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COMMERCIAL EDUCATION
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COMMERCIAL EDUCATION

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CONTENTS—Increased enrollments in commercial education—Trend of objectives—Changing requirements of business positions—Commercial occupation surveys—State and regional studies—Analyses of the duties of business positions—Recent developments in secondary schools—Commercial teacher training—Higher education for business—Conferences—Conclusion.

Business and responsibilities of business are growing. Increasingly large numbers of opportunities in business are developing. The requirements of the positions are changing constantly. Increased efficiency of the personnel in businesses of different sizes and types is dependent more definitely from year to year upon effective preparation. Likewise, there is a growing realization that a full appreciation and an intelligent consumption of business services is dependent to some extent upon a general knowledge of commerce and business. The number of persons preparing for business is increasing rapidly. As a result, education for business is increasing in scope and definiteness.

During the biennium there has been more progress in discharging the vocational and social responsibilities of this phase of education than in any similar period. Particularly in the secondary schools, there has been a further development of general business courses designed to provide information regarding the fundamental principles of business practice that should be part of the equipment of every member of society regardless of his vocation; to develop a fuller appreciation of the complexity of modern business and its services; and to raise the standard of everyday business contacts of the citizen in the home and community. The outstanding developments, however, pertained to the making of studies of employment opportunities in business and of the requirements of business positions. In fact, considerably more progress has been made in the accumulation of information about the requirements than in actually meeting them. Even in meeting the requirements more progress has been made in providing technical information and skills than in the development of abilities to deal effectively with people. It is the consensus of opinion among the leaders that a more efficient and continuous pro-

gram of education for business and about business based upon first-hand knowledge of conditions is urgently needed.

The purpose of this report is to set forth briefly the status and outstanding developments in the program of education for business during the biennium 1926-1928. A review of the education and business literature, including general and special reports pertaining to statistics, city and State school systems, universities, conferences, courses of study, research, and business men's organizations, reveals the operation of many factors in the process of modernizing the traditional program of commercial education. The term "commercial education" is used to include that education and training which prepares specifically for an understanding of the relationships and the performance of activities in business.

INCREASED ENROLLMENTS IN COMMERCIAL EDUCATION

Approximately 1,000,000 pupils in the public and private high schools, private business colleges, and universities are definitely preparing to enter business occupations. The number is increasing annually. Two-thirds of those enrolled in business curricula are women. The number of women taking business subjects is increasing more rapidly than the number of men. The greatest increase of women in business subjects is in the secondary schools.

From 1922 to 1928 there was an increase of 72 per cent in the enrollments in the commercial subjects offered in the public high schools. Of the total number preparing for business occupations two-thirds are in these schools. Approximately 17 per cent of all pupils enrolled in the public secondary schools are pursuing commercial curricula. In addition to the number preparing for business occupations, other pupils are taking one or more commercial subjects for nonvocational objectives.

In the secondary schools a large increase appears in the number of pupils enrolled in commercial arithmetic, typewriting, commercial geography, and elementary business training. Prior to the biennium enrollments in the traditional subjects, shorthand, typewriting, and bookkeeping, had increased more rapidly than enrollments in other subjects. The number of pupils pursuing typewriting courses continues to exceed the number in any other commercial subject. The second and third largest enrollments are in bookkeeping and shorthand, respectively. Although the enrollments in practically all of the commercial subjects are increasing, the rates of increase are comparatively small in shorthand and bookkeeping. The chief reasons for the small increases in the enrollments in the latter subjects are that: These subjects were well established prior to the biennium; commercial teachers are beginning to require more rigid

standards of achievement; the courses in these subjects in many cities have been moved from the first two years of the high school to the last two years; and more pupils realize that these subjects are not essential to obtain certain types of office and store positions.

Of the total number preparing for business occupations only 57,728 were majoring in business subjects in the colleges and universities in 1926. The number of these institutions reporting commerce and business curricula increased from 129 in 1924 to 132 in 1926. In the institutions offering these curricula in 1926, there were 2,575 instructors of business subjects, which represents an increase of 16 per cent over the number reported in 1924. During the same period, there was an increase of 21 per cent in enrollment in these curricula. Eighty-four per cent of those pursuing commerce courses in these institutions are men, but the percentage of increase for women during the 2-year period is greater than that for the men.

Collegiate facilities for obtaining a general business education are expanding. Although only 132 offered curricula in business, approximately 400, or half of the colleges and universities, offered some business courses. Approximately one-half of the colleges and universities offering curricula in business have only one or two courses in each of three or four subjects in this field. Such institutions ordinarily permit the students to pursue a general business major. Such a curriculum provides orientation in general business but seldom prepares for proficiency in highly specialized initial opportunities.

The list of higher institutions offering a sufficient number of specific business courses to prepare for immediate job proficiency or a career in any specialized field is comparatively small. For example, of the 127 higher institutions offering courses in foreign trade and foreign service in 1928, 65 reported only one course in this field; 26, two courses; 8, three courses; 8, four courses; 2, five courses; 2, six courses; 5, seven courses; 2, eight courses; and 9 reported ten or more courses. Although 358 higher institutions offered courses in accounting in 1928, approximately only 10 per cent of that number offered a major in this subject. In regard to other specialized curricula a trend is toward specialization in function among the collegiate schools of commerce. Data show a concentration of students pursuing particular kinds of specialized training in a comparatively small number of institutions. During the two-year period, there were very few changes in the lists of schools emphasizing such curricula as merchandising, insurance, transportation, or banking and finance.

TREND OF THE OBJECTIVES

During the past two years, there was much discussion regarding the objectives of commercial education¹ and the place of commercial education in the general education program.² The expression of the differences of opinion has helped to clarify many of the problems and bring about greater harmony. Particularly has the increased emphasis on definite vocational objectives stimulated those urging the broader social objectives to develop more fully their point of view.

There is general agreement that the commercial curriculum should be designed to prepare for the activities of life, emphasizing preparation for occupational efficiency; the commercial subjects in the curriculum should be so organized as to coordinate vocational education and training with those initial and promotional opportunities in business found ordinarily in the local communities; and the commercial subjects and the vocations into which they lead should be designed to offer to the student a new, unifying, and continuing experience in which each of the seven cardinal principles³ has an essential and related part. The vocational objective as discussed during the biennium requires that the standards of achievement in school should very definitely be those that are acceptable standards for employment. An increasingly large number of commercial teachers believe that those students who seek their livelihood in business occupations should not have their occupational careers jeopardized by lower standards because so much of vocational and social happiness is dependent upon their vocational efficiency.

Although the trend of the primary objective of commercial education is more definitely toward preparing for increased proficiency in initial and promotional opportunities in business, many students pursue commercial subjects for other purposes. The selection of and the emphasis on the commercial subjects varies according to the different objectives. Most closely related to the primary vocational objective are the background and guidance objectives of those who have not definitely decided upon a vocational career. Next, there are the many diversified occupations to which business education and training can contribute generously. For both of these groups the chief contribution of the commercial subjects is vocational. Never-

¹ McKinsey, J. O. Objectives and Methods in Business Education. In Stanford Business Series No. 1. Stanford University Press, Stanford University, Calif., 1926, pp. 122-137.

² Research in High-School Commercial Studies. In Sixth Yearbook, Department of Superintendence, National Education Association. Washington, D. C., 1928. Ch. XXIII.

³ Lomax, Paul S. What Should Be the Place of Business Education in American Education? in The Balance Sheet, vol. 9, No. 7, March, 1928.

⁴ Cardinal Principles of Secondary Education. Bureau of Education Bulletin, 1918, No. 35. Washington, D. C., Government Printing Office.

theless, the nonvocational values of this phase of education are ordinarily comparable in quantity and quality to those of other special subjects. This is due to the great similarity between certain business and social activities.

Another objective that has been emphasized during the biennium pertains to the fact that business education is fundamentally a program of economic education. Junior business education in the junior high schools and courses in economics, commercial geography, and other marginal social sciences and business subjects in the high schools and colleges represent an endeavor to provide general business education. This objective pertains to the broad social and economic values that are coextensive with all human endeavor. The cultivation of this marginal responsibility of the social sciences and business education—the refinement of the instruction materials and of the organization of these phases of education—should result in a more satisfactory attainment of the vocational objectives and the non-vocational values of commercial education.

CHANGING REQUIREMENTS OF BUSINESS POSITIONS

Inasmuch as the primary objective of commercial education is preparation for job proficiency, increased attention has been given to the changed and changing requirements of business positions.⁴ These changes have been caused primarily by the creation of new business enterprises, the application of the principles of personnel management, the development of new methods in business, and introduction and refinement of office machines. Various steps in the evolution of office and store occupations began earlier and have been more rapid in the large companies than in the smaller ones.

Among the most significant changes regarding business positions are: The breaking up of the duties of former office and store positions into a large number of highly specialized jobs; a tendency toward standardization of the business positions; development of objective measures of the achievement of the workers for grading and classification; a tendency toward requiring specialized preparation for each position; a trend toward substituting workers with technical training for those without such training; the lessening of the opportunity for the workers in a particular business position to study the duties and requirements for higher positions; the creation of lower, intermediate, and higher occupational levels; and the upgrading of the upper levels of these occupations into business professions.

⁴The Changing Requirements of Education for Business. *Journal of Commercial Education*, 57: 198, 1928.

Coyle, Grace L. Present Trend of Clerical Occupations. New York, The Woman's Press, 600 Lexington Avenue, 1928.

The changes in the requirements of business positions have been made more rapidly than changes in the program of education for business have been made to meet these needs. Prior to the biennium period the adjustments in the business training program were retarded chiefly by the failure on the part of commercial teachers generally, first, to accept the primary vocational objective; second, to make the necessary studies of the needs of students preparing for business occupations; and third, to apply the findings of such studies in course of study revisions.

COMMERCIAL OCCUPATION SURVEYS

A clearer understanding of the objectives and an awareness of the changing requirements of business positions have encouraged the making of studies designed to give a fact basis for commercial education. Each of the studies has sought to procure information on one or more of the following factors: (1) Kinds and requirements of initial positions which dropouts and graduates obtain; (2) kinds and requirements of promotional opportunities; (3) duties, traits, difficulties, etc.; (4) standards of proficiency on the job; (5) most appropriate content and the most efficient methods of instruction to attain these standards; (6) technique in guidance, placement, follow-up, and other functions.

The extent to which commercial occupation surveys have been conducted during the past two years is positive evidence that commercial education is entering upon a new era of scientific curriculum revision to meet definite vocational objectives. More progress has been made regarding the first step in the program for the revision of these curricula during this period than in any previous 2-year period. Not less than 50 commercial occupation surveys and follow-up studies have been in progress or completed. Many studies of placement data have been made. Practically all of the larger school systems and universities are contributing data regarding opportunities in business.

CHICAGO, ILL.

A timely investigation was conducted in Chicago, Ill., of all types of beginning office positions filled by boys between the ages of 14 and 19, regardless of whether special school training was a prerequisite. Although the study⁵ reports some data regarding the 4,169 girls in initial positions, it is devoted almost entirely to the 4,158 boys employed in their first jobs by 57 firms in that city. Data from this study explained to a certain extent the trend of enrollments in

⁵ Vocational Guidance Bureau. A Study of Clerical Positions for Boys in Large Chicago Offices. Board of Education, Chicago, Ill. Occupational Studies, No. 15, 1928.

commercial education that are due more to self-adjustment by the pupils than to organized guidance.

One of the findings of great significance in guidance, course of study revision, and placement pertains to the distribution of the employees in different types of positions. Forty-two per cent of the boys and less than 5 per cent of the girls were reported as messengers. It is equally significant that 25 per cent of the girls and one-half of 1 per cent of the boys were engaged as stenographers, typists, and dictaphone operators. Fifteen of the 4,169 girls and only 8 of the 4,158 boys were employed as bookkeepers. The report indicates that boys enter the nonrecording types of jobs for which little special preparation is needed, and that girls go directly into typing, filing, or machine operation for which they have been trained. Preparation for initial positions, salaries, promotional opportunities, and other problems are discussed in the report.

GRAND RAPIDS, MICH.

The local Office Managers' Association cooperated with the Board of Education of Grand Rapids, Mich., in conducting a commercial-occupation survey, which was completed in 1927. Data were gathered on a large number of important problems, including clerical training, placement, machine operation, and desirable traits for office workers. The report shows that higher percentages of the employees were in bookkeeping and stenographic positions in that city than in some of the larger cities in which similar surveys have been made. The number of smaller offices studied in the Grand Rapids survey probably accounts for the higher percentage of bookkeeping and stenographic positions. In 1927-28 the findings of the survey were applied in the revision of the courses of study for commercial subjects and in the introduction of a course in machine operation. Equipment for the classes in machine operation is moved annually to each of the five high schools in turn, in order that all of the commercial pupils may have an opportunity to take the new course.

The following extracts are indicative of the progress in collecting and using commercial-occupation data in secondary commercial education in an increasingly large number of cities:

The special activities concerning commercial education in the Grand Rapids schools during the past two years may be briefly stated as follows: The making of a commercial survey, the introduction of a number of office appliances, and a revision of the courses of study for the junior and the senior high schools.

In October, 1926, our superintendent of schools, Mr. Leslie A. Butler, appointed a committee on commercial education for the purpose of revising the present courses of study and to effect a better unification of all commerce work in the various departments of the city.

Since nothing had ever been attempted in the nature of a survey for Grand Rapids, the committee immediately agreed that it would be worth while to attempt something along this line before considering any changes whatever. Consequently, a plan was arranged and carried out. * * * The survey tended to make a closer contact between the school and the business office as well as to furnish some definite ideas to be incorporated in new courses of study. It is recommended by the committee that future and more extensive surveys be made.

FRESNO, CALIF.

An example of cooperation for the improvement of the secondary commercial education program was the study of commercial conditions in Fresno, Calif., conducted by the division of vocational education of the University of California and the State board of education in that State. The study was concerned with requirements and opportunities for employment in local offices and stores; extent to which the local program was meeting the community needs; programs for commercial education in other communities in that State; and recommendations for adjusting the business-training program to the needs of the community. The study was a part of a comprehensive survey of vocational education⁶ in that city.

Offices and stores were found to present the largest field for employment. The study embodies elements of a commercial-occupation survey and job analysis. The report contains for each major business occupation a summary of findings regarding initial and promotional opportunities and prerequisites for employment, such as age, training, and business experience. Among the recommendations of the survey committee is a decisive step forward in a guidance program. The committee recommends achievement standards in specified subjects as prerequisites for entrance into the major vocational curricula, and that in case certain standards are not attained at the time the pupil wishes to enter the curricula he be compelled to pursue specified subjects without credit.

RICHMOND, IND.

In 1926 a commercial survey was made in 90 per cent of the business firms of Richmond to answer the following questions: "Does the commercial department of the schools equip its graduates to fit into the vocational needs of the community? Are all the graduates absorbed in our community? Is the training adequate to meet the requirements expected of the graduates of the departments?" The commercial teachers and pupils conducted the study. Data regarding the major groups of business positions show the following dis-

⁶ A Study of Vocational Conditions in the City of Fresno. Division of Vocational Education of the University of California and the State Board of Education. Berkeley, Calif. University of California, Berkeley. General Vocational Education Series, No. 2, Division Bulletin No. 20, Ch. V, 1926.

tribution: Selling, 32.5 per cent; clerical and secretarial, 29.8 per cent; bookkeeping and accounting, 16.2 per cent; machine operation, 14.5 per cent; miscellaneous, 7 per cent. Other data gathered in this survey pertained to labor turnover in the offices, training of employees in different kinds of positions, desirable personality traits, office equipment, and other factors.

Some of the findings of the survey are: The sales people in Richmond are not adequately trained and more training should be offered in that subject; since there are many small business firms in the city, graduates from the commercial department should have a general business training; an employment bureau is needed; and 85 per cent of the employers desired the commercial department to follow up the placement of the graduates with advice and suggestions to increase the efficiency of the employee.

Although there has been much similarity in the kinds of data gathered, as well as in the findings of the commercial occupation surveys in different communities, a number of studies are unique. For example, in Dayton, Ohio, a follow-up study was made of 841 commercial students who graduated from the Stivers High School during the 10-year period from 1915 to 1925. Pittsburgh, Pa., followed up 1,000 of its commercial graduates. Follow-up studies were made in Minneapolis, Minn., and Philadelphia, Pa. In New Bedford and Springfield, Mass., the local chambers of commerce cooperated in making commercial occupation and office equipment surveys. In Lincoln, Nebr., a survey⁷ of the commercial occupations and the training of 4,024 men and 2,274 women in offices and stores was conducted. Similar occupation surveys, some of which included a study of office equipment, were conducted in Flint and Hamtramck, Mich.; New Haven, Conn.; La Crosse, Wis.; Oakland and Modesto, Calif.; Johnstown and New Castle, Pa.; and a number of other cities.

STATE AND REGIONAL STUDIES

Improvements in the programs of education for business made possible by the commercial occupation surveys conducted in the cities have led to the making of a number of state-wide and regional studies. The problems and combination of problems studied have varied greatly and have given direction to improvements of different kinds. Many of these studies have been made in cooperation with the State departments of education by graduate students at the universities. Fifteen local commercial occupation surveys were conducted in connection with one of these studies.

⁷Noll, Effie M. The Commercial Curriculum of Lincoln High School and the Needs of the Community. In *Education Research Bulletin* No. 4. University of Nebraska, Lincoln, 1927.

Due to the fact that comparatively few commercial occupation surveys reported data regarding promotional opportunities in business, the "Survey of Occupational Histories of Iowa Commercial Students,"⁸ by Dr. E. G. Blackstone, is significant. The report, which is a study of 2,897 drop-outs and graduates from the commercial departments of the high schools of Iowa, contains data regarding initial jobs, job sequences, tenure, and other factors. The report contains evidence of the increased need for guidance, clerical, and salesmanship courses. Probably one of the most valuable facts pertains to the percentage of office and store employees who secure executive positions from each type of job. The report shows that clerical and salesmanship positions lead to executive positions as frequently or more frequently than do the bookkeeping and stenographic positions.

The most comprehensive survey⁹ pertaining to secondary commercial education conducted during the biennium was submitted as a graduate thesis by Dr. F. J. Weersing at the University of Minnesota. The study was conducted in cooperation with the department of education in that State and was composed of three main parts: (1) A detailed survey of commercial education, to discover the actual status of this subject in the public high schools of a typical mid-western State. (2) A survey and job analysis of commercial and clerical occupations and of the general or nonvocational uses of commercial education, to discover the proper aims of commercial education. (3) An evaluation or appraisal of commercial education as it was found to exist, in terms of the aims set up by the job analysis and leading to a series of constructive suggestions for the further improvement and possible reorganization of the subject.

The findings of the survey pertain to a large number of problems and provide a basis for reorganization of the program. Mr. Weersing pointed out the need of understanding the vocational and non-vocational objectives. He emphasized the need for courses to prepare general business workers and sales people. His data led him to the conclusion that the local school authorities should provide better facilities for pupil guidance, placement, and follow-up. He recommends that local commercial occupation surveys and other fact-finding studies be made to provide for city and State programs of commercial education a solid foundation of facts.

Harvard University has distributed 15,000 questionnaires to leading business men in the United States in an attempt to ascertain

⁸ Blackstone, E. G. *Survey of Occupational Histories of Iowa Commercial Students*. In *University of Iowa Monographs in Education*. State University of Iowa, Iowa City, November, 1928.

⁹ Weersing, Frederick J. *The Administration of Commercial Education in the Public High Schools of Minnesota*. In *Monographs in Education*, State University of Iowa, Iowa City. First Series, No. 9, November, 1928.

the reasons for their success. The survey is an attempt to obtain first-hand information regarding the social classes from which business leaders are recruited, the extent of their education and training, and pertinent facts regarding their business biographies. The study is sponsored by a large number of prominent business men and is conducted under a grant from the Milton Fund. From the results of the study the authors hope to be able to present facts regarding comparative opportunities in the various social classes for advancement in business and whether the tendency in modern business is toward wider diffusion or closer restriction of such opportunities.

The National Federation of Business and Professional Women's Clubs undertook as one of its major projects for the year 1926-27, an occupational study of its members. This detailed study of the experience of a group of nearly 50,000 women, active in a variety of occupations, offers an unusual opportunity to gather information never before collected about the work of business and professional women. The chief aims of the study are (1) to provide an accurate occupational record of the members of the National Federation of Business and Professional Women's Clubs, and (2) to make available reliable vocational information to younger women who have not yet found their places in business or the professions. The study is also designed to throw light on such problems as earnings, training, promotion, placement methods, and other factors in the hope of assisting women to render increasingly effective service in the business and professional world. Data from approximately 15,000 returns were compiled during the biennium at the bureau of business research, School of Business Administration, University of Michigan, Ann Arbor.

Many other commercial-occupation surveys and studies pertaining to secondary and higher education for business have been made. Follow-up studies of the graduates from the high schools of Wisconsin and Connecticut were reported. The latter study showed that 77 per cent of the graduates from the high-school commercial courses in Connecticut were actually engaged in commercial occupations. State-wide studies were conducted in various phases of secondary education in California, Indiana, Kansas, Oklahoma, and Wyoming. Dr. C. O. Ruggles, of Harvard University, conducted a survey of the opportunities in the public utility companies. St. Louis (Mo.) University has in progress a survey of the local opportunities in business for drop-outs and graduates from the collegiate schools of commerce. The study pertains also to the need for evening school courses in that community. One portion of the survey of the land-grant colleges under way at the Bureau of Education is devoted to a study of the business biographies of the graduates from

the commerce and business courses of these institutions. Placement and follow-up data from the colleges and universities, as well as reports on the employment records of business firms, have contributed to a better understanding of the requirements for business occupations.

The commercial-occupation surveys and follow-up studies have shown and are continuing to show the relative importance of preparation for various types of initial and promotional opportunities in business; they have demonstrated the need for definite preparatory and extension training for a greater variety of business positions; they have given direction to the coordination of the training courses with employment opportunities; they have given direction to the organization of intensive undergraduate, postgraduate, and evening-school courses of various kinds and lengths; they have provided data for the purchase of equipment; and they have revealed many of the changes that are taking place regarding requirements for business positions. To a less extent the surveys have revealed through job titles some information regarding actual duties; some have provided data regarding desired traits, attitudes, and personal qualities; and a much smaller number have contributed valuable information regarding promotional opportunities in business occupations. In fact, the data gathered in these surveys have been the greatest force in breaking down the resistance to definite job training in a program of education for business. The leaders are now devoting increased attention to analyses of the duties of business positions.

ANALYSES OF THE DUTIES OF BUSINESS POSITIONS

Although relatively large numbers of schools have not applied the findings of commercial-occupation surveys to the organization of commercial education, some progress has been made in the next major step, namely, job analysis. The job analyses that have been made are pioneering efforts directed toward greater definiteness in commercial education and toward increased efficiency in business positions.¹⁰ Not only is it necessary to know what drop-outs and graduates are doing in the sense of knowing their job titles but it is necessary to have detailed analyses of the personality traits, duties, and difficulties of employees on the lower, intermediate, and higher occupational levels of the various business positions. To date the job analyses have had comparatively little effect on the selection of content or other problems. A number of steps in the process of curriculum revision are necessary before these data can be used successfully in a training program. Instructors either in the secondary schools

¹⁰ Annual Report of Personnel Research Federation, 1927. Personnel Research Federation, (Inc.), 40 West Fortieth Street, New York, N. Y.

Leffingwell, W. H. A Neglected Business Function That Wastes \$6,000,000 a Day. *The Magazine of Business*, Vol. LV, No. 5, pp. 549, 551, 576, 579.

or in the colleges and universities have difficulty in making much use of these studies in their original form. In fact, comparatively few fully appreciate the significance of job-analysis technique in course of study revision.

CLERICAL WORK

The analysis of the duties, traits, and other requirements of clerical workers conducted by F. G. Nichols and others at Harvard University, in cooperation with the National Association of Office Managers, is a comprehensive research study.¹¹ The significance of the study is increased by the fact that training for sales and clerical positions is the most neglected phase of the program of education for business. In addition to the analysis of the duties of the clerks, other important phases of the study pertain to the trends in clerical occupations; training and experience of those in various types of clerical positions; additional training needed; the grouping of clerical duties in units for course of study construction; and the proper place in the high-school curriculum for the various units of clerical training. This report had an immediate and definite effect in giving direction to improvements in course of study revision and in equipping commercial departments throughout the country. The day, evening, and continuation schools will find this report helpful in developing courses to prepare for efficiency in the clerical trades.

Another very complete analysis of general clerical duties was made under the auspices of the Board of Education, Cleveland, Ohio, and the office managers' group of the Cleveland Association of Credit Men. In November, 1926, committees were appointed "to analyze the duties of the clerical workers other than those whose work is primarily stenography and bookkeeping, and to build a course of study for the training of this group." The recent commercial occupation survey in Cleveland and the observation of the office managers that large numbers of clerks had no vocational preparation prompted this study.

The committee's report is an outstanding contribution to course of study building in commercial subjects. In making this study an index number was obtained for each duty by taking into consideration the following: The frequency of the duty in the day's work; the difficulty or ease of learning the duty; and those duties best learned on the job and those to be learned in school. After the duties were thus ranked, they were arranged in three levels for curriculum-making purposes: Those to be stressed in class and practiced until automatic; those to be discussed in class until understood; and those to be mentioned or referred to in class.

¹¹ Nichols, Frederick G., and others. *A New Conception of Office Practice*. Harvard University Bulletin in Education, No. XII. Cambridge, Mass., Harvard University Press, 1927.

BOOKKEEPING

An analysis of the work of bookkeeping positions in Cleveland, Ohio, initiated by the board of education in 1923 was completed in 1926.¹² "The Tentative Course of Study in Elementary Accounting," published by the board of education in 1928, is based upon this research.

Bookkeeping Duties and the Commercial Curriculum, a graduate thesis completed by Dr. Benjamin E. Strumpf in 1926 at New York University, contains a frequency ranking of 479 duties of bookkeepers, an analysis of the difficulties of learning the various duties, an analysis as to where the duties can be learned to best advantage, and supplementary data for the development of the bookkeeping curriculum. Using data regarding the actual duties of bookkeepers and an analysis of what they need to know to perform more efficiently such duties, the author reveals many shortcomings of the current bookkeeping courses and textbooks. The author states: "In a word, there are no real standards to guide us. * * * It devolves upon us to write an ideal course of study and a textbook to match." He suggests a procedure to be followed in the development of curricula to prepare for increased proficiency in bookkeeping positions.

A Job Analysis of Bookkeepers' Duties,¹³ a graduate thesis prepared at the State University of Iowa, Iowa City, pertains to the duties of bookkeepers in a city of 20,000 inhabitants. This study indicates also that certain nonbookkeeping duties are so frequently required that they should be made a part of the high-school bookkeeping course of study. The most significant of such duties pertaining to clerical work is typing, handling of cash, and banking duties of the simple sort. At Bliss College (Columbus, Ohio) a study of bookkeeping duties performed by, and bookkeeping information necessary for, certain types of nonbookkeeping executive positions is in progress.

STENOGRAPHY

The most comprehensive contribution to the analysis of the work of stenographers completed during the biennium was made by B. F. Kyker, in connection with a graduate thesis at George Peabody College for Teachers, Nashville, Tenn. Although the author did not compile so large a list of the duties of stenographers and secretaries

¹² Jones, Lloyd L. Job Analysis in Bookkeeping. University of Iowa Monographs in Education, July, 1926, pp. 145-151. State University of Iowa, Iowa City.

¹³ Nyquist, R. E. A Job Analysis of Bookkeepers' Duties. In University of Iowa Monographs in Education. First series, No. 8. Jan. 1, 1928. State University of Iowa, Iowa City.

As is reported in *Analysis of Secretarial Duties and Traits*,¹⁴ he gathered various types of supplementary data pertinent to the vocationalizing of the stenographic curriculum. Emphasis is placed upon the problem of the selection of content for the secondary curriculum in stenography. The study shows also that the place of the major vocational training in stenography should be in the latter part of the high-school course or in subsequent courses. An interesting feature of the study is the effort to gather data regarding standards of performance of the duties. The findings of this investigation are in such form that they can be readily used by course of study committees. Interpretation¹⁵ of the analyses has been made for instructional and course-of-study purposes.

EXECUTIVE POSITIONS

Problems in the analysis of the business positions on the higher occupational levels are more difficult. More factors enter into the problems concerning which executive decisions are made. Many of the factors are almost intangible and difficult to list and analyze. Because of these difficulties and because of the lack of general acceptance of the values of job analyses for revision of the collegiate curricula in business, contributions in this field are coming chiefly from a small number of institutions.

The Research Bureau for Retail Training, University of Pittsburgh, has made outstanding contributions to the analysis of the duties of buyers, floormen, merchandise managers, sales people, and executives in stores.¹⁶ The school attempts to find out exactly what the person to be trained has to do and to collect and organize the content and develop methods of procedure which should indicate exactly how to perform these operations. In cooperation with department stores in that city, the duties of executives in the stores were analyzed. The findings of these studies were used as a basis for the training courses. The difficulty analyses made by the school are in some respects more closely related in the training program than the duty analyses.

The American Council on Education, Washington, D. C., is making an analysis of the duties of certain executives in the Federal Government and has fostered similar studies of the work of execu-

¹⁴ Charters, W. W., and Whitley, I. B. *Analysis of Secretarial Duties and Traits*. Baltimore, Williams & Wilkins, 1924, pp. 75-90. Contains a frequency ranking of 871 secretarial duties.

¹⁵ Barnhart, E. W. *Analysis of the Work of a Stenographer*. In *American Shorthand Teacher*.

¹⁶ *Personnel Research in Department Stores*. Research Bureau for Retail Training, University of Pittsburgh, Pittsburgh, Pa., 1926.

tives in business. The American Management Association and the Personnel Research Federation, both of New York City, are encouraging further activity along this line.

These and other studies, particularly those made by business firms for private use, have resulted in the accumulation, during the past two years, of a fund of detailed information about the actual duties, difficulties, desired traits, etc., for business positions. Such studies represent the kind of contributions that the leaders believe should be and must be forthcoming for all business occupations before definite efficient vocational curricula can be organized. The development of job analysis technique has encouraged a few investigators to study not only the duties to be performed in the various business positions but the standards of performance in quantity and quality. For example, they believe it is not sufficient to know that a certain percentage of the office and store employees are stenographers nor to know that to transcribe business letters is one of the 871 duties performed by stenographers. They believe that for purposes of personnel and salary administration, it is essential to know for the various occupational levels of stenographers what are the standards of performance in quantity and quality in transcribing material of different degrees of difficulty and under other controlled conditions. Only by obtaining, interpreting, and testing such data about business occupations and by more careful study of the pupils and students entering business curricula is it possible to offer them intelligent guidance, adequate training, and extension education that will enable them to make the most of their opportunities.

RECENT DEVELOPMENTS IN SECONDARY SCHOOLS.

The dominant interest in secondary commercial education is in curriculum revision. In the process of rewriting the commercial courses of study considerable progress was made in certain communities in the application of the findings of commercial occupation surveys to the organization and administration of commercial education. There was much less progress in the application of the findings of job analyses and research in methods of instruction. Sufficient research studies have been made, however, to give direction to a complete reorganization of secondary commercial education on a fact rather than on an opinion basis. Furthermore, there is increased evidence of a clearer understanding of the objectives and of the place of commercial education in the secondary curriculum.¹⁷

¹⁷Lomax, Paul S. *Commercial Teaching Problems*. New York, Prentice-Hall, (Inc.), 1928.

JUNIOR HIGH SCHOOL

Significant developments in junior high schools center around the junior business training courses.¹⁸ The number of schools that added this subject was fourteen times as great as the number that discontinued it in the past three years. Eight times as many added elementary office practice as discontinued it. The only other commercial subjects that held their own numerically were commercial geography and typewriting, the latter increasing only 20 per cent in the 3-year period. Approximately twice as many schools discontinued as added the following subjects: Commercial arithmetic, spelling, penmanship, bookkeeping, and shorthand. If the present trends continue, the time is not far distant when junior business training and commercial geography will be the outstanding leaders in the junior high schools of the small communities and junior business training, elementary office practice, and typewriting in the larger communities.

The literature¹⁹ pertaining to commercial education in the junior high school is focused upon the development of the junior business training course. The administrators are seeking a general business course in harmony with the objectives of the school. The leaders in the social sciences point to the need of general business information for all. Those interested in vocational guidance consider the course as a subsidiary step in the guidance program. Those who study the drop-out tables and junior commercial occupation surveys emphasize the need of helping the pupils who leave school early. Practically all consider the course as prevocational for those who pursue the major commercial courses in the senior high schools. Gradually there is developing general agreement concerning the objectives and content. New textbooks, courses of study, teachers' manuals, magazine articles on methods of instruction, and a few methods courses for teachers have motivated the classroom instruction in the subject. The city and State superintendents of public instruction in special reports to the bureau indicate that the greatest difficulty in the development of the junior business training courses is that of obtaining teachers who can motivate the instruction. The developments of the past two years will undoubtedly overcome the present difficulties and lead to further introduction of the general business information and elementary office practice courses.

¹⁸ Lewis, E. E. and others. Junior Commerce Curriculum. In Fifth Yearbook, Department of Superintendence, National Education Association, 1927. Ch. XVIII, p. 430.

¹⁹ Commercial Education: Junior Business Training. Bibliography. Bureau of Education, Department of the Interior, Washington, D. C.

SENIOR HIGH SCHOOL

The trend of developments in the senior high schools relates to closer coordination of the training program with initial employment opportunities.²⁰ Many contributions have been made in the efforts to revise the course of study according to research data collected during the past two years. A greater variety of courses has been developed particularly in the large schools and in the high schools of commerce. The development of clerical training, machine operating, and cooperative retail selling courses has made possible improvements in the guidance programs. These and many other interrelated developments indicate that secondary commercial education is overcoming its traditional handicap and is rapidly entering a new era of definite training for occupational efficiency in a wider variety of initial positions. Although greater emphasis is placed on the vocational objectives there is also more interest in the development of a balanced curriculum. More highly specialized training frequently releases more time for general education.

The most significant trend in harmony with changing requirements of positions filled by pupils leaving the secondary schools has been the development of clerical training and machine-operating courses. For many years well-managed high schools in the larger cities have offered such courses. During the biennium there was an increase in the number of schools that have offered specialized training in office practice and in the operation of special machines. Outstanding progress in the development of clerical training and machine-operating courses is reported from New Bedford, Springfield, and Boston, Mass.; New Britain and New Haven, Conn.; Providence, R. I.; Cleveland, Ohio; Philadelphia, Pa.; and Grand Rapids, Mich.

No phase of commercial education has greater opportunity for expansion and has been retarded more than retail selling. As a result of certain difficulties, prejudices, insistence upon the traditional curriculum, and the dearth of qualified teachers of salesmanship in secondary schools, fewer than 100 cities in the United States have cooperative part-time courses in this subject. Initiative for the organization of these courses has frequently come from local merchants. During the past two years researches²¹ and courses of study that should facilitate the development of these courses have been made. Nine large cities recently prepared courses of study for this

²⁰ Lee, E. A. *Objectives and Problems of Vocational Education*. New York, McGraw-Hill Book Co., (Inc.), 1928, Ch. V.

²¹ Decker, D. D. *The Objectives, Content, and Methods of Retail Merchandising Education in the Secondary Schools of California*. Graduate Thesis, University of Southern California. Los Angeles, Calif., 1928.

subject. Instruction material has been prepared specifically for clerks in meat markets and grocery stores.

Many refinements have been made in cooperative training in New York, N. Y.; Los Angeles, Calif.; Boston, Mass.; Portland, Me.; Wilmington, Del.; San Jose, Calif.; and in a number of other cities. Reports of excellent progress, particularly in training for retail selling, are coming not only from the large cities but from cities having a population of less than 25,000. The time to be devoted to actual experience, plans for granting credit, curricula in which cooperative courses are offered, arrangements concerning compensation, and other factors vary greatly in the different communities. Confidence in the chief objective, namely, helping pupils to bridge the gap between schools and business positions, together with experiments in the plans for administering the work, is encouraging the extension of cooperative training. Nevertheless, some of the school systems that pioneered and contributed most to the development of cooperative training of commercial pupils discontinued this phase of the work.

Other significant developments related directly and indirectly to methods of instruction, tests, and measurements,²² placement, evening schools²³ and supervision.²⁴ The courses of study were revised or are in process of revision in Pennsylvania, Indiana, and Maine, and in a large number of cities, including Harrisburg, Lancaster, New Castle, and Pittsburgh, Pa.; Lansing, Mich.; New Britain, Conn.; Somerville and Springfield, Mass.; Sioux City, Iowa; Dallas and San Antonio, Tex.; Newark and Elizabeth, N. J.; Chicago, Ill.; and many other cities. An increased number of day high schools, including those in Boston, Mass.; Detroit, Mich.; Tacoma, Wash.; and Jamestown, N. Y.; inaugurated the 1-year intensive commercial course for seniors and postgraduates. Greater efficiency was achieved in the guidance of commercial pupils in Cleveland, Ohio; Portland, Me.; Berkeley, Calif.; and other cities. Prognostic tests²⁵ were given in a national survey by one of the publishing companies and efforts were made to obtain a correlation between the intelligence quotients and success in certain academic subjects with success in particular business subjects. The 1928 an-

²² Commercial Education: Tests and Measurements. Bibliography. Bureau of Education, Department of the Interior, Washington, D. C., 1928.

²³ Worley, R. J. Commercial Education in the Evening School. *In The Balance Sheet*, 8: 13, November, 1926.

²⁴ Neuner, John J. W. Why a City Director of Commercial Education? *In The Balance Sheet*, 8: 12, April, 1927.

Blackstone, E. G. The Supervision of Commercial Education. *In The Supervision of Secondary Studies*. Uhl and others. Ch. VIII. New York, Appleton.

²⁵ A Nation-Wide Study of the Results Obtained from the Hoke and Rollinson Tests. *In The American Shorthand Teacher*, 8: 123, December, 1927.

nual report of the superintendent of public schools in Boston, Mass., and of the director of commercial education in Philadelphia, Pa., give especial attention to the developments in commercial education in these cities.

PRIVATE COMMERCIAL AND BUSINESS SCHOOLS

During the past two years there has been a tendency among private business schools to seek junior college and collegiate standing. Many of the schools have sought the privilege of granting degrees in commerce and business. The larger and probably the better-managed schools are endeavoring to attract high-school graduates rather than those who have dropped out of high school. For success over a long period these schools are very definitely dependent upon satisfactorily preparing their pupils for job proficiency and upon finding suitable employment for them. The majority of these schools realize, therefore, that high-school graduates, or those who have had from two to four years of high-school education contribute more to the reputation of their training programs than do students with less education. The endeavor on the part of a large number of these schools to obtain students of higher qualifications is in harmony with the up-grading requirements for business positions.

Additional accrediting associations among private business and commercial schools have been organized. During the past two years the oldest one, the National Association of Accredited Commercial Schools, has been active in endeavoring to raise the standards of these schools. The association has been particularly active in creating a spirit of cooperation and in developing higher standards of administration and better educational programs. Realizing the need for a greater variety of types of training and the need for constant improvements to meet changing conditions this association has had many committees at work on different problems. Reports of educational committees and one special report²⁶ should be beneficial to these schools.

COMMERCIAL TEACHER TRAINING

Different groups of leaders emphasize, respectively, the philosophical and scientific approaches to determine the content, organization, and emphasis in commercial teacher training in undergraduate as well as graduate and extension courses. The exchange of opinions and the investigations²⁷ have revealed the need for data regarding duties of commercial teachers in initial and subsequent positions.

²⁶ Nichols, F. G. The Problem of the Private Business School. *In Accredited News*, 7: 8, December, 1927.

²⁷ Bibliography of Research on Commercial Teacher Training, pp. 417-419. *In First Yearbook*, Eastern Commercial Teachers Association, 253 Lexington Avenue, New York, N. Y., 1928.

Many believe that when training is to be given for a specified vocation the first step is to determine the requirements of that occupation and then to provide the most efficient known devices for enabling the trainee to meet those requirements. The accepted procedure then is to work from occupational demands to the building of the commercial teacher-training curriculum which, of course, should provide for more than mere technical training. The social significance of education, business, and education for business are very important factors.

The elimination of some of the two and three year curricula and the organization of additional 4-year courses have resulted in some confusion regarding the objectives. Frequently the objectives of the new curricula are comparable to those of the collegiate schools of business. Some set up the objective of preparation for highly specialized positions including certified public accountancy. Reports from some of the teachers colleges and normal schools indicate that many times more students are pursuing the commercial teacher-training curricula than could be absorbed within the respective States. The reports frankly state that the students do not intend to teach. So far as the commerce departments are concerned, such institutions might be considered regional or State trade schools offering technical preparation for business on the junior college and university levels. Nevertheless, the major burden of commercial teacher training continues to rest upon the undergraduate curricula in teachers colleges and normal schools. Many developments in the practical training program have come from these schools.

During the biennium a number of studies were made regarding the commercial teacher-training curricula, subject combinations taught by commercial teachers, the preparation of those in service, and other factors. Among the States in which studies were made are Kansas, Illinois, Minnesota, Missouri, New Jersey, Ohio, and Oklahoma. One study was made regarding the emphasis placed on technical training and general education, respectively, in the commercial teacher-training curricula in different types of institutions.

In a study²⁸ conducted by Miss Ruth Hoadley, she finds that:

From 9 to 40 months is the time necessary to complete a commercial teacher-training course, the average being 31 months. The range of subjects is so broad and their contents such as to indicate that schools have given little thought to determining what basic training is essential for commercial teachers. * * * Under the present situation the teacher goes into the field with inadequate background of definite methods and procedures; * * * to counterbalance the dearth of methods courses, practice teaching would need to be given in all institutions. * * * Business training is required by only 20 out of 59 schools. In the light of all the advantages accruing to the commercial teacher from such experience, this is a deplorable situation.

²⁸ Hoadley, Ruth. Status of Commercial Teacher Training in the United States. In Iowa Monographs in Education, State University of Iowa, Iowa City. First series, No. 9, 1928.

A unique system of practice teaching has been developed at the State Teachers College at Indiana, Pa. A number of typical high-school commerce departments in near-by towns and cities have been turned over to the commercial teacher-training department as practice-teaching centers. These centers are directly supervised by full-time local supervisors. They are also supervised one or two days each week by the regular members of the commercial teacher-training faculty, each member of which is given one full day every week for this purpose. Graduation from the recently organized commercial teacher-training curriculum at Fresno, Calif., requires one-half year of business experience along the line in which the student is majoring. Other reports on new and worthy developments were received chiefly from those State teachers colleges and normal schools in which commercial teacher training is concentrated for the respective States and from the large universities.

HIGHER EDUCATION FOR BUSINESS

Increased attention has been devoted by the collegiate schools of business to the problems of training for executive levels of business occupations. Harvard University is approaching the task by developing case material about business situations. The University of Chicago is developing the functional approach, pertaining to production, transportation, and communication, and is insistent upon the importance of understanding the social and physical background of business activities. The University of Pittsburgh has been active in analyzing the work of executives for purposes of curriculum construction. Many other institutions, as well as leaders in particular fields, are contributing much toward this problem.

During the past two years additional facilities have been provided for the increasingly large number of students pursuing commerce courses. Harvard University was the beneficiary of the George F. Baker Foundation, established through the gift of \$5,000,000 from George F. Baker, for erecting suitable buildings and endowing the research of the school. The entire new plant of 10 buildings was completed during the biennium. Northwestern University, through the Wiebolt Foundation and other contributions, was enabled to add to its downtown facilities for meeting the rapidly growing demand for late afternoon and evening classes. Among other institutions at which new commerce buildings were completed or dedicated during the past two years are the University of Illinois, University of Alabama, and Georgia School of Technology. New colleges of commerce were organized at Miami University, Louisiana State University, University of Florida, and the University of Idaho.

Schools of business are placing increased emphasis on research as an essential in enriching and giving greater reality to the business courses. Additional bureaus of business research were organized during the past two years at Boston University, Temple University, University of Buffalo, University of Detroit, University of Georgia, University of Iowa, University of Kentucky, University of Oklahoma, and University of Texas. One of the developments immediately following the Bureau of Education survey of Rutgers University²⁰ was the organization of a bureau of economic and business research in 1927. Plans were developed for the organization of similar bureaus at Louisiana State University, University of Missouri, University of North Dakota, and St. Louis University. In addition to the bureaus of business research, organized by the higher institutions, many of these schools have cooperative relationships with separately organized research agencies.

Beginning in 1926 the American Association of Collegiate Schools of Business issued five reports on research projects in progress and completed by members of the association. These reports have been helpful to small as well as large business firms and municipalities in their adjustment to the constantly changing economic and business conditions. The making of these investigations in the current problems of the various business communities has had a stimulating effect on the pupils and instructors. At the University of Nebraska and Ohio State University plans were developed for all members of the staff to conduct research studies periodically.

Other outstanding developments pertain chiefly to the expansion of the curriculum; business experience as a requirement for graduation; and extension education and institutes for merchants, accountants, and real-estate salesmen. University of California, University of Missouri, and a few others enlarged their offerings in personnel management, the need for which was emphasized in a recent report by the American Management Association. The greatest expansion of the courses was in accounting. Two institutions introduced courses in commercial aviation. Columbia University and a number of smaller schools organized short, intensive curricula in technical business subjects for those who do not intend to graduate. Such curricula seek to meet a rapidly growing need that has been neglected in many institutions. Additional institutions organized cooperative part-time training, and the University of Missouri and the North Texas Agricultural College are planning such courses. Summer school courses for executives and additional endowments for the training of executives were made available. The outstanding con-

²⁰ Klein, Arthur My. director. Survey of Rutgers University. Department of the Interior, Bureau of Education, Washington, D. C., 1927.

tribution to the literature on collegiate education for business was made by Dr. Leon C. Marshall.³⁰ The reports of many deans of colleges of commerce and presidents of universities emphasize the necessity of increased funds to meet the growing demands for business courses, business libraries, and statistical and research facilities. These and other developments during the past two years have been definite responses to the growing needs of business and the cultivation of closer relationships with business men.

CONFERENCES

The programs of commercial education conferences of the past two years have pertained chiefly to research and constructive group undertakings. The Eastern Commercial Teachers' Association, in 1927, adopted a 3-year professional program to result in the preparation of three yearbooks on foundations, curriculum-making, and administration and supervision of commercial education. The 1928 yearbook³¹ is an excellent beginning of this program.

At each of the Iowa Research Conferences on Commercial Education, held in 1926, 1927, and 1928, under the auspices of the State University of Iowa, reports were made of the outstanding researches completed since the previous meetings. The calling of the conferences and the distribution of the published reports³² were an important service to secondary commercial education. The conferences have been a factor in cultivating the research attitude, in encouraging commercial teachers to conduct studies, and in speeding up the application of the findings. The researches reported at the conferences have pertained to a wide range of important problems. In 1928 a joint meeting was held with the National Association of Commercial Teacher Training Institutions.

The leaders of the commercial teachers' associations are realizing the opportunities and the responsibilities of such associations. The constitutions of the new associations set forth objectives that indicate a vision of greater service. The two purposes for the organization of the Ohio Commercial Teachers' Association in 1928 were reported³³ to be: First, the securing of a State director of commercial education, and, second, the raising of the standards for commercial teachers. Committees were appointed to make recom-

³⁰ Marshall, Leon C., and others. *The Collegiate School of Business: Its Status at the Close of the First Quarter of the Twentieth Century.* Chicago, Ill., University of Chicago Press, 1928.

³¹ *Foundations of Commercial Education. 1928 Yearbook.* Eastern Commercial Teachers' Association, New York. The secretary, 253 Lexington Avenue, New York, N. Y.

³² *Research Studies in Commercial Education, I, II.* University of Iowa Monographs in Education, State University of Iowa, Iowa City. First Series, No. 7, July, 1926; No. 8, January, 1928.

³³ *The Business Educator*, 33: 32, May, 1928.

mentations regarding the organization of commercial education in the junior and senior high schools, respectively. At the 1927 meeting of the American Vocational Association a committee was appointed to prepare a report on the need of city and State supervisors of commercial education. The Virginia Education Association conducted a survey of commercial education in that State in 1927-28, and has submitted its report to the State department of education. The North California Commercial Teachers' Association appointed a committee in 1926 to investigate the possibilities of the appointment of a supervisor of commercial education in that State, and in 1928 such an appointment was made. The regional groups of commercial teachers in Nebraska and the Commercial Teachers' Association in Oklahoma are gathering data for course of study revision. In a number of the States the associations are sponsoring State contests³⁴ in commercial subjects and rendering other services.

In addition to the meetings of the American Association of Collegiate Schools of Business, the Pacific Collegiate Economic and Commercial Conference, and the regular meetings of collegiate instructors in the various fields, conferences were held in connection with the dedication of the new commerce buildings at the University of Illinois in 1926,³⁵ and at Northwestern University in 1927. Among the outstanding contributions at the collegiate conferences was a report³⁶ by Dr. J. O. McKinsey at the conference held in connection with the opening of the graduate school of business at Stanford University. Doctor McKinsey outlined a worthy program for analyzing executive and staff positions in business for purposes of curriculum construction.

CONCLUSION

Lack of general acceptance of definite, worthy objectives based upon the changing, yet known or knowable requirements of business positions, is retarding the progress of business education. Although this phase of the educational program is undergoing many changes and is receiving more attention annually, the requirements of business positions are continuing to change more rapidly than the preparatory and extension education programs are readjusted. Even in curriculum revision the emphasis has been on the traditional com-

³⁴ Slinker, Clay D. A Survey of Commercial Contests. Research Studies in Commercial Education, III. University of Iowa Monographs in Education. First Series, No. 9, Nov. 1, 1928, p. 57. University of Iowa, Iowa City.

Colvin, A. O. The Pros and Cons of Commercial Contests. *The Balance Sheet*, 10: 68, 1928.

³⁵ Conference on Collegiate Education for Business. University of Illinois, Urbana, Ill., 1927.

³⁶ McKinsey, J. O. Objectives and Methods in Business Education. In *Stanford Business Series*, No. 1, Stanford University Press, Stanford University, Calif., 1928, pp. 122-137.

mercial subjects rather than the actual employment opportunities and requirements which are fundamental in effective vocational education. The development of vocational and professional curricula in other fields has not materially affected education for business. Furthermore, there has not been a full realization of the educational significance of general business information for all students, occupational levels, diversity of employment opportunities, desirable mobility in business positions, and the relation of job proficiency to vocational and social happiness.

The consensus of opinion is that the out-standing need in the program of secondary commercial education is supervision. Every investigation of this problem has emphasized the urgent need of city and State supervisors. No other phase of secondary vocational education has so many students enrolled, is composed of so many subjects, or prepares for so vast a variety of gainful occupations; no other phase has so little supervision to give direction to research and to obtain a prompt and general application of the findings of worthy investigations. As a result of the lack of supervision and the operation of the many retarding influences, there is a wide variation in the stages of development of business education in the different communities. This phase of education is passing concurrently through the stages of introducing, lengthening, upgrading, and differentiating the curricula, and developing programs of guidance, placement, and supervision. The rapidity, extent, and effectiveness of the adjustments are dependent largely upon local leadership. In communities having supervisors of commercial education or principals of high schools of commerce, the possibilities of such leadership have been successfully demonstrated. In fact, the commercial occupation surveys, job analyses, studies of standards of achievement in business positions, and refinements in the methods of instruction—all of which can be credited to relatively few workers in this field—are examples of the kinds of service necessary to develop progressive commercial education.

The extremely rapid development of new and diverse industries, the equally rapid modification of older industries and business practices, the reshaping of domestic and foreign business relationships, and recent economic changes indicate emphatically the growing responsibility of education for economic and business leadership. A continuing, capable leadership, schooled in the social implications and obligations of business, to cope with new and complex problems of management, is increasingly important for our general welfare. Various aspects of this leadership can be analyzed and programs of guidance and training can be scientifically developed. Although some pioneering has been done and a few additional studies are in progress, this important subject is deserving of far more thorough

and critical study than it has received. Inasmuch as biographies of business leaders indicate that there are different approaches to the higher executive positions, research should determine to what extent collegiate business education is achieving its objectives, wherein the program can be made more effective, and to what extent curricula combining commerce with engineering, law, and other subject-matter fields should be developed.

The 93 collegiate schools of commerce, with their 31 bureaus of business research and constantly expanding facilities, are in a position to make personnel studies, the findings of which if and when applied should change materially the character of higher education for business. There is need for a program of personnel studies centering around the opportunities and requirements of initial and promotional opportunities of the drop-outs and graduates, including studies of: The students who apply for the business courses; the needs of these students for curricula of different kinds and lengths; the educational and occupational biographies of former students or workers in a given region or industry, emphasizing those factors that are significant for promotion; duty, difficulty, and trait analyses of intermediate and higher occupational levels in particular occupations and industries; and appraisal by the former students of the curricular and extracurricular practices. The use of standardized forms and procedures in conducting such studies will make possible the compilation of the data on a nation-wide basis.

Other significant problems of this phase of education at the close of the 2-year period pertain to the slowness not only in accepting but in distinguishing between definite social-science and vocational objectives of business education; tremendous increase in enrollments, particularly of women; introduction of the traditional courses into the high schools of the smaller communities without readapting the content to the needs of those communities; failure to promote courses in retail selling, clerical training, and machine operation in accordance with the needs revealed by surveys; slowness to study the possibilities and difficulties of part-time training; failure to develop a continuous program of education for business, particularly as regards post-secondary training requiring less than four years; slowness to develop guidance programs based on studies of those who are successful on the various occupational levels of different business positions; slowness to develop commercial teacher-training curricula and certification based on actual requirements of teachers in initial and subsequent positions; and failure to provide an experimental school for conducting research and applying the findings in order to prevent many years of trial and error procedures and amateur experimentation in thousands of schoolrooms.