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CHAPTER V  
COMMERCIAL EDUCATION

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# CHAPTER V

## COMMERCIAL EDUCATION

By J. O. MALOTT

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### INTRODUCTION

Business education, in which more than a million students are enrolled, is not only one of the most rapidly growing phases of the entire educational program but is one of the major responsibilities of secondary and higher institutions. The necessity for developing more appropriate and effective programs of education for and about business is emphasized by the changing economic conditions in the United States. Current economic and business problems of the individual, the home, local communities, and the Nation are occupying rôles of increased importance. The trend toward upgrading the requirements for entrance into, and success in office and sales positions, together with the decrease in real wages in the clerical occupations, emphasizes the significance of designing improved business training programs in the secondary schools. Also the increased responsibilities of leadership in our Nation's business challenging the collegiate schools of business, the bureaus of business research, and the leaders in business, place additional obligations on higher institutions training men and women for business careers.

The chief development in providing education about business as a part of the educational heritage of all citizens is the exceedingly rapid introduction of junior business or general business science courses. These courses have been designed to provide an elementary concept of modern economic and business problems, the common business services, and business customs for pupils who have not



reached the age at which they are permitted to leave school. In addition to providing an introductory course for all pupils, the leaders in this field are urging an advanced course in economics and business information for those who continue in high school. In the latter course they desire to emphasize the relationship of business conditions in this country to international affairs, the meaning and social significance of the basic problems in business, the complexity of our modern economic structure, and the increasing interdependence among the different kinds of business. The traditional and ordinarily abstract courses in high-school economics are too limited in content and availability to provide an adequate understanding and appreciation of the enhanced importance of business in our rapidly changing civilization. The leaders in business and in education for business feel the need of a higher citizenship standard of information about modern business.

During the past two years there has been an increased willingness in the secondary and, to a less extent, in the collegiate institutions to study objectively the need for, and the effectiveness of, the different phases of business education. The outstanding developments in secondary commercial education pertain to the many city and State investigations of curriculum problems and to the many research studies in methods of instruction. The leaders in this field, together with the new type of professionally trained commercial teachers, are responsible for this progressive trend. Inasmuch as the collegiate schools of business have been so absorbed in providing facilities for the increasingly large number of students, these institutions have based their offerings chiefly on opinions rather than on objective investigations of the needs. They have borrowed heavily from the earlier collegiate schools of commerce. In fact, the philosophy that has predominated did not obligate these institutions to conduct basic curriculum studies. The few significant investigations in this field made during the biennium indicate the ascendancy of the philosophy involving scientific curriculum revision.

Other recent trends and major problems are increased enrollments, particularly of young women in the secondary schools; a new interest in basic research studies; the introduction of machine operating, retail training, and cooperative part-time courses; the organization of terminal vocational curricula on the junior-college level; additional facilities for the training of commercial teachers, particularly in the universities; the broadening of the scope of activities of the commercial teacher-training institutions and commercial teachers' associations; and the urgent need for adequate supervision. The trend toward research for improving the appropriateness and effectiveness of the business education program is the most encouraging



development. The Office of Education and the Federal Board for Vocational Education have assisted in setting up the objectives, outlining the procedures or interpreting the data for practically all of the research projects. The least hopeful sign of the past two years has been the rather general failure of the educational institutions to seek whole-heartedly the cooperation of business men and business men's organizations in an effort to improve the guidance, training, and placement programs.

The purpose of this chapter is to review briefly the outstanding developments and to analyze some significant trends in education for business as revealed in reports from city and State departments of education, special reports from institutions and commercial teachers' associations, as well as magazines, books, and graduate theses in this field.

#### TRENDS REVEALED BY ENROLLMENT STATISTICS

The enrollment of more than a million young men and women in business courses is evidence of some of the outstanding educational, occupational, and social trends of the twentieth century. The number enrolled in business courses exceeds the number in any field of vocational training chiefly because of the multitude of opportunities in business and because of the mobility within business occupations. Increasingly large numbers of young men are turning to organized training programs rather than to apprenticeship. Furthermore, one of the greatest social changes in history is indicated by the increased enrollments of young women in business courses. In all types of schools their percentages of increase exceeded those for men. Only in collegiate education for business does the number of men exceed the number of women. The breakdown of the earlier prejudices against women in office and store occupations, the introduction of modern office equipment and methods, the increased desire for economic independence, and the social phases of business positions have been the chief factors in the latter trend.

At the beginning of the past decade there was much speculation as to what the postwar trends would be in business-education enrollments. The increase in enrollments during the World War exceeded the increase during any previous period of equal length. The business education programs in the different types of schools, and particularly in the public high schools, expanded rapidly to meet the emergency. With only one exception, the different types of schools offering business subjects continued to expand their programs after the war. Data compiled during the biennium reveal that in the past six years the increase in enrollments in this field amounted to 59 per cent in the private high schools and 72 per cent in the public second-



ary schools. Furthermore, there was an increase of more than 300 per cent in the colleges and universities during the past 10 years.

Collegiate education for business is growing far more rapidly than higher education in general. Although the collegiate schools of commerce are among the most recently organized divisions of the universities, they are in many instances the largest of the professional schools. If the percentage of increase in enrollments in the various professional schools for the past 10 years obtains for the next decade, the schools of commerce will be the largest of the professional and vocational schools. Even if the percentage of increase in business enrollments during the past 10 years were increased many times during the next decade there would be little danger, if any, of a surplus of collegiately trained personnel for business. There are many indications that these schools will continue to grow very rapidly.

An analysis of the enrollments in collegiate education for business<sup>1</sup> reveals a trend toward specialization in functions among the collegiate schools and departments of business. Although the number of courses, the number of instructors, and the number of students enrolled in each of the business subjects doubled in the past six years, the number of institutions offering specialized curricula remained practically the same. Fewer than 20 higher institutions offer curricula in advertising, foreign service and foreign trade, realty or insurance. In this connection, four-fifths of the college students studying realty are enrolled in six higher institutions; two-thirds of those in advertising courses are in 10 universities; and half of the students in insurance are pursuing their courses in only 5 institutions. In certain geographic regions there is a concentration of schools that offer some of the specialized curricula. Furthermore, 56 per cent of the first degrees in commerce in 1919-20 and 57 per cent of such degrees 10 years later were granted in only 6 States—California, Illinois, Massachusetts, New York, Ohio, and Pennsylvania.

One of the major developments of secondary education has been the exceedingly rapid growth of commercial education. Approximately 20 per cent of the secondary-school pupils are now enrolled in the commercial curricula; in many States the percentage exceeds 30, and in many cities the percentage is approximately 50. Nearly two-thirds of all enrollments in education for business are in these schools. Two-thirds of the pupils enrolled in secondary business education are women, and the number of women is increasing far more rapidly than is the number of men. The secondary schools, of which approxi-

<sup>1</sup> Malott, J. O. Commercial Education Circulars Nos. 26 to 31, and 33 to 37, inclusive; and Circulars Nos. 11, 13, and 14. Washington, U. S. Office of Education, Department of the Interior, 1929. (Mimeographed.)



mately 10,000 offer commercial subjects, have made better adjustments of their courses to the needs of young women than to the needs of young men.

Enrollment data reveal many other significant trends. One of these trends pertains to the upgrading of business education. Ten years ago only 1 boy out of 10 and 1 girl out of 120 who were studying business education were enrolled in the colleges and universities. The ratio for boys now is 1 out of 6 and for girls 1 out of 70. Furthermore, two-thirds of the pupils in the private business schools are high-school graduates, whereas 10 years ago a small percentage of the private business school pupils had completed high school.

The recent changes in the enrollments of boys in the secondary schools tend to follow, although very slowly, the changes in their employment opportunities. The greatest percentages of increased enrollments for boys were in salesmanship, commercial law, office practice, commercial geography, economics, typewriting, commercial arithmetic, and bookkeeping. There was an increase of only 5 per cent in their enrollments in shorthand during the past six years, and only 18 per cent of the secondary pupils enrolled in shorthand were boys. Although the percentage of increase for boys in salesmanship is high, the actual number enrolled is relatively small. The trend toward salesmanship is desirable and should be encouraged for both boys and girls.

Another significant trend pertains to the changing emphasis on the traditional technical subjects in the secondary schools. At the beginning of the past 6-year period shorthand, typewriting, and bookkeeping accounted for 74 per cent of enrollments in the commercial subjects in the public high schools and 88 per cent in the private high schools and academies. At the close of the period the percentages had decreased to 59 and 70, respectively. Although the enrollments in the technical subjects are increasing rapidly, there has been an unusually large increase in the enrollments in the general business information courses.

#### RESEARCH BASIS FOR OBJECTIVES

The traditional objectives of secondary and higher education for business continue to predominate and control the curriculum practices. In the endeavor to replace the traditional with more appropriate objectives much confusion arose because of the different approaches or procedures for determining objectives. Many of the approaches lack in simplicity and directness and tend to confuse rather than clarify the desired outcomes and the necessary steps in attaining them. During the past two years, however, there have been fewer articles and discussions, particularly of the dogmatic type, that placed



undue emphasis on either the vocational or general business information objectives.

Outstanding in the discussions that temporarily disturbed the progress in setting up objectives were the recent attempts to superimpose on commercial education, particularly in the secondary schools, the objectives from sociology, economics, and other instructional fields. The proponents of all contemporary bases for determining objectives, except those favoring the scientific study of the needs, fail to consider the fact that the objectives for sociology and economics supposedly grew out of the needs for instruction in those fields and that the objectives and principles for business education should grow out of the needs for general business information and vocational or professional business training. Other factors that caused confusion regarding objectives were erroneous interpretations of survey reports and disagreement even among those who were in positions of leadership. Fortunately these disagreements have provided for commercial teachers generally a point of departure in discussing objectives. Such disagreements have tended to break down the traditional objectives and to emphasize the necessity of a better basis for the entire business education program.

The greatest factor to date in revealing the current fallacies in the objectives of the business training program is the accumulation of approximately 600 research studies in this field. The additional studies made available during the biennium were particularly helpful in destroying the effectiveness of the vocational versus the nonvocational discussions, in revealing the fallacy of superimposing objectives from other fields on commercial education, and in breaking down the traditional concept of training for only a limited number of business positions. These studies call particular attention to the necessity of arriving scientifically at the major and minor objectives. Such studies tend also to result in the acceptance, evaluation, and refinement of vocational and nonvocational aims. Perhaps their chief contribution has been a clearer distinction between preparation for initial and preparation for promotional opportunities. Although some of the studies were poorly conducted and although some of the data have been misinterpreted, the making of these studies is the progressive commercial teacher's challenge to the traditional program.

The growing acceptance among the rank and file of commercial teachers of the research technique in establishing objectives and practices is encouraged by the leaders as the key to immediate improvement. To date the progress is not so much in the quantity and quality of studies that have been conducted but in the concept of curriculum building that is developing, particularly among those



who are making the studies and those who carefully interpret the findings. In this connection the secondary schools have progressed more rapidly in studying their objectives than have the higher institutions. Comparatively few of the colleges and universities have conducted worth-while follow-up studies or studies of the needs for collegiate business education in a given region or industry. Almost without exception the colleges and universities do not take an active interest in studying the needs for business education of that half of their students who do not graduate. Among the leaders and progressive groups in both types of institutions curriculum investigations have resulted in a very definite break with many traditional objectives and practices. Out of the pioneering efforts there has been constructed a program for a more careful study of the training needed for the various levels of business positions, including the clerical, business expert, and business executive. Some of the secondary and higher institutions have conducted research regarding many of the steps in the program of scientific curriculum revision, but none of these institutions have made the entire series of studies necessary for the reorganization of the training program.

The most significant trend with reference to objectives is toward measuring and analyzing the need for, first, general business information, and, second, vocational business training. This trend has developed to the extent that it is definite evidence of the beginning of a new era in this field. The leaders seek to differentiate the objectives and content according to the determinable needs. The procedures for setting up the general business information objectives, content, and curriculum practices involve studies of the need for an understanding and appreciation of our modern economic structure; an understanding of the social significance of business in America and in international relations; the difficulties of citizens in urban and rural communities in handling their economic and business problems; a knowledge of the common business services and products; standards of attainment in the bodies of knowledge desired for citizenship; and studies of the pupils and of the extent to which they continue through the various school years. The vocational commercial subjects must begin with objectives and content where the general business information ceases, because the vocational aspects pertain to the additional content and skills necessary for occupational efficiency.

The procedures for determining the vocational objectives, content, and curriculum practices as emphasized during the biennium involve chiefly studies of the importance of training for different kinds of initial and promotional opportunities in business; analyses of the duties of positions on the various occupational levels; studies of



standards of performance, and traits of the successful, average, and problem employees; and studies of the specific abilities, interests, traits, and other factors of the pupils who seek business training. Comprehensive studies of the types indicated reveal the broad social responsibilities of the business executives and many other factors that are not ordinarily included in the narrow or limited occupational analysis. Practically all of the outstanding developments of the biennium pertain to one or more steps in this program of scientific curriculum revision. The emphasis, however, has been on studies of the vocational needs.

### COMMERCIAL OCCUPATION SURVEYS

The making of commercial occupation surveys is the first major step in a program of scientific curriculum building in business education. Comprehensive surveys of this type provide definite information regarding the relative importance of training for each of a large variety of business positions. Data from these studies present a fact basis for determining what business curricula should be offered in the secondary and higher institutions. These surveys indicate also the school years in which the curricula should be offered; the ratio of men to women that should be prepared for each of the variety of business positions, and the various levels of each of the positions; and frequently those phases of the training program that are most helpful or least helpful. Another important contribution is that they provide a basis for distinguishing between preparing for initial as opposed to preparing for promotional opportunities, thus giving direction to the emphasis that should be placed on each of these phases of the training program.

During the past two years there was an increased interest in follow-up studies of the drop-outs and graduates of the particular institutions. Although the commercial occupation survey pertains primarily to the need for, or appropriateness of, particular curricula, the follow-up study pertains chiefly to the measurement and analysis of the effectiveness of the business training program in a specific institution. Instead of revealing a cross section of the local needs for training employees in different occupations, the follow-up study reveals for a given institution the occupational distribution of its drop-outs and graduates, the nature of their initial and subsequent positions, and frequently an evaluation of many of the factors in the guidance, training, and placement programs. One contribution of this type of study is that it gives direction to the strengthening of the curricula offered. The chief limitation of such a study is that



it gives no indication of failure to provide other curricula perhaps more urgently needed.

The second major step in curriculum building in this field pertains to an analysis of the duties performed by the employees on the different ranges and levels of positions. The most important factors regarding these duties are: The importance of the duty, difficulties experienced by the employees in their initial and subsequent positions, the frequency of the performance of the duty, and whether the duties could best be learned in school or on the job. Ordinarily the job-analysis type of study is combined with studies of the traits of the workers in the respective positions. Such analyses are usually made with special reference to the persons employed in the various positions, but studies of positions without reference to the employed personnel are frequently necessary.

The chief contribution of the job analysis and trait studies is that they give direction to the selection of definite bodies of knowledge and skills to be incorporated in the commercial curricula. Various formulas have been developed in evaluating the ultimate significance of training for the performance of the respective duties. This step in the program for curriculum building requires so much research that there are very few good examples of its application. The contribution of job analysis so far as guidance and placement are concerned is that it focuses attention on actual requirements of particular positions.

The third, and frequently neglected, major step in curriculum building pertains to studies of standards of attainment. It is not sufficient to know merely the importance of training for particular kinds of positions and the duties performed in each; it is essential that we know the standards of performance of the duties by the successful, average, and unsuccessful or problem employees in the various occupational levels. It is particularly important that studies of standards of attainment be made in order to obtain a better understanding of the requirements for success in initial positions, for retaining positions, and gaining promotion. Only to the extent that comprehensive studies are made to show the requirements for success in terms of standards will it be possible to set up more effective guidance. After occupational standards are established it will be possible with greater assurance to establish grade standards and entrance standards in the various curricula.

The superintendent of schools of Pittsburgh, Pa., appointed a committee of high-school teachers of bookkeeping to revise the course of study for that subject. In studying the problems that confronted the committee Victor M. Rubert, chairman, and other members of the committee soon realized the necessity of determining



how well the commercial courses were functioning. A study<sup>2</sup> was undertaken, therefore, of 714 former commercial pupils in the regular high schools and of 790 commercial pupils in evening schools. The committee found that 30 per cent of the boys and 25 per cent of the girls are in positions requiring a knowledge of bookkeeping, and 31 per cent of the boys and 68 per cent of the girls were in positions requiring a knowledge of shorthand. The committee concludes that the survey justifies four or five semesters of bookkeeping.

The board of education, of Newark, N. J., conducted a survey<sup>3</sup> of the office workers in that city in March, 1930. As a result of the survey, preparations were made immediately for instruction on office machines. It was recommended that the different kinds of office equipment be introduced gradually, "thus giving teachers time to familiarize themselves with the operation of various machines and in which to carefully prepare a course of study." Inasmuch as only 6 per cent of the 878 employees studied obtained their positions through the Newark high schools, the following recommendation was made:

Placement bureaus should be very carefully organized in each of the commercial high schools, with a person in charge who can give this definite supervision and who can establish business contacts with employers for the type of office worker that the high schools can and should turn out. This placement bureau should not be a makeshift organization, but definite information regarding all graduates should be on file. This information should be specific as regards the individual—his school record, his personal record, and any characteristics that would enter into the question of employment.

Two of the most comprehensive follow-up studies of secondary pupils that have been made were completed in Sioux City, Iowa,<sup>4</sup> and Yonkers, N. Y.<sup>5</sup> Both surveys reveal that although the graduates are finding positions for which they have been trained, there is need for better guidance and placement service; and that the demand for graduates who have had retail training or who can operate different kinds of office equipment is increasing. The latter study contains an analysis of the duties of the graduates and a report on personality traits.

<sup>2</sup> Occupational Survey of Commercial Graduates, Drop-outs and Evening School Pupils in Pittsburgh High Schools. Curriculum Study and Educational Research Bulletin, 4: 163-92, March-April, 1930.

<sup>3</sup> Newark (N. J.) Board of Education. Report on the Survey of Office Workers in Newark, N. J. Newark, Board of Education, 1930. 10 pp. (Mimeographed.)

<sup>4</sup> Traxler, Bina Mae. A Follow-up Study of Commercial Graduates with Respect to Shorthand, Office Training, Bookkeeping, and Salesmanship. Master's Thesis, 1930. School of Education, Northwestern University, Chicago, Ill. 110 pp. (Mimeographed.)

<sup>5</sup> Worthington, E. E. Educational Adjustments for a Metropolitan District Commercial High School as Based on Employment Experiences of Its Graduates. Master's Thesis, 1929. School of Education, New York University, New York, N. Y. 70 pp. (Type-written.)



The University of Michigan, Ann Arbor, through its bureau of business research, conducted cooperatively with the National Federation of Business and Professional Women's Clubs, an occupational survey of the 46,760 members of the federation. Usable returns were received from 14,858. The first of a series of reports analyzing the present occupational status of the group was published in 1930.<sup>6</sup> Fifty-five per cent of the women were in clerical, stenographic, and sales positions. Some of the findings of the study are: With few exceptions, women in business and the professions are not highly paid; the chances of high earnings are very much greater for women working in commercial and manufacturing organizations than for those employed in educational institutions, with women in sales and publicity work having a higher average than either of these two; and women who have been graduated from a college or university are earning more in every kind of work than women with less education.

Dr. Clarence S. Yoakum conducted a study of the University of Michigan graduates who had majored in accounting.<sup>7</sup> Among the findings are: The average initial salaries in accounting positions are below those in comparable business positions; 16 per cent of the graduates progressed three times as rapidly in salary increases as did the slowest 16 per cent, during the period covered by this study; the average length of service in each of the first four positions held after leaving the university is about 18 months; and the average length of service with a particular company is 25 months.

During the past two years, Dr. C. O. Ruggles, graduate school of business administration, Harvard University, directed a survey<sup>8</sup> of university education for public-utility positions. Some of the findings of the survey are: Higher institutions should provide a more adequate program (not necessarily more courses) to prepare graduates for positions in public-utility companies; higher institutions should study carefully the possibilities for more effective coordination of business with engineering and law; a limited number of higher institutions should consider offering short courses for employed personnel; and industry should cooperate in the development of improved guidance, training, placement, and research programs.

The Yale survey on transportation, which was completed one year prior to the making of the survey on public utilities, revealed that the railroad executives were not interested in employing college grad-

<sup>6</sup> Elliott, Margaret, and Manson, Grace E. *Earnings of Women in Business and the Professions*. Ann Arbor, University of Michigan, 1930. 215 pp. (Michigan Business Studies, vol. III, no. 1.)

<sup>7</sup> *Business and the Young Accountant*. Ann Arbor, University of Michigan, 1929. 42 pp. (Michigan Business Studies, vol. II, no. III.)

<sup>8</sup> *Public Utilities*. New York, National Electric Light Association, 1929. 154 pp.



uates and that there was inadequate cooperation between industry and higher institutions in the training and research programs pertaining to transportation.

### OFFICE EQUIPMENT SURVEYS

One of the developments growing out of the commercial occupation surveys has been the making of office equipment studies. The increased use of different kinds of office equipment emphasize the necessity of investigating to what extent instruction should be given on office machines in the schools. Communities developing new syllabi for machine instruction have found it necessary to study the kinds and amounts of equipment used in local offices of different sizes and types; the extent of the use of the equipment; difficulties in learning to operate the equipment; the production standards of the operators; where the employees learned to operate the equipment; and the age, sex, amount of training, and business experience of the operators. The chief problem is to determine what phases of instruction on office equipment should be given in the schools and what phases can be learned satisfactorily on the job.

Winifred G. West, in one of the best office equipment surveys that has been made,<sup>o</sup> recommends the introduction of machine operating courses for credit in the secondary schools. She analyzes the cost of different plans for offering the courses; suggests a program for teaching the courses; recommends that the teachers be efficient in their ability to give instruction in the operation of the different machines provided (because commercial teachers generally are not prepared to teach machine operating); and emphasizes the necessity of development of closer cooperation with business men in the training and placing of the operators and in keeping the equipment up to date.

Lloyd H. Swart, in *The Place of Office Machines in the Commercial Curriculum*, which is a report of his study made in Rochester, N. Y., analyzes the need for instruction on office machines as follows:

When a business has grown to the size warranting machines to handle the work skilled operators are needed. Most firms, as indicated by this survey, desire to secure trained operators and believe they should be taught in school. . . . To meet this situation the manufacturers of nearly all the machines maintain schools in the local sales offices. A tuition sufficient to cover the cost of maintaining the school is charged and the company secures positions for those who complete the course.

Only a small fraction of the students taking commercial work in the secondary schools can afford to pursue also a course in some school maintained by a

<sup>o</sup> West, Winifred Gwendolyn. *Survey of Machines and Appliances Other than Typewriters Used in Indianapolis Business Offices, with Recommendations for the Training of Prospective Operators*. Master's Thesis, 1930. Indiana University, Bloomington.



manufacturer. If they did, the instruction would only be on that one particular machine, whereas the student should be familiar with more than one. \* \* \* Education is provided to enable pupils to become useful members of society. The commercial curriculum is not meeting this standard unless it includes instruction on those machines which are commonly used.

The definite place of office machine instruction in the commercial curriculum is a matter of administration. \* \* \* Probably the greatest objection to an office machine program is the cost of the equipment. It is true that this type of equipment is expensive. However, a full complement of machines for an office machine class would not exceed the cost of two lathes in a well-equipped machine-shop class. \* \* \* If education is to serve its purpose, it must meet the needs of the boys and girls in the field of commerce as well as those in any other field of vocational work.

An excellent example of a continuous office equipment survey for the purpose of determining what additional equipment is necessary for maintaining appropriate instruction in office practice is under the direction of Miss Ray Abrams, principal, Boys High School of Commerce, New Orleans, La. The initial investigation was made in 1925 and was followed in 1926, 1927, and 1930 by surveys, each of which covered additional items. As a result of obtaining a better understanding of the need for training on office machines additional units of instruction were added and some of the units were lengthened, thereby increasing the length of the course from one to two semesters. In revising the course special attention was given to the kind of machine instruction that should be emphasized in each of the different curricula.

Louis A. Rice made a survey of the office practice courses in the New Jersey high schools.<sup>10</sup> Finding that only half of the schools offer machine operating courses he concludes that although the larger schools need a greater quantity of each kind of office machines the small high schools need at least a variety of office equipment. In his report he states that the study "reveals a dearth of especially equipped laboratories for office practice. Such rooms are particularly desirable in the larger schools where a large amount of applied work is done and where many business activities could be taught in a more real setting if certain furniture and equipment were provided." He makes an appeal for the development of office practice courses for credit, pointing out very clearly the advantages of such courses to the pupils, the school in general, and the business community. An office practice syllabus, issued by the State department of education, and based partly on the survey findings, contains recommendations regarding minimum equipment and equipment for subsequent purchase.

<sup>10</sup> Report of a Survey of Office Practice in the New Jersey High Schools, 1929-30. Trenton, State Department of Public Instruction, Feb. 6, 1931. (Business Education Letter No. 8.) Mimeographed.



Progressive teachers in many other cities have made similar investigations. A survey report from Sioux City, Iowa, concludes: "It is very evident that there is a strong demand for a knowledge of machines and that a school is not functioning unless it equips the students with such knowledge." A study of the graduates from the commercial departments of the high schools in Terre Haute, Ind., who are employed in local offices, shows that a higher percentage of them were required to know office practice and typewriting than any other commercial subjects. One of the recommendations of a survey in Yonkers, N. Y., is that more pupils be prepared to operate office machines and that additional equipment be installed to meet the demand for this type of training. An office equipment survey has been planned in Detroit, Mich. Without exception, investigations of this type emphasize the need for instruction on office equipment.

#### JOB ANALYSES

The analysis of the duties of junior business workers in Cleveland, Ohio, by W. L. Connor and L. L. Jones,<sup>11</sup> is an outstanding research study in curriculum revision of the past two years. Such items as frequency of the duties, importance, difficulty, where learned and where they should be learned were included in the report. The teaching units that were recommended were listed under the following headings to indicate the level of mastery that should be attained: "Practice until automatic"; "Discuss in class until thoroughly understood"; and "Mention in class and in reference material." The Cleveland (Ohio) Board of Education and the office-managers group of the National Association of Credit Men, in that city, cooperated in the making of the investigation. In addition to this study, the board of education of that city through its committee on bookkeeping made a very thorough analysis of the duties of bookkeepers which was the basis of a revision of the local course of study published in 1928.

Two worthy contributions analyzing secretarial duties reported during the biennium were made by B. Frank Kyker,<sup>12</sup> and Beatrice Doerschuk.<sup>13</sup> The former analyzed the duties of 222 stenographers in offices employing from 1 to 300 stenographers, representing 25 kinds of business, located in 68 cities in 24 States. He found a "definite tendency for a duty to be learned on the job as the number performing it decreases. Conversely, as the number performing a

<sup>11</sup> A Scientific Study in Curriculum Making for Junior Courses in Business Education, New York, Gregg Publishing Co., 1929. 144 pp.

<sup>12</sup> The Commercial Curriculum. New York, The Gregg Publishing Co., 1930. 74 pp.

<sup>13</sup> The Woman Secretary. In Proceedings of the fifth annual meeting of the National Association of Appointment Secretaries, Boston, Mass., 1928. pp. 11-17.



duty increases, there is a tendency for it to be taught in school." Four years of high-school training, including a commercial course, was almost universally considered a minimum requirement for stenographers. The investigation which was made as a graduate thesis contains valuable material for the revision of stenographic courses of study.

An occupational survey and job analysis of commercial pupils in the Philadelphia (Pa.) continuation schools was conducted by John G. Kirk, director of commercial education, for the board of education of that city. The author states:

The primary problem was to determine the frequency of performance of each duty by junior workers in the various businesses in which the continuation school boys are employed and to use the results in revising the order of the topics in the course of study. \* \* \* Teaching the duties required in business of junior workers in the order of frequency of performance is very essential in a continuation school because we do not know exactly how long the pupil will remain.

The report, which appeared in the November, 1928, and January and February, 1929, issues of the *Journal of Business Education*, should be most helpful in revising the curricula in the continuation schools.

Satisfactory analyses of the duties performed led naturally to a new emphasis on the selection of content, standards of performance of the various duties, and experimentation in the techniques of instruction. Many of the best studies of the latter types were made during the biennium. Recent city, State, and regional investigations reveal that the standards of attainment as set forth in courses of study are much higher than the actual standards. Heretofore the course-of-study standards have been based chiefly on opinions. Studies that are helpful in establishing standards in shorthand and typewriting are by A. E. Bullock, director of commercial education, Los Angeles, Calif., involving some 2,000 pupils; by L. A. Rice, of the State department of education, Trenton, N. J., pertaining to 39 public high schools of that State; by Vernal H. Carmichael, of the Ball State Teachers College, Muncie, Ind., concerning 6,396 pupils in 178 high schools of that State; by C. B. Owens, of the Baltimore City College, Baltimore, Md., relating to approximately 10,000 high-school pupils in 19 States; and by John G. Kirk.<sup>14</sup>

Among other worthy studies completed or in progress during the past two years are those conducted in Chicago, Ill.;<sup>15</sup> Minneapolis,

<sup>14</sup> *Selecting Standards for Shorthand Transcription. Journal of Business Education, 2: 18-19, June, 1929.*

<sup>15</sup> Chicago (Ill.) Board of Education. Vocational Guidance Bureau. *A Study of Clerical Positions for Boys in Large Chicago Offices.* Chicago, Board of Education, 1928. 36 pp. (Occupational Studies No. 15.)



Minn.;<sup>16</sup> New Castle, Pa.;<sup>17</sup> Terre Haute, Ind.; Newton, Mass.; Los Angeles, Calif.; Boston, Mass.; and Providence, R. I. Dean J. A. Bexell, of the school of commerce, Oregon Agricultural College, Corvallis, is following up 1,200 graduates from the business curricula of that institution. Dr. F. W. Taussig, of Harvard University, is making a study of the vocational, social and economic background, and other factors of approximately 15,000 successful business men. In general, the recent studies are characterized not only by the large number of employees and pupils studied but also by the large number of problems investigated in each study. Although much of the emphasis has been placed on personality traits, analysis of initial positions, and sequence of the positions held by the drop-outs and graduates, a most hopeful trend is toward refinements in the selection of content and in the techniques of instruction. The many excellent investigations in this field are indicative of the new leadership among the commercial teachers and of a trend toward a more progressive and professional policy of certain boards of education and business men's organizations, particularly as regards the program for education for business. The editors of the Balance Sheet and the Journal of Business Education have encouraged the making of various types of curriculum studies.

#### SIGNIFICANT DEVELOPMENTS IN THE SECONDARY SCHOOLS

The rather general introduction of general business information and typewriting courses is the most important development of commercial education in the junior high school. The chief refinement in the former type of course is that in addition to retaining vocational objectives for the commercial pupils there is a rapidly growing emphasis on nonvocational objectives and content. Prior to the past two years most of the courses had been designed in accordance with exploratory objectives, the needs of drop-outs seeking junior employment, and the needs of those who expected to continue in the senior courses. Recent investigations, however, revealing that pupils remain in school longer and that all need general business information, warrant the organization of instructional units designed for all pupils. In fact, the new objective is to raise the general citizenship standard of economic and business information, which objective has been sponsored by all important committees and commissions reporting on social science or business education. The division of research, board

<sup>16</sup> Wright, Barbara H., ed. *A Follow-up Study of Stenographers and Office Workers*. Vocational Guidance Bulletin (Minneapolis Public Schools), 4: 2-4, January, 1930.

<sup>17</sup> Book, Harry D. *Adjusting the High-School Curriculum to the Needs of the Community: A Report with Recommendations, Made by the Commercial Curriculum Committee of the New Castle, Pa., Public Schools*. Cincinnati, South-Western Publishing Co., 1929. 29 pp.



of education, Cleveland, Ohio, conducted a recent study to determine to what extent the vocational junior business training should be emphasized in each of the several junior high schools of that city.

The general business information course has been very satisfactorily adjusted to the schedules in small as well as in large schools. Almost without exception, those schools that have been devoting one year to this subject expect to retain the present allowance. Ordinarily, as the new subject was introduced and taught by a teacher who had no previous experience teaching this subject, it was offered as a 1-semester course; it is generally lengthened to a 2-semester course in the large and average size schools as soon as the teacher has acquired experience in teaching the subject. Other factors that have contributed to the lengthening of the time devoted to this subject are: The distribution of carefully developed teachers' manuals, practice sets, objective tests, and supplementary materials; and the introduction of special-methods courses in the teacher-training institutions. During the biennium, Philadelphia, Pa., has been planning to expand its 3-semester course in this subject to a 4-semester course.

The dominant interest in the secondary school centers around curriculum revision. One State and many cities, that prior to the past two years had not prepared syllabi for the commercial subjects, appointed course-of-study committees. In other instances very meager outlines for the courses were merely rewritten with very little or no improvement. The reorganization of the curricula and the preparation of syllabi for the various commercial subjects have seldom been based on the findings of research. Although there are a few excellent contributions, there is much evidence of a lack of availability of, or familiarity with, research reports dealing with business occupations, selection and sequence of instructional units, and pupil learning. In fact, the chief value growing out of much of the effort in curriculum revision has been the in-service training obtained by the teachers. The plan used in Indiana and proposed in North Carolina of offering summer-school courses with credit to course-of-study committees should prove beneficial in other States.

In addition to revising the courses of study for the traditional subjects many of the city and State departments of education prepared outlines for recently introduced subjects such as general business science or junior business training, office practice or machine operating, and retail training. Among the outstanding contributions were the syllabi prepared for the States of Indiana, New Jersey, New York, Iowa, and Pennsylvania. Some of the cities that revised, or are revising, their courses of study are: Los Angeles, Oakland, San Francisco, and Pasadena, Calif.; Chicago, Peoria, and Rockford, Ill.; Detroit, and Flint, Mich.; Houston and Dallas,



Tex.; Cleveland and Cleveland Heights, Ohio; Kansas City, Mo.; Denver, Colo.; Pittsburgh, Pa.; Tacoma, Wash.; Wilmington, Del.; Louisville, Ky.; Savannah, Ga.; Sioux City, Iowa; Springfield, Somerville, and Revere, Mass.; and Charleston, S. C. In addition the State Department of Education of California issued a bulletin on the objectives and offerings in business education, and the State supervisor of commercial education in Texas prepared a bulletin on the teaching of commercial subjects.

The pronounced upgrading of secondary commercial courses is indicative of the changing rôle of the high school in the business education program. If the upgrading trend of the past 10 years proceeds during the next decade a large portion of the vocational training will have to be done in intensive postgraduate courses. Pursuant to the introduction of commercial subjects in approximately 10,000 high schools and the development of improved personnel management, particularly in the large offices, the upgrading of the commercial courses was the next logical step. Unemployment situations during the past two years emphasized the desirability of promoting the postsecondary courses. The survey of Rutgers University and all recent senior commercial occupation investigations reveal a marked increase in the demand for employees with business training who have had some education in addition to that normally provided in the 4-year high school. In accordance with the findings of these investigations many cities organized intensive postgraduate or intensive advanced courses, particularly in secretarial training. As the courses grew in popularity accounting, machine operating, and retail training were sometimes added. The curricula varied from 5 to 12 months in length. The cities that have showed the best leadership in this development are without exception those cities having high schools of commerce or supervisors of commercial education. In addition to a large number of smaller cities, the following introduced or expanded their offerings in the postgraduate curricula: Chicago, Ill., Detroit and Grand Rapids, Mich., Los Angeles, Calif., and New Orleans, La.

Among other significant changes in the senior high school program are the rapid introduction of secretarial practice courses, and the gradual development of machine operating courses and retail training curricula, all of which are urgently needed. During the period in which the ninth and tenth grade stenographic courses were moved up to the eleventh and twelfth grades it was generally believed that the additional maturity and background training of the pupils would enable the schools to meet the increasingly high requirements of the business positions. Studies of actual attainment in the classroom and analyses of the duties of stenographers were the most



important factors in emphasizing the necessity of advanced transcription and office practice in addition to the regular amount of time devoted to the courses in shorthand and typewriting. In fact, the experience of the placement bureaus indicate that a thorough course in secretarial practice is rapidly becoming one of the minimum essentials for the better types of stenographic positions. The more progressive schools have introduced from one to two semesters of this subject. The editors of all of the business education magazines, particularly the editors of the *American Shorthand Teacher* and the *Rowe Budget*, have actively promoted the advanced types of secretarial practice courses.

The high schools have been far more conservative in the introduction of various types of office equipment than in introducing equipment for other vocational curricula. The office equipment companies did not promote courses in machine operating to the extent that the typewriter companies and publishers encouraged the introduction of stenographic and bookkeeping courses. In fact, practically all of the equipment companies found it necessary to maintain schools in connection with their sales offices for the purpose of training operators to meet satisfactorily the employment standards of the local business men. With very few exceptions, commercial teacher-training institutions have not attempted to prepare teachers for machine-operating courses. Well-qualified instructors of such courses are scarce. Each year, however, additional progressive teachers are taking the courses offered by the equipment companies and are obtaining practical experience as operators of the machines during the summer vacations. The local equipment surveys revealing the rapid introduction of various kinds of machines in the offices, together with such studies as *A New Conception of Office Practice*, by F. G. Nichols, of Harvard University, have been very helpful in promoting courses in this field.

The machine operating courses are in various stages of development. These courses ordinarily begin with the placing of one or more machines in bookkeeping and typewriting classrooms. In this stage the pupil-learning is more accidental than planned. In the second stage one or two semesters of office practice are offered. Due to the limitations on the number and kinds of machines available and the amount of time to be devoted to each machine, the objective is to provide a general knowledge of different kinds of equipment. The third stage involves the organization of a vocational curriculum in machine operating and vocational training on those machines that should be taught to pupils majoring in bookkeeping or stenography. The commercial high school at Providence, R. I., offers majors and minors in machine operating. An outstanding example of the de-



velopment of these courses is at the John Hay High School, Cleveland, Ohio. Such courses broaden most remarkably the potential scope of the business training program and make possible better guidance and placement service.

The retail training program lags far behind other phases of secondary commercial education. The preparation of guidance material based on initial and promotional opportunities in local sales positions is the first essential in breaking down traditional prejudices and in obtaining the confidence of pupils and parents. People generally have not been educated to believe that the retail store offers worthy opportunities for young workers or gives the proper social standing. Comparatively few commercial teachers are prepared by training and business experience to teach retail training courses. In many communities the merchants and school administrators have not been convinced of the possibilities and desirability of training for distributive occupations. As a result, well-developed programs in this field are exceptional even in the large cities. The programs in Los Angeles, Calif., Boston, Mass.,<sup>18</sup> and a few other cities are excellent examples of what full-time supervisors of retail training can accomplish.

The American Vocational Association recognized the need for the general introduction of retail training courses and requested the Federal Board for Vocational Education to make a study of the problems involved. In addition to conducting the study as requested, the latter organization, in cooperation with interested trade associations, prepared manuals for the training of employees in meat markets and grocery stores. A recent study of salesmanship courses in selected high schools was reported by R. G. Walters.<sup>19</sup> Statistics of the Office of Education show that fewer than 500 public high schools offer courses in salesmanship. The indications are that no rapid progress will be made until the national and local merchants' associations take an active interest in improved instruction, more efficient personnel in the stores, and better service of the stores to the communities; and stimulate their members to cooperate with the schools in establishing and maintaining appropriate training programs. Because of the shortage of trained teachers in this field, the development of effective programs may require many years after earnest efforts are made to establish them.

Reports of the past two years tend to minimize the difficulties and praise the merits of cooperative part-time courses for commercial

<sup>18</sup> Rowse, E. J. *They Study Merchandising Behind the Counter*. *Journal of Business Education*, 3: 18-19, March, 1930.

<sup>19</sup> *Public Schools That Teach Salesmanship*. *Journal of Business Education*, 4: 27-28, 26, September, 1930.



pupils. A study<sup>20</sup> reported during the biennium indicates that a group of cooperative part-time students made as satisfactory, if not more satisfactory, adjustment to their occupations than did a non-cooperative group. Wilmington, Del., broadened its cooperative program to include all commercial curricula and extended the plan from one to two semesters of the senior year. In Boston, Mass., different cooperative plans were in operation in the various schools so that pupils desiring a particular plan could select their schools accordingly. In order to appraise the program in Los Angeles, Calif., a follow-up study of the cooperative students for the past nine years was undertaken. One advantage of the cooperative plan is that it focuses, to a greater extent than any other plan, attention of pupils, teachers, and employers on the necessity of definite vocational objectives and content and on problems of guidance, occupational adjustment, and follow up. Although many communities maintained part-time classes for commercial pupils, only 11 cities in 7 States received Federal aid in 1928 for such classes, in which 1,146 pupils were enrolled.<sup>21</sup>

The high schools of commerce for the past 10 years, particularly during the period covered by this report, have been far more progressive than any other type of organization in introducing improved programs for guidance, placement, and follow up of commercial pupils; in applying the findings of curriculum research by introducing new courses and new curricula, such as machine operating and retail training; in organizing postgraduate curricula; in breaking down the rigid traditional concept of commercial education; and in conveying to school administrators in general the significance of these phases of urban education. In fact, the programs in these schools are many years in advance of those of the cosmopolitan schools comparable in size. Unfortunately much of the literature pertaining to the high school of commerce has been written by persons who did not understand or appreciate the many possibilities of this type of school.

The following statements taken from the 1930 reports of Dr. E. J. McNamara, Dr. Allan Davis, and Walter B. Spencer, principals of high schools of commerce in New York, Washington, D. C., and New Haven, Conn., respectively, indicate some of the possibilities and contributions of the specialized school:

In the past, academic students have been recommended to business men because of their habits and attitudes, and the commercial-school students have

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<sup>20</sup> Arnold, Frank J. *A Comparative Study of Educational Results of a Cooperative Commercial Group in Secondary Education*. Master's Thesis, 1929. New York University, New York, N. Y.

<sup>21</sup> United States. Federal Board for Vocational Education. *Cooperative Part-Time Education*. Washington, Government Printing Office, 1928. 35 pp. (Fed. Ed. Bull. No. 180, Trade and Industrial Series, No. 36.)



been recommended upon the skills that have been taught. Neither is sufficient. The high school of commerce offers a much better opportunity to develop these habits that the business man prizes so much, and at the same time produce the skills that make the employee more valuable.

Practically all the subjects that now constitute a part of business education have come through initiative and trial on the part of the business high school. Concurrently with the introduction of new subjects there has been a development of teaching methods which, in the nature of the case, took place first and most thoroughly in the commercial high school.

One practical and vital advantage of the high school of commerce is that it can give more extended and intensive training in commercial subjects than can be given in the regular high school. Only recently, however, have some of these schools seen their opportunity.

A separate school of commerce can usually secure better equipment and more of it than when its budget has to be a part of the general high-school system. In addition to the advantages of supervision, especially trained administrative leaders can be selected as principals.

### RECENT SURVEYS OF COMMERCIAL EDUCATION

To obtain a basis on which to make recommendations for developing more appropriate and effective programs of commercial education, many city and State surveys have been made. More studies of this type were completed and were in progress during the biennium than had been completed prior to the 2-year period. Inasmuch as the general city and State surveys of education have not normally included commercial education, the newer type of college-trained commercial teachers have been determined to state the facts regarding the present status and special problems in secondary commercial education and commercial teacher training. One of the motivating forces in the making of these surveys is the realization that the individual commercial teacher is in a rather helpless situation except when certain maladjustments in his field are revealed on a city or state-wide basis. The most unfortunate feature of these studies is that they have been made chiefly by graduate students on their own initiative rather than by or under the direction of agencies that are in a position to bring about desired improvements. In general, these studies contain much criticism and many constructive suggestions for the improvement of business education. The state-wide studies reveal:

1. The commercial courses are dominated by traditional practices borrowed from the private business schools.
2. There is much variation in the curriculum practices including the number of commercial units required for graduation from the commercial curricula.
3. There is a very definite need for broadening the scope of the commercial curricula both in the large and small communities.
4. Except in cities having high schools of commerce and in cities and States having directors of commercial education practically nothing has been done to establish and maintain satisfactory standards in the commercial subjects.



5. Very few schools have adequate equipment for machine operating courses, and very few offer retail training.

6. Only the most progressive schools have established placement and follow-up service.

7. The possibilities of the high-school courses either for vocational or non-vocational purposes have not been perceived, or, if they have been perceived, that perception has not been expressed by an adequate program.

The most comprehensive of all state-wide surveys of commercial education was made in Minnesota.<sup>22</sup> The author states: "The general purpose of this study \* \* \* is to assist in the search for objective and trustworthy data which will serve as a basis for the reorganization and general improvement of commercial education in the public secondary schools." The investigation includes 14 commercial occupation surveys in Minnesota cities, job analyses of office workers, statements of value of the commercial subjects as reported by graduates, preparation of the teachers, and many other important topics. Among the findings are: Commercial education is "of fundamental importance in the organization and administration of public education"; there is increased need for general business courses for all citizens; there is lack of guidance and placement service except in Minneapolis and St. Paul; the commercial teacher-training facilities are inadequate; the local school administrators should provide for closer cooperation between the commercial teachers and business men; and that a State supervisor of commercial education should be appointed.

Among other outstanding state-wide studies of the status of secondary commercial education that were accepted as graduate theses during the past two years are those of commercial education in New Jersey, by L. A. Rice; in Ohio, by Helen Reynolds; in Indiana, by R. C. Sollars; in Tennessee, by J. P. Phillips; in Oklahoma, by R. R. Tompkins; in Montana, by Della A. Young; in Colorado, by A. O. Colvin; and in New Mexico, by H. T. Lehman. In addition, an increasingly large number of state-wide studies investigated curricula and extracurricular problems and the teaching of specific commercial subjects. Some of the leading studies of the latter type were: In office practice in New Jersey, by F. W. Loso; elementary business training in New York State, by Benjamin R. Haynes; salesmanship in Colorado, by Myrtle Boatman; teaching of bookkeeping in California, by G. B. Holmes; teaching of economics in New York State, by R. S. Kidder; and studies relating to typewriting in Indiana and Wisconsin.

State-wide studies of the preparation of commercial teachers, their difficulties, the subject combinations which they teach, business expe-

<sup>22</sup>Weering, F. J. Reorganization of Commercial Education in Public High Schools. Cincinnati, South-Western Publishing Co., 1929. 154 pp.



rience of the teachers, their salaries, and related topics, were completed recently in Illinois, New Jersey, Ohio, Minnesota, Michigan, New York, North Carolina, Pennsylvania, and Wisconsin. Such studies provide a basis for closer coordination of the teacher training and certification requirements. In addition, a number of regional investigations of the preparation of commercial teachers and of other phases of commercial education were made. A regional study of the facilities for business education, including commercial teacher training, and the availability of the business courses to the population in the Northwest States was conducted by Dean G. F. Cadisch, of the school of commerce and business administration, State College of Washington, Pullman.

A survey of commercial education in Buffalo, N. Y.,<sup>22</sup> revealed that although Buffalo is a large commercial city it was not maintaining curricula preparatory to some of the major types of business positions; it was not graduating annually an adequate supply of potential personnel with business training; it had not made commercial education available generally to the secondary pupils; it had not provided adequate office equipment for instructional purposes; and it had not developed a retail training program. The most urgent of the recommendations was for the appointment of a director of commercial education with an adequate supervisory staff. In addition it was recommended that a series of basic studies be conducted on which to develop the local program; that elementary business-information courses be offered in each of the high schools; and that guidance and placement service be provided. A study of commercial education was made also in Boston, Mass., and another study is in progress in New York City.

#### CONTESTS IN COMMERCIAL EDUCATION

The predominating type of contest in secondary commercial education provides for the selection in each high school or city of the best talent in shorthand, typewriting, bookkeeping, and frequently other subjects. The winners in the local high schools or regions compete in the respective State contests. Usually the State contest is held under the auspices of the State association of commercial teachers or one of the State institutions which trains commercial teachers.

There is a rapidly growing tendency to question the educational and social values of the traditional contests in commercial subjects. Difficulties of different types arose in their administration. Substitute contests were organized in some States which led to unpleasant situations. Interested persons, as well as committees of teachers'

<sup>22</sup> Malott, J. O. Commercial Education in Buffalo. In Report of Buffalo School Survey. Buffalo, Turner & Porter (Inc.), 1931. Ch. vii, pt. 1, pp. 170-182.



associations and commercial teacher-training institutions sponsoring the contests, gathered statements of opinion from commercial teachers and high-school principals regarding the advantages and disadvantages and certain malpractices that had developed. As a result, many of the States which had pioneered in the development of the contests discontinued them; in some other States committees were appointed to report on methods of improving them and on the development of a substitute plan which could be used for state-wide supervisory purposes.

The consensus among the leaders is that the contests as now administered emphasize higher standards for those pupils who are likely to become contestants instead of emphasizing satisfactory standards for all. Another example of faulty objectives and administration is that the contests emphasize high standards of attainment in the separate subjects, such as shorthand and typewriting, instead of vocational standards in transcription. As such practices become general throughout the country over a long period of years, they result in the establishment of classroom objectives and procedures that are not in harmony with the best interests of the pupils, the schools, and the local business communities. In this connection some of the professional contests were discontinued in 1930 because the professional championship records had not been materially improved for several years. Most of the equipment companies discontinued granting awards for achievement in typewriting. A growing dissatisfaction among commercial teachers and school administrators regarding contests and the changed attitude of the equipment companies have contributed to the development of the every-pupil or state-wide testing program.

The Wisconsin survey of pupil achievement sponsored by the State Teachers College, Whitewater, is the best example of the replacing of the traditional contests with the new supervisory device. The institution is to be complimented on such progressive leadership. For 10 years that college had sponsored the contests in Wisconsin. In 1929 the committee in charge decided to abandon the contests and to substitute the every-pupil or state-wide testing program. The survey was planned to ascertain the degree of accomplishment which now obtains in each of the several commercial subjects offered in the high schools of the State, with the following objectives in view: (1) To furnish data wherewith any school may rate its work by that of others, (2) to provide a basis for suggesting improvement in accomplishment, and (3) to establish standards commensurate with the requirements of business. Other States adhering to the traditional plan would profit by a study of the advantages of the Wisconsin plan, particularly as regards the poten-



tial supervisory value of the findings. Every-pupil tests in shorthand and typewriting were given in Kansas, and a state-wide testing program in typewriting was conducted in California. The Ball State Teachers College, Muncie, Ind., prepared tests for a state-wide survey in practically all commercial subjects, similar to the survey administered in Wisconsin.

#### DEVELOPMENTS IN CITY AND STATE SUPERVISION

The greatest need in secondary commercial education is an adequate program of city and State supervision. This fact has been emphasized by every major trend of the past 10 years. The consensus of opinion among the leaders is that each city and State survey of commercial education reveals an urgent need for the immediate appointment of directors and one or more supervisors in the large commercial cities and States. They believe that in many other States one of the high-school supervisors should be selected, as has been done in a few instances, because of his special preparation to assist in organizing business education programs. The percentage of secondary-school principals that are specially trained in commercial education and otherwise qualified, according to the leaders in this field, should bear some semblance to the percentage of secondary-school pupils enrolled in the commercial curricula so that the many urgent problems would receive more and better administrative attention.

Resolutions of the commercial teachers' associations requesting the development of supervisory programs have called attention to the increasingly large number of pupils enrolled in the commercial curricula and an accumulation of problems inherited with the traditional program. The number of pupils in these curricula exceeds the total number in the trade and industrial, home economics, and agricultural curricula. There was but one State director of commercial education in 1920. There were only four in 1930. Other noncommercial vocational curricula had 112 State directors and supervisors in 1920 and 216 in 1930. Approximately the same ratio obtains in the city departments of education. Inasmuch as commercial education has 51 per cent of the vocational pupils and less than 2 per cent of the supervisors, it is, so far as supervisors is concerned, a neglected phase of vocational education.

Commercial teachers generally have a far more difficult task than most other types of vocational instructors. Ordinarily they have more subjects and semesters of subjects to teach; the sizes of the classes exceed those in other vocational subjects; they have been handicapped by a shortage of adequate teacher-training facilities; they find it very difficult to bring about desired changes; they are



responsible not only for training, but for guidance, placement, and follow up of pupils; the requirements of the positions for which they prepare pupils are changing rapidly; and there is a very definite check on the product of the commercial departments. A study of these and other factors reveals that no phase of secondary education has a larger number of problems and receives less supervisory attention. Nevertheless, the leaders are agreed that the pupils, parents, and ultimate employers have the right to expect a type of program and supervision equivalent to that in other vocational fields. The failure to develop supervisory programs results in undue hardships on commercial teachers and postpones the elimination of waste in the traditional program.

More progress was made during the biennium in developing State supervisory programs for commercial education than had been made in the history of this phase of education in this country. A number of cities and States created supervisory positions and immediately developed excellent programs in this field. According to a special report from Dr. Ira W. Kibby, newly appointed supervisor in California, the only apparent way in which business courses can be properly coordinated and adequate norms of accomplishment established is through State assistance. During the first two years of the program in that State many worthy projects were completed:

1. New standards were established for the certification of commercial teachers, including practice teaching and business experience.
2. A series of conferences on business education in the junior college was conducted and a study was made of the percentage of students enrolling in the junior college who enter the universities.
3. A study of the subject and curriculum enrollments in the secondary schools was conducted.
4. A study of standards of accomplishment for school credit was completed.
5. A State-wide typewriting test was administered to 45,000 students.
6. Committees were organized in cooperation with the California Commercial Teachers' Association for the purpose of making studies of student follow up, retail training, commercial arithmetic, and penmanship.

Many phases of the supervisory program in New York State have reference to the Regents examinations. A statement, prepared by Clinton A. Reed, supervisor in that State, indicates:

1. The 3-year commercial teacher-training program was discontinued. A 4-year training program was organized. The new plan provides for the concentration of all State preparation of commercial teachers at the New York State College for Teachers, Albany.
2. The supervisor cooperated with the authorities of the New York City public schools in the revision of license requirements for commercial teachers.
3. The requirements for State high-school diploma in commercial subjects were revised.
4. Programs were prepared for commercial education in small high schools.



5. New materials were prepared regarding objectives, standards, and tests in shorthand, typewriting, bookkeeping, commercial law, and business English.

6. Reading lists for business English were compiled and distributed.

7. Improvements were made in the programs of the commercial teachers' associations.

8. A study was made of the conditions in the private business schools in New York. The supervisor assisted in forming an organization of the owners and managers of these schools.

An excellent example of a newly inaugurated State program for commercial education is in New Jersey. The 1928-1930 report of L. A. Rice, in charge of commercial education in the State department of public instruction, Trenton, shows:

1. The commercial teacher-training curricula in the State Teachers College were lengthened from three to four years and provisions were made for the granting of degrees for the completion of the new curricula.

2. Certification requirements for commercial teachers were raised from two to three years of postsecondary training. The State department announced that after June, 1932, four years of special preparation will be required.

3. The department established for the certification of commercial teachers a requirement of 10 weeks of approved full-time business experience in addition to approved practice teaching.

4. Twelve new courses in principles and methods of teaching commercial subjects, as well as demonstration and observation classes for commercial teachers, were offered for the first time in the summer session at the State university.

5. Extension courses for experienced commercial teachers in different sections of the State were offered during the school years.

6. Every year the director visited classes and conferred with the commercial teachers and school authorities in approximately half of the schools offering commercial curricula.

7. The director organized and conducted county and regional meetings for commercial teachers and annual conferences for the heads of commercial departments in the 28 high schools enrolling 1,000 or more pupils. The director cooperated with the county associations in organizing follow-up studies of the drop-outs and graduates from the commercial departments and assisted in conducting studies for the establishment of county standards. He cooperated with the State association in the organization of State contests.

8. New courses of study were issued for shorthand, typewriting, bookkeeping, and elementary business training. The director organized committees to prepare syllabi for other subjects. He cooperated with local schools in developing local courses of study more closely adapted to their needs.

9. The director conducted investigations of the following topics and reported them chiefly in the series of business education letters issued by the State department of public instruction—practices in the marking of shorthand transcripts and requirements in shorthand and typewriting; achievement in transcription; New Jersey needs in commercial teacher training; separate studies of the preparation of incoming commercial teachers in 1928, 1929, and 1930; the combinations of subjects taught by commercial teachers; and comparison of commercial education in New Jersey in 1928 with the status of it in 1916.

Reports from the 28 city directors indicate that the greatest economy that can be effected in this field is the development of



supervisory programs. In no instance during the past two years was a program discontinued. On the contrary, there was a growing appreciation of the many advantages of such leadership. The report of the director of commercial education in Philadelphia<sup>24</sup> reviews, as does each of his annual reports, some of the progressive steps in the city supervision of commercial education. Selected activities of the director in 1928-29 are:

1. Assisted the local universities in organizing special-methods courses for experienced commercial teachers.
2. Obtained the appointment of two special assistants to provide better supervision.
3. Conducted studies of failures in the different subjects.
4. Inaugurated a retail training program in the continuation schools and expanded the program in other schools.
5. Conducted a study to supplement text material in shorthand.

The accomplishments of the present supervisors, increased enrollments, development of new methods of instruction, and many other factors are creating a new interest in supervision. The best report on the need and training for leadership in this field was prepared by the committee of the American Vocational Association.<sup>25</sup> C. C. Crawford, director of commercial teacher training, State Teachers College, Valley City, N. Dak., and H. I. Good, director, business department, Hutchinson-Central High School, Buffalo, N. Y., analyzing in their graduate theses the duties of supervisors of commercial education, contributed much toward the establishment of definite supervisory programs. Supervisory bulletins, containing reports of special studies, were issued regularly in Philadelphia, Pa., Los Angeles, Calif., and Des Moines, Iowa. The latter city has made outstanding progress in establishing high standards of attainment. In 1930, Clay D. Slinker, director of business education in Des Moines, organized an association of the city and State directors. Mr. Slinker, who is one of the pioneer directors in this field, was elected president.

#### THE PRIVATE BUSINESS SCHOOLS

Recent developments indicate that the private business school faces a situation in which market research in its own field is of utmost importance. Fewer pupils are enrolled in these schools than at any time since 1910. More private business schools were discontinued

<sup>24</sup> Philadelphia (Pa.) Board of Public Education. Division of Commercial Education. Report for the year ended June 30, 1929. Philadelphia, Board of Public Education, 1929. 78 pp.

<sup>25</sup> United States. Federal Board for Vocational Education. Training for Leadership in Commercial Education. Report of the National Committee on Advanced Courses in Vocational Education. Washington, Government Printing Office, 1929. 36 pp. (Fed. Bd. Bull. No. 138, Commercial Ser. No. 8.)



than were organized from 1925 to 1929. Thirty-four per cent of these schools in operation at the former date had been discontinued by the latter date. Of those schools that had been organized prior to 1925, 48 per cent reported decreases in their enrollments during the 4-year period. Yet some of the schools have grown very rapidly. In fact, the average enrollments in this type of school increased from 254 in 1925 to 276 in 1929. To a very large extent the weaker institutions have been eliminated and the better managed schools have strengthened their positions. These and other factors emphasize the desirability of knowing under what conditions such a school can be established and operated successfully, as well as knowing the causes and signs of weakness in established institutions.

During the past 10 years the extension of the business education programs in the junior and senior, continuation, vocational, and evening schools has enabled these institutions to meet the needs of many of the typical groups of pupils that formerly attended the private business schools. Several thousand additional high schools have introduced commercial courses. More than 60 per cent of the junior colleges and more than half of the colleges and universities have introduced business curricula. Each refinement in the offerings of the secondary and higher institutions to meet the needs of additional groups of pupils tends to reduce the percentage of such groups that are likely to attend private business schools.

In its effort to operate with profit the private business school is very rapidly developing intensive courses in secretarial training and accounting for high-school graduates. Such courses are not generally offered by other schools, although an increasingly large number of pupils annually desire business training in addition to a complete high-school course, and although there is an increased demand for the graduates of the advanced type of course. Data collected during the biennium reveal that in one State 95 per cent, and in many of the States as high as 75 per cent, of the pupils enrolled in private business schools are high-school graduates. Nationally, two-thirds of their pupils are graduates from high schools, and many have had some collegiate training. In fact, the outstanding development in these schools is the increase in the percentage of their pupils who are graduates of secondary schools.

The financial success of some of the larger and older schools that accept only high-school graduates tends to promote an upgrading process but creates additional problems. Much of the pioneering in the raising of entrance requirements has been accomplished. Many of the schools discontinued the soliciting of pupils enrolled in high schools and sought only, or a higher percentage of, graduates of secondary schools. One of the associations in this field conducted



during the past two years a campaign to encourage pupils to complete the academic course in high school before attending a private business school for the business training. Among the chief factors in the effort to popularize the private business school as a post-secondary institution are: The raising of the requirements for office positions, the trend toward raising the compulsory school ages, the increasingly large number of high-school graduates desiring intensive postsecondary training in business subjects, the desire to provide a higher type of graduate for more satisfactory placement in business, the inability of the private business schools to meet the standards set up by the accrediting associations among the secondary schools; and the probable inability of the private business school to compete profitably in the future against either the secondary or collegiate institutions. While this movement tends to eliminate the weaker types of pupils and schools it decreases the number of prospective students, thus forcing the private business school to study the extent to which postsecondary courses and each of a large number of developments in the secondary schools affect enrollments and costs. Furthermore, it forces these schools to study more carefully the size and characteristics of population units that can profitably support private business schools of different types.

Leadership among the private business schools, which is represented chiefly by the National Association of Accredited Commercial Schools, seeks to raise the standards of, and obtain recognition for, these schools. During the past two years this association held many regional conferences for the purpose of eliminating objectionable practices and improving administration in general. Through closer cooperation they have sought to raise the requirements for teachers, lengthen the courses, and provide better equipment. Prior to the biennium, the associations, as well as the individual schools, placed much emphasis on the obtaining of recognition from the State departments of education and the established accrediting agencies. These efforts have been continued, but available data show that more of the private business schools were taken off the lists of commercial teacher-training institutions approved by State departments of education than were added during the period covered by this report. Some of the States have eliminated all of the private business schools from their lists of approved teacher-training institutions. Although a few of the private business schools have sought the approval of the major accrediting associations of secondary and collegiate institutions, available records show none obtained such approval. During the past two years many of the private business schools have adver-



tised that their courses were approved directly or indirectly by the Office of Education, but this office does not approve business courses in these schools.

A minority of the private business schools sought, and in a few cases obtained, the privilege of granting degrees normally offered only by 4-year colleges and universities which maintain arts and science departments as well as business departments. The larger and older schools taking the lead in this endeavor are, in general, those that enroll only high-school graduates and maintain courses at least 12 months in length. Due to the social and professional significance of the business education degrees, the leaders in business education hold that the degree should be granted only after completion of four years of postsecondary training, including training in the arts and sciences. These leaders have been free in expressing themselves during the past two years to the effect that appropriate diplomas should be granted for the completion of postsecondary curricula devoted entirely or almost entirely to technical business courses. Many of the leaders in the private business schools are opposed to the tendency to seek the privilege of granting collegiate degrees.

#### THE JUNIOR COLLEGES

Although there were fewer than 300 junior colleges, the terminal functions which they are serving force attention to a very unfortunate break that exists in most community and State programs for commercial education. The upgrading process which is taking place in the office and store occupations emphasizes the necessity of providing postsecondary offerings for those who do not expect to graduate from college. The high schools do not ordinarily offer intensive postgraduate courses for commercial students. Colleges and universities have so upgraded their offerings that comparatively few of these institutions offer terminal courses on the junior college level. In actual practice, therefore, pupils who desire a college education for business usually pursue the academic or general curricula in the secondary schools in order to comply with the college entrance requirements. However, a comparatively small number of pupils in the ninth and tenth grades ever reach the junior and senior years of a university at which time the vocational commercial subjects are made available.

Until recently the junior college has not been an important factor in the program of education for business. Recent studies emphasize the fact that the need for terminal commercial curricula on the junior-college level is many times greater numerically than the need



for 4-year curricula in the collegiate schools of commerce. As a result, an increasingly large number of junior colleges are offering terminal curricula for commercial students. Data were gathered in 1930 regarding the offerings of 241 of the 286 junior colleges listed in the Office of Education Directory. The study reveals that 137 offer a total of 206 curricula in business education. Some of these institutions offer from two to five curricula in this field. Almost without exception, the junior colleges that offer commercial subjects maintain one or more terminal curricula for commercial students. Furthermore, practically all of these institutions that offer curricula other than the general or academic offer one or more commercial curricula.

Not only do the accounting and secretarial curricula predominate but in most junior colleges the commercial subjects are limited to these fields. A total of 109 of these schools offer accounting and 96 of them offer curricula emphasizing this subject. Shorthand, typewriting, and secretarial subjects are offered by 101 of these institutions and 79 maintain curricula in secretarial training. Although 25 offer courses in marketing and salesmanship, only 3 offer curricula in retail selling or store service. Of the 241 schools, 187 offer economics; 38 business organization and management; 5 machine operation; 5 evening courses; 1 offers part-time training; and none offers courses by correspondence.

The junior colleges are passing through various stages of developing appropriate business curricula. The developments are quite similar to those in commercial education in the junior high schools. Commercial subjects, textbooks, curricula, and teachers have been borrowed from the high schools and colleges. The first stage of development in the junior colleges was characterized by the extension of the secondary commercial education program and the introduction from higher institutions of the traditional courses in economics. The chief effort to-day, however, is directed toward upgrading secretarial training and other terminal curricula rather than toward radical changes from the traditional content and organization of secondary education. This upgrading trend is in harmony with the growing demand for persons with junior-college standards of business training. Accompanying the latter trend there is a tendency to drop foreign language and preengineering mathematics as requirements in the terminal curricula. Approximately one-half of the schools offering business subjects have introduced back-ground courses in business. Only 10 junior colleges have entered the stage of developing junior technical curricula in real estate, insurance, and similar subjects.



Analyses of the trends and present practices in the junior colleges emphasize the desirability of basing the business education studies on local needs. Follow-up studies should be made to clarify the objectives for both the terminal and continuing functions. Studies of the wishes of the students and tables of data regarding drop-outs would provide additional information on the need for intensive 1-year or 2-year terminal curricula. Studies of the employment needs would show the extent to which vocational curricula should be offered in insurance, banking, real estate, commercial art, and other special fields, as well as in secretarial training, accounting, and salesmanship. These and other types of studies<sup>20</sup> are necessary for adjusting junior-college programs to community needs.

#### TRAINING AND CERTIFICATION OF COMMERCIAL TEACHERS

The outstanding development in commercial teacher training during the past 10 years has been the rapid elimination of commercial teacher-training curricula from the private business schools and the equally rapid development of such curricula in the teachers colleges and universities. At the beginning of the decade more students were graduated annually from these curricula in the private business schools than from such curricula in all other types of institutions combined. In many States practically all, and, in most States, a large portion, of the training of commercial teachers was provided by the private business schools. Although the curricula of these schools did not include the arts and sciences, background courses in commerce, and professional courses in education; these schools taught the traditional commercial subjects and were very active in seeking teaching positions for their graduates who could meet the meager requirements for special certificates to teach commercial subjects.

Recent developments in different sections of the country indicate that the curricula in this field are passing through four stages of development. The first stage, which is rapidly disappearing, is that in which the private business schools provide the postsecondary training necessary to obtain a very low grade of special certificate. The second stage is that in which the normal schools and teachers colleges introduce the curricula. In this stage the private business schools continue to train more commercial teachers than do other types of institutions. The third stage is characterized by a rapid elimination of these curricula in the private business schools and the equally rapid development of professional curricula in the

<sup>20</sup> Barnhart, E. W. *Making Business Curriculums for Junior Colleges*. In *Second Yearbook*. Eastern Commercial Teachers Association, 1929. pp. 67-82.



teachers colleges and universities. In the third stage, which is now most evident, there has been a tendency for the teachers colleges to specialize in the undergraduate program and for the universities to emphasize graduate study. The fourth stage is the one in which the leaders have the greatest hope and which is developing rapidly. In this stage those institutions which train secondary teachers of different subjects, and offer graduate as well as undergraduate instruction, will predominate.

The many new problems in secondary commercial education are forcing the higher institutions to take more interest in the training of commercial teachers. The colleges and universities in most States had refrained from introducing commercial teacher-training curricula so long as the private business schools were recognized by the State departments of education as agencies for the training of commercial teachers. The higher institutions which had accepted the responsibilities for training teachers of other secondary subjects had been aware of a pronounced tendency to let secondary commercial education and commercial teacher training drift. The teachers colleges had been unable to provide enough commercial teachers. Naturally the private business schools assumed no responsibility for seeking improvements in this field. Many such factors warranted investigations into the status and growing problems of commercial education. These investigations indicated clearly that any constructive long-term program would be dependent upon an adequate supply of professionally trained teachers and on the raising of certification requirements. Graduate research studies by students in the university schools of education revealed that commercial teachers had less professional training and lower certification standards than teachers of other secondary subjects. Nevertheless, continuous efforts of the leaders to obtain the introduction of commercial teacher-training curricula in higher institutions that train teachers of other secondary subjects have met with many administrative and academic prejudices. The test encountered during the biennium by some progressive university schools of education contemplating the organization of curricula in this field was whether or not its administrative and instructional personnel could lay aside its traditional prejudices and recognize the urgent need.<sup>27</sup>

Unfortunately, some of the commercial teacher-training curricula organized in universities during the past two years have been so designed that they penalize prospective commercial teachers and

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<sup>27</sup> Malott, J. O. Administrative Control of Business Teacher Training in Colleges and Universities Maintaining Schools of Commerce and Education. In Third Yearbook Eastern Commercial Teachers' Association, 1930. pp. 199-204.



that the requirements for graduation are higher than are necessary to obtain a license to teach commercial subjects within the respective States. In some instances approximately five years of commercial teacher training is required for the baccalaureate degree which is granted for four years of training to students pursuing other teacher-training curricula; many institutions require the essential technical subjects but grant only partial or no credit for them; and a few provide for courses to be taken in institutions that can not meet even the standards set up by the major accrediting associations for the secondary schools. Curricula designed on such fundamental fallacies have practically no chance for success even though college degrees are granted. Commercial teacher-training curricula can not, on a competitive basis, obtain and hold students if the curricula are longer, more difficult, and have higher entrance or higher graduation requirements than other curricula the completion of which entitle the students to licenses to teach commercial subjects.<sup>28</sup> In the history of commercial teacher training there are many examples of universities that made similar errors. Almost without exception, the curricula failed to attract students. Commercial teachers refuse to be penalized but instead desire that the professional requirements for license be coordinated with carefully established requirements for graduation from the teacher-training curricula.

Some of the criteria used in selecting additional institutions in which to organize commercial teacher-training curricula, particularly as regards the present trend toward the fourth stage of development of these curricula, are:

1. The institution should be coeducational or at least both men and women should be eligible for enrollment in this curriculum.
2. The institution should be one that is located in or near a commercial and industrial center so as to make possible a business experience requirement for graduation from the curriculum and to provide adequate facilities for practice teaching with a minimum of administrative and other problems.
3. The institution should be one that offers arts and science courses, professional courses in general and vocational education, and background courses in commerce to reduce the cost of introducing the curriculum and to avoid duplication, but at the same time to provide prospective teachers with a background that is equivalent to that provided for teachers of other secondary subjects.
4. The institution should be one that offers the content courses for credit for entrance into, and graduation from, the curriculum because it is fundamental not only that the prospective commercial teacher should not be penalized for obtaining necessary training but that the content courses be presented in such a way as to give the best possible direction to the method of ultimate presentation in the secondary schools.

<sup>28</sup> Rice, L. A. Survey of Admission Requirements of Business Teacher-Training Institutions. In Third yearbook. Eastern Commercial Teachers' Association, 1930. pp. 193-198.



5. The institution should be one in which the head of the commercial teacher-training division will have immediate supervision over the content courses because, using bookkeeping for an example, collegiate courses in accounting should not be substituted for the secondary content but should be in addition to the secondary content.

6. The institution should be one that offers graduate, undergraduate, and summer courses and probably extension courses for the purpose of building a long-term program for both preparatory and extension services.

Current discussions on the specialization of function in the teachers colleges and universities place a new emphasis on factors in the present and probable future status of commercial teacher training. The chief advantage in maintaining the curricula in the teachers colleges is that the commerce department is relatively independent and free from administrative decisions colored by academic prejudices. The outstanding disadvantage is that many of these schools are designed primarily to train elementary teachers, thus frequently depriving the commercial teachers of the benefits of background courses normally provided for the teachers of other secondary subjects. Furthermore, many teachers colleges are located in small communities. Because of the belief that commercial teacher-training curricula should be offered by the universities some teachers colleges refused to organize, and others refused to expand, these curricula. A study conducted by the Office of Education at the request of the Eastern Commercial Teachers Association, and published in the 1930 proceedings of that association, reveals that the greatest handicaps of these curricula in the colleges and universities are the complex administrative routine, academic opinions, and the ease with which some institutional committee or administrator can destroy the effectiveness of the program. The most hopeful phase of the discussions on this point relates to the many advantages of maintaining both the undergraduate and graduate programs in the same universities. It is obvious also that the organization of such programs will require much promotion.

Although the trend is toward developing commercial teacher-training curricula in the universities, the teachers colleges are not only carrying the burden of undergraduate training but some progressive teachers colleges are assuming many of the responsibilities of a State program for commercial education. This is particularly true in States that do not maintain State directors in this field. Not only have some of the teachers colleges made much progress in expanding and improving their facilities to meet the increased demand for commercial teachers but a few of them are conducting state-wide studies and special research projects for the improvement of commercial edu-



cation, conducting annual conferences on current problems, issuing bulletins for professional unity and growth, conducting State contests and every-pupil tests, cooperating with the State departments of education in the revision of the State courses of study, and rendering many other types of service to the State.

Among the State teachers colleges that have developed noteworthy programs for professional leadership within the respective States are those at Whitewater, Wis., Indiana, Pa., Greeley, Colo., and Muncie, Ind. The following are extracts from the 1930 report of the Ball State Teachers College, Muncie, Ind.:

The college cooperated with the State department of education in the revision of the commercial courses in the State course of study. Much of this was done in seminar courses under the supervision of the faculty.

A state-wide survey in the teaching of typewriting, instituted by this department, was used by Vernal H. Carmichael of the faculty, during leave for graduate study, in arriving at conclusions which have served as a means of analyzing the typing situation in Indiana.

The Ball State Commerce Journal, a journal devoted to the interest of commercial education in Indiana and elsewhere, made its appearance November, 1929 \* \* \* It contains articles dealing with research and methods in the field of commercial education.

A conference of commercial teachers is held at this college each February for the purpose of discussing outstanding problems. \* \* \*

The annual Indiana State commercial contest is sponsored by the commerce department. This feature has created an interest in commercial education which has raised the standard in the high schools.

The faculty of the commercial department prepared test questions of the objective or new-type examination in bookkeeping, shorthand, and typewriting which were used in a state-wide testing program. \* \* \*

Demonstration classes for prospective commercial teachers were organized at the Burris Demonstration School in the fall of 1930. \* \* \* Directed student teaching is administered in the city schools, since it is not intended to interfere with the work of the demonstration teacher in the laboratory school.

The most progressive steps in the certification of commercial teachers during the past two years were taken by the State departments of education in California and New Jersey. As the result of informal studies of the duties of the commercial teachers, and what bodies of knowledge and skills were necessary to assure greater probability of success, new standards for certification were established. In addition to requirements regarding total amount of education, amount and nature of professional courses in education, background courses in commerce, and courses in the content and methods of teaching commercial subjects, the State department in California requires both practice teaching and business experience in the major fields for which the candidate is seeking a license. In



New Jersey a requirement of 10 weeks of business experience is made. Various attempts have been made by commercial teacher-training institutions to set up business experience as a requirement for graduation. These developments are in harmony with the trend toward setting up job proficiency as a requirement in the certification of commercial teachers who are supposed to prepare pupils to meet specific standards of vocational effectiveness. Des Moines, Iowa, and a few other cities have established similar standards for eligibility for appointment as commercial teachers.

During the biennium many investigations were made regarding the supply and demand of commercial teachers, preparation of the present teachers, difficulties they experience in teaching, and similar topics. The greatest shortage of collegiately trained teachers of secondary subjects exists in commercial education. Although many of the States do not maintain any curricula for the training of commercial teachers, there are very few States that graduate annually as many as 50 per cent of the commercial teachers needed in the respective States. Some of the leading commercial and industrial States graduate less than 30 per cent of the number needed. In the studies of supply and demand the units of supply of commercial teachers are: Those teachers having from one to five years of postsecondary training; teachers who have had no content and methods courses to those who have had no postsecondary training except in technical subjects; and those who have had background courses in education and commerce, practice teaching, and business experience, to those who have had none of these courses.

The State of Pennsylvania made outstanding progress in expanding its facilities for commercial teacher training during the past two years. For more than 10 years this State had centered these curricula in one institution, so far as the State institutions were concerned. This institution was able to graduate only a small percentage of the number of commercial teachers needed annually within the State. The growing demand and geographic distribution of its students made it necessary not only to enlarge the facilities of the State Teachers College at Indiana, Pa., but to establish an additional curriculum at the State Teachers College, Bloomsburg. Furthermore, the Universities of Pennsylvania and Pittsburgh organized undergraduate and graduate curricula. Nevertheless, the leaders are much concerned as to whether or not even with these additional facilities they will be able to graduate annually enough commercial teachers to meet the needs of the State. Progressive administrators seeking to comply with the growing demand for collegiately trained commercial teachers brought about significant developments at the



Universities of Michigan, Kentucky, Denver, and Southern California; Ohio State, Columbia, Rutgers, and New York Universities; the College of the City of New York; and North Carolina State College of Agriculture and Engineering.

One of the most significant developments is the rapid increase in the number of commercial teachers who are working on graduate degrees and, as a consequence, the institutionalizing of research in commercial education. The number of graduate theses in progress in commercial education during the biennium approximated the total number that had been accepted prior to this period. In fact, the major portion of research in this field is made in connection with graduate theses and dissertations. Each study gives added impetus to the discussion of important problems. Some institutions that are very active in the promotion of graduate courses for secondary commercial teachers are: Columbia, Harvard, New York, and Indiana Universities; Universities of Chicago, Pittsburgh, and Southern California; the State University of Iowa; and the State Teachers College, Greeley, Colo. Columbia University, in particular, has developed demonstration courses, advanced courses in methods, and research for experienced teachers in the summer school.

Some other activities are noteworthy. Members of the National Association of Commercial Teacher Training Institutions at the 1930 meeting were in substantial agreement that business experience is an essential part of the preparation of commercial teachers. Directed teaching, a study of which was made by E. W. Barnhart for the Eastern Commercial Teachers Association,<sup>29</sup> was favored at a number of State meetings of commercial teachers associations. New York University published extracts of research in commercial education that had been conducted in connection with graduate training at that university. Additional colleges and universities began summer courses for commercial teachers which frequently are preliminary steps toward the organization of full-time curricula. There is unanimous agreement among the leaders that although the privately controlled institutions are at liberty to elect their objectives, the State institutions training secondary teachers should offer commercial teacher training at least in those States in which there is a shortage of commercial teachers. Lastly, there is a growing realization among the leaders that satisfactory dovetailing of the requirements for graduation from the training curricula and requirements for certification demand closer cooperation between the training institutions

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<sup>29</sup> What Is and Should Be the Organization and Administration of Directed Teaching in Business Teacher-Training Institutions. In *Third Yearbook. Eastern Commercial Teachers' Association, 1930.* pp. 206-20.



and the certifying agencies. The most unfortunate feature of the failure generally to provide adequate commercial teacher-training facilities is that the failure affects directly the vocational efficiency and hence the vocational happiness of many millions who begin their careers in stenographic, bookkeeping, and clerical types of positions.

#### COMMERCIAL TEACHERS' ASSOCIATIONS AND CONFERENCES

Prior to the biennial period, associations of the secondary commercial teachers limited their activities chiefly to the conducting of conferences and pupil contests. During the past two years, under stimulus of a new type of leadership, the associations have broadened the scope of their activities. The leaders believed the lack of adequate city and State supervision to be their outstanding problem. After carefully analyzing the need for supervision in their field, one national and six State associations went on record requesting that State directors of commercial education and assistants be appointed in the respective State departments of education. In some States, committees were appointed to make intensive studies of the need for supervision, to meet with the State superintendents of public instruction, and to call attention to what the committees believed was an unbalanced program for supervision of vocational education.

Due largely to the lack of State supervisory programs for commercial education, the associations in this field are initiating investigations for the improvement of teacher training and secondary education. The Commercial Teachers' Association of North Carolina, in cooperation with the State department of education, completed in 1930 a study of the preparation of the commercial teachers. As a result of this study, one of the State universities announced its intention to establish the first commercial teacher-training curriculum in that State. In Virginia, the association is conducting a 6-year series of state-wide studies similar to those started recently in Iowa. Beginning in 1928 a study was made of the commercial teachers of Virginia, and in 1929-30 a state-wide commercial occupation survey was undertaken. Other types of activities of the latter association bear directly on its objectives, some of which are: To establish higher standards for commercial teachers; to look forward to the appointment of a State director of commercial education; to secure better college entrance recognition for commercial subjects; to make a study of business needs; and to cooperate in the revision of the course of study.



The Eastern Commercial Teachers' Association in 1928 began issuing a series of carefully planned yearbooks. The first three are devoted to the functions of business education, curriculum making in this field, and administration and supervision. The fourth yearbook, which has been announced for 1931, will deal with modern methods of teaching business subjects. In issuing these yearbooks, this association has assumed professional leadership among the commercial teachers' associations. For many years there has been a pronounced need for such leadership and professional group activity. The significance of this leadership is evidenced by the rapid growth in the membership of the association and the increasing demand for the yearbooks. The National Commercial Teachers' Federation and the Southern Commercial Teachers' Association began during the biennium to issue quarterly publications containing proceedings of the annual meetings.

The research conferences on commercial education called annually by the State University of Iowa have contributed much toward the promotion of research in this field. They are the only conferences devoted entirely to reports and criticisms of research studies and suggestions for additional investigations. An effort is made each year to obtain reports on the outstanding research studies recently completed. The topics discussed concern investigations of community needs, status of commercial education in the cities and States, commercial teacher-training problems, methods of teaching the various subjects, standards of attainment, placement, follow up, and other important problems. The conferences, as well as the distribution of the proceedings, are urgently needed and greatly appreciated.

Considering the lack generally of investigations of the need for college-trained personnel in different kinds of business and the fact that the higher institutions have upgraded their objectives, the 1928 and 1930 programs of the American Association of Collegiate Schools of Business were particularly appropriate. The former meeting was devoted largely to the purposes of higher business education; the latter emphasized more than usual the importance of guiding and training the students with particular reference to the nature of the initial opportunities open to the graduates. The development of follow-up programs to assist the graduates during their first years of business was discussed. Increased portions of the recent programs have been devoted to reports of objective studies of the problems of higher business education. This tendency is indicative of the feeling that facts should replace opinions in the development of business curricula. For the promotion of research in business problems the association published lists of research projects of member schools,



and discussed the function and administration of college bureaus of business research.

The first International Congress on Commercial Education since 1913 was held in Amsterdam, Holland, in 1929, under the auspices of the Netherlands Government and the International Association for Commercial Education. This was the eleventh such conference since 1886 but the first one at which the Government of the United States was officially represented. Of the 750 official delegates from 33 countries, 8 represented the United States. The congress proved to be so valuable that the two largest commercial teachers' associations unanimously approved American participation as planned by the United States Commissioner of Education and urged that official delegates be sent to the next congress which will be held in the summer of 1932 at London, England. Problems in both secondary and higher education for business will be discussed at the next congress. An American chapter of the International Association was formed tentatively by the American delegation in Amsterdam and later made a permanent organization, of which Dr. John R. Gregg was elected president.

Among other leading conferences were those called by New York University and the State Teachers College, Indiana, Pa., in connection with the dedication of additional facilities for the training of commercial teachers. The National Association of Commercial Teacher Training Institutions devoted one of its meetings entirely to technical subjects to be included in the commercial teacher-training curricula. In general, State and regional associations are very rapidly formulating more practical programs. The Office of Education and the Federal Board for Vocational Education have urged continuously the development of long-term professional programs by the State, regional, and national associations, and the sectional groups of the conferences called by the larger schools of education. Next to the commercial teacher-training institutions, which are doing much toward the remaking of secondary commercial education, the hope of developing group activity to solve the many problems continues to rest largely with the commercial teachers' associations.

#### UNIVERSITY EDUCATION FOR BUSINESS

University education for business has grown far more rapidly than carefully developed programs have been organized. Inasmuch as business is the dominant activity of the twentieth century, it is only natural that training for business leadership should become a very significant function of the university. During the past 10 years, in



the course of which college business education has had its greatest development, enrollments increased from 17,000 to 70,000. The number of students graduating annually from the business curricula rose from 640 to 6,948, or from 5 to 52 graduates for each million of population in this country. Colleges of commerce increased from 60 to 95, and 31 of the 33 university bureaus of business research were organized. In fact, higher education in this field has grown so fast that the energies of the leaders have been largely absorbed in providing facilities for the students instead of making investigations regarding objectives and curriculum practices. Dr. Ralph E. Heilman in 1928, in addressing the tenth anniversary meeting of the American Association of Collegiate Schools of Business, which is the only accrediting association in this field, said: "The time is ripe for a reexamination and revaluation of the objectives."<sup>30</sup> Dr. L. C. Marshall, in a new book on business education, states: "In the period of hectic growth, time was not always taken to formulate objectives."<sup>31</sup>

The greatest responsibility confronting the university schools of commerce is that of measuring and analyzing the need for post-secondary training for initial and subsequent positions in the respective industries and States. During the biennium there was an increased willingness to discuss the steps in arriving at a clearer concept of the objectives. The 1928 meeting of the deans of these schools was devoted almost entirely to discussions of the objectives and to what business expected from graduates. The potential forces in establishing more appropriate objectives and programs are the university bureaus of business research and the successful business men who are accepting positions in the colleges of commerce. Recent investigations and discussions reveal that some of the factors that have delayed progress in analyzing and measuring the objectives are:

1. Pressure of university traditions pertaining to professional training, particularly as regards the stating of the objectives in terms of "training for the high executive positions" and the organizing of the curricula.
2. Growing desire to upgrade the level of the business-training program, sometimes regardless of what was happening on the lower postsecondary levels.
3. Absence of graduate theses on higher education for business and the slowness of the research agencies in the college schools of commerce to use research techniques in building the training programs.
4. Difficulty of conducting the basic curriculum studies in a State or industry.
5. Dominance of the pioneers and the "present-practices approach" to curriculum building.
6. Fixed ideas of the economists.
7. Rapid physical growth of the facilities.

<sup>30</sup> A Revaluation of the Objectives of Business Education. In Proceedings of the Tenth Annual Meeting of the American Association of Collegiate Schools of Business, 1928. New York, Ronald Press Co., 1928. pp. 1-7.

<sup>31</sup> The Collegiate School of Business. Chicago, University of Chicago Press, 1928. p. 17.



8. The lack of a philosophy that would give direction to the various steps in scientific curriculum building.

The report on business education in the land-grant colleges and universities<sup>32</sup> marks a distinct break with all previous reports in this field. The investigation, which was based on a carefully prepared 57-page questionnaire, dealt with such items as state-wide planning of business education, controlling factors in the establishment and development of the curricula, problems of guidance and placement, staff members, equipment, and administration. No report on higher education for business contains so much constructive criticism of present administrative and curriculum practices or emphasizes so much the necessity of educational research for scientific curriculum building and administration. Some of the findings of this investigation are: (1) Those factors that should have controlled the establishment and development of business curricula have not operated to any great extent; (2) the institutions have not made objective studies of the demands of the business world for special types of training; (3) the schools, almost without exception, have not organized curricula to meet the needs of those students who can not remain at the university for four or more years; (4) the guidance, placement, and follow-up services are not well developed; (5) and none of these schools maintains cooperative part-time training, and only three require business experience for graduation.

The first comprehensive treatise on higher business education in general in this country<sup>33</sup> was prepared by James H. S. Bossard and J. Frederic Dewhurst, of the Wharton School of Finance and Commerce of the University of Pennsylvania, Philadelphia. Inasmuch as the Wharton school—the first of its kind in the United States—was organized in 1881, the commerce faculty and dean desired a thorough investigation of the half century of progress in this field. The report, which is based on a survey of 1,670 of the 5,751 commerce graduates of that institution and on a careful review of other investigations, contains a masterly analysis of many problems ranging from supply and demand of collegiately trained personnel to the organization and administration of business curricula. A report<sup>34</sup> prepared at Harvard University outlined 20 years of progress of its

<sup>32</sup> Malott, J. O., and Matherly, W. J. *Commerce and Business. In Survey of Land-Grant Colleges and Universities.* Washington, Government Printing Office, 1930. Ch. II, vol. II, pp. 89-111. (Office of Education. Bulletin, 1930, No. 9. 2 vols.)

<sup>33</sup> *University Education for Business.* Philadelphia, University of Pennsylvania Press, 1930. 573 p.

<sup>34</sup> Donham, Wallace B., and Foster, Esty. *The Graduate School of Business Administration, 1908-1929. In The Development of Harvard University Since the Inauguration of President Eliot, 1869-1929.* Ch. xxxiii. Cambridge, Harvard University Press, 1929. pp. 533-48.



graduate school of business administration, which was organized in 1908.

A very high percentage of the institutions increased their offerings and some obtained new buildings, research laboratories, and other facilities. A new school of merchandising was opened at the University of Southern California in 1929. The schools of commerce at the University of Alabama, the University of Georgia, and Harvard University moved into new buildings. At Ohio State University one of the outstanding needs, according to its 1929 report, was for enlarged building facilities—the present building having been outgrown before it was occupied. The Universities of Alabama and Georgia established bureaus of business research. Oregon Agricultural College and the University of Pennsylvania organized new courses in business research. Reports from the Universities of California, Denver, Texas, and Chicago reveal plans to extend graduate courses and the research program. The latter institution tentatively approved a 3-year program in business to be built on the program of the junior college.

Among other noteworthy developments, business experience, which has been a requirement for some time at Cornell and Boston Universities, was made a requirement for graduation at the Universities of Buffalo and North Carolina, and at Harvard, Washington, and St. Louis Universities. A large number of universities arranged for advanced students, particularly in accounting, to obtain business experience for which credit was granted. New York University, through the cooperation of foreign governments, made a special effort to build a library of literature on foreign investments, and Harvard University is developing a special library on finance, banking, and tariff. The latter institution began in 1928, and has continued, to offer certain summer school courses exclusively for business men. Dr. W. J. Donald made a nation-wide study of training methods used by corporations in inducting college graduates into their employ,<sup>25</sup> and W. S. Gifford reported an excellent study of 3,860 college graduates employed in a large corporation.<sup>26</sup>

### CONCLUSION

Regarding business education's contribution to better citizenship in a democracy, the leaders find that just as the World War taught us to emphasize health and physical education, the world-wide economic

<sup>25</sup> Cooperation Between the University and Business in Training and Placing the College Man. *Journal of Business* (University of Chicago), 3 (Pt. 2): 6-31, October, 1930, pp. 6-31.

<sup>26</sup> Does Business Want Scholars?, *Harpers*, 156: 669-74, May, 1928.



depression reveals the necessity of providing at least elementary economic and general business information for all citizens. Regarding vocational training, the leaders are convinced that the organizing of local committees of business men and teachers as has been done in many universities and in the secondary schools of Boston and Baltimore is a progressive and commendable step; and that, regardless of how much effort business instructors expend studying objectives and procedures, the cooperation of business men, probably through national and local advisory committees, is essential to the establishment and maintenance of satisfactory business training programs.

The greatest potential force at the close of the decade is the movement toward scientific curriculum investigations, involving a determination first, to measure and analyze the needs for business training and, second, to improve teaching procedures. Too much encouragement can not be given to those progressive teachers who are zealous to promote through the application of research more appropriate and effective training programs. Other promising features are: The university schools of education are showing an increased interest in the problems of commercial teacher training and secondary business education; there is a growing tendency particularly in the larger cities to diversify their secondary training programs (it is believed that the 1930 census data will stimulate this development); and there are indications that the success of the present supervisory programs, the urgent need for additional supervisors, and the resolutions of the State associations on this topic, may result in the organization of many supervisory programs for commercial education.

Some phases of the business training program that are deserving of increased attention are: (1) There is no experimental school in business education although such schools with competent faculties should be organized for each of the different types of institutions offering business training; (2) the recently created collegiate bureaus of business research devote practically all of their time and effort to business problems (with very few exceptions they have not developed programs of research in business education); (3) there is a wide breach between present curriculum practices in general and the more effective practices that have been developed in high schools of commerce and in communities having supervisors; and (4) the present upgrading trend in the universities together with the slowness in organizing postgraduate courses in the secondary schools enlarges the traditional gap between secondary and higher business education.



The growth of American business in size and complexity, as well as the increasing ramifications of international trade, requires the best professional training that can be devised. The need is for a continuing, capable leadership trained in the social implications and technical phases of business. Such leadership is most exacting in its requirements and must be supported by well-trained personnel on each of the occupational levels in different kinds of business positions. It is obvious that further progress in improving the training program depends on research and on cooperation between the leaders in business and in education for business.

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