

A TRANSLATION OF THREE ARTICLES FROM "THE INTERNATIONAL
REVIEW FOR BUSINESS EDUCATION" FROM THE GERMAN INTO ENGLISH

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By

GUS W. FRIEDEMANN

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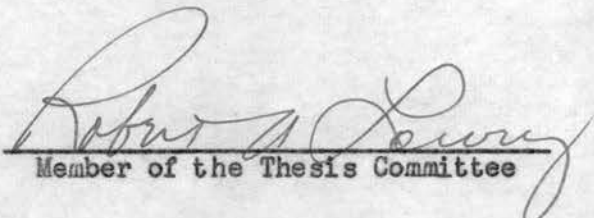
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Chairman, Thesis Committee



Member of the Thesis Committee



Head of the Department



Dean of the Graduate School

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PREFACE

The International Review For Business Education, published by the International Society for Business Education, is recognized as an outstanding source in the field of business education.

Dr. Herbert A. Tonne, Professor of Education, New York University, and President of the United States Division of the International Society for Business Education recommended the translation of these three articles. He states:

"If you translate these articles into colloquial English we will be very glad to consider them for presentation to the membership of the International Society For business Education: United States Division in bulletin form. Most of our present members have not had the opportunity to read the back issues and, therefore, I am sure they will be glad to have an opportunity to know what they are about. Or if this is not feasible I will be glad to use them in the Journal of Business Education."¹

Certainly these articles merit translation into the English language as well as close study on the part of all business educators. In this study a translation of three articles has been made. Two articles were taken from the June issue of 1943, and one from the September issue of 1944.

The translator desires to express his appreciation to Dr. J. Andrew Holley, Head of the Department of Business Education, Oklahoma A. & M. College; Professor A. A. Arnold, Head of the Foreign Language Department, Oklahoma A. & M. College; Robert A. Lowry, Associate

1. Dr. Herbert A. Tonne, Professor of Education, New York University, as quoted in a letter which I received on August 2, 1948.

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Professor of Business Education, Oklahoma A. & M. College; Dr. Herbert A. Tonne, Professor of Education, New York University; and Robert A. Slaughter, Manager of the Business Education Department, McGraw-Hill Book Company, Inc., New York, New York.

The content of the three articles chosen for translation stresses the great value of vocational education for the youth of today. Its values are being more and more appreciated by business educators since vocational education is relatively new in the United States. Vocational Education, as practiced in the European countries, is merely a continuation of the Guild System, although many improvements have resulted during the last three centuries.

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THE TRAINING OF BUSINESS YOUTH
ON THE JOB AND IN SCHOOL
By Rein, Oppeln-Kattowitz,
District Manager Office, Upper Silesia

1. The Merchant and Business Education in the Course of Time

The bringing up and raising of an individual is a consideration which is stressed very much by the representative of educational science. This is true not only of the home and school but it is true also wherever people are found mutually grouped together, be it in any profession, vocation, or manual labor. Vocational training as a function in mutual participation is almost compulsory; it finds its extension and supplementary construction in systematic intentional education. It is and will always be necessary, as well for the individual member of the family, the person of a vocation, trade, or in fact all living and working people.

In a brief survey of the voluminously rich and interesting history of trade and business vocational education we find the following: Predominant at first was the house to house salesman. He was followed by the merchant who ran a small business of a highly diversified mixture of wares. The two business types just mentioned are the oldest representatives of trade. The education of youth for this type of business presented little difficulty. For the wholesale dealer of the middle ages, whose business it was to trade wares of his country for wares of foreign countries, the education of the new generation was nearly as easy. The German Hanseatic League concerns not only tradesmen; its shopkeepers slowly joined organizations of world trade that existed at that time. They have developed and maintained

good business management in the far East, in Flanders, in Middle and Southern Europe for the past few centuries. The Norwegian Fish Market and Swedish Mining industry were founded by them, and have developed into respected businesses of high standing. For several centuries the cloth market was the dominating market. Afterwards other wares were added to the market and the term "Tailor" taken from the cloth trader was used as a general term to cover all general businesses.

Handcraft, skill, and knowledge are direct results of the Hanseatic League of Merchants. At that time the Hanseatic League had its established centers in all major trade centers of the world. Their representatives were not only interested in the selling and trading of wares, but they also observed the political proceedings and occurrences in their respective districts as they traveled, and reported to headquarters at regular intervals. This made the merchant's office the fulcrum of management and politics. In order to be a member of the organization the merchant would steadfastly hold to rules and regulations. All orders and assignments taken over were likewise executed according to rules and regulations. To reach the various trade destinations companies of merchant navigators who were co-partners of big shipping concerns had developed and provided means of transportation. The land trade was most significant in close-in territories.

With the introduction and increasing development of communication the merchant, who up to this time traveled extensively, was permitted to carry on his business in the far West, through letter writing from his resident business. New methods of communication also found their way into the domestic trade, and this resulted in the necessity of bookkeeping. Banking, transportation, and communication gained a

strong foothold with the passing of time and soon were able to head in their own desired direction. The youth of the new generation must be introduced to the varying functions of business. This made it necessary to sever relations from the prevailing empirical methods of training to more systematic procedures.

Despite many a common point of contact of education then and now, the business man of today does essentially separate his methods of training from Fuggern, Welsern, Ehingern or those of Italian merchants. All were beyond doubt business men of high standing on the basis of high culture, management, and trade relations. They united business management and politics as a choice of their own apprehension. The goals in our National Socialistic age differ very substantially. Not the domineering, but the obligatory character, the service that can be rendered to humanity and not just to oneself is the goal of the German merchant. Knowledge of subject matter and duty, mutual understanding, comradeship are the pillars upon which shall rest today's business, vocations and professions. All private business concerns have, as opposed to earlier procedures, to arrange to follow unconditionally the new system. Still it is true that many of the older methods and procedures of training are used in our modern business education.

All learned from the "bottom up" practical work as the farm hand, packer, or the warehouseman. Later they were instructed in merchandise knowledge, mathematics, and business communications. Their practical instruction had a theoretical foundation. Often it was just a family business which in the private home achieved success. Also strangers entered these businesses in the expectation of working themselves up to become Co-partners and Proprietors. An adjusted uniform education

was impossible for the prospect in business. For that reason there was also no definite instructional period prescribed. The training was patterned much more according to circumstances involved, retaining some individuals in training for ten years or more. Also as shopkeeper assistants the young prospect would frequently remain several years longer just to acquaint himself more thoroughly with his life's work.

Similar ideas and conceptions are entering our present business world and training methods are developing into the systematic procedures followed in business education. That the proper training in the vocation results only through the varied types of jobs in the vocation; that the work and business fellowship unfolds great educational powers; and that with the supplementary training one must grow into the fixed fellowship through custom, usage, and qualified professional pride; that the carrying out of fellowship accomplishments on the world-wide plane of great undertakings is as necessary as on the small scale; that the businessman can first perform his task right, when his knowledge and interests surpass his immediate work scope; these and similar thoughts come to the businessman from the training preferred in the middle ages. Not to be contested is the significance of the businessman to the lives of all people at all times. As a middleman he plays a great part in obtaining goods; never can he be dispensed with. Without trade no historical epoch is possible. Even the Thirty Years War, which almost destroyed the well-being of the German people, could not bury its existence. And when the Empire recuperated the businessman played a major roll.

As a result of extensive labor on the part of good business management the structure of trade has nominally undergone essential changes.

The entire circle of business behavior has been elevated. This prosperity was proportionately distinct as the shipowner, boatman, and freighter dissolved from the merchant and started their own independent business. Upon other branches of business becoming independent, things grew increasingly complex. Industrial academies branched out. Certain jobs of some individuals developed into professions of their own calling. An extensive employment bureau was added. In the last decades, to be true, recurrent endeavors seemed noticeable. These endeavors had as their aim the incorporating of different wares in a single business, the fusing of wholesale and retail business, and the spatial comprehension of the turnover in business.

In connection with the development of business management, naturally the person engaged in an enterprise and production has substantially changed, and is facing further changes. He virtually had to change and reorganize from the "bottom up" since the state took charge and informed him as to how to proceed. The gradual transfer from the free to the directed business management indeed made the business man and the individual who was inclined toward greater undertakings by no means superfluous, but it demanded constant consideration of the higher interests over the lower, the importance of politics over trade. In this connection it is wise to give credit to Southeast Europe. Since 1933 the state was of great service not only to us, but also for other territories in that area. The political point of view has unfolded great future possibilities. After the war all Europe will introduce the political aspect into business management, and the training of economically thinking politicians, as well as politically thinking economists.

The business training problem becomes much more extensive and difficult to solve among the multitudes of those employed. After all, the responsibility of the training of the prospective youth indirectly falls upon business itself. Not until those employed have received training and have been promoted is it possible for the "average business man" to claim definite contributions. The growing number of accepted business vocations and the carefully prepared courses for those vocations denotes a possibility for the actual training to an end for the various vocations. This type of training, the combination of practical business and academic training proves only the sincere interest in established historic business training, and demonstrates the highest commandment of national thinking: "Everything for my People."

2. The Practical Instruction for a Profession as a Basis for Training.

The preponderance of training lies in the practical. The exact training for the profession is only possible at the job itself. This applies to the pupil involved in the study, to the individual who desires only a practical and general knowledge, and all business prospects since the Vocational Training Act of November 1, 1942; moreover the instruction and youth-work-relation will be called the pattern of training.

Business education, as well as handwork apprenticeship has developed to a high degree in German. Work, one of the superior training forces of the human being, fuses very naturally with academic educational training.

Through set practices and the application of departmental duties, knowledges and skills will be acquired for a specific trade, and gradually

woven into a treasury of experiences worthy of notice. These experiences must repeatedly be thought through, possibly revised and improved, and used to be of value. Each prospective youth must undergo vocational training for the purpose of winning over the untrained, though in the future there still remain many duties to be performed that can be accomplished in a short length of time. Basically there is a minimum of departmental training demanded for all recognized professions, as a presumption for qualifications necessary to enable those on the job to be reliable and independent. The best designed master professional training course as judged by its trade technique, pedagogical use, and social tolerableness, was designated by Kerchensteiner. The atmosphere, clearness, purposefulness, and arrangement cannot and never will be surpassed.

A person must be born a merchant. The individual who has a gift for business will have a substantial advantage over the individual who is lacking in this quality. The art of being a good merchant especially during the middle ages, was often the natural result of inheritance as the business was passed on from generation to generation. Their advancement and rounding out depended upon working conditions, natural developments, and training of possibilities that gradually and systematically developed. Through training, and determination to succeed on the part of the individual, inborn peculiarities may be developed to result in knowledges and capabilities of great value to the merchant. Especially is this true with business training as it is administered today. It is somewhat limited in scope stressing too many technicalities. Technique is not so important for the merchant although necessary; rules and regulations for business procedure come under the same category. The vital factor, however, is basic business understanding and

good management. Knowledge of the individual is not less important than knowledge of wares. It rates superior as an aid for handling people; it is a talent necessary for communicating with the contractor, customer, and fellow worker. Perseverance, self-trust, "go-get-it-ness," and good horse sense should not be omitted if the merchant wants to be a success.

The training for business of the oncoming generation hinges more on good personality and initiative than on technicalities. This information comes from those on the job; the technical student completes his objective step by step following exact assignments. In most technical professions exact technical training is permissible in that the instruction may begin with the very elementary and proceed to the more advanced which is adapted to actual job use. In the business, on the contrary, there is little learning that can be done in this way. For example in the teaching of window or show case decoration, no single set way or method can be prescribed because goods just naturally aren't all the same. There is, however, a certain basic knowledge that every merchant should have. This basic knowledge is given in school and develops to actual use value as practice and theory are experienced on the job. The more complete and genuine the student's training, the greater the possibilities for the student. Differences concerned in professions such as salesmanship, retailing, wholesaling, and industry cannot be differentiated in training. Any attempt to specialize in any one field would result in a very one-sided training and in the mounting up of increasing difficulties. Werner von Siemens has already stated: "Don't specialize too early. The necessary special knowledge comes with the profession in practice and it would be wrong to start this training too early as it might not be directed properly." It is

better to be well grounded in one thing than to know little about many things. The individual who has a good general knowledge and then, in addition, specializes in his field will succeed more readily and also not be subjected to getting into a rut.

A bulletin put out by the Empire Management Office on business training gives good basic information in this area. It contains all duties and rights of the instructor, the trainer or his substitute. A supplement may be obtained in the Reichs institute for business training in trade and industry in cooperation with representatives of professional training schools. They have been written on the basis of actual experience and have the approval of established and successful business men as well as the working people of industry, and business offices of the Reich's business management office. As a result a possible systematic, uniform, and many-sided youth training school, and the highest level in education will be insured; stressing the demands of the professionally minded, the profession in its entirety, the professional plan to be followed, and the examining demands.

The foundation underlying the training is the professional picture. It is made up of the nationally established professional accentuation and gives in short form the characteristics and marks which denote a definite profession. The thereby marked function complex is the contribution of the entire educational and training system. Since the professional picture consists partly of instructional stipulations, the transfer of the knowledge and skills demanded are of a character obligatory for the pupil. The professional training plan completes the professional picture and contains the immediate, ascertainable, and completed problems for its application.

The regular order in which the skills and knowledge to be learned are acquired, must naturally be presented to the student as a flexible choice depending upon the kind and type of business. A resultant factor here is that the training for the individual teacher will be regarded as precedent, and will be influenced by the dignity of the profession. There is a great difference between large and small business. To avoid training only in a narrow field, as was done in the middle ages, the modern procedure is to have the training cover a wide range and then leave to the student his choice of a profession. This choice he is able to make intelligently because of his general knowledge of the entire field. The educational circle is made so large that it provides great satisfaction to the creative world. In many places short practical and technical vocational courses are offered for those who intend to get into some branch of manufacturing. If he desires to be a locksmith he learns just that which covers a period of three months; if his interest is in textile mills he learns this trade.

Since industry is providing positions for women, it follows that women are also taking business training. They take positions as waitresses in canteens, factory kindergarten helpers, or the checking in and out of tools. Some are engaged in light locksmith work, welding, and other similar vocations. In contacting business bureaus they sometimes receive positions in major industries, but usually they must first finish some systematic and complete training course. If this training isn't of direct value to the job, some good is always derived from it. The practical adaptation, and the honor connected with the position are elevated and this information in report form is given to the business bureau for future information.

In a smaller business usually systematic organization of job groups may not be so accurately performed. The young prospect observes these conditions from day to day and formulates his own ideas as to good managerial improvement. Between the business leader, his customers, and the contractor these relations continue unavoidably to exist. Alongside the job experience the pupil is also subjected to managerial experience. Small business is more adapted to this type of vocational learning. Adaptation to good training facilities favors small business concerns. This serves to be a strengthening factor for small business. Records kept by instructors validate this fact. The fact is recognized that training may be retarded through omission of proper facilities. The instructional record, or sometimes called "diary" remains in the hands of the pupil for further reference, for him to study for examinations, or for his use on the job. It enables him to be aware of the attainments he is lacking, and provides a complete picture of his gradual growth in business knowledge. Parents obtain valuable information as to training possibilities through these systematically arranged records. It enables them to know the exact course followed in the training process. Even the instructor gains better control of his pupils for whom after all he is responsible. For final grading and examining purposes this diary provides a basis for grade determination. The vocational school is in close contact with the Reich's training minister whose material of August 5, 1936 and June 16, 1942 is resorted to. Material was sent monthly after which much training was patterned.

Diligence as to training will only be possible and successful when the factual and personal elements of the vocation and its instructors shall be patterned after the youth training program. The installation of vocational training in the school system deserves special mention

particularly due to progress made since 1938. Only those business concerns that are capable of successfully accommodating students will be permitted to work in cooperation with the school organization. The main office of the school system has the final say as to the acceptance of the business concerns with whom they expect to work. Business concerns that are not in a position to offer the skills and knowledge demanded, are barred from the training program from the beginning. If no other station can be obtained, however, this concern may act as a temporary training station until a more suitable place can be obtained.

At the present time the supply of young workers is decreasing. The fear that there is a shortage of youths as prospects for training is mounting. Each year there is a retrogression of school graduates that is caused by the decrease in birth rate during the years of 1921-1933. At one time there were 620,000 males available for training, and in 1942 there were 440,000. In spite of this situation there are some vocations that are overcrowded. These individuals have little chance for advancement or even to remain at their position. The vocations that experience a shortage are the agricultural, and mining industries. It is very frequent that ten such training stations may have only one student, whereas in other vocations sometimes one training station has ten students. The vocations in which lack of interest dominates, must account for this deficiency. Why is their vocation so uninviting? How can it be promoted? Would better salaries be the solution? The reputation of the vocation? Does it lack proper social contact, etc.? It is doubtful that the aversion could be caused by lack of appreciation of the people participating in vocations. There are, however, enterprising attributes of the merchant which influence the young worker not to follow the heroic trade professions. It is therefore necessary

to take appropriate action to meet this situation. Visual aids played a very major roll toward this promotional drive. A count was taken as to how many were interested in this training before and after the film was shown. On specially prepared forms the prospective workers indicated their interest and abilities in the training program.

Considering points of deficiency of the present and future as just mentioned, it is necessary to plan systematically the mastery of this problem. The major goal should be youth guidance. The admission to overcrowded professions should be discouraged and the professions indicating a shortage should be promoted. The culling out of training stations and improper teaching methods also presents a problem.

The adaptation of the youth to the profession, as already mentioned, is no less important than the training required. This, however, is often overlooked especially in trade vocations and is difficult to determine. In the earlier days when there was no youth training guidance program, it was a problem that belonged solely to the merchant, as it was up to him to determine the correct choice. Today the merchant is only partly responsible for choice of help, the other half indirectly falls to the school. In the future a greater portion of this responsibility will rest on the school. Furthermore business appreciates the school's assistance at this point, since at the age of sixteen many characteristics of the individual have not yet crept to the surface, and it would be difficult to determine the exact worth of the prospect to business. In normal times when the doctor, parents, and teachers all work hand in hand in the best interest of the student, guidance will be much more secure, although there will still remain some uncertainty, which, however, will be solved, at least in part during the prospect's trial period and by results on final examinations. A three months

trial training period gives the instructor an opportunity to observe the bodily, spiritual and character attributes of the student which may justify his taking the training. It acknowledges that it is impossible to whittle a Mercury out of just any wood; as Hartnacke one said, "The superstition that a dull person can be made smart in school is false." A genuine interest in the profession, an open mind, and the will to succeed must be present during the trial period. During the training period the student makes frequent visits to the main office for counsel. The office has on a card file the entire class record of the student. Outcome of training, types of business, age in connection with business, time spent in training, cost of training etc., are all discussed with the pupil. All these things contribute to the rounding out, the instilling of job attitudes and impressions, and to the awakening a realization of the advantages or disadvantages of the training for the vocation from the practical and theoretical viewpoint.

The business assistants' examination as a practical final examination was first started in Germany November 24, 1924 by the Oppelner Industrial and Trade Office and soon became famous over the entire Empire. It was not until after the political revolution that it was able to gain a good foothold. It consists of two parts, written and oral.

The raising of production on a comparative basis is the endeavor of the uniform examining task. Uniform assignments are nominally possible in the written part. These are based upon general business knowledge taking into consideration particular concerns. Application of these examinations must be executed uniformly. For the purpose of comprehensive comparisons neighboring district offices have combined. They give the assignments jointly and measure results accordingly. The following criteria are used as a basis for grading the student:

A final certificate from the vocational school, educational and production report, Instructor release report, instructional workbook, and a complete diary written by the pupil. Under normal circumstances various grades of certificates are awarded upon entering the training and frequent contests are sponsored for which awards are presented. If the results of the examination unveils a particular diversified interest of the pupil its values are confirmed, and sometimes special consideration of these values results in a capable worker. The objective of the examination is to produce a complete picture of the student.

All examinations are sent to the main business management office of the Empire where the grading takes place. The tendency here is more uniform and this insures accurate grading for trainees of industry in general.

The war brought with it the curtailment of class instruction training. This by far exceeded the development of training and testing thus far. The number of young people who must prematurely leave school is increasing. The examining attendants are endeavoring to allow the trainees who have not completed their work to postpone the examinations and upon returning from the battle field to resume their training and take the examinations. That the prospective man in uniform knows he may fully complete his work upon returning from the battle field also has a practical value. After the war the demand for professionally trained business people will be especially great due to the shifting from war management to civilian management of peacetime. This problem will be solved in part by trainees who have not completed their work. In consideration of these circumstances the examining attendant may, by following rules and regulations, administer an emergency examination six months following the stipulated time at which the student should

have finished training. If a student possesses outstanding ability he may take the examination sooner. Since the level of achievement is maintained in the emergency examinations, the shortened training course is in line for high claims. In many instances the shortened course resulted from the fact that the instructor had to go serve his country. Also owing to the shortage of goods little can be gained through instruction academically or practically. The training tempo and methods must necessarily be more involved in order to avoid trainee incompetencies on the job. In 1943 when all went out for the war effort the faithfulness of the trainee grew more sincere, and also more necessary than before. Especially during war is it essential that the practical training start on the same day of the academic training and is conscientiously followed through. Those commissioned for instruction and those individuals prepared for high quality work must be on the watch regularly to maintain their superior educational standard. The conscientious consideration for the underlying principles of training point out the direction of present and future developments and the necessities for pupil training.

It is difficult to judge the pupil justly due to the emergency examination. It is also difficult to know for what particular business development the trainee is gifted and in which field he should continue to work. If the third year is missing in part or altogether, there is a major deficiency that the trainee must overcome. The third and final year serves to confirm business beliefs and to put the trainee fully on his own responsibility. Whether or not this work will ever be made up remains to be seen.

The most serious problems we are facing today are the shortened training courses and emergency examinations. This type of training.

is recommended by the head management office of the Empire and has proven to be of outstanding merit. Stenographic and typewriting examinations are offered through the main office and have developed to worthwhile practice. They set firm technical knowledge and skills for the trainee and have done much to raise production standards for the bureau. Their standards are high; they should not be undervalued as to their claims and justification for business. The number of stenographers and typists is still far below the demand. These businesses must employ untrained help as a result of this deficiency. To help better this unwholesome situation, there have been established in different districts organizations which work with the government. Here it is possible to obtain girls over sixteen who have been trained. Those businesses having incompetent help will eventually be able to replace it with trained help. These newly organized groups of the bureau will work out to a great advantage and in the right direction.

Another vocation that is worthy for training is salesmanship, which also promises a great future.

The examinations as prescribed by the main office have accomplished much toward advancement of job training and attitudes. Only those retailers who have been trained for the vocation have developed to be independent. This belief is supported by the professional examinations.

Business examinations have not been prescribed upon mere random qualifications and objectives, especially since success in business is frequently the result of just plain "go-get-it-ness," initiative, and an inherent desire to conserve. They did, however, do much toward the promotion of good business by contributing to the needed skills and knowledge. They also stress the value of honesty and faithfulness

of the employee. As a result of gathering for the examinations people of identical interests congregate and exchange ideas. This should, by no means, be omitted as a promotional factor. In order to promote uniformity of administering the examinations, the Reich's management minister has since June 23, 1937 provided separate examinations for business and industry as also for business stenographers and typists. This system divided the responsibility for the oncoming youth. In the future it is hoped that each home community will be able to take care of its own business training problems in its own district office. It is necessary for all organizations of the various communities to work for high professional standing and in close contact with each other.

The result of these mutually established obligations produces the effect which the Reich management office had sought to promote for years. Since January 28, 1943 bulletins were circulated with this plan as an objective. The exchange of ideas of individuals in like businesses that, as has been mentioned, resulted from the community method, is activated by the district organizations for better business. Instructors in charge, and those individuals who must rate superior in their line of trade to promote training, have even more responsibility. Success depends largely upon their intellectual fitness.

3. The Preparatory and Complete Business Training Through the School.

In the acknowledgement that business education is a mental process, experience has comparatively long ago encouraged courses in school for this purpose. With the passing of time the type of job training necessary developed and the necessary requirements for business and state regulations were met. The practical training demands today, as it did

in earlier times, a prepared and complete course since it must operate under force and inadequacies, if it wants to achieve the desired production goal. The conclusion is finally reached that vocational and academic training must run simultaneously for the development and prosperity of the people.

The multiplicity of types of schools, lack of uniformity in vocational and trade school industries, trade, handwork, and land business especially were for a long time the product of the many rural factories. This also applies to the extraordinarily scattered German business schools. It is from this conglomeration that in the past twenty years the following three groups have been formed:

1. The trade schools that work in conjunction with practical training.
2. The preparatory vocational trade school.
3. The trade school that specializes in vocations.

These types are State approved and controlled by the Reich's training ministry. There are also the Reich's management ministries, and the Reich's management and professional offices, which are all greatly interested in the prosperity of business. Those who support schools are essentially the states, local communities, trade and industry, various organizations, and lastly the individual.

The business school will render possible a genuine German training that impresses the student professionally. Whereas in the past the goal was for practical training only, the contrasting goal today is to mold a professionally competent, managerial thinking, and national socialistic worker. Training is very rational. Maximum results must be reached on the very minimum of expense. The individual who reaches a very high standing will force the mediocre into action.

The business schools use the general schools as a foundation for building; they must have the foresight also to keep the avenues of approach to teacher training open so as to avoid their methods and procedures from landing in the blind allies.

Since for many years the national school was supposed to have been the most extensive and complete educational system for business education, Geyer, a school board member wrote the following article: "Errors in National School Pedagogy," printed in the periodical "World Observation and Schools." Here he comes to this conclusion: "There is too much taught and too little learned." What the teaching plan demands, the average instructor has long since been unable to perform. So much new related content material is added to the instruction in the national school that reading, writing, and arithmetic are suffering immensely. The system seems to be in need of an effective elimination of some of the new related material which must be cut out to favor the major departments; basic knowledge must be maintained. Nothing else can be done here but to wish and strive for this accomplishment.

Besides the national school, the highschool of Ostmark has also recently been developed. After four years of basic school training the upper one third of the pupils shall receive four years in more advanced education; also training in one year of a living foreign language with no expense to the student. The highschool, as also the national school, will be suited for all types of business education. With its political, cultural, and management training it is in a position to offer the appropriate foundation for future vocational training.

The vocational school is the most important school after the national school, since more than 80% of the German youth attend it. It has developed into a preparatory training school since it stresses vocational

instruction. At the Reich's school conference on Easter 1920 the vocational school was organized. The Reich's school obligation law of July 6, 1938 allows all youths to attend who have an interest in further vocational training. The vocational school may be finished in three years with eight week-hours of instruction. Much time is lost, however, from necessary supplementary, and review work. In addition, the vocational school is obligated to accept both the suited and unsuited for enrollment. If in spite of this situation it still seems to be in a position to succeed, success may be due to firm striving ahead, good management, reducing unsuitable instructional content, and substituting what is needed by the business world. It not only completes the practical training, but sees to it that the student has a very firm and secure grasp of his knowledge and skills as needed on the job. As the actual practice shows the what, and how, the school shows the why.

Vocational schools can achieve greater success when working in conjunction with the academic schools. They are able to undertake greater business tasks since their work reaches out to industry. This permits particularly successful instruction on goods. The finished goods are always close at hand. In this way these schools surpass the schools that are farther a way, and must do much sample learning. By being close to industry, general interest has much greater life. It is necessary that the school and industry work in complete harmony at all times. The school should never allow its ego to be too outstanding.

The more practical training the vocational school requires, the more departmentalized it will be necessary to become. The furnishings for departmentalized classes such as banking, insurance, wholesale and retail trade is very costly and is almost impossible for the smaller systems. Also, the enrollments in these classes are usually very

small. In the smaller schools instruction must be more general. It is impossible to have highly departmentalized classes. To avoid having to take too much general work, night classes have been organized to offer the exact training desired, be it salesmanship, merchandising, insurance, etc. Another possibility to help the student receive the exact departmental training desired is the Rotary Vocational School. Here neighboring schools consolidate to a central meeting place. For the larger districts this worked out well. These academic departmentized classes are designed to be completed in twelve weeks after which the student is ready to spend the balance of the school year in actual practical training in business. The value of concentrated training without immediate actual practice as a follow-up, loses its effect. Especially is this true with younger trainees. To correct this situation either 2 six weeks periods or 3 four weeks are set aside a year for practical experience. The timely, equally directed, and co-ordinated instruction offered in the vocational school together with practical training is the best business training obtainable, and is completed in three years. For those who have small and medium size businesses in the rural communities, business training is usually only possible if it can be obtained in their own community. After completing this training they can expect much greater success, and will possibly, as a result, work for and boost vocational training.

To strengthen the effectiveness of the vocational school, there is the vocational school counselor whose duty it is to give due consideration to the wishes and needs of the rural communities. As a business representative the counselor shall have as his outstanding goal, the promotion of business vocational schools. He should be well informed as to new developments in teaching procedures. So far their

work has not been too greatly justified. It is hoped that with well-informed counselors, who possibly have a still stronger interest in their work, success will become greater. Their work should be continued steadfastly. If the counselor through continual promotional schemes can find even one who has outstanding talents for business education, the time has been profitably spent. Just one good student can do much toward advancing school academic standards. As a result of this plan German business education will build itself up to produce trainees of high talents, initiative, and good business leaders. When the trainees have finished and are ready for the job, the most highly talented have the first choice of firm to work for, but the firm has the final say. The political view the youth desires to take is his choice. Also the student who has been chosen in this national-socialistic manner, may be assisted by loans if his standing is suitable. Sometimes the zealous student is presented a certain type of production premium. This type of motivation is very necessary in a vocational school since it is definitely here that the demand for the talented student is outstanding. Besides the national school the vocational school ranks highest. The problem as to living quarters for the youth is one worthy of consideration, and action may be demanded by the counselor. A plan whereby centrally located quarters could be provided would be desirable.

The necessity of a foreknowledge of the pupil in business training has long been realized. The trade school is excellent for administering this pre-knowledge. These schools have lengthened their term from one year to two years so as to give them more time for basic introductory pre-training. Besides these trade schools there are one and two year higher trade schools. On the basis of this preparation the student is in much better standing. The schools are prepared for foreign language instruction, correspondence, management bureaus, etc.

During the last two decades, in addition to the trade academies along the Danube, higher business training schools have been organized and have greatly succeeded. The future looks very bright for the higher business training schools since the high school has been well established. After four years of basic education, and four years of highschool there will be more students available than after four years of higher business school. Since the business world must choose its help from these school graduates, they have at all times a good reserve of well trained individuals to choose from. Business in general is helped immensely through this reserve and that is the sole goal sought. Political thinking must not be omitted in all business training. We need prudent people of high mental capacities; not those who just rely upon their "finger tip feeling," but who have systematic minds. They must be willing to apply themselves whole-heartedly. A good vocational business school offers all these qualities and techniques for successful living. German knowledge and vocational management training make up 55% of the entire instruction. The remainder falls in nature study, foreign languages, trade technique, and physiology. The instruction of the pupil of the higher business school enables him to answer any question that he might be subjected to. The type of training offered does not forget the fact that the student must be molded toward national socialistic attitudes. Even in actual business this is one of the action principles that all success is built on.

Extensive literature has been printed concerning the higher business school. The main thought represented is that the two year trade school should be consolidated with four year advanced business training school. Then for the first two years basic business knowledge, that should be known in all business, would be offered. The next two years would

be devoted to specializing in the desired field. Vocational business knowledge, and technical skills will finally become part of the student in the training room. At this point it is also advisable to offer instruction toward final examinations and examinations that may be given by the employer. The instructors of the higher business school strive eagerly to prepare for these employer examinations. The instruction gradually becomes more intensive in the four years of training as the requirements are very hard to reach. Job attitudes are approached from the scientific angle.

According to actual business experience it has been proven that the practical training cannot be overrated.

A discussion has been raised as to the practical training offered in the higher business schools. Here also the final decision is that it has great value.

Lastly, the organization and development of the higher business school presents the teacher shortage problem. At least one thousand teachers are needed in this field. At the present time there is a great shortage of business teachers. There is this consolation, however, that not all the teaching necessarily must be done by a licensed teacher. It is hoped, however, that in years to come many individuals will find it feasible to take teacher training, as possibilities for business education teaching are on the increase.

Already for eight years the retail business groups in connection with openly working school supporters have organized and developed a number of retail trade schools. They serve only for the betterment and elevation of retailing, since the qualification of help is raised. It was in this way that the trade school for grocery retail trade

developed in Neuwied, for iron and household furniture trade in Wuppertal, for textile and clothing trade in Munchen-Gladbach. The Public Photographic trade school of Dresden was organized in mutual agreement with industry. Wholesale trade schools of the D A F have been organized in Hamburg and in Bremen. After first carefully choosing the pupil professionally, and then the administration of the corresponding practical instruction on its broadest basis with it, the pupil should gain a clear picture of the scope of task, and this should make it possible for him to develop into a good businessman in the future. After the war more trade schools may come into the picture.

If in the future the trade school does not develop as it should, it will be due to lack of students. When business improves the average individual hesitates to spend his time in school. It is also evident that the good business man, the highly competent type with initiative, will prefer to develop his ability through actual practice in business. This presents a rather dismal picture for the trade school.

This comprehension is also emphasized by Alois Fischer. She maintains that not all schooling and choice making values of scientific business will develop to their fullest extent since youth experience and mental maturity are lacking. Continued business development has lead to greater specialization in management and daily job routine. It is necessary, therefore, to study theoretical and practical basic information as well as the daily new unfolding of procedures. This applies to the retailer as well as to the wholesaler. Such factors as checking invoices, marketing, financing, taxation, balance technique, statistics, etc. should all be given careful attention. Here we are concerned more with materials to be offered to mature individuals; this may be done through the trade school.

Trade and business high schools should also, like the universities, train youth in the light of national-socialistic beliefs. Those individuals particularly suited for business training should be prepared for positions involving leadership and upper strata management positions; academic business teacher prospects should be sought and encouraged to enter the profession. Teacher training should consist of thorough academic and practical training. They should gradually acquire a real practical and managerial knowledge. Extensive research should be done in this field—they should not only know facts, but be capable of transmitting them to the student. The demand that all high school teachers should be teachers, trainers, and research workers, will not always be fulfilled even by business highschools. For the great throng of those people seeking education it is vital that they be stimulated toward scientific knowledge, and that they receive training that they themselves could use, if on any occasion they should desire to go into business for themselves. To do this they must be trained so as to enable them to acquire actual mental desires for independent business. In order to keep abreast of new knowledge periodicals, bulletins, and general literature are distributed by business schools.

As a result of the various departments working together, general training is added to technical and scientific skills. All training is aimed toward this goal; the entire picture is always considered, that is, a complete scope of knowledge for the objective desired must be worked out.

The general departments offer German, mathematics, and geology; the vocational departments add history, nature study, and foreign languages. Vocational business instruction, bookkeeping, business arithmetic, customer services, and communications are all based upon the departments.

Business arithmetic is a very exacting preparation for use on the job. With the passing of time new methods, shortcuts, etc. are developed into more advanced techniques.

Business geography is also in the course of study; the history of business is offered as an essential aid in rounding out the course. Business geography, and history is connected with the success and development of noted characters in industry, and geographical effects upon business in general. Such knowledge taken from the past leads to desired knowledge of the present and opens the door to future possibilities and developments. It would be astounding what good could come from the merchant of long ago, if he were living today and could tell just how he ran a similar business, including his advantages and disadvantages, likes and dislikes. He could advantageously point out the values of endurance, initiative, discipline, knowledge, and facts. Foreign languages are vital from the standpoint of correspondence and association necessary with other countries. Nature study serves as an aid to general understanding of the business in operation; bases for customer behavior, manufacture of goods, etc. Instruction in bookkeeping teaches the student to think mathematically. Technical skills such as stenography and typing tend to demand will power, attention, memory, orderliness, mental flexibility, and logical thinking of the individual. The mastery of the field in technical skills tends to raise the general intelligence level of the individual. Typewriting and salesmanship should be taken by all business majors because of their high practical value.

The course of study for the business school is prearranged—the goal to be reached is very much cut and dried. Subject matter courses are arranged in a definite order, so that when followed in just that

sequence, they will result in good systematic, usable knowledge which, depending upon the individual, can foster the unfolding of new ideas and developments. Only on absolute, sure, well anchored, basic knowledge can higher education be successful.

Since there are so many complex duties to perform in business, course subject matter must be concentrated in the general field of business. There seems to be some discussion as to the limited number of hours spent in the vocational schools. There can be a greater concentration of hours if classes can be so arranged that one instructor can handle more students. This is almost impossible in the vocational school, however, because of the multiplicity of departments. It is evident that academic work in school should coincide with actual work practice on the job, since this would tend to stimulate the business profession. It is well that there should be an exchange of ideas between the school instructor and the school representative on the job. After all, it is the school from whence the students are recommended. The student is in the hands of the job representative now for further training. The following points of interest result from these conferences: A challenge to the character of the student, raising of school grades, application of what is learned, and many others. A mutual understanding of this nature between related organizations as mentioned, has its definite elevating powers. The combining of courses and instruction may tend to raise business school standards. In consideration of the many varied practical and educational concerns, business instruction was designed to be elastic enough to fit small local as well as state and national institutions. They fit retail and wholesale trade; along this line instructional improvement is necessary.

In consideration of the methodic and didactic peculiarities of different instructional departments, it has been found that only the best instructors can reach the desired goals with the business student. Since it takes a dynamic person to boost production, the school has come to that type of instruction. The student should receive instruction in its entirety; it should be usable knowledge. If in the classroom the question-answer type of procedure is used, the questions should be difficult enough to keep the student on the alert at all times; this should be done thus, because in actual life one should live that way, not always seeking the easy out, and also because one is not able to answer all questions in real life. Training in school should be patterned after life situations. This will prove of great satisfaction to the student later. There is this tendency: Youth wants to jump to conclusions and study problems concerning management. They like to have the attitude that "I'm going to run this business," not realizing the immediate importance of the customer. They like to think of customer services as secondary in importance. The accompanying vocational, and trade schools operate from the job and lean on the experiences received there, while the preparatory vocational trade schools scientifically choose the knowledge and skills necessary and introduce them to the business world. All instruction is carefully weighted as to its fundamental purpose.

The more possible it is to teach and to convince the student of the actual use of material that he learns, the more interest and enthusiasm will be experienced in the course. Visual aids such as graphs, film strips, or talking films may be used to great advantage here. Text books with the proper objective are necessary; the text book should not be designed just to be read paragraph by paragraph, but should

be so written as to challenge the student to desire to make applications of what he has learned. Through carefully planned instruction these objectives can be achieved. This kind of teaching also calls for the well experienced teacher, academically and vocationally. "The teacher makes the school." Personality, education, a desire to achieve, interest in youth, love for his profession—these are some of the qualities a good teacher should have. This is also true with the student representative on the job. Both should have the goal of simultaneously doing what needs and should be done. The business representative may much more easily assign vital responsibilities, not so much through what he says, but through what, and how, he actually does things himself. He must possess a nature that enables him to want to work with the students as one of them. Academic and vocational teaching belong together. Problems that come up on the job must be clarified and worked out in class to the satisfaction of the student. The instructor with business experience, scientific knowledge, and teaching experience will perhaps show the greatest results. Usually the high school instructor qualifies best. His education covers a greater scope than that of the vocational school instructor. He is in a position better to understand the students' problems, and hence the procedures solving the problems are simplified. If these two types of teachers would plan to meet at regular intervals they could learn from each other. By resorting to this friendship plan, greater harmony will result. It is through the preparation, and the example the instructor can be that the, from the Reich's Training Minister recommended four semester training required for the vocational and industrial teacher may become part of the training for the high school teacher. This seems to be a definite need in business education. This would merely have a tendency to be an added

force toward good training. Unfortunately many instructors who have been doing a nominally good job teaching in the vocational school have been displaced. This was caused by either the teacher going on to higher education or setting up into business for himself. Over a long period of time this will result as a detriment to both business itself and business education.

4. Practice and School Working Together.

This article has already mentioned the necessity of school and practice working together. Certainly it is important enough to be given special attention in this article.

It is not only the business school and its representation in training with which I am concerned at this time, but also that it plays an essential part in the simplification and acceleration of the business world. Only through work and fellowship of school and practice will their high goal ever be attained. It is not for nothing that the Reich's minister recommends the working together of the academic and vocational schools. It is desirable that this goal be kept in mind and before the people.

Work and experience finally render possible the mutual usage of all new business techniques and procedures. Trade pedagogical work organizations intensify relations between lady and men teachers in that they have monthly meetings where, of course, ideas are exchanged by demonstrations, lectures, etc. These organizations have shown marvelous results.

There is a possibility that these organizations will eventually develop into national organizations and results will be developed on the national scale. Knowledge and "know-how" will be combined, and character will moulded.

To be sure, it is necessary that uniform methods and procedures be established in vocational schools and practice. That matter has already been proven. The school stands responsible only one day per week, while actual practice takes the other days. The work rate in school is proportionately greater; it can, therefore, produce profitably in a short time, while in practice, the time being so much longer, the learning process is not so involved. Often after the student has completed a job he may not know much about it. Actual practice on the job still has this one shortcoming. The student does the job but too often does not know why, or of any connected purpose with it.

There is still this tendency: the practical training is influenced too much by fellow workers on the job. The more the academic work can influence here, the less likely this is to happen. Class training must be of such caliber that it ranks superior to the established methods on the job.

The requirement that only capable youths and business firms shall participate in this training cannot always be adhered to, even though both have adopted this claim.

The desire of business teachers, incidentally, has gained some recognition. Many strains between school and management have been obviated. Success depends on how efficiently harmony may be established. The student must be aware of this harmony and must be convinced that his trainers know what they are doing. The representative of the firm should at desirable times visit the student in school; he should have conferences with the teacher. Very rarely should the student be excused from work, and only with a good excuse. It is the objective of the school to keep the student interested in his work. The synthesis of the school and job will present many other points of interest.

5. Additional Training in Working Together with Other Places.

That it is necessary for practice and theory to go together is substantially proven by the teaching of the D A F and H J as well as the R A D. In the D A F the training was administered to mature individuals. This training was very successful because of the vocational fellowship shown among members of the group.

The results of training of the H J is very appealing to the business vocational instructor of youth. The training consists of physical initiative, mental education, and courtesy. Professional training is also a small part.

The Reich's vocational school does not so fully intend business as a vocation, as the training for national spirit. The boys who served their country received advantages of value toward fellowship. Camping, living together, and unselfish labor for each other, are all helps for business study.

The greatest determining factor in the development of the vocational business student is the home. There is nothing that will take its place. It is very important that parents and teachers work together, and always on a friendly, comradely basis.

In closing I would like to say just these words: In order for education to succeed, those in the profession must not work beside each other, against each other, but with one another.

The teacher and the professional school, the home and the party have as their duty to transform practical work, theory in school, and character training into a uniform pedagogical act so that from the youth of today may be molded the youth of tomorrow. This act will hold and maintain the traditional national-socialistic view and strengthen its power for further growth.

TECHNIQUE IN BUSINESS TRAINING
Clemens Ottel, University Professor
Cabinet Council a. D. Vienna

At first only brief mention will be made of techniques employing business machines such as calculators, bookkeeping machines, dictaphones, and others. All of these techniques are quite frequently used by bookkeepers and accountants. The type of instruction of the business school has been influenced very much by machines. They are investing in costly office machinery as technical aids, and separate courses are being offered to prepare the student fully. I have regretted from the beginning the high cost of instruction which resulted through the use of these technical aids. In relation to the time consumed, these aids are a great success. On the other hand, the manipulations of machines are so simple that mastery can often be accomplished on the job in a few hours or days; there is this consideration also, that should be taken into account; since there are so many different makes of machines, the student does not always have the same machine on the job that he learned on. It is my opinion, however, that the business school should offer technical aids.

In bookkeeping and accounting we are facing this condition: The instructor may teach the student certain practical principles that are found on the job. The student, upon accepting his new position, will find that these principles were deceiving and do not apply. Experience has shown, however, that if the student has mastered the principles, he can soon adapt himself to his new work. This may be accomplished easily

with the business proprietor's assistance.¹

Following the few remarks concerning the mechanical or exterior techniques, I shall devote the remaining lines to the professional and vocational techniques. Each instructional period has for its primary task the acquiring of certain knowledge and skills on the part of the student. Their application entails the second task. In the elementary and all other general schools these techniques are considered as general knowledge, in Trade Schools as knowledge fitting the trade or business for which intended. The result is an upgrading of attainments in business schools, since, for example, fractions and percentage problems are introduced in the lower grades, where a good foundation has been laid. The instruction also involves practical training as demanded by the actual businessman. Shortcuts of various types in measurement, weights, and pricing are introduced. A good basic technical knowledge in mathematics cannot be underestimated and saves much work, time, and expense.²

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1. "Bookkeeping Instruction and Higher Trade Schools with Special Consideration of the Model Accounting Office," 2nd. Edition of Brunn 1900: "Concentration," in Review for Trade School Pedagogy Annual Bulletin of December 9, 1932 and January 10, 1933; "Vocational Training Management, People," Report of the S. I. E. C., Berlin 1938, printed in the June number of the International Review for Business Education.
 2. I have here before me a book entitled "A Complete Teacher's Manual for the Practitioner and the one who is inexperienced," giving genuine instructions for short cuts and rapid calculations, based upon actual business experiences, by Josef Alois Ditscheiner. Mathematics is the basis of everything you acquire. It is an art which all should acquire. There are some poor mathematicians, who were quite successful, but who have been assisted by being able to manipulate business machines; This, however, still means very little since there must be someone to build the machine.

No less important is the great area of trade technique: The various business forms, different payment plans, the technique of making change, bank endorsements, various stock certificate forms, telegraph codes, delivery delays, and rules concerning freight shipments, freight papers of ocean liners, general banking technique and exchange business, etc. All of these techniques make the student familiar with business in its actuality.³

Also in bookkeeping there are many basic techniques that must be mastered. The student should know how to set up a set of books for a new business. In business communications definite forms must be studied and mastered, such as forms for banks, shipping invoices for merchandise, and insurance business forms. In fact, a formula is set up generally to cover almost all of the business forms necessary.

These all are attainments, business job techniques, and tools for the buyer that are necessary to carry on his business. After all, the customer is of greatest importance. Actual knowledge and not just knowing that these skills can be obtained is the factor of importance. All these factors are so important that men of major professions have devoted a great part of their time in setting up educational school systems that are limited to the suitability of those people who are to enter business professions.

Even though much has been done toward building up commercial education, only the lower half of the needs in business training has been filled. That which is lacking is no more and no less than the training, and the bringing up toward business thinking, and the pooling

3. "The Technique of Trade and Management," second edition, 324 S. Manz, Vienna, 1927.

and combining of knowledge and skills which are available at all times, and continually striving for these goals of vocational business training.

All arithmetical improvements should be based on vocational aims and methods. In bookkeeping, the scientific construction of ledgers, the ascertaining of facts, a very concise method for balancing books, and work stimulating business thinking should be offered. Therefore, we see closely grouped the wide range of commercial possibilities: the training for salesmanship and costs involved, management and profit, guidance in finance, the organization of work, the provision of capital, capital cost, and purposeful and essential banking and exchange business.

It was necessary to summarize the separate instructional divisions, even if incomplete, so as to help shape more definitely and to give a clearer conception of what technique means in business, and how business professional and vocational training should be understood. Maybe the divisions are rather sharp and there will be of, necessity, divergence of opinion. At any rate, the summarization has a definite purpose in that bisectional training seems to influence greatly business training. In no wise should technical training come before vocational training, but both should be administered concurrently. That one contributes to the other need not be doubted. Both divisions, business vocational technique and business professional training, complete an intelligent whole, both of which must have under them a solid foundation.

In just a casual examination we find that even though most countries know about and stress vocational technique in business professional training, that it is a deplorable fact that it is very much neglected and almost disregarded. Especially is this true in business management highschoools. The business training department is filled with courses

not needing a vocational technique foundation. In many highschools where vocational training has been organized it is only meagerly appraised and no definite examinations and follow-up of the students participating are made. The frequent idea that vocational training consumes too much time is not so important when all of the time that is spent in the average class or laboratory is taken into consideration. In examining students, especially with the final examinations, no stress is placed on the vocational division of student training. Frequently a firm employing a student is misinformed as to the vocational knowledge and skills.

Likewise deplorable is the backwardness in business vocational technique in stenography; particularly can it be compared with earlier education. During the eighteenth and nineteenth century business education theories as written by Ludovici, Marperger, Nelkenbrecher, Culloch, Nobach, Chelius, Dove, Wich, Cruger, and Findeisen predominated, and we find today a very noticeable return toward that type of education in stenography. It is pointed out that of the numerous vocational management works that have been published since the turn of the century only a very limited number have been adopted and actually used. Almost the entire content of vocational management doctrines may be applied to vocational stenography, and rightly so if one bears in mind the effective research that has been done in this field during the last ten years.⁴ Bookkeeping results often in mere discussion of the fundamentals. The actual technique of working problems, as in business mathematics, is often omitted or only partially performed. Instruction

4. Ernst Walb, "Business Vocational Management Work," Leipzig, 1938; Findeisen Groszmann, "Outline of Scientific Trade," Leipzig, 1941; Adolf Pohlmeier, "Vocational Management Works," Leipzig, 1942.

in communication, and techniques involved in communication, are indispensable in vocational management, and their omission in textbooks would definitely leave a gap. It is true that some of our authorities recommend instruction in communication as an aid to political economy, and in this realm ample consideration has been experienced.⁵ These authors make no distinction between instruction in communication and the technique involved in communication; one involves knowledge to be applied toward arrangements at the job and the other is the application of this knowledge. For actual business instruction the question as to which should be taught does not seem to be too essential. Also techniques involved in communication are minimized and placed in the realm of vocational instruction as an integral part of it. Vocational management instruction without communication techniques rests solely upon the knowledge that the business man has, and if he does not have this knowledge it behooves him to acquire it. This knowledge, when obtained, is usually incomplete.

As a result of separating business vocational technique from professional training, there is presented this controversial question: How much professional and how much vocational training should be offered? There surely can be no doubt that anything that is vocational technique may be systematically exhibited and methodically introduced into the business school. At the present time no one will expect of the instructor, or his substitute, professional and actual practical knowledge simultaneously. It is impossible for the instructor to know all the problems that the student may encounter on the job. If there should

5. S. W. Prion, "The Doctrine of Vocational Management," I. Vol. 1935, 139 S. "Vocational Management" Stuttgart 1929, Heinrich Nicklisch.

be the possibility of such an instructor and his capability to transfer work experience to the student, vocational training, as we think of it today, would not be necessary. The offering of these attainments in mathematics, communications, bookkeeping, etc., involves all types of business schools.

The expense of attending various business schools is definitely a fixed and established cost which gradually increases as the student progressively attends the higher schools of learning.

It is only natural that schools of different standing may be rated in this fashion. Each system contributes its part of business instruction. The omission of any *one* part leaves a gap. The history of business education shows that at different times different educational objectives were needed. For many decades vocational training has been on the decline. That vocational training has a definite need to return is the purpose of these lines.

INTERSTATE AND DOMESTIC DEVELOPMENTS
OF BUSINESS TRAINING IN HUNGARY.

By Dr. Alexander Borotvas-Nagy,
Private Tutor, Budapest, Hungary

I.

The first trade school of Hungary was established in 1830. Even before that, business education was practiced through the Guild System. Some of the remaining documents show that their education had some up-to-date ideas, even if they were administered by people without philosophic or pedagogical training. In those days training was of a high moral character. This type of training may be traced back further than three hundred years. Everywhere in Europe, sponsored by civil societies, were established well organized business training institutions whose training had immediate bearing upon one's vocational calling. The guild and feudal system ended in 1848. The nobility, as shown in history, was crowded back and new capitalistic social groups were organized. The first factories were established with either local or foreign capital; a rapid growth of factories and wholesale dealers resulted. In two decades a huge state and municipal trade had been established. Commercial and Savings Banks and Credit Institutes popped up like mushrooms out of the ground. The number of employees for all this business mounted to surprising peaks. As a result, new classes were offered in school, enriching instruction in business. The old trade schools changed their instructional material to that which was more on the level of the student and complied with his needs. They based their knowledges on the National School level, and were

greatly responsible for the development of retailing. Now there was a need of a reserve body. There was a need for more capable employees with broader knowledges. Higher trade schools of the middle rank were organized first in the capitol city; later, on the same plan, in larger cities. They admitted only students who had completed the last four of the middle school classes. After three years they issued a journey certificate which was a prerequisite to the rank of reserve officer.

At first the Higher Trade School offered the highest training that a trade school could offer, and it held this position until the end of the first World War. Its huge development had some disadvantages. The development was too fast for Hungary. Business education was subject to so many changes. For some time they had special instructors to train youth for business. Then they changed their plans and shifted this responsibility to the manager of the business. On the average, some major change took place about once each ten-year period. This worked a hardship on the student. He never knew just where he stood. Often it was made known to these Higher Trade Schools that they entirely missed the basic goals for which they were organized in that they employed classically educated teachers. In spite of this, there was a great change made as to clarifying aims and goals so that, by 1920, instructional materials and training procedures changed to favor business education. The Higher Trade Schools were very popular and trained many young people.

It is true that not all the graduates entered a business of their choice, but they were usually not long finding a position, such as in business communications, credit institutions, industry, and others. These graduates did much toward reforming the peculiar ways of thinking

of the people in general. They pioneered the new professional way of life, and minimized the old social orders whose goal was to doubt all new methods and procedures in education. It was through this group that the middle class employee was recognized, and his ways of living enriched. Their great number was an advantage to them and encouraged business thinking. Gradually they will be the leaders, both in business and politics.

The Commercial University was established shortly before the first World War. The first one was organized at Budapest and Kolozsvar. They were connected with the higher Commercial Schools, but later became independent. They admitted only the Secondary School graduate, and the length of courses was one and two years. Bookkeeping and management classes first began to appear at this time. An Export academy for sea trade was established at Fiume in 1919. Its beginning was very promising, but the life span was short.

The commercial institute separated from the Primary school with which it had been closely connected. The trade apprentice at first attended the Industrial Apprentice Institute. As the enrollment grew it was finally necessary to establish schools for each of the separate trades. These were three-year schools and were in session only during the late afternoons, offering seven hours per week. Their major objective was to lay a firm foundation for business education.

II.

This school system, having shown great promise, was mutilated and ruined immediately after the first World War. With the loss of so much territory, Cultural Institutes, School buildings, and historical documents were lost. The states that followed the Austria-Hungary

Monarchy more or less delegated education to a minor role. After twenty years, when some of the territory went back to Hungary, little advancement in education was detected. There were a few institutions for the apprentice teacher. There is one advantage that Hungary gained from this loss: it made Hungarians independent politically. A resultant factor was that they ran their business as they desired. Even their foreign trade was patterned after their methods of doing business. They drew away from the Austrian educational methods and procedures which had existed for hundreds of years, and began specializing in specific measures towards Hungarian business training. There is one other point that should be mentioned which not only influenced trade schools, but political culture in its entirety: after 1920 there was a complete change in Hungarian business education. Hungary has long not been the characterized agricultural country as has so long been the belief, but it has become an industrial center. An increasing number of farmers traded their plow for a business and moved to town. Today Hungary is an agricultural-industrial state. It is not altogether an agricultural state; neither is it all industry. This social-business change made necessary different claims in education. Education and school politics were forced to get into a new rut.

If we overlook school organization externally, we are slighting some of the internal aids received from interstate and national organizations at the present time.

(a) To begin with the university: Immediately after the peace treaty was signed in 1920 there was a fusion of the Commercial Colleges and the Trade Seminars into a Political Economy Faculty. New branches of study were added, such as agricultural science and that of administrative rights, but still those attending proved that the faculty was

really one of a Commercial University. Today this is the mighty "Royal-Hungarian, Palatine-Joseph-Technical University of Economics," which is the largest university of Hungary. It consists of seven technical (one Agricultural-Veterinary Science, and one Political Economic-Business) faculties. The faculty mentioned provides commercial training with university standing; this is the training center for commercial teachers of all types.

This faculty develops and cultivates the commercial sciences in their entirety in the allotted four years. It offers the following courses: Political Economy, Statistics, Commercial History, Commercial Geography, Business Arithmetic, Philosophy, Hungarian Speech and Writing, States rights, Commercial Politics, Taxation, Communication, Bookkeeping, Private Management, Trade and Exchange Rights, Railroad Work Study, Freightage, Social Politics, Balance Accounts, Vocational Training, Insurance, Finance, and Foreign languages. It admits secondary school graduates provided they are eighteen years old. They are carefully examined as to obligations they must meet; moreover, the test is a very rigid one required for the diploma. A similar course of study is followed for the teacher candidates, only here pedagogical knowledges are supplemented. After the diploma has been received, the student may get his Doctor's degree by taking a written and an oral examination. These examinations are administered by a chosen head chairman and two members of related fields.

Since the organization of this faculty, every branch of commercial education in Hungary has gone through a period of great development. Any employee of this school is well grounded in his field and is capable of holding key positions. Nothing proves this matter of improved instruction better than the numerous changes made from the

secondary academics to the Commercial Universities. Upon the return of some of the territories to Hungary, a two-year Commercial University was established in Kassa, which is located in the northern part of Hungary; likewise the University of Kolozsvarer, a four-year school, was established in the East; in the South the two-year Commercial University of Ujvidek was established. It is possible to take a course in the two-year school, and then continue your study by going to the four-year school.

(b) The decisive moment for the development of the Commercial Trade Schools on the secondary level in 1920 was their change from a three-year to a four-year school. They experienced quite a siege of preparations and modifications. The four-year plan adapted itself better to the Hungarian system. The pupils proceed on the following plan; everyone is obligated to attend the eight-year primary school from ages six to fourteen; those pupils whose plans are for higher education leave the primary school after the fourth year and continue their study in the Grammar or Elementary School. After the last four years have been completed, they may either stay four more years in the upper five to eight classes, or they may attend a four year Trade School. A provision of the thirteenth Trade School law of 1938 permitted Trade School graduates to apply for Reserve Officer Training, and later continue their work in the Commercial University, Agricultural College, Military Academy, or an Art and Science University. The early higher trade school is now called the Secondary Trade School. Its construction and teaching methods and procedures have proved themselves in that Agricultural and Secondary Industrial Schools have been patterned after them. Even today the Secondary Trade School is one of the most powerful representatives of practical and genuine training in Hungary.

Excluding the up-and-coming Grammar School, it is the most popular Secondary School. Significant for our time is also the fact that churches established Commercial Secondary Schools. This they did by converting the instruction of the upper classes of their Grammar School. Now we have the Commercial Secondary School and the Grammar School under the same roof and with only minor changes, using the same faculty. The Commercial Secondary Schools are generally well thought of. One after another is established in the larger centers of the province where the surroundings seem proper. Its stability in the smaller places has not proved worthwhile.

COURSE OF STUDY FOR THE COMMERCIAL SECONDARY SCHOOL

<u>Required Courses:</u>	Weekly Hours				Total
	I	II	III	IV	
1. Religion and Morals	2	2	2	2	8
2. Hungarian Speech and Literature	3	3	3	3	12
3. History	2	2	2	2	8
4. Business Geography	4	3	-	-	7
5. Study of Commodities and Chemistry	-	-	3	3	6
6. German Speech and Correspondence	3	3	2	2	10
7. A second Foreign Language (French, English, Italian, Slavic, Rumanian, or Serbian, any choice).	2	2	3	3	10
8. Business Arithmetic	6	4	4	3	17
9. Nature Study	-	2	-	-	2
10. Health	-	-	-	1	1
11. Business Law	2	2	3	3	10
12. Bookkeeping	-	2	3	3	8
13. Practical Knowledges					
(a) Shorthand	2	2	2	-	
(b) Typewriting	2	1	1	-	
(c) Business Correspondence	-	-	-	3	
14. Physical Education	2	2	2	2	8
Total	30	30	30	30	120

Electives:

1. Foreign Languages	2	2	2	2	8
2. German Shorthand	-	-	2	2	4
3. A Study of Commodity Practices	-	-	2	2	4
4. Homemaking (For Girls)	-	-	2	2	4
5. Ornamental Writing and Printing	-	2	-	-	2
6. Choral Club	1	1	1	1	4
7. Music	2	2	2	2	8
8. Fencing	2	2	2	2	8

Students who show a weakness in the study of languages may, instead of learning two foreign languages, learn only the German in five week hours.

Banks, Savings Banks, Co-operatives, Agent's Offices, Warehouses, Government Railways, The Post Office, The Trade Divisions of Manufacturers all seek Commercial Secondary School graduates for their personnel. Why such a small number of independent merchants, business owners, and key men for exchange of goods, in general, are taken from the Commercial Secondary School will be discussed later.

In Hungary the graduate of the Commercial Secondary School is regarded by most socially prominent business men as being at the employment starting point. In order to be recognized as people of the middle class, many people of mature age attend the Commercial Secondary School. This school also provides night classes for the person who is working every day. The person who attends these night classes receives the same instruction as those who attend through the day. Here already we have the beginning of general education which basically was not allowed in Hungary. Naturally all instruction is very educational and is restricted to religious and patriotic morals. It was social necessity that caused the Commercial Secondary School to admit the mature student. Only the best qualified business teachers are permitted to teach here, which is another factor that insures uniform training.

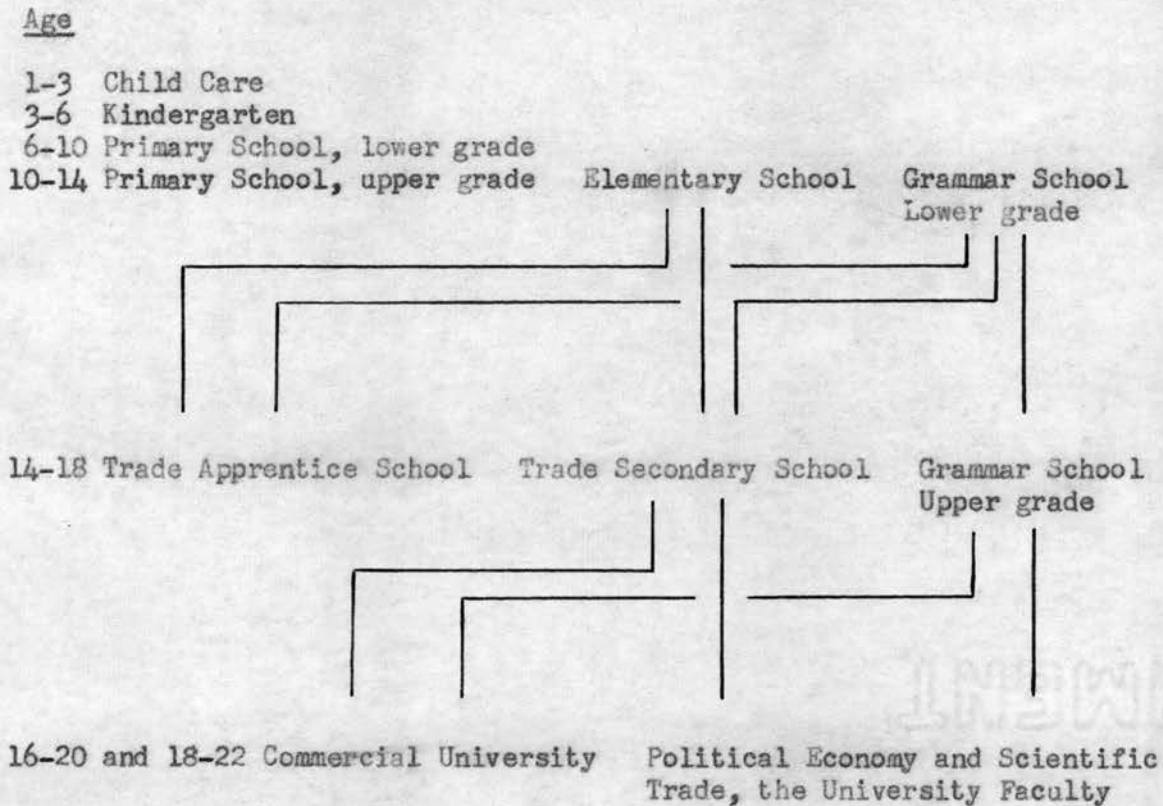
In 1942 a thousand and eighty-seven teachers in seventy-two Commercial Secondary Schools trained 18,653 business students in Hungary, a country of fourteen and one-half million population. From the year 1860 to 1941 approximately 70,000 diplomas were granted; this helps one understand how education has changed in Hungary.

(c) The Trade and Industrial Apprentices Schools are closely connected legally and also in organization. The first independent schools were seen in the larger provincial cities. In most of these places one will find a Commercial Secondary School active whose instructors, as an extra duty, also take care of the apprentice school. During the last ten years the prerequisites for the Trade Apprentices School have constantly been raised. Pupils who have completed less than four elementary schools are becoming rather infrequent. Each business representative for the student is responsible for the school attendance of the student. As a result of the rising preparatory training, the classes preceding were overflowing. Each year passes with classes meeting nine hours per week. Instruction on Sunday or at night is forbidden.

The courses of the Trade Apprentices Schools are: Religion and morals, Essay Reading, Arithmetic, Business Arithmetic, Bookkeeping, Communication, Study of Commodities, Exchange Commodities, and Fundamentals of Political Economy. Each parish where there are as many as forty trade apprentices is required to organize a Trade Apprentices School. No course shall have less than twenty-five and more than forty pupils. In the larger places where there are a sufficient number of prospects, the classes are sorted according to kinds of goods to be worked with. (Textile, Groceries, Shoes, Drugs, Paper, and Books). In 1942 there were thirty-five independent Trade Apprentices Schools with 5,240 pupils of both sexes and 282 teachers. This figure does not include the pupils of the smaller parishes who have attended only one Industrial Apprentices School or have attended the higher grades of the primary school.

The small stores and shopkeepers obtain practically all their help from these Trade Apprentices Schools.

A GENERAL VIEW OF THE HUNGARIAN TRADE SCHOOL



(d) In order to make the course well-rounded, the following short courses are offered in from six weeks to two years: Stenotype, Teacher Courses for Tariff Study, Freighting, Wine and Textile Wholesaling, and others.

III.

There is a school system that has developed in every direction, and will satisfy the claims of all. Its everyday existence, extent of its courses, goals, methods, discipline, school inspection and care, and examinations need not be discussed since they are uniform in all Europe. Hungary practices only the most modern principles of education, principles that have been enforced throughout Europe. It would be

interesting to bring to light some of the principles of education in actual use in Hungary.

The military and supply organizations during the first World War performed wonders for multitudes of people. They gave the vocational trade business instructive training. Also trust and syndicate education from America was introduced to Europe. Top organizations are now recognizing the validity of business uniformities necessary for business development. Some of the large business enterprises and concerns such as large banks and others are adopting the newer business methods and fully depending upon them. Business managers of today need a broader business knowledge than they did in years past. Businesses of the financial as well as the vocational calibres depend upon the newer business methods. Not so long ago all legislation fought against trust companies; today even the states favor them.

This situation places definite obligations upon business instruction. Chiefs, directors, presidents, and managers of large enterprises must be trained on a large scale. There was even some demand for engineers with business education; that choice might be difficult to fulfill. The type of student who is adapted for managerial work is much more readily trained if he knows that what he learns is based upon a national business foundation. This training should comply with interstate laws. In the linguistic isolated Hungary, the knowledge of several languages is definitely a training fundamental. The war makes this training very difficult.

Every day one reads and hears of the large business enterprises joining and working together with other businesses and the tendency toward uniformity of business in Europe. One does not know in advance

just what role trade will play here. One thing, however, does exist beyond doubt: trade will expand and develop and will eventually be a part of all business enterprises. Business comprehension must be extended in observance with this fact. It takes more to be a merchant than to just hand goods over the counter and take the money. It takes management, organization, the desire to conserve, initiative, and the will to undertake risks at times to succeed in business. Trade grew from practically nothing to a branched out science right under our own eyes. It ranks among the newest of applied sciences, in theory and in abstract principles, that one can learn. This international effect professes the full swing of the development of University type business education. Let us just mention an example: Already today in Hungary we have law revisions that concern business enterprise. The requirements are so high that it may be impossible for the Commercial Secondary Trade School to offer them.

Since 1938 it has become vitally necessary to train students for key positions. Following several socialistic reform laws it was necessary to seek competent help for the very responsible positions. It was quickly proved that retired government officers were not adapted to the virtues of business, regardless of their willingness to conform therein: The virtues being—speed, comprehension, and trade knowledge. Most of these people are too old for training; it is difficult for them to acquire skills. They do not seem to have business initiative. They prefer doing things their own way, and do not appreciate new ideas.

We as instructors know that all employees should receive their further training on the job. This should be restricted to follow natural tendencies as they happen on the job and in life itself. This idea is prevalent in German and American education. There just

is not much said when the graduate starts to work; he proceeds as directed, learning the job in its natural setting. In Hungary this type of teaching is on the university level. They give examinations which eliminate the less capable and then the better students are available for the job. No enterprise can refuse a student who has been prepared for his work in such a manner. Our entire National enterprise would be endangered if they refused to have on their staff well educated, experienced personnel. The human incentive makes one clearly understand that it is impossible to trust everyone. Every bank, factory, or any other large business must have a personnel director who is given direct control over all such problems. A good personnel director can be the determining factor as to whether the business is strong or about to go to pieces. It is only natural that everyone wants to be indispensable, and to monopolize and have a great power. He is instinctively selfish, always ready to defend himself, and does not wish to train his successor. The type of short course in which iron salesman, wine merchants, shipping agents, bookkeepers, and brokers are trained very quickly with no pre-training has not been successful. Training cannot be produced by magic. You cannot avoid the natural procedures that good learning calls for. Good success has been experienced by taking the average student, seeking employment for him, and following up with proper coaching and advice. Many of the employment agencies specialize with this type of individual. This type of choice in the making of business prospects is popular in business training and has been desired in times gone by.

Both the Commercial Secondary School and the Commercial University show great progress and interest in business training. There incentives are the same; the possibilities of Hungarian trade extended

far out; engulfment of many people educated in the trade. With propaganda of school economy for the pupil and scholarships, youth was encouraged to enroll in the Commercial Secondary School. They are always encouraged that they may obtain their first position at the age of eighteen when attending the Commercial Secondary School; when attending the Commercial University they cannot get their first job until the age of twenty-three. After working four or five years the average person wants to get married; that is about the age of twenty-two or twenty-three. By attending the Commercial Secondary School the person would be well grounded in his work and probably due for a raise when he gets married. This is a great selling and promotional aid for the Commercial Secondary School.

Long ago there has been talk in Hungary of an averse attitude that the people had toward business and industry. The Hungarian youth preferred as his profession in life to be an official of some standing or even the official's servant. He strived for a profession which would enable him to be on a pension during his old age. This same motive is found all over the continent, in capitalistic industry as well as commercial states. In fact this may be accepted internationally. We have already started work on this cancerous condition: an old person who is on pension may still live a normal life while the retired business man can be begging on the streets if luck and success are not with him. In Hungary all privately employed people are insured and have been for the past twenty years. In this way we surpass England. They do, however, have an insurance plan at the present time. This social insurance is not compulsory, but it is there for one if he desires to have it. Therefore today we have an obligatory Old-age Insurance for the merchant and for all hand-work vocations, which is of outstanding

value. It will be a general state insurance and the insured will be eligible to pension after one year.

There is a tendency for the Commercial Secondary School to contemplate the possibility of severing itself from actual practice instruction. Since the professors and instructors, through the nature of their work, cannot devote their undivided attention to this work, complaints set in from the merchants to the extent that they suggest the discontinuing of the program, and continuing general theory training.

In order to neutralize these complaints, there seems to be a sort of juggling of the program on the average of about every ten years. The original goal is forgotten too often. Its methods are varied. In short, one is anxious to comply with the wishes of the trade vocations. This objective makes for a pleasant method to set goals. The trade objective should be based upon a theoretical foundation; at the same time, the theoretical should be so closely connected with the practical that the student, on his own initiative, should want to learn and make the application when desirable. There is an opportunity here for guidance, since the thinking of the student may be so directed as to assist him to get into the right profession. At this point the merchant in actual practice may be brought in to talk to the students. The teacher discusses with the student the theory out of the text. The result is that the student will gain a general knowledge of merchandise. He will know something about measuring, weighing, handling of foods, and packing.

One does not just imagine the goods; they are really present. The student befriends himself with the goods and is interested in them. He practices the actual use of logarithms as needed in his work; he

uses the adding machine, collects business papers for study, learns something about pricing, tariffs, important business papers, bank balances, etc.

Some people favor these new methods and others criticize them. It is difficult to gauge the wants and desires in a general Trade School that is supposed to be designed for all branches. We know that in foreign countries similar schools were successful, but even then most of them were not designed for so many branches. Whether or not this plan will work in Hungary is still yet to be known; it has as yet many problems to be solved. Today still finds untried many of the theories that were taught. There is often a temptation to repeat that which was already tried but failed in Hungary.

This attempt might be worth more for the lower classes of the Trade Apprentice School. The foundation here is much more rigid, as training for the individual is life itself at the job. Besides the reality of the work, each instructional period in school serves as a movable stage to the effect that it strengthens the learning process. To this day this is the most ideal business training: actual practice with parallel theory. This type of instruction is still a carry-over from the old rigid Guild System where the trainee was considered as a member of the family and ate from the same table. Still today this familiar closeness between trainer and trainee is almost impossible. The problem of housing the trainees is getting more critical since the merchants have long ago decided not to carry this load. They want to be connected with the trainee only during business hours. As a rule these trainees are boys who are definitely without means, and home

conditions are such that it is not too advisable to go there. This situation morally diminishes that which the trade school strives so hard to build.

It is for this reason that many parents draw back when it comes to sending their children to a business school. There is a catastrophic shortage of trainees. There is still the hope of bettering housing conditions. This, however, has been tried for seventy years in Hungary. These homes take the place of the family home. The trainees here eat and sleep together. They should be under educational and moral protection. It would be a matter of going to school and work everyday and then returning to this student home. The Trade and Industrial Offices are establishing the first of these Sample-Trainee homes. The homes for the trainees shall not be state supported barracks, but shall be small buildings that will accommodate about sixty students. This will encourage comradeship, and the home atmosphere. To help maintain these homes we have boards of high moral character, churches, large manufacturers, co-operative societies, warehouses, and other organizations. Then there is also the small charity contribution which makes up for a small percentage of the upkeep. Much is expected from the business ethical training of the individual. Since it is impossible to get away from the old guild tradition, and the merchant no longer wants the trainee in his home, he should feel obligated to cooperate with the school system. No well organized profession should renounce anything for good training; our churches and military departments stand for a good example here. Only one step leads from the trainee homes of big business, warehouses, etc. to the self-owned apprentice schools of their vocation. There is one thing that makes the establishment of such schools easier, and that is a large number of students. This

would tend to decrease the attendance of the municipal schools. There must be well qualified teachers for these schools. There are other advantages that these schools have. They have access to the highly trained and experienced business man to give class instruction to the student. They are in a position to give special training in window decorating, actual sales experiences, etc. They can have actual display of goods in their class rooms for study. This enables a true business training in which their goal can be completed. The organic fusing of the school and home represent the up-to-date twentieth century method of Guild training. Its specific goals are: departmental training, a continuous practice of business life, the educational influence of each phenomenon in school life, and lastly the education of humanity.

In relation to business education it is necessary to think internationally, especially along the phase of ability examinations. The most modern training psychologists, with all their latest improvements, were first organized in Hungary. Long ago each individual was born into his own feudal class and could do nothing about it. In civil society one's vocation was a matter of choice. Many, however, did not know how to make this choice; therefore the result was that the school or major business in their locality made the choice of profession for them. Today some institutions are giving ability examinations. They are not responsible for the student's profession; they merely show one or two job tendencies for him. These examinations are based upon psychological facts. They are merely an aid in guidance. During a professional council with the student an effort is always made to have the student remain at his father's profession for the protection of well established family concerns. Others are more or less placed in the field in which their examination shows an aptitude. Questionnaires

were sent to ten thousand merchants. The objective was to find out what they thought were good characteristics of a good merchant. The following observations were returned: initiative, eye measure, proportionate feeling, sharp observations, good nerves, tone and quality of voice, physical strength, physical body features, open-mindedness, friendly mannerisms, good memory, and socially mindedness. At the present time these qualities are quite readily represented among youth of East Hungary, especially at Szeklern Siebenburgens. This wonderful material is building the new generation for business in Hungary.

IV.

Lastly, let us glance over some of our native special Hungarian experiments. Even though Hungary likes to recognize well established foreign institutions, it is proud of its own educational system and is willing to render aid with its own contributions.

If the reader will turn back only a few pages to the course of study of the Commercial Secondary School he will see a very close representation of the trade apprentice school. Religion, national literature, and history are courses of the Hungarian business schools that are of equal quality, and are offered on the same hour basis as in any other secondary school. Here we see the general political training view as of great importance: The person who goes through school and becomes a member of the middle class will possess qualities such as national consciousness, high moral character, and his thinking will be guided by civil and state governments. Of course this success will only result if it is coupled with good judgment.

Militaristic youth training is cultivated upon the same basis. Every Hungarian youth is required to enroll in military science. This

serves as military pre-training and results in supporting the army. Various competitive sports are followed to augment interest. The major objective is to develop strong physical bodies; however, much work is done to develop in the student a love for his fatherland, and an understanding of how it can be preserved and protected. This objective is present in all classes of business training; it is also found in apprentice schools, secondary schools, and universities. Recently attempts have been made to more closely correlate military science with the recruiting of trainees for business education.

There has always been a great shortage of trained help for business in Hungary. The war tends to increase the shortage even more. It is very necessary to solve this situation, which in other states has been solved.

Without capital, the beginner can never be independent. This fact prompted a new institution, the "National fund for those seeking independence." The state and leading money institutes contribute money to this fund. The individual who is in need of money may, after a careful investigation of his character, capacity, etc., borrow from this institute. His credit standing with the bank, be it good or bad, may not be the determining factor. Judgment is passed mostly upon character. This institute is very successful. Many young businessmen have become independent, paid back their debts, and are prosperous citizens today. They were given a number of years to pay back their debts. They all pay back as soon as possible so the next man may be helped.

There is a related organization for the young business man who is not a beginner. He may borrow money on somewhat similar bases. He is investigated mainly upon possibilities for his being independent.

Is he well adapted and fitted to the work he is doing? A certain per cent of interest is paid upon the basis of children in the family. Upon the arrival of each child after the fourth one, one per cent interest is deducted. This tends to increase the population.

As every other place in the world we, too, in Hungary, have a controlled business. The state controls business to a great extent. As a result of these relations, not everyone can be a merchant. Only those who fully comply with government regulations may receive a Trades Certificate and enter the desired business. Since basically there is no definite number set to get into various businesses, there might be a great deal of competition. Since the war restricted youth from so many positions of their choice, will merchandising be overcrowded? A vital question to be answered is: Will these much sought after and desirable individuals be well rooted in their business when the war ends? The world market and International Trade may work hardships on new businesses. Will they be in a position to weather the stormy sea? For the time being this is a secret yet not unveiled for the future. This question will be answered with the passing of time.

The professional training of Hungary is based greatly upon statements of qualifications. There is a law now in rough draft which states that retail dealers who have no special business training will be permitted to do business in small villages only. This law nullifies the fact that some merchants think business training is unnecessary. It provides for strict training in business education, paralleled by practice. The importance of business training is stressed to the end. We shall not start at the top and work to the bottom, but shall follow nature in its developments, which is definitely the reverse.

We will train only the business man fitted for the job and weed out those who are not capable.

To close, there is one more arrangement that is peculiarly Hungarian. At least I know of no other similar attempts in any foreign country. It is the student beehive fluctuation. It aims to unfold the weaker character of the Hungarian people: the mind of economic enterprise. Anyone who knows anything about training knows that this cannot be administered through instruction. Actual life practice is necessary for this. This addition to education found its beginning in 1928 in Debrecen, a strictly Hungarian city. Who can, just on his own initiative, earn ten Pengo in four months? In 1938 this thought gained popularity; in one-hundred states, six hundred schools of all kinds joined. In 1941 these "beehive pupils earned 1,076,806 pengos. Through the contesting and competitive ideas, 1300 new ways of making money were developed.

The "beehive organizations are well trained and supervised by expert instructors. Bookkeeping and business management are stressed. The class has a cashier who takes care of the class money. His main business instrument is the cash journal. When the amount gets over five pengos it is placed in a savings account. Their motto is: "The person who conserves the old newspaper, or the remains of an old horse-shoe, is nourishing the business powers in his fatherland!" Various contests are sponsored in which pupils are to gather remains of wars and to sell them. A mature and grown person does not care for work of this nature.

We are interested mainly in the pedagogical value. This type of business is so difficult to deal with pedagogically. It is something which can be incorporated into children's play, eventually leading

to learning to conserve, and the final outcome is to build big business. If, for example, a lad wants to pick up saw dust and slivers, and trade them for odd shaped bones, later he trades the bones for a package of garden seed, and the result is fresh garden vegetables for his mother. Or he takes the vegetables to market and sells them; this teaches from a very young age the art of speculation, and will tend to further and promote business. The student's accomplishments are always recognized by his instructors. The "beehive" organizations spur on trade as desired in business management. They watch carefully that the earned money is not spent for foolishness such as cigarettes, moving pictures, candy, etc., but they drill into the pupil the one most necessary asset, which is conservation. The greater part of this money is spent for school training equipment and clothes. Only seven percent is allowed for recreation; however, this proportion will be reduced some.

In this way the "beehive" trains for capitalism on a small scale. The entire organization surpasses the national school with its book learning on the hourly basis. They teach business on the practical basis from the beginning to the end. Whoever learns good business habits during the days of his youth will tend to add to these as he grows older, and the result will be a worthwhile citizen for his country.

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