

1953

A Study of the Business-Education Curriculum in the Charleston Community High School

Artrel A. Mills

Eastern Illinois State College

Recommended Citation

Mills, Artrel A., "A Study of the Business-Education Curriculum in the Charleston Community High School" (1953). *Masters Theses*. 4510.

<https://thekeep.eiu.edu/theses/4510>

This Dissertation/Thesis is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

A STUDY OF THE BUSINESS-EDUCATION CURRICULUM
IN THE CHARLESTON COMMUNITY HIGH SCHOOL

Artrel A. Mills

A Paper Submitted in
Partial Fulfillment of
The Requirements for the Degree of
MASTER OF SCIENCE IN EDUCATION
Eastern Illinois State College
Charleston, Illinois
July 1953

TABLE OF CONTENTS

	<u>Page</u>
AIMS OF BUSINESS EDUCATION	1
GENERAL RULES FOR CONSTRUCTING THE BUSINESS CURRICULUM	4
PURPOSE OF STUDY	6
WHAT HAPPENS TO THE GRADUATES OF THE BUSINESS- EDUCATION CURRICULUM	7
THE BUSINESS CURRICULUM	9
EVALUATION OF THE BUSINESS-EDUCATION CURRICULUM . .	13
EMPLOYMENT OPPORTUNITIES FOR GRADUATES OF BUSINESS EDUCATION	18
SUMMARY	19
APPENDIX	24
BIBLIOGRAPHY	27

038615

AIMS OF BUSINESS EDUCATION

The basic goals of business education in a secondary school are little different from those of all education. Education seeks to explore and develop the student's potentialities in mind, body and character to the highest level. Educators try to help each individual to develop as a member of our society; they hope to develop his moral character and his powers of human understanding; they develop his intellectual power and ability to project his own ideas and to use them constructively; they prepare him to choose a vocation and to develop himself within that vocation in order that he may follow it for a lifetime. Education encourages the student to acquire interests which will permit him to spend his leisure pleasantly and to his own satisfaction; it prepares him to accept his obligations in his community. But above all else the student's education should help him to grow into an adult fully adjusted to life.

Everyone who participates in training in business education should recognize certain requirements and obligations and should build his aims and objectives on them. Each teacher or administrator of business education must have his own personal philosophy, which is what he believes, his principles and ideals under which he operates and the course of action he takes in obtaining solutions

to problems. His philosophy represents his techniques and procedures most essential in constructing or revising a curriculum.

One must remember that his is not the only philosophy and that the beliefs of many are the important factors of progress in any curriculum. When all educators are in agreement as to aims and objectives or principles and ideals is when education ceases to progress. It must be further realized that in order for education to progress, especially as it has done in the past four decades, there will be continuously a demand that we alter our philosophies to meet the latest problems and innovations. The procedures involved in constructing a business curriculum must be fitted to the environment and the local community. It is recognized that what appears to be the aims and principles of business education in one section of the country may be and are different in many respects from those of another.

The major aim of the business curriculum, then, is to furnish the needs of all students for adjusting themselves to life. We dwell especially on the general education values, and where the demand warrants it, attention may be given to vocational training. The emphasis upon general education and vocational education depends upon the local community served by the secondary school. However, in a general education curriculum some forms of business training are just as essential as studies of grammar, science and mathematics. For example, since every student is a consumer

he should be prepared to exercise good judgment in his selection of consumer purchases. Every student should be exposed in the classroom to basic business principles which he may use through his life. Good understanding of our business-economic system and social-economic relationships should be developed.

According to Herbert A. Tonne two major types of business education should be provided: "(1) Training in those phases of business education that concern every member of organized society, and (2) specialized instruction for those who wish to become wage earners in specialized occupations. Promotional, or in-service, training for office and distributive occupation is included in the latter category."¹ Tonne explains that the major purpose of business education is primarily non-technical. It involves educating a student to become an intelligent consumer of the services of business with a clear understanding of national economy. The second major purpose of business education, he explained, is to incorporate with the business-education curriculum a technical and vocational training. Although many subjects, such as English, can be considered vocational, although non-technical, the business-education curriculum is confined primarily to vocational subjects.

The purpose of the schools is to provide learning experiences so that the needs of youth and the requirements of society may be met effectively. The means of accomplishing that end, constitute

1. Tonne, Herbert A., Principles of Business Education, New York City: Gregg Publishing Company, 1947. P 32

the basic task of curriculum makers. In this respect the business-education curriculum is no different from any other secondary school curriculum.

GENERAL RULES FOR CONSTRUCTING THE BUSINESS CURRICULUM

The curriculum is especially dependent upon the aims, for the choice of subjects cannot be made until those responsible for the curriculum know what they are trying to accomplish. Obviously, there would be no need to offer a course in shorthand without some definite indication that students will use it in their employment after graduation and some indication that there is a demand for it among employers in the community. It would be useless to train students to sell without opportunity to use it after graduation.

In constructing a business curriculum that is economically and socially justifiable several factors must be considered:

1. It is important that the curriculum builders know the character of the group to be trained as well as the individual needs to be considered. The maturity and mental ability of students must also be known.

2. The size and character of the school and the interests and needs of the community in which the school is located must be known. Regarding the school itself there must be available a specific knowledge of the equipment and facilities with which to work.

3. The objectives of the business curriculum must be outlined in order to determine the extent to which the program will fulfill its social purposes and its occupational needs.

4. For the most effective training the subjects must be established with the grade level to which they are to be taught. During the ninth and tenth years the subjects should be that of exploration, orientation, and personal use. Business courses should be placed at the grade level where they have the most appeal and effectiveness to students. A guidance program is necessary in order that students can be placed in the training they want and need.

5. Provision should be made for the development of a broad general business background and economic understanding, regardless of the specific curriculum objectives.

6. The business curriculum must adapt its course of study to the needs of the immediate community in which the school is located. This need is likely to change in many communities where it will become a subject of a rather perpetual study.

7. The business curriculum on the secondary school level should be adapted to the interests, necessities, and abilities of the students, according to age levels.

8. The type of business training offered should be of such a nature that it will be of value to all students regardless of their future goals. It should be such that it will enable those who desire to secure a satisfactory position with the type of specialized training they have completed before graduation or give a general knowledge of business and an economic understanding that was impossible for them to acquire on the elementary school level.²

2. Enterline, H. G., Trends of Thought in Business Education, Chicago, Illinois: South-Western Publishing Company, 1947. P 15

PURPOSE OF STUDY

The purpose of this study is to help determine the needs of students of business education by examining a specific school in relation to the following phases:

1. To determine the objectives of the business-education curriculum in the Charleston Community High School with relation to the community served.
2. To present the basic training needs of students enrolled in the business-education curriculum in the Charleston Community High School.
3. To determine the need of vocational training in business education in the Charleston Community High School.
4. To determine employment opportunities in the community for the graduates of business education.
5. To determine what pursuits are followed, why and where, by the business education graduates from Charleston Community High School over a period from 1949 to 1953.

This survey is based upon the opinions of the leading directors in the business education department. It compiles information obtained from employers in the City of Charleston who have employed or are presently employing graduates of the business-education curriculum of Charleston Community High School. It also compiles information from the graduates of the business-education curriculum beginning with the year 1949 and ending with the current year.

WHAT HAPPENS TO THE GRADUATES OF THE
BUSINESS-EDUCATION CURRICULUM?

One of the purposes of this study was to determine the occupations of the past graduates of the business-education curriculum. Where are the graduates employed? What types of positions do they hold and what salaries do they receive?

Of the thirty-four people who answered these questions eight were housewives living in or near Charleston. They were giving full time to their occupations. Five of the graduates were secretaries, three of whom were employed in Charleston and one in Mattoon. Two were employed as nurse's aids and one as a dental assistant in Charleston; two were cashiers in five-and-ten-cent stores in the City.

The survey indicated one bookkeeper and one receptionist and general office clerk employed in the City. One graduate was employed as a file clerk in Federal Civil Service in Decatur, Illinois; one boy entered the painter's trade in Charleston. One graduate was a lineman employed by the Illinois Consolidated Telephone Company in Charleston, and one was employed as a "back-shoe girl" at the Brown Shoe Company. One boy was employed as a Boy Scout Counselor in Colorado and another was assisting his father on a farm. Four graduates were unemployed and one is a student at Eastern Illinois State College.

This survey showed that 91% of those who answered had remained in Charleston or had established a permanent residence

in or near Charleston. Financial gain and lack of employment opportunities were the most popular reasons given by those 9% who went elsewhere for employment. Two people listed marriage as the determining factor in location of occupation.

Since no returns were received from men who are presently in the Armed Forces, and only 31% of the 120 surveys mailed were returned, these figures are not suggestive of the true representation of the high school graduates of the business-education curriculum. However, on the basis of the data received, it seems evident that technical training in the business curriculum should be provided for those who want it.

The surveys indicated that 29% of the graduates were employed in the type of positions requiring skill in typewriting, shorthand and bookkeeping; extensive training in performing clerical duties was required in some positions.

Questionnaires concerning employment opportunities were sent to all known employers of business education graduates of the Charleston Community High School. Information was returned by thirty-nine of them. The information revealed that twenty-four graduates were presently employed by Charleston business and professional men. A need for fourteen more prospective employees in local business establishments was revealed.

THE BUSINESS CURRICULUM

In the Charleston Community High School there is the philosophy that business education "should produce adequately trained business men and business women, contribute to economic and industrial progress, and turn out individuals who are capable of accepting their civic and social responsibilities and of participating effectively in our functioning democratic processes."³ The specific aims are in three parts: (1) To supply a general education, (2) To promote a social understanding, and (3) To provide occupational intelligence.⁴

General business education is a contribution to, and therefore is a part of, general education. Health or hygiene contributes toward general education as does training and family living, a subject now being offered in the Charleston Community High School. The general education curriculum tries to build character and a social understanding as concerns everyday living. It encourages worthy use of leisure and attempts to develop civic responsibility as a part of the program in Charleston Community High School.

General education seeks to provide a social and economic understanding. This must start with a knowledge of the development and growth of our private enterprise system. The result must be improvement in consumer goods and services provided by business for the social and economic welfare of our society.

3. Smith, Marvin, et al, Handbook of Business Education in the Charleston High School, P 3

4. Ibid., P 3

It is possible that we do not know all the factors that contribute to occupational intelligence but we do know that in relation to the business-education curriculum in this school it embodies a basic understanding of business relationships. The responsibility is to provide a core of learning experiences in an endeavor to produce these understandings.

In the Charleston Community High School attempts are made to guide the student into a vocation of his own choice and to give him a background large enough to permit his development and growth in that vocation. In evidence of the pursuit of the objectives of the business-education curriculum in the school the present four-year business curriculum is presented on the following pages.

In the Charleston Community High School there are three business curricula from which students may choose. They may study a general curriculum; a business curriculum; or a college preparatory curriculum. It is also possible for the student to select a general curriculum, academic in nature, but which includes, or may include, several of the subjects offered in the business curriculum. This study is largely concerned with those who pursued the business curriculum; however, information was also sought from students who pursued the general academic curriculum with an integration of several business subjects.

The survey indicated that six of the thirty-three graduates who answered the questionnaire had studied the business curriculum in its entirety. The number of graduates who chose business

FRESHMAN YEAR

General CourseBusiness CourseCollege Preparatory

REQUIRED COURSES: Each freshman is required to take the following courses:

English I	English I	English I
General Science	General Science	General Science
Algebra or Math*	Algebra or Math*	Algebra or Math*
Physical Education*	Physical Education*	Latin, French or Spanish
		Physical Education*

ELECTIVES: Each freshman who is not interested in a college preparatory course may select one of the following subjects, according to his choice:

Social Studies

General Business

Homenaking I

Agriculture I*

Art I

Latin I

French I

Spanish I

Band*

Glee Club*

*Math will not be offered this year.

Physical Education is required by the state. One-eighth of a unit is granted for each semester, but it does not count toward graduation. The agriculture teacher, because of specific requirements for the course, must approve each boy who registers in agriculture. One-eighth of a unit is granted for either band or glee club (or both) but they do not count toward graduation.

SOPHOMORE YEARGeneral CourseBusiness CourseCollege Preparatory

REQUIRED COURSES: Each sophomore should take the following courses—according to curricular choice:

English II	English II	English II
Physical Education	Typewriting I	Zool-Botany
	World History	Latin, French, or Spanish
	Physical Education	Plane Geometry
		World History*
		Physical Education

ELECTIVES: Any of the following courses may be selected to complete the four subject requirements:

Latin II	Zool-Botany	Band
French II	Homemaking II	Glee Club
Spanish II	Art II	Driver Training
Agriculture II	Band	
Zool-Botany	Glee Club	
Plane Geometry	Driver Training	
Homemaking II	Agriculture II	
Typewriting I	Journalism	*World History may be taken by those students who desire a major or minor in social studies instead of one in language, math, or science.
Journalism	Shop I	
World History		

Art II

Band

Glee Club

Shop I

Driver Training**

NOTE: Some subjects offered in the freshman year may be taken by sophomores if desired and approved by the homeroom teacher or official advisor.

**One-eighth of a unit is granted for driver training but it is not counted toward graduation.

JUNIOR YEAR

General CourseBusiness CourseCollege Preparatory

REQUIRED COURSES: Each junior should take the following courses--according to curricular choice:

English III or Speech	English III or Speech	English III or Speech
American History	American History	American History
Physical Education	Shorthand I	Latin, French or Spanish
	Advanced Typing-- Office Practice	Chemistry or Algebra II and Trigonometry
	Physical Education	Economics--Geography*
		Physical Education

ELECTIVES: Any of the following courses may be selected to complete the four subject requirement:

Homemaking III	Homemaking III	Band
Shop II	Family Living	Glee Club
Agriculture III	Arithmetic	
Chemistry	Economics--Geography	
Economics--Geography	Music Appreciation	
Music Appreciation	Health	
Adv. Typing--Off. Prac.	Band	
Family Living	Glee Club	

Shorthand I

Health

Alg. II--Trig.

Arithmetic

Band

Glee Club

*Economics--Geography may be taken by those students desiring a social studies major or minor instead of one in language, math, or science.

NOTE: Subjects which are offered during the sophomore year may be taken by juniors if desired and approved by the homeroom teacher or official advisor.

SENIOR YEAR**General Course****Business Course****College Preparatory**

REQUIRED COURSES: Each senior is required to take the following courses--according to curricular choice:

English IV or Speech	English IV or Speech	English IV or Speech
Civics (1 Sem.)	Civics--Commercial Law	Civics (1 Semester)
Physical Education	Shorthand II)	Latin, French, or Spanish
	Bookkeeping) or	Physics or Solid Geometry
	Dist. Ed.) or	Sociology--Modern Problems*
	Physical Education	Physical Education

ELECTIVES: Any of the following courses may be selected to complete the four subject requirements:

Agriculture IV	Sociology (1 Sem.)	Electronics
Physics	Modern Problems (1 Sem.)	Band
Shorthand II	Band	Glee Club
Bookkeeping	Glee Club	
Distributive Ed.		
Commercial Law (1 Sem.)		
Solid Geometry (1 Sem.)		
Sociology (1 Sem.)	Sociology--Modern Problems may be taken by those students desiring a social studies major or minor in place of one in language or math or science.	
Modern Problems (1 Sem.)		
Electronics		
Band		
Glee Club		

NOTE: Subjects which are offered during the Junior year (and in some cases those offered in the sophomore) may be taken by seniors if desired and approved by the home-room teacher or official advisor.

subjects is indicated in Figure I below. This information reveals a great popularity for typewriting and office practice, general business and civics. There seems to be less interest in geography and sociology.*

NUMBER OF STUDENTS WHO COMPLETED BUSINESS SUBJECTS

<u>Subject</u>	<u>No. of Students</u>
Typewriting I	32
Civics	29
General Business	22
Typewriting II	20
Bookkeeping	17
Law	17
Arithmetic	17
Shorthand I	15
Economics	11
Shorthand II	9
Sociology	9
Geography	8
Distributive Education	7

FIGURE I

A further attempt was made to determine from the graduates what subjects were of major importance, or most useful, to them in their present occupation and what subjects were of least importance, or least useful. The purpose of this question was to determine the support given each subject by the student and to determine if in their opinions, the subjects taught satisfied their needs.

Again, the survey presents insufficient evidence for authoritative deductions, but, if it does present a trend, there seems to be no subject or subjects for which there is consistent

* The survey indicated a small number of students elected distributive education and shorthand II. However, neither subject has been offered during all the years this study covers.

dislike or uselessness on the part of the graduates. The information revealed much favoritism toward typewriting and office practice while civics ranked high in drawing negative comments. Figure II below shows the relative importance, from the graduates' opinions, of the various business subjects offered in the Charleston Community High School.

RELATIVE IMPORTANCE OF BUSINESS SUBJECTS
IN THE OPINIONS OF GRADUATES

<u>Subject</u>	<u>Those who completed subject</u>	<u>Those who considered subject least useful</u>	<u>Those who considered subject most useful</u>
Shorthand I	15	4	3
Shorthand II	9	4	1
Bookkeeping	17	6	1
Distributive Education	7	3	0
Typewriting I	32	16	2
Typewriting II and Office Practice	20	13	1
General Business	22	1	5
Law	17	1	0
Civics	29	2	8
Economics	11	1	1
Geography	8	0	3
Arithmetic	17	0	1
Sociology	9	1	3

FIGURE II

It is interesting to note that the social courses of study ranked low in the opinions of the graduates while the technical courses ranked much higher. A few people indicated they could not make the choice or they believed they used or needed the training obtained from all business subjects taken.

As stated before this study pertains largely to the vocational aspects of the curriculum, and it is suspected that most of the information supplied was done so from the standpoint of technical and vocational training. This reason and the fact that most of the graduates are probably unable to evaluate the social studies justify the high rating of technical training and the low rating of the social subjects.

EVALUATION OF THE BUSINESS-EDUCATION CURRICULUM

From the very beginning of business education there has existed vocational aims; however, in the last few decades less emphasis has been placed on the vocational aspects in favor of the contributions to general or general business education. Formerly, business educators intended to train students to become stenographers and bookkeepers. Then the field of selling and general clerical work came into being. Following this came the new trend between the years 1920 and 1930 that education should recognize individual differences and that all business education should not be pointed toward vocational competency. Then in the last decade distributive education has had such rapid approval that it is accepted as an important aim of business education. All these innovations are the results and changes brought about by exhaustive curricular studies.

The present-day business-education curriculum has been developed in most schools to the point that the two most important general aims concern an economic and social education, which may

be a part of the core of learning experiences in a general education curriculum, and a vocational education, or training for the job. It is a mistake for anyone to say that a school should offer a strict vocational curriculum, a personal use curriculum, or a general business curriculum without some particular justification. Each school is different in that its community and local needs are never the exact likeness of any other. The local needs are the determining factor in constructing or revising a curriculum. And, although the curriculum has been so constructed to satisfy the local needs, we have no reason to feel that we have conquered our curricular problems for the next few years. Various factors within a community or within a society as a whole may present opposing forces to education. We must react to those forces either by destroying them or more often by satisfying their demands. The reason for constant study of a curriculum is to evaluate our past efforts, to view our present aims, and to determine what forces are present that may demand a curricular change in the future.

It appears that the Charleston Community High School business curriculum cannot be harshly criticized on the basis of the local needs. However, since this study is largely vocational in nature, few statements can be made concerning the personal use or the social-economic aspects of the business-education curriculum in the high school.

As has been stated before, this study concerns the opinions of local business men and professional men who employ Charleston High School graduates. An attempt was made to evaluate their

criticisms of the training received in the high school in relation to personality, education, technical training, and general training, of the high school graduate.

Employers were asked if they preferred a student trained in a business skill such as stenography, bookkeeping, typewriting, or machine operation to the student who has had a thorough background in general business training. They were also asked to list the skills they desired their employees to have. There were thirty-five answers to the first question. Of these, 17 employers stated they preferred those who had a general business training while 15 preferred technically trained students. Three employers believed they wanted a combination of the two. There were no answers listed on 9 of the questionnaires. Of those employers who desired technically trained individuals 3 preferred bookkeepers; 4 preferred stenographers; while 5 indicated they had use for a combination stenographer and bookkeeper. Two indicated a preference to office machine operators.

A variety of comments was received in response to the question: In your opinion, is there a particular subject or type of business training you think most students should have before graduation? No answers were received on 18 of the 44 questionnaires returned. Of the 26 who answered, the breakdown is presented on page 16 to show the number of employers interested in a certain type of training.

<u>Type of Training</u>	<u>No. of Employers</u>
Stenography	4
Typewriting	4
Salesmanship	4
Bookkeeping	5
Grammar	3
Arithmetic	3
General Business	4
Use of Telephone	3
Public Speaking and Public Relations	5

In order to partially determine if the school is fulfilling the employers' wants and needs the employers were asked what educational training they felt these students might have had to better equip them as more desirable employees. The answers to this question can be interpreted to mean that these are some of the educational qualities lacking in the high school graduates. The results appear below:

<u>Type of Training</u>	<u>No. of employers</u>
Stenography	1
Advanced typewriting	3
Salesmanship	5
Bookkeeping	1
Grammar	2
Arithmetic	4
General Business	2
Use of telephone	0
Public Speaking and Public Relations	5

Five employers answered "none" while some mention was made of personality development, good grooming and manners. Four indicated a deficiency in spelling.

In correlation with the employers' criticisms of the curricular training the graduates were asked if they believed they needed additional training beyond high school to prepare them for work

they would like to do. They were further asked to list the type of training in which they felt deficient. Of the twenty-three persons who answered this question, nine answered "no additional training was needed" and thirteen indicated they felt they did lack certain types of training. One individual was undecided. To the second question concerning the types of training they thought deficient, the answers are enumerated as follows:

<u>Type of training</u>	<u>No. of students</u>
Stenography	1
Advanced typewriting	5
Shorthand II	9
Bookkeeping	2
Arithmetic	1
Business correspondence	3
Office Machines	7
Salesmanship	1

In one instance more bookkeeping was desired in preparation for nurse's training. Three graduates commented that they needed more training in meeting the public.

An effort was made to disclose the number of those graduates who sought additional business education training and why they sought such training after graduating from Charleston Community High School. The findings were that twenty-one of the twenty-five who answered the question had not enrolled elsewhere for additional training in business education. However, four had pursued more business training--three at Eastern Illinois State College and one in a Decatur, Illinois night-school. Reasons given were offers of scholarships in one instance and the need for greater knowledge of office machines and bookkeeping in the other three.

EMPLOYMENT OPPORTUNITIES FOR GRADUATES OF BUSINESS EDUCATION

Earlier in this study mention was made of the employment opportunities in the local area. It was stated that twenty-four graduates who pursued many of the business subjects over the last five years were presently employed in the Charleston area. Further, in the Charleston area there were indicated fourteen openings for graduates of business education. Through the information contained in the questionnaires there perhaps can be established some indication of the reasons for these unfilled vacancies.

The graduates were asked if they experienced difficulty in obtaining the type of employment desired in the City of Charleston and the reasons for that difficulty. Twenty-three people answered the question; thirteen stated they had no difficulty and ten stated an inability to find the job for which they believed they were prepared. Six graduates indicated there was no demand for their training in Charleston. Three people indicated their need for shorthand and that few offices wanted only typists. Five graduates expressed the desire for more financial remuneration than the Charleston area offered for their employment. Perhaps the last reason given presents the greatest displeasure on the part of the employee.

Comments much like those given by the graduates were received from employers who were asked what type of problems they have encountered in obtaining employees with a knowledge of business education. However, the comments should not be accepted as

adverse criticisms of or failure on the part of Charleston Community High School since vocational training in business education is not one of their specific aims.

Three employers indicated they could not pay the wages that high school graduates wanted and that graduates sought employment elsewhere where higher wages can be paid. Four employers suggested that a greater knowledge of office machines was necessary while two found little ambition in the graduates they had employed.

SUMMARY

The information obtained in this study seems to justify the present philosophy of the business-education curriculum in the Charleston Community High School. It appears that the local community needs are not so much vocational in character. The principal objectives, general education, social understanding and occupational intelligence, which the business-education department is attempting to achieve, seems to be those of most importance as revealed by the remarks tallied from the surveys.

Vocational education is presently the least emphasized aspect of the business education curriculum. It is believed from the occupational data collected that there is not much need for vocational training in its formal meaning since evidence indicates few graduates leave the City of Charleston solely for employment reasons, and those who do remain in the community, accept, either willfully or for lack of better employment opportunities, many jobs that do not require a strict vocational education.

There appears to be no need among the employers for more book-keepers, stenographers, typists or clerks beyond those which are trained. Students receiving such technical training seem to be great enough in number to supply the employment needs of the community. It is, therefore, recommended that vocational training remain only incidental as it now is and that it not be established as a specific aim at Charleston Community High School.

It seems more important in this community to provide a basic business understanding and an occupational intelligence in an attempt to train the students for no specific job. Their training should be and is at the present time directed toward an occupation which may become one of a hundred. The student must be given the initial training to permit him to begin work in one of many occupations, and it must be so diversified that he may choose the one which he likes best. It is after his final choice of vocation has been made that his training becomes vocational in its true character, not in high school but after he has had sufficient experiences after high school to choose his life's vocation.

It is difficult to make a distinction between a basic business understanding and occupational intelligence. Both demand an understanding of the origin, growth, and functioning of our private enterprise system. Both demand not only business subjects but many academic subjects such as English, i.e. spelling and grammar, arithmetic and perhaps history and geography. Some of the common learnings toward achieving a basic business understanding and

occupational intelligence concern an understanding of production, consumption and employment; of factors contributing to labor and management relations; of the functions of which business serves in bringing the raw materials to the consumer as finished goods; of the interdependence and complexities of modern business enterprises; of money values and purchasing power; of the problems of our economic system and government regulations of business activity; and an understanding of the factors involved in the production and distribution of goods and services, such factors being financing and credit; transportation and marketing and the effects these factors have on the cost to the consumer.⁵

In view of the comments made by the employers it seems there is a definite need for business education majors to enroll in a speech course. Perhaps it would be wise if speech could be made a compulsory subject in the business curriculum but not at the expense of one of the present business subjects.

Numerous other studies have indicated deficiencies in spelling, grammar and arithmetic on the part of business education majors. The same deficiencies have been noted in this study. Some graduates indicated a desire for a business correspondence course as did the employers. The employers commented that more arithmetic should be stressed in the high school business curriculum. This perhaps is true, but the greatest problem is arranging a curriculum to include

⁵ General Business Education, (The American Business Yearbook, Vol VI) Somerville, New Jersey: Somerset Press, Inc., 1949. P 7

further training in business correspondence and business math. These subjects are necessary not only for a vocational curriculum, but should be a part of the training of all students of business education.

Office practice, the name designed primarily for a study of filing systems, office procedures and office machines, has been for some time a very popular subject. Most larger high schools, if their budget permits, have adopted an office practice course to include the study of office procedures, filing systems and some machines. This subject is of little importance to anyone except those who complete several vocational subjects with the intentions of working as a stenographer, salesman, clerk, typist or bookkeeper.

Many complaints were received in this study pertaining to the lack of office machines on which students may be trained while in high school. However, it is understood this problem will be solved when the new city high school is ready for occupation.

A few employers expressed regret concerning the deficiencies in shorthand skill. Also, some students suggested they should have taken more shorthand and that the second year should be stressed more. This lack of stenographers might have been brought about by the omission for one year of the second year of shorthand. During this year, a year being covered by this study, it was not considered good economy to offer the subject to the few students who enrolled in the class. On the other hand, a few stenographers have sought employment in other cities because of the low salaries

offered in the City of Charleston. Perhaps, if these graduates had remained in the local community there would not have been a further demand for more such trained students.

This evaluation of a portion of the business curriculum has been attempted with the hope that further validity could be established for the subjects offered in the business curriculum in the Charleston Community High School. However, since the number of questionnaires returned was not of a large enough portion to give much authority to this study it is still hoped that the information contained herein indicates a few trends in the vocational and occupational training in the school. In any event it is encouraging to learn that the aims and objectives of the business curriculum in the Charleston Community High School are for the most part supplying the wants and needs of the local community.

APPENDIX A

DIRECTIONS: Please fill in the blanks below with the correct information.

NAME _____ Sex _____

Home address _____

Year of graduation from Charleston Community High School _____

Present occupation _____

If working, give firm name _____

City in which firm is located _____

Title of position now held _____

Present monthly wage _____ . How long have you been so employed? _____

In your high school study did you select the Business Education Curriculum as outline by Charleston Community High School or did you take only a few business subjects along with another curriculum? _____

Underline each of the following subjects you studied in Charleston Community High School:

Shorthand I	Typewriting I	Law - Civics
Shorthand II	Typewriting II and Office Practice	Economics - Geography
Bookkeeping		Arithmetic
Distributive Education	General Business	Sociology

Which of the above subjects was of most importance to you? _____

Which of the above subjects was of least importance to you? _____

If your present employment is not in the field of business education for which you were trained, give the chief reason for changing to a position in another field. _____

Did you experience difficulty in obtaining the type of employment desired in the City of Charleston (Yes or No)? _____

If so, please state briefly the difficulty. _____

If you sought employment outside the City of Charleston, please explain the reason for doing so? Was it for financial gain, lack of business openings in Charleston, lack of high school training, nearness to home, marriage, etc? _____

If there is a subject or subjects you think should be offered in the Charleston Community High School business-education curriculum because it would be of particular benefit to the business-education student, please list that subject or subjects. _____

Have you found in your occupation that you are lacking in any particular phase of business-education training that should be offered in your opinion as a subject in Charleston Community High School? (Yes or No)

_____. If so, what type of training? _____

Have you felt the need for additional training beyond high school to prepare you for work you would like to do? (Yes or No). _____
What type of training? _____

Have you enrolled in any type of additional business training since graduating from Charleston High School (Yes or No) _____

If your answer is yes, please state why _____

_____ and where _____

What additional remarks or criticisms have you that may improve the training of present and future students in the business-education department at Charleston Community High School? (Please use the space below this paragraph for your remarks)

APPENDIX B

DIRECTIONS: Please fill in the blanks below with the correct information.

1. Name of business or profession _____
2. How many graduates who have been trained in typewriting, shorthand, bookkeeping and other business subjects in the Charleston Community High School have you in your employ at present? _____
Do you ordinarily have need for more such trained individuals? _____
3. Approximately in what year or years did these individuals graduate from Charleston Community High School? _____
4. What educational training do you feel these students might have had to better equip them as more desirable employees? _____

5. How many of your present business employees worked under your supervision while pursuing a distributive education program at the Charleston Community High School? _____
6. In your opinion what are the desirable qualities of training, aptitude, personality, or character you find lacking in the Charleston Community High School graduates in your employ? _____

7. Would you prefer a student trained in a business skill such as stenography, bookkeeping, typewriting, or machine operation, to the student who has had a thorough background in general business training (Yes or No) _____
If yes, what skill or skills would you prefer your employees have? _____

8. What type of problems have you encountered in obtaining employees with a knowledge of business training? _____

9. In your opinion is there a particular subject or type of business training you think most graduates should have before graduation? _____

10. It is our desire to keep our business education department up-to-date and efficient in every way. Our primary interest is to equip the student with the type of training that will provide him with the basic working tools to build his life. What suggestions do you have regarding the improvement of training of business-education students in the Charleston Community High School? (Please use back side) _____

BIBLIOGRAPHY

Improvement of Business Education Practices (The American Business Education Yearbook, Vol VII), Niagara Frontier Publishing Company, Inc., Buffalo and Gowanda, New York: 1951

Tonne, Herbert A., Principles of Business Education, The Gregg Publishing Company, New York City: 1947

General Business Education, (The American Business Education Yearbook, Vol VI), Somerset Press, Inc., Somerville, New Jersey: 1949

Administration and Supervision of Business Education, (The American Business Yearbook, Vol IX), Wallace-Homestead Company, Des Moines, Iowa: 1952

Enterline, H. G., Trends of Thought in Business Education, South-Western Publishing Company, Chicago, Illinois: March 1949

Walters, R. G., The Community Survey, South-Western Publishing Company, New Rochelle, New York: December 1942

Guide to the Study of the Curriculum in the Secondary Schools of Illinois, Illinois Secondary School Curriculum Program, Springfield, Illinois: August 1948

Price, Ray G., Improving Methods of Teaching the Business Subjects, South-Western Publishing Company, Cincinnati, Ohio: December 1945

Douglass, Harl R., The High School Curriculum, The Ronald Press Company, New York City: 1947

Freeman, Herbert M., Basic Business Education for Everyday Living, South-Western Publishing Company, Chicago, Illinois: January 1951

Walters, R. G., The Business Curriculum, South-Western Publishing Company, New Rochelle, New York: October 1951