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TRAINING PROGRAM IN DADE COUNTY FLORIDA.

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EVALUATION OF A SUPERMARKET CASHIER-CHECKER TRAINING PROGRAM
IN DADE COUNTY FLORIDA

DISSERTATION

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

By
Gerald Eugene Patterson, B.S., M.A.

* * * * * *

The Ohio State University
1970

Approved by

[Signature]
Adviser
Department of
Adult Education
PLEASE NOTE:

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Finally, to the writer's wife Grace, an expression of warm gratitude is due for her patience and understanding while the study was being completed and her assistance in typing the manuscript.
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CHAPTER I

THE PROBLEM

The Setting

Dade County, located in the subtropical southern tip of the state of Florida, is one of the fastest growing population areas in the nation. A total population of 935,647 in 1960\(^1\) has swelled by an approximate increase of thirty-five percent in the decade of the sixties to some 1,276,047 individuals.\(^2\) This rapid rise created many problems which placed some unusual strains on the public school system.

When Dade County entered the sixties, it was burdened with a dual school system which operated separate public school facilities for the black and white students. There have been indications that the education provided in the black schools was below the standards provided in the white schools. The many problems which arose from integrating the two school systems have still not been totally resolved, and the attempts to arrive at fair and equitable solutions are still in process.


\(^2\)"Blacks Median Income Nearly Doubled in Decade," The Miami Herald, August 17, 1970, page 1B.
It was also during the early sixties when Fidel Castros' revolution brought a communist state to the island of Cuba just ninety miles south of Florida's coast. The wave of Cubans moving to the United States over a period of several years became a vast tide with the communist take-over. It is documented that more than 185,000 Cuban refugees have settled in Dade County since Castro came to power. The total Spanish speaking community of Miami (Dade County's largest city) has been estimated at close to 300,000. Freedom Flights are still bringing up to one thousand additional refugees to the United States weekly, and the majority of these settle in Dade County permanently. The economic, cultural and language problems brought on the school system by this mass exodus from Cuba have been enormous.³

The public school system serves the entire county, while the local governmental structure consists of some twenty-seven independent municipalities. The public school system is presently ranked as the sixth largest in the nation,⁴ and its public school adult education programs are large and varied. The adult programs consist of both vocational and non-vocational education and are available to all residents of Dade County for a small enrollment fee at conveniently located adult centers throughout the county.


The Lindsey Hopkins Education Center is a fifteen story skyscraper school which now serves as the hub for all the public school, adult, vocational, and technical education activities in the county. It was constructed by Lindsey Hopkins, Sr. during the "boom" era of the late 1920's for the purpose of a luxury hotel but was never completed because of the poor economic situation in south Florida at the time. It sat there as an empty shell until it was purchased by the Dade County Board of Public Instruction in 1940 to house Dade County's planned adult education program.¹

Work to remodel the building was completed so that adult classes were able to start in 1942. This was the only center in the county where adults could attend classes during the daytime.

At the close of World War II thousands of ex-servicemen flooded into the adult programs, many financed by the World War II G.I. Bill, enrolled in high school completion programs and a variety of trade training courses. Non-veteran citizens recognizing the educational opportunities the adult programs were offering also enrolled in the courses in increasing numbers. Growth of the programs in number and variety was correspondingly rapid to keep pace with the needs.²


²Ibid.
Until 1952 the Dade County Public School adult education program was self-sustaining on a tuition basis. In that year the state legislature extended the State Minimum Foundation Program, which then provided financial support for the youth programs, to also cover the public school adult education programs. Allocation of tax dollars to public school adult education on the same basis as the youth programs has been a tremendous asset to the development of adult education in Florida, and particularly in Dade County. The influx of tax dollars made it possible to provide quality adult education programs at a very low cost to the student. The only direct costs the adult students now have to bear are those of textbooks, a $2.00 registration fee, and in some courses a small materials or shop fee.

As enrollments and the demand for more courses grew, it became necessary to open branch adult centers around the county to fill the needs. These centers were established by using the daytime high school facilities for adult evening classes. Twelve such major branch centers are now in operation. They are located at convenient locations, and each has a full time principal and clerical staff separate from day school to handle adult needs exclusively. The initial yearly enrollment in the Lindsey Hopkins Education Center in 1942 was four hundred students. In the 1968-69 school year over

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121,000 adult registrations were recorded for the system in a variety of over 300 available course offerings. The adult division provides comprehensive guidance, registration, and placement services for all the adult students requesting them. These services are planned to facilitate the student's entrance into the correct adult education course of study to meet his individual needs, to maintain accurate records concerning his accomplishments and assist him to secure proper employment.

Advisory committees, composed of persons from the community, play a vital role in helping the vocational, technical and adult professional educators determine school objectives, policies, courses taught and course content. These committees are instrumental in keeping the total program practical, up-to-date, and in tune with education requirements of Dade County adults.

The Lindsey Hopkins Center was recently designated as an Area Vocational School by the State Department of Education, and an ultra modern seven story annex has been added to the facility. This new building has made it possible to expand many of the existing programs and add ones not previously available.

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9Ibid.

The adult education programs of the Dade County schools are administered under the direction of the Vocational, Technical and Adult Division. Adult Distributive Education programs are specifically organized and administrated by a Coordinator of Adult Distributive Education under the direct supervision of the Director of Adult General Education.\textsuperscript{11} The enrollment in the adult distributive programs has remained rather static over a period of several years, and the enrollment figure of 3,361 reported for the 1968-69 school year is a fairly typical one.\textsuperscript{12} Until 1968 all the courses in adult distributive education were taught in the evenings by part-time instructors. These courses were offered at both the Lindsey Hopkins Education Center and various other branch adult centers around the county.

There is an administrative rule of the Vocational, Technical and Adult Division that no course may be offered until a course outline fitting a specific format, prepared by a competent person familiar with the subject matter or trade area, is submitted to and approved by the Course Outline Committee of the Division. Outlines are prepared with the cooperation of the Teacher Education Department of the Division and upon approval are duplicated in quantity by the Materials Production Laboratory. In the adult education area

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\textsuperscript{11}Organization Chart of Vocational, Technical and Adult Division (Miami, Florida: Dade Co. Public Schools, July, 1969).
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thirty-five subject area outlines were listed as being current and approved for offering in the 1968 Catalog of Courses for the Division. These courses were listed as follows:

- Advertising and Sales Promotion 790
- Airline Reservations and Ticketing 1 - 782
- Airline Reservations and Ticketing 2 - 783
- Automobile Billing and Title Procedures 794
- Automotive Wholesaler Counterman Training 779
- Commercial Business Law 789
- Commercial Real Estate Appraisals 753
- Credits and Collections 744
- Credit and Collection Methods 787
- Export and Import Practices 720
- Financing a Small Business 788
- Human Relations in Business 793
- Income Tax Problems for Business 756
- Income Tax - Corporations 757
- Insurance Rating 1 - 729
- Insurance Rating 2 - 730
- Insurance for Agents - Principals and Practices 728
- Inventory, Buying and Cost Controls 792
- Merchandising Arithmetic 740
- Merchandising Basic 717
- Merchandising Display 758
- Merchandising Techniques 719
- Fundamentals of Investment 755
- Mortgage Brokerage 1 - 733
- Real Estate Appraisals 746
- Real Estate Brokers Training 747
- Real Estate Instruments and Documents 748
- Real Estate Law 1 - 745
- Real Estate Sales 749
- Psychology of Selling 751
- Salesman Training, Automotive 780
- Tax Accounting and Records 791
- Travel Agency Procedures 762
- Wholesale Route Selling 760

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Courses in hotel and restaurant occupations which are normally included under the administration of distributive education are separately administered in this school system under a hotel department which operates the top four floors of the Lindsey Hopkins Education Center as a working hotel facility for training purposes.

In 1962 the Superintendent of Schools and the administration of the Vocational, Technical and Adult Division requested the Florida State Department of Education to conduct a study of the vocational, adult and related educational needs of Dade County and make recommendations for improvement in meeting the local needs. This study was conducted and involved numerous Dade County personnel, representatives of the U. S. Department of Education, selected universities, other Florida counties, and the State Department of Education. The completed report entitled *Vocational and Related Education in Dade County, Diagram for Development* was submitted for consideration and implementation in April, 1963. The section dealing with the Adult Distributive Education program was especially critical of the organization, administration and the level of activity in meeting the real needs of the community. The recommendations were given weight by the endorsement of such nationally known distributive education consultants as Dr. William B. Logan, Mr. John A. Beaumont, Mr. Rex C. Toothman, and Mr. William P. Danenburg.14

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Suggestions contained in the report included recommendations for reorganizing all distributive education in the county (both high school and adult) under one administrator. The desirability of additional administrative and clerical personnel to properly implement the distributive education programs was stressed. Other suggestions included ways to determine and meet more of the community needs. The point was made that:

A very large percentage of the labor force in Dade County works in distributive and marketing pursuits. One-fourth of the working population is employed in retail and wholesale trades alone. Distributive Education has a great potential in the county and the public schools can make it outstanding. In actual fact, however, it is lagging behind the other vocational services. The result is that normal needs in sales and marketing are not being met.  

There is little evidence to indicate that any of the suggestions in the 1963 study quoted above were ever implemented. With a few exceptions, the conditions which were reported about the adult distributive education program as being unfavorable in 1963 were still true in early 1970.

Statement of the Problem

Need for the Study

In September, 1968 a Supermarket Cashier-Checker Training Course was started in the Lindsey Hopkins Education Center to serve adults of Dade County, Florida who might desire to enter this area of employment and who could benefit from such training. This program

Ibid.
was the first innovative attempt to break the usual mold of nighttime part-time adult distributive education courses in Dade County. It was the first attempt to train employees for a specific entry level position in distribution and the first to employ a full-time instructor.

The establishment of this course was an honest attempt to serve what was believed to be a realistic training need in the community, and it was entered into with great enthusiasm and high hopes. Unfortunately, this program has not reached the degree of success that had been expected, and there have been many unexpected administrative problems that will require corrective action if the program is ever to reach its possible potential. It is the purpose of this study to determine to what extent the Supermarket Cashier-Checker Training Course is accomplishing its stated objectives and to arrive at specific recommendations for any corrective action needed.

The Supermarket Cashier-Checker Training Course of Dade County is taught in the Lindsey Hopkins Education Center under the adult distributive education program of the Vocational, Technical and Adult Division of the Dade County Public Schools. The course involves ninety hours of instruction. Class hours are from 8:30 a.m. to 3:00 p.m. on weekdays and three weeks of attendance is required to complete the course. Students are charged a $2.00 registration fee and a $13.00 materials fee for a total of only $15.00 for the course. A brief attempt to offer evening classes for three hours a night over a period of six weeks was unsuccessful because of low enrollments.
In twenty months of operation there has been a total of 337 trainees who satisfactorily completed the course. If the training program had been filled to capacity with students during this period, 780 students could have been accommodated. It is obvious that actual enrollments were only forty-five percent of the total potential.

The major costs of instruction for this course are basically supported by the State of Florida Minimum Foundation Program, which is a formula established by the State Legislature to determine equitable distribution of state education funds to the sixty-seven county school systems in the state. Under the specific provisions for support of adult vocational programs it is required that the average daily attendance of a class must not be below ten students to maintain state support. It has been a constant source of worry and frustration to recruit enough students for the Cashier-Checker Training to keep it in operation. Not only has there been an apparent lack of real support from the local supermarkets in sending individuals for training, but there seems to be very little preferential treatment given to graduates by those who are in charge of hiring cashier-checker personnel for the stores. Prior to this study the true extent of this support was unknown except from occasional feedback from former students. It was evident to the adult placement department of Lindsey Hopkins Education Center that, with a few exceptions, the supermarkets of Dade County largely ignored the existence of the course graduates when hiring new cashier-checker personnel.

This program could well be in danger of losing its support of state funds unless the reasons for low enrollments and difficulties in placement are determined and the trends reversed.

Background and justification for cashier-checker training

In early 1966 the National Cash Register Company began to informally investigate the national trends in cashier-checker training in the food industry and found that there was an apparent need for some action to correct the dearth of quality programs that it could discover. In a memorandum of December 8, 1966, Mr. Byron L. Carter, Assistant Vice President, Retail Systems Division, National Cash Register Company, stated:

There is a great need for an effective grocery checker training program throughout the food industry. While a great deal of effort has been taking place over the years, there is not available a comprehensive checker training on a broad base in this country. The high turnover of grocery checkers and the great need for accurate, competent, productive people in this capacity clearly establishes the need for such a program.17

In this same communication, a detailed proposal was presented for the development, testing and implementation of a national industry-wide supermarket checker education program. The goal was set to "test and de-bug the course" and have it ready for release at an early date. It was planned that the course be offered to anyone in the supermarket industry or distributive education group with NCR cooperation. Materials were to be furnished by NCR on a cost recovery basis.

Very influential in the early development of the program was Mr. Bob Dalglish, City Supervisor of Distributive Education, San Antonio College, San Antonio, Texas. Mr. Dalglish established a standardized training program for cashier-checker training in 1961. As a marketing communication of NCR dated April 30, 1968 states:

Although the San Antonio school proved successful (it is currently training over 600 people annually), Dalglish realized that if a new, updated and flexible training manual was developed, it could be used by distributive education teachers to train checkers anywhere in the United States and Canada. Subsequently, Dalglish discussed the project with Byron Carter. A series of meetings was held with NCR's Marketing Services and Food Distribution Departments, as well as Dr. George Baker, SMI's Director of Education. SMI, under Dr. Baker's guidance, had already conducted surveys within the industry which revealed not only a lack of trained checkers, but also that employees wanted to be educated in other areas of supermarket operation, as well as trained on cash registers.  

Frank Hodgson of NCR was responsible for the actual development of the curriculum of the checker program after much consultation with national leaders in all the areas involved. National distributive education support and suggestions were solicited at a meeting held in Washington, D.C. on April 13, 1967 between Mr. Frank Hodgson, Marketing Services of NCR, Mrs. Pauline Burbrink, Research Director, Distributive Education Unit Division of Extension, University of Texas, and Mr. Edwin Nelson, Director, Distributive Education Section, U.S. Office of Education, U.S. Department of Health,

18 J. M. Boyle, "Partnership Between SMI-NCR-Distributive Education to Establish a Supermarket Checker Education School in Your City," NCR Marketing Communication, April 30, 1968.
Education and Welfare. Enthusiastic endorsement was given, and Mr. Nelson made the following suggestions:

1. The teachers who would actually teach the course should be trained in a central training school.

2. One central school site could train the teachers for the entire country on a sustaining basis.

3. Western Michigan University in Kalamazoo was the best possible site for a National Training School.¹⁹

One suggestion made by Mr. Nelson which was to be particularly significant to the eventual establishment of the supermarket cashier-checker program in Dade County Florida was:

that he felt the checker training program could be offered in all three levels of Distributive Education - preparatory high school, post secondary, and at the adult level. The course would be especially applicable to daytime scheduling - even at the adult level. ²⁰

To evaluate the program, a field test was held at Western Michigan University in Kalamazoo. A six-man teaching team composed of three members of the University's Distributive Education Department and three NCR men, supervised the two-week course for seventeen students. The field test utilized both classroom lectures and laboratory practice sessions to train students in all facets of the check-out operation. On the final day of the field trail, October 27, 1967, twenty-three distributive education leaders came to Kalamazoo to view the results and evaluate the program. The successful field trial led to the establishment of a teacher training course at


²⁰ Ibid., p. 4.
Western Michigan under the direction of Adrian Truimpe, Chairman of the Distributive Education Department. The program requires a distributive education teacher or industry training supervisor to attend a two-week course to be trained to properly use the materials of the course as a prerequisite to instituting a local training program. The first such teacher-education class was held at Western Michigan University in June, 1968. Mr. Joseph Zaher, instructor of the Dade County Supermarket Checker Program attended this first teacher-training session.

The establishment of the Supermarket Cashier-Checker Course on the adult level in the Area Vocational School of Lindsey Hopkins Education Center was a sincere attempt on the part of all involved to meet what were believed to be real needs of local employers for trained help and for persons seeking employment to gain realistic job skills. Educators have been quick to seize upon opportunities

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22 Packaged Professionalism, SMI-NCR-DE Checker Education Direct mailing of National Cash Register Company to 147,000 retail grocers, 1969-70, p. 3.

23 Personal interview with Mr. Joseph Zaher, instructor, Dade County, Florida, Adult Distributive Education, Supermarket Cashier-Checker Training Program, May, 1970.
to fill the needs as they have seen them stated by national authorities. Such needs have been well stated by Mobley and Barlow, for example:

In recent years, thousands of young people have been unable to find employment largely because they possess no marketable skills. There was a time when almost any young man or woman who had finished high school could obtain employment. No longer does a high school diploma guarantee employment; the individual must also possess marketable skills. This fact has caused school authorities throughout the nation to consider seriously the need for expanding and modernizing vocational education offerings.

Particularly has there been a need to provide training especially suited to the needs of women who will increasingly make up a larger percentage of the working population. As Ginzberg points out, women have been entering the labor market until it has swelled to over thirty million. This force of working women has in it great numbers of married women, many of whom have children who are grown, and who now have time to devote to working outside the home. He further indicates:

Trends definitely indicate that many young women will cease or interrupt their education or training in their late teens or early twenties to marry and have their families, and many of them will want to pick up their studies again or get a job in their thirties. No planning with respect to education or employment should neglect one-half of the nation's human potential and one-third of its current manpower resources.

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Inasmuch as the job of cashier-checker in supermarkets is very largely filled by women, the establishment of such a course was an apparently logical decision. Additionally, there is much in the literature of the supermarket that indicates a crying need for better trained employees. Harwell states:

Few of us would argue whether checkout employees must be trained. We realize that those who learn on their own learn the wrong way. We also know that trained workers are more accurate, require less supervision and generally are more satisfied employees.\(^{26}\)

He further points out that reports on several companies that ran checks indicated that they were suffering great losses at the checkout stand, and the results were proof of the need for better training.\(^{27}\)

The members of the advisory committee, hastily formed, for this program would seem to fit most of the criteria set forth for the composition of such a body.\(^{28}\) It was composed of responsible, influential, and knowledgeable leaders in the community who were actively engaged in distributive activity specifically related to supermarket operation. The problems encountered in later operation

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\(^{27}\) Ibid.

\(^{28}\) D.E. Manual #3, *Advisory Committees, Selection and Use*, The Ohio State University, Bowling Green State University, and Kent State University, Feb., 1966, pp. 5-6.
of the course, such as student recruiting and difficult placement suggests that some vital link between the cashier-checker training program course administrators and the members of the advisory committee was never forged. The majority of advisory committee members have in general shown no real interest in the program and have given it little more than token verbal support. It is anticipated that this study will provide some answers as to the actual degree of support which the supermarket cashier-checker course has received from the industry and perhaps point out steps to correct such problems as may exist.

Purpose of the Study

The purpose of this study is to evaluate the Supermarket Cashier-Checker Training Program of the adult distributive education department of the Dade County Public Schools to determine how well it has succeeded in accomplishing both its stated and implied objectives. The primary objective of any program of adult vocational education must be the obligation to the student. This obligation is well stated in the original master proposal:

First of all, let's consider the purpose of this new program. This can best be done by reviewing the purpose of the Vocational Education Act of 1968, which states that federal or state grants are authorized to develop new programs of vocational education...so that persons of all ages in all communities of the state...will have ready access to vocational training or retraining in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such
training. In other words, this important act authorizes new training programs in order that relatively unskilled people may be trained for either new or better jobs.29

The promotional brochure describing the Dade County program states that, "The graduate will be ready for employment upon graduation from this ninety hour course." It further states:

A personnel record is set up on each student and will be made available to prospective employers who need to employ a new cashier-checker. While not guaranteeing a position to each student, all efforts will be pursued to assist the student in securing a position satisfactory to him or her. We will assist in setting up interviews with stores concerning jobs.30

The secondary major objective of the adult vocational training program must be to serve the valid training needs of the business or industry for which the training is planned. The supermarket Cashier-Checker Training Program was aimed at providing assistance to the local supermarkets in meeting what was believed to be a genuine training need. The objectives in this regard have been stated as follows:

1. to create a reservoir or ready supply of well trained checkers.
2. to train grocery personnel who are not cashier-checkers to become efficient checkers.
3. to aid supermarkets in upgrading the skills of present employees.
4. to provide a low cost but effective cashier-checker education program for all the stores in an area.

30 Cashier-Checker Training for Supermarkets (Miami, Florida: Adult Distributive Education Dept., Lindsey Hopkins Education Center)
5. to reduce one of the most pressing problems of the food distribution industry - checker turnover.

6. to remove the burden from the grocer of employing untrained people and then training them on the job at great expense in time, money and customer confidence to say nothing of the errors which result in additional expense to the operator and the inconvenience to the customer.31

The degree to which the student and employer objectives are met is largely the responsibility of the school administration, the instructor, and the guidance and placement personnel of the Lindsey Hopkins Education Center. Determination of the functions these persons have served in planning, implementing and carrying out the training program will be an important facet of this study.

The purpose of this study was to find answers to the following questions and to use the data collected to make recommendations for the improvement of the Supermarket Cashier-Checker Training Program of the Adult Distributive Education Department of the Dade County Florida, schools.

A. How well have the graduates of the training program fared in finding and holding jobs related to their training?

1. Did the students seek jobs after graduation?

2. Was the training useful to them in seeking employment?

31 A Progress Report, SMI Convention, 1970, address presented by Larry McKinley, Business and Distributive Education Marketing Education and Publications, National Cash Register Company, Dayton, Ohio.
3. Did the students find employment within a reasonable period of time after completing their training?

4. If employed, was the employment as a cashier in a supermarket?

5. If employment was not in a supermarket, what type of employment was it?

6. Was the employment related to the training?

7. Was the employment part-time or full-time?

8. What was the beginning hourly salary that students received on the job?

9. What are the details of the students' present employment?

B. How did students learn about and under what circumstances did they enroll in the training program?

1. By what sources of information have students been attracted into the course?

2. Did the student enroll in the course on his own or was he sponsored by one of the programs for the disadvantaged?

C. How closely do certain personal characteristics, accomplishments and past experiences of the students compare to those being sought by the supermarket employers?

1. How do student ages compare to supermarket managers' preferences?

2. Are the students of the sex preferred by supermarket managers?

3. Have the students attained the levels of education that are required for employment?

4. Do the supermarket managers have language preferences that the students can meet?

5. Does the citizenship status of students match employer demands?
6. If supermarket employers have preferences about the marital status of employees, can the students fill the requirements?

7. Do the students have previous employment experiences that supermarket managers might consider as an employment factor?

D. Do the students feel the need for further assistance from the Lindsey Hopkins Education Center?

E. Do the students have suggestions for improving the course?

F. What is the present status of supermarket cashier-checker job opportunities, hiring policies, and training in Dade County?

1. How many supermarket cashier-checker positions are available annually? What are the turnover rates of jobs?

2. Where is the hiring of cashier-checkers done?

3. What kinds of supermarket cashier-checker training are now used in the industry? Where, and who is involved?

G. What information and attitudes do the supermarket managerial personnel who are involved with the hiring and training of cashier-checkers have about the Lindsey Hopkins training program?

1. Are they aware of its existence and to what degree are they familiar with the details of the program?

2. How did they gain their knowledge about the program?

3. If the managerial personnel have had experience with hiring graduates of the cashier-checker program, what are their evaluations of the performance level of the trainees?

4. Do the managerial personnel of supermarkets who are knowledgeable of the training program give preferential treatment to hiring graduates?

H. What are the supermarket practices with regard to using aptitude tests as a criteria for hiring cashier-checkers?
1. Is testing a common practice in screening cashier-checkers for supermarkets in Dade County?

2. What attitudes about the value of tests as predictors of successful cashier-checkers do supermarket managerial personnel hold?

3. Do supermarket managerial personnel believe that the Lindsey Hopkins Cashier-Checker Training Program should make use of tests to screen student trainees?

4. Have they any suggestions about the names of types of screening tests they would recommend to the school?

I. What opinions do supermarket managerial personnel have about the value of cashier-checker training, the curriculum content of such training to fit their store, and the number of hours a trainee requires to become proficient?

1. Given thirty items of instruction common to cashier-checker training programs, how will they rate each item on a scale with choices of essential, desirable, some value, not needed?

J. What evidence of supermarket employer support is shown in the job placement records of the Lindsey Hopkins Education Center?

1. Have employers made their employee needs for cashier-checkers known to the school?

2. How many of the students sent for interview have been hired?

K. What registration procedures have been followed in enrolling students for the Cashier-Checker Training Program?

1. Are students given the benefit of counseling?

2. Are students pre-tested as to aptitude and abilities to perform cashier-checker work before being placed in the training program?
L. In establishing and operating the supermarket cashier-checker training, how closely have the responsible school administrators carried out the details of the NCR-SMI-DE Master Proposal?

1. Were effective advisory committees formed and have they been utilized effectively?

2. Was the instructor hired fully qualified and properly trained?

3. Does the classroom laboratory equipment and space provided conform to the suggested specifications?

4. Are the suggested course materials being utilized to follow the curriculum and time schedule as specified and how well does the total program conform to what supermarket managers would like to have taught?

5. What public relations and publicity efforts have been made and what indications are available of their effect?

In summary, it is anticipated that the descriptive data gathered by this study will serve to evaluate how well the Supermarket Cashier-Checker Training Program is meeting its stated objectives and make possible recommendations for more effectively doing so in the future.

Definition of Terms

Several terms will be used throughout this proposal which may not be common to everyone. For this reason, the following terms have been defined.

Distributive education - a program of instruction in merchandising, marketing, and distribution involving the functions of marketing and a knowledge of products and services in reference to the occupational objective of the student. Distributive occupations are those
followed by proprietors, managers, or employees engaged primarily in marketing or merchandising of goods and services.\textsuperscript{32}

**Adult distributive education** - a three phase vocational training program for distributive occupations involving: (1) supplementary programs in which out-of-school youth and adults return to school during part of the working day to receive instruction directly related to their occupations; (2) supplementary programs in which out-of-school youth and adults return to school outside of working hours to receive instruction related to their occupations; and (3) preparatory programs in which out-of-school youth and adults return to school to receive instruction preparing them for entry into a distributive occupation.\textsuperscript{33}

**Distributive occupations** - occupations followed by proprietors, managers, or employees engaged primarily in marketing or merchandising goods or services. Such occupations may be found in various business establishments including, but not limited to, retailing, wholesaling, manufacturing, storing, transporting, financing and risk bearing.\textsuperscript{34}


Advisory committee - a group of competent individuals who are interested in the educational program. Their function is to counsel with and advise the school with respect to improving the distributive education program. The term advisory committee implies advice, investigation, and reporting back, but does not include any legislative administrative responsibility.\textsuperscript{35}

Supermarket - a complete, departmentalized food store with a minimum sales volume of one million dollars per year and at least the grocery department full self-service.\textsuperscript{36}

Independent - an operator of ten or less retail stores.\textsuperscript{37}

Chain - an operator of eleven or more retail stores.\textsuperscript{38}

Central training - a structured program in which employees are trained at a central location by a trained instructor who administers standardized instruction.\textsuperscript{39}

Employee-turnover—employees who are voluntarily or involuntarily separated from the work force and must be replaced.\textsuperscript{40}

\textsuperscript{35}Robert F. Kozelka, "Coordinating Through the Use of Advisory Committees," \textit{United Business Education Forum}, VI, April, 1952, p. 16.

\textsuperscript{36}The \textit{Super Market Industry Speaks}, 1969, Twenty-First Annual Report by the members of Super Market Institute, Research Division, Chicago, Illinois, p. 3.

\textsuperscript{37}"Food Retailing Weathers Stormy Year with Best Sales Gain in Decade," \textit{Progressive Grocer}, Vol. 46, No. 4, April, 1967, p. 58.

\textsuperscript{38}Ibid.


\textsuperscript{40}Ibid., p. 367.
Full-time - employees usually scheduled to work a normal forty hour week.\textsuperscript{41}

Part-time - employees who are usually scheduled a minimum of twenty and a maximum of thirty hours per week.\textsuperscript{42}

Cashier-checker - the person employed by the supermarket to quickly and accurately record on the register by amount and department each item purchased by the customer, to collect the proper amount of money to cover the purchase, and to treat each customer in a manner which will cause her to want to return.\textsuperscript{43}

Cash register - a mechanical device located in the checkstand area and operated by the cashier-checker to record customer purchases. Its functions will vary in sophistication with various styles and models, but its most basic purposes are those of a recording adding machine and a cash drawer.\textsuperscript{44}

Checkstand - the work station of the cashier-checker. It is located in the front of the store and arranged for ease in customer handling. Its features will vary with different styles and models. Basically, it is a counter area for unloading the customer's shopping

\textsuperscript{41}\textit{Ibid.}

\textsuperscript{42}\textit{Ibid.}, p. 172.

\textsuperscript{43}\textit{Checkers Training Manual}, Grand Union Stores, Rev. 8/69, pt. 3, p. 5.

\textsuperscript{44}\textit{Teacher's Manual} (Dayton, Ohio: National Cash Register Company, April, 1968), Lessons 5 and 6, pp. 5.01-13 and 6.01-6.15.
cart, recording the purchases on the cash register for payment, and a bagging area for the purchased items. The number of checkstands in a store is often an indication of the sales volume of the store. 45

SMI - an abbreviation for Super Market Institute, which is a voluntary association of over 870 companies to provide research, educational and public relations services and materials about the supermarket industry. The member companies of SMI operate over 14,992 million-dollar-or-more sales per year supermarkets in the United States and Canada. The stores in SMI comprise about nine percent of all the grocery stores in the United States and accounted for forty-seven percent of all U.S. grocery store sales in 1968. Super Market Institute is made up of companies of all sizes, ranging from one store to many hundreds of stores. Their common interest is the supermarket method of mass merchandising. 46

NCR - abbreviation for the National Cash Register Company, Dayton, Ohio, the personnel of which were initially responsible for leadership in the development of the Supermarket Cashier-Checker Training Program under study.


Delimitation of the Study

This study was limited to the evaluation of the Supermarket Cashier-Checker Training Program under the Adult Distributive Education Department in the Lindsey Hopkins Education Center of the Dade County, Florida Public Schools. Although it involved a review of national literature and research, correspondence with individuals and organizations instrumental in developing the national curriculum and materials, and personal interviews with individuals knowledgeable about similar programs in other school systems, all the data for the study was collected in Dade County, Florida.

The four main local sources of the data were:

1. Structured interviews with selected key managerial supermarket personnel of Dade County.

2. Questionnaire responses from 131 supermarket managerial personnel in Dade County.

3. Follow-up study of 155 randomly selected graduates of the Supermarket Cashier-Checker Training Program.

4. Administrative and student records of the Lindsey Hopkins Education Center.

These data were collected during the months of May through August, 1970 and reflect twenty-one months of experience with the training program. The student follow-up sample represents 46 percent of those who have graduated and is believed to be a representative sample. The huge urban renewal projects, freeway construction, the influx of Cuban refugees, the rapidly growing and shifting population, racial turmoil and riots, and ethnic group suspicion of outsiders make it impractical to seek out a larger sampling of students.
The questionnaire responses from stores were limited to those of supermarkets because the course was specifically designed with this type of store in mind and the curriculum reflects this bias. It was possible to identify 180 stores in Dade County that fit the supermarket definition and the 131 responses gained represented 76.7 percent of those identified. The findings may or may not have application to the training needs of the large number of smaller groceries, convenience stores, drug stores, department, variety, and discount stores of the county.

In an NCR Marketing Communication of April, 1968 from the Dayton, Ohio office to all branch managers in the United States and Canada, Mr. J. M. Boyle set forth an objective of establishing 240 SMI-NCR-DE Supermarket Checker Schools. As he stated, "There is a pressing need for an effective checker education program throughout the industry." This need is revealed in the literature of the field, and it is an obvious fact to all who are concerned with supermarket management. Yet, by May of 1970 only fifty such programs had been launched nationally despite the great need, the sincerity of the sponsors, the well thought out curriculum and materials, the teacher

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training facility, and a lot of publicity and promotion effort. It is not known if the present study will have applications that might indicate reasons why the goal of 240 programs was not attained.

The peculiar conditions of climate, population, tourism, culture and racial balance in Dade County, Florida are not of an extreme nature that would limit the usefulness of the findings to the south Florida area.

This study does not attempt to determine why supermarket managerial personnel hold the opinions they do about the selection and training of cashier-checkers. The literature of retailing indicates that employee level training has been an area traditionally neglected. The reasons for this tradition are largely unknown and present an area for further investigation.

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48Correspondence with Mr. Larry McKinley, Manager, NCR Vocational Education Division, CEK Bldg., 388 S. Kettering Blvd., Dayton, Ohio, May 22, 1970.

49Clark, Sloan, and Herbert, Classrooms in the Stores (Sweet Springs, Mo.: Roxbury Press, Inc., 1962), pp. 3-7.
CHAPTER II

REVIEW OF THE LITERATURE RELATED TO THE STUDY

The Evaluation Process Applied to Education

There was certainly no dearth of information pertaining to the process of evaluating educational programs. The problem rather was to sort through the vast magnitude of literature and research findings and determine which, if any, had specific application to evaluation of an adult vocational education program in supermarket cashier-checker training. The literature and research of both adult education and distributive education are replete with multiple references to the need for program evaluation. There are many suggestions for approaches to evaluation, and there are almost as many suggested forms for evaluation proposed as there are studies.

The approaches to evaluation are varied. There is much information available on the broad total approach to evaluation of local, state and national programs in education. It is possible to find suggestions for the specific evaluation of particular parts of programs dealing with such aspects as the evaluation process itself, how to conduct evaluations, how to develop instruments for evaluation, how to determine the need for courses, how to select, guide and place students, what to teach, how much space is needed, what equipment,
how to use advisory committees, how to publicize programs and develop public relations, and teacher education needs.

The evaluation approach used in this study was a total program approach to a specific local program of adult vocational education. The program involved was the Cashier-Checker Training Program of Lindsey Hopkins Education Center, Dade County, Florida Public Schools.

Evaluation in this study indicates the process of appraisal in order to determine the worth of the training program under study. The data collected will be both qualitative and quantitative to serve as a basis of decision making about the accomplishment of the objectives of the program. As Vivian states: "The major purpose of distributive education is to prepare people for employment in distribution."\(^1\)

Swanson has suggested that since distributive education programs are vocational in nature, the following criteria can be used to evaluate them:

Criterion I --- No person should be a student in a vocational-technical education program who does not possess the aptitude, the ability, or the motivation to succeed in the program.

Criterion II -- No more persons should be permitted in a vocational-technical education program than will have an opportunity for employment upon completion of the training program.

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Criterion III - Vocational-technical programs should be available to the following persons:

1. Youth who do not plan to continue their formal education beyond the high school.

2. Youth or adults who desire to spend one or two years beyond the high school in preparation for specific employment.

3. Youth and adults who are in the labor market and desire to update and upgrade their present occupational skills or to learn new skills and knowledge to increase their economic security.

4. Youth and adults with special needs. These are persons who are not motivated to be included in the previous categories but are persons who must be reached if we are to achieve our total productive capacity and maintain a maximum socio-economic security for all our citizens.

Criterion IV - Vocational-technical education programs in schools must have the support of business, industry, labor, government, and parents. 2

Moss comments that "program evaluation is essential to systematic improvement in educational efficiency and effectiveness," but he is critical of much that has been done. 3 He believes that too much stress has been put on analysis of program quantitative data when the important criteria for judgment should be the outcome - the products of instruction.

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A group of vocational and adult supervisors who composed a study group on program evaluation convened at the Twelfth Annual Florida Staff Conference on Vocational, Technical and Adult Education in April, 1967 made the following recommendations:

That -- evaluation of educational programs be made in terms of the objectives of the program.
-- evaluation include assessment and appraisal of both product and process.
-- evaluation be a continuous process.
-- evaluation teams be composed of both professional and lay personnel.
-- evaluations include economic factors and be concerned with in-put, out-put relationships.
-- major purposes of evaluation should be to provide quality control and a basis for intelligent change.4

The Advisory Council of Vocational Education in 1968, in commenting on Section 4(c),6 of the Vocational Act of 1963, stated:

Within this section of the act, provision is made for "periodic evaluation of state and local vocational education programs and services in the light of information regarding current and projected manpower needs and job opportunities." In view of the past criticism placed on vocational education for failure to respond to changing manpower needs, this section has particular importance.5


It is noteworthy that the Vocational Act of 1968, which largely implemented the recommendations of the Advisory Council, placed appropriate stress on the need for frequency and continuous evaluation of programs.6

Dorr and DeMond made the point that "the primary measure of vocational instruction is gainful employment." They indicated that the "efficiency" (employment rate) of an adult course or program probably will be measured as a percentage of the group employed over a definite period of time. Evaluation based on "specific studies as a means of measuring specific aspects of the program" are encouraged. One type of research suggested was the use of "follow-up studies of students enrolled in classes." Particular recommendations which could serve as a mandate for this study were:

Research in adult education will be for the purpose of
(a) giving direction to program development
(b) determining proper utilization of materials and instructional methods
(c) locating needs for programs and evaluating programs, materials, methods, and instructional techniques
(d) locating qualified teaching personnel.

Of great significance is the proper involvement and utilization of the public to be served (merchants and employees) -- in the determination of the program.7

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A publication of the Florida State Department of Education advises local communities considering vocational programs that:

Vocational and technical education programs are established so that youth and adults with the necessary interest and talents may secure the preparation needed to obtain employment and to upgrade themselves in jobs. But deciding upon the jobs for which training should be provided or continued raises questions such as:

1. What are the geographic boundaries of the labor market which should be considered in determining training needs?

2. For what jobs should people be trained?

3. After completing training, will trainees be able to find work in fields in which they are trained?

4. Will the demand for trainees in these fields continue?

5. Are people interested in being trained for these jobs?

6. Do the people interested have sufficient education to profit from the training?

Answers to these and similar questions may often be found through surveys.

The current emphasis on the need for better evaluation of vocational adult programs is reflected in "Research Visibility" of the February, 1970 issue of the American Vocational Journal. For the third year (see May, 1968 and May, 1969 issues) this feature of

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the Journal has concentrated on the need and processes of evaluation. Special stress is put on the necessity to involve the employers in the community as part of an evaluation team. The present study does exactly that when it seeks out the experiences of supermarkets with graduates of the cashier-checker training program and asks help in developing curriculum and identification of employee characteristics most desirable to employers.

A recent study of particular pertinence to the evaluation of local programs was conducted by Byram. This study attempted to identify relevant elements that would be useful to a local vocational program in any self-evaluation undertaken. Some of the elements found to be indicators were: administrative endorsement and support, local leadership team, staff committee and time for evaluation, stated objectives and curricular analysis, advisory committee assistance in evaluation, and follow-up study of former students.

In constructing this study and developing the data gathering instruments, consideration was given to a number of evaluation guides and survey forms that have been developed by others. While these sources were useful in pointing out considerations and pitfalls of evaluation, none of them exactly fit the present study. A monograph by Erickson and Oliverio was particularly useful in planning this

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study. The suggestions presented on wording questions and constructing survey instruments were valid for this study even though meant for use in developing evaluation of business education programs.\textsuperscript{11}

Related Distributive Education Studies and Literature

Logan was one of the earliest researchers to attempt the systematic evaluation of distributive education programs. His "Criteria for Evaluating a State-Wide In-School Distributive Education Program" has been widely used and has furnished a basis for many highly successful local evaluations. The criteria are divided into ten sections, eight of which are used by the local community and the remaining two by the state staff. A summary of the eight sections for local use includes:

1. Establishment in the local community
2. Attitude of school
3. Support of local school administration
4. Support of merchants
5. Organization structure of the local program
6. Guidance of pupils
7. The distributive education staff
8. The distributive education curriculum and methodology.\textsuperscript{12}


Several states have manuals developed and distributed by the State Departments of Education to serve as an instructional guide in establishing and operating adult distributive education programs in the local community. The Ohio manual, for example, sets forth basic steps for establishing adult distributive programs and discusses twelve phases that must be carried out. The tenth item of this list is that of program evaluation. Consideration of the suggested logical steps for developing and carrying out the program is useful in devising a plan of evaluation.\textsuperscript{13}

A similar manual for the State of Florida serves the purpose of encouraging better program planning and emphasizes the important role of evaluation. The sample checklist for evaluation was helpful in determining the content of the surveys used in completing this study.\textsuperscript{14}

An adult distributive education publication of the U. S. Department of Health, Education and Welfare urged the establishment of management courses for small businessmen. Not only did this pamphlet stress the need for this type of training but offered many helpful suggestions for the implementation and evaluation of the program. Of special interest is the stress on the need for the

\textsuperscript{13} \textit{Manual of Operations, Adult Distributive Education} (Columbus, Ohio: Distributive Education Services, State Dept. of Education, 1964).

program to be aimed at real local needs and that advisory committees be used to help determine these needs.\(^{15}\)

Another publication by the U. S. Office of Education for use in adult distributive education deals specifically with the selection and training of instructors. This manual discusses the problems of locating and preparing instructors to work with the adult classes. Detailed information is given on ways to evaluate the methods of selection and training that have been used to provide adult distributive education classes with effective instructors.\(^{16}\)

Meyer and Logan compiled a Review and Synthesis of Research in Distributive Education completed through the year 1965.\(^{17}\) This work is a useful source of information on the research completed pertinent to Distributive Education. This study revealed that the fourth most popular type of research was that involving some form of evaluation. Forty-five studies, or 12.2 percent of the research studies, included


in this review dealt with evaluation. The number with specific application to adult education programs was limited.

The Ashmun and Larson edition of *Review and Synthesis of Research on Distributive Education* dealt with research completed for the years 1966, 1967, and 1968. It was organized on the pattern of the previous work by Meyer and Logan, and is a very useful document. Again the area of Adult Education was almost entirely neglected. None of the research dealing with evaluation dealt with adult distributive education, although evaluation studies represented fifteen percent of the 173 studies reported.

Only three studies dealing with adult programs were found, and the Review and Synthesis reports:

This may be a weakness in distributive education research efforts since approximately 75 percent of the reported enrollments in distributive education are in adult programs. One study was reported in which McGurk (1967) surveyed current practices of distributive adult education programs in Virginia and evaluated the resulting programs from the standpoint of selected enrollees. Some of the findings included the following:

1. Sixty-six percent of the coordinators in large programs and twenty-one percent of the coordinators in small programs stated they used advisory committees for planning and promoting adult classes.

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18 Richard D. Ashmun and Roger A. Larson, *Review and Synthesis of Research on Distributive Education* (2d ed.; Columbus, Ohio: The Ohio State University, April, 1970).

19 Ibid., p. 22.
2. Most used some form of state reimbursement to help finance the program.

3. Almost all of the coordinators used personal contacts to promote enrollee registration.

4. Follow-up surveys are made of enrollees.

5. Course outlines are used in most courses as teaching outlines.20

A study of interest in curriculum evaluation in adult distributive education was made by Becker in 1957. This analytical study was made of the course offerings and instructional practices in fifty-two American cities with populations over 200,000. While the study laid emphasis on adult distributive education instructional and operational procedures, the patterns of course offerings revealed are also of interest to program planners.21

Ruth conducted a study designed to "determine some of the basic problems in promoting, organizing and conducting adult distributive education in Ohio."22 While this study was limited to Ohio, it has implications for the present study. To answer fifteen questions formulated about the adult distributive education program, Ruth surveyed trade associations, chambers of commerce, directors of public school adult education programs, and high school distributive

20Ibid., p. 23.


education teacher-coordinators. It was of special interest to note that only four of forty-four directors of adult education had even been approached by businessmen of the community to request establishment of adult programs. This would seem to indicate that businessmen are not typically aware of the educational services the adult education program might provide them or they lack interest in promoting education for themselves or their employees. There was some indication that associations and chambers of commerce were eager to learn more about the educational services available to them and would respond favorably to supporting programs when properly informed about them.

Ruth further determined that the four most popular methods used for promotion of adult programs were newspapers, brochures, radio, and letters sent from school. He noted that most of the high school coordinators believed that adult programs were needed and that they were good public relations tools. He concluded that adult distributive education programs were most extensive in communities where the high school teacher-coordinators were actively promoting them.

In 1959 Boranian conducted a survey to study the adult distributive education program in the city of St. Paul, Minnesota from 1949 to 1958. This study was primarily a description of the setting, the facilities, the staffing, financing and listing of actual course offerings. He concluded that the curriculum seemed to be flexible and responded to the needs of the community.23

23Paul Boranian, "A Survey of the Adult Distributive Education Program in the City of St. Paul" (Master's study, Mankato State College, 1959).
Hendrickson surveyed the enrollments and administrative practices of the adult education programs in Ohio for the 1956-57 school year. He found that the largest area of enrollment was in the high school subjects, with business subjects and vocational subjects next in order. Of 69,830 students enrolled, business and vocational courses accounted for 18,230 students. This early study provided many useful tips on ways to determine community needs for programs, how to organize programs, recruit teachers, provide counseling, get publicity and promote the program.\textsuperscript{24}

A study of the literature in general adult education published from 1950 to 1968 made by Tye had relevance to the present study in that it provided identification of process guidelines for program development. Tye identified 143 guidelines and arranged them under the six major headings of: (1) selecting objectives, (2) the relationship of objectives to learning experiences, (3) selecting and organizing learning experiences, (4) evaluation of the extent to which objectives have been achieved, (5) the relationship of selecting objectives to evaluation and (6) the relationship of selecting and organizing learning experiences to evaluation.\textsuperscript{25}

\textsuperscript{24}Andrew Hendrickson, \textit{Improving Adult Education in Ohio's Public Schools} (Columbus, Ohio: The Ohio State University, Division of Adult Research and Service, Autumn, 1958).

A study by Smith sought to identify and validate the objectives of public school adult education. The major goal he found was that of self-realization. The second goal of most importance to participants was that of occupational education for economic efficiency. He suggested that if the second goal was to be met, adult educators must be constantly aware of emerging and declining employment opportunities in the community. He stated that the goals and objectives of adult education are best formulated by the administrative staff in cooperation with an active advisory committee.  

In writing about the evaluation of adult basic education programs, Shearon states that "we have very little substantive evidence of the impact our programs have made in the lives of the adult we have reached." And further that "To evaluate the extent to which the objectives are being realized, the adult educator must identify and select specific indicators or criteria that can be observed and measured." While the present study does not deal with basic education, it does seek to make the identical evaluations of which Shearon speaks.

A small cook-book type manual that is useful in planning and later evaluating adult education programs is that entitled How to


Organize an Adult Education Program in Your Community published by the National Association of Public School Adult Educators. This manual presents a step-by-step procedure for establishing adult programs that is useful for comparison to determine that an existing program was founded on a firm foundation. In step three, suggestions are given for determining what the offerings in adult education should be. This section is based on the "Seven Cardinal Principles of Education," of which the fourth principle is that of providing training for vocational competence. Evaluation of programs is stressed as a continuous process of critical appraisal based on facts and information. The great need for involving citizen advisory groups on both planning and evaluating the program is well stated:

It is axiomatic that people are naturally more interested in anything which they have a hand in planning, and for which they assume some responsibilities. Any superimposed program is likely to fall rather quickly of its own weight.

Lenzer, in discussing evaluation of adult course offerings, cautioned the overly optimistic interpretation of data involving trainee reactions to questions about their training. He noted that, "Trainees don't like to be unpleasant, even anonymously, and they are especially hesitant about criticizing things which will hurt the trainer's feelings."

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29 Ibid., p. 3.

The adult distributive education programs of Dade County, Florida are meant to be vocational in nature. This is the prime purpose for the existence of the training program under study. It has been apparent that many students who have completed this course have not taken it for vocational purposes, and this may be traceable to the community attitude of the purposes of adult education. There are many individuals in Dade County who have enrolled regularly in all manner of courses for the personal satisfaction and fun of learning something new. There have been national studies describing the characteristics and purposes of the adults who typically participate in adult education. One such monumental study of course is that by Johnstone. A study by Long was made in Brevard County, Florida to determine if the patterns of adult participation there paralleled those reported by Johnstone. There has been no recent similar study of the adult participants of Dade County, Florida.

A survey of the participants in the adult education programs in Dade County, Florida was made in 1955-56. It was found that of 4,321 enrollees contacted at that time, 1,986 were high school graduates and 475 were college graduates.


These figures are of interest to this study as a comparison to the educational level of attainment of the checker students. The importance of the level of educational attainment as a factor in participation is well noted in the literature. As Verner indicates:

Educational level is a variable directly related to occupation and income. Those with more education are found to outnumber those with less education in the groups involved in adult education. This educational status differential is particularly marked in institutional programs.34

The 1960 census shows that of 569,579 Dade County, Florida adults age 25 and over, 303,926 had not completed high school.35

A study by Gillingham of the dropouts of Dade County, Florida public schools determined that 23.5 percent of the students entering the seventh grade would not complete school.36 These day school dropouts often end up in the classes of the adult division. The advisability of allowing persons with less than a high school education in the cashier-checker program is a matter for serious concern. Is it possible to place persons with less than high school completion in jobs regardless of the quality of the training they may receive in the program? Is it fair to students to allow them to enter a training program with the expectation of finding employment when that


possibility may be a remote one due to circumstances other than the value of the training and their own ability to perform well on the job?

A study by Bennett dealt with the problems of the dropouts from the adult high school programs of Dade County, Florida. This study revealed many facts and information about the adult student body of Dade County, Florida that are useful to the present study. The cashier-checker training program is taught in the same building as Dade County, Florida's only fulltime adult high school. Many of the students who enroll in the checker course learned about it while they were in the building to attend other adult classes. Also, many of the students from the checker course learn about the adult high school offerings while they are in the building and stay to work on their high school completion. It is believed that many of Bennett's observations about the adult high school students have relevance to the student body of the checker course.

In determining how adult students learned about the school, Bennett found that:

Nearly forty-seven percent of the dropouts and thirty percent of the persisters heard about the school through a friend. Exactly sixteen percent of both dropouts and persisters heard about the adult high school through the newspapers. The day counselors referred thirty-six percent of the persisters and thirteen percent of the dropouts to the adult high school.

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38 Ibid., p. 62.
Supermarket Cashier Related Studies and Literature

In the detailed taxonomy for specific jobs within the area of distribution, the Standard Industrial Classification lists the area of Food Distribution as code 04.06 and provides the following description:

Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel in establishments primarily engaged in selling food for home preparation and consumption, or selling a general or commodity line of food products at wholesale.\(^{39}\)

The position of cashier-checker is coded as 211.468 under the occupational title of Cashier, Courtesy Booth (ret.tr.) and as code 299.468 under the occupational title of Cashier-Checker (ret.tr.). The occupational title of cashier is not widely used as a separate category under the other distribution and marketing occupations.

A search for distributive education literature pertaining to cashier training for adults revealed that it was practically non-existent, with the exception of several magazine articles describing training programs using the same NCR-SMI-DE materials as the Florida program under study. These articles are not studies, but rather glowing descriptions of existing programs. Examples of these were:

"An International Program of Education for Supermarket Checkers,"\(^{40}\)

\(^{39}\)Detailed Taxonomy for Specific Jobs Within the Area of Distribution (Columbus, Ohio: Distributive Education Materials Laboratory, The Ohio State University).

Typical of the text in the articles describing the NCR-SMI-DE Supermarket Checker training program is the following statement:

We are convinced that a real service is being offered through our supermarket-checker training. Research by the National Cash Register Company, the Super Market Institute, and Western Michigan University points up unmistakably an overall lack of training among those individuals employed as supermarket checkers. It also shows, however, a desire for further training not only in the specific function of checking but in the complete operation of the supermarket.

It is quite evident that a great need for checker training exists today. The high turnover of experienced checkers could hopefully be reduced by an efficient and effective checker education program. This is the ultimate goal of the adult education program and the checker education institute.  

One of the earliest attempts at a comprehensive checker training program was instituted by Spokane Community College in Washington. This program, as reported in the American Vocational Journal, began in January, 1964. The college set up a simulated supermarket for a classroom and hired a former grocer to instruct the course. This course was named the Sales and Checker Training Program. The curriculum was developed with the assistance of advisory committees. The


44Ibid.
six week program had three stated objectives: (1) to train for immediate entry into business, (2) to encourage students to further their education, and (3) to attempt, on a common sense basis, to develop the whole personality of every student. When the original attempt to place students on jobs was less than satisfactory the school was forced to two obvious conclusions:

First, to concentrate the bulk of the program on grocery checking was a gross mistake.

Second, a selling job had to be done to all retail firms, whether food, hardware, drugs or some other line.\footnote{Lowell E. Jacobs, "DE Checkers Deliver," \textit{American Vocational Journal}, Vol. 41, No. 6., Sept., 1966, p. 24.}

Other findings reported were that there should be more emphasis on personality development than on register operation, and it was essential that students be high school graduates as a minimum entrance requirement to the program.

It has been common practice for high school distributive education programs to have a cash register as part of the class room equipment available to students. Many teacher coordinators have made it a practice to teach the basic cash register operation and the handling of money as part of the high school curriculum. This effort has largely been on a hit or miss basis, and there has not been general agreement as to how extensive this training should be. Many teacher coordinators did not feel qualified to handle this training and, therefore, did not try to do it. One attempt to
improve upon the instruction in this area was made by Embertson. He used the methods of programmed instruction to construct a linear auto-instructional program in money handling and the use of the cash register to train high school distributive education students. After constructing and testing the program he concluded that (1) programmed learning could be an effective technique in the training of distributive education students in register and money handling skills, (2) programmed learning could provide adequate training in a minimum of time since each student works independently at his own individual rate; (3) programmed learning could free the teacher-coordinator for additional student training in other areas; and (4) programmed learning could develop skills within a range of student abilities.  

The instruction technique of programmed instruction is used in the NCR-SMI-DE Supermarket Checker Program to teach the units on proper bagging, how to weigh produce, cashing checks, and position amount control, and experience with these materials has tended to bear out Embertson's conclusions.

Ertel completed a study which had some implications for the present study. In determining the major types of tasks actually performed by merchandising employees working in department, variety and general merchandise stores, he found that they fell into twelve categories of work. The twelve tasks were designated as: selling,

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46Hubert M. Embertson, "A Linear Auto-Instructional Program in Money Handling and the Use of the Cash Register for the Distributive Education Student," (Master's study, University of Minnesota, 1965).
stockkeeping, checkstand operation, receiving and marking merchandise, delivery, record keeping, computing, display, advertising, buying, pricing, and merchandise control. He found that substantial percentages of the non-supervisory personnel perform the tasks of selling, keeping and counting stock, operating the checkstand, and receiving merchandise. It was also clear that substantial percentages of supervisors regularly perform all the activities of the non-supervisory personnel, plus their own regular duties. It was interesting to note that he found few opportunities for women to be employed at supervisory positions but that their opportunity is enhanced if they persist in retailing as a career. The opportunity for non-college youth of either sex to move up into supervisory positions was found to be very limited.47

Edward M. Harwell is perhaps the best known and most prolific author writing in the field of supermarket operation. He is the author of the books Checkout Management and Personnel Management and Training which are used in the Home Study Division of the Food Distribution Program of Cornell University. He is a lecturer and consultant on store operation and a frequent contributor to such magazines as Chain Store Age and Discount Store News.

In an address to the Super Market Institute annual convention in 1964, Harwell pointed up the seriousness of checker errors to supermarket operation and the need for more adequate training. He stated:

If each customer was undercharged just one penny, it could easily represent a loss of several thousands of dollars a year in one supermarket, a fact that illustrates the importance of accuracy in this business of pennies. Errors can never be completely eliminated, but they must be held to an absolute minimum, or the company, its employees and customers will all suffer. Recent studies show that under rush conditions ringups often run two to three percent less than the actual value of the order. Two to three percent of gross sales? For heaven's sake, this is as much as most of us make in profits.48

Mr. Harwell discussed various kinds of checker errors, the effect of checkout equipment on checker accuracy and of particular interest to this study - how to reduce errors by proper selection and training of the checkers. He stressed the importance of testing both full and part-time employees and the role of training in correcting deficiencies. He noted that:

We found a direct relationship between the amount and quality of training a person gets and the level of his or her ringup accuracy. We learned that part-timers often get little or no formal training. In most companies part-timers are 'trained' by being exposed to an experienced checker who may be careless, who may have developed bad habits and who may use poor methods - all of which can lead to poor accuracy.49

Harwell often cautions supermarkets of the inadvisability of using part-time checkers to the great extent that many employers do.


49Ibid.
He advised: "If you are using too many part-time checkers to replace full-time checkers you may be cutting your payroll costs, but you are also cutting into your profits. 50

Employee turnover is a source of great concern to supermarket managers. Cashier-checker training has been proposed as one means of trying to reduce this rate of turnover, and it was a matter of some concern to this study. The seriousness of the problem is reflected in the figures published by the Super Market Institute. In a report reflecting returns from 129 companies it was determined that the annual turnover rate amounted to 30 separations for 100 full-time employees and 101 separations for 100 part-time employees, for the year of 1968. Figures show that forty-eight percent of the employees in the southeastern part of the United States and fifty-three percent nationally are part-timers. 51

The grave situation in the employee turnover rate is clearly stated by Harwell. While most supermarket managers seem to be aware that high turnover and high wage costs are directly related because of the loss in productivity that occurs while new replacements are learning to perform their jobs, not many are totally aware of the

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drain on store profits. Research has indicated that:

The measurable cost of employee turnover in the supermarket industry today is about three hundred million dollars annually, or more than $330 for each separation of a full-time or part-time worker.\(^\text{52}\)

A study which points up the need for improvement in the operation of checkstands in supermarkets indicates that: "Slow check-out service continues to be the main source of customer irritation in supermarkets, followed by meat complaints and good housekeeping."\(^\text{53}\)

In this study the customers of supermarkets were surveyed and asked, "What would you say are some of the things you don't like or could be improved in supermarkets?" Twenty-seven percent of the respondents indicated the necessity of improving the quality of check-out service.

The majority of cashier-checkers in the supermarkets of Dade County, Florida have had no formal training for their jobs. It was assumed when the training course under study was inaugurated that employers would welcome the opportunity to hire pre-trained checkers, but there is little evidence to indicate that they have done so. There is some evidence in the literature of retailing to indicate that an


\(^{53}\)1964 Food Shopping Habits Study of Super Market Shoppers, Their Buying Habits and Attitudes (Cincinnati, Ohio: Consumer Research Division, Burgoyne Index, Inc., 1965).
apathetic attitude toward the value of training is traditional. As Walsh points out:

A recent Labor Department survey showed that less than one-half of the non-college trained labor force had any formal training for their current jobs.\textsuperscript{54}

An important study of the training taking place in retail trades makes the observation: "There are classrooms in the stores, but not many." It is pointed out that the amount of formal education conducted by retail establishments is extremely limited and that the systematically trained retail employee is a rarity.\textsuperscript{55}

Commenting further on the need for training the report states:

Evidence submitted in the body of this report indicates that education in retailing increases productivity. As a result, partially, of the lack of widespread employee training, retailing is an area of low-productivity and growth. Retailing has become the bottleneck of the American economy. Customers buy more but they suffer greater inconvenience. At supermarkets, housewives - and husbands, too - complain of the labor expended and the time consumed; in many department stores, shopping is generally a task - too often a frustrating experience.\textsuperscript{56}

A conclusion is reached that: "A sizable sum could be added to the gross national product if the present handicaps to purchasing were overcome by more widespread training."\textsuperscript{57}


\textsuperscript{55}Clark, Sloan, and Hebert, \textit{Classrooms in the Stores} (Sweet Springs, Mo.: Roxbury Press, Inc., 1962), pp. 3-4.

\textsuperscript{56}\textit{Ibid.}, p. 5.

\textsuperscript{57}\textit{Ibid.}, p. 7.
Cashier-checker training was an area of great need, and the report took note of the fact that:

Some large chain food-store organizations maintain training stations at strategic centers in the territories they serve. New employees report at these centers for orientation and training, the training being mainly for the benefit of potential checkers who compute customers' bills, receive payments, make change, and in many cases deliver trading stamps. A number of check-out counters enable the trainees to simulate store conditions by taking turns as checkers and customers. Shopping carts and a variety of items sold at the regular stores are available to lend a sense of reality to the instruction.

This description might well be used to describe the training program being evaluated in this study. It is noteworthy that only one of the food chains in the Dade County area maintains a school such as described, and this one encompasses only fifteen hours of instruction.

The amount of training available in a retail establishment decreases with the size of the business. Since the vast majority of stores in the nation are traditionally small ones, the net result is that very little formal training is done. Traditionally:

Education within retail corporations is confined, for the most part, to large establishments. It is pragmatic in nature, emphasizing sales and managerial development. Some large retailers encourage education for their employees in schools and colleges, through tuition subsidies and scholarships, but the practice is not common. Competition is keen in retailing; a major innovation is speculative, and many profit margins are small. Those engaged in

58 Ibid., p. 16.

educational activities, therefore, are inclined to adhere closely to the bare essentials which promise maximum results and minimum expense.60

Many of the students of the Cashier-Checker Training Program have been members of minority groups and individuals who would fit a description of being disadvantaged. Many suggestions for developing adult distributive education programs that might serve the needs of students from such groups were presented at an adult distributive education conference in Memphis, Tennessee in January, 1969. Some of these suggestions seem pertinent to the present evaluation. The main thrust of the conference discussions concerned "Programs to Produce Salable Skills in Adults with Special Needs." Speaking on the employment problems of the disadvantaged, Mr. Roscoe Overton, Project Director for Memphis Urban League, emphasized the need for educators and businesses alike to become more aware of the problems facing the Negro job applicant and of the overall attitude of defeatism which exists among the unemployed.61

Mrs. Betty Chandler, Director of Training for Goldsmith's Department Store, speaking on employment of the disadvantaged in Memphis, said, "Instead of trying to place them in stereotyped programs to fit


61Dwayne Tucker, A Review of the Third Adult Distributive Education Conference Held in Memphis, Tenn. and Implications for Curriculum Development in Adult Programs (Memphis, Tenn.: Memphis City Schools, January, 1969).
everyone, we need training programs that will let them start where they are and with what they have and progress from there."

Mr. Clifford Stockton, of the Memphis Area Chamber of Commerce, stated, "Establishing a training program is a rather easy task; but identifying, locating, and selecting, and enrolling the learner is not easy." He then gave the following key factors as important in securing enrollees for a training program.

1. Determine the type of people you want in a particular course.
2. Determine where and how to locate them.
3. Identify agencies or organizations that can assist you in recruiting.
4. Secure a recruiter that can relate to the particular group of people.
5. Go into the area where they live and recruit them.

A U. S. Department of Labor publication entitled "Job Development for the Hard-to-Employ" provides additional insight into the problems of both student recruiting and placement that have plagued the cashier-checker program. As this book points out, "Knowing the resources of the community, and their impact on jobs, can be an important and basic planning asset." There are many subtleties of influence and decision making in a community that represent important working data for job placement of the disadvantaged. It is obvious that program planners must have knowledge of community attitudes,

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62 Ibid., p. 4.
63 Ibid., p. 5.
resources and influence patterns that affect job opportunities for the poor.

Eight barriers that often interfere with job placement of the hard-to-employ are stated as:

1. Previous work history - changes, absences, habits.
2. Lack of credentials.
3. Lack of access to job information - they don't know of jobs or training leading to them.
4. Health status - often poor.
5. Police arrest records.
6. Attitudes and values of management decision makers - negative prejudices.
7. Transportation barriers. The inner city ghettos are far removed from centers of good jobs and special arrangements for transportation must be made. Public transportation frequently does not join residence and work place of hard-to-employ.
8. Stereotyped idea of the hard-to-employ - no motivation, poor attitudes, unacceptable behavior, etc.

Summary of Related Studies and Literature

There is no shortage of research and information available to serve as a base from which to launch the present study. The literature of adult education, distributive education, and retailing is replete with past studies. It was impossible here to do more than to indicate some of the sources the author used in designing and completing this study.

No research was found that duplicated the study nor that provided evaluation or data gathering information which would be useful in their original form.

65 Ibid., p. 39.
Food distribution is the biggest business in the United States. Although only about sixteen percent of the total grocery stores in the country are classified as supermarkets by Progressive Grocer magazine, these large stores account for seventy-four percent of the food sales. The nation's food bill amounted to some $77.7 billion in 1968. The supermarket group included in this study typically sells over 8,000 different items per store and totals sales of about $68,000 per year for each full-time employee. (Two part-time employees count as one full-time.) For this effort the typical supermarket operates on a net profit of about one percent.

The checkers are key employees in the operation of a supermarket in that almost all the money handled passes through their registers. In a typical supermarket a checkstand will average about $5,000 per week in sales. A business operating on a one percent margin of net profit cannot afford very many errors made by untrained personnel. As an example:

One supermarket operator recently ran a test on checkout accuracy in one of his stores. Four checkers ran identical orders worth $10.24 through their registers. Their totals were $10.01, $9.93, $10.18, and $10.24. The combined loss of all four orders represented 1 ½% of the gross sales.


The food industry need for the kinds of training that the Lindsey Hopkins Supermarket Cashier-Checker Training Program can provide appears to be amply documented in the literature. Harwell says:

Supermarket executives are the first to admit that the industry's personnel and training practices are poor and that there is an urgent, even desperate need for change.68

He further points out that the majority of chains still hire part-timers without the slightest consideration of the future role such employees will play. For the most part, recruitment and training programs are limited, weakened by small budgets and a feeling that tomorrow will somehow take care of itself. As a rule, the part-timer is hired hapazardly and trained sporadically. If he survives the initial part-time stage, his next step is full-time employment. Then promotions follow because there is no one else available. With a hope and a prayer, he may grow into the job. Thus the problem of lack of training in the supermarket is much more serious than just the failure to train the checker. It is a fact that up to eighty percent of the typical company's key personnel started as part-time employees.69

There is a lack of a training tradition in the grocery industry that operates to the disadvantage of the cashier-checker training program.


69 Ibid.
The generally low prestige image held by the public of the position of cashier-checker has also worked to the detriment of the program in recruiting a high caliber of student. The low image is largely based on the minimal wages paid by the industry for this position. Another factor which has affected recruiting of students is the amount of bad newspaper publicity about store hold-ups. Early in the operation of the cashier-checker course a newly placed graduate was shot and killed at her register by a hold-up man. This item made the newspapers with reference to her recent graduation from the Lindsey Hopkins course. There have been innumerable other news stories published in which cashiers have been wounded, some fatally, in hold-ups.

It is believed, nevertheless, that there are a great many persons in Dade County who can benefit from such a training program, and the industry need for trained persons is clearly indicated. This study will insure that in the future, decisions to improve the cashier-checker program of Lindsey Hopkins to better meet the actual needs, will be based on a firm foundation of facts and information.
CHAPTER III
THE DESIGN AND PROCEDURES OF THE STUDY

The design of this study was determined by the major purposes of the study. In order to evaluate the supermarket cashier-checker training program and determine if it were meeting its major objectives it was necessary to go directly to those for whom the training program was planned and seek answers to the questions stated in Chapter I. The two groups the program was to serve were the students of the program and the local supermarket employers.

Three special instruments were developed in order to collect valid data upon which an effective judgement of goal achievements might be made. Copies of these instruments are included as Appendices A, B, and C. These instruments made it possible to collect data that would not have been available from other sources. These instruments were constructed with great care after a thorough review of the literature, research, and curriculum dealing with cashier-checker training.

Among the persons who were consulted in the planning of this study and the development of the data collection instruments were:

- the instructors of the program
- present students in the program
- former students of the program
- guidance, registration, and placement personnel of the Lindsey Hopkins Education Center
- members of the Supermarket Cashier-Checker Adult Distributive Education Advisory Committee
- knowledgeable persons of the National Cash Register Company, both in Dade County, Florida and in Dayton, Ohio
- local and national leaders of Super Marker Institute who are familiar with the program development
- personnel and training directors of local supermarket chains and the owner managers of large independent supermarkets
- managerial personnel in Dade County supermarkets who bear the responsibility for supervising cashier-checker employment and on-the-job training
- wholesale suppliers of the supermarkets
- school administrators familiar with the total program

The data collection instruments incorporated many of the suggestions gathered from these persons. Before printing in final form, Appendices A and C were pre-tested to determine if they were practical to use and would yield the type of data wanted for the study. Ten randomly selected students were asked to provide answers for the student follow-up survey (Appendix A) and five randomly chosen supermarket managerial personnel were asked to react to the questions presented in the Cashier-Checker Questionnaire (Appendix C). The survey forms were revised slightly on the basis of the pre-testing information and printed in final form. The pre-test did indicate that getting as large a response as one would desire would be difficult. The students chosen were primarily black, residing in the central city, lower income areas of the county, and it was difficult not only to locate them but also to get them to provide the requested information. The experience with store managers indicated that they resented the intrusion on their busy schedule, and their first impression was that the survey was too long and time consuming.
Identification of the Student Population

The Supermarket Cashier-Checker Training Program graduated 337 students between its opening date in September, 1968 and the first of June, 1970. It was this student body that made up the population for this study. A random sample of 202 names was chosen as the target group to try to locate for the follow-up study. This represented a sixty percent sample of the available population. The random sample was selected by alphabetizing the names of the entire population of graduate cashiers, numbering these from 1 to 337 and then using a table of random numbers to select the 202 names to be contacted.

As was anticipated, there was some difficulty in making contacts with a large enough group of student graduates to provide a meaningful sample. In many cases students are from racial and ethnic groups which view any attempt to contact an individual in their group with suspicion. A wall of protective anonymity is often built around the person being sought until it is known that the intentions of the inquiring stranger are clearly harmless. There is the fear that the stranger might be a bill collector, a process server, or such, and these must be overcome. Even the effort to reach students by telephone proved frustrating since many of the students were from lower economic groups where a telephone number on the school records often turns out to be that of the pay phone on the street corner. Address changes in the areas of the city in which many of the students live seem to be made rather frequently.
Procedures for Collection of Student Data

The decision to attempt the follow-up of a sixty percent random sampling of the cashier graduates resulted in an expenditure of time, energy, and expense beyond that anticipated. A great many of the problems in getting student responses that were expected did arise, and the actual completion of 155 returns was felt to be an excellent response. This return represented 76.7 percent of the random sample and 46 percent of the total student population in the study. Such a response could not have been possible without the support given by Mr. James Cherry, Coordinator of Industrial Education Pre-Employment Program for adults in the Lindsey Hopkins Education Center and a prominent leader in the black community. His personal contacts, knowledge and sponsorship of this study were greatly instrumental in helping locate students and obtaining responses. Mr. Joseph Zaher, instructor of the supermarket cashier-checker course was also of great assistance with his generous contribution of time, energy and support in contacting former students.

A mailing was made to the sample population including the transmittal letter, student survey form (Appendix A), and a stamped self-addressed envelope for the return of the completed survey form.

Of the random sample of 202 students, 45 responses were obtained from the first mailing. This included the ten persons who were used to pre-test the survey form. Forty-three of the original mailings were returned to the sender with notations by the post office that the addressees had moved with no forwarding addresses. Correct
addresses were found for fifteen of these, and they were included in the second mailing.

After a wait of approximately two weeks, a second mailing, identical to the first one, was sent to the known addresses of all the students who did not respond to the first mailing. This represented 119 students. Fifteen more responses were received from the second mailing, and three pieces were returned as undeliverable by the post office.

Approximately two weeks after the second mailing, a telephone campaign was started. The purpose of the calls was to encourage students who had not yet returned their survey forms to do so. By much telephone use, calling and recalling and leaving messages, it was possible to encourage the return of twenty-two more mailed responses and to complete twenty-eight from personal interviews on the phone. Thirty-five additional responses were obtained by personal contacts with students in the community, at their jobs and in a few cases at the Lindsey Hopkins Education Center where they were taking additional courses. Thus, it was finally possible to obtain a total of 155 student survey forms of 202 in the sample. It proved impossible to get responses from forty-seven students for such reasons as their moving with no forwarding addresses, incorrect addresses and phone numbers, and failure to respond.
Identification of Supermarket Population

The original title of the program under study was the Supermarket Cashier-Checker Training Program. The course content was developed by the National Cash Register Company with the assistance of the Super Market Institute. The orientation and training procedures of the course are specifically planned to prepare the students to assume roles as cashier-checkers in supermarkets. While it is rather obvious that the training also had much value to an individual accepting any job involving money handling and cashing, the principal emphasis in the course was on supermarket operation. By definition a supermarket is stated to be a complete, departmentalized food store with a minimum sales volume of one million dollars per year and at least the grocery department fully self-service. This definition made it possible to identify a population of the stores for which the primary training was taking place and to concentrate on getting meaningful and representative responses from a large sample of these. Identification of the supermarkets of Dade County, Florida was accomplished through contact with the personnel and training directors of the chain stores and with knowledgeable wholesalers who service the needs of independents. Such identification made it possible to locate 180 stores in Dade County that could fit the criteria for being supermarkets. Of this population, 168 stores were chain stores and 12 were independents. In any case where a store appeared to be a borderline choice, a physical check was made of the store, and if the store had at least three checkout lanes in regular use and a fourth for reserve, that store was judged to fit the criteria. To ascertain
that the population finally selected was as complete as possible, a check was made of the telephone directory; the newspaper grocery ads were inspected, and an actual physical inspection of the main traffic arteries of the city was made to locate supermarkets otherwise overlooked. The 180 supermarkets identified is believed to be a very accurate count of those operating in Dade County.

It would have been unrealistic in the expenditure of time and effort to have tried to include the total community of retail stores in this study. Store managers are a very busy and somewhat independent group of individualists. If those who were contacted in the supermarket sample are representative, getting any large number of other retail store managers to take the time and effort to complete the rather detailed questionnaire would have proved a frustrating experience.

Procedures for Collecting Supermarket Responses

It became obvious from the test of the supermarket questionnaire (Appendix C) that it would be impossible to get a large return of these questionnaires from store managerial personnel without the assistance of higher management levels of the companies for whom they worked. It was, therefore, determined that the best approach to getting the data needed for this study was to seek out higher level managerial personnel and ask for their assistance. Many of the personnel and training directors of the local chains were already members of the Advisory Committee for the Cashier-Checker Program,
and they were more than cooperative in lending assistance to the study. Local representatives of the National Cash Register Company were also helpful in identifying the key managerial personnel of the local supermarket industry and in some cases arranging personal interviews for the author. It was possible to conduct twelve structured interviews using the Cashier-Checker Training Program Interview Form (Appendix B) as a guide. Six of these interviews were with company managerial personnel of the chain supermarket companies operating in Dade County, and six were with persons who represented a total of nine local independents. By this method it was possible to get countywide information about stores, number of jobs, turnover and cashier selection representing 177 stores of the original 180 supermarkets in the study.

Through the cooperation of the persons interviewed, it was possible to get the cashier-checker questionnaire (Appendix C) distributed to 165 of the stores in the sample group with the endorsement of company management for the study. The response to the questionnaire varied among the chains according to the degree of enthusiasm with which the personnel or training director pursued the questionnaires. Eventually a total of ninety-six responses was realized from the cooperation given by the top level of management. Five chain store managers had previously answered a test run on the questionnaire bringing the total at this point to 101. When it was apparent that this source of returns had been exhausted, a mailing was made by the author to all of the remaining stores in the sample.
population who had not yet answered. The mailing included the transmittal letter (Appendix D), the cashier-checker questionnaire (Appendix C), and a self-addressed stamped envelope. This mailing resulted in eight more responses being returned.

After a reasonable time a campaign was launched to make personal contact with as many as possible of the seventy-one stores that had not yet returned a questionnaire. The interviewer visited forty-five stores, some of them more than once, in an attempt to encourage cooperation in completing a questionnaire. Through personal visits it was possible to obtain another twenty-two completed responses to make the grand total of responses 131 of a possible 180 in the sample population. This represented a 72.78 percent response.

Student Personnel Records

The student personnel records maintained by the instructor of the training program and those of the registration and placement departments of the Lindsey Hopkins Education Center provided the data regarding student characteristics and experiences for this study. It was from these records that student addresses and telephone numbers were obtained to complete the student follow-up effort.
Placement Requests and Completions

The student placement files of the Lindsey Hopkins Education Center were used to determine the number of job requests for cashier-checkers that are received from employers. These files reveal the degree of support the school has received from the supermarket industry in the hiring of student graduates.

Information on Organization and Use of Advisory Committees

Information used in this study to determine the procedures followed in establishing the supermarket cashier-checker training program, and the subsequent involvement with the advisory committee was obtained from the files of the Adult Distributive Education Department of Dade County, Florida Public Schools and those of the National Cash Register Company in Miami, Florida.

Information on Promotion and Public Relations Efforts

The data used to determine the extent of the promotion and public relation efforts expended on this program was obtained from the files of the Adult Distributive Education Department of the Dade County, Florida Public Schools.
Treatment of the Data

The data resulting from the responses gathered from the instruments in Appendices A, B, and C were transferred to work sheets and then broken down into components to form tables and statistical analyses which would be useful in completing the evaluation and arriving at meaningful recommendations.

The majority of the data was most clearly presented in the form of tables providing comparisons of the types of responses made to the questions and the percentages of responses that each represented of the total. Where more complex and sophisticated statistical analysis was desirable, these computations were made and are presented in Chapter IV.

In the instances where the Chi-square test for two independent samples had validity, $X^2$ was computed on the IBM 360 installation at the University of Miami, Coral Gables, Florida, using a program written by J. Chiaravalloti. This program incorporated the $X^2$ subroutine form of the IBM Scientific Subroutine Package, Version III, 1968.

Where the T-test for two independent samples was computed, the test was done on the IBM 360 using the program for Multivariate Analysis of Variance on Large Computers, by Dean J. Clyde, Clyde Computing Service, Box 166, Coconut Grove, Florida. This program provided means and standard deviations of each group and a source table showing how much of the variance was due to error and how much due to the data treatment.
In determining the importance of components of a training curriculum, a Likert-type scale was used in coding responses to arrive at scores of the items in a descending rank order of importance.

In two instances it was meaningful to construct a curve of relative frequency (Ogive) of responses to present the data.

Presentation Order of Data

Chapter IV is organized to present the data in a manner that will best answer the evaluation questions stated in Chapter I in the order of their being asked.
CHAPTER IV
PRESENTATION AND INTERPRETATION OF DATA

In Chapter I the purpose of this study was stated in the form of questions. The presentation of data will be made in the order that corresponds to the A, B, C order of these questions.

Graduate Students' Employment Experience

The first group of questions dealt primarily with the students who have graduated from the Cashier-Checker Supermarket Training Program. From the period of its beginning in September, 1968 to June 1, 1970, a total of 337 students have been graduated from the program. As Table 1 reveals, a random sample was taken of sixty

TABLE 1
RANDOM SAMPLE OF SUPERMARKET CASHIER-CHECKER STUDENT GRADUATES AS A PERCENTAGE OF TOTAL GRADUATES

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student graduates in sample</td>
<td>202</td>
<td>60</td>
</tr>
<tr>
<td>Student graduates not sampled</td>
<td>135</td>
<td>40</td>
</tr>
<tr>
<td>Total student graduate population</td>
<td>337</td>
<td>100</td>
</tr>
</tbody>
</table>
percent of the graduates, and student follow-up study was made using the Cashier-Checker Student Survey Form (Appendix A). It was possible to complete 155 of these student forms from the attempted random sample of 202. As Table 2 shows, this represented 76.7 percent of the sample population. Or as is indicated in Table 3, a representation of 46 percent of the total student graduate population was covered in the study.

**TABLE 2**

GRADUATE CASHIER-CHECKER STUDENT RESPONSES COMPLETED AS PERCENTAGE OF RANDOM SAMPLE

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate responses completed</td>
<td>155</td>
<td>76.7</td>
</tr>
<tr>
<td>Graduate responses not completed</td>
<td>47</td>
<td>23.3</td>
</tr>
<tr>
<td>Total sample population</td>
<td>202</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**TABLE 3**

GRADUATE CASHIER-CHECKER STUDENT RESPONSES COMPLETED AS PERCENTAGE OF TOTAL GRADUATE POPULATION

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student graduate responses completed</td>
<td>155</td>
<td>46.0</td>
</tr>
<tr>
<td>Student graduates not included</td>
<td>182</td>
<td>54.0</td>
</tr>
<tr>
<td>Total student graduate population</td>
<td>337</td>
<td>100.0</td>
</tr>
</tbody>
</table>
A. How well have the graduates of the training program faired in finding and holding jobs related to their training?

To answer this question it was necessary to tabulate the student responses to a series of sub-questions such as:

A-1. Did the students seek jobs after graduation?

Students' responses to this question were tabulated in Table 4 and reveal that 122 of the students, or 78.7 percent, stated that they did seek work as a cashier immediately after completing the training. Thirty-three of the students, or 21.3 percent, indicated that they did not try to find jobs. It was a matter of some surprise to find that such a large percentage did not look for work, and some attempt was made to discover why this was true. The comments that were solicited from students who did not seek employment indicated that at least nine of these students did not take the course with any intention of seeking jobs. Their comments were to the effect that they took the course for general information because it looked interesting. It was also learned that a number of graduates did not seek work because

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, sought employment</td>
<td>122</td>
<td>78.7</td>
</tr>
<tr>
<td>No, did not seek employment</td>
<td>33</td>
<td>21.3</td>
</tr>
<tr>
<td>Total responses</td>
<td>155</td>
<td>100.</td>
</tr>
</tbody>
</table>
they became interested in taking other courses at the Lindsey Hopkins Education Center. Seven students said that they did not seek work because they became ill and could not work.

A-2. Was the training useful to them in seeking employment?

Students were asked a number of questions, the responses to which it was assumed would give some indication of the value of the training program in helping them seek employment. As can be seen in Table 5 only 74 of the students, or 47.7 percent, indicated that they thought employers gave some recognition to their graduate certificate when they sought employment. Since the cashier-checker program has been very widely publicized, it was hoped that a great many employers would be aware of the training program and give special consideration to hiring the graduates when they presented their certificates upon seeking jobs.

Table 6 recorded student responses as to whether any of their employers had knowledge of the training program. Only 39 students,
or 25.1 percent of the sample who were surveyed, thought that their employer had knowledge of the training program. It would be difficult from this figure to claim that a large number of students owed their jobs to their employers' support of the training program.

TABLE 6

GRADUATE CASHIER-CHECKER OPINIONS ABOUT THEIR EMPLOYERS KNOWLEDGE OF THE TRAINING PROGRAM

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, employer knew about course</td>
<td>39</td>
<td>25.1</td>
</tr>
<tr>
<td>No, employer did not know of course</td>
<td>54</td>
<td>34.8</td>
</tr>
<tr>
<td>No response</td>
<td>62</td>
<td>40.0</td>
</tr>
<tr>
<td><strong>Total graduate sample</strong></td>
<td><strong>155</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Students did indicate that they felt that the training program was an aid in finding and holding a job. Ninety students, or 58 percent, said that the training was useful to them. The data as recorded in Table 7 do not show exactly how the training was useful. Some of

TABLE 7

GRADUATE JUDGEMENT OF THE VALUE OF THE TRAINING AS AN AID IN FINDING AND HOLDING A JOB

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, training was useful</td>
<td>90</td>
<td>58.0</td>
</tr>
<tr>
<td>No, training was not useful</td>
<td>29</td>
<td>18.7</td>
</tr>
<tr>
<td>Response not made</td>
<td>36</td>
<td>23.3</td>
</tr>
<tr>
<td><strong>Total sample population</strong></td>
<td><strong>155</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
the student comments made during the study indicated that they felt
more secure in seeking employment after the training and that the
training gave them not only skills but self confidence.

A-3. Did the students find employment within a
reasonable period of time after completing their
training?

Students were asked to indicate their success in locating a
job related to their training. The responses tabulated in Table 8

TABLE 8
GRADUATE EXPERIENCE IN FINDING IMMEDIATE JOBS
RELATED TO CASHIER-CHECKER TRAINING

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, found related job</td>
<td>77</td>
<td>63.1</td>
</tr>
<tr>
<td>No, did not find any job</td>
<td>36</td>
<td>29.5</td>
</tr>
<tr>
<td>Found unrelated job</td>
<td>9</td>
<td>7.4</td>
</tr>
<tr>
<td>Total graduates seeking jobs</td>
<td>122</td>
<td>100</td>
</tr>
</tbody>
</table>

Note: 33 respondents did not seek employment.

indicate that 77 students, or 63.1 percent of the sample who sought
employment, did find related jobs. Thirty-six students, or 29.5 per­
cent, said that had no success in finding any type of job, and nine
students, or 7.4 percent, found unrelated jobs. Only 122 of the 155
students who responded to the survey indicated they actually sought
employment.

It was thought that the length of time it required for
students to locate jobs might provide some indication of the avail-
ability of jobs and the value of the training program as an assistance
to being employed. Students were asked to respond with information about any position they assumed within four months of graduation from the training program. The time period factor between graduation and finding employment is recorded in Table 9. It was assumed that if it took a student more than four months to find a job, the value of the training in helping locate the job was low. Table 9 does show that 66.3 percent, which represents 57 of the students, did find employment within a month or less from graduation. Another 24.3 percent, representing 21 students, found employment within two months or less. It is apparent, therefore, that a total of 78 students, or 90 percent of those who reported being employed, found jobs within two months from graduation.

A-4. If employed, was the employment as a cashier in a supermarket?

Eighty-six students reported having found employment within four months of graduation. When tabulation was made of the places
of employment and the position title of the student, it was found that 39 students, or 45.4 percent of those employed, had actually worked for one of the supermarkets identified by this study. Only those students who had been employed as a cashier-checker by one of the supermarkets included in the study were claimed as having obtained employment as a cashier-checker in a supermarket. In Table 10 it is shown that 47

TABLE 10
CASHIER-CHECKER GRADUATES FINDING IMMEDIATE EMPLOYMENT AS SUPERMARKET CASHIER-CHECKER

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed as supermarket cashier</td>
<td>39</td>
<td>45.4</td>
</tr>
<tr>
<td>Employed other than supermarket</td>
<td>47</td>
<td>54.6</td>
</tr>
<tr>
<td>Total graduates employed</td>
<td>86</td>
<td>100.0</td>
</tr>
</tbody>
</table>

students, or 54.6 percent of those finding employment, were employed as other than supermarket cashiers. This does not necessarily mean that the job attained might not have been closely related to the actual training received in the course. An evaluation of the possible relationship of training to the job attained is presented later in the study.

Table 11 presents a breakdown of the types of employment attained by the 47 students who took other than supermarket jobs. The largest number, 10 students, was employed by small grocery stores that did not qualify with a large enough sales volume to be included in the supermarket definition. The jobs these students have will be almost
identical to ones held by supermarket cashiers and are closely related to the training they received. This table makes it clear that the majority of the students who found employment did so in some phase of retailing.

TABLE 11

CASHIER-CHECKER GRADUATES EMPLOYED IMMEDIATELY IN OTHER THAN SUPERMARKET BY BUSINESS TYPE

<table>
<thead>
<tr>
<th>Responses by Business Type</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grocery</td>
<td>10</td>
<td>21.3</td>
</tr>
<tr>
<td>Department store</td>
<td>7</td>
<td>14.9</td>
</tr>
<tr>
<td>Discount department store</td>
<td>6</td>
<td>12.8</td>
</tr>
<tr>
<td>Variety store</td>
<td>5</td>
<td>10.6</td>
</tr>
<tr>
<td>Drug store</td>
<td>5</td>
<td>10.6</td>
</tr>
<tr>
<td>Restaurant</td>
<td>5</td>
<td>10.6</td>
</tr>
<tr>
<td>Health occupations</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>Dress shop</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>Hotel</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>Bakery</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>Bank</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>Hardware</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>Total other employment</td>
<td>47</td>
<td>100.</td>
</tr>
</tbody>
</table>

A-6. Was the employment related to the training?

It was possible to make a judgement about the relationship of employment reported to the training received by observing the type of business and the job title in which the student was employed. Wherever there was an indication that the job duties involved cashiering or the handling of money in a distributive occupation, that job was classified as being related to the training of the cashier-checker program. The responses so evaluated are presented in Table 12. Of 86 students
employed soon after graduation, 89.5 percent, took jobs that were related to their training.

**TABLE 12**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job is related to the training</td>
<td>77</td>
<td>89.5</td>
</tr>
<tr>
<td>Job is not related to the training</td>
<td>9</td>
<td>10.5</td>
</tr>
<tr>
<td>Total</td>
<td>86</td>
<td>100</td>
</tr>
</tbody>
</table>

A-7. Was the employment part-time or full-time?

Employment in supermarkets is most commonly on a part-time basis. This trend has been prevalent throughout retailing, and a large percentage of non-managerial positions are being filled by part-time employees. It was a matter of interest in evaluating the cashier-checker program to determine if graduates of a training program would have a better chance of obtaining full-time employment. Responses which resulted in Table 13 indicate that 62.8 percent of the students who gained immediate employment did succeed in landing full-time jobs. This percentage is considerably higher than the normal expectation.
A-8. What was the beginning hourly salary that students received on the job?

Retailing has traditionally been very conservative in the remuneration it pays to lower level employees. Cashiering has shared this low paying tradition. Both the tradition and the fact of present wages were factors of considerable importance in determining why student recruitment for the cashier-checker training program has been so difficult. A student who can earn more by staying on the welfare roles than by working is not likely to sign up for training which promises only minimal wages. To determine the hourly salaries graduates are commanding, this item was included in the student survey. The beginning wages earned on the jobs taken immediately after graduation provided the data for Table 14. The range of salaries ran from $1.24 per hour up to $2.14 per hour. The mean salary fell at $1.66, and the standard deviation was $0.138.

### TABLE 13

GRADUATES IMMEDIATE EMPLOYMENT BY PERCENTAGE
OF FULL-TIME OR PART-TIME

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time employment</td>
<td>54</td>
<td>62.8</td>
</tr>
<tr>
<td>Part-time employment</td>
<td>32</td>
<td>37.2</td>
</tr>
<tr>
<td>Total employed</td>
<td>86</td>
<td>100.</td>
</tr>
</tbody>
</table>
### TABLE 14

**HOURLY SALARY RATES OF GRADUATES EMPLOYED IMMEDIATELY AFTER TRAINING**

<table>
<thead>
<tr>
<th>Range of Hourly Salary in Dollars</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1.25 thru 1.29</td>
<td>3</td>
<td>3.5</td>
</tr>
<tr>
<td>1.30 thru 1.34</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>1.35 thru 1.39</td>
<td>3</td>
<td>3.5</td>
</tr>
<tr>
<td>1.40 thru 1.44</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1.45 thru 1.49</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1.50 thru 1.54</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1.55 thru 1.59</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>1.60 thru 1.64</td>
<td>32</td>
<td>37.2</td>
</tr>
<tr>
<td>1.65 thru 1.69</td>
<td>13</td>
<td>15.1</td>
</tr>
<tr>
<td>1.70 thru 1.74</td>
<td>15</td>
<td>17.4</td>
</tr>
<tr>
<td>1.75 thru 1.79</td>
<td>9</td>
<td>10.5</td>
</tr>
<tr>
<td>1.80 thru 1.84</td>
<td>3</td>
<td>3.5</td>
</tr>
<tr>
<td>1.85 thru 1.89</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>1.90 thru 1.94</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>1.95 thru 1.99</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2.00 thru 2.04</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>2.05 thru 2.09</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2.10 thru 2.14</td>
<td>1</td>
<td>1.2</td>
</tr>
</tbody>
</table>

**Total responses**  
86  
100.0

Mean Hourly Salary $1.662  
SD $0.138

A-9. What are the details of the students' present employment?

It was important to know the details of the present employment status of graduates. It was of interest to determine if they kept the jobs they took soon after graduation, and if not, what kinds of jobs did they switch to. Did they increase their wage scale? Did some quit work and others enter employment for the first time? The answers to these and many other questions were obtained by responses
to the student survey. It was possible to make comparisons with the particulars of the present employment status of graduates with those made regarding original employment.

Eighty-six graduates had indicated success in finding immediate employment. At the time of the survey, June, 1970, 77 students, or 49.7 percent of the sample, were employed. This tabulation is shown in Table 15. It is impossible to know how many of those who are not employed would accept jobs if they were offered to them.

**TABLE 15**

**EMPLOYMENT STATUS OF CASHIER-CHECKER GRADUATES RESPONDING TO SURVEY IN JUNE, 1970**

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed at present</td>
<td>77</td>
<td>49.7</td>
</tr>
<tr>
<td>Not now employed</td>
<td>78</td>
<td>50.3</td>
</tr>
<tr>
<td>Total graduate sample</td>
<td>155</td>
<td>100.</td>
</tr>
</tbody>
</table>

Table 16 makes a comparison which shows that 47 students, or 63.6 percent of those employed, are still on the same job they

**TABLE 16**

**COMPARISON OF PRESENT EMPLOYMENT STATUS OF GRADUATES WITH IMMEDIATE EMPLOYMENT STATUS**

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment same as immediate job</td>
<td>47</td>
<td>63.6</td>
</tr>
<tr>
<td>Employment changed</td>
<td>15</td>
<td>19.5</td>
</tr>
<tr>
<td>Employed for first time</td>
<td>13</td>
<td>16.9</td>
</tr>
<tr>
<td>Total graduates now employed</td>
<td>77</td>
<td>100.</td>
</tr>
</tbody>
</table>
reported as their first employment. Fifteen students changed jobs and thirteen students started work who were not working within four months of graduation. Of the eighty-six students who got jobs right after graduation, sixty-two were still working at the time of the survey. The figures indicate that twenty-four of the students originally employed were not working when surveyed. The reasons that these students gave up their jobs is largely unknown. Some of the reasons given involved sickness, job dissatisfaction, return to take more schooling, and one student remarked that her religion would not allow her to work on Sundays as the job required.

Of the seventy-seven cashier student graduates employed at the time of the survey in June, 1970, twenty-six were with employers identified as supermarkets. As shown in Table 17, this represented

**TABLE 17**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed as supermarket cashier</td>
<td>26</td>
<td>33.8</td>
</tr>
<tr>
<td>Employed other than supermarket</td>
<td>51</td>
<td>66.2</td>
</tr>
<tr>
<td>Total graduates now employed</td>
<td>77</td>
<td>100</td>
</tr>
</tbody>
</table>

33.8 percent of the working graduates. Of the 51 graduates, 66.2 percent, employed in other than supermarkets, it can be assumed that a great number of the jobs involved cashiering and money handling duties related to the training they received. This is born out by
closer evaluation of types of jobs students reported and the job titles.

In Table 18 the tabulation indicates the types of businesses or organizations in which 51 of the 77 employed graduates were working

| TABLE 18 |
| CASHIER-CHECKER GRADUATES EMPLOYED IN JUNE, 1970 IN OTHER THAN SUPERMARKETS BY BUSINESS TYPES |

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restaurant</td>
<td>7</td>
<td>13.7</td>
</tr>
<tr>
<td>Department store</td>
<td>6</td>
<td>11.8</td>
</tr>
<tr>
<td>Health occupations</td>
<td>6</td>
<td>11.8</td>
</tr>
<tr>
<td>Grocery</td>
<td>5</td>
<td>9.8</td>
</tr>
<tr>
<td>Schools</td>
<td>5</td>
<td>9.8</td>
</tr>
<tr>
<td>Discount department stores</td>
<td>4</td>
<td>7.8</td>
</tr>
<tr>
<td>Drug store</td>
<td>3</td>
<td>5.9</td>
</tr>
<tr>
<td>Office occupations</td>
<td>3</td>
<td>5.9</td>
</tr>
<tr>
<td>Hotel</td>
<td>3</td>
<td>5.9</td>
</tr>
<tr>
<td>Variety stores</td>
<td>2</td>
<td>3.9</td>
</tr>
<tr>
<td>Hardware</td>
<td>2</td>
<td>3.9</td>
</tr>
<tr>
<td>Beauty salon</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td>Dress shop</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td>Dry cleaner</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td>Factory</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td>Gift shop</td>
<td>1</td>
<td>1.9</td>
</tr>
</tbody>
</table>

Total other employment now 51 100.

at the time of the study, June, 1970. It is interesting to note that there was a shifting of position in the percentages employed in various categories from that reported as first employment. Employment in grocery stores, for example, moved from the previous figure of 21.2 percent to a present figure of 9.8. Whereas ten students had previously worked at groceries there were now only five. The reasons
for this shift are not known. There was some indication that once having acquired experience the students were able to move to other types of employment and higher wages with greater ease than they could have done so fresh from school. A definite shift away from jobs related to the training was shown when evaluations made about this relationship were tabulated in Table 19. Of 77 graduates now employed, only 66.2 percent could be said to be working at jobs related to the curriculum of the cashier-checker training program. This contrasts to the immediate employment relationship shown in Table 12 as 89.5 percent in related jobs. The actual number of students in the sample who might be said to be working in cashier related jobs fell from 77 to 51. It was not possible to determine the reasons for this apparent shift in employment away from cashier positions.

There appeared to be a trend among the graduates toward more full-time employment when the results of Table 20 are inspected. The present rate of full-time employment stood at 70.1 percent as
contrasted to the immediate employment figure in Table 13 of 62.8.
This change in percentage is misleading in that the actual number of
graduates working full-time in both instances was 54. The change in
percentage resulted from the decrease in graduates employed in June,
1970 over those who found immediate employment after training.

**TABLE 20**

**GRADUATES PRESENT EMPLOYMENT BY PERCENTAGE OF FULL-TIME OR PART-TIME**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time employment</td>
<td>54</td>
<td>70.1</td>
</tr>
<tr>
<td>Part-time employment</td>
<td>23</td>
<td>29.9</td>
</tr>
<tr>
<td>Total presently employed</td>
<td>77</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The salaries reported by graduates employed in June, 1970
were tabulated and form the basis of Table 21. There was a definite
trend toward better wages shown as contrasted to the immediate employ­
ment scale. The range of salaries now ran from $1.25 per hour to
$2.44. The mean hourly salary rose from the previous figure of $1.66
to the June, 1970 rate of $1.82. The standard deviation was $0.224.
A rise in hourly salary rate might be expected in the normal course of employment as the employee gains longevity and job experience. It
is not known if any of this rate increase can be credited to the
training the students received.
### TABLE 21

**HOURLY SALARY RATES OF GRADUATES EMPLOYED IN JUNE, 1970**

<table>
<thead>
<tr>
<th>Range of Hourly Salary in Dollars</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1.25 thru 1.29</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>1.30 thru 1.34</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>1.35 thru 1.39</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>1.40 thru 1.44</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>1.45 thru 1.49</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>1.50 thru 1.54</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1.55 thru 1.59</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>1.60 thru 1.64</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>1.64 thru 1.69</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1.70 thru 1.74</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>1.75 thru 1.79</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>1.80 thru 1.84</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>1.85 thru 1.89</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1.90 thru 1.94</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>1.95 thru 1.99</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>2.00 thru 2.04</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>2.05 thru 2.09</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2.10 thru 2.14</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2.15 thru 2.19</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2.20 thru 2.24</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2.25 thru 2.29</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2.30 thru 2.34</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2.39 thru 2.39</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>2.40 thru 2.44</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Total responses 77

Mean hourly salary $1.824  
SD $0.224

Table 22 is presented to show the analysis of variance of graduate salaries between immediate employment after training and the employment in June, 1970.
TABLE 22
SUMMARY OF ANALYSIS OF VARIANCE OF GRADUATE SALARIES BETWEEN IMMEDIATE EMPLOYMENT AND EMPLOYMENT IN JUNE, 1970

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Mean Squares</th>
<th>Probability F Less Than</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within groups</td>
<td>5.448</td>
<td>161</td>
<td>0.034</td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>1.067</td>
<td>1</td>
<td>1.067</td>
<td>31.521</td>
</tr>
<tr>
<td>Totals</td>
<td>6.515</td>
<td>162</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

There were eighty-six cashier students who accepted employment soon after completing their training. The salary range was from as low as $1.25 to a high of $2.44 with a mean of $1.66. At the time of the study in June, 1970, seventy-seven cashier graduates held employment with a salary range from as low as $1.25 to a high of $2.44. The mean salary was $1.82. Using the data from Tables 14 and 21 the analysis of variance reported in Table 22 was computed on the IBM 360 computer by the Clyde Computing Service, Box 166, Coconut Grove, Florida. A Manova, Multivariate Analysis of Variance program was used. This program provided means and standard deviations of each group and a source table showing how much of the variance was due to error and how much due to treatment. The null hypothesis tested is that the samples were drawn from the same populations and that the populations were equal. A significant $F$ statistic of 31.521 indicated that the samples means were definitely different and that they were drawn from quite different populations.
The probability of an F statistic this large was found to be significant to the .001 level.

There were thirty-nine graduates who reported finding immediate employment from the course as cashier-checkers in supermarkets. It was possible to determine how many months had passed from the time each of these graduates took their immediate job to June of 1970 when the study was conducted. A summation of these indicated the total possible number of months this group of supermarket cashiers could have worked. This figure was 489 months. It was also possible to determine how many months these 39 cashiers stayed on this first job and arrive at a total of 417 months completed on the job. The mean number of months it would have been possible for these cashiers to have worked was twelve months. The fact that they completed a mean of 10.6 months on the job appears significant. From information gathered by interviews with executives of the chains and of the owners of the independents it was possible to estimate that the typical supermarket cashier-checker in Dade County stays on any one job about 8.3 months.

Table 23 shows the number of months that those students working in June, 1970 at all kinds of jobs have been employed at their present job. This table is difficult to interpret because students have been graduating and entering employment at intervals over the entire period of the study. The most it would have been possible to have worked would be twenty-one months, and only one student had been employed from the first class graduation to the present.
TABLE 23

NUMBER OF MONTHS GRADUATES WERE EMPLOYED ON THE JOB HELD IN JUNE, 1970

<table>
<thead>
<tr>
<th>Months on Job</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>one or less</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>-</td>
</tr>
<tr>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>-</td>
</tr>
<tr>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>77</strong></td>
</tr>
</tbody>
</table>

Mean 9.194 months
Standard deviation 6.389 months

Success in placing graduates on jobs should be measured as much by job satisfaction the student receives as by the salary level. It was, therefore, deemed important to know if the graduates were satisfied with their present positions. When asked, "Are you happy in your job?" 86.5 percent of the presently employed graduates indicated that they were happy. These responses are tabulated in Table 24. It was interesting to note that of fifty-one students having cashier-
checker training related jobs, only four responded to indicate that they were not happy. Only one of these was actually employed as a supermarket cashier. This would seem to indicate that graduates who have been successful in finding cashier related jobs have generally favorable attitudes towards their work.

TABLE 24

EMPLOYED CASHIER-CHECKER GRADUATES RESPONSES TO QUESTION "ARE YOU HAPPY IN YOUR JOB?"

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorable</td>
<td>65</td>
<td>86.5</td>
</tr>
<tr>
<td>Unfavorable</td>
<td>7</td>
<td>8.1</td>
</tr>
<tr>
<td>No response</td>
<td>5</td>
<td>5.4</td>
</tr>
<tr>
<td>Total employed</td>
<td>77</td>
<td>100</td>
</tr>
</tbody>
</table>

Student Enrollment Circumstances

Student recruiting and selection has been a major problem of the cashier-checker program, and it was important to this evaluation to learn what sources of information and publicity were most effective in attracting students.

B. How did students learn about and under what circumstances did they enroll in the training program?

The answer to the above was found by asking two sub-questions and tabulating the information gained.
B-1. By what sources of information have students been attracted into the course?

Students were asked to respond with the details of how they first learned about the cashier-checker program. Table 25 provides a summary of these responses. A later analysis of the promotion efforts made to inform the public about the program will give added meaning to Table 25. It would appear that the best media for promotion of the program is the newspaper, but this is, perhaps, not entirely accurate. The second most numerous response was the

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper</td>
<td>35</td>
<td>22.6</td>
</tr>
<tr>
<td>Registration - Lindsey Hopkins</td>
<td>31</td>
<td>20.0</td>
</tr>
<tr>
<td>Other students</td>
<td>29</td>
<td>18.7</td>
</tr>
<tr>
<td>Friend</td>
<td>12</td>
<td>7.7</td>
</tr>
<tr>
<td>Vocational rehabilitation</td>
<td>9</td>
<td>5.8</td>
</tr>
<tr>
<td>Guidance counselor</td>
<td>7</td>
<td>4.5</td>
</tr>
<tr>
<td>WIN program</td>
<td>7</td>
<td>4.5</td>
</tr>
<tr>
<td>Welfare</td>
<td>5</td>
<td>3.2</td>
</tr>
<tr>
<td>Migrant program</td>
<td>3</td>
<td>1.9</td>
</tr>
<tr>
<td>Relative</td>
<td>3</td>
<td>1.9</td>
</tr>
<tr>
<td>Store where applied for job</td>
<td>3</td>
<td>1.9</td>
</tr>
<tr>
<td>Television</td>
<td>3</td>
<td>1.9</td>
</tr>
<tr>
<td>Radio</td>
<td>2</td>
<td>1.3</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>1.3</td>
</tr>
<tr>
<td>Work training program</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>High school handbill</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>Employment agency</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>Small Business Administration</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>Total responses</td>
<td>155</td>
<td>100.0</td>
</tr>
</tbody>
</table>
registration department of the Lindsey Hopkins Education Center. The responses do not indicate how the student got to the registration. It may well be that he was referred there by a friend or that he saw some of the school publicity and then came to the registration for further counseling. Other studies of adult education have stressed the role of other students in promoting programs. What was most surprising in this set of responses was the low percentages of students who were attracted by some of the massive promotion campaigns the administrators of this program have conducted.

When the categories of other students, friend and relative are combined it can be seen that 28.2 percent of the students were directed to the course by word of mouth from other knowledgeable persons. The information the students received by word of mouth must have been favorable to the program or they would not have enrolled.

It was interesting to note that a total of 40.6 percent of the students received their information from the combined sources of Registration-Lindsey Hopkins, Vocational Rehabilitation, Guidance Counselor, WIN Program, Welfare, Migrant Program, and Work Training Program. This would indicate that many students were exposed to some sort of guidance or counseling and that the person providing direction believed the cashier-checker program would fit the student's personal needs.

It was particularly revealing that only three students, 1.9 percent of the respondents, learned about the program from stores
where they had applied for a job. This might indicate the enrollees had never sought cashier jobs, that the stores did not support the training program or both.

B-2. Did the student enroll in the course on his own or was he sponsored by one of the programs for the disadvantaged?

When the Cashier-Checker Training Program was first inaugurated the plan was to be very selective in choosing students to register so that graduates would be of a caliber that could be recommended to employers as potentially superior employees. It soon became obvious that if the program was to continue its standards of student selection would need to be lowered. At this same time, there was a great need in the community for training programs to prepare the disadvantaged for jobs. The administration of the Cashier-Checker Training Program made the decision to accept numbers of the disadvantaged into the program in the belief that the training would be useful to them in finding employment and that the additional students would help maintain the average daily attendance needed by the class to keep its state support funds. Table 26 shows that 126 of the students in the sample enrolled in the course on their own and that 29 others have been students assigned from programs for the disadvantaged. The programs for the disadvantaged involved four different programs. These were all welfare connected programs where tuition was paid for the students and the student was paid an allowance to attend school. The purpose of all four programs was to get persons off the welfare rolls and into jobs where they might earn their own way. The
students were identified by the administrators of the various programs and referred to the Cashier-Checker Training Program for job preparation. All of the disadvantaged students enrolled were members of the black race. A review of the responses of the thirteen students in the sample from the Vocational Rehabilitation Program shows that only three of the students are now working, and none of the three is in work related to the training. The eleven graduates who were enrolled from the WIN program have four members who are now working at training related jobs. One of the graduates enrolled from the WTP program is now working, but this is in a job non-cashier related. Neither of the two migrant program graduates is now working. Thus, out of a total of twenty-nine disadvantaged students in the sample, a total of ten is now working, but only four of the ten are in training related jobs.

### TABLE 26

**BY WHAT INITIATIVE WERE CASHIER-CHECKER STUDENTS ENROLLED**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student's own initiative</td>
<td>126</td>
<td>81.3</td>
</tr>
<tr>
<td>Vocational Rehabilitation Program</td>
<td>13</td>
<td>8.4</td>
</tr>
<tr>
<td>WIN Program</td>
<td>11</td>
<td>7.1</td>
</tr>
<tr>
<td>WTP Program</td>
<td>3</td>
<td>1.9</td>
</tr>
<tr>
<td>Migrant Program</td>
<td>2</td>
<td>1.3</td>
</tr>
<tr>
<td>Total enrollment in sample</td>
<td>155</td>
<td>100</td>
</tr>
</tbody>
</table>
It is logical to assume that a great many factors determined which graduates of the cashier-checker training program were able to find employment. It was not possible to determine prior to training which of the students would or would not find employment upon completion of the training. There has been no evidence available to even indicate what employers were looking for when they selected new cashier-checker employees for their stores.

Supermarket managerial personnel were asked to name certain characteristics, accomplishments and past experiences of cashier-checker job applicants that would make them the ideal prospective employee for a cashiering position. It was thought that knowledge of the type of applicant store managerial personnel were seeking might serve as a guide in recruiting cashier-checker trainees with the maximum qualifications for finding future employment.

Many of the black graduates verbalized to the author their belief that color discrimination was a factor in their not being hired as cashiers. It was not possible to ask the employers if color discrimination was a part of their choice of ideal cashier-checker because it would have been impossible to get an honest answer. As Table 27 indicates, 61.3 percent of the graduates in the student sample were of the black race. This compares to a ratio of about sixteen percent black citizens for the total population of Dade County. A number of local newspaper articles have chronicled the
plight of black trainees' failure to find jobs after completing similar training programs. One such article entitled "Job Training Proves Dismal Failure" described a job training program sponsored by the welfare department in which eighty-two percent of the trainees did not find work. In many of the programs now operating to help disadvantaged blacks, the drop-out rate of students is extremely high, and large numbers of those who complete the training do not seek employment related to their training. Enlisting black male trainees is cited as a problem, and various training programs are actually competing to enroll the black male student. This has often resulted in trainees drifting from training program to training program rather than taking employment. Finding black women trainees has been an easier task, but many of them have several small children who demand their attention, energies, and support. Even after training for a job, many cannot afford to take it because of the problem of child care.

TABLE 27
CASHIER-CHECKER GRADUATES GROUPED BY ETHNIC CHARACTERISTICS OF BLACK, SPANISH AND WHITE

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black students</td>
<td>95</td>
<td>61.0</td>
</tr>
<tr>
<td>Spanish students</td>
<td>28</td>
<td>18.0</td>
</tr>
<tr>
<td>White students</td>
<td>32</td>
<td>20.0</td>
</tr>
<tr>
<td><strong>Total of sample</strong></td>
<td><strong>155</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

1 Sam Jacobs, "Job Training Proves Dismal Failure," The Miami Herald, July 8, 1970, p. 1B.
In contacting the supermarket managerial personnel for their responses to the Cashier-Checker Survey, it was discovered that most stores had many more job applicants than they had positions available. Many of the stores maintained employment waiting lists, and they indicated that preferential treatment was given to individuals who lived in the vicinity of the store. Managers stated that the nature of part-time work made it necessary that part-time checkers be readily available when needed for a few hours at a time. They wanted the employee to live within reasonable distance from the store so that they could depend upon him showing up even when needed for short periods of time. Living close also cut down employee transportation problems and the financial burden of getting to and from work. This proximity factor was an important consideration of employers. It was a fact that has not been considered in allowing students to register in the cashier-checker program.

Figure 1 and Figure 2 were constructed to determine where the graduates of the cashier-checker program lived in relationship to the locations of the supermarkets in the study. The 180 supermarkets are indicated by a circled star, and the address of each of the 155 students in the sample is shown by a dot. The pattern of student concentration and the spread of supermarkets is quite revealing.

Recent newspaper articles have described the problem of many black citizens in trying to buy food at reasonable prices. The stores in their neighborhoods are almost entirely very small ones of the papa-mama type, and the prices charged are generally higher than those of the supermarkets. To get to a supermarket many black people must
FIGURE 1

CASHIER-CHECKER STUDENT RESIDENCES AND SUPERMARKET LOCATIONS
DADE COUNTY FLORIDA, NORTH SECTION
FIGURE 2

CASHIER-CHECKER STUDENT RESIDENCES AND SUPERMARKET LOCATIONS
DADE COUNTY FLORIDA, SOUTH SECTION
travel several blocks, and since many are without transportation, this is often a major undertaking. An article entitled "Shopping's an Ordeal for a Welfare Mother" provides much insight into the problem. Giving an illustration, the article stated:

Mrs. Nelson lives in a neighborhood of small stores. But to stretch her food dollars she travels by bus to a larger store. Once the shopping is done, she takes a taxi back to her home because she can't manage the grocery bags on the bus. This means $1.60 taxi fare besides the cost of the bus.\(^2\)

There has been a trend in Dade County for the supermarkets to move out of the lower economic, often black neighborhoods, because of security problems, robbery, and racial disorder. Two supermarkets which would have fit this study were closed just prior to the study due to racial riots, and with this closing, many potential jobs disappeared from the very neighborhoods where many of the cashier-checker graduates live. It is believed that the factor of supermarket location in relation to student addresses has been an important detriment to graduates finding jobs.

The student personnel records of Lindsey Hopkins Education Center and those maintained by the instructor of the Cashier-Checker Training Program contained much information about the past graduates which would allow comparisons of the previously trained student body to the ideals being sought by the employers.

C. How closely do certain personal characteristics, accomplishments, and past experiences of the students compare to those being sought by the supermarket employers?

This question was best answered by making comparisons based on a number of sub-questions.

C-1. How closely do the student ages compare to supermarket managers preferences?

Supermarket managerial personnel were asked to respond in the Cashier-Checker Questionnaire (Appendix B) to several personal characteristics that would describe their ideal cashier-checker job applicant. One of the characteristics that they were asked to react to was age. Table 28 shows how the responses of the managers

<table>
<thead>
<tr>
<th>Age Categories in Years</th>
<th>Students in Age Group</th>
<th>Managerial Age Preferences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>16 thru 18</td>
<td>23</td>
<td>14.8</td>
</tr>
<tr>
<td>19 thru 20</td>
<td>19</td>
<td>12.3</td>
</tr>
<tr>
<td>21 thru 30</td>
<td>45</td>
<td>29.0</td>
</tr>
<tr>
<td>31 thru 40</td>
<td>29</td>
<td>18.7</td>
</tr>
<tr>
<td>41 thru 50</td>
<td>19</td>
<td>12.3</td>
</tr>
<tr>
<td>51 thru 70</td>
<td>20</td>
<td>12.9</td>
</tr>
<tr>
<td>Totals</td>
<td>155</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Chi-square = 160.20
d.f. = 5
compare to the ages of the graduates responding to this study. Because
the response categories of both students and managers were alike it
was possible to compute a Chi-square goodness of fit test to determine
how closely the student body compares to what the managers have stated
they want. In this test the responses of the managers about employee
age characteristics desired were taken to be the expected frequencies
and the breakdowns among the students were treated as the observed
frequencies. The resulting Chi-square of 160.20 indicates that the
student ages and the ideal ages preferred are widely different. This
is significant to the .001 level.

A visual inspection of Table 28 shows that managers tended
to prefer cashiers between the ages of 21 to 50 while the students
were scattered through all the age categories listed. There seems
to be a prejudice by managers against the younger and older age
groups listed.

C-2. Are the students of the sex preferred
by supermarket managers?

Managerial preferences were compared to the sexes of the
graduates from the cashier-checker program, and the tabulation is
shown in Table 29. A visual inspection of the data indicates that
males are neither preferred nor very prevalent among the students.
A Chi-square goodness of fit test as previously described was run,
and it does indicate the goodness of fit is present with a Chi-square

---

of 0.967. On this one characteristic at least the school and the merchants seems to be in agreement.

TABLE 29

COMPARISON OF GRADUATES' SEX TO SUPERMARKET MANAGERIAL PERSONNEL PREFERENCES

<table>
<thead>
<tr>
<th>Categories</th>
<th>Students</th>
<th>Managerial Preferences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Female</td>
<td>153</td>
<td>98.7</td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>1.3</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>155</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Chi-square = 0.967
d.f. = 1
not significant at .05

C-3. Have the students attained the levels of education that are required for employment?

The managers were rather definite that they wanted to hire cashiers with at least a high school education. As shown in Table 30 68 percent of the responses indicated high school graduation as an ideal. Another 14 percent even went beyond that and suggested they would like some Junior College education also. This attitude is probably not realistic but can be explained by the great public awareness of the Miami-Dade Junior College in Dade County, Florida. This is the largest and fastest growing Junior College in the nation at present and now has four campuses spread over the county. The
growth of this complex has been an amazing local phenomenon and has made post-high school education very popular.

**TABLE 30**

SUPERMARKET MANAGERIAL PERSONNEL RESPONSES AS TO IDEAL LEVEL OF EDUCATIONAL ATTAINMENT OF CASHIER-CHECKER JOB APPLICANTS

<table>
<thead>
<tr>
<th>Education Level Attained</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade school</td>
<td>5</td>
<td>3.7</td>
</tr>
<tr>
<td>Junior high school</td>
<td>17</td>
<td>12.6</td>
</tr>
<tr>
<td>High school</td>
<td>93</td>
<td>68.0</td>
</tr>
<tr>
<td>Junior college</td>
<td>19</td>
<td>14.0</td>
</tr>
<tr>
<td>College (4 years)</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td>135</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The information for determining the educational attainment levels of the graduate students was taken from the student personnel records in Lindsey Hopkins. This record asked the student to indicate the highest grade level of education achieved. There is a possibility that these are not all the true levels attained because there is a tendency on the part of students to exaggerate on this item. Then too, it was rather common knowledge that the segregated black schools that many of the students attended did not maintain the same academic standards for the various grade levels as those of the white schools. The information on education attained in Table 31 is as nearly accurate as it was possible to obtain but must be viewed with the above cautions in mind. This table does indicate that about 51 percent of the graduates of the training program attained high school graduation or above. It is to be noted that the managers indicated in their
responses in Table 30 that they wanted high school or above as employees.

**TABLE 31**

CASHIER-CHECKER GRADUATES GROUPED BY HIGHEST LEVEL OF EDUCATION ATTAINED

<table>
<thead>
<tr>
<th>Education Level Attained</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade school or less</td>
<td>4</td>
<td>2.6</td>
</tr>
<tr>
<td>7th grade completed</td>
<td>3</td>
<td>1.9</td>
</tr>
<tr>
<td>8th grade completed</td>
<td>14</td>
<td>9.0</td>
</tr>
<tr>
<td>9th grade completed</td>
<td>16</td>
<td>10.3</td>
</tr>
<tr>
<td>10th grade completed</td>
<td>18</td>
<td>11.6</td>
</tr>
<tr>
<td>11th grade completed</td>
<td>21</td>
<td>13.5</td>
</tr>
<tr>
<td>High school graduate</td>
<td>68</td>
<td>43.9</td>
</tr>
<tr>
<td>Schooling beyond high school</td>
<td>11</td>
<td>7.1</td>
</tr>
<tr>
<td><strong>Total of sample</strong></td>
<td><strong>155</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Many of the food industry leaders contacted in this study, who are influential in hiring, indicated that they thought a high school diploma was a necessity to consider a prospective employee. Such a requirement puts almost half of the program graduates at a disadvantage in job hunting because they do not have high school diplomas.

A small number of students did indicate that they had attended some college beyond high school, and this was equated by the number of years attended as in Table 32.
C-4. Do the supermarket managers have language preferences that students can meet?

Dade County has a peculiar situation with regard to language that developed here as the result of the influx of Cuban refugees previously described. It has traditionally had a large Spanish speaking population, but during the last ten years this segment of the population has exploded. Many parts of the county are so Spanish orientated that English is a foreign language. There was special reason to determine what part language skills might play in being hired as a cashier. The administration has been approached about the possible training of cashiers who speak only Spanish as a part of the Cuban Refugee Program. It would be necessary for such trainees to find jobs in the Spanish oriented parts of the city.

The language skills of the students were compared to the preference responses of the managers in Table 33. An inspection of the data shows that the class has not had any persons who spoke only Spanish and that the merchants generally would not want to hire
persons who spoke only Spanish. Many stores have customers who speak only Spanish or only English so it was totally expected that the managers would prefer hiring bilingual persons if given a choice. While the majority of the graduates spoke only English, it is noteworthy that 22.6 percent of the students did have the bilingual advantage when job hunting.

**TABLE 33**

COMPARISON OF GRADUATES' LANGUAGE ABILITIES TO SUPERMARKET MANAGERIAL PERSONNEL PREFERENCES

<table>
<thead>
<tr>
<th>Language Ability</th>
<th>Students</th>
<th></th>
<th>Managers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>English speaking only</td>
<td>120</td>
<td>77.4</td>
<td>41</td>
<td>29.5</td>
</tr>
<tr>
<td>Spanish speaking only</td>
<td>3</td>
<td>2.2</td>
<td>3</td>
<td>2.2</td>
</tr>
<tr>
<td>Bilingual in English and Spanish</td>
<td>35</td>
<td>22.6</td>
<td>93</td>
<td>66.9</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>1.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>155</td>
<td>100.</td>
<td>139</td>
<td>100.</td>
</tr>
</tbody>
</table>

Chi-square = 166.9892  
d.f. = 2  
Significant = .001

C-5. Does the citizenship status of students match employer demands?

The language and cultural changes taking place in some parts of Dade County with the influx of Cubans has not gone entirely smoothly. Many long time residents resent the newcomers and have been vocal in their displeasure. It was a matter of interest to this study to determine if the apparent prejudices might be a factor worthy of consideration in screening potential students for
the training program. The responses of the managerial personnel shown in Table 34 indicate that 55.7 percent would not require United States citizenship a requirement of an ideal applicant. Only 35.9 percent thought of citizenship as a requirement for employment. It is believed that lack of citizenship might be some handicap to a trainee in seeking cashier employment but not a prohibiting factor.

<table>
<thead>
<tr>
<th>Citizenship Preference</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would require U.S. citizenship</td>
<td>47</td>
<td>35.9</td>
</tr>
<tr>
<td>Would not require U.S. citizenship</td>
<td>73</td>
<td>55.7</td>
</tr>
<tr>
<td>No response</td>
<td>11</td>
<td>8.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>131</td>
<td><strong>100.</strong></td>
</tr>
</tbody>
</table>

It was not known prior to this study what percentage of the students in the training program were United States citizens. About 18 percent of the students identified themselves as part of the Spanish ethnic group. Tabulation from the school records shows that only a few of the cashier graduate students have not been citizens. Table 35 indicates that only 9 students in the sample, 5.8 percent of the total, were not citizens.
C-6. If supermarket employers have preferences about the marital status of employees, can the students fill the requirements?

In conversations prior to the study there seemed to be some indication that the managerial personnel had definite feelings about the ideal marital status of cashier-checkers. To determine if this were, in fact, a true observation, the respondents to the supermarket questionnaire (Appendix B) were asked to name the ideal marital status of a job applicant. These responses were then compared to the actual marital status reported by students, and this is reported in Table 36. The managers seemed to prefer married applicants with a response of 68.2 percent shown. While 45.8 percent of the students indicated they were married, there were also some 32.3 percent who were single. A Chi-square goodness of fit was computed between the two groups, and a Chi-square of 136.37 with 3 degrees of freedom was significant to the .001 level. The student group does not conform to the managerial ideals.

<table>
<thead>
<tr>
<th>Citizenship Status</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States citizens</td>
<td>146</td>
<td>94.2</td>
</tr>
<tr>
<td>Not United States citizens</td>
<td>9</td>
<td>5.8</td>
</tr>
<tr>
<td>Total in sample</td>
<td>155</td>
<td>100.</td>
</tr>
</tbody>
</table>
### TABLE 36
COMPARISON OF GRADUATES' MARITAL STATUS WITH SUPERMArKET MANAGERIAL PERSONNEL PREFERENCES

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Students</th>
<th></th>
<th></th>
<th>Managers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>71</td>
<td>45.8</td>
<td>103</td>
<td>68.2</td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>50</td>
<td>32.3</td>
<td>23</td>
<td>15.2</td>
<td></td>
</tr>
<tr>
<td>Divorced or separated</td>
<td>29</td>
<td>18.7</td>
<td>6</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>Widowed</td>
<td>5</td>
<td>3.2</td>
<td>19</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>Total responses</td>
<td>155</td>
<td>100.</td>
<td>151</td>
<td>100.</td>
<td></td>
</tr>
</tbody>
</table>

Chi-square = 136.37  

d.f. = 3  
Significant .001

It should be noted that the marital status shown for students is that given by the students. It is known that several of those who reported their status as married were welfare mothers receiving aid to dependent children because no male member was present in the family group to provide child support. It is probable that the number of married responses should be smaller than is reported.

Table 36 would tend to indicate that managers attach some negative value to the marital status of divorced or separated when they interview prospective employees. The status of single was rated low and probably relates to the managers previous indication that they preferred persons above the age of twenty.
C-7. Do the students have previous employment experiences that supermarket managers might consider as an employment factor?

Students often complain that employers do not hire them because they indicate that they want experienced cashiers. To try to determine if this has been an important factor in placement, the managers were asked to indicate their preferences with regard to previous experience. Table 37 presents the managers' responses. It appears that managers do give preference to applicants with previous experience in cashiering. 55.8 percent of the responses wanted some previous experience as cashier and another 10.9 percent would like the applicant to have had extensive work experience as a cashier. This represents a vote of over 66 percent in favor of the applicant with experience in cashiering.

TABLE 37

SUPERMARKET MANAGERIAL PERSONNEL RESPONSES AS TO THE IDEAL PREVIOUS JOB EXPERIENCE OF CASHIER-CHECKER JOB APPLICANTS

<table>
<thead>
<tr>
<th>Work Experience Categories</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No previous experience</td>
<td>25</td>
<td>17.0</td>
</tr>
<tr>
<td>Some previous work experience - non-cashiering</td>
<td>19</td>
<td>12.9</td>
</tr>
<tr>
<td>Some previous work experience as cashier</td>
<td>82</td>
<td>55.8</td>
</tr>
<tr>
<td>Extensive work experience - non-cashiering</td>
<td>4</td>
<td>2.7</td>
</tr>
<tr>
<td>Extensive work experience as cashier</td>
<td>16</td>
<td>10.9</td>
</tr>
<tr>
<td>No response to question</td>
<td>1</td>
<td>.7</td>
</tr>
<tr>
<td>Total responses</td>
<td>147</td>
<td>100.</td>
</tr>
</tbody>
</table>
A few managers indicated to the author that they would like to have applicants with no previous experience so that they could train them properly. They stated it was difficult to break past bad habits and they would rather make a fresh start in training new cashiers. This attitude was reflected in the 17.0 percent in Table 37 who indicated a preference for no previous experience.

The cashier graduate students' previous work experiences were gathered from the school records and are tabulated in Table 38 and Table 39. Only 23 percent of the students came to the class with no previous work experience. As Table 39 shows, 118 students out of 155 reported having worked previous to taking cashier training. These experiences were tabulated according to the job titles the students reported and are presented in Table 41. It is doubtful if the kinds of previous experience the students have had would be of any value to them in seeking cashier-checker employment. Very few of the previous jobs are related to the training or job duties of cashiering.

**TABLE 38**

CASHIER-CHECKER GRADUATES GROUPED BY PREVIOUS WORK EXPERIENCE

<table>
<thead>
<tr>
<th>Previous Work Experience</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, had previous work experience</td>
<td>118</td>
<td>76.1</td>
</tr>
<tr>
<td>No, did not have previous work experience</td>
<td>37</td>
<td>23.9</td>
</tr>
<tr>
<td>Total of sample</td>
<td>155</td>
<td>100.</td>
</tr>
</tbody>
</table>
TABLE 39

PREVIOUS WORK EXPERIENCES AS REPORTED BY CASHIER-CHECKER GRADUATES IN SAMPLE POPULATION RESPONDING

<table>
<thead>
<tr>
<th>Work Categories Reported</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic maid</td>
<td>30</td>
</tr>
<tr>
<td>Office occupations</td>
<td>18</td>
</tr>
<tr>
<td>Sales clerk</td>
<td>18</td>
</tr>
<tr>
<td>Factory work</td>
<td>13</td>
</tr>
<tr>
<td>Health occupations</td>
<td>13</td>
</tr>
<tr>
<td>Waitress</td>
<td>9</td>
</tr>
<tr>
<td>Cook</td>
<td>6</td>
</tr>
<tr>
<td>Hotel mail</td>
<td>6</td>
</tr>
<tr>
<td>Stock clerk</td>
<td>6</td>
</tr>
<tr>
<td>Cafeteria food line</td>
<td>5</td>
</tr>
<tr>
<td>Teaching aid</td>
<td>5</td>
</tr>
<tr>
<td>Bar maid</td>
<td>4</td>
</tr>
<tr>
<td>Laundry</td>
<td>4</td>
</tr>
<tr>
<td>PBX switchboard</td>
<td>3</td>
</tr>
<tr>
<td>Grocery</td>
<td>3</td>
</tr>
<tr>
<td>Cosmetologist</td>
<td>2</td>
</tr>
<tr>
<td>Movie cashier</td>
<td>2</td>
</tr>
<tr>
<td>Avon - direct selling</td>
<td>1</td>
</tr>
<tr>
<td>Dietary aid</td>
<td>1</td>
</tr>
<tr>
<td>Elevator operator</td>
<td>1</td>
</tr>
<tr>
<td>Insurance agent</td>
<td>1</td>
</tr>
<tr>
<td>Printing shop</td>
<td>1</td>
</tr>
<tr>
<td>Real estate sales</td>
<td>1</td>
</tr>
<tr>
<td>School bus driver</td>
<td>1</td>
</tr>
<tr>
<td>School cafeteria cashier</td>
<td>1</td>
</tr>
<tr>
<td>Swimming pool helper</td>
<td>1</td>
</tr>
<tr>
<td>Mail clerk</td>
<td>1</td>
</tr>
</tbody>
</table>
Student Requests for Further School Assistance

Under the philosophy of adult education as administered in the Dade County, Florida Public Schools, the obligation to the adult student does not end when he graduates from a training program. He has the right to return to the school and ask assistance and counseling toward finding employment, or he can return to school for additional courses as his needs for new skills arise. It was a matter of interest in the evaluation of the Cashier-Checker Training Program to determine what graduate cashiers' attitudes were about their school and ways that it could further assist them. It was for this reason that the following question was asked:

D. Do the students feel the need for further assistance from the Lindsey Hopkins Education Center at this time?

The responses to this question were tabulated and are summarized in Table 40 and Table 41. From Table 40 it can be seen that ninety-three students, sixty percent of the sample population,

<p>| TABLE 40 |
| SUPERMARKET CASHIER-CHECKER GRADUATES NEED FOR FURTHER ASSISTANCE FROM LINDSEY HOPKINS EDUCATION CENTER |</p>
<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, would like further help</td>
<td>93</td>
<td>60%</td>
</tr>
<tr>
<td>No, do not need help at this time</td>
<td>62</td>
<td>40%</td>
</tr>
<tr>
<td>Response total</td>
<td>155</td>
<td>100%</td>
</tr>
</tbody>
</table>
indicated that they felt the need for further assistance from the
school at this time. The students who answered "yes" were then asked
to state the way in which the school could help them.

D-1. Do the graduates of the Cashier-Checker
Training Program feel the need for additional
help in locating related jobs?

Table 41 indicates that 29 students stated a need for help
in finding a job. This was 31.2 percent of those asking for further

<table>
<thead>
<tr>
<th>Response Categories</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need help to find a job</td>
<td>29</td>
<td>31.2</td>
</tr>
<tr>
<td>Would like to complete high school</td>
<td>19</td>
<td>20.4</td>
</tr>
<tr>
<td>Did not explain nature of help wanted</td>
<td>7</td>
<td>7.6</td>
</tr>
<tr>
<td>Want to take English classes</td>
<td>5</td>
<td>5.4</td>
</tr>
<tr>
<td>Want more schooling</td>
<td>5</td>
<td>5.4</td>
</tr>
<tr>
<td>Want to take business education &amp; typing</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td>Need help to change jobs</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td>Want to take nursing courses</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td>Need Cashier-Checker refresher course</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>Want to take key punching course</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>Want to take math courses</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>Want to take airline ticketing course</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Want to take course in becoming a bank teller</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Want to take a computer course</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Want to take cosmetology course</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Want to take dental assistant course</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Want to get job when health improves</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Might like a job later</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Want to take management training course</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Would like a course in register repair</td>
<td>1</td>
<td>1.6</td>
</tr>
</tbody>
</table>

Total response                                      93    100.0
help. Four other students indicated they wanted help to change jobs and two thought they might like jobs at some future time. Thus, a total of 35 students, 37.6 percent of those asking for help, had requests relating to employment.

Seven students who had said they wanted help did not respond to the nature of help wanted. The remaining 51 students, 54.8 percent of those asking for help, made requests involving additional schooling. Apparently the school is kindling a desire among students to attain higher levels of education and attendance in Lindsey Hopkins Education Center made them aware of the array of other courses offered.

It is not known how seriously the students who asked for job assistance really want to find employment. The evaluation of placement procedures indicates that a very few of the cashier-checker students have actually contacted this department for assistance.

Student Suggestions for Course Improvement

**E. Do the students have suggestions for improving the course?**

There is an apparent reluctance on the part of students to make suggestions about improving the course, and not many responses were gained from this question. Students are especially careful not to make suggestions which might seem derogatory to an instructor they have liked and respected. The fact that not even one of the responses was critical of the instructor would seem to indicate, however, that students were satisfied with the instruction they received. Actual responses are stated in Table 42. Five student comments that were
particularly interesting and worthy of consideration as a contribution to the evaluation process are these:

The course taught me everything I needed to know. In my opinion it was excellent.

I didn't want to be a cashier - want to be a dental assistant - but I enjoyed the course.

Thank you all, and say hello to Mr. Zaher, my good teacher.

Using the course as a reference in applying for a job helped a lot. I could have had cashier job but had no transportation.

Very pleased with present performance concerning cashier training. It is fine and thorough.

**TABLE 42**

**CASHIER-CHECKER GRADUATE SUGGESTIONS FOR IMPROVING THE TRAINING PROGRAM FOR CASHIER-CHECKERS**

<table>
<thead>
<tr>
<th>Response Categories</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a refresher course</td>
<td>3</td>
</tr>
<tr>
<td>More emphasis on math</td>
<td>2</td>
</tr>
<tr>
<td>More actual register practice</td>
<td>2</td>
</tr>
<tr>
<td>Add lesson in closing register</td>
<td>1</td>
</tr>
<tr>
<td>Add course for department store register training</td>
<td>1</td>
</tr>
<tr>
<td>Make course longer</td>
<td>1</td>
</tr>
<tr>
<td>More emphasis on change making</td>
<td>1</td>
</tr>
<tr>
<td>More information about merchandise</td>
<td>1</td>
</tr>
<tr>
<td>Teach register repair</td>
<td>1</td>
</tr>
</tbody>
</table>
Supermarket Cashier-Checker Job Opportunities, Hiring Policies, and Training

The founding of the Lindsey Hopkins Supermarket Cashier-Checker Training Program was based largely on the opinions of Dade County school administrators and local National Cash Register Company executives that a real need existed in the community for trained cashier-checkers. This opinion was bolstered by consultation with local leaders from the food distribution industry. Community surveys were not conducted to verify these opinions, nor was attention given to the present hiring patterns and training procedures for cashier-checkers. An important step in making an evaluation of the program then was to seek answers to a number of basic questions regarding cashiering job opportunities, hiring policies, and training.

F. What is the present status of supermarket cashier-checker job opportunities, hiring policies, and training in Dade County?

The Florida Department of Commerce issues a chart periodically listing the "Opportunities for Work in Principal Areas of Florida." This chart for May, 1970 to November, 1970 is included in Appendix E. For the Miami market area, which is Dade County, the demand for cashiers is listed as a demand level of C. The code C is used to denote that an "occupation is important in area, but local supply of workers is adequate." On the basis of this chart, it would be difficult to justify the present cashier training program. It should be pointed out, however, that jobs are rated according to the number of requests that the Bureau of Employment Services, Division of Labor and Employment Opportunities received from employers to fill
the position. Since the supermarkets often have more job applicants than they need, they do not normally turn to the Employment Service to find cashier employees. On this basis, the Employment Service would rate the job opportunities as category C.

To determine the answers to question F, it was necessary to go directly to the food industry and ask a series of sub-questions to develop detailed data.

F-1. How many supermarket cashier-checker positions are available annually? What are the turnover rates of jobs?

In Dade County 180 supermarkets were identified as the population from which food industry responses would be sought. Ideally it would have been possible to get responses from every store identified and determine from each what the annual number of cashier-checker job openings would be. Such an undertaking was neither possible nor practical. It was determined that much the same information could be gained by interviews with the local personnel or training executives of the chain stores and the executives or owners of the independent stores. Using this approach it was possible to conduct twelve interviews and arrive at the information presented in Tables 43, 44, and 45. The persons interviewed using Appendix D as a guide were able to provide approximate data covering 177 of the 180 stores in the supermarket population. The three missing stores were independents where it was impossible to make contact with the proper knowledgeable persons for interview.

From the data tabulated in Table 43 representing 177 Dade County supermarkets, it can be seen that there are 1,286 registers in
use and that they are manned by some 1,964 cashier-checkers. These figures would be slightly larger if all 180 stores were represented by the interviews. Forty percent of the cashier-checker employees were hired full-time and sixty percent only part-time. The mean annual rate of cashier turnover was 69.4 percent. Turnover was calculated by dividing the number of cashier-checkers hired annually by the total number of such positions available in the store. It was possible to determine that there are approximately 1,363 openings annually for cashier-checker positions in Dade County supermarkets. It is rather obvious that the 337 graduates of the Cashier-Checker Training Program over a 21 month period did not oversaturate the job market.

It was not possible to determine how many of these openings were created and filled by cashiers moving from one job to another or how many required an employee new to food distribution. Many managers indicated to the author that they lost a great many to higher education, marriage, and change of address. The ratio of experienced cashiers to inexperienced making job applications could not be learned.

In addition to knowing how many jobs are available for cashier-checkers each year it was desirable to learn the manner in which hiring is done and what training procedures are in use by the food industry. Regardless of how well a student is trained in the cashier-checker program he will not find a job unless he applies at the place where hiring actually occurs.
<table>
<thead>
<tr>
<th>Interview Code</th>
<th>Type of Company Operation</th>
<th>No. of Dade County Supermarkets</th>
<th>Total No. of Registers in Use</th>
<th>Total No. of Cashier-Checkers Employed</th>
<th>% of Full-time C-C</th>
<th>% of Part-time C-C</th>
<th>Estimated Annual Rate of Cashier-Checker Turnover %</th>
<th>Estimated Annual Rate of Openings for Cashier-Checkers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>X</td>
<td>19</td>
<td>100</td>
<td>150</td>
<td>75</td>
<td>50</td>
<td>75</td>
<td>50</td>
</tr>
<tr>
<td>B</td>
<td>X</td>
<td>1</td>
<td>5</td>
<td>12</td>
<td>4</td>
<td>35</td>
<td>8</td>
<td>65</td>
</tr>
<tr>
<td>C</td>
<td>X</td>
<td>45</td>
<td>360</td>
<td>380</td>
<td>148</td>
<td>39</td>
<td>232</td>
<td>61</td>
</tr>
<tr>
<td>D</td>
<td>X</td>
<td>32</td>
<td>308</td>
<td>450</td>
<td>158</td>
<td>35</td>
<td>292</td>
<td>65</td>
</tr>
<tr>
<td>E</td>
<td>X</td>
<td>4</td>
<td>20</td>
<td>51</td>
<td>20</td>
<td>40</td>
<td>31</td>
<td>60</td>
</tr>
<tr>
<td>F</td>
<td>X</td>
<td>3</td>
<td>24</td>
<td>60</td>
<td>21</td>
<td>35</td>
<td>39</td>
<td>65</td>
</tr>
<tr>
<td>G</td>
<td>X</td>
<td>1</td>
<td>5</td>
<td>12</td>
<td>4</td>
<td>35</td>
<td>8</td>
<td>65</td>
</tr>
<tr>
<td>H</td>
<td>X</td>
<td>22</td>
<td>176</td>
<td>240</td>
<td>120</td>
<td>50</td>
<td>120</td>
<td>50</td>
</tr>
<tr>
<td>I</td>
<td>X</td>
<td>1</td>
<td>45</td>
<td>100</td>
<td>35</td>
<td>35</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>J</td>
<td>X</td>
<td>1</td>
<td>4</td>
<td>9</td>
<td>3</td>
<td>38</td>
<td>6</td>
<td>62</td>
</tr>
<tr>
<td>K</td>
<td>X</td>
<td>1</td>
<td>4</td>
<td>9</td>
<td>4</td>
<td>44</td>
<td>5</td>
<td>56</td>
</tr>
<tr>
<td>L</td>
<td>X</td>
<td>47</td>
<td>235</td>
<td>491</td>
<td>191</td>
<td>39</td>
<td>300</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>177</td>
<td>1286</td>
<td>1964</td>
<td>783</td>
<td>* 1181</td>
<td>** 1363</td>
</tr>
</tbody>
</table>

* Total percent of Full-time Cashier-Checker positions = 40%
** Total percent of Part-time Cashier-Checker positions = 60%
*** Average Estimated Annual Rate of Cashier-Checker Turnover = 69.4%
Where is hiring of cashier-checkers done?

Table 44 presents the information obtained from interviews with key managerial personnel. In every instance but one the response indicated that hiring was accomplished at the store location. The one exception stating that hiring is done at a central personnel office was made by a chain store personnel director representing thirty-two Dade County supermarkets. In Table 45 it will be noted that this same chain gave the only response indicating that training of cashier-checkers is done at a centrally located school.

Table 44 indicates that the company policy to use aptitude tests as a screening device is practiced only by respondent D, the same chain that does central hiring and training. Respondents A and C indicated that they did use a math test to check on the job applicants' skill in this area but that it was not an aptitude test per se. When store managerial personnel were questioned about the use of aptitude tests as a guide to hiring they indicated a much wider use of testing than the responses from company executives show. This difference in response is probably due to the interpretation given to the term "aptitude." Company executives with more training in personnel matters tended to view aptitude tests as predictive devices whereas store managers tended to think of any test, even one of math skills, as an aptitude test.

Without exception the company executives indicated that the main source of prospective new cashier-checker employees was from persons walking into the stores to make application. They indicated
### TABLE 44

**SUMMARY OF DATA FROM CASHIER-CHECKER TRAINING INTERVIEWS OF KEY MANAGERIAL PERSONNEL OF DADE COUNTY FLORIDA SUPERMARKET OPERATIONS - PART B**

<table>
<thead>
<tr>
<th>Interview Code</th>
<th>Place of Hiring</th>
<th>Use of Aptitude Tests</th>
<th>Main Source of New Cashier-Checker Employees</th>
<th>Give Hiring Preference To Graduates of Lindsey Hopkins Cashier-Checker Training Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Central Office</td>
<td>Store</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>A</td>
<td>X</td>
<td>X</td>
<td>X*</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>X</td>
<td>X</td>
<td>X*</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>X</td>
<td>X</td>
<td>X*</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>E</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>F</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>G</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>H</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>I</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>J</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>K</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>L</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

* Use a Basic Math Test for Testing Applicants
that there were generally many more applicants for jobs than there were jobs available.

The key managerial persons were divided on the issue of whether their company would give hiring preference to graduates of the Lindsey Hopkins Cashier-Checker Training Program. Seven indicated that they would encourage those doing the hiring to give preferential treatment in hiring and five stated that they would not. It is interesting to note that five of the twelve individuals interviewed have been listed as members of the advisory committee for the cashier-checker program. Of the five listed as advisory committee members, three indicated that their companies did not give any preferential consideration to hiring cashier-checker graduates.

It became apparent during the study that support or non-support of the Lindsey Hopkins training program at the company level had little effect at the actual point of hiring with supermarket managerial personnel in the store location. With the exception of the one chain with central hiring, store managers were free to hire or not hire an applicant on their own judgement. The support given at this level is indicated in later tabulations.

Table 45 shows that company executives interviewed generally placed the training responsibility for cashiers on the individual store manager, assisted by a head cashier. Even the chain having a central school did not excuse the store manager from having additional training responsibilities beyond that provided in the central school.
### TABLE 45

SUMMARY OF DATA FROM CASHIER-CHECKER TRAINING INTERVIEWS
OF KEY MANAGERIAL PERSONNEL OF DADE COUNTY,
FLORIDA SUPERMARKET OPERATIONS---PART C

<table>
<thead>
<tr>
<th>Interview Code</th>
<th>Cashier-Checker Training Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By Central Training School</td>
</tr>
<tr>
<td>A</td>
<td>X</td>
</tr>
<tr>
<td>B</td>
<td>X</td>
</tr>
<tr>
<td>C</td>
<td>X</td>
</tr>
<tr>
<td>D</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td></td>
</tr>
<tr>
<td>L</td>
<td></td>
</tr>
</tbody>
</table>

It was rather obvious from the interviews and personal observation that the majority of hiring and subsequent training of supermarket cashier-checker personnel takes place at the supermarket store location. While the individual store manager bears the responsibility he often shares the duty with an assistant manager, or a head cashier. It was deemed necessary to turn to these supermarket managerial personnel for the more detailed responses needed in this evaluation. When interviews were conducted with the personnel and training directors of the six chains represented in this study, the executives interviewed were asked to support this study by
distributing questionnaires to their supermarkets and collecting responses. Five of the chains agreed to assist in the study. It was, therefore, possible to make the original contact with 165 chain supermarkets through the cooperation of their company management. The original contact with the additional fifteen supermarkets identified in the study was made by the author.

Table 46 presents a breakdown of the supermarkets represented in the study by chain and independent. It also indicates the number of questionnaire responses that were completed by supermarket managerial personnel. Of the 180 supermarkets identified, 168 were

<table>
<thead>
<tr>
<th>DADE COUNTY, FLORIDA SUPERMARKETS RESPONDING TO CASHIER-CHECKER QUESTIONNAIRE BY TYPE OF OPERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chain Supermarkets</td>
</tr>
<tr>
<td># of Stores</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Total Supermarket Population</td>
</tr>
</tbody>
</table>

Number of Supermarkets Responding to Questionnaire

<table>
<thead>
<tr>
<th>Number of Supermarkets Responding to Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>122</td>
</tr>
</tbody>
</table>

chain store operations. This represented 93.3 percent of the sample population. Twelve of the supermarkets were independent operations and represented 6.6 percent of the sample population.
The methods by which questionnaire responses were gained was detailed in Chapter III. The help by the companies in securing responses from the store managers was very spotty. In two companies the response was excellent and reflected the sincere interest of the company executives in the study. Two companies returned a token number of responses and one company response was almost nil. The final high percentage of return was the result of an intensive personal campaign by the author to contact individual stores and urge their cooperation. It was thus possible to gain responses representing 131 of the 180 supermarkets in the study, or 73 percent of the study population.

Table 47 shows that 111 or 84.7 percent of the responses were by the store managers. In nine instances the assistant store manager was asked to complete the questionnaire and eleven of the responses were made by the head cashier at the direction of the store manager. In all cases the respondent was a person knowledgeable about the matters included in the questionnaire (Appendix B) and well qualified to speak for the supermarket.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Store manager</td>
<td>111</td>
<td>84.7</td>
</tr>
<tr>
<td>Asst. store manager</td>
<td>9</td>
<td>6.9</td>
</tr>
<tr>
<td>Head cashier</td>
<td>11</td>
<td>8.4</td>
</tr>
<tr>
<td>Total supermarket personnel</td>
<td>131</td>
<td>100.</td>
</tr>
</tbody>
</table>
In order to determine from what base of experience the respondents would be making their responses to the questionnaire they were asked to indicate the number of years they had worked for their present employer and their total number of years experience in retailing. Figure 3 was constructed from the responses. From this illustration showing the cumulative relative frequency of the responses, interpretations can be made in percentiles about the population responses. The mean was figured as 11.77 years for time spent with the present employer and as 17.04 years of total experience in retailing.

The store managerial personnel were largely held responsible for hiring and training new cashier-checkers. It was necessary to determine more detailed information by asking the following:

F-3. What kinds of supermarket cashier-checker training are now used in the industry? Where, and who is involved?

The store managerial responses to this question are shown in Table 48. It was possible to make more than one response if more than

<table>
<thead>
<tr>
<th>Persons Responsible for Training</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Store manager</td>
<td>73</td>
<td>37.2</td>
</tr>
<tr>
<td>Personnel director</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>Training director</td>
<td>15</td>
<td>7.7</td>
</tr>
<tr>
<td>Cash register representative</td>
<td>7</td>
<td>3.6</td>
</tr>
<tr>
<td>Other cashiers</td>
<td>92</td>
<td>46.9</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>196</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
FIGURE 3

CUMULATIVE RELATIVE FREQUENCY CURVE OF NUMBER OF YEARS EXPERIENCE IN RETAILING AND WITH PRESENT EMPLOYER BY SUPERMARKET MANAGERIAL PERSONNEL

○ ○ ○ Years with Present Employer
- - - - Years in Retailing

Present Employer = Mean 11.77 yrs.  Years Retailing = Mean 17.04 yrs.
Median 8 yrs.  Median 13 yrs.
category of trainer was involved. Ninety-two of the responses, 46.9 percent of the total, indicated that the other cashiers were responsible for training new cashiers. Most of the stores have a head cashier and the usual practice has been to have this person handle the training. Since 131 stores were represented in the study, the responses indicate that at least 70 percent of the stores held other cashiers responsible for training. In 73 stores the managers also felt that the burden of training was theirs even though a shared responsibility with others. It is not known if the managerial personnel with responsibility for training would look upon the Cashier-Checker Training Program of Lindsey Hopkins as an aid or as a threat to their position.

It is interesting to note that although thirty-one of the supermarkets responding were from a chain with a central training school, where a training director supervised cashier instruction, only fifteen managers indicated that a training director was involved in training.

When asked to indicate the training situations involved in cashier-checker training, the managerial personnel made responses as tabulated in Table 49. By far the most prevalent situation was that of on-the-job training with customers. Of the total responses, 61 percent fell in this category. While this is probably one of the most expensive training procedures because of the number of ring-up errors made by new cashiers, it is the traditional way supermarkets do things. It was encouraging to note that almost one-fourth of the
responses, 23.1 percent, did state that some training was done without customers present.

TABLE 49

SUPERMARKET MANAGERIAL PERSONNEL RESPONSES TO TRAINING SITUATION OF CASHIER-CHECKER TRAINING

<table>
<thead>
<tr>
<th>Training Situation</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-the-job training in the store</td>
<td>42</td>
<td>23.1</td>
</tr>
<tr>
<td>without customers present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-the-job training with customers</td>
<td>111</td>
<td>61.0</td>
</tr>
<tr>
<td>Classroom laboratory separate from store setting</td>
<td>26</td>
<td>14.3</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td>Total</td>
<td>182</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Twenty-six responses indicating the use of a classroom separate from the store for training were made by supermarket managers in the chain which does have a central cashier training school. There was no evidence of a training classroom being used by any supermarket responding outside the chain with the central school.

In later tabulations the attitudes of the supermarket managerial personnel toward training in general and the curriculum content of such training are detailed. In this study much stress was put on the present training situation in the supermarket industry because it is thought that the amount of support the Lindsey Hopkins training program will be able to engender from the industry will be in direct proportion to their belief in and concern for better training. Only when the industry is aware that there is a need for better
cashier-checker training and they are convinced that the Lindsey Hopkins program is the solution, will they make any genuine effort to support the program.

Knowledge and Attitudes of Supermarket Managerial Personnel about the Supermarket Cashier-Checker Training Program

A later review of the publicity and promotion efforts that have been made to inform the public and the stores about the Lindsey Hopkins Supermarket Cashier-Checker Training Program will reveal that much was done. It is axiomatic to state that one cannot very well expect the supermarkets to support a program they do not know exists. The reception and any preferential treatment that graduates of the program will encounter when they make job applications will be dependent upon the employers' prior knowledge of the training program. It is assumed that the better informed an employer is about the program, the more likely he is to support it and seek out its graduates. This assumption, of course, is based on a prior assumption that the program is, in fact, meeting a real recognized need of the supermarkets and is turning out a quality product ready for employment.

It is important to the evaluation of this program to know how well informed the supermarkets are about the program. This will be helpful in determining the effectiveness of past promotional efforts and serve to guide decisions about future ones. Such information will be useful in predicting the kind of reception our graduates can expect when seeking jobs.
G. What information and attitudes do the supermarket managerial personnel who are involved with the hiring and training of cashier-checkers have about the Lindsey Hopkins training program?

Several sub-questions made it possible to gather the details necessary to answer question G.

G-1. Are they aware of its existence and to what degree are they familiar with the details of the program?

Supermarket managerial personnel were asked, "Have you ever heard of the Cashier-Checker Training Program at Lindsey Hopkins Education Center?" and were given three choices for response. Table 50 seemed to be encouraging in that 95 of the respondents, 75.9 percent,

<table>
<thead>
<tr>
<th>Have Heard of Program</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>95</td>
<td>72.5</td>
</tr>
<tr>
<td>No</td>
<td>27</td>
<td>20.6</td>
</tr>
<tr>
<td>Uncertain</td>
<td>9</td>
<td>6.9</td>
</tr>
<tr>
<td><strong>Total response</strong></td>
<td><strong>131</strong></td>
<td><strong>100.</strong></td>
</tr>
</tbody>
</table>

indicated they had heard of the program. This response would tend to show that the public relations and publicity efforts of the school have been effective, but it must be viewed with caution. Later responses to more detailed questions suggest that the first knowledge many of the managers had of the program was the receipt of the questionnaire itself.
The ninety-five respondents who indicated they did know about the program were then asked a series of questions dealing with the actual details of the training program. Respondents were to indicate their degree of familiarity with each phase of the training program by checking either well informed, familiar or unfamiliar. Table 51 shows in every phase of the program, the unfamiliar responses were greatly

### TABLE 51

SUPERMARKET MANAGERIAL PERSONNELS’ DEGREE OF FAMILIARITY WITH FEATURES OF CASHIER-CHECKER TRAINING PROGRAM

<table>
<thead>
<tr>
<th>Program Feature</th>
<th>Well Informed</th>
<th>Familiar</th>
<th>Unfamiliar</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Student recruiting and selection methods</td>
<td>3</td>
<td>3.16</td>
<td>16</td>
<td>16.84</td>
</tr>
<tr>
<td>Length of course in instructional hours</td>
<td>1</td>
<td>1.05</td>
<td>16</td>
<td>16.84</td>
</tr>
<tr>
<td>Classroom laboratory and equipment used</td>
<td>1</td>
<td>1.05</td>
<td>22</td>
<td>23.16</td>
</tr>
<tr>
<td>Course content and materials</td>
<td>1</td>
<td>1.05</td>
<td>23</td>
<td>24.21</td>
</tr>
<tr>
<td>Graduate Placement Service</td>
<td>1</td>
<td>1.05</td>
<td>23</td>
<td>24.21</td>
</tr>
</tbody>
</table>

in the majority. These responses came as no surprise to the school administration as they have long felt that much of their publicity was falling on deaf ears. It was surprising that as high as twenty-three respondents indicated that they were at least familiar with the course content, the classroom laboratory and the graduate placement service. Of the total 131 in the sample, 23 responses here would
Indicate that 17 percent of the supermarkets in Dade County have managerial personnel influential in hiring cashiers who are familiar with the training program.

The one respondent who consistently indicated that she was well informed on all phases of the program could be verified as being rather accurate in her responses. She was the head cashier of the largest independent supermarket in the county and did show an early interest in the program. She has made visits to the school and has hired at least seven of the student graduates who responded to the student follow-up survey.

The respondents who indicated they had heard of the program were asked to identify the sources from which they gained their knowledge. The responses here will gain added weight as compared to the review of publicity and promotion activities that have been used to inform the stores about the program. It is also possible to compare the responses of students with regard to their learning about the program to those of the merchants. In both cases, however, special promotion efforts were made to reach one group that did not intend to reach the other. Stores, for example, have received many direct mailings about the program that students did not receive. Early in the promotion of the course, the program administrators did attend meetings with various supermarket personnel to inform them specifically about the program. Previous responses tend to show that a large number of supermarket management personnel are poorly informed about the training program. It was deemed important, though, to learn how those who did have information had acquired it.
G-2. How did they gain their knowledge about the program?

The managers were asked to check a number of items that represented the major promotion efforts the school had directed at store managers. Table 52 is not as clear as one would wish because 35.9 percent of the responses indicated that they had learned about the program from other sources. Unfortunately, "other source" was not explained and could be a great number of things. In conversations with the managers it was learned that many of them heard about the program from their own company officials, from other supermarket managers, and from cashier graduate students seeking jobs. It did prove interesting to learn that about one-third of the information about the program the managers received was not a direct result of the planned promotion efforts but rather a spin off from it.

TABLE 52
WAYS IN WHICH MANAGERIAL PERSONNEL LEARNED ABOUT CASHIER-CHECKER TRAINING PROGRAM

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mail out to store</td>
<td>29</td>
<td>27.4</td>
</tr>
<tr>
<td>Newspaper</td>
<td>17</td>
<td>16.0</td>
</tr>
<tr>
<td>Visit to school</td>
<td>2</td>
<td>1.9</td>
</tr>
<tr>
<td>Meetings</td>
<td>9</td>
<td>8.4</td>
</tr>
<tr>
<td>Other</td>
<td>38</td>
<td>35.8</td>
</tr>
<tr>
<td>Uncertain</td>
<td>11</td>
<td>10.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>106</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
The most effective publicity seemed to be the direct mail campaigns of the school, as 27.4 percent of the respondents named this as their source of information. The news stories and the class advertisements about the training program evidently attracted some attention as 16 percent of the respondents named the newspaper as their source of information.

If the cashier-checker training is serving the purposes it was intended to, its best publicity should come from successfully placed graduates who become highly efficient cashier-checker employees. In theory, the manager who was fortunate enough to have hired one of the cashier-checker graduates would henceforth be a supporter of the training program and give preferential hiring treatment to other graduates applying for work. The facts have not seemed to bear out the theory, and it was, therefore, important that information be gathered on the merchants' experiences with hiring graduates.

G-3. If the managerial personnel have had experience with hiring graduates of the cashier-checker program, what are their evaluations of the performance level of the trainees?

The ninety-five managerial personnel with knowledge of the training program were asked if they were aware of ever having hired graduates of the cashier-checker training program. As Table 53 shows, twenty-one persons responded that they had hired graduates of the program. This was 22.1 percent of the knowledgeable managers. Of the remainder, 69.5 percent stated that they had not hired graduates, and 8.4 percent were uncertain. Since there were 131 stores represented in the study, the 21 stores with knowledge of having hired graduates represented only 16 percent of the supermarkets responding.
TABLE 53
SUPERMARKET MANAGERIAL PERSONNEL WITH KNOWLEDGE OF HAVING HIRED GRADUATES OF CASHIER-CHECKER TRAINING PROGRAM

<table>
<thead>
<tr>
<th>Have You Hired Cashier-Checker Graduates</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>22.1</td>
</tr>
<tr>
<td>No</td>
<td>66</td>
<td>69.5</td>
</tr>
<tr>
<td>Uncertain</td>
<td>8</td>
<td>8.4</td>
</tr>
<tr>
<td>Total responses</td>
<td>95</td>
<td>100.</td>
</tr>
</tbody>
</table>

Having identified twenty-one supermarket managerial personnel with actual experience in working with cashier-checker graduates, it was then possible to get specific employer information regarding their experience with graduates. The intent of this section was to learn what attitudes the supermarket employers had developed about cashier-checker graduates in general rather than to determine the performance of specific trainee graduates. The proper working of the questions in this part of the questionnaire was difficult because of the possibility that some employers might have had experience with more than one employee who had been a graduate. It was finally decided that on the basis of knowledge and experience in placement there would be very few instances in which an employer would have had more than one graduate as an employee. The questions were, therefore, worded to fit experience with a single employee. In two instances where supermarket employers were known to have had more than one graduate as an employee, these respondents were asked to answer the questions with
information describing the composite representing their total experience with graduates. There is no indication that wording of this section in the singular caused difficulty to any other respondent.

Table 54 is presented in three sections of A, B, and C to correspond to the series of three questions that were asked with regard to experience the employer had with graduates. Section A of Table 51 represents responses to the question, "Did the employee come to you direct from the course?" This question was asked to determine if the graduates under study came to work fresh from the class with all they learned still in mind. The responses indicated that the majority of graduates under discussion did come direct from training to work.

Part B of Table 54 shows responses to the question, "Did the employee work for another employer between the time you hired her and she completed the cashier-checker schooling?" The purpose of this question was similar to that in Part A. It was desirable to know if the graduates to be evaluated might have held other jobs between their schooling and the rating by this employer. Had they held other jobs there were possibilities that they might have picked up speed and skills over and above those acquired in the training course. There was also the possibility that they could have picked up some bad habits and have forgotten some of their training. The responses indicated that the majority of graduates under discussion did not have other jobs before coming to this employer.

Part C of Table 53 shows the judgements of successful job performance that employers have made about cashier-checker graduates
TABLE 54
SUPERMARKET MANAGERIAL PERSONNEL INFORMATION ABOUT HIRED CASHIER-CHECKER TRAINING PROGRAM GRADUATES

<table>
<thead>
<tr>
<th>Response Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part A</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee came to job direct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>18</td>
<td>85.7</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Uncertain</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Part B</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee worked for another</td>
<td></td>
<td></td>
</tr>
<tr>
<td>employer between Cashier-Checker Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program and hiring here</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>81.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Part C</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To what degree of success</td>
<td></td>
<td></td>
</tr>
<tr>
<td>would you rate job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfactory</td>
<td>9</td>
<td>42.8</td>
</tr>
<tr>
<td>Average</td>
<td>9</td>
<td>42.8</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

from their experiences in working with them. The employers were asked specifically, "To what degree was this employee a successful cashier-checker?" and to respond to the degree of success as either very satisfactory, average, or unsatisfactory. Table 54 reveals that nine of the supermarket managerial personnel had attitudes about graduates that rated them as very satisfactory. Another nine of the managers rated the graduates they had hired as average. Three managers held attitudes about graduates that rated them as unsatisfactory. It can
be seen that 85.7 percent of the managers held attitudes about the graduates within the two categories of very satisfactory or average. Apparently the experiences this group of employers has had with Lindsey Hopkins Supermarket Cashier-Checker Training graduates has proven more satisfactory than unsatisfactory.

The employers who rated their experience as unsatisfactory were asked, "If this employee was unsatisfactory, can you state the particular failings?" None of the employers provided written answers to this question. One of the employers did, however, explain to the author that the problem was "one of personality and being on dope." The employer explained that the graduate was well trained to run the register, and the unsatisfactory rating applied to the student personally rather than to the training she received.

The company executives interviewed indicated that the main source of new cashier-checker personnel was from persons making job applications. The place of hiring was most often at the store location. Even where central hiring practices were used, the first contact the potential employee made was with the individual store. The executives tended to support the idea of giving preferential hiring treatment to graduates but generally the final decision was made by the store managerial personnel. To determine if the store managers, who typically control hiring, agreed with the company executives these items were also included in the supermarket questionnaire (Appendix B).
G-4. Do the managerial personnel of supermarkets who are knowledgeable of the training program give preferential treatment to hiring graduates?

All the store managers were first asked to respond to a check list showing the usual methods of recruiting cashier-checker employees. Table 55 summarizes these responses. There were 182 responses because some stores indicated more than one method was used. Of the responses,

**TABLE 55**

**SUMMARY OF SOURCES FROM WHICH NEW CASHIER-CHECKERS ARE EMPLOYED ACCORDING TO SUPERMARKET MANAGERIAL PERSONNEL**

<table>
<thead>
<tr>
<th>Categories of Cashier-Checking Hiring Source</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job applicants asking about employment</td>
<td>95</td>
<td>52.2</td>
</tr>
<tr>
<td>Referrals from other employees</td>
<td>39</td>
<td>21.4</td>
</tr>
<tr>
<td>Assigned from central office</td>
<td>21</td>
<td>11.5</td>
</tr>
<tr>
<td>Selected from present pool of employees</td>
<td>11</td>
<td>6.0</td>
</tr>
<tr>
<td>Signs in the windows for help</td>
<td>10</td>
<td>5.5</td>
</tr>
<tr>
<td>Newspaper ads for help</td>
<td>3</td>
<td>1.7</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>1.7</td>
</tr>
<tr>
<td>Total</td>
<td>182</td>
<td>100.</td>
</tr>
</tbody>
</table>

52.2 percent named job applicants asking for employment as the source of cashier-checker employees. Of the responses, 21.4 percent indicated that other employees had referred the new employees. It is assumed that the person so referred then made job application. These findings would tend to agree with the company executives that most cashier-checkers are hired from persons coming in on their own and making application. The point of most importance here is that it has not been necessary for either companies or individual stores to do very much recruiting of cashier-checker employees. There are
generally plenty of job applicants seeking work so that there is
normally little need to advertise positions as they open. The excep-
tions to this seem to be the occasional use of a help wanted sign in
the window and newspaper ads when a large number of employees is
needed at one time to open a new store. The responses in Table 55
tend to agree with the Bureau of Employment Services report in
Appendix E that the supply of cashiers is adequate in Dade County,
Florida.

All responses indicate that there is no shortage of cashier-
checker job applicants. The stores apparently are able to select
their new employees from a number of job applicants. With such a
situation, do the stores give any preference to hiring job applicants
who have graduated from the cashier-checker school over applicants
who have not? Only the supermarket managerial personnel with knowl-
edge of the training program were asked to respond to the question,
"Based on your knowledge of the Lindsey Hopkins Cashier-Checker Train-
ing Program and/or experience with previous trainees, other things
being equal, would you give hiring preference to cashier-checker
graduates, give no special consideration to hiring cashier-checker
graduates, or rather not hire cashier-checker graduates?"

The responses as presented in Table 56 show that 59, or 62.1
percent, of the managerial personnel would give hiring preference. Of
the responses, 25.3 percent stated they would give no special consid-
eration to graduates. Only one manager indicated he would rather not
hire the graduates, and eleven did not respond. Overall it would
appear that a cashier-checker graduate applying for work would have a
slight chance of being given preferential treatment. It should be pointed out, however, that of the ninety-five managers responding to this question, only twenty-one actually had the knowledge of having hired graduates in the past (Table 52). In reviewing the responses made by these twenty-one managers it was determined that seventeen indicated that they would give preferential treatment to hiring graduates. It may be noted that eighty-one percent of the employers with knowledge of having hired graduates would prefer to hire them again. Apparently the graduates of the program have created good public relations and a favorable image with their employers.

TABLE 56
SUPERMARKET MANAGERIAL PERSONNEL STATED PREFERENCE FOR HIRING CASHIER-CHECKER TRAINING PROGRAM GRADUATES

<table>
<thead>
<tr>
<th>Response Categories</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give hiring preference to graduates</td>
<td>59</td>
<td>62.1</td>
</tr>
<tr>
<td>Give no preference to hiring graduates</td>
<td>24</td>
<td>25.3</td>
</tr>
<tr>
<td>Rather not hire graduates</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>No response to question</td>
<td>11</td>
<td>11.5</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Noting that supermarket managers tend to give preferential treatment to graduates of the cashier-checker training program, one might further assume that they would logically contact the school for graduate students when they were in need of cashiers. To determine if this were true, the managers with knowledge of the program were asked, "Have you ever contacted the Lindsey Hopkins Placement
Service to locate a potential cashier-checker?" Surprisingly very few of them have. Table 57 shows only three out of ninety-five managers had ever contacted the school. Eighty-eight, or 92.6 percent, indicated that they have had no contact with the school. A later analysis of the job requests received by the Lindsey Hopkins Placement Service largely bears out the responses shown in Table 57.

### TABLE 57

SUPERMARKET MANAGERIAL PERSONNEL CONTACTS WITH LINDSEY HOPKINS TO LOCATE POTENTIAL CASHIER-CHECKER EMPLOYEES

<table>
<thead>
<tr>
<th>Response Categories</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, have contacted LHEC for cashier-checker employee</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>No, have not contacted LHEC for cashier-checker employee</td>
<td>88</td>
<td>92.6</td>
</tr>
<tr>
<td>Uncertain if contact made</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>No response to question</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>95</strong></td>
<td><strong>100.</strong></td>
</tr>
</tbody>
</table>

**Attitudes and Use of Cashier-Checker Screening Tests**

The original proposal to establish the Supermarket Cashier-Checker Training Program included the intention to pre-test potential students for their aptitudes to be cashiers as part of the counseling process prior to enrolling them in the training program. The test being used was one developed by the National Cash Register Company. For a number of reasons which will be discussed later, the pre-testing
of students was discontinued, and enrollments were opened to anyone who wanted to take the course. This open door policy has created problems in that many students without sufficient educational background, with very low aptitude, with personality problems, and non-vocational intent have entered the training program. In evaluating the program it seemed important to determine what supermarket managerial personnel thought about cashier selection through the use of tests.

H. What are the supermarket practices with regard to using aptitude tests as a criteria for hiring cashier-graduates?

This was answered by finding answers to a number of sub-questions.

H-1. Is testing a common practice in screening cashier-checkers for supermarkets in Dade County?

Store managerial personnel were asked to indicate if aptitude tests were used to screen cashier-checker applicants for employment. Table 58 shows that 43.5 percent of the respondents did use tests and 54.2 percent did not. When questioned in more detail about the tests that were used it became apparent that there was some confusion over the term "aptitude test." Managers tended to think of any type of test as one measuring aptitude. Often the test used was no more than a simple test of the math skills of the applicant. Despite this confusion of the nature of aptitude tests, it was useful to know now extensively tests of various kinds were used as this knowledge could be taken into consideration in evaluating the cashier-checker training
program. If testing was widespread it might be necessary to consider instruction in test taking as part of the training program. If students have to face tests to get employed, the training program should probably help them to get test oriented.

**TABLE 58**

USE OF APTITUDE TESTS AS SCREENING DEVICES FOR CASHIER-CHECKER EMPLOYMENT IN DADE COUNTY, FLORIDA SUPERMARKETS

<table>
<thead>
<tr>
<th>Response Categories</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, aptitude tests used for screening</td>
<td>57</td>
<td>43.5</td>
</tr>
<tr>
<td>No, aptitude tests not used</td>
<td>71</td>
<td>54.2</td>
</tr>
<tr>
<td>Did not respond</td>
<td>3</td>
<td>2.3</td>
</tr>
<tr>
<td>Total</td>
<td>131</td>
<td>100.</td>
</tr>
</tbody>
</table>

Knowing that store policies are often imposed from the executive level of the companies, it was thought necessary to learn if the managers believed in the usefulness of tests.

H-2. What attitudes about the value of tests as predictors of successful cashier-checkers do supermarket managerial personnel hold?

Managers were asked, "Do you believe that cashier-checker aptitude tests can be used to determine potentially satisfactory cashier-checker personnel?" Their responses are shown in Table 59. Of the managers responding, 102, or 77.9 percent, indicated they did believe in the use of tests. Only 6.11 percent did not believe in tests, and 16 percent were uncertain of their value.
### TABLE 59

**SUPERMARKET MANAGERIAL PERSONNEL BELIEFS ABOUT THE VALUE OF CASHIER-CHECKER APPTITUDE TESTS AS PREDICTORS OF JOB PERFORMANCE**

<table>
<thead>
<tr>
<th>Response Categories</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, cashier-checker aptitude tests are useful</td>
<td>102</td>
<td>77.9</td>
</tr>
<tr>
<td>No, cashier-checker aptitude tests are not useful</td>
<td>8</td>
<td>6.1</td>
</tr>
<tr>
<td>Uncertain of value of cashier-checker aptitude tests</td>
<td>21</td>
<td>16.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>131</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It would be logical to assume that the large number of managers who indicated their belief in the value of tests as predicting successful cashier-checkers would also think that any training program for cashier-checkers should pre-test the trainees. When the managers were asked if aptitude tests should be used to determine which students should enroll in the Lindsey Hopkins Cashier-Checker Training Program, their answers were somewhat inconsistent with stated beliefs about test use. Table 60 reveals that 68 managers, or 51.9 percent, did suggest that the training program screen students with tests. Table 60 shows that 29.8 percent now indicated that they felt uncertain whether the school should use tests, and 17.6 percent said that tests should not be used.
TABLE 60
SUPERMARKET MANAGERIAL PERSONNEL OPINIONS OF APTITUDE TEST USE BY CASHIER-CHECKER TRAINING PROGRAM TO SCREEN STUDENTS FOR COURSE

<table>
<thead>
<tr>
<th>Response Categories</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, should use tests</td>
<td>68</td>
<td>51.9</td>
</tr>
<tr>
<td>No, should not use tests</td>
<td>23</td>
<td>17.5</td>
</tr>
<tr>
<td>Uncertain of test use</td>
<td>39</td>
<td>29.8</td>
</tr>
<tr>
<td>Did not respond</td>
<td>1</td>
<td>.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>131</strong></td>
<td><strong>100.</strong></td>
</tr>
</tbody>
</table>

H-4. Have they any suggestions about the names or types of screening tests they would recommend to the school?

There were very few responses when managers were asked to suggest tests for the school to use. A few stated that their own company test might be useful; one response named a National Cash Register Company test, and one named an Otis test. Apparently the managers were not very knowledgeable of what is available or of which tests have been validated. Determining testing validity was beyond the scope of the present study.

Supermarket Managerial Opinions About the Need for and Curriculum of Cashier-Checker Training

The supermarket hiring policies, training procedures and methods determined in the study to this point have been largely those imposed on the store managerial personnel by the company executives. If the supermarket industry is typical of most large corporate
structures, the individuals charged with carrying out the day-to-day company policies often have little to say in the policy decision making process. Lower level managerial personnel have historically been able to circumvent policies and procedures they do not feel are pertinent and relevant. If they do not feel that the policy imposed is correct they will find ways to change it or ignore it. As an example, one of the large chain operations uses a check sheet for training cashier-checkers on the job that lists all the things they hold the manager responsible for teaching. The training schedule includes forty hours of supervised on-the-job instruction. Yet, as the company training director told the author, he occasionally gets completed training sheets returned from managers stating that the complete training has taken place when the employee has not even been on the payroll enough hours to have received the instruction. Managers are burdened with a tremendous amount of routine and paperwork. Training is one area that is often neglected in the rush to get everything done. How well the training is accomplished is often rooted in the manager's belief in the value of training and what the content of that training should be. If he believes in it strongly enough he will see that it is accomplished.

It is believed that the eagerness with which store managerial personnel will welcome the graduates of the cashier-checker program as employees will depend in large measure on their beliefs about the value of such training and the relevance of the curriculum to their particular store operation. Knowing managerial beliefs in these
matters and being guided by them would be a valuable asset to the training program under study.

I. What opinions do supermarket managerial personnel have about the value of cashier-checker training, the curriculum content of such training to fit their store, and the number of hours a trainee requires to become proficient?

The managers were asked, "Do you think that hiring employees who have had previous training or register experience would save your store time and money devoted to training?" This question was asked with the assumption that the managers would be interested in saving both time and money on training. Table 61 presents their responses and shows that 112, or 85.5 percent of 131 managers, do believe that previous training or experience would save them time and money. Only 12, or 9.9 percent, seemed to question the value of experience and training.

TABLE 61

SUPERMARKET MANAGERIAL PERSONNEL RESPONSES AS TO THE VALUE OF PREVIOUS TRAINING OR REGISTER EXPERIENCE

<table>
<thead>
<tr>
<th>Value of Previous Training or Experience</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Believe that previous training or register experience would save store time and money normally devoted to training</td>
<td>112</td>
<td>85.5</td>
</tr>
<tr>
<td>Do not believe that previous training or register experience would save store time and money normally devoted to training</td>
<td>13</td>
<td>9.9</td>
</tr>
<tr>
<td>No response</td>
<td>6</td>
<td>4.6</td>
</tr>
<tr>
<td>Total</td>
<td>131</td>
<td>100.</td>
</tr>
</tbody>
</table>
A more specific question was posed to the managers, directed toward the value of training in reducing front end losses in the store. An even higher percentage, 96.2, believed that training would be effective in this area. As Table 62 further shows, a very few managers had doubts on this issue.

**TABLE 62**

**SUPERMARKET MANAGERIAL PERSONNEL OPINIONS OF THE VALUE OF TRAINING IN REDUCING FRONT END LOSSES**

<table>
<thead>
<tr>
<th>Training Value in Loss Reduction</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, training is an effective method of reducing front end losses</td>
<td>126</td>
<td>96.2</td>
</tr>
<tr>
<td>No, training is not an effective method of reducing front end losses</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Uncertain of the value of training in front end loss reduction</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>131</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The registers used in the training school are those recommended by the National Cash Register Company as best suited for training purposes. The possibility existed that store managers would not think the training useful unless it was completed on brands and models identical to those the employee would encounter on the job. If store managers did object to the training registers this would be a valid reason for them to reject the graduates from the school as job applicants. To determine if there might be a cause for concern on this
point, managers were asked, "When you are training new cashiers for your store, would you consider a trainee's previous training or experience on other makes and models of cash registers than those used in your store to be helpful, confusing, or unimportant?" Table 63 seems to indicate that this is not a matter for great concern. Of the managers responding, 73.3% felt such training would be helpful, 20.6% unimportant, and only 5.3% percent thought it might be confusing.

### Table 63

**Supermarket Managerial Personnel Responses as to the Value of Previous Training or Experience on Registers Different from Those in Use by the Store**

<table>
<thead>
<tr>
<th>Previous experience or training on other types of registers</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helpful</td>
<td>96</td>
<td>73.3%</td>
</tr>
<tr>
<td>Confusing</td>
<td>7</td>
<td>5.3%</td>
</tr>
<tr>
<td>Unimportant</td>
<td>27</td>
<td>20.6%</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>131</td>
<td>100%</td>
</tr>
</tbody>
</table>

As a matter of interest, Table 64 shows that 125 of the stores out of 131 in the study sample were using registers from the National Cash Register Company. Inasmuch as the registers, the course materials and sponsorship of the cashier-checker program under study came from the National Cash Register Company, this would seem to be a point in favor of the program.
TABLE 64
SUPERMARKET MANAGERIAL PERSONNEL RESPONSES INDICATING THE REGISTER BRANDS IN USE

<table>
<thead>
<tr>
<th>Manufacturer of Registers Used</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Cash Register Company</td>
<td>125</td>
<td>95.4</td>
</tr>
<tr>
<td>Sweda</td>
<td>4</td>
<td>3.0</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Total response</strong></td>
<td>131</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Managers have apparently indicated by their responses that they look favorably upon cashier-checker training. To determine the time factor managers might ascribe to training, they were asked, "Can you estimate the total number of hours of supervision and on-the-job training it requires for a cashier-checker to become proficient?" The estimates they gave varied considerably. The actual range of responses ran from as low as four hours to as high as 150. There were fifteen managers who did not respond to this question. Of the 117 managers expressing their opinions, the mean was 33.107 hours. The responses were posted into classes with intervals of 10 to form a frequency distribution. Figure 4 was then constructed to show a cumulative relative frequency curve of the hours of supervision and on-the-job training it requires for a cashier-checker to become proficient. Such a chart is useful in determining what percentage of the population represented would be satisfied with a stated number of hours of training. The median plotted at thirty hours matches the
Figure 4

Cumulative relative frequency curve of hours of supervision and on-the-job training managers believed necessary for cashier-checkers to become proficient.

Mean = 33.106 hrs.
Median = 30 hrs.
S.D. = 22.632 hrs.
fifty percent relative frequency scale. The standard deviation of this population is 22.632.

When the cashier-checker training program was started it was assumed that many students would be sent to the course for training by their potential employers. Managers have indicated that they think of training as useful in reducing front end losses and that previous training would save their store both time and money. With these attitudes prevalent among managers, the original expectation that they would want to send potential employees to the school prior to hiring seems to be a logical assumption. In fact, this has not happened. To verify the lack of referral of students to the course, the managers who were knowledgeable about the course were asked, "Have you ever referred potential cashier-checker employees to take the Lindsey Hopkins cashier-checker training?" Table 65 shows that only 9, or

TABLE 65

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>NUMBER</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>9.5</td>
</tr>
<tr>
<td>No</td>
<td>81</td>
<td>85.2</td>
</tr>
<tr>
<td>Did not respond</td>
<td>5</td>
<td>5.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>95</td>
<td>100</td>
</tr>
</tbody>
</table>

9.5 percent, of the managers who knew about the course have referred students. This response indicates that the original expectation by
the school, of student referrals from the supermarkets, has not been realized to any great extent.

The low referral rate by managers shown in Table 65 is verified by student responses in Table 25 which showed that only 3 students out of 155 had learned about the course from a store where they had applied for a job.

The course outline, the curriculum materials and units of instruction included in the cashier-checker training program were prepared by national experts in the field of cashier-checker training. They were tested and validated by national leaders from the Super Market Institute, the National Cash Register Company, and Distributive Education. There has been no reason to assume that the course as prepared nationally would not meet the needs of local supermarkets in Dade County, Florida. There was apparent agreement from local leaders of the supermarket industry who served on the advisory committee that the course was excellent as planned and would serve their needs well. It was a fact, however, that no one ever went to the local supermarket managerial personnel who largely hire and train new cashier-checkers to determine if the course was what they would like it to be. Having had no part in planning the training program, the local store managers have largely ignored it. They certainly have no feeling of any responsibility or obligation toward the course because it is not of their own making. Regardless of how good the course is, it will not be supported by the local merchants until they feel a part of its operation and planning. To involve the supermarket managers and determine just what they feel the basic ingredients of a training program should
be, it was necessary to go to them and seek their advice.

I-1. Given thirty items of instruction common to cashier-checker training programs, how will they rate each item on a scale with choices of essential, desirable, some value or not needed?

The thirty items on the questionnaire to which the supermarket managerial personnel were asked to respond were determined by the author after interviews with supermarket personnel, National Cash Register Company employees, cashier-checker trainers for supermarkets, and a review of the curriculum and materials of the following publications dealing specifically with cashier-checker training:


### Table 66

**SUPERMARKET MANAGERIAL PERSONNEL RATING OF UNITS OF INSTRUCTION IN A CASHIER-CHECKER TRAINING PROGRAM BY RELATIVE IMPORTANCE**

<table>
<thead>
<tr>
<th>Units of Instruction</th>
<th>Rating of Relative Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Essential (%)</td>
</tr>
<tr>
<td>Brief general history of retailing</td>
<td>17 (13.4%)</td>
</tr>
<tr>
<td>Brief history of your store</td>
<td>34 (26.0%)</td>
</tr>
<tr>
<td>Orientation to company policies</td>
<td>119 (91.1%)</td>
</tr>
<tr>
<td>Orientation to employee rights and duties</td>
<td>117 (89.0%)</td>
</tr>
<tr>
<td>Familiarization with problems of various departments (bakery, meat, produce, etc.)</td>
<td>103 (79.2%)</td>
</tr>
<tr>
<td>Handling, sorting, bagging of merchandise</td>
<td>120 (92.1%)</td>
</tr>
<tr>
<td>Customer relations and courtesy</td>
<td>128 (98.2%)</td>
</tr>
<tr>
<td>Grooming, attitudes and personal conduct</td>
<td>123 (94.2%)</td>
</tr>
<tr>
<td>Sales tax computation</td>
<td>116 (89.2%)</td>
</tr>
<tr>
<td>Shelf-stocking processes</td>
<td>21 (16.0%)</td>
</tr>
<tr>
<td>Cashing checks</td>
<td>72 (54.9%)</td>
</tr>
<tr>
<td>Using price computing scale</td>
<td>75 (55.1%)</td>
</tr>
<tr>
<td>Check-out procedures</td>
<td>115 (87.0%)</td>
</tr>
<tr>
<td>Making change manually and handling money</td>
<td>121 (92.1%)</td>
</tr>
<tr>
<td>Using automatic change dispenser</td>
<td>63 (48.0%)</td>
</tr>
<tr>
<td>Dispensing trading stamps</td>
<td>79 (60.0%)</td>
</tr>
<tr>
<td>Preventing pilferage and shop lifting</td>
<td>83 (63.0%)</td>
</tr>
<tr>
<td>Marking and pricing procedures</td>
<td>71 (54.0%)</td>
</tr>
<tr>
<td>Computing divisions of grouped or multiple-priced items</td>
<td>122 (93.0%)</td>
</tr>
<tr>
<td>Handling of adjustments</td>
<td>90 (69.0%)</td>
</tr>
<tr>
<td>Dealing with robbers and money manipulators</td>
<td>96 (73.0%)</td>
</tr>
<tr>
<td>Handling credit</td>
<td>50 (38.0%)</td>
</tr>
<tr>
<td>Opportunities for job advancement</td>
<td>63 (48.0%)</td>
</tr>
<tr>
<td>Cash balancing procedures</td>
<td>88 (67.0%)</td>
</tr>
<tr>
<td>Opening and closing check-out lanes</td>
<td>98 (75.0%)</td>
</tr>
<tr>
<td>Newspaper ads and specials</td>
<td>106 (81.0%)</td>
</tr>
<tr>
<td>Merchandise information</td>
<td>65 (50.0%)</td>
</tr>
<tr>
<td>Training room register practice prior to on-the-job training</td>
<td>71 (54.0%)</td>
</tr>
<tr>
<td>On-the-job training with close supervision (register manipulation)</td>
<td>106 (81.0%)</td>
</tr>
<tr>
<td>Simple mathematical review</td>
<td>99 (75.0%)</td>
</tr>
</tbody>
</table>
The thirty units of instruction chosen were listed in a random order on the questionnaire. Table 66 presents a tabulation of all of the responses made by the supermarket managerial personnel, showing the number of choices and the percentage of response made for each item. The variety of the responses by item would seem to indicate that the majority of the managers weighted their choices carefully. From the study of these ratings curriculum planners could gain much valuable information as to what supermarket managerial personnel, at least in Dade County, Florida, think is important for cashier-checkers to know. It should be noted that not all of the items among the thirty units of instruction are included in the curriculum of the training program under study. There are four items on the list that the school does not attempt to handle. The school does not intend to cover the history of each store for which a potential cashier might work. It does not attempt to orient cashiers to company policies of any one company, nor to inform students of their employee rights and duties. Neither can the school give actual on-the-job training with close supervision because the school laboratory can only simulate job conditions. The twenty-six remaining units of instruction are included in the course curriculum.

Using the data in Table 66 the responses were scored on a weight scale of 3 points for essential, 2 points for desirable, 1 point for some value, and 0 for the not needed and no response columns. By this method each unit of instruction could be given a total response score and arranged in order of importance as scored by the supermarket managerial personnel as in Table 67. This gave a spread from a high
<table>
<thead>
<tr>
<th>Units of Instruction Rated</th>
<th>Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer relations and courtesy</td>
<td>390</td>
</tr>
<tr>
<td>Grooming, attitude and personal conduct</td>
<td>385</td>
</tr>
<tr>
<td>Making change manually and handling money</td>
<td>382</td>
</tr>
<tr>
<td>Handling, sorting, bagging merchandise</td>
<td>380</td>
</tr>
<tr>
<td>Computing divisions of grouped or multiple price items</td>
<td>379</td>
</tr>
<tr>
<td>Check-out procedures</td>
<td>377</td>
</tr>
<tr>
<td>Sales tax computation</td>
<td>376</td>
</tr>
<tr>
<td>Orientation to company policies</td>
<td>375</td>
</tr>
<tr>
<td>Orientation to employee rights and duties</td>
<td>372</td>
</tr>
<tr>
<td>On-the-job training with close supervision</td>
<td>365</td>
</tr>
<tr>
<td>Simple math review</td>
<td>359</td>
</tr>
<tr>
<td>Problems of departments (bakery, meat, produce, etc.)</td>
<td>356</td>
</tr>
<tr>
<td>Newspaper ads and specials</td>
<td>356</td>
</tr>
<tr>
<td>Opening and closing checkout lanes</td>
<td>344</td>
</tr>
<tr>
<td>Dealing with robbers and money manipulators</td>
<td>339</td>
</tr>
<tr>
<td>Preventing pilferage and shop lifting</td>
<td>336</td>
</tr>
<tr>
<td>Handling adjustments</td>
<td>333</td>
</tr>
<tr>
<td>Cash balancing procedures</td>
<td>333</td>
</tr>
<tr>
<td>Merchandise information</td>
<td>308</td>
</tr>
<tr>
<td>Training room register practice prior to on the job</td>
<td>305</td>
</tr>
<tr>
<td>Opportunities for job advancement</td>
<td>305</td>
</tr>
<tr>
<td>Cashing checks</td>
<td>300</td>
</tr>
<tr>
<td>Marking and pricing procedures</td>
<td>299</td>
</tr>
<tr>
<td>Dispensing trading stamps</td>
<td>266</td>
</tr>
<tr>
<td>Brief history of the store</td>
<td>260</td>
</tr>
<tr>
<td>Using automatic change dispenser</td>
<td>249</td>
</tr>
<tr>
<td>Using price computing scale</td>
<td>226</td>
</tr>
<tr>
<td>Shelf stocking processes</td>
<td>225</td>
</tr>
<tr>
<td>Brief history of retailing</td>
<td>204</td>
</tr>
<tr>
<td>Handling credit</td>
<td>202</td>
</tr>
</tbody>
</table>

Note:

This ranking developed for units of instruction from the supermarket managerial responses shown in Table 63. The responses were weighted as 3 points for essential, 2 points for desirable, 1 point for some value and 0 points for not needed or no response.
score of 390 points for the unit of instruction on customer relations and courtesy to a low score of 202 for handling credit. All of the seven top rated units are ones given emphasis in the cashier-checker training program. It is interesting to note that training room register practice prior to on-the-job training was rated as twentieth in importance. A great amount of stress has been given in the training program to developing proficiency on the register in the school laboratory prior to employment. Evidently managerial personnel do not feel that actual register manipulation practice is of as great importance as other cashier duties. Register proficiency alone cannot make a good cashier employee out of a person who is discourteous or poorly groomed.

In developing the questionnaire to elicit the responses of supermarket managerial personnel it was thought important to determining what information they had about the cashier-checker training program. It was also desirable to learn if managers who already had some knowledge about the program would be interested in receiving more. It was assumed that if there was evidence that managers wanted to know more about the program there was a good chance that their future support could be gained for the program by feeding this interest with facts and information. Those managers who indicated that they had heard about the program were asked, "Would you be interested in receiving information about the training service provided by the cashier-checker training program?" The responses to this question are presented in Table 68. Seventy-three managers, or 76.8 percent of those knowing about the program, indicated an interest in
being better informed. This interest is encouraging and may indicate that the apparent lack of support of the program may be largely lack of enough information about it.

**TABLE 68**

**SUPERMARKET MANAGERIAL PERSONNEL WITH SOME KNOWLEDGE OF THE CASHIER-CHECKER TRAINING PROGRAM WHO WOULD LIKE TO HAVE MORE INFORMATION**

<table>
<thead>
<tr>
<th>Interest in Cashier-Checker Training Information</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, would like more information</td>
<td>73</td>
<td>76.8</td>
</tr>
<tr>
<td>No, not interested in more information</td>
<td>16</td>
<td>16.8</td>
</tr>
<tr>
<td>Did not respond</td>
<td>6</td>
<td>6.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>95</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

To further verify if managerial personnel were sufficiently interested in the whole subject of cashier-checker training to request being better informed, all of those responding to the questionnaire were asked, "Would you be interested in receiving a summary report of the findings of this survey?" Table 69 indicates that 91.6 percent of the 131 managerial personnel responding would like to have a summary of the questionnaire. To satisfy this curiosity a summary report is in preparation and will shortly be mailed with a transmittal letter to all who were good enough to share their opinions with the author. Individual summaries by company are also being prepared for the personnel and training directors of local chains who requested them. It is felt that this effort will be well rewarded by future
support of the program that will result from a better informed local supermarket industry.

### TABLE 69

SUPERMARKET MANAGERIAL PERSONNEL INTEREST IN RECEIVING A SUMMARY OF THE TABULATED DATA OF THE CASHIER-CHECKER QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Interested in Report of Survey</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>120</td>
<td>91.6</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>2.3</td>
</tr>
<tr>
<td>Did not respond</td>
<td>8</td>
<td>6.1</td>
</tr>
<tr>
<td>Total</td>
<td>131</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Cashier Graduate Placement Record

The apparent lack of support for the program by the food industry has been a problem from its inception and is well revealed by both the responses of the graduates and the responses of the supermarket managerial personnel previously presented. It is not known if the lack of support is intentional or rather just a lack of sufficient information about the training. One other source that needed to be checked, to determine just what degree of support has been given, was the job placement department of the Lindsey Hopkins Education Center.

J. What evidence of supermarket employer support is shown in the job placement records of the Lindsey Hopkins Education Center?

A review was made of the placement records pertaining to the supermarket cashier-checker training program since it started. The question was handled as two sub-questions.
J-1. Have employers made their employee needs for cashier-checkers known to the school?

The placement records revealed that in twenty-one months only fifty-five inquiries have been recorded from employers for positions that involved cashiering. Of these fifty-five there were only thirteen requests that came from supermarkets identified in this study. This number is larger than the three responses in Table 57 as indicating knowledge of having contacted the school. This difference in numbers is easily explained by the fact that not all the supermarkets in the county answered the questionnaire and that the person who did answer the questionnaire might not have knowledge of a request made by someone else connected with the store. The fact that only thirteen requests were actually recorded in twenty-one months that the program has operated is rather discouraging. The other 42 requests recorded for cashiers were made by the following: grocery - 16, restaurant - 14, hotel - 4, discount department - 2, variety - 2, dress shop - 1, drug store - 1, meat market - 1.

Once requests from employers are received, the placement department quickly tries to locate a number of students who might be interested and qualified for the positions and get them to go for interview. In the case of cashier-checker positions the placement department has largely depended on the recommendations of the instructor of the training program to suggest names to send for interview. In a few cases students have directly requested assistance from the placement personnel, and if the instructor felt they would be qualified to perform a certain job he would recommend them.
Surprisingly, not many students have made use of the placement service to try to find employment.

In some instances the instructor has not felt that the performance of the student in the course justified endorsement for a position and he would not give a recommendation. The problem of students completing the course and still not being qualified for recommendation to jobs because of education or personality deficiencies has been more serious than anyone connected with the program likes to admit.

J-2. How many of the students sent for interview have been hired?

In thirty-six of the cases where employers were seeking a cashier, the placement department was able to send at least one applicant to apply for the job. In some instances several students were asked to apply. The records reveal that it was often difficult to find graduates available to send. Many of the graduates contacted had found other jobs, and many simply indicated that they were not then interested in finding work. Some of the graduates could not be located from the information on the school records. There were nineteen employer requests out of fifty-five in which it was not possible to find a graduate to go for interview.

The records regarding actual placement of students on jobs are very incomplete because of several complications. Very seldom do the graduates who apply for jobs contact the school to indicate if they were successful or not in obtaining the job. The school placement office has tried to follow up with the employers to determine the
outcome but this has been frustrating too. In many cases the employers hired other persons before the school graduate could get there for interview. In several instances, the graduates who said they would got for interview did not show up at the store. It has been obvious that some of the graduates really did not want to find jobs very badly and did not much appreciate the school's efforts in placing them. It was only possible to verify that four graduates of the cashier-checker program were placed with supermarkets identified in this study. It is very possible that many other students did receive jobs as a result of the efforts of the placement department, but there is no way to prove this from the records.

In the overall total of thirty-six jobs for which the placement department was certain that graduates went for interview, there is evidence to show that nine were actually placed; four were definitely not filled, and the results of twenty-three efforts were unknown. Of the nine definitely placed, four were with supermarkets.

It should be noted that the problems in placement of adult students have not been limited to the cashier-checker program. An inter-departmental memorandum from Mr. H. L. Brant, Supervisor of the Lindsey Hopkins Registration and Placement Departments, dated April 1, 1970 provides much insight into the total program. Mr. Brant reported that the placement office receives approximately 125 job opening notices in a typical month. On this total, about 25 can be filled with adult students. Some of Mr. Brant's observations which seemed particularly appropriate to this study are quoted for the insight they provide.
Students feel when they finish classes they should start at the top. They complain that salaries offered are not enough. Employers know about how much they can pay for certain positions and if the employee is worth more to them in most cases a raise would be forthcoming. A company in most cases cannot afford to have employees that do not earn their salary; they are in business to make a profit. The employee that recognizes this and makes himself valuable to the organization will never be looking for work long.

Students should not be told that we will guarantee them a job when a course is finished. Sitting in a classroom for a certain number of hours does not qualify a student for work; he must learn a skill.

We have set up appointments for students only to find that the student did not go for interview. If they accept a position, they either do not show up for work, work an hour or so and then disappear or ask for a raise before they get their first pay check.

A student that is sincere in looking for a position should not be sent out on interviews if he does not meet the qualifications. After being turned down by several prospective employers, it will reflect in the student's self-confidence. Students that for one reason or another will not or cannot function in a situation should be advised to try another field.4

Mr. Brant enumerated some other factors which limited the acceptance of the employment offered to students:

Position is in area where they feel it is not safe to wait for bus transportation. Some areas in Miami are not safe to travel in day or evening. The students are aware of this.

The student qualified for the position lives at the other end of the county and will not consider the long bus ride.6


5 Ibid., p. 3.
As Mr. Brant concludes:

We have gone out of our way for students, employers and everyone concerned. We have called students at night when we cannot reach them in the day time. We have taken working papers to students that need them. This way they can have them filled out and need only make one trip to the school. We have told them about how to dress for work and what an employer expects. We have preached courtesy, promptness and reliability. We have listened to students' problems and the businessman's problems and we do our best to be fair to everyone. After we have set up appointments for a student only to hear her grumble about being to work by 8 a.m., or she cannot support her children on the salary, or she couldn't keep the appointment for one reason or another, we do get discouraged.6

On January 26, 1970, Dr. Carl W. Proehl, Director of the Division of Vocational Education for the State of Florida, appeared before the MacKay Sub-Committee of the House Higher Education Committee meeting in Tallahassee. In his remarks Mr. Proehl made note of the fact that post-secondary and adult vocational enrollments in Florida increased 75.7 percent in the period from 1965-66 - 1968-69.7 He added that of some 48,304 students who have completed preparatory vocational education programs in the state for the 1968-69 school year, 61 percent were either employed or available for employment; that 17 percent continued in full time schooling, and the remainder entered the armed forces or could not be accounted for.

6Tbid., p. 4.

Although there is no evidence that any of the cashier-checker graduates entered the armed forces, the other figures on employment and continued schooling compare rather closely with those developed from the student follow-up survey in this study.

The problem of getting students placed has very often been the result of a combination of factors seemingly beyond the control of either the training programs or the placement department. The problem of residence as shown in Figure 1 and the apathetic attitudes held by many of the members in the neighborhoods of the central Negro district have created a highly frustrating situation for job trainers. The heart of the problem facing many of the black graduates of the cashier-checker program is well pointed out by an article in The Miami Herald entitled "Poverty." Telling a true story that might have fit a number of the students in the training program, Juanita Greene writes:

Mrs. Williams is out of work and on welfare. She is the head of her household of three children. She has worked as a cook, a domestic, a baby sitter.

Like many residents of the black ghettos, Mrs. Williams, at the urging of her welfare worker enrolled in a training program to improve her skills so she could get a better job. And also typically, she dropped out.

She spoke fondly of the woman social worker from the State Welfare Department and an employee from the Culmer anti-poverty center who have been trying to motivate her to self-improvement. She was apologetic about quitting the training program.

Her attitude reflected no hostility toward anyone or anything. Rather it was dominated by a malaise, a stifling resignation to her fate.

The sharp edges of a bleak existence are cushioned by Mrs. Williams' general view of life - her non-aggression, her placidity, her resignation, apathy, surrender, call it what you will.
Many persons from generations of poor have little faith in their ability to control their own destinies, to change the direction of their lives. When they observe someone getting ahead they consider it more a matter of luck than of self-determination and self-propulsion.8

Changing lifetime attitudes in the short three weeks of the cashier-checker training program has been a difficult, if not impossible, task. Yet it is obvious that the employability and eventual placement of the student depends as much on the development of the proper attitudes as it does on the manipulative job skills - probably more.

Cashier-Checker Student Enrollment Procedures

It has been necessary to look closely at the present situation with regard to student registration.

K. What registration procedures have been followed in enrolling students for the cashier-checker training program?

The original plan to counsel with all students who wished to enroll in the program was a desirable feature of the program. It was hoped it would insure that students who did enter the program were ones who could benefit from the training, and it would assure the school that its graduates were individuals that could be placed on jobs successfully. Student registrations for the course did not measure up to the numerical expectations, and it soon became evident

to the administrators of the program that the problem was not one of screening applicants as much as it was to find enough students to keep the class in operation.

K-1. Are students given the benefit of counseling?

This question must be given a qualified answer. The counseling that was originally planned did not work out. At some point after a few months of operation, the counseling and guidance procedures set up to funnel students into the course was largely non-operational. For at least the last year almost any student who has asked the registration desk to enter the course has been admitted by the registration clerks without the benefit of formal guidance procedures. Where there has been a question either by the student, or by the clerk, about the advisibility of entering the course, the enrollee has been referred to the instructor of the training program for interview. The instructor has been handicapped by the fact that he must interview the prospective student in his classroom with other students present. He does not have access to any private counseling area where he might properly interview students. He does not have any free time from instruction when he can conduct interviews. When a prospective student comes for interview, he must interrupt his class instruction and hurriedly counsel with him. This situation is not fair either to the prospective student or the instructor. It is also very disruptive to the instruction of the program.

The instructor is given the right to deny entrance in the class if he feels the student would not be able to benefit from the
the training. He is very restricted in his judgement by lack of information about the student, the conditions of the interview, and the pressing need to keep enrollments up in the class. He is more or less forced to accept students unless there is some exceedingly obvious reason not to admit them. Then too, the majority of students enrolled are signed up at the Lindsey Hopkins registration desk and are never seen by the instructor until they appear in class.

In the original plan for the training program, a new group of students was to start the course every three weeks. The course consists of ninety hours of instruction which fits the three week pattern. Low enrollments forced the administration to establish a new enrollment policy and adjust the instruction of the program to fit. The course was taught in three sections so that a student could enroll and begin the course on any Monday. The student then took three weeks of instruction until he completed the cycle of instruction and was graduated. This meant that new students were entering the course every Monday, and other students were graduating every Friday. This disruptive enrollment procedure is now in effect and has not proven particularly beneficial to increasing enrollment. It has been beneficial to students who wanted to enroll at once and not wait a three week period before taking the course. From the standpoint of instruction it has placed the instructor at a disadvantage. It has broken up the continuity of the classes and caused the instructor many problems of record keeping and remembering which students have had which cycle of instruction.
K-2. Are the students pre-tested as to aptitude and abilities to perform cashier-checker work before being placed in the training program?

Originally, all students allowed to enter the course were administered the Personnel Test for Prospective Check-Out Cashiers developed for the National Cash Register Company, Dayton, Ohio, by Ward J. Jennings, Inc. This test has been widely used by supermarkets to screen employees since it was published in 1961, and it has been represented by its author as having validity in predicting cashier aptitude. The school did not use the test as a deterrent to a potential student unless the prospective student had exceedingly poor results on the test. It quickly became evident to the administrators of the program that the problem was not one of screening students as much as it was to find enough students to keep the class in operation. At some point the testing, along with the counseling, of students to enter the training program was gradually dropped. It is not now being used.

Implementation of the Cashier-Checker Master Proposal

The Master Proposal for the Supermarket Cashier-Checker Training Program of Lindsey Hopkins Education Center in Dade County, Florida was produced as an exact copy of one developed nationally by NCR-SMI-DE as described in Chapter I (Appendix F). This proposal set forth the purposes and need for such training programs and presented a step by step procedure for implementing the program on a local basis. The Master Proposal was apparently well thought out, planned and tested by national experts in their fields using proven methods. The proposal was well supported by all the literature and research that could be found by the author of this study.
In establishing and operating the supermarket cashier-checker training, how closely have the responsible school administrators carried out the details of the NCR-SMI-DE Master Proposal?

The answer to this question was developed through a series of sub-questions dealing with the actual details of the Master Proposal.

L-1. Were effective advisory committees formed and have they been utilized effectively?

The files of the Adult Distributive Education Department of Dade County, Florida Public Schools and those of the National Cash Register Company in Miami, Florida were reviewed to determine the information used in this part of the evaluation. The records show that the first contacts were made between Mr. A. S. McCullough, Manager, Chain and Department Stores Division, National Cash Register Company, Miami, Florida, and Mr. Fred Murray, Director of the high school vocational programs for Dade County Public Schools. Coincidentally, the author of this study, who then held another position with the Dade schools, was asked to follow up on the contact and make recommendations. The author then determined that the possibility of such a training program was a matter for consideration by the Adult Distributive Education Department which was then administrated by Mr. Lloyd Smith. Mr. Smith immediately contacted Mr. McCullough of NCR and a meeting was set up on March 8, 1968 between a number of public school administrators, some high school distributive education coordinators, adult part-time distributive education instructors, representatives of the National Cash Register Company and a number of invited guests from the local food distribution industry. This meeting was held in the training room of the National Cash Register
Company in Miami. A presentation on the need for cashier-checker training was given by the NCR group using slides and recordings furnished by the home office in Dayton, Ohio. This presentation showed the NCR-SMI-DE Supermarket Checker Education Program as developed and tested at Western Michigan University. During the discussion period following the presentation the idea was projected of the need for such a training facility in Dade County, and the advice of the food distribution representatives present was solicited. The author was at this meeting, and his impression at the time was that the enthusiastic support for the idea that might have been expected was not forthcoming. The author had the distinct feeling at the time that the persons responsible for checker training with the chains viewed such a school more as a threat to their own function than as a desirable program for the schools to inaugurate. The most enthusiastic support was from the representatives of the independent food stores who did see such a school as a source of trained personnel they could tap. The outcome of this meeting seemed to be rather inconclusive, and the wholehearted endorsement that had been hoped for from the food industry leaders present seemed to be withheld.

The school administrators and NCR representatives were evidently sufficiently encouraged by the meeting just described, and their own knowledge of the need for such training, that they determined to proceed with the establishment of the training program. If support was not all that might have been hoped for from the food industry, it was believed that there were still plenty of needs the school could serve, and the support would eventually materialize as
the school was successful in providing the stores with highly trained superior cashier-checker employees.

An advisory committee was then formed by agreement between the adult distributive education administrator and the local NCR representatives, and eight persons prominent in the local food distribution industry were chosen and asked to serve as members of this Supermarket Checker-Cashier Training General Advisory Committee. These members are listed in Appendix G.

This first meeting of the advisory committee was called for May 8, 1968. It is interesting to note that of the eight food industry leaders asked to serve, three sent representatives to sit in for them at the meeting, and two did not show up at all. Actually only three of the nominated committee members came to the meeting in person. The Master Proposal states:

The purpose of the local advisory committee is to determine the need for, and to organize, initiate, support, and supervise an on-going supermarket checker education program in a specific local area.

The Master Proposal further indicates:

The first responsibility of the advisory committee should be to determine the need for the program in the area to be served. The committee members representing the food industry should provide the necessary statistical information to guarantee more than enough annual checker turnover to justify the program investment. School board

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members and administrators must be convinced not only of the quality of the program, but also that a substantial job market exists for those students who complete the course. A statistical survey taken from personnel managers of local supermarket organizations should readily furnish the data.

Also:

Once the need has been determined, local industry should guarantee its support of the program.

These statements about the proper use of advisory committees are in agreement with most of the literature on advisory committees.

The minutes of the very first meeting of the advisory committee for this program held May 8, 1968 reveal that some important organizational steps may have been overlooked in the haste to get the program in operation. Mr. Smith, Coordinator of the Adult Distributive Education Department, presented a talk to the committee entitled, "Past, Present and Future Status of the Proposed Training Program."

Some of the remarks made in this first meeting, as described in the minutes of the meeting, were:

Mr. Smith told the committee about the local development of this training program—with plans to open in September, 1968.

A complete teaching laboratory for this training is in the process of being wired and equipped, and bids are being requested on various pieces of equipment.

A full-time instructor, Mr. Joseph Zaher, has been hired for this position. (He was present and was introduced to the group at this time.)

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Monies to finance sending Mr. Zaher to Western Michigan University, Kalamazoo, Michigan, for two weeks of training, as required by the Master Proposal, are needed. The committee was asked for help in this matter.

Need for promotion to attract students to this training was mentioned. A brochure has been reproduced and was passed out to the members for examination. These were offered those present in any amount for distribution to their store managers.

It appears that the members of this first advisory committee meeting, who were few in number, and generally not those invited, had most of their decisions made for them except that they were asked to furnish money to send the teacher away to school. It was suggested that another advisory committee meeting be held on June 13, 1968 and that at this time they should consider selecting a committee chairman.

A flyer from the National Cash Register Company, accompanying the Master Proposal, entitled Promotion of a Supermarket Checker Education Program stressed the role of the advisory committee:

Advisory committee: Organize a committee of key food industry people in your community. This committee should not be composed of more than 11 men from chains, independent grocers, food brokers, educators, and NCR representatives. It is the functional responsibility of the educator to make certain that each of these committee men are education conscious and are workers - someone to support the program and spread the word.

The make-up of the first advisory committee conformed fairly close to the suggestion as to number of members, but there is little evidence to indicate that the committee was very functional in supporting or promoting the program. It is possible that the advisory

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11Promotion of a Supermarket Checker Program (Dayton, Ohio: The National Cash Register Company).
committee resented the fact that its advice was not actually sought, but they were rather asked to endorse the decisions made by others. With a few exceptions their role in the program was slight and their responsibility for it was never fully accepted.

The proposed June 13th advisory committee meeting was not held, and the next official meeting was called on September 13, 1968. This meeting was held at 2:00 p.m. in the ninth floor supermarket cashier-checker training laboratory of Lindsey Hopkins Education Center. Three additional members were added to the committee making a total of eleven food industry representatives and one representative of the National Cash Register Company (Appendix H). School personnel were well represented, and three guests from the food industry were present. Of the eleven food industry members on the committee, four did not come to the meeting and two were represented by assistants.

The first order of business at this meeting was the election of a committee chairman. Mr. A. S. McCullough of NCR was elected chairman and presided over the meeting.

The meeting covered many related problems, and the members were asked for their support of the program and advice on its operation. The minutes indicate that there were no pledges made by the industry to either refer students to the program or to hire those trained. The minutes of this meeting state:

"It was generally agreed that it should be the responsibility of the individual student to contact the school for cashier-checker training." 12

The problem of a lack of students had not come up at this
time as the school had two classes enrolled, and no problem was
anticipated. This problem began to occur in November and December of
1968 and then became a matter of some concern. A special meeting to
seek answers to this problem was held on January 27, 1969, but only
school personnel and the chairman of the advisory committee, Mr.
McCullough, were asked to attend.

The third advisory committee was called on March 21, 1969. At this meeting three regular members of the committee were present;
three members sent representatives, and five members did not attend.
The problem of low enrollment and the inability to be very selective
of students was discussed. It was suggested that the name of the
course be changed to include possible employment outside of the food
industry. A new policy of enrolling students every Monday was
explained. An announcement was made about a special industry-wide
luncheon meeting to be held at the NCR training rooms on April 22,
1969 to promote the program.

The last meeting held of the advisory committee was on
October 23, 1969 in the Lindsey Hopkins supermarket cashier-checker
classroom. The attendance was about the same as past meetings, and
the problems remained as previously discussed with no solutions found.

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13 Minutes of March 21, 1969 Supermarket Cashier-Checker Training Program Advisory Committee meeting.

14 Minutes of October 23, 1969 Supermarket Cashier-Checker Training Program Advisory Committee meeting.
The record shows that only three of the committee members besides the chairman were faithful in giving support to the training program. Two of these were not regular members but were acting for other persons who were the named committee members. The committee has not fulfilled the support functions for which it was formed.

I-2. Was the instructor hired fully qualified and properly trained?

The full-time instructor of the program, Mr. Joseph Zaher, was hired in May, 1968 and has been with the program ever since. Mr. Zaher is a graduate of the University of Miami, Coral Gables, Florida, with a B.B.A. in Marketing. Mr. Zaher has had extensive experience in business as an owner-operator of a supermarket and most recently of an electrical appliance store. Mr. Zaher has been a part-time instructor in the adult distributive education program since 1963, teaching courses involving small business operation. He is fully certified in distributive education by the Florida State Department of Education.

In the Master Proposal for the course the stipulation was made that any instructor teaching the new program must attend a Teacher Training Program to be held at Western Michigan University in Kalamazoo, Michigan. The proposal states:

One of the most important aspects of the NCR-SMI-DE Supermarket Checker Education project is the instructor's training program. After a great deal of thought and consideration, this program was adopted for several important reasons. In the first place, it was decided that this was the only way to maintain a course of high standards of quality and uniformity. Secondly, it was realized that the course does require a degree of technical knowledge and capability on the part of the instructor. The application of the teaching materials
without proper training in their use would not be meaningful for either the instructor or the student. Finally, it was concluded that teachers would need some special instruction in methodology in order to achieve the maximum results from the course.15

Mr. Zaher attended the very first of the two-week teacher training sessions. He completed the training in June, 1968 and his tuition, travel and expenses were paid for by contributions from the companies represented on the advisory committee.

Mr. Zaher has been an effective and empathetic teacher, and this is verified by the Summary of Student Reports on Classroom Teaching shown in Appendix I. This form is one that is used in the course for self-evaluation by the instructor. The responses of students are solicited to this form on a regular basis. Fifty random sets of responses were chosen from the files and those responses tabulated by percentage next to each response category. The student responses are very revealing of their attitudes toward the course and of the instructor specifically. These responses are made with complete anonymity by the students in order to obtain the most honest opinions possible. They are generally quite complimentary of the course, the instruction, and the instructor. Perhaps ever more

revealing are some of the random comments elicited from students. The following are typical non-edited examples:

I think Mr. Zaher is very good instructor. I thank him for his understanding. I like the way he put up with us. We need more like him.

The course is very educational to me as a consumer, and if I get a job as a checker, I will know how to help the store.

Class was quite interesting. Gave me a revitalization. Since leaving school in '62 and only working 2 years of this time I was quite withdrawn. Thank you.

To me this class were a nice program & I enjoyed it very much. I wish that I can put into it as much as were given.

I have found my instructor very interesting in his class and best I have had. Thank you.

Thanks a lot to my Teacher, Mr. Joe Zaher, he been a very good teacher and instructor. Now that my course is completed, I can say, as Shakespeare, have said, "Yea though I sailed on the sea of ambition, yet will I landed on the Island of Success."

The checker cashier course was most interesting, because I learned a great deal about a supermarket, its problems, advantages & disadvantages. The benefits, the management and other important points I never payed attention to before. I believe I will benefit from this course in years to come. It was a great course.

This is one of the most interesting courses I have every taken, I would advice anyone who enjoy checker training to have Mr. Zaher as a teacher, I feel confident that he's the best qualified for the position.

I had one of the best instructor. He try his best with the class. Am sure I am going to be a better student in my next course.

Mr. Zaher is very understanding instructor. He have good paytion with the student & always explain the lesson clearly.

I love this class it was injoy. I am a little sad and living this class. and like my teacher very much.
These student responses give some indication of the problems the instructor has had with the education levels of the students but their sincerity is communicated despite some misspellings and grammatical errors.

L-3. Does the classroom laboratory equipment and space provided conform to the suggested specifications?

The Master Proposal set forth recommendations for the amount of space needed to house the laboratory and the equipment needed to properly implement the training. The laboratory is considered a must, and neither the course materials nor the teacher training are made available to any program that does not meet the laboratory requirement. The minimum space suggested for the actual supermarket laboratory was set at 1122 square feet of floor space. The classroom and laboratory at Lindsey Hopkins has over 1800 square feet. Pictures of the actual classroom and simulated supermarket are shown in Appendix J as part of the promotion brochure now in use. It is coincidental that the photography, layout and printing of this brochure were under the direction of the author in his previous position as the vocational materials specialist of the Dade County Public Schools.

A detailed list of required equipment is given in the Master Proposal, and this list was duplicated in every detail by the Lindsey Hopkins program. In some instances the specifications were exceeded. The total cost of the equipment suggested is approximately $16,400 and Lindsey Hopkins actually spent $22,000 to equip its classroom laboratory.
One end of the allotted space presents the exact appearance of a modern supermarket, complete with five check-out stands, registers, shelving, merchandise, and shopping carts. The entire classroom is air conditioned, pleasantly decorated and well lighted by overhead fluorescent lighting. The opposite end of the classroom has formica topped tables and comfortably molded plastic seating arranged in the conference style of a U. There are movie screens, blackboards, and complete access to all manner of audio-visual equipment. An overhead projector is assigned permanently to the room and is widely used in instruction. Shelving is provided for student materials and filing cabinets for the instructor.

The classroom space and equipment provided for the program far exceed the minimum requirements in the Master Proposal and must be judged to be adequate for the training program.

L-4. Are the suggested course materials being utilized to follow the curriculum and time schedule as specified and how well does the total program conform to what supermarket managers would like to have taught?

The instructional materials used by both the instructor and the students are purchased from the National Cash Register Company and are those especially produced for this training program. The instructional aids are sold as a separate instructor's kit and the student materials are packaged and sold in groups of four. All of the materials present a prestigious appearance and are fairly priced. The materials as described in the Master Proposal are used in the way they were designed to be. The only exception to the recommendations made has been to extend the training from 80 hours to 90 hours. These
additional ten hours are devoted to more register practice and individual instruction with students in their weak areas. The student materials and instructor's kit are described in Appendix F.

The tabulations of the supermarket managerial responses regarding the desirable curriculum for a cashier-checker training program were shown in Table 63 and Table 64. The units of instruction thought as important by the managers conform very closely to those being taught in the supermarket cashier-checker training program. As a double check to determine if the instructor of the Lindsey Hopkins program had the same attitudes about the relative importance of the units of instruction, he was asked to rank the 26 units of instruction taught in the school by their importance to local supermarket cashiers. The instructor did not see the ratings given by the managers prior to his own efforts to rank the units. The instructor's rating conforms very closely to those of the supermarket managers and confirms the instructor's knowledge of his subject.

The eight items ranked most important by the instructor included the eight items of school curriculum ranked most important by the managers. To further verify the correlations of the instructor's rating and those of the managers a Spearman's rank order correlation coefficient was computed.  

and was significant at less than the .01 level. This would indicate a very good correlation between the two rankings of the units of instruction.

L-5. What public relations and publicity efforts have been made and what indications are available of their effect?

The Master Proposal was not very explicit about the need for publicity. The burden of promoting the program was largely placed on the advisory committee. A flyer from NCR which is separate from the Proposal does make many good suggestions. This flyer entitled Promotion of a Supermarket Checker Education Program lists the following ten sources to use in promotion: advisory committee, flyers, personnel directors of chain, independent grocers, program brochure, media, NCR account managers, student involvement, advisory committee meetings, and list of graduates. Detailed suggestions are given on how to use these sources. A review of the publicity campaigns waged to promote the Supermarket Cashier-Checker Training Program indicates that all of these sources, and more, were exploited on a continuous basis for the Lindsey Hopkins program.

The files regarding promotion are not complete, but they do contain enough information to piece together the picture of what must be considered a rather intensive promotion effort. Appendix J contains several examples of the types of brochures, flyers, and advertisements that were used.

17 Promotion of a Supermarket Checker Program (Dayton, Ohio: The National Cash Register Company).
A major newspaper article was secured through the food editor of The Miami Herald. This article entitled "Check Out Clerks to Get Training" by Virginia Heffington appeared on Sunday, June 16, 1968. This article was well received and was very instrumental in attracting registration into the first class. Later attempts to get coverage in the form of articles were never successful but the program did get mention in other articles featuring the overall offerings of the Lindsey Hopkins Education Center. Each tri-ester Lindsey Hopkins and its branch centers run three full page advertisements in The Miami Herald prior to class openings, and the cashier-checker program is one of some 300 course offerings listed in these advertisements.

On many occasions small advertisements were tried in The Miami Herald, Miami News, Miami Times, Miami Beach Reporter, The Guide, The Home News, and the North Dade Journal to attract enrollment. The usual advertisement run was either a two column by three inches or a two column by two inches. Typical advertisements are included in Appendix J. The results of these advertisements were often disappointing. The files indicate that after running one insertion of the advertisement in all of the above papers for the week of December 25, 1968 through January 4, 1969 the early January class was barely filled. On January 15, 1969 another intensive advertising campaign was necessary because only one student had been

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registered for the January 23, 1969 class. This pattern of needing promotion on a continual emergency basis to fill the classes has been typical for most of the time the class has been in operation. Part of the problem comes from the fact that the total advertising of adult classes is done three times a year while the cashier-checker class starts every three weeks. The situation was not greatly improved when enrollment procedures were changed so that students could enter the class every Monday.

There is evidence in the files that many releases about the program were sent to radio, television, and newspapers by the administrators of the program. It is not known how many of these releases were used, but it can be assumed that a few of them were.

Brochures and flyers were widely used in promoting the program. The first brochure was available for distribution to the first advisory committee which met on May 6, 1968. A copy of this brochure is found in Appendix J. Fifteen thousand of these were printed. The adult distributive education brochure listing all major courses of the adult distributive education department was revised to include the listing of the supermarket cashier-checker program, and over 50,000 copies of this brochure have been printed and distributed in the last 20 months.

In early spring of 1969 a new expanded brochure was produced to promote the program. This brochure included in Appendix J contained photos of the classroom activities and was quite attractive and informative. Twenty thousand of these brochures have been distributed to promote the program.
In October, 1968 the graduation exercises of the Supermarket Cashier-Checker Training Program were published as a folder, and this was widely circulated by a direct mail campaign to advisory committee members and some 600 Dade County stores.

A handbill was printed and mailed to 1,000 stores in Dade County in January, 1969 to solicit their support and encourage them to refer students to the course for training. This handbill appears in Appendix J.

In May, 1969 a small flyer was sent to all of the graduating seniors from the public high schools to suggest that they might like to enroll in the course as an assist in finding jobs. There was very little response to this effort. A copy appears in Appendix J.

In May, 1970 a small letter of transmittal and the complete brochure about the cashier-checker program was again sent to all the 13,000 graduating high school seniors in the Dade County public schools. This mailing, shown in Appendix J, was made by the author and his phone number was included. There is no evidence that this mailing attracted any students, and the author did not get one phone call about the program that could be attributed to this mailing.

Also in May, 1970 a handbill was sent to 650 stores in the south Florida area. This handbill appears in Appendix J. This promotional piece went out just prior to the present study, but there is no evidence from the responses from supermarket managers that it made any great impression. No students who enrolled in the weeks after it was sent out had any knowledge of it.
The files indicate that a rather intensive direct mail campaign has been conducted since the program began to inform the Dade County stores about the program. Early in the promotion of the course the names of as many stores as could be gathered from all sources were put on addressograph plates, and these plates have grown in number as new stores have been added or discovered. There are presently about 650 stores so listed. They include all the supermarkets listed in this study, plus a great number of small groceries, convenience stores, department stores, drug stores, discount stores, variety stores, etc.

As the course progressed, the mailings broadened to beyond the food industry as far as promotion was concerned. The literature that was sent out, however, was all supermarket slanted. Twelve direct mailings were made starting with July, 1968 up to May, 1970. All these mailings included a letter and such information as a brochure, a list of graduates, a handbill, an invitation to an open house at the school, class opening announcements, or course application blanks. With a very few exceptions, the stores that were identified in this study as supermarkets have been the recipients of many mailings about the Lindsey Hopkins school. It was surprising that a greater number of the managerial personnel responding to the supermarket survey were not better informed about the program. Two managers did tell the author that mail in their stores is opened by someone other than themselves and this type of mail is automatically thrown into the wastebasket so that they would not have seen it. These observations may be very revealing.

The use of meetings to promote the program played an important role. The first meeting of importance was that held in March, 1968 to share ideas about the proposed program with the school personnel, food industry representatives, and NCR personnel. All of the advisory committees were promotional in nature and used to try to inform those present of the needs and progress of the program. It was also hoped to spark their interest, support, and promotional assistance, but this did not seem to be accomplished very successfully.

The instructor and the administrator did attend various meetings of store managers in the summer of 1968 to inform them of the new training program, but a record of these meeting schedules is not available.

In an attempt to revitalize the program and gain the support from the food industry that seemed to be missing, Mr. McCullough, chairman of the advisory committee and a local executive with NCR, got the backing of his company for a food industry luncheon to capture the attention and endorsement of the top level management for the training program. In a great cooperative effort between NCR and the local school administration, this important luncheon and promotional meeting took place on April 22, 1969. The meeting was held at the training rooms of the local NCR offices at 2915 Biscayne Boulevard, Miami, Florida. Over sixty persons were present, and they represented top food industry leaders, school representatives, and NCR executives. The guest speaker was Mr. Robert Dalglish, head of Distributive Education at San Antonio College, San Antonio, Texas. Mr. Dalglish had been very influential in the early development of the program and is
nationally known for his accomplishments in this area of training. A progress report was given by local school personnel, and a slide presentation picturing the operation of the training program was shown. Correspondence indicates that it was an enthusiastic message and apparently well received by those present.

On at least seven occasions, representatives from the training program have appeared on local television to tell the story of the supermarket school. Most of the appearances have been on a local morning program on Channel 7 at 6:50 entitled "Community Report." The program administrators, the instructor, a member of the advisory committee, a student of the program, and another knowledgeable instructor have all made appearances and told about the cashier-checker training school. These programs were aired at intervals over the past twenty months. The author has appeared twice. Neither the student responses nor those of the merchants indicate that they have been much influenced by this effort on television. This morning program is shown in Miami just prior to the national NBC "Today Show," and it is not known if the early hour and a low audience accounts for the lack of response or if the message itself just does not bring results.

A more ambitious attempt at television was made in May, 1970. A five minute color movie filmed in the classroom was followed by an interview with the instructor on a program entitled "Job Line." This local program is aired on Channel 10 at 12:00 noon on Sunday in Dade County. The presentation was judged to be well-done. It was an interesting and accurate presentation of what the cashier-checker
training program offers students. Again there was no feedback that indicated the message was received. None of the students who enrolled after the television program indicated they had any knowledge of the television program. The placement department of Lindsey Hopkins did not receive any requests from employers that could be traced to the "Job Line" television program.

A small article appeared in Florida Grocers' Bulletin on August 19, 1968 mentioning that the program was to begin at the Lindsey Hopkins Education Center in early September. This was entitled "Local Advisory Committee Formed to Establish Supermarket Checker Education Program" and featured a picture of the May 9th advisory committee meeting.

A brief article about the program appeared in the newsletter of the Florida Vocational Association published in May, 1969, but this was only meant to provide information to other vocational educators.

There has been much national publicity about the need for the NCR-SMI-DE Supermarket Checker Education Program, and the local program has shared in this. A 35 mm slide presentation about the Dade County program was used at a national Super Market Institute convention in Chicago, Illinois in May, 1969, and the NCR News, December 27, 1968, featured a photo story of McCullough of NCR addressing one of the school's graduating classes. The more recent copies of the Master Proposal published by NCR to promote further programs feature three photos from the Lindsey Hopkins program.

In 1969 The National Cash Register Company, in Dayton, Ohio, made a direct mailing of an article entitled "Packaged Professionalism:
SMI-NCR-DE Checker Education" to 117,000 retail groceries across the nation. This article was not specifically about the Dade County program but did describe the local program with accuracy. Many local merchants were included in this national mailing. Another mailing of this same article was made to 30,000 retail grocers in 1970. There has been no evidence locally that it was ever received in this area.

On May 6, 1970, Mr. Larry McKinley, Manager, Vocational Education Division, NCR-Marketing Education & Publications, presented a sound slide show about checker training to 9,000 supermarket leaders attending the Super Market Institute convention in Houston, Texas. The title of Mr. McKinley's presentation was "A Progress Report." Top managers and executives from the supermarket chains represented in the Miami-Dade County area were in attendance. While the Lindsey Hopkins program was not mentioned, the message presented was very pertinent, and it should have aroused the curiosity of any Dade County supermarket manager present to come home and seek more information. There has been no evidence locally to indicate that any contacts were made with the school as a result of attendance at this national conference.

This review of the public relations and promotion activities involved in selling the Lindsey Hopkins Supermarket Cashier-Checker Training Program to the local food industry and to recruit students for the class has only been able to hit the high points. There is a continuous and on-going effort being made by the instructor, the administrator, the registration and placement departments, the
graduates, the local NCR supporters, and a few advisory committee members to give the program visibility and make it successful in reaching its stated objectives. Promotion efforts have been necessary far beyond what was imagined when the program was inaugurated. This massive promotion effort has achieved some measure of success but not the extent desirable. It is not known if the types of promotion used have in themselves been ineffectual or if the message just has not had the necessary appeal to bring results.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

This study was undertaken to evaluate the Supermarket Cashier-Checker Training Program in the Lindsey Hopkins Education Center of Dade County, Florida Public Schools. This program is administered by the Adult Distributive Education Department of the Vocational, Technical and Adult Division. This evaluation was planned to determine how successfully the training program has met the major purposes for which it was inaugurated.

As stated in Chapter I, the primary objective of the program must be to provide the adult vocational distributive education student with marketable skills so that he may become employed as a supermarket cashier-checker. A second objective was to serve the valid training needs of the supermarkets by providing a ready pool of well trained cashier-checker employees. This included possible upgrading of present employees of the supermarkets and the reduction of the turnover through better training.

To accomplish this evaluation it was necessary to review all aspects of the training program. As previously described a random sampling of the graduates of the program was studied and follow-ups conducted to determine if the students have in fact sought out and
found employment related to the cashier-checker training. It was also necessary to contact leaders and managerial personnel of the Dade County food industry to seek data about present job opportunities, training procedures and needs, hiring policies, attitudes about training and support of the training program. In addition, a review was made of the content and quality of instruction, the administrative decisions, the use of advisory committees, and the public relations and publicity efforts accomplished. The data and information resulting from these evaluative efforts are presented in detail in Chapter IV.

The student information was based on the responses of 155 randomly selected graduates to the follow-up survey in Appendix A and the student personnel records of Lindsey Hopkins Education Center. The responses represented 76.7 percent of the sample and 46 percent of the total 337 graduates of the program for the period under study. Over one-fifth of the students, 21.3 percent, indicated that they did not seek employment after graduation. Projected on the total graduate population this would indicate that 265 students did seek jobs and 167 succeeded in finding employment. Of those in the sample who found immediate employment, 45.4 percent were in jobs that fit the supermarket cashier description of the study. On this basis it would appear that approximately 84 students of the total population found supermarket cashier-checker employment soon after graduation. Closer inspection of the jobs the graduates did take, though, indicates that a much larger percentage took non-supermarket jobs that were nevertheless training related. It was found that 89.5 percent of the jobs
students took did involve cashiering duties and was training related. On this projection it might be assumed that 168 students of the total graduate population found training related jobs. It was encouraging to note that 62.8 percent of the students acquired full-time jobs and this is well above the local normal supermarket hiring pattern of 40 percent full-time. The range of beginning hourly salaries of graduates ran from $1.25 to $2.14 and the Mean was $1.66 with a Standard Deviation of $0.138. This is not a very high salary but is probably higher than many of the students received on the previous job experiences they have had in such positions as hotel maids, domestics, and the like.

Students were asked to make responses indicating their employment status at the time of the study, and it was found that 49.7 percent of the students were employed. Projected to the total population this would indicate that about 168 students were working. It was noted that 47 of the sample students who got jobs immediately after graduation were still with the same employer at the time of the study. Fifteen students, or 19.5 percent of those still employed had changed jobs from the first employment and thirteen additional students had now found jobs who were not working soon after graduation. Twenty-four students who got jobs upon graduation had quit working by the time of the study.

Twenty-six students of the sample were employed as supermarket cashiers at the time of the study in June, 1970. This would indicate that about fifty-seven students of the total graduate population are presently cashiering in supermarkets. Again though, it was
found that a great many of the students with employment were holding jobs involving duties closely related to the training they received. In fact, 66.3 percent were now employed in cashier related jobs. Why this is lower than the original 89.5 percent employed in related jobs is not clear. Based on the present sample percentage, there would be 110 graduates now working at jobs related to their training. The 70.1 percent of those now working at full-time jobs represents a better average than the normal local supermarket ratio of 40 percent full-time. The hourly salary range of the now employed graduates fit into a range of $1.25 to $2.44 with a Mean of $1.82 and a Standard Deviation of $0.224. An analysis of variance between the immediate salary and the present salary indicates that the difference is significant to the .001 level. Some students indicated that the cashier experience gave them an employment base and the self-confidence to acquire better paying jobs. Most of the increased salary represents raises gained from doing satisfactory work and longevity on the job.

A check on the number of months that students stayed with their first employer indicated that, with a mean of 12 months employment possible, they had stayed a mean of 10.6 months. This would appear to be better than average job longevity but certainly not conclusive enough to claim that the training program had eliminated the turnover problem in the cashier position. A study of the time that graduates have been employed with their employers of June, 1970 revealed a mean of 9.194 months with a standard deviation of 6.389. This is hard to interpret because students have been leaving the
course and taking employment at intervals over the twenty-one months of the study.

One measure of success in any training program should be the degree of satisfaction graduates have with their employment. It was found that 86.5 percent of those employed were happy in their work. Only four individuals working as supermarket cashiers reported that they were not happy in their work.

Recruiting students into the program in sufficient quantities and with proper goals, attitudes and education levels has been a major problem of the training program. It was important to this evaluation to determine what had been done and how successful it was in attracting enrollees. The use of brochures, advertising and general public relations efforts through the media were found to have been rather extensive. They were far beyond the effort that might have been anticipated as needed at the time of starting the training program. Students indicated that the three main sources of their information about the program came from the newspaper, the registration department of Lindsey Hopkins, and from other students. It was especially discouraging to find that only 3 students out of 155 learned about the program from a store where they applied for work. There were 81.3 percent of the students who enrolled on their own initiative and paid their own fees. The remaining 29 students in the sample were enrolled through the efforts of one of the welfare-disadvantaged programs. Students in the welfare programs were also paid a weekly allowance by the particular agency that assigned them to the class. All of the welfare students were members of the black race.
Ten of these students were working at the time of the study. This represented 34 percent of the welfare students, and it is somewhat lower than the 49.6 percent now employed in the total sample.

The sample population was divided into three ethnic groups descriptive of the three major groups in the Dade County population. About 72 percent of the county population is generally assigned to the white group, yet the study body of the cashier-checker course has only enrolled 20.7 percent white students. It is noted that 61.3 percent of the students have been members of the black race and the remaining 18.1 percent of Spanish (mostly Cuban) origins. While this student enrollment does not fit the ratios in the total county population, it correlates fairly closely to normal day time student enrollment of the Lindsey Hopkins Education Center. Part of this imbalance is due to the location of the school and part due to the overall school purposes and offerings. In the cashier-checker course in particular, the low prestige and wage image of employment in the food industry has been a deterrent to enrollments of almost all except persons from lower economic levels of society.

Unfortunately, many of these same persons who see the cashier-checker program as an opportunity to up-grade their job skills and income levels live in areas of the city removed from the areas of greatest job opportunity. The training program offers little chance of escape to a student burdened with transportation problems, the obligations of large families, a lower than average level of educational attainment and unfavorable work attitudes ingrained from years of
living in poverty. A three week course cannot break all the chains that have burdened some of the students for so long.

Student comments have been generally very favorable toward the school and the training they have received. Their attitude of looking to Lindsey Hopkins as a helpmate to a better life is indicated in the fact that 60 percent of the graduates of this program had additional requests for assistance they wanted from the school. Twenty-nine of the 155 in the sample thought they would like help from the school to find a job. None of these students had even contacted the school to request such assistance until asked to respond to the questionnaire. There is no way of knowing if these individuals who have been so seemingly unaggressive in seeking job help would actually take jobs if they were offered to them. Some of the experience with placement indicates that it has often been very difficult to get unemployed graduates to make the effort to go for interview when the opportunities were presented. Experience has indicated that those students who were sincere in wanting cashiering jobs, and were persistent in making an effort to find employment, usually were successful in doing so.

The great majority of students wanting further help from Lindsey Hopkins indicated an interest in further schooling. The cashier-checker training has been a pleasant educational experience for most students and some indicated that it awakened their desire to further their education. Many of the graduates of this program are to be seen in other classes now on-going in the school. Lindsey Hopkins student records indicate that some of the students in the paid welfare
programs have made a career of moving from one training program to another to maintain their subsidy. Some of these students have verbalized their displeasure that the cashier-checker program was only three weeks in length and they wanted longer courses for longer study.

Review of the publicity efforts of the school indicates that many activities were carried out and a variety of media was employed in a continuous effort to get the message about the training program to the stores. That this effort had some measure of success is shown by the fact that 72.5 percent of the supermarket managerial personnel responding indicated they had at least heard of the training program. When questioned about their knowledge of the specific details about the program it was obvious that their knowledge was very superficial. The mail-out campaigns to the stores and the newspaper ads and articles seemed to be the most named method by which they became aware of the program.

Only 21 of the 131 respondents from the stores had any knowledge of having hired a graduate of the program. Of these, nine stated their graduate employees were very satisfactory and nine others indicated that they could only rate the graduates as average. The three who had unsatisfactory experience did not explain the deficiency.

There were many indications that the stores usually have more job applicants than they have jobs. It has been difficult to enroll students in the cashier-checker programs because potential students have expressed the feeling that it was a waste of time and money to take training for a job area that is overcrowded. This
argument is hard to refute unless it can be shown that there are benefits the student will accrue by taking the program. One such benefit would be the advantage of being able to apply for a job with proper training on the assumption that the merchant would give preferential treatment to hiring a properly trained person over others not trained. When the store managers who knew about the program were asked about their attitudes toward hiring cashier-checker graduates, 62.1 percent indicated they would give preference in hiring. Of the 21 managers who did have experience with graduates, 17 indicated they would give preference to hiring graduates of the cashier-checker program. It would appear from these figures that a graduate's chances of finding a cashier job are enhanced because of having had the course.

Another benefit that a student would gain from the training would be heightened job satisfaction from knowing more about the total food industry and her important role in it. The job of cashiering can become more than just a menial task as one learns the vital part it plays in the overall store operation. The training program attempts to instill a sense of pride in the student through the knowledge that she has the proper skills to perform efficiently in a sometimes difficult situation. The program has been effective for many students who did not possess them prior to training. It was hoped that the training would thus put graduates into jobs from which they could get job satisfaction and that the stores would enjoy a lower rate of employee turnover. There was some evidence in the
responses from graduates and employers to indicate that some success was achieved but the extent could not be measured.

Many stores use various testing devices to screen applicants for cashier-checker positions. These range from simple math tests to aptitude tests. Students taking the training program will be better prepared to pass these tests than persons without training and thus their chances of being hired will be enhanced by the training.

The responses from the managers indicated that they wanted to hire cashier-checkers who either had previous cashiering experience or training. They indicated that this policy would save time and money for the store. They generally agreed that training is necessary and that it does reduce front end losses for the store. Since managers did express these attitudes, and they were generally the persons held responsible for the training, it might be assumed that they would turn to the school for new employees. This has not happened. The stores have in fact practically ignored the existence of the school when looking for new cashiers. Neither have they made any effort to refer students to the school so that a pool of trained cashier-checkers might be built for them to draw on.

When the supermarket managerial personnel were asked to rate some thirty units of instruction in cashier-checker training to fit their store, it was found their ratings agreed very closely with the training program. The register equipment in the school matches well with that used by the supermarkets in the study. The classroom laboratory must be judged as a realistic and a satisfactory facility in which to provide the training for supermarkets. It is attractively
displayed with merchandise, well lighted and air conditioned. The instructional materials in the course were well planned and very adequate to meet the instructional needs. The use of programmed instruction for some units is to be commended. The instructor is fully trained, certified, and very knowledgeable in his subject matter. He is an effective and empathetic teacher as revealed by the student evaluations and comments.

The placement problem with cashier-checker students has not been very much different from that experienced by many other programs in the Lindsey Hopkins Education Center. These problems were well stated by the supervisor of the Registration and Placement Department. The problem may be exaggerated in the cashier-checker program by the need to fill a class with students every three weeks. This results in very little selectivity in assigning students to the cashier-checker program. The three-week period of training is not adequate to properly train many of the students now entering the program so that they are in fact employable. The registration and guidance procedures instituted when the program was started were quickly bypassed in the effort to keep enrollments at a level necessary to maintain the state financial support.

The school administrators of the program have been enthusiastic in their support of the cashier-checker training program and sincere in their efforts to set up a program that would meet both student and community needs. They have consistently acted in good faith to maintain and improve the program. The original impetus to start the program came first from the local representatives of the
National Cash Register Company and became a cooperative effort with
the school system administrators as they became aware of what they
believed was a training need the school could provide. The program
was started with the understanding of the school administrators that
it would be well supported by the local industry and that a steady
flow of student referrals to the training program would result.
This assumption of industry support has not materialized, and the
advisory committee has been largely nonfunctional.

The former coordinator of the adult distributive education
department, Mr. Lloyd Smith, was the spark plug in getting the
program started and was the administrator of it until his retirement
in January, 1970. The great effort and devotion Mr. Smith gave this
program for the first seventeen months of its operation must be
commended. It should be pointed out, however, that administratively
Mr. Smith was operating under the handicaps pointed out in the 1963
evaluation entitled Diagram for Development.¹ Distributive Education
is still fragmented throughout the administrative structure of the
Vocational, Technical and Adult Division of the Dade County schools,
and by losing much of its identity, suffers in effectiveness as a
curriculum area. The many advantages that might accrue to an adult
distributive education program from close association with a total
county wide high school distributive education program is denied
because of an administrative organization that provides no ties

¹Vocational and Related Education in Dade County, Diagram for
Development (Tallahassee, Florida: State Dept. of Education, Adult
Distributive Education, Division of Vocational, Technical and Adult
between the related programs. A number of adult distributive education programs, such as hotel training and food service, are still being administered as totally separate from the supervision of the Adult Distributive Education Department.

The adult distributive education coordinator is responsible for instruction in over thirty-five subject areas being taught in twelve adult centers spread throughout a county with a population of 1,300,000 and a large land mass area. The coordinator operates with secretarial help assigned on a half-time basis. He has no assistants and is expected to be curriculum expert, hire teachers, supervise instruction, and maintain community contacts and relations in such broad and diverse areas as insurance, real estate, tourism, securities, retailing, wholesaling, and export-import. Viewing the total position and responsibilities, it is amazing that the coordinator found time for the cashier-checker program.

The coordinator did not have a promotion budget to devote to public relations or advertising campaigns. The fact that he was able to secure so much promotion coverage without authority to act on his own is a tribute both to the coordinator and to his immediate supervisor. It was not possible to determine the amount of personal contact the coordinator was able to make, if any, with the food industry employers. Based on the personal experience of the author, personal contact was probably limited because of all the other demands on the coordinator's time and energy.
Conclusions based on the findings

The student follow-up survey indicated that 78.7 percent of the student graduates in the sample did seek jobs after completing the training. On this basis it could be projected that 265 of the 337 graduates from the program did seek work. In the sample, 70.5 percent of those who sought work found it. Projected to the total number of graduates it might be inferred that 187 students found jobs soon after graduating from the training program. The students in the sample reported finding jobs that were 89.5 percent training related. It could, therefore, be stated that approximately 168 of the trainees found training related jobs. This is an acceptable number of students to have gained employment from a training program having only one instructor and in operation for only twenty-one months at the time of the study. A basis of criticism might be that a much greater number of students could have benefited from the training and been placed if more students could have been recruited and the merchants had supported the program. Using the training facility to maximum capacity, it would have been possible to double the number of students graduated.

The students were generally complimentary of the course and did indicate it was a help to them in finding and holding down jobs. The students of the program did get some preferential hiring treatment from supermarket managers who were knowledgeable about the training program. It is believed that future classes of the program will benefit even greater in this manner as more and more merchants have the experience of hiring program graduates. It is also believed
that many program graduates will eventually move up to head cashier jobs and be in a position to influence the hiring policies of the stores in favor of future graduates. Continued promotion and advertisement of the program will also tend to have a cumulative effect that will increasingly benefit future job seekers from the program.

Most of the students who found training related jobs did so in situations other than supermarkets. The term supermarket is too restricting and does not in fact describe all of the job possibilities to which the training can lead. Even a course title describing the course as one directed at cashiering jobs in the food distribution industry is far too restricting. This fact was realized a few months after the course was started and the promotional materials began to reflect the cashiering possibilities in businesses other than supermarkets. There was not a change in the curriculum nor the merchandise in the classroom laboratory to match the promotion subterfuge. The image the program projects is overwhelmingly that of a food store and the public use of the term supermarket has become synonymous for any large food store operation.

The curriculum materials and classroom laboratory are very adequate for their original purpose. The ninety hours of instruction are sufficient to prepare the average student to be hired and to benefit from further on-the-job training by the employer. It does not turn out a totally proficient cashier. When the student enters the program with poor attitudes, bad grooming, or an educational background lacking in basic language and math, ninety-hours of instruction are not sufficient to turn out an employable student.
Students should not be issued diplomas and allowed to seek jobs with the blessing of the school just because they have been in the classroom for ninety hours. The diploma should represent the school's judgement about the employability readiness of the graduate. Student follow-up and program evaluation have been on an erratic basis. A plan for evaluation has not been provided. The time and effort it takes to accomplish this should be carefully considered in any future planning.

There is a need for some definite long range planning of public relations efforts and promotion. This activity needs to be continuous, but there are also times that especially lend themselves to a concentrated drive. Student recruitment efforts need to cluster heavily just prior to class opening dates. Because the registration periods of the cashier-checker program do not usually coincide with those of the rest of the school, special advertising and promotion efforts for this class are a must.

Communication between the store level managers and the school personnel has been greatly neglected. The efforts at direct mail have been worthwhile but have lacked the power that personal contact would have. Neither the instructor nor the coordinator of the adult programs has been given sufficient time to make these vital personal contacts. The instructor does not even have ready access to the use of a telephone with which to contact students and employers.

The cashier-checker program suffers from the narrowness of its specific training function and its isolation from a related curriculum. It exists as a separate entity, a beginning and end in itself, trapped into a lock-step, repetitious, inflexible three week training cycle.
It has no introductory courses nor any follow-up nor related courses. It leads only to a low level entry job and offers little compensation and small hope for advancement. A student with serious intentions of seeking advancement up the ladder of retailing would not find other courses offered in Lindsey Hopkins to further his ambition. There is a need for more flexibility in scheduling and financing to allow special classes to meet special needs. The use of the facility for in-service training programs for presently employed persons has not been tried. There have been no manager's classes on front end operation or groups of head cashiers to learn job instruction methods. The training facility has not been used to help the high school distributive education coordinators better prepare their cooperative students for job placement.

The cashier-checker training program was a major innovation for the adult distributive education department of the Dade County, Florida Public Schools. It was a departure from a tradition of setting up and running courses at the discretion of the coordinator with little consultation or advice with the distributive businesses of the community. Its general advisory committee was one that functioned only on paper and was not called upon to determine policy or set direction. This was not typical of most of the other vocational areas in the Vocational, Technical and Adult Division of the school system where great dependence was placed on advisory committees. The advisory committee was entirely made up of food industry representatives with the exception of the chairman who was an NCR executive. The majority of the named members of the advisory committee were of
very little service to the school. The reasons for their lack of interest and support are not known. There were no members on the committee of a store managerial level, and it is generally at this level that the hiring and training of cashier-checkers takes place.

The adult distributive education department was never able to turn to a group of community leaders for assistance and advice as the trade areas were because it did not have community support through the active leaders who served on the advisory committees. The adult coordinator was severely handicapped by this lack of community support, but did not feel it was possible for one administrator operating alone with limited secretarial help to develop and work with the several advisory committees it would take to cover the entire curriculum area of distributive education. To properly function it would take a separate advisory committee for each of the areas such as insurance, real estate, retailing, tourism, and export-import.

The use of an advisory committee by the cashier-checker program was a first attempt to contact the food industry to gain support for adult distributive education at Lindsey Hopkins. As such, the administrator may have been somewhat inept in capturing their support out of eagerness and inexperience with the technique. The food industry did not rally around the new program because they did not know what was expected of them. They had never been consulted or asked to provide assistance before and they too were inexperienced. The tradition of support built over the years by the trade vocational areas had never been sought by the adult distributive education department.
It was probably a mistake to have encouraged the election of a committee chairman of the advisory committee from the National Cash Register Company who had a vested interest in the program. The company had registers to sell, and the chairman had company pressures on him to get a program set up and help relieve NCR of some of the costly training they were being forced to provide by their customers. There can be no doubt of the sincerity of either the NCR company or the committee chairman in their desire to help the school meet a real training need that existed in the community, but even the best of motives must have been under suspect by other members of the advisory committee because of the vested interest present.

Under the existing administrative structure, the adult distributive education department has suffered from its isolation from the total distributive training programs provided in the school system. The cashier-checker program has shared in this situation to its detriment. The fourteen high school distributive education programs in the county have had a favorable impact on the retailing industry, and the adult programs could share this ready made public relations. The author did not find one merchant who had any realization that the cashier-checker program was in any way even remotely related to the cooperative distributive education programs of the high schools. A great many retailers in the community have participated in and are supporters of the cooperative high school distributive education programs. Some local managerial personnel are former distributive education students. They would be much more sympathetic to
the adult programs if they knew the curriculum and financing shared the same roots as the high school program.

Recommendations

The Supermarket Cashier-Checker Training Program of Lindsey Hopkins Education Center is serving a definite training need in the community, and it has been instrumental in helping a large number of students find employment. The following recommendations based on the research are made to assist the program serve a larger number of students and to capture the industry support that is vital to continued operation.

Recommendation 1. Organize a new advisory committee of persons more representative of the various types of businesses being served and composed of individuals who have a sincere interest in helping develop and promote the program.

A nucleus of the members of the original committee who were cooperative should be formed as a steering committee to assist in forming a new advisory committee. A permanent advisory committee should not be formed until a newly expanded steering committee has functioned for a period of time and it has been determined which members are most active and deserving of a seat on the advisory committee, based on a genuine desire to serve. The steering committee must be made aware of all the facts about the program and their advice and assistance sought. The steering committee and the eventual advisory committee should be given an important role in all future decision making about the program and the burden of
responsibility for helping carry out the decisions should be a dual responsibility of the committee members and the school administration. While the committee does not have authority to legislate or actually set school policies, their recommendations should be carefully considered by school administrators who are empowered to act in this capacity. The final responsibility for the success of the program must ultimately fall on the shoulders of the school administrators.

All further recommendations made about the operation of the program should be presented to the newly formed committee and whether they are implemented or not should be based upon the committee decision. With this in mind, the remaining recommendations are presented by the author as ones believed deserving of serious consideration by the new committees.

Recommendation 2. The school should develop a broader more flexible curriculum making provision for preparatory instruction leading to the cashier-checker program and more advanced courses involving in-service and managerial training for the industry.

The school needs to consider preparatory and remedial courses that would help many students who are not able to benefit from the cashier-checker training to improve their skills, attitudes, and grooming so that they could be made employable through the cashier-checker training. The three week course in itself is not long enough to accomplish all that some students need to become employable.

Consideration must be given to much broader flexibility in scheduling and use of the cashier-checker laboratory. There are other training needs the classroom could serve such as managerial level
courses in front end operation, or job instruction methods for head cashiers, or special department operation problems.

**Recommendation 3.** The organization and manpower needs of the adult distributive education department which presently hamper the growth of existing programs and the development of new ones needs careful consideration.

The instructor of the cashier-checker program has not been given an opportunity to get out of the classroom to develop the community support that is vital to the program. The administrator of the program has been limited in the attention he can give the cashier-checker program by the press of the many other curriculum areas he serves. It would be desirable to employ another person as a specialist in the areas that the cashier-checker program can serve who would be responsible for developing community support, developing additional courses, planning specific promotion, work with the advisory committees, and assist in the instruction. With more manpower a food distribution curriculum could be developed to serve a number of training needs over and beyond that of cashier-checker training. This has been a successful approach for the hotel industry and the operation of the Lindsey Hopkins hotel curriculum.

Approximately forty percent of the jobs in Dade County are in distributive occupations. A supervisor of distributive education needs to be appointed for the Vocational, Technical and Adult Division to bring together all of the distributive education offerings now scattered throughout the system. Both the high school programs and the adult programs would benefit from the closer association resulting
from being under one top administrator. The isolation now working to
the detriment of the cashier-checker program would thus be eliminated
and the growth of related programs greatly stimulated.

**Recommendation 4.** A long range plan of public relations,
promotion and recruiting, should be developed and a budget provided to
properly implement it.

The promotion, recruiting efforts, and the expenses to
accomplish them should be planned on a long term (probably annual)
basis. The effort should be continuous with special student
recruiting emphasis prior to times of registration and concentration
on the employers just prior to graduation times. There should be
definite budgets projected to meet the special promotion needs of
this program and these should be administered at the discretion of
the adult distributive education coordinator.

The excess student fees collected over and above the cost of
course materials should be channeled into promotion and advertising
uses. The use of these funds would insure better industry support
in placement of graduates and guarantee a continuing program of
training will be available to future students who can benefit from it.

**Recommendation 5.** Student recruiting, registration, guidance
and testing procedures need to be instituted that will insure that
only students who can benefit from the course and become employable
from the training are enrolled.

Student recruiting efforts should stress the need for student
educational and aptitude prerequisites to enter the training program.
Every applicant for the program should receive the benefit of
consultation with an adult guidance counselor who can determine if he possesses a realistic vocational goal and has sufficient educational background to profit from the training. All student applicants should be administered the NCR Personnel Test for Check-Out Cashiers. Students with less than a high school diploma will be greatly handicapped in finding employment, and unless their test scores are satisfactory they should be discouraged from enrolling in the course. Certainly no one with less than a tenth grade education should be enrolled directly into the program. Students with low educational attainment or low test scores should be encouraged to participate in remedial and preparatory courses offered within the adult school that would bring them up to the minimum entrance requirements in the cashier-checker course.

The present registration policy of allowing students to enter the class each Monday should be discontinued. It is far too disrupting to instruction and entirely breaks up the continuity and esprit de corps of the classes. Registration should be completed not later than the second day of a new class opening.

Recommendation 6. Employability standards should be established to determine which students can be recommended to employers as potentially successful cashier-checkers, and no student should be awarded a course certificate who does not meet the set standards.

The cashier-checker training program needs a means of quality control on the product it produces and recommends to the industry. While it is sometimes necessary to accept students into the program who may have deficiencies, these students should not be graduated from
the course until they can measure up to the employability standards a graduate certificate represents. If some students need additional time or special instruction to reach the graduation standards this should be included in their training. The industry should not be asked to support a training program unless the graduate trainees of the program are of the quality as represented.

Recommendation 7. The training program should put additional stress on the training units considered most important by the managerial personnel.

Managers were in firm agreement that the most important things a training program could accomplish would be areas of customer relations, courtesy, grooming, attitudes and personal conduct. These units are now included in the curriculum but should be expanded further. Students who display weakness in any of these areas should receive special counseling and additional training as necessary to correct their specific faults. Personal development of students in these areas would improve their employability for any distributive occupation.

Recommendation 8. Change the name and image of the training program to reflect new emphasis on personal development and broadened job opportunities.

With the help of the advisory committee, a new name should be developed for the course that reflects the change in emphasis. Such a name as "Cashiering Personality and Skills" might be considered. The promotion materials for the course should be revised to indicate that the improvement of attitudes, grooming, personality and human relations
are major objectives of the training. While skill building on the
check-out stands will not be neglected, it will play a lesser role in
the preparation of cashiers for employment.

The classroom presents the overwhelming image of a food store
at present. It would be desirable to broaden the variety of merchan-
dise used in register training and heighten the impression that the
training would also be useful in gaining employment in many other
Types of retailing. It might be possible to occasionally recruit and
train specific groups of students for non-food store placement and
adjust the curriculum to serve these special groups.

Recommendation 9. Scheduling of classes should include
realistic time blocks to allow the instructor to coordinate the
activities of student recruiting, guidance, placement, and evaluation.

The instructor should be free from instructional duties at
least the equivalent of one day each week to attend to industry-school
relations, placement, and student recruitment. Classes should be so
scheduled that the instructor can have non-instructional time to leave
the school and visit with store managers and company executives to
build personal contacts and solicit their support for the program.
This time should be used to follow-up former students and to evaluate
the training program in relation to the success of the students.
Periodic follow-up of cashier graduates needs to be accomplished on a
regularly scheduled basis.

One week should be allowed between each graduating class and
the start of a new class so that the instructor is free to assist
students in finding jobs and to counsel with prospective students for
the new class.

The instructor should be provided a travel allowance of ten
cents per mile for use of his automobile in school business.

Recommendation 10. The cashier-checker training program
should have a small office adjacent to the classroom equipped with a
telephone.

The instructor does not now have any place where he can
privately counsel with students. He must hold conversations in the
classroom with other students present, and this is a highly unsatis-
factory situation. This should be corrected so that student needs
for individual counseling can be met.

The instructor does not have ready access to the use of a
telephone. This should be corrected at once. The instructor can
hardly be expected to arrange appointments or receive inquiries from
the stores without the ready convenience of a phone. This phone
should ideally be installed in a private counseling area where the
conversations can be held confidentially when needed.

Suggestions for further research

The establishment of programs similar to the one studied here
are being encouraged throughout the nation. If the problem of student
shortage and lack of community support existing in Dade County, Florida
are at all typical, additional research on a nationwide basis is
needed to provide data to school administrators who are considering the
installation of a cashier-checker training program.
1. Similar studies to this one should be conducted in other localities across the nation and the findings made public for comparison so that potential administrators of cashier-checker training programs might avoid possible pitfalls and share in the experience of the successful program.

2. Experimental studies need to be conducted to determine that cashier-checkers trained in this type program are in fact superior to cashiers trained by the usual haphazard on-the-job training methods now in use in the industry. Are they more accurate? Is their rate of turnover on the jobs less than other employees? Do they find jobs more easily? Are they more courteous, well groomed, dependable and adept at customer relations?
APPENDIX A

CASHIER-CHECKER GRADUATE STUDENT SURVEY AND TRANSMITTAL LETTER
CASHIER-CHECKER STUDENT SURVEY

STUDENT NAME ___________________________ STUDENT # ______
ADDRESS: _______________________________ PHONE # ______

PLEASE ANSWER THE FOLLOWING QUESTIONS TO THE BEST OF YOUR KNOWLEDGE:

1. Did you look for a cashier job immediately after training? ___ No ___ Yes

2. Did you find a job related to your training? _____ No ___ Yes

3. If you found a job within four months after completing the course, please complete the following:
   Name of employer: ____________________________
   Address of employer: __________________________
   Date of employment: ___________________ Job title: ____________________________
   Was the work: ______ Part-time or ______ Full-time?
   How many months did you keep this job? __________

4. If you are now employed, please complete the following:
   Name of employer: ____________________________
   Address of employer: __________________________
   Date of employment: __________________________
   Is the work: ____ Part-time or ____ Full-time?

5. Do you think the cashier-checker training was useful to you in finding and holding a job? ___ No ___ Yes

6. While seeking employment, did employers seem to give recognition to your LHEC Cashier-Checker Training Certificate? . . . . ___ No ___ Yes

7. Did any of your employers know about the cashier-checker course? ___ Yes

8. Were you enrolled in the Cashier-Checker Training Program: ___ No
   _____ on my own _____ as WIN _____ as Voc. Rehab. _____ Other:

9. How did you first learn about the Cashier-Checker Program?
   __ Radio ___ Television ___ Newspaper ___ Store where applied for job
   __ LHEC Registration ___ Guidance Counselor ___ Previous Student
   _____ Other:

10. What was your beginning hourly rate of pay on your first job? ____________ $ per hr.

11. What is your present hourly rate of pay? ____________ $ per hr.

12. Have you any recommendations to make for improving the training course?

13. Are you happy in your job? ___ Yes ___ No

14. Can Lindsey Hopkins be of any help to you at this time? ____ No ____ Yes
   If yes, please state how: ____________________________
Dear Cashier-Checker Graduate:

We at Lindsey Hopkins Education Center are very interested in knowing what has happened to you since you attended our Cashier-Checker Training Program and we are taking this method to try and reach you. The answers that only YOU can give us on the enclosed questionnaire, will be very helpful to us in planning education programs that better meet the needs of our students. You can be sure that any information you give us will be kept strictly confidential and will be used only for program planning.

Will you please take a few minutes to fill out the blanks in the enclosed questionnaire and return it to us in the self-addressed stamped envelope at your earliest convenience.

It is our sincere hope that your experience in our course was a pleasant one and that the training did prove to be useful to you in meeting your personal employment needs.

Hoping to hear from you soon--

Cordially yours,

G.E. Patterson
Mr. G.E. Patterson, Coordinator
Adult Distributive Education
APPENDIX B

CASHIER-CHECKER QUESTIONNAIRE FOR
SUPERMARKET MANAGERIAL PERSONNEL
CASHIER-CHECKER
QUESTIONNAIRE

IT WILL REQUIRE APPROXIMATELY FIVE MINUTES TO ANSWER THE
24 OPINION QUESTIONS OF THIS SURVEY. THE TIME AND EFFORT
YOU DEVOTE TO ANSWERING THIS QUESTIONNAIRE WILL PROVE OF
INVALUABLE ASSISTANCE IN PLANNING REALISTIC CASHIER-CHECKER
TRAINING PROGRAMS OF BENEFIT TO ALL RETAILERS IN DADE
COUNTY. PLEASE GIVE US THE ASSISTANCE OF YOUR THINKING:

Identification of Respondent (Please print)

<table>
<thead>
<tr>
<th>Last name</th>
<th>First</th>
<th>Initial</th>
<th>Title of position</th>
</tr>
</thead>
</table>

Employer (Co. or store name)  Bus. phone

Business address  Zip

No. of years with present employer  Total no. years in retailing

1. Have you ever heard of the Cashier-Checker training program at Lindsey Hopkins Education Center? Yes____ No____ Uncertain____

2. If YES, please answer the following, indicating your degree of familiarity:
   (If NO or uncertain please proceed to question number 10.)

<table>
<thead>
<tr>
<th>Well Informed</th>
<th>Familiar</th>
<th>Unfamiliar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student recruiting and selection methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length of course in instructional hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom laboratory and equipment used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course content and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate placement service</td>
<td></td>
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</tr>
</tbody>
</table>

3. How did you gain your knowledge about this training program? Mail out____
   Newspaper____ Meetings____ Visit to school____ Other____ Uncertain____
4. Have you ever knowingly hired a cashier-checker who had completed the Lindsey Hopkins Cashier-Checker training course? Yes _____ No _____ Uncertain _____

5. If YES (only) please respond to the following questions with an "X" ___
   a. Did the employee come to you direct from the course? Yes _____ No _____ Uncertain _____
   b. Did the employee work for another employer between the time you hired her and she completed the cashier-checker schooling? Yes _____ No _____ Uncertain _____
   c. To what degree was this employee a successful cashier-checker? Very satisfactory _____ Average _____ Unsatisfactory _____
   d. If this employee was unsatisfactory, can you state the particular failings? __________________________

6. Based on your knowledge of the Lindsey Hopkins Cashier-Checker program and/or experience with previous trainees, other factors being equal, would you _____ Give hiring preference to cashier-checker graduates?
   _____ Give no special consideration to hiring cashier-checker graduates?
   _____ Rather not hire cashier-checker graduates?

7. Have you ever contacted the Lindsey Hopkins Placement service to locate a potential cashier-checker? Yes _____ No _____ Uncertain _____

8. Would you be interested in receiving information about the training service provided by the cashier-checker program? Yes _____ No _____

9. Have you ever referred potential cashier-checker employees to take the Lindsey Hopkins cashier-checker training? Yes _____ No _____

10. Do you believe that cashier-checker aptitude tests can be used to determine potentially satisfactory cashier-checker personnel? Yes _____ No _____ Uncertain _____

11. Does your store use cashier-checker aptitude tests in screening applicants for employment? Yes _____ No _____

12. If YES, what is the name of test? __________________________

13. Do you think that a cashier-checker aptitude test should be used to determine which students should enroll in the Lindsey Hopkins cashier-checker training program? Yes _____ No _____ Uncertain _____

14. If YES, can you suggest a suitable test for this purpose? Yes _____ No _____

15. Assuming that you are setting up a cashier-checker training program for your store, how would you respond to the following?

Rate each of the units of instruction listed below according to their importance to cashier-checkers in your store.

<table>
<thead>
<tr>
<th>Essential</th>
<th>Desirable</th>
<th>Some Value</th>
<th>Not Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief general history of retailing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brief history of your store</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation to company policies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation to employee rights and duties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiarization with problems of various departments (bakery, meat, produce, etc)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handling, sorting, bagging of merchandise</td>
<td>Essential</td>
<td>Desirable</td>
<td>Some Value</td>
</tr>
<tr>
<td>Customer relations and courtesy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grooming, attitude and personal conduct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales tax computation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shelf-stocking processes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cashing checks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using price computing scale</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check-out procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making change manually and handling money</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using automatic change dispenser</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Dispensing trading stamps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preventing pilferage and shoplifting</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Marking and pricing procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computing divisions of grouped or multiple-priced items</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Handling of adjustments</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Dealing with robbers and money manipulators</td>
<td></td>
<td></td>
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<tr>
<td>Handling credit</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Opportunities for job advancement</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Cash balancing procedures</td>
<td></td>
<td></td>
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<tr>
<td>Opening and closing check-out lanes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Newspaper ads and specials</td>
<td></td>
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<tr>
<td>Merchandise information</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Training room register practice</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>prior to on-job training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-the-job training with close supervision (register manipulation)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simple mathematical review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: Please list and rate</td>
<td></td>
<td></td>
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</table>

16. If you were to describe an ideal applicant for the position of cashier-checker in your store, which of the following personal characteristics would the applicant most likely have?

Age: 16-18 19-20 21-30 31-40 41-50 51-60 61-70 71 and over

Sex: Male Female

Marital status: Married Single Divorced Widowed
Education: Highest level attained
Grade School ___________ Jr. College ___________
Jr. High School ___________ College (4 yrs.) ___________
High School ___________ Other (explain) ___________

Work Experience
No previous work experience ___________
Some previous work experience - non-cashiering ___________
Some previous work experience as cashier ___________
Extensive work experience non-cashiering ___________
Extensive work experience as cashier ___________

Language
English only ___________
Spanish only ___________
Bilingual in English and Spanish ___________
Would you require that the employee be a U.S. citizen? Yes ___________ No ___________

17. What makes of cash registers are most used in your store?

18. When you are training new cashiers for your store, would you consider a trainee's previous training or experience on other makes and models of cash registers than used in your stores Helpful ___________ Confusing ___________ Unimportant ___________

19. Through what methods does your store recruit most of its cashier-checker trainees?
Selected from present pool of employees ___________
Job applicants asking about employment ___________
Assigned from Central Office ___________
Referrals from other employees ___________

20. What person/persons are responsible for the training of new cashier-checkers in your store?
Store manager ___________
Cash register representative ___________
Personnel director ___________
Other cashiers ___________
Training director ___________
Other ___________

21. Which of the following does your cash register training program involve?
On-the-job training in the store without customers present ___________
On-the-job training with customers ___________
Classroom laboratory separate from store setting ___________
Other ___________

22. Can you estimate the total number of hours of supervision and on-the-job training it requires for a cashier-checker to become proficient? _______ hours of training

23. Do you think that hiring employees who have had previous training or register experience would save your store time and money devoted to training? Yes _______ No _______ Uncertain _______

24. Do you think that training is an effective method of reducing the amount of front-end losses? Yes _______ No _______ Uncertain _______

WOULD YOU BE INTERESTED IN RECEIVING A SUMMARY REPORT OF THE FINDINGS OF THIS SURVEY? Yes _______ No _______

LINDSEY HOPKINS EDUCATION CENTER
Dade County Public Schools
1410 Northeast Second Avenue
Miami, Florida 33132
APPENDIX C

CASHIER-CHECKER TRAINING MANAGEMENT INTERVIEW
CASHIER-CHECKER TRAINING MANAGEMENT INTERVIEW

Interviewer: ______________________________

Date: ______________________________

Interviewee: ______________________________ Title: ______________________________

Company: ______________________________

Address: ______________________________ Phone: ______________________________

Interview Code: ______________________________

Type of Company Operation: ______ Chain Supermarket

________ Independent Supermarket

RESPONSES:

PART-A

Please list the approximate:

Number of Stores represented (Dade County) ... ______

Number of Registers in use " " ______

Number of Cashier-Checker employees .......... ______

% of above who are part-time .......... ______

Estimate your ratio of annual turnover for Cashier-Checker:

Number of Cashier-Checkers hired annually

Total number of Cashier-Checker positions = ______

PART-B

Cashier-Checker hiring policies:

By central employment office ................. ______

By individual store managers at store ........ ______

Use aptitude test to screen applicants? YES ____

NO ______

State main source of new cashier-checker

employees: ______________________________

Is preference given to hiring Lindsey Hopkins

trained cashier-checkers? YES ______

NO ______

PART-C

Cashier-Checker training policies:

Trained in central training school ............ ______

Trained on-the-job by store manager and

head cashier ...................................

Combination of central school and on-the-job ______

RECEIVED PLEDGE TO DISTRIBUTE CASHIER-CHECKER QUESTIONNAIRES TO

SUPERMARKETS ABOVE AND COLLECT RETURNS: ______YES ______NO
APPENDIX D

TRANSMITTAL LETTER FOR
SUPERMARKET CASHIER-CHECKER QUESTIONNAIRE
BECAUSE YOU ARE A Supermarket Manager and an extremely busy person--- YOUR opinions are Very IMPORTANT to Us!!!!

Please—take 5 minutes to let us know your thinking so we can better serve the local Supermarket Industry.

The attached brief questionnaire will provide Lindsey Hopkins Education Center with vital information to guide the future role of their CASHIER-CHECKER TRAINING PROGRAM.

A parallel study is also being made at this time to follow-up the 337 students who have graduated from this program to determine how successful they have been in finding and holding training related jobs. Their answers will be compared to those of employers like yourself to provide some useful evaluation and planning guides.

Please help

by returning the completed questionnaire in the enclosed self-addressed stamped envelope.

A summary of our findings will be returned to you later if you have indicated such an interest on the questionnaire.

Thank You Very Much,
G.E. "Pat" Patterson

G.E. "Pat" Patterson, Coordinator
Adult Distributive Education
Lindsey Hopkins Education Center
Room 207 Annex
## Opportunities for Work in Principal Areas of Florida

**May 1970 - November 1970**

This chart indicates the estimated needs for workers for the period. The areas listed are representative of the various labor market areas of the state. All occupations are listed. Therefore, occupations not listed may be assumed to be neither shortages nor surplus occupations.

Shortages are for well-qualified persons, but no one can be acquired at a job of the same job, provided there is a shortage of those estimates will change during the following period.

Many employers will not hire workers without a personal interview. Prospective workers are strongly advised not to come to Florida seeking employment unless they have sufficient money to maintain themselves and return home if they are unsuccessful in finding work.

### Clerical & Sales Occupations

| Occupation                           | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| Bookkeeper                           | C | D | C | D | D | C | C | D | E | D | B | C | B | C | C | C | A | C | C | D | B | C | C | C | A | C | C |
| Cashier                              | D | C | C | C | C | C | C | D | C | D | C | C | B | C | C | C | C | C | C | C | C | C | C | C | C | C | C |
| Claim Adjuster                       | E | D | D | D | C | E | D | E | E | D | B | C | D | E | C | C | C | C | C | C | C | C | C | C | C | C | C |
| Claim Examiner                       | E | D | E | D | E | C | E | D | E | D | B | E | E | D | E | C | C | C | C | C | C | C | C | C | C | C | C |
| Clerk, Accounting                    | C | C | C | C | D | C | C | B | E | D | B | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C |
| Clerk, Billing                       | D | D | D | C | C | C | C | C | D | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C |
| Clerk, Credit                        | C | C | C | C | D | C | C | C | D | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C |
| Clerk, File                          | E | D | E | D | E | D | E | D | E | D | E | D | E | D | E | D | E | D | E | D | E | D | E | E | D | E | E |
| Clerk, General                       | B | D | C | C | E | D | E | D | E | D | E | D | E | D | E | D | E | D | E | D | E | D | D | E | D | E | E |
| Clerk, General Office                | D | C | C | A | B | E | C | B | C | C | D | B | C | B | C | C | C | C | C | C | C | C | C | C | C | C | C |
| Clerk, Hotel                         | C | D | C | C | C | C | D | C | D | D | B | C | C | D | C | C | C | C | C | C | C | C | C | C | C | C | C |
| Clerk, Payroll                       | D | C | B | D | D | C | D | C | D | D | B | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C |
| Clerk, Receiving & Shipping          | C | C | A | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C |
| Clerk, Stock                         | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C |
APPENDIX F

A MASTER PROPOSAL FOR
A COURSE IN SUPERMARKET CHECKER EDUCATION
A Master Proposal For

A Course in Supermarket Checker Education

Sponsored By

The Super Market Institute
The National Cash Register Company
and
Distributive Education
THE PURPOSE OF THE SUPERMARKET CHECKER EDUCATION COURSE

This proposal contains complete information regarding an exciting new project. The project, referred to as the NCR-SMI-DE Supermarket Education Course, is exciting because it represents a fresh new approach to vocational training.

First of all, let's consider the purpose of this new program. This can best be done by reviewing the purpose of the Vocational Education Act of 1968, which states that federal or state grants are authorized

"to develop new programs of vocational education ... so that persons of all ages in all communities of the state ... will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training".

In other words, this important act authorizes new training programs in order that relatively unskilled people may be trained for either new or better jobs.

It was both coincidental and appropriate that the 1968 the Super Market Institute initiated research to determine the training needs of the supermarket industry. Interestingly enough, the results of this research did indeed reveal realistic opportunities for gainful employment. It was found, for example, that at the present time the supermarket industry employs from 100,000 to 150,000 new checkers every year. This figure does not include other supermarket jobs such as baggers, stock clerks, produce clerks, dairy clerks, and meat wrappers. Furthermore, these jobs are attractive both from the standpoint of wages and working conditions.

Other results of this research indicated that there was generally a lack of proper training both among supermarket companies and manufacturers serving the food industry. A survey of 1,000 employees in 10 supermarket firms revealed that the employees wanted more training. In reference to checking operations, 36 percent of those interviewed stated that cash register operation was a major area in which more training was desired. Another 33 percent said that training was needed for the proper classification of departmental sales recordings. The most revealing finding was that most employees expressed a desire to learn more about supermarket operations than simply how to operate a cash register.

Not only have experienced supermarket employees expressed their need for further training, but new employees have also indicated a lack of proper training. A study conducted by Ohio State University has revealed that initial orientation is a primary factor in reducing employee turnover. It can therefore be concluded that the present training programs being conducted within the supermarket industry have not been altogether satisfactory.
Many supermarket firms do have checker training programs, but the training is often for only two or three days and it is recognized that this is not enough time to properly train a checker. The problem is that small three or four-store chains can't really do the job, and even the larger chains usually have only one person in a training capacity. The problem is further complicated by the fact that there are often large distances between stores which makes it difficult to efficiently operate a centralized training school within the chain organization. The personnel director of one of the largest chains has flatly remarked that the industry neither has the time, the money, nor the facilities to properly train its checkers.

There is no denying that there is a tremendous need for checker training. An effective training program would not only properly orient new employees, but the present high turnover rate of experienced checkers could be substantially reduced. Furthermore, one of the most important jobs in retailing could be professionalized to the standards it requires.

Checking and cashiering in a supermarket is a vital and arduous task. Over 30 functions must be capably performed at the checkstand. Since supermarkets operate on volume and a very low net profit, there is no margin for error on the part of the checker in handling money. Supermarkets also rely on checkers to safeguard their money from check forgers and short-change artists. Furthermore, the checker is responsible for the accurate input of all sales data for the store. Finally, the checker is often times the store's only personal contact with its customers.

Because the training problem that presently exists cannot be solved by the supermarket industry alone, and also because there is a tremendous market for adequately trained people, it is proposed that the distributive education departments of the nation's school systems assume this responsibility. The KCR-SMI-DE Supermarket Education Course is therefore designed to be as acceptable as possible for distributive education, and is an "educational" rather
than simply a "training" program so that employees can learn more about the operation of a supermarket than just how to operate a cash register.

The purpose of this project is to provide a course in supermarket checker education which is broad in scope, of high quality, and designed to meet specific vocational needs.

The supermarket industry's number one problem is securing trained, or at least trainable, people for its existing and ever expanding operations. The need, therefore, for the project is definite. Furthermore, distributive education, provided with a new program, has the capability to meet this need and consequently to fulfill the purpose of the Vocational Act of 1968.

THE PROJECT - A PARTNERSHIP

In order for the Supermarket Checker Education program to effectively benefit those who need training to qualify for gainful employment, and to solve a basic industry problem, a partnership has been established.

As the previous section has indicated, the supermarket industry does offer tremendous opportunities for worthwhile occupations. While the industry has the wherewithal to pay handsomely for a variety of occupational skills, it neither has the resources, the capabilities, nor the facilities to properly train new employees. Furthermore, the manufacturers of equipment used by the industry which requires operational proficiency have not been of much assistance in helping to solve the training problem.

Because very successful D.E. Checker Training programs have been operating in certain areas of the country, the National Cash Register Company and the Super Market Institute decided to investigate the possibilities D.E. might offer for a nationwide checker training program. After careful study and discussion, it was definitely concluded that distributive education provided the only answer to the problem.

While D.E. had the facilities and the capabilities to carry out a nationwide program, what about the necessary training course materials that would be needed? The National Cash Register Company agreed to develop the course with the advice and assistance of the Super Market Institute. The course was also to be arranged in a format that would conform to the highest standards of distributive education. After nearly two years of research and development, the course has been completed. The final stage of development was the field test.

The three-way partnership of the National Cash Register Company, the Super Market Institute, and Distributive Education has become a reality. The people with the need, the people with the know how, and the people who could do the job were brought together into a close working relationship. The results of the program, if successfully adopted and established, can have immeasurable benefits for each partner.

Let's consider the benefits for each of the three groups. First of all, industry can solve its training problem. While D.E. students completing the course would not be experienced checkers, at least they would have been
screened, evaluated, and taught the basic skills necessary for qualification as a beginning checker. The training supervisor of a supermarket firm will therefore be provided with trainable people, properly oriented toward the industry. With the basic skills already having been acquired by the students, the training supervisor can apply the finishing touches. The firm's particular policies and its special way of appealing to its customers can be thoroughly taught to the beginning checker. The supervisor can also devote more of his time to re-training his experienced checkers because training is a process that is never finalized. The ultimate benefit for the industry can only be better trained career-minded personnel.

What are the benefits for the equipment manufacturers, the makers of scales, checkstands, trading stamp dispensers, coin dispensers, and cash registers? Well, every manufacturer realizes that his product is only as good as it can properly be applied in actual use. Training in the use of these devices is expensive and a necessary by-product of their sale. Some equipment manufacturers have even employed specialized installation personnel so that their salesmen can spend more time selling and less time training and installing. Consequently, as a result of the supermarket checker education program, equipment manufacturers will save valuable time which would otherwise be used in training efforts.

Finally, what are the benefits for distributive education? First of all, the program will conform to the purpose of the Vocational Education Act of 1968. Thousands of deserving D.E. students will be provided with a high quality tested program which will enable them to gain meaningful employment. Furthermore, D.E. teachers will be thoroughly trained to teach the course. This training will not only qualify D.E. teachers as effective trainers, but will educate them about an industry which is truly one of the most dynamic forces of modern retailing.
This then is the basis for the three-way partnership. Industry and distributive education will be working together in an effective program. Each partner in the project will complement the other. Over a period of time the program will in effect be turned over to D.E., with industry playing but a minor supporting role. In order to sustain the project on a continuing basis, a national advisory board has been established. This board is composed of representatives of the National Cash Register Company, the Super Market Institute, and Distributive Education. In this way, the high standards established will continually be maintained and the partnership will remain in effect.

PROPOSED OBJECTIVES OF
THE SUPERMARKET CHECKER TRAINING COURSE

1. That the student be able to perform the following basic skills with measured speed and accuracy in accordance with the fundamentals taught in the course:
   
   (1) Operate an automatic checkstand.
   (2) Check merchandise.
   (3) Use the positioned amount control system of register keyboard operation.
   (4) Read a scale and weigh produce.
   (5) Bag merchandise.
   (6) Detect pilferage.
   (7) Make change.
   (8) Issue trading stamps.
   (9) Handle merchandise adjustments.
   (10) Handle food stamp coupons.
   (11) Cash checks.
   (12) Compute tax.
   (13) Figure split prices.
   (14) Balance cash.

2. That the student be able to list and describe the major historical developments of the present day mass merchandising food store industry.

3. That the student be able to list the main product categories of the grocery, meat, produce, dairy, frozen food, bakery and miscellaneous departments; to describe the location of each department; to explain the relative importance of each department; and to relate the organizational structure of each of these departments of a typical supermarket.

4. That the student be able to list and describe the fundamental features of a check-out cash register.

5. That the student demonstrate his ability to perform prescribed mechanical skills necessary to maintain the proper operating condition of the check-out register.

6. That the student be able to list the steps, in order, of the merchandising process from the warehouse to the shelf.
7. Given an actual store situation with other students playing the role of customers, the student must be able to follow a prescribed set of check-out principles.

8. Given examples of actual store situations, the student must be able to answer customer complaints and objections in a satisfactory manner according to an established set of instructions.

9. That the student be able to explain the situations which occur and the procedure to be followed for dealing with robbers and money manipulators.

10. That the student be able to conform to the essential standards of good grooming and personal hygiene as set forth in the course.

11. That the student be able to list the opportunities for advancement in the food store field.

12. That the student be able to demonstrate in actual practice that he can capably complete a job application form.
CERTIFICATION CURRICULUM

• Introduction to Food Retailing
• Testing Measurements of Student’s Aptitude for Checking and Cashiering
• The History and Development of Food Merchandising in the United States
• The Grocery Department
• The Development and Improvement of the Checkout Cash Register
• Introduction to the Modern Checkout Cash Register
• The Meat Department
• The Positioned Amount Control System of Register Keyboard Operation, Part 1 & 2
• The Produce Department
• The Dairy and the Frozen Food Departments
• The Importance of Good Grooming, Proper Attitude, and Personal Conduct
• The Mechanics of Cash Register Operation
• The Effective Use of the Different Department Keys
• How Intelligent Shoppers Manage Their Food Dollars
• Tax Computation and Selective Itemization
• The Effective Use of the Different Department Keys with the Tax and Taxable Item Keys
• Customer Relations and the Importance of Courtesy, Part 1 & 2
• The Handling, Sorting, and Bagging of Merchandise
• The Bakery Department
• The Shelf-Stocking Process
• Test on the Produce Department
• Cashing Checks
• The Effective Use of the Different Departmental Register Keys, the Tax and Taxable Item Keys, the Multiple Credit Keys and the Amount Tendered Keys
• Sales Promotion Plans for Food Stores and How They Affect Checkers
• Reading a Scale and Weighing Produce
• The Checkout Procedure
• Checking Out Merchandise, Part 1-9
• Other Departments in the Supermarket
• Preventing Pilferage and Other Incidental Duties of the Checker, Part 1 & 2
• How to Deal Effectively with Robbers and Money Manipulators
• Handling Money and Making Change
• Making Change Automatically
• The Automatic Change Dispenser
• Dispensing Trading Stamps
• Computing Divisions of Grouped or Multiple-priced Items
• The Handling of Adjustments, Part 1 & 2
• Handling Welfare Orders and Food Stamp Coupons
• Actual Store Tour
• Workshop Session for Store Tour Evaluation
• Student Evaluation of Store Tour
• The Front-end Operation and its Significance for the Checker
• Procedures for Balancing Cash
• Checking Out Merchandise, Part 10
• How to Successfully Apply for a Job
• Final Examination
• Professional Techniques of Checking
• Student Evaluation
• The Future Potential and Opportunities for Advancement in the Food Store Industry
• Inspirational Talk by Store Executive and the Awarding of Certificates
COURSE ORGANIZATION

The Supermarket Checker Education course is divided into 20 units and sub-divided into 92 lessons. Each unit represents the amount of material and actual student work that can be covered in a 4-hour period; each individual lesson is approximately 50 minutes long.

Some subjects require more than, but never less than, one lesson period. In some lessons, the full 50 minutes is devoted to teacher presentation, in others the time is divided between teacher presentation and machine exercises or written tests, and in still others the time is devoted entirely to tests or machine exercises.

Written and machine-use tests do not necessarily follow the presentation of related background material. In fact, the course is organized so that tests on the material covered in one lesson is used to break up the presentations of several other lessons that do not require testing.

TEACHER'S MANUAL ORGANIZATION AND FORMAT

This Teacher's Manual is designed to guide the instructor in presenting the Supermarket Checker Education course. Both specific data and background material are contained in this manual.

Each lesson begins with a teacher preparation page. Listed on this page are the lesson objectives, references, training aids and instructional equipment, and study assignments. (The instructor should read not only the references given on this page but any others that will help him keep the course up to date.)

Following the teacher preparation page is a lesson outline chart which gives the major topics discussed in the lesson and the average amount of time required to present each.

The lesson itself is written in a script format. The right-hand column contains background material; the left-hand column contains notes to the instructor, such as when to show a certain transparency. Much of the left-hand column is blank so that the instructor can make his own notes and additions.

Before presenting a lesson, the instructor should read the lesson script to ensure that he is familiar with the material covered and to ensure that he is presenting the most current information available.
THE STUDENT'S MANUAL FORMAT AND ORGANIZATION

The Student's Manual contains pertinent lesson notes, supplementary material, reproductions of all important transparencies, and some exercise sheets. The instructor should always remind the class to refer to the student's manual after each lesson.

In the Student's Manual, lesson notes and transparencies are reproduced on the left-hand side (notes pertinent to a particular transparency are listed immediately to the right of the transparency). The right-hand side of the page is left blank for the student to take additional notes; however, he should not need to take many notes since the most important facts are already included.

Because some of the lessons do not have corresponding student notes, the class should have paper and pencil in case notes are needed.

After tests have been graded and returned to the student, he should file them in the appropriate section of his manual.
QUALITY CONTROL OF THE TEACHER'S MANUAL

The Supermarket Checker Education Course was developed to meet the needs of the local community. However, the entire program conforms to the purposes and standards of the Vocational Education Act of 1963 and the 1968 Amendments. In order to maintain excellence and quality in any program, the necessary prerequisites for control must be established prior to the program's initial release. The National Advisory Board for Checker Education has established a policy that instructor's kits are not released or sold before the instructor becomes qualified by attending the teacher certification program at Western Michigan University. Graduate credit is also offered through Western Michigan.
THE CLASSROOM LABORATORY

MINIMUM SPACE REQUIREMENTS FOR SUPERMARKET CLASSROOM LABORATORY
### Equipment Specifications for Classroom Laboratory

<table>
<thead>
<tr>
<th>Number</th>
<th>Item</th>
<th>Specifications</th>
<th>Approximate Price Per Unit</th>
</tr>
</thead>
</table>
| 5      | Modern Checkout Cash Registers | For maximum course benefits, the modern checkout Cash Registers should conform to the following specifications:  
(1) Programmable by instructor for any tax situation.  
(2) Seven Department Totals and one Tax Total.  
(3) Multiple Credit Totals for bottle refunds, coupons, and voids.  
(4) A printing table for the certification of voids and checks.  
(5) Automatic Sequential Checkout  
(6) Reverse volume transactions, or voids, are automatically and clearly identified on the detail tape.  
(7) Provided with factory maintained service.  
(8) One register to be wired for automatic stamp and change dispensing. | $2200 – 2600 |
| 1      | Automatic Change Dispenser  | To be operational with a modern checkout Cash Register                          | 300 – 400 |
| 1      | Automatic Stamp Dispenser   | To be operational with a modern checkout Cash Register                          | 375 – 450 |
| 1      | Automatic Scale             | An automatic checkout produce scale with angle-read feature for recessed installation in checkout counter | 340 – 380* |

*Specific price can be quoted by local supplier.
<table>
<thead>
<tr>
<th>Number</th>
<th>Item</th>
<th>Specifications</th>
<th>Approximate Price Per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Checkout Counter</td>
<td>Single belt conveyor checkout counter 124&quot; to 136&quot; long with scale well for locking type scale. Change dispenser and stamp dispenser platforms.</td>
<td>$600 - 800*</td>
</tr>
<tr>
<td>4</td>
<td>Checkout Counters</td>
<td>Single belt conveyor checkout counter 96&quot; to 102&quot; long. No accessories.</td>
<td>550 - 650*</td>
</tr>
<tr>
<td>3</td>
<td>Shelving Units</td>
<td>Island type. 6 ft. unit, with base shelf and three adjustable shelves on each side complete with end trim.</td>
<td>150 - 200*</td>
</tr>
</tbody>
</table>

*Specific price can be quoted by local supplier.

Purchase Price For Laboratory Classroom Equipment (Approximate)

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Modern Check-Out Cash Registers</td>
<td>$11,655</td>
</tr>
<tr>
<td>Five Checkstands</td>
<td>$3,100</td>
</tr>
<tr>
<td>One Produce Scale</td>
<td>$357</td>
</tr>
<tr>
<td>One Automatic Change Dispenser</td>
<td>$333</td>
</tr>
<tr>
<td>One Automatic Stamp Dispenser</td>
<td>$445</td>
</tr>
<tr>
<td>Three Shelving Units</td>
<td>$600</td>
</tr>
</tbody>
</table>

Total Purchase Price $16,490
THE FIELD TEST

New Supermarket Checker Education Program
Introduced to Distributive Education Leaders

"A lot of possibilities."
"Broad implications for us."
"This material is needed."
"We can find areas where this kind of program can be implemented immediately."

These were among the comments of 23 distributive education leaders from 20 states, the District of Columbia, and the U. S. Office of Education who reviewed a new supermarket checker education program October 27, the final day of a two-week field test of the program conducted by the Distributive Education Department of Western Michigan University, Kalamazoo.

Distributive Education leaders participating in the "Supermarket Checker Education Day" at Western Michigan University included:


A LOOK AT THE FIELD TRIAL

An enthusiastic response and great interest in quick implementation of the program on the part of distributive education representatives followed the presentation of results of the program’s field test at Western Michigan University.

Donald Hodgson of NCR’s Food Distribution Systems Department introduced these results by stating that 18 students had been selected at random for the field test. Twelve women students who were currently employed had been furnished by the supermarket industry in Kalamazoo, he said. Cooperating chains were Harding’s, Big D., Kroger, Packer’s and Heijer’s.

Another five students were referred to the program, he stated, by the Michigan Employment Security Service. In addition, one man had been sent to participate in the test program by the Chatham Supermarket chain in Detroit. This method selection, he said, precluded any possibility of the students being "hand-picked."

The author of the supermarket checker education program, Frank Hodgson, an education coordinator in the Department of Retail Education in NCR’s Marketing Services Department, then described the extensive materials search which went into program preparation. All available materials, including existing checker manuals, he said, were thoroughly reviewed.

In addition, a meeting was held with Dr. George Baker, SMI Director of Education, who, through the University of Chicago, had surveyed supermarket checkers throughout the country to determine what they needed to know. The results of this survey were incorporated in the supermarket checker education program, Hodgson said.

Further meetings were held with Robert Dalglish, San Antonio City Supervisor, Pauline Burbrink of the University of Texas, Edwin L. Nelson, Distributive Education Director of the U. S. Office of Education, and Distributive Education leaders from New York, Ohio, Pennsylvania, and other states. In addition, meetings were held with executives of supermarket chains such as A & P.

After 18 months of concentrated effort including the use of three programmed learning specialists and several audio-visual specialists in NCR’s Marketing Services Department, the supermarket checker education program was ready for a field test at Western Michigan, Hodgson said.

From the moment the test started everything had gone well, he continued. For the field test, a team teaching approach was used, he said. Including three members of the Western Michigan staff and three NCR Representatives, the team consisted of Adrian Trimpe; William O. Haynes, Supervising Coordinator; and Richard Nesich, Retail Coordinator, in WMU’s Department of Distributive Education; Dan Smith, NCR Food Store Educational Consultant;
Following each day's session, the team members met to critique the materials presented during the day to insure that everything in the program was as pertinent and effective as possible.

AUTHENTICITY MAINTAINED FOR LAB SESSIONS

Following Frank Hodgson's discussion, Dan Smith described the planned progression of cash register exercises which are an integral part of the program. For the field test, five checkout lanes were set up using new Class Five Cash Registers furnished by NCR, five scales supplied by Hobart Manufacturing Company, and five checkout counters provided by Broughton Manufacturing Division of Lear-Sigler. The latest NCR Class Five Cash Register equipment was used, Smith said, so that students could be taught all machine operations from manual to semi-automatic to fully "push button" automatic, thus preparing them for any possible store situation.

In addition to serving as checkers, students also acted as customer assistants, baggers, and evaluators during practice exercises in order to maximize effective training time for each, Smith pointed out. Training in correct bagging procedures was also given, he added. As a final test of program results, distributive education representatives in attendance at the supermarket checker education day proceeded through each of the five checkout lanes as students checked and bagged actual grocery orders furnished them.
Richard Neschich then demonstrated a typical class session in which he showed students "The Front Line", a motion picture film on proper checking procedures produced by Reader's Digest. After the film, Neschich extensively discussed the film with the students, highlighting basic checking principles demonstrated in the motion picture.

**STUDENTS ARE ENTHUSIASTIC**

William Haynes then introduced a class session in which the students themselves, led by class member Dixie Van Gorder, evaluated what they had learned during the two-week program. The consensus of the class was that they had "All gotten a lot out of the course in a very short time."

"We knew we were important because people kept telling us so", the students summed up. "But, until this program, we didn't know how much damage we could really do as checkers. Now we understand how we can make or break a meat department or cause other problems, depending on whether or not we use departmental keys correctly."

Frank Hodgson and William Haynes then briefly discussed each of the 60 lesson plans in the supermarket checker education program in terms of their stated objectives and what students learned in order to achieve these objectives.
MUST IMPLEMENT PROGRAM NOW

Speaking at a ceremony at which he presented graduates of the Supermarket Checker Education Program with Certificates of Completion, George E. Kohrman, Dean of the V.M.U School of Applied Arts and Sciences, complimented the program as being very functional and reflective of the fact that the V.M.U Distributive Education Department has a very close relationship with business which enables it to tie-in education with on-the-job-work needs.

Summing up, HEW Distributive Education Director Edwin L. Nelson described the supermarket checker education program as a "new opportunity for distributive education" which "comes as close as anything to insuring quality instruction".

"We are indebted to SMI and NCR for making it possible for us to get together to view this new opportunity", he said. "SMI and NCR have made a start.

But, now, it is up to us to see that the journey begun here will reach a satisfactory conclusion for all of us. There is too much at stake not to move immediately to implement this program", the Federal Distributive Education Director concluded.
THE TEACHER TRAINING PROGRAM

One of the most important aspects of the NCR-SHI-DE Supermarket Checker Education project is the instructor's training program. After a great deal of thought and consideration, this program was adopted for several important reasons. In the first place, it was decided that this was the only way to maintain a course of high standards of quality and uniformity. Secondly, it was realized that the course does require a degree of technical knowledge and capability on the part of the instructor. The application of the teaching materials without proper training in their use would not be meaningful for either the instructor or the student. Finally, it was concluded that teachers would need some special instruction in methodology in order to achieve the maximum results from the course.

Based on the recommendations of many qualified people, representing both industry and distributive education, Western Michigan University in Kalamazoo, Michigan was selected as the teacher training site. The distributive education staff of this university has proven itself to be well qualified to conduct this program. Furthermore, the facilities of the new D.E. building, which will be available for teacher training, are excellent and modern in every respect. Therefore, arrangements have been made to conduct four teacher training sessions at WMU in 1969. Two of these sessions will be for industry trainers only. These will be one week sessions, and will concentrate on the teaching aspects of training checkers. Those instructors who attend these sessions will be presumed to have a thorough industry background. Cost will be $360, not including transportation. Two other sessions will be held for distributive education teachers only. These will be two week sessions, and will concentrate on the subject matter aspects of the course. The instructors who attend these sessions will be presumed to be experienced teachers with only a limited industry background. Costs for these sessions will be $580, not including transportation.
All instructors will be housed in single rooms at the beautiful new Ramada Inn in Kalamazoo. All facilities are air conditioned and the motel has a beautiful outdoor patio and swimming pool.

Before a distributive education teacher is enrolled in one of the training sessions, school administrators should realize that a laboratory classroom is a mandatory prerequisite for the adoption of the supermarket checker education course. Arrangements for the necessary equipment should therefore have been made previous to the teacher's enrollment in the training session.

As a result of the teacher training program which will be conducted at Western Michigan University, trained teachers, armed with a tested course of instruction, should be able to assist in meeting the needs of a dynamic force in retailing. Furthermore, thousands of deserving people can be helped in their quest for gainful and meaningful employment.
The Local Advisory Committee

The purpose of the local advisory committee is to determine the need for, and to organize, initiate, support, and supervise an on-going supermarket checker education program in a specific local area. This committee should be composed of representatives of the local retail food distribution industry, local educators, particularly the area D. E. supervisor or coordinator, other interested vocational training groups, and the local manager of The National Cash Register Company.

The first responsibility of the advisory committee should be to determine the need for the program in the area to be served. The committee members representing the food industry should provide the necessary statistical information to guarantee more than enough annual checker turnover to justify the program investment. School board members and administrators must be convinced not only of the quality of the program, but also that a substantial job market exists for those students who complete the course. A statistical survey taken from personnel managers of local supermarket organizations should readily furnish this data.

Once the need has been determined, local industry should guarantee its support of the program. One indication of support would be an agreement to pay the cost of a local D. E. teacher's attendance at the teacher training school at Western Michigan University. This cost would include transportation, tuition, per diem expenses, and the complete kits of instructional materials which would be used to teach the course locally. The total investment would amount to about $600, exclusive of transportation. This is a one-time cost and may be considered a reasonable investment on industry's part when the dividends of the program are measured.
When educators have been made aware of both the need for the program and local industry's guarantee of support, they should make the decision to adopt the course as part of the vocational curriculum. This is an important decision, because it represents an expenditure of several thousand dollars and a space allocation for a classroom laboratory. However, educators should realize that this expenditure represents a long-term investment for the future of thousands of people. If 300 students were to complete the course during one full school year, and the equipment investment to student ratio were established for a minimum of five years, the investment cost per student would amount to only $10. The actual cost per student would be much less than this, however, because maximum figures have been used.

Educators may well ask why a completely equipped classroom laboratory is necessary for the program. The answer to this question is a simple one. In order for a course of this type to be administered effectively, the necessary equipment must be provided. This course is not just another traditional training program. It is a complete course of education directly related to an actual job performance.

The supermarket checker of today does not check out merchandise over a table or bench. He does not use obsolete cash registers and checkstand equipment. Let's consider some other examples of equipment-related instruction. The Model "T" is no longer used for driver training. Typing classes now use electric typewriters. The woodworking class uses a power saw instead of a hand saw. The point is that job-related education must be specifically designed to meet job requirements.

There are several sources available for obtaining the necessary funds to equip a classroom laboratory. Both state and federal funds can be used for programs of this type. If budget obligations for the ensuing year have already been established, the school board may want to consider a short-term leasing arrangement with a purchase option.

When the educational representatives of the advisory committee have guaranteed the provision for a classroom laboratory, a D. E. teacher should then be enrolled in the teacher training program. This should be done as quickly as possible so that the teacher may take advantage of the program when his regular classes are not in session.

Once the program has been established, the advisory committee should have periodic meetings to review the progress and results of the course. The D. E. supervisor or coordinator should maintain a file index of all course graduates, and every participating supermarket organization should have the opportunity to ask for information about these people. The program should be for the benefit of the entire industry in the area to be served. The industry representatives should visit the school from time to time and should also encourage other industry people to do the same.
This program can be successful and worthwhile for both industry and education. Furthermore, thousands of deserving people can be educated for meaningful employment. They can become members of a dynamic and growing industry with almost unlimited career opportunities.

IT IS UP TO THE ADVISORY COMMITTEE TO GET THE PROGRAM UNDERWAY. THIS CAN BE YOUR PROGRAM, DESIGNED TO FIT YOUR NEEDS, AND HELP YOUR FELLOW CITIZENS. THE REWARDS CAN BE SUBSTANTIAL.
Student Materials For Supermarket Checker Education Course

PACKAGING

Material for each student is packaged in an attractive portfolio type box. Four portfolio boxes are packaged in a shipping carton. Each shipping carton also contains the required tests papers for four students (these are clearly labeled "For Instructor's Use Only").

Note

Each shipping carton contains all the necessary training materials for four students; and the assembled cartons are carried in stock as number ST-9260.

TABLE OF CONTENTS

Student's Portfolio Box

1. Student's Manual
2. Programmed Learning Booklet - Position Amount Control
3. Register Practice Exercise Booklet
4. Programmed Learning Booklet - Proper Bagging in a Grocery Store
5. Programmed Learning Booklet - Proper Price Marking in a Food Store
6. Programmed Learning Booklet - Cashing Checks
7. Programmed Learning Booklet - How to Weigh Produce
8. Assorted Check Lists and Evaluation Sheets for Practice Orders
9. Aptitude Tests

Carton (ST-9260)

1. Four Students' Portfolio Boxes containing Items 1 thru 9 above.
2. Four copies of 10 different examinations.
3. Four student diplomas

PRICE

To School: $26.00 per carton (4 Students) (Equivalent to $6.50 per Student)

ORDERING PROCEDURES

All orders for this material are to be placed with the nearest NCR branch office.

The NCR Branch Office will forward orders to Marketing Education & Publications in Dayton using standard order form F-3598.

Marketing Education & Publications will ship direct to the school when requested to do so on the F-3598.

HOWEVER, all invoicing and collection will be the responsibility of the NCR Branch.
IMPORTANT

When you order ST-9260, you will receive the training materials for four students.

Always specify the number of cartons -- not the number of students.

Material is available in stock.
APPLICATION FOR ENROLLMENT  
(For Vocational Education Teachers)  
Western Michigan University  
Supermarket Checker Education Teacher Training Program

Mrs.
Name: Mr. ____________________________________________________________________  
Miss (Last) (First) (Middle Initial)

Home Address: ___________________________________________________________________
(Street and Number) (City) (State) (Zip)

Telephone: ______________________ ____________________
(Home) (Business)

Name of School: _________________________________________________________________________

Position or Title: __________________________________________________________________________

Business Address: ________________________________________________________________________
(Street and Number) (City) (State) (Zip)

In Case of Emergency notify:

Name of Supervisor: ________________________________________________
(Title)

Date: __________________________________________________  
(Signature)

The cost of the training course at Western Michigan University is $580 including tuition, instructor's kit, room, and three meals per day. It is further understood that the above does not include transportation to and from the school.

Your check should accompany this application. Make checks payable to: Western Michigan University.

Mail application and check to:
D. D. Leonardelli, In-Service Director  
Division of Continuing Education  
Western Michigan University  
Kalamazoo, Michigan 49001

A follow-up letter, giving all arrival directions and housing details, will be sent to you from WMU.

*Two hours graduate credit has been established by Western Michigan University for the teacher training course. Application for credit should be made separately during attendance at the school. Graduate credit fee is $50.00.
APPENDIX G

MINUTES OF THE MEETING OF THE
SUPERMARKET CHECKER-CASHIER TRAINING
GENERAL ADVISORY COMMITTEE
DADE COUNTY PUBLIC SCHOOLS  
Division of Vocational, Technical and Adult Education  
1410 Northeast Second Avenue  
Miami, Florida 33132

Minutes of the Meeting of the  
SUPERMARKET CHECKER-CASHIER TRAINING General Advisory Committee  
The National Cash Register Company  
2915 Biscayne Boulevard  
Miami, Florida 33137  
May 9, 1968

**Committee Membership**

**Present:**  
Mr. Warren S. Call  
Personnel Director  
Winn Dixie Stores, Inc.  

Mr. Milton Eddy  
Personnel Manager  
Seven-Eleven Food Stores  

Mr. A. S. McCullough, Manager  
Chain and Department Store Division  
The National Cash Register Company  

Mr. Roy Williams, Jr., Manager  
Market Improvement Co., Inc.  
Associated Grocers of Florida, Inc.  

Mr. Daniel Stephenson  
(For: Mr. H. N. Boyajian  
Personnel Director  
The Grand Union Company)  

Mr. J. B. Walker  
(For: Mr. W. L. Holmes  
Superintendent, A & P Stores)  

Mr. Thomas Diederich and  
Mr. Thomas Froeba  
(For: Mr. Richard Stickney, Director  
Industrial and Public Relations  
Food Fair Stores, Inc.)

**Absent:**  
Mr. William Degor  
Convenient Stores Supervisor  
Associated Grocers of Florida, Inc.  

Mr. David Tully, Personnel Director  
Publix Super Markets, Inc.

**Guests**

Mr. L. C. Engel, Assistant to Sales Mgr.  
Chain and Department Store Division  
The National Cash Register Company  

Mr. W. F. Mirguet, Branch Manager  
The National Cash Register Company  

Mr. M. L. Moss, Account Manager  
Retail Systems Sales  
The National Cash Register Company  

**School Personnel Present**

Mr. Floyd N. Peters, Director  
General Adult Education  

Mr. Lloyd S. Smith, Coordinator  
Adult Distributive Education  

Mr. Joseph Zaher, Instructor  
Mrs. Shirley Hatch, Recorder
DADE COUNTY PUBLIC SCHOOLS
Division of Vocational, Technical and Adult Education
1410 Northeast Second Avenue
Miami, Florida 33132

General Advisory Committee
for
Supermarket Cashier-Checker Training Program

Mr. WILLIAM BEGOR
Convenient Stores Supervisor
Associated Grocers of Florida
6605 N. W. 36 Avenue
Miami, Florida 33147
Business Phone: 691-0080

Mr. H. N. BOYAJIAN
Personnel Director
The Grand Union Company
950 S. E. 12 Street
Hialeah, Florida 33010
Business Phone: 885-2531

Mr. WARREN S. CAIL
Personnel Director
Winn Dixie Stores, Inc.
1051 S. E. 8 Street
Hialeah, Florida 33010
Business Phone: 887-8161

Mr. MILTON EDDY
Personnel Manager
7-Eleven Food Stores
1770 East 4 Avenue
Hialeah, Florida 33010
Business Phone: 655-1671

Mr. JOHN W. HILL
Personnel Director
Shell's City of Miami
5941 N. W. 7 Avenue
Miami, Florida 33127
Business Phone: 751-1678

Mr. W. L. HOLMES, Superintendent
A & P Food Stores
3325 N. W. 62 Street
Miami, Florida 33147
Business Phone: 691-8601

Mr. BUD MAYER
Budd Mayer Company
6565 N. W. 32 Avenue
Miami, Florida 33147
Business Phone: 691-0050

Mr. A. S. McCULLOUGH, Manager
Chain & Department Stores Division
The National Cash Register Company
2915 Halsey Boulevard
Miami, Florida 33137
Business Phone: 377-8481

Mr. EDWIN PACK
Paks Food Stores, Inc.
15047 Memorial Highway
Miami, Florida 33168
Business Phone: 960-6481

Mr. Richard STICKNEY, Director
Industrial and Public Relations
7000 N. W. 32 Avenue
Miami, Florida 33147
Business Phone: 666-0620

Mr. DAVID TULLY
Personnel Director
Publix Super Markets, Inc.
100 N. E. 183 Street
Miami, Florida 33162
Business Phone: 624-8571

Mr. ROY WILLIAMS, Manager
Market Improvement Company, Inc.
Associated Grocers of Florida
6695 N. W. 36 Avenue
Miami, Florida 33147
Business Phone: 686-0030

9/11/68
APPENDIX I

STUDENT REPORT ON CLASSROOM TEACHING
STUDENT REPORT ON CLASSROOM TEACHING

Students may often help improve their instructor’s classroom performance through constructive comments and suggestions. Frank student appraisal of the instructor and his methods have proved their worth to many instructors and their subsequent students.

This report is divided into Parts I, II, and III and gives you an opportunity to pass on to your instructor your comments and suggestions without identifying yourself. Your answers will be strictly anonymous. You are asked to make your responses conscientiously and individually, since they will be used in the improvement of future teaching.

PART I

DIRECTIONS FOR MARKING:

Select the one descriptive phrase under each item which best describes your instructor or his teaching and place a circle around the letter. Do not consult with classmates; make your own evaluations. You may omit any question, the answer to which you believe may identify you. DO NOT SIGN YOUR NAME.

1. How clearly does your instructor present his subject matter?
   a. Among the best instructors in clarity I have had.
   b. Clearer than most instructors I have had.
   c. Average in clarity of presentation.
   d. Less clear than most instructors I have had.
   e. Among the poorest in clarity.

2. How well does he adjust to your level of comprehension?
   a. Nearly always adjusts to my level.
   b. Usually adjusts to my level.
   c. Adjusts to my level half the time.
   d. Seldom adjusts up to my level.
   e. Usually adjusts below my level.

3. How much are you learning from this instructor?
   a. More than from any other instructor I have had.
   b. More than from most instructors I have had.
   c. Average amount.
   d. Less than from most instructors I have had.
   e. Very little.
How well does he seem to be prepared for class meeting?

a. Among the best in this respect.
b. Better prepared than most instructors I have had.
c. As well prepared as the average.
d. Not as well prepared as most.
e. Among the poorest in this respect.

How much original thinking is required of you?

a. Tremendous amount required.
b. Much original thinking required.
c. Moderate amount required.
d. Little original thinking required.
e. No original thinking required.

How are student questions related to the lesson handled?

a. Asking of questions is encouraged.
b. Asking of questions is usually limited.
c. Asking of questions is discouraged.
6. No response

How interesting does he make the material?

a. Among the most interesting.
b. More interesting than most instructors I have had.
c. About average in this respect.
d. Less interesting than most instructors I have had.
e. Among the least interesting.

How well does he seem to know the subject?

a. Thorough and profound scholarship.
b. Knowledge broad and accurate.
c. Well-rounded knowledge of subject.
d. Adequate knowledge.
6. Occasional gaps in knowledge.
2. No response.

How tolerant is he of opinions other than his own?

a. Welcomes differences of opinion.
b. Almost always tolerant.
c. Usually tolerant.
d. Occasionally intolerant.
e. Often intolerant.
2. No response.

How is constructive criticism and/or correction made?

a. Criticism given is constructive and in private.
b. Criticism is usually constructive but made before others.
c. Criticism is usually fault finding and used to embarrass the student.
10. No response

How is his sense of humor?

a. Outstanding sense of humor.
b. Better than average sense of humor.
c. Average sense of humor.
d. Little humor shown.
2. No response.
12. How free is he from annoying personal peculiarities and mannerisms?
   a. Completely free.
   b. Annoying mannerisms rare.
   c. Not serious or numerous.
   d. Some mannerisms objectionable.
   e. Often shows annoying mannerisms.
   10. No response.

13. What is the feeling between him and the students?
   a. One of the best in creating good will.
   b. Better feeling than in most classes I have had.
   c. About average.
   d. Not as good as in most classes.
   e. One of the poorest.

14. Is class discussion by the students encouraged?
   a. Discussion by the students is encouraged.
   b. Discussion by the students is limited.
   c. Discussion by the students is discouraged.
   4. No response.

15. Are sarcasm and ridicule ever used as a disciplinary measure?
   a. Are never used.
   b. Are sometimes used.
   c. Are often used.
   d. Are always used.
   8. No response.

16. Does he display courtesy and self-control?
   a. Is always courteous and calm.
   b. Is usually courteous and calm.
   c. Is often discourteous and "blows his top."
   d. Is always discourteous and unreasonable.

17. How much do you enjoy coming to his class?
   a. Class always interesting and exciting.
   b. Usually interesting and exciting.
   c. Sometimes interesting and exciting.
   d. Rarely interesting and exciting.
   e. Class is dull and boring.

18. Does your instructor practice what he preaches?
   a. Always sets a good example.
   b. Usually sets a good example.
   c. Seldom sets a good example.
   d. Expects you to do as he says, not as he does.

19. Are assignments clearly given?
   a. Assignments are always clear.
   b. Are usually clear.
   c. Are occasionally vague or indefinite.
   d. Are often vague or indefinite.
   e. Assignments usually not given.
1. How valuable are the assigned readings?
   a. Outstanding in value.
   b. Almost always valuable.
   c. Sometimes worth reading.
   d. A waste of time.
   2. No response.

21. Is class time well spent?
   a. Every minute is well spent.
   b. Almost all class time is well spent.
   c. Time is usually well spent.
   d. Class time is usually wasted.

22. How valuable and meaty is the content of the course?
   a. Everything in the course is valuable.
   b. Most of the course is valuable.
   c. Fair amount of the course is valuable.
   d. Course is often thin in content.
   e. Little of value is presented in course.

23. Do you feel that you are able to get personal help in this course if you need it?
   a. Can get a great deal of personal help.
   b. Can get quite a bit of personal help.
   c. Can get a moderate amount of help.
   d. Can get no personal help.
   2. No response

PART II

DIRECTIONS FOR MARKING:

If grades are given by your instructor, mark the two questions below in the same manner as in Part I above.

1. Are grading policies fair?
   a. Unusually (or exceptionally) fair.
   b. Fairer than most.
   c. As fair as the average instructor.
   d. Unfair to some.
   e. Unfair to many.
   4. No response

2. Is there cheating during an exam?
   a. Almost all students cheat.
   b. Most students cheat.
   c. Some students cheat.
   d. Two or three students cheat.
   70. e. To my knowledge none cheat.
   4. No response.
PART III

DIRECTIONS FOR MARKING:

The following is a list of specific suggestions for the instructor for the course. Mark those which you think need to be made. Leave the others blank. Mark as many or as few as you wish.

1. There should be:
   a. Better light in the classroom.
   b. Better ventilation in the classroom.
   c. More examinations.
   d. More visual aids.
   e. Fewer examinations.
   f. Less required outside reading.
   g. More required outside reading.
   h. Less emphasis on memorizing in the examinations.
   i. Better coverage of the course in the examinations.
   j. A written outline of the course for the class.

2. Instructor should:
   a. Use better English.
   b. Reduce monotony of his speech.
   c. Use fewer unfamiliar words.
   d. Present material more slowly.
   e. Walk around less while lecturing.
   f. Spend less time in class discussions.
   g. Restrain students who monopolize class time.
   h. Improve his personal appearance.
   i. Put more content into his course.
   j. Encourage students to participate more actively in class discussions.

3. Additional suggestions:
   a. Instructor seems to have a chip on his shoulder.
   b. Work on the blackboard cannot be seen or read.
   c. Class activities should be better organized.
   d. Course needs to be brought up to date.
   e. Work in the course is excessive for the credit received.
   f. Work in the course is lighter than average for the credit received.
   g. There should be more opportunity for answering questions of student.
   h. I would like to get better acquainted with my instructor.

ADDITIONAL COMMENTS:

( Some random comments are presented in Chapt. IV under L-2.)
APPENDIX J

PROMOTIONAL MATERIALS AND ADVERTISEMENTS FOR SUPERMARKET CASHIER-CHECKER TRAINING PROGRAM
NEW

Supermarket
Cashier-Checker
Training

LINDSEY HOPKINS EDUCATION CENTER
1410 Northeast Second Avenue
Miami, Florida 33132

ADULT DISTRIBUTIVE EDUCATION DEPARTMENT
SUPERMARKET CHECKER - CASHIER TRAINING

COURSE INFORMATION

The Supermarket Checker-Cashier Training course is the result of over a year's study and research by the National Cash Register Company; the Supermarket Institute, Western Michigan University; and the Distributive Education Department of a number of northern states.

As a result of this study and research, it was determined that the following fundamentals should be covered in such a course:

1. Operate an automatic checkstand
2. Check merchandise
3. Use the positioned amount control system of register keyboard operation
4. Read a scale and weigh produce
5. Bag merchandise
6. Detect pilferage
7. Make change
8. Issue trading stamps
9. Handle merchandise adjustments
10. Handle food stamp coupons
11. Cash checks
12. Compute tax
13. Figure split prices
14. Balance cash

This 90-hour course gives basic information on each of these fourteen fundamental points and will prepare the student for employment in either small or large stores. This training is supplemental to, and will not replace, any training programs presently in operation by the local food stores. The graduate will be ready for employment upon graduation from this 90-hour course.
STUDENTS RECEIVE COMPREHENSIVE TRAINING

TRAINING FACILITIES

The training laboratory features the newest and most modern of the nationally known check-out stands with features such as belt conveyors, foot control switches, check-out produce computing scales, automatic change dispensers, automatic stamp dispensers, and check-out cash registers. The training area will be stocked with a full assortment of dummy packaged groceries, meats, vegetables, baked goods, sundries, dairy goods, and other necessary materials are maintained for practice checking and cashiering.

REGISTRATION AND CLASS HOURS

The daytime classes will be held for six hours a day for five days a week from 8:30 a.m. to 3:00 p.m. with a 30 minute lunch break, Monday through Friday.

Students must register in person in Room 104 of the Lindsey Hopkins Education Center, week days from 9:00 a.m. to 9:00 p.m. The total cost of the course is $15.00 ($2.00 registration fee,
$5.00 for a complete, bound manual of the entire course and
$8.00 for other prepared instructional materials given out to the
students). The manual, workbooks and other material used in the
class will be the permanent possession of the student.

BREAKDOWN OF INSTRUCTIONAL HOURS

A breakdown of instructional hours given is as follows in the
"Supermarket Checker-Cashier Training" program:

1. Development of Food Merchandising  4 hours
2. Check out on Cash Registers           32 "
3. Departments of a Supermarket          6 "
4. Food Merchandising                    3 "
5. Grooming and Public Relations         10 "
6. Pricing and Itemizing Merchandise     9 "
7. Checks, Cash, and Stamps              7 "
8. Computing Scales and Pricing          5 "
9. Adjustments and Pilferage             8 "
10. Guest Speakers and Field Trips        6 "

Total Class Hours..........................  90 hours

REGISTRATION PROCEDURES - PLACEMENT OPPORTUNITIES

Students, either men or women, who are interested in this
course should register as soon as possible to insure a place
in the next class. A permanent record is set up on each student
and will be made available to prospective employers who need
to employ a new cashier-checker. While not guaranteeing a
position to each student, all efforts will be pursued to assist
the student in securing a position satisfactory to him or her.
We will assist in setting up interviews with supermarkets
concerning jobs.

A diploma of completion is given each student upon satisfactory
completion of the course.
GRADUATION EXERCISES
Supermarket Checker-Cashier Training Program
LINDSEY HOPKINS EDUCATION CENTER
Biscayne Room
Friday, October 4, 1968

DADE COUNTY PUBLIC SCHOOLS
Division of Vocational, Technical and Adult Education
1110 Northeast Second Avenue
Miami, Florida 33132
Program

Friday, October 4, 1968

GREETINGS ......................................................... Mr. Floyd N. Peters, Director
Adult Education

SPEAKER ............................................................. Mr. P. W. Seagren, Director
Area Vocational School
"The Public School's Role in Adult Training Programs"

SPEAKER ............................................................. Mr. A. S. McCullough, Chairman
Advisory Committee for Supermarket Cashier-Checker Training
"The Role of Business in Cashier-Checker Training"

PRESENTATION OF
CERTIFICATES ........................................ Mr. Joseph Zaher, Instructor
In South Florida!
A NATIONALLY APPROVED EDUCATIONAL PROGRAM IN

Supermarket CASHIER-CHECKER Training

Supermarket Institute, National Cash Register Co., Western Michigan University, and the State Departments of Education from a number of Northern States have developed a new Programmed Learning Course of instruction for Cashier-Checker positions.

Dade County School System
has joined in this new instructional program and has installed a new and modern laboratory in the Lindsey Hopkins Education Center, complete with latest model cash registers, check-out stands, classroom facilities and a complete assortment of simulated groceries, meats and vegetables for actual store practice.

New Classes Now Forming
New daytime classes and new evening classes start on Thursday, January 2, 1969. Total cost of the entire course is $15.00, which includes a complete set of student books on the course. Class loads are limited to those first to register in room 104 of the Lindsey Hopkins Education Center, week days from 9:00 a.m. to 9:00 p.m. New classes will start every three weeks. Phone 350-3511 for additional information. Equal opportunities are offered to both men and women over 16 years of age.

LINDSEY HOPKINS EDUCATION CENTER
1410 Northeast Second Avenue
Miami, Florida 33132
This CASHIER-CHECKER TRAINING PROGRAM WAS MADE FOR YOU!

1. YOU CAN NOW HAVE YOUR CASHIER-CHECKERS TRAINED AT NO COST TO YOU.
2. THE LATEST MODEL CASH REGISTER AND OTHER EQUIPMENT IS USED IN THE CLASS ROOM.
3. TESTED MODERN PROGRAMMED INSTRUCTIONAL TECHNIQUES ARE USED IN TEACHING THIS COURSE.
4. NEW STUDENTS MAY ENTER THE CLASSES EACH MONDAY FOR THE 3 WEEKS COURSE.
5. TRAINED GRADUATES ARE AVAILABLE FOR EMPLOYMENT EACH FRIDAY.
6. STATE AND COUNTY FUNDS PAY THE COST OF TRAINING INSTEAD OF YOUR FUNDS FOR ON-THE-JOB TRAINING.
7. STUDENTS LEARN BASIC INFORMATION ABOUT RETAIL MERCHANDISING IN ADDITION TO CASH REGISTER OPERATION.
8. THIS TRAINING COURSE HAS BEEN APPROVED BY LOCAL AND NATIONAL MERCHANDISING ORGANIZATIONS.
9. WHY NOT RECOMMEND THIS COURSE TO NEW CASHIER-CHECKERS. YOU CAN THEN HIRE TRAINED GRADUATES AFTER THE 3 WEEK COURSE.

LINDSEY HOPKINS EDUCATION CENTER
1410 Northeast Second Avenue
other prepared instructional materials given out to the students. The manual workbooks and other material used in the class will be the permanent possession of the student.

**BREAKDOWN OF INSTRUCTIONAL HOURS**

A breakdown of instructional hours given is as follows in this "Checker-Cashier Training" program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Development of Merchandising</td>
<td>4</td>
</tr>
<tr>
<td>2. Check out on Cash Registers</td>
<td>32</td>
</tr>
<tr>
<td>3. Departments of Modern Stores</td>
<td>6</td>
</tr>
<tr>
<td>4. Retail Merchandising</td>
<td>3</td>
</tr>
<tr>
<td>5. Grooming, Personal Conduct and Attitude</td>
<td>5</td>
</tr>
<tr>
<td>6. Pricing and Itemizing Merchandise</td>
<td>9</td>
</tr>
<tr>
<td>7. Handling Checks, Cash and Stamps</td>
<td>7</td>
</tr>
<tr>
<td>8. Computing Scales and Pricing</td>
<td>5</td>
</tr>
<tr>
<td>9. Adjustments</td>
<td>4</td>
</tr>
<tr>
<td>10. Guest Speakers and Field Trips</td>
<td>6</td>
</tr>
<tr>
<td>11. Pileage and Shoplifting</td>
<td>4</td>
</tr>
<tr>
<td>12. Customer Relations and Courtesy</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Class Hours... 90 hours

**REGISTRATION PROCEDURES - PLACEMENT OPPORTUNITIES**

Students, either men or women, who are interested in this course should register as soon as possible to insure a place in the next class. A personnel record is set up on each student and will be made available to prospective employers who need to employ a new cashier-checker. While not guaranteeing a position to each student, all efforts will be pursued to assist the student in securing a position satisfactory to him or her. We will assist in setting up interviews with stores concerning jobs.

A diploma of completion is given each student upon satisfactory completion of the course.
NEW CHECKER • CASHIER TRAINING

COURSE INFORMATION

This Checker-Cashier Training course is the result of over a year's study and research by the National Cash Register Company; the Supermarket Institute, Western Michigan University; and the Distributive Education Department of a number of northern states.

As a result of this study and research, it was determined that the following fundamentals should be covered in such a course:

1. Operate an automatic checkstand
2. Check merchandise
3. Use the positioned amount control system of register keyboard operation
4. Read a scale and weigh produce
5. Bag merchandise
6. Detect pilferage
7. Make change
8. Issue trading stamps
9. Handle merchandise adjustments
10. Handle stamp coupons
11. Cash checks
12. Compute tax
13. Figure split prices
14. Balance cash

This 90-hour course gives basic information on each of these fourteen fundamental points and will prepare the student for employment in either small or large stores. This training is supplemental to, and is not intended to replace, any on-the-job training programs presently in operation by the local stores. The graduate will be ready for employment upon graduation from this 90-hour course.

TRAINING FACILITIES

The training laboratory features the newest and most modern of the nationally known check-out stands with features such as
Some of Classroom Activities

- Practice on Check-out
- Using Trading Stamps
- Learning Proper Bagging
- Vegetables & Fruits in Use
- Large Variety Merchandise
- Students Become Customers
- Check-Out Practice
- Checking New Student
- Practice Weighing Meats
- More Individual Instruction

Instruction on Individual Basis

- Using Computing Scale
- Group Stamp Instruction
Retail Merchandising Taught

Students receive comprehensive training

Complete sets of books
New computing scale
Classroom study time
Learning merchandising
Students receive diploma
Working a problem

Belt conveyors, foot control switches, check-out produce computing scales, automatic change dispensers, automatic stamp dispensers, and check-out cash registers. The training area is stocked with a full assortment of dummy packaged groceries, meats, vegetables, sundries, and other necessary merchandise for practice checking and cashiering.

Registration and class hours

The daytime classes will be held for six hours a day for five days a week from 8:30 a.m. to 3:00 p.m. with a 30 minute lunch break, Monday through Friday. Evening classes meet from 7:00 to 10:00 p.m., Monday through Friday for six weeks.

Students must register in person in Room 104 of the Lindsey Hopkins Education Center, week days from 9:00 a.m. to 9:00 p.m. New students are taken into the day or evening classes each Monday and remain in classes until the course is completed.

The total cost of the course is $15.00 ($2.00 registration fee, $8.00 for a complete manual of the entire course and $5.00 for
NEW MODERN TRAINING LABORATORY
The training laboratory features the newest and most modern of the nationally known check-out stands. The training area is stocked with a full assortment of dummy packaged groceries, meats, vegetables, sundries and other necessary merchandise for practice checking and casinering.

REGISTRATION AND CLASS HOURS
Register in person in Room 104 of the Lindsey Hopkins Education Center, weekdays from 9:00 a.m. to 9:00 p.m. The total cost of the course is $15.00 ($2.00 registration fee, $5.00 for a complete manual of the entire course and $8.00 for other prepared instructional materials given out). The manual workbooks and other material used in the class will be the permanent possession of the student.

INDIVIDUAL TRAINING INSTRUCTIONS

- DIPLOMA OF COMPLETION
- PLACEMENT OPPORTUNITIES

LINDSEY HOPKINS EDUCATION CENTER
1410 N.E. 2nd AVE.
MIAMI, FLORIDA
REGISTER AS SOON AS POSSIBLE
Practical training in Buying, Selling and Merchandising of Goods or Services

Lindsey Hopkins Education Center
and Branch Centers
1410 Northeast Second Avenue
Miami, Florida 33132
ADULT DISTRIBUTIVE EDUCATION

BUSINESS AND MARKETING

... offers training for many types of business that come within the periphery of distribution of goods and services, in both wholesaling and retailing areas.

The purpose of this type of adult education is to provide training for occupations that bring the worker into contact with the buyer or seller of merchandise or services.

The classes now being conducted in the Distributive Education program in the Miami area have been selected because of local demand, to train students for entry into these fields of business or to upgrade the presently employed worker in his profession.

State and Federal regulations control eligibility to receive this type of training. To be eligible for this training, students must (1) now be employed in a distributive occupation, (2) be temporarily unemployed from a distributive occupation, (3) have a promise of employment in some form of distributive business or (4) give satisfactory evidence of going into business for themselves. Students must be 16 years of age or over.

When present classes in Distributive Education do not cover training needs of any specific business, such classes may be developed provided there are sufficient students in need of this training.

Classes are held at any time of the day or evening best suited to the students' needs. The length of the course is determined by the needs of the students and the subject matter to be presented. Any Distributive Education course, regardless of length, carries a $2.00 registration fee. All classes in which there is need for consumable material carry a small materials fee, payable at the time of registration.

Registrations for all classes are accepted from 2:00 until 10:00 p.m., Monday through Friday of each week, at the Lindsey Hopkins Education Center or at any of the adult extension training centers offering the courses.

Students may make advance registration in this building or in the Evening Registration office at Miami Senior High School, Jackson High School, North Miami High School, Hialeah High School or Southwest Miami High School for classes to be opened at some future date, and they will be notified by mail when their class is ready. Advance registration offers better assurance of acceptance in the next class opening. Students may make pre-registration by phoning any of the training centers.

OBJECTIVES OF DISTRIBUTIVE EDUCATION

Distributive Education is training for business activities in which the buyer and the seller are concerned either directly or indirectly. Objectives are twofold: to train the student for entry into a distributive business and to upgrade a worker presently employed in a distributive type of business for more effective results for his efforts and for advancement to a better position.

FOREIGN TRADE AND TRAVEL

AIRLINE RESERVATIONS AND TICKETING – Course 782

This course covers the different procedures used in the reservation department and the ticketing department of all airlines selling transportation. Methods of handling reservations, making out tickets, both domestic and foreign, government regulations controlling air travel, and the use of the various airline guides are covered. Classes meet for two three-hour sessions a week for a total of 72 classroom hours.

AIRLINE RESERVATIONS AND TICKETING – Course 783 (Intermediate)

This course is a continuation of Course 782, which must have been completed before taking Course 783. This intermediate course covers actual costs, regulations, and tariffs encountered in both domestic and international air travel, or both. Attention is given to the large amount of literature, maps, domestic and international guides, and immigration guides available for study. Latest tariff guide books are used in the classroom, and comprehensive problems are worked out. Classes meet for two three-hour sessions a week for a total of 72 classroom hours.

EXPORT AND IMPORT PRACTICES – Course 720

The student receives basic instruction in handling imports and exports, with emphasis placed on Latin American traffic. Covered are the various regulations used in this business, air cargo carriers, steamships, and other methods of transportation. A number of field trips are included. Classes meet two evenings a week in three-hour sessions for a total of 72 hours.

ADVANCED EXPORT-IMPORT PRACTICES – Course 731

This course deals primarily with training to take the U.S. Custom Broker examination and secure a U.S. Custom Broker License. It is taught by U.S. Custom Department personnel, using documents from this department. Classes meet two evenings a week from 7:00-10:00 p.m., for 12 weeks or a total of 72 classroom hours instruction. Course 720 should be taken first, unless excused by instructor.

TRAVEL AGENCY PROCEDURES – Course 762

Basic information is given on the operation of a travel agency, and the various travel guides for all types of transportation are used. Coverage is given to ticketing, passports, visas, money exchange, hotel reservations, conducted tours, side trips in foreign countries, and other travel agency functions. Classes meet twice a week in three-hour sessions for a total of 72 classroom hours.

Many students enroll themselves of four of these courses in order to secure a well-balanced training in all branches of foreign trade and travel. They may be taken in any sequence. Very little duplicate training is found in any course and four are suggested for the student who is interested in this type of business.
REAL ESTATE - REAL ESTATE APPRAISALS - MORTGAGE BROKERAGE

REAL ESTATE SALES - Course 749
In this course the student receives basic information on becoming a real estate salesman and training for the Florida State examination for a Real Estate Salesman's license. Included in the course are such subjects as listings, deeds, mortgages, breach of contract, options, binders, and other similar subjects that a salesman comes into daily contact with in selling real estate. The course lasts ten weeks, with classes meeting two evenings a week for three hours each session.

REAL ESTATE APPRAISALS - Course 746
This course covers theory and practices in making real estate appraisals, both residential and commercial. Included are the appraisal process, valuation of appraisals, the social and economic principles, depreciation, incomes and the actual preparation of the appraisal. The course is 96 classroom hours in length, with classes meeting two evenings a week for 16 weeks.

REAL ESTATE INSTRUMENTS AND DOCUMENTS - Course 748
The student works on most of the different legal documents encountered in real estate transactions, such as deeds, contracts, conditional sales contracts, chattel mortgages, or a total of over 40 different legal instruments. The course is 48 classroom hours in length, with classes meeting for one three-hour session a week.

REAL ESTATE BROKERS TRAINING - Course 747
Through this course the real estate salesman is prepared for the real estate broker's examination. Included in the course are extensive coverage on real estate law, real estate appraisal processes, real estate instruments and documents. The course is 48 classroom hours in length, with classes meeting once each week for 16 weeks.

MORTGAGE BROKERAGE - Course 733
In this course the student is given basic information on the buying and selling of mortgages and the financing through mortgages of all types of real property. Legal problems such as foreclosures, liabilities, basic consideration, pledges, debts, recordings and other related topics encountered in Mortgage Banking are discussed. Also included in this course is preparation of the student to take the Florida State examination for a Mortgage Broker's license, which may be taken upon completion of the course. The class meets two evenings a week for three-hour sessions, for a total of 96 classroom hours.

GENERAL INSURANCE COURSES

PRINCIPLES AND PRACTICES OF INSURANCE FOR AGENTS - Course 728
This course has been approved by the Florida State Insurance Commissioner as prescribed training for permission to take the Florida State examination for Insurance Agent's license. Upon satisfactory completion of this course the student will be issued a certificate to the Insurance Commissioner permitting the student to sit for the State examination for agent's license. Coverage is given to both casualty and fire and allied lines, including such risks as automobile, marine, fidelity and surety, workman's compensation and other forms of general insurance. The course prescribed by the State Insurance offices is 265 classroom hours in length, classes meet twice a week for three hours each session.

INSURANCE RATING - Course 729
This course prepares the student for employment in an insurance office doing rating of insurance policies that are sold by a general insurance company. Coverage is given to both casualty and fire and allied lines insurance. In the classroom the student are given the rating manuals in all branches of this type of insurance. The course is 100 classroom hours in length, with classes meeting for two sessions a week, three hours each session. Advanced Insurance Rating, Course 730, is offered as demand justifies.

SELLING - MERCHANDISING - MARKETING

BUSINESS COMMUNICATIONS - Course 785
This is a course of study that guides the businessman in basic communication principles and demonstrates the use of these principles in actual practice. The course covers both verbal and written communications and making oneself understood. The class meets once a week for three hours, with a total of 48 classroom hours required, or 16 weeks.

PSYCHOLOGY OF SELLING - Course 751
In this basic course designed to introduce the student of salesmanship to psychology of selling, the class will make use of right of the ten most effective sales training films and a series of sales training recordings. Included are such topics as obtaining customers, overcoming objections, presenting the sales story, closing the sale, and others. Classroom discussion on selling problems is stressed. The class meets one evening a week for three hours, with a total of 48 classroom hours required, or 16 weeks.

CREDITS AND COLLECTIONS - Course 744
This course covers all types of credits, credit bureaus, credit information, collection's rights, collection methods and procedures. The course is sponsored by the Credit Association of Greater Miami. There are 60 hours of instruction, with classes meeting for one evening a week in three-hour sessions.
SELLING, MERCHANDISING AND MARKETING (Cont'd)

CHECKER-CASHIER TRAINING - Course 741

This course trains the student for department stores, discount stores, supermarkets, shopping centers, grocery stores and similar businesses. Classes meet for a total of 90 classroom hours of instruction. Daytime classes from 8:30 a.m. to 3:00 p.m., for three weeks and evening classes from 7:00 to 10:00, for six weeks. A new modern laboratory is equipped with newest check-out stands, cash registers and other equipment used in training. Total cost $15.00, which includes a complete set of Checker-Cashier training manuals. Now students enter day or evening classes each Monday.

MERCHANDISE TECHNIQUES - Course 719

This course covers basic merchandising principles and practices as encountered in retailing stores. Course content includes merchandising terminology, channels of distribution, store organizations, retail arithmetic, credit and collections, and selling. The course is 96 hours in length, and classes meet one evening a week for 32 weeks.

FUNDAMENTALS OF INVESTMENT - Course 755

The objective of this course is to train the student for employment in the investment business; therefore, a broad introduction to all branches of this business is given: stocks, bonds, mutual funds, buying and selling securities, security analysis, and the various markets. Classes meet for 16 weeks, with one three-hour session each week.

INCOME TAX PROBLEMS FOR BUSINESS - Course 756

Training is given in preparation of Federal income tax forms, with emphasis on such topics as income, deductions, exemptions, depreciation, depletion, amortization, long-term income, intentions and similar problems. The course is 96 classroom hours in length, with classes meeting for two three-hour sessions each week for 16 weeks.

CORPORATION INCOME TAXES - Course 757

Advanced tax training on business taxes not covered in Course 756 comprises the content of this course. If the student is to receive full benefit from Course 757, he should have completed Course 756 or have had experience in tax work. Included are such subjects as capital gains and losses, operating losses, partnerships and small corporations, and special corporation taxes. The course is 48 classroom hours in length, and classes meet one night a week for three hours.

ADVERTISING AND SALES PROMOTION - Course 790

In this course the students will learn about the place that selling and advertising play in making any business a success. The psychology of selling will be studied and the need for a coordinated relationship of selling and advertising in a prosperous business organization. Many visual and audio training aids are used in this course, and active student participation is a part of the course. The course is 48 classroom hours in length, with classes meeting two evenings a week for seven weeks.

SELLING, MERCHANDISING AND MARKETING (Cont'd)

TAX ACCOUNTING AND RECORDS - Course 791

In this course the student is not taught how to become an accountant or tax specialist but rather to gain knowledge on how bookkeeping is done and the significance of a good system. It is a course of understanding rather than doing. The student is taught how to select the proper accounting system for his business and important accounts required to furnish income tax information. The course is 42 classroom hours in length, with classes meeting two evenings a week for seven weeks.

CREDIT AND COLLECTION METHODS - Course 787

This course gives basic information on practices and procedures in the granting of credit and establishing a credit rating for a business. In the course the student will study various instruments and documents used in credit problems. Some field trips will be taken to credit establishments and numerous guest speakers on various credit and collection problems will be part of the course. The course is 42 classroom hours in length, with classes meeting two evenings a week for seven weeks.

FINANCING A SMALL BUSINESS - Course 788

In this course sources of financial help through Federal, State and private institutions will be covered. A study of financial structure of American business will be made and factors discussed to help determine the type and amount of financing required for various businesses. The course is 42 classroom hours in length, with classes meeting two evenings a week for seven weeks.

HUMAN RELATIONS IN BUSINESS - Course 793

Studied in this course are psychological problems in handling employer-employee relations and relationship in an organization between employees. Subjects studied include understanding people, human behavior, motivated action, communications, complaints and grievances. The course is 48 classroom hours in length, with classes meeting one night a week.

Training in Distributive Education requires new courses in special fields at frequent intervals to satisfy the requirements of the people being served. If you have some special training needs, please feel free to discuss your problems with the Coordinator in charge of this program.
April 7, 1969

To: All High School Graduates

A new training program, three weeks in length, is available to you as preparation for part-time work or a full-time job that could lead to a management position sometime in the future.

This training is 90 classroom hours in length. It has been developed by The National Cash Register Company and the Distributive Education Department of six or eight northern states who are interested in this type of training.

A new $22,000 training laboratory has recently been installed in the Lindsey Hopkins Education Center. In addition to training on the cash registers, you will receive instruction in twelve other subjects required in Retail Merchandising and Marketing.

Classes are held Monday through Friday, 8:30 a.m. to 3:00 p.m. Total cost is $15.00, which includes a complete set of training manuals, for the student, written by the Country's foremost authorities.

New students are taken into classes each Monday morning in room 104 of the Lindsey Hopkins Education Center. Phone Registration (350-3611) or the Adult Distributive Education Department (350-3651 after 2:00 p.m.) for additional information.
Job Opportunity

SUPERMARKET
CASHIER — CHECKER
TRAINING

A new daytime class, 9:30-3:00, opens on Monday, March 30, at a total cost of $15.00 which includes all fees and complete set of cashier training manuals. Course completed in three weeks.

Register now in room 104 weekdays, 9:00 a.m. to 9:00 p.m. or call 350-3511 for additional information.

LINDSEY HOPKINS EDUCATION CENTER
1410 NORTHEAST SECOND AVENUE
MIAMI, FLORIDA 33132
THE MIAMI HERALD Friday, April 10, 1970

CASHIERS NEEDED

There is a shortage of trained cashiers-checkers in many stores. Can skill and confidence to fill these jobs by attending the Cashier Checker Program at Lindsey Hopkins Education Center. Cost of course only $15. 1410 N.E. 2nd Ave. 356-3351 for information.

THE MIAMI HERALD Thursday, April 16, 1970

CASHIERS NEEDED

There is a shortage of trained cashiers-checkers in many stores. Can skill and confidence to fill these jobs by attending the Cashier Checker Program at Lindsey Hopkins Education Center. Cost of course only $15. 1410 N.E. 2nd Ave. 356-3351 for information.

THE MIAMI HERALD Sunday, April 12, 1970

CASHIERS NEEDED

There is a shortage of trained cashiers-checkers in many stores. Can skill and confidence to fill these jobs by attending the Cashier Checker Program at Lindsey Hopkins Education Center. Cost of course only $15. 1410 N.E. 2nd Ave. 356-3351 for information.

THE MIAMI HERALD Saturday, April 18, 1970

CASHIERS NEEDED

There is a shortage of trained cashiers-checkers in many stores. Can skill and confidence to fill these jobs by attending the Cashier Checker Program at Lindsey Hopkins Education Center. Cost of course only $15. 1410 N.E. 2nd Ave. 356-3351 for information.

THE MIAMI HERALD Monday, April 20, 1970

CASHIERS NEEDED

There is a shortage of trained cashiers-checkers in many stores. Can skill and confidence to fill these jobs by attending the Cashier Checker Program at Lindsey Hopkins Education Center. Cost of course only $15. 1410 N.E. 2nd Ave. 356-3351 for information.

THE MIAMI HERALD Tuesday, April 21, 1970

CASHIERS NEEDED

There is a shortage of trained cashiers-checkers in many stores. Can skill and confidence to fill these jobs by attending the Cashier Checker Program at Lindsey Hopkins Education Center. Cost of course only $15. 1410 N.E. 2nd Ave. 356-3351 for information.
SPECIAL ANNOUNCEMENT TO GRADUATING HIGH SCHOOL SENIORS

A Cashier-Checker training program, three weeks in length, is available to you as preparation for part-time work or a full-time job that could lead to management position. It will help you find that part-time employment you need to earn your way through college.

This training is 90 classroom hours in length. It has been developed by The National Cash Register Company and the Distributive Education departments of several states.

A $22,000 model store training laboratory has been installed in the Lindsey Hopkins Education Center to provide realistic training. In addition to training on the cash register, you will receive instruction in many other subjects involving the functions of retail merchandising and marketing.

Classes are held Monday through Friday, 8:30 a.m. to 3:00 p.m. The total cost is only $15.00, which includes a complete set of training manuals for the student to keep. These manuals are a good reference library to have for anyone interested in a career in retailing.

Students may register for this class each Monday morning at the registration desk in the Annex of Lindsey Hopkins Education Center.

Phone Registration (350-3611) or the Adult Distributive Education Depart­ment (350-3651 after 2:00 p.m.) for additional information on this training opportunity.

Enroll NOW!

G. E. Pat Patterson, Coordinator
Adult Distributive Education
BOOKS


PUBLIC DOCUMENTS


PERIODICALS


"Food Retailing Weathers Stormy Year with Best Sales Gain in Decade," Progressive Grocer. Vol. 46, No. 4, (April, 1967), 58.


Jacobs, Sam. "Job Training Proves Dismal Failure," The Miami Herald, July 8, 1970, 1B.


Swanson, Chester J. "Distributive Education - A Qualitative Analysis," Business Education Forum, April, 1958, 8.


BROCHURES, MONOGRAPHS, PAMPHLETS, AND REPORTS


Dade County Public Schools. Cashier-Checker Training for Supermarkets. Miami, Florida: Adult Distributive Education Dept. Lindsey Hopkins Education Center, Dade County Public Schools.

• Catalogue of Courses. Miami, Florida: Vocational, Technical and Adult Division, Dade County Public Schools.


• General Adult Education. Miami, Florida: Division of Vocational, Technical and Adult Education, Dade County Public Schools, 1965.

• Lindsey Hopkins Serving Metropolitan Miami, Dade County. Vocational, Technical and Adult Education Division, Dade County Public Schools, 1970.

• The Magic City Teaches its Adults. Miami, Florida: Lindsey Hopkins Vocational School, 1955-56.


Ohio State University. Detailed Taxonomy for Specific Jobs Within Area of Distribution. Columbus, Ohio: Distributive Education Materials Laboratory, The Ohio State University.


HANDBOOKS AND MANUALS


Hendrickson, Andrew. Improving Adult Education in Ohio's Public Schools. Columbus, Ohio: The Ohio State University, Division of Adult Research and Service, 1958.


Ohio State University. Advisory Committees, Selection and Use, D. E. Manual #3. Columbus, Ohio: The Ohio State University, Dept. of Education.


Brant, H. L. "Observations and Recommendations of the Adult Placement Office," Memorandum to Supervisory and Administrative Personnel of Adult Programs, Vocational, Technical and Adult Education, Dade County, Florida Public Schools, April 1, 1970.


--- Minutes of Meeting of Supermarket Cashier-Checker Training Program Advisory Committee, Sept. 13, 1968.

--- Minutes of Meeting of Supermarket Cashier-Checker Training Program Advisory Committee, March 21, 1969.

--- Minutes of Meeting of Supermarket Cashier-Checker Training Program Advisory Committee, October, 1969.

Embertson, Hubert M. "A Linear Auto-Instructional Program in Money Handling and the Use of the Cash Register for the Distributive Education Student." Master's study, University of Minnesota, 1965.


Moss, Jerome, Jr. "The Evaluation of Occupational Education Programs." University of Minnesota, Research Coordination Unit in Occupational Education, VT 007 175, Winter, 1969 ARH.


OTHER

Boyle, J. N. "Partnership Between SMI-NCR-Distributive Education to Establish a Supermarket Checker Education School in Your City," NCR Marketing Communication, April 30, 1968.


McKinley, Larry. Correspondence with Mr. Larry McKinley, Manager, NCR Vocational Education Division, CEK Bldg., 388 S. Kettering Blvd., Dayton, Ohio, May 22, 1970.
