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A STUDY TO DETERMINE THE MAJOR ISSUES
OF
COMMERCIAL EDUCATION

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To Dr. McKee Fisk and Prof. J. Frances
Henderson who first made me aware of the
issues and functions of this great branch
of education.

--Byron L. Newton

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CHAPTER I
I N T R O D U C T I O N
P U R P O S E O F T H E S T U D Y

This study is made to determine the major issues of commercial education in the secondary schools in the United States. An attempt is made to list and briefly discuss every major point at which theory is in conflict with practice or other theory. Arguments supporting the various points of view are presented to show why the person being quoted believes as he does.

N E E D F O R T H E S T U D Y

It is a truism that a problem must be recognized, and examined, before it can be intelligently solved. In 1936 a committee of the Department of Secondary School Principals published a bulletin¹ devoted entirely to defining and examining the issues of secondary education. This publication has been responsible for considerable thought and comment on these problems, and has helped to clarify the thinking of those engaged in secondary education on a number of their most perplexing problems.

A study of the principal issues of secondary education leads directly to a consideration of the major issues of each department in the secondary school system. Consequently those engaged in commercial education are interested in learning the controversial points in that field. Serious thought on these fundamental problems should help commerce teachers to clarify

1. Bulletin of the Department of Secondary-School Principals of the National Education Association, Vol. 20, No. 59. Jan., 1936.

their thinking and to develop a fairly acceptable philosophy of commercial education. There will always be points at which theory and practice conflict, and these conflicts will make it impossible to develop a static philosophy or to find a never failing answer to the problems in this field.

SCOPE OF THE STUDY

This study is limited to a consideration of only those issues of commercial education which are of sufficient importance to be frequently discussed in current literature. It is realized that many of the problems presented in subsequent chapters could be subdivided into a great many smaller problems, some of which could in turn be subdivided.

The study is national in character, in that writers and thinkers from all parts of the United States have been considered.

While it is recognized that the problems of commercial education on the college level may or may not be the same as those on the secondary-school level, this discussion is limited to a consideration of the secondary-school commercial education program.

SOURCES OF DATA

Data were obtained through a careful reading of a great number of current publications. Many references have been made to the Business Education World, The Balance Sheet, and the Journal of Business Education, but publications outside the field of commercial education have by no means been slighted. Publications of the National Education Association, and other groups interested in general education have been

quoted frequently. An effort has been made to obtain material outside the narrow confines of business education, and to present the views of general educators and administrators on the objectives of commercial education, the commercial curriculum, and the qualifications necessary to teach commerce, to mention a few.

There is a noticeable tendency for writers on commercial education to refer constantly to others within the field in proof of their contentions, and to continually draw themselves apart from general education. To avoid this mental self-sufficiency and vicious cycle it is necessary to look to outsiders for help in solving the problems of commercial education; it is necessary to consider their attitude toward commercial education as well as the attitude of commercial educators toward themselves. In a study of this kind it is especially important to consider the attitude of superintendents, principals, school boards, business men, and others outside the field of business education.

PROCEDURE

The first step toward an adequate solution of this problem was to list as many of the problems of the secondary school as could be obtained from a careful study of recent literature on the subject. By means of this survey a list of approximately 80 problems was compiled. These problems were grouped under ten general headings and an attempt was made to state each of the 80 problems in the form of a choice between two or more courses of action.

After these problems had been put in the form of questions

of choice, mimeographed copies were prepared and presented to a group of graduate students in commercial education in order to obtain their opinions as to whether the problems as stated constituted the major issues in their field. Following this discussion many of the problems were reworded and a number of others added. When a fairly complete list had been developed a careful survey of recent publications was made.)

In order to avoid the objection that many persons have changed their opinions in recent years, quotations in most cases were not used if the statements were made prior to 1933. This date was, of course, arbitrarily set, but chosen because it represents the first year in the upward cycle of business and allows educators the opportunity to modify or develop their stands with the economic depression in mind.

(Statements were selected which showed a definite stand on the point involved, and in most cases the reason for the attitude taken was noted. These arguments and statements form a major part of this report.)

By using this method of approach it was possible to determine the major issues of commercial education and at the same time to justify their claims to be considered among these major problems. The questions presented in subsequent chapters are undoubtedly issues in that in every case persons holding different points of view have been quoted.

Two other methods of approach to the problem could have been used, probably with fairly adequate solutions. One method of attack would be to prepare, after wide reading, a long list of questions which might be considered as important

issues. These controversial points could then be arranged in a logical order and submitted to a jury of some twenty-five leaders in the field for their evaluation. Each member of the jury would be asked to rank each point listed as "important", "fairly important", or "unimportant". This would give a very definite answer to the problem, provided the topics submitted to the jury were actually issues. The weakness lies in the fact that if every member of the jury considered a certain point an issue, this would not make it so unless there was an actual conflict between theory and theory, theory and practice, or practice and practice.

A second method of approach would be to prepare a list of controversial questions and to submit this list to a select group of business educators, asking each to state his stand upon each point. From the returns of this questionnaire it would be an easy matter to prepare a list of points upon which there was disagreement.

ORGANIZATION AND PRESENTATION

After making a more thorough survey of the field, the issues were divided into eight general classifications. These classifications, while purely arbitrary, are based upon eight principal problems around which all of the issues found may be said to revolve. It is well to keep in mind that some of the points of difference affect more than one of the problems of the secondary school, and could therefore be classified under two or more of the headings. For this reason a report of this kind should be read as an entirety as it is clearly impossible to draw a definite line between the material

presented in the various chapters.

In the following pages of this chapter the relation of this study to other similar studies is shown. The thorough and costly study made by the Department of Secondary-School Principals of the National Education Association is undoubtedly the most valuable work of its kind in the history of education. It presents the ten principal issues of general education on the secondary school level, and shows quite definitely the uses to which a study of the problems may be put.

(Each of the succeeding eight chapters deals with one of the following general classifications of issues:

1. What shall be the objectives of Commercial Education?
2. What shall be included in the Commercial Curriculum?
3. How shall the commercial department be organized and administered?
4. Who shall teach commercial subjects, and what shall be their qualifications?
5. How shall the commercial courses be taught?
6. How shall achievement in commercial courses be measured?
7. What are the responsibilities of the commercial department in regard to guidance and selectivity of pupils?
8. What are the responsibilities of the commercial department in regard to placement and follow-up?

The closing chapter presents the summary and conclusions which have been drawn from the study, with recommendations for the use of the material presented.

Dr. A. O. Colvin², in an article in Business Education World, for Nov. 1937, listed the principal problems of business education in the small high school. According to Dr. Colvin, these problems were divided roughly into eight general headings:

1. What are the functions of business education in the high school?
2. What are the direct objectives of business education in the small high school?
3. What business subjects should be offered in the small high school?
4. Who should teach the business subjects, and what should be the teacher's qualifications?
5. To what extent should the program of business education contribute to the objectives of general education?
6. What is the relationship that should exist between the fields of business education, home economics, science, and the social studies, and how can these relationships be correlated?
7. To what extent should the vocational skill subjects be emphasized?
8. What are the standards of achievement that should be attained in the vocational skill subjects?

These eight problems are in many ways similar to the eight general classifications of the issues of commercial education that have been made in this study, however they are not so inclusive as the ones selected here.

DEFINITION OF TERMS

It is imperative that a study which deals with the controversial matters presented here must be written with careful regard for the terms used. Research done in the

2. A. O. Colvin, "Business Education in the Small High School, B. E. W., Nov. 1937, pp. 206-7.

completion of this study has shown that much of the disagreement among leaders in the field is due to the fact that they do not attach the same meaning to the words used. For that reason, the terms used in this report will be consistently interpreted according to the following definitions:

"ISSUE" defined. "An issue is defined as a conflict of theory with theory, of theory with practice, or of practice with practice."³

"MAJOR ISSUE" defined. For purposes of this study a major issue is any issue which is of sufficient importance to be frequently discussed in current commercial education or general education publications.

"SECONDARY EDUCATION" defined. "Secondary education is used in the present instance to denote the education provided by schools for the purpose of guiding and promoting the development of normal individuals for whom on the one hand the elementary school no longer constitutes a satisfactory environment, and who on the other hand are either not yet prepared to participate effectively in society unguided by the school, or are not ready for the specialized work of the professional schools or the upper division of the liberal arts college."⁴

"VOCATIONAL EDUCATION" defined. "Vocational education is here used to include all activities directed by schools for the specific purpose of preparing individuals for successful participation in different fields of service."⁵

3. Dept. of Secondary School Principals, Bulletin 59, Jan. 1936, p. 9.

4. Ibid., p. 25.

5. Ibid., p. 186

"GENERAL EDUCATION" defined. "General education is here used to refer to all other activities directed by schools; namely those which do not have reference to the particular fields of service in which individuals hope to engage."⁶

In many cases it will be seen that general education will promote vocational competence through a better knowledge of grammar, or a better understanding of business relations and the economic order, but it will not be called vocational education unless there is a different training for individuals according to the different fields of service in which they plan to engage.

RELATED STUDIES

Study of the Department of Secondary-School Principals of the N. E. A. At the Washington meeting of the Department of Secondary-School Principals of the National Education Association⁷ in 1932, a committee was named to make a study and to attempt a restatement of the principles and objectives of secondary education. This committee requested and received a grant of \$9,000 from the Carnegie Foundation for the Advancement of Teaching, and an additional \$6,000 was appropriated by the Department at Minneapolis to finance a three year study of the issues and functions of education on the secondary-school level.

Thomas H. Briggs, Professor of Education at Teachers' College, Columbia University, was appointed chairman of the committee. The membership of the committee was widely repre-

6. Ibid., p. 186.

7. Ibid. (A summary of the department's report on Issues and Functions.)

sentative both geographically and professionally, including, at the time the report was submitted: Arthur Gould, Deputy Superintendent of Schools, Los Angeles, California; Sidney B. Hall, State Superintendent of Public Instruction, Richmond, Virginia; Fred J. Kelley, Chief, Division of Colleges and Professional Schools, Office of Education, Washington, D. C.; Rudolph D. Lindquist, Director of the University School, Ohio State University, Columbus, Ohio; Francis T. Spaulding, Professor of Education, Harvard University, Cambridge, Mass.; Curtis H. Threlkeld, Principal of Columbia High School, South Orange, New Jersey; Truman G. Reed; Will French; John A. Lester; Heber H. Ryan; and Francis L. Bacon.

This committee arranged and held six meetings, in which, after a brief discussion of the general problem before them, they agreed to devote the remainder of their time to a study of the issues and functions of secondary education.

After a full discussion each member of the committee assumed the responsibility of writing a report on one of the issues. These reports were then discussed at subsequent meetings, and in some cases were re-written as many as five or six times. In 1934 a number of copies of a tentative report was prepared and distributed to more than seventy groups of secondary-school administrators, and to a number of other selected individuals for their criticism. These tentative reports were then collected along with the written criticisms, and were reworded and clarified in every way possible.

The final report, as published in the Department Bulletin of January, 1936, listed the ten issues of secondary education

as follows:

1. Shall secondary education be provided at public expense for all normal individuals or for only a limited number?
2. Shall secondary education seek to retain all pupils in school as long as they wish to remain, or shall it transfer them to other agencies under educational supervision when, in the judgment of the school authorities, these agencies promise to serve better the pupils' immediate and probable future needs?
3. Shall secondary education be concerned only with the welfare and progress of the individual, or with these only as they promise to contribute to the welfare and progress of society?
4. Shall secondary education provide a common curriculum for all, or differentiated offerings?
5. Shall secondary education include vocational training, or shall it be restricted to general education?
6. Shall secondary education be primarily directed toward preparation for advanced studies, or shall it be primarily concerned with the value of its own courses, regardless of student's future academic career?
7. Shall secondary education accept conventional school subjects as fundamental categories under which school experiences shall be classified and presented to students, or shall it arrange and present experiences in fundamental categories directly related to the performance of such functions of secondary schools in a democracy as increasing the ability and the desire better to meet socio-civic, economic, health, leisure-time, vocational, and pre-professional problems and situations?
8. Shall secondary education present merely organized knowledge, or shall it also assume responsibility for attitudes and ideals?
9. Shall secondary education seek merely the adjustment of students to prevailing social ideals, or shall it seek the reconstruction of society?
10. Granting that education is a "gradual, continuous, unitary process", shall secondary education

be presented merely as a phase of such a process, or shall it be organized as a distinct but closely articulating part of the entire educational program, with peculiarly emphasized functions of its own?⁸

The committee laid great stress on the importance of solving these issues, pointing out that new conditions have brought a large number of youth into secondary schools for lengthened periods of time, when formerly these youth did not enter at all, or if they did, remained for only a relatively short time, and that the secondary school's policy toward these youth can not wisely be determined until a positive and basically sound position has been taken on these issues.

Such a policy must be concerned with the admission of all youth, the period for which each one is to be retained, the basic purpose for which they are accepted and educated, the kinds of curriculum that should be offered, the scope that the new education should embrace, and the articulation of all units of the school system. These are all intensely practical matters, and no one of them can be soundly improved until first the issues have been decided.⁹

Under the heading "Uses to be Made of the Report" the committee explained very thoroughly the need for and the values of a study of this kind. The uses to which they suggested that their study be put apply equally well to a study of the issues of commercial education or any other branch of education. For this reason it deserves to be quoted fully:

As already stated, it is hoped that this report will serve as an important means of turning the minds of the profession to a consideration of what are considered to be the fundamental issues of secondary education. If there are other such issues, they too should be considered. Both administrators and teachers, knowing that these issues exist and the arguments on the side of each alternative, should

8. Ibid.

9. Ibid., p. 15.

become thoroughly convinced that one or the other is sound. They should challenge themselves to find what the implications of the accepted position are, what expansions or other changes are indicated as necessary in the school or schools for which they are responsible. Naturally there will be obstacles to a new program, and consideration should be given to how they can be overcome. Professional leadership in any community will be manifested not by finding or by raising obstacles, but by ingenuity in inventing means for overcoming them. Even though it may not be possible to achieve the full ideal in any school, any approximation will be a contribution to progress. A consideration of these issues may well be made an important part of the program of teachers' meetings, formal and informal, in all parts of the country. Leadership can find no better challenge than concerning teachers with these matters and working out with them a new program based on wise decisions.¹⁰

The committee repeatedly expressed the belief that a comprehensive program of secondary education can never be developed until the issues which they listed have been settled and the functions of each educational unit definitely determined.

Dr. T. H. Briggs, who was chairman of the committee, and who wrote the introduction to the report, urged professional leaders to accept the challenge to lay a wide and sound base for the program for the care and education of youth. It is pointed out that the work will not be spectacular, nor will it lead to immediate direction for definite changes, but will be exceedingly difficult and will require painstaking effort, yet its importance can hardly be over-emphasized.

The surest beginning of efforts that will lead to the new comprehensive program for the care and education of youth is fundamental thinking by the profession.¹¹

Commerce teachers must determine what the issues of commercial education are; they must ascertain and fairly present

10. Ibid., p. 15.

11. Ibid., p. 12.

the arguments for all the alternatives; they must then try to agree on the one which seems best for the individual as well as for society; and they must determine the best means of achieving the desired ends.) The need for doing this is well expressed in the following statement from the committee's report:

We can scarcely expect the public to be interested in a new educational program until the profession itself has first clarified its ideas and has developed a devotion to ideals that it thinks should be worked toward.¹²

The Committee believes that the chief value of any study of educational issues lies in the fact that such a study will encourage the serious consideration of educational problems by professional leaders. These issues should form the basis for discussion at teachers' meetings, professional fraternity meetings, departmental faculty meetings, etc. Many informal groups could profitably be organized among leaders in the field of business education, as well as general education, for discussion of these and other similar problems. By the exchange of opinion in these discussion groups members may expect to arrive at wiser conclusions than any one person could reach by himself.) Ideas will be carried from teachers' meetings to departmental meetings, and vice versa. Sounder plans can thereby be made, and public interest in education will be aroused and maintained.

In stressing the need for fundamental thinking by leaders in the teaching profession, Dr. Briggs says for the past two decades there has been an orgy of fact collecting by research

12. Ibid., p. 15.

workers; many of the facts thus collected being relatively unimportant to any actual or desirable program. While facts are of importance, he believes that:

Instead of 'wild-cattling', investigators need to be directed to the cooperative development of fields that are known to be important and promising. Consideration of the discussion of the issues and of the functions will furnish an abundance of problems that will challenge research workers to profitable endeavor for some years to come.¹³

The Study Conducted by the Business Education World.¹⁴

In the spring of 1936 Dr. Harl R. Douglass, working with the editors of the Business Education World and the National Council of Business Education, began a study to determine the relative importance of the problems of business education which were most perplexing to school administrators.

A check list containing seventy problems, or areas in which problems lay, was prepared by Dr. Douglass and was sent to a large number of high school principals and superintendents, and to a few professors of education and members of state departments of education.

Replies were received from 326 administrators representing every state in the union. Each problem checked as most important was weighted at 3 points; if it was checked as very important, 2 points; and 1 point if it was checked as important.

Using this method of rating the replies received, Dr. Douglass ranked the seventy problems in the order of their importance to school administrators. He found the following twelve problems to rank as the most important in the order

13. Ibid., p. 12.

14. Harl R. Douglass, "What Business Education Problems Do Administrators Consider Important?", Business Education World, Sept. 1937, Vol. 18, Number 1, pp. 1-2.

named:

1. How may courses of study be best adapted to local conditions and needs?
2. On what bases may pupils be guided into business curricula?
3. How may instruction best be adapted to differences among pupils in ability to learn?
4. Should there be some definite administrative plan for keeping commercial teachers in contact with business?
5. What courses should be required in all business curricula?
6. What are the means of determining interests and potential abilities in business careers?
7. What is the desirable pattern of college education of teachers of business subjects?
8. What is the case for teaching appropriately organized courses in general business education to all pupils?
9. What are the possible contributions of business education to secondary education in general?
10. What is the responsibility of the department of business education for giving vocational guidance to its pupils?
11. How may we determine definite minimum standards for each semester in typing and shorthand?
12. What previous business experience, if any, is desirable for teachers?

In addition to the 326 replies received from school administrators there were replies from twenty state departments of education.¹⁵ Using the same ranking system as previously described these replies were used to determine the most important problems from the standpoint of the state departments. The eight of most importance were found to be:

15. Harl R. Douglass, "Ranking of Business Education Problems by State Departments." Business Education World, Nov. 1937, Vol. 18, No. 2, p. 174.

1. How may instruction best be adapted to differences among the pupils in ability to learn?
2. How may the courses of study best be adapted to local conditions and needs?
3. Should cooperative arrangements be made for business students to attend part time and to be employed in business vocations part time?
4. What is the desirable pattern of college training of teachers of business subjects?
5. What are the possible contributions of business education to secondary education in general?
6. What courses should be required in all business curricula?
7. Should credit be given for training received outside of school?
8. Should there not be in the eleventh or twelfth grade a general business course suitable for students not in commercial curricula?

Other Studies. At the present time at least one other study is under way to determine the issues of commercial education--a Doctor's dissertation being prepared at New York University by Mr. J. M. Hanna of Fort Lee, New Jersey. Mr. Hanna is using a questionnaire survey to determine the attitudes of leaders in the field on various problems which he has prepared.

His study has an advantage in that it is possible that "frontier thinkers" have questioned some of our educational practices and the issues thus created can be made evident only through an up-to-date survey of the beliefs of these thinkers.

CHAPTER II

WHAT SHALL BE THE OBJECTIVES OF COMMERCIAL EDUCATION?

From the standpoint of the amount of magazine and book space devoted to its discussion, the question of the objectives of business education is clearly the most important problem in the entire field. The teacher's objectives are determined by his philosophy of what the real values of commercial education should be, and when a teacher has explained his attitude toward the objectives of commercial education he has, in a large measure, revealed his entire philosophy.

For this reason, the problem of determining the objectives of commercial education will be discussed first.

ISSUE I

SHALL COMMERCIAL EDUCATION ON THE SECONDARY LEVEL HAVE AS ITS CHIEF OBJECTIVE, (a) TRAINING FOR VOCATIONAL EFFICIENCY, (b) TRAINING FOR SOCIO-ECONOMIC RELATIONS, (c) SHOULD IT BE PRIMARILY INTERESTED IN PERSONAL-USE COURSES, OR (d) SHOULD THE COMMERCIAL DEPARTMENT MAKE AN EFFORT TO PROVIDE BOTH VOCATIONAL AND NON-VOCATIONAL BUSINESS TRAINING FOR THE HIGH SCHOOL STUDENT?

This controversy as to the primary objective of business education is undoubtedly the most frequently discussed problem in the entire field of commercial education. This has been forcibly brought out by the number of articles written on this subject. The issue has been stated in such a way that it includes the four most common points of view in regard to the question.

The traditional objective of commercial education is

training for vocational efficiency, and despite the present tendency toward the socialization of the entire secondary-school curriculum, many people still hold that the commercial department must remain primarily a job training center. The New York Regent's Inquiry found that the most common answer given by high school students to the question: "Why are you better off than people who have had no schooling?" was that "If you've had a high school education you're more likely to get a job." This seems to indicate that as far as high school students are concerned the value of all schooling lies in the fact that it helps them to get jobs. Further than that, sixty per cent of the high school students questioned said that they would drop out of school if they thought that their school work would not improve their vocational chances.

The Regents' Inquiry Board concluded that:

....the vocational motive is not merely the chief motive for school attendance in the minds of large numbers of these young people; it is for them the only motive which seems to be adequate to justify their continued schooling.¹

This same Regents' Inquiry found that in New York at least the courses in business are primarily intended as "end-point" or terminal courses for pupils who will not go to college, and in spite of their popularity for non-vocational purposes almost none of them were so planned or conducted as to contribute in any appreciable degree to general education.² They found that the principal value of present business education courses in the high schools of New York state is that they

1. Francis T. Spaulding, *High School and Life*, p. 37.

2. *Ibid.*, p. 129.

provide elementary training in clerical occupations for the relatively few boys and girls who may enter such occupations.³ By such a description of conditions in New York the Regents did not mean to imply that they sanctioned these objectives.

Thomas L. Norton has written this description of the traditional commercial education program:

.....the traditional commercial, or business education course is conceived by commercial teachers to have as its dominant objective the preparation of students for vocational life. By vocational, clerical is meant. More specifically, the purpose of this course is to train pupils to become stenographers, typists, office machine workers, and other routine workers.⁴

Frederick G. Nichols, Virgil Stinebaugh, Paul O. Selby, and R. G. Walters all seem to hold, more or less, to this traditional idea.

Nichols says:

The social economic and civic aims of commercial education are the common aims of all secondary education. However, commercial education must stand or fall, not on the achievement of these aims as its primary function, but on its effectiveness as preparation for the lower levels of business employment and reasonably certain advancement to positions on the higher levels of business organization.

Leadership in this field must be alert to see that secondary functions do not completely overshadow primary functions.⁵

In a list of the specific objectives of commercial education Stinebaugh⁶ places particular emphasis on the training of junior workers for general clerical, stenographic and other

3. Ibid., p. 131.

4. Thomas L. Norton, *Education for Work*, p. 41.

5. Frederick G. Nichols, "Pre-employment Business Training." *The Business Education World*, Vol. 14, No. 9, (May, 1934) p. 531.

6. Virgil Stinebaugh, "Objectives for Commercial Education in Indiana." *The Ball State Commerce Journal*, Vol. 2, No. 2, (Feb., 1931), p. 4.

lower level positions. He also believes that the commerce department should train students to eventually fill managerial and executive positions, should train them in neatness and accuracy, and should give them a knowledge of the economic structure and modern business relationships.

R. G. Walters⁷ definitely says that he believes that commercial education must always be primarily vocational if it is to be justified.

Paul O. Selby recognizes the importance of this issue in his article in the Business Education World for December, 1938. He says:

Various thinkers, speakers, and writers contend that business education is scarcely vocational at all; others claim many virtues and objectives for business education; and still others see business education as having a mixture of vocational and non-vocational purposes.

I feel that I represent only a very small group when I venture to say that business education is, and must remain, chiefly vocational if it is to exist at all.⁸

Lloyd H. Hayes⁹ believes that the commerce teacher does not have the right to decide for a student what he should learn. He believes that the business man should decide what is to be included in the curriculum and that the School of Education should concern itself only with how those skills and knowledges can best be learned.

Frederick G. Nichols says:

7. R. G. Walters, "The Relation of Business to General Education." The Balance Sheet, Vol. 18, No. 6, (Feb., 1937), p. 244.

8. Paul O. Selby, "Business Education is and Must Remain Vocational." The Business Education World, Vol. 19, No. 4, (Dec., 1938), p. 265.

9. Lloyd H. Hayes, "The Commercial Teacher and the Business Man." The Journal of Business Education, Vol. 13, No. 6, (Feb., 1938), p. 17

The vocational objective has not been sufficiently emphasized in most of our schools, in spite of public opinion to the contrary.¹⁰

However, he points out the value of the non-vocational objectives and declares them good in themselves, and not antagonistic to the vocational objective unless allowed to dominate the curriculum to such a point that the vocational courses are excluded.

(From the hundreds of articles surveyed in this study, it is evident that many of the leaders in business education feel that the primary purpose of at least bookkeeping, shorthand and typewriting is to develop vocational efficiency.) Lloyd Bertschi¹¹ says that these courses are so rich in direct, specific, vocational training that we should not attempt to use them to provide personal-use values or to promote better social attitudes. Nichols¹² says that the field of business education is in danger of disintegration unless there is a halt in the devitalizing of vocational subjects by attempting to make them serve uses for which they are not intended. He recommends the establishment of new courses and the cooperation with other departments as means of achieving these new objectives rather than the abandonment of the legitimate aims of vocational subjects.

Some writers claim that commercial education is not

10. Frederick G. Nichols, "National Clerical Ability Tests." The Business Education World, Vol. 18, No. 5, (Jan., 1938), p. 340.

11. Lloyd Bertschi, "Courses in Practical Economics for Everybody." The Business Education World, Vol. 14, No. 6, (Feb., 1934), p. 302.

12. Frederick G. Nichols, "Pre-employment Business Training." The Business Education World, Vol. 14, No. 9, (May, 1934), P. 530

vocational, but is rather cultural and general in character. Among these is Charles E. Greene,¹³ who defends his position on the grounds that many students who take typing take no other commercial subject and have only a personal-use value in mind. In addition to this, many of the commerce students do not plan to go into commercial occupations.

Benjamin R. Haynes,¹⁴ A. O. Colvin,¹⁵ and Elmer E. Spanabel¹⁶ agree that commercial education has two objectives. Haynes says that we should not only train the student to enter gainful employment but must also help him to adjust himself to social and economic conditions. Colvin thinks that the vocational objectives, should be included, but that they should be secondary to general education values. Spanabel says that training for vocational efficiency is a legitimate aim of the commercial department, but that its truer aim is to prepare students for their social relations.

B. Frank Kyker¹⁷, Paul D. Collier¹⁸, Harald G. Shields,¹⁹

13. Charles E. Greene, "The Place of Commercial Education in the Public School Program." The Balance Sheet, Vol. 18, No. 6, (Feb., 1937), p. 250.

14. Benjamin R. Haynes, "Business Education Curricula on the Junior College Level." The Business Education World, Vol. 14, No. 9, (May, 1934), p. 536.

15. A. O. Colvin, "Business Education in the Small High School." The Business Education World, Vol. 18, No. 3, (Nov., 1937), pp. 206-7.

16. Elmer E. Spanabel, "Effective Pupil Guidance." The Business Education World, Vol. 15, No. 6, (Feb., 1935), p. 451.

17. B. Frank Kyker, "There is no Conflict." Balance Sheet, Vol. 19, No. 7, (Mar., 1938), p. 291.

18. Paul D. Collier, The Business Education World, Vol. 18, No. 3, (Nov., 1937), p. 175.

19. Harald G. Shields, "Social Responsibility of Business Education." The Business Education World, Vol. 14, No. 10, (June, 1934), p. 615.

Walter F. Dexter²⁰, Nathaniel Altholz²¹, and A. O. Colvin²² have all expressed the idea that the commercial department must provide both general social education and specific vocational education. Kyker emphasizes the fact that there is no conflict between the vocational objectives and the social, personal-use or consumer objectives. He says that they are supplementary and complementary, and both are necessary in a well balanced secondary-education program.

Perhaps one of the clearest statements of the attitudes of persons of this group is a statement by Harald G. Shields which appeared in the June, 1934, issue of the Business Education World:

The real problem of the business department in the high school is the adequate training of a highly select group of vocational students and the offering of general business courses for all, and not the offering of traditional courses for many who will in high probability, not use such training.²³

Even Nichols, who so strongly defends the vocational objective says that:

.....there must be a clear understanding of the need for both types of business education; the necessity that each shall be developed to meet its own objectives, and that neither shall conflict with the other.²⁴

ISSUE II

SHOULD THE OUTCOMES OF BEGINNING BOOKKEEPING REMAIN THE

20. Walter F. Dexter, "An Adequate Business Education." The Business Education World, Vol. 18, No. 10, (June, 1938), p. 781.

21. Nathaniel Altholz, "Outcomes of Beginning Bookkeeping." The Business Education World, Vol. 15, No. 3, (Nov., 1934), p. 187.

22. A. O. Colvin, loc. cit.

23. Harald G. Shields, loc. cit.

24. Frederick G. Nichols, "What is a Sound Philosophy of Business Education?" The Business Education World, Vol. 17, No. 6, (Feb., 1936), p. 447.

TRADITIONAL VOCATIONAL OUTCOMES OR SHOULD THEY BE BROADENED?

This issue is closely related to the objectives of the entire field of business education, but represents a specific subject about which much of the controversy rages. The editor of the Business Education World says that teachers and curriculum committees all over the United States are asking how far we should go in socializing the bookkeeping course.*

There are many points of view or shades of opinion expressed on this subject in current literature. Many of the writers seem to think that the beginning bookkeeping course must be broadened.

H. A. Andruss says:

The future of bookkeeping depends on its reorganization on a socialized basis.²⁵

W. R. Odell²⁶ argues that there must be personal-use records as well as business records included in a beginning course. He cites the need for family, club, lodge, and church records as examples of personal-use bookkeeping, and includes farm accounts along with business records in the vocational material needed.

Fayette H. Elwell²⁷ holds that bookkeeping is merely a systematic procedure for keeping records and says that social and technical needs are complementary, not contradictory. Paul

* This statement appeared in the introductory paragraph to a number of articles on "What of Beginning Bookkeeping", one being November 1934, p. 187.

25. H. A. Andruss, "The Socialized Bookkeeping Course." The Business Education World, Vol. 14, No. 6, (Feb., 1934), p. 274.

26. W. R. Odell, "What of Beginning Bookkeeping." The Business Education World, Vol. 15, No. 5, (Jan., 1935), p. 356.

27. Fayette H. Elwell, "Outcomes of Beginning Bookkeeping?" The Business Education World, Vol. 15, No. 1, (Sept., 1934), p. 17.

A. Carlson²⁸ is in agreement with Elwell. He thinks that bookkeeping can be broadened to include social, economic, educational, and personal values without sacrificing any of the vocational values. He says:

The vocational value of bookkeeping is in no way destroyed or impaired by the new-type of topics, exercises, and projects.²⁹

Nathaniel Altholz says that business education must train for specific occupations, but in the same article he says:

We must choose between two alternatives, one limiting the study to a small minority, who show special aptitude for and an interest in bookkeeping as a vocation, the other liberalizing the subject so that it may be of genuine educational value in developing the mentality and personality of all commercial students.³⁰

While Mr. Altholz does not state which of the alternatives should be chosen, he evidently implies that the latter choice is preferable. In the preface to his text, "Bookkeeping in Everyday Life," Mr. Altholz says that the book has been prepared with recognition of the recent tendency toward socialization.³¹

Both Nichols³² and Bertschi³³ disagree violently with Altholz's position. Both feel that vocational courses should not be used to obtain socio-economic outcomes, but Nichols clearly expresses the view that we must include both vocational and non-vocational courses, and thus seems to indicate that he believes that both vocational and non-vocational courses in bookkeeping should be offered. They are also in disagreement

28. Paul A. Carlson, "What of Beginning Bookkeeping?" The Business Education World, Vol. 15, No. 9, (May, 1935), p. 699.

29. Carlson, op. cit., Vol. 15, No. 9, p. 701.

30. Nathaniel Altholz, op. cit., Vol. 15, No. 3, pp. 187-189.

31. Nathaniel Altholz, Bookkeeping in Everyday Life, Preface.

32. Frederick G. Nichols, op. cit., p. 530.

33. Lloyd Bertschi, op. cit., p. 302.

with Elwell and Carlson when they hold that social values cannot be introduced into vocational courses without damaging the course for vocational outcomes.

A. O. Colvin³⁴ is consistent in his belief that the high school bookkeeping course should be offered as a highly specialized vocational training course for a select group of students who plan to become bookkeepers. This would be more in accord with the beliefs of Nichols.

E. H. Fearon³⁵ and Ira W. Kibby³⁶ find in beginning bookkeeping a means of training the student to understand business and bookkeeping principles, but Kibby goes farther to say that teaching the pupil to keep personal records is one of the primary outcomes.

W. Harmon Wilson believes that bookkeeping courses must include three objectives if they are to function most effectively. These three values are: personal-use, social, and vocational. No bookkeeping course is complete which does not provide these outcomes, but no one objective should be stressed to the detriment of the others.³⁷

ISSUE III

SHOULD THE SECONDARY SCHOOL GIVE SPECIFIC PREPARATION FOR ONLY THE LOWER LEVEL OF OFFICE POSITIONS, OR SHOULD IT ALSO PREPARE FOR THE MORE ADVANCED OFFICE, SELLING, SECRETARIAL,

34. A. O. Colvin, "An Integrated Course in Bookkeeping." The Business Education World, Vol. 14, No. 3, (Nov., 1933), p. 123.

35. E. H. Fearon, "What of Beginning Bookkeeping?" The Business Education World, Vol. 15, No. 7, (Mar., 1935), p. 539.

36. Ira W. Kibby, "What of Beginning Bookkeeping?" The Business Education World, Vol. 15, No. 4, (Dec., 1934), p. 272.

37. W. Harmon Wilson, "Can Bookkeeping be Both Personal and Vocational?" Review of Commercial Education, Vol. 35, No. 14, (Nov., 1938), pp. 14-15.

ACCOUNTING, AND MANAGERIAL POSITIONS?

If there is to be any vocational education provided in the secondary schools, and a majority of the writers included in this survey believe that there should be, the question naturally follows as to whether that job training should be for the lower level office positions, the more advanced positions, or the managerial positions.

Because of the immaturity of the persons being trained it is generally admitted that the high school should not attempt to train specifically for managerial positions. Virgil Stinebaugh says:

It is generally admitted that full and complete preparation for senior occupations cannot be given in the secondary school. To give a broad pre-vocational training (with some specific training for junior occupations) seems to be the particular contribution which the secondary school can make toward the realization of the vocational objectives.³⁸

Mr. Stinebaugh quoted the specific objectives of commercial education, as outlined by the Commercial Education Executive Committee for Indiana as follows:

1. To train junior workers for General, Clerical, Stenographic, Statistical, Selling, and similar tasks in business.
2. To train students to eventually fill the managerial or more advanced executive positions.³⁹

Nichols⁴⁰, as previously quoted, says that commercial education must stand or fall on its effectiveness as preparation for the lower levels of business employment and reasonably certain advancement to positions on the higher levels.

38. Virgil Stinebaugh, op. cit., Vol. 2, No. 2, p. 6.

39. Ibid., p. 4.

40. Frederick G. Nichols, "Pre-employment Business Training." The Business Education World, Vol. 14, No. 9, (May, 1935), p. 531.

A. O. Colvin strongly emphasizes the need for training for the more advanced positions. The following statement presents the arguments which Colvin uses to defend his stand:

The present program of offerings is adequate for the necessary preliminary training for entrance into certain clerical and office positions, but these jobs are primarily non-productive and belong to the overhead accounts in business.

Business occupations that are more directly and closely associated with the productive activities of business often carry greater remunerative rewards for service. It is within the scope of business education in the secondary schools to offer a program that will provide introductory education for entrance into occupations that are more remunerative and at the same time offer greater opportunity for advancement.

Retail merchandising, for example, offers greater opportunity for employment of young people of high school age than any other business field.⁴¹

Mr. Colvin then points out that the wages are as good in selling positions as they are in stenography or bookkeeping, promotional opportunities are better and lead directly to individual enterprise or business administration and management.

Francis T. Spaulding, in criticizing the lack of planning done by the high school students says:

More than half the young people who have jobs will have to leave their present employer if they are to earn enough to marry, live decently, and stay out of debt.⁴²

Norton points out that in New York State commercial education is not concerned with training for positions which may ultimately involve managerial responsibility, but is thought of largely in vocational and clerical terms.⁴³ This, in spite of the fact, that many people employed in these clerical

41. A. O. Colvin, "Strengthening the Business Curriculum." The Business Education World, Vol. 18, No. 4, (Dec., 1937), p. 285.

42. Francis T. Spaulding, High School and Life, p. 68.

43. Thomas L. Norton, Education for Work, p. 41.

positions are not earning enough to provide a decent standard of living.

ISSUE IV

SHOULD VOCATIONAL TRAINING IN THE SECONDARY SCHOOL AIM TO PROVIDE SKILLS, KNOWLEDGE, AND ABILITIES NEEDED FOR A SPECIFIC JOB, OR A BROAD GENERAL BACKGROUND IN PREPARATION FOR ANY ONE OF A VARIETY OF JOBS WITHIN THE SAME OCCUPATIONAL FIELD, FURNISHING ONLY SUFFICIENT SKILLS TO ENABLE THE INDIVIDUAL TO GAIN INITIAL PLACEMENT?

At least four distinctly different attitudes on this question may be found. The belief that vocational training should be aimed toward a specific job is well expressed in the following statement from Vierling Kersey:

".... no amount of general training, no amount of assembled items of interest, no amount of knowledge about or knowledge of will replace technical skill and definite abilities for specific jobs." 44

In order to emphasize his point of view, Howard Campion sets up the following statement and follows it by his attitude on the question:

Changing occupational conditions make it impractical to train for definite vocational objectives, and we should confine the work of the high schools to providing the broad base or foundation for later specialization; or we should train only for large general employment fields or for groups or 'families' of occupations.

This statement is good in theory, but in practice the person seeking employment is usually more successful if he has something specific or definite in the way of skill to offer an employer. We have too many Jacks-of-all-trades; too many who say, 'I can do anything.' An ability to do something well is what prepares the job seeker for the step over the threshold.⁴⁵

44. Vierling Kersey, "Your Technical Skill Finds a Job." The Business Education World, Vol. 16, No. 6, (Feb., 1937), p. 401.

45. Howard Campion, "The Vocational Issue in Business Education." Business Education World, Vol. 19, No. 8, (April, 1939), p. 622.

Homer P. Rainey says that many of the people whom census takers have listed as "employable" have hardly any qualification for employment except a willingness to accept it.⁴⁶

In regard to this Dr. McKee Fisk says:

Business men, by and large, demand something more than a willingness to work--knowledge of how to work.⁴⁷

While Kersey and Campion have presented good reasons for their stand in favor of specialization, there are many who are just as sure that it is wise to avoid over-specialization.

Norton says:

Training in the future must, for the most part, avoid overspecialization and make it possible for an individual to shift from job to job.⁴⁸

And Harl R. Douglass backs him up with the statement:

A general type of vocational instruction should be taught which could be applicable to a large number of related species of vocational employment.⁴⁹

Among those who feel that the secondary school should provide both specific vocational training and background training are John L. Tildsley, Henry I. Chaim, and Orville C. Pratt.

Dr. Tildsley points out that the criticism of business men indicate that they are not primarily interested in skill performance on the part of new employees, but are interested in their total capacities, of which skill is but one manifestation.⁵⁰

46. Homer P. Rainey, *How Fare American Youth*, p. 24.

47. McKee Fisk, "Occupational Training for Business." Texas Outlook, Vol. 23, No. 3, (March, 1939), p. 22

48. Thomas L. Norton, loc. cit., p. 29.

49. Harl R. Douglass, "The Relation of Business Education to General Education." The Balance Sheet, Vol. 19, No. 6, (Feb., 1938), p. 247.

50. John L. Tildsley, "A Larger Conception of Skill." The Business Education World, Vol. 15, No. 1, (Sept., 1934), p. 13.

Paul A. Mertz, Personnel and Education Training Director, Sears, Roebuck Co., Chicago, Illinois, says that business expects the school to develop those attitudes, habits, skills, appreciations, and knowledge essential to successful job performance and business association. He believes that in skill training courses the student should be trained to the point of minimum skill required for employability in starting jobs.⁵¹

Mr. Chaim says that there are two types of students in the high school: one type of student is inclined to specialize and should be offered specialized training, the other type seeks a general knowledge and should be offered courses which give him this type of information.⁵²

Mr. Pratt offers another point of view, and one that is supported by Homer P. Rainey⁵³ among others:

In every type of school, general or broad education ought to predominate in the earlier years of the course and direct vocational education ought to be stressed in later years.

Specialization is necessary for effective work, but breadth of view is equally essential for the highest type of specialization. We want the graduate of business schools to be prepared to do well the immediate task, but we want them also to see the task in perspective, in its relation to the work of the world. I believe that business education would be strengthened if more time and attention were devoted to broadening work.⁵⁴

Even Mr. Campion agrees that in the future workers in the business occupations must know not only their own particular work, but things beyond and broader than their own

51. Paul A. Mertz, "Business Looks to The School." Business Education Digest, Vol. 3, No. 2, (May, 1939), pp. 134-135.

52. Henry I. Chaim, "Teaching of Office Machines." The Business Education World, Vol. 15, No. 7, (March, 1935), p. 575.

53. Homer P. Rainey, Op, cit., p. 54.

54. Orville C. Pratt, "Trends in Business Education." The Business Education World, Vol. 17, No. 5, (Jan., 1937), pp. 321-324.

immediate activities.⁵⁵

A fourth point of view has been expressed by G. I. Nippress who is manager of the Business Institute, of Saginaw, Michigan. He says:

I believe it is also true that the average college-preparatory-course graduate from high school makes much better raw material for the business school than the high school graduate who has narrowed his training by too much specialization in the various technical lines, including business, during the years when the principal effort should be toward laying a good general foundation.⁵⁶

Mr. Nippress is manager of a private business school, and his stressing of general education in high school followed by specialized education in the business college may be colored by personal interests. It at least represents the point of view of many business schools, and no doubt some business men.

ISSUE V

SHOULD INSTRUCTION IN THE USE OF BUSINESS MACHINES BE PRIMARILY CONCERNED WITH PROVIDING AN ACQUAINTANCESHIP WITH THE VARIOUS MACHINES OR SHOULD IT PROVIDE A DEFINITE VOCATIONAL SKILL?

This question is closely related to the issue on whether the commercial department of the high school should aim to provide skills needed for a specific job, or a broad general background. However, many thinkers do not consider an acquaintanceship with the various machines as being of much value as a "general background."

Frederick G. Nichols, who seems always to favor training

55. H. A. Campion, "Leadership in Business." The Business Education World, Vol. 15, No. 6, (Feb., 1935), p. 447.
56. G. I. Nippress, "Specialization." The Business Education World, Vol. 14, No. 3, (Nov., 1933), p. 126.

for vocational efficiency, says:

There is a rather widespread notion that a mere acquaintanceship with office machines, techniques, and practices is sufficient for all practical needs of the average beginner in office work. This is fatal to sound comprehensive vocational training.⁵⁷

Dr. Vernal H. Carmichael agrees with Nichols in that, while acquaintanceship with the various machines is of some value in helping the graduate to adjust himself to business situations, office machine courses must be thorough enough to furnish pupils with marketable vocational skills if they are to be of real value.⁵⁸

R. S. Rowland points out a trend toward developing actual vocational efficiency rather than mere acquaintance with the machines. He also notes a trend toward postponing such training until the twelfth, or even the thirteenth or fourteenth year.⁵⁹

In answer to the question: "Should the high school assume responsibility for preparing its students to become office machine specialists?" Mr. Albert Stern says:

The standard high school as generally organized at present, can hardly be expected to do that job; it might be done in special vocational high schools or in post graduate classes.⁶⁰

Mr. Henry I. Chaim again takes a compromise stand, pointing out that there are two types of students; one seeking

57. F. G. Nichols, "National Clerical Ability Tests." The Business Education World, Vol. 18, No. 5, (Jan., 1938), p. 340.

58. Vernal H. Carmichael, "Suggested Course Content for Office Machines Courses in Small, Medium and Large Schools." The Business Education Digest, Vol. 3, No. 1, (March, 1939), p. 57.

59. R. S. Rowland, "Observations and Trends in the Teaching of Office Machines." Business Education Digest, Vol. 2, No. 2, (May, 1938), p. 55.

60. Albert Stern, "N.C.T.F. Office Machines Round Table Discussion." Business Education World, Vol. 19, No. 6, (Feb., 1939), p. 473.

specialized skills and the other desiring general information.

This necessitates the development of two types of office training courses: one in which a student will be given a general knowledge of all machines; the other, one which will give an intensive knowledge of some special machine so that the student will have an opportunity to work as a specialist.⁶¹

ISSUE VI

SHOULD VOCATIONAL STUDENTS RECEIVE TRAINING IN MORE THAN ONE OCCUPATIONAL SKILL IN ORDER TO INCREASE THEIR INITIAL EMPLOYMENT POSSIBILITIES?

Those who believe that the high school should attempt to provide training in two or more occupational skills often base their arguments on the idea that a person who can do more than one thing will obtain employment sooner than the person who has only one technical skill even though he may never be called upon to use this second skill. The additional skill gives an employee a "reserve power" which is supposed to make him a more valuable man because he can be shifted from one job to another if need be, and he is better "promotional material" than the person who knows nothing except his particular task.

Imogene L. Pilcher, a strong believer in stenographic training, says:

Even the most narrow-minded of our co-workers in the commercial field and the most prejudiced of our academic friends admit that, among their personal friends, there are many whose initial and promotional opportunities were made possible by stenographic training.⁶²

In the May, 1939, issue of the Business Education Digest, J. M. Trytten reviews an article on the need for specialization

61. Henry I. Chaim, loc. cit.

62. Imogene L. Pilcher, "Facts Instead of Deductions." The Business Education World, Vol. 14, No. 6, (Feb., 1934), p. 271.

which appeared in Vocational Trends. This writer believes that there are many opportunities for stenographers who understand foreign languages, engineering terms, medical terms, banking terms, or finance. He points out that a stenographer who can step into some other job in emergencies or when she is not occupied by secretarial work is a more valuable employee than one who has no special field beyond her stenographic skill.⁶³

Perhaps an even better argument in favor of training in more than one occupational skill is the following, also taken from an article by Miss Pilcher:

We all know that in actual numbers of offices there are more small offices than large ones. We know that in the small office there is less specialization of tasks, and an employee must have an all-round commercial training. The process of disintegration going on in big business means, necessarily, a disintegration in large offices. The boy or girl trained in only one specific skill, such as filing or machine operation, cannot fit into the small office needs.⁶⁴

Werner H. Monninger, in defending a course in machine calculation in the high school, says:

Skill in operating a calculating machine is valuable to the student who expects to take any kind of an office position for the reason that an employer will usually show preference to the one who can do more than one kind of office work.⁶⁵

Those who do not believe that the commercial department should offer each student several occupational skills defend their position on the grounds that the community can not afford to train each person in several different occupational

63. J. M. Trytten, "Stenographers Are Like Doctors." The Business Education Digest, Vol. 3, No. 2, (May, 1939), pp. 173-175.

64. Imogene L. Pilcher, op. cit., p. 273.

65. Werner H. Monninger, "Machine Calculation in the High School." The Ball State Commerce Journal, Vol. 1, No. 2, (Feb., 1930), p. 9.

lines, and that the person who tries to take too many skill subjects does not have time to get a sufficient background in the general and cultural subjects.

Frederick G. Nichols says in regard to this:

The pupil who wants to prepare for business but has no specific aim, usually chooses all of the distinctly vocational courses--shorthand, typewriting, office practice, advanced bookkeeping, and retail selling(if offered). Such a program is top-heavy with skill-subjects and utterly lacking in the social-business subjects that afford a background of understanding so essential to successful functioning in any of the many office positions.⁶⁶

ISSUE VII

SHALL COMMERCIAL EDUCATION BE CONCERNED ONLY WITH THE WELFARE AND PROGRESS OF THE INDIVIDUAL, OR WITH THESE ONLY AS THEY PROMISE TO CONTRIBUTE TO THE WELFARE AND PROGRESS OF SOCIETY?

(This issue, for the most part, represents a conflict between theory and practice. Most of the educators who are quoted here believe that the publicly supported schools must of necessity be primarily concerned with promoting the interests of society wherever these interests conflict with personal interests of the individual. However, Francis T. Spaulding says that the New York Regents' Inquiry found:

The present courses are not designed to provide pupils with any broad understanding of business relationships as a part of their individual economic education, nor do these courses offer opportunity to develop the knowledge and skills most useful to the consumer of business services. Instead, the work is conceived strictly as preparation for vocational life.⁶⁷

Harl R. Douglass, in a address before the National

66. Frederick G. Nichols, Commercial Education in the High School, p. 29.

67. Francis T. Spaulding, High School and Life, p. 130.

Education Association, in Washington, D. C., in 1938, said:

Business education particularly has failed to realize the social nature and the social obligations of the public school. It has concentrated on a type of business and vocational education whose primary purpose is the occupational welfare of the individual student. It has ignored its responsibility to society.⁶⁸

Statements showing the need for social education have been taken from articles by A. O. Colvin, and Frederick G. Nichols.

Mr. Colvin says:

To give every high school student a desire to raise the ethical standards of business practice and improve the operation of our economic system (is one of the three most important objectives of business education.)⁶⁹

The program of business education should attempt to create a desire on the part of every high school student to improve business practices and methods, and give a clear and unbiased concept of the true functions of business.⁷⁰

Mr. Nichols says that educators are attaching more importance to the needs of society as a whole rather than the needs of the individual as a unit in society. He adds:

Each individual is entitled to an opportunity to obtain for himself the largest possible measure of personal development through the discovery and nurture of his own aptitudes, interests, and capacities as long as such personal development does not lead in anti-social directions. Fortunately in most cases there is no conflict between social and individual good.⁷¹

Mr. Nichols also points out that no education, whether

68. Harl R. Douglass, "Basic Consideration in Adjusting the Business Education Curriculum to Conditions Today." Addresses and Proceedings of the N. E. A., 1938, Vol. 76, pp. 394-396.

69. A. O. Colvin, "Business Education in the Small High School." The Business Education World, Vol. 18, No. 3, (Nov., 1937), pp. 206-207.

70. A. O. Colvin, "Strengthening the Business Curriculum." The Business Education World, Vol. 18, No. 4, (Dec., 1937), p. 285.

71. Frederick G. Nichols, op. cit., p. 9.

specialized or unspecialized, can be defended on the assumption that it is for the individual good and not primarily for the individual as a member of society. He believes that business education is obligated to do all that it can to preserve and promote the social progress that has been made through the ages.⁷²

He says that:

Graduates of business schools and courses should be first, models of constructive citizenship, and second, successful business men.⁷³

ISSUE VIII

SHOULD MENTAL DISCIPLINE BE ONE OF THE OBJECTIVES OF BUSINESS EDUCATION?

This problem seems to be rapidly diminishing in importance, yet there are many who still contend that one of the major purposes of business education is to provide mental discipline for the prospective office worker. Among those who hold to this belief may be listed William C. Wallace and Nathaniel Altholz. Mr. Wallace, in an article in the Business Education World in 1935, said:

A thorough-going treatment of the fundamentals of bookkeeping, during the first year, furnishes an excellent practice field for the development of powers of reasoning and judgment.....

All of us, as teachers of business subjects, are ready to recognize the importance of developing these mental qualities in the pupils we instruct.⁷⁴

Nathaniel Altholz, in an article published in 1934, in which he described the desirable outcomes of beginning bookkeeping, said:

72. Ibid., pp. 58-59.

73. Ibid., pp. 60-61

74. William C. Wallace, "What of Beginning Bookkeeping." The Business Education World, Vol. 15, No. 6, (Feb., 1935), p. 443.

Skills and technics constitute the initial stock-in-trade of the entrant into business. But he must bring to his task training in mental discipline along with desirable personality traits and proper social behavior patterns, if he is to become an effective and acceptable worker in business organizations.⁷⁵

Frederick G. Nichols thinks that commercial subjects are as effective as mind developers as are the older academic subjects, but he does not believe in mental discipline and says that a more tenable justification than that must be found for commercial work in the high school.⁷⁶

James E. Trabue is another who does not think that mental discipline is an adequate justification for the commercial subjects in the high school program. He says:

Commercial education in the secondary-schools is no longer on the defensive. It is not necessary to plan rebuttals that justify the teaching of industrial geography because it is cultural, bookkeeping because it develops mathematical precision, commercial law for its methodical reasoning, typewriting for its habits of diligence, and shorthand because it develops rapid perception.⁷⁷

As evidence of the fact that this issue is rapidly losing its importance, H. L. Forkner says:

The theory of mental discipline has been disproved for such a long time that many teachers are not aware of its existence.⁷⁸

SUMMARY

Perhaps the most important of all secondary-school problems is the determination of its objectives. In commercial

75. Nathaniel Altholz, "Outcomes of Beginning Bookkeeping." The Business Education World, Vol. 15, No. 3, (Nov., 1934), p. 188.

76. Frederick G. Nichols, op. cit., p. 12.

77. James E. Trabue, "Is the Commercial Department Selling Its Product?" The Business Education World, Vol. 18, No. 10, (June, 1938), p. 783.

78. H. L. Forkner, "Ready-for-Use Commercial Education." The Balance Sheet, Vol. 19, No. 2, (Oct., 1937), p. 51.

education more book and magazine space has been devoted to a discussion of its objectives than any other of its problems. Undoubtedly the most important issue concerning the objectives of commercial education is whether it should have as its primary aim vocational efficiency, socio-economic training, personal-use values, or whether it should attempt to provide all three of these types of training.

There is also considerable disagreement as to whether the vocational training, if offered, should be for the lower levels of office positions, or for the more advanced positions. The intensity and specificity of vocational training, the number of skills necessary or desirable for each student, and the values of mental discipline also give rise to considerable controversy and are definitely among the major issues of the field.

Concrete evidence of objectives may be found by examining the curriculum because the curriculum must be constructed in such a way as to achieve these predetermined objectives.

A discussion of the curriculum naturally follows.

CHAPTER III

WHAT SHALL BE INCLUDED IN THE COMMERCIAL CURRICULUM?

After determining what the objectives of commercial education should be, the logical second step should be to determine how these objectives are to be achieved. An educational curriculum may be defined as everything that is done by the school to develop the socially significant abilities and characteristics of the individual, and this curriculum is determined by the aims, or by the attitudes, interests, information, and skills which individuals should have. Consequently this chapter has been devoted to a consideration of what should be included in the commercial curriculum.

ISSUE I

SHALL VOCATIONAL EDUCATION OF ANY KIND BE OFFERED IN THE HIGH SCHOOL?

This issue involves a number of questions, among which may be listed the following: Should the commercial department of the high school organize its program so that it offers general education courses, and leaves the instruction in vocational courses to the junior college? Should vocational commercial education be pushed up and out of the traditional high school and into the thirteenth and fourteenth years? Should vocational commercial education be eliminated from the small high school where the thirteenth, or thirteenth and fourteenth years are not possible?

Most of the writers who have been quoted on this issue seem to be of the opinion that commercial education on the

high school level must always remain partly vocational.

Frederick G. Nichols, Paul S. Lomax, and Edwin G. Knepper agree with this view.

Mr. Nichols says that business education is an essential part of any complete program of high school commercial education.¹ By "business education" Mr. Nichols means training in specific occupational skills.

All current educational theory and practice favor, even demand, the inclusion of commercial education in any full program of secondary education in schools large enough to support such a program.²

Mr. Nichols is undoubtedly a little too enthusiastic in his statement, as his definition of commercial education includes vocational training.

Paul S. Lomax, in an article entitled "What is a Sound Philosophy of Business Education" says that it is most unlikely that the business vocation phase of secondary education will be discontinued for a long time to come. He bases his position on the following facts:

The present (1935) full-time day secondary-school enrollment is estimated by the United States Office of Education at 5,590,000 and the college enrollment at 1,150,000. As long as the great majority of American youths do not tend to go beyond secondary schools, the major need and contribution of vocational education (including business education) will continue to be below the college level as far as the nation-wide situation is concerned.³

Nichols points out that the number of high school pupils

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1. Frederick G. Nichols, "What is a Sound Philosophy of Business Education?" The Business Education World, Vol. 16, No. 10, (June, 1936), p. 766.
 2. Frederick G. Nichols, Commercial Education in the High School, p. 22.
 3. Paul S. Lomax, "What is a Sound Philosophy of Business Education?" Business Education World, Vol. 16, No. 4, (Dec., 1935), p. 291.

who need training for the lower levels of office positions is, and will continue to be sufficient justification for high school courses in business.⁴

Knepper points to the number of self-supported business training institutions as proof of the fact that vocational preparation is needed on the secondary-school level.⁵ However, he admits that the depression and the resulting lack of employment have made rather acute the question of whether a purely vocational business education program can be defended on the high school level.⁶

Dr. Jessie Graham believes that secondary education should include core courses for wise personal-business management, business background courses, and vocational training for actual business positions in the community served.⁷

Ernest A. Zelliott agrees with Dr. Graham in that definite vocational business training of some type should be included in the high school program. He points out the upgrading tendency which, in his opinion, is desirable because better positions in business offices require training above the high school level.⁸

There are a number of people who believe that the vocational phase of commercial education should be postponed until the thirteenth or fourteenth year of school. Because of this

4. Frederick G. Nichols, op. cit., p. 15.

5. Edwin G. Knepper, A History of Commercial Education in The United States, p. 140.

6. Ibid., p. 139.

7. Jessie Graham, "How Much Business Education Should Be Undertaken in the Secondary Schools?" The National Business Education Quarterly, Vol. 6, No. 3, (March, 1938), pp. 5-7.

8. Ernest A. Zelliott, "Trends in Business Education." The National Business Education Quarterly, Vol. 6, No. 3, (March, 1938), p. 11.

belief, and the trend toward the establishment of thirteenth and fourteenth years in the high schools, David Snedden and Samuel E. Fleming have predicted that in the future vocational courses will not be offered in the regular high school.

Snedden predicts that by 1950 the following conditions will exist:

All the children of all the people will be attending full-time schools of general secondary education until at least eighteen years of age. These schools will offer no courses designed to train in full or in part for any vocations.⁹

Fleming says:

I predict that purely vocational commercial training will in the near future be offered only on the high school post-graduate level.¹⁰

ISSUE II

SHOULD THE HIGH SCHOOL COMMERCIAL CURRICULUM BE BASED ON A JOB OPPORTUNITY SURVEY?

This issue involves two closely related questions: Shall the commerce program be limited to the needs of the community in which the high school is located? Shall numbers enrolled in vocational commercial courses be limited to approximately the demand for employees with such training?

In addition to these problems Mr. Frederick G. Nichols asks three fundamental questions upon which a solution to this problem depends:

Can any locality absorb all the home talent of every kind, and in doing so not add to the millions of vocational misfits?

9. David Snedden, "Toward Better Commercial Educations." The Business Education World, Vol. 15, No. 1, (Sept., 1934), p. 3.
 10. Samuel E. Fleming, "Is Commercial Education Vocational?" The Balance Sheet, Vol. 17, No. 3, (Nov., 1935), p. 115.

Can any community afford to depend wholly on local talent for the perpetuation of and expansions of its economic, social, and professional life?

Could we successfully defend the thesis that no vocational education should be offered by any community in excess of its own reasonable needs?¹¹

Nichols says that these issues deserve the best thought of those engaged in the field of commercial education. He believes that public education is intended to improve social conditions by improving each individual member of the social group.

To accomplish this result, each individual in our public schools must be afforded the fullest possible opportunity to achieve his own highest development. When local needs run counter to this obligation, it would be social suicide to neglect kinds of training not needed locally, but that most nearly fit the requirements of individuals for whom training programs are provided.¹²

An editorial comment which appeared in the Business Education World for April, 1934, expressed the belief of Bagley, Horn, and Whipple that there is no justification whatsoever for every American community to have a high school curriculum entirely its own.

Regardless of geographical location, commercial education curricula should adhere to a common core of content and a common facility in the use of business tools.¹³

Mr. William C. Bagley definitely says that in his opinion there is no justification for each community to have a curriculum all its own.¹⁴

11. Frederick G. Nichols, The Business Education World, Vol. 14, No. 3, (Nov., 1933), p. 135.

12. Ibid.

13. Editor, Business Education World, Vol. 14, No. 1, (April, 1934), p. 482.

14. William C. Bagley, The Business Education World, Vol. 14, No. 9, (May, 1934), p. 547.

Dr. Whipple objects to each town, city, county, and state developing its own curriculum, and enters a plea for a reasonably stabilized curriculum.

This plea is based upon the conviction that there has been enough experimentation with the materials of instruction and enough discussion of the philosophy of education to determine with reasonable certainty what the information, the skills, the attitudes, and the ideals are that every prospective American ought to have.¹⁵

Nichols says that the commercial department is first obligated to meet the needs of the community. However, he believes that there is a similarity of commercial positions and a similarity of needs in comparable cities throughout the nation, and that the ease with which business workers move from one city to another must be considered.

Therefore, the exact number and kind of commercial workers in any community need not be given undue weight in determining the kinds of high school business training offered. This is so, also, because of the stepping-stone, or transient nature of the initial-contact jobs for which boys and girls can be trained in school.¹⁶

He points out that since the local community bears the expense of training students for jobs, the training required for the benefit of the local concerns should be given preference over other types. Local employment conditions are also important in that training while on the job is thus made possible.¹⁷

Nichols' statement that business workers migrate freely has been definitely proved by a study made by Dr. Otis Young.

15. Guy Montrose Whipple, "The Relation of Curriculum Construction to Textbook Making." The Business Education World, Vol. 14, No. 9, (May, 1934), p. 543.

16. Frederick G. Nichols, Commercial Education in the High School, pp. 123-124.

17. Ibid., p. 124.

This is often used as an argument to justify a commercial program in a rural high school.¹⁸

Among those who favor adapting the curriculum and the training program to the needs of the community are Marguerite D. Fowler, Harold Spears, and E. G. Blackstone.

Miss Fowler shows the need for keeping the employment objective in mind when developing the curriculum because the student must be prepared to fill the needs of the community, as it is there that he will usually seek employment.¹⁹

Spears takes a definite stand for developing the curriculum in terms of occupational opportunities. He says:

Regardless of what other cities are doing the primary responsibility of any curriculum maker is to satisfy the needs of the local community.²⁰

The Department of Superintendence of the N.E.A. agrees with this statement, and says that the curriculum should be based on a study of jobs obtained by graduates and drop-outs, and positions suitable for beginners.²¹

Blackstone declares that the vocational offerings should unquestionably be based upon the kinds of jobs that are available, and that enrollment should be limited to the annual number of openings for each type of job in the community.²²

18. Virgil Stinebaugh, "Objectives for Commercial Education in Indiana." The Ball State Commerce Journal, Vol. 2, No. 2, (Feb., 1931), p. 7.

19. Marguerite D. Fowler, "Adapting Business Education to Local Conditions." The Business Education World, Vol. 19,

20. Harold Spears, Experiences in Curriculum Making, p. 57.

21. Englehardt and Overn, Secondary Education Principles and Practices, p. 503.

22. E. G. Blackstone, National Business Education Outlook, First Yearbook, National Commercial Teachers Federation, p. 144.

ISSUE III

SHALL COMMERCIAL EDUCATION PROVIDE A COMMON CURRICULUM OR SHOULD IT DIFFERENTIATE ITS PROGRAM TO ALLOW FOR INDIVIDUAL DIFFERENCES?

This is largely an issue between theory and practice. Most writers on the subject seem to feel that a differentiated commercial program is necessary to achieve the objectives which have been set up for it, yet the New York Regents' Inquiry found that business education concerned itself primarily with training students to hold routine clerical positions. The committee reported no evidence that the teachers or administrators conceive of commercial education as contributing to a better understanding of business relationships or economic understanding, which would be of benefit to the pupil who cannot and does not intend to use his commercial training vocationally.

F. G. Nichols says that because people differ widely in their aptitudes, interests, and abilities, there can be no such thing as a single educational program that will be suitable for all. Neither could any single program produce the wide varieties of abilities and skills necessary to render the services demanded by modern society. He therefore concludes that the old single-curriculum secondary school program of commercial education must give way to a multiple-curriculum program.²³ Such a statement undoubtedly implies that the multiple curriculum has, as yet, not been widely adopted.

23. Frederick G. Nichols, *Commercial Education in the High School*, p. 10.

This position is further supported by the argument that the "open-door" school policy followed in the United States makes it necessary to provide a wider choice from which the boys and girls may choose a program to suit their interests and needs since true education must be based on self-activity, and self-activity is based on interest.²⁴

The position which Nichols has taken is supported by David Weglein who believes that there should not be just one curriculum as was at one time thought to be the case, but that there should be a variety of different curricula in the upper secondary school.²⁵

Elvin S. Eyster believes that there should be a general business curriculum as well as a vocational business curriculum. The vocational program should be built upon the general business program foundation and should allow at least four fields of specialization--clerical, bookkeeping, merchandising, and stenography.²⁶

ISSUE IV

SHOULD THE COMMERCIAL DEPARTMENT ASSUME RESPONSIBILITY FOR PROVIDING INSTRUCTION IN CONSUMER EDUCATION?

Attitudes on this issue may be divided into three general groupings: (1) those who feel that the business education department has a definite responsibility for training in consumer education; (2) those who feel that the business education department has a part to play in the program, but that its

24. Ibid., pp. 14-17.

25. David Weglein, "The Relation of Business Education to General Education." Balance Sheet, Vol. 19, No. 5, (Jan., 1938), p. 197.

26. Elvin S. Eyster, "The Program of Business Education." Business Education Digest, Vol. 1, No. 2, (May, 1937), p. 10.

responsibility is no greater than that of some of the other departments; (3) those who feel that business education should not include consumer education, various reasons being given.

Among those who feel that the commercial department is definitely responsible for the introduction of consumer education into the high school are A. O. Colvin, Ray G. Price, Herbert A. Tonne, Frederick G. Nichols, Caroline S. Woodruff, Henry I. Chaim, and Jessie Graham.

Colvin says:

The responsibility for leadership in the planning of courses, in the selection of content material, and in the promotion of programs in education which will provide practical consumer-business rest squarely upon the shoulders of business educators.²⁷

Ray G. Price says that the school and the government must accept the responsibility of providing consumer training and quotes the National Association of Commercial Teacher Training Institutions to the effect that the business education department is obligated to provide this training in the high school.²⁸ Dr. Graham agrees.²⁹

Tonne³⁰ and Chaim³¹ agree that the commerce department can make at least three major contributions to secondary education, and both place training in the better consumption

27. A. O. Colvin, "The Relation of Business Education to General Education." The Balance Sheet, Vol. 18, No. 9, (May, 1937), p. 388.

28. Ray G. Price, "The Forgotten Consumer." The Business Education World, Vol. 14, No. 7, Mar., 1934), p. 367.

29. Jessie Graham, "How Much Business Education Should be Undertaken in Secondary Schools." The National Business Education Quarterly, Vol. 6, No. 3, (March, 1938), p. 5.

30. Herbert A. Tonne, "Are We Training All Our Students for Business." The Business Education World, Vol. 15, No. 4, (Dec., 1934), p. 265.

31. Henry I. Chaim, "A Definition of Business Education." The Balance Sheet, Vol. 19, No. 1, (Sept., 1937), p. 9.

of goods and services first in the list.

R. S. Hadsell, Consumers' Counsel Division, AAA, Washington, D. C., thinks that consumer education can not be left to chance, but will not become a generally accepted part of the secondary-school program until superintendents become consumer conscious. The work of convincing superintendents of the importance of consumer education must be done by the business education and the home economics teachers.³²

Woodruff³³ predicts that in the future business education will include training for the consumer as well as the producer, and Nichols³⁴ says that because of their background commercial teachers should take the initiative in developing consumer courses.

None of the writers mentioned above says that business education should assume the entire responsibility and Colvin has definitely said that the problem is too big to be solved by any one subject-matter department.³⁵

Frances B. Bowers³⁶, Frances Zuill³⁷, and J. M. Hanna³⁸ have all expressed their belief that, in the words of the latter:

32. R. S. Hadsell, "Consumer Economics and the Schools." The National Business Education Quarterly, Vol. 4, No. 1, (Oct., 1937), p. 14.

33. Caroline S. Woodruff, "Tomorrow's School of Business." The Business Education World, Vol. 18, No. 8, (April, 1938), pp. 611-612.

34. Frederick G. Nichols, "What is a Sound Philosophy of Business Education?" The Business Education World, Vol. 16, No. 6, (Feb., 1936), p. 447.

35. A. O. Colvin, "Consumer Economics." The Business Education World, Vol. 18, No. 5, (Jan., 1938), p. 367.

36. Frances B. Bowers, "Trends in Commercial Education." The Balance Sheet, Vol. 20, No. 2, (Oct., 1938), p. 55.

37. Frances Zuill, "What Business Education Cannot do for the Consumer." The Balance Sheet, Vol. 18, No. 9, (May, 1937), p. 394.

38. J. M. Hanna, "A School Program of Consumer Education." The Journal of Business Education, Vol. 14, No. 7, p. 21.

Consumer education is not the responsibility of any one department in our school. It must be a co-operative program among all the departments which by their very nature can and should make a contribution.³⁹

Henry Harap goes so far as to say that there is no basis whatsoever for classifying consumer education courses under the heading of commercial education since they could be just as effectively taught in the academic or technical schools.⁴⁰

R. G. Walters says that three departments have been suggested to teach consumer education: commerce, home economics, and social sciences. The commerce department is favored by some because commerce teachers already have a knowledge of economics, business procedures, consumer goods and retailing and are thus better prepared to teach the course. The home economics department is favored because of the asserted fact that women do 75 percent of the buying.

Opposition is raised to both of the above plans because of the limited enrollment. The social science department could undoubtedly reach more students but there is a feeling that instruction in this department might be too theoretical.⁴¹

David Snedden thinks that the objective of consumer education, to make potential consumers more intelligent "buyers" and "utilizers", is quite logical and defensible, but is so hopelessly Utopian that it cannot be achieved with the means and methods which are now available.⁴²

39. Ibid.

40. Henry Harap, "Consumer Education in the Business Curriculum." Business Education World, Vol. 18, No. 8., (April, 1938), p. 616.

41. R. G. Walters, "Consumer Education." The Business Education Digest, Vol. 2, No. 4, (Nov., 1938), pp. 5-6. (From a bulletin of the Department of Secondary-School Principals of the N. E. A., Jan., 1938)

42. David Snedden, op. cit., p. 1.

Arthur C. Kelley takes a dogmatic stand against the inclusion of consumer education in the commercial curriculum. He says:

Consumer education is really a social science course and should properly be taught as a social science because commercial teachers must not allow themselves or their students to question the basic property relationships or principles of private profit on which our business system is based.⁴³

In direct opposition to this stand, Paul A. Mertz of Sears, Roebuck Company, says that business looks to the school to train consumers. He declares that legitimate business welcomes consumer education because an informed public is the best protection which legitimate business can have.⁴⁴

ISSUE V

SHOULD THERE BE COURSES IN PERSONALITY DEVELOPMENT, SHOULD PERSONALITY DEVELOPMENT BE ONE OF THE OBJECTIVES OF EVERY COURSE, OR IS THE SCHOOL RESPONSIBLE FOR DEVELOPING THE STUDENTS' PERSONALITY?

A discussion of whether the school should attempt to develop a student's personality should undoubtedly begin with an accepted definition of the term. Laurance F. Shaffer, who has done a great deal of work on this subject, says:

An individual's personality is most clearly conceived as his habitual tendencies to make certain kinds or qualities of adjustments to life situations.⁴⁵

Mr. Shaffer believes that while certain physiological

43. Arthur C. Kelley, "A Symposium on Socio-Business Education." Monograph No. 31, The South-Western Pub. Co., p. 17.

44. Paul A. Mertz, "Business Looks to the School." The Business Education Digest, Vol. 3, No. 2, (May, 1939), p. 136.

45. Laurance F. Shaffer, "Education Personalities for Business." The Business Education World, Vol. 17, No. 9, (May, 1937), p. 651.

factors may affect personality traits, by far the most of these characteristics are learned habits of reaction.

Personalities are not 'born that way', but are formed as a result of learning processes that continue throughout the life of the individual.⁴⁶

Since personality traits are developed through learning processes, he believes that they can be modified; that a deficiency in personality can be overcome; and that every contact which a teacher has with a student affects his personality.⁴⁷

Next to parents, the teachers have the greatest opportunity to cooperate in guidance of this personality development.⁴⁸

Since business demands more effective personalities than many other occupations, the commercial teacher has a greater responsibility than most teachers. As many of the commercial students do not go to college, the high school commerce teacher must play an important part in personality development. The business student is near his vocational goal and can be more easily stimulated to examine his personality and to attempt to eliminate those features which would be a permanent handicap to him in business and in his private life.

Miss Ray Abrams says that the schools must include in its objectives the development of agreeable habits of personal behavior, of acceptable attitudes, and of approved business outlooks. While she recognizes the many opportunities for the achievement of these objectives in the ordinary course of the day's work, she feels that the field is too important to be attacked indirectly or incidentally. She feels that organized

46. Ibid., p. 652.

47. Ibid., p. 653.

48. Ibid., p. 653.

classroom instruction must be given in personal and business behavior.⁴⁹

Though Dr. Shaffer strongly advocates personality development he says:

The education of personality is individual education.....Personality cannot be taught in classes or courses. The guidance of personal qualities demands an individual and informal relationship between teachers and students that goes beyond the requirements of the curriculum.⁵⁰

Orville C. Pratt⁵¹, G. A. Prosser⁵², John L. Tildsley⁵³, and Annie S. Greenwood⁵⁴ believe that the development of personality traits such as appearance, adaptability, genius for friendship, courtesy, a pleasing voice and a pleasing manner are more important than the development of the highest technical skill. Prosser and Tildsley cite studies to this effect.

However, Herbert L. Rhoades, Assistant to Personnel Officer, Metropolitan Life Insurance Co., New York City, in an address delivered before the New York City Gregg Shorthand Teachers Association, said that he did not agree fully with the general conception of the importance of personality. He pointed out the importance of personality to salesmen, bank tellers, and others who must constantly come in contact with

49. Ray Abrams, "The Teaching of Business Behavior by the Direct Method." The Review of Commercial Education, Vol. 35, No. 3, (March, 1938), p. 5.

50. Shaffer, loc. cit.

51. Orville C. Pratt, "Trends in Business Education." The Business Education World, Vol. 17, No. 5, (Jan., 1937), pp. 321-324.

52. G. A. Prosser, "What 'White-Collar' Business Expects of High School Graduates." The Business Education World, Vol. 18, No. 7, (March, 1938), p. 526.

53. John L. Tildsley, "A Larger Conception of Skill." The Business Education World, Vol. 15, No. 1, (Sept., 1934), p. 13.

54. Annie S. Greenwood, "P.Q. More Important Than I.Q." The Business Education World, Vol. 18, No. 10, (June, 1938), p. 787.

the public, but said that in his opinion, while personality is always an asset, it is of secondary importance as far as typists, file clerks, check writers, bookkeepers, checkers and other routine clerical workers are concerned.⁵⁵

H. W. Nock expresses the need for personality training and the apparent lack of it in the following statement:

Students should be helped to improve their health, appearance, disposition, manners, poise, self-confidence, personal charm, and work habits by individual instruction from a personal adviser on the faculty and by participation in social functions sponsored by the school.....As far as I know very little is done on this important phase at present and therefore considerable pioneer work would be required.⁵⁶

J. Goodner Gill also points to the lack of personality training being offered.

Aside from the scholastic program arranged by any institution, the duty that naturally follows is that of character and personality education.....little attention, as yet, has been given to including such instruction in the normal functions of the classroom.⁵⁷

Jessie J. Gibson⁵⁸ says that there are a few schools throughout the country which have begun to develop a program in personality training. Most of the schools which she describes in this article attempt to develop personality through extra-curricular activities, but some have established courses in personality development.

55. Herbert L. Rhoades, "How Business Develops Expert Performance in the Secretarial and Clerical Occupations." The Business Education World, Vol. 15, No. 2, (Oct., 1934), p. 115.

56. H. W. Nock, "What is Wrong with Your Commercial Graduates?" The Journal of Business Education, Vol. 13, No. 2, (Oct., 1937), p. 18.

57. J. Goodner Gill, "Office Practice at Rider College." The Journal of Business Education, Vol. 13, No. 1, (Sept., 1937), p. 14.

58. Jessie G. Gibson, "The Purchasing Power of Personality." Journal of Business Education, Vol. 14, No. 1, (Sept., 1938), p. 10.

Roy Newton, Dean of the Junior College, Ferris Institute, Big Rapids, Michigan, says that high schools, business colleges, and universities by the score are adding to their curricula courses in personal development and improvement.⁵⁹

ISSUE VI

SHOULD THERE BE PERSONAL-USE COURSES IN BOOKKEEPING OR TYPEWRITING, AND, IF SO, SHOULD SUCH COURSES BE KEPT SEPARATE FROM VOCATIONAL COURSES IN THE SAME SUBJECTS?

This issue is largely a conflict between theory and practice since probably most writers believe in the establishment of personal-use courses and in keeping these courses separate from similar courses which have a vocational objective.

A. O. Colvin lists the three principal purposes of bookkeeping as: aid to business management, vocational use, and the ability to interpret and analyze papers--which may be considered a personal use. He then says:

Any attempt on the part of a teacher to accomplish all the above objectives in a single course in bookkeeping cannot help but result in failure. It would be much better for the school to select one of the three objectives and concentrate all effort on its achievement, or to offer different courses, each based on a single objective.⁶⁰

Mr. Hal F. Holt, who made a survey of teacher combinations and qualifications in the State of Oklahoma, found that there are very few schools in the state which have divided personal-use and vocational-use courses in a particular subject into different classes with different objectives, procedures, or standards. After a thorough study of the situation, he reports:

59. Roy Newton, "The Course in Personality Improvement." The Journal of Business Education, Vol. 14, No. 8, (April, 1939), pp. 21-22.

60. A. O. Colvin, "An Integrated Course in Bookkeeping." The Business Education World, Vol. 14, No. 3, (Nov., 1933), p. 121.

It is my conviction that a single class cannot be both vocational and non-vocational, and do justice to either objective.⁶¹

Dr. W. R. Odell says that there are two distinctly separate streams of subjects in the commerce field: in one stream there is general education based on the social and personal use objective; in the other stream are the vocational subjects.

But the two streams must be distinct and separate if we ever establish our program of commercial education on a firm basis in the secondary school.⁶²

Mr. A. E. Schneider believes that personal typewriting should be considered as an entirely distinct subject, having no connection or relation to courses which attempt to develop a vocational skill.⁶³

Objection to the offering of personal-use courses is raised by Alfred H. Quinette who bases his argument on the idea that pupils who have taken personal-use courses often decide to use their training vocationally. These people tell their prospective employers that they have taken certain courses in high school, but do not mention the fact that the courses were designed for personal use. After they have obtained the position their incompetency becomes evident and they are discharged.

61. Hal F. Holt, "Commercial Education as Viewed by a High School Teacher." Review of Commercial Education, Vol. 34, No. 11B, (Nov., 1937), p. 19.

62. W. R. Odell, "Factors which Should Determine the Proper Balance for the Social, Consumer, and Vocational Objectives of Business Education." The Ball State Commerce Journal, Vol. 7, No. 2, (Feb., 1936), pp. 4-6.

63. Arnold E. Schneider, "New Viewpoint on the Personal Typewriting Course." The Journal of Business Education, Vol. 14, No. 5, (Jan., 1939), p. 21

Because of this situation the school is criticized for turning out pupils who are incompetent.⁶⁴

This leads Mr. Quinette to the conclusion that there should be no personal-use courses, but if there are:

The requirements should be the same for all who take the first-year course in bookkeeping, shorthand, and typewriting.⁶⁵

ISSUE VII

SHOULD SHORTHAND FOR PERSONAL USE BE OFFERED IN THE HIGH SCHOOL?

This issue is closely related to the one immediately above, but has been set up as a separate problem because of the number of people who do not think that shorthand as taught at present has any personal-use value which would justify the length of time which is necessary for learning it. However, persons who write shorthand realize that it is a tremendous help for all kinds of note-making, and for reporting lectures, sermons, club meetings, and conferences. Because of this universal usefulness a number of textbook writers and promoters of systems advocate shorthand for everyone.

Paul S. Lomax says that the real test of shorthand writing is the business test and not the personal-use test.

People who really learn to use shorthand efficiently learn vocational writing standards of shorthand. People who learn to use shorthand for personal use only rarely have a high degree of attainment.⁶⁶

Edith V. Bisbee, while not definitely saying that there

64. Alfred H. Quinette, "Business Education and Its Relation to Pupils." The Balance Sheet, Vol. 20, No. 8, (April, 1939), pp. 342-43.

65. *Ibid.*, pp. 342-43.

66. Paul S. Lomax, "Curricular Problems in Business Education." Review of Commercial Education, Vol. 35, No. 6A, (June, 1938), p. 7.

should be personal-use courses in shorthand, implies as much in the following statement:

It cannot be doubted that we require a tool less cumbersome than our longhand system for persons who need a more rapid method of writing or a more compact means of keeping records.⁶⁷

Godfrey Dewey, who is attempting to perfect a personal shorthand system at the present time, says:

Shorthand for general use should be a part of the education of every man or woman who passes through high school.⁶⁸

He believes that this personal shorthand should be considerably slower than business shorthand, and should be learned in about half as much time.

Imogene L. Pilcher thinks that a simple solution of the place of shorthand in the secondary school curriculum would be to change the objective from vocational use to personal use. She says that the ability to write shorthand is an accomplishment of the highest order, and thinks that such ability is within reach of every person above the level of a moron.⁶⁹

SUMMARY

The construction of the curriculum is one of the most important problems in the field of commercial education. The curriculum is ordinarily an expression of the philosophy of commercial education which is held by the school administrators and the commerce department heads.

The first issue in regard to curriculum construction is

67. Edith V. Bisbee, "Shorthand for Personal Use." The Business Education World, Vol. 15, No. 2, (Oct., 1934), p. 120.

68. Godfrey Dewey, "Shorthand for General Use." The Journal of Business Education, Vol. 13, No. 6, (March, 1938), p. 10.

69. Imogene L. Pilcher, "Facts Instead of Deductions." The Business Education World, Vol. 14, No. 6, (Feb., 1934), p. 274.

the desirability of placing any vocational courses in the high school. If this question is answered affirmatively, we are then faced by the problem of whether this vocational training should be determined by a job opportunity survey.

Other questions of importance which must be answered before the program can be wisely developed are: (1) Should commercial education provide a differentiated curriculum? (2) Should consumer education be provided? (3) Should attempts be made to develop the student's personality? (4) Should there be personal-use courses in bookkeeping, shorthand, and/or typewriting?

CHAPTER IV

HOW SHOULD THE COMMERCIAL DEPARTMENT BE ORGANIZED
AND ADMINISTERED?

After the objectives of commercial education have been determined, and courses have been placed in the curriculum which will achieve those aims, it next becomes necessary to decide upon how those courses are to be organized and administered. These problems are usually solved through cooperation with the school administrators because they deal largely with the prerequisites for taking certain courses, the requirements, for graduation or job recommendation, and matters of school policy.

ISSUE I

SHOULD TYPEWRITING BE A PREREQUISITE FOR SHORTHAND, OR SHOULD THEY BE BEGUN AT THE SAME TIME?

This issue is principally a conflict of theory with practice. The principal reason for advocating that at least one semester of typewriting should be a prerequisite to the study of shorthand is that typing ability is needed if transcription is to be taught. Many teachers feel that they can not do a satisfactory job of teaching students to transcribe their shorthand notes if it is necessary for the student to watch the machine, or if the student's mind is occupied with the mechanical manipulation of the typewriter to such an extent that he can not concentrate on his shorthand notes.

Hester C. Wood says that the ideal way to organize the curriculum would be to require the student to take typewriting for at least a semester before he begins the study of shorthand

so that practice in transcription may be begun immediately after he starts shorthand study.¹

Edith M. Winchester agrees that the study of transcription should not be begun until the student has a complete mastery of the typewriter keyboard and the mechanical operation of the machine. She believes that the ability to do typewriting on the word level should be a prerequisite to the study of shorthand transcription.²

Vernal H. Carmichael³ also thinks that typewriting proficiency should precede any attempt at transcribing, and he sets up one semester of typewriting as a prerequisite to the study of shorthand. E. W. Harrison⁴ expresses almost exactly the same opinion as that of Carmichael, while Emma Felter⁵ thinks that at least one full year of typing should precede the study of shorthand.

Harold D. Runkle⁶ describes the condition which exists in most schools as being that most teachers require the transcription work to be done in longhand. If this is done, it

1. Hester C. Wood, "Transcription Problems." The Ball State Commerce Journal, Vol. 1, No. 2, (Feb., 1930), p. 17.

2. Edith M. Winchester, "What Typing Instruction is Necessary to Develop Skill in Transcription?" The Business Education World, Vol. 15, No. 4, (Dec., 1934), p. 282.

3. Vernal H. Carmichael, "What Typing Instruction is Necessary to Develop Skill in Transcription?" The Business Education World, Vol. 15, No. 4, (Dec., 1934), p. 282.

4. E. W. Harrison, "What Typing Instruction is Necessary to Develop Skill in Transcription?" The Business Education World, Vol. 15, No. 4, (Dec., 1934), p. 288.

5. Emma Felter, "What Typing Instruction is Necessary to Develop Skill in Transcription?" The Business Education World, Vol. 15, No. 4, (Dec., 1934), p. 286.

6. Harold D. Runkle, "Essential Factors of Shorthand Transcription." The Journal of Business Education, Vol. 11, No. 2, (Oct., 1935), p. 11.

completely ignores the need for rapid transcribing at the typewriter. Runkle does not recommend this procedure, but rather believes that at least one year of typewriting should precede the study of shorthand.

In describing the typical commercial curriculum of the small high school, F. G. Nichols⁷ includes both beginning typing and beginning stenography in the eleventh year. This can only mean that in the commercial program of the typical high school beginning typewriting and beginning shorthand are taken concurrently, and that transcription practice must either be in longhand, or it must be done on a typewriter before the student is sufficiently familiar with the machine to enable him to do anything like his best work. According to this same source, the typical large high school is more in accord with the ideas of most of the writers on this subject, for there the beginning course in typewriting comes during the tenth year, while the beginning course in shorthand is not taken until the eleventh year.

ISSUE II

SHOULD THE PRESENT COMMERCIAL COURSES BE INTEGRATED AND COMBINED IN ORDER TO REDUCE THE NUMBER OF SUBJECTS OFFERED AND SIMPLIFY THE CURRICULUM?

Typewriting, bookkeeping, shorthand, clerical practice, office machines, commercial law, consumer education, general business training, commercial geography, economics, business organization, salesmanship, advertising, history of commerce,

7. Frederick G. Nichols, Commercial Education in the High School, p. 119.

retailing, commercial mathematics, store practice, industrial history, filing, dictating machines, penmanship and spelling, and finance are a few of the many courses which have been advocated for the commercial department and all are taught in at least a few schools in the United States.

In addition to this load, thinkers like Colvin⁸, Godfrey Dewey⁹, and others are either recommending or impliedly recommending the establishment of personal-use courses in typewriting, shorthand, bookkeeping, and the like. New courses and new objectives are being recommended every day, a fact which is amply proved by previous quotations.

Benjamin R. Haynes expresses the feelings of a number of leaders in the field of commercial education in regard to this matter in the following paragraph:

As soon as we, as business teachers, can determine with some degree of accuracy the extent and kind of business experiences that our boys and girls should possess, and then set up a reduced number of courses, sufficiently enriched and endowed to warrant their existence, then business education will not only be strengthened but will receive the support of administrators, supervisors, teachers, and the public that this type of education deserves.¹⁰

J. W. Studebaker, Commissioner of Education, Office of Education, Washington, D. C., says that educational leaders are giving special attention to the study of activities which should be included in the high school program, and are pointing to the

8. A. O. Colvin, "An Integrated Course in Bookkeeping." The Business Education World, Vol. 15, No. 3, (Nov., 1933), p. 121.

9. Godfrey Dewey, "Shorthand for General Use: If Not, Why Not?" The Journal of Business Education, Vol. 13, No. 6, (Mar., 1938), p. 10.

10. Benjamin R. Haynes, "The General or Consumer Business Education Course." The Business Education World, Vol. 18, No. 4, (Dec., 1937), p. 272.

need for a functional program that is based on the large areas of life activities rather than upon the highly separated subject-matter courses. He believes that one of these large areas is vocational life and that business education would be a most important core area in such an integrated program.¹¹

ISSUE III

SHOULD GENERAL BUSINESS TRAINING BE REQUIRED OF ALL HIGH SCHOOL PUPILS?

This issue represents a conflict between theory and theory as well as practice. James L. Holtsclaw says that business education in the future must give to all pupils some general business training.¹² The position of the commercial department in the high school has been strengthened by the addition of general courses of sound economic value to all students. A good case can be made in favor of including in the list of required courses the type of training which will help people to be better consumers and investors, and to perform routine business tasks more efficiently. It is the duty of the school to teach pupils to do better the desirable things which they are likely to do anyway--and nearly everyone is at some time engaged in business.¹³

William J. Piepenbrink gives the business man's viewpoint on this question. He believes knowledge of business procedures and simple business law is essential to all persons. A proper

11. J. W. Studebaker, "Education for the 85 Percent." The Business Education Digest, Vol. 2, No. 2, (May, 1938), p. 4.

12. James L. Holtsclaw, "Business Education Looks Ahead." The National Business Education Quarterly, Vol. 6, No. 1, (Oct., 1937), p. 4.

13. Virgil Stinebaugh, "Objectives for Commercial Education in Indiana." The Ball State Commerce Journal, Vol. 2, No. 2, (Feb., 1931), p. 4.

understanding of business would do away with much injustice and would do much to correct illegal or irregular business practice.¹⁴

Herbert A. Tonne expresses his belief in the importance of general business training in the following paragraph:

In an increasing, though as yet small, number of communities this subject is being organized as a required course for all pupils rather than as a base course for business students only. This is, undeniably, a step in the right direction, for the pupil who will receive no business training is even more in need of better training in the consumption of goods than is his fellow who will probably have several other contacts in senior high school through which he will learn how business functions.¹⁵

This statement indicates that general business training is not a required course in the average high school, however, Paul L. Salsgiver¹⁶ says that if the course is taught so as to develop an appreciation of, and a knowledge about the place and function of business in society, it has as much claim on the curriculum time of the pupils as does English, social science, or general science. He believes that it should be a required course in the ninth grade.

A. B. Zu Tavern believes that social business courses have interest and value to every person in his daily life. He believes that children will not get the things they ought to have from their own volition because they do not know what they

14. William J. Piepenbrink, "The Accountant Looks at High School Bookkeeping." The Business Education World, (Oct., 1937), Reviewed by Elvin S. Eyster in Business Education Digest, Nov., 1938), pp. 51-52.

15. Herbert A. Tonne, "Are We Training All Our Students for Business?" The Business Education World, Vol. 15, No. 4, (Dec., 1934), p. 264.

16. Paul L. Salsgiver, "The Evolution of Junior Business Education." The National Business Education Quarterly, Vol. 17, No. 1, (Autumn, 1938), p. 18.

should have. He points out that children 14 or 15 years of age are not expected to be intelligent enough to vote, and argues that the selection of the best courses for any individual requires at least as much intelligence as would voting. He believes that the depression of 1930 was directly due to a lack of social business education. For this reason he thinks that social business subjects must be and will soon be required of every high school student.¹⁷

Dr. McKee Fisk says that the solution to the problem does not lie in making some subject a required course. He points out the confusion existing at the present time in the social business field, the lack of qualified teachers, and the lack of a broad standardization of offerings. These weaknesses, he believes, must be corrected before social business deserves to be a required course. Even after this confusion has been settled, Dr. Fisk doubts the wisdom of prescribing such a course because of the natural decadence which follows when it becomes no longer necessary to secure students through student interest. Commercial courses should be so vital, so compelling and so real that students enter them of their own free will. Prescribed courses rest upon their vested interests, become dead, and lose their reality and usefulness. In addition to this, Dr. Fisk believes that required courses disregard individual differences and, in many cases, force a student to take a subject which he does not need.¹⁸

17. A. B. ZuTavern, "Social Economic Training for All." The Business Education Digest, Vol. 3, No. 1, (Mar., 1939), pp. 72-75.

18. McKee Fisk, "Social Economic Training." Business Education Digest, Vol. 3, No. 1, (March, 1939), pp. 75-80.

Allen Y. King¹⁹, and Lloyd Bertschi²⁰ say that there is too much duplication of other courses in the general business training course. They believe that intelligent cooperation with the social science department would do much to eliminate this evil. Bertschi declares that the business educators should be reluctant to take into an already overcrowded curriculum a course which has so little new material to offer.

ISSUE IV

SHALL THE COMMERCIAL STUDENT BE REQUIRED TO TAKE ENOUGH COLLEGE ENTRANCE WORK THAT HE CAN ENTER COLLEGE EVEN THOUGH HE WAITS UNTIL AFTER GRADUATION TO REACH SUCH A DECISION?

This is a conflict between theory and practice. While a number of schools, and especially those in New York State, are allowing the student to receive his diploma when he has completed certain courses even when his program will not permit him to enter college, the typical school requires the student to prepare for college entrance even though he does not plan to enter college.

Nichols says that under the original theory the door to college was always kept open to every high school pupil. Now many educators feel that the damage done to the many who do not go to college may be greater than that which might result to the few who may decide late to go on to college.²¹

Now that there is a growing conviction among educators that many should be discouraged from going to college, the commercial curriculum need no longer

19. Allen Y. King, "Duplication Between Commercial Subjects and the Social Studies." Business Education World, Vol. 19, No. 5, (Jan, 1939), p. 354.

20. Lloyd Bertschi, "Courses in Practical Economics for Everybody." The Business Education World, Vol. 14, No. 6, (Feb., 1934), p. 303.

21. Frederick G. Nichols, op. cit., p. 19.

carry the added burden of meeting college-entrance requirements.²²

This same idea is expressed by Blackstone:

We want all students who can to go to college, and to meet the entrance requirements. On the other hand, if the student is not going to college, it may be better to give him a complete vocational training in the high school. Since three-fourths of our students do not go on to college it seems an unquestionable economic waste to require them to take college entrance subjects which have no practical value; regardless of what their cultural values may or may not be.²³

Homer P. Rainey believes that secondary education must provide a common education for all at this level. It is not now to be regarded as a privilege for a selected minority. The "common school" must now include the junior high school, the senior high school, and the junior college as well as the elementary school.

It is perfectly clear that the old secondary education which stressed the selective and college preparatory functions is no longer suited to modern conditions.²⁴

This seems to indicate that Rainey does not favor college preparatory courses for students who will not go to college.

ISSUE V

SHOULD THE SEGREGATION AND CENTRALIZATION OF ALL COMMERCIAL STUDENTS INTO SEPARATE COMMERCIAL HIGH SCHOOLS BE ATTEMPTED?

There are only about twenty commercial high schools in the United States, and practically none were organized during the period from 1920 to 1935.

Frederick G. Nichols points out the following advantages

22. Ibid., p. 19.

23. E. G. Blackstone, National Business Education Outlook, First Yearbook, National Commercial Teachers Federation, p. 146.

24. Homer P. Rainey, How Fare American Youth, p. 46.

of the commercial high school over the cosmopolitan high school: Objectives are more clearly defined; homogeneity of pupils should be assured; demands of colleges may be ignored; academic prejudices and traditions are more easily overcome; curricular adjustments may be more easily made; part-time business experience for students may be arranged with less friction; better teachers are available because of homogeneity of work offered and specialization made possible by larger numbers; and graduates should be more easily placed.²⁵

In a number of cases, in actual practice, students living in the neighborhood attend the commercial high schools, when they have no interest in the vocational training, merely because they do not wish to travel long distances to school. Because of this, many of the commercial high schools stress college entrance preparation. Stenographic and bookkeeping positions frequently receive undue stress. Both of these tendencies, are, in the opinion of Nichols,²⁶ in error.

In regard to the establishment of separate vocational schools, Mr. Homer P. Rainey says:

Throughout the history of education in the United States there has run the conscious effort to evolve a common school system--unified from the lower through the higher schools. We ought not have a dual system of education. By this is meant that we should not have separate vocational schools apart from those for general education or separate schools for different ability groups or for those of different economic status.²⁷

Mr. Rainey's objection seems to be based on the belief that the establishment and use of vocational schools separate

25. Frederick G. Nichols, op. cit., pp. 441-442.

26. Ibid.

27. Homer P. Rainey, *How Fare American Youth*, p. 46.

from the cosmopolitan high school may lead to social stratification.

Wm. L. Moore, Principal of John Hay High School, a commercial high school in Cleveland, Ohio, believes in the specialized type of high school because he thinks that the best interests of commercial education can thus be met.²⁸

Norton says that in New York there is little articulation between business education courses in the general high school and in the vocational schools. There appears to be a strong feeling of rivalry between the two types of schools, both claiming to be doing a superior job of training. There is little evidence which would lead one to believe that there is any co-operative effort between them.²⁹

In spite of this fact, V. R. Alberstett says that it seems to him that the question of teaching vocational business courses in the high school is slowly but surely moving in the direction of a separate commercial high school.³⁰

ISSUE VI

SHOULD HIGH SCHOOL COMMERCIAL DEPARTMENTS TRAIN PUPILS TO ENTER CONTESTS, OR SHOULD CONTESTS BE ELIMINATED BECAUSE THEY HAVE AN UNWHOLESOME EFFECT ON THE OBJECTIVES?

Most of the articles on contests which were read in preparing this report seemed to hold to the opinion that the desirability or undesirability of contests depended to a large extent upon the type of contest which is held.

28. William L. Moore, "The Specialized High School." Business Education Digest, Vol. 2, No. 1, (March, 1938), pp. 8-9.

29. Thomas L. Norton, Education for Work, p. 56.

30. V. R. Alberstett, "Trends in Business Education." The National Business Education Quarterly, Vol. 6, No. 3, (Mar., 1938), p. 9.

M. E. Studebaker is strongly in favor of the mass contests where every member of the class is required to take the test, and the median score of the entire class is used to determine the schools standing in each event. He is equally strong in his opposition to the traditional contest. His opposition is explained in this statement of his experience:

In spite of the fact that we appealed to the professional spirit of all the teachers and urged them to train the entire class, some let their desire to win exceed their professional spirit by selecting a few of their best pupils for training for the contest. As a result, the class, as a whole, was neglected in the interest of the few. Further, those teachers who followed the spirit of the contest by giving the same attention to the entire class as they did to the possible candidates for team representatives found they could not make so good a showing as the teachers who devoted more attention to a few.³¹

Mr. Studebaker believes that the mass contest eliminates the objectionable features of the traditional contest in that every pupil is required to take the test, and thus the teacher will spend his time in training the entire class rather than a few. He feels that the contests as now held, foster a spirit of honesty, fairness, and cooperation on the part of the teachers, and for this reason alone would be worthwhile.

W. Ruby Blackburn³², A. Rex Johnson³³, Mildred I. Olson³⁴, Cletus E. Zumwalt³⁵, and L. F. Reynard³⁶ all feel that the

31. M. E. Studebaker, "Commercial Contests in Indiana." Business Education World, Vol. 14, No. 7, (March, 1934), p. 378.

32. W. Ruby Blackburn, "The Value of State Commercial Contests." Business Education World, Vol. 15, No. 3, (Nov., 1934), p. 241.

33. A. Rex Johnson, "The Value of State Commercial Contests." Business Education World, Vol. 15, No. 3, (Nov., 1934), p. 242.

34. Mildred I. Olson, "The Value of State Commercial Contests." Business Education World, Vol. 15, No. 3, (Nov., 1934), p. 243.

35. Cletus E. Zumwalt, "A New Era in Commercial Contests." Balance Sheet, Vol. 20, No. 3, (Nov., 1938), p. 117.

36. L. F. Reynard, "The Value of State Commercial Contests." Business Education World, Vol. 15, No. 3, (Nov., 1934), p. 241.

state contests are definitely beneficial because of the incentive which they offer to the teachers as well as to the students. Most of them admit, however, that the contests have dangers, and that in some cases actual harm may be done.

Paul M. Boynton thinks that competition is necessary if greater competency is to be had in business education; and he takes the position that contests are beneficial to the teachers' objectives. He says:

The state contests require that teachers understand the aims and objectives of what they are teaching more thoroughly than otherwise would be the case. This leads them to analyze their teaching more thoroughly and to instruct more intensively. There is no gainsaying the fact that a state contest is motivating device for improvement in teaching.³⁷

In a lecture delivered before a group of graduate students at the Oklahoma Agricultural and Mechanical College in June, 1939, Vachel E. Breidenbaugh said that in his opinion contests often did more harm than good because of the unfair means used by some teachers to win, and the tendency of school administrators to rank teachers solely on the basis of the achievement of their students in the state contests.

Some of the values attributed to business education contests have been listed by George R. Tilford:

1. Contests act as motivating devices. They offer opportunity to excel and to master.
2. They tend to set up standards toward which both teachers and pupils may aim and thus give to the work a greater amount of objectivity.
3. They afford opportunity for students of similar abilities from different localities to come in contact with each other.

37. Paul M. Boynton, "The Value of State Commercial Contests." Business Education World, Vol. 15, No. 3, (Nov., 1934), p. 240.

4. State contests create public acquaintance with and interest in the work of the school.
5. An opportunity for a comparison among schools of the quality of work done is given.
6. State contests aid teachers in improving their own tests.
7. They develop an intrinsic interest in subject matter on the part of the pupil.
8. State contests help to accomplish more thorough classroom work. The accomplishment of each and every pupil is placed on a higher level.
9. They bring honors, trophies, and trips to worthy students. Even the complacent students or teacher has more respect for classroom work well done.
10. Contests give zest and pleasure to class work. School tasks are dull only where inefficiently done.
11. Contests insist that the mind and skills be used effectively.
12. Contests aid in solving all educational problems by helping to make teachers professionally-minded.
13. There are Babe Ruths in Bookkeeping; Amelia Earharts in Shorthand; Bobbie Jones's and Glenna Calletts in Typewriting; and channel swimmers in Arithmetic. Contests help to discover them.³⁸

A. O. Colvin points out some of the common arguments against contests and expresses his ideas in the following paragraph:

The arguments which are commonly used in opposition to the scholastic contests are: (1) Intense nervous strain; (2) False idea of values; (3) Dilution of school program; (4) Dissipation of morality; (5) Financial burden; (6) Breakdown of democratic principles; (7) Contrary to the accepted philosophy of education. These arguments are often presented with little or no evidence to support them. The arguments are probably founded on some very meagre and

38. George R. Tilford, "Values Attributed to Business Education Contests, The Contest Journal, Vol. 2, No. 2, (April, 1935), pp. 2-3.

much highly imaginary evidence.³⁹

SUMMARY

The problems of organization and administration of commercial education are usually solved through the cooperative action of school administrators and commerce department heads. These problems ordinarily deal with prerequisites for taking certain courses, requirements for graduation or certification, and questions concerning school policy.

Among the most important of these problems, from the standpoint of the commercial teacher, are: (1) Should typewriting be a prerequisite for shorthand? (2) Should commercial courses be integrated and their numbers reduced? (3) Should general business be required of all high school students? (4) Should all students be trained to meet college entrance requirements? (5) Should commercial high schools be established? (6) Should high school students be trained to enter contests?

These problems represent some of the major issues of commercial education, and their solutions are necessary to the development of a sound commercial program in the secondary school.

39. A. O. Colvin, "The Commercial Contest in Secondary Education." The Contest Journal, Vol. 5, No. 1, (Oct., 1937), pp. 28-29.

CHAPTER V

WHAT SHOULD BE THE QUALIFICATIONS OF BUSINESS EDUCATION
TEACHERS?

A logical fourth step in the study of the problems of commercial education should be to determine who shall teach the commercial subjects, and what skills, education, and experience they should have.

ISSUE I

SHOULD ALL TEACHERS OF BUSINESS SUBJECTS BE REQUIRED TO HAVE A MINIMUM OF, SAY SIX MONTHS, ACTUAL BUSINESS EXPERIENCE?

Some of the most heated discussions in the entire field of commercial teacher training have arisen over this issue. As a rule, those who have had business experience feel that it is essential, while those who have remained in the school either as teachers or advanced students feel that the importance of business experience is often over-emphasized.

An editorial comment in the Business Education World for January, 1938, expressed the editor's idea of the importance of actual experience:

Mastery of subject matter, skill development on a superior level, and a familiarity with actual business conditions and procedure through direct contact will do more to vitalize classroom teaching than any amount of reading and expounding of pedagogic theories.¹

Frederick G. Nichols points out that in all other fields of vocational education it is necessary for teachers to have actual business experience as well as professional training, and expresses his belief that this plan should be adopted for

1. Editor, Business Education World, Vol. 18, No. 5, (Jan., 1938), Editorial.

the certification of commercial education teachers.²

Irma Ehrenhardt³ and Mildred Ferguson⁴ agree with Dr. Nichols in that business teachers should have at least one year of actual experience.

Miss Ferguson's comment on the matter was as follows:

I cannot understand a teacher who is not willing to make the necessary effort to obtain practical business experience--but if there is such a teacher, she should be made to make the effort or she should not be granted a teaching certificate.⁴

This dogmatic statement was supported with practically no basis for her so believing. Ruth Frances Hiatt⁵ bases her convictions that business experience should be required on her summer vacation experiences.

Dr. Edwin G. Knepper feels that business experience is valuable to all teachers, and especially to the college commerce teacher, but on the high school level he doubts whether the experience gained is worth the effort and sacrifice which must be made to obtain it. According to Dr. Knepper three things should be accomplished by requiring business experience of all teachers in the commerce department:

In the first place, it will reduce the academic tendency and prevent a too theoretical attitude on the part of the teacher. Secondly, it will give to the teacher a degree of confidence which will go a long way toward insuring successful presentation of subject matter. And, finally, it will tend to keep

2. Frederick G. Nichols, Commercial Education in the High School, p. 127.

3. Irma Ehrenhardt, "Business Experience for Business Educators." Business Education World, Vol. 17, No. 2, (Oct., 1936), p. 11.

4. Mildred Ferguson, "Business Experience for Business Educators." The Business Education World, Vol. 17, No. 2, (Oct., 1936), p. 110.

5. Ruth Frances Hiatt, Essay Contest, The Business Education World, Vol. 16, No. 2, (Oct., 1935), p. 109.

the material used and the point of view in presentation in harmony with actual practice.⁶

By no means all of the writers feel that such a requirement would be wise, and in actual practice very few of the states require business experience. Lloyd H. Jacobs⁷ says that in looking back over his experience he sees that it was not the business teacher with the rich background of practical business experience who had the most influence on his life, but rather the teacher who did most to influence and develop his philosophy of life. Surely actual business experience would be of little value to the teacher of the personal use or social business-subjects when compared with the value to be derived from a year of advanced study in college.

J. H. Dodd⁸ has given two answers to the issue. The first is what he terms the logical answer, and the latter is his practical answer.

As a matter of logic he finds that the business world is too broad and life too short to allow any teacher to gain proficiency in all the business subjects; and, the widely used facts of common application which are supposedly learned on the actual job could be more economically learned in the school room.

As a matter of practice he says:

...actual experience in an atmosphere or reality will afford in future teaching situations a sort of anchor for theoretical discussion; a sense of poise

6. E. G. Knepper, Essay Contest, The Business Education World, Vol. 16, No. 2, (Oct., 1935), p. 113.

7. Lloyd H. Jacobs, Essay Contest, The Business Education World, Vol. 16, No. 2, (Oct., 1935), p. 111.

8. J. H. Dodd, "Should Actual Business Experience be Required of Business Teachers?" The Journal of Business Education, Vol. 12, No. 3, (Nov., 1936), p. 11-12.

that comes from having participated in the work for which he is training others; and it will gain for the teacher a greater respect from his students, because they feel he knows more nearly whereof he speaks.

Therefore, while the values claimed for actual experience may not be susceptible of exact calculation, and although the opportunities for securing such experience may be far from ideal, actual experience should be required as a part of the preparation for business teachers.⁹

Dr. E. G. Blackstone, in an article in the Journal of Business Education in September, 1933, said that there is no objective evidence that working in business offices contributes materially to teaching ability. Dr. Blackstone recalls that his first business experience was gained in the office of a lawyer of the old type and that considerable experience in other offices was necessary to unlearn the faulty practices learned during this first experience. He therefore believes that business experience can be good or bad, and that indiscriminate assignment to business offices may have bad effects as readily as good ones.¹⁰

ISSUE II

SHOULD PERSONS PLANNING TO TEACH BUSINESS SUBJECTS IN HIGH SCHOOL SPECIALIZE IN A PARTICULAR COMMERCIAL SUBJECT IN ORDER TO HAVE A BETTER KNOWLEDGE OF THE SUBJECT WHICH THEY HOPE TO TEACH, OR SHOULD THEY HAVE A BROAD BACKGROUND IN ORDER TO BETTER UNDERSTAND THE ENTIRE FIELD OF BUSINESS?

The requirements for teacher certification in the state of Oklahoma, which may be taken as typical of middle-western states, call for six hours of shorthand, six hours of accounting, and six hours of typewriting. In addition to this, six

9. Ibid.

10. E. G. Blackstone, "Experience Needed by Business Teachers." Journal of Business Education, Vol. 9, No. 1, (Sept., 1933), p. 16.

hours are required in business mathematics, commercial law, and/or business English. These requirements have been set up so as to allow the prospective teacher to obtain a little background in English grammar, science, general mathematics, psychology, and education. If additional courses in the commercial subjects were required it would probably mean that the commerce teacher would have to spend more than four years in preparation.

Harald G. Shields implies that the teacher should have both specialized fields and a broad general background in commerce in the following statement of his opinion on this question:

The business teacher must, in addition to an adequate understanding of economics and accounting, have some appreciation of the problems of personnel, of marketing, of finance, of production, and of the risk-bearing structure of industry.¹¹

Ray G. Price expresses the same idea when he says that all business teachers should understand and appreciate finance, production, marketing, banking, insurance, consumption, and all other major fields of business.¹²

Fred C. Ogle also disagrees with those in charge of teacher certification, but for a slightly different reason. According to his viewpoint commerce teachers should be given a broader and less technical type of training with considerably more emphasis on the social sciences.¹³

11. Harald G. Shields, "The Social Responsibility of Business Education." The Business Education World, Vol. 14, No. 10, (June, 1934), p. 615.

12. Ray G. Price, "Integration In Business Education." Business Education World, Vol. 18, No. 9, (May, 1938), p. 739.

13. Fred C. Ogle, "The Principal of a Small High School Views Commercial Education." The Review of Commercial Education, Vol. 34, No. 11B, (Nov., 1937), p. 20.

H. H. Maynard of Ohio State University says that it is his matured judgment that the commercial teacher of the future must be trained in "at least this minimum work:"

It must start with the normal work in Principles of Economics and in Accounting and proceed through the program of statistics, corporation finance, money and banking, industrial organization, marketing, law, geography, business correspondence, personnel, office management, and the applied marketing fields such as advertising, retail merchandising, credits and collections, salesmanship, and sales management, etc.¹⁴

Mr. Maynard says that one must know not only what to teach but how to teach. However, the "minimum" program which he has outlined above would hardly allow time for many courses in pedagogy if any considerable amount of work is to be taken in a particular field.

ISSUE III

SHOULD ALL TEACHERS OF TYPING AND SHORTHAND BE REQUIRED TO HAVE HIGHLY DEVELOPED SKILLS IN THESE SUBJECTS?

Many people who are capable of performing remarkable feats of skill can not explain how they arrived at the ability nor by what method others may obtain their degree of skill. Many of the greatest coaches have been men who could not play the games which they taught others to play. Yet, this apparently does not affect writers in the field of commercial education, for many of them feel that a teacher must be able to do well himself anything which he hopes to teach others to do.

Nichols says that the teacher must not only know something about the skill, but he must also possess the skill which he

14. H. H. Maynard, "The Contribution of the Collegiate School of Business to Teacher Training." The Business Education Digest, Vol. 3, No. 1, (Mar., 1939), p. 84.

seeks to develop in others.

The trainer of stenographers must possess a journeyman competency in this field.¹⁵

Margaret H. Ely justifies her stand in favor of requiring a high degree of skill on the part of the teacher on the grounds that a teacher must have a reserve of both skill and knowledge over and above that which he expects his pupils to obtain. This surplus skill, she believes, gives him confidence in presenting his subject, and gives his students confidence in his ability.¹⁶

Miss Ely, in explaining the teachers' need for actual skill in writing shorthand, says:

Furthermore, his own experience in acquiring that speed makes it possible for him to assist his pupils to acquire similar skill. It is only through his own experience that he is able to analyze their difficulties and suggest remedies.¹⁷

Wm. H. Howard says that it is easier to lead than to push, and the teacher who is trying to develop greater ability in his students than he himself possesses is trying to push when he should be leading.¹⁸

In spite of these statements as to the necessity of a high degree of skill, it is a well known fact that the school boards of many, and perhaps most, of the smaller communities do not require applicants for teaching positions to exhibit

15. Frederick G. Nichols, Proceedings of the University of Chicago Conference on Business Education, The Gregg Publishing Co., 1933, p. 80.

16. Margaret H. Ely, "Levels of Knowledge and Skill Needed by a Masterly Teacher of Shorthand." The Business Education World, Vol. 14, No. 10, (June, 1934), p. 649.

17. Ibid.

18. Wm. H. Howard, "Effective Method of Teaching Gregg Shorthand." The Business Education World, Vol. 15, No. 2, (Oct., 1934), p. 151.

their skills.

Frances E. Merrill believes skill desirable but recognizes the impossibility of being highly skilled in all lines of work.

It is essential that the teacher of skill subjects be proficient in the skill she is trying to teach. But it is asking almost too much to expect a college graduate to be a skilled bookkeeper and a skilled stenographer and a trained teacher.¹⁹

Dr. Herbert A. Tonne, in a lecture delivered before a group of graduate students at Oklahoma Agricultural and Mechanical College, in June, 1939, described the examinations given in New York City. According to Dr. Tonne, there are many cases where persons with a high degree of skill make very poor teachers due to a lack of knowledge of psychology, a lack of professional attitude, and weak personality traits. He expressed his opinion that a teacher who has a reasonable degree of skill and a good understanding of the principles of education and psychology, will probably be a better teacher than one who has a high degree of skill but lacks the necessary background.

August Dvorak believes that commercial teachers must have a high degree of skill, but he also recognizes the importance of a knowledge of how to teach.

In addition to being required to attain performance levels at least as high as the highest required in commercial employment, prospective teachers need to be well grounded in psychology of learning, teaching methods, and those courses pertaining to the profession of teaching.²⁰

19. Frances E. Merrill, "How Can We Improve the General Background of Business Education Students in Teacher Training?" Business Education Digest, Vol. 3, No. 1, (Mar., 1939), p. 118.

20. August Dvorak, "Should the Training of Prospective Commercial Teachers Differ from That of Prospective Employees?" The Business Education Digest, Vol. 3, No. 1, (Mar., 1939), p. 127.

ISSUE IV

SHOULD ONLY THOSE TEACHERS WHO HOLD A REGULAR COMMERCE TEACHING CERTIFICATE BE ALLOWED TO TEACH ANY COMMERCE SUBJECTS INCLUDING BUSINESS ENGLISH, BUSINESS ARITHMETIC, BUSINESS LAW, EVERYDAY BUSINESS, CONSUMER EDUCATION, ECONOMICS, SALESMANSHIP, AS WELL AS THE USUAL VOCATIONAL SUBJECTS?

In a number of high schools business English is taught in the English department, business mathematics in the mathematics department, and everyday business in the social science department. Herbert A. Tonne says that the plan whereby general business training is offered by the social studies people has many advantages, and will probably in measure materialize. He thinks that the greatest weakness in this plan is that the training in business functioning will be treated as more or less of an adjunct to historical studies.²¹

R. J. Hosler says that teachers of social business subjects should be trained in commercial education and should be "commercially interested." He feels that too many social business teachers are brought over from other fields to "fill in". This error, he thinks, must be called to the attention of the superintendent.²²

Harald G. Shields says that administrators are often willing to permit economics, which is in his opinion the most basic subject in the business curriculum, to be taught in the history

21. Herbert A. Tonne, "Are We Training All Our Students for Business?" The Business Education World, Vol. 15, No. 4, (Dec., 1934), p. 267.

22. R. J. Hosler, "Some Suggested Subjects to Be Used in Meeting Student Demand from Social Economic Subjects." Business Education Digest, Vol. 3, No. 1, (Mar., 1939), p. 95.

department or in the social science department of the secondary school.²³

H. H. Maynard points out the fallacy of letting anyone teach courses in salesmanship.

Too many times it has been assumed that anyone--the English teacher or the Latin pedagogue--can teach salesmanship to fill out his schedule. It is suicidal to make such an assignment for usually there is neither sympathy with the objectives of the course or competency in the content.²⁴

While Maynard does not say that the salesmanship teacher should hold a regular commerce teaching certificate, he does say that the minimum basis should be retail store experience, a basic marketing course, economics, accounting, and statistics. This would eliminate many of the teachers who do not hold commercial certificates, and perhaps some who do.

Both Colvin²⁵ and Benjamin R. Haynes²⁶ agree that the business education courses should be taught by the teacher who is best qualified because of his training and experience regardless of the certificate held.

James L. Holtsclaw proposes the following solution to the problem:

All prospective commercial teachers should have the equivalent of at least six months of successful business experience before being certified.²⁷

23. Harald G. Shields, op. cit., p. 615.

24. H. H. Maynard, "The Contribution of the Collegiate School of Business to Teacher Training." Business Education Digest, Vol. 3, No. 1, (March, 1939), p. 84.

25. A. O. Colvin, "Business Education in the Small High School." Business Education World, Vol. 18, No. 3, (Nov., 1937), p. 206

26. Benjamin R. Haynes, "The General or Consumer Business Education Course." The Business Education World, Vol. 18, No. 4, (Dec., 1937), p. 272.

27. James L. Holtsclaw, "Business Education Looks Ahead." The National Business Education Quarterly, Vol. 6, No. 1, (Oct., 1937), p. 5.

And, this certification should be done by subjects rather than by broad subject matter fields. This, he believes, will safeguard the students from being exposed to inefficient instruction.²⁸

SUMMARY

The issues discussed in this chapter are largely concerned with educational, skill, and experience qualifications of persons planning to teach business subjects.

The question of whether actual business experience should be required of all commercial teachers has been the center of a great deal of heated discussion. Little objective evidence has been presented either for or against such a proposal.

The question of whether a teacher should specialize or attempt to develop a strong background is important as a matter of educational guidance. Idealists who outline minimum requirements often seem to forget the limiting factors such as time, financial cost, and inadequate salary schedules when they list the "essentials."

The question of whether teachers of skill subjects must have a high degree of skill in the subjects which they teach is largely a conflict of theory and practice. However, many schools are now selecting their teachers through competitive examinations.

Most educators seem to believe that commercial subjects should be taught by teachers with certain special training yet many recognize the lack of care shown in the selection of teachers for salesmanship, consumer education, and many of the non-vocational courses.

28. Ibid.

CHAPTER VI

HOW SHALL THE COMMERCIAL COURSES BE TAUGHT?

Four principal issues regarding the manner of presentation of commercial subjects are presented in this chapter. There are perhaps more minor issues in regard to this subject than there are for any of the other major groups of problems. One issue has been selected concerning typewriting, one concerning shorthand, one concerns bookkeeping, and the fourth has to do with the manner of presentation of office practice courses. It is apparent, of course, that there are many other issues in the pedagogy of commercial teaching. These selected are judged to be typical.

ISSUE I

SHOULD METRONOMIC RHYTHM BE EMPHASIZED IN THE TEACHING OF TYPEWRITING?

This issue is largely due to the lack of a generally accepted definition of rhythm. To some rhythm means that the keys must be struck in a perfect metronomic cadence, while to others rhythm merely means striking the keys with a certain flow or continuity of effort.

Until quite recently it seems that no one had ever questioned the desirability of teaching typewriting through the use of music or rhythm machines. The Victrola or graphophone has been standard equipment in the commercial department for several years.

In his book, Twentieth-Centurn Typewriting for Colleges, D. D. Lessenberry expresses the view of many commercial teachers in regard to rhythm when he says:

Type with even rhythm and with equal force behind the strokes; avoid jerks. Emphasize regular, continuous stroking that will keep the carriage moving without pauses.¹

However, this does not mean that perfect metronomic rhythm is to be desired. In the April, 1936, issue of the Business Education World, Mr. Lessenberry lists typing at a fixed rate as one of the errors in stroking technique. He seems to believe that flow or continuity are to be desired, while spasmodic typing and its opposite, metronomic rhythm, are to be avoided.²

In 1930 George Hossfield said that it is impossible to write at a high rate of speed without rhythm³, and again in 1934 he said:

I am convinced that rhythm is an essential factor in gaining typing speed and accuracy. I firmly believe--and many others will admit--that the present high degree of accuracy could not have been attained without the aid of rhythm.⁴

Urina Roberts Frandsen believes that rhythm is the foundation of typing speed and ability, and that the value of the Victrola as a teaching device cannot be overestimated.⁵

Mrs. Esta Ross Stuart implies the desirability of rhythm when she says that once the carriage is put into motion it should be kept moving evenly and at a good rate.⁶

However, Mrs. Stuart indicates in her book, Principles

1. D. D. Lessenberry, Twentieth-Century Typewriting for Colleges, p. 18.
2. D. D. Lessenberry, "Diagnosing Typewriting Errors." The Business Education World, Vol. 16, No. 8, (April, 1936), p. 620.
3. George Hossfield, "Acquirement of Speed and Accuracy in Typing." The Ball State Commerce Journal, Vol. 1, No. 3, (May, 1930), p. 19.
4. George Hossfield, "What is Rhythm in Typewriting." The Business Education World, Vol. 15, No. 1, (Sept., 1934), p. 15.
5. Urina Roberts Frandsen, "What Typing Instruction is Necessary to Develop Skill in Transcription." The Business Education World, Vol. 15, No. 4, (Dec., 1934), p. 285.
6. Esta Ross Stuart, Stuart Typing, p. 6.

and Techniques for Directing the Learning of Typewriting, published in 1935, that experiments have shown that expert typists do not type according to an even measured rhythm.

Analysis of what it would mean to write in an even, measured rhythm indicates immediately that such a procedure would result in the slowing down of the writing process. In order to write with equal intervals between each stroke it is necessary for the typist to write at the rate of his slowest (most difficult) letter sequences.⁷

Among others who feel that metronomic rhythm is either undesirable or impossible are Harold H. Smith, Jane E. Clem, and Arnold E. Schneider.

Mr. Smith has written numerous articles on the subject, most of which have appeared in recent issues of the Business Education World. Through the use of a paper tape moving along the platen at a uniform rate, he found that expert typists do not write with anything like perfect metronomic rhythm.⁸

Miss Clem indicates the newer conception of rhythm in the following paragraph:

Metronomic rhythm, a set pace in which equal time intervals separate all strokes, has been replaced to some extent by a new conception of rhythm. Rhythm is now interpreted to be a flow of writing in which the easy combinations are typed at a faster tempo than the hard combinations.⁹

Mr. Schneider has written an explanation of the "new conception" of rhythm which Miss Clem mentions: the important

7. William R. Odell and Esta Ross Stuart, Principles and Techniques for Directing the Learning of Typewriting, p. 220.

8. Harold H. Smith, "Metronomic Rhythm in Typing Found to Be a Fallacy." The Business Education World, Vol. 17, No. 4, (Dec., 1936), pp. 276-281.

9. Jane E. Clem, "New Trends in the Teaching of Typewriting." The Business Education World, Vol. 19, No. 8, (April, 1939), p. 629.

points being:

The definition of rhythm as applied to typewriting teaching technique has undergone a significant change. It no longer means, in any sense, a metronomic, lock-step teaching device.

Rhythmic writing, so long cherished by the speed typists as one of the secrets of their typing skill, is no longer accepted as a factor of basic importance by all these writers.

The teaching of rhythm in the classroom has been proved to be a lock-step and time-wasting procedure.

An effective typewriting teaching technique must be substituted for what typewriting teachers long thought 'rhythmic writing' accomplished.¹⁰

Mr. Schneider believes that continuity and fluency are the important factors in developing speed and accuracy on the typewriter.

ISSUE II

SHOULD LONG PRACTICE SETS BE ABANDONED IN THE TEACHING OF HIGH SCHOOL BOOKKEEPING COURSES?

There has been a recent tendency toward getting away from long practice sets in the teaching of elementary bookkeeping. Mr. E. H. Fearon, who is author of a popular high school text in bookkeeping, says that the presentation of long lessons should be carefully avoided in the teaching of beginning bookkeeping.¹¹

In the preface to their text Bookkeeping in Everyday Life, Altholz and Lile say that they favor the short set as a teaching device, but are convinced that an occasional long set is valuable for unifying the material which has been presented and for developing the power of sustained attention.¹²

10. Arnold E. Schneider, "Streamlined Rhythm." Business Education World, Vol. 18, No. 7, (Mar., 1938), p. 436.

11. E. H. Fearon, "What of Beginning Bookkeeping." Business Education World, Vol. 15, No. 7, (Mar., 1937), p. 539.

12. Nathaniel Altholz and R. Alfred Lile, Bookkeeping in Everyday Life, p. iv.

Paul A. Carlson thinks that the trouble with the traditional practice sets is that because of their great length they have been allowed to monopolize the classroom time. The solution, he believes, lies not in the abolition of all practice sets, but in the use of a few good practice sets with business papers.¹³

In regard to the tendency to substitute a number of short problems for a long practice set, Mr. A. C. Thomas says that both the practice set and the problem are essential in effective teaching of bookkeeping.¹⁴

Mr. Earl Clevenger agrees with the statement made by Mr. Thomas. He explains his position as follows:

It has been found in actual practice that it is desirable to use both problems and practice sets in teaching bookkeeping--problems to illustrate the various steps of the cycle as they are studied; and a practice set to review the principles and to show the relationships which exist between the various steps in the cycle.¹⁵

Mr. Oscar S. Gellein says that a practice set should be used as a unifying device rather than as a teaching device. He points out the danger of using practice sets too frequently, saying that to do so causes the student's work to become mere imitative routine.¹⁶

Harvey A. Andruss says that after the different steps in

13. Paul A. Carlson, "What of Beginning Bookkeeping." The Business Education World, Vol. 15, No. 9, (May, 1935), p. 699.

14. A. C. Thomas, "Problems Versus Practice Sets in Teaching Bookkeeping." Review of Commercial Education, Vol. 35, No. 14a, Dec., 1938, p. 7.

15. Earl Clevenger, "Problems Versus Practice Sets in Teaching Bookkeeping." Review of Commercial Education, Vol. 35, No. 14 a, Dec., 1938, p. 7.

16. Oscar S. Gellein, "Problems Versus Practice Sets in Teaching Bookkeeping," Review of Commercial Education, Vol. 35, No. 14a, (Dec., 1938), p. 8.

the bookkeeping cycle have been taught through the use of questions, answers, and problems, the practice set may be used to unify the principles previously learned.

The practice set is the project to unify principles already mastered separately and not a teaching medium through which new principles are presented.¹⁷

Andruss points out a trend away from using practice sets as a teaching medium. While they were once the sole means of teaching bookkeeping they are now used only after the material has been learned. He believes that while such sets may be condemned because they are too expensive, their effectiveness in teaching can not be seriously questioned.

ISSUE III

BY WHICH METHOD SHOULD GREGG SHORTHAND BE TAUGHT?

In an article entitled "A Psychological Evaluation of Current Methods of Teaching Gregg Shorthand" Mr. Edward A. Klein describes six or seven of the most common methods of teaching the Gregg system of shorthand. Six of the methods described by Mr. Klein are listed here:

1. Odell-Rowe-Stuart, "Direct-Approach Method". These authors employ the reading approach but only for the first five units of their text.
2. Brewington-Soutters, "Direct Method". Use of reading approach through blackboard presentation of contextual material.
3. Beers-Scott Method. Students read until they have a good mental picture of the shorthand outline before they undertake to write shorthand.
4. Zinman-Strelsin-Weitz, "Sentence Method". Teaches shorthand through the use of sentences containing new words, which when learned, are used immediately in sentences supplied by the teacher.

17. Harvey A. Andruss, "Ways to Teach Bookkeeping and Accounting." Balance Sheet, Vol. 16, No. 5, (Jan., 1935), p. 196.

5. Leslie, "Functional Method". Uses reading approach. No formal statement of rules. Questions and discussions on theory discouraged.
6. Frick, "Analytical Method." Trains first for recognition and emphasizes reading for context after recognition is established.¹⁸

Louis A. Leslie, author of the functional method, says that in the training of stenographers presentation or class discussion of points of theory is of practically no value. He emphasizes that students learn to write shorthand by writing it and not by talking about it.¹⁹

Hubert A. Hagar declares that many teachers devote more than half their time to talking, describing, lecturing, and explaining while the students sit wondering when the teaching is to begin.

Children are not educated by what we do for them.....Then let us quit talking and lecturing and encourage our students to exercise their initiative and resourcefulness. Any student who is capable of learning shorthand can read and understand, for the most part, the rules and statements in our shorthand manuals, so why kill his initiative by explaining the evident.²⁰

This statement seems to indicate that Mr. Hagar is in favor of the functional method or one of the other direct methods. There are many, however, who do not feel that shorthand can be learned unless the basic rules are thoroughly learned, and who feel that the best way to learn rules is through the teacher's explanations and assistance.

18. Edward A. Klein, "A Psychological Evaluation of Current Methods of Teaching Gregg Shorthand." The National Business Education Outlook, Third Yearbook of the NCTE., pp. 223-35.

19. Louis A. Leslie, "A Re-examination of Traditional Shorthand Teaching Methods." The Business Education World, Vol. 14, No. 6, (Feb., 1934), p. 296.

20. Hubert Al Hagar, "Back to Fundamentals." The Business Education World, Vol. 14, No. 1, (Sept., 1933), p. 33.

Harold D. Runkle believes that a thorough mastery of rules and principles is necessary in studying shorthand. He points out the value of knowing the rules in writing words which have never before been encountered.²¹ Guy G. George is convinced of the value of a high degree of executorial skill, and is afraid that the use of any direct method of teaching shorthand will cause this skill to be ignored even more than it has been in the past. He adds:

Further, I think executorial skill cannot be acquired merely incidentally.....I maintain that a pupil needs to be shown how to execute accurate strokes with ease and speed; and, within reason, to be drilled toward the acquisition of correct habits. Obviously, there is only one person to whom we may look for this instruction and drill guidance--the teacher. If my contention is right, comment on a teacher who cannot or will not direct him in the formation of right habits is superfluous.²²

Under the topic heading "Mastery of Principles", Wm. H. Howard says:

Rapid and legible shorthand is predicated upon thorough familiarity with the application of every principle.²³

He thus seems to favor a careful study of rules, a study which is the opposite of the functional method, and most of the so-called "direct" methods.

A brief, but comprehensive survey of the various methods of teaching Gregg shorthand may be found in a mimeographed book, The Teaching of Shorthand, compiled by Ann Brewington and

21. Harold D. Runkle, "Essential Factors of Shorthand Instruction." The Journal of Business Education, Vol. 2, No. 2, (Oct., 1935), p. 10

22. Guy G. George, The Business Education World, Vol. 14, No. 9, (May, 1934), p. 563.

23. William H. Howard, "Effective Methods of Teaching Gregg Shorthand." The Business Education World, Vol. 15, No. 2, (Oct., 1934), p. 152.

published by the School of Business of The University of Chicago in 1936.

This book describes the methods and procedures used in (1) The Brewington Direct Method, (2) The Direct Writing Method of Munkhoff, (3) The Barnhart Direct Association Method, (4) The Odell-Rowe-Stuart Direct Practice Approach, (5) The Beers-Scott Sentence Method, (6) The Leslie Functional Method, (7) The Frick Analytical Method, (8) The "traditional" Method.

A complete statement of the characteristics of each method is not within the scope of this study. Each of these methods is an interpretation of shorthand in terms of the author's conception of certain principles of psychology and learning. The fact that so many methods do exist indicates the existence of an important issue between practice and other practice.²⁴

ISSUE IV

BY WHICH METHOD SHOULD OFFICE PRACTICE COURSES BE PRESENTED?

This issue represents a conflict between practice and practice as well as between theory and theory. Peter L. Agnew²⁵ has listed and described the six most common plans by which office practice may be taught. These six plans will be discussed, with short comments on each. That this subject represents an important issue is indicated by the fact that there are so many plans in existence, and that there are conditions which make each seem the most desirable that can be obtained

24. Ann Brewington, *The Teaching of Shorthand*. The University of Chicago Press, 1936, p. 119. A Summary of a Survey of the existing Methods of teaching Gregg Shorthand by R. La Dow, 1935.
25. Peter L. Agnew, "Plans for Teaching Office Practice." The Journal of Business Education, Vol. 11, No. 1, (Sept., 1935), pp. 11-12.

under the existing circumstances.

Plan One. Recitation Plan. Under this plan office practice is taught in a regular classroom with no special equipment. All theory, no practice. Agnew says that it is the least desirable of all and few places use it.

Plan Two. Dictation Office Practice. Secretarial practice is given in connection with dictation practice. May often become mere dictation practice.

Plan Three. Rotation Plan. Under this plan students use one type of office machine or do some other type of office practice work for a given time and then shift to something new. Agnew says that this plan is extremely flexible, makes good use of equipment, provides reasonable integration, takes care of individual differences, is an excellent tryout course, provides a reasonable office atmosphere, is easily managed, and does not become artificial.

Plan Four. Typewriting Office Practice. This plan involves teaching office practice in a room equipped with typewriters alone. This plan does not provide for adequate training on office machines.

Plan Five. Battery or Specialization Plan. Under this plan specialized training in one or more types of office machines is given to enable the students to become proficient operators. This is an excellent plan for developing specialists, and it permits class instruction. Agnew lists the following objections to it, however: It is a narrow type of training, does not show job relationships, is extremely expensive to equip, and requires a greater degree of student selectivity.

than is usually provided.

In commenting on these various plans, Clinton Reed says that the battery plan provides intensive training but requires a large expenditure for machines; the rotation plan makes good use of equipment, allows time for a familiarity with all the machines; the model office plan provides for various skills in their natural relationships, makes good use of equipment, gives experience in all types of office work, and has proved very successful in actual practice.²⁶

E. W. Alexander²⁷, and George P. Hillmer²⁸ like the model office plan because it trains in several skills, shortens the period of apprenticeship, is easily adapted to individual differences, makes good use of the equipment, and relieves the teacher of much routine.

Peter L. Agnew thinks that the model office plan is undoubtedly the most "ideal" but he feels that it has many faults, some of which are: It requires an exhaustive amount of planning; it must be replanned for various sizes of classes; students do not have an opportunity to work at all jobs; absences interfere with plan; it does not provide for real mastery; and the situation created is obviously false. Mr. Agnew's descriptions of the various plans imply a tendency on his part to favor the rotation plan.²⁹

26. Clinton A. Reed, "Office Practice in New York Schools." Journal of Business Education, Vol. 11, No. 1, (Sept., 1935), pp. 11-12.

27. E. W. Alexander, "Teaching Procedures in Office Practice for Clerical Efficiency." National Business Education Outlook, Third Yearbook of the N.C.T.F., p. 240.

28. George P. Hillmer, "Office Training for Graduating Students" Journal of Business Education, Vol. 14, No. 4, (Dec., 1938), p. 23.

29. Peter L. Agnew, loc. cit.

The entire issue of the National Business Education Quarterly, Volume III, No. 3 (March, 1935) is devoted to a discussion of these plans.

SUMMARY

There are a great many issues concerning the methods of teaching the commercial subjects. Four of the most frequently discussed problems have been presented in this chapter. There are, of course, many issues concerning the teaching of geography, economics, salesmanship and distributive education courses, to mention a few, but the issues presented in this chapter may be considered typical.

One of the principal issues concerning the teaching of typewriting is whether metronomic rhythm should be emphasized. The most recent trend seems to be toward a newer conception of rhythm where emphasis is placed on flow and continuity rather than a perfect metronomic cadence.

A great deal has been written on the use of practice sets in bookkeeping--practice sets being interpreted to mean a long accounting problem going entirely through the bookkeeping cycle. In spite of much controversy, there seems to be a fairly general agreement that practice sets are unifying material rather than teaching devices.

The many methods of teaching Gregg shorthand indicate the lack of any uniformity of thought concerning the principles of psychology and learning which govern this subject. It is not within the scope of this study to describe the various methods and the practices peculiar to each or common to all. It should suffice to say that many methods do exist, that each

method is based upon the author's interpretation of the bases of learning, and that there is a wide difference in the procedures used.

The best method of teaching office practice has given rise to a great deal of discussion. This issue differs from the one concerning the best method of teaching shorthand in that there are a great many more factors than achievement to be considered. Cost of equipment, time, and objectives of the course all greatly affect the choice of a method. Six principal plans seem to be in use, however, some seem to have been selected through necessity rather than through choice.

CHAPTER VII

HOW SHOULD THE PROGRAM OF COMMERCIAL EDUCATION ON THE
SECONDARY-SCHOOL LEVEL BE JUDGED?

In a discussion of how the program of secondary education should be judged, Francis T. Spaulding says that the Regents' Inquiry in New York in 1937 decided that the present high school program can not be fairly judged by comparing its program with some preconceived idea of what the outcomes should be. Instead, they believe that it should be dispassionately analyzed in terms of the outcomes in interests, abilities, aptitudes and habits on the part of boys and girls who are ready to leave the school.¹ Just as the success of the high school in preparing young people for continued learning is measured by their college records, so Mildred L. Davidson believes that business education should be measured by its effectiveness in placing students in commercial positions.²

ISSUE I

HOW SHALL ACHIEVEMENT IN COMMERCIAL COURSES BE MEASURED?

Frederick G. Nichols is firmly convinced that the only really dependable measurement of the results of teaching vocational business courses is to be found in an evaluation of the success of the graduate in the business office where he is employed:

There is no trustworthy evidence of success in teaching except the success of the student on the job.³

1. Francis T. Spaulding, *High School and Life*, p. 2.
2. Mildred L. Davidson, "Graduate Business Department of the Los Angeles Metropolitan High School." *The Journal of Business Education*, Vol. 13, No. 10, (June, 1938), p. 10.
3. F. G. Nichols, "What is a Sound Philosophy of Business Education?" *The Business Education World*, Vol. 16, No. 10, (June, 1936), p. 766.

He thinks that the tests and devices which are to be used to measure achievement in vocational courses should be developed by making a careful follow-up study of the abilities and qualities which have made for success on the part of the schools' graduates.⁴ In regard to the nature of the tests to be used, he says:

Success in teaching vocational business subjects has been measured in terms of spurt-speed ability to do simple things--take dictation, type from copy, check statements about bookkeeping true or false, complete unfinished sentences about how to typewrite--and not in terms of the composite skills required to handle complex office situations. Already, here and there, emphasis is being shifted from the flash-type test to the endurance-type which is more typical of job requirements.⁵

Imogene L. Pilcher says that business standards form the only acceptable bases for evaluating students' work in second year shorthand.⁶ Charles G. Reigner agrees that standards of achievement in a vocational skill subject are set by the business community. He believes that the first thing to do is to determine what those standards are in definite, quantitative terms. After this has been done, the instructor should direct his efforts toward the attainment of those standards.⁷

The complexity of developing a stenography test is indicated by the following quotation from Gertrude Lieber:

Many questions arise in the discussion as to the content and type of test which is best for measuring achievement. Shall it be an all dictation and

4. Ibid.

5. F. G. Nichols, "Criticism, Comment and Challenge." The Journal of Business Education, Vol. 13, No. 1, (Sept., 1937), p. 9.

6. Imogene L. Pilcher, "Vocational Guidance in Shorthand." The Business Education World, Vol. 17, No. 2, (Oct., 1936), p. 108.

7. Charles G. Reigner, "Business Standards for Typing." Business Education World, Vol. 16, No. 5, (Jan., 1936), pp. 373-376.

transcription test, or shall it be a list of words or matter to be written from copy; shall isolated words have any place in a test or shall it be only words in context; or shall it be a combination of all of these? And then how shall the test be administered and graded, how much emphasis shall be put upon proportion and whether all is wrong when either shorthand or transcript is incorrect, and shall the element of time be a factor in the make-up?⁸

The Cooperative Study of Secondary School Standards indicates the importance of an adequate evaluation of achievement in any subject.

In the educational program of the good secondary school, major concern should be given to attaining desirable outcomes and to various kinds of evidence indicating that such outcomes are being realized.

They have prepared the following checklist for business education:

1. Knowing the language of business.
2. Having a general notion of the economic nature of business and how it operates, including intermingling of the functions of management, finance, production, marketing, and accounting.
3. Developing vocational efficiency in at least one occupation sufficient to permit a graduate to secure an initial position.
4. Developing the ability to adapt oneself to occupational changes brought about by inventions or social and economic changes.
5. Knowing business practices and being proficient in those business skills needed by all intelligent consumers.
6. Developing a personality which will be welcome in business and society alike.

Evaluations:

How efficiently are pupils prepared for vocational service.

8. Gertrude Lieber, "Testing in Shorthand." The Ball State Commerce Journal, Vol. 1, No. 3, (May, 1930), p. 12.

How well do they appreciate the part business plays in the everyday life of the individual.⁹

ISSUE II

MUST THE COMMERCIAL DEPARTMENT ESTABLISH STANDARDS FOR GRADUATION WITH STRICT REGARD FOR BUSINESS STANDARDS ON ACTUAL JOBS?

Standards for graduation at the present time are set according to what the teachers feel to be reasonable standards and bear little relation to the actual job requirements or standards for employment. Because of this general disregard for business standards, Francis T. Spaulding says that graduation from the business curriculum does not indicate that the student is ready for vocational employment.¹⁰

A. O. Colvin thinks that the standards of achievement in the vocational skills should meet the average requirements of the local community, but that they need not be restricted thereby.¹¹

Wm. R. Foster says:

But commercial education can never be based only on purely subjective standards. We cannot escape the objective tests imposed by society....

When mastery is made the basis for promotion, our high school diplomas will be given only to those who have satisfactorily met reasonable but definite standards.¹²

Mr. Foster seems to believe that there are definite standards which must be met, but John M. Brewer points out that

9. Evaluative Criteria, Cooperative Study of Secondary School Standards, (1938 Edition), Washington, D. C., p. 82.

10. Francis T. Spaulding, op. cit., p. 131.

11. A. O. Colvin, "Business Education in the Small High School." The Business Education World, Vol. 18, No. 3, (Nov., 1937), p. 206.

12. William R. Foster, The Business Education World, Vol. 16, No. 5, (Jan., 1936), p. 377.

within the field of commerce there are many grades of work, and great varieties of ability, knowledge, and skill are required.¹³ Standards of performance are set by business but it seems doubtful if there is any one absolute business standard.

ISSUE III

SHALL STUDENTS WHO ARE TAKING BUSINESS COURSES FOR PERSONAL USE BE HELD TO THE SAME STANDARDS AS THOSE WHO ARE TAKING THE COURSES AS PREPARATION FOR A VOCATION?

In describing the conditions existing in the public high schools of Oklahoma, Mr. Hal F. Holt says:

Speed and skill requirements determine achievement in typewriting. Those students who take it for personal use only must meet the same requirements as those who are interested in holding down stenographic jobs.¹⁴

Mr. Holt implies that this is not a desirable condition. He seems to agree with Arnold E. Schneider¹⁵ that personal-use courses should be thought of as something entirely different and bearing no relation to vocational courses in the same subject.

On the other hand, Mr. Alfred H. Quinette argues against the establishment of personal use courses, and holds that the requirements should be the same for all who take first year courses in bookkeeping, shorthand, or typewriting. As was

13. John M. Brewer, "Effective Pupil Guidance." The Business Education World, Vol. 15, No. 7, (Mar., 1935), p. 516.

14. Hal F. Holt, "Commercial Education as Viewed By a High School Teacher." The Review of Commercial Education, Vol. 34, No. 11B, (Nov., 1937), p. 19.

15. Arnold E. Schneider, "New Viewpoint on the Personal Typewriting Course." The Journal of Business Education, Vol. 14, No. 5, (Jan., 1939), p. 21.

previously pointed out, he bases his argument on the idea that people who take personal-use courses often decide to use their training vocationally, and by so doing, cause unfavorable criticism of the commercial department because of their incompetency.¹⁶

Peter L. Agnew advocates office practice courses of two types: (1) a general office practice course designed to include introductory machine operation and a study of office procedures, and (2) a specializing course for prospective machine operators. He believes that the final examination in the general office practice course should be a highly practical type of test allowing the student to exhibit his skill and knowledge. On the other hand, the final test for persons specializing in the operation of a particular machine should be based on the business standards for machine operators so that it could be used as a basis for granting certificates indicating that the student is a trained operator of a given machine or group of machines.¹⁷

SUMMARY

In the secondary school it is necessary to give major concern to attaining desirable outcomes, and evaluative criteria must be developed. The New York Regents decided that the outcomes of a high school program can not be fairly judged by a comparison with some preconceived idea of what the outcomes should be. Nichols and others seem to believe that the vocational program should be judged by business standards. But

16. Alfred H. Quinette, "Business Education and Its Relation to Pupils." Balance Sheet, Vol. 20, No. 8, (April, 1939), p. 342.

17. Peter L. Agnew, "A Testing Program for Office Machine Classes" Business Education Digest, Vol. 3, No. 1, (Mar., 1939), pp. 57-59.

Gertrude Lieber suggests a number of factors such as isolated words and perfect shorthand transcript which are definitely not business bases for evaluation.

Most writers seem to believe that graduation from the vocational commercial department should be based on business standards, which as Brewer points out, is not a definite and determinable standard.

Objection is raised to using the same standards for all classes regardless of whether the objective is vocational efficiency or personal use. Nevertheless, there seems to be a number of schools which continue to judge all who take typing, bookkeeping or shorthand by the same measuring stick.

CHAPTER VIII

WHAT ARE THE RESPONSIBILITIES OF THE COMMERCIAL DEPARTMENT
IN REGARD TO GUIDANCE AND SELECTIVITY OF PUPILS?

One of the most widely discussed problems in the entire field of commercial education is the problem of who should take the commercial education courses, and what guidance they should be given. Many different factors must be taken into consideration in the solution of this problem. Age, previous training, intelligence, maturity, occupational opportunities, native ability, physical dexterity and personal interest influence the determination of who should take the commercial courses. The future of commercial education depends, in a large measure, upon the selectivity and guidance of its pupils.

ISSUE I

SHALL VOCATIONAL COMMERCIAL EDUCATION ON THE SECONDARY-
SCHOOL LEVEL BE PROVIDED AT PUBLIC EXPENSE FOR ALL NORMAL INDI-
VIDUALS?

According to Harald G. Shields, vocational training should be offered only to a highly select group of students, and general business training should be offered to all who desire it.¹ This position is taken on the grounds that only a very small proportion of students who have received the traditional vocational courses have been able to obtain positions, and these positions, because of the over-supply of workers, pay only slightly more than is paid for unskilled labor.

1. Harald G. Shields, "Social Responsibility of Business Education." The Business Education World, Vol. 14, No. 10, (June, 1934), p. 615.

Frederick G. Nichols says that we must clearly recognize the fact that persons who are to be trained for vocational commercial positions must possess certain traits, aptitudes, interests, and abilities, and that those who are not potentially trainable for, and placeable in, commercial positions should not be allowed to enter courses which have a vocational objective.²

On the other hand, Alfred H. Quinette points out that the high school is supported by public funds, and:

We cannot, therefore, limit the enrollment in subjects that are desired by pupils, regardless of whether these subjects are bookkeeping, shorthand, and typewriting or subjects in other fields.³

In answer to this, Nichols says:

Surely no pupil has an inalienable right to the wrong kind of vocational training at public expense.⁴

He believes that the time will come when school authorities will be permitted to exclude from vocational courses all persons who are manifestly unsuited for such training, and that when such a policy is established a great many of the most troublesome educational problems will be solved readily.⁵ H. W. Nock agrees with Nichols.⁶

Ernest A. Zelliot takes the attitude that business men have the right to expect the schools to do a more careful job

2. F. G. Nichols, "What is a Sound Philosophy of Business Education?" The Business Education World, Vol. 16, No. 10, (June, 1936), p. 766.

3. Alfred H. Quinette, "Business Education and Its Relation to Pupils." The Balance Sheet, Vol. 20, No. 8, (April, 1939), p. 342.

4. F. G. Nichols, Commercial Education in the High School, p.255.

5. Ibid.

6. H. W. Nock, "What is Wrong with your Commercial Graduates?" The Journal of Business Education, Vol. 13, No. 2, (Oct., 1937), p. 17.

of selecting students for business training.⁷ Engelhardt and Overn believe every individual to be entitled to training to enable him to perform some useful service as well as training in the common culture, but they do not say that this training should be in a particular field.⁸

A third alternative, and one which undoubtedly has a great deal of merit, has been proposed by David Weglein:

In a democracy like ours, the school should not make the decision as to what a pupil should do, but it is equally true that the school is charged with the responsibility of furnishing pupils with the necessary information which will enable them to make the decision wisely.⁹

ISSUE II

SHOULD STUDENTS PLANNING ON ENTERING THE VOCATIONAL COMMERCIAL COURSES BE REQUIRED TO TAKE OCCUPATIONAL TESTS, INTELLIGENCE TESTS, AND PROGNOSTIC TESTS, AND ENROLLMENT DENIED THOSE WHO SEEM UNSATISFACTORY?

This issue is closely related to the one immediately preceding it, but is more directly concerned with the use and validity of testing methods.

G. A. Prosser indicates the need for some type of mental testing when he says that many of the people who take commercial training do not have the necessary intelligence for a creditable showing, and as a consequence, are never able to earn a satisfactory living. This, in turn leads to unhappy

7. Ernest A. Zelliot, "Effective Pupil Guidance." The Business Education World, Vol. 16, No. 4, (Dec., 1935), p. 295.

8. Engelhardt and Overn, Secondary Education Principles and Practices, p. 508.

9. David Weglein, "The Relation of Business Education to General Education." The Balance Sheet, Vol. 19, No. 5, (Jan., 1938), p. 197.

employees, dissatisfied employers, and criticism of the department which provided the training.¹⁰ Much social discontent undoubtedly arises from the fact that tests have not been used to select recruits for all the important lines of work, but many writers on this subject think that tests can not be satisfactorily used as a basis for selecting students.

Marie E. Curtis has presented data to show that intelligence tests, mechanical ability tests, and school records are of little value in predicting success in typewriting.¹¹

Raymond C. Goodfellow says that intelligence tests are not safe criteria for determining vocational ability, and that prognostic tests should never be taken as final.¹² In the skill subjects, where aptitudes, manual skill, the learner's interests, sensory capacities, and nervous system play such an important part in the achievement of success, it is exceedingly difficult to find a test which will forecast results.¹³ Harl R. Douglass says that neither intelligence test scores nor records of previous scholarship can be relied on for forecasting probable success in the study of business subjects, and that even when they are used together they do not afford accurate predictions. He suggests the use of finger dexterity tests for typing, tests in language learning for shorthand, and tests in arithmetic and

10. G. A. Prosser, "What 'White-Collar' Business Expects of High School Graduates." The Business Education World, Vol. 18, No. 7, (Mar., 1938), p. 527.

11. Marie E. Curtis, "No Pre-requisite for Typing Success." The Business Education World, Vol. 18, No. 1, (Sept., 1937);

12. Raymond C. Goodfellow, "Vocational Guidance Through Junior Business Training." The Balance Sheet, Vol. 19, No. 4, (Jan., 1938), p. 209.

13. Gertrude Lieber, "Testing in Shorthand." The Ball State Commerce Journal, Vol. 1, No. 3, (May, 1930), p. 11.

reasoning for bookkeeping.¹⁴

L. A. Rice¹⁵ and E. W. Alexander¹⁶ object to the "careful" selection of students in vocational courses on the basis that there are many grades of jobs, and that society should train all students for entrance into employment on some level. Rice points out that while students with the highest mentalities will probably make better stenographers and clerical workers, they are not likely to remain very long in such low paying positions.

ISSUE III

SHOULD THE COMMERCIAL DEPARTMENT ATTEMPT TO DIVIDE STUDENTS INTO ABILITY GROUPS?

Frederick G. Nichols suggests that students in the commercial department should be divided into two groups that might be designated as the "vocational" and the "general". In the former group he suggests placing all students who seem trainable and employable in any of the vocations for which training is offered. In the "general" group should be placed students who are manifestly unfit for business occupations. He believes that even a reasonably accurate ability grouping would go far toward remedying the unsatisfactory situation caused by the heterogeneous grouping of all kinds of students in the commercial department. With such a division of students the "vocational" group could be held to high standards of achievement

14. Harl R. Douglass, The Business Education World, Vol. 18, No. 5, (Jan., 1938), p. 350.

15. L. A. Rice, "Boys, Girls, and Machines." The Journal of Business Education, Vol. 11, No. 6, (Feb., 1936), p. 7.

16. E. W. Alexander, "Teaching Procedures in Office Practice for Clerical Efficiency." The National Business Education Outlook, Third Yearbook of the N.C.T.F., (1937), p. 241.

and could be prepared to meet the requirements of business.¹⁷

In the high school in which Fred G. Forsgard teaches the curriculum has been arranged to provide a four-way differentiation, making a place for a number of gradations of ability.

The plan may be outlined as follows:

The students of higher I. Q. were permitted a choice between stenographic and accounting courses. The poorer students were eliminated from the short-hand classes by requiring a high grade in English courses and from the accounting group by requiring a good grade in first-year bookkeeping which is required of all commercial students. Then those who could not enter the accounting and stenographic courses were permitted a choice between retail selling and general business or clerical courses.¹⁸

David Weglein thinks that in general education there should be an attempt made to classify students according to ability, but:

In business education, where there is definite preparation for an occupation of a special kind, only those pupils should be admitted and retained who have the necessary abilities for this particular type of work.¹⁹

The question arises as to whether business education attempts to give students a definite preparation for a special kind of job, in which only one degree of proficiency may exist. Francis V. Unzicker points out the fact that all jobs do not require the same degree of intelligence²⁰, and even persons

17. F. G. Nichols, op. cit., pp. 26-27.

18. Fred G. Forsgard, "Office Practice and Ability Levels." The Journal of Business Education, Vol. 14, No. 3, (Nov., 1938), p. 11.

19. David Weglein, "The Relation of Business Education to General Education." The Balance Sheet, Vol. 19, No. 5, (Jan., 1938), p. 196.

20. F. V. Unzicker, "Selection, Guidance, Placement and Follow-up as an Extra-Curricular Activity." The National Business Education Quarterly, Vol. 7, No. 3, (March, 1939), pp. 9-11.

engaged in the same type of work vary in ability.

ISSUE IV

SHOULD VOCATIONAL COMMERCE BE OFFERED WHEN IT CAN NOT BE ACCOMPANIED BY A CAREFUL PROGRAM OF GUIDANCE AND SELECTION OF PUPILS?

Frederick G. Nichols declares that in the secondary schools of the United States the vocational business classes are made up of both the fit and the unfit, and that no adequate guidance program or other selective process has been established to insure that the persons who are enrolled in vocational courses are trainable for the positions to which they aspire.²¹ Spaulding points out that in New York there are no well defined standards for admission of students to vocational courses, and no preliminary educational guidance which would help pupils to choose special courses wisely.²²

In spite of this condition, educators are generally of the opinion that vocational education must be preceded and accompanied by guidance if it is to be effective.

Nichols says:

Vocational education of any sort without vocational guidance before, during and after the period of training is little short of futile.²³

In support of this stand he declares that a sound job of business training can not be done unless each pupil possesses the qualities which are necessary for success on the job for which he is preparing himself. While he realizes that

21. Frederick G. Nichols, "National Clerical Ability Tests." The Business Education World, Vol. 18, No. 5, (Jan., 1938), p. 340.

22. Francis T. Spaulding, High School and Life, p. 174.

23. F. G. Nichols, Commercial Education in the High School, p. 257.

aptitudes, interests and abilities can not be accurately measured, he feels that even a reasonably satisfactory measurement would be a great improvement over the present condition.²⁴

Others who agree with Mr. Nichols are the Editor of the Business Education World²⁵, who says that the future of commercial education depends upon effective pupil guidance, and Mr. Francis V. Unzicker²⁶, who declares that business education can not be successful unless it takes into consideration in the selection, guidance, and training of pupils those personality traits that business demands. This, of course, means that students must be selected on the basis of personality as well as mentality.

ISSUE V

SHOULD STUDENTS WHO ARE DOING UNSATISFACTORY WORK IN ACADEMIC COURSES BE ENCOURAGED TO TRANSFER TO THE COMMERCIAL DEPARTMENT?

This is a conflict of theory and practice--theory on the part of commercial teachers, and practice on the part of those in charge of the administration.

Shields says the school administrators frequently think of the business education department as something entirely apart from the rest of the school; as a place for persons coming from low income families or for problem cases with low intelligence.²⁷

24. Ibid., pp. 252-253.

25. Editor, Business Education World, Vol. 16, No. 2, (Oct., 1935), p. 133.

26. F. V. Unzicker, op. cit., p. 11.

27. Harald G. Shields, "Social Responsibility of Business Education." The Business Education World, Vol. 14, No. 10, June, 1934, p. 615.

Nichols says that almost every commercial class has in it pupils who can not be regarded as "commercial" pupils. Pupils have different objectives in taking commercial courses and no one program can achieve all of the various objectives. The heterogeneous group is largely due to the fallacious belief on the part of school administrators that boys and girls who lack the abilities necessary for success in academic studies can do creditable work in the commercial department. Nothing, he believes, is farther from the truth.²⁸

Both Nichols and Allan Laflin declare that the commercial department has long been the dumping ground for academic misfits. Laflin believes that this situation can be remedied by acquainting the administrators with the requirements of business, and making them aware of the problem of placement.²⁹

Nichols' arguments against making the commercial department the dumping grounds for other departments, and his solution for the problem are found in the following quotation:

.....low grade students cannot be converted into high grade workers in fields of service requiring a maximum of mental capacity and a minimum of physical strength.

For this reason he suggests:

Fight for a division of all commercial pupils into two groups--the truly vocational and the non-vocational. See to it that only those who are potentially trainable for the jobs chosen are admitted to the ranks of the former group. Refuse to be charged with failures in vocational training on the part of those who never should have been admitted to this kind of work.³⁰

28. Frederick G. Nichols, op. cit., p. 23.

29. Allan Laflin, "The Selection, Guidance and Placement of Students in Business Positions." The National Business Education Quarterly, Vol. 7, No. 3, (March, 1939), p. 13.

30. F. G. Nichols, "What is a Sound Philosophy of Business Education?" The Business Education World, Vol. 16, No. 10, (June, 1936), p. 762.

This does not mean that only the highest type of student is to receive vocational training, but rather that no student be accepted for training unless he is placeable in at least one of the fields for which training is offered.

ISSUE VI

SHALL THE HIGH SCHOOL COMMERCIAL DEPARTMENT ASSUME RESPONSIBILITY FOR HELPING THE STUDENT TO UNDERSTAND HIS QUALIFICATIONS AND JOB OPPORTUNITIES?

According to Frank W. Thomas, the term "guidance" includes all those influences and opportunities which are designed to assist the pupil in discovering how he may make his social, vocational, cultural, and recreational choices and adjustments most satisfactorily and successfully.³¹ Since the school has access to all the tools and techniques of guidance, it must be the chief agency for performing these important functions.³²

But guidance has other advantages to the student, to the school, and to the employers of business workers.

An administrative attack upon the problem of guiding pupils into commercial courses for which they are fitted--or, if necessary, of guiding them away from the commercial department entirely--will result in fewer teaching problems, higher standards, greater satisfaction among pupils and teachers, and greater approval among employers of the product of the high school.³³

In spite of these numerous advantages claimed for it, guidance has not functioned in any appreciable degree in the commercial courses to date.^{34, 35} General high schools are

31. Frank W. Thomas and Albert R. Lang, *Principles of Modern Education*, p. 220.

32. Maurice J. Neuberg, *Principles and Methods of Vocational Choice*, p. 23.

33. G. H. Reavis, "The Need for Guidance." The Balance Sheet, Vol. 20, No. 8, (April, 1939), p. 339.

34. F. G. Nichols, *Commercial Education in the High School*, p. 251.

35. F. V. Unzicker, *op. cit.*, p. 9.

frequently not in a position to give dependable advice about vocational opportunities, and in many communities the relationship between the school and industry is not cooperative.³⁶

The high school's opinion of its pupils' vocational competence bears little relation to the actual success of these boys and girls in getting jobs.³⁷

The Regents' Inquiry found that many of the most intelligent students planned on jobs requiring little ability while some students with mediocre ability and poor school records planned to continue study in advanced professional schools. Pupils' vocational choices were roughly comparable to intelligence, financial level, and school achievement, but in spite of the economic depression few of the pupils studied recognized that the lack of job opportunities might have to be considered in choosing a vocation.³⁸

Almost any reasonable planning body would be of great benefit in helping high school students to increase the range of effective freedom of choice in regard to the selection of occupations.³⁹

Hence it is clear that business education is obligated to assist pupils in their choice of occupations for which to prepare, and also throughout the period of their training, to the end that they may succeed in their initial employment and avoid stranding on an occupational level below the highest one which they are capable of reaching.⁴⁰

SUMMARY

The Editor of The Business Education World says that the

36. Thomas L. Norton, *Education for Work*, p. 29.

37. Francis T. Spaulding, *High School and Life*, p. 59.

38. *Ibid.*, pp. 56-57.

39. Harold F. Clark, "Using All the People to do All the Work." *The Business Education World*, Vol. 14, No. 7, (Mar., 1934), p. 377.

40. F. G. Nichols, *op. cit.*, p. 242.

future of commercial education depends upon effective pupil guidance. The commercial department has then an important duty to perform in seeing that its pupils receive the proper guidance and training and in seeing that persons who receive this training are placeable in positions for which they have prepared themselves.

A number of problems must be faced and solved before an intelligent program of guidance can be developed. It is first necessary to decide whether vocational training should be provided for all normal secondary-school students. A democratic system of government provides equal educational opportunity, in so far as possible, for everyone, but many writers doubt that any person has an inalienable right to the wrong kind of education. They feel that students who take vocational courses must be selected on the basis of intelligence, personality and motor ability. Many feel that occupational tests, intelligence tests, and prognostic tests should be given and enrollment denied those who seem unsatisfactory. Yet, in actual practice, this is often not done.

The division of students into ability groups is recommended by some and opposed by others who feel that business standards should be met by all and that there is a definite standard required by all business.

Guidance is felt necessary by most writers, but in practice is given by few schools to any appreciable degree. Dumping of inferior students into the commercial department is opposed in theory but often followed in practice. And the benefits of guidance are everywhere proclaimed but in few places enjoyed.

CHAPTER IX

WHAT ARE THE RESPONSIBILITIES OF THE COMMERCIAL DEPARTMENT
IN REGARD TO PLACEMENT AND FOLLOW-UP?

Undoubtedly one of the most neglected phases of modern business education is the failure to place, and in many cases the utter lack of any attempt to place, the student after he has received twelve years of training. All of the issues presented in this chapter are almost entirely conflicts between theory and practice.

ISSUE I

SHALL THE COMMERCIAL DEPARTMENT ASSUME A DEFINITE RESPONSIBILITY FOR HELPING THE STUDENT TO FIND SUITABLE EMPLOYMENT?

The lack of any attempt on the part of the high school to provide guidance for its graduates is vividly presented in the following statement by C. Guy Brown:

No sound business enterprise should put in from eight to twelve years in the manufacture of a commodity and then trust to chance for its distribution nor to accident for its sale. Yet this policy has been the standard method of dealing with this invaluable product of the school.¹

Mr. Brown believes that it should be a part of the responsibility and duty of the commercial teacher to see that the graduates of the commercial department are able to find their proper places in the economic order.²

While Brown limits the responsibility to that of caring for the graduates of the commercial department, Paul S. Lomax says that we have a definite responsibility for helping to

1. C. Guy Brown, "Placement and Follow-up in Commercial Education." The Review of Commercial Education, Vol. 34, No. 11B, (Nov., 1937), p. 8.

2. Ibid.

establish an adequate placement service for students in other departments as well.³

James E. Trabue says that schools should not feel that they have finished the job until their graduates have been placed in satisfactory positions.⁴

Brown, Lomax, and Trabue have all attempted to show the schools' responsibility for guidance, but Francis T. Spaulding shows why this responsibility exists, and the importance of proper placement to the student.

The activities in which a boy or girl chooses to engage or even happens to engage, after he is out of school are at least as important in determining the value of his education as are the interests and abilities he has acquired in school.⁵

Spaulding found, as a result of the New York Regents' Inquiry that the schools tend to recommend graduating students with little regard for the training which they have received while in high school, and (Perhaps as a result) employers make little use of transcripts, school recommendations, or school records when seeking employees.⁶

Whether because of employers' lack of interest in their high school work or because of their own indifference to the kinds of immediate jobs they get, relatively few step out of school into occupations which place any special premium on what they have studied.⁷

This reflects a serious lack of adequate placement facilities in New York State. In a study made in Oklahoma in 1938,

3. Paul S. Lomax, "Curricular Problems in Business Education." The Review of Commercial Education, Vol. 35, No. 6A, (June, 1938), pp. 8-9.

4. James E. Trabue, "Is the Commerce Department Selling Its Product?" The Business Education World, Vol. 18, No. 10, (June, 1938), pp. 784-785.

5. Francis T. Spaulding, High School and Life, p. 172.

6. Ibid., p. 86.

7. Ibid., p. 64.

I. T. Montgomery found that none of the large schools in the entire state provided a school placement service.⁸

ISSUE II

IS THE COMMERCIAL DEPARTMENT RESPONSIBLE FOR THE PLACEMENT, ADJUSTMENT, AND EDUCATION OF THE INDIVIDUAL FOR ADVANCEMENT WHILE HE IS ON THE JOB?

This issue is largely a conflict between theory and practice. Most of the writers believe that the individual should receive guidance and any necessary additional training during the early period of his employment. Nichols says that during the early employment period the worker should be helped in the effective use of all that he has learned and in discovering how to get the most out of his business experience.⁹ T. H. Briggs says that society not only should, but eventually must, provide for the continued education of all adolescents.¹⁰

After a brief survey of the nature of modern industry, Thomas L. Norton reports four things which were found to stand out in relation to the problem of vocational adjustment:

First, the worker must have information about industrial needs and conditions if he is to become adjusted and, when necessary, readjusted to economic life. (Guidance.) Second, he should be trained in those fields of work which provide the best permanent possibilities. (Wise vocational choice.) Third, his training should be of a character that will enable him to adapt himself to the changing situation. Fourth, he must have available after he has been employed, the opportunity of learning a new type of

8. I. T. Montgomery, An unpublished report made of a study conducted by Mr. Montgomery at Oklahoma A. & M. College, in Dec. 1938.

9. F. G. Nichols, Commercial Education in the High School, p. 260.

10. T. H. Briggs, Department of Secondary School Principals, Bulletin No. 59, (Jan., 1936), p. 13.

work if he is to become vocationally readjusted as a consequence of alterations in occupational opportunities.¹¹

C. Guy Brown says that follow-up work has many advantages for the commerce teacher as well as being of value to the student. It enables a teacher to learn from students where the department has been weak, what types of work to stress, and occupational materials to develop, as well as other valuable information.¹²

George F. Zook says that the vocations are changing so rapidly that many people are finding that the jobs for which they are trained are no longer in existence, and that they must often take over new duties or even find an entirely different job. This fact makes evident the need for vocational training for persons who are out of school.¹³

While the need for adult education and for part time schooling is evident, only the larger schools have established such training programs, and many of these have been half-hearted attempts. There is practically no evidence that the school is meeting its responsibility in regard to this matter. In speaking of those schools which have part time programs for youth who are working, Spaulding says:

It is seldom guided however, by anyone competent to judge the educational needs of the boys and girls concerned, or interested in planning constructively for their vocational futures.¹⁴

In this same report Spaulding says that fewer than seven

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11. Thomas L. Norton, *Education for Work*, p. 4.
 12. C. Guy Brown, *op. cit.*, p. 11.
 13. George F. Zook, *The Business Education World*, Vol. 14, No. 8, (April, 1938), p. 379.
 14. Francis T. Spaulding, *op. cit.*, p. 70.

per cent of the graduates and fewer than three per cent of the young people who left school without graduating were directed to their jobs by the school.

ISSUE III

SHOULD THE COMMERCIAL DEPARTMENT SEEK TO RETAIN A STUDENT UNTIL HE IS GRADUATED IF THE STUDENT HAS OPPORTUNITY FOR SUITABLE EMPLOYMENT BEFORE GRADUATION?

The typical attitude of the secondary school toward this problem is undoubtedly that the student should complete his high school education before he seeks any full time employment. This position is substantially supported by the fact that most employers demand that their youthful employees be high school graduates, and that such jobs as are obtained by drop-outs are often of short duration.

Fred Engelhardt and A. V. Overn have said:

....the current philosophy governing the aims of secondary education does not permit pupils to be eliminated from school before completing at least the twelfth grade. Financial aid should be given the family, if necessary, to enable this requirement to be enforced.¹⁶

Dr. Edwin G. Knepper definitely implies that he does not agree with this current philosophy when the student has been adequately prepared to hold a suitable position. He seems to believe that the student should not only be encouraged to take the position, but should also be given his high school diploma. He says:

The average school administrator would throw up his hands in 'holy horror' were one to suggest that a student be allowed to withdraw from school any time in the last semester of his course, provided he proves

16. Fred Engelhardt, and A. V. Overn, Secondary Education Principles and Practices, p. 500.

capable of filling satisfactorily the type of position for which he has been prepared, and still be graduated by the school. The reason why this may not be done is that the standard for granting credits is an arbitrary one, based upon such artificial factors as time devoted to a subject, and the amount of materials involved, rather than to that of attainment in the subject.¹⁷

Norman A. Lufburrow includes graduation from high school as one of the requirements that appears over and over again in job specifications. He feels that the lack of a high school diploma is a very serious handicap to any youth.¹⁸

SUMMARY

The secondary school is evidently not meeting its obligations in regard to placement and follow-up of its graduates. Educators all over the nation are pointing to the lack of any attempt on the part of most schools to place their graduates.

In addition to this responsibility for placement the changing economic conditions and the technological advances in industry and trade are making it imperative that the high school provide education for the individual for advancement while he is on the job, skill maintenance courses while he is temporarily unemployed, and vocational rehabilitation for those who must find new jobs.

The practice of retaining a student until graduation even though he may be capable of obtaining satisfactory employment, is being questioned. Part time training and training on the job may offer a solution to the problem.

17. Edwin G. Knepper, A History of Commercial Education in the United States, p. 133.

18. Norman A. Lufburrow, "Requirements for General Clerical Workers in Large Offices." Reviewed by McKee Fisk in the Business Education Digest, Vol. 2, No. 5, (Dec., 1938), p. 61.

The high school must train, place, follow-up, and stand ready to retrain its graduates if it is to adequately fulfill its responsibilities.

CHAPTER X

SUMMARY AND CONCLUSIONS

In a study of this type it is impossible to reach any conclusions or to make any recommendations which will be spectacular, or which will lead to immediate direction for definite changes. An attempt has been made to determine the issues of commercial education, and to present fairly some of the arguments for the various alternatives. It is realized that this study does not present nearly all of the issues of commercial education on the secondary-school level. Since the importance of the various issues was judged largely by the amount of space in current publications which was devoted to a discussion of them, and the number of conflicting theories, plans, or practices, it is possible that other issues which have not been so widely discussed may really be of more significance to the field. However, from the basis for judging importance taken in this study, the conflicts presented are undoubtedly correctly included in a list of the major issues of commercial education.

It has been found that the problems of commercial education may be adequately grouped under eight general classifications with from three to eight subdivisions under each general heading. The following outline summarizes the eight major fields in which conflicts arise, and presents the principal points of difference under each main heading.

THE ISSUES

- I. What shall be the objectives of commercial education?
 - A. Shall commercial education on the secondary level have as its chief objective, (a) training for vocational efficiency, (b) training for socio-economic

relations, (c) should it be primarily interested in personal-use courses, or (d) should the commercial department make an effort to provide both vocational and non-vocational business training for the high school student?

- B. Should the outcomes of beginning bookkeeping remain the traditional vocational outcomes or should they be broadened?
- C. Should the secondary school give specific preparation for only the lower level of office positions, or should it also prepare for the more advanced office, selling, secretarial, accounting, and managerial positions?
- D. Should the vocational training in the secondary school aim to provide skills, knowledge, and abilities needed for a specific job, or a broad general background in preparation for any one of a variety of jobs within the same occupational field, furnishing only sufficient skills to enable the individual to gain initial placement?
- E. Should instruction in the use of business machines be primarily concerned with providing an acquaintance with the various machines, or should it provide a definite vocational skill?
- F. Should vocational students receive training in more than one occupational skill in order to increase their initial employment possibilities?
- G. Shall commercial education be concerned only with the welfare and progress of the individual, or with these only as they promise to contribute to the welfare and progress of society?
- H. Should mental discipline be one of the objectives of commercial education?

II. What shall be included in the commercial curriculum?

- A. Shall vocational education of any kind be offered in the high school?
- B. Should the high school commercial curriculum be based on a job opportunity survey?
- C. Shall commercial education provide a common curriculum or should it differentiate its program to allow for individual differences?
- D. Should the commercial department assume responsibility for providing instruction in consumer education?

- E. Should there be courses in personality development, should personality development be one of the objectives of every course, or is the school responsible for developing the students' personality?
 - F. Should there be personal use courses in bookkeeping or typewriting, and, if so, should such courses be kept separate from vocational courses in the same subjects?
 - G. Should shorthand for personal use be offered in the high school?
- III. How should the commercial department be organized and administered?
- A. Should typewriting be a prerequisite for shorthand, or should they be begun at the same time?
 - B. Should the present commercial courses be integrated and combined in order to reduce the number of subjects offered and simplify the curriculum?
 - C. Should general business training be required of all high school pupils?
 - D. Shall the commercial student be required to take enough college entrance work that he can enter college even though he waits until after graduation to reach such a decision?
 - E. Should the segregation and centralization of all commercial students into separate commercial high schools be attempted?
 - F. Should high school commercial departments train pupils to enter contests, or should contests be eliminated because they have an unwholesome effect on the teachers' objectives?
- IV. What should be the qualification of business education teachers?
- A. Should all teachers of business subjects be required to have a minimum of, say six months, actual business experience?
 - B. Should persons planning to teach business subjects in high school specialize in a particular commercial subject in order to have a better knowledge of the subject which they hope to teach, or should they have a broad background in order to better understand the entire field of business.

- C. Should all teachers of typing and shorthand be required to have highly developed skills in these subjects?
- D. Should only those teachers who hold a regular commerce teaching certificate be allowed to teach any commerce subjects including business English, business arithmetic, business law, everyday business, consumer education, economics, salesmanship, and the usual vocational subjects?
- V. How shall the commercial courses be taught?
- A. Should rhythm be emphasized in the teaching of typewriting?
- B. Should long practice sets be abandoned in the teaching of high school bookkeeping courses?
- C. By which method should Gregg shorthand be taught?
- D. By which method should office practice courses be presented?
- VI. How should the program of commercial education on the secondary-school level be judged?
- A. How shall achievement in commercial courses be measured?
- B. Must the commercial department establish standards for graduation with strict regard for business standards on actual jobs?
- C. Shall students who are taking business courses for personal use be held to the same standards as those who are taking the courses as preparation for a vocation?
- VII. What are the responsibilities of the commercial department in regard to guidance and selectivity of pupils?
- A. Shall vocational commercial education on the secondary school level be provided at public expense for all normal individuals?
- B. Should students planning on entering the vocational commercial courses be required to take occupational tests, intelligence tests, and prognostic tests, and enrollment denied those who seem unsatisfactory?
- C. Should the commercial department attempt to divide students in vocational courses into ability-groups?
- D. Should vocational commerce be offered when it can not be accompanied by a careful program of guidance and selection of pupils?

- E. Should students who are doing unsatisfactory work in academic courses be encouraged to transfer to the commercial department?
- F. Shall the high school commercial department assume responsibility for helping the student to understand his qualifications and job opportunities?

VIII. What are the responsibilities of the commercial department in regard to placement and follow-up?

- A. Shall the commercial department assume a definite responsibility for helping the student to find suitable employment?
- B. Is the commercial department responsible for the placement, adjustment, and education of the individual for advancement while he is on the job?
- C. Should the commercial department seek to retain a student until he is graduated if the student has opportunity for suitable employment before graduation?

CONCLUSIONS AND RECOMMENDATIONS

1. Current literature is full of points of view; educators and writers have been expressing themselves for a long time. Each expression of a particular writer's point of view is an interpretation of his ideas concerning the basic laws of psychology and learning, and his beliefs concerning the objectives of secondary education.

There is a need for drawing the issues of secondary commercial education sharper, and for setting forth the various arguments in support of the different points of view. Teachers and administrators should then carefully study the various points of view, and try to develop a philosophy of their own, using the best that they can find in all the arguments presented. Care must, of course, be used in order to develop a consistent, logical whole.

2. Many of the issues of education are due to opinion and

observation. It is evident that some writers take very definite stands for or against some issue when they have practically no evidence to support such a point of view.

No doubt many of the issues can be settled by gathering available data on the matter, or by doing experimental work which will lead to the solution of the dispute. It is certainly to be recommended that these data be gathered, and that the necessary experimentation be done in order that these problems be solved in a manner acceptable to all.

3. Business education people have in many instances drawn themselves apart from the regular high school. The placing of inferior students in the commercial department is no doubt due to a lack of understanding between the commercial department and the school administrators.

There is a definite need for commercial teachers to have a better understanding of the entire field of secondary education, and a need for the recognition by the general education group that commercial education is, and must necessarily be, an integral part of the secondary school. In addition to this, there is a need for a better understanding and cooperation with the social science department. There need be no fighting over which department shall teach general business or economics. These courses should be placed in the department where they can best be taught, regardless of where that may be.

4. While commercial education is generally admitted to have non-vocational, or personal-use values, there is much more discussion of the vocational aspects than of the general education

aspects. The trend toward the socialization of the commercial curriculum is making it more important than ever that adequate discussion be given the social and economic values of the courses, as well as the vocational values.

5. There is little discussion of the distributive phase of commercial education. However, since this study was based largely on the amount of magazine and book space devoted to the various topics, and since distributive education is rather a new field, it may be possible that this subject is now getting the attention that its importance warrants.

There are undoubtedly a number of issues concerning the teaching of distributive education. These issues need to be determined and the various points of view analyzed.

6. Much of current practice in commercial education seems to be based upon tradition rather than upon any evidence which would cause one to believe that such practice is preferable.

Practice should be rationalized; defenses should be offered. When theory runs counter to practice, the practice should be discontinued unless it can be defended. When all current theory points toward the need for a certain practice, as for example an adequate program of guidance, placement, and follow-up, it seems that such practice should be inaugurated unless reasons for not doing so can be given.

7. There is an evident need for a consistent, and logical philosophy of education on the part of the writers and leaders in commercial education. Teachers are in need of definite goals. They must decide upon a program and make every effort to see that the desired outcomes are achieved.

It is better to have an opinion, and a definite stand on the various issues of commercial education, even though that position be wrong, than to have no definite beliefs and to drift from one idea to another without ever firmly deciding to support any.

A sound philosophy of business education must be based upon a knowledge of the problems and issues which must be met and solved. The surest beginning of effort which will lead toward the development of a sound philosophy and a sound program of commercial education in the secondary school is the serious consideration of these issues and problems by members of the profession.

Public interest in a new educational program cannot be aroused and maintained until members of the profession have decided among themselves which ideas and ideals they wish to support. After the issues of commercial education have been determined it is necessary that the arguments for the various points of view be considered. All the alternatives and possible solutions must be carefully listed and compared with each other, and the implications of each must be thought through. Professional leaders are then in a position to try to agree on the solution which seems best for the individual as well as for society, and may set about to learn how these desired ends may best be achieved. Commercial education may then look forward to real progress.

This study should lead to increased professional thinking on the important problems of business education. The issues presented here should form the basis for many profitable discussion groups. Through the exchange of ideas at these meetings

each individual in attendance should gain a broader view and a sounder philosophy. And, as the philosophy of the commercial teacher goes, so goes commercial education.

APPENDIX

The problems presented in this appendix were used in searching for the major issues of commercial education. Most of the issues discussed in the main body of this study are to be found in this original list which was prepared after a preliminary survey of the field.

1. Shall commercial education on the secondary-school level have as its chief objective, (a) training for vocational efficiency, (b) training for socio-economic relations, (c) should it be primarily interested in personal-use courses, or (d) should the commercial department make an effort to provide both vocational and non-vocational business training for the high school student?
2. Should the outcomes of beginning bookkeeping remain the traditional vocational outcomes, or should they be broadened?
3. Should the secondary school give specific preparation for only the lower level of office positions, or should it also prepare for the more advanced office, selling, secretarial, accounting, and managerial positions?
4. Shall the vocational objective of the commercial department be the preparation of students for initial employment, or shall it find its chief function in preparing students for promotional opportunities, and positions as business leaders?
5. Should the vocational training in the secondary school aim to provide skills, knowledge, and abilities needed for a specific job, or a broad general background in preparation for any one of a variety of jobs within the same occupational field, furnishing only sufficient skills to enable the individual to gain initial placement?
6. Should instruction in the use of business machines be primarily concerned with providing an acquaintanceship with the various machines, or should it provide a definite vocational skill?
7. Should vocational students receive training in more than one occupational skill in order to increase their initial employment possibilities?
8. Shall commercial education be concerned only with the welfare and progress of the individual, or with these only as they promise to contribute to the welfare and progress of society?
9. Should mental discipline be one of the objectives of business education?
10. Should the commercial department assume responsibility for training in general economic education?
11. Should attempts be made to remedy social conditions that tend to force many boys and girls out of school before there is any economic or educational reason for their leaving?
12. Shall the commercial department seek merely to adjust the student to

prevailing social ideals, or shall it seek the gradual reconstruction of society?

13. Shall the commercial department present merely organized knowledge, or shall it also assume a partial responsibility for the attitudes and ideals of the student?
14. Shall the high school commercial department assume a share of the school's responsibility for the social development of the individual?
15. Shall vocational education of any kind be offered in the high school?
16. Should the high school, whenever possible, organize its program so that it offers general education courses, and leaves the instruction in vocational commercial education to the junior college?
17. Should vocational commercial education be pushed up and out of the regular high school into the thirteenth and fourteenth years?
18. Should vocational commercial education be eliminated from the small high school where the thirteenth, or thirteenth and fourteenth, years are not possible?
19. Shall commercial education provide a common curriculum, or should it differentiate its program to allow for individual differences?
20. Should the commercial department assume responsibility for providing instruction in consumer education?
21. Should there be personal-use courses in bookkeeping and typewriting, and if so, should such courses be kept separate from vocational courses in the same subjects?
22. Should there be courses in personality development, should personality development be one of the objectives of every course, or is the school responsible for developing the individual's personality?
23. Should shorthand for personal use be offered in the high school?
24. Should the commercial department provide two types of elementary bookkeeping courses; one for the student interested in bookkeeping vocationally, and the other for students who are interested only in its personal use or its social-economic values?
25. Should courses in salesmanship and retail selling replace the study of shorthand in the small high school?
26. Should vocational commerce work be eliminated from the high school and replaced with a non-vocational commerce program?
27. Should secondary education be limited to education of a general nature, leaving all vocational training to public and private post-high school institutions of learning?

28. Should the commercial department attempt to divide students in vocational courses into ability-groups?
29. Should typewriting be a pre-requisite for shorthand, or should they be begun at the same time?
30. Should our present commercial courses be intergrated and combined in order to reduce the number of subjects offered and simplify the curriculum?
31. Should general business training be required of all high school pupils?
32. Should the commercial student be required to take enough college entrance work that he can enter college even though he waits until after graduation to reach such a decision.
33. Should the segregation and centralization of all commercial students into separate commercial high schools be attempted?
34. Should high school commercial departments train pupils to enter contests, or should contests be eliminated because they have an unwholesome effect on objectives?
35. Should the commercial department seek an upgrading of commercial subjects, or must they be left at the present grade level in order to be of most value to drop-out students?
36. Should enrollment in vocational commercial courses be limited to high school juniors and seniors?
37. Should the commercial department advocate that the compulsory school age be raised in order to conform with the higher age of employment?
38. Should business courses for personal use be offered early in the high school program so that the student may have as much benefit as possible from the courses, while vocational courses are offered only to high school juniors and seniors?
39. Should there be any courses offered in the high school which can not be completed in one year of work?
40. Should vocational commercial courses be organized in such a way that pupils may progress as rapidly or slowly as their abilities, interests, or talents warrant?
41. Should the high school commercial courses be so established as to give those who take them a vocational training that is complete in itself at the end of each year?
42. Should business education courses be taught only by regularly certified commerce teachers?

43. Should all teachers of business subjects be required to have a minimum of, say six months, actual business experience?
44. Should persons planning to teach business subjects in high school specialize in a particular commercial subject in order to have a better knowledge of the subject he hopes to teach, or should he have a broad background in order to better understand the entire field?
45. Should all teachers of typing and shorthand be required to have a highly developed skill in these subjects?
46. Should only those teachers who hold a regular commerce teaching certificate be allowed to teach any commerce subjects, including Business English, Business Arithmetic, Business Law, Everyday Business, Consumer Education, Economics, Salesmanship, and the usual vocational subjects?
47. Should the training program for high school commerce teachers cover five years and include a minimum of 500 hours of acceptable gainful employment?
48. Should rhythm be emphasized in the teaching of typewriting?
49. Should long practice sets be abandoned in the teaching of high school bookkeeping courses?
50. By which method should Gregg Shorthand be taught?
51. By which method should office practice courses be presented?
52. Should there be differentiation in subject matter if students are divided into ability-groups, or should all be held to business standards?
53. How should the program of commercial education on the secondary school level be judged?
54. Must the commercial department establish standards for graduation with strict regard for business standards on actual jobs?
55. Should students who are taking business courses for personal use be held to the same standards as those who are taking the courses as preparation for a vocation?
56. Should the commercial courses gradually raise their standards, or should the subject matter become easier in order to accommodate students of lower ability?
57. Should vocational commercial education on the secondary school level be provided at public expense for all normal individuals?

58. Should students planning on entering the vocational commercial courses be required to take occupational tests, intelligence tests, and prognostic tests and enrollment denied those who seem unsatisfactory?
59. Should vocational commerce be offered when it cannot be accompanied by a careful program of guidance and selection of pupils?
60. Should students who are doing unsatisfactory work in academic courses be encouraged to transfer to the commercial department?
61. Shall the high school commercial department assume responsibility for helping the student to understand his qualifications and job opportunities?
62. Should the high school commercial curriculum be based on job opportunity surveys?
63. Shall the commerce program be limited to the needs of the community in which the high school is located?
64. Shall numbers enrolled in vocational commercial courses be limited to approximately the demand for employees with such training?
65. Shall students who show little promise of success in commercial work be allowed to take vocational courses?
66. Should students who are not capable of obtaining marketable skill in vocational commercial courses be allowed to remain in such courses?
67. Should students who are too young and immature for entrance into business occupations be allowed to take vocational commercial courses?
68. Should pupils who intend to major in college commerce or business administration be advised not to take commerce work in high school?
69. Should high school graduates who have taken commercial work be encouraged to continue their study in private business schools?
70. Should the commercial department direct pupils, who are not profiting by the work which the department can offer, into other types of education or into employment?
71. Should the commercial department function alone or independently if the high school does nothing about guidance?
72. Shall the commercial department assume a definite responsibility for helping the student to find suitable employment?

73. Is the commercial department responsible for the placement, adjustment, and education of the individual for advancement while he is on the job?
74. Should the commercial department seek to retain a student until he is graduated if the student has an opportunity for suitable employment before graduation?
75. Should the high school commercial department make as great an effort to place "drop-outs" and "withdrawals" as it does to place graduates?
76. Should the high school commercial department provide training for the individual until he is able to find suitable employment regardless of whether he has been graduated?
77. Should vocational commerce be offered if it is not accompanied by placement service?
78. Should the commercial department provide skill maintenance courses for graduates who are temporarily unemployed?

PARCHMENT

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