The Development of the Commercial Curricula of Teacher Training Institutions

Joseph Compton

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THE DEVELOPMENT OF THE COMMERCIAL CURRICULA
OF TEACHER TRAINING INSTITUTIONS

BY

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CHAPTER I
THE DEVELOPMENT OF THE COMMERCIAL CURRICULA
OF TEACHER TRAINING INSTITUTIONS

INTRODUCTION

The purpose of this study is to trace the development of
the curricula for commercial teacher training in the United
States in order to discover its implications for the academic
and professional preparation of teachers of business subjects.
An attempt will be made to trace the evolution of secondary
business education in order to discover the relationships
existing between the aims and curricula of secondary business
education on the one hand, and the preparation of business
teachers and the curricula devised for their training on the
other. Recommendations based upon the findings, will be made
for the purpose of harmonizing the academic and professional
programs set up for the preparation of teachers of business
subjects with the present dynamic nature of business education
as it is evolving in our secondary schools. The problem is
discussed in this chapter under three headings: (A) Delimita-
tion; (B) Validation; and (C) Analysis.

Delimitation of the problem. The problem of discovering
the implications of the evolution of secondary business
education for the academic and professional preparation of
teachers of business subjects is so complex that its delimita-
tion to definite subjects is sound and reasonable for this
discussion.
The preparation of teachers for successful participation in the present changing program of secondary business education requires a consideration of many factors. Among these may be mentioned: the sociological destination of its secondary business education in business and national life; its student personnel; the occupational destination of its graduates; the basing of its practices upon the findings of educational psychology; and the preparation, personality, and character traits of successful teachers.

Education for business is a broad field in which many types of institutions are engaged, ranging from those in which emphasis is centered upon the "office arts" to those in which executives and leaders are prepared for business. Among the institutions engaged in business education are—business colleges, correspondence schools, corporation schools, continuation schools, evening schools, junior high schools, senior high schools, junior colleges, and collegiate schools of business. There is for each institution, the individual problem of securing teachers adequately prepared to participate in a specific program.

Validation of the problem. Five topics are here presented for consideration in the validation of this problem as one worthy of study: (1) education, a social force; (2) business education as a social force; (3) teachers in the educational program; (4) responsibility of teachers of business subjects; (5) teacher preparation and future business education.
Each of these topics is discussed in the following paragraphs in its relation to the problem under consideration.

**Education as a social force.** The educational program of a community is an embodiment of the desires of its adults, expressed through their leaders, for a rich and satisfactory present and future life for its children. Such a program is a powerful social force with potentialities for reaching every phase of human life. Whole environments of men and things may be used in guiding the development of young people to the end that they may enjoy complete living in the world as it is and are able to make changes which fulfill in what, to them, is a better world.

**Business education as a social force in an economic age.** In our present age, business is an integrating element. Business has been defined as that factor of our economic life which takes care of the management and distribution of the products and services of industry, of the professions, and of all other phases of the work of society. Business education is no longer looked upon as an isolated entity concerned with trade training alone but is regarded as an integral part of all education. In an economic age, the influence of this social force--business education--is far reaching. Satisfactory economic contacts are a necessary part of complete living, and education for them is an essential part of preparation for life.

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Teachers in the education program. The teachers, in their close personal contacts with the pupils, are probably the most important agencies in the process of making education effective as a social force. All other elements in the educational program—administration, buildings, equipment, curricula, materials of instruction, extra-curricular activities, financial policy, and supervision—lose in effectiveness unless the teachers have a sound philosophy of education, recognize its social implications, are well prepared in the subjects they have to teach, keep abreast of the times, and above all are themselves masters of the art of complete living.

Responsibilities of teachers of business subjects. The teachers of business subjects carry a particularly heavy share of the responsibility of administering education as a social force because of the especially vital part played by business education in this function of education. The teacher of business subjects has an especial need for understanding the potentialities of education in influencing the social and economic order because of the possibilities inherent in his subjects for accomplishing this end. The teacher of business subjects has an opportunity to influence a goodly proportion of students—ranging from 20 per cent in some cities to as high as 50 per cent in others. Close personal contact with this large number of pupils seeking business education places a tremendous amount of potential influence into the hands of the teachers of business subjects.

Teachers preparation and future business education. The preparation of teachers of business subjects is a valid field for investigation. The preparation received by teachers of business subjects has an effect upon the aims, curricula, and procedure of present and future business education. The amount and quality of academic and professional preparation given to teachers of business subjects will determine in large measure their philosophy of education, their recognition of its sociological implications, and their ability to participate in the process of administering education as a social force.

Analysis of the problem. The problem of harmonizing the program of secondary business education and the preparation of teachers of business subjects has been delimited in the first section of this chapter to certain phases lending themselves to objective study. An analysis of the problem as thus delimited is here presented.

History of secondary education and of business teacher preparation in the United States. A study of the influence of business-teacher preparation upon the functioning of education as a social force can best be approached by a resume of the history of these two parts of education--secondary business education and business-teacher preparation--with emphasis upon their reflection of social phenomena.

Any study involving the conception of education as a social force will necessarily take into account the sources of the specific aims and curricula of an educational program.
Whether such aims represent the thought of philosophers as to the "good life" and the "greatest good," are derived from job analysis, or are based upon expediency, an investigation of their sources will aid in emphasizing the relationship existing between education and contemporary social life; and will indicate present plans for human betterment.

"A study of the evolution of the aims and curricula of secondary business education in the United States is an essential element in the solution of a problem which involves the making of suggestions for the preparation of business teachers. A study of the early aims and curricula of secondary business education will lead to their recognition as outmoded aims and curricula, to an understanding of the reasons for their former inclusion in programs of business education, and to an evaluation of them in terms of modern educational and social standards. The influence of the aims and curricula of secondary business education upon teacher preparation may be indicated by a study of the corresponding contemporary aims and curricula of programs devised for teacher preparation. Such study of aims and curricula is a necessary background for the consideration of a program of business-teacher preparation in harmony with the dynamic character of secondary business education."

A program for teachers preparation must involve a consideration of the present aims in the field of education for which prospective teachers are preparing. Consideration and evaluation of present aims are essential prerequisites to the building of teacher-preparatory curricula which will include provision for making prospective teachers aware of the aims and for taking part in their realization.

CHAPTER II
THE HISTORY OF TRAINING FOR COMMERCIAL TEACHERS
IN THE UNITED STATES

Economic and social changes in the United States have vitally influenced education--especially that part of it which is concerned with business relationships. The mutual interaction of organized society and business education is portrayed by a study of the economic and social history of the United States and the corresponding evolution of business education. The close relationship existing between business-teacher education and other social phenomena is thus evident. The periods of economic history here discussed are: (A) Colonial period; (B) Period of struggle for national commercial and economical independence; and (C) Period of economic integration and industrial organization. Each of these periods is considered with reference to the business education given, and facilities provided for the education of teachers of business subjects. The various institutions mentioned existed not only in the period under which they are discussed but extended into other periods. In each instance, beginning and evolution, rather than present status are the features of the institution presented.

The colonial period of our economic development was characterized by home industry, agriculture, and some trade with the mother country and with Indians. Formal education was a class affair designed largely for prospective magistrates and clergymen. The simple, unorganized business of the time required little in the nature of formal training. The business education of the period reflected, as is always the case, social and economic conditions; it, too, was simple and unorganized. Private teachers administered the training in writing, business arithmetic, and bookkeeping in lieu of, or supplementary to the apprenticeship in counting houses. The forms taken by business education in the colonial period are here discussed under the following headings: (1) private teacher; (2) business course in grammar school; (3) apprenticeship; (4) colonial evening schools; (5) textbooks; and (6) business-teacher education.

Private teachers. A search made through newspaper advertisements of the eighteenth century disclosed the fact that all during the century opportunities were available, with private teachers, for the study of elementary business.2

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Business courses in grammar schools. In addition to the opportunities for business training given by the private teachers there were a few business courses offered in the grammar schools of colonial times. The fact that the Latin grammar school was failing to meet the needs of a society expanding in agriculture, industry, and commerce is seen in the inclusion of bookkeeping in the programs of the grammar schools of Alexander Malcolm in New York in 1773 and of David James Dove in Philadelphia in 1759.3

Apprenticeship. After their formal general education was finished, some young men were apprenticed to business men to learn the office routine and the management of the business. This system was possible because the manager of the business was able to oversee all details and to take time to train the young men personally.

Colonial evening school. Another forerunner of the modern institutions engaged in business education was the colonial evening school. The demand for its services arose from the fact that the apprenticeship system proved inadequate in giving bookkeeping and accounting for practical purposes. The curriculum included writing, arithmetic, and bookkeeping. These schools were in existence as early as 1668.4


Textbooks. Another evidence of the inadequacy of the apprenticeship system is found in the publication of textbooks on business subjects. As young men were not able to secure the training they desired, they found the private teachers expanding their activities by publishing textbooks treating of accounts.5

Business-teacher education. Little or nothing is known of the educational and practical qualifications of the teachers of business education, or of the writers of the textbooks in use during this period, beyond their own claims. It is more than probable that they, like their pupils, depended on private instruction, elementary textbooks, apprenticeship training, and actual experience for learning the relatively simple business procedures demanded by the times. Gradually, however, as facilities for the enlargement and exchange of knowledge improved, it is likely that the qualifications of teachers improved also, thus laying the foundation for a more systematic instruction in business knowledge during the next period of our national life.

The period of struggle for national commercial and economical independence, from the Revolutionary War down to the Civil War, is characterized by an abundance of rich natural resources, the westward movement, individualism in business, and the laissez faire policy of the government toward business.

The business training of the colonial period, continued into the period of our early national development. Through individual initiative, as in colonial times, two new agencies of business training were inaugurated. The first of these was the academy, and the second, the business college. A third topic to be considered in its relation to this period is business-teacher education.6

Business training in the academy. Early in our national life, it was found that the existing Latin grammar school, an outgrowth of the renaissance of the fifteenth and sixteenth centuries, was not meeting the needs of a society expanding in agriculture, industry, and commerce. Bookkeeping was added to the academy curriculum as part of a general education and in recognition of the need for some training for the simple office work of the time. In the meantime, another institution, one specializing in business training, had come into existence.7


The business college. The first institutions definitely established for the purpose of training for business were the private business colleges. The "business-college" age in American education began about 1826 or 1827, at which time Benjamin F. Foster's Commercial School was opened in Boston. Many other schools were opened during the ensuing years. In 1853, Bryant and Stratton started their famous chain of schools, which by 1867, extended to several cities in the East and Middle West. In these schools, penmanship, bookkeeping, commercial arithmetic, and business law were taught—all with the object of training for clerkships in the shortest possible time.

Soon after the Civil War, there began a remarkable expansion of American industrial and economic life which characterized this period. Private business schools multiplied rapidly both in number and enrollment, reaping large rewards in supplying the growing demand for trained office clerks. Before public education was ready to provide for this unprecedented demand for business training, the owners of the private business schools thus performed a much-needed service.9

One writer characterizes the private business school as follows:

"Peculiarly American, the product of a young, eager, and gradually maturing people. It was of spontaneous origin, roughly adapted to the satisfaction of immediate and pressing needs in utter disregard of all save a direct response to current demands."10

Business Teacher education. As in the colonial period, so during the early national period, there was probably no systematic instruction or any specially designed training course anywhere available for prospective teachers of the business subjects either in the secondary schools of the period or in the privately established business schools. It is true that in some cases the academies provided training, probably of a very rudimentary nature, designed primarily for elementary teachers. The early normal schools, likewise, served the primary purpose of supplying trained teachers for the rapidly multiplying elementary schools of the country. Academy and early high school teachers in this country, moreover, have been traditionally recruited from the colleges and universities, where little or no business training was provided until 1881.11 Business-teacher training really began its development during the next period of our national life.

10 Edmond J. James, Commercial Education, Monograph prepared for the St., Louis Exposition, 1904.

It was not until after the Civil War, that the effects of the Industrial Revolution began to be seriously felt in the United States. In fact, with our problems of mechanical civilization today, the Industrial Revolution is not yet a closed issue, each phase apparently leading to ever more complicated problems. This movement toward complex business organization with its accompanying power to create and satisfy human wants has been gaining momentum through the years. Some of the results can be seen from statistics quoted in a recent publication.12

Just as business has expanded during the past half century from simple beginnings to the exceedingly complex structure which it is today, so has business education gone through a process of rapid evolution from the lessons of the early private teachers to the complex programs of the extensive institutions engaged in business education today. In the following paragraphs there are presented brief histories of five types of institutions engaged in this field with comments upon their relationship to contemporaneous economic life. The five institutions are: (1) the public high school and the separate high school of commerce; (2) the junior high school; (3) the junior college; (4) corporation schools and certain other sub-collegiate institutions for business training; and (5) the university school of business.

The public high school and the separate high school of commerce. The public high schools inherit some of their philosophy of business education from each of their institutional forerunners--academies and business colleges. From the academy, they fell heir to the idea that practical training could be made part of a general education; from the college, they adopted methods of skill-training useful for the preparation of office clerks.

In 1823, bookkeeping was added to the curriculum of the English Classical School for Boys in Boston. The Massachusetts high school law of 1827 specified single-entry bookkeeping as a high school subject. The board of regents of the State of New York in 1829 recognized bookkeeping as a subject appropriate to an education. In 1851, the California state law specified bookkeeping as a subject for high school instruction. While individual courses in business subjects were added to the program of studies of the early high schools, commercial curricula did not appear until 1880. By the year 1900, five types of commercial curricula were offered in the public high schools of the United States. The courses, patterned upon business-college training, were one, two, or three years in length and were planned to lead to office work for the student immediately upon completion of the course. They served the purpose, however, of introducing systematic business curricula into the high schools and paving the way for four-year courses.

The evolution of business education in public schools since 1900 may be traced by a study of the curricula recommended by three committees appointed by the National Education Association. These committees reported in 1903, 1915, and 1919 respectively. The report of 1903 represented the traditional college-preparatory curriculum with electives in business courses added. The proposal of 1915 included two curricula—one for stenographers and one for bookkeepers—both predominately technical. Electives could be made without regard to the building up of a field of major or minor interest. The program of 1919 added a third curriculum—for salesmen—and was also technical in its major emphasis. The committee sponsoring this curriculum recognized prevailing economic conditions by basing the program upon occupational surveys. These curricula are representative of the evolution of business education—an attempt to meet present conditions while clinging to the old traditions.

The increasing interest in business education after 1890 is shown by the opening of separate high schools of commerce as part of the public school system.

14 Commercial Education in High Schools, Bulletin 23, Univ., of New York, College Department, 1903, pp.5-7.
The junior college.\textsuperscript{17} As the junior college represents a comparatively new development, its history is brief and its business education program is still largely unformed and in a pioneer state.

As no institution springs into being fully developed and complete from forces generated within itself, but is rooted in and partakes of the nature of its predecessors, so the junior college reveals its ancestry in its practices, especially in the field of business education. On the one hand, it is engaged in part at least, in preparation for university education for business; and on the other, in preparation for the business semi-professions--secretaryship, junior accountants, salesmanship, and business occupations of similar level. In the performance of the first function, university schools of business are sometimes imitated: while in achieving the direct vocational objective, many practices are borrowed from high school education.

The junior high school.\textsuperscript{18} Perhaps the best example of a thoroughly modern institution with procedures adapted to social and economic conditions is the junior high school. During its short history, its administrators have shown a progressive spirit sensitive to educational and economic changes.

\textsuperscript{17} W. C. Bells, \textit{The Junior College}, Houghton-Mifflin, Co., pp.167-68.
\textsuperscript{18} \textit{Junior Commercial Curriculum}, Fifth Yearbook, p. 430
Business education in junior high schools has passed through three stages which are indicative of the efforts of administrators to adapt the work to contemporary educational and economic conditions. First, the high-school technical business subjects—shorthand, typewriting, bookkeeping—were brought down to the junior high school with little change; next, the training was considered largely prevocational; and now, the program includes provision for the education of three types of students: (a) potential drop-outs who may be prepared for minor clerical jobs; (b) those who are preparing for later vocational service in business; and (c) all pupils irrespective of future vocations, who may be given general business information, possible in a fusion course.

Corporation schools and other sub-collegiate institutions for business training. As business expanded in the United States, large corporations opened schools for the training of their own employees. In these schools, specific job training was based upon the general education given in the public schools. Correspondence schools, opened up a new era of advertising in education, also entered the field. The offerings of public and private evening schools, too, have generally included business subjects. The specialized training given in these schools may be regarded as supplementary to, rather than competing with, public secondary education.

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The university school of business. The school of business represents the adjustment of the university level of the education system to the growing demands of the modern business world. Since 1880, the field of higher education has been greatly broadened and now includes, among other specialized divisions, business education as a legitimate part of university study.

The first collegiate school of business in the United States was the Wharton School of Finance and Commerce established by the University of Pennsylvania in the year 1881. The next was the College of Commerce and Politics at the University of Chicago, established eighteen years later. By 1911, twenty-one such schools had been established. From 1910 to 1920, there was a great wave of interest in business education. It was believed that the "crest had been reached in 1920 and that the tendency would be toward more thoroughness in fundamentals and conservation of the best features of the explorative period." Recent figures show however, that these institutions have passed the 1920 enrollment and are still climbing.

At the beginning of the period of economic integration and industrial organization, business-teacher education was as simple and unorganized as the American business of the time. Teachers were brought into the schools from offices and business colleges.

R. D. Hunt, Growth and Aims of Business Training, Commerce Journal, University of Southern Calif., February 1923.

The first course definitely established for the training of teachers of business subjects was given by Drexel Institute of Philadelphia in 1898. During the next twenty-five years, only thirty-seven schools started courses for commercial teachers. In 1928, a questionnaire sent to administrators in 470 institutions revealed that in sixty-six schools, or 14 per cent, courses for the training of teachers of business subjects were offered. In 1929, a search through 685 catalogues of degree granting institutions revealed that in 138 institutions or 20.01 per cent of the total number, courses in business-teacher training were offered. A search through literature fails to reveal any investigation of business-teacher education made prior to 1922.

In the early years of commercial education little attention was given to the matter of training teachers. The commercial teachers of those years may be grouped, speaking generally, in four classes, not one of which was adequately prepared for the responsibilities of the position.

In the first group were the victims of circumstances who had the teaching of business thrust upon them. They had no specific preparation for their work and often became acquainted with the subject by keeping two chapters ahead of the classes.

Next we find the high school graduate with a few months of business training in stenography and bookkeeping who entered the profession of teaching for various reasons.

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Another type was the product of the university school of business who had an excellent preparation for the higher phases of business activities but who lacked an understanding of the needs of the secondary school, as well as training in teaching methods. Such teachers were often unable to get down to the actual teaching of the fundamental, elementary things but were prone to present advanced material which they had studied in the university and which was too deep for the high school students' comprehension.

The fourth group consisted of graduates of normal schools who, in addition to the regular normal course, had taken a course or two in business subjects. An otherwise reputable normal school once inserted in its catalog something like this, "Any student who desires to prepare for commercial teaching in the high schools may substitute one semester of either shorthand, typewriting, or bookkeeping in place of English literature."

Few, if any, institutions of higher learning offered work designed to prepare for the teaching of business in the secondary schools.24

Speaking before the National Education Association in 1901, Park Schloch,25 made the following statement:

"So far as the more specialized forms of business training are concerned, such as bookkeeping and stenography, the demand for teachers in the public schools has been supplied by the business colleges, and on the whole, no doubt, satisfactorily; but wherever there has been a need for a teacher to organize and direct a full commercial course there has been found a scarcity of men and women capable of filling the position."

Positions of this broad nature have been given largely to experienced business-school instructors who, by life-long contact with this specialized form of education and by patient personal effort, have fitted themselves to formulate and conduct such courses as the times demand; still they are generally lacking in that general education and in that knowledge of pedagogics so necessary to the equipment of every teacher who is to be of greatest worth to his school. One other source has partly met this call, namely, the public school itself, from which teachers, with the normal training already in hand, have gone out to pursue courses in the commercial subjects, and then have returned, sometimes, to the same school, to engage in the newer work.

Up to the present time then, there has been no systematic training for commercial teachers, and the high schools have been obliged to accept what the teaching machine offered, or to release their own instructors long enough to enable them to acquire a knowledge of the new subjects.

After 1922 the movement to provide adequate training for teachers of business subjects took on new impetus. A study made that year revealed that of 470 institutions investigated, only 36 or 14 per cent reported courses for the training of teachers of business subjects. In 1929, Graham found by a search through 685 catalogues of degree granting institutions, that 138 of them, or 20.1 per cent, provided courses in business teacher education. An analysis of the kinds of institutions offering business teacher education showed that this type of work was offered in 6.0 per cent of private colleges and universities, 53.3 per cent of state universities, 45.5 per cent of the teachers colleges, 24.5 per cent of agriculture and publicly controlled institutions. It should be stated, however, that in actual numbers, the private colleges and universities ranked first, as the business-teacher training courses were to be found in 57 of them; while the number of state universities in which such courses were found numbered 24, teachers' colleges numbered 45, and agriculture and publicly controlled schools numbered 12. In her study of 1933, Graham noted certain trends with respect to curricula for business teacher education, which were made apparent by a comparison of data secured in 1933 with that secured in 1929.

28 Ibid.
There had been: (1) an average decrease of six semester units in business content subjects required, (2) an average increase of 3.3 semester units in general academic subjects required, (3) an average decrease of 1.3 semester units in social science required, (4) an average increase of 2.8 semester units in education courses required, (5) an average increase of 1.2 semester units of business education courses required, (6) an average decrease of 0.7 semester units in practice teaching required, and (7) an increase of 4.2 semester units in electives. The total requirements for graduation had increased an average of 3.4 semester units.

The Biennial Survey of Education of the United States in 1930 showed that the teachers colleges were organized chiefly along elementary lines and simply added the traditional business subjects to their curricula.

In 1931 a national survey of the preparation of teachers was conducted by the Office of Education at Washington which disclosed a number of illuminating facts concerning the present status of teachers of business subjects. The number of business teachers who replied to the questionnaire sent out was 15,000, and of these the median teacher had received a little more than four years of college education. More than two-thirds of the teachers reported academic degrees. A report for the State of New Jersey in 1916 showed less than 23 per cent of her teachers held four-year college degrees in business teacher training.


CHAPTER III

THE INFLUENCE OF EDUCATIONAL ORGANIZATIONS ON THE
DEVELOPMENT OF DEPARTMENTS FOR TRAINING COMMERCIAL TEACHERS

There are so many different educational organizations in the commercial education field that it is impossible to list them all in this short chapter. Each organization has its influence either direct or indirect upon the development of departments in various teacher preparing institutions whereby commercial teachers may receive adequate training to fit them for teaching business subjects in the high schools of the country.

There is in connection with each state educational association, a department known as the department of commercial education of the State Teachers' Association. These departments hold annual meetings in which the various problems of the commercial teacher are discussed. Each year an appeal is made to each teacher to become a member of his local as well as his state association of commercial teachers.

Some of the associations other than the regular state organizations holding meetings during the fall of 1935 and spring of 1936 were:

American Association of Commercial Colleges.
American Vocational Association.
Arkansas Valley Commercial Teachers Association.
Los Angeles Commercial Teachers Association.

Eastern Commercial Teachers Association.

Kansas Commercial Teachers Association.

National Association of Accredited Commercial Schools.

National Association of Commercial Teacher Training Institutions.

National Association of Public School Business Officials.

National Commercial Teachers Federation.

Business Department of the N. E. A.


Business Education Association of the State of New York.

Commercial Education Association of the City of New York.

High School Commercial Teachers Association of New Jersey.

Southern Business Education Association.

Southwestern Private Business School Association.

The Tri-State Commercial Education Association.

Kentucky Business Education Association.

There are others of less importance; however each one has its share of influence. Most of the ones named in the above paragraph publish either a Yearbook of their proceedings or issue a bulletin of some kind setting forth their program in detail.
The department of Business Education of the N. E. A. sets forth its goal or objectives as follows:

1. It encourages business teachers to become more professionally minded.

2. It co-operates with the N. E. A. in forwarding the interests of education in general.

3. It is developing a recognized need on the part of commercial teachers for a proper balance between the vocational and social objectives of business education.

4. It provides a classroom service whereby teachers may exchange ideas and offer methods of improvement helpful to other teachers of business subjects.

5. It cooperates with the Specialist in Commercial Education in the United States Office of Education.

6. It cooperates with the National Council of Business Education and other business education teachers' associations in an effort to improve business education by planning a program that will best serve the majority of teachers of the various communities.

7. It publishes the National Business Education Quarterly Magazine, which is one of the most popular magazines published in the interest of business education.

The National Association of Commercial Teacher Training Institutions has just issued a bulletin on Research in Commercial Education.

The Secretary of the Association is Dr. V. H. Carmichael, Ball State Teachers College, Muncie, Indiana.

The first yearbook of the Eastern Commercial Teachers Association was published in 1928. It was devoted to the subject of "Foundations of Business Education." In 1929 the Yearbook was given over to the subject of Curriculum Making in Business Education. Each year since, there has been a Yearbook issued dealing with some vital problem in the commercial teaching field. The 1936 will deal with the important subject of Vocational Guidance.

On February 23, 1936, the National Council of Business Education held a meeting in Atlantic City, New Jersey. In attendance were such leaders in commercial education as, Dr. A. B. Meredith of New York University, Dr. F. C. Nichols, Harvard University, Dr. E. G. Blackstone, University of Iowa, and L. A. Rice, Packard School of New York City.

During the Atlantic City meeting, Dr. Meredith gave a report in which he stressed the need of a broadened conception of the commercial course, with more emphasis on the social and economic phases, and suggested the probability that secondary schools may come to be organized on the basis of large social concepts rather than limited areas of subject matter.
He pointed out the need for more common understanding throughout the schools and less departmentalization, and named high personal competence and high ethical considerations as desirable goals.

Dr. Nichols pointed out in his report the fact that the committee is attempting to formulate policies that will be broad enough to stand the test of changing conditions. His plan is to submit such policies to all affiliated organizations for their approval, so that when policies are finally adopted they will represent the ideas of the entire membership which is composed of local and state business teacher associations.

Mr. Rice, chairman of the Publications Committee stated that arrangements were being made whereby the reports could be published in all leading commercial teacher magazines of the country.

Dr. Blackstone's committee has worked out a five year plan for the improvement of commercial teaching and this too will be published in various magazines for business teachers.

Through the various organizations named in this report, a higher standard of commercial teacher is urged by each association. Through constant efforts of these different state associations and local organizations, many of the states have raised their requirements for certification of commercial teachers. In order to meet these new demands, teachers and prospective teachers of business subjects have demanded new and better courses of training in the teacher training institutions. Through the demands of these various organizations for better trained teachers, the colleges and universities in the different
states have raised their requirements from those of a teacher teaching without accredited college work to the present time when many of the larger cities require the Master of Arts degree as a prerequisite for entry into the teaching of commercial work in an accredited senior high school.
CHAPTER IV
THE PRESENT STATUS OF COMMERCIAL TEACHERS
RELATIVE TO PREPARATION AND CONDITION OF EMPLOYMENT

The Seventy-first Congress of the United States provided for a national survey of the demand for and education of teachers. Questionnaires were mailed from the United States Office of Education to teachers in the public schools of the country in January 1931. The information requested pertained to: type of school; description of main work offered; size of school; sex, age and marital status of teachers; size of the community in which school is located; teaching experience; salary; highest training level; source of earned degrees; hours of credit in education and practice teaching; reasons for demand for services; relation of training to teaching field; and teaching load. Among all the replies received, 15,000 were from teachers of business subjects in secondary schools--approximately fifty per cent of all such teachers in the United States.\(^1\) Topics significant to the present study have been selected from these data.\(^2\)

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2. Ibid.
Administrators and instructors engaged in business teacher education should know the types of communities in which graduates will probably be placed and the status of teaching positions in those communities. The preliminary report of the National Survey gives such information for five types of communities according to size of the community. The information relative to these communities has been segregated into ten divisions which are discussed in the following paragraphs: 3 (1) degrees earned; (2) highest level of training; (3) credits earned in business subjects; (4) number of different fields in which teacher offers instruction; (5) teaching load; (6) years of teaching experience; (7) number of different schools in which teaching was done; (8) salaries; (9) sex, and (10) age.

**Degrees earned.** As is to be expected, more teachers with degrees are in large than in small communities. No teachers with doctor's degrees serve in the open country or in small villages, while sixteen are found in cities of 100,000 population or over. Similarly, five teachers in open country have master's degrees as contrasted with 518 in large cities. The same condition exists with reference to the bachelor's degree.

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Highest level of learning. Here again, teachers with higher levels of training tend to serve in large rather than in small school systems. However, there is comparatively little difference in medians, which range for junior-high teachers from 10.1 in open country to 11.7 in large cities. The data showed that in open country, teachers of business subjects in junior-high school have a median of three years of collegiate work, while the median teacher in large cities has had some graduate work.

Credits earned in business subjects. This section of the questionnaire was answered by 685 junior-high school teachers, the majority of whom were in large cities; and by 5,701 senior-high school teachers, who were rather evenly divided among four groups of communities, from villages to large cities. The returns show that the median credits in business subjects earned by junior-high school teachers are in every instance less than those earned by senior-high school teachers. This is probably to be expected when one remembers that the technical-business subjects have a place in the senior-high school rather than in the junior-high school curriculum. The preparation of senior-high school teachers presents a fine showing in this respect—36.9 semester hours in business subjects being the lowest median and that, strangely enough occurring in large cities.
Number of different fields in which teachers offer instruction. The questionnaire specified fifteen teaching fields other than business and commerce. The data show that 480 of the 1,184 junior-high school teachers and 4,670 of the 9,083 senior-high school teachers give instruction in only one field—business and commerce. The others teach in from two to eight fields respectively. As is to be expected, opportunities for specialization in teaching are usually offered in larger cities; only a comparatively small percentage of their teachers being asked to instruct in more than one field.

Approximately one-fourth of the teachers in open country instruct in one field only, and more than one-half of the teachers in all communities with more than 2,500 inhabitants. Approximately one-fourth of the teachers in the open country teach in three or more fields as contrasted with one-sixth in villages, one-seventeenth in communities of 2,500 to 10,000 population, and one-twenty-eighth in cities of 10,000 to 100,000 population, and one thirty-fourth in cities of over 100,000 population.

The implications of these data for institutions engaged in business-teacher education are that teaching minors should be provided for all prospective teachers, who will probably find it necessary to teach in at least one other field in addition to commerce.
The minor field in which teaching is done. The results of this survey indicate that the modal field for senior-high school is "history, sociology, and economics" with English second, and mathematics third. The present emphasis upon social-business subjects makes the first combination a particular happy one. In junior-high school, the subjects rank in different order: "mathematics, history, sociology, economics, and English." The data indicate that all possible combinations of subjects with business subjects are often made.

Teaching load. The section on teaching load shows that on the whole, heavier teaching loads are required in small communities than in larger cities. An inspection of the data would indicate that the medians are expressed in terms of classifications in the original data. Thus, junior-high school teachers in the open country carry a median teaching load of more than thirty to thirty-four clock hours per week, while in large cities the median load is a little more than half-way between twenty-five to twenty-nine clock hours and thirty to thirty-four clock hours. In senior-high schools the teaching loads are comparatively similar with a slightly lower load in large cities.

Years of teaching experience. These data indicate that teachers with more teaching experience in terms of years tend to hold positions in larger cities. The median junior-high teacher of the open country has had 8.5 years experience, while in the large cities she has had 11.0 years teaching experience.
The difference is more striking in the case of the senior-high school, of which the median teacher in the open country has had 4.3 years of experience and in the large cities has had 14.4 years of teaching experience.

Number of different school systems in which teaching was done. The information secured shows that the average teacher in all communities has had experience teaching in at least two different schools, which indicates a certain amount of turnover among teachers of the business subjects.

Salaries received. The return from the National Survey indicates that the modal point for senior-high school teachers is $2,000 or less in nine-month schools and from $2,100 to $4,000 in ten-month schools. The median salaries for ten-month schools rise from villages to large cities in the following order: $1,534; $1,737; $2,043; $2,697. In nine-month schools the same progression is indicated: $1,340; $1,335; $1,451; $1,696; and $2,056. The same condition is revealed by junior-high school salaries with the exception of communities under 10,000 population which do not show the same progression as for senior-high school teachers. The median junior-high school salary for nine months, from open country to large cities, is as follows: $1,250; $1,280; $1,294; $1,564; $1,780. Ten month schools the medians are: $1,550; $1,600; $1,758; $1,894; $2,274. These data indicate one reason for the superior preparation of the teachers in larger cities, as revealed by other sections of the report, in that tangible rewards for service is greater in larger cities than in small communities.
Sex and age of teachers. The sex of teachers of business subjects is a matter of only secondary importance to institutions engaged in business teacher education. The sex of present teachers is no indication that there will or will not be future opportunities for persons of either sex to secure teaching positions. However, it may be of interest to know that women predominate in this field of teaching in the ratio of approximately seven to three.

The subject of age of teachers in service has little bearing upon business-teacher education, unless to indicate possible age limits for the acceptance of candidates for training. The older teachers are more likely to be found in the cities rather than in small villages or country.
CHAPTER V

THE NEED FOR TRAINED COMMERCIAL TEACHERS

Constructive changes in the teaching of commercial subjects in even small schools are very difficult to effect. The inertia of principals, superintendents, and boards of education must be overcome; the indifference and often active opposition and hostility of conservative teachers must be checked, and the enthusiasm of progressive teachers who have visions of a more socially serviceable kind of education for business and civic life must be intelligently directed. In the large school systems improvements in the teaching of commercial subjects are made only after effective ways for improving the teaching have been tried out and approved. Experience has shown that the only effective ways for improving the teaching of commercial subjects is to place the responsibility for a program of constructive changes on some one person who is chosen to act as the leader in planning and carrying out a program. Indeed, recognized responsibility is the only agency available for increasing the effectiveness of the public-school commercial courses.

As changes in current practices in public commercial education present many difficulties not found in any other field of secondary vocational education, a brief characterization is necessary in order to indicate some of the most conspicuous problems which leaders in that field must be prepared to solve. Training for leadership in this field is lacking.
In enrollment the commercial students comprise the largest of the non-college preparatory groups in our secondary schools. The Office of Education states in its report on Commercial Education in 1930, "the enrollment in commercial courses exceeds the combined enrollment in all of the following courses: agriculture, home economics, industrial or trade training, and manual training." In addition to the large enrollment reported in the high school courses, are tens of thousands enrolled in evening and part-time classes in commercial subjects. While the total enrollment in public-high school commercial classes cannot be given accurately, it is evident that commercial education in point of numbers, is one of the foremost in our public schools. Bulletin number 35, 1929, of the Bureau of Educational Statistics of Public High Schools, gives the following facts and figures for enrollment in high school subjects for the school year 1928-1929: agriculture, 108,713 (3.5 per cent of total number enrolled) home economics, 449,855, (14.3 per cent) manual training, 263,669, (8.4 per cent) commercial, 1,587,846, (50.4 per cent) including only arithmetic, bookkeeping, typewriting, and shorthand, commercial law, and geography."

According to the office of education, during the decade from 1914 to 1924 the enrollment in high-school commercial courses increased 167 per cent, while the total enrollment in all high school courses increased but 108 per cent. Part time and evening classes are increasing equally as rapid.
The specific commercial subjects taught, as well as the methods, content, and sequence of these subjects, have been determined by tradition rather than by an actual study of the occupational duties and responsibilities of young commercial employees; so that a great difference exists between the practices taught in commercial schools and those used in offices and stores. This wide difference between the theories taught in the commercial courses and the practices used in business is largely due to the belief of most teachers of commercial subjects that the culture and mental discipline to be gained from a study of business practices, rather than specific vocational skills and knowledges, are the most desirable objectives of the instruction in commercial subjects. Hence little attention has been paid to keeping school instruction abreast of the new practices in business.

Lack of occupational experience and of an understanding of the principles of efficient vocational education on the part of the teachers of commercial subjects is largely responsible for many of the useless and misleading practices included in the high school commercial courses. The influence of academic school administrators and principals unacquainted with efficient practices in the organization and presentation of vocational subjects, and unfamiliar with the duties and responsibilities required of office and store workers has been a major factor in preventing a more widespread application of the principles
of vocational education to instruction and to curriculum
making in the commercial departments.

The program in commercial education in most communities
has been limited to preparatory training for stenographic work
and to general business information subjects of some small
value to those who will be employed in office clerical positions,
with bookkeeping taught as a preparation for all kinds of
business employment. Only a very few schools are offering
courses which prepare for retail store employment, although
the number of commercial workers employed in selling positions
far outnumber those employed in stenography or clerical work.

Further, despite enrollments reaching into the thousands,
few cities, have organized their evening school programs on an
occupational extension basis for those employed in, or preparing
for definite office or store occupations.

Until local public school programs are reorganized and
enlarged to meet the need of office and store workers on
every level in the country, the program of commercial education
will not make the contribution to individual and community
welfare necessary for greater economic efficiency in the
distribution of goods and business service. Hence, both in the
extent of the program and in the content of the courses offered,
public school commercial programs throughout the country need
the reorganization and re-creation which only competent leaders
interested in increasing the vocational service of the public
schools can bring about.
These characteristics of public school commercial courses indicate the thorny complexities with which a leader in commercial education has to contend in trying to remake the commercial program in any community on an efficient vocational basis. The ideas about business education held by thousands of people in the country, need not be changed in the face of opposition from school administrators, high school principals, classroom teachers of academic, and often of commercial subjects, and even from publishers of textbooks—indeed, from every one of the thousands interested in maintaining commercial education in its present form.

In large part, the questionable direct vocational contributions of instruction in commercial subjects have been due to the lack of competent leadership in this field. Only two states, (New Jersey and California) and twenty-one cities have directors or supervisors to act as leaders in adjusting school instruction to the employment needs of beginners in business offices and stores. If the million or more high school pupils now enrolled in the commercial courses in this country are to be prepared so that they can more deadly secure employment in offices and stores, can render more satisfactory service to their employers, and can better become citizens, then there is most urgent need for effectively trained leaders in commercial education who can help this vast group of high school boys and girls to work, earn, and live more effectively. Further, the development of new kinds of commercial education for the millions of workers engaged in distributing the products of farm and factory is dependent upon aggressive farsighted leadership in commercial
education which knows that the wastes and costs of retail
distribution can be reduced only through properly organized
and managed educational facilities for these workers.

As commercial courses are offered in every kind of public
secondary school, competent leaders are needed to develop a
coordinated community program extending throughout the entire
secondary school system and covering the entire field of com-
mercial employment. Men capable of keeping in close touch with
employers of office and store workers are necessary as leaders
for keeping the evening and part-time classes abreast of the com-
munity needs. Only under competent leadership can satisfactory
cooperative school and employment classes be organized and man-
aged so as to make, as smoothly and gradually as possible, the
many adjustments necessary when pupils leave school to enter
employment. Further, leaders who know all the problems in-
volved are needed to help reorganize on an efficient vocational
preparatory basis programs for training teachers of commercial
vocations for service in all the different kinds of secondary
schools to which prospective and employed office and store
workers come for instruction, guidance, and placement. This
urgent need for leadership in commercial education includes
both research leadership and group leadership, since both
kinds are essential for progress toward a socially and voca-
tionally effective education for office and store workers.
CHAPTER VI

SUMMARY AND CONCLUSIONS

From the findings presented in the preceding chapters, the following conclusions are drawn:

1. The nature of business-teacher education has been radically changed since the time when individualism was the dominating characteristic of American business and education. Today, the preparation of the teacher must include materials and ideas which not only will give him a social conception of business and of business education but also will enable him to induct his pupils into a way of life in harmony with contemporaneous social and economic conditions.

2. Business education should, today, be adapted to the needs of young women as well as young men if it is to be as serviceable as was colonial business education.

3. The program for business education in a publicly supported institution must have social aims as well as the individualistic goals which are legitimate in privately supported institutions.

4. Because of the expansion of American business and its contact with so many of the affairs of life, a single type of business training no longer is feasible.

5. Constant research into the conditions of contemporaneous social and economic life is essential to the adaptation of any program of education to such life.
6. While writers in the field of business education continue to emphasize the preparation of pupils for simple office work as the major aim of secondary business education, methods of carrying out this aim have changed. Early business training was adapted to the individual's felt needs as to business employment. Today, curricula are set up on the basis of occupational research, and the carrying out of this aim is planned in harmony with social needs.

7. As there is a trend toward giving necessary business information and skills to all pupils for use in personal, social, and civic life, teachers should be cognizant of the service which they can perform in carrying out this program.

8. As there is a trend toward universal recognition of the identification of the aims of business education with those of all secondary education, the preparation of the teacher of business subjects should be sufficiently broad that he may understand the relationship between business education and general secondary education and not regard business education as an isolated entity.

9. The trend toward the requirement of more courses in social business subjects implies that a study of the entire field of social business education is a necessary part of the teacher's preparation.
10. The changes in technical business subjects imply that prospective teachers should not give exclusive attention to preparation for teaching shorthand, typewriting and bookkeeping: but that they should be familiar with procedures in other courses, such as office practice, business machines, and store practices.

11. The trend toward more electives implies that teachers should have training in educational psychology, the findings of occupational research, and in principles of guidance so that they may lead pupils toward wise choice of electives.

12. It is probable that the teachers who reported no academic degrees are those who started to teach before the recent upgrading of requirements for teachers credentials.

13. Between forty and fifty-four per cent of teachers offer instruction in the field of commerce and business exclusively; the remainder teach in from two to eight fields of instruction. This fact implies that teaching minors are important elements in business-teacher education.

14. The wide range in salaries indicates opportunities for persons of varying abilities and varying amounts of preparation within the profession.

15. Though teaching conditions in large cities are generally more desirable than those in small communities, only a small proportion of the new teachers each year start their careers in large communities.
16. While there have been decreases in graduation requirements in business content subjects, social sciences, and practice teaching, increases have been made in requirements in general academic subjects. This indicates a trend toward the liberalization of the teacher's education; general education and business education courses—indicating more attention to technique of teaching and underlying principles and free electives—indicating a trend away from rigid graduation requirements.

17. Additional course requirements in business education apparently indicate that requirements in this group of courses are added as soon as new courses are set up; the entire field being comparatively new.

18. Curricula in business-teacher education should be built with some consideration for the opinions of employing administrators. According to this criterion, business content subjects should receive first emphasis; these should be followed by courses in business education, social sciences, general academic subjects, general education courses, practice teaching and free electives.

19. Courses in business education are not receiving the attention which should be given to them according to the opinions of administrators in employing institutions.

20. As the median teacher of business subjects has had eight years or more teaching experience in more than two school systems, there is some turnover in this field with consequent opportunities for teaching positions for graduates of business subjects.
CHAPTER VII

RECOMMENDATIONS

The findings resulting from several lines of inquiry into secondary business education and business-teacher training have led to the conclusions set forth in the preceding paragraphs. The following paragraphs present the recommendations arising from the finding and conclusions.

Recommendations relative to the social sciences. A study of the history of business education as set forth by the National Survey of the Education of Teachers, leads to the following recommendations:

1. At least a minor in social sciences should be required of all teachers of business subjects.

2. Curricula and courses in business-teacher education should be based upon the findings of sociological research.

Recommendations relating to the making available research findings for prospective teachers of business subjects.

1. The findings of occupational research into business employment and the demand for various types of teaching service, as well as the results of job analysis of office work and teaching, should be incorporated into courses designed for prospective teachers of business subjects.

Recommendations relative to courses in business education.

1. More courses in business education should be offered for and required of prospective teachers of business subjects.
Recommendations as to special courses in business education.

1. Courses which familiarize the individual with literature of the various business subjects.
2. Courses in methods of teaching fusion courses in business education.
3. Courses in which social-business education and the social-business subjects are considered.
4. Courses in vocational and educational guidance.
5. Courses for prospective teachers of business subjects in the junior high schools.
6. Courses for prospective teachers of the junior college.

Recommendations relative to special curricula.

1. A special curriculum should be set up in the secondary schools for young men planning to enter business pursuits.
2. Prospective teachers should be made aware of the desirability of a certain amount of specialization, particularly with reference to social-business education and service in various types of institutions.

Recommendations relative to business contacts.

1. Prospective teachers of business subjects should be required to have actual business experience, if possible, for a period of at least one year.
2. Definite plans should be made for the maintenance of business contacts on the part of prospective teachers and instructors in business-teacher training institutions.
Recommendations relative to the securing of academic degrees by teachers of business subjects.

1. Teaching credentials should be issued only to candidates who have baccalaureat degrees.

2. Teachers of business subjects should be advised to do graduate work and to get graduate degrees.

3. Additional provisions should be made in institutions engaged in business-teacher education for acquainting student-teachers with progressive quality aims, curricula and procedures in secondary business education.
CHAPTER VIII

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This book contains the application of educational philosophy, sociology and psychology, (why to teach, what to teach, and how to teach.)

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