all 1,527 companies are included, the 1,193 companies reporting a profit represent 78 per cent of the total. Counting payments of companies not submitting returns at zero, the average payment of Junior Achievement, Incorporated was $0.474 per share.
Orderly liquidation before company operations terminate in May will contribute much toward a return from all companies. This is the key feature of the termination procedure. Each Junior Achievement company must account for its stewardship of the stockholders' money.

**Awards.** The Junior Achievement awards program is designed to give recognition to companies, achievers, sponsors, advisers, and schools for a job well done. The awards are in the form of plaques, expense-paid trips, citations, and scholarships. The presentation of a sponsor's plaque is presented as Exhibit 16. In this picture the President of a Junior Achievement company makes the presentation to the President of the sponsoring company. There are two major groups of awards, national and local. The local awards program does not necessarily have any connection with the national program.

1. **Industry Awards.** All chartered Junior Achievement companies may enter the appropriate Industry Award contest for their type of enterprise. Each entrant must submit the following to the local Junior Achievement office in April (16,p.2):

   a) A standard entry blank.

   b) Balance sheet and profit and loss statement as of March 31.

   c) Letter prepared by the president describing all operations of the company and appropriate supporting data.

   d) A sample of one or more standard products - Each must be identified with name of product and name of company - Service companies should submit a prospectus describing service offered and giving proof of service sold.

A company may enter only one category, the one which includes the major operation or principal material of the product. This is the main
basis for consideration. The local Awards Committee selects the best local entries to be entered in the national contest.

The minimum "prize" for each top national award is an expense-paid trip the last week in August to the National Junior Achievement Conference for a designated member of the winning company. Other prizes depend entirely upon the organization sponsoring the award. Some of these organizations have sent one or two achievers from the winning company to their national conventions. Citations for each winning company and for each individual member listed on the entry blank are also a part of this award.

Industry awards were presented in 23 different categories for the 1952-53 operations of the 1,523 Junior Achievement companies in the United States. A listing of the winners of these awards is presented as Exhibit 17.

2. "A" Awards. The National "A" Award is sponsored by the National Advisory Council of Junior Achievement in connection with the local Board of Directors. It cites the business accomplishments of the Junior Achievement company as a unit and recognizes the contribution of the individual member as the basic factor in the success of the enterprise. The companies do not compete for this award. It is given to all companies who qualify and are recommended by the Area Director.

Chartered companies which have met the following requirements, as of the first week in April, are eligible to receive the "A" Award (14,p.3):
<table>
<thead>
<tr>
<th>Category</th>
<th>First Place</th>
<th>Sponsor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banking</td>
<td>The Little Detroit Bank, Detroit</td>
<td>The Detroit Bank</td>
</tr>
<tr>
<td>Broadcasting</td>
<td>Hi-Talk, Minneapolis</td>
<td>Radio Station KEYD</td>
</tr>
<tr>
<td>Business Services</td>
<td>General First Company, St. Louis</td>
<td>Lincoln-Mercury Division of Ford Motor Company</td>
</tr>
<tr>
<td>Copper, Brass and Bronze</td>
<td>U-Name It Company, Bridgeport</td>
<td>Bridgeport Brass Company</td>
</tr>
<tr>
<td>Second Place</td>
<td>U-Name It Company</td>
<td>Bridgeport Brass Company</td>
</tr>
<tr>
<td>Cosmetics</td>
<td>Guild Laboratories, Chicago</td>
<td>Western Electric Company, Inc</td>
</tr>
<tr>
<td>Second Place</td>
<td>Kemo Products, Wyandotte</td>
<td>Pennsylvania Salt Manufacturing Company</td>
</tr>
<tr>
<td>Electrical</td>
<td>Lectro-Craft Company, Cleveland</td>
<td>Thompson Products, Inc.</td>
</tr>
<tr>
<td>Food</td>
<td>Conkle-ets Food Company, Columbus</td>
<td>Borden's-Moore &amp; Ross</td>
</tr>
<tr>
<td>Foundry</td>
<td>Blue Devil Foundry Company, Chicago</td>
<td>Crane Company</td>
</tr>
<tr>
<td>Furniture</td>
<td>Jaman Company, St. Louis</td>
<td>Southwestern Bell Telephone Company</td>
</tr>
<tr>
<td>General Products</td>
<td>Mauna Loa Orchid Company, Denver</td>
<td>Security Life and Accident Company</td>
</tr>
<tr>
<td>Jewelry</td>
<td>J. A. Venus Jewelry Company, New Bedford</td>
<td>Revere Copper &amp; Brass, Inc.</td>
</tr>
<tr>
<td>Metal</td>
<td>G. &amp; G. Metal Forming Company, Cleveland</td>
<td>American Steel &amp; Wire Division, U. S. Steel</td>
</tr>
<tr>
<td>Second Place</td>
<td>Metal Twistles, Chicago</td>
<td>International Harvester Company</td>
</tr>
<tr>
<td>Third Place</td>
<td>J. A. Prop Company, Jackson</td>
<td>Clark Equipment Company</td>
</tr>
<tr>
<td>Novelty</td>
<td>J. A. De Lite Company, Toledo</td>
<td>Champion Spark Plug Company</td>
</tr>
<tr>
<td>Petroleum Products</td>
<td>Junac Candle Company, Detroit</td>
<td>Standard Oil Company (Ind.)</td>
</tr>
<tr>
<td>Photography</td>
<td>Junior Pix, Pittsburgh</td>
<td>Gulf Oil Corporation</td>
</tr>
<tr>
<td>Plastics</td>
<td>Ever-Grip Company, Bridgeport</td>
<td>Dictaphone Corporation</td>
</tr>
<tr>
<td>Second Place</td>
<td>Pullastic Products Company, Butler</td>
<td>Pullman-Standard Manufacturing Company</td>
</tr>
<tr>
<td>Plastic Foam</td>
<td>Rocky River Enterprises, Cleveland</td>
<td>Rocky River Kiwiatas Club</td>
</tr>
<tr>
<td>Printing</td>
<td>Enterprise Printing Company, Hartford</td>
<td>Phoenix Insurance Company</td>
</tr>
<tr>
<td>Second Place</td>
<td>Sikken Company, Wauwatosa</td>
<td>Consolidated Homes</td>
</tr>
<tr>
<td>Publishing</td>
<td>The Achiever, St. Louis</td>
<td>St. Louis Globe-Democrat</td>
</tr>
<tr>
<td>ROSS ROY AWARD FOR ADVERTISING LEADERSHIP</td>
<td>Copper Art Products Company, Elizabeth</td>
<td>Phelps Dodge Copper Products</td>
</tr>
<tr>
<td>Sales</td>
<td>J.A.'s Best Company, Peoria</td>
<td>Standard Oil Company (Ind.)</td>
</tr>
<tr>
<td>Secretarial</td>
<td>J.A. Stenographic Service, Pittsburgh</td>
<td>Royal Typewriter Company</td>
</tr>
<tr>
<td>Wood</td>
<td>Enco Products Company, Dayton</td>
<td>The Egy Register Company</td>
</tr>
<tr>
<td>Second Place</td>
<td>King Carpenter Company, Minneapolis</td>
<td>Electric Machinery Manufacturing Company</td>
</tr>
<tr>
<td>Third Place</td>
<td>Tex-Wood Products Company, Houston</td>
<td>The Texas Company</td>
</tr>
<tr>
<td>Fourth Place</td>
<td>Fifth Avenue Novelty Company, Louisville</td>
<td>The Mangel Company</td>
</tr>
<tr>
<td>Honorable Mention</td>
<td>Handy-Andy Company, Cleveland</td>
<td>Cleveland Graphite Bronze Company</td>
</tr>
<tr>
<td>Honorable Mention</td>
<td>Smoothie Manufacturing Co., St. Paul</td>
<td>Weyerhaeuser Sales Company</td>
</tr>
</tbody>
</table>
a) Entered one of the Industry Award contests.
b) Paid their rent on time.
c) Submitted monthly reports on time.
d) Semi-annual report on time.
e) All records up to date.
f) Maintain a high percentage of attendance at company meetings.

This award is in the form of an attractively printed scroll and is presented at company liquidation meetings.

3. The New York Stock Exchange Award. This award is made to the company having the best report to its stockholders. All chartered companies submitting a report to their stockholders may enter this contest. The report is prepared in two sections:

a) A narrative report of the year’s activities,
b) Financial statements covering the year’s business.

It must be a duplicate of the annual report sent to the stockholders and should include the names of the company members in good standing.

The reports are judged on the basis of 50 per cent for clarity and effectiveness of presentation and 50 per cent on the form of the financial statements. Fancy art work receives no credit.

The award includes a citation for each member in good standing at the end of the Junior Achievement company year and a bronze plaque for the company. An all-expense trip to New York City is given the president and the treasurer so they may attend the special award ceremony in the Governor’s Room at the New York Stock Exchange. There is also recognition to the advisers and sponsor of the winning company.
4. National Scholarship Awards. Junior Achievement scholarships representing thousands of dollars are offered each year to outstanding achievers who win in the national competition. The Scholarship Scoreboard for 1954 lists 116 scholarships, ranging from $75.00 to $800.00 for a school year. This listing is presented as Exhibit 31 in Appendix B. Some are cash awards, others are full or partial tuition awards. All are contingent upon achievers meeting college admittance requirements. Miscellaneous stipulations relative to residence, aptitude, scholastic standing, field of study, etc. are attached to many of them. Others have no stipulations and the winner may be from any area and attend the school of his choice. Exhibit 18 lists the winners for 1952-53 and the institutions which they are attending.

These scholarships are awarded for one year only and are not renewable unless so specified. Ten of the Horace A. Moses Foundation Scholarships are reserved each year and are designated "Horace A. Moses Renewal Scholarships." These ten are for achievers who have previously won Horace A. Moses Scholarships and who will be entering their sophomore, junior or senior year in college. Renewal applications are sent to those eligible in the spring of each year.

To be eligible to apply for a Junior Achievement scholarship the applicant must have (16, p. 8):

a) Been a member of a chartered Junior Achievement company for at least a six-month period by the end of the company year.

b) Established a record of achievement in his own company for: job performance, interest, teamwork and leadership; been an active participant in extra-curricular Junior Achievement activities, such as Achievers Association,
1952 SCHOLARSHIP WINNERS

Achievers who are attending college on J.A. scholarships

HORACE A. MOSES FOUNDATION
Flora Aronson, Brooklyn, Brooklyn College
Jerry Acke, Chicago, Northwestern University
Eleanor Berke, San Francisco, St. Mary's Hospital School of Nursing
Betty Brandenburg, Dayton, Sinclair College
Margaret Busick, Dayton, Geo. Washington Univ.
Ronald Cannon, Nebraska, Macalester College
Eleanor K. Daugherty, Toledo

Paul Driscoll, Toledo, Flower Hospital School of Nursing
Elizabeth Erickson, Newark, Montclair St. Teachers College
Patricia Foose, St. Paul, St. Catherine's College
Charles H. Ford, St. Louis, Washington University
Merle Ford, Houston, University of Houston
Millard Fuller, West Point, Alabama Polytechnic
Lois Goodwin, Midland, Michigan State
Joyce Hansen, Providence, Katherine Gibbs
Catherine Hardwick, Jackson, Michigan State
Donald Hodel, Portland, Harvard
Patricia Hudak, Denver, University of Detroit
Jacqueline Hume, Butler, Seton Hall College
Joan Johnson, West Point, La Grande College
Leonard Johnson, San Diego, San Diego St. College
Kay L. Kline, Peoria, Bradley University
Ronald Kolke, Milwaukee, Harvard
Mike Lee, Portland, Portland University
Mary McGuire, Pittsburgh, Carnegie Inst. of Tech.
Patricia Metcal, Chicago, Western Michigan College
Arthur Milano, Denver, University of Colorado
Loleta Sue Miller, Middletown, Middletown Business Coll.
Dorothy Mohan, Dayton, Ohio University
Donald Morgan, Asheville, Univ. of North Carolina
Marilyn Moulton, Atlanta, Emory University
Shirley Ostrays, St. Louis, Missouri State Collegen
Gerald O'Connor, Chicago, Elmhurst College
Sandia Penticap, Hartford, Vassar
Sammie Rentinck, P. Madison, Northwestern University
HeLEN A. Rogers, Bridgeport, University of Bridgeport
Mary Schmidt, Pittsburgh, Mercyhurst College
Judith Solakov, Yonkers, Amoske
Bill Stuins, St. Louis, Principia College

HUNTING STANDARD OIL COMPANY
Glory Dull, New York, College of Mt. St. Vincent
Helen Maier, Springfield, Mt. Holyoke
Mary Scherer, Elizabethtown, St. Luke's School of Nursing
Priscilla Wood, Boston, Mass. General School of Nursing

HILTON FUND
Sandris Theria, Denver, University of Denver

KATHERINE CORNELL FOUNDATION
Nancy Wallgren, St. Paul, University of Minnesota

NATIONAL ASSOCIATION OF ELECTRICAL DISTRIBUTORS
Phyllis Airdich, Portland, Oregon State
Robert Belden, Houston, University of Houston
Joe Brattain, Philadelphia, Drexel Institute
Sheldon Katz, Brooklyn, Brooklyn Polytechnic
Joe Laulah, Minneapolis, Dunwoody Industrial School
Peter Richer, San Diego, Yale
George Tinsley, Boston, Mass. Institute of Tech.
John Wyr, Milwaukee, Luther College

RICHFIELD COMPANY
Frank Cervello, Cleveland, Western Reserve
Harold Gwinn, Cleveland, Case Institute of Tech.
Anne Karlberg, Columbus, Western Reserve
Marjorie Kester, Milwaukee, Western Reserve
Frank Lauch, Cleveland, Case Institute of Tech.
William Maloney, Warren, Case Institute of Tech.
George Selig, Cleveland, Case Institute of Tech.
Thomas Vickers, Witten, Western Reserve

SCHOLARSHIPS FROM COLLEGES
Harriet Tenenbaum, Boston, Boston University
William Poyman, Pittsburgh, Columbia
Louise Rentsch, New Bedford, Ohio State
Mary Schmidt, New York, Mary Lyon
Robert Krenzick, Chicago, Iowa State
Maryl Sand, Elizabeth, Johns Hopkins
Robert Griffin, Elizabeth, Marquette
Barbara Rogge, Milwaukee, Marquette
Martin Forberg, Boston, Mass. Institute Tech.
Eric Lotz, New York, New York University
Frances Gibas, Boston, Northeastern Univ.
Jesper Skofter, Dayton, Ohio State
Barbara Sherwood, Athens, Piedmont College
David Raybin, New York, Reneau
Thomas Kusnierz, St. Paul, Stanford University
Sylvia Wiatrowski, Cleveland, University of Chicago
Sarah Silverman, Chicago, University of Chicago
Julia Sullivan, Warren, University of Michigan
Richard Harris, Boston, University of Mass.
Ernest Kaufman, Milwaukee, University of Wisconsin
Robert Heiman, Chicago, University of Illinois
Judith Rhyn, New York, Valparaiso University

AMERICAN INSTITUTE OF ACCOUNTANTS
Howard Ruby, Cleveland, University of Pennsylvania

16

ACHIEVEMENT MAGAZINE
Speakers Corps, NAJAC or Achievement Magazine; or won special honors or awards in Junior Achievement and can back up this record with satisfactory high school marks and a recommendation from his high school that he gives promise of making good in college.

c) Made application for a specific college and filed a copy of this application with the director.

d) Maintained a scholastic average in high school of 3 or better.

The scholarship application materials consist of application blanks, and adviser's rating scale, a high school rating scale, balance sheet and profit and loss statement of the applicant's company as of January 13, and a recent photograph. Each applicant may apply for one, two, or three specific scholarships.

Each area is allotted one scholarship application for each five Junior Achievement companies, or fraction thereof. Geographical distribution is not considered by the national judges unless there is a tie in which case the area with the least number of winners receives preference. The other applicant is placed on a waiting list.

5. Achievement Editor Scholarship. Junior Achievement offers a four-year $4,800.00 scholarship every two years for the editorship of Achievement magazine. The recipient of this scholarship works part time as associate editor of the magazine for the first two years. He then becomes the editor since the previous editor has graduated from college. A new achiever is then selected to become the associate editor.

Achievers who are seniors in high school, have had experience in the field of journalism, and plan to prepare for a career in journalism are urged to apply. Applicant for this scholarship should also apply
for admission to a college in the metropolitan New York area. The winner will be expected to edit *Achievement* at National Headquarters.

6. *Achievement Essay Contest.* This contest is sponsored annually by *Achievement* magazine for achievers and advisers in the program. A timely topic is selected for both groups. The achievers entering the 1953-54 contest wrote on, "What I have Learned in Junior Achievement." It is interesting to note that the advisers were asked to write on this same topic in the 1952-53 contest. The advisers entering the contest wrote on, "The Value of Junior Achievement to American Business."

Judging of the entries is based on thought, originality and the way in which specific situations and experiences are tied into the contents of the essay. The achiever winning the contest receives an all expense paid trip to the National Junior Achievement Conference. The winning adviser receives a fifty-dollar United States Savings Bond. Winning essays are published in the October issue of *Achievement*.

7. *National Sales Contest.* This is a contest in which each of the 1,816 Junior Achievement companies chartered for the 1953-54 year selects one of its members to compete for the title of "Best Junior Achievement Salesman." It is sponsored by National Sales Executives, Incorporated and local Sales Executives Clubs in various cities throughout the country. If there is no Sales Executives Club in an area where Junior Achievement is organized, the local Junior Achievement organization itself may sponsor the area contest. However, the
explanation that follows assumes sponsorship by a local Sales Executives Club.

The criteria used in judging this contest are set up by National Sales Executives, Incorporated. A listing of these criteria and the rating chart used in this contest are presented as Exhibits 32 and 33 in Appendix B. They have been adapted for achievers' use, placed on entry blanks, and used by the judges in the area, regional, and national eliminations. This insures maximum uniformity in judging at all levels.

The advisers for each company select the best salesman from their company. The achiever's salesmanship, poise, appearance, sales record, and general activity in the company are considered. The company winners compete for the title of "Best Area Salesman." This takes place before a panel of judges made up of from three to five members of the Sales Executives Club sponsoring the area competition. The sales prospect is generally a woman prominent in the business life of the community. The contestant addresses his sales talk to her and ignores the judges.

Each area, with the cooperation of the sponsoring Sales Executives Club, sends its winner to one of the three regional eliminations, with all expenses paid. They were held in 1954, in San Francisco, California; Milwaukee, Wisconsin; and New York City, New York. The regional judges are provided by National Sales Executives, Incorporated.

The three regional winners compete in New York City for the national title of "Best Junior Achievement Salesman." Transportation of these winners to and from New York City, as well as accommodations
while in New York City, are provided by Junior Achievement and National Sales Executives, Incorporated.

The national winner receives a $500.00 scholarship and an all expense paid trip to the National Sales Executives Convention in Chicago, Illinois, June 2-4, 1954.

8. Local Awards. The local awards program does not necessarily have any connection with the national program. Each area establishes its own awards which vary greatly in number and type from area to area. The following discussion of the awards program in the Columbus (Ohio) area is given as an example.

The Awards Committee of the local Board of Directors, in cooperation with a committee representing the organization sponsoring the award, selects a first place winner and three who receive honorable mention.

a) Chamber of Commerce Award. This award is presented to the best all-round Junior Achievement company each year. The first-place winner receives a rotating trophy which remains in the offices of the sponsoring company during the year. Each of the three companies to whom honorable mention is given receive appropriate recognition.

b) Sales Executives Club Award. This award is also a rotating trophy and is presented to the Junior Achievement company having the best sales plan and performance. The sponsoring company displays the trophy in its offices during the year. Appropriate recognition is given to each of the three companies receiving honorable mention.
c) Columbus Industrial Association Award. This organization presents a rotating trophy to the Junior Achievement company having the best production plan and performance during the year. Each of the three receiving honorable mention is given appropriate recognition.

d) Columbus Chapter, Society for the Advancement of Management Award. The first-place winner of this award receives a rotating trophy. It is presented to the Junior Achievement company having the best management by its company officers. Appropriate recognition is given to each of the three companies receiving honorable mention.

e) Columbus Chapter, Ohio Society of Certified Public Accountants Award. The committee representing this organization visits the business center during the day when the companies are not in operation. They inspect the record books of each company and select the one having the best set of records as the first-place winner, and three for honorable mention. The first-place winner receives a rotating trophy and each of the three with honorable mention receives an appropriate recognition.

f) Columbus Chapter, Dale Carnegie Club International Award. This award is in the form of four $115.00 scholarships to the Dale Carnegie course in effective speaking and human relations. The Columbus manager, and one other Dale Carnegie instructor, conduct a special eight-session speakers corps course twice a year for local achievers. They meet two hours each week for eight weeks. The outstanding boy and girl in each of the two courses receives the award each year. The four winners must be juniors in high school.
g) **Downtown Kiwanis Club Award.** This award is a $200.00 college scholarship. The winner may attend any college he chooses. It is presented at the Future Unlimited Banquet, by a member of this club.

h) **Junior Achievement Board of Directors Award.** This award is also a $200.00 college scholarship. The winner may use it at the college of his choice. A member of the Board presents the award at the Future Unlimited Banquet in May.

i) **Outstanding Senior Boy and Girl Achiever Award.** This award is designed to single out the senior boy and girl fundamentally responsible for the stability, productivity, and general well-being of not only their own companies but of the entire Junior Achievement program. It is presented by the Junior Achievement Board of Directors. The advisers for each company submit their composite recommendation, with substantiating comments, to the executive director. The Awards Committee of the Board of Directors then selects the winners.

Each outstanding senior boy and girl achiever receives an individual trophy as the award. This trophy is not a rotating award but a permanent possession of the recipient. It is presented at the Future Unlimited Banquet in May.

j) **Outstanding Junior Boy and Girl Achiever Award.** This award is designed to single out the junior boy and girl who have made the greatest contribution to the welfare of their own company and to Junior Achievement in general. The winners are selected in the same manner as the seniors. The junior boy and girl winning this award
receives an all expense paid trip to the National Junior Achievers Conference in August. This too is presented at the Future Unlimited Banquet.

k) **Best Area Salesman Award.** This award is presented by the local Sales Executives Club in connection with the National Sales Contest which is sponsored by the National Sales Executives Club. The winner is chosen by a committee of judges from the local Sales Executives Club. The area winner receives an all expense paid trip to compete in the regional contest. In 1954 the regional contest was held in Milwaukee, Wisconsin on April 26. Exhibit 19 shows the Columbus area winner as he sells the product of his company while the judges closely observe.

1) **NAJAC Tuition Awards.** The advisers for each company select one of their members to compete for this award. The number of awards depends upon the amount of money received for this purpose.

Local companies and achievers may also be the recipients of national awards as well as these local awards. All recognize the work of individuals or groups who have made a significant contribution to the entire program.

**Progressive Awards.** The Progressive Awards designate the four steps, or four "ranks", in the Junior Achievement program and must be earned (15, p. 213). These awards are evidence of the fact that the recipients have had the opportunity of gaining valuable knowledge. This knowledge gained through actual participation will help them
Exhibit 19

AREA WINNER NATIONAL SALES CONTEST
when seeking employment and when pursuing a college course. The lapel pins which represent these four awards serve as a means of recognizing fellow achievers and their accomplishments. Exhibit 20 presents a photostatic copy of these lapel pins and a chart which explains the four steps.

1. Achiever Award. This award is the beginning of the climb up ladder of success in Junior Achievement. Full-fledged membership in an officially chartered Junior Achievement company is required of all recipients. Those who receive this award must have helped the company through its organizational period, which is the first five meetings. It signifies that the recipient has helped in launching a new Junior Achievement company. As a result of this participation, he should understand how a business gets started.

The emblem chosen to represent this award is a gold-finished reproduction of the official Junior Achievement emblem, with a blue enamel background. It also includes a buff-colored membership card. The pin and card representing this award is presented as soon after the fifth meeting as possible.

2. Advanced Achiever Award. The recipient of this award must have been a member of a Junior Achievement company for one year, regular in attendance at company meetings, and be recommended by his adviser as one whose personal activity has caused his company to succeed. An achiever who receives this award has participated in operating a new Junior Achievement company and should have an understanding of how business firms are run.
Exhibit 20

PROGRESSIVE AWARDS

PROGRESSIVE AWARDS CHART

First Step | Second Step | Third Step | Fourth Step
---|---|---|---
1st | 2nd | 3rd | 4th

ACHIEVER | ADVANCED ACHIEVER | JUNIOR EXECUTIVE | EXECUTIVE
The emblem representing this award is a sterling silver Junior Achievement emblem with a blue enamel background. A badge showing the title, "Advanced Achiever," is attached to the bottom of the emblem. The award includes a light blue certificate card and is presented at the May stockholders meeting.

3. Junior Executive Award. This award is earned during an achiever's second year in a company. The recipient must be an Advanced Achiever who has successfully filled an executive position leading to the success of his company. The company must have had a minimum of twelve meetings since the beginning of its organization. The applicant's record of attendance at these meetings must be excellent and he must have acquired experience in all phases of company operation. A Junior Achievement staff member and a Board of Directors member, in addition to an adviser, must recommend achievers for this award. This requirement indicates an even wider sphere of activity than the two previous awards. It signifies that he has helped to manage and direct one or more Junior Achievement companies. This should result in an understanding of how business firms are managed and directed.

The person who fulfills the requirements for the Junior Executive Award is privileged to wear a gold emblem with a blue enamel background. A white enamel badge, showing the title "Junior Executive," is attached to this Junior Achievement emblem. A white certificate card is a part of the award.

4. Executive Award. When a member of a Junior Achievement company receives the Executive Award he has reached the pinnacle of success.
for this is the highest honor in Junior Achievement. It is the most difficult award to obtain and is awarded only to very outstanding achievers. The applicant for this award must have been in Junior Achievement for two or more years and must meet the following requirements (14,p.6):

a) Must have won the Junior Executive Award.

b) Must have held responsible executive offices in his Junior Achievement company.

c) Attendance record at Junior Achievement meetings must be excellent.

d) Must have worked cooperatively with his advisers and company members.

e) Must have a record of extra-curricular activities such as: participation in Achiever's Association, promoting entries in appropriate Junior Achievement award contests, active in Speaker's Corps, bringing in new company members, contributing editor to Achievement magazine, etc.

f) The whole purpose of the Junior Achievement program is to build understanding. Therefore, he must demonstrate that he has acquired an understanding of American business and has the ability to explain its principle to employees, customers, and stockholders.

An Awards Committee, composed of local Board members, interviews the applicant for this top award. It is presented during the annual stockholders meeting in May.

A gold emblem, with blue and white enamel and white gold applied piece, is worn by the winners of this award. It includes a white certificate card and a citation scroll which describes the qualifications achieved.

This somewhat detailed discussion of the Progressive Awards has shown that in order to reach the top of the ladder one must "achieve"
in all phases of his company's operation. He understands the contribution each phase makes by actually having participated in it. He has learned-by-doing and is more adequately prepared to face the future. It is quite probable that he will make a real contribution not only to the business organization employing him but to the community at large.

Incentives. There are certain Junior Achievement activities which are not directly connected with the operation of a company that provide further opportunity for individual and group development. Participation in these activities stimulates initiative and enthusiasm which contributes to the success of individual companies as well as Junior Achievement in general. The benefits derived help to solve some of the current problems of teen-agers as well as aiding in an adequate preparation for assuming adult responsibilities.

1. Local Achievers Association. The purposes of a typical local Achievers Association may be briefly stated as follows (15, p. 210):

a) Development of Junior Achievement ideals of initiative, ingenuity, industry, honesty, and cooperation.

b) Strengthening of Junior Achievement companies.

c) Increase of Junior Achievement companies.

d) Improvement of public relations.

e) Promotion of social activities.

f) Participation in State Achievers Associations.

g) Maintenance of business center.
Any officially chartered Junior Achievement company may apply for membership in this association. Upon payment of monthly dues, ranging from $0.25 to $0.50, each member company is entitled to one or more official delegates, depending on the association's by-laws. These delegates are elected by the company members and represent the company in the activities of the association.

The officers consist of a President, Vice-President, Secretary, and Treasurer. They are usually elected in February so that experienced leadership will be available for the fall when Junior Achievement begins its activities for another year. Meetings are usually held once each month except during June, July, and August.

The activities of this group are guided by either the executive or the program director. They vary according to the needs of the local area. The association and the director must decide which events are most appropriate for this group's sponsorship.

A State Achievers Association may be formed for similar purposes. Its membership is composed of delegates from each of the local associations.

2. **Speakers Corps.** This activity is organized on both local and national levels. The purpose of the Junior Achievement Speakers Corps is two-fold (15,p.218):

   a) To give achievers an extra-curricular activity which will help them to become more successful men and women.

   b) To promote Junior Achievement among businessmen, civic leaders, educators, and young people.
There is a Speakers Corps in each area composed of boys and girls from the various companies. The members of this organization have the opportunity to tell many different type groups about their experiences in Junior Achievement. They are often invited to nearby towns to stimulate interest in organizing Junior Achievement in a new area. Each member of the Speakers Corps is given a booklet which is filled out by the presiding officer of the meetings at which he speaks. This booklet becomes a prized possession of the achiever as well as serving as a permanent record of his speaking engagements.

Members of a local Speakers Corps who show unusual ability are awarded membership in the National Speakers Corps. As members of this national group, one may be invited to appear, with all expenses paid, as a guest speaker at a large convention or meeting of national importance. These speaking engagements, both local and national, are not only valuable experience but may lead to desirable job and educational opportunities.

3. National Junior Achievers Conference. This conference gives outstanding achievers from all areas the opportunity to get together to discuss common problems and enjoy the fellowship of others.

Article II of the by-laws of this organization states:

The purpose of this organization shall be to provide an annual conference of achievers which shall enable them to:

a) Make known by resolutions, achievers' ideas and convictions concerning matters pertaining to youth.

b) Discuss common problems.

c) Promote fellowship among achievers.
d) Further in every way, the general well-being and expansion of Junior Achievement and the American ideals for which it stands.

NAJAC, as this conference is called, is generally held from Monday through Friday two weeks before Labor Day. A location where suitable meeting and recreational facilities are available is chosen by the President of NAJAC and the NAJAC Adviser. The 1954 conference, which is the eleventh annual meeting, will be held at Miami University in Oxford, Ohio, from August 23 through August 27. Approximately six hundred National Award winners, delegates, officers, staff members and guests are expected to attend.

The number of delegates chosen from each Junior Achievement area is in proportion to the number of Junior Achievement companies in that area. Each area may send one delegate for each four companies or fraction thereof to the 1954 conference. Some delegates are selected as winners of local or national awards. Other applicants must give evidence that they will continue in Junior Achievement the following year and be able to assist the director at school assembly programs, Achievers Association meetings, and other occasions where their account of experiences at NAJAC will be helpful.

The inclusive NAJAC fee is $45.00 for each delegate to the 1954 conference. It includes room, board, counselors, chaperons, group sports, supervised swimming, two dances, tours, NAJAC hat, pin, group picture, and chartered bus between scheduled railroad station and conference. It also includes, in addition to the regular Junior Achievement liability insurance for achievers, special accident insurance for each achiever and counselor from departure from home town
until return home by scheduled transportation, including stay at NAJAC. Areas pay, in addition to the fee, the cost of travel.

NAJAC consists of a broad program of sports, entertainment and dances, together with discussions of Junior Achievement problems, visits to interesting industries in the vicinity, and other profitable activities. The discussion groups at the 1953 conference were organized around these topics: recruiting, promoting Junior Achievement, sales, management, membership, operational procedures, production, awards, regional conferences, graduate achievement, and job opportunities. The problems, causes, and probable solutions relative to each of these were thoroughly discussed. The election of officers to carry on the conference program and plan NAJAC for the following year is always a highlight of the program. Adult assistance consists of Junior Achievement staff members and selected graduate achiever counselors from various Junior Achievement areas.

**Summary.** This chapter has presented a discussion of the details involved in organizing and operating a Junior Achievement program in a local area. The meetings concerned with the initial organization dealt with an explanation of the purposes of Junior Achievement, the formation of an Advisory Council, the raising of necessary funds, and the appointment of an executive director. One of the first tasks of the director is to secure sponsors for the program. These sponsors assist him in recruiting advisers. The next step is the location and establishment of a business center.
After a director has been employed, sponsors and advisers recruited, and the business center has been established, Achievers must be recruited. All of this leads up to the big event of the first organizational meeting of the Junior Achievement companies. Throughout the school year the advisers and achievers are busy operating the company so that wages may be paid and dividends declared on the stock.

All Junior Achievement companies are liquidated in May of each year. This brings to a close an experience which has contributed to the development of a great many members. For some it has only been somewhere to go one night each week.

The Junior Achievement awards program is designed to give recognition to companies, achievers, sponsors, advisers, and schools for a job well done. It is an integral part of any Junior Achievement operation.

There are certain Junior Achievement activities which are not directly connected with the operation of the companies that provide further opportunity for individual and group development. These incentives stimulate initiative and enthusiasm which contribute to the success of individual companies as well as Junior Achievement in general.

This chapter has shown how people from many different walks of life cooperate in offering Junior Achievement experience to the boys and girls of a community. Through Junior Achievement a group of teenagers have the opportunity to organize, operate, and finally liquidate their own business.
In addition to the business experience offered there are other activities which contribute to the over-all development of the participants.

This rather detailed account of the organization and operation of a local Junior Achievement program makes possible a better appreciation of what the organization is offering to the youth of the community. Its significant contributions are then more fully realized.
Chapter VI

HYPOTHESIS, OPERATIONAL PRINCIPLES, AND
PROCEDURE USED IN THE FIELD INVESTIGATION

In any proposed investigation there must be a starting point, or foundation upon which future activities are built. The formulation of an hypothesis, based upon known facts and past experiences, serves as this starting point or foundation.

The next step is the determination of operational principles and procedure to be used in the investigation.

Hypothesis. In defining and stating the function of a hypothesis, Good, Barr, and Scates in their Methodology of Education Research say (13, p. 200):

A hypothesis is a guess, supposition, or tentative inference as to the existence of some fact, condition, or relationship, which serves to explain the facts known to exist about some object under investigation. The hypothesis serves the important function of limiting the field of investigation, of sensitizing the observer to pertinent facts, and of offering a simple means of linking the facts together.

This three-fold function has been a major criterion in determining the hypothesis for the investigation connected with this dissertation.

The literature currently available indicates that the primary purpose of Junior Achievement is to teach the fundamental principles of organizing and operating a business enterprise. Close observation and direct participation in its program has strengthened the belief that this is only one of its contributions. This investigation is based on the general hypothesis that participation in the Junior
Achievement program has other far-reaching and significant results which have either psychological, economical, political, or educational implications. "Psychological" refers to the features of the program which are significant to the mental welfare of an individual in a group. "Economical" refers to the development of employable skills which contribute to the financial welfare of the achiever, his employer, and the community in which he lives. "Political" refers to those features which develop an appreciation of the opportunities possible within the framework of the American system of free enterprise as it operates under our form of government. "Educational" refers to the cultivation and development of the potentialities of the individual. With the hypothesis formulated, the next task is the setting up of operational principles to be used in collecting the data.

Operational Principles. The over-all principle was that all data collected must contribute to proving or disproving the original hypothesis. The hypothesis and principles were constantly kept in mind while preparing the inquiry forms. This was an attempt to conserve the time of both the investigator and the person executing the forms, as well as attempting to collect only pertinent information.

An investigator does not go to those persons who are not familiar with an organization and its program to ask what its significant contributions are. In compiling a list of persons to be invited to participate in this investigation, those directly connected with the Junior Achievement program were chosen. The following groups of people in each of the Junior Achievement areas were invited to respond to the
inquiry forms:

1. Executive Directors of Junior Achievement Areas.
2. Interested Business and Industrial Executives.
3. Advisers to Junior Achievement Companies.
4. Parents of Members of Junior Achievement Companies.
5. Educators Participating in the Program.
6. Members of Junior Achievement Companies.

These groups have varied connections with the Junior Achievement program and a synthesis of their opinions should be representative of the program in its entirety. The principle suggested here is that all inquiry forms must be submitted to those who are familiar with the Junior Achievement program.

It was stated in Chapter I that the scope of this study was nationwide. It is nationwide in that representative persons connected with Junior Achievement in all areas operating in the United States were invited to participate. This suggests the principle that the sampling of opinions must include some from all geographical sections of the United States in which Junior Achievement operates.

Multiple-choice questions generally result in a greater number of responses and a free choice of response results in information that is difficult to assimilate and evaluate. However, the respondent must be given as much freedom as possible if his statements are to represent true opinions. Therefore, the essay type of question was used almost exclusively in the inquiry forms. The principle suggested here is that the person executing the inquiry form must be given an opportunity for free expression.
The achievers to whom the inquiry forms are submitted should be regular in attendance. Likewise, the inquiry forms to parents should be submitted to those whose children are in regular attendance. Regular attendance is a prerequisite to receiving maximum benefits as well as a clear understanding of the objectives of a program. An achiever whose attendance is poor is not likely to realize the full significance of activities in which he participates only sporadically. Neither are his parents apt to learn very much about the benefits of the program in which he participates.

Starting with the hypothesis stated, and using the principles suggested, enabled the investigator to collect the data desired and to arrive at valid conclusions.

**Distribution of Inquiry Forms.** The reader will recall that there were fifty-one Junior Achievement areas in operation throughout the United States during the 1953-54 school year. A listing of these areas is presented as Exhibit 22 in Appendix B. The forms were personally distributed in Columbus (Ohio) and an envelope containing the following was mailed to each of the executive directors in the other fifty areas:

2. Letter of approval from National Program Director.
3. One inquiry form to the executive director.
4. Five inquiry forms to business and industrial executives.
5. Five inquiry forms to advisers to Junior Achievement companies.
6. Five inquiry forms to parents of members of Junior Achievement companies.
7. Two inquiry forms to educators participating in the program.
8. Five inquiry forms to members of Junior Achievement companies.
Each area director was requested to distribute the forms to these
representative persons in his area. When the forms had been executed,
they were to be given to the director who would return them at his
earliest convenience.

A larger sampling was made in the Columbus (Ohio) area than in
the other areas because the writer could personally assume the
responsibility of distribution and collection. The inquiry forms used
in Columbus were distributed as follows:

1. One to the Executive Director.
2. Eighteen to business and industrial executives.
3. Fifty to advisers to Junior Achievement companies.
4. Fifty to parents of members of Junior Achievement companies.
5. Two to educators participating in the program.
6. Fifty to members of Junior Achievement companies.

The number of forms distributed in each category listed above was
determined by conditions peculiar to the local program. It was not
possible to exercise any control over this.

Summary. In this chapter an hypothesis was stated and principles
formulated for the field investigation connected with this dissertation.
The stated purpose of Junior Achievement is to teach the fundamental
principles of organizing and operating a business enterprise. This
investigation is based upon the general hypothesis that participation
in a Junior Achievement program has other far-reaching and significant
results which have either psychological, economical, political, or
educational implications. The operational procedures may be briefly stated as follows:

1. All data collected must contribute to proving or disproving the original hypothesis.

2. All inquiry forms must be submitted to those who are familiar with the Junior Achievement program.

3. The sampling of opinions must include some from all geographical sections of the United States in which Junior Achievement operates.

4. The person executing the inquiry form must be given an opportunity for free expression.

5. Achievers executing forms should be regular in attendance. Also, parent forms should be submitted to parents whose children are regular in attendance.

The inquiry forms were distributed to representative personnel in each of the fifty-one operating areas. This was considered adequate for a good cross section of opinions relative to the significant contributions of Junior Achievement.
The investigation was begun with what was considered to be adequate pre-planning for desirable results. A hypothesis had been established and operational principles had been determined. The inquiry forms were prepared, a covering letter had been drafted, and sufficient copies of a letter of approval by the National Program Director were received. Arrangements for the necessary typing and mailing were completed.

The reader will recall that the primary purpose in this dissertation is to secure, compile, and evaluate data relative to the significant contributions of Junior Achievement experience. The discussion of the findings will center primarily around representative statements and a statistical analysis of the replies.

Some of the same questions appear on the inquiry forms to adult personnel in all categories invited to participate. This was done in an attempt to compare the thinking of different groups relative to the significant contributions of the program. A rather detailed summary of the replies to these questions is given in each of the sections that follow. A comparison of the replies in each category, as well as a brief summary of all replies, appears at the end of the chapter.

The discussion that follows immediately is organized around inquiry forms sent to persons in each of the categories. The summary at the end of the chapter follows a different plan of organization. This is explained in that section.
Some of the responses to the questions in all categories dealt with "ways" in which the objective listed in each item was accomplished while others dealt with the "degree" to which it was accomplished. Each response dealing only with ways was analyzed to determine the degree which each way seemed to meet the objective sought. The following scale was used: much, average, little, not at all, and no answer. The percentages referring to degree in the discussion of the questions in each category were determined in this manner.

Inquiry Forms to Executive Directors. These forms requested the directors to react to the following questions:

1. To what degree, if any, has Junior Achievement provided boys and girls with an appreciation of the American system of free enterprise?

2. To what degree, if any, has Junior Achievement strengthened or weakened their belief in our form of government?

3. List what you consider to be some of the other strengths and weaknesses of the Junior Achievement program.

The paragraphs that follow will summarize the answers given by the ten executive directors replying to each of these questions. Attention will be directed to representative statements. These statements present opinions of executive directors of areas operating in the eastern, mid-western, southern, and western sections of the United States. These answers will be discussed very briefly in this chapter but more fully in Chapter VIII.
1. To what degree, if any, has Junior Achievement provided boys and girls with an appreciation of the American system of free enterprise?

All replies indicated a belief that Junior Achievement experience does provide the majority of boys and girls with an appreciation of the American system of free enterprise. There was some difference of opinion, however, as to the degree to which this is accomplished. The majority of the replies, 60 per cent, indicated that much appreciation is gained, 30 per cent indicated that it was gained to average degree, and 10 per cent indicated that only a small degree of appreciation was gained.

The following representative statements specifically indicate the "degree" to which junior achievers gained an appreciation of our free enterprise system:

a. No more than 25 per cent of the original applicants invited to join have gained maximum appreciation of our free enterprise system. Another 50 per cent gained some appreciation and 25 per cent absolutely nothing.

b. Since this is the basic purpose of Junior Achievement and since Junior Achievement is thriving, it must be assumed that the purpose is being accomplished. My own opinion is that Junior Achievement has an overwhelming influence in this particular point.

c. The appreciation of free enterprise gained by the individual achiever is in proportion to the amount of company activity in which the young person has taken a part. Some achievers will gain very little. The aggressive, leader-type achiever will, in my opinion, be permanently sold on the American system.

d. The average teen-ager is not much concerned with economics, philosophy or politics. A small percentage (perhaps 5 per cent), representing the most intelligent can parrot some of the concepts presented to them in Junior
Achievement. However, it is my sincere belief that most if not all of the young people in the program will develop an unconscious sympathy for free enterprise and capitalism which will influence their thinking once they become mature enough to think seriously about such matters.

The following statements summarize the opinions of the responding executive directors relative to the ways in which Junior Achievement provides this appreciation:

a. Through actual participation in basic business activities.

b. Understanding better the competitive spirit which is in business.

c. They get to realize that they must work to secure their profits and gain success.

d. By being owners and managers of their own business.

e. That management, production, and sales must all understand each other's problems and work together to succeed.

The degree to which this appreciation had been obtained is rather hard to determine. The responses indicated, however, that Junior Achievement experience does provide the participants with an appreciation of the American system of free enterprise.

2. To what degree, if any, has Junior Achievement strengthened or weakened their belief in our form of government?

The responses to this question indicated that the achiever's belief in our form of government is strengthened rather than weakened by Junior Achievement experience. The degree to which this belief is strengthened was not indicated in most of the replies. Therefore, it was again necessary to analyze the responses to determine the degree which they represented. Most of the responses, 60 per cent, indicated
much strengthening and 40 per cent indicated that this belief in our 
form of government was strengthened to an average degree. Some repre-
sentative statements follow:

a. . . . this program strengthens their belief in the present 
form of government. . . . through their contact with the 
adviseurs they gain the knowledge that socialistic type 
of government does not bring about a strong economic 
government. Of course they all realize the communist 
government is nothing but a puppet state in which they 
become a meehanical device.

b. Certainly Junior Achievement could never weaken anyone's 
belief in our form of government. It serves a great 
purpose in strengthening one's belief. Through their 
actual company operations and through related Junior 
Achievement activities they are realizing the importance 
of upholding our American way of life and repelling any 
attack to change it.

c. At least 85 per cent have strengthened their belief in 
our form of government, less than one per cent were not 
affected either way. The rest were just in between.

d. Definitely strengthened - Degree is difficult to judge 
but all influence Junior Achievement has would be toward 
strengthening rather than weakening.

e. Junior Achievement has shown the young people in the 
program that a government that controls industry will 
not survive.

The Junior Achievement program makes no attempt to influence the 
achiever's belief in our form of government by formal lectures. The 
statements referred to above indicate, however, that its operational 
pattern provides for activities which do strengthen a belief in our 
form of government.

3. List what you consider to be some of the other strengths and 
weaknesses of the Junior Achievement program.
The statements that follow summarize the comments of the executive directors returning completed inquiry forms. The percentages represent the number of responses on each item. This same pattern of organization will be followed in discussing the strengths and weaknesses in each category.

**Strengths**

a. Is a positive approach to teaching our future workers, managers, and voters the problems and rewards of our American way of business life . . . . . . . . . . . . . 30 per cent.

b. Gives achievers confidence in their own ability . 20 per cent.

c. Develops character, leadership, responsibility, and self confidence . . . . . . . . . . . . . 20 per cent.

d. Excellent business preparation. . . . . . . . . . 10 per cent.

e. High caliber of advisers. . . . . . . . . . . . . 10 per cent.

f. Involves many different people. . . . . . . . . 10 per cent.

The executive directors feel that one of the other main strengths of the program is the fact that the principles of business are taught by actual participation. Next in importance is the contribution it makes to the personal development of the achievers.

**Weaknesses**

a. It does not reach enough young people over the country in both large and small cities. . . . . . . . . . . . . . . . . . . 30 per cent.

b. Failure of some advisers to relinquish management of the company to its teen-age officers . . . . . 20 per cent.

c. Difficulty in keeping interest. . . . . . . . . . . . . . . . . . . 10 per cent.

d. High unit cost. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 10 per cent.

e. No weaknesses enumerated. . . . . . . . . . . . . . . . . . . 30 per cent.
If youth in general is to receive the greatest benefit from this program, more must have the opportunity to participate. The advisers must assume the role of consultants rather than managers.

The strengths and weaknesses of the Junior Achievement program, indicated by all personnel invited to participate in this investigation, are fully discussed in Chapter VIII.

Inquiry Forms to Business and Industrial Executives. The executives were requested to comment on the following questions:

1. In what way does participation in Junior Achievement provide boys and girls with an appreciation of the American free enterprise system, or not?

2. In what way does Junior Achievement strengthen or weaken their belief in our form of government?

3. If your company contributes to Junior Achievement, what do you consider to be the best return on the investment?

4. List some of the strengths and weaknesses of the program.

In the following paragraphs the answers given to each of these questions by the forty-three business and industrial executives responding will be summarized. Attention will be directed to representative statements.

1. In what way does participation in Junior Achievement provide boys and girls with an appreciation of the American free enterprise system, or not?

Not one of the responding executives indicated a feeling that Junior Achievement did not provide the achiever with an appreciation
of the American system of free enterprise. The answers given indicated both the degree to which this appreciation was provided and ways in which it was done. Those comments not specifically designating "degree" were analyzed to determine the degree of appreciation provided. The following scale was used: much, average, little, not at all, and no answer. Thirty per cent of the comments indicated that much appreciation was provided, 50 per cent indicated an average provision, and the remaining 20 per cent indicated that little appreciation for the American system of free enterprise was provided.

The following statements are representative of the comments which specifically designated "degree":

a. To an extent unparalleled in comparison with any previous youth project ever devised.

b. In proportion to the ability of the advisers to convey by example and discussion the principles of free enterprise.

c. To a considerable extent.

d. Only teaches those who are willing to learn which is a limited group.

The learn-by-doing philosophy of Junior Achievement is evident in practically all of the statements relative to the ways in which participation in this program provides an appreciation of the free enterprise system. The responses are well represented by these selected statements:

a. By showing these principles as they apply in a small business, the boys and girls are able to see their organization as a whole and understand how each part of its operation affects all the other parts.

b. Junior Achievement provides the experience of being in business; the experience of being customer, owner,
employee, and manager; and of learning that all four must be equitably served if all are to prosper.

c. They gain a first hand knowledge of the necessity for the profit motive in business and the need for labor, management, and owners (stockholders) to work together toward the common goal of profit and business survival.

d. They become aware of the part that taxation plays in a business.

e. By teaching them the problems of business, and learning that the best results come from the best efforts, and that individual effort is rewarded.

f. Provides an appreciation of the economic system through actual participation in all phases of its operation and the opportunity to experience the rewards possible for successful business achievement under the free enterprise system.

This appreciation is also taught by participation rather than lectures. These statements indicate agreement that this experience does provide an appreciation of the American system of free enterprise. The difference of opinion occurs in the degree to which it is provided.

2. In what way does Junior Achievement strengthen or weaken their belief in our form of government?

Again the comments of the forty-three respondents indicated both ways and degree. This necessitated the use of the procedure previously employed to determine the degree to which this belief had been strengthened or weakened. None of the comments indicated the feeling that a belief in our form of government had been weakened by Junior Achievement experience. Twenty-four per cent of the comments indicated that much strengthening had resulted from this experience, 58 per cent indicated an average strengthening, and 18 per cent indicated the
feeling that the achiever's belief in our form of government was
strengthened only a little by participation in the program.

The two statements listed below indicate only an incidental
influence. They are representative of the statements included in the
"little" category.

a. Junior Achievement makes no attempt to influence youths' thinking on governmental matters. However, no alert young mind can fail to recognize eventually that free enterprise can exist only under our form of government. An achiever is left free to accept or reject its benefits.

b. I am not convinced that Junior Achievement has made a definite effort to spotlight our form of government, but rather only its relationship to and control over business.

The following statements are representative of those which were included in the "much" and "average" categories:

a. The belief in our form of government is greatly strengthened because it gives each youth a sense of participation rather than being merely a slave to a system.

b. ... shows that success is possible under our type of government and is stifled under other forms of government.

c. By clearly explaining the basis of American business they can better understand the advantages of democracy and free enterprise.

d. When boys and girls learn to appreciate American free enterprise, their belief in our form of government is automatically strengthened.

e. Junior Achievement strengthens their belief in our form of government by demonstrating the opportunities which exist in our competitive form of transacting business.

f. A Junior Achievement group is "democracy in action," complete with direct representation and its own system of checks and balances. In the "give and take" and group decisions of company operations, an understanding of the democratic process is fostered and the member's belief in our form of government strengthened.
g. They should learn that under our laws a person is free to succeed if he has the talents, initiative, and ability; also the freedom to fail if efforts are incompetent.

h. Junior Achievement brings to realization for those who participate that without our present form of government the advantages now existing for the American people would not be possible. It, likewise, points up that freedom of action, freedom of thought and the right to work for ourselves or for others is a privilege granted only to those under our type of government.

These statements indicate a feeling that the strengthening of an achiever's belief in our form of government is the result of actual participation; participation in the organization and operation of an enterprise that is based on democratic procedures.

3. If your company contributes to Junior Achievement, what do you consider to be the best return on the investment?

This question is based on the hypothesis that a business organization invests its money in activities which, either directly or indirectly, contribute to its well-being. The tabulation which follows summarizes the responses given by the executives replying to this question:

a. Satisfaction of providing teen-agers the opportunity to gain a broader knowledge of business operations . . . . . . . . . . . . 44 per cent.

b. Satisfaction of contributing to the over-all development of youth. . . . . . . . . . . 28 per cent.

c. Better future employees . . . . . . . . . . . . . 9 per cent.

d. Desirable training for advisers . . . . . . . . . . . . . 9 per cent.

e. Strengthens belief in our form of government. . . 5 per cent.

f. No answer . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 5 per cent.
The direct statements which follow are representative of those submitted:

a. The knowledge that our contribution is educating young people to understand the intricacies involved in operating a business; that it takes hard work and efficient management to make a small net profit.

b. The public relations value to the sponsor.

c. The caliber of boys and girls that are turned out by the Junior Achievement program.

d. The broader knowledge of the competitive business system gained by our young people.

e. The youth of this country are America's greatest asset and any investment made in their future can only result in some future return for the country and our company.

f. Satisfaction of supporting a community undertaking which is good for young people as well as the future of our business community.

g. An understanding of the need for sound labor-management relations.

h. That youngsters appreciate the responsibilities that firms have to the citizens of its community.

i. The training of our junior executives (who serve as advisers) is a dynamic return.

These statements indicate a feeling, on the part of the responding executives, that the returns on their investment are not entirely related to the operation of their business. Individuals not connected with their business organization and the community as a whole are also the recipients of the benefits resulting from this investment.

4. List some of the strengths and weaknesses of the program.

The strengths and weaknesses listed by the responding executives may be summarized as follows:

c. Limited amount of time. .......... 9 per cent.
d. Some specific organizational detail considered
   weak. .................................. 9 per cent.
e. Advisers do too much of the work themselves ... 7 per cent.
f. Lack of adequate financial support by business
   as a whole. .......................... 4 per cent.
g. Fact that it is not more widely accepted and
   better publicized ..................... 2 per cent.
h. The possibility of power-minded people gaining
   control and twisting the purposes of Junior
   Achievement to their own ends .......... 2 per cent.
i. No answer .............................. 35 per cent.

These weaknesses center around organizational details, the inability
of some advisers to assume the role of a consultant, and the lack of
adequate financial support and publicity.

Inquiry Forms to Junior Achievement Company Advisers. The
advisers were requested to comment on the following questions:

1. In what ways, if any, has Junior Achievement provided boys
   and girls with an appreciation of the American system of free
   enterprise?

2. In what ways, if any, has Junior Achievement strengthened or
   weakened their belief in our form of government?

3. In what ways, if any, has Junior Achievement increased or
   injured an achiever’s chances for employment?

4. List what you consider to be any of the other strengths or
   weaknesses of the Junior Achievement program.
Sixty-three of the advisers invited to participate in this survey responded to the questions listed. Their replies are summarized in the following paragraphs and attention is directed to representative statements.

1. In what ways, if any, has Junior Achievement provided boys and girls with an appreciation of the American system of free enterprise?

The responses to this question followed the general pattern which indicated both degree and ways in which an appreciation of the American system of free enterprise is provided. The same procedure of analyzing the comments and tabulating them, using the scale previously described, was used. None of them indicated that Junior Achievement does not provide boys and girls with an appreciation of this system. However, there are differing opinions as to the degree to which it is provided. Twenty-nine per cent of the responses indicated that much appreciation was provided, 60 per cent indicated an average provision, and 11 per cent indicated that only a little appreciation of this system was provided.

The replies indicate that actual participation and team-work are predominant factors in providing this appreciation. The following list presents representative statements that were submitted in answering this question:

a. By teaching them all the steps of organizing and operating a business.

b. It has taught them the true meaning of capital and how labor, management, and investors team together for the benefit of all.
c. Placed emphasis on the fact that our free enterprise system offers equal opportunities to one and all regardless of heritage.

d. By giving them a chance to be a part of it, to work with it, to worry about it, and to glory in it.

e. The opportunity to see and understand the use of capital employed by management using labor to in some way change material into a product or service that customers will purchase at a profitable price.

f. By allowing them to solve problems of an enterprise for which they are primarily responsible and over which they have self-control.

g. The boys and girls begin to realize that an idea, combined with enthusiastic effort, financed by stock sales, can be developed into a going business concern. That money cannot be voted on demand into existence by a company, but must be earned by service.

h. I doubt if the boys and girls in Junior Achievement gain a recognizable appreciation of free enterprise while they are in Junior Achievement. They do not take well to lectures on the advantages of the capitalistic system versus socialism or communism. It has been our practice to merely point out that their company is operating as a free enterprise in capitalistic economy, and it is only under such an economy that the company could exist at all. Perhaps a greater recognition and appreciation will come when they have additional means of comparison with other systems.

i. Only as Junior Achievement may serve to confirm the desirable concept of private ownership for personal gain and greater personal choice of activity does Junior Achievement provide appreciation of the American system of free enterprise.

j. I feel they have some slight appreciation of the fact that capital is necessary to acquire the tools of industry. Without capital even their small companies cannot operate and pay wages.

k. It is my opinion that even the "slow" teen-agers who participate in Junior Achievement get a better idea of the value of free business than they are able to get anywhere else.
These statements deal primarily with the experiences provided by Junior Achievement which result in an appreciation of the American system of free enterprise.

2. In what ways, if any, has Junior Achievement strengthened or weakened their belief in our form of government?

The sixty-three responses to this question also follow the general pattern of expressing both "ways" and "degrees." The same procedure of analyzing and tabulating the comments was used.

Only one statement was made that might indicate any belief that Junior Achievement experience would weaken the achiever's belief in our form of government: "By showing them the degree (large or small) to which interference by government is present in free enterprise operations." The key word in this statement is "interference." If the achiever feels that the government interferes with his business it could weaken his belief.

Eight per cent of the responses indicated "much" strengthening of a belief in our form of government, 67 per cent indicated an average influence, and 17 per cent felt that there was little influence. Six per cent of the responses indicated that there was no strengthening of this belief and 2 per cent did not answer.

The following statements are representative of those which expressed the feeling that there was no influence, or if there was it was only incidental:

a. I have been unable to observe any change in their beliefs about government. It is my impression that most of them take our form of government for granted and that not too
much is done in Junior Achievement to strengthen this belief.

b. Our representative form of government is only indirectly touched on in Junior Achievement activities.

c. In the operation of Junior Achievement nothing actually comes up that strengthens our form of government over another except for occasional verbal comparisons by the advisers.

d. Don't think it does directly. Don't believe they are truly interested. Indirectly, through seeing and experiencing business operation they may.

e. None that I can see since there was no direct comparison with other forms.

f. I do not believe that much has been done to either strengthen or weaken a belief in our form of government.

The responses which indicated that this experience does strengthen the achiever's belief in our form of government are represented by the following statements:

a. Where else can a group of children form and operate their own business. . . . in other forms of government children are pawns of the state. Here they are the leaders of the future.

b. Recognition of the fact that while they have their individual rights, so do others, and under our form of government each and all, have the right of expression.

c. Basically, individuals are competitive minded. This has brought forth the realization that only in our type of government can competition exist and foster progress.

d. . . . because it emphasizes the opportunity for all who are willing to work.

e. Organization and operation of their own Junior Achievement company is a practical demonstration of democratic freedom by group choice.

f. . . . by providing a living example of majority rule, and by showing that people work more diligently when they have had a part in the goals.
g. Strengthened through recognition that intelligent and
diligent work in a profit-making enterprise, either
as an employer or employee, will result in proportionate
financial return with a minimum of governmental
regulation and interference.

h. It has proven to them that under our form of government
all business no matter how large or small is not
hindered but helped.

i. Freedom of Junior Achievement companies to operate within
prescribed rules similar to freedom of individual to do same.

j. They have observed that our government regulates business
only as deemed necessary for the benefit of the majority
of people.

These statements again emphasize the fact that the operational
procedures of Junior Achievement contribute to strengthening a belief
in our form of government. There are no formal lectures given to
accomplish this.

3. In what ways, if any, has Junior Achievement increased or
injured an achiever’s chances for employment?

This question was directed to the advisers because they are more
closely related to the actual operation of the Junior Achievement
companies than the adult personnel in the other categories.

None of the responses expressed the feeling that one’s chances
for employment are injured by participation in Junior Achievement.
However, two statements indicated a feeling of doubt, yet they do not
definitely represent a negative answer to the question:

a. The achiever is a better person no doubt from participating in Junior Achievement but it will not likely
show up much in the odds for employment but will show up in the odds for advancement in employment.

b. Very little in a direct way so far as actual skills
are concerned.
It was necessary to analyze each response in order to determine the degree to which the achiever's chances for employment were increased. The results of this analysis are presented in Table VI.

<table>
<thead>
<tr>
<th>Degree of Increase</th>
<th>Percentage of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much</td>
<td>20</td>
</tr>
<tr>
<td>Average</td>
<td>65</td>
</tr>
<tr>
<td>Little</td>
<td>13</td>
</tr>
<tr>
<td>Not at all</td>
<td>0</td>
</tr>
<tr>
<td>No answer</td>
<td>2</td>
</tr>
</tbody>
</table>

The following is a representative list of statements made by the advisers:

a. They have a better understanding of an over-all business operation. This is difficult to get in business today because of the era of specialists and departmentalization.

b. By providing actual experience in business methods and practices.

c. Gives them a more definite idea of what phase of business they wish to go into.

d. We have employed several former achievers. We have found them more readily adaptable to their work than the average youngster.

e. By helping them realize that they must produce a day's effort for a day's pay.
f. They learn to cooperate with fellow workers as a team.

g. Knowledge of what an employer expects.

h. Has demonstrated the opportunities and rewards for initiative, dependability, good work, and cooperation.

i. An example will answer this question: One president of a firm has had such commendable reports on Junior Achievement employees that he attempted to hire, on the spot, five young girls in a Junior Achievement company.

j. We make an attempt to place at least one of our Junior Achievement boys or girls in the plant during the vacation period. Several of our regular employees have had Junior Achievement experience, and there is no question but that this counted in their favor at the time of their selection.

The direct relationship of experience gained in Junior Achievement to an increase in one's chances for employment is indicated by these statements. Specific examples where this is true give further validity to these statements.

4. List what you consider to be any of the other strengths or weaknesses of the Junior Achievement program.

Only six per cent of the advisers returning the inquiry forms failed to answer this question. The high percentages reporting "no answer" were due to the fact that some listed only strengths and others only weaknesses. The statements submitted may be summarized as follows:

**Strengths**

a. Strengthens self-confidence, acceptance of responsibility, and teamwork . . . . . . . . . . . . 25 per cent.

b. Gives a better understanding of the way business operates . . . . . . . . . . . . . . . . . . . . . . . . 21 per cent.
c. Putting achievers from all sections of town in the same company broadens individuals interest in whole community. 3 per cent.
d. Practical approach to learning. 3 per cent.
e. Helps in determining the type of work a person may or may not be fitted for. 3 per cent.
f. Provides a useful outlet for teen-age drive and enthusiasm which is often directed toward less desirable pursuits. 2 per cent.
g. High caliber of leadership. 1 per cent.
h. Strengthening of a belief in our form of government. 1 per cent.
i. Covered in preceding questions. 1 per cent.
j. No answer. 40 per cent.

A rather large percentage of the advisers did not list any strengths.
The statements that were submitted deal primarily with the personal development of the achievers.

Weaknesses

a. Insufficient time to accomplish desired goals. 16 per cent.
b. Weak in some specific organizational detail. 13 per cent.
c. Need of more disciplinary attitude on the part of advisers to establish the fact that business is a serious effort and not just a lark. 11 per cent.
d. Interferes with other activities. 10 per cent.
e. Does not reach enough youngsters. 8 per cent.
f. Lack of adequate publicity. 3 per cent.
g. Failure of advisers to let youngsters run their own companies. 1 per cent.
h. There are no weaknesses. 1 per cent.
i. No answer. 37 per cent.
A rather large percentage failed to list any weaknesses. Those that were listed deal primarily with organizational details and shortcomings of some of the advisers.

_Inquiry Forms to Parents of Achievers._ The parents were requested to indicate how they felt about their son or daughter's participation in Junior Achievement by reacting to the questions that follow:

1. In what ways, if any, has Junior Achievement strengthened or weakened your child's belief in our form of government?

2. In what ways, if any, has Junior Achievement developed an appreciation for the American system of free enterprise?

3. In what ways, if any, has Junior Achievement provided your child with a sense of self-confidence in human relations?

4. In what ways, if any, has Junior Achievement given, or failed to provide, a better chance for your child's employment after graduation?

5. List what you consider to be some of the other strengths or weaknesses of the Junior Achievement program.

There were thirty-four parents responding to these questions. Their comments are summarized in the paragraphs that follow.

1. In what ways, if any, had Junior Achievement strengthened or weakened your child's belief in our form of government?

None of the replies indicated a feeling that Junior Achievement experience weakened a belief in our form of government. Eighteen per cent of the replies indicated much strengthening of this belief, and 56 per cent indicated the belief was strengthened to an average degree.
Twelve per cent of the replies indicated only a little strengthening and 12 per cent indicated that there was no strengthening at all. However, this 12 per cent did not indicate a weakening rather than a strengthening.

These two responses indicate no influence to either strengthen or weaken this belief:

a. I cannot say that my son's belief has been affected at all. It may be that the effect is not obvious.

b. I have no way of knowing. There has been no visible evidence. Time will tell.

The statements that follow indicate the feeling that there is no need for a strengthening of a belief in our form of government as far as their child is concerned:

a. We believe that he never had any doubt about our form of government.

b. I do not think our son needs his belief in our form of government strengthened, but I think the democratic conduct of Junior Achievement has enabled him to better understand our form of government.

c. I am sure there has never been any question in my daughter's mind but that our form of government is the best, however, Junior Achievement may have corroborated this idea.

The remaining responses indicated a belief, on the part of the parents, that this experience in Junior Achievement has strengthened their child's belief in our form of government. The statements that follow represent a summary of the ways in which they believe this has been accomplished:

a. . . . a practical demonstration by experience with the rewards and opportunities under free enterprise, which our government protects.
b. By being a part of a democracy on their own level and seeing it in action, makes it easier to understand the broader form we call "our government".

c. . . . because it has helped him to realize that our country grows only by progress made by companies and individuals.

d. She understands more fully the benefits of a government in which the people have a voice.

e. I feel that he now fully realizes that under our democracy each individual has an equal chance for success. Also, that government protects both the employer and employee.

f. He has learned by another American way of learning without pressure.

g. Our daughter has found that government has provided everyone with a chance to enter a small business.

h. The right to choose the way in which to make a living.

i. In only a democracy could a youngster learn to understand business methods as practiced by large concerns.

j. By showing the opportunities and possibilities only to be found in our form of government, which is open to all.

k. Free enterprise will strengthen their opposition to communism.

l. She better understands how important it is to be free to succeed.

These statements center primarily around the freedoms offered by our form of government.

2. In what ways, if any, has Junior Achievement developed an appreciation for the American system of free enterprise?

Not any of the thirty-four parents responding to this question indicated doubt that Junior Achievement provides an appreciation of the American system of free enterprise. Eighteen per cent of the
responses indicated that much appreciation is gained, 62 per cent indicated an average degree of appreciation, and 20 per cent indicated that little appreciation results from participation in Junior Achievement. The following statements are representative of those referred to:

a. I am sure my son sees the rewards possible with free enterprise and the effect of incentive on effort or production more clearly.

b. Has shown her the meaning of competition in this private enterprise and also how United States free competitive system is healthy for mind and body.

c. He is beginning to realize that there is always a market for products that are of high quality, priced right, well advertised, well displayed, etc.

d. I have noticed his interest in the workings of my business and now is reading books about stocks and bonds, patents and inventions, etc.

e. He has learned that under the system of free enterprise any person can operate a legitimate business with a minimum of interference from the government.

f. The opportunity to practice it, and gain his appreciation through experience.

g. Has proven to him that free enterprise is a challenge to young people with ambition and ideas and that group cooperation is essential to success.

h. My son has learned that there are just as many chances to get ahead today as there ever were. He says any youth with gumption, ambition or "go-get-it" can start something and do his best to make it a success.

i. Junior Achievement has taught our daughter that there is more to business than profits. She has found out that there is overhead and non-productive labor as well as productive.

j. It has developed her appreciation of free enterprise through recognition that success can only be attained through initiative and effort.
k. It has shown her that you can get some place without being the boss's daughter, but you have to work for it. If you try to do your part you will be rewarded.

These statements deal primarily with ways in which the achiever's appreciation for the American system of free enterprise has been developed.

3. In what ways, if any, has Junior Achievement provided your child with a sense of self-confidence in human relations?

This question was addressed to the parents because they are most likely to notice progress along these lines. All of the replies indicate that Junior Achievement experience does provide the achiever with a sense of self-confidence in human relations. Thirty-five percent of the responses indicated "much" provision, and 60 percent indicated an average provision. Only 5 percent of the responses indicated little provision for the development of self-confidence in human relations. The following statements are representative of those submitted:

a. It has been the greatest thing in his life. No other activity has approached the value of Junior Achievement.

b. He has learned to work with others and found a joy in doing it.

c. He has learned that he can surely always depend on himself if he is willing to work.

d. The selling experience has been wonderful.

e. Placing confidence in my daughter by voting her into an official position helped her gain self-confidence.

f. He can now speak before an assembly with ease. He has improved his vocabulary, voice quality and bearing.
h. He has learned to work with a group to develop their achievement.

i. He has learned to express ideas and has developed confidence in his own ideas. In school unless you are one of the brainy members of the class no one has too much respect for your opinion but in Junior Achievement my son has learned that he can express himself with people who share his interests.

j. He has been called on to lead the program for his company, iron out personnel problems between employees and between employees and supervisors. This has given him a self-confidence in human relations that his parents never had.

k. It has helped him overcome shyness in meeting people by having him sell the product.

l. She has gained poise and confidence in herself when meeting older people and has helped her in her relations with her schoolmates.

m. The opportunity to work with others as partners for a common cause.

n. Selling has enabled her to talk more easily to people.

o. To me, this is the greatest value of my daughter's participation in Junior Achievement. It has helped tremendously in developing self-confidence and appreciation of fellow workers.

These statements very definitely indicate that an increased understanding of how a business operates is not the only contribution that Junior Achievement experience makes. Its contribution to the personal development of the achiever is also very clearly indicated.

4. In what ways, if any, has Junior Achievement given, or failed to provide, a better chance for your child's employment after graduation?

This question was addressed to parents because of the family relationship to the achiever which results in a more sympathetic interest in their problems. Thirty-two per cent of the responses
indicated that the parents felt that their children had a much better chance for employment after participating in the Junior Achievement program. An average provision for better chances for employment was indicated by 48 per cent, and 17 per cent indicated little improvement. Only 3 per cent indicated a feeling that this experience did not improve the participant's chances for employment. The following statements are representative of those referred to:

a. Has given her a better understanding of business ways and the ability to meet and talk with business executives.

b. Having learned the importance of working together, being able to speak with confidence, and having some idea as to what they might like to do as a life's work.

c. Has made possible indispensable contacts.

d. He now believes that if he is unable to find an opportunity for employment he can make himself a job.

e. I believe he now has a better understanding of business and the confidence to go after what he wants.

f. I believe that Junior Achievement has given my son an inside view of business in its entirety and can clear up any puzzling thoughts for his future career.

g. Has provided confidence in his ability to do a job with strangers.

h. Has given him a broader understanding of the opportunities and the kind of competition he will meet after graduation.

i. My son has a more responsible feeling; is better able to approach people and talk in a confident and knowing way; has a more thoughtful and broader approach to his problems; and is better able to think things out.

j. Has helped our daughter to realize that lost time is lost profits.

k. Has developed interests which she expects to pursue after graduation.
1. It has taught him some manual usage of his hands which he had not known.

m. Knowledge of what the employer expects of her.

The two statements that follow have a somewhat different bearing on the question:

a. It is not so much the better chance for employment that I am interested in as the fact that he will be a better employee because of his Junior Achievement experiences.

b. It has immensely helped his chances for entering college.

These two responses indicate a feeling of doubt:

a. My son has not graduated at this time, but I can see where it might possibly be of help.

b. This I can answer in the future.

These statements deal primarily with the development of attributes which have a direct relationship to employment. However, many of them are also related to the over-all development of the achiever, self-confidence for example.

5. List what you consider to be some of the other strengths or weaknesses of the Junior Achievement program.

Inquiry forms were returned by thirty-four of the parents who were invited to participate. Only 6 per cent of them failed to answer this question. The high percentages indicated in the "no answer" category are due to the fact that some respondents listed strengths and no weaknesses while others listed weaknesses and no strengths. A summary of the responses submitted follows:
Strengths

a. Knowledge of the diversity of problems that
   must be solved by a company . . . . . . . . . . . . 26 per cent.

b. Learned team-work under non-compulsory
   conditions, to meet strangers, to sell, and to
   put to use the things learned in school . . . . . . 17 per cent.

c. Provides wholesome associations for spare-time
   activities. . . . . . . . . . . . . . . . . . . . . . . . . 12 per cent.

d. Interest of sponsoring organizations. . . . . 12 per cent.

e. Meeting and working with children from
   other schools in the city . . . . . . . . . . . . . . 3 per cent.

f. Welcoming all youngsters who want to participate. 3 per cent.

g. A great supplement to formal school education . . 3 per cent.

h. No answer . . . . . . . . . . . . . . . . . . . . . . . . . . . 24 per cent.

These statements deal primarily with the increased knowledge of
business operations, increased willingness to "operate" as a member of
a team, and the organizational set-up of Junior Achievement.

Weaknesses

a. Lack of sufficient publicity. . . . . . . . . . . . . 14 per cent.

b. Choice of products. . . . . . . . . . . . . . . . . . 6 per cent.

c. Poor choice of advisers . . . . . . . . . . . . . . 6 per cent.

d. Achievers get to know comparatively few of
   other company members . . . . . . . . . . . . . . . . . . . . 3 per cent.

e. Decrease of interest at end of year . . . . . . . 3 per cent.

f. Some specific operational detail considered weak. 3 per cent.

g. No weaknesses known . . . . . . . . . . . . . . . . . . . . 6 per cent.

h. No answer . . . . . . . . . . . . . . . . . . . . . . . . . . . 59 per cent.

These responses deal primarily with weaknesses in the operational
procedures of the organization.
Inquiry Forms to Participating Educators. The educators concerned were requested to react to the following questions:

1. In what ways, if any, has Junior Achievement provided boys and girls with an appreciation of the American system of free enterprise?

2. In what ways, if any, has Junior Achievement strengthened or weakened their belief in our form of government?

3. In what ways, if any, has Junior Achievement served to enrich or complement the regular school program?

4. List what you consider to be any other strengths or weaknesses of the Junior Achievement program.

Eleven of the educators invited to participate in this survey responded to the questions listed above. These persons are connected with Junior Achievement programs in the western, mid-western, and southern sections of the United States. Their responses to each of these questions will be summarized in the paragraphs that follow.

1. In what ways, if any, has Junior Achievement provided boys and girls with an appreciation of the American system of free enterprise?

None of the responses indicated a lack of provision for this appreciation but 10 per cent of the respondents did not answer this question. There was an equal division of responses indicating "much" and "average" provision, 45 per cent in each case. The statements which follow are representative of those submitted:
a. By providing friendly competition among boys and girls of different companies to provide a stimulus for improving their company through their own efforts.

b. Students through the formation of their own companies ... get real experience in business. I am sure that it gives them an understanding and an appreciation of the free enterprise system that cannot be gained from books and the classroom alone.

c. Junior Achievement provides boys and girls with an actual experience in the development, operation, and liquidation of a business. There is no substitute for experience.

d. By providing an opportunity to have a part in it.

e. A number of my students are members of Junior Achievement. As a teacher of social problems, I find that they are prepared to discuss the pros and cons of business with much alacrity.

These statements deal primarily with the characteristics of the Junior Achievement program which tend to develop an appreciation for this system.

2. In what ways, if any, has Junior Achievement strengthened or weakened their belief in our form of government?

None of the responses indicated a feeling that Junior Achievement experience weakens the achievers belief in our form of government. Sixty-four per cent of the responses indicated "much" strengthening, 9 per cent indicated an average amount, and 9 per cent indicated little influence in strengthening this belief. No strengthening at all was indicated by 18 per cent.

In replying to this question, one educator makes this statement: "I doubt whether their experience has affected their belief or faith in our form of government." The other responses indicated a feeling
that it does strengthen this belief, the ways being summarized by these statements:

a. By providing an opportunity for boys and girls to prove to themselves that through their own initiative they can succeed, as contrasted with the socialist and communistic doctrines that seem to destroy initiative.

b. . . . because they experience first hand the opportunities that we have for initiative, competition, and profits.

These statements indicate that the primary ways in which Junior Achievement strengthens a belief in our form of government result from actual participation.

3. In what ways, if any, has Junior Achievement served to enrich or complement the regular school program?

The educators invited to participate were the logical ones to address this question to. It was an attempt to determine whether or not there was a feeling that Junior Achievement was competing with school offerings. Thirty-six per cent of the responses indicated that the Junior Achievement program complements the regular school program "much", and 46 per cent indicated an average amount. The responses which indicated "little", and "not at all", were equal, 9 per cent in both cases.

The following statement represents the feeling that the Junior Achievement program competes with rather than complements the regular school program: "The program does distract from schoolwork in some instances and I find too many students devoting far too much time to it, instead of preparing their 'home lessons'. They should be warned when they join Junior Achievement that their schoolwork must come first."

The following representative statements indicate ways in which the Junior Achievement program complements the regular school program:

a. By supplementing the teaching of responsibility and working together.

b. It has given "on-the-job training" which the school could not give. Actual experience in various lines of work makes more meaningful the many other lines of work that students perform in school.

c. Brings students in contact with business executives in the community.

d. Provides a rich opportunity for worthwhile participation for a number of pupils who would not otherwise have such an opportunity.

e. By offering an opportunity to put into practice many of the things they have been studying in school.

f. Junior Achievement has turned up in speech classes, in English theses, in class discussions, etc. It does capture the young person's interest and enthusiasm.

These statements suggest that Junior Achievement experience affords an excellent opportunity to apply some of the theory learned in the classroom to practical situations.

4. List what you consider to be any other strengths or weaknesses of the Junior Achievement program.

All respondents answered this question but did not suggest both strengths and weaknesses. This accounts for the high percentage under "no answer," particularly the weaknesses. A summary of representative statements follows:

**Strengths**

a. Practical approach to learning. . . . . . . . . . . . . . . 28 per cent.

b. Provides an opportunity for business, industrial, and educational leaders to work together in the interest of youth . . . . . . . . . . . . . . . . . . 18 per cent.
c. Pursuit of higher education made available to some through the scholarships offered to achievers . . . . . . . . . . . . . . . . . 9 per cent.
d. Makes excellent use of leisure time . . . . . . 9 per cent.
e. Opportunity to meet and work with students from other schools. . . . . . . . . . . . . . . . . . 9 per cent.
f. Develops self confidence. . . . . . . . . . . . . . . . . . 9 per cent.
g. Establishes punctuality, accuracy, responsibility, and judgment. . . . . . . . . . 9 per cent.
h. No answer . . . . . . . . . . . . . . . . . . . . . . . 9 per cent.

These statements deal primarily with the personal development of the achiever.

Weaknesses

a. Requires too much of the achiever's time. . . . . 18 per cent.
b. Should teach democracy and not try to bring in so much capitalism . . . . . . . . . 9 per cent.
c. Reaches too few students. . . . . . . . . . . . . . . . . 9 per cent.
d. No answer . . . . . . . . . . . . . . . . . . . . . . . 64 per cent.

These weaknesses deal primarily with operational procedures.

Inquiry Forms to Achievers. This is the only form in which multiple-choice questions were used. The form is made up of two multiple-choice and two essay type questions. The achievers were invited to answer these question:

1. "I joined Junior Achievement to:" (Check any two)
   a. _____have fun
   b. _____be with my friends
   c. _____meet other boys and girls
   d. _____learn about the American system of Free Enterprise
e. _____learn how a business is organized and operated
f. _____earn spending money
g. _____operate machinery
h. ______________________________________

2. What, if anything, have you learned about management and labor
   problems as a result of your experiences in Junior Achievement?

3. What, if anything, have you learned about the nature of our
   government, and its relationship to business or industry?

4. Has being a member of a Junior Achievement company increased
   your chance of employment? (Check any one)
   Not at all _____, Only a little _____, Very much _____

The replies of the eighty-nine achievers who completed and returned
the inquiry forms are briefly discussed in the paragraphs that follow
immediately. They are more fully discussed in Chapter VIII.

1. I joined Junior Achievement to:

Table VII
WHY BOYS AND GIRLS JOIN JUNIOR ACHIEVEMENT

<table>
<thead>
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<th>Reason for Joining</th>
<th>Percentage</th>
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<td>Have fun</td>
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</tr>
<tr>
<td>Earn spending money</td>
<td>1</td>
</tr>
<tr>
<td>Operate machinery</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
</tr>
</tbody>
</table>
The achievers were requested to check two of the reasons listed for joining Junior Achievement. The tabulation of the replies are presented in Table VII.

The primary reason given by achievers for joining Junior Achievement was to learn how a business is organized and operated. Next in importance was to meet other boys and girls, then to learn about the American system of free enterprise.

Although they are comparatively small in number, some of the reasons given under "other" are rather significant. They are:

a. Learn how to get along better with boys and girls my own age.

b. I intend to go into politics and would like to meet people.

c. Learn how to work and get along with all types of people.

d. Experience in business and radio work.

e. Use Junior Achievement as an extra curricular activity for college records.

f. Find out what sort of career would most interest me.

g. Compete for a scholarship.

h. Inside track to our business field and to broaden my knowledge of what is going on so as to enter the field of personnel work with a better knowledge.

As was explained in Chapter V, achiever recruiting programs present Junior Achievement as an opportunity primarily to gain experience in organizing and operating a business. For some, however, a desire for this particular experience is only secondary. These statements indicate a feeling that Junior Achievement experience offers more
than the mere knowledge of how a business is organized and operated.

2. What, if anything, have you learned about management and labor problems as a result of your experiences in Junior Achievement?

The responses to this question may be summarized as follows:

a. Management and labor must work together for the good of the company ............. 42 per cent.

b. Appreciation of problems of both ............. 27 per cent.

c. The problems of management are many ............. 8 per cent.

d. Selling is a major problem in relation to management and labor ............. 3 per cent.

e. Failure of each employee to do his part hinders production ............. 3 per cent.

f. Nothing ............. 1 per cent.

g. Answer not related to question ............. 14 per cent.

h. No answer ............. 2 per cent.

These answers do not indicate that much real understanding of management and labor problems has resulted from Junior Achievement experience.

3. What, if anything, have you learned about the nature of our government, and its relationship to business and industry?

The eighty-nine responses to this question may be summarized as follows:

a. Government is to help business and industry but not control it ............. 26 per cent.

b. That it collects taxes ............. 14 per cent.

c. A business must get a license to operate ............. 12 per cent.

d. Everyone has a fair chance and no organization has a monopoly ............. 10 per cent.
e. The company is free to go about its business so long as it does not break laws or endanger the freedom of our nation .......................... 7 per cent.

f. Free enterprise can only work within a democracy. .......................... .7 per cent.

g. I now see how the two go hand in hand .................................. .6 per cent.

h. Nothing ................................................................. 3 per cent.

i. Business should be privately owned .............................................. 1 per cent.

j. Answers given did not apply to question ........................................ .9 per cent.

k. No answer ................................................................. 5 per cent.

When the responses are analyzed and the results tabulated, using a scale of much, average, little, nothing, and no answer, the following results are obtained:

a. Much. ................................................................. 2 per cent.

b. Average ................................................................. 43 per cent.

c. Little ................................................................. 47 per cent.

d. Nothing ................................................................. 3 per cent.

e. No answer ................................................................. 5 per cent.

The responses to this question indicated less than an average understanding of the nature of our government as it is related to business and industry.

4. Has being a member of a Junior Achievement company increased your chances of employment? (Check any one)

       Very much ____  Only a little ____  Not at all ____

A tabulation of the replies of the eighty-nine achievers returning the inquiry form appears in Table VIII.
### Table VIII

**Achiever's Responses Relative to an Increase in Employment Possibilities**

<table>
<thead>
<tr>
<th>Degree of Increase</th>
<th>Percentage of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very much</td>
<td>70</td>
</tr>
<tr>
<td>Only a little</td>
<td>22</td>
</tr>
<tr>
<td>Not at all</td>
<td>5</td>
</tr>
<tr>
<td>No answer</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the respondents who checked the answer, "Not at all," made this explanatory statement, "I have not used the name of Junior Achievement in applying for a job."

One achiever, in addition to checking "Very much," made this significant statement: "A difficult question, but the production, sales, banking, advertising, and other Junior Achievement experience have certainly multiplied my usefulness to any employer."

The responses of the achievers indicated that the majority of them feel that their Junior Achievement experience has definitely increased their chances for employment.

**Summary.** This section provides a summary of the responses made by the various persons replying to the inquiry forms. These persons are connected with Junior Achievement operations in the eastern, mid-western, southern, and western sections of the United States. The pattern to be followed will be organized around the questions asked.
rather than the groups of individuals invited to participate, as it was in the previous sections of the chapter.

1. Appreciation of the American System of Free Enterprise. The executive directors, business and industrial executives, advisers, parents, and educators in general are in agreement that Junior Achievement does provide achievers the opportunity to gain an appreciation of the American system of free enterprise. The statements relative to the extent to which this appreciation is developed range from, "I doubt if the boys and girls in Junior Achievement gain a recognizable appreciation of free enterprise while they are in Junior Achievement" to, "To an extent unparalleled in comparison with any previous youth project ever devised." A summary of the responses of the 161 adults in these five groups relative to the degree to which this appreciation is gained is presented in Table IX.

Table IX

<table>
<thead>
<tr>
<th>Degree</th>
<th>Directors (10)</th>
<th>Executives (43)</th>
<th>Advisers (63)</th>
<th>Parents (34)</th>
<th>Educators (11)</th>
<th>Totals (161)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much</td>
<td>60</td>
<td>30</td>
<td>29</td>
<td>18</td>
<td>45</td>
<td>29</td>
</tr>
<tr>
<td>Average</td>
<td>30</td>
<td>50</td>
<td>60</td>
<td>62</td>
<td>45</td>
<td>55</td>
</tr>
<tr>
<td>Little</td>
<td>10</td>
<td>20</td>
<td>11</td>
<td>20</td>
<td>45</td>
<td>15</td>
</tr>
<tr>
<td>Not at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No answer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

(Tabulations in per cents of responses)
Only one per cent of those returning forms failed to answer this question. One response indicated some doubt that Junior Achievement experience did not provide for this appreciation, it did not definitely indicate that it failed to provide it. A total of 161 responses were received from these five groups of adults. Of this number, 29 per cent indicated much provision for this appreciation, 55 per cent an average provision, and 15 per cent little provision.

A comparison of the percentages of responses which indicated much, average, and little provision in each category of persons responding is also significant. The largest percentage, 60 per cent, of responses which indicated much appreciation was from the directors, and the smallest percentage, 18 per cent, was from the parents. The largest percentage, 60 per cent, of responses which indicated an average appreciation was from the advisers, and the smallest percentage, 30 per cent, was from the directors. The largest percentage, 20 per cent, of responses which indicated little appreciation was from executives and parents, and the smallest percentage, 10 per cent, was from directors.

The percentage of advisers which indicated little appreciation was 11 per cent. It is significant to note that the smallest percentage which indicated little appreciation was from the advisers and directors, the ones who are most closely related to actual company operations.

The ways in which this appreciation is developed may be briefly summarized as follows:

a. Actual participation in all phases of business operation.

b. Working as a member of a team.
c. Realization that all must cooperate if enterprise is to be successful.

d. Individual initiative and effort has its rewards in this system.

e. A clearer understanding of the profit motive.

f. Assuming and fulfilling definite responsibilities.

g. A demonstration that success is possible regardless of one's political, religious, racial, social, or financial background.

h. The opportunity to put theory into practice.

2. Belief in Our Form of Government. The executive directors, business and industrial executives, advisers, parents, and educators are in slight disagreement as to the degree to which Junior Achievement experience strengthens the achievers belief in our form of government. As indicated in the section dealing with responses from advisers, only one statement had a slight indication that it might weaken this belief. This depends on the interpretation of the word "interference." No response definitely indicated a weakening of this belief. A summary of the 161 responses received from these five groups is presented in Table X.

The data presented in this table reveal that no response indicated a weakening of a belief in our form of government, however, 6 per cent of the 161 responses indicated that there was no strengthening of this belief. Fifteen per cent of the responses indicated little strengthening, 57 per cent average, and 21 per cent indicated much strengthening.
Table X
ANALYSIS OF RESPONSES RELATIVE TO A BELIEF IN OUR FORM OF GOVERNMENT
(Tabulations in per cents of responses)

<table>
<thead>
<tr>
<th>Strengthen or Weaken</th>
<th>Directors (10)</th>
<th>Executives (43)</th>
<th>Advisers (63)</th>
<th>Parents (34)</th>
<th>Educators (11)</th>
<th>Totals (161)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Much</td>
<td>60</td>
<td>24</td>
<td>8</td>
<td>18</td>
<td>64</td>
<td>21</td>
</tr>
<tr>
<td>Average</td>
<td>40</td>
<td>58</td>
<td>67</td>
<td>56</td>
<td>9</td>
<td>57</td>
</tr>
<tr>
<td>Little</td>
<td>18</td>
<td>17</td>
<td>12</td>
<td>9</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Not at all</td>
<td>6</td>
<td>12</td>
<td>18</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No answer</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Weaken</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

When comparing the responses of the persons in the five categories, it will be noted that the highest percentage, 64 per cent, of responses which indicated most strengthening was from the educators, and the lowest percentage, 8 per cent, was from the advisers. This is rather significant when one realizes that the advisers are the ones who are continually working with the achievers in the operation of their company.

The highest percentage, 67 per cent, which indicated an average strengthening was from the advisers and the lowest, 9 per cent, was from the educators. A brief summary of the ways in which Junior Achievement experience strengthens this belief follows:
a. By demonstrating the opportunities which exist in our competitive form of transacting business.

b. A Junior Achievement group is "democracy in action."

c. It emphasizes the opportunity for all who are willing to work.

d. By demonstrating the need for freedom of decision and action, the importance of the profit motive, and initiative in today's business world.

e. A practical demonstration by experience with the rewards and opportunities under free enterprise, which our government protects.

f. By being a part of a democracy on their own level and seeing it in action.

g. The right to choose the way in which to make a living.

h. They experience first hand the opportunities that we have for initiative, competition, and profits.

3. Improving Achiever's Chances for Employment. This question was addressed to the advisors, parents, and achievers. Their responses are summarized in Table XI.

Table XI

ANALYSIS OF REPLIES RELATIVE TO INCREASED CHANCES FOR EMPLOYMENT
(Tabulations in per cents of responses)

<table>
<thead>
<tr>
<th>Degree</th>
<th>Advisers (63)</th>
<th>Parents (34)</th>
<th>Achievers (89)</th>
<th>Totals (186)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much</td>
<td>20</td>
<td>32</td>
<td>69</td>
<td>46</td>
</tr>
<tr>
<td>Average</td>
<td>65</td>
<td>48</td>
<td>3</td>
<td>32</td>
</tr>
<tr>
<td>Little</td>
<td>13</td>
<td>17</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>Not at all</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>No answer</td>
<td></td>
<td></td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>
A total of 186 forms were returned from the persons in these three categories. It is significant that the largest percentage, 46 per cent, of responses indicated much increase in the achiever's chances for employment as a result of Junior Achievement experience. Thirty-two per cent of the responses indicated an average increase and 17 per cent indicated little increase. Only 3 per cent of the responses indicated no increase and 2 per cent did not answer this question.

It will be noted that the largest percentage, 69 per cent, of responses which indicated much increase in chances came from the achievers. Thirty-two per cent of parent responses, and 20 per cent of adviser responses indicated much increase.

The largest percentage, 65 per cent, of responses which indicated an average increase was from the advisers. Forty-eight per cent of parent responses indicated an average increase.

The largest percentage, 21 per cent, of responses which indicated little increase in chances for employment was from the achievers. Seventeen per cent of parent responses and 13 per cent of adviser responses indicated little increase.

A large majority, 69 per cent, of the achiever's responses indicated much increase. However, 21 per cent reported little increase. Only 3 per cent of the responses indicated an average increase and 3 per cent indicated no increase.

The ways in which their chances have been improved may be briefly summarized by the following statements:

a. A better understanding of sound business principles and over-all operation.
b. Numerous valuable contacts.

c. Knowledge of what an employer expects.

d. Actual experience in organizing and operating a business.

e. Has developed self-confidence and an appreciation of importance of team-work.

f. Guidance in vocational choices.

4. Responses of Executives Concerning the Return on Their Investment. The four major returns which were indicated by the responding executives were as follows:

a. Satisfaction of providing teen-agers the opportunity to gain a broader knowledge of business operations . . . . . . . . . . . . . . . . . 44 per cent.

b. Satisfaction of contributing to the over-all development of youth. . . . . . . . . . . . . . . . . . . . 28 per cent.

c. Better future employees . . . . . . . . . . . . . . . . . 9 per cent.

d. Desirable training for advisers . . . . . . . . . . . . . . . . . 9 per cent.

The responses indicated a feeling that all the returns on their investment were not directly related to the operation of their business.

5. Parent Responses Concerning the Development of Self-Confidence in Human Relations. These responses very definitely reveal a feeling that Junior Achievement experience does help the achiever to gain self-confidence in human relations. Thirty-five per cent of the responses indicated much development, 60 per cent indicated an average development, and only 5 per cent indicated little development of self-confidence in human relations.

The ways indicated may be briefly summarized as follows:

a. By learning to work with a group to achieve a common goal.
b. By placing confidence in certain achievers.
c. Affording an opportunity for self-expression.
d. Accepting and fulfilling designated responsibilities.
e. Opportunity for self evaluation.

6. **Educator Responses Relative to Complementing the School Program.** Thirty-six per cent of the responses indicated that Junior Achievement experience complements the regular school program "much", 46 per cent indicated an average amount, 9 per cent indicated "little", and 9 per cent "not at all."

The following serves as a brief summary of the ways in which the school program is complemented or extended:

a. Opportunity to apply knowledge learned.
c. Actual experience.

7. **Why Boys and Girls Join Junior Achievement.** The two primary reasons given for joining Junior Achievement were, 1. to learn how a business is organized and operated, and 2. to meet other boys and girls. A comparatively small number of achievers responding stated other reasons for joining. Even though these represent a very small percentage of the replies they are rather significant and will be discussed in the following chapter.

8. **Achiever Responses Relative to Management and Labor Problems.** The responses to this question did not indicate a great deal of learning relative to these problems. The following were the three
most frequently mentioned items:

a. Management and labor must work together for 
   the good of the company . . . . . . . . . . . . . . . . 42 per cent.

b. Appreciation of problems of both . . . . . . . . . . 27 per cent.

c. The problems of management are many . . . . . . . . . . 8 per cent.

9. Responses Relative to What Achievers Have Learned About the 

Nature of our Government and Its Relation to Business and Industry. The 
responses to this question indicated less than an average understanding 
of the nature of our government as it is related to business and 
industry. Two per cent of the responses indicated "much," 43 per cent 
"average," 47 per cent "little," 3 per cent "nothing," and 5 per cent 
of the forms gave no answer to this question. The following were the 
four most frequently mentioned items:

a. Government is to help business and industry 
   but not control it. . . . . . . . . . . . . . . . . . . . 26 per cent.

b. That it collects taxes. . . . . . . . . . . . . . . . . . . 14 per cent.

c. A business must get a license to operate. . . . . . 12 per cent.

d. Everyone has a fair chance and no organization 
   has a monopoly. . . . . . . . . . . . . . . . . . . . . 10 per cent.

10. Strengths and Weaknesses of the Program. The purpose of 
this question, in each category, was to give the respondent an 
opportunity to express himself freely regarding the strong and weak 
points of the program. Also, it was felt that the statements that 
would be made in answer to this question would reveal some of the 
more significant contributions of Junior Achievement experience. 
Likewise, it would reveal weaknesses that could be strengthened to make
the program even more effective.

The replies of the executive directors, business and industrial executives, advisers, parents, and educators indicate many strengths which suggest definite contributions to the development of the teenagers participating. The weaknesses listed by these persons point out characteristics of the program which need attention. Improvement along these lines will enable Junior Achievement to offer even more beneficial experiences.

The three major strengths listed by the directors were:

a. In a positive approach to teaching our future workers, managers, and voters the problems and rewards of our American way of business . . . . . 30 per cent.

b. Gives achievers confidence in their own ability . 20 per cent.

c. Develops character, leadership, and responsibility. 20 per cent.

Thirty per cent of the executives felt that the strengths of the program were covered in their answers to the questions dealing with the American free enterprise system, strengthening a belief in our form of government, and the return on their investment. The other three major strengths listed by them were:

a. The participation of people from many different "levels". . . . . . . . . . . . . . . 17 per cent.

b. Opportunity to develop leadership, team-work, self-confidence, and latent abilities . . . . . 12 per cent.

c. Provides sound, solid business education. . . . . 10 per cent.

The two major strengths listed by the advisers were as follows:

a. Strengthens self-confidence, acceptance of responsibility, and team-work . . . . . . . . . 25 per cent.

b. Gives a better understanding of the way business operates . . . . . . . . . . . . . . 21 per cent.
The four major strengths listed by the parents were:

a. Knowledge of the diversity of problems that must be solved by a company . . . . . . . . . . . 26 per cent.

b. Learned team-work under non-compulsory conditions, to meet strangers, to sell, and to put to use things learned in school . . . 17 per cent.

c. Provides wholesome associations for spare-time activities . . . . . . . . . . . 12 per cent.

d. Interest of sponsoring organizations . . . . . . 12 per cent.

The two major strengths listed by the educators were:

a. Practical approach to learning . . . . . . . . . . . 28 per cent.

b. Provides an opportunity for business, industrial, and educational leaders to work together in the interest of youth . . . . . . . . . . . 18 per cent.

The strengths enumerated by these five groups of respondents suggest benefits not only to the achievers but other individuals and groups as well. They deal primarily with the general over-all development of achievers, a practical approach to learning how a business operates, and the participation of many different people in a worthwhile educational program.

Thirty per cent of the directors did not enumerate any weaknesses. Those which were enumerated are as follows:

a. It does not reach enough young people over the country . . . . . . . . . . . . . 30 per cent.

b. Failure of some advisers to relinquish management of the company to its teen-age officers . . . . . . . . . . . . . 20 per cent.

c. Difficulty in keeping interest . . . . . . . . 10 per cent.

d. High unit cost . . . . . . . . . . . . . 10 per cent.
Thirty-five per cent of the executives did not list any weaknesses. The four major ones which were listed are as follows:

a. Program limited to a few young people . . . . . . . 18 per cent.
b. Lack of training and sometimes choice
   of advisers . . . . . . . . . . . . . . . . . . . . . . 14 per cent.
c. Limited amount of time. . . . . . . . . . . . . . . . . 9 per cent.
d. Some specific organizational detail
   considered weak . . . . . . . . . . . . . . . . . . . . . 9 per cent.

Thirty-seven per cent of the advisers did not list any weaknesses.

The four major weaknesses which were listed follow:

a. Insufficient time to accomplish desired goals . . 16 per cent.
b. Weak in some specific organizational detail . . 13 per cent.
c. Need of more disciplinary attitude on the
   part of advisers to establish the fact that
   business is a serious effort and not just a lark. 11 per cent.
d. Interferes with other activities. . . . . . . . . . . 10 per cent.

Fifty-nine per cent of the parents did not list any weaknesses.

The three major weaknesses which were listed are:

a. Lack of sufficient publicity. . . . . . . . . . . . 14 per cent.
b. Choice of products. . . . . . . . . . . . . . . . . . . 6 per cent.
c. Poor choice of advisers . . . . . . . . . . . . . . . . 6 per cent.

Sixty-four per cent of the educators did not list any weaknesses.

The three major weaknesses which were listed by the educators follow:

a. Requires too much of the achiever's time. . . . . 18 per cent.
b. Should teach democracy and not try to bring
   in so much capitalism . . . . . . . . . . . . . . . . . 9 per cent.
c. Reaches too few students. . . . . . . . . . . . . . . . 9 per cent.
It will be noted that a large percentage of the persons returning the inquiry forms did not list any weaknesses of the program. Those that were submitted deal primarily with the feeling that the program does not reach enough young people, the lack of training and sometimes choice of advisers, the limited amount of time to accomplish the desired goals, lack of sufficient publicity, and weaknesses in some specific organizational detail.
Chapter VIII

SIGNIFICANCE OF THE FINDINGS

Many different individuals and organizations cooperate in making available the learn-by-doing program known as Junior Achievement. Its primary purpose is to provide young people with an opportunity to learn how a business is organized and operated. This dissertation is based on the hypothesis that it makes other contributions which have a psychological, economical, political, and educational significance. The review of literature, observation and participation in a local Junior Achievement program, and the field investigation connected with this study have revealed data which strengthen this hypothesis. The discussion which follows is organized around these topics. Some of these experiences are significant from more than one standpoint, therefore, there will necessarily be some overlapping.

**Psychological Significance.** "Psychological" refers to the features of the program which are significant to the mental welfare of an individual in a group. These may or may not be outwardly expressed. The statements referred to in the preceding chapter reveal benefits from participation in Junior Achievement that are psychologically significant not only for the achievers but others as well.

The comments of the persons invited to participate in the field investigation very definitely reveal a feeling that participation in Junior Achievement does develop in the achievers a feeling of self-confidence. The sales activities connected with the operation of a company, contacts with strange individuals, being voted into official
positions by fellow members, the necessity of assuming definite responsibilities and fulfilling them, all contribute to this. The development of self-confidence was mentioned in 25 per cent of the adviser responses, 20 per cent of the responses from directors, 12 per cent of those from executives, and 9 per cent of the responses from the educators dealing with the strengths of the program. The parents were requested to react to a question dealing specifically with the development of self-confidence. Thirty-five per cent of their responses indicated much development, 60 per cent an average amount, and 5 per cent indicated little development.

The feeling of self-confidence is probably one of the most far-reaching and significant attributes a person may possess. The younger a person begins to develop this feeling the greater the rewards, not only for the individual but for those with whom he associates. A person who possesses a feeling of self-confidence is more likely to make a significant contribution to the welfare of the community in which he lives than otherwise. However, there is the danger of becoming too self-confident. This too may result from Junior Achievement experience. The conditions for development in Junior Achievement are most desirable and not too many obstacles are presented. This may give the achiever the wrong impression of the degree of competition he will face in a real business.

Very closely related to a development of self-confidence is the ability to rid oneself of a feeling of shyness. The personal development of an individual who is too shy is retarded. Also, most
people have a potential that makes it possible for them to contribute to the welfare of others, but shyness hinders the development of this potential. Participation in Junior Achievement does help many achievers to rid themselves of much of their shyness. However, the same conditions that help some to get rid of this feeling may increase it in others. Some advisers are inclined to favor those who are the most capable and give them more attention. This certainly is not desirable; those who need help most are likely overlooked. It is unreasonable though, to expect all participants to receive the maximum benefits from any activity.

Junior Achievement experience helps to develop respect for others. The organizational pattern provides for experience in the various phases of the company's operation. Each member has the opportunity to assume the duties and responsibilities connected with these various phases. He actually experiences the requirements of the other fellow's position. This mutual respect certainly has a psychological significance to the over-all development of the achiever. When one understands even the basic requirements of another's job he is more likely to have a greater respect for that person. Likewise, it helps him to be more understanding of the new person who comes to work with him. When called upon to perform the duties of another job, temporarily or permanently, this respect for others helps him to enter the new job with less frustration.

The development of a spirit of team-work was mentioned in many of the responses dealing with the strengths of the program. Twenty-four per cent of responses from advisers, 17 per cent of parent responses,
and 12 per cent of responses from executives specifically mentioned this. It is significant that experience in Junior Achievement develops a spirit of team-work or cooperation. It is psychologically significant that achievers seem to find satisfaction in functioning as a member of a team. Probably one of the greatest assets of this program in developing a joy in cooperation for the good of the whole is that it operates under non-compulsory conditions. The development of this feeling of a desire to cooperate and enjoy it certainly contributes to the personal happiness and well-being of not only the achiever but many others as well. To receive a satisfaction from working together for the good of the whole certainly helps to make one's work a pleasure rather than a bore.

Participation in Junior Achievement impresses upon achievers the fact that adults other than their parents are interested in their welfare. The entire program is financed and operated by business and industrial organizations who are vitally interested in the over-all development of youth. All advisers are volunteer workers and receive no financial reward for this activity. Persons from many walks of life give freely of their time, money, and services in helping a group of teen-agers organize and operate their company. The two hours which the advisers spend with the boys and girls each week for their regular company operation is only a part of their contribution in time. The development of this feeling that others are interested to the extent that they are willing to give freely of their time makes a significant contribution to the psychological development of the achiever. A
feeling on the part of teen-agers that no one cares about their welfare is often the cause for participation in questionable activities. This interest demonstrated by the advisers and their sponsoring companies, as well as many other adults, certainly helps to counteract at least some of this questionable activity.

Many comments are made by various adults about the excess energy and enthusiasm of teen-agers. Often these comments are complaints rather than attempts to help these boys and girls develop the talents with which they are endowed. Junior Achievement provides a useful outlet for teen-age drive and enthusiasm which is sometimes directed toward less desirable pursuits. This further develops the achiever's realization that others are sympathetic with their problems and interested in their welfare.

The data collected indicate that Junior Achievement experience helps many individuals to evaluate their own ability to do things as compared to others. This realization of one's own potentialities often prevents an attempt to do the impossible, thus avoiding the very discouraging results that are inevitable. On the other hand, there is the danger of discouragement and frustration which may result from such a forceful comparison of one's capabilities. If this experience does not result in discouragement and frustration, it will help the achiever to find his logical place in an industrial society and be happier as he pursues the activities related to it.

Active participation in a Junior Achievement company offers an outlet for expression of ideas to some who would not otherwise enjoy
this opportunity. It also helps to develop the individual's ability to express these ideas as well as have confidence in them. The atmosphere of freedom and feeling that all may contribute to the welfare of the entire group which prevails encourages this expression of ideas. An individual's value to the company is not based on the "grades" he receives but on the ideas expressed which contribute to the efficient operation and progress of the company.

One of the most discouraging attitudes an individual may have is the feeling that he is not a part of the group in which he participates; the feeling of being ignored or left out. In the operation of a Junior Achievement company, each member has a definite task to perform which contributes to the success of the company. This helps the individual feel that he does belong to the group and makes a contribution to its success. This undoubtedly helps to develop a healthy mental attitude.

The discussion thus far of the psychological significance of this program has dealt primarily with the achievers. It is more far-reaching than this, however. The responses of executives relative to what they considered to be the best return on their investment in Junior Achievement definitely indicated that this experience was psychologically significant to them also. Forty-four per cent of the responses indicated that the best return was the satisfaction that they were providing teen-agers the opportunity to gain a broader knowledge of business operations, and 28 per cent indicated the satisfaction of contributing to the over-all development of youth as the best return. These returns are not directly related to skills in the operation of a business.
They definitely indicate that participation in this program gives the executives of the sponsoring companies a feeling of self-satisfaction which contributes to the mental welfare of the individuals concerned. They have concrete evidence that they have made some contribution to the welfare of the youth of this country.

**Economical Significance.** "Economical" refers to the development of employable skills which contribute to the financial welfare of the achiever, his employer, and the community in which he lives. The data collected indicated many benefits from participation in Junior Achievement which have economical significance. It further indicated that organizations, as well as individuals, are the recipients of these benefits.

In order to fulfill its obligations to various groups and individuals, business and industrial organizations are constantly seeking desirable employees. Present-day world conditions cause these obligations to be even more exacting and demanding. Men and women with the greatest potential for a significant contribution to an organization's progress are always in great demand. The advisers, parents, and achievers were asked if they felt that Junior Achievement experience increased the achiever's chances for employment. Of the total responses from all three groups, 46 per cent indicated that there was much increase, 32 per cent indicated an average amount, 17 per cent indicated little increase. Two per cent of the forms returned did not respond to this question. This indicates that the experience received by achievers does give them at least some of this potential which is desired.
Naturally, it varies with the individual.

Both verbal and written comments of industrial leaders indicate a great need for employees, particularly young employees, who are willing to produce a reasonable amount of work for an equitable financial return. Responses from advisers, the ones who are most closely connected with the achievers in the operation of their companies, indicated that this experience does contribute to a development of a willingness to produce an acceptable amount of work in return for a fair wage. Such comments, as, "By helping them realize that they must produce a day's effort for a day's pay," are representative of the responses submitted. This helps the achiever to understand the need for this mutually beneficial exchange. The realization of this need, coupled with the willingness to produce desirable results, is of economical significance not only to achievers, but also to employers and the community as a whole.

The responses of the adults invited to participate in the field investigation indicated that Junior Achievement experience contributes to the development of self-confidence, an acceptance of responsibility, punctuality, and team-work. These were mentioned in the responses relative to the strengths of the program by 25 per cent of the advisers, 20 per cent of the directors, 17 per cent of the parents, 12 per cent of the executives, and 9 per cent of the educators. These attributes not only enable an employee to make adjustments more smoothly in the beginning but also throughout his entire employment period. After the major initial adjustments have been made, these attributes help him to
be a more productive employee. The employer's recognition of his increased productivity will result in greater returns for his efforts. Advancements, both in position and financial returns, will depend largely upon his continued development of these attributes.

Any business, regardless of its size and nature, depends upon the cooperative effort of all those connected with it for its success. A continued lack of this cooperation results in endless problems to be solved and ultimately in the failure of the enterprise. The need for teamwork is experienced by the achievers as they operate their companies. This experience emphasizes the fact that no business can succeed financially without the coordinated effort of each employee. An employee who possesses this willingness to "operate" as a member of a team, rather than as an individual, will make a definite contribution to the economic welfare of the organization as well as to himself.

The smooth and successful operation of a business or industrial organization depends partially upon the ability of all to gain at least a basic understanding and appreciation of the other fellow's position and problems. The very nature of the operation of Junior Achievement companies helps to develop this attribute. The members participate in several phases of the company's operation. With this background of experience and understanding a former achiever is likely to make an effort to develop this understanding and appreciation in the organization employing him. There is the danger, however, that this effort to understand the other fellow's position and problems would cause dissension among fellow employees. In Junior Achievement this is the
accepted procedure since it is an educational organization. In
business and industrial enterprises the primary objective is producing
goods or services for a profit, not the training of its employees.
Therefore, Junior Achievement experience in this case could be either
good or bad.

Because of the specialization and departmentalization in modern
industry, it is difficult for an employee to get an understanding of
the over-all operation of a business. He is too involved in fulfilling
the obligations connected with his position in his own department. Yet,
the employee who does understand the various phases of the entire
operation of a business is of greater value to the organization for
which he works. A boy or girl who participates in the organization and
operation of a Junior Achievement company has at least a basic know-
ledge of the functions of the various phases of a business operation.
This does not mean that he is completely familiar with all phases,
but it does mean that he has an adequate foundation for future develop-
ment. Therefore, he enters employment with a greater potential for
understanding the functions of all departments of the organization that
employs him. This, of course, is mutually beneficial from an economic
standpoint.

A prospective employee who realizes the rewards for initiative,
dependability, good work and cooperation will not require a period of
orientation after employment to learn this. This is costly both in
time and money for the employer as well as the employee. The findings
indicate that Junior Achievement experience demonstrates the oppor-
tunities and rewards for initiative, dependability, good work and
cooperation. This pre-employment training gives the achiever a potential which makes him a more valuable beginning employee. He has already been through this orientation period. Since the rewards for these attributes have been so clearly demonstrated previous to his employment, his productive effort will likely be greater in the beginning. This results in greater economic gains for all parties concerned.

The organizational pattern of Junior Achievement involves business and industrial executives from varying levels of management. The achievers are given many opportunities to talk with these men. This experience helps to develop the ability to meet and talk with business and industrial executives. Although this is psychologically significant, it does have economical significance as well. An applicant for a job who is able to be at ease during an interview is more likely to make a favorable impression than one who is tense. This could very easily result in securing the desired employment. The economical significance goes beyond the initial interview and employment, however. If rapport has been established, the employee will be better qualified to discuss problems that arise during his employment. This will enable him to make the necessary adjustments, resulting probably in greater financial returns.

The operational procedures of Junior Achievement give the participants an opportunity to experience some of the competition which will be met in future employment. This enables one to enter employment with a preview of at least some of the problems to be encountered. The
necessary adjustments are then easier to make. There is also the probability that this preview of the competition that may be expected will discourage rather than encourage some future employment. The competition might appear to be a greater obstacle than it actually is. Naturally, it depends upon the individual involved. This has economical significance for both the employing organization and the employee.

The discussion thus far has dealt primarily with Junior Achievement experiences that are economically significant to both the employee and employer. This mutually beneficial employee-employer relationship is a prerequisite to desirable economic conditions for a family and a community. A community made up of families whose economic welfare is provided for is more apt to be a desirable place in which to live. Such advantages as good homes, schools, churches, playgrounds, stores, fire and police protection depend primarily upon adequate economic gains. The economical significance of Junior Achievement experience does not end with employee-employer relationships. The various individuals and groups which make up a community are so closely related that gains to either of them generally have a bearing on the community as a whole. Therefore, these experiences are also economically significant to a community and its families.

Political Significance. "Political" refers to those features which develop an appreciation of the opportunities possible within the framework of the American system of free enterprise, as it operates under our form of government. There is no definite effort in the Junior Achievement program to spotlight the American form of government
by making comparisons or giving lectures on its advantages. It attempts to show its advantages by giving teen-agers the opportunity actually to participate in the organization and operation of a miniature enterprise which is founded on democratic principles.

This is emphasized by the comment of a responding executive. He said that the operation of a Junior Achievement company was "democracy in action." A brief review of a few facts previously presented will further emphasize this. First of all, the membership of a Junior Achievement company is composed of a group of boys and girls who were given the opportunity of this experience without any pressure being brought to bear. They were chosen from all sections of the city without any restrictions relative to religion, race, creed, or social and financial status. The organizational pattern provides for direct representation and its own system of checks and balances. The "give and take" of company operations fosters an understanding of the democratic process. An actual demonstration such as this which directly involves the achievers certainly shows the distinct advantages of the American form of government.

Not one of the 161 responses of adults invited to participate in the field investigation indicated that Junior Achievement experience weakened the achiever's belief in our form of government. However, 6 per cent of the responses indicated that it did not strengthen this belief. A large majority of the responses indicated a strengthening of this belief: 21 per cent indicated much strengthening, 57 per cent an average amount, and 15 per cent indicated little strengthening.
This indicates that all the participants in this program do not gain the desired benefits. This is only normal; no organization can be expected to reach its desired goals with 100 per cent of those who participate in its activities.

Company operations leave the individual free to succeed if he applies himself and has the necessary talents, initiative, and ability. He is also free to fail if his efforts do not produce the desired results. This follows the pattern of government which allows the individual an opportunity to succeed. It is up to him to take advantage of it. He has freedom of action, freedom of thought, and the right to work for himself or others so long as he does not encroach upon the rights of his fellow countrymen.

Junior Achievement experience does very little to strengthen a belief in our form of government by comparing its advantages with other types of governments. Of the 161 responses relative to this question, only 6 per cent even made slight references to such a comparison. The following statement of an adviser is representative of the responses, "They realize there are few countries where Junior Achievement could be achieved." This statement has very little political significance. Any comparison of the advantages of our form of government over other forms is left to the individual achiever.

Experience in organizing and operating a Junior Achievement company clearly demonstrates the rewards possible for successful business achievement under the American system of free enterprise. Actual participation in all phases of this business gives the achiever a greater appreciation of the necessity for the profit motive. It teaches the
true meaning of capital and some of the ways in which labor, management, and investors work together for the benefit of all. The fact that initiative and ingenuity is the basis for progress under this system is clearly shown. The individual is free to participate as he chooses and advance in proportion to his own efforts. He is not a slave to a system but an individual with potentialities that may be fully developed by his own efforts and hard work. By actual participation the basis of American business is clearly explained and the achievers better understand the opportunities offered under a democratic form of government.

The very fact that such an organization as Junior Achievement is not only allowed to operate, but has enjoyed significant progress is within itself politically significant. Under this form of government a group of teen-agers is aided and encouraged in the development of their own business. Under other forms of government they are merely pawns of the state. In America they are the leaders of the future. Any training that better prepares them to assume the responsibilities of leadership is not only beneficial to the individual but to the general welfare of this nation.

Educational Significance. "Educational" refers to the cultivation and development of the potentialities of the individual. It does not refer merely to the activities of an organized school program. This does not mean that school activities fail to make a major contribution to this development, because they do contribute, and richly. It is only the occasional educator who feels that the schools are capable of offering all the activities needed for a well-rounded education.
Education must be a cooperative effort. It is not feasible for the schools to assume the entire responsibility for the development referred to in the preceding paragraph. Since boys and girls have many contacts outside of school, it is reasonable to assume that their potentialities are being developed by these individuals and organizations also. Junior Achievement affords an excellent opportunity for business, industrial and educational leaders to work together in the interests of youth. The activities included in this program make a very definite contribution to the development and cultivation of the potentialities of those who participate. It brings many busy people to consider the problems and welfare of youth.

One of the most obvious educational principles demonstrated by this program is the fact that maximum benefits are possible when there is an opportunity to put theory into practice. The principle of learn-by-doing is the foundation upon which Junior Achievement is built. This gives the participant some tangible evidence of desired results. Take for example an achiever who was told during the sales clinic that at times it would be necessary to knock on many doors to find a customer who would purchase his product. He goes out and does just that. The theory: "knock on many doors" - the practice: "engage in door-to-door sales" - tangible evidence of desired results: product in the hands of a customer and money in the hands of the achiever. It is also highly important that there must be not too great a lapse of time between the theory and its application in practice. This program is organized and operates so that the participants may have the opportunity to put theory into practice at the appropriate time. The theory
may or may not originate in the framework of Junior Achievement. Often it does not. As an example, consider the company secretary who uses the shorthand and typing she is learning at school to record the minutes of a company meeting and also in taking care of the company's correspondence. The educational effectiveness of this program depends largely upon an opportunity to put theory into practice.

One of the desirable characteristics of an educational experience is the opportunity to work with others who may not be in the same social or economic bracket. This country was founded on the principle of opportunity for all regardless of previous background or social heritage. Past, as well as present and future progress, depend largely upon one's ability to believe in and act according to this social principle. The membership of a Junior Achievement company is composed of boys and girls from all sections of the city. In organizing and operating their company they have the opportunity to work with others in achieving a common goal. The decisions and actions of individual members as well as the group as a whole will contribute to the success or failure of the enterprise. Truly, Junior Achievement is "democracy in action."

The Junior Achievement program is educationally significant in that it makes adequate provision for individual differences. There are many different types of jobs to be done in operating the various type companies and in promoting the program as a whole. Boys and girls with varied interests and abilities have the opportunity to make a definite contribution to the welfare of the entire group. This is helpful
in stimulating interest in some young people who are hard to reach otherwise.

If an activity is to be educationally significant it must have competent guidance. The trial and error method of learning is too expensive in both time and money. Competent leaders are able to guide the participants in their learning experiences so that this trial and error will be reduced to a minimum. As previously explained, the advisers are the ones who have the closest contacts with the achievers. They guide them in all phases of the operation of their company. These men come to Junior Achievement with the technical know-how of their every-day employment. They are given a short orientation course, generally in September, which explains the background, purposes and operational procedures of Junior Achievement. This is completed prior to the first meeting with the boys and girls. This technical know-how, coupled with an interest in the purposes of Junior Achievement, well qualifies these men for leadership. The educational stage has been set for a significant contribution to the development of the boys and girls as they organize and operate their Junior Achievement company. It is up to them to take advantage of this opportunity.

The vocational guidance aspect of the Junior Achievement program has a very definite educational significance. It gives the participants actual experience in business operations at a most appropriate time. They are able to find out if this type of work appeals to them before they assume regular employment. They have the opportunity to discuss their future with the advisers. These men are well qualified for this
discussion since it is their chosen career. The general pattern of organization of the program is conducive to such a rich educational and realistic opportunity.

The Junior Achievement program makes possible contacts with various adult leaders in the community, particularly business and industrial leaders. This chance for the achiever to talk to these men and discuss pertinent problems makes a definite contribution to their "educational" development. These contacts help them to be at ease when making other contacts. It contributes not only to their present but their future development as well.

**Summary.** Participation in Junior Achievement results in significant contributions to the psychological, economical, political, and educational development of various individuals and groups.

It is psychologically significant that this experience helps the achiever to rid himself of shyness; fosters a feeling that many adults are interested in his welfare; provides a useful outlet for teen-age drive and enthusiasm as well as an opportunity for expression of ideas; helps him to evaluate his own ability to do things as compared to others; and develops a feeling of self-confidence, respect for others, and a spirit of teamwork.

Junior Achievement experience is economically significant in that it helps to develop the achiever's potential for a definite contribution to a business organization's progress. It develops a willingness to produce a reasonable amount of work for an equitable financial return, self-confidence, the acceptance of responsibility, self-discipline, a
spirit of team-work, and the ability to see the other fellow's position and understand his problems. He gains an understanding of the over-all operation of a business and realizes the rewards for initiative, dependability, good work and cooperation. These attributes also have economic significance for the employer as well as the community as a whole.

The political significance of this experience lies in the fact that it develops an appreciation of the opportunities possible within the framework of the American system of free enterprise as it operates under the American form of government. The operation of a Junior Achievement company is democracy in action. The rewards possible for successful business are clearly demonstrated.

In Junior Achievement business, industrial, and educational leaders have an opportunity to work together in the interests of youth. This experience is educationally significant in that it offers an opportunity to put theory into practice with not too great a lapse of time between the two. It makes adequate provision for individual differences; provides competent guidance; and the opportunity to work with others, who may not be in one's own social or economic bracket, in achieving a common goal. It contributes to vocational guidance and makes possible contacts with various adult leaders in the community, especially business and industrial leaders.
Chapter IX
SUMMARY AND CONCLUSIONS

Junior Achievement is a non-profit national organization which sponsors an out-of-school educational program for youth between the ages of fifteen and twenty-one. Its program offers the participants an opportunity to gain practical knowledge in how a business is organized and operated. Under the guidance of three adult advisers, they organize and operate their Junior Achievement company. They sell stock to raise their capital, select a product to manufacture or decide upon a service, then manufacture and sell the product or service. The companies are organized in the fall and liquidated in May. At the annual stockholders meeting, the third week in May, reports on entire operation of the company during the year and accounts for its stewardship of the stockholder's money are given. Junior Achievement is completely operated and financed by local business and industrial organizations.

Close observation and direct participation in this program, over a period of approximately three years, has resulted in a belief that there is a general lack of knowledge regarding the work of Junior Achievement. Its purposes, operational procedures, and benefits resulting from participation in its program are not very well understood.

The Problem. The purpose of this dissertation was to secure, compile, and evaluate data relative to the significant contributions of the Junior Achievement movement. A review of literature, direct
observation and participation, and inquiry forms to selected personnel were the research techniques used. The personnel invited to participate in the field investigation were connected with Junior Achievement in each of the fifty-one operating areas in the United States. Other pertinent data were obtained from materials supplied by Junior Achievement, Incorporated and Junior Achievement of Columbus, Incorporated. The investigation attempted to present and evaluate information relative to an out-of-school movement which seeks to aid the youth of this country in acquiring a more adequate preparation for assuming adult responsibilities.

**History of the Movement.** The originator of the idea upon which Junior Achievement is based was Horace A. Moses. He, together with Theodore N. Vail and Senator Murray A. Crane, conceived the plan in 1919. The first Junior Achievement club as such, was organized in Springfield, Massachusetts on May 7, 1920.

For several years following 1921, the Junior Achievement movement flourished only in New England and especially in Massachusetts, Connecticut, and Rhode Island. On April 13, 1925, a campaign was launched in Washington, D.C. to extend the benefits of the Junior Achievement club work in New England to other parts of the nation. This campaign was unsuccessful, however. On September 21, 1925, Junior Achievement Hall was dedicated. It was a gift of Horace A. Moses. Due to a decrease in Junior Achievement activities this building was later turned over to the Eastern States Exposition.

On November 29, 1926, a Certificate of Incorporation, granted by the Commonwealth of Massachusetts, was issued to Junior Achievement,
Incorporated. However, this did not legally become the national organization until August, 1942.

The movement in its early phase seemed to gravitate into a handi-craft club and its aims were narrow and general. A change in terminology, from "Junior Achievement Club" to "Junior Achievement Company" took place in October of 1929 when the program was started in New York City. The former emphasis on merely making things, was now shifted to an emphasis on understanding and participating in all aspects of organizing and operating a business.

From 1929 to 1939, the program became somewhat inactive in New England. The movement was barely kept alive with a few dozen companies appearing sporadically on the Eastern Seaboard. About 1939, however, some industrial leaders saw in the Junior Achievement movement an opportunity to impart to young people an understanding of the competitive American system of free enterprise. The movement progressed a little during the war years but it was not until immediately following the war, late in 1945 and early in 1946, that the program really got underway.

In 1946 and 1947 Horace A. Moses, founder of Junior Achievement, realized that the national organization was at last on the road to expanding Junior Achievement. He was beginning to see his dreams realized and left an endowment of $100,000.00 payable $10,000.00 a year for a period of ten years. This endowment contributed much to the current expansion of the program.
Junior Achievement has enjoyed a very significant expansion during the past ten years. The number of areas in which it operates has increased from 13 to 51, the staff from 27 to 145, and the number of Junior Achievement companies from 141 to 1,816. As of January 13, 1954, there were 1,816 chartered Junior Achievement companies operating in 98 metropolitan centers. These centers were located in 24 different states. Over 6,000 adult advisers, furnished by more than 1,400 sponsors, were guiding the 27,014 active members in an experience of organizing, operating, and finally liquidating a business enterprise.

Previous Studies. Very little literature dealing with the Junior Achievement movement is available. Studies dealing with this movement have dealt primarily with small facets of the national program or with local programs, not with the entire program on a national scale. This review seems to indicate that this dissertation is the first study dealing with the psychological, economic, political, and educational significance of the program in its entirety.

Organizational Pattern. Under the present plan of operation, Junior Achievement is organized on a national, regional, and local basis. The national organization is a non-profit educational organization chartered under the laws of the Commonwealth of Massachusetts, with headquarters in New York City. It has the responsibility of developing and promoting Junior Achievement through chartered local groups throughout the United States. There are three "so-called" regions with a field director for each. Each local organization has
the responsibility for the development, financing, promotion, and operation of Junior Achievement, in conformance with standard practices and procedures as set forth by the national organization, in the territory covered by its charter. The national organization has developed four different plans for establishing and operating local Junior Achievement programs. Each plan is particularly suited to the needs of communities of various sizes and types.

Organizing and Operating a Junior Achievement Company. A sponsor must be secured for each Junior Achievement company who agrees to furnish three adult advisers for each company; a business adviser, a production adviser, and a sales adviser. These advisers attend a training session, previous to the first organizational meeting of their company, in which specific organizational details are discussed.

After the sponsors and advisers have been recruited, achievers are recruited. Those accepted are notified to report to the business center for their first company meeting. The first five meetings are referred to as an organizational period. When the items of business for the first four meetings have been completed, the group is completely organized as a Junior Achievement company. The fifth meeting is the first Board of Directors meeting for the newly organized company. Its job then is to continue to operate the company so it may produce and sell its product at a profit which will enable it to pay wages and stock dividends.

The elected officers of the company: president, vice-president, secretary, and treasurer have the responsibility of managing the various
phases of the company's business. The production manager, who is appointed by the president, has the responsibility for instruction and supervision in manufacturing the product selected. The sales manager, also appointed by the president, draws up a sales plan and has the responsibility of putting it into operation. The acceptance of responsibilities by each member of the company, coupled with an honest effort to fulfill them, assures smooth operation and increases the chances for success. Various activities such as a sales clinic, a Junior Achievement week, plant tours, etc. not only contribute to the successful operation of all companies but serve the purpose of promoting Junior Achievement.

Liquidating a Junior Achievement Company. The yearly plan of operation provides for the liquidation of all companies during the month of May. Production ceases at the close of business the last week in April and the liquidation process begins. The assets of the company are converted to cash; all bills are paid, as well as collections made from those who owe the company; the stockholder's money is returned, with a dividend if the company has made a profit; and final records are written. The adjournment of the stockholder's meeting brings to a close the operation of each Junior Achievement company. For many it has been an experience which has resulted in significant developments. For certain others, it may have been just somewhere to go one night a week.
Awards and Incentives. The awards program is designed to give recognition to achievers, companies, advisers, sponsors, and schools for a job well done. These are in the form of expense paid trips, plaques, citations, and scholarships. There are two major groups of awards, national and local. The local awards program does not necessarily have any connection with the national program.

Hypothesis, Operational Principles, and Procedure Used in the Field Investigation. Currently available literature indicates that the primary purpose of Junior Achievement is to teach the fundamental principles of organizing and operating a business. Close observation and direct participation in the program has strengthened the belief that this experience is only one of its many contributions. The investigation is based on the general hypothesis that participation in the Junior Achievement program has other far-reaching results which have psychological economical, political, and educational significance.

The operational principles used may be briefly summarized as follows:

1. All data collected must contribute to proving or disproving the original hypothesis.

2. All inquiry forms must be submitted to those who are familiar with the Junior Achievement program.

3. The sampling of opinions must include some from all geographical sections of the United States in which Junior Achievement operates.
4. The person executing the inquiry form must be given an opportunity for free expression.

5. Achievers executing forms should be regular in attendance. Also, parent forms should be submitted to parents whose children are regular in attendance.

The executive director, business and industrial executives, advisers, parents of achievers, educators, and achievers in each of the fifty-one Junior Achievement areas were invited to participate. Each was requested to react to questions dealing with the significant contributions of the Junior Achievement program.

The Field Investigation. Responses were received from representative persons mentioned in the preceding paragraph who were connected with Junior Achievement operations in the eastern, mid-western, southern, and western sections of the United States.

The adults who responded in general are in agreement that Junior Achievement experience does provide achievers the opportunity to gain an appreciation of the American system of free enterprise. Twenty-nine per cent of the responses indicated much appreciation, 55 per cent an average amount, and 15 per cent indicated little appreciation of this system. One per cent of the forms returned did not have an answer to this question.

There was no response that definitely indicated that this experience weakened the achiever's belief in our form of government. The degree to which it was strengthened is indicated by this analysis of the responses: 21 per cent indicated much strengthening, 57 per cent an
average amount, 15 per cent little, and 6 per cent indicated no strengthening at all. Only 1 per cent of the forms failed to answer this question.

The advisors, parents, and achievers were asked whether or not this experience improved the achiever's chances for employment. Forty-six per cent of the responses indicated much improvement, 32 per cent an average improvement, 17 per cent little, and 3 per cent indicated no improvement at all. Two per cent of the forms contained no answer to this question.

The executives were asked what they considered to be the best return on their investment in Junior Achievement. The two major returns indicated were:

a. Satisfaction of providing teen-agers the opportunity to gain a broader knowledge of business operations. . . . . . . . . . 44 per cent.

b. Satisfaction of contributing to the over-all development of youth . . . . . . . . . 28 per cent.

Parent responses concerning the development of self-confidence in human relations in their children were as follows: 35 per cent indicated much development, 60 per cent an average amount, and 5 per cent indicated little development.

The educators were asked to enumerate ways in which the Junior Achievement program complemented the regular school program. Thirty-six per cent of the responses indicated that Junior Achievement experience complemented the regular school program "much," 46 per cent an average amount, 9 per cent indicated little and 9 per cent "not at all."
The two primary reasons given by achievers for joining Junior Achievement were, (a) to learn how a business is organized and operated, and (b) to meet boys and girls. The achiever's responses did not indicate a great deal of learning relative to management and labor problems.

The achiever's responses relative to what they had learned about the nature of our government and its relation to business and industry indicated less than an average understanding. The two most frequently mentioned responses were, (a) government is to help business and industry but not to control it, and (b) that it collects taxes.

The major strengths of the program were considered to be:

a. Is a positive approach to teaching our future workers, managers, and voters the problems and rewards of our American way of business.

b. Develop self-confidence, character, leadership, responsibility, and team-work.

c. The participation of people from many different "levels."

d. Gives a better understanding of the way business operates.

e. Is a wholesome spare-time activity.

Many of the forms returned did not enumerate any weaknesses of the program. The major weaknesses which were mentioned are:

a. Does not reach enough young people.

b. Lack of training and sometimes choice of advisers.

c. Difficulty in keeping interest.

d. Failure of some advisers to relinquish management of the company to its officers.

e. Limited amount of time.
Significance of the Findings. Participation in Junior Achievement results in many significant contributions. It is psychologically significant that this experience helps the achiever to rid himself of shyness; fosters a feeling that many adults are interested in his welfare; provides a useful outlet for teen-age drive and enthusiasm as well as an opportunity for expression of ideas; helps him to evaluate his own ability to do things as compared to others; and develops a feeling of self-confidence, respect for others, and a spirit of team-work.

Junior Achievement experience is economically significant in that it helps to develop the achiever's potential for a definite contribution to a business organization's progress. It develops a willingness to produce a reasonable amount of work for an equitable financial return, self-confidence, the acceptance of responsibility, self-discipline, a spirit of team-work, and the ability to see the other fellow's position and understand his problems. He gains an understanding of the over-all operation of a business and realizes the rewards for initiative, dependability, good work and cooperation. These attributes also have economic significance for the employer as well as the community as a whole.

The political significance of this experience lies in the fact that it develops an appreciation of the opportunities possible within the framework of the American system of free enterprise as it operates under the American form of government. The operation of a Junior Achievement company is democracy in action. The rewards possible for successful business are clearly demonstrated.
In Junior Achievement, business, industrial, and educational leaders have an opportunity to work together in the interests of youth. This experience is educationally significant in that it offers an opportunity to put theory into practice with not too great a lapse of time between the two. It makes adequate provision for individual differences; provides competent guidance; and the opportunity to work with others, who may not be in one's own social or economic bracket, in achieving a common goal. It contributes to vocational guidance and makes possible contacts with various adult leaders in the community, especially business and industrial leaders.

The over-all value of this program is that the experience received by the participants has far-reaching and significant results. The achievers are not the only recipients of the rewards; the community and nation as a whole also share in them.

Conclusions. This learn-by-doing program is organized primarily for teen-agers but its significant contributions are not limited to this one group. Business and industrial organizations and the community as a whole are also the recipients of its benefits.

This program provides an excellent opportunity for business, industrial, and educational leaders to work together in the interest of youth. The schools cannot be expected to assume the full responsibility for educating the youth of our country. Boys and girls participate in many activities outside the school which make a definite contribution to their development. It is the responsibility of the leaders of these various organizations to cooperate so that this development will be
along lines that are desirable rather than not.

Some claim that Junior Achievement teaches the achievers an appreciation of the problems of management and labor. The responses of achievers submitted in the field investigation connected with this dissertation did not indicate any significant learning in this respect. The real problems are not dealt with, at least the achievers do not seem to gain any significant understanding of them. If any real appreciation and understanding of such problems is to result from Junior Achievement experience, more emphasis must be given to them. The advisers need to discuss and explain some of these problems at the appropriate time. However, any tendency to convert a manufacturing room into a classroom should be avoided. An atmosphere of a manufacturing establishment rather than a classroom must prevail.

There is no definite effort to spotlight our form of government by giving lectures or discussions. Whatever appreciation is gained is the result of participation in organizing and operating an enterprise which is based on democratic principles.

Junior Achievement is a practical demonstration of the rewards and opportunities possible under our competitive system of free enterprise which this nation permits.

The Junior Achievement program does not compete with the regular school program except in a few individual cases. Some boys and girls are inclined to neglect their school work while they participate in Junior Achievement activities. This is not the fault of the program, it is the fault of an individual in the program. This program complements the
regular school program primarily by affording an opportunity to apply knowledge learned, to gain actual experience and also the opportunity for out-of-school contacts.

Participation in the organization and operation of a Junior Achievement company develops self-confidence, leadership, respect for others, an acceptance of responsibility, a spirit of team-work, the ability to express one's ideas, and an appreciation of the importance of punctuality. It is a most profitable use of leisure time and capitalizes on teen-age drive and enthusiasm which in some cases might be used for less desirable pursuits.

The program has very definite vocational guidance possibilities but there is no particular effort to emphasize this. The emphasis here depends upon the personal interest of the advisers in their achievers.

If maximum benefits are to be received, the advisers must let the achievers assume the responsibilities connected with the operation of the company. This does not mean that they should be left entirely alone but guided by the advisers.

There is a definite need for a more disciplinary attitude on the part of advisers. This will help to establish the fact that business is a serious effort and not a lark.
Chapter X

RECOMMENDATIONS

The expansion of the Junior Achievement program to reach more young people is highly desirable. However, the primary emphasis of expansion should not necessarily be on numbers, but on the quality of the experiences offered. One of the most prevalent weaknesses of this program which was indicated by those responding to the inquiry forms was that Junior Achievement did not reach enough young people. It is much more beneficial to all concerned to offer a superior quality of training to fewer individuals.

Awards to Junior Achievement companies should be something that would be significant to the members of that company. After all, they are the ones who have done the work, under the guidance of the advisers, of course. To ask the president of a Junior Achievement company to come forward to receive a trophy which is designed to hang in the offices of the sponsoring organization for the coming year is not too significant. This is actually an award to the sponsoring company not the Junior Achievement company.

Achievers, rather than the members of the Board of Directors, should be featured at the "Future Unlimited Banquet." Achievers, not Board members and their wives, should be given the seats of honor at the head tables. The presidents of each Junior Achievement company and those achievers who are to receive special awards are the logical ones to be seated here. To have a Board member and his wife seated with each company as their guest of the evening would be much more appropriate.
To request an achiever to walk from the rear of a large banquet hall to the front, present him with an award, then in some cases ask him to introduce his parents who are in the rear of the hall, is not showing the proper respect to him or his parents either. The climaxing social event of the year is a time when the adults should let the achievers "be in the limelight."

Local autonomy is certainly desirable and is one of the strong points of the organizational pattern, but each local operation must guard against a tendency to place too little emphasis on national standards. Just as each member of a Junior Achievement company is a member of a team, so is each local operation a member of a national team. The cooperation of all, makes possible the realization of a common goal.

In selecting applicants for company membership the practice of placing boys and girls from different schools, consequently, different sections of the city, should be continued. The fact that company membership is made up of achievers with varying backgrounds and capabilities is one of the strong points of the program. This membership selection from different schools also decreases the probability of a clique getting in the same company and trying to exert pressure for their own selfish benefits.

The election of new officers in February should be compulsory, not just suggested. If new officers are not elected, someone is being robbed of the experience of managing the company. It is granted that there is the possibility of voting into an office someone who is not as capable and efficient as the previous officer. The opposite is also true.
However, Junior Achievement is an educational enterprise and as many different persons as possible should be given a variety of opportunities.

There should be a more careful selection of advisers for Junior Achievement companies. Sponsoring companies should select some of their best men for this job, not just anyone who is willing to go down to the business center two hours one night each week. No executive would even think of letting a mediocre salesman deal with a valuable customer. Why then let a mediocre adviser deal with one of the most valuable assets of our country, the leaders of the future.

The fact that Junior Achievement does not offer any school credit for participation in its program is highly desirable. Every effort should be made to keep it this way. Achievers participate in the program to receive practical experience in organizing and operating a business, not to have another grade on their report card. Granting school credit would further complicate the program, particularly the paperwork, and give the business center somewhat the atmosphere of a classroom. This would be a definite disadvantage. This does not mean that the classroom atmosphere does not have a significant place in the scheme of things, but it does mean that a Junior Achievement business center is no place for it.

The training of advisers should place more emphasis on understanding teen-agers. Some of them are parents of this age group but many are not and do not understand their reactions to various situations. This would be advisable even at the expense of less discussion of Junior Achievement forms and operational procedures.
This has to be explained again by the program director or executive director in many cases.

A concentrated effort to keep the present relationship between Junior Achievement and the schools should be made. One of the major strengths of the organizational pattern of Junior Achievement is the fact that it is entirely supported and operated by agencies other than the schools. It is true that school cooperation is essential to successful operation of the program. However, the permission of the schools to present a Junior Achievement assembly program for the purpose of recruiting achievers, in addition to education's representation on the Board of Directors, seems to be sufficient. This assumes the good will of educators in general. Many of the significant contributions resulting from participation in this program are dependent upon this relationship.

There seems to be a definite need for a coordinated research effort on a national scale. The research done by each local area should be checked with Junior Achievement, Incorporated. This would avoid overlapping which would result in greater benefits for all concerned. All research should conform to national standards.

The flexibility of the program, which is provided for under the four plans of operation, must not be so great that a national standard will not prevail. It is highly desirable since it makes it possible to offer Junior Achievement training in various sizes and types of communities. However, the degree of this flexibility must be closely watched, otherwise the programs will revert back to the conditions prevalent prior to 1946 when practically all operations were different.
BIBLIOGRAPHY


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BIBLIOGRAPHY (Continued)


BIBLIOGRAPHY (Continued)


APPENDIX A

Exhibit 21

INQUIRY FORMS
March 2, 1954

Mr. Robert J. Richards
Junior Achievement of
Peoria, Incorporated
614-A Main Street
Peoria, Illinois

Dear Mr. Richards:

This concerns the evaluation phase of a doctoral study on the Junior Achievement Movement that I am doing at the Ohio State University in cooperation with the Columbus program and with the approval of Junior Achievement, Incorporated.

Please distribute the enclosed to the representative persons indicated. Have them complete forms concerned, then collect and return them to me at your earliest convenience.

1. One is to be filled out by you.
2. Five are for business and industrial executives.
3. Five are for advisors in your center.
4. Five are for parents of your achievers.
5. Two are for the educators concerned.
6. Five are for representative achievers.

Your participation in this interesting study is certainly appreciated.

Sincerely,

Wm. A. Myers
Program Director
JUNIOR ACHIEVEMENT, INC.
345 Madison Avenue
New York 17, New York

4 4 3 0
19 February 1954

THE RESEARCH BY WILLIAM A. MAYS

We appreciate this opportunity to assist Mr. Mays with his dissertation on JUNIOR ACHIEVEMENT because the result will be helpful to all of us. We have made available our records, program materials, and such other information as he desires. He in turn will make his findings available to us. It looks like a very favorable trade.

As part of the dissertation, he must include a survey of first-hand information from various persons who participate in JUNIOR ACHIEVEMENT, so we have provided him with the names and addresses of the executive directors of the areas. No other use will be made of any of these names.

This seems to be a very practical arrangement and we know that the areas will be happy to cooperate, because we all stand to gain from the added knowledge of JUNIOR ACHIEVEMENT that this research will provide.

Sincerely,

HUGH B. SWEENEY, JR. (s)
Program Director
THE JUNIOR ACHIEVEMENT MOVEMENT

To: Executive Directors of Junior Achievement Areas

This concerns a doctoral study being done by William A. Mays, at the Ohio State University with the approval of Junior Achievement, Incorporated, 345 Madison Avenue, New York 17, and in cooperation with the Columbus program.

1. To what degree, if any, has Junior Achievement provided boys and girls with an appreciation of the American system of free enterprise?

2. To what degree, if any, has Junior Achievement strengthened or weakened their belief in our form of government?

3. List what you consider to be some of the other strengths and weaknesses of the Junior Achievement program.

WILLIAM A. MAYS, Program Director
Junior Achievement of Columbus, Inc.
79 North Third Street
Columbus, Ohio
THE JUNIOR ACHIEVEMENT MOVEMENT

To: Interested Business and Industrial Executives

This concerns a doctoral study that William A. Mays, Program Director Junior Achievement of Columbus, Inc., is doing at the Ohio State University in cooperation with the Columbus program and with the approval of Junior Achievement, Incorporated, 345 Madison Avenue, New York 17.

1. In what way does participation in Junior Achievement provide boys and girls with an appreciation of the American free enterprise system, or not?

2. In what way does Junior Achievement strengthen or weaken their belief in our form of government?

3. If your company contributes to Junior Achievement, what do you consider to be the best return on the investment?

4. List some of the strengths and weaknesses of the program.

WILLIAM A. MAYS, Program Director
Junior Achievement of Columbus, Inc.
79 North Third Street
Columbus, Ohio
THE JUNIOR ACHIEVEMENT MOVEMENT

To: Advisers to Junior Achievement Companies

This concerns a doctoral study being done by William A. Mays, at the Ohio State University with the approval of Junior Achievement, Incorporated, 345 Madison Avenue, New York 17, and in cooperation with the Columbus program.

1. In what ways, if any, has Junior Achievement provided boys and girls with an appreciation of the American system of free enterprise?

2. In what ways, if any, has Junior Achievement strengthened or weakened their belief in our form of government?

3. In what ways, if any, has Junior Achievement increased or injured an Achiever's chances for employment?

4. List what you consider to be any of the other strengths or weaknesses of the Junior Achievement program.

WILLIAM A. MAYS, Program Director
Junior Achievement of Columbus, Inc.
75 North Third Street
Columbus, Ohio
THE JUNIOR ACHIEVEMENT MOVEMENT

To: Parents of Members of Junior Achievement Companies

Please indicate how you feel about the participation of your son or daughter in Junior Achievement by filling in this sheet. Representative parents in each of the 51 area programs are being asked these questions in connection with a doctoral study being done by William A. Mays at the Ohio State University with the approval of Junior Achievement, Incorporated, 345 Madison Avenue, New York 17, and in cooperation with the Columbus program.

1. In what ways, if any, has Junior Achievement strengthened or weakened your child's belief in our form of government?

2. In what ways, if any, has Junior Achievement developed an appreciation for the American system of free enterprise?

3. In what ways, if any, has Junior Achievement provided your child with a sense of self-confidence in human relations?

4. In what ways, if any, has Junior Achievement given, or failed to provide a better chance for your child's employment after graduation?

5. List what you consider to be some of the other strengths or weaknesses of the Junior Achievement program.

WILLIAM A. MAYS, Program Director
Junior Achievement of Columbus, Inc.
79 North Third Street
Columbus, Ohio
THE JUNIOR ACHIEVEMENT MOVEMENT

To: Educators Participating in the Program

This concerns a doctoral study being done by William A. Mays, at the Ohio State University with the approval of Junior Achievement, Incorporated, 345 Madison Avenue, New York 17, and in cooperation with the Columbus program.

1. In what ways, if any, has Junior Achievement provided boys and girls with an appreciation of the American system of free enterprise?

2. In what ways, if any, has Junior Achievement strengthened or weakened their belief in our form of government?

3. In what ways, if any, has Junior Achievement served to enrich or complement the regular school program?

4. List what you consider to be any other strengths or weaknesses of the Junior Achievement program.

WILLIAM A. MAYS, Program Director
Junior Achievement of Columbus, Inc.
79 North Third Street
Columbus, Ohio
THE JUNIOR ACHIEVEMENT MOVEMENT

To: Members of Junior Achievement Companies

Selected members of Junior Achievement companies in all parts of the United States are being asked the following questions which you too are invited to answer:

1. "I joined Junior Achievement to:" (Check any two)
   a. _____ have fun
   b. _____ be with my friends
   c. _____ meet other boys and girls
   d. _____ learn about the American system of Free Enterprise
   e. _____ learn how a business is organized and operated
   f. _____ earn spending money
   g. _____ operate machinery
   h. _______________________________

2. What, if anything, have you learned about management and labor problems as a result of your experiences in Junior Achievement?

3. What, if anything, have you learned about the nature of our government, and its relationship to business or industry?

4. Has being a member of a Junior Achievement company increased your chances of employment? (Check any one)
   Not at all _____, Only a little _____, Very much _____

WILLIAM A. MAYS, Program Director
Junior Achievement of Columbus, Inc.
79 North Third Street
Columbus, Ohio
APPENDIX B

Exhibits 22 - 33

MISCELLANEOUS
Exhibit 22

JUNIOR ACHIEVEMENT AREAS

1. Junior Achievement of Western North Carolina, Incorporated
   Asheville, North Carolina

2. Junior Achievement of Georgia, Incorporated
   Atlanta, Georgia

3. Junior Achievement of Barberton, Incorporated
   Barberton, Ohio

4. Junior Achievement of Eastern Massachusetts, Incorporated
   Boston, Massachusetts

5. Junior Achievement of Western Connecticut, Incorporated
   Bridgeport, Connecticut

6. Junior Achievement of Brooklyn, Incorporated
   Brooklyn, New York

7. Junior Achievement of Butler County, Incorporated
   Butler, Pennsylvania

8. Junior Achievement of the Canton Area, Incorporated
   Canton, Ohio

9. Junior Achievement of Chattahoochee-Tallahassee, Incorporated
   West Point, Georgia

10. Junior Achievement of Chicago, Incorporated
    Chicago, Illinois

11. Junior Achievement of Greater Cincinnati, Incorporated
    Cincinnati, Ohio

12. Junior Achievement of Greater Cleveland, Incorporated
    Cleveland, Ohio

13. Junior Achievement of Columbus, Incorporated
    Columbus, Ohio

14. Junior Achievement of Dayton, Incorporated
    Dayton, Ohio

15. Junior Achievement of Colorado, Incorporated
    Denver, Colorado

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16. Junior Achievement of Southeastern Michigan, Incorporated
   Highland Park, Michigan

17. Junior Achievement of Union County, Incorporated
   Elizabeth, New Jersey

18. Junior Achievement of Fitchburg
   Fitchburg, Massachusetts

19. Junior Achievement of Fort Madison, Incorporated
   Fort Madison, Iowa

20. Junior Achievement of Fort Wayne and Allen County, Incorporated
    Fort Wayne, Indiana

21. Junior Achievement of Hartford, Incorporated
    Hartford, Connecticut

22. Junior Achievement of Houston, Incorporated
    Houston, Texas

23. Junior Achievement of Jackson, Incorporated
    Jackson, Michigan

24. Junior Achievement of Louisville, Incorporated
    Louisville, Kentucky

25. Middletown Junior Achievement
    Middletown, Ohio

26. Junior Achievement of Midland, Incorporated
    Midland, Michigan

27. Junior Achievement of Southeast Wisconsin, Incorporated
    Milwaukee, Wisconsin

28. Junior Achievement of Minneapolis, Incorporated
    Minneapolis, Minnesota

29. Junior Achievement of New Bedford, Incorporated
    New Bedford, Massachusetts

30. Junior Achievement of New York, Incorporated
    New York, New York

31. Junior Achievement of Essex-West Hudson, Incorporated
    Newark, New Jersey
32. Junior Achievement of The East Bay, Incorporated
   Oakland, California

33. Junior Achievement of Passaic-Clifton Area, Incorporated
   Passaic, New Jersey

34. Junior Achievement of Peoria, Incorporated
   Peoria, Illinois

35. Junior Achievement of Philadelphia Metropolitan Area, Incorporated
   Philadelphia, Pennsylvania

36. Junior Achievement of Pittsburgh, Incorporated
   Pittsburgh, Pennsylvania

37. Junior Achievement of Portland, Incorporated
   Portland, Oregon

38. Junior Achievement of Rhode Island, Incorporated
   Providence, Rhode Island

39. Junior Achievement of San Diego, Incorporated
   San Diego, California

40. Junior Achievement of San Francisco, Incorporated
    San Francisco, California

41. Junior Achievement of San Jose, Incorporated
    San Jose, California

42. Junior Achievement of Schenectady
    Schenectady, New York

43. Junior Achievement of Seattle, Incorporated
    Seattle, Washington

44. Junior Achievement of South Bend-Mishawaka, Incorporated
    South Bend, Indiana

45. Junior Achievement of Spokane, Incorporated
    Spokane, Washington

46. Junior Achievement of Western Massachusetts, Incorporated
    Springfield, Massachusetts

47. Junior Achievement of St. Joseph and Benton Harbor, Incorporated
    St. Joseph, Michigan
48. Junior Achievement of Mississippi Valley, Incorporated
   St. Louis, Missouri

49. Junior Achievement of St. Paul, Incorporated
   St. Paul, Minnesota

50. Junior Achievement of Northwestern Ohio
    Toledo, Ohio

51. Junior Achievement of Warren, Incorporated
    Warren, Ohio
Exhibit 23

OUTLINE OF BUDGET

Salaries. For a director and secretary to cover organization, management, recruiting, and training of advisers, supervision of the program and clerical work at the local level.

Business Center and Office Space Rental. To provide suitable space for the operation of Junior Achievement including office space, workshops, storage facilities, etc.

Business Center Expense. To provide for the arrangement, equipment and maintenance required to establish a good Junior Achievement business center. The majority of this cost is a first year capital investment.

Headquarters Expense. For such overhead items as telephone and telegraph, postage, office supplies, furniture, and fixtures.

Fund Raising. To cover the cost of enlisting the support of the local business organizations and individuals by creating publicity, understanding and acceptance which will provide funds to operate the local program.

Travel. For expenses incurred by the staff while developing and supervising the local program.

Recruiting and Recognition of Volunteers. For the necessary activities involved in recruiting volunteers to act as advisers and for training of these men and women in the Junior Achievement program.

Program Materials. To cover operation booklets, forms, records, bookkeeping systems and instructions used by the advisers and achievers in the operation of the program.

Promotional Materials. To create and maintain interest among achievers, parents, schools, with brochures, pamphlets, films, reprints, etc. used in organizing and operating Junior Achievement in the district.

Achievement Magazine. A national magazine devoted to Junior Achievement news around the country. Subscriptions are provided for all advisers, achievers, contributors, and committeemen in the area.

Staff Conference and Staff Training. To cover the cost of training executive directors and for attending one national staff conference during the year.

National Junior Achievers Conference. To send achiever representatives to the national conference of achievers.
OUTLINE OF BUDGET - Continued

Insurance. To cover potential risks such as fire and theft at the district headquarters and business center, public liability insurance, hospitalization, bonding, and life.

National Participation Share - 10 per cent of local annual income to cover national management, establishment of standards and procedures, creation and production of manuals, forms, etc. research and development of plans and materials, national public relations, promotion and publicity, expansion, development of incentives, franchise to operate in the name of Junior Achievement.
Exhibit 24

TIME TABLE FOR STARTING JUNIOR ACHIEVEMENT IN A NEW COMMUNITY

Spring and Summer. Investigate the Junior Achievement program. Write for literature, procedures, budgets, etc.

Early Fall. Set up preliminary meeting with top business people in community and Junior Achievement representative. Should be a small but important group of people whose endorsement and willingness to help start a program would assure support from the rest of the community.

Late Fall or Early Winter. With the approval and willingness to cooperate of the people at the preliminary meeting, a date is set for an organization meeting at which time the Junior Achievement story is explained to a large cross section of the community. This can be a luncheon, dinner or business meeting. Depending on the size of the community, anywhere from 100 to several hundred people should be invited.

At the Organization Meeting. At this meeting the people are advised that a study of Junior Achievement was made. Names of the people at the preliminary meeting should be announced along with the fact that these people have indicated their willingness to get behind a local program. Junior Achievement headquarters will provide the necessary speakers and other material for this meeting. Immediately following the meeting a local Board of Junior Achievement Committee is organized.

Deadline March 31. The following must be accomplished:

1. A permanent Junior Achievement Board or Committee must be organized with the necessary officers. Groups incorporate under their state laws as a non-profit educational organization.

2. Local Board will apply to National Headquarters of Junior Achievement for a charter. Upon approval of the charter application, the local Board will sign the standard operating agreement between the national and local Boards. Charter applications, by-laws, operating agreements, etc. will be provided by National Headquarters.

3. The local Board will raise the necessary funds to underwrite the first year's budget for Junior Achievement in their community.

4. The local Board will request the National Headquarters to submit the names of qualified Junior Achievement personnel to be considered for the directorship of Junior Achievement in their city.

Deadline April 15. Local Board employs qualified Junior Achievement director. He will be responsible to the local Board for development of the Junior Achievement program.
Exhibit 25

AGENDA FOR JUNIOR ACHIEVEMENT SCHOOL ASSEMBLY

2 Minutes Introduction of Program and Junior Achievement Director School Official

2 Minutes Opening Remarks and Introduction of Junior Achievement Board Member Junior Achievement Director

3 Minutes "Business and Industry is Interested in the Junior Achievement Program" Junior Achievement Board Member

1 Minute Introduction of Film Junior Achievement Director

18 Minutes Film School Projectionist

3 Minutes Follow-up of Film and Introduction of Junior Achiever Junior Achievement Board Member

6 Minutes "My Experience in Junior Achievement" Achiever

3 Minutes "How You Can Enroll" Junior Achievement Director
Exhibit 26

APPLICATION FOR MEMBERSHIP

Junior Achievement of Columbus, Incorporated
79 North Third Street Columbus, Ohio

I hereby apply for membership in Junior Achievement

Name ______________________________ (first) __________________________ (middle) __________________________ (last)

Address ____________________________ Zone _____ Telephone No. ______

School ______________________________ Grade _____ Age ______

Parent or Guardian’s Name ______________________________

Address (if different from yours) ______________________________

Father’s place of employment ______________________________

Which of the following fields interest you? Choose four (4) numbering them 1-2-3-4 in the order of your preference.

____ Chemical Products ___ Novelties ___ Textiles ___ Candy Manufacturing
____ Leather Products ___ Wood Products ___ Radio ___ Cookie Manufacturing
____ Metal Products ___ Television ___ Plastics ___ Publishing
____ Decorative Arts ___ Printing ___ Ceramics

All companies meet from 7:00 to 9:00 P.M. once a week. Check below the nights you can attend.

Monday _______ Tuesday _______ Wednesday _______ Thursday _______

Check any of the following activities in which you participate or are interested.

____ Selling ___ Shorthand ___ Advertising ___ Sports ___ (Player)
____ Bookkeeping ___ Art ___ Clubs ___ (Spectator)
____ Tools ___ Typing ___ Speaking ___ Singing
____ Machinery ___ Piano ___ Dancing ___ Hobby (describe)

Return this application to Junior Achievement, 79 North Third Street, Columbus, Ohio. Admittance is limited, you will be notified if accepted.
APPLICATION FOR CHARTER

To: JUNIOR ACHIEVEMENT, INC.
345 Madison Avenue
New York 17, N. Y.

Through: Local Junior Achievement Office

Gentlemen:

We, whose names appear on the second page of this application, hereby petition for a charter to operate a Junior Achievement Company to be known as:

“A Junior Achievement Company”.

Print name of company exactly as you wish it to appear on charter

Address of Business Center City State

for the primary purpose of educating and training its members in the fundamentals of American business.

Our company is to be sponsored by

Print exact name of company or organization

Address

Our company advisers are:

Business Adviser (name) (home address) (home phone) (business title)

Production Adviser (name) (home address) (home phone) (business title)

Sales Adviser (name) (home address) (home phone) (business title)

We will do the following type of work

Our first product is

HOW TO GET A CHARTER

1. Fill out both sides of application completely.
2. Write check for $1.50 to Junior Achievement, Inc.
3. Issue one share of stock to Junior Achievement, Inc., 345 Madison Avenue, New York 17, N. Y.
4. Turn in all three of above items to your local J. A. office.
STOCK ENVELOPE

DATE

I AGREE TO PURCHASE SHARES
OF CAPITAL STOCK

IN THE (JUNIOR ACHIEVEMENT COMPANY)

AT FIFTY CENTS PER SHARE, TOTAL $

I SHALL PAY CASH UPON DELIVERY OF STOCK
CERTIFICATE.

SIGNED

NAME (PLEASE PRINT TO AVOID ERRORS)

ADDRESS

DELIVERY PROMISED (DATE)

DELIVERED (DATE) FIND ENCLOSED $

SALESMAN

TREASURER: (PLEASE CHECK)

CERTIFICATE MADE OUT & DELIVERED TO SALESMAN  □
ENTRIES MADE: STOCKHOLDERS LIST  □
CASH RECEIPTS □

COPYRIGHT JUNIOR ACHIEVEMENT, INC. 1948
INVOICE

(J. A. Company)

(Address)

TO

JUNIOR ACHIEVEMENT
(local office)

(local office address)

Rent to
Rent Payable Monthly

Capital Deposit

Other

Please make check payable to:
JUNIOR ACHIEVEMENT
and forward to above address.

Charter Fee $2.00
Pay fee by check for $1.50 and issue one 50¢ share of stock. See instructions below.

This fee includes the following:
Offical Junior Achievement charter
Right to operate as a "Junior Achievement Co."
Right to use official J.A. emblem
All other benefits of the National Junior Achievement program.

Please make check for $1.50 payable to:
Junior Achievement, Inc.
and forward through local office at above address.
Be sure check and one share of stock issued to
Junior Achievement, Inc. are forwarded together.
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<td>(Name of Company)</td>
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</table>

**INSTRUCTIONS**

Date

**Monthly Report**

280 281 282
<table>
<thead>
<tr>
<th>Number Available</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>American Institute of Accountants - $250 cash - To a selected official of a Junior Achievement company who intends to study accounting in college.</td>
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<tr>
<td>2</td>
<td>Antioch College - up to $400 - If student maintains high marks Antioch will cooperate to see that he continues through the four years of college.</td>
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<tr>
<td>3</td>
<td>Babson Institute of Business Administration (Babson Park, Massachusetts) - $300 each, annually - To men interested in attending a college of business administration.</td>
</tr>
<tr>
<td>2</td>
<td>Beloit College - full tuition at $520 each.</td>
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<tr>
<td>2</td>
<td>Boston University - $100 and $75, respectively, toward tuition.</td>
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<tr>
<td>1</td>
<td>Colby College - $250 - partial tuition.</td>
</tr>
<tr>
<td>1</td>
<td>Columbia College - $600 - tuition.</td>
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<tr>
<td>1</td>
<td>Colgate University - up to full tuition, determined by financial need.</td>
</tr>
<tr>
<td>1</td>
<td>Emerson College (Boston, Massachusetts) - $275 - One-semester entering scholarship to Achiever who has demonstrated interest and ability in the speech arts (Speech and Hearing Therapy, Radio, TV, Theater Arts).</td>
</tr>
<tr>
<td>4</td>
<td>Esso Standard Oil Company - $250 each, cash - To Achievers residing in areas in which Esso Standard operates: Connecticut, Massachusetts, New Jersey, New York, North Carolina, Pennsylvania, and Rhode Island.</td>
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<tr>
<td>1</td>
<td>Fairleigh Dickinson College (Rutherford, New Jersey) - $200 toward tuition - To be determined by academic standing and financial need.</td>
</tr>
<tr>
<td>1</td>
<td>Fisher Junior College Scholarship - $500 covering 2-year course - $250 for the first year, and $250 for the second year - This scholarship is available to girl Achievers residing in New England, excluding Eastern Massachusetts.</td>
</tr>
</tbody>
</table>
1. Fisher Junior College Scholarship - $500, covering 2-year course - $250 for the first year, and $250 for the second year. This scholarship is national in scope and is available to girl Achievers residing in all Junior Achievement areas outside of New England.

1. Elyyer College - Full tuition at $470 per year (4-year course).

40. Horace A. Moses Foundation - $100 each, cash - No "strings" attached to these awards.


1. Illinois Institute of Technology - Tuition.

2. International Correspondence Schools Scholarships - Each scholarship will not exceed $265 - Only those persons who do not want to go to college or who cannot attend college are to be considered.

1. Iowa State - $300 (Tuition).

1. Katharine Cornell Foundation - $100 cash - To be awarded to an Achiever who is planning to study some phase of dramatic art.

1. Keuka College - $300 - One-half tuition for two years to student residing outside of state of New York.

2. Leicester Junior College, (Leicester, Massachusetts) - $500 each - With provision that the winners, boys or girls, shall work with the college to promote a Junior Achievement type of project on the campus.

2. Marquette University - $200 each - Partial tuition.

1. Massachusetts Institute of Technology - $800 - Tuition.

1. Milwaukee School of Engineering - $600 - Approximate tuition.

9. National Association of Electrical Distributors - $200 each, cash - To be awarded to Achievers who intend to enter electrical field, and those who show specific aptitude in mathematics, physics, and/or other scientific studies. Must reside in the N.A.E.D. zones: New England, New York, Middle Atlantic, Southeastern, Lake Erie, Central, Great Plains, Southwestern, and Pacific.
New England College (Henniker, New Hampshire) - $200 - Toward tuition for a boy.

New England College (Henniker, New Hampshire) - $200 - Toward tuition for a girl.

The two scholarships listed above are work scholarships and call for four hours work per week per $100.

Newark College of Engineering (Newark, New Jersey) - $200 - $100 available for each of the two semesters - To a resident of New Jersey.

New York University - Full tuition.

Northwestern University - Tuition.

Ohio State University - $90 - Toward tuition to resident of Ohio, ranking in upper 25 per cent of his class scholastically.

Seton Hall College (South Orange, New Jersey) - $2,000 - four year - Tuition free.

Stanford University (Stanford, California) - Tuition - To Achiever who meets the general Stanford competition for freshmen.

Stevens Institute of Technology - Ranging from $200 to $700, depending on academic standing of applicant and his needs.

University of Chicago - $690 tuition - Each covering a minimum of full tuition. To those residing in Chicago area, scholarship will cover tuition. Those from outside the area living in University Residence Halls, additional amount may be awarded, in relation to financial need, but not to exceed $840 per year.

University of Bridgeport - $550 full tuition - Open only to Achievers living outside of the State of Connecticut. While the scholarship is not automatically renewable, it is likely that the scholarship would be renewed providing the records earned by the individual were sufficiently good.

University of Illinois - $100 - To resident of Illinois - Tuition.

University of Michigan - Tuition.
NATIONAL SCHOLARSHIP SCOREBOARD - Continued

1 University of Miami (Coral Gables, Florida) - $275 - 50 percent credit toward tuition.

1 Union College (Schenectady, New York) - $700 - Full tuition to candidate residing outside of States of New York and New Jersey.

1 University of San Francisco - Tuition.

1 University of Wisconsin - $300 - To non-resident of state.

1 University of Wisconsin - $127 - To resident of state.

1 Valparaiso University - Full tuition.

1 Wilkes College (Wilkes Barre, Pennsylvania) - $240 - One-half tuition.

1 Wilmington College (Wilmington, Ohio) - $240 - To a girl Achiever.

Wilmington College also offers an opportunity to earn an education to 20 outstanding Junior Achievement men.
Exhibit 32

CRITERIA FOR JUDGING
National Sales Contest-1954

There is one basic criterion for judging all entrants in the Sales Contest: How well you sell the product or service or your Junior Achievement company. The judges will be guided by these standard principles of effective selling:

Before You Sell

Know Your Product. Knowledge of your company's product is an absolute necessity. Although this comes under the heading of preliminary preparation, it will show — very favorably — all the way through your presentation.

Do you know what your product or service will do for the customer? Do you know why it will do what you say it will do? Are you familiar with competing products or services? Do you know these things so well that you will be able to handle customer objections smoothly?

When You Sell

Your Approach. Do you capture the attention of your prospect right away? Do you command immediate interest by aiming at his problems?

Sales Features. Do you present the sales points about your product or service so that you can increase your prospect's desire for what you are selling?

Consumer Benefits. Do you show your customer the benefits she will obtain by owning your product? Are you specific in showing how these benefits can be obtained?

Demonstration. If your product is the kind that lends itself to demonstration, do you handle this interestingly and with emphasis on sales points and consumer benefits? Or, if your demonstration (as in the case of a service) must be largely verbal, do you dramatize your sales points and consumer benefits with testimonials and case histories?

Customer Objections. Do you know your product and its performance so well that you can handle the customer's objections smoothly? And do you get back to your sales story effectively after meeting objections or answering questions?

Customer Agreement. Do you get your customer to agree to various points of your sales demonstration as you go along?
CRITERIA FOR JUDGING - Continued

**Voice and Speech.** Is your voice pleasant and confident? Is your speech clear and unhurried?

**Attitude.** Are you persuasive and self-assured: enthusiastic about your product and its benefits?

**Closing.** Last - but by no means least - is your "closing" planned? Do you "close" the sale by asking for your customer's order instead of leaving it to the prospect to ask you to accept her order? Do you ask for the order as if you are positive she is going to buy? Are you prepared to ask for the order a second or third time if necessary?
Exhibit 33

ACHIEVERS PERFORMANCE RATING CHART
National Sales Contest-1954

Instructions:
1. Use grade from 0-100 for each item.
2. Consider the factors listed before entering the grade.
3. Total the individual grades and state the average as the final grade.

Achiever's Name _____________________ Product or Service ________________

The Approach. Did it include an attention-getting statement aimed at the prospect's main interest problem or objective?

Sales Features. Were enough sales points about his product or service presented to heighten the prospect's desire for it?

Benefits or Advantages. Did he show how sales features would benefit buyer? How benefits could be gained? Were claims supported with examples, testimonials, photos, sales results, or letters?

Demonstration. Was the demonstration smooth? Interesting? Convincing? Was product handled with respect?

Knowledge of Product. Did the Achiever have a thorough knowledge of his product or service and industry?

Objections. Were objections handled smoothly? Were explanations convincing? Did he return to his sales story effectively?

Closing. Was attempt to close the sale satisfactory?

Committing Questions. Did Achiever seek agreement from the prospect on various points of his proposition as he went along?

Inferential Statements. Did the Achiever seek a competitive advantage by stressing his product or service advantages over competition by inference rather than by mentioning specific company or product names?

Voice and Speech. Was the voice pleasant? Was speech clear, hurried, or confused? Speak too much or too little?

Personality. Was he persuasive, assuring, and enthusiastic? Did he radiate belief in the product and its benefits?

TOTAL GRADE

FINAL AVERAGE GRADE

COMMENTS:
AUTOBIOGRAPHY

I, William Atkins Mays, was born at Heflin, Alabama, July 27, 1916. My secondary education was received at the Elmont County High School, Oneonta, Alabama. Following graduation from high school in 1935, I entered Alabama Polytechnic Institute, Auburn, Alabama. I taught industrial arts in Opelika, Alabama during the 1939-40 school year.

From August, 1940 until November, 1942 I taught high school and college vocational education subjects in Chattanooga, Cookeville, and Murfreesboro, Tennessee. I served in the United States Navy, from December, 1942 to December, 1945, as a shipfitter and welder. From March, 1946 to June, 1949, I taught in the Engineering Shops Department, Alabama Polytechnic Institute where I received the degree Bachelor of Science in 1947. From Oregon State College, I received the degree Master of Science in 1950. My work on the degree Doctor of Philosophy was begun at The Ohio State University, October, 1950. During the 1951-52 and 1952-53 school years I was an instructor in the Department of Education, The Ohio State University. At present, I am serving as Program Director for Junior Achievement of Columbus, Incorporated.