

THE DEVELOPMENT OF
A CLASSIFIED ANNOTATED BIBLIOGRAPHY OF SELECTED
BUSINESS EDUCATION ARTICLES PUBLISHED DURING THE YEAR 1939

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by

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CHAPTER I

Statement of the Problem: Students in business education, both undergraduate and graduate, should encounter little difficulty in supplying themselves with sufficient research data and current materials helpful to them as teachers. J. D. Femm, in his article, "Keeping in Touch,"¹ says: "Many magazines have come into the field of business education to carry the messages to those teachers who cannot attend the various professional meetings. Research is being carried on constantly in various institutions for the development of business education, and every effort is being made to help the teacher through studies made available in various magazines. Reports of these developments in the field can therefore be had by every teacher at a nominal expense."

As is often stated, it is not the lack of material but the selection of it that is the big problem. Of course, it may be stated another way: It is not the lack of material; but where can we find easily what is wanted?

The Education Index and Occupation Index have done much in the way of furnishing quick and easy references to the field of education in general, but these are necessarily incomplete so far as the special fields, such as business education, are concerned.

There are many hundreds of articles published each year in various educational magazines and periodicals which are not seen and read by business teachers because they are so widely scattered, and many times the

1. Femm, J. D., "Keeping in Touch." (Editorial) Balance Sheet, Volume 21, No. 9. Page 387. May, 1940.

teachers do not know they exist. Business education, like many other special educational fields, has a number of publications of its own--those that pertain chiefly to business education; but, in many other educational magazines articles often appear which escape the teacher's eye, yet, which are definite contributions to the field of business education. In the recent publication, Business Education Index--1940, compiled by Delta Pi Epsilon, graduate fraternity in business education, Dr. Herbert A. Tonne in the foreword says:² ".....moreover, the items are so scattered through voluminous issues that materials are often overlooked because they are separated."

The problem of using material even close at hand is sometimes rather large as it is not classified for teacher use. Many good articles are not read because the title or the nature of the magazine in which they appear are not sufficient proof that the article is intended for, or is of value to, the business teacher.

This study seeks to aid the teacher in gathering and selecting materials, by setting up bases of classification for the articles selected and annotated.

Purposes of the Study: Specifically, the purposes of this study are:

1. To provide the student with a carefully selected index to current literature in business education in compact form.
2. To help the teacher of business education in determining what articles will best suit his needs, by annotations based upon an analytic survey made of the literature in the field.

2. Tonne, Herbert A., "Foreword." Business Education Index--1940. Page iii. 1941.

3. To group the articles in special branches of business education for quick references, thereby saving time and useless reading for the teacher.

4. To determine bases of classification of current literature in magazines and periodicals.

Need for the Study: The need for the study is based upon the fact that a great deal of the material written in business education escapes unnoticed or is rather difficult to locate without much thumbing and reading in the magazines written for business teachers, and those published in the interest of others as well.

It is almost impossible for the active teacher or research worker to look through all magazines in an effort to find the information desired, even if all the magazines were available. To those who have had experience in delving into piles of magazines and periodicals in search of a certain article, the need for this study is very evident. The expense of maintaining a library that contains all these works would prohibit most teachers from having this material at hand for instant use, even if it were desirable. However, if the teacher knows that there is a certain article in an issue of an educational magazine, this could be found and obtained with a minimum of trouble.

Scope of the Study: This is not an elimination or separation of bad articles from good ones. Rather, it is an attempt to give the business teacher a guide to the most generally significant contributions to him as a research worker or teacher of business subjects. This list is not exhaustive, but it is believed that it contains references to a major portion

of the articles which have made the greatest contributions to the field.

The study is necessarily limited to magazines of educational interest--those publications which are meant primarily for the teacher and others connected with teaching. This refers particularly to those publications issued by colleges and universities, educational publishing houses, yearbooks of convention proceedings, state departments of education, and others with chief interests in school work. Due to the fact that most articles written for the specific use of teachers are found in educational publications, it is necessary to list only these magazines. No doubt, there are magazines and other publications of general interest which would be worthwhile for the teacher, but it would be impossible to include all these. For that reason none has been indexed.

It is almost impossible to include articles in all educational periodicals, monographs, pamphlets, magazines, etc., since there are too many; therefore, it will be necessary to limit the listings of the articles to those appearing in the major publications which are distributed nationally. The magazines listed by the Education Index and the Business Education Index--1940 were assumed to be major publications and these magazines or pamphlets annotated. Nearly all the magazines listed by these indexes were consulted, but not all of them contained articles relating to business education.

A great many fine educational magazines relating to specific subjects in business education, such as consumer education, shorthand,

accounting, etc., which are not particularly pertinent to the teaching of those subjects, will not be indexed. It is assumed that the listings of these publications may be found in the bibliographies of these particular subjects.

Procedure for the Study: (1) Indexes in the field of education were studied, and techniques in indexing and classifying articles noted. (2) The data obtained in studying other indexes were compiled and adapted with suitable modification to meet the purposes of this study. (3) Several articles on business education were read and annotated as a means of selecting style of annotation and classification. (4) A list of methods of selecting articles was prepared from readings in other selected bibliographies and personal observation of content of many articles in business education. (5) This list of methods of selection and criteria for judging articles was presented to members of the Oklahoma A. and M. library staff, and to a seminar group for criticism and approval. (6) The bases for selection were edited from the suggestions made by the jury, and adapted for use in compiling this bibliography. (7) Rules for classification of articles were prepared, based upon the methods used by other indexes and the frequency of subjects in this bibliography. (8) A list of the major education magazines was made and submitted to experts in the field of secondary education for approval. (9) Articles pertaining to business education were read and selected for this bibliography by means of the criteria set up.

BUSINESS EDUCATION MAGAZINES INDEXED

Balance Sheet, Harmon Wilson, ed. South-Western Publishing Company,
201-203 West Fourth Street, Cincinnati, Ohio.

Ball State Commerce Journal, Mark E. Studebaker, ed. Department of
Business Education, Ball State Teachers College, Muncie
Indiana.

Business Education Digest, Eleanor Skimin, ed. National Commercial
Teachers Federation, Northern High School, Detroit, Michigan.

Business Education World, John Robert Gregg, ed. Gregg Publishing
Company, 270 Madison Avenue, New York, New York.

Journal of Business Education, Herbert A. Tome, ed. Trethaway Pub-
lishing Company, Inc., 512 Brooks Building, Wilkes-Barre,
Pennsylvania.

National Association of Business Teacher-Training Institutions, Ann
Brewington, ed. University of Chicago, Chicago, Illinois.

National Business Education Quarterly, Edwin A. Swanson, ed. Department
of Business Education, Arizona State Teachers College,
Tempe, Arizona.

YEARBOOKS INDEXED

Commercial Education Association of the City of New York and Vicinity,
Ninth Yearbook 1939. Benjamin F. Davis, ed. Andrew Jackson
High School, St. Albans, Long Island.

Eastern Commercial Teachers Association, Twelfth Yearbook 1939. Peter L.
Agnew, ed. New York University School of Education, Washing-
ton Square, New York, New York.

National Commercial Teachers Federation, Fifth Yearbook 1939. D. D.
Lessenberry, ed. University of Pittsburg, Pittsburg, Pennsyl-
vania.

Southern Business Education Association, First Yearbook 1939. A. J.
Lawrence, ed. University of Kentucky, Lexington, Kentucky.

PUBLISHERS OF MONOGRAPHS AND BULLETINS

South-Western Publishing Company, 201-203 West Fourth Street, Cincinnati, Ohio.

University of Chicago Press, Chicago, Illinois.

OTHER PERIODICALS INDEXED

American School Board Journal. William George Bruce, ed. Bruce Publishing Company, 540 North Milwaukee Street, Milwaukee, Wisconsin.

California Journal of Secondary Education. Edward H. Redford, ed. Rooms 9-10, Haviland Hall, Berkeley, California.

The Clearing House. Forrest E. Long, ed. 207 Fourth Avenue, New York, New York.

Curriculum Journal. H. Harap, ed. George Peabody College, Nashville, Tennessee.

Education. Palmer Company, 370 Atlantic Avenue, Boston, Massachusetts.

The Educational Screen. Nelson L. Greene, ed. Educational Screen, Inc., 64 East Lake Street, Chicago, Illinois.

Junior College Journal. Walter Crosby Eells, ed. American Association of Junior Colleges, 730 Jackson Place, N.W. Washington, D. C.

Journal of Adult Education. Morse A. Cartright and Mary L. Ely, eds. American Association for Adult Education, 60 East 42nd Street, New York, New York.

North Central Association Quarterly. Calvin O. Davis, managing ed. North Central Association of Colleges and Secondary Schools, 1439 University Elementary School Building, Ann Arbor, Michigan.

Occupations. National Vocational Guidance Association, Inc. Harry D. Kitson, ed. 425 West 123rd Street, New York, New York.

Progressive Education. W. Carson Ryan, ed. Progressive Education Association, 221 West 57th Street, New York, New York.

School (Toronto--Secondary Edition). Charles E. Phillips, managing ed. Ontario College of Education, 371 Bloor Street West, Toronto Five.

School Executive. Jesse H. Newlon and N. L. Engelhardt, eds. The School Executive, 470 Fourth Avenue, New York, New York.

School Review. Leonard V. Koos, ed. Department of Education, University of Chicago, 5835 Kimbark Avenue, Chicago, Illinois.

Bases of Classification: It is very difficult to classify the articles written in all magazines pertaining to business education into their proper classification. For example, the problem arises of putting a given subject such as "Testing in Shorthand" under the heading Shorthand, or of making a general classification for Testing. Methods of grouping in other indexes were studied and it was found that no definite rules were followed. However, the most recent indexes follow a pattern of varying the headings to include every main field and nearly every minor field in the subject. For example, all the subjects listed as courses in business education are given main headings, such as Accounting, Business Law, Distributive Education, Shorthand, Typewriting, Transcription, etc. Also, the minor topic, Stenography, although closely related to Shorthand, Typewriting, and Transcription, will be given a heading. This is accounted for by the fact that the article does not concern any one special subject discussion, but perhaps a combination of all three. Thus, testing in any given subject will be annotated under the subject or course heading. For cross reference, the title will also appear under Tests.

Where there is one article which cannot be placed under a heading already being used it will be given one, for it is believed that even though the topic may seem minor, if there is a justification for including the article in the bibliography there is justification for giving it a heading.

Other examples of the subject of classification are the Office Practice and Office Machines topics. Shall each receive a heading?

Because Office Practice is a topic of general secretarial interest, it will concern more than any one given phase in that subject such as office machines; and Office Machines, as a topic, will not give a general discussion of the entire field of Office Practice. For this reason each will receive a heading. To facilitate quick and easy finding, the subjects may then be divided into sub-topics such as "Aims and Objectives," "Teaching Methods," etc., if there are articles to justify the divisions. Another subject, Typewriting, may have as many as four topics to facilitate easy reference. Some of these are: methods of teaching, aims and objectives, research, tests, etc.

Articles written on administration and supervision, curriculum-making, business teaching, and others of general interest to business educators rather than a specific subject, are each classified under an appropriate heading, and are not included under the heading of a special subject, even though the emphasis is directed toward that subject. The proper headings for these articles will, of course, be determined by the nature of the article, such as Business Education, Business and Education, Guidance, Curriculum, etc. In some instances, sub-titles were given these main headings. In other words, if it was felt through the selection that the article contributes more to the field of business education as a whole rather than to one subject in business education, the article was annotated under its general discussion. However, if the article applied in some way to a specific subject, the title was placed under that subject and referred to its major classification for annotation, thus: (see Business Education).

SUBJECT HEADINGS

Accounting	Geography (Commercial)
Administration and Supervision	Geography (Economic)
Advertising	Guidance
Adult Education	Integration
Applications for Positions	Junior Business Training (See General Business)
Arithmetic	Newspapers
Arithmetic (Business and Commercial)	Office Machines
Bookkeeping	Office Practice
Business and Education	Personality
Business Education	Penmanship
Business English and Correspondence	Placement
Business Law	Records
Business Schools	Research
Clerical Practice (See Office Prac.)	Retail Selling and Merchandising
Clubs	Salesmanship (See Retail Selling)
Commercial Education (See Business Education)	Secretarial Training
Consumer Education	Shorthand
Contests	Social Business Subjects
Cooperative Education	Spelling
Curriculum	Stenography
Distributive Education	Transcription
Economics	Teacher Training
Equipment	Teaching
Extracurricular Activities	Tests
Follow-up	Typewriting
Commercial Law (See Business Law)	Visual Aids
General Business Subjects	

Methods of Selecting Articles: There is no real objective measuring stick for determining the worth of an article written in business education. There must, of necessity, be some subjective evaluating. It is not the purpose here to say that each article has been scientifically rated and that only those which are of high merit included. In fact, the great majority of articles written in professional business education magazines have been included in this study. The reason is obvious. Perhaps most articles that have been accepted for print by the publisher are of high standard and are meant primarily for the teacher of business or related subjects. However, there were a few articles in these magazines that were not included, such as those which do not pertain directly to the teacher in his actual teaching. For example, suppose the article titled "New Social Security Laws" was included in a business education magazine. This would not be indexed because it is a discussion from the point of view of the student of accounting and not the teacher of accounting. On the other hand, if the article were titled "How to Teach Social Security Records in the Bookkeeping Class," or a similar title, it would probably be included in this index if it were considered a contribution primarily to the bookkeeping teacher.

In selecting articles from magazines other than in business education it is more difficult to determine which articles make outstanding contributions to business education. For example, an article on "Guidance" in a general education magazine would naturally refer to the entire field and not specifically to business education. However, the problem of "Guidance" appearing in a business education magazine would be used because it will be particularly helpful to business teachers or it would not have been included in the magazine.

In reading all magazines, yearbooks, pamphlets, etc., the following questions were used as a basis for grading the articles. If the article measured up to, or fulfilled the requirements of, all the criteria, it was selected for this bibliography. However, if it failed in one of the criteria of selection it was not annotated.

Criteria in Selecting Articles

1. Does the article make definite contributions to business education in the way of new methods, experiments, research, etc.?
2. Is the publication reliable? Is it recognized by other indexes?
3. Is the article written for the commercial teacher, and is it pertinent to the teaching of commercial subjects?
4. Is the material free from half-truths, misstatements, and false implications?
5. Is the article cluttered with irrelevant material?
6. Is the article written by an authority or agency from whom reliable information and careful workmanship should be expected?
7. Does the editorial policy of the publisher color the article so that it is presented merely in conformity with opinions of the publisher's textbook writers?
8. Is the factual material based upon scientific research that is reliable and unquestionable?

There are other points on which the articles were graded, but these were not considered if the article qualified by the criteria.

Other Criteria Which Add to or Deduct from the Value of the Article

1. Is the article based on facts rather than hypothetical cases?
2. Does the title "fit" the article?
3. Is a suitable technique employed for research articles?
4. Is a clear statement made as to the procedures used and the scope of the study?
5. Is the problem or nature of the article precisely delimited?
6. Are opinions and judgments presented as such rather than as facts?
7. Is the material well-organized and presented in interesting style?
8. Is the article easy to understand?
9. Does the material present definite suggestions for proper use?
10. Is the material practical and usable?
11. Is the article a "feature" of the magazine?
12. Is the article given a fairly conspicuous place in the magazine?
13. Does the article contain advertising or some indication by the publisher that something is to be sold?
14. Are the necessary terms clearly defined?

Method of Annotating Articles: After the articles for this study were selected by reading and scanning, the most important points brought out by each were written on 3 x 5 cards. Many of the articles, because of their nature, were merely scanned. Others were read thoroughly in

order to get the most significant thoughts and ideas. For example, an article titled "Ways to Create and Maintain Interest in Economics" would not require thorough reading to give the summary, as the title is almost self-explanatory; however, the article titled "Whither Business Education?" would require careful reading in order to summarize the most significant points.

The annotations were made in topical form; that is, a semi-colon was used to separate the several points covered in the article so that the annotation will reveal the content rather than a philosophy. However, some of the selected articles were written to convey the ideas, findings, or conclusions reached by the author. This is done where the other procedure is very difficult, or where it disclosed the nature of the article better. In some cases the author was quoted directly and this will appear in quotation marks. The original source of the article is given in all cases except where it was written prior to the year 1939 and abstracted during 1939. In that case, the original source is in parentheses and source of the abstract given the major position in the title.

Procedure for Classifying Articles: Each article is indexed by author and subject. When the articles had been selected and annotated, they were arranged by authors' names in alphabetic order. These were typewritten on sheets of paper. The cards were then arranged according to subject matter under the headings selected for this study. Cross references were made to similar subject titles such as Business Arithmetic (See Commercial Arithmetic), Commercial Education (See Business Education), etc. When there are several authors (and this is the case only in sections of meetings) the name of the chairman is given and

(and others) placed in parentheses. When there are two authors, the names of both appear in the annotation thus: C. W. Woodside and S. J. Wanous, and indicated under each author's name thus:

WANOUS, S. J.
--and Woodside, C. W.

CHAPTER II

AN AUTHOR-SUBJECT INDEX TO SELECTED BUSINESS EDUCATION ARTICLES

ABNEY, VELMA AVERNE

Major Problems of Young Clerical Workers in Their First Employment.
Balance Sheet 21:148-153. December, 1939.

ABRAMS, RAY

Developing Social Concepts Through Business Education. Fifth Year-
book NCTF 156-157. 1939.

ACCOUNTING

Course of Study in Accounting. R. R. Holley. First Yearbook SBRA
57-67. 1939.

General and specific objectives of accounting; suggested mate-
rials; motivating devices; teaching devices; references for the
teacher.

Some of the Reasons for Teaching Social Security and Pay Roll Account-
ing. J. F. Sherwood. Bus Ed Dig 3:110-113. March, 1939.

Statements of public debt; various taxing acts; employment and
compensation laws; federal and state regulations; how these
affect the worker, thus his need for an understanding of the
handling of such sums.

A Suggested Program of Education for the Accountant. Herman C.
Miller. Bus Ed Dig 3:156-157. May, 1939.

Three separate and distinct programs designated as (1) recom-
mended, (2) maximum, and (3) minimum, for training in the
field of accounting.

ADELSON, BETTY G.

Highlights in the Teaching of Non-Textiles. Ninth Yearbook CEANY
136-137. 1939.

ADMINISTRATION AND SUPERVISION

An Analysis of Experienced Teachers. William E. Haines. Fifth
Yearbook NCTF 127-131. 1939.

How teacher-supervisor cooperation has been productive of pro-
fessional improvement in Wilmington (Delaware) Schools.

An Analysis of Supervisors' Notes on Beginning Teachers. M. E.
Studebaker. Fifth Yearbook NCTF 135-138. 1939.

A critical discussion of the types of supervisors and analysis
of their rating procedures on student teachers.

An Analysis of Supervisors' Notes and Reports. Arthur L. Walker.
Fifth Yearbook NCTF 132-134. 1939.

An analysis of the supervisors' scores and notes for twenty
apprentice teachers of business subjects.

Case Studies of Supervision in Business Education. Arnold E. Schneider. Fifth Yearbook NCTE 138-145. 1939.

A consideration of some aspects of the directed teacher's problems; specific weaknesses in teacher trainees as evidenced through their directed teaching activities.

The Organization of Supervision. S. J. Wanous. Fifth Yearbook NCTE 88-105. 1939.

The meaning of supervision; philosophy of supervision; types of supervisory programs; individual conference; group conference; inter-visitations; demonstration teaching; teacher rating; course of study making.

The Place and Function of the High School Business Department Chairman. Ernest A. Zelliot. Bus Ed Dig 3:143-144. May, 1939.

Activities to cement the interest of teachers in the business department; duties and responsibilities of the business department chairman.

Qualifications for a Director or Department Head in Business Education. Ernest A. Zelliot. Bus Ed Dig 3:331-333. December, 1939.

A detailed discussion of desirable qualities of a department head; twelve phases of qualification.

What the Private School Supervisor Expects of the Teachers. Elgie G. Purvis. Fifth Yearbook NCTE 122-126. 1939.

The teacher's role in the commercial college training program; the duties and responsibilities to the school and to the students.

Snoopervisor, Whoopervisor, or Supervisor? M. B. Kenwood. Bus Ed World 19:391-393. January, 1939. First in a series.

Personality traits of supervisors; types of supervisors and their characteristics.

Snoopervisor, Whoopervisor, or Supervisor? M. B. Kenwood. Bus Ed World 19:460-461. February, 1939. Second in a series.

Necessary personal attributes of a successful supervisor; opinions of famous men familiar with the subject; teachers' estimates of supervisors.

Snoopervisor, Whoopervisor, or Supervisor? M. B. Kenwood. Bus Ed World 19:573-575. March, 1939. Third in a series.

Personality of a high school supervisor; desirable types of personal equipment for the supervisor.

Yes, But That Was Yesterday. John H. Given. Bus Ed Dig 3:261-263. November, 1939.

A new type of supervision-coordination recently initiated at Los Angeles which cuts across departmental lines in vocational as well as other fields; an example of reorganization.

State Supervision of Curricula of Michigan Private Business Schools. J. A. Ebersol. Fifth Yearbook NCTF 111-113. 1939.

A list of the courses which are required of Michigan business schools.

Status of City and State Supervision for Business Education in Public Schools. Ernest A. Zelliot. Fifth Yearbook NCTF 106-110. 1939.

Status of supervision in business education with reference to the following major heads: Administration, department chairman, central committee, director of business education.

Study of the High School Supervisor's Personality. M. B. Kenwood. Bus Ed World 19:667-669. April, 1939.

An analysis of desirable personality requirements for supervisors, based on a study including educators, faculty members, and authors.

Supervision in Business Education. Ernest A. Zelliot. Bus Ed Dig 3:195-196. October, 1939.

Duties and responsibilities of business department chairman as recommended by a study of seventy business teachers.

Supervision Needs of Beginning Teachers. Anonymous. Fifth Yearbook NCTF 146-163. 1939.

Supervisory needs of the first-year commercial teachers from different sections of the country. The names of the teachers are not given so that complete freedom of speech is assured.

What the Supervisor Expects of the Teacher. Marion F. Todens. Fifth Yearbook NCTF 114-121. 1939.

Functions of supervision and how those functions affect the teacher; teacher preparation for supervision; unexpected classroom problems; teacher conference opportunities.

ADULT EDUCATION

Distributive Courses That Can be Federally Aided. John B. Pope. Fifth Yearbook NCTF 338-343. 1939. (see Distributive Education)

Instruction in Adult Distributive Education. Francis V. Unzicker. Fifth Yearbook NCTF 333-337. 1939. (see Distributive Education)

Methods of Teaching Adult Classes of Employed Distributive Workers. Kenneth B. Haas. Fifth Yearbook NCTF 344-362. 1939. (see Distributive Education)

Promoting Adult Distributive Classes. Pearce C. Kelley. Bus Ed World 19:859-861. June, 1939. (see Distributive Education)

The Scope of Distributive Education. D. Frank Kyker. Fifth Yearbook NCTF 313-321. 1939. (see Distributive Education)

The Third Era in Consumer Education. C. E. Paulsen. The Clearing House 13:454-463. April, 1939. (see Distributive Education)

Typewriting for Adults. Blase Donadio. Journ Bus Ed 14:15-16.
May, 1939. (see Typewriting)

ADVERTISING

Radio Advertising. W. A. Robbins. Bus Ed Dig 3:20-22. March, 1939.
A new idea in radio advertising describing business activities
of Lincoln (Nebraska) School of Commerce.

AGNEW, PETER L.

Recent Trends in Office Practice. Nat Bus Ed Quar 8:15-16, 35-39.
March, 1939.

A Testing Program for Office Machines Classes. Bus Ed Dig 3:57-59.
March, 1939.

ALLEN, FRANCIS G.

Improvement of Classroom Teaching in Business Arithmetic in the
Private Business School. Twelfth Yearbook BOTA 39-33. 1939.

ANASTASI, AIME

Individual Differences. Fifth Yearbook NCTE 26-35. 1939.

ANDERSON, J. RUSSELL

Problems of Organizing and Promoting an Evening Adult Distributive
Education Program. Bus Ed Dig 3:49-54. March, 1939.

ANDRUS, HARRY A.

Developing Vocational Competency in Business. Bus Ed World 19:448-
450. February, 1939.

Planning for Learning. Fifth Yearbook NCTE 64-69. 1939.

ANIKIN, V. DEWEY

The Forgotten Factor in Personality Development. Nat Bus Ed Quar
7:60-64. Spring, 1939.

ANONYMOUS

Supervision Needs of Beginning Teachers. Fifth Yearbook NCTE 146-
153. 1939.

APPLICATIONS FOR POSITIONS

Pick Your Job and Land It. Sidney W. Edlund. Bus Ed World 20:9-12.
September, 1939. First in a series.

Discussion of the topic, "Know What You Want to Do." How to
discover what you want to do; self-improvement through question-
ing, reading, self-analyzation, aptitudes, etc.

Pick Your Job and Land It. Sidney W. Edlund. Bus Ed World 20:101-
103. October, 1939. Second in a series.

Discussion of the topic, "Dig Out Your Hidden Assets." Examples
of how to take this advice, plus a list of questions which an
individual may ask himself as a help in discovering his own
hidden assets.

Pick Your Job and Land It. Sidney W. Edlund. Bus Ed World 20:189-191. November, 1938. Third in a series.

Discussion of the topic, "Plan a Sales Campaign to Get the Job You Want." Specific helpful suggestions for carrying out the "sales campaign."

Teaching the Personal Factors of Getting and Holding a Job. Ethel P. Ayers. Bul Sheet 21:8-13. September, 1939.

The importance of personal factors in getting and holding a job, with the author's discussion of this problem under three headings: What we are doing at Edison Vocational School (Seattle, Washington), suggestions for personality work in high schools, and keeping up with business standards.

ARGO, A. C.

The Place of Business Education. Bul Sheet 21:116-118. November, 1939.

ARITHMETIC

Arithmetic and its Place in Business Education. W. S. Barnhart. Fifth Yearbook NCTE 234-240. 1939.

Contention that arithmetic should be taught as a formal subject; that fundamentals are taught in grades but review is needed in senior high school; content of course in secondary school; description of methods and motivations based on the "business practice approach"; advantages and disadvantages of the use of computing machines.

Capable Teachers Plan the Arithmetic Lesson. R. Robert Rosenberg. Bus Ed World 19:581-584. March, 1939.

Suggestions for teaching arithmetic; procedure in presenting lesson; methods of teaching the lesson; measure of progress and achievement.

The Contribution of Research to Achievement in Arithmetic. David Gordon and others. Ninth Yearbook CMAA 65-76. 1939.

Aims in teaching arithmetic; level of achievement of the arithmetic course; level of achievement in business arithmetic; methodology; measures of achievement; place of arithmetic in the small high school.

It's Easy to Teach Problem-Solving. R. Robert Rosenberg. Bus Ed World 19:761-763. May, 1939.

The value of problem-solving in arithmetic; requirements of a good problem; procedures of teaching problem-solving.

Effective Devices for Fundamentals in Arithmetic. George L. Paley. Ninth Yearbook CMAA 125-129. 1939.

A discussion of the question of accuracy as it applies to the teaching of arithmetic; devices in drill; individual differences; short-cuts in arithmetic.

Students Can Be Taught to Like Arithmetic. R. Robert Rosenberg.
Bus Ed World 19:512-514. February, 1939.

Ways to create and maintain interest in business arithmetic.

ARITHMETIC (BUSINESS AND COMMERCIAL)

Comments on the Teaching of Business Arithmetic. Esther P. Armstrong. Bal Sheet 21:154-156. December, 1939.

Admitting that the business arithmetic course seems to lack prestige, the author declares motivation to be the only way to solve the problem and help the students help themselves; some devices the author has used in her classroom to arouse interest in business arithmetic.

A Final Examination in Business Mathematics. R. Robert Rosenberg.
Bus Ed World 19:423-425. January, 1939.

A practical final test for students in business mathematics.

How the Teaching of Business Organization and Management May Be Improved by a Combination with Commercial Arithmetic. Ralph E. Newcomb. Fifth Yearbook NCTM 161-169. 1939.

What the combination (mentioned in the title) would accomplish; what has been accomplished in the Rochester (New York) Schools; correlating arithmetic with the unit on forms of ownership and the unit on finance.

Improvement of Classroom Teaching in Business Arithmetic. Charles E. Cook. Twelfth Yearbook ECTA 83-88. 1939.

"Changing the place of the course from the ninth to tenth year, after general business and before bookkeeping, seems to have bettered the conditions which caused arithmetic to seem meaningless to students."

Improvement of Classroom Teaching in Business Arithmetic in the Private Business School. Francis G. Allen. Twelfth Yearbook ECTA 89-93. 1939.

Refuting the idea that arithmetic is no longer necessary in this age of machine calculators, etc.; fundamentals underlying business problems and connection of this knowledge with economic and social relation of business; what material shall be used; how it is to be presented; testing methods to be used.

Teaching Pupils How to Solve Problems in Commercial Arithmetic. George H. VanFuyt. Ninth Yearbook CEANY 25-31. 1939.

How to teach pupils to solve problems; factors to be considered in problem-solving; examples and explanations of the discussion.

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ARMSTRONG, J. EVAN

The Outlook of Private Business Educators. Bus Ed Dig 3:253-255. November, 1939.

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19:301-303. January, 1939.

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Follow-up in the Office Training Course. Occupations 17:409-412.
February, 1939.

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234-240. 1939.

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Methods and Pitfalls in Consumer Education. The Clearing House
14:75-79. October, 1939.

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Junior College Secretarial Training. Junior College Journal 10:147-
161. November, 1939.

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Aiding Job-Seeking Youth. Nat Bus Ed Quar 7:13-18. Summer, 1939.

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19:379-381. January, 1939.

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ing in the Private Business School. Twelfth Yearbook ECTA 45-53.
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19. January and February, 1939.

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January, 1939.

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February, March, April, and June, 1939.

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Journ Bus Ed 14:11-12. February, 1939.

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Social Security and its Place in Bookkeeping. Ball St Comm Journ
10:3-7. May, 1939.

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How We Teach Retail Selling. Bus Ed World 19:347-350. March, 1939.

BOOKKEEPING

Bookkeeping in a Small Town. Meta Beardsley. Journ Bus Ed 15:15-16.
December, 1939.

"The problem of this study was to ascertain the bookkeeping practices of professional and non-retail businessmen in a small town, and to point out the implications for the teaching of bookkeeping in secondary schools."

The Contribution of Bookkeeping to Personal Financial Management.
George Thomas Walker. Nat Bus Ed Quar 3:21-24,32. Winter, 1939.
Discussion of three phases of money management that should be in every personal finance plan: Balancing of incomes and expenses, wise distribution of expenses, reasonable savings plan for the future.

A Defense of Bookkeeping and Bookkeeping Teachers. V. M. Hubert.
Bal Sheet 20:201-204. January, 1939.

A discussion of the cultural and vocational arguments for bookkeeping; new ideas and theories relating to personal-use bookkeeping.

First Year Bookkeeping in High School. Kelsey C. Atticks. Journ Bus Ed 14:13-14,18. May, 1939.

Discussion of the pros and cons of the balance sheet approach to bookkeeping; some fallacies in the balance sheet approach and how to overcome them.

A High School Course in Machine Bookkeeping. L. S. Brooks. Journ Bus Ed 14:23-24. February, 1939.

Machine bookkeeping in place of advanced bookkeeping is suggested; discussions of teaching use and care of machines, initial learning steps, standards of achievement, and results of author's experience.

Hints on Homework. Harry Kayes. Ninth Yearbook CEANY 16-19. 1939.

The author answers these questions: Of what value is homework in bookkeeping to the teaching process? How should the teacher set about the task of preparing the homework assignment? How should the homework assignment be presented to the pupil?

A History of High School Bookkeeping Objectives. Ethel Brock.
 Monograph 46. South-Western Publishing Company. December, 1939.
 A study to produce an accurate record of the objectives of
 high school bookkeeping since 1893.

Personal Use versus Vocational Bookkeeping. Floyd W. Hancock.
 Bus Ed World 20:297-299. December, 1939.
 "Bookkeeping, if properly taught, should combine the personal
 use values along with the vocational values, rather than stress
 either of these separately."

Problems of Teaching Bookkeeping in Smaller Schools. F. C. Selby.
 Bus Ed Dig 3:99-102. March, 1939.
 An article centering around the discussion that "small high
 schools have poorer paid teachers, a probable lower type stu-
 dent, smaller classes, and different occupations found in the
 community, than in the large schools"; thus, a difference in
 illustrative material and types of bookkeeping taught.

Records, An Essential and Interesting Part of a Course in Grade 10
 Bookkeeping. W. B. Schoales. The School 28:52-55. September, 1939.
 How to present various kinds of records in the bookkeeping class;
 history of records and its importance as an aid in teaching
 modern bookkeeping.

Reorganizing the First Course in Bookkeeping. Clinton M. File
 Journ Bus Ed 14:15-16. March, 1939.
 This article attempts to answer these questions: Is there a
 real need for reorganizing the traditional first course in book-
 keeping whether it is offered for one or two semesters? If so,
 how can the course be efficiently reorganized and still maintain
 its proper place in the business curriculum?

Social and Personal Use Value of Bookkeeping. Everett Royer. Ball
 St Comm Journ 11:15-18. November, 1938.
 "The school can and should combine social education and education
 for personal use"; the author offers suggestions to high school
 administrators for developing commercial courses which will have
 greater vocational preparation and social adjustment values than
 the shorthand and bookkeeping courses.

Socialized Bookkeeping versus Vocational Bookkeeping. M. L. Landrum.
 Bal Sheet 20:247-249. February, 1939.
 Different points of view on bookkeeping from the socialized and
 vocational groups; Mr. Landrum suggests in this article that
 bookkeeping remain fundamentally a vocational subject.

Social Security and its Place in Bookkeeping. Fred Bogart. Ball St
 Comm Journ 10:3-7. May, 1939.
 A discussion of the various titles of the Social Security Act;
 how the Act pertains to the teaching of bookkeeping.

Social Values of Bookkeeping. Earl Clevenger. Journ Bus Ed 15:13-14. September, 1939.

Some of the social values in bookkeeping as compared with the vocational values; need for simple record-teaching; general vocational value of bookkeeping.

Teaching Students to Interpret Business Records. P. W. Cutshall. Bus Ed Dig 3:102-105. March, 1939. (see Records)

BOOKKEEPING--TEACHING METHODS

Bookkeeping Techniques at Rockford, Illinois. H. Trautman. Journ Bus Ed 15:11-12. October, 1939.

New objectives of bookkeeping and how they helped to improve instruction in bookkeeping in Rockford (Illinois) High School.

Effective Teaching Procedures in Bookkeeping. George S. Murray. Fifth Yearbook NCTP 176-181. 1939.

A written problem-solving project; theory of "learning by doing"; supplies; presentation; difficulties and their remedies.

Good Bookkeeping Instruction Should Contribute to Efficient Management of Personal Finances. Earl Clevenger. Nat Bus Ed Quar 8:17-20, 37, 40. Winter, 1939.

"Beginning bookkeeping cannot be vocational from the standpoint of presenting materials in the form found in business offices." Mr. Clevenger explains how the complete cycle can be easily taught through personal records, using materials relating to the individual student.

Good Teaching Procedures in Bookkeeping. Jerome H. Kopecky. Fifth Yearbook NCTP 182-187. 1939.

Organization of teaching plans; making the assignment; classroom procedures; touching of practice sets; testing; marking and grading.

Improvement of Classroom Teaching in Advanced Bookkeeping. Edwin M. Brown. Twelfth Yearbook NCTA 30-44. 1939.

"Improvement is dependent on: Aims of instruction, as stated by the course of study, and the attitudes of the individual teacher toward those aims"; discussion of previous preparation of pupil and teacher, procedures, motivation, and textbooks.

Improvement of Classroom Teaching in Advanced Bookkeeping and Accounting in the Private Business School. John S. Bethell. Twelfth Yearbook NCTA 45-53. 1939.

The author recommends adherence to the following plans as an aid in teaching accounting: (1) Treat pupils as employees, not students, (2) overcome aversion to arithmetic, (3) use personal accounting experience to aid in teaching, and (4) use of charts of progress.

Improvement of Classroom Teaching in Elementary Bookkeeping. Edward L. Cooper. Twelfth Yearbook BCTA 23-32. 1939.

This article reveals that improvements will come when bookkeeping principles function for personal use; a description of a course in personal bookkeeping with course content.

Improvement of Classroom Teaching in Elementary Bookkeeping in the Private Business School. Clifford H. Gorman. Twelfth Yearbook BCTA 33-37. 1939.

Suggestions to encourage the student to think in terms of records that constitute the basis for financial statements, thereby helping him to think in terms of management action; justification of bookkeeping in private schools solely on vocational grounds; teaching elementary principles by emphasizing the fundamental equation.

Improvement of Classroom Teaching of Bookkeeping for Personal Use. P. Meyers Heiges. Twelfth Yearbook BCTA 54-59. 1939.

An article advocating that the teacher keep the traditional points in view which emphasize management and analysis.

The Introduction, Development, and Closing of Capital Accounts. Nathan Goldstein. Ninth Yearbook CEANY 3-6. 1939.

This article emphasizes the importance of developing a proper concept of capital and show definitely its relationship to the assets.

A Method of Introducing the Recording of Sales and the Cost of Goods Sold. James J. Weingarten. Ninth Yearbook CEANY 8-11. 1939.

The use of an analysis of the familiar purchase transaction to demonstrate the logic of recording the unfamiliar sale transaction by means of two sets of entries. An attempt to "bridge the gap between the known and the unknown."

An Objective Device for Summarizing Deferred and Accrued Items, Depreciation, and Bad Debts. Jerome A. Kramer. Ninth Yearbook CEANY 19-24. 1939.

A lesson plan developed to show the need for and the method of taking into account deferred income at the time the books are closed. Application of the plan to deferred expense, accrued expense, accrued income, depreciation, and bad debts.

Teaching How to Close the Ledger. Anthony E. Gilsdorf. Bal Sheet 20:211-212. January, 1939.

An article which shows, step by step, the procedures for simplifying the teaching of how to close the ledger.

The Teaching of Accruals. Sterling Surrey. Bal Sheet 20:402-403. May, 1939.

An article showing that the subject matter of accruals may be made rather a simple matter by resorting to an analogy to sales or purchases on account which the students understand; journal entries describing this method.

Teaching the Closing Processes in High School Bookkeeping Classes. Marlan J. Randall. *Bal Sheet* 21:100-104,135. November, 1939.

Description of a method of teaching closing processes that will enable the students to understand the work they are doing so that they will not have to resort to memorization.

Teaching the Work Sheet. James P. Johnson and George Thomas Walker. *Bus Ed World* 19:653-657. April, 1939.

Reasons for postponing the presentation of the work sheet until the student has studied the adjusting and closing process.

The Use of Objective Material in Teaching Bookkeeping. Nathan H. Spector. *Ninth Yearbook CEANY* 14-16. 1939.

A demonstrated lesson on the use of objective devices, applying them to a particular lesson in bookkeeping.

The Work Sheet--Is it Necessary? Paul W. Cutshall. *Bal Sheet* 20:396-401. May, 1939.

The disadvantages and confusions of the work sheet; a proposal of "an alternate plan which requires less than half the time and effort and accomplishes as much."

Tie-up of Bookkeeping Records with Source Materials in a Second Term Bookkeeping Class. Morris E. Banner. *Ninth Yearbook CEANY* 11-13. 1939.

How the teachers of Washington Irving High School (New York City) have made an attempt to meet the need of tying up bookkeeping records with source materials.

A Unique Way of Presenting the Bookkeeping Cycle to Vocational Bookkeeping Classes. R. H. Richards. *Nat Bus Ed Quar* 7:33-41. Summer, 1939.

Some practical suggestions for those who are confronted with the problem of how best to present a complete picture of the bookkeeping cycle to beginning students.

Unitary Organization of the Bookkeeping Course for the Improvement of Classroom Teaching. James G. Brigham. *Twelfth Yearbook ECTA* 60-65. 1939.

Values of unitary organization which include: (1) discovery of objectives, followed by selection of subject matter, and (2) study of unit involving exploration of present knowledges.

Vitalizing Bookkeeping. P. V. Unzicker. *Bus Ed Dig* 3:103-110. March, 1939.

"Bookkeeping is a vital subject and it needs to be vitalized. The apparent answer is through the introduction of materials vital to the student, the elimination of the strictly vocational objective except for the selected few, and the adoption of the wider desirable outcomes suited to the needs of all." Mr. Unzicker lists seven ways to vitalize the bookkeeping course.

BOOKKEEPING--RESEARCH

The Contribution of Research to Achievement in Bookkeeping. Milton Youngwood and others. Ninth Yearbook CEANY 42-64. 1939.

Objectives for the teaching of bookkeeping; requirements for business; use of job analyses; college credit for high school work; articulation of high school bookkeeping and college accounting; civil service preparation; follow-up studies; list of bookkeeping achievement tests.

Summary of Research in Bookkeeping. Earl Clevenger. Bus Ed World 19:568-587. March, 1939.

Bibliography of selected theses on bookkeeping.

BOOKKEEPING--TESTS

Values and Uses of Tests for the Improvement of Classroom Teaching in Bookkeeping. Alger A. Davis. Twelfth Yearbook CEANY 73-79. 1939.

Duties of teachers regarding testing; discussion of various kinds of tests; how tests can best be used.

BOTSFORD, FRANCIS R.

Handmade Classroom Equipment. Ball St Comm Jour 10:8-9. February and March, 1939.

BOWMAN, WALLACE E.

Improvement of Classroom Teaching in Office Practice for Secretarial Majors. Twelfth Yearbook NCTA 225-229. 1939.

The Teaching of Transcription. Nat Bus Ed Quar 8:21-23. Fall, 1939.

BOWSER, HARRY M.

Personality and Salesmanship. Bus Ed World 20:305-306. December, 1939.

This Thing Called Salesmanship. Bus Ed World 10:745-747. May, 1939.

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Bibliography on Money Management for High School and Junior College. Nat Bus Ed Quar 8:41-47. December, 1939.

Money Management in the Public Schools. Nat Bus Ed Quar 8:9-12. Winter, 1939.

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State Certification of Teachers of Business Education. Bulletin 16 NACTE. May, 1939.

Shorthand in Secondary Schools. Bus Ed Dig 3:153. May, 1939.

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A History of High School Bookkeeping Objectives. Monograph 47. South-Western Publishing Company. December, 1939.

BROOKS, L. S.

A High School Course in Machine Bookkeeping. Journ Bus Ed 14:23-24. February, 1939.

BROWN, BISHOP

Recent Development in Training of Distributive Occupations Under the George-Deen Act. Bal Sheet 21:52-54, 95. October, 1939.

BROWN, CHARLES A.

Administrative Control of Business Education. Bal Sheet 21:62-64. October, 1939.

BROWN, EDWIN M.

Improvement of Classroom Teaching in Advanced Bookkeeping. Twelfth Yearbook ECTA 38-44. 1939.

BROWN, LYNDON O.

Economics as a Basis for Business Training. Education 59:367-373. February, 1939.

BUCKLEY, HAROLD B.

Activities of a Supervisor for the Improvement of Classroom Teaching in Introduction to Business. Twelfth Yearbook ECTA 200-206. 1939.

BURGHART, RUSSELL S.

Error Patterns in Typing. Ball St Comm Journ 11:2-8. November, 1939.

BUSINESS AND EDUCATION

Adapting Business Education to Local Conditions. Marguerite D. Fowler. Bus Ed World 19:624-626. April, 1939.

The need for changing vocational training programs because of revolutionary changes in business; how a study of major changes in business offices in Louisville, Kentucky, brought about revision of curricula which makes for more vocational efficiency of the graduates.

An Employer Evaluates High School Graduates. Jennie A. Russ. Journ Bus Ed 14:22. May, 1939.

Advice to teachers of business subjects from a supervisor's experience in handling high school commercial graduates.

Business Looks to the Schools. Paul A. Mertz. Bus Ed Dig 3:132-136. May, 1939.

"Business looks to the schools to keep themselves informed on the requirements of business in general and of the specific vocations for which beginners in that vocation are employed; to give guidance to students in their vocational choices; to develop those attitudes, habits, skills, appreciations and knowledge essential to a successful job performance and business association; to assist them in the continued training of the adult who already is in a job."

Businessmen Demand--Or Do They? Blake W. Spencer. Bus Ed World 20:179-181. November, 1939.

The utility of establishing a generalization conclusion of what the businessman wants through surveys. Mr. Spencer says, "There are as many demands for business as there are businessmen making demands," and in this article suggests ways of solving this ever-present problem of local placement.

Can the Home Town Girls Make Good? Hal Hall. Journ Bus Ed 14:9-10. February, 1939.

This article attempts to show the salary needed for an adequate standard of living and qualifications necessary in earning such a salary.

Developing Vocational Competency in Business. Harvey A. Andruss. Bus Ed World 19:448-450. February, 1939.

"Education for business must include an opportunity for the display of vocational competency in a practical situation. Business education in its development must preserve the practical atmosphere of the office and store that characterize the apprenticeship system."

Human Relations in Business. Jay W. Miller. Journ Bus Ed 15:19-20. September, 1939.

An experiment at Goldey College, Wilmington, Delaware, with a course in Human Relations in Business.

Increasing the Marketability of Our Product. Ruth J. Plimpton. Bus Ed Dig 3:166-167. May, 1939.

An investigation made by the author of large firms' requirements and reasons given for setting standards in the office.

The National Clerical Ability Tests From a Businessman's Point of View. G. L. Harris. Bus Ed Dig 3:325-326. December, 1939.

"The extreme value of the tests is bringing the properly trained pupils to employers' attention and weeding out the poorly-prepared and inefficient."

Occupational Training for Business. McKee Fisk. Bal Sheet 21:103-112, 141. November, 1939.

Dispelling the idea that "business has arrived"; that nothing needs to be done except keep the program well-oiled. "There are many problems with different implications for different situations,

with progress depending upon each teacher as he attacks these problems in the light of his own peculiar conditions."

The Qualification Factor in Successful Office Employment. Hilton D. Shepherd. Journ Bus Ed 15:15-16. November, 1939.

Data collected from businessmen by the North Texas State Teachers College pertaining to qualifications they expect workers to have, and suggestions to the college for curriculum revision. Valuable as first-hand ideas of what employers want.

The Relationships of Business Education to Business. Reyno F. Bixler. Ball St Comm Journ 10:9-14. November, 1939.

"Business education and business must work together." The author asks the question, "How has the school assumed its responsibilities in the past and what does the businessman expect?" This question is answered by employers, and the traits given which businessmen regard as most important.

Specific Demands Which Businessmen Make of Our High School Graduates. J. E. Zimmerman. Bus Ed Dig 3:85-89. March, 1939.

A discussion of the qualifications a businessman has in mind when he asks: Can this boy or girl make money for me by doing the work to which he will be assigned? Can this graduate carry on and extend the fine service this institution has to offer?

Taking the Classroom into the Business Community. Loyal D. McKeel and Dorothy Shiley. Nat Bus Ed Quar 7:17-21. Summer, 1938.

How an integrated program is working in Roslyn, New York; excellent suggestions for making commercial education function in a new way by bringing together several phases of the youngster's education to bear upon his interest in commercial subjects.

Tomorrow's White Collar Workers. Roscoe C. Ingalls. School Executive 59:13-14. March, 1939.

"Skills training courses as now given in high school business curriculums should, for metropolitan areas at least, be moved to the junior college level."

BUSINESS EDUCATION

Administrative Control of Business Education. Charles A. Brown. Bal Sheet 21:62-64. October, 1939.

The relation of the board of education to the school and community; a description of a commercial set-up offering secretarial, book-keeping and general courses.

An Appraisal of Business Education. F. G. Nichols. Bus Ed Dig 3:137-141. May, 1939.

"Business education in its traditional form stands today exactly where the classics, modern languages, formal mathematics, history and natural science stood at the turn of the century--on mighty doubtful ground because of its friends and sponsors who consistently combat all effort to keep it dynamic and wholly responsive to changes in economic, social, and educational theory and practice."

Articulation of Business Subjects in High Schools and Colleges in Illinois. Donald P. Mulvihill. Bul Sheet 21:100-163. October 1939.

A study describing high school business subjects in Illinois, also college business subjects; comparison of the content of high school and college business courses; four kinds of articulation for the three technical business subjects.

Business Education and Its Relation to Pupils. Alfred H. Quinette. Bul Sheet 20:540-555. April, 1939.

Responsibility of the schools in giving information about various jobs; attitudes of teachers toward abilities of students enrolled and the reflection that the school is supported by taxation for everyone's children; how training in commercial subjects for personal use should be given; facing the fact that the high school is the end of the training period for many and that students must be prepared vocationally for life.

Business Education and the New Social Order. Frederick E. Wesson. Journ Bus Ed 15:20,24. April, 1939.

"It is not the purpose of this article to analyze the merits of these opposing ideologies (individualism on the one hand and collectivism on the other), but to consider their implications for the business education teacher who often finds himself torn between conflicting opinion while trying to teach in an ever-changing social order."

Business Education by WPA. Josephine Neubauer. Journ Bus Ed 14:21. May, 1939.

The WPA commercial education program in the Chicago area; a survey of the commercial work offered in the Chicago area by the WPA for the period from February, 1936, to March, 1937.

Business Education Changes of a Quarter Century. Louis A. Rice. Bus Ed World 20:15-16. September, 1939. First in a series.

A picture of business education in 1914; the many improvements made during the 25 years and their effects on modern business schools.

Business Education Changes of a Quarter Century. Louis A. Rice. Bus Ed World 20:111-113. October, 1939. Second in a series.

A look backward in business education; reasons for coming and going of courses in business education; higher standards of various business schools and their relationship with the high schools.

Business-Education Criteria in Classroom Situations. McKee Fisk. Proceedings of the University of Chicago Conference on Business Education. 1939.

Business-education criteria in relation to teaching-learning situations in the classroom.

A Challenge to Business Education from the South. Benjamin F. Davis. Bal Sheet 21:22-23. September, 1939.

"Along with the suddenly industrialized South comes a great need for business education in the traditional high school, as well as programs of co-operative training in diversified occupations and distributive education as outlined by the authors of the George-Deen Act." Thus, a challenge to business educators.

Current Problems in Business Education. M. E. Studebaker. Ball St Comm Journ 10:17-19. February and March, 1939.

Outcomes of the sectional meetings at the 19th Annual Invitational Conference of Indiana Business Teachers at Ball State Teachers College, February 10, 1939. This article includes discussions of office machines, shorthand, typing, supervisors, general business, bookkeeping.

Education for Democracy. Adrienne V. Scott. Journ Bus Ed 14:21-22, 25. November, 1939.

The author contends that the law class is the most logical place to educate for democracy; reasons for the assumption.

Education for Work. Herbert A. Tonne. Bus Ed World 19:905-908. June, 1939.

Comments on the results of the New York State Regents Inquiry as it deals with job training; taking exception to its critical attitude toward business education as it seems to confuse "general vocational training with specific job training"; presenting the study's recommendations and suggesting the limitations of such a course.

Is Business Education Progressive? Cecil Puckett. Journ Bus Ed 15:9,20. November, 1939.

The influence of the new social order on the schools; the author contends that business education subject matter is definitely progressive and admits the shortcomings of usual procedures and organization of subject matter.

Lest We Forget. Blake W. Spencer. Bal Sheet 20:342-343. April, 1939.

A protest to the placing of business education above the high school level except for personal use. The author says that a foundation is needed upon which to build vocational efficiency, "lest we forget the high school pupil who is not taking college entrance courses."

Lost Horizons and Business Education. Robert E. Slaughter. Nat Bus Ed Quar 8:17-20,40-42. Fall, 1939.

Four implications of a new horizon of social and economic planning for business education of tomorrow as discussed under the following heads: (1) Anchoring a philosophy of business education for the future, (2) tomorrow's teacher of business subjects, (3) subject matter for business education of tomorrow, and (4) vocational and social guidance.

Perils and Promises of Business Education. Vierling Kersey. Bus Ed World 19:443-444. February, 1939.

"Business education in the high school faces certain clearly defined perils, but at the same time it holds promises that are equally defined."

The Place of Business Education. A. C. Argo. Bal Sheet 21:116-118. November, 1939.

The change in attitude in California toward fundamental subjects; the stressing of social relationships taught through a "core" curriculum; list of topics contributed from the field of business education which should be placed in this "core" curriculum.

Prognosis in Business Education. E. G. Blackstone. Bus Ed World 19:533-536. March, 1939.

Some of the defects in present prognosis in business education; general discussion of prognostic testing; need for further research in prognosis in business education.

The Purposes of the Commercial Courses in High School. F. L. Voiland. Bal Sheet 21:65-66, 96. October, 1939.

"The commercial department.....exists because a majority of our taxpaying and school supporting parents cannot afford to send their children to college"; how the commercial department should serve the needs of these children.

The Regents Inquiry Into the Character and Cost of Public Education in New York State--1935-1938. Irving Rosenblum. Ninth Yearbook CEANY 31-35. 1939.

An inquiry to determine what the educational system of the state is accomplishing; to see how well the program fits the needs of today; to determine the costs as they are and as they should be; and to aid in the revision of the fundamental policies of the state educational system.

The Status of Commercial Education in the Public Senior High Schools of Milwaukee. W. H. Jordan. Bal Sheet 20:393-395. May, 1939.

The development of commercial education in Milwaukee; a survey of the teachers of business in the senior high schools of that city, including qualifications, sex, marital status, teacher load, subjects taught, salaries, etc. Results shown on tables, usable as basis of comparison with other sections of the country.

The Vocational Issue in Business Education. Howard A. Campion. Bus Ed World 19:621-623. April, 1939.

An answer to five arguments for pushing occupational preparation up and out of the high school--admission that there is a place for both; the special advanced vocational school and the vocational business curriculum in the high school; a recognition that for many persons the high school is the "people's college."

BUSINESS EDUCATION--AIMS AND OBJECTIVES

Changing Times, Changing Aims. Edward D. Kramor. Bal Sheet 20:261-262. February, 1939.

The evolution of the teaching process in the commercial field; suggestions for teaching commercial subjects to meet changing social and economic conditions.

Objectives in High School Business Subjects. Ernest A. Zolliot. Bus Ed World 19:343-346. June, 1939.

The importance of the teacher's self examination as to aims and objectives of subjects taught; eight possible objectives which may pertain to business subjects in varying degree.

Problems Underlying the Formulation of Objectives in Commercial Education. Gordon Kaiser. Ninth Yearbook CEANY 1-4. 1939.

Varying philosophies of objectives of experts in commercial education; existing conflicts in educational philosophy.

BUSINESS EDUCATION--RESEARCH

Suggestions for Research in Business Education. Benjamin R. Haynes and Clyde W. Humphrey. Bus Ed World 19:389-390. January, 1939.

Sixty-three suggested research topics in business education.

BUSINESS EDUCATION--TEACHING METHODS

Organization of Methods Courses at Whitewater State Teachers College. Paul A. Carlson. Proceedings of the Twelfth Conference of the NACTTI Bulletin 17. Page 16. 1939.

How methods courses are organized in the State Teachers College, Whitewater, Wisconsin.

BUSINESS EDUCATION--TRENDS

The Next Great Step Forward in Commercial Education. Lee A. Wolfard. Journ Bus Ed 14:11-12. June, 1939.

"We must train for technical efficiency, as we have been doing for a score of years and more. We dare not do less here. But we must build in the realm of the spirit; herein lies our next great achievement."

Some Current Trends in Business Education. R. E. Slaughter. Bal Sheet 20:196-200. January, 1939.

Trends in business education relative to (1) general status, (2) underlying philosophy, (3) curriculum, and (4) administration and instruction.

BUSINESS ENGLISH AND CORRESPONDENCE

An Approach to Teaching Creative Letter Writing. Carl Baether. Bus Ed World 19:544-546. March, 1939.

Use of practical cases in teaching business letter writing; discussion of qualities of a good letter; incentives to prompt students to want to write.

Bread-and-Butter Grammar. Elizabeth E. Frank. (English Journal--High School Edition--December, 1939 853-855) Abstracted in the Bus Ed Dig 3:271. November, 1939.

How need for good grammar was brought to the attention of high school graduates preparing for business careers; what was done to help them solve their problems in grammar.

Broadening the Course in Commercial Correspondence. Carl Maether. Journ Bus Ed 14:21-22. June, 1939.

New ways to make the business letter writing course effective; use of actual situations in teaching letter writing.

Cost and Control of Business Letter Writing. Benjamin R. Haynes and Irel V. Whitmore. Bus Ed Dig 3:336-337. December, 1939.

An analysis of the actual cost of sending business letters; methods of control of waste.

Methods of Meeting Problems of Oral and Written Communication. Daniel F. O'Shea. Fifth Yearbook NCTE 169-175. 1939.

Meeting problems of oral and written communication through grammar review, letter correction and revision, original letter writing, filing and indexing.

What Shall We Do About Written Expression? Nellie L. Herrick. Journ Bus Ed 14:17-19. March, 1939.

Suggestions for using the typewriter for English improvement; composing on the typewriter.

BUSINESS LAW

All Students Should Study Law. Harold Gluck. Journ Bus Ed 14:14. January, 1939.

Suggesting a "department of law" in our public schools, justifiable because of the tremendous importance of law in today's social order.

Course of Study in Business Law. Solon Gentry. First Yearbook SBEA 103-110. 1939.

General and specific objectives; materials for the teaching of business law; suggested teaching procedures in business law; methods of motivating; measurement of achievement.

Improvement of Classroom Teaching in Business Law. Lloyd H. Jacobs. Twelfth Yearbook NCTA 97-104. 1939.

Importance of teaching law topics which will fall within the life experience of pupils; close coordination between objectives of law and objectives of secondary education; procedure suggestions with emphasis on assignments and motivation; grading.

The Law We Live With. R. Robert Rosenberg. Bus Ed World 20:319-320. December, 1939.

A short list of questions on law valuable as a test for personal knowledge of the subject.

Practical Aspects of Commercial Law. R. H. Ball. Bus Ed World 20:211-212. November, 1939.

Arousing interest in commercial law by building the course on situations with practical value, and a tie-up with the student's home life; comparison of this method with "plodding-through-the-textbook" method.

Projects in Commercial Law. David I. Satlow. Bal Sheet 21:119-141. November, 1939.

The history of projects in commercial law class in the author's high school; suggestions for worthwhile projects.

The Status of Law Instruction in New York City. Adrienne V. Scott. Ninth Yearbook CHAPY 96-100. 1939.

Objectives of the law courses; the student in relation to law course objectives; current trends affecting achievement; checking achievement; conclusions and recommendations of the study.

Teaching Procedures in Business Law. E. R. Mactzold. Fifth Yearbook NCTE 254-255. 1939.

Sources of material aside from textbook; importance of teaching Law of Contracts and Negotiable Instruments.

The Teaching of Commercial Law in Relation to Modern Trends of Education. Wallace M. Evans. Bal Sheet 20:259-260. February, 1939.

"Teachers of commercial law should be critical, both introspectively and retrospectively, in order to determine how they are going to fit into the program of integrated education."

Vitalizing the Teaching of Business Law. Edward M. Kanzer. Twelfth Yearbook ECTA 106-109. 1939.

Suggestions for revisions in content.

What Do You Know About Business Law? R. Robert Rosenberg. Bus Ed World 20:147-148. October, 1939.

A short list of questions on law, valuable as a test for personal knowledge of the subject.

Why Teach Business Law? Harold E. Hyde. Journ Bus Ed 14:12. May, 1939.

"Commercial law does have real value for the students taking it, not only from a vocational but a social standpoint as well."

BUSINESS SCHOOLS

An Analysis of the Organization, Administration, and Function of Private Business Schools. Jay W. Miller. Bal Sheet 21:157-159, 192. December, 1939.

Summary of a study made to show present status of these schools; interpretation of the data as related to the organization, administration, and function of the schools; the extent of the movements in this field of education.

Budgeting a Business College's Expenses. Bruce Gates. Bus Ed Dig 3:25-26. March, 1939.

The only course to follow in order to have money left at the end of the year; a table of percentages for various needs, based upon a period of 15 years.

Is There a Place for the Private School? G. G. Weaver. Ninth Year-book CEANY 166-170. 1939.

Services rendered by the private school toward the educational pattern of large urban areas; certain advantages of the private school.

Selecting the Prospect. Harry G. Forster. Journ Bus Ed 14:11-12. January, 1939.

The problems of the private school in selecting the prospect; a study of the prospect and his fitness.

Taxation and the Business School. G. A. Spalding. Bus Ed Dig 3:124-126. March, 1939.

Stressing the importance of teaching taxation in the business school.

The Outlook of Private Business Educators. J. Evan Armstrong. Bus Ed Dig 3:253-255. November, 1939.

How private business schools need to change to keep abreast of the times; recommendation of a broader and longer training program and cooperation with public educators in business education.

What May the Private Commercial Schools Anticipate During the Next Five Years? Claude W. Stone. Bus Ed Dig 3:22-25. March, 1939.

The liabilities and assets of the private business school; Mr. Stone admits that the business schools will prosper or decay according to the energy and brain power back of them.

BYE, EDGAR C.

Field Work of a Teachers College. Bus Ed World 19:457-459. February, 1939.

CAMPION, HOWARD A.

The Vocational Issue in Business Education. Bus Ed World 19:621-623. April, 1939.

CANSLER, RUSSELL N.

What About Our Commercial Graduates? Journ Bus Ed 14:9-10. January, 1939.

CARLSON, PAUL A.

Organization of Methods Courses at Whitewater State College. Proceedings of the Twelfth Conference of the NACTTI. Bulletin 17. Page 15. 1939.

CASSELLS, JOHN M.

Clarifying Our Concepts of Commercial Education. Nat Bus Ed Quar 8:13-14, 33-34. Fall, 1939.

CHADWICK, R. D.

Business Management at Duluth. Junior College Journal 9:474-476. May, 1939.

CHAPMAN, CAROLYN

Experience Beyond the Classroom. Nat Bus Ed Quar 8:25-26, 42-44. Fall, 1939.

CARMICHAEL, VERNAL H.

Suggested Course Content for Office Machines Courses in Small, Medium and Large Schools. Bus Ed Dig 3:55-57. March, 1939.

CHASE, LENOX E. (and others)

Improvement of Classroom Teaching Economic Geography. Twelfth Yearbook NCTA 179-184. 1939.

CHEE, JANE E.

New Trends in the Teaching of Typewriting. Bus Ed World 19:629-631. April, 1939.

What Character or Personality Training Can Be Done in College by Classroom Instructors? Bus Ed Dig 3:115-117. March, 1939.

CLERICAL PRACTICE (see Office Practice)

CLEVENGER, EARL

Enrichment of the Commerce Curriculum. Bal Sheet 20:213-214. January, 1939.

Good Bookkeeping Instruction Should Contribute to Efficient Management of Personal Finances. Nat Bus Ed Quar 3:17-20, 37-40. Winter, 1939.

Social Values of Bookkeeping. Journ Bus Ed 15:13-14. September, 1939.

Summary of Research in Bookkeeping. Bus Ed World 19:565-567. March, 1939.

CLUBS

The Club Ritual for Initiation. Robert H. Scott. Bus Ed World 20:235-236. November, 1939.

The Commercial Law Club. Col. Fitz-Bugh. Bus Ed World 19:383-385. January, 1939.

Ways to organize a commercial law club; suggestions for club activity.

Developing Appreciations Through a Travel Art Club. Lillian P. Manney. Ninth Yearbook CEAFF 145-146. 1939.

The activities of such a club which was organized for high school

commercial students who had very little opportunity for developing artistic expression or appreciation.

Developing More Commercial Club Members. James C. Snapp. Bus Ed World 20:63-65. September, 1939.

How to develop initiative in those members who especially need it by participation in various ways; typical programs; how to promote better attendance.

Dramatics for Commercial Clubs. Robert H. Scott. Bus Ed World 19:509-511. February, 1939.

A list of plays, publishers, dramatic periodicals, books for playwrights, and national dramatic organizations for use in the commercial department.

CORTES, T. H.

A College Course in Consumer Business Education. First Yearbook SBEA 40-56. 1939.

Course of Study in Consumer Business Education--The Status of and Trends in Consumer Business Education in the South. First Yearbook SBEA 19-25. 1939.

CORRIGAN, MARGOLD

The Contribution of Research to Elementary Business Training. Ninth Yearbook CEANY 84-86. 1939.

COLEMAN, J. H.

Some Basic Problems of Consumer Education. The Clearing House 13: 389-395. March, 1939.

COLLINS, HAZEL E.

Office Practice in a Four-Lane High School Business Program. Journ Bus Ed 15:15-16. October, 1939.

Units of Instruction for Office Practice. Journ Bus Ed 15:19-20. November, 1939.

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Contests--and More Effective Students. Ball St Comm Journ 10:9-10. May, 1939.

COMMERCIAL EDUCATION (see Business Education)

COMMERCIAL LAW (see Business Law)

CONSUMER EDUCATION

Adolescent Motives as a Factor in Consumer Education. Theodore A. Sherman. Bal Sheet 20:345-347, 364. April, 1939.

Adolescent Motives and emotions upon which can be based teaching for more practical values in consumption.

Buymanship and the Demands of the Businessman. Robert E. Pinch.
Bus Ed Dig 3:39-42. March, 1939.

A summary of the thoughts of 200 businessmen, large and small, throughout the country, on their opinions as to whether the public school should teach intelligent buying of goods and services.

Clarifying Our Concepts of Consumer Education. John H. Cassels.
Nat Bus Ed Quar 8:13-14, 33-34. Fall, 1939.

A discussion of the four typical concepts of consumer education: (1) buymanship concept, (2) personal economics concept, (3) social economics concept, and (4) the general education concept.

Consumer Education. Russell Dixon. Fifth Yearbook NCIE 211-216. 1939.

Merits of the position of consumer education in the commercial division; chief disadvantage is tendency to view it as a more technical course; the author says that "probably the only solution is a central orientation course for exploring nature and meaning of consumption and at the same time adapting all other courses to the larger needs of intelligent consumption."

Consumer Education in Commercial Education. Paul L. Salsgiver.
Bal Sheet 21:4-6. September, 1939.

Various views of consumer education and its three objectives; the author contends that no one department can teach consumer education best; suggested way to include consumer education in the business department through the core curriculum.

Consumer Education in North Central Schools. B. J. Rivett. North Central Association Quarterly 13:534-540. April, 1939.

A survey of consumer education in the North Central Schools of the United States.

Consumer Education in Fresno Technical School. Winona H. McGuire.
Bal Sheet 20:295-297. March, 1939.

What are some practical classroom procedures which will contribute toward a desirable shaping and modifying of consumers' wants? Miss McGuire gives many helpful suggestions to teachers in this article.

The Consumer Movement and Consumer Education--Their Relation to Business Education. Earlan J. Randall. (Bulletin on Commercial Education, Whitewater State Teachers College) Abstracted in Bus Ed Dig 3:321-323. December, 1939.

"The consumer movement and consumer education are closely related to business education, and it appears that they may be responsible for causing a shift of emphasis from the traditional producer viewpoint to a new type consumer viewpoint."

Consumers Under Way. D. E. Montgomery. (Survey Graphic Magazine, April, 1939) Abstracted in Bus Ed Dig 3:235-236. October, 1939.

The methods and purposes behind the comprehensive program for consumers which is beginning to develop; the prevailing idea that making money comes first and consumption is left to accident are the odds against which the consumer movement must struggle.

Educated Consumers Make Better Citizens. Donald E. Montgomery. Nat Bus Ed Quar 6:9-10, 29-32. Fall, 1939.

Consumers must be constructive rather than hostile; two standards of consumer education: (1) The inclusion of techniques of critical evaluation and (2) consumer education materials should be scientific and objective.

The Next Steps in Consumer Education. Henry Harap. Bus Ed World 19:718-722. May, 1939.

A report of the Consumer Education Conference held at Stephens College, Columbia, Missouri, April 3-5, 1939; discussion of the problems of consumer education; outcomes of the Conference.

Seven Questions on Consumer Education. Robert L. Frembling. The Clearing House 14:226-230. December, 1939.

In this article the author attempts to answer these questions: Do consumer educators agree on the aim of such a course? Do students usually have an idea of the objectives of consumer education? What is the attitude of the student to the course? What materials other than textbooks are useful to the teacher of consumer education? How much laboratory work should be included in consumer education? Are the reports of consumer organizations desirable classroom material? What about brand goods?

Shore High School Introduces Two Consumer Courses. Robert E. Finch. The Clearing House. 14:80-82. October, 1939.

Discussion of the introduction and development of two one-year consumer business courses in the author's school--one for freshmen and sophomores, the other for juniors and seniors.

Some Basic Problems of Consumer Education. J. H. Coleman. The Clearing House 13:399-393. March, 1939.

Need for consumer education; essentials of real consumer education; responsibilities of individual consumers and citizens as well as teachers.

The Third Era in Consumer Education. O. B. Paulsen. The Clearing House 13:464-465. April, 1939.

"The third era of consumer education may find its greatest strength in the field of adult education, cooperation and government control."

Why Consumer Education? Henry Harap. (Journal of Educational Sociology, March, 1938) Abstracted in the Bus Ed Dig 3:231-232. October, 1939.

"Low incomes and increasing difficulty of maintaining a satisfactory standard of living demands consumer education; misstatements, explicit or implied in various forms of advertising are creating new fears and superstitions; schools must accept responsibility of education for life.

Your Money's Worth in Consumer Education. M. W. Tate (American School Board Journal, September, 1939 21-22) Abstracted in Bus Ed Dig 3:295-296. November, 1939.

Showing conflict between theory and practice in the consumer education program; seven weaknesses of the nature of the program; emphasizing the need for reorganization of curriculum to meet consumer needs.

CONSUMER EDUCATION--AIMS AND OBJECTIVES

Consumer Education Comes to the High School. George Ross Fisher. Bus Ed Dig 3:277-280. November, 1939.

General aims and objectives of consumer education.

How Consumer Education Helps Satisfy the Demands Businessmen Make of Our High School Graduates. James C. Thompson. Bus Ed Dig 3:95-98. March, 1939.

Six objectives that should be instilled in future business workers and managers; major topics for a course in Consumer-Business Problems which partially cover the above-mentioned objectives.

CONSUMER EDUCATION--BIBLIOGRAPHY

Bibliography on Money Management for High School and Junior College. Ann Brewington. Nat Bus Ed Quar 3:41. December, 1939.

Bibliography of high school and junior college textbooks and classroom materials; readings and source material.

CONSUMER EDUCATION--CURRICULUM

A College Course in Consumer Business Education. T. H. Coates. First Yearbook SBFA 40-56. 1939.

Justification; placement in the curriculum; aims and objectives; content; bibliography of articles, unpublished theses, books, and booklets.

Course of Study in Consumer Business Education--A Program for Consumer Business Education in the High School. Parker Liles and Herman L. Ellis. First Yearbook SBFA 24-40. 1939.

Objectives; topics; teaching suggestions and motivating devices; general scope of consumer business education in the high school.

Course of Study in Consumer Business Education--Recognizing the Need for Consumer Education. Herman A. Ellis. First Yearbook SBFA 2-18. 1939.

Stages in the development of Consumer Business Education; justification for a specific course in Consumer Business Education; the present status of the idea of Consumer Business Education.

Course of Study in Consumer Business Education--The Status of and Trends in Consumer Business Education in the South. T. M. Coates. First Yearbook SBEA 19-25. 1939.

The nature and extent of consumer business education offerings in the schools of the twelve southern states from which the SBEA draws its membership; the trends in the field; attitudes of business teachers of the area toward the subject.

A School Program of Consumer Education. J. M. Hanna. Journ Bus Ed 14:21-22. March, 1939.

Definition of consumer education; the role of the whole school regarding the consumer problem; general discussion of content; sources of information; trends in consumer education.

Seventy-one Courses in Consumption. Henry Harap. (School Review, October, 1938 577-596) Abstracted in the Bus Ed Dig 3:233-234. October, 1939.

A critical analysis of a survey made of 71 courses in consumption; what phases of the subject were taught at different levels; source of materials.

CONSUMER EDUCATION--TEACHING METHODS

An Approach to Instruction in Money Management. Gertrude Dicken and Dorothy Simons. Nat Bus Ed Quar 3:29-32. December, 1939.

Necessity for motivation before a young person will voluntarily work out plan for using money; account book and budget are tools to use in making money bring the greatest satisfaction.

The Candid Camera in a Classroom Study of Housing. Edward B. Olds. (The Educational Screen, February, 1939) Abstracted in the Bus Ed Dig 3:229-230; October, 1939.

An example of cooperation between departments of a school on a large school project; ideas for use of a candid camera in the classroom.

Methods and Pitfalls in Consumer Education. Harry A. Becker. The Clearing House 14:75-79. October, 1939.

Methods in consumer education that were found effective; methods which the author has discarded as impractical.

Money Management in the Public Schools. Ann Brewington. Nat Bus Ed Quar 3:9-12. Winter, 1939.

A discussion of the "mammon" mindedness of the average American and how it came about; an outline for a course of study designed to develop a social concept of money.

Teaching Investments in the Secondary School. H. B. Dilley. Journ Bus Ed 15:15-16. September, 1939.

Where to teach investments; some good references on investments; presentation of the subject.

Teaching Management of Personal Finances--A Function of Consumer Education. Max H. Houtchens. Nat Bus Ed Quar 8:25-28. Winter, 1939.

Essential subject matter in the teaching of personal financial management; the author contends that "whether it is taught is much more important than where it is taught; that it is best given by specific courses, but could be given by supplementary work in more general courses."

Why Train for Efficient Management of Personal Finances? Alice L. Smith. Nat Bus Ed Quar 8:15-14,33-34. Winter, 1939.

"It is the school's responsibility to supply the student with knowledge and training in managing his affairs." Discussion of problems such as budgeting, housing, installment buying, savings and investments, etc.

CONTESTS

Commercial Contests--Past, Present, Future. Frederick G. Fox. Bus Ed World 20:301-304. December, 1939.

"There appears to be a general decline in the number of traditional commercial contests. There is a growing interest in newer types of contests which provide greater variety of subjects, more student participation, and which require less time for the teacher."

Contests--and More Effective Students. Robert Colvin. Ball St Com Joun 10:9-10. May, 1939.

A defense for commercial contests; benefits to be derived from contests for the student and teacher.

In Defense of Speed. Frederick G. Fox. Bus Ed World 19:835-836. June, 1939.

Summarization of a study made of former contest winners in typing and shorthand who were employed in offices; the author concludes that "commercial students trained for speed and accuracy do make good on the job."

CO-OPERATIVE EDUCATION

Bridging that Gap. William E. Haines. Journ Bus Ed 15:13-14. December, 1939.

The need for bridging that gap between school and the job; co-operative training as a means of articulation; use of businessmen's opinions in teaching business subjects.

Experience Beyond the Classroom. Carolyn E. Chapman and Elmer D. West. Nat Bus Ed Quar 8:25-26,42-44. Fall, 1939.

A description of the work of the secretarial department of the Stoneleigh College as their part of a project period in which students devote five weeks of each school year to full time actual working positions.

How the Co-operatives Function. Ruth G. R. Nadel. Ninth Yearbook CEANY 147-150. 1939.

An attempt to survey co-operative education so that the commercial teacher may become further acquainted with the set-up.

COOK, CHARLES E.

Improvement of Classroom Teaching in Business Arithmetic. Twelfth Yearbook ECTA 83-88. 1939.

COOPER, EDWARD L.

Improvement of Classroom Teaching in Elementary Bookkeeping. Twelfth Yearbook ECTA 23-32. 1939.

COX, C. W.

The Successful Salesman. Bus Ed World 20:244. November, 1939.

CURRICULUM

Commerce at the University Training School and Junior College.

James C. Thompson. Bal Sheet 20:353-375. April, 1939.

Two objectives of the University Training School: (1) Meeting the freshman and sophomore requirements of the four-year institutions and (2) providing for effective, terminal business education. A discussion of the curriculum at Tonkawa (Oklahoma) Junior College.

The Commercial-Curriculum Elephant. Lewis R. Toll. Bus Ed World 19:737-743. May, 1939.

To what extent should the social-science emphasis be applied to the materials of business education? A discussion of the social objectives of the commerce curriculum.

The Commercial Department Meets the Needs of the Limited Students.

Lurline Boehm. Journ Bus Ed 14:11-12. February, 1939.

Opportunities for the limited student in the commercial department; opportunities in the field of business for the limited student; course content and a suggested curriculum for the limited student.

Commercial Program in a Senior High School. C. L. Bailey. Bal Sheet 20:257-260. February, 1939.

A three-point plan for a commercial program in a senior high school; an outline of the commercial program in Rockford (Illinois) High School.

Content of Terminal Business Curricula. L. A. Rice. Junior College Journal 9:355-360. April, 1939.

What the junior college can do toward vocational efficiency; outline and discussion of the business curricula of the junior college.

Correlation in the Commercial Course. William F. Jack. Bal Sheet 20:303-305. March, 1939.

School subjects must be built around life activities; correlating business subjects; different attempts at correlation; guiding principles toward correlation.

A Dual Purpose Curriculum in Commerce. James O. Thompson. Junior College Journal 9:317-318. March, 1939.

A discussion of how the dual commerce curriculum is meeting the needs of the students at University Preparatory School and Junior College (Tonkawa, Oklahoma).

Duplication Between Commercial Subjects and the Social Studies.

Allen Y. King. Bus Ed World 19:353-354. January, 1939.

"Co-operation and differentiation in formulating the program for business education and the social studies is more likely to produce desirable curricula than attempts at mere correlation between courses now in existence.

Enrichment of the Commerce Curriculum. Earl Clevenger. Bal Sheet 20:213-214. January, 1939.

"The commerce curriculum may be enriched in two ways. The first is by the addition of new subjects, and the second way is by the improvement and change in the manner in which present courses are taught."

Evaluation of Business-Education Criteria. Ralph W. Tyler. Proceedings of the University of Chicago Conference on Business Education, 1939.

The criteria for evaluating a program of business education; formulation and evaluation of educational purposes.

A Local Survey of Business Subjects. Hoyt Hurst. Journ Bus Ed 14:13-14. February, 1939.

The courses of study in commercial education being offered in the schools of Fountain (Indiana) County; the objectives; comparison of findings with those of a national survey.

A Minimum Program in Business Education. Leverett S. Lyon. Proceedings of the University of Chicago Conference on Business Education, 1939.

Vocational education: Its relation to the initial job; and general education: Its scope and objectives at various educational levels; its organization with respect to other concepts and abilities acquired in school.

The Organization of a High School Commercial Department (American School and University Magazine) Abstracted in Bus Ed Dig 3:191-193. October, 1939.

Several approaches to the selection of curriculum content; major questions which must be answered in developing a business education program; definite procedures for development of curriculum in business education; proposed commerce set-up for a school of 800 to 1,200 students.

The Place of Business Education. A. C. Argo. Bal Sheet 21:116-118. November, 1939. (see Business Education)

Planning for Learning. Harvey A. Andruss. Fifth Yearbook NCTE 64-69. 1939.

Steps in preparing a modern curriculum; contents of a course of study; lesson plans; development of media of evaluation.

Policy Making in Business Education. Herbert A. Tonne. Curriculum Journal 10:303-312. November, 1939.

Groupings of occupations in the field of business with general discussion of each field: Stenographic training, bookkeeping, clerical training, distributive education, general business. What activities are the proper sphere of effort for business teachers? How scientifically can we determine occupational content? An article concerning probable needed revisions in the business curriculum.

Problems Encountered in Curriculum Revision. F. G. Nichols. Proceedings of the Twelfth Conference of the NACTTI. Bulletin 17. Page 11-14, 1939.

Statement of the major problems and issues connected with curriculum revision.

Remodeling Your Commercial Department. E. G. Blackstone. School Review 47:17-23. January, 1939.

Suggestions for organizing the commercial department to meet the needs of business and society; discussion of courses now offered in the commercial department with implications to the academic and vocational students.

Required Courses for Business Students. Blake W. Spencer. Bus Ed World 19:561-564. March, 1939.

Factors affecting bases of requirements of subjects in business education; required courses recommended depend upon nature of curriculum; suggestions for different curricula.

Should a Course in Speech or Public Speaking be Included in a Commercial Curriculum? Agnes Meehan. Bus Ed Dig 3:220. October, 1939.

This question is answered by the author: "Such a course is desirable, but probably best offered by the speech department."

CURTIS, R. B.

Part-time Cooperative Work Required of Prospective Teachers of Salesmanship and Retailing. Twelfth Yearbook NCTA 156-158. 1939.

CUSSELL, JULIA E.

Testing for Accuracy and Method of Checking Errors. Ninth Yearbook CEANY 122-125. 1939.

CUTSHALL, P. W.

Teaching Students to Interpret Business Records. Bus Ed Dig 3:102-105. March, 1939.

The Work Sheet--Is It Necessary? Bal Sheet 20:396-401. May, 1939.

DAVIS, ALGER A.

Values and Uses of Tests for the Improvement of Classroom Teaching in Bookkeeping. Twelfth Yearbook CEANY 73-79. 1939.

DAVIS, BENJAMIN F.

A Challenge to Business Education from the South. Bal Sheet 21:22-23. September, 1939.

Improvement of Classroom Teaching in Advanced Shorthand. Twelfth Yearbook ECTA 283-289. 1939.

What is Method? Bus Ed World 20:269-272. December, 1939.

DAVIS, CLIFFORD

Guidance in the Metropolitan School of Business. Journ Bus Ed 14:19-21. May, 1939.

DEAL, JANE V.

Geography and Business. Bus Ed World 20:114-116. October, 1939.

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Office Practice at Armstrong College. Journ Bus Ed 14:15-16. June, 1939.

DEBRUM, JOSEPH

Educational Guidance in Business Education. Bus Ed World 20:17-19. September, 1939. 20:98-100. October, 1939.

DEMOND, ALBERT L.

Practical Projects for Courses in Distributive Education. Nat Bus Ed Quar 7:30-36. Summer, 1939.

DIEKEN, GERTRUDE

An Approach to Instruction in Money Management. Nat Bus Ed Quar 8:29-32. Fall, 1939.

DILLEY, M. B.

Teaching Investments in the Secondary School. Journ Bus Ed 15:15-16. September, 1939.

DISTRIBUTIVE EDUCATION

A Challenge to Business Education from the South. Benjamin F. Davis. Bal Sheet 21:22-23. September, 1939. (see Business Education)

Co-ordination in Distributive Education. James O. Thompson. Fifth Yearbook NCTE 328-332. 1939.

Values of co-ordination; deficiencies correctible by co-ordinator; two plans of co-ordination (teacher-co-ordinator and full-time co-ordinator), and advantages of each; qualities which should be possessed by co-ordinator.

A Criticism and a Plan. Jack Milligan. Bus Ed Dig 3:199-200. October, 1939.

A description of the Michigan plan for Distributive Education; acknowledgment of the unsound and haphazard basis and organization of many vocational retail training programs.

Distributive Courses That Can be Federally Aided. John B. Pope. Fifth Yearbook NCTF 338-343. 1939.

Conditions under which distributive courses may be aided under provisions of the George-Deen Act; discussion of the state plan, persons eligible for training, kinds of classes or schools, nature of subject matter, methods of teaching, qualifications of teachers, etc.

Distributive Education and a New Program. John E. Given. Fifth Yearbook NCTF 322-327. 1939.

Review of statistics influencing the George-Deen Act; some reasons why distributive education has not in the past been dealt with fairly by the schools. The author suggests three ways out: (1) distributive information in teacher-training institutions, (2) credit for successful business career to teachers, and (3) a trained vocational guidance personnel for high school students. A discussion of the program in the Los Angeles Schools.

Distributive Education in Business Education. Henry G. Richert. Bus Ed World 20:23-25. September, 1939.

How distributive education can be offered in the commercial department; the effect of the Smith-Hughes and George-Deen Acts on distributive education; how to get a complete bibliography of source material in distributive education.

Distributive Education in California. Hughes M. Blowers. Journ Bus Ed 14:11-12. March, 1939.

The activities of the distributive education program of California.

Distributive Occupations Education Under the George-Deen Act. Earl B. Webb. Twelfth Yearbook ECTA 143-149. 1939.

Reasons for no legislation on behalf of distributive education; some aspects of the educational provisions of the George-Deen Act; three types of administrative organization in the different states; three types of training opportunities; values and drawbacks of each. How to assure approval of an existing retailing program under this Act.

Fitting Distributive Workers to their Jobs. B. Frank Kyker. Occupations. 14:400-403. February, 1939.

A general discussion of the distributive education program; kinds of classes; problems involved in setting up a program of distributive education.

Instruction in Adult Distributive Education. Francis V. Unzicker. Fifth Yearbook NCTE 333-337. 1939.

Difference in adult teaching and teaching in grades, high school, or college; twenty-three suggestions for handling adult classes; how to conduct successful discussions.

The Need for Training in the Distributive Occupations. Roswell P. Sneed. Journ Bus Ed 14:19-20. February, 1939.

"We need a better educated personnel in the distributive occupations who will seek new and more efficient ways of servicing the consumer and will strive to reduce the spread in price from the manufacturer to the final consumer."

Need of Preparatory Training for Distributive Trades. John G. Kirk. Journ Bus Ed 14:17-18. April, 1939.

"A well-trained worker in distributive fields should possess (1) an understanding of the business field and his relation to it, (2) a knowledge of related subjects, and (3) specific occupational information and training."

Methods of Teaching Adult Classes of Employed Distributive Workers. Kenneth B. Haas. Fifth Yearbook NCTE 344-352. 1939.

Learning characteristics of distributive workers; teaching procedures that are most effective.

A Neglected Phase of Business Education. Bernard A. Shilt. Bul Sheet 20:301-302. March, 1939.

A plan for better understanding of the distributive system; importance of distribution processes of our economic structure; discussion of reasons for including distribution in business classes.

One in Twenty. C. A. Nolan. Ball St Comm Journ 10:11-12. May, 1939.

Some of the things to be gained by having had training in selling; steps in setting up a program in distributive education.

A Philosophy of Distributive Education. Agnes Huberty. Bus Ed Dig 3:46-48. March, 1939.

A discussion of the philosophy of distributive education with reference to the teacher, subject matter, attitudes, approaches, etc.

Practical Projects for Courses in Distributive Education. Albert L. DeMond. Nat Bus Ed Quar 7:30-36. Summer, 1939.

Some practical projects which aim to complement co-operative training and provide a substitute for it where it has been found impractical.

Problems of Organizing and Promoting an Evening Adult Distributive Education Program. J. Russell Andersen. Bus Ed Dig 3:49-54. March, 1939.

Problems likely to occur in planning and teaching adult

distributive classes; the author suggests steps to take which might prevent or solve them.

Promoting Adult Distributive Classes. Pearce C. Kelley. Bus Ed World 19:859-861. June, 1939.

The need for stressing fields other than retailing; an evaluation of organizations and methods used in promoting Adult Distributive Education.

Recent Developments in Training for Distributive Occupations Under the George-Deen Act. C. R. Sielaff. Bal Sheet 21:105-107, 144. November, 1939.

A summary of the George-Deen developments discussed at the Personnel Group Session held during the Cincinnati Convention of the National Retail Dry Goods Association.

Recent Developments in Training of Distributive Occupations Under the George-Deen Act. Bishop Brown. Balance Sheet 21:52-54, 95. October, 1939.

What the George-Deen Act is; types of classes, students, and teachers; how to take part in the activities of the George-Deen Act.

The Scope of Distributive Education. B. Frank Ryker. Fifth Yearbook NCTE 319-321. 1939.

Scope and objectives of distributive courses in secondary schools and adult extension classes; well-balanced program best achieved through preparatory and co-operative part-time vocational training for students and extension classes for adults.

Vitalizing Distributive Education Courses in the Secondary School. Robert P. Louis. Journ Bus Ed 14:10-11. May, 1939.

The purpose of this article is to show what can be done to present in real life situations a subject that is usable to 75 per cent of all commercial graduates five years after completion of their secondary work.

What it Takes! L. T. Thomson. Bus Ed Dig 3:179-182. May, 1939.

Requisites of a teacher of distributive education; types of programs and qualifications of teachers for them.

DIXON, RUSSELL

Consumer Education. Fifth Yearbook NCTE 211-216. 1939.

DODD, J. E.

What is the Most Effective Plan of Supervision of Student Teachers? Proceedings of the Twelfth Annual Conference of the NAEFTI. 1939.

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Typewriting for Adults. Journ Bus Ed 14:15-16. May, 1939.

DONOHUE, LAWRENCE P.

The Technique of Typewriting. Ninth Yearbook CEAFY 130-132. 1939.

DOUGLAS, LLOYD V.

How Can We Improve the General Background of Business Education Students in Teacher-Training? Bus Ed Dig 3:121. March, 1939.

Should Our Students Have Faculty Advisers? Bus Ed Dig 3:119-120. March, 1939.

Should We be Interested in Guiding Our Students in their Social Life and Leisure-Time Activities? Bus Ed Dig 3:120-121. March, 1939.

DVORAK, AUGUST

Should the Training of Prospective Commercial Teachers Differ from that of Prospective Employees? Bus Ed Dig 3:127. March, 1939.

EBERSOL, J. A.

State Supervision of Curricula of Michigan Private Business Schools. Fifth Yearbook NCTM 111-113. 1939.

ECONOMICS

Economics as a Basis for Business Training. Leonard E. Read and Lyndon C. Brown. Education 59:367-373. February, 1939.

Discussion of the important role of economic training in the development of the future businessman; how economic laws affect the operation of business.

Improvement of Classroom Teaching in Economics. Richard M. Holma. Twelfth Yearbook NCTM 161-167. 1939.

The author discusses the prevention of "dry as dust" teaching possibly by a three-way division of class time: (1) introductory recitation on home assignment, (2) pupil activity portion of the period, and (3) closing explanation of advance assignment for home study; suggestions for pupil activity; inherent dangers of interest-raising devices.

Some Hurdles for the Economics Teacher. V. C. Watts. Education 59:326-333. February, 1939.

Fallacies in popular economics; discussion of difficulty of preconceptions and prejudices brought to the classroom by the average student.

The Teaching of High School Economics. Margaret Thomson. Education 59:357-359. February, 1939.

"Laboratory supplements" or use of community activities as means of providing practical examples of the function of economics; aim of high school economics.

Vitalizing Instruction in Economics. Howard M. Hamford. Twelfth Yearbook NCTM 163-176. 1939.

Rules of teaching which will help to make instruction vital; place of textbook; using the New York Times as a basis for teaching; possibilities in other source materials.

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Guidance in Commercial Education. Bus Ed World 19:615-619.
June, 1939.

EDLUND, SIDNEY W.

Pick Your Job and Land It! Bus Ed World Volume 20: September,
October, November, December, 1939.

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Training Efficient Stenographers. Fifth Yearbook NCTF 263-268.
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Course of Study in Consumer Business Education--A Program for Consumer Education in the High School. First Yearbook SBEA 24-40.
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Course of Study in Consumer Business Education--Recognizing the Need for Consumer Education. First Yearbook SBEA 2-18. 1939.

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Guidance in the Formation of Desirable Characteristics on the Part of Potential Business Workers. Nat Bus Ed Quar 7:24-27. Spring, 1939.

EQUIPMENT

Handmade Classroom Equipment. Frances R. Botsford. Ball St Comm Journ 10:8-9. February and March, 1939.

An experiment in preparing equipment for the commerce department by the use of simple crude materials; articles which were made by the author's classes and how they are being used.

ERNST, FREDERIC

The Improvement of Classroom Teaching in Secondary Schools. Twelfth Yearbook ECTA 10-12. 1939.

ESTABROOKS, G. H.

Carts and Horses--A Matter of Direction. Bus Ed World 19:445-447.
February, 1939.

The Concept of Conflict. Bus Ed World 20:89-91. October, 1939.

You Have What it Needs. Bus Ed World 19:376-385. January, 1939.

EVANS, WALLACE H.

The Teaching of Commercial Law in Relation to Modern Trends of Education. Bal Sheet 20:259-260. February, 1939.

EXTRACURRICULAR ACTIVITIES

The Business Teacher in Extracurricular Activities. Ernest A. May.
 Bul Sheet 21:14-16. September, 1939.

Mr. May shows how extracurricular activities sometimes become as important as curricular activities.

Central Accounting of Extracurricular Funds. Charles J. Jensen.
 Bus Ed World 19:558-560. March, 1939. First in a series.

System of handling the money that comes to the high school organizations through student activities used by Columbia (Pennsylvania) High School.

Central Accounting of Extracurricular Funds. Charles J. Jensen.
 Bus Ed World 19:670-673. April, 1939. Second in a series.

Suggestions for the handling of extracurricular funds of high school organizations.

Central Accounting of Extracurricular Funds. Charles J. Jensen.
 Bus Ed World 19:793-794. May, 1939. Third in a series.

Discussion of handling money coming to high school organizations through student activities.

Extracurricular Activities for Personality Development. Howard M. Mumford. Bus Ed World 19:647-649. April, 1939. (see Personality)

Responsibility for Extracurricular Bookkeeping. Louis A. Rice.
 Bus Ed World 19:367-371. January, 1939.

The responsibility of the business teacher in student-activities management and accounting; opinions of administrators and business teachers.

The Selection, Guidance, Placement, and Follow-up as an Extracurricular Activity of Commercial Teachers. Francis V. Unzicker. Nat Bus Ed Quar 7:7-12. Spring, 1939.

The great need for such activity on the part of the teacher and student; a definite program of seven steps to follow in setting up such a program; avoidance of haphazard attempts.

EYSTER, ELVIN S.

Development of Desirable Personality and Character Traits. Bus Ed Dig 3:9-12. March, 1939.

What is the Responsibility of Business Education in the Matter of Personality and Character Trait Development? Nat Bus Ed Quar 7:53-59. Spring, 1939.

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Course of Study in Gregg Shorthand. First Yearbook SBEA 68-69. 1939.

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The Re-Placement of General Business Training. Bus Ed World 20:229-230. November, 1939.

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March, 1939.

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Improvement of Classroom Teaching in Typewriting. Twelfth Yearbook
ECTA 329-334. 1939.

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March, 1939.

An Open Letter to College Instructors in Commercial Methods. Pro-
ceedings of the Twelfth Annual Conference of the NACTTI. 1939.

Shore High School Introduces Two Consumer Courses. The Clearing
House 14:80-82. October, 1939.

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Questions on Teaching. Bal Sheet 20:351-352. April, 1939.

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Consumer Education Comes to the High School. Bus Ed Dig 3:277-280.
November, 1939.

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Business-Education Criteria in Classroom Situations. Proceedings of
the Chicago Conference on Business Education. 1939.

The Function of Guidance in Teaching. Fifth Yearbook NCTP 36-58.
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Occupational Training for Business. Bal Sheet 21:108-112, 141.
November, 1939.

Social Economic Training. Bus Ed Dig 3:75-80. March, 1939.

FITTS, DANIEL B.

Connecticut Develops a New Type of Placement Service. Bus Ed World
19:514-515. February, 1939.

FITZ-HUGH, COL. THOMAS E.

The Commercial Law Club. Bus Ed World 19:383-385. January, 1939.

FOLLOW-UP

Follow-up in the Office Training Course. Earl W. Barnhart. Occu-
pations 17:409-412. February, 1939. (see Office Practice)

Problems Underlying the Formulation of Objectives of Commercial Edu-
cation--Follow-up. Morris S. Golder and George Williams. Ninth
Yearbook CEANY 4-8. 1939.

A list of follow-up studies in business education and the nature
of each study; methods employed for follow-up studies.

The Selection, Guidance, Placement, and Follow-up as an Extracurricular Activity of Commercial Teachers. Francis V. Unzicker. *Nat Bus Ed Quar* 7:7-12. Spring, 1939. (see Extracurricular Activities)

What About Our Commercial Graduates? Russell E. Cansler. *Journ Bus Ed* 14:9-10. January, 1939.

Conclusions drawn after a study of a class one year after graduation.

What Can Follow-up Studies Contribute to Business Education? Ann Pavan. *Journ Bus Ed* 15:10-12. December, 1939.

"The greatest contribution of the follow-up studies is that they focus attention upon, and reveal information about the community's own graduates, not those of the nation at large."

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The Implications of the National Clerical Ability Tests for Teacher-Training Institutions. Proceedings of the Twelfth Conference of the NACTTL. 1939.

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FORSTER, HARRY G.

Selecting the Prospect. *Journ Bus Ed* 14:11-12. January, 1939.

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Common Sense in Word Division for Typists. *Bus Ed World* 19:453-455. February, 1939.

Practical Pointers on Word Division. *Bus Ed World* Volume 20: October and November, 1939.

The Primary Purpose of Word Division. *Bus Ed World* 19:756-758. May, 1939.

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Broad-and-Butter Grammar. *Bus Ed Dig* 3:271. November, 1939.

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The Commercial Teacher and Credit Unions. *Journ Bus Ed* 15:21-22. October, 1939.

Office Practice Courses in Westchester County, New York. *Journ Bus Ed* 14:13-14. March, 1939.

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Seven Questions on Consumer Education. The Clearing House 14:228-230. December, 1939.

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Suggestions for the Improvement of Social and Business Personality Through Speech. Nat Bus Ed Quar 7:17-23. Spring, 1939.

POWER, MARGUERITE D.

Adapting Business Education to Local Conditions. Bus Ed World 19:634-636. April, 1939.

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Commercial Contests--Past, Present, Future. Bus Ed World 20:301-304. December, 1939.

In Defense of Speed. Bus Ed World 19:886-886. June, 1939.

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Budgeting a Business College's Expenses. Bus Ed Dig 3:25-26. March, 1939.

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Justification of a Retail Selling Course. Bus Ed World 19:731-734. May, 1939.

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Values and Uses of Visual Aids for the Improvement of Classroom Teaching in Bookkeeping. Twelfth Yearbook NCTA 66-72. 1939.

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Character Training in the Commercial Subjects. Ninth Yearbook CHANY 101-104. 1939.

GENERAL BUSINESS SUBJECTS

Activities of a Supervisor for the Improvement of Classroom Teaching in Introduction to Business. Harold E. Buckley. Twelfth Yearbook NCTA 209-206. 1939.

Importance of friendly relations between personnel; aims and objectives in introduction to business; methods and devices for teaching the course.

Business Management at Duluth. R. D. Chadwick. Junior College Journal 8:474-476. May, 1939.

The business training program at Duluth (Minnesota) Junior College.

The Contribution of Research to Elementary Business Training.

Harold Cohen. Ninth Yearbook CHANY 84-86. 1939.

A summary of the objectives of elementary business training.

Correlating Elementary Business Training. David I. Satiow. Journ Bus Ed 14:12-13. January, 1939.

A table with explanations of a survey of opportunities for correlating elementary business training with other ninth year subjects.

Group Guidance Through General Business. Irene Hypps. Bul Sheet 20:254-256. February, 1939.

Discussions of the ways in which guidance may be carried on in a class in general business; projects which may be used for effective guidance in group activity.

The High School Library in General Business. P. O. Selby. Journ Bus Ed 14:23-24. May, 1939.

A bibliography of books written in the field of general business on the high school level.

Improvement of Classroom Teaching in Business Management. Viola R. Holmes. Twelfth Yearbook NCTA 113-120. 1939.

An account of materials and procedures used in the author's own class in business management; organization of work; textbooks and reference reading requirements, etc.

Improvement of Classroom Teaching in Introduction to Business. William E. Haines. Twelfth Yearbook NCTA 195-199. 1939.

Aim of a course in Introduction to Business; teaching procedures in the course.

The Improvement of Instruction in Junior Business Training. Harold Gilbreth. Fifth Yearbook NCTA 241-247. 1939.

Necessity for teaching fundamentals and achieving objectives of each lesson in junior business training; opportunities offered for teaching by use of graphic materials; the use of the field trip; suggestions for better use of textbooks; integration.

The Re-Placement of General Business Training. Harold D. Farnacht. Bus Ed World 20:223-230. November, 1939.

Reasons for removing the general business training, which some ten years ago was placed in the junior high school curriculum, to a sophomore level--a time when the student can more readily grasp meanings of an economic world.

Teaching the Management of Personal Finances in Junior Business Training. Ernest A. Zolliot. Nat Bus Ed Quar 8:36-37. Winter, 1939.

Nine headings are discussed under which the topics having to do with personal finance are most frequently covered, as indicated by an examination of textbooks and courses of study outlines.

Values and Uses of Tests for the Improvement of Classroom Teaching in Introduction to Business. Paul L. Salsgiver. Twelfth Yearbook NCTA 213-221. 1939.

Desirable junior business outcomes; use of protesting; kinds of tests which are most efficient in testing for certain facts, concepts, attitudes, etc.

Values and Uses of Visual Aids for the Improvement of Classroom Teaching in Introduction to Business. Elwood J. Wahl. Twelfth Yearbook BCTA 208-212. 1939.

Seven divisions of the field of visual education; the several major types of visual aids especially applicable to junior business education.

What Purpose in the Commercial Curriculum Does General Business Serve? Agnes Meehan. Bus Ed Dig 3:219-220. October, 1939.

Values of a general business course; a recommendation that such a course be offered in the freshman year of the high school.

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Course of Study in Business Law. First Yearbook SEDA 103-110. 1939.

GEOGRAPHY--COMMERCIAL

A Co-operative Commercial Geography Project. Herman E. Schreiber. Bul Sheet 21:164-165, 192.

The author suggests the students in commercial geography correspond with students in other parts of the world; objectives of commercial geography; methods of making contact with other schools in other parts of the world.

A Pupil Constructed Scenario. Robert B. Nixon (The Educational Screen, March, 1939) Abstracted in the Bus Ed Dig 3:265-270, 296. 1939.

Reasons for constructing scenario on tobacco for commercial geography class; procedure of construction; description of the finished screen; what pupils get from the activity.

GEOGRAPHY--ECONOMIC

The Contribution of Research to Achievement in Economic Geography. Harold Gluck. Ninth Yearbook CHANY 76-83. 1939.

Aims and objectives in courses of study, textbooks, periodicals; achievement of objectives; guidance opportunities; content values; employment prerequisites.

Economic Geography and Climate. John C. Parson. Journ Bus Ed 14:16-16. April, 1939.

The importance of emphasizing the elements of climate; three points to stress in the teaching of climate.

Economic Geography: The Teacher and the Subject. Huls A. Bengston. Bus Ed World 19:379-381. January, 1939.

Qualifications of teachers; methods of teaching; contribution of economic geography to our economic system.

Geography and Business. Jane V. Doal. Bus Ed World 20:114-116. October, 1939.

"The importance of geography, emphasis and objectives, student interests and needs--all must be analyzed by the teacher in order to co-ordinate the subject with other business subjects."

A Guide to Learning in Economic Geography. Ladd E. Prucha. Bus Ed World 20:201-203. November, 1939.

The characteristics of a satisfactory guide sheet and presentation in full of one of the series of 34 micrographed guide sheets the author has devised for his own students.

Improvement of Classroom Teaching in Economic Geography. Lenox E. Chase and others. Twelfth Yearbook NCTA 179-184. 1939.

A brief historical sketch of the changes in the teaching of economic geography; advantages and disadvantages of new viewpoints; analysis of modern textbooks; twelve specific recommendations for improvement in teaching the subject.

Some Devices to Stimulate Homework in Economic Geography. Carleton Z. Staples. Fifth Yearbook NCTE 206-210. 1939.

Recognizing the under-normal ability to read, digest, and organize material as especially problematic in economic geography because of vast amount of supplementary material; a few devices and expedients which have helped to establish rudimentary principles of profitable reading; successful organization of concepts with corresponding improvements in the power of retention.

Teaching Climate With a Graph Map. J. Sullivan Gibson. Bus Ed World 20:27-31. September, 1939.

Specific directions for the analysis of the individual graphs and for a comparative study of the graphs in selected regions of the United States.

GIBBS, MARGARET W.

The Workbook as a Modern Educational Device. Bal Sheet 21:17-19. September, 1939.

GIBSON, J. SULLIVAN

Teaching Climate With a Graph Map. Bus Ed World 20:271-31. September, 1939.

GILBERT, HAROLD

The Improvement of Instruction in Junior Business Training. Fifth Yearbook NCTE 241-247. 1939.

Some Teaching Problems of the Beginning Business Teacher. Bal Sheet 20:250-253. February, 1939.

GILMORE, HELEN J.

Improvement of Classroom Teaching of Handwriting. Twelfth Yearbook NCTA 187-191. 1939.

GILSDORF, ANTHONY E.

Teaching How to Close the Ledger. Bal Sheet 20:211-212. January, 1939.

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Distributive Education and a New Program. Fifth Yearbook NCTE 322-327. 1939.

The Organization of a High School Commercial Department. Bus Ed Dig 3:191-195. October, 1939.

Yes, But That Was Yesterday! Bus Ed Dig 3:261-263. November, 1939.

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All Students Should Study Law. Journ Bus Ed 14:14. January, 1939.

The Contribution of Research to Achievement in Economic Geography. Ninth Yearbook CEANY 76-83. 1939.

Integrating Typewriting, Shorthand, and the Social Studies. Bal Sheet 21:21. September, 1939.

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The Contribution of Research to Achievement in Transcription. Ninth Yearbook CEANY 29-34. 1939.

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The Introduction, Development, and Closing of Capital Accounts. Ninth Yearbook CEANY 3-5. 1939.

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The Implications of the Regents Inquiry for the Commercial Teacher. Ninth Yearbook CEANY 36-49. 1939.

Problems Underlying the Formulation of Objectives in Commercial Education--Follow-up Studies. Ninth Yearbook CEANY 4-6. 1939.

GORDON, DAVIS (and others)

The Contribution of Research to Achievement in Arithmetic. Ninth Yearbook CEANY 65-75. 1939.

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The Contribution of Research to Achievement in Stenography and Typewriting. Ninth Yearbook CEANY 9-23. 1939.

Problems Underlying the Formulation of Objectives in Commercial Education. Ninth Yearbook CEANY 1-4. 1939.

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Improvement of Classroom Teaching in Elementary Bookkeeping in the Private Business School. Twelfth Yearbook ECTA 33-37. 1939.

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What the Employer Expects From the Beginning Teacher. Ninth Yearbook CEANY 174-179. 1939.

GRANER, FRANCIS J.

The Routine of a Credit Bureau. Bal Sheet 20:205-207. January, 1939.

GRANT, JESSIE K.

How to Work in an Office. Bus Ed World 19:251. June, 1939.

GREGG, JOHN ROBERT

Improved Methods of Teaching Shorthand. Ball St Comm Journ 10:4-7. February and March, 1939.

Improvement of Classroom Teaching in Gregg Shorthand. Twelfth Yearbook NCTA 271-278. 1939.

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--and Donohue, Lawrence P.

The Technique of Typewriting. Ninth Yearbook CEANY 130-132. 1939.

GUIDANCE

Aiding Job-Seeking Youth. Spencer D. Berbow. Nat Bus Ed Quar 7:13-16. Summer, 1939.

What can be done for students in business education when a concerted effort on the part of the school staff and the guidance division of a school system sets out to do a real job of guiding young people into the various business occupations? The article attempts to answer the question.

An Activity Program in Business Education. William Landis. Journ Bus Ed 14:19-20. June, 1939.

"Commercial teachers, because of their intimate knowledge of the demands of the business world and of the needs and interests of commercial pupils, should help guide their pupils into activities which will serve these needs more adequately, and will help develop each pupil into a well-rounded individual."

Business Guidance and the Classroom Teacher. Mildred I. Olson. Nat Bus Ed Quar 8:27-28, 44-46. Fall, 1939.

Discussion of some of the many problems facing the classroom teacher regarding guidance.

Educational Guidance in Business Education. Joseph DeBrun. Bus Ed World 20:17-19. September, 1939.

Definite guidance hints for the stenographic, bookkeeping, retail or general selling, and clerical classes; what to do with a student who insists on enrolling in a class which does not fit his needs or abilities.

Educational Guidance in Business Education. Joseph DeBrun. Bus Ed World 20:96-100. October, 1939.

Several methods of guidance as it relates to business education in various schools; need for teaching based on individual needs as it applies especially to this field.

The Function of Guidance in Teaching. McKee Fisk. Fifth Yearbook NCTE 36-58. 1939.

Aspects of guidance (educational, social personal, vocational); responsibility for guidance (administrative and teacher responsibility); guidance techniques.

Group Guidance Through General Business. Irene Hypps. Bul Sheet 20:254-256. February, 1939. (see General Business Subjects)

Guidance in Commercial Education. Clyde B. Edgeworth. Bus Ed World 19:315-319. June, 1939.

How the interest in and introduction of guidance programs is changing the commercial departments from a dumping ground of academic misfits to a department of highly specialized guidance, giving a greater understanding of principles underlying our economic life; how commercial teachers may improve their guidance in the various specialized commercial fields.

Guidance in the Formation of Desirable Characteristics on the Part of the Potential Business Workers. J. C. Ellsworth. Nat Bus Ed Quar 7:24-27. Spring, 1939.

Going upon the supposition that less than ten per cent of commercial teachers "know their own business"; the author advises all potential business workers to take a personal inventory of desirable characteristics, and develop those which they do not have.

Guidance in the Metropolitan School of Business. Clifford Davis. Journ Bus Ed 14:19-21. May, 1939.

The guidance program in detail for the Metropolitan School of Business, Los Angeles; materials used in guidance, co-ordination program.

The Selection, Guidance, Placement, and Follow-up as an Extracurricular Activity of Commercial Teachers. Francis V. Unzicker. Nat Bus Ed Quar 7:7-12. Spring, 1939. (see Extracurricular Activities)

The Selection, Guidance, and Placement of Students in Business Positions. Allan Laflin. Nat Bus Ed Quar 7:13-17. Spring, 1939.

Problems arising in selection of students; what kind of guidance is given at various grade levels; the moral obligation of the school in placement of graduates.

Should Our Students Have Faculty Advisers? Lloyd V. Douglas. Bus Ed Dig 3:119-120. March, 1939.

Necessity for correct and complete guidance of an impersonal nature such as college requirements, certification, etc.; need for adviser for personal guidance.

Should We Be Interested in Guiding Our Students in Their Social Life and Leisure-Time Activities? Lloyd V. Douglas. Bus Ed Dig 3:120-121. March, 1939.

Dr. Douglas gives the answer from five viewpoints.

Techniques for Counseling Business Students. Willard E. Parker.
Journ Bus Ed 14:17-18. June, 1939.

Numerical importance of commercial occupations as they relate to other fields of work; changes in types of office workers; intellectual level of the office worker; measurement of office ability; personality traits.

Vocational Guidance in the Teacher-Training College. Florence M. Wallace. Bus Ed World 19:770-772. May, 1939.

Why not a vocational-guidance program for the commercial teacher-training institution? Some reasons why more emphasis should be placed on guidance for potential commercial teachers.

When Your "Ivory Hunters" Seek New Blood in the Colleges. E. H. Schell. Bus Ed Dig 3:175-178. May, 1939.

Discussion of employment problems of college graduates; company policies; how some companies are meeting various personnel problems.

HAAS, KENNETH D.

Methods of Teaching Adult Classes of Employed Distributive Workers. Fifth Yearbook NCTE 344-352. 1939.

HAINES, WILLIAM E.

An Analysis of Supervision of Experienced Teachers. Fifth Yearbook NCTE 127-131. 1939.

Bridging That Gap. Journ Bus Ed 15:13-14. December, 1939.

Improvement of Classroom Teaching in Introduction to Business. Twelfth Yearbook NCTA 195-199. 1939.

HALL, HAI.

Can the Home Town Girls Make Good? Journ Bus Ed 14:9-10. February, 1939.

HANCOCK, FLEET W.

Personal versus Vocational Bookkeeping. Bus Ed World 20:297-299. December, 1939.

HANNA, J. H.

A School Program of Consumer Education. Journ Bus Ed 14:21-22. March, 1939.

HARAP, HENRY

The Next Steps in Consumer Education. Bus Ed World 19:718-722. May, 1939.

Seventy-one Courses in Consumption. Bus Ed Dig 3:233-234. October, 1939.

Why Consumer Education? Bus Ed Dig 3:231-232. October, 1939.

HARRIS, G. L.

The National Clerical Ability Tests From a Businessman's Point of View. Bus Ed Dig 3:325-326. December, 1939.

HARRIS, P. E.

Recognition of Critical Classroom Relationships. Fifth Yearbook NCTE 70-77. 1939.

HARRIS, SHELLY MAE

Typing Procedures and Classroom Tests. Fifth Yearbook NCTE 269-274. 1939.

HARTWELL, L. C.

Course of Study in Salesmanship. First Yearbook SNEA 96-102. 1939.

HAYNES, BENJAMIN R.

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An outline of a functional course in secretarial training.

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Modern Aspects of Filing. Bertha E. Weeks. Journ Bus Ed 14:23-24. November, 1939.

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Office Practice at Armstrong College. L. L. Deal. Journ Bus Ed 14:15-16. June, 1939. (see Secretarial Practice)

Units of Instruction for Office Practice. Hazel E. Collins. Journ Bus Ed 14:19-20. November, 1939.

Units of instruction in office practice in four different types of commercial majors.

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Good Penmanship--Why, When, and How? C. C. Martin. Fifth Yearbook: NCTP 229-235. 1939.

Necessity for the correct writing instruction as soon as pupil uses pencil; suggestions for arousing interest; drills in penmanship; the left-handed students.

Improvement of Classroom Teaching of Handwriting. Helen J. Gilmore. Twelfth Yearbook ECTA 187-191. 1939.

Two facts which seem to prove the heresy of the efficiency of the compact oval drill; suggestion of a basic unit as up and down strokes connected by over and under curves which lead directly into small letter formation.

Penmanship in the Secondary Schools. Harry D. Smith. Bus Ed World 19:415-416. January, 1939.

Penmanship as a neglected minor subject; motives for learning to write well. Mr. Smith contends that "good writing should be fostered and encouraged by every teacher."

PERSONALITY

Analyzing and Building Personality. Louis P. Thorpe. Bus Ed World 20:273-275. December, 1939.

What good personality is; most scientific ways of analyzing and then helping an individual to build his personality.

Are Personality Qualities Inherited? Louis P. Thorpe. Bus Ed World 20:138-139. November, 1939.

Admitting that we inherit our physical characteristics, but contending that the important force in determining the outcomes of the individual's personality and character is found in the social environment in which he is reared.

The Business Letter as an Index to Personality. Fidelia VanAntwerp. Nat Bus Ed Quar 7:48-53. Spring, 1939.

Possibilities of expressing individuality in business letters; ideas for creating desired attitudes.

Carts and Horses--A Matter of Direction. G. H. Estabrooks. Bus Ed World 19:445-447. February, 1939.

Some ways to build character traits in students.

Developing an Adequate Personality for Business Activities. Cecil Puckett. Nat Bus Ed Quar 7:37-45. Spring, 1939.

Suggestions which may be used in the commercial courses to develop an adequate personality; a personality rating chart analyzing personal appearance and general character-traits.

Character Training in the Commercial Subjects. Max Geller. Ninth Yearbook CEANY 101-104. 1939.

"Most school subjects aim to inculcate proper ideals, habits and attitudes, in addition to the development of skills. Thus will the individual grow to his fullest capacity and take his proper place in society."

Developing Personality in the Typing Class. Fanny E. Baggley. California Journal of Secondary Education 14:217-219. April, 1939.

Methods which will serve to help the typing teacher in accomplishing those purposes of education which are concerned with behavior and personality.

Development of Desirable Personality and Character Traits. Elvin S. Eyster. Bus Ed Dig 3:9-12. March, 1939.

Reasons for present emphasis on development of desirable personality and character traits; recognition of such development to be a slow, continuous growth; methods and devices to stimulate a desire to develop desirable personality traits.

Extracurricular Activities for Personality Development. Howard M. Mumford. Bus Ed World 19:647-649. April, 1939.

Suggestions for making extracurricular activities a real contribution in developing personality.

The Forgotten Factor in Personality Development. V. Dewey Annakin. Nat Bus Ed Quar 7:60-64. Spring, 1939.

"Imitation, the forgotten factor in personality development, is vital. What the teacher is, is of greater import to the student than what he says."

Goals of Business Behavior. Ray Abrams. Bus Ed Dig 3:36-39. March, 1939.

"Sixteen basic principles which, when applied as rules in the game of business, advance the player, and which, when disregarded, bring about penalties."

In What Way Other than Training in the Skill Subjects May the Commercial Curriculum Contribute to the Success of the Job Seeker? Agnes Moskan. Bus Ed Dig 3:219. October, 1939.

Various personality traits which should be taught in the commercial department.

Personality Adjustment Training in Shorthand II Classes. Doris C. Nelson. Bus Ed World 19:367-368. January, 1939. (see Shorthand)

Personality and Salesmanship. Harry M. Sowser. Bus Ed World 20:305-306. December, 1939.

Teaching of personality required in good salesmen by setting up a practical sale situation which also teaches salesmanship.

Personality Improvement. Homer S. Pace. Bus Ed Dig 3:26-28. March, 1939.

An outline of the essentials of personality; a basis for the definite teaching that is required in personality improvement.

A Personality Rating Scale. Harold J. Jones. Bus Ed World 20:104-106. October, 1939.

A comprehensive rating scale for high school students to be used by several teachers, on which was based the reports to businessmen and colleges who desired information about the students.

The Role of Personality in the Achievement of the Secretarial Goals. Nellie L. Merrick. Bus Ed Dig 3:44. March, 1939.

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Study of the High School Supervisor's Personality. M. E. Kemwood. Bus Ed World 19:667-669. April, 1939. (see Administration and Supervision)

Successful Techniques in Developing Personalities. Hiram H. Masley. Fifth Yearbook: NCTE 299-316. 1939.

Successful techniques enlist interest, produce definite results and create desire for further development; a few specific cases and suggestions as to successful techniques; importance of personality over intellect; the high school as most important period for personality development; importance of example of faculty on development of students' personalities.

Suggestions for the Improvement of Social and Business Personality Through Speech. Wallace C. Pothringham. Nat Bus Ed Quar 7:17-23. Spring, 1939.

An enlightening article on consumer interest toward speech; suggestions and clarification of speech methods; methods of improving articulatory skill.

Teaching for Self-Discovery and Self-Direction. Clarence E. Ragsdale. Fifth Yearbook: NCTE 75-86. 1939.

The processes of self-evaluation, self-discovery, and self-direction; how they may be encouraged to mature in the school environment.

What Character or Personality Training Can be Done in College by Classroom Instructors? Jane E. Clem. Bus Ed Dig 3:115-117. March, 1939.

Instructor as an exemplification of desirable qualities; personality courses inadequate; a suggested program for each year in college in personality improvement; need for finding personality requirements for different vocational situations.

What Do We Mean by Personality? Louis P. Thorpe. Bus Ed World 20:106-108. November, 1939.

Three ways of describing personality; a balance between good personal qualities and social abilities.

What is the Responsibility of Business Education in the Matter of Personality and Character Trait Development? Elvin S. Eyster. Nat Bus Ed Quar 7:53-59. Spring, 1939.

"Such development is the responsibility of the entire educational program. Business education must make a worthy contribution to this development." Statement of five issues involved in drawing up guiding principles for the developing of personality and character traits.

You Have What it Needs. G. H. Estabrooks. Bus Ed World 19:375-376. January, 1939.

Some of the ways to build character traits in students; this article emphasizes the two traits, reliability and memory.

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The Use of Diagnostic Charts in Transcription Classes. Ninth Yearbook CRAWY 74-77. 1939.

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Responsibility of the Business School to its Graduates. Ninth Yearbook CRAWY 164-166. 1939.

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Research Studies in Process--1938-1939. Proceedings of the Twelfth Annual Conference of the NACTE. 1939.

PLACEMENT

Connecticut Develops a New Type of Placement Service. Daniel B. Pitts. Bus Ed World 19:514-515. February, 1939.

A plan to effect the desired co-operation between the school and state placement bureaus, and to avoid overlapping of their functions.

Cooperative Placement Service for Juniors. Guy Nicholson. (Occupations, January, 1939) Abstracted in Bus Ed Dig 3:149. May, 1939.

How cooperative placement may be carried on by the use of state and federal services.

Personnel Department Experiences With Business School Graduates. Mary A. Kennedy. Bus Ed Dig 3:123-124. March, 1939.

An employer's views on what business schools could do to help the neophyte make smooth the shift in point of view as a student and as a worker.

Responsibility of the Business School to its Graduates. Florence J. Pettinger. Ninth Yearbook CRAWY 164-166. 1939.

How the personnel directors or placement secretaries can be of help to the graduates of the business school.

Student Placement at Bercan School. I. Maximilian Martin. Journ Bus Ed 14:23-24. June, 1939.

How placement work is carried on at Bercan School (Philadelphia); steps in organizing a placement program.

The Selection, Guidance, and Placement of Students in Business Positions. Allan Laflin. Nat Bus Ed Quar 7:12-17. Spring, 1939. (see Guidance)

The Selection, Guidance, Placement, and Follow-up as an Extracurricular Activity of Commercial Teachers. Francis V. Unzicker. Nat Bus Ed Quar 7:7-12. Spring, 1939. (see Extracurricular Activities)

To What Extent Should the High School be Responsible for the Placement of the Commercial Student? Agnes Meehan. Bus Ed Dig 5:220. October, 1939.

Difficulty of generalizing because of dependance on local conditions; steps which should be taken at any school toward student placement.

PLIMPTON, RUTH J.

Increasing the Marketability of our Product. Bus Ed Dig 3:166-167. May, 1939.

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Distributive Courses That Can be Federally Aided. Fifth Yearbook NCTE 338-343. 1939.

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Highlights in the Teaching of Office Practice. Ninth Yearbook CEART 113-120. 1939.

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A Comprehensive Testing Program in Typewriting. Bal Sheet 20:244-246. February, 1939.

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A Guide to Learning in Economic Geography. Bus Ed World 20:201-203. November, 1939.

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What the Private School Supervisor Expects of the Teachers. Fifth Yearbook NCTE 122-126. 1939.

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Improvement of Classroom Teaching in Pitman Shorthand by Combining the Analytical and Functional Methods. Twelfth Yearbook NCTA 290-292. 1939.

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Teaching for Self-Discovery and Self-Direction. Fifth Yearbook NCTE 73-86. 1939.

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Teaching the Closing Processes in High School Bookkeeping Classes. Bal Sheet 21:100-104,135. November, 1939.

The Consumer Movement and Consumer Education--Their Relation to Business Education. Bus Ed Dig 3:321-323. December, 1939.

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Economics as a Basis for Business Training. Education 59:367-373. February, 1939.

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Essential Records for Commercial Departments. E. G. Blackstone. Bus Ed World 19:359-380. January, 1939.
Preparation of budgets by the commercial teacher for the commercial department.

Essential Records for Commercial Departments. E. G. Blackstone. Bus Ed World 19:466-468. February, 1939.
Cumulative enrollment forms for commercial classes; illustrations.

Teaching Students to Interpret Business Records. P. W. Cutshall. Bus Ed Dig 3:102-105. March, 1939.
Ways and means which the teacher may use to explain or translate to the students, in terms which they can comprehend, the information which is to be found in business forms, records, reports, and articles; how the teacher may improve his own understanding and what he should know about his students.

REDFIELD, THOMAS A.

Including an Office Clerical Major in the Commercial Curriculum. Bus Ed Dig 3:240. October, 1939.

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Improvement of Classroom Teaching in Elementary Gregg Shorthand. Twelfth Yearbook: ECTA 265-270. 1939.

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The Status of Merchandising and Consumer Education in New York City. Ninth Yearbook: CEANY 69-94. 1939.

The Use of Testing Equipment in the Merchandising Course. Ninth Yearbook: CEANY 153-155. 1939.

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Research Studies in Process--1938-1939. Ralph R. Pickett. Proceedings of the Twelfth Annual Conference of the NACTE. 1939.
A complete summary of investigations in process in the field of business education.

Suggestions for Research in Business Education. Benjamin R. Haynes and Clyde W. Humphrey. Bus Ed World 19:389-390. January, 1939.
Sixty-three suggested research topics in business education.

RETAIL SELLING AND MERCHANDISING

Are You Making Your Students "Good Bets" in Retailing? Sara Pennoyer. Bus Ed Dig 5:206-207. October, 1939.

Background of knowledge, experience, and personality needed for a girl "headed toward a fashion future."

Course in Retail Salesmanship. Robert P. Lewis. Bus Ed World 19:829-831. June, 1939.

How retail salesmanship may become a live course by laboratory methods which stress practical problems of the merchant and seek to teach the minimum essentials of the retail selling process; a departure from the "follow-the-textbook" method.

Course of Study in Salesmanship. L. C. Harwell. Fifth Yearbook SEBA 96-102. 1939.

General and specific objectives; suggested tests; supplementary aids; motivating devices; pupil activities; measurement of achievement; teacher references.

The First Year in Co-operative Retailing. C. W. Morner. Bal Sheet 21:56-57. October, 1939.

Helpful ideas used by the Colorado Springs (Colorado) High School in arousing interest and help in the community in their co-operative retailing program.

Justification of a Retail Selling Course. Ward E. Bodney. Bus Ed World 19:731-734. May, 1939.

Need for a course in retail selling; justification of the course in the Trenton Central (New Jersey) High School.

Our Responsibility for Training Teachers in Retail Selling. Earl P. Strong. Twelfth Yearbook ECTA 150-154. 1939.

Present training of bookkeepers, stenographers, and sellers in direct opposition to actual ratio of workers; outline for teacher-training institutions to follow to aid in the adoption of a distributive education program.

Part-Time Cooperative Work Required of Prospective Teachers of Salesmanship and Retailing. H. B. Curtis. Twelfth Yearbook ECTA 155-158. 1939.

Common assumption is that actual store practice for salesmanship teacher is necessary, and difficulty of obtaining such training due to unemployment, social security, and minimum wage laws; suggestions for substituting other methods courses or laboratory observation periods for actual store practice.

Personality and Salesmanship. Harry M. Bowser. Bus Ed World 20:306-308. December, 1939. (see Personality)

The Status of Merchandising and Consumer Education in New York City. Edward Reich. Ninth Yearbook CEMNY 89-94. 1939.

Enrollment in merchandising; general and specific merchandising objectives; report of a consumer education survey (unimportant).

The Successful Salesman. C. W. Cox. Bus Ed World 20:244. November, 1939.

Ratings made of an applicant for a sales position as he applies; qualities the successful salesman should possess.

This Thing Called Salesmanship. Harry M. Bowaer. Bus Ed World 19:745-747. May, 1939.

Suggestions to the teacher who finds the teaching of salesmanship difficult.

What Constitutes Aptitudes for Selling? E. J. Rowso. Bal Sheet 20:219-221. January, 1939.

"Selection and employment of the sales force is an extremely important function of store management"; bases upon which large stores select salespeople.

RETAIL SELLING--TEACHING METHODS

Good Procedures in the Teaching of Salesmanship. Allan Laflin. Ninth Yearbook NCTE 200-205. 1939.

Teaching of salesmanship with the following objectives: (1) vocational, (2) personality development, and (3) consumer education; suggestions for obtaining materials; two methods of carrying on a program under the George-Deen Act; how personality development and consumer education can be incorporated in the salesmanship class.

Highlights in Teaching Window Display. Donald Vogel. Ninth Yearbook CEANY 140-142. 1939.

Some of the activities students in window display engage in at Central Commercial High School, New York City.

Highlights in the Teaching of Non-Textiles. Betty G. Adelson. Ninth Yearbook CEANY 136-137. 1939.

Use of the consumer's view as the background for the course in Non-Textiles; the moving factors in making the course most effective.

Highlights in the Teaching of Retailing. Ninth Yearbook CEANY 138-139. 1939.

A discussion of the organization, teaching, and technique in a course in Retailing.

Highlights in the Teaching of Store Arithmetic. Lucille R. Katz. Ninth Yearbook CEANY 143-144. 1939.

Method of introducing and teaching store arithmetic.

High School Salesmanship: An Application of Theory. V. E. Lindsey. Bal Sheet 20:208-210. January, 1939.

Ways for students in salesmanship to apply the theories they learn in class. Taking the "sales talk" out of the class and applying it to actual situations in the school.

Hints in Teaching "Merchandise Turnover." Agnes C. McQuade.
Ninth Yearbook CEANY 6-7. 1939.

"We must present problems for motivation purposes that seem alive to them and that may be a part of their daily..... this presentation is nothing more than an attempt to get out of the imaginary world of business and into the students' own world."

How We Teach Retailing. George F. Monacker. Bus Ed World 19:547-550. March, 1939.

Discussion of how Salesmanship and Retail Selling is taught in Albany (New York) High School; store-service for low-ability students; training for higher-ability students; projects in retail selling.

Improvement of Classroom Teaching in Retailing. Edward J. Rowso. Twelfth Yearbook BCMA 123-135. 1939.

A discussion of practices and procedures applicable to the teaching of Retailing.

Teaching Procedures in Salesmanship and Retail Selling. Harold W. Thomas. Fifth Yearbook NCTE 192-199. 1939.

Discussion of six points in evaluation of a good selling course; aims of the selling subjects; supplementary materials necessary to the course; testing procedures.

The Use of Testing Equipment in the Merchandising Course. Edward Reich. Ninth Yearbook CEANY 153-155. 1939.

"The purpose of classroom testing is to make the potential salesperson see, handle, and make tests for himself so that he will know his merchandise accurately"; equipment that may be used in the merchandising courses.

The Routine of a Credit Bureau. Francis J. Graham and C. A. Weidich. Ed Sheet 20:205-207. January, 1939.

A play written to provide training in the subject of credit.

Motivation in Teaching Merchandising Subjects. Robert Kornstein. Ninth Yearbook CEANY 151-152. 1939.

Types of motivation in merchandising subjects.

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Trends in the Teaching of Secretarial Subjects. Ninth Yearbook CEANY 84-89. 1939.

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Business Education Changes of a Quarter Century. Bus Ed World Volume 20, September and October, 1939.

Content of a Terminal Business Curricula. Junior College Journal 9:355-360. April, 1939.

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A Final Examination in Business Mathematics. *Bus Ed World* 19:423-425. January, 1939.

It's Easy to Teach Problem-Solving. *Bus Ed World* 19:781-783. May, 1939.

The Law We Live With. *Bus Ed World* 20:319-320. December, 1939.

Students Can Be Taught to Like Arithmetic. *Bus Ed World* 19:512-514. February, 1939.

What Do You Know About Business Law? *Bus Ed World* 20:147-148. October, 1939.

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A Defense of Bookkeeping and Bookkeeping Teachers. *Bal Sheet* 20:201-204.

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An Employer Evaluates High School Graduates. Journ Bus Ed 14:22.
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Consumer Education in Commercial Education. Bal Sheet 21:4-8.
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Values and Uses of Tests for the Improvement of Classroom Teaching
in Introduction to Business. Twelfth Yearbook EC7A 213-222. 1939.

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Correlating Elementary Business Training. Journ Bus Ed 14:12-13.
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Projects in Commercial Law. Bal Sheet 21:119,141. November, 1939.

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14:21-22. January, 1939.

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Dramatics for Commercial Clubs. Bus Ed World 19:500-511. February,
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Improvement of Classroom Teaching in Typewriting in the Private
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SECRETARIAL TRAINING

Can the Home Town Girls Make Good? Hal Hall. Journ Bus Ed 14:9-10.
February, 1939. (see Business and Education)

Goals of Knowledge in the Secretarial Subjects. S. J. Wancous.
Bus Ed Dig 3:33-36. March, 1939.

The difficulty of setting forth goals because of changing busi-
ness world; six deviations from the usual subject matter goals
and a short discussion of each.

Improvement of Classroom Teaching in Secretarial Practice in the
Private Business School. Edgar C. Wikdall. Twelfth Yearbook ECTA
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the daily routine matters; supervision; forms and charts used
by the Packard School, New York City; an excellent discussion on
teaching secretarial practice.

Junior College Secretarial Training. Junior College Journal. Ruth
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Goal to be attained; grasp of subject matter; personality
training; orientation of interests.

Major Problems of Young Clerical Workers in their First Employment.
Velma Overne Abney. Bal Sheet 21:148-153. December, 1939.

A discussion of the problems of young employees in their first
positions; causes and suggestions for improving deficiencies
with better trained teachers most important.

Materials for Secretarial Training. Bernhard Bergen. Bus Ed Dig
3:39-41. March, 1939.

How an instructor in the secretarial training course may
utilize a vast amount of material immediately at hand for inte-
grating the elements in the course.

The Qualification Factor in Successful Office Employment. Hilton D.
Shepherd. Journ Bus Ed 15:15-16. November, 1939.

Data collected from businessmen by the North Texas State
Teachers College pertaining to qualifications they expect workers
to have, and suggestions to the college for curricular-revision.
Valuable as first-hand idea of what employers want.

The Role of Methods in Secretarial Training. A. E. Schneider.

Bus Ed Dig 3:41-44. March, 1939.

A discussion concerning the two problems (1) what methods shall we adopt to attain the desirable outcomes? and (2) what are the factors that condition the selection of these methods?

Secretarial Practice at Hunter College. James R. Meehan. Journ

Bus Ed 14:11-12,14. April, 1939.

Secretarial training classes at Hunter College is discussed in detail by the author, giving division of work and equipment used.

Secretarial Practice at Tilden High School. Nathan Baltor. Twelfth Yearbook ECTA 258-262. 1939.

Discussion of the battery, rotation, and the integrated laboratory plans in secretarial practice; how secretarial practice is taught at Tilden High School, Brooklyn, New York.

Specific Demands Which Businessmen Make of Our High School Graduates. J. B. Zimmerman. Bus Ed Dig 3:85-89. March, 1939. (see Business and Education)

A Survey of College Secretarial Training. Lydia Sutton. Journ Bus Ed 14:23-24. March, 1939.

A study to ascertain the present trends in the collegiate field of secretarial training and commercial education.

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The High School Library in General Business. Journ Bus Ed 14:23-24. May, 1939.

Problems of Teaching Bookkeeping in Smaller Schools. Bus Ed Dig 3:99-102. March, 1939.

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The Qualification Factor in Successful Office Employment. Journ Bus Ed 15:15-16. November, 1939.

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Adolescent Motives as a Factor in Consumer Education. Bal Sheet 20:345-347,384. April, 1939.

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Problems of Teaching Business Subjects. Ball St Comm Journ 10:13-23. May, 1939.

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Some of the Reasons for Teaching Social Security and Pay Roll Accounting. Bus Ed Dig 3:110-113. March, 1939.

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An Evaluation of Changes in Commercial Teacher-Training Programs from 1928-1938. Proceedings of the Twelfth Conference of the NACTTI. 1939.

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Taking the Classroom Into the Business Community. Nat Bus Ed Quar 7:17-21. Summer, 1939.

SHILT, BERNARD A.

A Neglected Phase of Business Education. Ed Sheet 20:301-302. March, 1939.

SHORTHAND

Course of Study in Gregg Shorthand. Hermit Parris and others. First Yearbook SBEA 68-66. 1939.

General and specific objectives; equipment; suggested teaching procedures for each objective introduction; suggested tests and testing procedures; supplementary dictation materials; transcription aids; teacher references.

Personality Adjustment Training in Shorthand II Classes. Doris C. Nelson. Bus Ed World 19:337-338. January, 1939.

Combining Shorthand II with personality study in Whittier (California) High School; how the work is carried on.

Providing for Individual Differences in the Teaching of Shorthand. Louis A. Leslie. Bus Ed Dig 3:122-123. March, 1939.

Ten practices in Shorthand teaching which allow for both the slow and fast pupil.

Shorthand in Secondary Schools. Ann Brewington. Bus Ed Dig 3:153. May, 1939.

Results of a survey made in 52 secondary schools in Indiana, Illinois, and Wisconsin, in cities with populations in excess of 10,000, on the status of shorthand in secondary schools.

SHORTHAND--TEACHING METHODS

Demonstration Lessons in Elementary Spanish Shorthand. Belmira Nunes. Ninth Yearbook CEANY 53-55. 1939.

Activities of the Spanish Shorthand Club of the James Monroe High School (New York City), the purpose of which is to give those students who had studied shorthand and Spanish an opportunity to correlate their study of a foreign language with their ability to write shorthand.

Desirable Shorthand Teaching Techniques Whatever the Method Used. Marjorie Ransinger. Bus Ed World 19:329. June, 1939.

A summary of techniques used in teaching regardless of method used, embracing objectives, reading, writing, errors, teacher preparation, classroom procedures and outcomes.

Dictating Machines in Shorthand. Paul L. Turse. Journ Bus Ed 14:17-18. February, 1939.

The results of an experiment in using the dictating machines for individualized dictation in Peckskill (New York) High School.

Highlights in the Teaching of Elementary Shorthand. Meyer E. Zimman. Ninth Yearbook CEAHY 103-108. 1939.

A discussion of shorthand under the various sections that make up a shorthand period: review of short forms, short test, checking and assignment of home work, review, aim, motivation, presentation of the lesson, clinching of the lesson, sentence and paragraph practice.

Improved Methods of Teaching Shorthand. John Robert Gregg. Ball St Comm Journ 10:4-7. February and March, 1939.

Points in learning shorthand; use of the "organize, deputize, supervise" formula of teaching; suggestions to the teacher of shorthand.

Improvement of Classroom Teaching in Advanced Shorthand. Benjamin F. Davis. Twelfth Yearbook ECTA 283-289. 1939.

This article discusses the following as objectives of advanced shorthand: Improving pupil's knowledge of shorthand theory, increasing his power of application during the course of dictation, teaching him the duties of a stenographer, and inculcating those attitudes and ideals of conduct which will make him a dependable stenographer.

Improvement of Classroom Teaching in Elementary Shorthand. Kathleen Baird Manley. Twelfth Yearbook ECTA 279-282. 1939.

Changes in shorthand pedagogy; possibilities of improvement; elimination of unnecessary steps; psychological principles in the learning process; developing reading skill.

Improvement of Classroom Teaching in Gregg Shorthand. John Robert Gregg. Twelfth Yearbook ECTA 271-278. 1939.

Methods employed in teaching shorthand; helpful advice to teachers of shorthand in speed building; motivation, penmanship, vocabulary, theory, etc.

Improvement of Classroom Teaching in Pitman Shorthand by Combining the Analytical and Functional Methods. Mark E. Quay. Twelfth Yearbook ECTA 290-292. 1939.

The analytic approach; combination with the functional method; principles to be followed in teaching the combined methods.

Improvement of Classroom Teaching in the Theory of Pitman Shorthand Through the Use of the Blackboard and the Textbook. Meyer E. Zimman. Twelfth Yearbook ECTA 293-300. 1939.

The use and value of the blackboard in teaching shorthand; the use of the textbook in teaching shorthand.

Improvement of Classroom Teaching of Transcription in Second-year Shorthand. Ethel M. Parkhurst. Twelfth Yearbook ECTA 314-321. 1939.

The author discusses these topics: Office standards--the goal of transcription classes; National Clerical Ability Tests; pretests for transcription faults; letter placement, etc.

Lost--A Stop Watch (Thank Goodness!) David A. Ballard. Bus Ed World 19:863-865. June, 1939.

"The loss of the stop watch leads to taking dictation under conditions which would prepare students for office ordeals rather than the easier timed dictation."

Reorganization of Shorthand Instruction at Teachers College, Columbia University. H. L. Forkner. Bus Ed World 19:417-418. January, 1939.
Combining the learning of shorthand skill with the teaching problem; teaching shorthand from the point of view of the teacher.

Selective Admission to Shorthand Classes. John M. Trytten. Bus Ed World 19:832-833. June, 1939.

A suggested program for limiting shorthand classes to those who have qualities which would probably permit them to enjoy successful employment.

A Shortcut to Speed Building. Clyde Insley Blanchard. Bus Ed World 19:409-410. January, 1939. First in a series.

"The personal use of shorthand is one of the most potent shortcuts for improving the vocational use of shorthand."

A Shortcut to Speed Building. Clyde Insley Blanchard. Bus Ed World 19:479-480. February, 1939. Second in a series.

Importance of fluency in attaining shorthand speed.

A Shortcut to Speed Building. Clyde Insley Blanchard. Bus Ed World 19:595-596. March, 1939. Third in a series.

"Most of the classroom ills of our shorthand students are of non-shorthand origin and require a non-shorthand prescription."

A Shortcut to Speed Building. Clyde Insley Blanchard. Bus Ed World 19:632. April, 1939. Fourth in a series.

Some meaningful suggestions on how to dictate sympathetically and clearly, thereby teaching while dictating.

A Shortcut to Speed Building. Clyde Insley Blanchard. Bus Ed World 19:880-882. June, 1939. Fifth in a series.

Suggestions for better instruction during the "read back" period.

Variation in Instruction Through Intragroup Methods. Agnes A. Jackson. Ninth Yearbook CEANY 120-121. 1939.

"Provision for individual differences in shorthand theory classes must take into account a number of important specific factors"; the lesson plan in shorthand; the lesson; the assignment.

What is the Present Status of the Functional Method of Teaching Shorthand? C. David Pearson. Journ Bus Ed 14:13-14. June, 1939.

Distinguishing features of the Functional Method of teaching shorthand; annotated studies made on this method.

SIELAFF, O. R.

Recent Developments in Training for Distributive Occupations Under the George-Deen Act. Hal Sheet 21:106-107,144. November, 1939.

SILVERBERG, RUTH L.

Outstanding Devices in the Teaching of Transcription. Ninth Yearbook CEANY 109-112. 1939.

SIMMONS, DOROTHY

--and Dicken, Gertrude

An Approach to Instruction in Money Management. Nat Bus Ed Quar 3:29-32. December, 1939.

SLAUGHTER, ROBERT E.

Lost Horizons and Business Education. Nat Bus Ed Quar 8:17-20, 40-42. Fall, 1939.

Some Current Trends in Business Education. Hal Sheet 20:198-200. January, 1939.

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What Business Expects of the Transcriber. Twelfth Yearbook NCTA 322-325. 1939.

SMITH, ALICE L.

Why Train for Efficient Management of Personal Finances. Nat Bus Ed Quar 8:13-14,33-34. Winter, 1939.

SMITH, HAROLD H.

Half-Truths and Misstatements. Bus Ed World 19:820-822. June, 1939.

Training Routine for Typists. Bus Ed World 20:290-293. December, 1939.

Typing Teachers--Athletic Coaches. Bus Ed World 20:192-195. November, 1939.

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Pennmanship in the Secondary Schools. Bus Ed World 19:416-418. January, 1939.

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Developing More Commercial Club Members. Bus Ed World 20:53-55. September, 1939.

SNEAD, ROSWELL P.

The Need for Training in the Distributive Occupations. Journ Bus Ed 14:19-20. February, 1939.

SOCIAL BUSINESS EDUCATION

Developing Social Concepts Through Business Education. Ray Abrams. Fifth Yearbook NCTA 156-157. 1939.

How training in the basic commercial skill subjects can be

directed so that it will develop an understanding of, an appreciation for, and an ability to apply the social concepts which are basic to the thinking of democratic ideology.

Duplication Between Commercial Subjects and the Social Studies. Allen V. King. Bus Ed World 19:353-354. January, 1939. (see Curriculum)

Social Economic Training. McKee Fisk. Bus Ed Dig 3:75-80. March, 1939.

What are social economic and social business subjects? Some reasons for not making social economic subjects required.

Social Economic Training for All. A. E. ZuTaverna. Bus Ed Dig 3:72-75. March, 1939.

"Social subjects must eliminate the 'profit' motive"; comparison of social-economic courses with other commonly required courses as to their relative value to individuals; some reasons for making social economic subjects required.

Some Suggested Subjects to be Used in Meeting Student Demand from Social Economic Subjects. R. J. Kosler. Bus Ed Dig 3:94-95. March, 1939.

A social business curriculum for four years of high school work; remarks on content of suggested subjects and teacher-attitudes.

SPALDING, G. A.

Taxation and the Business School. Bus Ed Dig 3:124-126. March, 1939.

SPECTOR, NATHAN H.

The Use of Objective Material in Teaching Bookkeeping. Ninth Yearbook CEANY 14-16. 1939.

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Planned Correlation of English with Typewriting and Shorthand. David J. Kappel. Ninth Yearbook CEANY 50-53. 1939.

The Improvement of spelling as an integrated problem of the secretarial department.

We Spell it "Pittsburg." Rowena Wellman and Fred Schiefelbein. Journ Bus Ed 15:13,18. October, 1939.

"Stenographic and correspondence courses should provide repetitive practice in the writing of names of cities that are of national importance in industry and commerce, supplemented with a geographic vocabulary of local districts and towns."

SPENCER, BLAKE W.

Businessmen Demand--Or Do They? Bus Ed World 20:179-181. November, 1939.

Exit the Commercial Teacher. Journ Bus Ed 14:23-24. January, 1939.

Let's We Forget. Bal Sheet 20:349-349. April, 1939.

Required Courses for Business Students. Bus Ed World 19:561-564. March, 1939.

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How Should the Learning Typist Read? Bal Sheet 20:215,216. January, 1939.

STAPLES, CARLETON Z.

Some Devices to Stimulate Home Work in Economic Geography. Fifth Yearbook NCTE 206-210. 1939.

STENOGRAPHY

Articulation of Collegiate Courses in Shorthand and Typewriting.

S. J. Manous. Journ Bus Ed 14:9-10. April, 1939.

Three plans used by colleges which have explained their articulation programs; new idea of articulation is that of enrichment; difference in objectives at the high school and college levels.

The Contribution of Research to Achievement in Stenography and Typewriting. Kniser Gordon. Ninth Yearbook CEANY 2-28. 1939.

Typewriting objectives and employment testing practices; shorthand objectives; school standards for securing shorthand objectives; evaluation of shorthand standards; enrollment trends and employment opportunities; pupil selection; guidance in stenography and typewriting.

A Co-operative Training Program for Stenographers. Carl J. Newman. Bus Ed World 19:823-826. June, 1939.

A plan for giving stenographic students training in offices while in school, so that they will not be handicapped in obtaining employment upon graduation by lack of experience.

Stenographers are Like Doctors. J. M. Trytten. Bus Ed Dig 3:173-175. May, 1939.

A discussion of the types of positions available for commercial students and the competition in that field; plea for more specialization in commerce.

Training Efficient Stenographers. Irma Ehrenhardt. Fifth Yearbook NCTE 263-268. 1939.

"Efficiency of teacher is indicative of kind of stenographer that will result"; suggestion that students in stenographic classes should be selected, stenographic department should use National Clerical Ability Tests for candidates; a reorganized course in typing and shorthand.

STERN, ALBERT

The ABC's of Office Machines. Bus Ed World, Volume 19. January, February, May, and June, 1939.

The Operation of a Business Machine Practice Project. Bus Ed World 20:52-60. September, 1939.

Preliminary Steps in Organizing a Business-Machine-Practice Project. Bus Ed World 20:133-135. October, 1939.

STEWART, HOWARD Z.

Grading Scales for Typewriting Tests. Bus Ed World, Volume 20. September, October, November, and December, 1939.

STEWART, JULIA D.

Unit on Newspapers for High School Seniors. Journ Bus Ed 14:20,24. March, 1939.

STICKNEY, RUFUS

Aids and Methods in Beginning Transcription. Twelfth Yearbook ECTA 301-306. 1939.

STONE, CLAUDE W.

What May the Private Commercial Schools Anticipate During the Next Five Years? Bus Ed Dig 3:22-25, March, 1939.

STRONG, EARL P.

Our Responsibility for Training Teachers in Retail Selling. Twelfth Yearbook ECTA 150-154. 1939.

STUDERAKER, H. E.

An Analysis of Supervisors' Notes on Beginning Teachers. Fifth Yearbook NCTE 135-138. 1939.

--and others

Current Problems in Business Education. Ball St Comm Journ 10:17-19. February and March, 1939.

Is Our Teaching Too Exact? Ball St Comm Journ 10:3. February and March, 1939.

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The Teaching of Accruals. Bal Sheet 20:402-403,423. May, 1939.

SUTTON, LYDIA

A Survey of Collegiate Secretarial Training. Journ Bus Ed 14:23-24. March, 1939.

TARKINGTON, ROBERT H.

State University Programs for Preparation of Business Teachers as Compared with Programs for Home Economics, English, and Social Science Teachers. Bulletin 18 NACTTI. October, 1939.

The Supply of and the Demand for Commercial Teachers in the High Schools of the United States. Bal Sheet 21:67-68,95. November, 1939.

TATE, H. W.

Your Money's Worth in Consumer Education. Bus Ed Dig 3:295-296. November, 1939.

TEACHER TRAINING

The Contribution of the Collegiate School of Business to Teacher-Training. H. E. Maynard. Bus Ed Dig 3:82-84. March, 1939.

Work in both the school of education and the school of commerce is indispensable; one trains what to teach, the other, how to teach it. Combination training necessary to do adequate work in newer fields.

An Evaluation of Changes in Commercial Teacher-Training Programs from 1928 to 1938. H. G. Shields. Proceedings of the Twelfth Conference of the NACTTI. 1939.

Analysis of the paper work offering by examination of the catalogs of the various member institutions of the NACTTI.

Field Work of a Teachers College. Edgar C. Bye. Bus Ed World 19:457-459. February, 1939.

Field work at the college level where field courses receive the same college credit as classroom courses requiring similar time and preparation.

How Can We Improve the General Background of Business Education Students in Teacher-Training? Frances E. Merrill. Bus Ed Dig 3:117-119. March, 1939.

"Commercial teachers need broader background to understand aims and problems of other departments; should have 'survey' courses in college, emphasizing information and not methods; character of business education is broad."

How Can We Improve the General Background of Business Education Students in Teacher-Training? Lloyd V. Douglas. Bus Ed Dig 3:121. March, 1939.

By "judicious" use of eight customary methods we will improve the general background of business education students; the author discusses these methods.

The Implications of the National Clerical Ability Tests for Teacher-Training Institutions. Gertrude C. Ford. Proceedings of the Twelfth Conference of the NACTTI. 1939.

Results of the National Clerical Ability Tests at Grove City (Pennsylvania) College; implications of the tests for teacher-training institutions.

An Open Letter to College Instructors in Commercial Methods. Robert Finch. Proceedings of the Twelfth Annual Conference of the NACTTI. 1939.

Factors involved in teaching methods in commercial education.

Our Responsibility for Training Teachers in Retail Selling. Earl P. Strong. Twelfth Yearbook ECTA 150-154. 1939. (see Retail Selling and Merchandising)

Should the Training of Prospective Commercial Teachers Differ from That of Prospective Employees? August Dvorak. Bus Ed Dig 3:127. March, 1939.

The author contends that the teachers should have attained higher performance levels, besides being well-grounded in psychology of learning, methods of teaching, and general education.

State University Programs for Preparation of Business Teachers as Compared with Programs for Home Economics, English, and Social Science Teachers. Robert M. Tarkington. Bulletin 18 NACTTI. October, 1939.

(1) The provisions that are made in each state university to enable its graduate students to meet state secondary school certification requirements in: Education, arts and sciences, subject specialization, business experience, and performance tests to demonstrate personal skill. These are analyzed in the four subject fields: Business Education, Home Economics, English, and Social Science. (2) The requirements, if any, as specified and prescribed for secondary school certification in the above-mentioned fields. (3) The relation of supply and demand for secondary school teachers in the four subject fields in 48 states.

Student-Teacher Rating Chart. Agnes L. Tompkins. Bal Sheet 20:306, 326. March, 1939.

A chart by which to grade student-teachers and also of value to classroom teachers who wish to check themselves.

Training for Teaching in the Secondary School. Clyde M. Hill. Fifth Yearbook NCTE 1-14. 1939.

Forces handicapping our secondary schools; pre-service preparation for teachers; training program for undergraduates in education; proposal for a program of professional training designed to select students for further training and to provide for orientation in educational study.

Vocational Guidance in the Teacher-Training College. Florence M. Wallace. Bus Ed World 19:770-772. May, 1939.

Why not a vocational-guidance program for the commercial teacher-training institution? Some reasons why more emphasis should be placed on guidance for potential commercial teachers.

What is the Most Effective Plan of Supervision of Student Teachers?
J. D. Dodd. Twelfth Annual Conference of the NACTE. 1939.

Questions and comments on supervision of student teachers;
organization and methods employed in the supervision of practice
teachers.

TEACHING

The Commercial Teacher and Credit Unions. M. Herbert Freeman.
Journ Bus Ed 15:21-22. October, 1939.

The purpose of teacher credit unions and how they help the
teacher improve his work by obtaining actual experience in busi-
ness.

The Concept of Conflict. G. H. Estabrooks. Bus Ed World 20:89-91.
October, 1939.

How to avoid conflict specifically in the commercial classes.

Exit the Commercial Teacher. E. W. Spencer. Journ Bus Ed 14:23-24.
January, 1939.

What will happen to the commercial teacher if vocational commer-
cial education goes to higher levels? Mr. Spencer says that
there is an increasing need for wide awake commercial teachers
for personal exploratory courses.

The Implications of the Regents Inquiry for the Commercial Teacher.
Morris S. Collier. Ninth Yearbook CEAWY 36-49. 1939.

The result of a study of the findings and recommendations with
regard to business education as found in the volume, Education
for Work, by Thomas L. Horton.

The Improvement of Classroom Teaching in Secondary Schools. Frederic
Ernst. Twelfth Yearbook NCTA 10-12. 1939.

Suggestions for improvement of teaching in secondary schools
regarding revision of our policy with respect to Regents examina-
tions, homogeneous grouping, age levels, etc.

Individual Differences. Ann Anastasi. Fifth Yearbook NCTE 59-63.
1939.

The distribution of individual differences; physical "signs" of
aptitude; individual difference versus group differences; the
questions of heredity and environment.

Is Our Teaching Too Exact? M. E. Studebaker. Ball St Comm Journ
10:3. February and March, 1939.

"Frequently our teaching is too exact. We teachers present a
procedure and, without even recognizing that other people may
have different ideas as to the methodology to be used, expect
our pupils to imitate that procedure."

Methods of Teaching Commercial Subjects. E. G. Walters. Monograph
43. South-Western Publishing Company. June, 1939.

Types of lessons; the informational lesson and the skill develop-
ment lesson; individual differences; use of projects and visual
aids; bibliography on methods of teaching commercial subjects.

Parliamentary Practice in the Business Curriculum. G. W. Puffer.
Fifth Yearbook NCTE 188-191. 1939.

Necessity of teaching science of control and procedure applicable to organized groups so that problems arising may be settled in an orderly manner.

Problems of Teaching Business Subjects. Wilbur Sherry and others.
Ball St Comm Journ 10:13-23. May, 1939.

This article provides readers with some of the problems of the teacher of bookkeeping, of shorthand, and of typing. They are presented by the beginning teacher as well as by the experienced teacher and are followed by comments by members of the magazine staff.

Questions on Teaching. Louis J. Fish. Bal Sheet 20:351-352.
April, 1939.

A comprehensive list of questions for self-examination and self-rating by the teacher.

Recognition of Critical Classroom Relationships. P. E. Harris.
Fifth Yearbook NCTE 70-77. 1939.

Relationships in discipline and character development; providing for growth in freedom; developing the spirit of inquiry; adjustments between brighter and duller students.

Some Teaching Problems of the Beginning Business Teacher. Harold Gilbreth. Bal Sheet 20:250-253. February, 1939.

Some of the mistakes the beginning teacher is likely to make; ways to vary teaching procedures in business subjects; suggestions for motivation and learning devices.

State Certification of Teachers in Business Education. Ann Brewington and Evelyn Berg. Bulletin 16 NACTE. May, 1939.

The purpose of this study is to summarize the facts with respect to the certification of teachers of business education and to reveal the relationships of certification and (1) experience in teaching and in business, (2) in-service training, and (3) ability of performance standards of teachers or pupils, and (4) professional growth.

The Status of Commercial Teachers in Nebraska. S. J. Furrille. Bal Sheet 20:298-300. March, 1939.

Discussion of tenure, kind of training, experience and salaries of Nebraska commercial teachers.

The Supply of and the Demand for Commercial Teachers in the High Schools of the United States. R. W. Tarkington. Bal Sheet 21:67-68, 95.

A survey, national in scope, made to show trends in the supply and demand of commercial teachers; results shown in table form by states.

Techniques of Learning. F. B. Knight. Fifth Yearbook NCET 88-89. 1939.

Some points of peculiar power on the general principles of human learning; cautions to the teacher in applying the technique of learning.

Trends in the Teaching of Secretarial Subjects. Helen Reynolds. Ninth Yearbook NCET 84-85. 1939.

Objectives of courses; changing organization of courses; changing methods of teaching.

We Talk Too Much. Ethel E. Wood. Bus Ed World 20:33-35. September, 1939.

The author contends that teachers talk too much and in so doing make the students lazy-minded with no initiative, and asks the question: Are teachers training students to think problems through or training them to do as they are told?

What is Method? Benjamin F. Davis. Bus Ed World 20:269-272. December, 1939.

A discussion of philosophies of method summarized as: Subordinating a logical organization of learning materials and experiences to a psychological one. A list of principles to be followed in the teaching of shorthand and typing which recognize and use this philosophy.

The Workbook as a Modern Educational Device. Margaret W. Gibbs. Bal Sheet 21:17-19. September, 1939.

Tables showing results of investigations regarding use of workbooks; three factors contributing to the rapid development of the workbook; three types of workbooks; advantages and disadvantages of the use of workbooks.

Your First Year of Teaching. Marion H. Lamb. Monograph 45. South-Western Publishing Company. July, 1939. (see also Business Ed World, November and December, 1939)

Excellent advice and helpful hints to the beginning teacher on discipline, supervisors, extracurricular activities, lessons, tests, etc. A very good "handbook" for the beginning teacher.

TESIS

Bibliography of Tests and Testing in Business Subjects. C. W. Woodside and S. J. Wancos. Monograph 42. South-Western Publishing Company. June, 1939.

Bibliography of tests and testing in the following subjects: Bookkeeping and accounting, business arithmetic, business law, clerical and office practice, economic geography, general business training, salesmanship, secretarial training, shorthand and typewriting, commercial contests examinations. A list of books on tests and measurements; special reading references; addresses of publishers.

A Final Examination in Business Mathematics. R. Robert Rosenberg. Bus Ed World 19:423-425. January, 1939. (see Arithmetic, Business)

The Implications of the National Clerical Ability Tests for Teacher-Training Institutions. Gertrude C. Ford. Proceedings of the Twelfth Conference of the NACTTI. 1939. (see Teacher Training)

The National Clerical Ability Tests from a Businessman's Point of View. G. L. Harris. Bus Ed Dig 3:325-326. December, 1939. (see Business and Education)

Prognosis in Business Education. E. G. Blackstone. Bus Ed World 19:533-536. March, 1939. (see Business Education)

Selective Admission to Shorthand Classes. John H. Trytten. Bus Ed World 19:832-833. June, 1939. (see Shorthand)

Testing the Rough Draft. Fred C. Forsgard. Journ Bus Ed 15:17-18. October, 1939.

Ways to use the rough draft as a testing and learning device in typewriting; illustrations; results of a testing program carried on in three schools.

Tests in Business Education. Irving Springer. First Yearbook SBEA 111-120. 1939.

The different types of tests which the business teacher can use; use of the tests; discussion of prognostic, intelligence, diagnostic, and survey tests and how they may be used for school marks, guidance, motivating, homogeneous grouping, and remedial instruction.

TIDWELL, MARION F.

What the Supervisor Expects of the Teacher. Fifth Yearbook NCTE 114-121. 1939.

THOMAS, HAROLD W.

Teaching Procedures in Salesmanship and Retail Selling. Fifth Yearbook NCTE 192-193. 1939.

THOMPSON, JAMES M.

What Constitutes an Adequate Typewriting Methods Course? Bus Ed World 19:712-715. May, 1939.

THOMPSON, JAMES O.

Commerce at the University Training School and Junior College. Bal Sheet 20:353-375. April, 1939.

Co-ordination in Distributive Education. Fifth Yearbook NCTE 323-332. 1939.

A Dual Purpose Curriculum in Commerce. Junior College Journal 9:317-318. March, 1939.

How Consumer Education Helps Satisfy the Demands Businessmen Make of Our High School Graduates. Bus Ed Dig 3:95-98. March, 1939.

THOMPSON, L. T.

What it Takes! Bus Ed Dig 3:179-181. May, 1939.

THOMSON, MARGARET

The Teaching of High School Economics. Education 59:357-359. February, 1939.

THORPE, LOUIS P.

Analyzing and Building Personality. Bus Ed World 20:273-275. December, 1939.

Are Personality Qualities Inherited? Bus Ed World 20:186-188. November, 1939.

What Do We Mean By Personality? Bus Ed World 20:1-3. September, 1939.

TIDWELL, M. FRED

Goals of Skill--Increasing Speed by the Use of Certain Principles of Matthey Piano Technique. Bus Ed Dig 3:29-32. March, 1939.

TOLL, LEWIS R.

The Commercial-Curriculum Elephant. Bus Ed World 19:737-743. May, 1939.

TOLPINS, AGNES L.

Student-Teaching Rating Chart. Bal Sheet 20:306,326. March, 1939.

TORRE, HERBERT A.

Education for Work. Bus Ed World 19:905-908. June, 1939.

Policy Making in Business Education. Curriculum Journal 10:309-312. November, 1939.

TRANSCRIPTION

Aids and Methods in Beginning Transcription. Rufus Stickney. Twelfth Yearbook NCTA 301-306. 1939.

"The real problem that faces the transcription teacher is that of training the students to give simultaneous attention to all these skills. Since no beginner is capable of coping with four major problems at one and the same time, it is necessary that in the beginning each skill shall be taken in turn and in the logical order: the reading of shorthand, the use of good English, the proper spelling of words, and accurate typewriting."

Analysis and Organization of Problems in Teaching Transcription. Vera Main. Ninth Yearbook CEMNY 88-102. 1939.

Indispensable and irreducible elements in building transcription competence; effective method of attack; a general discussion of the problems in teaching transcription.

Building Transcription Abilities. Olive Jensen. Fifth Yearbook NCSP 235-236. 1939.

Suggestions for teaching in the later transcription period based on the author's personal observation; study of transcription errors and experiences of successful teachers; fourteen general principles to be followed in teaching transcription.

Common Errors in Grammar Made in Transcription. Homer M. Williams. Bus Ed Dig 3:159-170. May, 1939.

Grammatical, punctuation, capitalization, and general errors made by students in transcription as found from a study of 15,000 transcription papers collected from 255 students.

The Contribution of Research to Achievement in Transcription. David Gold. Ninth Yearbook CEANY 23-34. 1939.

Theoretical background of transcription; trends in achievement standards; civil service standards; private school standards; business standards.

Improvement of Classroom Teaching in Beginning Transcription. Frances Dora North. Twelfth Yearbook NCTA 307-313. 1939.

Practices in transcription that have proved satisfactory in a large commercial department of a metropolitan school; early transcribing difficulties; types of errors and procedures employed in an effort to avoid and correct the errors.

Improvement of Classroom Teaching of Transcription in Second-year Shorthand. Ethel W. Parkhurst. Twelfth Yearbook NCTA 314-321. 1939.

The author discusses these topics: Office standards--the goal of transcription classes; National Clerical Ability Tests; protests for transcription faults; training in proper letter placement; increasing transcription speed; understanding the material to be transcribed; extended dictation and transcription periods; extemporaneous dictation; administrative cooperation.

Outstanding Devices in the Teaching of Transcription. Ruth L. Silverberg. Ninth Yearbook CEANY 108-112. 1939.

Definition of transcription; prerequisites; devices to use in the teaching of transcription.

Salient Features of a Transcription Class. Florence E. Pickar. Ninth Yearbook CEANY 73-80. 1939.

Some new ideas on the teaching of transcription.

A Study of Transcription Errors. Mary Glenkush. Journ Bus Ed 15:11-15. September, 1939.

Results of a study made to see what errors transcription pupils make in the following: Form and arrangement of letters, usage of grammar, spelling, punctuation, abbreviations, figures, and miscellaneous difficulties.

The Teaching of Transcription. Wallace B. Bowman. Nat Bus Ed Quar 8:21-23. Fall, 1939.

Instructional procedures for producing good transcribers; transcription on a time basis; transcription and related office procedures.

The Teaching of Transcription. Sigrid M. Johnson. Fifth Yearbook NCTE 287-294. 1939.

Procedures used by the author in (1) teaching good form, (2) applying knowledge of good forms, and (3) bringing transcribing typing speed up to typing speed; teaching correct reading of symbols.

Trends in Transcription. Ruth J. Patterson. Bus Ed World 20:11-12, 10. November, 1939.

A Survey of literature in an effort to show present trends on such specific problems as correct time for beginning the teaching of transcription, pretranscription training; an outline of the methods used at the High School of Commerce, Detroit.

The Use of Diagnostic Charts in Transcription Classes. Florence Perlstein. Ninth Yearbook CEANY 74-77. 1939.

An experiment in letting the students diagnose their own errors in transcription.

What Business Expects of the Transcriber. Caroline E. Slocum. Ninth Yearbook BCTA 322-326. 1939.

Production standards required by business in transcription; definite skills required of the transcriber.

What the Employer Expects From the Beginning Transcriber. Ninth Yearbook CEANY 174-179. 1939.

Points on which applicants are checked during the initial interview; weak spots in the beginner's training; suggestions to the teacher of transcription.

TRAUTMAN, H.

Bookkeeping Techniques at Rockford, Illinois. Journ Bus Ed 15:11-12. October, 1939.

TRYTTEN, JOHN M.

Selective Admission to Shorthand Classes. Bus Ed World 19:332-333. June, 1939.

Stenographers Are Like Doctors. Bus Ed Dig 3:173-175. May, 1939.

What Should Be Done for Teachers-in-Training to Build Their Acquaintance with Guidance Organization Problems and Techniques on the High School Level? Bus Ed Dig 3:114-115. March, 1939.

TURNER, BERNICE C.

Coal Handlers and Fingerprint Artists. Bus Ed World 19:750-752. May, 1939.

TURRILL, S. J.

The Status of Commercial Teachers in Nebraska. Dal Sheet 20:298-300. March, 1939.

TURSE, PAUL L.

Dictating Machines in Shorthand Instruction. Joura Bus Ed 14:17-18. February, 1939.

TYLER, RALPH W.

Evaluation of Business-Education Criteria. Proceedings of the Chicago Conference on Business Education. 1939.

TYPEWRITING

Coal Handlers and Fingerprint Artists. Bernice C. Turner. Bus Ed World 19:750-752. May, 1939.

Tips to the teacher of typewriting on importance of teaching how to handle carbons; rules for erasing.

Developing Personality in the Typing Class. Fanny E. Baggle. California Journal of Secondary Education 14:217-219. April, 1939. (see Personality)

Common Sense in Word Division for Typists. William R. Foster. Bus Ed World 19:453-455. February, 1939.

Debunking some of the rules for word division.

Do Our Typists Look Like Experts? Nellie L. Merrick. Bus Ed Dig 3:221-222. October, 1939.

Necessity of the development of expert technique in all students; things the teacher should watch for or check up on in her students; useful clues to fast motion.

Erasing in Typewriting. Augusta O'Neil. Bus Ed Dig 3:165-166. May, 1939.

Experiments in erasing; hints on how to handle the erasing problem in typewriting.

Error Patterns in Typing. Russell S. Burkhart. Ball St Comm Journ 11:3-8. November, 1939.

Do students have a tendency to make errors in word patterns? If so, is the error one that is repeated in subsequent writings on the same period? If it is repeated, is it the same type of error affecting the same letter or letter combinations, or is it another type? Does the typing experience of the students have an influence upon errors in word patterns? Answers to these questions were attempted in a study made and the results are shown in this article.

An Experiment in Typewriting Speed. Elinor M. Betts. Fifth Yearbook NCTE 256-262. 1939.

An experiment in teaching typewriting with the new aim: "Get speed and accuracy will follow"; emphasizing the importance of good typing techniques in speed.

A Functional Typewriting Display. Manley M. Lewis. Bal Sheet 20:307. March, 1939.

Types of displays of students' daily work in typewriting; how to select and arrange "functional" displays.

Goals of Skill--Increasing Speed by the Use of Certain Principles of Matthay Piano Technique. M. Fred Tidwell. Bus Ed Dig 3:29-33. March, 1939.

Matthay's implication of relaxation as being (1) the elimination of all unnecessary exertions, (2) the cessation of the needed impulses at the right moment. Mr. Tidwell shows how these principles are applicable to typewriting.

Half-Truths and Misstatements. Harold E. Smith. Bus Ed World 19:620-622. June, 1939.

A challenge to those educators who say that "copying" on the typewriter contributes little or nothing to the use of the typewriter for personal or vocational purposes.

How Should the Learning Typist Read? Lilly Schoenleber. Bal Sheet 20:215,218. January, 1939.

"The teacher will need to use a different technique in teaching the learning typist to read the copy as he types than he would use if he were teaching a student to read for thought."

How Useful is Our Students' Typing Skill? Nellie L. Merrick. Bus Ed Dig 3:275-276,292. November, 1939.

Seven suggestions concerning what might be done to permit the more effective functioning of students' typing skill; skill in composition on the typewriter.

Learning to Typewrite in the Western Pennsylvania School for the Blind. Etta F. King. Fifth Yearbook NCTE 295-298. 1939.

An interesting discussion of typing for personal use by the blind; some similarities and differences in teaching the blind and normal children.

New Trends in the Teaching of Typewriting. Jane E. Clem. Bus Ed World 19:629-631. April, 1939.

A discussion of new methods and fallacies of old philosophies evolving from the transitional period in typewriting.

New Viewpoints on the Personal Typewriting Course. A. E. Schneider. Journ Bus Ed 14:21-22. January, 1939.

"To be considered correctly, personal typewriting must be viewed as an entirely distinct subject, having no relation or connection with the courses offered in skill typewriting."

Practical Pointers on Word Division. William R. Foster. Bus Ed World 20:119-122. October, 1939.

Rules versus principles in word division.

Practical Pointers on Word Division. William R. Foster. Bus Ed World 20:209-210. November, 1939.

Two principles of word division at line ends for the guidance of typists.

The Primary Purpose of Word Division. William R. Foster. Bus Ed World 19:756-758. May, 1939.

"Make the end of the line look as pleasing as possible," is the advice of Mr. Foster in this article. Rules for hyphenating words at the end of the line.

Rhythm and Patternism in Typewriting. William R. Odell. Bus Ed World 19:537-543. March, 1939.

A discussion of the use of rhythm drills in teaching typewriting; findings of experiments made on the "rhythm machine"; some fallacies of extensive use of rhythm drills in typewriting.

Standards in Typewriting at the Junior College Level. Fanny E. Baggeley. Bus Ed World 19:361-366. January, 1939.

Grading scales and standards of achievement for a course in elementary typewriting for rather widely varied students; discussion of how to handle this problem.

The Technique of Typewriting. Lawrence P. Donohue and Percy E. Green. Ninth Yearbook CEANY 130-132. 1939.

The necessity and importance of the principles of good technique to be observed if we are to secure our ultimate objective--good, if not expert, typists.

Training Routine for Typists. Harold H. Smith. Bus Ed World 20:290-293. December, 1939.

Training procedure: a program for typewriting based upon an understanding of the situation as a whole versus teaching procedure: a program with subject matter as its core. Definite suggested procedures a teacher may follow in training or coaching typewriting.

Typewriting for Adults. Blase Donadio. Journ Bus Ed 14:15-16. May, 1939.

"A Short effective course in typewriting as penmanship, would make an ideal orientation course if any college or university since only two or three weeks of practice would be sufficient to enable a working knowledge of correct touch typewriting."

Typing Teachers--Athletic Coaches. Harold H. Smith. Bus Ed World 20:192-195. November, 1939.

Typing teachers train finger athletes; recommending expert typing of the beginner for short spurts rather than sustained practice; advantages of such a method and seven rules of procedure for teaching in this way.

Typewriting for Every Pupil. Mary D. Webb. (The Clearing House, January, 1939) Abstracted in the Bus Ed Dig 3:145-146. May, 1939.
How the needs of all students in the school can be met by the commercial department; emphasis on personal typewriting.

Your Typewriter in Motion Picture. Catharine Kneeland. Journ Bus Ed 15:19-20. December, 1939.

The values of films in teaching correct typewriting techniques.

TYPENRITING--TEACHING METHODS

Course of Study in Typewriting. Minnie Frances Humphrey and others. First Yearbook SBEA 37-95. 1939.

General and specific objectives; suggested teaching procedures; measurements of achievement; remedial teaching; teacher references.

Improvement of Classroom Teaching in Typewriting. Eula C. Ferguson. Twelfth Yearbook ECTA 323-334. 1939.

The textbook in typewriting; preliminary drills; correcting and testing in typewriting; transcription; office practice in typewriting.

Improvement of Classroom Teaching in Typewriting in the Private Business School. Agnes C. Seavey. Twelfth Yearbook ECTA 335-341. 1939.

Equipment of the teacher; use of a good textbook; making the work interesting; organization of the work; making the work practical; use of letterheads, business forms, and carbon copies; speed versus accuracy.

Instruction Sheets in Typewriting. Bernhard Bergen. Bus Ed World 19:499-500. February, 1939.

How to make and use a verti-scale in typewriting.

Typing Procedures and Classroom Tests. Shelley Mae Harris. Fifth Yearbook NCTE 263-274. 1939.

An experiment to test the theory: "Get speed and let accuracy come as a result of right habits of practice and right mind set." Teaching procedures used and background of pupils tested.

What Constitutes an Adequate Typewriting Methods Course? James M. Thompson. Bus Ed World 19:712-715. May, 1939.

The typewriting methods course must make provision for bridging the gap between what the skilled typist knows and what the teacher should know and be able to do; helps for the prospective teacher of typewriting.

TYPENRITING--TESTING

A Comprehensive Testing Program in Typewriting. Ray C. Price. Bul Sheet 20:244-246. February, 1939.

The need for improved testing in typewriting. The author says, "Our testing program in typewriting should be one which will measure the ability of each individual student to do those things which he will be called upon to do in the office." Examples of various tests in typewriting.

Grading Scales for Typewriting Tests. Howard E. Stewart. Bus Ed World 20:20-22. September, 1939. First in a series.

An answer to the need for showing periodic progress, ease and speed in checking, and fairness and equality in grading, by the construction of the progress scale.

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A continuation of practical grading scales for typewriting.

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Grading Scales for Typewriting Tests. Howard E. Stewart. Bus Ed World 20:331. December, 1939.

A continuation of practical grading scales for typewriting.

Testing for Accuracy and Method of Checking Errors. Julia E. Cussell. Ninth Yearbook CEANY 122-124. 1939.

Specific objectives of typewriting achievement; types of errors and remedial work; list of the probable causes of errors in typewriting.

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VISUAL AIDS

The Candid Camera in a Classroom Study of Housing. Edward B. Olds. (The Educational Screen, February, 1939) Abstracted in the Bus Ed Dig 3:229-230. October, 1939. (see Consumer Education)

Values and Uses of Visual Aids for the Improvement of Classroom Teaching in Bookkeeping. Joseph Gelb. Twelfth Yearbook ECTA 66-72. 1939.

A list of suggestive visual aids; values and uses of such aids in teaching; need for a study to show more opportunities to use visual aids in the bookkeeping course of study.

Values and Uses of Visual Aids for the Improvement of Classroom Teaching in Introduction to Business. Elwood J. Wahl. Twelfth Yearbook ECTA 208-212. 1939.

Seven divisions of the field of visual education; the several major types of visual aids especially applicable to junior business education.

Your Typewriter in Motion Picture. Catharine Kneeland. Journ Bus Ed 15:19-20. December, 1939. (see Typewriting)

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CHAPTER III

Conclusions: There are over 500 annotated references included in this study which were taken from thirteen magazines, yearbooks, and monographs written for business teachers; thirty-two magazines in the field of general education were consulted for articles and fourteen of those magazines are represented in this study.

The number of articles obtained from general education publications is very small, although they were carefully scanned in preparing the bibliography.

There is a vast amount of material written in business education in the period of only one year, and teachers should have little difficulty in supplying themselves with it since a great deal of it is free and most of it nominally priced.

There was very little material written in business education magazines which was not used. Most of it is definitely of good value to the business teacher, as nearly every article found in these magazines contributed something worthwhile in some field of business education.

This study is not a complete listing of all articles that meet the criteria set up. Some magazines listed in other indexes are not included because they were not available or because they were published in the interest of the teachers in a given locality. It is doubtful if teachers in all parts of the country will have access to these publications.

Recommendations for Future Studies: (1) The subjective rating of the articles is not desirable; at least two persons should read each article and prepare an annotation to see whether or not the article conveys the same meaning.

(2) There is scarcely any material written on selection of magazines and magazine articles. Most of the "grading scale" was prepared on the basis of personal opinion. It is recommended for future studies that some objective rating scale be prepared for grading materials published in the interest of business educators.

(3) Magazine editors should be consulted for their opinions on how articles are selected for their publications.

(4) A study of this type should be begun perhaps a year before it is expected to be completed so that the author will have an opportunity to discuss it with other teachers at various meetings and conferences, to get their opinions and reactions to the study.

(5) If the study is to be limited to a given number or group of magazines, the business education magazines should be given preference. That is, if time and work are factors, all the magazines available that are published in business education should be annotated rather than including miscellaneous material that is scattered throughout the general education magazines.

(6) Methods of selecting, annotating, and classifying should be sent to publishers of business education publications for their approval and suggestions.

(7) It would be interesting to know what sections of the country are represented in this and similar bibliographies. This would perhaps give some indication as to the leading groups or writers in business

education in the United States.

(3) It would be a great help to teachers in business education if special subjects such as shorthand, bookkeeping, typewriting, etc., were prepared in individual pamphlets so that they would not waste time in finding the references they want.

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