THE STATUS OF SECONDARY COMMERCIAL EDUCATION

IN THE MIDDLE WEST

by

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K. C. B.
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THE STATUS OF SECONDARY COMMERCIAL EDUCATION
IN THE MIDDLE WEST

I. INTRODUCTION
I. INTRODUCTION

A. General Discussion of Origin and Progress of Commercial Education

1. A Brief History of Commercial Education in Its Early Stages. Rather early in man's career there came to him a realization that the exchange of commodities, labor, and service would render existence less difficult, and that this type of intercourse with his neighbors was not only profitable but pleasant. This contact widened his sphere, his wants increased, and he found that beyond his own narrow confines there were many useful and beautiful things which it would delight him to possess. This knowledge stimulated his efforts to learn more of the peoples of other lands and to contrive means by which he might procure for himself these coveted values. For this purpose men sailed out into the unknown seas and traveled the perilous trade routes that were gradually established by a few bold and adventurous spirits.

As trading and bargaining increased it became necessary to have some device for keeping records of the transactions. In the most primitive form sticks and stones were used to keep the accounts. Later came the drawing of the picture
of the article sold or the recording of the transaction on slabs of sun-baked clay.

Historical records show that as early as 2250 B.C. the Babylonians had definite business methods, not only for conducting business as an individual but as a partnership. The Egyptians kept their records on papyrus and seem to have done it more thoroughly and accurately than the Babylonians did. The records of the ancient civilizations of other nations, Greeks, Romans, Persians, Phoenicians, and Carthaginians, show that they used certain principles in the keeping of their accounts. By the time of the reign of Charlemagne a much more elaborate system of accounting had been developed. In England the earliest known system was that of the exchequer. It was begun about 1100 A.D. during the reign of Henry I.¹

Not only was it desirable to record transactions, but records of other types were developed and means of communication were devised. "Shorthand is not a new art. It is as old as history itself and was used in olden times in recording dates and facts of history. There are references to it in the Bible. Students of Latin know that had it not been for shorthand they might not now be wading through Caesar's Commentaries and Cicero's Orations, and that these men were themselves good shorthand writers. Cicero was a teacher and writer of shorthand, and it was with the shorthand writing instrument of his day, the stylus, that Julius Caesar was stabbed to death."²

Mr. Frank Weller, the well-known shorthand reporter, tells in an article reprinted in "The Rowe Budget" for December, 1930, of a recent discovery of early papyri which contain "a description of a contract between a citizen and a teacher of shorthand of those early days--A. D. 155, to be exact."

"Panechotes to Appollinius, writer of shorthand,
Greeting:

"I have placed with you my slave Chaermon to be taught the science which your son Dionysius knows, for a period of two years......at the salary agreed upon between us, 120 silver drachmae, not including feast days, of which sum you have received the first installment, amounting to forty drachmae, and you will receive the second installment (50 drachmae), when the boy has learned the whole system, and the third you will receive at the end of the period, when the boy writes fluently in every respect and reads faultlessly."

2. The Further Development of Commercial Education to Meet the Growing Demands of Business. During the twelfth and thirteenth centuries there was a revival of trade, and Italy is credited with devising the double-entry system of accounting at this time. This is the beginning of books of systematic record in which Roman numerals were used. The first double-entry ledger was kept by a pepper merchant in Genoa in 1340.³

³Dates and statistics from "History and Survey of Accountancy," by Wilmer L. Green, Standard Text Press, 1930
It is thought that the first book for the purpose of teaching methods of bookkeeping to individuals was written in 1525 by Tagliente. In 1543, in England a textbook for the same purpose was produced. Since that time many textbooks have been written and hundreds of new devices invented to take care of the most minute details of every kind of transaction which man may perform, both intricate and simple.

Many systems of shorthand have come into use, not only for the English language, but for German, Spanish, French, and practically all other languages. In some cases, the systems already in use for the English have been adapted to other languages.

It is generally conceded that the first attempt to train individuals in a school of business in the United States was made by R. M. Bartlett at Philadelphia in 1834. The subjects taught were penmanship, bookkeeping, and commercial arithmetic. In 1835 Mr. Bartlett went to Pittsburgh and established a school which he conducted for six or seven years, after which he followed the tide of Western migration to Cincinnati.

This claim is disputed by those who believe that James Gordon Bennett conducted a school in New York before Bartlett's first venture. Mr. Edgar M. Barber read a paper before the Eastern Commercial Teachers' Association in 1903--later published in the Business Educator. He cites the following announcement which appeared in October of 1824: "The subscriber,  

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encouraged by several gentlemen, intends opening in Ann, near Nassau Street, an English classical and mathematical school for the instruction of young gentlemen intended for mercantile pursuits. Instruction will be given in the following branches:--

"Reading, elocution, penmanship, and arithmetic; algebra, astronomy, history, and geography; moral philosophy, commercial law, and political economy; English grammar and composition; and, also, if required, the French and Spanish languages by natives of those countries.

"Bookkeeping and merchants' accounts will be taught in the most approved and scientific forms.

"The school will be conducted, in all the principal branches, according to the inductive method of instruction, and particularly so in arithmetic, geography, and English grammar.

"It will commence about the first of November.

"References: J. S. Bartlett, M. D., Albion Office; Messrs. Smith and Hyslop, Pearl Street; Mr. Henry T. Margarey, Broadway; Mr. P. Whitin, Jr., Maiden Lane.

J. Gordon Bennett.

"N. B.--Application may be made to J. G. B. at 148 Fulton Street."

Peter Duff of Pittsburgh, George N. Comer of Boston, and Jonathan Jones of St. Louis, are listed among the foremost pioneers in the commercial field.

Silas S. Packard began the life of a commercial teacher as an itinerant penman about the year 1842. He said that he practiced penmanship assiduously and traveled and taught in
various parts of Ohio and Kentucky.

Up to the late forties the quill pen was in common use, but about that time steel pens began to be substituted. These pens made possible a new kind of work. About the middle of the nineteenth century a "semi-angular" form of writing, with a combination of forearm and finger movement, was advocated and taught by Platt R. Spencer, and became known as the Spencerian system of penmanship. It is said that Spencer reduced the instruction in penmanship to a science; before his time it was termed a mere imitative art. The most marked changes were in the elimination of the decorative parts of the capital letters and in the free movements in execution which were made possible by the use of the new steel pens. The types of letters and free movements advocated by Spencer are practically the same as those in use today. Dr. Frank N. Freeman, other psychologists and penmanship experts, after experimenting with hundreds of children, have not changed Spencer's fundamental ideas, though they have added attractive features to the old methods of teaching the subject.

A new aspect of commercial education was presented when the typewriter came into use about 1875. Shorthand writing was taught from about the middle of the nineteenth century; but it was taught as a science, or for professional rather than commercial purposes until about 1890.

The old Philadelphia Central High School may serve as an illustration of the rise of secondary education in this country. Alexander Dallas Bache came to the organization of this school fresh from a study of education in Europe. He provided three courses: A "principal" course for four years, modeled after
the Realschule in Germany. It was the purpose of this to prepare young men for commerce and industry, and it is not strange that this division of the school claimed two-thirds of the pupils. Parallel with this and equal to it in extent of time was the Greek and Latin course, which prepared for college and for professional studies. Supplementary to the foregoing was a shorter English course for those who could give but two years to high school studies.

The Central High School in Philadelphia went the way of most high schools during the last third of the nineteenth century, and became dominated largely by the classics. By 1890, however, the tendency had changed. Professor William James, later Professor John Dewey, and later still President Eliot, made public appeals in addresses for more liberal and flexible courses in the high schools on the assumption that the courses should be modeled with regard for the social needs of the communities in which they exist; that they are an attempt to make universal or to democratize culture. 4

3. The Present Status of Commercial Education. "There is vaguely in the minds of all Americans a respect for education. This is the reason why parents make sacrifices, and pupils flock into the schools. This vague notion needs to be cultivated and made into a vivid, conscious recognition of the meaning of what is going on in the unique high schools of the United States." 5

The rapid and unusual development of the high school in America is one of the country's greatest achievements, and demonstrates the strength and vigor of this intellectual movement. The enrolment increased from 500,000 students in 1900 to 5,000,000 in 1930.

Many phases of our educational program are in a chaotic state. While we have all the resources for the finest civilization the world has ever known, we have not yet learned how to use these resources adequately, either from an educational standpoint or as a basis for industrial stability and progress. Capitalists and industrial workers alike seem powerless to cope with the multiplicity of machines they have set up, and our educational program is not yet broad enough to make adjustments for the vast numbers of children entering the schools with the high hope of being properly educated.

This increase in numbers has been due to changes in the laws affecting compulsory attendance and the employment of minors, the demands of parents that their children receive the benefits of better education, and the offering of a more attractive program of studies in the schools. It has come at a time when educators were attempting to make adjustments in the educational program to fit the needs of the individual child, and brought into the high schools types of children who had never entered there before. Many of them came from homes of poor educational background, making it necessary to help the parents themselves develop a better attitude toward the schools and the educational opportunities offered to their children.

Remarkable progress has already been made toward an adjustment. Wherever possible the courses of study in the high
schools are being made sufficiently flexible and extensive for a student to secure the course that will prepare him, or lead to the preparation, for his chosen line of work. There is a rather clear realization on the part of educators and the public at large that, while there are certain fundamental types of information that every student must learn, he should be allowed to pursue as his profession or vocation that line of work for which he is best fitted. It is that work in which he will be happiest and most successful that will keep him from idleness, mischief, and despair in later years. A nation of happy and successful workers will produce little crime and poverty.

"The great event of today is not the airplane, the Zeppelin, Edisonian inventions, or radio--marvelous as these seem--but the changed attitude which the masses are coming to have toward thinking as a factor in daily life. Thinking no longer means to the man in the street the verbalistic busy work of the cloister. He sees the fruits of thinking all about him. Many factors have contributed to this change but in the large it has been made possible by the free public school and the consecrated teachers who have sought to pass on the torch from generation to generation to an ever widening group of youth until now the school exists for all. The school of tomorrow will be better still. It will be supported by a public which knows that the real wealth of nations lies in the health, intelligence, skill, and purpose of the masses. The school of tomorrow will add to this wealth beyond the most eager dreams of today. We are now in the midst of an educational revolution--slow but certain, coming like a mighty tide."6

During the last fifteen years commercial education has had a tremendous growth. This period has been called the 'commercial age'. By reason of the many wonderful inventions which make possible quick communication, rapid transit and travel, the world seems but a small place. Luxuries have become necessities, instant responses must be made to our communications, and commodities and service must be supplied at our demands.

The efficient performance of all this business activity demands intelligent, trained, and skilled leaders and workers, and it is expected that the public high schools shall provide the means by which young people may be prepared to do this work. Consequently, the enrollment in the commercial subjects, and the numbers of schools which offer instruction in different types of business training, show very material increases.

However, all business education is not of the narrow technical kind which trains for office positions and clerical work. There are courses such as law, business administration and management, economics, and finance, which furnish a rich background and help to prepare one to take his place in the world as an intelligent, cooperative, honest, economical individual, with knowledges, ideals, attitudes, and appreciations necessary in a complex and ever-changing, interdependent society.

As a result secondary commercial education has taken on a new importance and brought about demands for improvement in the training of the teachers, the courses offered, standards of achievement, and equipment. How this has been accomplished,
and to what extent in the secondary schools of the Middle West, I shall attempt to describe in the data and other materials used in the development of this thesis.
II. WHAT IS BUSINESS EDUCATION?

A. Business Education and Its Purposes Defined

"In every phase of human activity, in every human endeavor, whether in that phase of our institutional life called business, or elsewhere, there are certain activities which are typical of business life and which may be called business activities. Industry must produce in a business-like manner; the professional man will hardly succeed unless he uses good business methods in managing his work. One of the major causes for the weakened condition of the home in contemporary life is the fact that our social reorganization has put the home on a less businesslike basis. The church has in many places lost its ability to fulfill its high social mission because it is not organized in accordance with sound business principles.

"With this viewpoint in mind, it can be seen that there are two types of business education which are desirable: (1) training in those phases of business which concern every member of organized society, and (2) specialized or vocational business education for those who wish to prepare for wage earning in those business occupations for which training can be given in schools."

"An excellent statement of this twofold nature of business education is the composite definition formulated at the 1931 annual convention of the National Association of Commercial Teacher-Training Institutions. Inasmuch as the definition is accompanied by a detailed explanation of the meaning of the terms used, it is here given in full:

A Definition of Business Education as Formulated by the National Association of Commercial Teacher-Training Institutions

Business education is that phase of the educational process which is concerned with (1) training all individuals in the use of the tools of learning, in acquiring methods of powers of adjustment as consumers of economic goods and service, with particular emphasis upon the use of money as such a tool; and (2) training all individuals in the business aspects of their vocations as producers of economic goods and services, with particular reference to such individuals as elect a business vocation.

Training all individuals in the use of the tools of learning in acquiring methods or powers of adjustment as consumers of economic goods and services, with particular emphasis upon the use of money as such a tool, is one phase of all levels of general education. It is commonly referred to as the socio-economic background. It is primarily concerned with the skills, knowledges, and appreciations basic.

to an intelligent use of money as a standard of economic values and as a medium of exchange. It involves an understanding of the functions of spending, saving, and investing. It enables individuals to perform skillfully and intelligently the business transactions of everyday life.

Training individuals in the business aspects of their vocations as producers of economic goods and services is a part of all vocational education. It is primarily concerned with the profitable use of productive factors. It includes all business services involved in the productive undertakings of such producers as farmers, teachers, homemakers, artists, etc.

Training such individuals as elect business vocations, as producers of economic goods and services, is one field of vocational education. It is not merely a single subject, or even a group of subjects, sequentially organized as a part of a curriculum. It is not confined to the development of occupational skills, nor is it so narrow as to exclude what often is called general business knowledge. It includes all the business services which have to do with the organizing, financing, staffing, housing and managing of a business enterprise. It may be either "preparatory" or "extension" training. It is not confined to initial preparation for employment. It is often of the improvement or promotional type. It is never one or the other except in relation to concrete situations.

1. Explanations of Terms Used in Composite Definitions: A definition of the purpose and objectives of business education must be based upon a careful analysis of existing condi-
tions and probable trends in society as a whole and that part of society centering about business activity in particular.

2. Economic Changes in Society in Which Business Education Must Function: Economic changes such as the entrance of women in wider business activities, merger movements, new occupations, corporate control, mass production, and distribution changes in consumption habits, mechanization of factory and office tasks, technological unemployment, improvement in management, lower price levels, and wage rates; all are of significance in this large field. The effects of these changes are notably significant in changes in the home, the necessity of more general knowledge, advances in the standard of living, and the diminishing economic need for productive work by immature persons.

3. Education Is a Process: Education is the process through which an individual or a group of individuals acquire methods of adjustment in life relationships. In terms of social institutions, these relationships constitute six main kinds: home, church, school, government, business, and organized recreation. In terms of the individual, they constitute three main kinds: (1) individual—inner life study, contemplation, self-amusement, and self-direction; (2) economic—wealth-getting and wealth-using activities; and (3) social—general, everyday, and cultural activities.

In terms of forms of learning, these relationships are those which lead on the intellectual side to generalization, on the habit side to the formation of useful skills, and on the side of attitudes and appreciations to the recognition of those relations which are most permanently satisfying.
consistent with best individual and group welfare. Language, reading, writing, the concept of numbers, the concept of money are the tools which an individual or a group of individuals must use in acquiring methods or powers of adjustment in life relationships. The motive or purpose underlying the use of those tools in specific situations determines, in part, the type and degree of adjustment acquired.

4. **Money is an Important Factor in Social Relationships:** Money is one of the most artificial inventions of society. It cannot be understood through attention to the paper or silver or gold of which it is made; it cannot be used intelligently by anyone who has not learned to think of values and to compare the values of other things with the standard established by currency. Money is a kind of language and, as such, must be interpreted by means of an elaborate series of associated ideas. It is an essential means of exchange and, as such, is an important factor in cooperative living. The school has not sufficiently recognized its obligation to help children master the use of this highly evolved social institution. The result is that most people go through life with only the vaguest notions about money.

5. **Business is as Socially Significant as Want-Gratification:** Business is that system of economic organization to which in great measure we have intrusted the all-important social task of utilizing our social resources, to secure for society whatever society secures. While it is an exaggeration to state that business occupies all economic activities (for some portion of it is in the hands of government and other non-profit making schemes of organization), it is not too much
to say that so far as most of our wants are concerned, their gratification depends very largely upon the efficiency of business. Business, thus, as society is now arranged, is as socially significant as want-gratification. And since want-gratification is concerned, not only with those many wants which enrich the standard of living, but with those which are concerned with the existence of life itself, the function of business, in the present order, is vital. Economic independence is an essential bulwark for the development of a highest type of civilization or culture.8

B. Data to Substantiate the Modern Meaning and Purposes of Business Education

Sufficient data have been collected from the representative high schools of the Middle West to serve as a basis for determining the status of secondary commercial education in this section of the country, and for a comparison with certain phases of business education offered in other sections of the United States. These data will be presented in Part III of this thesis.

8The Journal of Business Education, op. cit., p. 18, 35.
III. PRESENTATION OF THE DATA

A. Limits of This Study

1. Time Covered. The first questionnaires were sent out April 1, 1932, and the last responses were received January 21, 1933. The compilation therefore includes information for two semesters' enrollment.

2. Geographical Area Covered. Representative cities and towns of the Middle West were included as listed in Table I and Table II.

B. Sources of Data

1. Questionnaires Sent to Representative High Schools of the Middle West. There were many generous responses to the questionnaires sent to high school principals, heads of the departments of commerce, and commercial instructors located in the schools of the Middle West. Twenty-eight, as shown in Appendix I, were chosen as representative of well-established commercial departments in cities where industry and trade had been of a nature to justify the education and training of students to do the kinds of work demanded for the performance of all phases of business activity. Schools having less than three commercial teachers were omitted from the study because most of these small departments had been added to the curricula within the past three or four years and many were discontinued this year on account of the depression. They had no chance to prove their value to the community;
they perhaps had no place in the school except for a few courses that have value as general information. Should these departments be reinstated when business conditions have improved, the courses will probably be better planned to suit the needs of the community, from a more enlightened viewpoint, than the ones previously offered.

2. Courses of Study. The responses to the questionnaires sent out contained much information as to the courses of study offered in the various commercial departments. (See Appendix I). Many of the subjects offered, commercial arithmetic, bookkeeping, penmanship and spelling, stenography, typewriting, business English, commercial geography, and commercial law, have been considered fundamental in the department for many years, and still occupy a prominent place. However, these questionnaires reveal a strong tendency toward the addition of many new subjects to meet the growing demands for more general business knowledge in the earlier grades, or junior high school, and for more specialization in the upper grades. Junior business training, salesmanship, retail selling, business organization and management, secretarial practice, filing, advertising, marketing, economics, bookkeeping machines, comptometer, office appliances, are the new subjects now being offered in the larger high schools to add the needed depth and variations for present-day preparation in the commercial field.

In addition to the courses listed in the questionnaires, printed copies of the courses of study planned by many cities for their own use, and those planned by the State Boards of Education of a number of states were obtained. In order that comparison might be made of the opportunities afforded by the high
schools of the Middle West with those of other sections of the United States, copies of the courses of study were procured from the cities of Cambridge, Massachusetts, Chicago, Illinois, Hollywood, California, Harrisburg, Pennsylvania, Flint, Michigan, Salt Lake City, Utah, and from the State Boards of Education of California, Illinois, Kansas, Minnesota, Missouri, New Jersey, Ohio, Texas, Washington, Wisconsin, and West Virginia. Copies of the high school courses of study for Chicago, Illinois, Flint, Michigan, Harrisburg, Pennsylvania, Los Angeles, California, and the High School Manual of the State of Washington, are included in Appendix II of this thesis.

3. Recent Books on the Different Phases of Business Education. Many books containing and interpreting modern ideas and methods in business have been written recently by men who understand the principles underlying general and specific education as well as business principles, and as such are invaluable in the planning of up-to-date commercial courses and methods of training young men and women for business. In this thesis references are made to a number of these outstanding contributions. They are:


*Commercial Arts Course of Study for Indiana Schools*, State of Indiana, Department of Public Instruction, Bulletin No. 100G, (Indianapolis, 1932).


4. Magazines and Trade Journals. All magazines and trade journals of business education are filled with splendid ideas for the organization of new types of courses of study, methods of instruction, standards of achievement, and tests. Many of these ideas and methods are in use in the schools from which these data were collected; others will be described and used as a basis for comparison to help determine the status of the schools in the Middle West. References are made as follows:


C. The Data

1. Facts Concerning Enrollment of Students for Commercial Training in the High Schools and the Number of Teachers Employed, as Shown by the Questionnaires. These facts are shown in Tables I and II. In both tables the cities are listed according to the high school enrollment from the highest to the lowest. All of the high schools in the larger cities are not included, but there is a representative sampling.

a. Demand for Commercial Training. As commerce has been an elective course in these schools over a considerable period of time, ten to fifteen years, the numbers enrolled in the classes would, in general, indicate the demand for this type of work. Table I is planned to show the extent of this demand. Table II is used to show the response of the school authorities and the public to this demand by supplying teachers to carry on the work.
### TABLE I

HIGH SCHOOL ENROLLMENT, COMMERCIAL DEPARTMENT ENROLLMENT, AND PERCENTAGE THEREOF, OF REPRESENTATIVE HIGH SCHOOLS OF THE MIDDLE WEST

<table>
<thead>
<tr>
<th>City and State</th>
<th>Name of High School</th>
<th>High School Enrollment</th>
<th>Commerce Enrollment</th>
<th>Percent. Col. 4 is of Col. 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Des Moines, Iowa</td>
<td>Des Moines</td>
<td>8165</td>
<td>5314</td>
<td>65.0</td>
</tr>
<tr>
<td>Louisville, Ky.</td>
<td>Louisville</td>
<td>6059</td>
<td>2120</td>
<td>35.0</td>
</tr>
<tr>
<td>Indianapolis, Ind.</td>
<td>Arsenal Tech.</td>
<td>5900</td>
<td>2200</td>
<td>37.2</td>
</tr>
<tr>
<td>Cleveland, Ohio</td>
<td>Lincoln</td>
<td>3800</td>
<td>2195</td>
<td>57.2</td>
</tr>
<tr>
<td>Cleveland, Ohio</td>
<td>John Hay</td>
<td>2750</td>
<td>2750</td>
<td>100.0</td>
</tr>
<tr>
<td>Cincinnati, Ohio</td>
<td>Hughes</td>
<td>2468</td>
<td>659</td>
<td>22.2</td>
</tr>
<tr>
<td>South Bend, Ind.</td>
<td>South Bend</td>
<td>2400</td>
<td>700</td>
<td>29.1</td>
</tr>
<tr>
<td>Detroit, Mich.</td>
<td>H. S. of Commerce</td>
<td>2100</td>
<td>2100</td>
<td>100.0</td>
</tr>
<tr>
<td>Evansville, Ind.</td>
<td>Central</td>
<td>1736</td>
<td>1450</td>
<td>83.5</td>
</tr>
<tr>
<td>Cleveland, Ohio</td>
<td>New South</td>
<td>1650</td>
<td>682</td>
<td>41.3</td>
</tr>
<tr>
<td>East Chicago, Ind.</td>
<td>East Chicago</td>
<td>1625</td>
<td>200</td>
<td>12.3</td>
</tr>
<tr>
<td>Kokomo, Indiana</td>
<td>Kokomo</td>
<td>1600</td>
<td>410</td>
<td>25.6</td>
</tr>
<tr>
<td>Elkhart, Indiana</td>
<td>Elkhart</td>
<td>1584</td>
<td>586</td>
<td>36.9</td>
</tr>
<tr>
<td>Detroit, Mich.</td>
<td>East Commerce</td>
<td>1500</td>
<td>1500</td>
<td>100.0</td>
</tr>
<tr>
<td>Chicago, Illinois</td>
<td>Chicago University</td>
<td>1420</td>
<td>400</td>
<td>28.1</td>
</tr>
<tr>
<td>Bloomington, Ind.</td>
<td>Bloomington</td>
<td>1300</td>
<td>468</td>
<td>36.0</td>
</tr>
<tr>
<td>Evansville, Ind.</td>
<td>Bosse</td>
<td>1250</td>
<td>950</td>
<td>76.0</td>
</tr>
<tr>
<td>Lafayette, Ind.</td>
<td>Jefferson</td>
<td>1238</td>
<td>375</td>
<td>30.2</td>
</tr>
<tr>
<td>Fort Wayne, Ind.</td>
<td>Fort Wayne</td>
<td>1200</td>
<td>572</td>
<td>47.6</td>
</tr>
<tr>
<td>Evansville, Ind.</td>
<td>Reitz</td>
<td>1003</td>
<td>499</td>
<td>49.7</td>
</tr>
<tr>
<td>Terre Haute, Ind.</td>
<td>Wiley</td>
<td>900</td>
<td>300</td>
<td>33.3</td>
</tr>
<tr>
<td>Terre Haute, Ind.</td>
<td>Garfield</td>
<td>865</td>
<td>225</td>
<td>26.0</td>
</tr>
<tr>
<td>Logansport, Ind.</td>
<td>Logansport</td>
<td>802</td>
<td>152</td>
<td>18.9</td>
</tr>
<tr>
<td>Peru, Indiana</td>
<td>Peru</td>
<td>789</td>
<td>423</td>
<td>53.6</td>
</tr>
<tr>
<td>Brazil, Indiana</td>
<td>Brazil</td>
<td>750</td>
<td>172</td>
<td>22.9</td>
</tr>
<tr>
<td>Vincennes, Ind.</td>
<td>Vincennes</td>
<td>737</td>
<td>298</td>
<td>40.4</td>
</tr>
<tr>
<td>Paris, Illinois</td>
<td>Paris</td>
<td>671</td>
<td>402</td>
<td>59.9</td>
</tr>
<tr>
<td>Crawfordsville, Ind.</td>
<td>Crawfordsville</td>
<td>659</td>
<td>299</td>
<td>45.3</td>
</tr>
</tbody>
</table>

Totals for the 28 schools 56921 28401 1313.7

Average enrollments and percentage that commerce enrollment is of total enrollment 2032.89 1014.32 49.9
# TABLE II

**NUMBERS OF STUDENTS ENROLLED IN COMMERCE DEPARTMENTS,**

**NUMBERS OF TEACHERS EMPLOYED IN COMMERCE DEPARTMENTS,**

**AVERAGE NUMBER OF STUDENTS TAUGHT BY EACH TEACHER**

<table>
<thead>
<tr>
<th>City and State</th>
<th>Name of High School</th>
<th>Commerce Enrollment</th>
<th>Number of Teachers Employed</th>
<th>Average Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Des Moines, Iowa</td>
<td>Des Moines</td>
<td>5314</td>
<td>46</td>
<td>115.5</td>
</tr>
<tr>
<td>Louisville, Ky.</td>
<td>Louisville</td>
<td>2120</td>
<td>40</td>
<td>53</td>
</tr>
<tr>
<td>Indianapolis, Ind.</td>
<td>Arsenal Tech.</td>
<td>2200</td>
<td>27</td>
<td>81.48</td>
</tr>
<tr>
<td>Cleveland, Ohio</td>
<td>Lincoln</td>
<td>2195</td>
<td>12</td>
<td>182.91</td>
</tr>
<tr>
<td>Cleveland, Ohio</td>
<td>John Hay</td>
<td>2750</td>
<td>31</td>
<td>88.06</td>
</tr>
<tr>
<td>Cincinnati, Ohio</td>
<td>Hughes</td>
<td>659</td>
<td>15</td>
<td>43.93</td>
</tr>
<tr>
<td>South Bend, Ind.</td>
<td>South Bend</td>
<td>700</td>
<td>11</td>
<td>63.63</td>
</tr>
<tr>
<td>Detroit, Mich.</td>
<td>H. S. of Commerce</td>
<td>2100</td>
<td>45</td>
<td>46.66</td>
</tr>
<tr>
<td>Evansville, Ind.</td>
<td>Central</td>
<td>1450</td>
<td>10</td>
<td>145</td>
</tr>
<tr>
<td>Cleveland, Ohio</td>
<td>New South</td>
<td>682</td>
<td>4</td>
<td>170.5</td>
</tr>
<tr>
<td>East Chicago, Ind.</td>
<td>East Chicago</td>
<td>200</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>Kokomo, Indiana</td>
<td>Kokomo</td>
<td>410</td>
<td>5</td>
<td>82</td>
</tr>
<tr>
<td>Elkhart, Indiana</td>
<td>Elkhart</td>
<td>586</td>
<td>5</td>
<td>117.2</td>
</tr>
<tr>
<td>Detroit, Mich.</td>
<td>East Commerce</td>
<td>1500</td>
<td>25</td>
<td>60</td>
</tr>
<tr>
<td>Chicago, Illinois</td>
<td>Chicago University</td>
<td>400</td>
<td>3</td>
<td>133.33</td>
</tr>
<tr>
<td>Bloomington, Ind.</td>
<td>Bloomington</td>
<td>468</td>
<td>8</td>
<td>58.5</td>
</tr>
<tr>
<td>Evansville, Ind.</td>
<td>Bosse</td>
<td>950</td>
<td>5</td>
<td>190</td>
</tr>
<tr>
<td>Lafayette, Ind.</td>
<td>Jefferson</td>
<td>375</td>
<td>5</td>
<td>75</td>
</tr>
<tr>
<td>Fort Wayne, Ind.</td>
<td>Fort Wayne</td>
<td>572</td>
<td>4</td>
<td>143</td>
</tr>
<tr>
<td>Evansville, Ind.</td>
<td>Reitz</td>
<td>499</td>
<td>4</td>
<td>124.75</td>
</tr>
<tr>
<td>Terre Haute, Ind.</td>
<td>Wiley</td>
<td>300</td>
<td>4</td>
<td>75</td>
</tr>
<tr>
<td>Terre Haute, Ind.</td>
<td>Garfield</td>
<td>225</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td>Logansport, Ind.</td>
<td>Logansport</td>
<td>152</td>
<td>3</td>
<td>50.66</td>
</tr>
<tr>
<td>Peru, Indiana</td>
<td>Peru</td>
<td>423</td>
<td>3</td>
<td>141</td>
</tr>
<tr>
<td>Brazil, Indiana</td>
<td>Brazil</td>
<td>172</td>
<td>5</td>
<td>34.4</td>
</tr>
<tr>
<td>Vincennes, Ind.</td>
<td>Vincennes</td>
<td>298</td>
<td>3</td>
<td>99.33</td>
</tr>
<tr>
<td>Paris, Illinois</td>
<td>Paris</td>
<td>402</td>
<td>3</td>
<td>134</td>
</tr>
<tr>
<td>Crawfordsville, Ind.</td>
<td>Crawfordsville</td>
<td>299</td>
<td>3</td>
<td>99.66</td>
</tr>
</tbody>
</table>

**Totals for the 28 schools**

<table>
<thead>
<tr>
<th></th>
<th>Commerce Enrollment</th>
<th>Number of Teachers Employed</th>
<th>Average Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>28401</td>
<td>339</td>
<td>2693.5</td>
</tr>
</tbody>
</table>

**Averages**

|                     | 1014.32             | 12.10                      | 96.19                      |
b. Conclusions:

(I) Table I shows that an average of 49.9 percent of all the students attending these twenty-eight high schools are enrolled on the commerce courses.

(II) Table II shows the average number of students taught by one teacher to be 96.19, with a range from 34.4 to 190.

There are several factors entering into the apparent inequality in the numbers of teachers employed. The chief ones are:

(A) In some cities classes in all departments of the high school are large;

(B) Some schools have much more extensive commerce departments than others--offering more courses, or more terms of the same course, than do other schools;

(C) In some schools the commercial arithmetic, business English, and penmanship are taught in other departments;

(D) The size of commercial classes is not determined by any particular ruling.
2. **Courses of Study Established in Secondary Schools to Meet Demands for Junior Business Training.** In the discussion relative to the different types of work offered, junior business training will be considered first because it comes first in the students' contacts with commercial education.

"In interpreting the trend of commercial education in the junior high school grades, it is evident that the junior commerce course must do for the field of business what general science does for the field of science, and what general mathematics does for the field of mathematics. Therefore, it must be what we might call an articulating course, or a coordinating course, or an integrating course. It must be articulating in that it fits into the junior high school program as a necessary part of it; it must be coordinating in that it uses the materials and the experiences of pupils in their other subjects; and it must be integrating in that it focuses the pupils' experiences, knowledges, attitudes, and appreciations upon the great field of business."⁹

In *Social-Business Education in the Secondary Schools*, H. A. and M. H. Tonne summarize the aims for junior business training and list the subject matter to be used as follows:¹⁰

**Summary of Aims:**

a. To give the student an orientation in the general field of business

---


b. To give the student an understanding of the more fundamental principles of business
c. To give the student an acquaintance with elementary business practice and information of the type that he will use whatever his occupation may be
d. To give the student a basis for further work in business by guiding him to those courses which will best serve his needs and by giving him the preliminary groundwork for these courses.

Subject Matter:

a. General Business Information:
   What business is Business forms
   How to get a job Insurance
   Guidance in business Business law
   Banks Reference books
   Business Ethics Purchasing wisely
   Thrift Elementary arithmetic

b. Communication:
   Mail Travel
   Telephone Sending money
   Telegraph

c. Record Keeping:
   Personal Budgets Cash Book
   Filing Elementary bookkeeping
The City of Detroit, Michigan, introduces the junior business training course in the eighth grade. Some of the details will give a better understanding of how this program of studies is carried on. In the eighth grade there are three differentiated curricula, one for Language, one for Commerce, and one for Practical Arts. Each program of studies includes (1) a group of studies, the mastery of which is believed necessary for all pupils, and (2) a smaller group of studies, contact with which is believed advantageous to the pupil seeking more specific training.

The commercial curriculum is planned for pupils who wish to prepare for various clerical, commercial, and business occupations. The work in the eighth grade of the differentiating subjects is general and exploratory in nature, so planned that the pupil and his counsellor may determine his fitness for such work. In the ninth grade, specialized training is begun. This work correlates with the commercial work in the senior high schools and may be continued without interruption.

Table III shows the commercial curriculum of the eighth and ninth grades, a program of studies in hours per week. In Detroit the seventh, eighth and ninth grades are grouped together and called the 'Intermediate School.'
### TABLE III

COMMERCIAL CURRICULUM OF THE EIGHTH AND NINTH GRADES

DETROIT, MICHIGAN

<table>
<thead>
<tr>
<th>Program of Studies</th>
<th>Boys In Hours Per Week</th>
<th>Girls In Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8B 8A 9B 9A</td>
<td>8B 8A 9B 9A</td>
</tr>
<tr>
<td>Health</td>
<td>5 5 5 5</td>
<td>5 5 5 5</td>
</tr>
<tr>
<td>Social Science</td>
<td>5 5 5 5</td>
<td>5 5 5 5</td>
</tr>
<tr>
<td>English</td>
<td>4 4 4 4</td>
<td>4 4 4 4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 4 4 4</td>
<td>4 4 4 4</td>
</tr>
<tr>
<td>General Science</td>
<td>2 2 2 2</td>
<td>2 2 2 2</td>
</tr>
<tr>
<td>Auditorium</td>
<td>1 1 1 1</td>
<td>1 1 1 1</td>
</tr>
<tr>
<td>Music</td>
<td>2 2</td>
<td>2 2</td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Clothing</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Foods</td>
<td></td>
<td>2 2</td>
</tr>
<tr>
<td>Shops</td>
<td></td>
<td>2 2</td>
</tr>
<tr>
<td>Mechanical Drawing</td>
<td></td>
<td>2 2</td>
</tr>
<tr>
<td>Business Practice</td>
<td>5 5</td>
<td>5 5</td>
</tr>
<tr>
<td>General Business Sci.</td>
<td>5 5</td>
<td>5 5</td>
</tr>
<tr>
<td>Typewriting</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Total: 30 30 30 30 30 30 30 30
3. **Courses of Study in Secondary Schools Established to Meet Demands for Training for Business as a Vocation.**

Table IV on pages 31, 32, 33, and 34 shows in detail how Detroit, Michigan, has differentiated the courses within the commercial department itself, in accordance with the modern ideas of the foremost business educators. There are so many different phases of activity in business today that specialization in some particular field after the ninth grade is recommended to most students. Many other cities are using this plan, and the courses of study of the Detroit High School of Commerce are shown as examples of the clear-cut, detailed planning necessary for such differentiation in technical training.
### TABLE IV
DETROIT HIGH SCHOOL OF COMMERCE
DETROIT, MICHIGAN

**AVERAGE PROGRAM**

**SHORTHAND MAJOR**

<table>
<thead>
<tr>
<th>10B</th>
<th>10A</th>
<th>11B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required:</td>
<td>Required:</td>
<td>Required:</td>
</tr>
<tr>
<td>Composition (2)</td>
<td>American Lit. (1)</td>
<td>Composition (3)</td>
</tr>
<tr>
<td>Arithmetic (1)</td>
<td>Arithmetic (2)</td>
<td>Biology (1)</td>
</tr>
<tr>
<td>Bookkeeping (1)</td>
<td>Bookkeeping (2)</td>
<td>Shorthand (2)</td>
</tr>
<tr>
<td>Typewriting (2)</td>
<td>Shorthand (1)</td>
<td>Typewriting (4)</td>
</tr>
<tr>
<td>Gymnasmium (3)</td>
<td>Typewriting (3)</td>
<td>Elective:</td>
</tr>
<tr>
<td>Penmanship *</td>
<td></td>
<td>Comml. Geography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or Sales or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bookkeeping (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11A</th>
<th>12B</th>
<th>12A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required:</td>
<td>Required:</td>
<td>Required:</td>
</tr>
<tr>
<td>English Lit. (1)</td>
<td>English Lit. (2)</td>
<td>Applied English</td>
</tr>
<tr>
<td>Biology (2)</td>
<td>American History (1)</td>
<td>American History (2)</td>
</tr>
<tr>
<td>Shorthand (3)</td>
<td>Shorthand (4)</td>
<td>Shorthand (5)</td>
</tr>
<tr>
<td>Typewriting (5)</td>
<td>Typewriting (6)</td>
<td>Transcript</td>
</tr>
<tr>
<td>Elective:</td>
<td>Economics</td>
<td>Civics</td>
</tr>
<tr>
<td>Bookkeeping (4) or</td>
<td></td>
<td>Office Appliances</td>
</tr>
<tr>
<td>Public Speaking or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comml. Law</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Penmanship and Health Education are elective any time during all of the courses.*
### TABLE IV (Continued)

#### AVERAGE PROGRAM

**BOOKKEEPING MAJOR**

<table>
<thead>
<tr>
<th>10B</th>
<th>10A</th>
<th>11B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required:</td>
<td>Required:</td>
<td>Required:</td>
</tr>
<tr>
<td>Composition (2)</td>
<td>American Lit. (1)</td>
<td>Composition (3)</td>
</tr>
<tr>
<td>Arithmetic (1)</td>
<td>Arithmetic (2)</td>
<td>Biology (2)</td>
</tr>
<tr>
<td>Bookkeeping (1)</td>
<td>Bookkeeping (2)</td>
<td>Bookkeeping (3)</td>
</tr>
<tr>
<td>Typewriting (1)</td>
<td>Typewriting (2)</td>
<td>Typewriting (3)</td>
</tr>
<tr>
<td>Gymnasion (3)</td>
<td>Biology (1)</td>
<td>Elective:</td>
</tr>
<tr>
<td>Penmanship</td>
<td></td>
<td>Shorthand (1) or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>French (1) or Sales</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or Coml. Geography</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12B</th>
<th>12A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required:</td>
<td>Required:</td>
</tr>
<tr>
<td>American History (2)</td>
<td>Applied English</td>
</tr>
<tr>
<td>*American History (1) Economics</td>
<td>Civics</td>
</tr>
<tr>
<td>Bookkeeping (4)</td>
<td>Accounting (1)</td>
</tr>
<tr>
<td>Typewriting (4)</td>
<td>Office Appliances</td>
</tr>
<tr>
<td>Elective:</td>
<td>Elective:</td>
</tr>
<tr>
<td>Shorthand (2) or</td>
<td>Shorthand (3) or</td>
</tr>
<tr>
<td>French (2) or</td>
<td>French (3)</td>
</tr>
<tr>
<td>Coml. Law or</td>
<td>English Lit. (2)</td>
</tr>
<tr>
<td>Economics</td>
<td>Typewriting (5)</td>
</tr>
<tr>
<td>Elective:</td>
<td></td>
</tr>
</tbody>
</table>
| *If neither Shorthand nor French are elected, American History (1) should be taken in 12B.
### TABLE IV (Continued)

#### SHORTHAND MAJOR AND COLLEGE PREPARATORY

<table>
<thead>
<tr>
<th>10B</th>
<th>10A</th>
<th>11B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required:</strong></td>
<td><strong>Required:</strong></td>
<td><strong>Required:</strong></td>
</tr>
<tr>
<td>Composition (2)</td>
<td>American Lit. (1)</td>
<td>Composition (3)</td>
</tr>
<tr>
<td>Arithmetic (1)</td>
<td>Arithmetic (2)</td>
<td>French (1)</td>
</tr>
<tr>
<td>Bookkeeping (1)</td>
<td>Bookkeeping (2)</td>
<td>Shorthand (1)</td>
</tr>
<tr>
<td>Typewriting (1)</td>
<td>Typewriting (2)</td>
<td>Typewriting (3)</td>
</tr>
<tr>
<td>Biology (1)</td>
<td>Biology (2)</td>
<td>Economics</td>
</tr>
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</table>

**SHORTHAND MAJOR AND COLLEGE PREPARATORY**

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<th>12B</th>
<th>12A</th>
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</thead>
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<tr>
<td><strong>Required:</strong></td>
<td><strong>Required:</strong></td>
<td><strong>Required:</strong></td>
</tr>
<tr>
<td>English Lit. (1)</td>
<td>English Lit. (2)</td>
<td>Applied English</td>
</tr>
<tr>
<td>French (2)</td>
<td>French (3)</td>
<td>French (4)</td>
</tr>
<tr>
<td>Shorthand (2)</td>
<td>Shorthand (3)</td>
<td>Shorthand (4)</td>
</tr>
<tr>
<td>Typewriting (4)</td>
<td>Typewriting (5)</td>
<td>Typewriting (6)</td>
</tr>
<tr>
<td>American History (1)</td>
<td>American History (2)</td>
<td>Civics</td>
</tr>
<tr>
<td>Geometry (1)</td>
<td>Geometry (2)</td>
<td></td>
</tr>
</tbody>
</table>

**Elective:**
- Office Appliances

**Penmanship and Health Education are elective any time during all of the courses.**
TABLE IV (Continued)

BOOKKEEPING MAJOR

AND

COLLEGE PREPARATORY

<table>
<thead>
<tr>
<th>10B</th>
<th>10A</th>
<th>11B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required:</td>
<td>Required:</td>
<td>Required:</td>
</tr>
<tr>
<td>Composition (2)</td>
<td>American Lit. (1)</td>
<td>Composition (3)</td>
</tr>
<tr>
<td>Arithmetic (1)</td>
<td>Arithmetic (2)</td>
<td>French (1)</td>
</tr>
<tr>
<td>Bookkeeping (1)</td>
<td>Bookkeeping (2)</td>
<td>Bookkeeping (3)</td>
</tr>
<tr>
<td>Biology (1)</td>
<td>Biology (2)</td>
<td>Economics</td>
</tr>
<tr>
<td>Typewriting (1)</td>
<td>Typewriting (2)</td>
<td>Typewriting (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>**</td>
</tr>
<tr>
<td>11A</td>
<td>12B</td>
<td>12A</td>
</tr>
<tr>
<td>Required:</td>
<td>Required:</td>
<td>Required:</td>
</tr>
<tr>
<td>English Lit. (1)</td>
<td>English Lit. (2)</td>
<td>Applied English</td>
</tr>
<tr>
<td>French (2)</td>
<td>French (3)</td>
<td>French (4)</td>
</tr>
<tr>
<td>Bookkeeping (4)</td>
<td>Accounting (1)</td>
<td>Accounting (2)</td>
</tr>
<tr>
<td>American History (1)</td>
<td>American History (2)</td>
<td>Civics</td>
</tr>
<tr>
<td>Typewriting (4)</td>
<td>Geometry (1)</td>
<td>Geometry (2)</td>
</tr>
<tr>
<td>Elective:</td>
<td>Elective:</td>
<td></td>
</tr>
<tr>
<td>Typewriting (5)</td>
<td>Typewriting (6)</td>
<td>Office Appliances</td>
</tr>
</tbody>
</table>

**Penmanship and Health Education are elective any time during all of the courses.**
4. **Commercial Course of High Schools That Have Differentiated Curricula.** In all cities, and in many of the towns, the high schools offer courses designed to meet the needs of the individual student. Provision is made for a central core of work essential to the development of personal and social efficiency. This central core consists of provision for progressive development throughout the training in: (1) Health; (2) command of spoken and written English; (3) worthy use of leisure time through activities in the fields of physical recreation, literature, art, and music. There must also be some study of civics, sociology, and political economy, some knowledge of the race's history as a whole, some contact with scientific method and achievement, some experience in the use of the principles of saving, spending, accounting for money, home economics, and industrial mechanics. These are fundamental and fairly uniform in all schools.

To meet the individual and group needs of the students, courses are set up under such names as General, Language or College Preparatory, Commercial, Technical, Art, Music, Household Arts, and Mechanic Arts.

Tables V and VI, pages 36, 37, 38, and 39, are used to show the great similarity in courses planned to meet these needs in the large and small cities. Practically the same requirements and electives are offered in all the schools listed in this study, with a few slight variations to satisfy local demands or the ideas of those who plan the curricula.
### TABLE V

COMMERCIAL COURSE OF HIGH SCHOOLS THAT HAVE
DIFERENTIATED CURRICULA

DETOUR, MICHIGAN

<table>
<thead>
<tr>
<th>Semester Hours of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>9B--Composition and Grammar</td>
</tr>
<tr>
<td>General Mathematics (1)</td>
</tr>
<tr>
<td>World History (1)</td>
</tr>
<tr>
<td>General Business (1)</td>
</tr>
<tr>
<td>Health Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9A--Literature (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Mathematics (2)</td>
</tr>
<tr>
<td>World History (2)</td>
</tr>
<tr>
<td>General Business (2)</td>
</tr>
<tr>
<td>Health Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10B--Composition (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arithmetic (1)</td>
</tr>
<tr>
<td>Bookkeeping (1) or Shorthand (1)</td>
</tr>
<tr>
<td>Typewriting (1)</td>
</tr>
<tr>
<td>Health Education (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10A--American Literature (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arithmetic (2)</td>
</tr>
<tr>
<td>Bookkeeping (2) or Shorthand (2)</td>
</tr>
<tr>
<td>Typewriting (2)</td>
</tr>
<tr>
<td>Health Education (4)</td>
</tr>
</tbody>
</table>

* An hour of credit is defined as one forty-five minute period of classroom work per week for twenty weeks. Two periods of laboratory are equivalent to one recitation. Prepared subjects give five hours of credit for one semester of twenty weeks.
<table>
<thead>
<tr>
<th>Table V (Continued)</th>
</tr>
</thead>
</table>

| 11B—Composition (3)  | 5 |
| Bookkeeping (3) or Shorthand (3) | 5 |
| Typewriting (3) | 2.5 |
| Commercial Geography | 5 |
| Biology (1) or Chemistry (1) | 5 |

| 11A—English Literature (1) | 5 |
| Bookkeeping (4) or Shorthand (4) | 5 |
| Typewriting (4) | 2.5 |
| Commercial Law | 5 |
| Biology (2) or Chemistry (2) | 5 |

| 12B—English Literature (2) | 5 |
| American History (1) | 5 |
| Bookkeeping (5) or Shorthand (5) | 5 |
| Typewriting (5) | 2.5 |
| Civics | 5 |

| 12A—Composition (4) | 5 |
| American History (2) | 5 |
| Bookkeeping (6) or Shorthand (6) | 5 |
| Typewriting (6) | 2.5 |
| Economics or Salesmanship | 5 |
### TABLE VI
COMMERCIAL COURSE OF HIGH SCHOOLS THAT HAVE DIFFERENTIATED CURRICULA
BLOOMINGTON, INDIANA

<table>
<thead>
<tr>
<th>STENOGRAPHIC</th>
<th>BOOKKEEPING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9th Year</strong></td>
<td></td>
</tr>
<tr>
<td>Required:</td>
<td>Required:</td>
</tr>
<tr>
<td>English I &amp; II</td>
<td>English I &amp; II</td>
</tr>
<tr>
<td>Social Science I &amp; II</td>
<td>Social Science I &amp; II</td>
</tr>
<tr>
<td>Algebra or</td>
<td>Algebra or</td>
</tr>
<tr>
<td>Commercial Arithmetic</td>
<td>Commercial Arithmetic</td>
</tr>
<tr>
<td>Elementary Business</td>
<td>Elementary Business</td>
</tr>
<tr>
<td>Training I &amp; II</td>
<td>Training I &amp; II</td>
</tr>
</tbody>
</table>

<p>| <strong>10th Year</strong> |             |
| Required:     | Required:   |
| English III &amp; IV | English III &amp; IV|
| Science I &amp; II  | Science I &amp; II|
| Shorthand II &amp; IV | Bookkeeping I &amp; IV|
| Typewriting III &amp; IV | Typewriting III &amp; IV|
| Physical Education | Physical Education|
| Electives:     | Electives:  |
| Geometry III &amp; IV | Geometry III &amp; IV|
| Bookkeeping III &amp; IV | Shorthand III &amp; IV|</p>
<table>
<thead>
<tr>
<th>11th Year</th>
<th>11th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required:</strong></td>
<td><strong>Required:</strong></td>
</tr>
<tr>
<td>English V &amp; VI</td>
<td>English V &amp; VI</td>
</tr>
<tr>
<td>Social Science V &amp; VI</td>
<td>Social Science V &amp; VI</td>
</tr>
<tr>
<td>Shorthand V &amp; VI</td>
<td>Bookkeeping V &amp; VI</td>
</tr>
<tr>
<td>Typewriting V &amp; VI</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td><strong>Electives:</strong></td>
<td><strong>Electives:</strong></td>
</tr>
<tr>
<td>Language I &amp; II</td>
<td>Language I &amp; II</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Business English</td>
<td>Law</td>
</tr>
<tr>
<td>Law</td>
<td>Typewriting</td>
</tr>
<tr>
<td>Salesmanship</td>
<td>Shorthand</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Business English</td>
</tr>
<tr>
<td></td>
<td>Salesmanship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12th Year</th>
<th>12th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required:</strong></td>
<td><strong>Required:</strong></td>
</tr>
<tr>
<td>Social Science VII</td>
<td>Social Science VII</td>
</tr>
<tr>
<td>Stenographic Office</td>
<td>Bookkeeping Office</td>
</tr>
<tr>
<td>Training</td>
<td>Training</td>
</tr>
<tr>
<td>Business English</td>
<td>Law</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td><strong>Electives:</strong></td>
<td><strong>Electives:</strong></td>
</tr>
<tr>
<td>Language III--IV</td>
<td>Language --IV</td>
</tr>
<tr>
<td>Bookkeeping, Law,</td>
<td>Salesmanship, Shorthand,</td>
</tr>
<tr>
<td>Salesmanship, Business</td>
<td>Typewriting, Business English,</td>
</tr>
<tr>
<td>Administration,</td>
<td>Social Science IX</td>
</tr>
<tr>
<td>Social Science IX</td>
<td></td>
</tr>
</tbody>
</table>
IV. THE TEACHER

A. Professional Preparation of Business Teachers

1. The Training of Commercial Teachers Inadequate in the Beginning. Training for Business has shared in the benefits coming from scientific study in general education, but progress in the solving of problems peculiar to business education itself has been slow. Several factors have contributed to this retardation. The first one of importance was the fact that the private business colleges had a monopoly on the training of workers for office positions, and the instructors employed by these schools had learned the work by apprenticeship, from private teachers, or within the school itself. As opportunities for positions in the business world increased, more young people sought training in commercial lines, and this prompted the taxpayers to insist that these courses be added to the high school curricula in order to save the cost of tuition paid to the private business schools. The only teachers to be had for these courses had to come from the private commercial schools or from the business world, and the demand created thereby was great enough to make certification standards low. For many years the supply of business teachers was not sufficient to meet the demand.

2. Limited Opportunity for Proper Training. This low rating on the part of business teachers is partly due to lack
of opportunity for professional training. In 1929, only 138 institutions\(^1\) out of a total of 685 degree-granting colleges and universities offered business training for teachers. Only sixty-six schools had organized curricula for such training, while the offerings of the other schools consisted of scattered methods courses.

"Unfortunately, some of the commercial teacher-training curricula organized in universities during the past two years have been so designed that they penalize prospective commercial teachers and that the requirements for graduation are higher than are necessary to obtain a license to teach commercial subjects within the respective states. In some instances approximately five years of commercial teacher training is required for the baccalaureate degree which is granted for four years of training to students pursuing other teacher-training curricula. Commercial teachers refuse to be penalized but instead desire that the professional requirements for license be coordinated with carefully established requirements for graduation from the teacher-training curricula."\(^2\)

3. Opportunities for Adequate Training Materially Increased in Recent Years. Conditions are improving rapidly, and, in spite of a late start, business teachers are advancing professionally. They are utilizing the results of research in business education as well as making contributions to its progress. Professional advancement now includes a familiarity with


research, its procedures, results, and applications to practical problems.

"Although the trend is toward developing commercial teacher-training curricula in the universities, the teachers colleges are not only carrying the burden of undergraduate training but some progressive teachers colleges are assuming many of the responsibilities of a State program for commercial education. This is particularly true in States that do not maintain State directors in the field. Not only have some of the teachers colleges made much progress in expanding and improving their facilities to meet the increased demand for commercial teachers but a few of them are conducting state-wide studies and special research projects for the improvement of commercial education, conducting annual conferences on current problems, issuing bulletins for professional unity and growth, conducting State contests and every-pupil tests, cooperating with the State departments of education in the revision of the State courses of study, and rendering many other types of service to the State.

"Among the States in which the teachers colleges have developed noteworthy programs for professional leadership within the respective States are Wisconsin, Pennsylvania, Colorado, and Indiana"^3

Indiana State Teachers College, Terre Haute, and Ball State Teachers College, Muncie, Indiana, have developed strong and comprehensive courses, extending over four years of college work, and fulfilling the state requirements for professional

---

training in the secondary commercial field in Indiana.

The following are extracts from the 1930 report of the Ball State Teachers College, Muncie, Indiana:

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

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

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

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

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

"Demonstration classes for prospective commercial teachers were organized at the Burris Demonstration School in the fall

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Directed student teaching is administered in the city schools, since it is not intended to interfere with the work of the demonstration teacher in the laboratory school."

4. Research Work in Commercial Education. The rapid increase in the number of commercial teachers who are working on graduate degrees is significant. "The number of graduate theses in progress in commercial education during the biennium approximated the total number that had been accepted prior to this period. In fact, the major portion of research in this field is made in connection with graduate theses and dissertations. Each study gives added impetus to the discussion of important problems. Some institutions that are very active in the promotion of graduate courses for secondary commercial teachers are: Columbia, Harvard, New York, and Indiana Universities; Universities of Chicago, Pittsburgh, and Southern California; the State University of Iowa; and the State Teachers College, Greeley, Colorado. Columbia University, in particular, has developed demonstration courses, advanced courses in methods, and research for experienced teachers in the summer school."5

5. Commercial Teachers Associations and Conferences. Another phase of improvement in commercial teacher-training that is noteworthy and commendable is the outgrowth of the activities of commercial teachers' associations and conferences. The leaders of these organizations believe the lack of adequate city and state supervision to be their outstanding problem. Due largely to the lack of state supervisory programs for commercial education, the associations in this field are initiat-

ing investigations for the improvement of teacher training and secondary education. The Commercial Teachers' Association of North Carolina, in cooperation with the State department of Education, completed in 1930 a study of the preparation of the commercial teachers. As a result of this study, one of the State universities announced its intention to establish the first commercial teacher-training curriculum in that state. In Virginia, the State association is conducting a five-year series of state-wide studies similar to those started recently in Iowa. Beginning in 1928 a study was made of the commercial teachers of Virginia, and in 1929–30 a state-wide commercial occupation survey was undertaken.\(^6\)

The Eastern Commercial Teachers' Association in 1928 began issuing a series of carefully planned yearbooks. The first three are devoted to the functions of business education, curriculum making in this field, and administration and supervision. The fourth yearbook dealt with modern methods of teaching business subjects and met with such interest and approval that the fifth was planned to deal with the same topics from a different angle of approach. It was decided in the fifth yearbook to deal with units of work rather than with the individual lesson because this plan afforded better opportunity for showing teaching technique.

These publications are filled with interesting detailed discussions of the best methods of teaching commercial subjects. As the articles are written by well-known and highly-experienced teachers, instructors would profit by using their excellent suggestions.

Practically all organizations in the United States that have as their purpose the advancement of commercial education are doing extensive research work. The newly organized Department of Business Education of the National Education Association has stated one of its objectives as follows: "To develop a program of research that will be of direct aid to the classroom teacher." This movement is in line with the ideas expressed in a recent publication of the Federal Board of Vocational Education which maintains that "only effectively organized and conducted research can reveal the information needed to reorganize most of our existing commercial courses on an effective vocational basis and to develop the new courses required by changes in our business practices."

The State departments of education that are setting up certification requirements for business teachers are making a great contribution to this improvement. As an example of the type of work required, the following extract from Bulletin No. H-2, State Board of Education, Sacramento, California, 1928, will serve.

"An applicant for a special credential in commercial education must submit from a teacher-training institution, approved by the California State Board of Education for training commercial teachers:

I. A certificate that he is physically and mentally fit to teach.
II. A recommendation by the school of education of the institution that he shows promise of success as a teacher with verification of:

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A. The completion of a four-year college course, with a bachelor's degree, or the equivalent, preceded by graduation from a four-year high school.

B. One-half year of experience in the field named on the credential.

C. A minimum of sixteen hours of work in the fields of English, science, social science, and physical education.

D. Fifteen semester hours of professional work in education, including:
   1. A course dealing with the aims, scope, and desirable outcomes of the secondary school.
   2. Directed teaching in commercial subjects, four semester hours.
   3. Methods courses in commercial subjects.
   4. Other courses in education organized for the training of public school teachers.

E. Sixteen semester hours of work in subjects basic to commerce, including:
   1. Principles of Economics
   2. Business Law
   3. Commercial and Industrial History
   4. Economic Geography

F. Ten semester hours of work in one of the following fields named on the credential:
   1. Accounting subjects
   2. Secretarial subjects (Shorthand and Typewriting)
A comparison of the certification requirements for commercial teachers of other states with this one of California shows only slight differences in the details; the fundamental and important requirements are the same. Indiana, Michigan, Ohio, and Iowa require the completion of a four-year college course, with a bachelor's degree, or the equivalent, preceded by graduation from a four-year high school. Illinois requires the completion of three years of college work beyond the high school, and Kentucky requires the completion of two years of college work beyond the high school, these two states running lowest in the Middle West group. Some of the large cities have special requirements for their own schools in addition to the state requirements; for instance, Chicago, in addition to a four-year college course beyond the high school, requires two years of experience in a business office.

6. Conclusions.

a. The activities of all organizations interested in the improvement of commercial teacher-training show that great efforts are being made to overcome the deficiencies found to exist.

b. The extensive research work that has been done by committees and individuals and put into tangible working material has been of invaluable assistance to the classroom teacher, heads of commercial departments, and supervisors of commercial education.

c. The Federal Board of Vocational Education, by lending its support, and the State Boards of Education, by declaring certification requirements for commercial teachers, have brought about definite im-
provements that could never have been accomplished in any other way.

d. The Teachers Colleges and Universities of many states are making excellent provision for teacher-training in commercial education.

e. The States of the Middle West appear to be maintaining a position well toward the front in the movement for increased efficiency in commercial teacher-training.
V. PLAN OF ORGANIZATION AND PROCEDURE IN COMMERCIAL EDUCATION IN INDIANA

A. Scientific Study of Problems

While public business education has retained many features inherited from its early beginnings, within recent years an interest in the scientific study of its problems has been aroused. Among such problems may be mentioned: administration and supervision; aims and purposes; curricular offerings; guidance, placement, and occupations; prognosis of school success; separate business subjects; teacher-training; tests; types of teaching procedure; textbook selection; organization of extracurriculum activities; and improvement of instruction.

Many of these problems are being solved in Indiana by making provision for better teacher preparation in the state teacher-training institutions, by well-planned courses of study for the commercial work offered in the high schools, and by state-wide testing programs in which every pupil takes part. Each of these phases is discussed at length in this thesis.

1. Changing Social and Economic Conditions Affect Problems. As aims and purposes are dynamic and not static, constant research is necessary to keep them in harmony with social and economic life. Research in the fields of aims and purposes involves a study of the individuals who are to receive the education; their abilities, personal traits, interests, and economic status; the social and economic world which they will enter upon comple-
tion of the training; the specific positions which will be open to them; general business and educational conditions in the local community; and the opinions of the pioneer thinkers based upon their experiences in both business and teaching fields.

Guidance, placement, and occupations have attained such importance as to become a vital part of the new course in Junior Business Training. In order that each individual may find his most useful adaptation in his community, it is necessary that the school discover his abilities and shortcomings and prepare him for the work for which he is best fitted. The information and counsel given to young people about vocational opportunities should be based upon facts. These facts should include a list of the occupations open in the local communities and in other communities in which these young men and women may find employment, working conditions, salaries offered, the knowledge and skills necessary to gain entrance into the occupations, and the way and possibilities of future promotion. It is desirable that commercial departments secure better cooperation with agencies of business outside the school and develop better articulation between the lower schools and the colleges.

2. Increase in Number and Types of Subjects Offered. When commercial subjects were first offered in the high schools, penmanship and spelling, commercial arithmetic, bookkeeping, typewriting, shorthand, commercial law, commercial geography, and business English comprised the whole curriculum. In 1930 enrichment or expansion of the various fields of study had greatly
increased the number. In the field of rapid writing enrichment means machines—the typewriter, the stenotype, the dictaphone, and the teletypewriter. The demand for operators of office machines brought about the division in many schools into four courses, the stenographic, the bookkeeping, retail selling, and clerical.

A good general knowledge of business is essential in all of these courses, but pupils profit by specializing in the field for which they seem best fitted. The vocational commercial subjects must begin with objectives and content where the general business information ceases, because the vocational aspects pertain to the additional content and skills necessary for occupational efficiency.

3. Textbook Selection. A carefully planned outline of what is needed in a textbook for a particular subject to be taught to a particular group of students will help greatly to determine the choice of a textbook. Possibly no one textbook will include all the material arranged in just the way the instructor would desire it, but much supplementary material in all commercial subjects is now available at rather moderate prices. A fairly extensive library of books and magazines devoted to different phases of business and its administration, commercial education, and the technical subjects of the course may be accumulated and used as reference material.

4. Extra-Curriculum Activities in Business Education. A number of different types of organizations and activities are found in the commerce departments of the secondary schools.
The Commerce Club to which any member of the department may belong is perhaps the most general. An organization of the shorthand students furthers the interests of this group by visits to manufacturing plants, talks by business men and women, working together and maintaining a high standard of efficiency, and publishing a trade sheet or journal for the department. The typewriting students engage in contests among themselves, sectional, district, and state tournaments.

5. **Improvement in Instruction.** Improvement in instruction comes with experience, the studying and working out of the ideas in education as they apply to the subjects taught, developing the power to choose the best methods and materials to produce the desired results, and to know to what extent aims and purposes have really been accomplished.

B. Results of Scientific Study of Problems

The development of teacher-training in commercial education is discussed in the fourth section of this thesis, beginning with page 40; the state-wide testing program of 1930-1931 is described in the chapter on Tests, beginning with page 112. The publication in 1932 of the Commercial Arts Course of Study for Indiana schools came as a very substantial aid to commercial teachers throughout the state. This Course of Study was prepared during the summer of 1932 at Ball State Teachers College, Muncie, Indiana, by a committee of commercial teachers in seminar under the direction of Professor M. E. Studebaker. The objectives of the course are stated in the Introduction as follows: "Our program of commercial education must be based on a definitely organized and comprehensive set of sound educational principles that
are known, defined, and widely accepted by educational leaders. Business must be looked upon as a social institution whose activities interweave with all social-economic enterprise. When we realize this we will view commercial education as a broadly and intelligently conceived program of economic life which is merely society at work."

The Commercial Arts Course of Study devotes a chapter to each of the subjects taught in the commercial department of the high schools, defining the subject and its aims, making recommendations to administrators, suggestions to teachers as to materials and types of instructions to use, and the general and specific objectives to be attained. All courses are worked out on the unit plan, with suggestions for procedure. At the end of each chapter there is a carefully designed lesson plan and a standardized sample test for the subject under discussion. A discussion and some extracts from each of these chapters to show the excellence of this Course of Study will be given in the following pages.

1. Junior Business Training. Aside from its vocational value, business training is a contribution to civic intelligence through an understanding of business practice, business principles, and the means of thrift. All have business transactions to make, papers to handle, bills to pay, and occasions to use public services. Everyone needs to know how to deposit money in a bank, make a check, write a receipt, check extensions on a sales ticket, and reconcile a bank statement. These are only instances of common methods of caring for personal affairs that every one should know. An understanding of the services
that are available and of the most appropriate means of doing
the needed things in business will make the pupil a more intel-
ligent citizen and one better able to care for himself and for
others.

In addition to its value as a means of giving information
in regard to necessary transactions the course in general busi-
ness training is designed to be of use to those pupils who drop
out of school and who will secure the simple clerical jobs that
are open to them. It should serve also as a try-out course for
those who want more commercial training and should direct them
to the type of work for which they are best suited. The course
would accordingly fall into two divisions--the informational,
supplying general knowledge of business organizations, forms,
and facilities; and the vocational, supplying training in the
habits, attitudes, and the duties of the junior employee. It is
suggested, for the purpose of providing additional interest in
the subject, that the subject matter be associated wherever
possible with community problems, the home and the school busi-
ness interests of the pupils. The logical development of the
course along the line of consumer, producer education, under
the headings of foundational, informational, and vocational
materials, makes for flexibility in its presentation.

There are many devices and suggestions for making this
course more attractive and helpful. Visual aids in the way of
advertisements, pictures, motion pictures, slides and still
films, posters, files, machines, and samples of business forms,
are much better for instruction purposes than descriptions from
books. Field trips to plants, offices, and stores, to be dis-
cussed or written up in story or report form, have great possibilities for interest and information. Dramatization of personal applications for positions, interviews, telephone conversations, opening a bank account, and planning a trip, are most effective devices, and help to develop refinement of manner and self-assurance.

The work as presented in Units VI, XIV, and XIX is given here to show the plan of organization and methods used in Junior Business Training.

**UNIT VI**

**BANKING**

<table>
<thead>
<tr>
<th>Content</th>
<th>Suggested Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Kinds of banks and their purposes</td>
<td>Discuss:</td>
</tr>
<tr>
<td>1. School</td>
<td>Origin and development of banks.</td>
</tr>
<tr>
<td>2. Savings</td>
<td>Making deposits.</td>
</tr>
<tr>
<td>(a) bank clubs</td>
<td>The check book and pass book.</td>
</tr>
<tr>
<td>3. Postal Savings</td>
<td>Kinds of checks.</td>
</tr>
<tr>
<td>5. State and National banks</td>
<td>Reconciliation of bank account.</td>
</tr>
<tr>
<td>B. The Federal Reserve System</td>
<td>Departments of commercial banks.</td>
</tr>
<tr>
<td>1. Its make-up</td>
<td>Purpose of inspections.</td>
</tr>
<tr>
<td>2. Its purpose and services</td>
<td></td>
</tr>
<tr>
<td>C. Inspection of banks</td>
<td>Materials: Pass books, checks, bank statements, indorsements.</td>
</tr>
<tr>
<td>D. Occupational opportunities and requirements</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Suggested Procedure</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------</td>
</tr>
<tr>
<td>A. Function of the department</td>
<td>Find out what ideas the pupils have concerning this department.</td>
</tr>
<tr>
<td>B. Qualifications of mail clerk</td>
<td>Ask if any of the pupils have held a job as mail clerk, and if so let them explain their duties.</td>
</tr>
<tr>
<td>C. Work of the mail clerk</td>
<td>A visit to the local post office would be an aid in classification and rates and give a broader idea concerning mail.</td>
</tr>
<tr>
<td>1. Treatment of incoming mail</td>
<td>Have work on mail summarized in note book under headings as &quot;history and development of mail&quot;, &quot;importance of mail to business world&quot;, and &quot;correct addressing of mail&quot;.</td>
</tr>
<tr>
<td>2. Handling outgoing mail</td>
<td></td>
</tr>
</tbody>
</table>
UNIT XIX
THE SALES AND ADVERTISING DEPARTMENT

Content

A. Kinds of selling
B. Sales tickets
C. Sales clerk
D. Sales orders
E. The sales order clerk
F. Credit and the credit manager
G. Work of the sales department
H. Work of the advertising department

Suggested Procedure

Present display, retail, wholesale and solicitor types.
How and why used?
Work out project in duties, qualities, opportunities for service and promotion.
Show uses for; where and how originated.
Qualifications, duties, services. Promotion lines.
Explain functions of credit.
Develop projects in receipt of order--credit approval. Duplication and distribution to files, shipping clerk, stock handlers, etc.
Show relation to the sales department; reasons for and methods of advertising.
The newness of Junior Business Training brings up the question of the best methods to use in presenting the subject. The lesson plan for teaching the use of the telephone, pages 22 and 23 of this Course of Study, contains many excellent suggestions and may be used to great advantage by one who undertakes the instruction of young people in this subject.

**LESSON PLAN**

**TEACHING THE USE OF THE TELEPHONE**

I. Introduction:

A. Teacher's aims:

   General: To increase the pupils' knowledge of communication through a study of the telephone.

   Specific: To give the pupils a knowledge of how to use and when to use the telephone.

B. List of references and materials:

   By teacher--Textbooks, manual, styles of telephone.

   By pupils--Textbook, previous project assignment, pictures of telephones and operators, telephone directories.

II. Subject matter and method:

**OLD KNOWLEDGE**

<table>
<thead>
<tr>
<th>Subject Matter</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Review new facts studied yesterday.</td>
<td>Develop summary of yesterday's lesson by asking questions that will keep information organized.</td>
</tr>
<tr>
<td>B. Difficulties encountered on the project.</td>
<td>Discuss these difficulties to enlighten the pupils.</td>
</tr>
</tbody>
</table>
LESSON PLAN (Continued)

C. Basic: The fact that various forms of communication are needed. This fact has been developed, merely bring it to mind in way of review.

TRANSITION

A. Show that methods already studied do not meet all needs of communication. Ask for most convenient method of communicating with (finish question so that it will be answered in light of previous day's discussion).

Ask for most convenient way of giving grocery order, etc.

NEW KNOWLEDGE

A. Other purposes for which telephone is almost exclusively used. May be done by continuing questions as above.

B. Types of telephones Show these types of telephones or pictures of them—discuss.

Give names applied to different styles of telephones.

Discuss history of telephone.

C. Talking over the telephone

1. Courtesy Discuss reasons for courtesy.

Mention certain remarks
LESSON PLAN (Continued)

2. Tone of voice

A moderate tone of voice is courteous, easily understood, and makes friends.

3. Position of mouth

If the mouth is too close to the mouthpiece, words are not distinct.

D. Busy and ringing signals

Each student should be permitted to hear these signals with their interpretations.

E. Emergency calls

1. Police
2. Fire

Emergencies have preference over other calls. Other special privileges such as given by operators and centrals.

F. Private and party lines

Party lines reduce cost.

Party lines are advisable for persons having few calls.

Explain when private lines are necessary.

G. Central offices and extensions

Why have central office?

Costs, efficiency, etc.

Extensions are economical for large office forces.

H. Local and long distance calls

Explain use of dial telephone.
LESSON PLAN (Continued)

I. Opportunities

1. Dial telephone

   When and how to make long distance calls. Rates of calls by night; by day. Collect calls.

2. Pay stations

   Indicate a few of the positions common to telephone work. Special attention should be given to discussion of opportunities and requirements in communication.

   SUMMARY

   A. Summarize in an organized way the new material.

   Review new knowledge briefly, giving main points and clearing questions left in children's minds. A blackboard outline will aid both pupil and teacher.

III. Assignment:

   Work projects relating to telephone found in project book. Also study the history of the telegraph and its effect upon communication.¹

¹Commercial Arts Course of Study for Indiana Schools, State of Indiana, Department of Public Instruction, Bulletin No. 100G, (Indianapolis, 1932), pp. 10-23.
Exploration and guidance should play a vital part in the junior high school grades because they logically precede specialization. There should be no abrupt change from the goals of elementary education to those of secondary education. What is desired is a gradual transition into the fields of work in which the student has shown interest and capabilities which may lead, through proper training, to his success.

It is the purpose of the senior high school to continue, by a definite program of training, the development of further knowledge, appreciations, ideals, attitudes, and abilities, as set forth in the following discussions of the senior high school commercial subjects.

2. **Bookkeeping.** Since very few students go immediately from school into bookkeeping positions, it is considered best that principles and concepts of business should be stressed and less emphasis placed on clerical work.

Bookkeeping is recommended for the eleventh or twelfth years, but may be introduced in the tenth year. A course in junior business training and business arithmetic is a desirable prerequisite. The number of courses and material used as subject matter should be determined by the industrial life and vocational field of the community. The definite portion of subject matter to be taught in each semester should be determined by the length of the school year and of the recitation period.

The Commercial Arts Course of Study for Indiana Schools lists the following general aims in the teaching of bookkeeping:
1. The acquirement of habits essential to business and desirable in all life activities, such as sound reasoning, neatness, systematic procedure, honesty, and reliability.

2. An understanding of the necessity for an analysis and interpretation of the more common business records and statements so as to guide the individual in his business activities.

3. An understanding of social and economic relationships which will make for worthy service to the community and the ability to meet the financial problems of life.

The specific objectives are to give pupils:

1. A working business and bookkeeping vocabulary.

2. The ability to construct, classify, and interpret accounts.

3. A knowledge of the use of business papers most commonly used.

4. Information about the preparation and interpretation of financial reports needed in summarizing the operations of a business.

5. The ability to record transactions in such a manner that information needed may be available.

6. An understanding and appreciation of types of business organization and procedure.

No recommendation is made concerning the method of approach in the study of bookkeeping as different methods are used successfully by different teachers.
Units V, XII, and XXI are reproduced here to show the manner of procedure.

UNIT V
THE BALANCE SHEET

<table>
<thead>
<tr>
<th>Content</th>
<th>Suggested Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Form of Balance Sheet</td>
<td>Use the Trial Balance as a basis for the making of the Balance Sheet. (If the equation or journal method of approach has been used).</td>
</tr>
<tr>
<td>1. Heading</td>
<td></td>
</tr>
<tr>
<td>2. Assets</td>
<td></td>
</tr>
<tr>
<td>3. Liabilities</td>
<td></td>
</tr>
<tr>
<td>4. Proprietorship</td>
<td></td>
</tr>
<tr>
<td>5. Use of money columns</td>
<td></td>
</tr>
<tr>
<td>6. Ruling</td>
<td></td>
</tr>
<tr>
<td>B. Use of Balance Sheet</td>
<td></td>
</tr>
<tr>
<td>Enrichment:</td>
<td></td>
</tr>
<tr>
<td>Explain the simple perpetual inventory such as a shoe store might use.</td>
<td></td>
</tr>
<tr>
<td>(Stock record)</td>
<td></td>
</tr>
</tbody>
</table>

Show that other information may be required which is not on the Trial Balance such as inventories and accruals.

Drill in classification of accounts until pupils can select the assets, liabilities, and capital readily.

Set up a Balance Sheet in account form. Then prepare one in report form using the same data. Compare.

Review the proprietorship equation in connection with the forms of the balance sheet.

Develop simple balance sheets for consecutive periods.

Show how to compute profit by subtraction of capitals.
UNIT XII
ACCRUALS AND DEFERRED ITEMS

Content
A. Accrued assets (income)
B. Accrued liabilities (expense)
C. Deferred assets (charges or expenses)
D. Deferred Liabilities (income or credits)
E. Reversing entries (post-closing)

Suggested Procedure

These adjustments are necessary because of small changes in assets and liabilities which are not recorded daily but are allowed to accumulate until the end of the fiscal period.

Review inventories.

The omission of any of these adjustments will make the net profit incorrect.

At the beginning of the next fiscal period, the accounts with temporary assets are closed into income and the liabilities into expense, by means of reversing entries.

Enrichment:

Show need of care in preparing an income tax report.

Compute accrued interest income and expense on notes. Determine the expired insurance on certain policies.
UNIT XXI
INTANGIBLE ASSETS

Content
A. Goodwill
B. Organization expense
C. Patents and copyrights
D. Other kinds: formulas, trade-marks, franchises

Suggested Procedure

Goodwill is the value of an established reputation, location, or name.

Organization expense consists of all expenses necessary in the formation of a company. This benefit should be charged as an asset and disposed of by the process of amortization.

All intangible assets represent advantages, rights, powers, or reputation. Good accounting requires that they be recorded only when purchased.

Enrichment:

Secure data on patents, copyrights, trade-marks.
LESSON PLAN
CONTROLLING ACCOUNTS

I. Introduction:

General aim: To increase the pupil's knowledge of bookkeeping through the use of controlling accounts and subsidiary ledgers.

Specific aims: To enable the pupil to see the need of a summary of accounts in the general ledger.
To show the pupil how to prepare the control account.
To present a method of locating errors in the Trial Balance.

II. Materials.


III. Subject matter and method:

OLD KNOWLEDGE

Subject Matter

The Trial Balance a summary of the debits and credits in the Ledger

Method

If the customers accounts were removed from the Trial Balance what might be substituted for them? (Total of the accounts).

TRANSITION

The General Ledger as a summary of accounts

Remove the customers accounts from the ledger and substitute the amount which we entered in the Trial Balance.
NEW KNOWLEDGE

1. Control Accounts
   Receivable
   Payable

2. Subsidiary Ledgers

3. Schedule of Accounts

1. Show the need of the control account called Accounts Receivable.

2. Post the total Sales to the debit of this account.

   Post the total of the account credited in the Cash Receipts Book to the credit of this account. (The Balance is the same as the sum of the debit balances just removed.)

3. These accounts with customers are called subsidiary accounts and the book of record used for them is called a Subsidiary Ledger.

4. We call the list of balances of the accounts in the subsidiary ledger a Schedule of Accounts.

5. Since the Accounts Receivable balance is the same as the Schedule we call this a Control Account.

(Develop Accounts Payable in the same manner. The pupil should recognize the nature of the new account and be able to suggest the titles.)
IV. Summary.

1. Compare the number of pages used in the ledger with a control account with a ledger containing all of the personal accounts.

2. How shall we keep a record of transactions with individual customers and creditors?

3. How can the control account be used in dividing the work of recording transactions?

4. If the Trial Balance does not balance how does the control account help in locating the error?

V. Assignment.

From the books of original entry used in the last exercise prepare a ledger using control accounts and set up subsidiary ledgers for the accounts.  

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2Commercial Arts Course of Study for Indiana Schools, State of Indiana, Department of Public Instruction, Bulletin No. 100G, (Indianapolis, 1932), pp. 28--42.
3. **Typewriting.** Typewriting is a subject especially designed to meet the needs of these three groups of pupils:

1. General vocation—those commercial pupils who desire typewriting as a prerequisite to advanced specialization.
2. Secretarial—those commercial pupils who desire to make special preparation for office work.
3. Personal use—those non-commercial pupils who need typewriting in college work or in other written expression for their own use.

It is advisable to divide the work into two courses, the Beginning, which may be taken by all students, and the Advanced, which is especially designed for those who wish to specialize in shorthand and typewriting and prepare for office work or secretarial training.

Regular instruction and constant supervision of practice must be had if satisfactory results are to be hoped for. Unsupervised practice, especially for beginners, is harmful, as incorrect habits formed then may hamper the progress for sometime and necessitate strenuous corrective measures. The active, alert teacher will use his opportunities to demonstrate the correct technique of operation of the machine and see that the pupil acquires that technique as well as possible. The subject matter used should be such as to aid the pupil in improving his English, habits of spelling, neatness, and accuracy, and in increasing his knowledge of the correct use of punctuation marks, business principles, and practices. Due consideration should be given to the location of the high school, its educational and vocational opportunities and potentialities of the pupils, their interests and abilities.
General Objectives:
1. To obtain an understanding of one's personal abilities and limitations necessary for intelligent educational and vocational choices.
2. To form proper appreciations of the importance of good health, good citizenship, social relationships, including business relations, vocational efficiency, and ethical character.
3. To establish proficiency in the fundamental processes.
4. To form skillful habits based on efficient operative technique in manipulating a standard typewriter.

Specific Objectives for First Year Typewriting:
1. To teach all the parts of the typewriter mechanism.
2. To establish habits of concentration, accuracy, and neatness.
3. To establish and develop acceleration of movements on the keyboard, including the making of figures and special characters.
4. To teach the proper care of the machine and other equipment in the typewriting room.
5. To develop an appreciation of the skill in attractive and correct arrangement of miscellaneous typewritten materials, business forms, and letters.
6. To teach the use of carbon paper.
7. To teach stencil-cutting and use of Ditto carbon paper as well as the use of the Mimeograph and the Ditto.
8. To teach simple tabulation.
9. To aid the pupil in developing power and in insuring regular function in the use of good English, spelling, punctuation, and syllabification.

10. To increase the knowledge of the pupil and to cultivate the attitudes and ideals which are necessary for success in typewriting.

Unit II of the first semester's work and Unit VII of the second semester's work are reproduced here to show method of procedure.

UNIT II

FOUNDATION OF MOVEMENT ON THE KEYBOARD

Content

A. Independent control of fingers

B. Development of letter combinations, words, sentences, and paragraphs

1. Shifting
2. Paragraph indentation
3. Marginal releasing

Suggested Procedure

Emphasize control of movement by feel.

Develop a good key stroking technique, stressing the immediate release of the key.

Give special attention to the returning of the fingers to the home position.

Encourage pupils to complete exercises upon the first writing.
UNIT VII
BUSINESS CORRESPONDENCE

Content

A. Letters
1. Parts
2. Type or style
   a. Full block
   b. Single space
      5 point indentation
   c. Single space
      10 point indentation
   d. Semi-block
   e. Inverted form
      or hanging indentation
3. Punctuation
   a. Open
   b. Closed
4. Envelopes
   a. Addressing
   b. Proper folding
      and inserting
      letters into
      envelopes

B. Post cards

C. Telegrams

Suggested Procedure

Dictate brief letters to pupils. Pupils should write original letters from 50 to 100 words in length correctly the first time.

It is more important to fix the principles of writing business letters than to try to develop a high degree of skill in copying forms. Giving unarranged letters is helpful in the way of testing the pupils' ability.

Emphasize purpose of telegrams.
The Specific Objectives for the Second Year are:

1. To give training for those interested in secretarial procedure.

2. To increase speed and proficiency in operating technique.

3. To further develop in the pupil a desire to assume responsibilities for a piece of work and to answer for its accuracy.

4. To develop the ability to set up letters, legal and business forms, comprehensive tabulations, and rough drafts in various practical and artistic arrangements.

5. To teach speed and accuracy in transcription.

6. To teach economy in the use of time and supplies.

UNIT III and XIII will be reproduced here to show plan of procedure.

UNIT III
DUPLICATION

Content

A. Carbon copies

B. Machines

1. Hectograph
2. Ditto
3. Speedograph
4. Mimeograph
5. Mimeoscope
6. Multistamp
7. Multigraph
8. Multicolor

Suggested Procedure

Review the material suggested in the first year's work.

Pupils should become familiar with all types of duplicating machines in the department. Much interest may be aroused in other types of machines by arranging for the class to visit well-equipped offices.
UNIT XIII
MAILING

Content

A. Incoming mail
1. Opening mail
2. Dating
3. Check enclosures
4. Sorting and classifying

B. Outgoing mail
1. Letters
2. Business forms and advertising material
3. Postal information
   a. Classes of mail
   b. Air mail
   c. Insured and registered mail
   d. C. O. D.
   e. Business reply
   f. Money orders
   g. Dead mail

Suggested Procedure

Teach pupils how to open mail, check addresses and signatures, date letters and place responsibility. Emphasize that this is valuable information and "silence is golden."

Emphasize proper addressing of envelopes. Be sure return address is printed or typed in upper left-hand corner.

Stress proper folding of letters for regular business, legal, and window envelopes.

Enrichment:

Have pupils get Postal rates from Post Office. Invite someone from the Post Office to give a talk. Get information about mail trains and steamship lines.
LESSON PLAN
SHIFT KEY AND PERIOD
I. Introduction:
   A. Teacher's aims:
      1. General: To develop in the pupil the control of the keyboard through feel.
      2. Specific:
         a. To help the pupil increase his mastery of the home keys.
         b. To present the principles of shifting.
         c. To teach the making of the period.
   B. Materials and references used by teachers and pupils.
      a. Demonstration machine.
      b. Drills on blackboard.
      c. Wall chart of keyboard (optional with teacher).
      d. Typing paper (8½ x 11).
      e. Mimeographed sentences.
II. Subject matter and method:
   OLD KNOWLEDGE

   Subject Matter
   Method
   Review.
   Have the pupils actually

   1. Parts of the machine
      a. Carriage, marginal stops, carriage release lever, etc.
      handle these parts.

   2. Inserting the paper
      Place your paper on the
      left-hand side of the machine.
      Ready--One, two, three.
LESSON PLAN (Continued)

3. Concentration drill (on the blackboard)
   dad lad fag has glass
   glad fad

TRANSITION

You have been writing words and phrases and today we shall write sentences in which we shall use capital letters and the period.

NEW KNOWLEDGE

Introducing shifting

1. Purpose of shift key
   Each key has two letters, lower case or small letters and upper case or capital letters. To make capitals use the little finger to depress the shift key which is on the opposite side of the keyboard from the key to be used.
   Stretch the little finger to the shift key, and keep the other fingers hovering over their home positions. Hold the shift key down until the key has been struck and released.
   Demonstrate the reach.
   Class, feel the reach.

2. Reach

3. Drill
   a. Feel
   Sentence: Ask dad.
   Class, you are to acquaint yourselves with the feel of the
b. Period

There is one more key for you to find--the period. Notice the period is on the bottom row of keys and is to be made with the third finger of the right hand. Class, notice how you are to reach the key. Try this reach. Repeat the sentence.

Now place your hands on the home keys and feel where the keys are as I call them. Ready: Shift, A, s, k, space, d, a, d, period. You are ready to write the sentence. Ready: let's go. Shift, A. release, s, k, space, d, a, d, period.

How many wrote the sentence correctly?

Has anyone written the A above the other letters?
LESSON PLAN (Continued)

Class, this error was caused by the shift key not being firmly depressed or it may have been released too quickly. Demonstrate the method to the class.

Repeat the sentence. Ask dad. Drill the opposite hand by using the sentence: Lad ask dad.

Has dad a lad. Explain to the class that a period is to be used because an answer is not expected.

4. Sentence practice

(This time should be for individual, assimilative practice.)

Each sentence is to be written until the teacher calls time.

Mimeographed copy

( Dad has a glass.
( Fag has a dad.
( Glad lad has a glass.
( Jaff has a fad.
( Sad lad has a glass; Jaff has a glass.

SUMMARY

Summarize, writing the important points on the board as they are given by pupils.

Now let us review the points necessary for good clear capitalization.

1. Depress the shift key as far as possible with
LESSON PLAN (Continued)

little finger of the opposite hand from the hand being used.

2. Keep all other fingers on home keys.

3. Strike the key to be capitalized with a quick stroke.

4. Bring little finger back to position as soon as key has been struck.

You make the period with which finger? The third finger of the right hand.

III. Assignment:

If practice outside of class is desired, make the assignment very definite as to arrangement of exercise on page, number of times to be written, and marking of errors.³

³Commercial Arts Course of Study for Indiana Schools, State of Indiana, Department of Public Instruction, Bulletin No. 100G, (Indianapolis, 1932), pp. 45--59.
4. **Shorthand.** Shorthand is, first, a language arts subject, and then a practice type subject. It is the most technical subject of the business course and requires a high degree of skill and ability in the use of English. Combined with a good skill in typing it enables the pupil to enter the business world as a skilled worker. The study of shorthand affords opportunity for the development of neatness, alertness, accuracy, self-reliance, judgment, and the ability to memorize and to concentrate.

The object of the study of shorthand is to get and record the ideas of another accurately and rapidly, and to produce from the notes a transcript that will be acceptable in the business world. In order to record ideas as they are spoken, the writing response to the idea must be carried to the automatic stage. To reach this stage, practice and drill according to the laws of habit formation are necessary. With this end in view, the maximum amount of effective practice must be given in the course. Rapid practice on sentences should be used from the first lesson. Besides providing the necessary practice for habit formation, the early use of sentences for dictation will add interest to the work and give the pleasing sense of accomplishment that will spur pupils to further effort. Progress demands the discarding of the rule method of teaching shorthand and that it be taught by methods more in harmony with psychology than the learning of rules and the illustrations of rules. The dictation material should be carefully graded. It is important to use all the supplementary material, words, phrases, sentences, and paragraphs, that time will permit, since
it is only in this way that a reading and writing vocabulary can be acquired.

Speed, quality, and accuracy must be considered in teaching shorthand. Notes must be taken accurately and fast enough to meet the maximum need of the pupil. The transcription of these notes must not only be technically accurate, but it must be neat in arrangement and correct in form. Transcription requires the coordination of several difficult processes—the reading of shorthand notes with interpretation and plan for punctuation, the formation of the plan of arrangement, and the construction of finger patterns for writing the words.

It is considered advisable to offer four semesters of shorthand so that a high degree of skill may be achieved. If no secretarial training course is offered, the essential features of that course should be included in the shorthand and typing courses.

UNIT I of the first semester's work and UNIT II of the third semester's work are reproduced here to illustrate the materials used and the method of procedure.

FIRST SEMESTER
UNIT I
CONSONANTS, VOWELS, AND PHRASING PRINCIPLES
Content                                    Suggested Procedure
A. Discuss the origin and development of shorthand and demonstrate its values. Teacher should write on the board shorthand notes.
   Read it back verbatim, put it in longhand, and compare time saving and ease of execution.
B. Discuss equipment necessary for good work.

C. Introduce and develop consonants and vowels.

D. Show that shorthand is written by sound.

E. Introduce the writing of circles between strokes.

F. Develop consonant combinations.

G. Introduce brief forms.

Enrichment:

Speed Studies
Graded Readings, Hunter
Progressive Exercises
Word and Sentence Drill, Markett
Progressive Dictation, Wilson
Dictation for Beginners, Bisbee
5,000 Most Used Shorthand Forms
Shorthand Dictionary
Gregg Shorthand Phrase Book

Emphasize particularly:

a. Rapid writing.
b. Reading of all notes.
c. Correct proportion.
d. Sound of words.

Teacher should review previous units at the beginning of each period.

Walk among students daily to inspect work, to watch correct habit formation, and to write correct outlines in notebooks.

Materials:

Fountain pen or well sharpened pencil, No. 2.

One or two notebooks as teacher suggests.

Teaching Gregg Shorthand by the Analytical Method, Frick
The Gregg Writer
American Shorthand Teacher.
THIRD SEMESTER

UNIT II

DICTATION

Content

A. Gradual increase in speed and length of dictation

Develop in taking dictation:

1. Correct method of procedure
2. Accuracy
3. Speed
4. Ability to carry in mind
5. Getting oral punctuation
6. Ease in execution

B. Kinds of material:

1. Simple business letters
2. Articles

C. Reading from shorthand plates

1. Collateral reading books
2. Assignment for preparation of different voices.
3. Material for sight reading

D. Dictation

1. Dictation should include new material, practiced material, words, sentences and paragraphs

Suggested Procedure

Display best work on bulletin board.

To develop the ability to carry material in mind:

1. Dictate a short sentence and have pupils write it after finishing dictation.
2. Use longer sentences in the same way.
3. Use two or three related sentences. Pupils should be able to carry in mind 25 to 50 words.

Have the pupils to do some dictating in order to accustom the class to the inflection of different voices.

Teach pupils to:

1. Keep eyes on notebook while taking dictation.
2. Avoid interruptions.
3. Make insertions where there is no room on the line
1. Aims:

2. Material that is to be transcribed in notebook by use of footnote symbols.

3. Reading from "cold" notes

4. Listen for inflections in the dictator's voice in order to punctuate correctly.

LESSON PLAN

CHAPTER II--UNIT 4

I. Introduction:

1. Aims:

   General aims: To help the pupils enlarge their shorthand vocabularies by introducing the new strokes and characters in today's lesson.

   Specific aims:

   a. To help the pupils acquire an accurate and thorough understanding of how to write the down characters: p, b, f, v, and s.

   b. To help the pupils acquire an accurate understanding and a thorough knowledge of how to write the new brief forms consisting of the new down characters.

2. References:

   Gregg Manual
   Speed Studies
   Dictation for Beginners
   Mimeographed sheets
   Gregg Writer
II. Type of lesson:

Developmental lesson

Practice and drill lesson

III. Subject matter and method.

OLD KNOWLEDGE

Subject Matter

Method

Review: In test of yesterday, it was quite evident that pupils were having difficulty with reverse curves.

Dictate a number of sentences containing words that are written according to this principle.

Write on the blackboard words that have caused difficulty.

Have the pupil to compare his notes with those on board.

TRANSITION

The pupils have been introduced to the down stroke b and also s in connection with previous reading matter on mimeographed sheets.

Most of the characters up to this time have been forward strokes; however, we have had the characters b, and s. In this lesson, we have a number of new down strokes.
LESSON PLAN (Continued)

NEW KNOWLEDGE

I. Word Study

Pass out mimeographed sheets on which are sentences containing the words to be introduced for the lesson.

Develop facility in reading and writing the difficult words by calling attention to the correct formation of letters and to the similarity to, and difference from known words.

Dictate a number of words or sentences containing the new principles and characters to be introduced.

Develop new characters by analysis of words, by comparison of length and direction of curves, and by association with their uses as brief forms.

II. Sentence Practice

Sentences containing the words giving difficulty should be written on the blackboard by the teacher or by selected pupils, so that pupils may judge their work as to slant, length and direction of characters, rhythm, proper joining of letters, and legibility.4

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4Commercial Arts Course of Study for Indiana Schools, State of Indiana, Department of Public Instruction, Bulletin No. 100G, (Indianapolis, 1932), pp. 62--79.
5. **Secretarial Training.** The course in secretarial training is designed to broaden the student's knowledge of business procedure, to acquaint him with the specific duties performed by a secretary, and to develop an increased ability to speak and write English effectively. It includes the study of business and legal forms, business letter writing, facts relating to the transportation of persons and goods, the use of the telephone and filing. It undertakes to prepare the stenographer to assume the responsibility of writing many letters without dictation, to keep records, to make engagements, to answer the telephone, to meet and dispose of callers, and to decide on many matters that need not be brought to the employer's attention. It is hoped to develop, upon a high degree of skill in the technical subjects of shorthand and typewriting, a superstructure of information, knowledges, and efficiency that will enable the stenographer to become a private secretary of importance or an executive.

In large high schools this course may be offered as a fifth semester course following the bookkeeping, shorthand, and typewriting courses, but in the smaller schools it may be advisable to correlate as much of the course as time and facilities permit with the advanced work in shorthand and typewriting.

UNITS II and VI are reproduced here to illustrate the content and method of procedure; also lesson plan for discussion of taking dictation and transcription.5

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5 *Commercial Arts Course of Study for Indiana Schools*, State of Indiana, Department of Public Instruction, Bulletin No. 100G, (Indianapolis, 1932), pp. 83--93.
UNIT II
CORRESPONDENCE

Content

Suggested Procedure

Mechanical makeup

Teach details through

1. Stationery
the medium of transcription.
2. Appearance
Select all letters to be dic- 
Style, placement, 
tated with a purpose of illus- 
second page, 
trating a type or bring into 
folding 
use a particular detail.
3. Envelopes

4. Types of letters
Enquiry, order,
acknowledgments,
quarations, com-
plaints, sales
letters, collec-
tion, application,
appointment, inter-
departmental

Enrichment:
Reigner, Charles G.: Writing Letters, Chapter I.
Lawrence McAfee & Butler: Correlated Studies in
Stenography, Chapter III.
UNIT VI
RECEIVING CALLERS

Content
A. Types of callers
B. Treatment of callers
C. Duties of secretary
D. Procedure

Suggested Procedure
Teach pupils that they must be able to discriminate between callers according to the demands of the employer. However, tact is necessary so that apparently all are treated alike.

Enrichment:
Actual calls at office will add to the interest of the pupils and also illustrate points to be learned.
LESSON PLAN

TAKing DICTATION AND TRANSCRIPTION

I. Introduction:

A. Teacher's aims:

1. General: To continue to develop the pupils' power to take dictation and to transcribe.

2. Specific: To help pupils develop power of adapting their transcription skill in office situations. To help the pupils develop the power to take several letters at one sitting and transcribe all at one time. To help pupils develop accuracy and speed in taking dictation and in transcribing.

B. References and materials:

   Ross, J. Walter: Transcription Drills.
   McNamara and Markett: Rational Dictation.
   Gregg Speed Building.


II. Subject matter and method:

OLD KNOWLEDGE

Subject Matter               Method
What materials are needed    Shorthand notebook, sharp pencils, or good fountain pen.
in taking dictation?
NEW KNOWLEDGE

What are some of the personal characteristics on which the stenographer's success will depend?

What are some things the stenographer must observe while taking dictation?

Note some important steps in transcribing notes.

Interest, patience, cheerfulness, calmness, poise, initiative, tact, enthusiasm, good judgment, neatness.

Have everything ready so there will be no delay. Read notes, correct outlines, and punctuate during pauses in dictation. Ask questions about things not understood either during or at end of dictation.

Read notes through silently in order to get complete thought. Study length of notes so as to

LESSON PLAN (Continued)

What details do you have to observe?

Date notebook daily. Number each letter. Use two columns on page. Use only one side of page. Draw line through notes already transcribed. Keep rubber band around pages used to find place easily.

TRANSITION

These details which we have previously studied are important; however, there are personal traits which are necessary for proper dictation taking and transcription.
arrange letter attractively.
Strive for accuracy in spelling, punctuation, and typing. Always make carbon copy unless otherwise instructed. Proof read letters before removing from machine.

What are some desirable qualities of the completed letter?

Clean stationery, clean type, even touch, neat erasures, if any, even spacing, well-balanced margins, form suited to letter. (If the office has standard form for all letters, this must be used.)

Double space addresses of two or three lines.

Single space addresses of four lines or over.

Style of address should match style of letter.

Place letter under flap of envelope. Be sure correct envelope is placed with letter.

How should envelopes be addressed?

SUMMARY

Check mannerisms of members of class as they take dictation and make criticism and commendations by way of summary. Check transcription for desirable qualities of completed letter.

How do you present the letter for signature?

Dictate a letter to class; have pupils transcribe it and hand in first transcript.

What are some desirable qualities of the completed letter?
6. **Filing.** Knowledge of filing is now a necessary part of the office worker's training. Since very few high schools can offer it as a separate course it is usually incorporated in other courses, such as business practice, typing, stenography, secretarial training, or bookkeeping. In the work offered it is intended to teach pupils the principles of filing, the classification and organization of materials to be filed, and the different methods of filing. UNIT IV is used here as an illustration of content and procedure.

**UNIT IV**

**MATERIALS AND METHODS OF FILING**

A. Materials
   1. Guides
      - Mention different kinds of guides.
      - Teach pupils to handle file by sides of guides instead of tabs.
   2. Folders
      - Show pupils samples of folders.
      - Teach arrangement of material in folder.

B. Alphabetic
   - Be sure pupils know alphabetic sequence of letters.
   - Importance of cross reference should be brought out in each method.

C. Numeric
   - Teach reason for using number instead of name.

   Card Index
   - Emphasize necessity for accurate card index.

D. Geographic
   - List businesses where this method could be used.

E. Subject method
   1. Alphabetic
      - Emphasize importance and difficulty of selecting subject headings.
UNIT IV (Continued)

2. Numeric
   Accuracy of this method depends on coding. Take pupils to public library to see use of decimal system.

3. Decimal

F. Special methods
   Acquaint the pupils with the names and methods peculiar to the manufacturers of filing equipment.

G. Charge methods
   Have pupils see importance of keeping list of materials taken out.

1. Importance
   Show advantage of using contrasting colors for out cards.

2. Methods

H. Card record system
   Discuss advantage of using card records over bound records. Emphasize selection of good stock in cards because of handling.

   Show different types of guides.

The lesson plan accompanying Filing deals with Transfer Methods. The topics for discussion are: the meaning of active and inactive files; purpose of transfer; time of transfer; kinds of transfer—periodic and perpetual; transferring process; and transfer files—equipment and housing. The suggested procedure is presented in very comprehensive form.6

6 Commercial Arts Course of Study for Indiana Schools, State of Indiana, Department of Public Instruction, Bulletin No. 100G, (Indianapolis, 1932), pp. 96--100.
7. **Business Administration.** This course is offered with the following objectives in mind:

a. To acquaint the student with some of the problems of the business man.
b. To help the student understand business operations and organization.
c. To make an analytical study of business management by units according to functions and activities.
d. To show the relationship of business administration to economic activity.
e. To study the different types of business organization.

The material taught in the course is divided into ten units and the topics are: types of ownership; location of the business; business finance; the employee and labor problem; marketing; the purchasing department; the sales department; the production department; risk and risk bearing; and internal organization and management. The lesson plan is reproduced to illustrate subject matter and suggested procedure.

**LESSON PLAN**

**BUSINESS FINANCE**

I. Introduction:

A. Aims

1. General aim: To help the student to gain an understanding of the source and necessity of finance.
2. Specific aim: To help the student to gain an understanding of the analysis of the financial administration.
LESSON PLAN (Continued)

B. Materials and references
1. By teacher
   a. Textbook
   b. Business Finance--Lough
2. By pupil
   a. Textbook

II. Subject matter and method:

<table>
<thead>
<tr>
<th>Subject Matter</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital is a necessity to business</td>
<td>This has been common to the experience of the student.</td>
</tr>
<tr>
<td>Capital requirements</td>
<td>Discuss the kinds and amounts of capital used by student when engaged in business. Larger business needs more capital.</td>
</tr>
</tbody>
</table>

NEW KNOWLEDGE

A. Sources of capital | Discuss different sources and methods of securing capital from each source. |
B. Control of capital disbursements | Point out purpose of control. Capital should be determined before secured. |
C. Control of income | In single proprietorship, partnership, and corporation. |
D. Handling of cash | Receipts from sale to cashier. Other receipts handled through |
LESSON PLAN (Continued)

mailing department. Disbursements made only on approved vouchers. Must be approved by accounting department.

SUMMARY

Review. Suggested story of financing some definite establishment showing application of all above content.

III. Assignment.

Find out what may be substituted for capital.

How is it controlled?  

7Commercial Arts Course of Study for Indiana Schools, State of Indiana, Department of Public Instruction, Bulletin No. 100G, (Indianapolis, 1932), pp. 101--107.
8. **Commercial Geography.** This course should establish in the minds of the pupils the relation of geography to what people do for a living—that in the primitive state geography determines man's occupation, and that in the civilized state it is still a determining factor, though influenced by man's resourcefulness as seen in the influence of inventions and discoveries that result in change in conditions or an overcoming of conditions. No matter what approach is used, the study should show that because men want food, shelter, and clothing, they must produce, transport, manufacture, and distribute these products for use, and that these activities have been important factors in the growth of our civilization. Because of the variety of interesting information that may be introduced there should be no lack of interest whether the project method, discussion type, or field trips be used to develop and connect the units of work. UNIT I is given here to show content and suggested procedure.

**UNIT I**

**GEOGRAPHICAL INFLUENCE UNDERLYING INDUSTRY AND COMMERCE**

<table>
<thead>
<tr>
<th>Content</th>
<th>Suggested Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Climate</td>
<td>Show the influence of each upon local community, state, na-</td>
</tr>
<tr>
<td>B. Relief</td>
<td>nation, and continent.</td>
</tr>
<tr>
<td>C. Mineral sources</td>
<td></td>
</tr>
<tr>
<td>D. Plant and animal life.</td>
<td></td>
</tr>
</tbody>
</table>

Corn is the subject of the lesson plan and is discussed under the following headings: the history of corn; conditions essential to growth; regions of corn production; cultivation;
harvesting; kinds of corn and its uses; by-products; commerce in corn; and corn and its relation to mankind.  

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8 *Commercial Arts Course of Study for Indiana Schools*  
State of Indiana, Department of Public Instruction, Bulletin No. 100G, (Indianapolis, 1932), pp. 108--110.
9. **Commercial Arithmetic.** Modern business demands certain skill in handling figures combined with a working knowledge of business problems. The courses in business arithmetic are designed to meet this need by giving the student practice in handling numbers and solving problems of a practical nature. It is suggested that commercial arithmetic should follow junior business training as a foundation course for the training of the junior clerk and for the more advanced occupation in the field of bookkeeping and related activities. UNIT IV is used here to show the type of work presented.

UNIT IV

**ALIQUOT PARTS**

**Content**

A. Commonly used fractional expressions

B. Corresponding aliquot parts of 1, 10, 100, 1000.

Examples: .50, 5, 50, 500, .25, 2, 50, 25, 250

**Enrichment:**

Division by aliquot parts of 1, 10, 100, or 1000.

Ask pupils to originate schemes as guides in the

**Suggested Procedure**

Motivate the work by illustrating how easy it is to employ aliquot parts to the solution of typical problems.

Have pupils determine what fractional equivalents it would be well to know and construct a table containing them.

Billing is perhaps the most important type of problem to be presented at this time, although all general multiplication problems are desirable.
application of aliquot parts to the solution of problems.\textsuperscript{9}

\textsuperscript{9}Commercial Arts Course of Study for Indiana Schools, State of Indiana, Department of Public Instruction, Bulletin No. 100G, (Indianapolis, 1932), pp. 113--125.
10. Business English. It is desirable that commercial students should first have the same work in English that is offered for pupils following the college or general curricula. Then the specific objectives of the course in business English will be: to teach pupils to speak English as it is spoken by careful business men; to write English in accordance with the best business usage; and to become familiar with a body of literature especially useful to one going into business. The lesson plan for UNIT IV is used as an example of the type of work done in this course.

LESSON PLAN
MECHANICS OF A LETTER

I. Introduction:

The letter takes quite a place in the business world today and it is therefore essential that every one and more especially those who expect to work in the commercial field should have a knowledge of letter writing.

Teacher's aims:

General: To increase the knowledge of the pupil in Business English

Specific: To teach the pupil letter writing.

II. Subject matter and method:

OLD KNOWLEDGE

<table>
<thead>
<tr>
<th>Subject Matter</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Punctuation tends to give clearness to expression</td>
<td>Why is punctuation necessary in writing?</td>
</tr>
<tr>
<td>B. Capitalization</td>
<td>Give exercises to cover punctuation and capitalization.</td>
</tr>
</tbody>
</table>
LESSON PLAN (Continued)

TRANSITION

With this knowledge of punctuation and capitalization let us now see how it can be applied to letter writing. In this lesson we take this up as applicable to the mechanics of a letter.

NEW KNOWLEDGE

A. The Paper

8½ x 11

Quality and color vary—white unruled preferable

B. Letterheads

What are letterheads?

No advertising here

What should be eliminated? Why?

C. Mechanics of a letter

1. Heading

Of what does the heading consist?

How is punctuation applied to the heading?

2. Address

What is considered in the address?

How is punctuation applied to the address?

3. Salutation

What is the position of the salutation? What punctuation mark is most widely used after salutation?

Summary: In this lesson we have seen how punctuation especially and capitalization are used in the heading, address, and salutation of a letter. We have also learned about stationery and letterheads.¹⁰

¹⁰Commercial Arts Course of Study for Indiana Schools, State of Indiana, Department of Public Instruction, Bulletin No. 100G, (Indianapolis, 1932), pp. 128--133.
11. **Commercial Law.** In the course in commercial law, the teacher should keep in mind the two-fold purpose of securing more effective social control as well as of imparting essential business information. Something of the purpose and sources of the law, important or dramatic events in the history of the development of law, the divisions of law, and the courts which interpret it should be included in the introduction.

In connection with every topic discussed, social control may be made more effective by showing the economy of preventive measures rather than corrective measures for disputes, since disputes commonly arise because of ignorance and a lack of understanding of the limits of the rights of each party, and are best cured by mutual knowledge and intelligence.

The law of contracts is the unifying principle for the whole of commercial law, for contracts—express or implied—are in all business dealings. After the study of contracts should come the study of sales, where the general principles of contracts are applied to buying and selling; next should come the study of negotiable instruments, the specialized form of contract in most general use. Other subjects that are treated less at length and less in detail are: agency, personal property, partnership, bailment and common carrier, landlord and tenant, and insurance.

The lesson plan on contracts is reproduced here as an example of the type of work that is done in this subject. 11

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11 *Commercial Arts Course of Study for Indiana Schools, State of Indiana, Department of Public Instruction, Bulletin No. 100G, (Indianapolis, 1932), pp. 135--146.*
LESSON PLAN
CONTRACTS

I. Introduction:
   A. Teacher's aims:
      General: To develop an understanding on the part of
               the pupil of the contract.
      Specific: To give the pupil a general knowledge of
               the essentials, kinds, and relationships of contracts.
   B. References and materials:
      By teacher--Blackboard, additional texts
      By pupil--Text and problems of previous day

II. Subject matter and method--Question and answer type lesson:

OLD KNOWLEDGE

Subject Matter
Review: The general discussion about law and property.
       Basic: The fact that law prescribes certain rules of action.

Method
The general features of law.
Why is it necessary to have laws?

TRANSITION

Every business transaction involves an exchange of property.
Every article we buy or sell involves an agreement between two or more persons.

NEW KNOWLEDGE

Introduction of form of contract.
What constitutes an agreement?
Offer? Acceptance?
Of what is the agreement a part? (Contract.)

What are the other parts of a contract? Competent parties, consideration, and legal subject matter.

All contracts are not of the same nature.

Suppose you walk in the barber shop to get your hair cut. You tell the barber your desire and he begins work. Does this constitute a contract?

Is it a formal or simple contract?

Is it an express or implied contract?

Is it an executory or executed contract?

Is it a divisible or entire contract?

Name the various kinds of contracts. Define each.

SUMMARY

Make an outline of the development of contracts showing essentials, kinds, and relationships.

Now let us go back and outline the steps fundamental to the various contracts.
12. **Retail Selling.** The general objective of this course is to give the pupil knowledge that should enable him to successfully carry on a retail business. The specific objectives are: to give a historical background for retail selling; to train the ability to render adequate service through a comprehensive knowledge of people and merchandise; to aid the pupil in developing a convincing personality applicable with the techniques of selling; and to instill the necessity of adequate records to a progressive retail business. UNIT IX is reproduced here to show the type of work carried on in this subject.

**UNIT IX**

**PSYCHOLOGY OF SALESMAINSHIP**

<table>
<thead>
<tr>
<th>Content</th>
<th>Suggested Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Quick judgment necessary</td>
<td>Our public is in a hurry.</td>
</tr>
<tr>
<td>B. Why customers buy</td>
<td>To some classes of trade beauty, economy, usefulness, style, appeal.</td>
</tr>
<tr>
<td></td>
<td>To others necessity, appetite, etc., appeal.</td>
</tr>
<tr>
<td></td>
<td>To others service, convenience, etc., appeal.</td>
</tr>
<tr>
<td>C. Approaching customer</td>
<td>Voice, language, action, facial expression. Sell yourself first.</td>
</tr>
<tr>
<td></td>
<td>Make customer comfortable.</td>
</tr>
<tr>
<td>D. Finding customer's needs</td>
<td>Right and wrong way</td>
</tr>
<tr>
<td>E. Some customers desire information</td>
<td>Kind needed and how to present it.</td>
</tr>
</tbody>
</table>
UNIT IX (Continued)

F. Customer's objections
   Customer is always right, but you must have a point to override the objection. Courtesy. Must be courteous.

G. Closing the sale
   Clinch sale by commending the customer's choice.
   Do not lose interest in customer when cash is received.12

12 Commercial Arts Course of Study for Indiana Schools, State of Indiana, Department of Public Instruction, Bulletin No. 100G, (Indianapolis, 1932) pp. 149--154.
C. CONCLUSIONS

1. The great variety of knowledges and skills represented in the subjects of the commercial course make possible a great diversity of methods of teaching those subjects.

2. The classroom teacher of commercial subjects should be able to derive very substantial assistance from a well-planned course of study showing content and method of procedure as illustrated in the preceding pages.

3. Ideas have changed as to the types of pupils who may be successful in certain phases of commercial work, and guidance into the proper channels is now a part of a well-planned commercial course.
VI. TESTS

A. Types of Tests in Business Education

Some subjects in the commercial curriculum stress the development of motor skills; some subjects, general business information useful to everyone; some subjects, training in reasoning and power to think clearly; some subjects, desirable habits, attitudes, and ideals; and some subjects, principles of good business management and business leadership. With such a wide range of purposes in business education, a comprehensive testing program covering all of its problems requires a great variety of tests and the use of every known type of test construction and test technic.

B. Traditional Tests

Practically all tests and examinations may be described either as traditional tests or new-type tests. In business education practice sets in bookkeeping, specimen tests in penmanship, transcription tests in shorthand, and timed copy tests in typewriting are of the traditional type.

C. New-Type Tests

Of the new-type or short-answer tests those best suited to commercial subjects are the true-false, yes-no, matching, classification, and identification tests. In some phases of measurement it is impossible to use the multiple-choice test as it is too difficult to get four satisfactory responses.¹


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D. Standardized Tests

Tests for commercial subjects that had been standardized prior to 1926 by E. G. Blackstone, Elmer R. Hoke, Ethel A. Rollinson, L. L. Thurstone, P. A. Carlson, and others, are discussed in detail and evaluated by Henry L. Smith, Dean of the School of Education, Indiana University, and Wendell W. Wright, Associate Professor of Education, Indiana University, in their book, Tests and Measurements, published in 1928.  

Since that time a state-wide testing program has been instituted in Indiana and some commercial subjects are included. The Bulletin of Purdue University for October, 1931, sets forth the purposes, plans, and results of this testing program as follows: "The High School Testing Service for Indiana has been successfully initiated with the testing program carried out at the close of the school year, 1930-1931."

"The State Committee in charge, representing the four state higher institutions of learning,—Dr. Ralph Noyer of Ball State Teachers College, Dr. Wendell W. Wright of Indiana University, Dr. H. H. Remmers of Purdue University, and Dr. J. W. Jones of Indiana State Teachers College,—plans to continue this testing service for the high schools of the State, introducing such changes and additions as the expressed needs of the high schools and scientific research based on the test results seem to warrant."  

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"That a genuine need for the service exists is eloquently attested by the fact that in the first year of the service somewhat over 101,000 pupil-subject tests were used. The uses of the program as a continuous inventory of the high schools are so obvious as to need no elaboration. Individual pupil diagnosis making possible remedial treatment; better pupil guidance; more adequate grading of pupils; a more careful evaluation of local curricula; better motivation of pupils and teachers; an objective basis for evaluating teaching procedures and teaching effectiveness; better evaluation of administrative policies--these are a few of the most important purposes for which the test service may be employed. . . .

"The numbers of tests used in commercial subjects were:

First Year Typewriting . . . . 3,379
Second Year Typewriting . . . . 654
First Year Shorthand . . . . 1,405
Second Year Shorthand . . . . 371
First Year Bookkeeping . . . . 1,922
Second Year Bookkeeping . . . . 98

"State norms were computed in terms of T score units and were made available to the high schools before the close of school in the spring semester, 1931. These norms were provided for two classes of schools: short-term (8 to 8 ½ months) and long-term (9 to 10 months).

"The validity of the tests as related to curricular content is unquestionably high because (1) they were based upon the 4

printed state course of study; (2) they were prepared coopera-
tively by subject matter experts in high schools and colleges;
and (3) every test item was finally evaluated by from 20 to
50 high school teachers in Indiana teaching the subject the
tests for which they evaluated.

"The reliability of the tests was calculated by the 'split-
test' method, using the Spearman-Brown prophecy formula for
obtaining the reliability of the whole test. A random sampling
of 300 pupil papers was used for each test. ... The coeffi-
cients of reliability are in the majority of cases higher than
those reported for standardized commercial tests in high school
subjects. The reliability coefficients for these tests are as
follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Typewriting</td>
<td>300</td>
<td>.914 + .01</td>
</tr>
<tr>
<td>Second Year Typewriting</td>
<td>161</td>
<td>.894 + .01</td>
</tr>
<tr>
<td>First Year Shorthand</td>
<td>300</td>
<td>.979 + .002</td>
</tr>
<tr>
<td>Second Year Shorthand</td>
<td>125</td>
<td>.981 + .002</td>
</tr>
<tr>
<td>First Year Bookkeeping</td>
<td>300</td>
<td>.956 + .003</td>
</tr>
</tbody>
</table>

In the following pages copies of the tests which are
given for practically every subject discussed in the Commercial
Arts Course of Study for Indiana Schools will be used as ex-
amples of the new-type test for commercial subjects.

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5 H. H. Remmers, Ph. D., The Achievement of Our High
Schools--Results of the State High School Testing Program,
1930-1931. Bulletin of Purdue University, Vol. XXXII, No. 2,
Lafayette, Indiana: Purdue University, October, 1931, p. 10.
I. True-False Type--Directions: The following definite statements are either true or false. If the statement is true, draw a line under the letter "T." If the statement is false, draw a line under the letter "F."

1. Messenger service offers very little opportunity for advancement. T F
2. All wholesale dealers visit the factory or house from which they secure goods. T F
3. If the writer's address is not on a letter, the envelope should be attached to the letter. T F

II. Recall Type--Directions: Write words in the blanks which you believe will complete the sentence correctly.

1. An employee who makes out invoices is called a Billing Clerk.
2. When a depositor wishes to deposit money in a bank, he should fill out a Deposit Ticket.

III. Multiple-Choice Type--Place the number in the parentheses at the right which provides the best answer to the question given.

1. Fourth-Class Mail includes (1) magazines, (2) advertising matter, (3) merchandise, (4) manuscripts. (3)
2. A station-to-station call is (1) cheaper, (2) faster, (3) more expensive, (4) clearer, than a person-to-person call. (1)

6 Commercial Arts Course of Study for Indiana Schools, State of Indiana, Department of Public Instruction, Bulletin No. 100G, (Indianapolis, 1932), p. 24.
I. Multiple-Choice Type--Directions: This test consists of a number of incomplete sentences followed by several words or phrases. Select the word or phrase which makes the statement a true one and write the number that identifies it in the space provided at the right.

1. The ledger containing the accounts payable is called 
   (1) a controlling ledger, (2) a subsidiary ledger, 
   (3) a general ledger, (4) none of these . . . . . . (2)
2. A list of the accounts in the subsidiary ledger and their balances is (1) a trial balance, (2) a summary, (3) a schedule, (4) none of these . . . . . . (3)

II. Matching Type--Directions: The following statements are definitions of bookkeeping terms. Select from the list of "Numbers to be Used" the appropriate term. Write the number in the parentheses at the right. Use each number once.

Numbers to be Used

1. Subsidiary ledger 4. Controlling account
2. Special columns 5. Trial balance.
3. Schedule

1. A list of the balances of the accounts in a subsidiary ledger . . . . . . . . . . . . . . . . (3)
2. A book containing only personal accounts . . . . . . (1)
3. A list of open accounts in the general ledger . . . . (5)

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7 Commercial Arts Course of Study for Indiana Schools, State of Indiana, Department of Public Instruction, Bulletin No. 100G, (Indianapolis, 1932), pp. 42, 43.
TYPEWRITING

SAMPLE TEST

True-False Type--Directions: In the spaces in the margin below, write T before each statement you think is true, and F before each statement you think is false.

1. The paper is grasped in the right hand when inserted into the machine. ................. (F)

2. The paper release is used when paper is removed from the machine. ................. (T)

3. The carriage should be returned by pushing................. (F)

4. The pupil should always watch his hands................. (F)

5. The body should lean slightly forward from the hips. (T)

6. The cylinder can be turned backward only .......... (F)

7. The left edge of the paper should rest against the paper guide................. (T)

8. When the carriage is returned, grasp the lever with the entire hand. ................. (F)

9. The home or guide keys are on the second row of the keyboard ................. (T)

10. The paper should be twirled into the machine ........ (T)

---

8Commercial Arts Course of Study for Indiana Schools, State of Indiana, Department of Public Instruction, Bulletin No. 100G, (Indianapolis, 1932), pp. 59, 60.
SAMPLE BEGINNING SHORTHAND TEST.

CHAPTER II

Section I--Vocabulary Test

Directions: This is a vocabulary test composed of brief forms and phrases. On the space immediately following each shorthand outline, write the correct longhand word or phrase.

1. for    11. still         21. I have been
2. most   12. before         22. Yours very truly
3. very   13. another        23. of all
4. also   14. says, system    24. if you are
5. next   15. cause, because 25. in which the
6. such   16. been, bound    26. I should be
7. part   17. change, which  27. there is
8. soon   18. present, presence 28. very much
9. until  19. one, won        29. he must be
10. liked 20. thoroughly, three 30. I think

Section II--Shorthand Writing Test

Directions: Write the following sentences in shorthand. If triple spaced, the shorthand may be written between lines.

1. Mr. Black gave Betty a big black ball.
2. She will play with the baby in the park.
3. I fear that Fred will not play fair.
4. Jerry and Sarah will see the ship which was wrecked.
5. Phoebe may have time to go to market today.
6. A beaver made a dam by the bridge.
7. I should like to hear about every change made in the plan.
8. They will soon publish a work in which it will be presented to the people.
9. Sarah will make a salad if you get her a little celery.
10. When Sadie bakes some cakes, she always saves a piece for Sam.

Section III--Dictation and Transcription
Directions: Dictate the following for transcription.

Dear Sir:
Where can I see you today? I gave you almost half of the money for the lease before. I did not have any more then. If you can meet me today the rest will be ready for you. I should like to hear from you.

Yours truly,

Section IV--Selection Test
Directions: In the spaces at the right of the numbers in Column II place the letters indicating the rules in Column I which best explain the writing of the words. Each letter must be used but once. Credit will be given only when each letter is in its correct position. Write the letters clearly in the spaces. Work as rapidly and accurately as possible.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample:</td>
<td>00. Z</td>
</tr>
<tr>
<td>At the beginning or end of a single curve, the circle is placed inside the curve.</td>
<td></td>
</tr>
<tr>
<td>A. The word, BEEN, following have, has, had is phrased and is expressed by b.</td>
<td>51. (O)</td>
</tr>
</tbody>
</table>
SAMPLE BEGINNING SHORTHAND TEST—(Continued)

B. When necessary to make a distinction between s and z, a short dash is struck at right angles to the sign for s to show that it has the sound for z.  

53. K

C. When a circle vowel immediately precedes s between strokes, treat the s as belonging to the preceding stroke.  

55. L

D. Before and after p, b, r, and l, and after t, d, n, m, and o, the left is used.  

57. I

E. The ses sound is expressed by joining the two s signs as a blend.  

59. G

F. The suffix thing is expressed by a dot.  

61. C

G. The plural of a brief form ending in s is formed by adding another s going in the same direction.  

63. F

H. When s precedes another consonant, the base of the consonant following the s is placed on the line.  

65. E

I. When x occurs at the end or within words, it is expressed by s slightly modified in slant.  

67. J

J. After abbreviated words a disjoined t is used to express the past tense.  

69. M

K. The suffix shun is expressed by sh.  

71. A

L. The comma s is always used when joined to v.  

75. H

9Commercial Arts Course of Study for Indiana Schools, State of Indiana, Department of Public Instruction, Bulletin No. 100G, (Indianapolis, 1932), pp. 80, 81.
SECRETARIAL TRAINING

SAMPLE TEST

Unit XV. Reference Books

This is a matching test. Put the numbers of Column I in correct blanks after Column II. Use each number only once.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. &quot;Who's Who&quot;</td>
<td>b. A book containing information on all sorts of subjects; as, recent statistics on agriculture, politics, sports, education, etc. (1)</td>
</tr>
<tr>
<td>3. City Directory</td>
<td>c. A geographical dictionary and book giving names and descriptions of cities, towns, rivers, etc., in alphabetical order. (7)</td>
</tr>
<tr>
<td>4. Yearbook</td>
<td>d. List of names of every railroad station, post office, port and boat landing in the United States with water route or railroad on which each is situated. (9)</td>
</tr>
<tr>
<td>5. Telephone Directory</td>
<td>e. Social directory listing names and addresses of the people residing in the more exclusive sections of the city. (10)</td>
</tr>
<tr>
<td>6. &quot;Who's Who in America&quot;</td>
<td></td>
</tr>
</tbody>
</table>
SAMPLE FILING TEST

Unit IV. Materials and Methods of Filing

This is a multiple choice paper. Choose the answer which will make the sentence correct and place the letter in the blank space to the right. Answer each question.

Key

1. In the direct alphabetic system material is filed
   a. in strict alphabetic arrangement.
   b. by dividing it into 26 groups.
   c. by numbers.

2. The tabs on the guides are for the purpose of
   a. pulling out the guide.
   b. separating one letter from another.
   c. rapid and accurate location of folders.

3. Folders are used for the purpose of
   a. finding the guides.
   b. keeping papers of any individual, firm, or subject together.
   c. giving body to the file.

4. Cross reference makes possible
   a. filing a letter under more than one caption.
   b. keeping track of those letters which need follow-up.
   c. finding correspondence quickly.

5. Individual name prefixes such as De, Mac, Von, are
   a. disregarded.
   b. always placed last.
   c. considered a part of the surname.\(^\text{11}\)

\(^{11}\)Commercial Arts Course of Study for Indiana Schools, State of Indiana, Department of Public Instruction, Bulletin No. 100G, (Indianapolis, 1932), p. 100
COMMERCIAL GEOGRAPHY

SAMPLE TEST

FOREST PRODUCTS

This is a True-False test. In the spaces in the margin at the right, write T for each statement you think is true and F for each statement you think is false.

1. Red wood trees are found on the Pacific Coast. (T) 1.
2. Hard wood forests lie in the northern part of Canada. (F) 2.
3. Tropical woods are soft woods. (F) 3.
4. United States produces over 50% of the world's lumber. (T) 4.
5. Intelligent method of reforestation will do much to save the lumber supply. (T) 5.
6. Russia is very wasteful with her wood supply. (F) 6.
7. Prehistoric man made much use of paper. (F) 7.
8. Our first paper was made from mulberry leaves. (T) 8.
9. Rags now serve as the chief source of paper material. (F) 9.
10. Paper material should be rich in cellulose. (T) 10.
11. Twenty different kinds of trees are used as wood pulp. (T) 11.
12. Cheaper grades of paper are made from wood. (T) 12.
13. Water supply and raw materials are determining factors in the location of paper factories. (T) 13.
14. We have more than enough raw materials to supply the need for wood pulp. (F) 14.
15. Building and maintaining pulp mills require a great amount of money. (T) 15.
16. Rubber has been used for pencil eraser since the time of Columbus. 12 (T) 16.

12 Commercial Arts Course of Study for Indiana Schools, State of Indiana, Department of Public Instruction, Bulletin No. 100G, (Indianapolis, 1932), p. 111.
BUSINESS ENGLISH

SAMPLE TEST

True and False—Directions: If the statement is true place the word True following the statement; if it is false place the word False following it.

1. The letter takes an unimportant place in the business world today.
   1. False

2. Punctuation is necessary to give clearness of expression.
   2. True

3. Any color of paper for stationery is preferable.
   3. False

4. There is no standard size of stationery.
   4. False

5. There should be no advertising in the letterhead.
   5. False

6. The first line of the letter should begin one space below the salutation.
   6. False

7. There is no special rule concerning paragraphing.
   7. True

8. There is nothing that governs the choice of the complimentary close.
   8. False

9. All typewritten letters should be signed with a pen.
   9. True

10. All addresses should be double spaced.
   10. False

11. The style of address on the envelope should correspond to that of the letter.
   11. True

12. A letter of inquiry should be definite and clear.
   12. True

13. Promptness is only secondary in handling business correspondence.
   13. True

---

13Commercial Arts Course of Study for Indiana Schools, State of Indiana, Department of Public Instruction, Bulletin No. 100G, (Indianapolis, 1932), p. 133.
Negotiable Instruments

1. Name at least five requirements of negotiability in order that a contract be a negotiable paper.

2. Name and illustrate four types of indorsement and state the legal effect of each as to (a) Liability of indorser, (b) Negotiability thereafter.

3. Name the warranties of an indorser. Do these warranties hold if he indorses "Without recourse"?

4. Name the qualifications needed by a holder of a paper in order that he be a holder in due course.

5. Distinguish between "Real defenses" and "Personal defenses." Name four of each.

6. A is of sound mind and able to read and write. B is A's son. B and X ask A to sign a paper represented as a contract to buy merchandise which B is buying of X. A signs the paper without reading it. It turns out that the paper signed by A is a negotiable promissory note and known to be such by B and X. X sues A on the paper. Decision will be given for (A).

7. A's defense in the above case is a (real, personal) defense.

8. If the paper mentioned in 6 above were sold to Y, a holder in due course, and Y later sues A, the decision will be given for (Y).

9. If Y, the holder in due course, had not sued A, but had transferred the paper to M, and M knew that B and X had obtained the paper in the manner described in Problem 6, and M sues A, the decision will be for (M). If M had
transferred the paper to X again, X sues A, held for (A).

10. Mark the following true or False by using the letter T or F in the blank at left:

a. T An accommodation indorser need not be notified in order to be held.

b. T A paper payable to bearer on its face need not be indorsed in order to give legal title to a transferee.

c. F If a bank fails, the holder of a check on a bank must always stand the loss.

d. F A draft drawn in Muncie on a bank in Cincinnati is a domestic bill.

e. T A draft drawn in Muncie on B in Gary is a domestic bill of exchange.

f. T A finder can give good title to a check payable to bearer.

g. T The drawee of a draft is an "original party" to the draft.

h. T All checks are drafts.

i. F All drafts are checks.

j. F A holder in due course can collect from a minor-maker of a note.

k. F If the payee of a check has it certified and the bank fails before it is cashed, the maker can be made to pay the holder.\(^\text{14}\)

\(^{14}\) Commercial Arts Course of Study for Indiana Schools, State of Indiana, Department of Public Instruction, Bulletin No. 100G, (Indianapolis, 1932), p. 147.
CENTRAL HIGH SCHOOL
COMMERCIAL DEPARTMENT

Considerations in Grading Typewriting Work

1. Attitude of student toward his work.

2. Promptness of pupil
   (a) In handling regular exercises.
   (b) In making up back work.

3. Quality of work
   (a) Neatness of work
   (b) Accuracy of daily exercises.
   (c) Accuracy of speed tests.

4. Grades made on examinations and special tests.

### SPEED REQUIREMENTS

<table>
<thead>
<tr>
<th></th>
<th>TYPEWRITING I</th>
<th>TYPEWRITING II</th>
<th>TYPEWRITING III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>First 6 Weeks</td>
<td>Second 6 Weeks</td>
<td>Third 6 Weeks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grade</td>
</tr>
<tr>
<td>A</td>
<td>NO</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>B</td>
<td>SPEED</td>
<td>22</td>
<td>36</td>
</tr>
<tr>
<td>C</td>
<td>REQUIRE-</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>D</td>
<td>MENT</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55</td>
<td>60</td>
</tr>
<tr>
<td>A</td>
<td>50</td>
<td>55</td>
<td>60</td>
</tr>
<tr>
<td>B</td>
<td>41</td>
<td>46</td>
<td>50</td>
</tr>
<tr>
<td>C</td>
<td>32</td>
<td>36</td>
<td>40</td>
</tr>
<tr>
<td>D</td>
<td>23</td>
<td>27</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>65</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>A</td>
<td>54</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>B</td>
<td>43</td>
<td>58</td>
<td>62</td>
</tr>
<tr>
<td>C</td>
<td>32</td>
<td>46</td>
<td>49</td>
</tr>
<tr>
<td>D</td>
<td>32</td>
<td>34</td>
<td>36</td>
</tr>
</tbody>
</table>
Classes are organized for contest work and the results are attractively posted. Many temporary devices are used in both typing and shorthand classes from day to day to create interest in the drills that it is necessary to give.\(^\text{15}\)

A TESTING PROGRAM WITH DEFINITE STANDARDS
IN SHORTHAND TRANSCRIPTION

<table>
<thead>
<tr>
<th>Semester</th>
<th>Period</th>
<th>Dictation Speed</th>
<th>Number of Letters Dictated</th>
<th>Required Number of Letters with Accuracy of 95%</th>
<th>Required Transcription Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>C</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>2nd</td>
<td>1st 6 weeks</td>
<td>50</td>
<td>12</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>2nd</td>
<td>2nd 6 weeks</td>
<td>60</td>
<td>16</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>3rd</td>
<td>3rd 6 weeks</td>
<td>70</td>
<td>20</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>3rd</td>
<td>1st 6 weeks</td>
<td>70</td>
<td>16</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>3rd</td>
<td>2nd 6 weeks</td>
<td>80</td>
<td>20</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>3rd</td>
<td>3rd 6 weeks</td>
<td>90</td>
<td>24</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>4th</td>
<td>1st 6 weeks</td>
<td>100</td>
<td>20</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>4th</td>
<td>2nd 6 weeks</td>
<td>105</td>
<td>24</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>4th</td>
<td>3rd 6 weeks</td>
<td>110</td>
<td>28</td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

NOTATIONS

1. Tests are given at the end of each six-weeks' period.

2. Each letter should be of such length that it will take approximately one minute to dictate it, and the difficulty of the material should increase as the course progresses.

3. The transcription should be timed and the rate figured on the net words of all letters transcribed in getting transcription speed.

4. Pupil will be given credit for "Required Number of Letters" only on the letters having an accuracy of 95% or more. (No erasing should be permitted during transcription.)

E. CONCLUSIONS

1. In the fields of commercial arithmetic, bookkeeping, stenography, and some portions of clerical work, it is possible to reproduce approximately in tests the same situations and to call for the exercise of the same abilities encountered in actual practice.

2. It is rather easy to compare test results with actual ability manifested in the traits measured and thus determine the validity of the tests.

3. The majority of the tests herein described deal with ability or achievement in the various commercial subjects and are diagnostic in their nature.

4. With so many students taking commercial work in the high schools, there would seem to be ample opportunity to make and standardize tests in all commercial subjects.

5. The tests illustrated in the preceding pages are good models upon which the classroom teacher may base her efforts to prepare tests for her own students.
VII. CONCLUSIONS

A. General Conclusions

1. Business education has recently been defined by a special committee of the National Association of Commercial Teacher Training Institutions as that phase of the educational process which is concerned with (1) training all individuals in the use of the tools of learning in acquiring methods or powers of adjustment as consumers of economic goods and services, with particular emphasis upon the use of money as such a tool and (2) training all individuals in the business aspects of their careers as producers of economic goods and services, with particular reference to such individuals as elect a business career. Business education is not, as some would have us believe, a narrow training consisting merely of certain practical or technical commercial courses, although they are included, but it consists also of rich background courses such as law, business administration and management, economics, and finance, together with educational and general courses. Business education is that kind of education which prepares one to take his place in the world as an intelligent, cooperative, honest and economical individual, with knowledges, skills, ideals, attitudes, and appreciations necessary in a complex and ever-changing, interdependent society.
2. As the wealth of natural resources of this country has been opened up, chiefly through individual initiative and private enterprise, great industrial and commercial organizations are undertaking to produce the necessities and luxuries of life, and are endeavoring to distribute these necessities and luxuries to the people who are to consume them. The individuals who comprise the rank and file of our social order are selling their services to these giant organizations. In return for their services, these individuals are usually paid a money wage. With this money these same individuals go out and bargain with organized commercial enterprises for their food, clothing, fuel, shelter, and other necessities, as well as for the luxuries which they may see fit to buy. Practically everyone, from sheer necessity, finds himself continually face to face with commercial activities of some type. Everyone needs some type of business education to help him adjust himself to this highly commercial civilization in which we find ourselves. The individual should study his needs and find the training which he desires. The extent and kind of this business education will largely be determined by the position in life which one wishes to attain.

3. In order to meet the increased demand for business education, special efforts are being made by many state boards of education to plan and provide for its maintenance in the public high schools of the respective states.

4. In order that instructors in commercial subjects may have proper training, the state colleges and some universities
are offering carefully planned courses in which this training may be procured.

5. All teachers associations throughout the United States who are interested in commercial education are diligently striving to devise plans and methods by which the teaching of commercial subjects may be made more effective.

6. Much research work in commercial education is in progress as is shown by the number of theses and books written on topics in its various fields during the past three or four years.

7. Sentiment in favor of public commercial education is evidenced by the rather extensive provisions made for its establishment and maintenance in the public high schools throughout the United States.

B. Specific Conclusions

1. The information contained in Tables I and II, pages 23 and 24 of this thesis, shows that an average of 49.9 percent of the students enrolled in the twenty-eight high schools used in this study are enrolled in the commercial departments—thus indicating the popularity of commercial education in the high schools of the Middle West.

2. The actual working enrollment in these schools also indicates that provision has been made by the various communities in the way of buildings, equipment, and teachers, for this type of work to be done.

3. The fact that the state colleges of Indiana, Iowa,
Michigan, Ohio, Kentucky, and Illinois provide opportunity for teachers of commercial subjects to obtain adequate training and degrees with emphasis on commercial subjects makes it possible to give the high schools of the Middle West the benefit of this better training.

4. The fact that the state boards of education of Indiana, Iowa, Michigan, and Ohio require at least a Bachelor of Science degree, or its equivalent, of all new teachers entering the commercial field places the Middle West among the first in its teacher educational requirements.

5. A comparison of the courses of study offered in the commercial departments of the high schools of the Middle West reveals the fact that the courses offered, the grades in which offered, and the requirements for graduation are materially the same. (III, pp. 29 to 39, and Appendix II, pp. 164-201).

6. A comparison of the fundamental facts in commercial education of the Middle West with commercial education in other sections of the United States shows evidence of a good Status of Secondary Commercial Education in the Middle West.
APPENDIX I

(Questionnaires)
Mr. Clay D. Slinker  
Director of Commercial Education  
Des Moines, Iowa

Dear Sir:

I wish to collect some data concerning the status of commercial education in the secondary schools of the middle west, and hope you may find it possible to give me the information asked for in connection with your schools.

1. High School Enrollment 3165 in grades 9-10-11-12  
   12,484 Senior and Junior High
2. Number enrolled on commercial course 531 in grades 9-10-11-12
3. Number of commercial teachers 46

4. Please check the names of the subjects taught in your schools; indicate the grade in which they are offered; and the number of semesters required or offered

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Number of Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stenography</td>
<td>11-12</td>
<td>4</td>
</tr>
<tr>
<td>Typewriting</td>
<td>11-12</td>
<td>4</td>
</tr>
<tr>
<td>Accounting</td>
<td>10-11-12</td>
<td></td>
</tr>
<tr>
<td>Business English</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Secretarial Practice</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Business Law</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Commercial Arithmetic</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Salesmanship</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Retail Selling</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Penmanship and Spelling</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Junior Business Training</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 5. If other subjects are taught, will you please list them?  
Commercial Geography, Business Organization, Filing

Will it be possible for you to send me a copy of your commercial course of study?

I shall appreciate your kindness in filling out this blank. If my department can be of service to you at any time, please feel free to call upon us.

Very truly yours,

Shepherd Young

Head of Commerce Department
Director of Commercial Education  
Office of Superintendent of Education  
Louisville, Kentucky  

Dear Sir:

I wish to collect some data concerning the status of commercial education in the secondary schools of the middle west, and hope you may find it possible to give me the information asked for in connection with your schools.

1. High School Enrollment 6059

2. Number enrolled on commercial course about 35%

3. Number of commercial teachers 40

4. Please check the names of the subjects taught in your schools; indicate the grade in which they are offered; and the number of semesters required or offered

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Number of Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stenography</td>
<td>11 &amp; 12</td>
<td>4</td>
</tr>
<tr>
<td>Typewriting</td>
<td>9B, 11 &amp; 12</td>
<td>5</td>
</tr>
<tr>
<td>Accounting</td>
<td>10, 11, 12</td>
<td>5 + Mch. Bkkg. (1 S.)</td>
</tr>
<tr>
<td>Business Letter Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretarial Practice</td>
<td>12 (Of. Training)</td>
<td>1</td>
</tr>
<tr>
<td>Business Law</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Arithmetic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salesmanship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retail Selling</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Penmanship and Spelling</td>
<td>9</td>
<td>Not given separately-- combined with J. B. T.</td>
</tr>
<tr>
<td>Junior Business Training</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>

5. If other subjects are taught, will you please list them?
   Business Information 8B - 1 Semester   Advertising 11 - 1 Sem.
   Commercial Exploration 8A - 1 Semester  Marketing 11 - 1 Sem.
   Economics 12B - 1 Semester  Bus. Org. and
   Clerical 12 - 2 Semester  Admin. 12 - 1 Sem.

Will it be possible for you to send me a copy of your commercial course of study? Yes.

I shall appreciate your kindness in filling out this blank. If my department can be of service to you at any time, please feel free to call upon us.

Very truly yours,

Shepherd Young

Head of Commerce Department
Louisville, Kentucky  
December 9, 1932

Mr. Shepherd Young,  
Head of Commerce Department,  
Indiana State Teachers College,  
Terre Haute, Indiana.

My dear Mr. Young:

Your questionnaire concerning the status of commercial education has received my attention and I have answered it to the best of my ability. Some of the answers, however, require explanation. To wit: Numbers 2, 5 and 6.

In No. 2, the answer could not be definitely stated, since we operate under a Major-Minor plan, the old course set-up having been abandoned about a year ago. Since all commercial work is elective we have no records which give us the exact information sought in No. 2. A few years ago a survey made here indicated that between 35% and 38% of our pupils were enrolled in the commercial course. Since then there has been decided growth.

In No. 5 has been added a number of subjects. In the junior high we offer commercial subjects every term beginning with 8B (8th low). You might be interested in our program, since we require all pupils to take a course in Business Information, i.e. a course dealing with those problems every consumer meets. In 8A (8th high) we offer an exploratory course in commerce, i.e. a course sampling all the commercial Majors and Minors of the senior high. It is unusual and we think valuable. Typewriting is in 9B followed by Junior Business Training in 9A. It is in the Junior Business Training course that we offer Penmanship.

Commercial arithmetic has been absorbed by the general mathematics course. The new courses in accounting provide for some special work in commercial arithmetic, while our Clerical I course is to consist of an intensive course in business calculations such as required by cashiers, statistical, cost, billing and shipping clerks.

We, here in Louisville, have undertaken a program of curriculum construction. A number of courses have been written and a few can be purchased at the present time. They are:

- Junior Business Training - ($ .70)  
- Stenography I ($ .50)  
- Accounting I ($ .50)

The above courses can be procured from Samuel D. Jones, Business Director, Louisville Public Schools, Administration Building, Louisville, Kentucky.

I shall appreciate a report of the result of your study.

Very truly yours,  
(Mrs.) Marguerite D. Fowler  
Chairman  
Commercial Curriculum Committee
Mr. John Donnelly  
Arsenal Technical High School  
Indianapolis, Indiana  

Dear Mr. Donnelly:  

May I ask you for a little assistance in gathering some data about commercial teaching? I believe you are still interested in Indiana State Teachers College and are willing to lend a hand occasionally in its behalf.  

Will it be possible for you to send me a copy of your commercial course of study? Then, too, will you please give me the following information at once? We do not have a commercial course of study—all commercial work is elective.  

1. High School Enrollment 5900  
2. Number enrolled on commercial course 2200  
3. Number of commercial teachers 27  
4. Please check the names of the following courses which have been most helpful to you in your teaching:  

*Stenography  
*Typewriting  
*Accounting  
*Business Letter Writing  
*Secretarial Practice  
*Office Management  

*Business Law  
*Commercial Arithmetic  
*Prin. of Business  
*Salesmanship  
*Methods of Comm. Education  
*History of Comm. Education  

5. List courses not offered which would have helped you:  
Junior Business Training  
Guidance and Personnel work  

I shall appreciate your co-operation in the filling out of this blank. Likewise, if at any time, our department can be of service to you, please feel free to call upon us.  

With the very best wishes, I am  

Sincerely,  

Shepherd Young  

Head of Commerce Department
Miss Mabel Kerr
Lincoln High School
3324 Hyde Park
Cleveland, Ohio

Dear Miss Kerr:

May I ask you for a little assistance in gathering some data about commercial teaching? I believe you are still interested in Indiana State Teachers College and are willing to lend a hand occasionally in its behalf.

Will it be possible for you to send me a copy of your commercial course of study? Then, too, will you please give me the following information at once?

1. High School Enrollment 3800
2. Number enrolled on commercial course 2195
3. Number of commercial teachers 12
4. Please check the names of the following courses which have been most helpful to you in your teaching:
   * Stenography
   * Typewriting
   * Accounting
   * Business Letter Writing
   * Secretarial Practice
   * Office Management
   * Business Law
   * Commercial Arithmetic
   * Prin. of Business
   * Salesmanship
   * Methods of Comm. Education
   * History of Comm. Education

5. List courses not offered which would have helped you:
Separate courses in methods for each subject.

I shall appreciate your co-operation in the filling out of this blank. Likewise, if at any time, our department can be of service to you, please feel free to call upon us.

With the very best wishes, I am

Sincerely,

Shepherd Young

Head of Commerce Department
Mr. Raymond E. Ransford  
John Hay High School  
Cleveland, Ohio  

Dear Mr. Ransford:

May I ask you for a little assistance in gathering some data about commercial teaching? I believe you are still interested in Indiana State Teachers College and are willing to lend a hand occasionally in its behalf.

Will it be possible for you to send me a copy of your commercial course of study? Then, too, will you please give me the following information at once?

1. High School Enrollment 2750
2. Number enrolled on commercial course 2750
3. Number of commercial teachers 24 and 7 full time Commercial Arithmetic teachers in addition
4. Please check the names of the following courses which have been most helpful to you in your teaching:

   *Stenography
   *Typewriting
   *Accounting
   Business Letter Writing
   Secretarial Practice
   Office Management
   *Business Law
   *Commercial Arithmetic
   Prin. of Business
   *Salesmanship
   *Methods of Comm. Education
   History of Comm. Education

5. List courses not offered which would have helped you:
   Bookkeeping machines and other office machines
   Business Training

I shall appreciate your co-operation in the filling out of this blank. Likewise, if at any time, our department can be of service to you, please feel free to call upon us.

With the very best wishes, I am

Sincerely,

Shepherd Young

Head of Commerce Department

Terre Haute, Indiana  
April 1, 1932
May I ask you for a little assistance in gathering some data about commercial teaching? I believe you are still interested in Indiana State Teachers College and are willing to lend a hand occasionally in its behalf.

Will it be possible for you to send me a copy of your commercial course of study? Then, too, will you please give me the following information at once?

1. High School Enrollment 2468
2. Number enrolled on commercial course 659
3. Number of commercial teachers 15
4. Please check the names of the following courses which have been most helpful to you in your teaching:
   - *Business Law
   - *Commercial Arithmetic
   - *Prin. of Business
   - *Salesmanship
   - *Methods of Comm. Education
   - *History of Comm. Education
   - Stenography
   - Typewriting
   - Accounting
   - *Business Letter Writing
   - Secretarial Practice
   - Office Management

5. List courses not offered which would have helped you:
   - Extra Curricular Activities
   - Survey Methods

I shall appreciate your co-operation in the filling out of this blank. Likewise, if at any time, our department can be of service to you, please feel free to call upon us.

With the very best wishes, I am

Sincerely,

Shepherd Young

Head of Commerce Department
Mr. Arnold W. Peden
High School Commercial Department
South Bend, Indiana

Dear Mr. Peden:

I wish to collect some data concerning the status of commercial education in the secondary schools of the middle west, and hope you may find it possible to give me the information asked for in connection with your school.

1. High School Enrollment 2400
2. Number enrolled on commercial course 700
3. Number of commercial teachers 11
4. Please check the names of the subjects taught in your school; indicate the grade in which they are offered; and the number of semesters required or offered

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Number of Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stenography</td>
<td>*</td>
<td>4</td>
</tr>
<tr>
<td>Typewriting</td>
<td>*</td>
<td>2</td>
</tr>
<tr>
<td>Accounting</td>
<td>*</td>
<td>3</td>
</tr>
<tr>
<td>(Business Letter Writing)</td>
<td>*</td>
<td>1</td>
</tr>
<tr>
<td>(Secretarial Practice)</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Business Law</td>
<td>*</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Arithmetic</td>
<td>*</td>
<td>2</td>
</tr>
<tr>
<td>Salesmanship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retail Selling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Penmanship and Spelling</td>
<td>* Jr. High</td>
<td>2</td>
</tr>
<tr>
<td>Junior Business Training</td>
<td>* in one Jr. High</td>
<td>2</td>
</tr>
</tbody>
</table>

5. If other subjects are taught, will you please list them? Commercial Geography, Business Administration, Comptometer

Will it be possible for you to send me a copy of your commercial course of study? No, not now but next year.

I shall appreciate your kindness in filling out this blank. If my department can be of service to you at any time, please feel free to call upon us.

Very truly yours,

Shepherd Young

Head of Commerce Department
Mr. H. Verne Stark  
High School of Commerce  
Detroit, Michigan  

Dear Mr. Stark:  

I wish to collect some data concerning the status of commercial education in the secondary schools of the middle west, and hope you may find it possible to give me the information asked for in connection with your school.

1. High School Enrollment  **2100. East Commerce 1500**
2. Number enrolled on commercial course  **All**
3. Number of commercial teachers  **45. East Commerce 25.**  
   These teachers are strictly commercial exclusive of English, Science, History and others.
4. Please check the names of the subjects taught in your school; indicate the grade in which they are offered; and the number of semesters required or offered

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Number of Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stenography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typewriting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Letter Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretarial Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Law</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial Arithmetic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salesmanship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retail Selling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Penmanship and Spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior Business Training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See schedule enclosed.  

5. If other subjects are taught, will you please list them?  
   See schedule enclosed.  (See pages 31 to 37 of this thesis)

Will it be possible for you to send me a copy of your commercial course of study? Enclosed (See pages 31 to 37 of this thesis)

I shall appreciate your kindness in filling out this blank. If my department can be of service to you at any time, please feel free to call upon us.

Very truly yours,  
Shepherd Young  
Head of Commerce Department
Mr. M. W. Grinnell  
Head of Commercial Department  
Central High School  
Evansville, Indiana

Dear Sir:

I wish to collect some data concerning the status of commercial education in the secondary schools of the middle west, and hope you may find it possible to give me the information asked for in connection with your school.

1. High School Enrollment 1736
2. Number enrolled on commercial course 1450
3. Number of commercial teachers 10
4. Please check the names of the subjects taught in your school; indicate the grade in which they are offered; and the number of semesters required or offered

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Number of Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stenography</td>
<td>11 &amp; 12</td>
<td>4</td>
</tr>
<tr>
<td>Typewriting</td>
<td>11 &amp; 12</td>
<td>4</td>
</tr>
<tr>
<td>Accounting</td>
<td>10 &amp; 11</td>
<td>4</td>
</tr>
<tr>
<td>Business Letter Writing</td>
<td>Combined with Stenography</td>
<td></td>
</tr>
<tr>
<td>Secretarial Practice</td>
<td>12A</td>
<td>1</td>
</tr>
<tr>
<td>Business Law</td>
<td>12A</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Arithmetic</td>
<td>9B &amp; 9A</td>
<td>2</td>
</tr>
<tr>
<td>Salesmanship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retail Selling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Penmanship and Spelling</td>
<td>9A</td>
<td>1</td>
</tr>
<tr>
<td>Junior Business Training</td>
<td>10B</td>
<td>1</td>
</tr>
</tbody>
</table>

5. If other subjects are taught, will you please list them? 
   Business Administration  12B--(1) Semester 
   Commercial Geography  11B-11A--(2) Semesters

Will it be possible for you to send me a copy of your commercial course of study?

I shall appreciate your kindness in filling out this blank. If my department can be of service to you at any time, please feel free to call upon us.

Very truly yours,

Shepherd Young

Head of Commerce Department
Miss Mary Alice King  
New South High School  
Cleveland, Ohio

Dear Miss King:

May I ask you for a little assistance in gathering some data about commercial teaching? I believe you are still interested in Indiana State Teachers College and are willing to lend a hand occasionally in its behalf.

Will it be possible for you to send me a copy of your commercial course of study? Then, too, will you please give me the following information at once?

1. High School Enrollment 1650

2. Number enrolled on commercial course 682

3. Number of commercial teachers 42

4. Please check the names of the following courses which have been most helpful to you in your teaching:

   *Stenography  
   *Typewriting  
   *Accounting  
   *Business Letter Writing  
   Secretarial Practice  
   Office Management  
   *Business Law  
   *Commercial Arithmetic  
   Prin. of Business  
   Salesmanship  
   *Methods of Comm. Education  
   History of Comm. Education

5. List courses not offered which would have helped you:
   Filing  
   Use of Office Machines

I shall appreciate your co-operation in the filling out of this blank. Likewise, if at any time, our department can be of service to you, please feel free to call upon us.

With the very best wishes, I am

Sincerely,

Shepherd Young  
Head of Commerce Department
Mr. Walter McCoy
3419 Grand Blvd.
East Chicago, Indiana

Dear Mr. McCoy:

May I ask you for a little assistance in gathering some data about commercial teaching? I believe you are still interested in Indiana State Teachers College and are willing to lend a hand occasionally in its behalf.

Will it be possible for you to send me a copy of your commercial course of study? Then, too, will you please give me the following information at once?

1. High School Enrollment__1625_
2. Number enrolled on commercial course__200_
3. Number of commercial teachers__5_
4. Please check the names of the following courses which have been most helpful to you in your teaching:

*Stenography
*Typewriting
**Accounting
**Business Letter Writing
Secretarial Practice
Office Management
**Business Law
*Commercial Arithmetic
*Prin. of Business
*Salesmanship
**Methods of Comm. Education
History of Comm. Education

5. List courses not offered which would have helped you:
   Advertising
   Bookkeeping Machine
   Filing
   Comptometry
   Adding Machine
   Monroe Calculation

I shall appreciate your co-operation in the filling out of this blank. Likewise, if at any time, our department can be of service to you, please feel free to call upon us.

With the very best wishes, I am

Sincerely

Shepherd Young

Head of Commerce Department
May I ask you for a little assistance in gathering some data about commercial teaching? I believe you are still interested in Indiana State Teachers College and are willing to lend a hand occasionally in its behalf.

Will it be possible for you to send me a copy of your commercial course of study? Then, too, will you please give me the following information at once?

1. High School Enrollment_1600_
2. Number enrolled on commercial course_410_
3. Number of commercial teachers_5_
4. Please check the names of the following courses which have been most helpful to you in your teaching:

*Stenography
*Typewriting
*Accounting
*Business Letter Writing
Secretarial Practice
Office Management

*Business Law
*Commercial Arithmetic
*Prin. of Business
*Salesmanship
*Methods of Comm. Education
History of Comm. Education

5. List courses not offered which would have helped you:

I shall appreciate your co-operation in the filling out of this blank. Likewise, if at any time, our department can be of service to you, please feel free to call upon us.

With the very best wishes, I am

Sincerely

Shepherd Young

Head of Commerce Department
Terre Haute, Indiana  
April 1, 1932

Mr. Frank Sanders  
Elkhart, Indiana

Dear Mr. Sanders:

May I ask you for a little assistance in gathering some data about commercial teaching? I believe you are still interested in Indiana State Teachers College and are willing to lend a hand occasionally in its behalf.

Will it be possible for you to send me a copy of your commercial course of study? Then, too, will you please give me the following information at once?

1. High School Enrollment 1584  
2. Number enrolled on commercial course 586 (about 35%)  
3. Number of commercial teachers 5  
4. Please check the names of the following courses which have been most helpful to you in your teaching: I Most Helpful  
   II Second  
   I Stenography  
   I Typewriting  
   I Accounting  
   II Business Letter Writing  
   II Secretarial Practice  
   II Office Management  
   II Business Law  
   I Commercial Arithmetic  
   II Prin. of Business  
   II Salesmanship  
   I Methods of Comm. Education  
   History of Comm. Education

5. List courses not offered which would have helped you:  
Business English or a thorough course in grammar in Senior year.  
More intensive course in Methods.  
Banking.  
Audits.

I shall appreciate your co-operation in the filling out of this blank. Likewise, if at any time, our department can be of service to you, please feel free to call upon us.

With the very best wishes, I am

Sincerely

Shepherd Young  
Head of Commerce Department
Mr. Raymond G. Price  
Snell Hall  
Chicago University  
Chicago, Illinois

Dear Mr. Price:

May I ask you for a little assistance in gathering some data about commercial teaching? I believe you are still interested in Indiana State Teachers College and are willing to lend a hand occasionally in its behalf.

Will it be possible for you to send me a copy of your commercial course of study? Then, too, will you please give me the following information at once?

1. High School Enrollment 1420
2. Number enrolled on commercial course 400
3. Number of commercial teachers 3
4. Please check the names of the following courses which have been most helpful to you in your teaching:
   - *Stenography
   - *Typewriting
   - *Accounting
   - *Business Letter Writing
   - Secretarial Practice
   - Office Management
   - *Business Law
   - Commercial Arithmetic
   - Prin. of Business
   - Salesmanship
   - *Methods of Comm. Education
   - History of Comm. Education

5. List courses not offered which would have helped you:

I shall appreciate your co-operation in the filling out of this blank. Likewise, if at any time, our department can be of service to you, please feel free to call upon us.

With the very best wishes, I am

Sincerely,

Shepherd Young

Head of Commerce Department

Terre Haute, Indiana  
April 1, 1932
Miss Bonnie Unger  
Bloomington, Indiana  

Dear Miss Unger:  

May I ask you for a little assistance in gathering some data about commercial teaching? I believe you are still interested in Indiana State Teachers College and are willing to lend a hand occasionally in its behalf.  

Will it be possible for you to send me a copy of your commercial course of study? Then, too, will you please give me the following information at once?  

1. High School Enrollment 1300  
2. Number enrolled on commercial course 468  
3. Number of commercial teachers 8  
4. Please check the names of the following courses which have been most helpful to you in your teaching:  
   *Stenography  
   *Typewriting  
   Accounting  
   *Business Letter Writing  
   *Secretarial Practice  
   *Office Management  
   Business Law  
   Commercial Arithmetic  
   Prin. of Business  
   Salesmanship  
   *Methods of Comm. Education  
   History of Comm. Education  

5. List courses not offered which would have helped you:  

I shall appreciate your co-operation in the filling out of this blank. Likewise, if at any time, our department can be of service to you, please feel free to call upon us.  

With the very best wishes, I am  

Sincerely,  

Shepherd Young  

Head of Commerce Department
Miss Theresa Boyer  
Bosse High School  
Evansville, Indiana

Dear Miss Boyer:

May I ask you for a little assistance in gathering some data about commercial teaching? I believe you are still interested in Indiana State Teachers College and are willing to lend a hand occasionally in its behalf.

Will it be possible for you to send me a copy of your commercial course of study? Then, too, will you please give me the following information at once?

1. High School Enrollment ___1250___
2. Number enrolled on commercial course ___950___
3. Number of commercial teachers ___5___
4. Please check the names of the following courses which have been most helpful to you in your teaching:

*Stenography  
*Typewriting  
*Accounting  
*Business Letter Writing  
*Secretarial Practice  
Office Management  

*Business Law  
*Commercial Arithmetic  
*Prin. of Business  
*Salesmanship  
*Methods of Comm. Education  
History of Comm. Education

5. List courses not offered which would have helped you:

Advertising  
Co-operative Retail Selling  
Communication in Business  
Research in Commercial Teaching

I shall appreciate your co-operation in the filling out of this blank. Likewise, if at any time, our department can be of service to you, please feel free to call upon us.

With the very best wishes, I am

Sincerely,

Shepherd Young  
Head of Commerce Department
Miss Geraldine Hanrahan  
Jefferson High School  
Lafayette, Indiana

Dear Miss Hanrahan:

May I ask you for a little assistance in gathering some data about commercial teaching? I believe you are still interested in Indiana State Teachers College and are willing to lend a hand occasionally in its behalf.

Will it be possible for you to send me a copy of your commercial course of study? Then, too, will you please give me the following information at once?

1. High School Enrollment 1238
2. Number enrolled on commercial course 375
3. Number of commercial teachers 5
4. Please check the names of the following courses which have been most helpful to you in your teaching:

*Stenography  
*Typewriting  
*Accounting  
Business Letter Writing  
Secretarial Practice  
Office Management  

Business Law  
Commercial Arithmetic  
Prin. of Business  
Salesmanship  
Methods of Comm. Education  
History of Comm. Education

5. List courses not offered which would have helped you:

I shall appreciate your co-operation in the filling out of this blank. Likewise, if at any time, our department can be of service to you, please feel free to call upon us.

With the very best wishes, I am

Sincerely,

Shepherd Young  
Head of Commerce Department
Mr. John A. Mertes  
High School  
Fort Wayne, Indiana  

Dear Mr. Mertes:  

May I ask you for a little assistance in gathering some data about commercial teaching? I believe you are still interested in Indiana State Teachers College and are willing to lend a hand occasionally in its behalf.

Will it be possible for you to send me a copy of your commercial course of study? Then, too, will you please give me the following information at once?

1. High School Enrollment 1200  
2. Number enrolled on commercial course 572  
3. Number of commercial teachers 4 Most of Commercial Arithmetic handled in other departments.  
4. Please check the names of the following courses which have been most helpful to you in your teaching:

*Stenography  
*Typewriting  
*Accounting  
Business Letter Writing  
Secretarial Practice  
Office Management  

*Business Law  
*Commercial Arithmetic  
*Prin. of Business  
Salesmanship  
Methods of Comm. Education  
History of Comm. Education

5. List courses not offered which would have helped you:

I shall appreciate your co-operation in the filling out of this blank. Likewise, if at any time, our department can be of service to you, please feel free to call upon us.

With the very best wishes, I am  

Sincerely,  

Shepherd Young  

Head of Commerce Department
Miss Inez Ahlering  
Reitz High School  
Evansville, Indiana  

Dear Miss Ahlering:  

May I ask you for a little assistance in gathering some data about commercial teaching? I believe you are still interested in Indiana State Teachers College and are willing to lend a hand occasionally in its behalf.

Will it be possible for you to send me a copy of your commercial course of study? Then, too, will you please give me the following information at once?

1. High School Enrollment 1003

2. Number enrolled on commercial course 499

3. Number of commercial teachers 4

4. Please check the names of the following courses which have been most helpful to you in your teaching:
   
   *Stenography  
   *Typewriting  
   *Accounting  
   *Business Letter Writing  
   *Secretarial Practice  
   *Office Management  

   *Business Law  
   *Commercial Arithmetic  
   *Prin. of Business  
   *Salesmanship  
   *Methods of Comm. Education  
   *History of Comm. Education

5. List courses not offered which would have helped you:

I shall appreciate your co-operation in the filling out of this blank. Likewise, if at any time, our department can be of service to you, please feel free to call upon us.

With the very best wishes, I am

Sincerely,

Shepherd Young

Head of Commerce Department
Miss Haupt
Wiley High School
Terre Haute, Indiana

Dear Miss Haupt:

I wish to collect some data concerning the status of commercial education in the secondary schools of the middle west, and hope you may find it possible to give me the information asked for in connection with your school.

1. High School Enrollment 900
2. Number enrolled on commercial course 300
3. Number of commercial teachers 4
4. Please check the names of the subjects taught in your school; indicate the grade in which they are offered; and the number of semesters required or offered

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Number of Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stenography</td>
<td>3B, 3A, 4B</td>
<td>3</td>
</tr>
<tr>
<td>Typewriting</td>
<td>3B, 3A, 4B, 4A</td>
<td>4</td>
</tr>
<tr>
<td>Accounting</td>
<td>2B, 2A</td>
<td>2</td>
</tr>
<tr>
<td>Business Letter Writing</td>
<td>4A</td>
<td></td>
</tr>
<tr>
<td>Secretarial Practice</td>
<td>4A</td>
<td>1</td>
</tr>
<tr>
<td>Business Law</td>
<td>4B or 4A</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Arithmetic</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Salesmanship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retail Selling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Penmanship and Spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior Business Training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. If other subjects are taught, will you please list them?

Will it be possible for you to send me a copy of your commercial course of study? I gave it to Miss Browning.

I shall appreciate your kindness in filling out this blank. If my department can be of service to you at any time, please feel free to call upon us.

Very truly yours,

Shepherd Young

Head of Commerce Department
Terre Haute, Indiana
April 1, 1932

Miss Lorena Ramsey
Garfield High School
Terre Haute, Indiana

Dear Miss Ramsey:

May I ask you for a little assistance in gathering some data about commercial teaching? I believe you are still interested in Indiana State Teachers College and are willing to lend a hand occasionally in its behalf.

Will it be possible for you to send me a copy of your commercial course of study? Then, too, will you please give me the following information at once?

1. High School Enrollment 865

2. Number enrolled on commercial course 225

3. Number of commercial teachers 5

4. Please check the names of the following courses which have been most helpful to you in your teaching:

   Stenography
   *Typewriting
   *Accounting
   *Business Letter Writing
   Secretarial Practice
   Office Management

   *Business Law
   *Commercial Arithmetic
   *Prin. of Business
   *Salesmanship
   *Methods of Comm. Education
   History of Comm. Education

5. List courses not offered which would have helped you:

Content and methods of presenting Junior Business Training
More work in Banking and Investments

I shall appreciate your co-operation in the filling out of this blank. Likewise, if at any time, our department can be of service to you, please feel free to call upon us.

With the very best wishes, I am

Sincerely,

Shepherd Young

Head of Commerce Department
Miss Dorothy Robertson  
High School  
Logansport, Indiana  

Dear Miss Robertson:

May I ask you for a little assistance in gathering some data about commercial teaching? I believe you are still interested in Indiana State Teachers College and are willing to lend a hand occasionally in its behalf.

Will it be possible for you to send me a copy of your commercial course of study? Then, too, will you please give me the following information at once?

1. High School Enrollment (Sr.) 802
2. Number enrolled on commercial course 152
3. Number of commercial teachers 3
   Commercial Arithmetic and Business English from other departments. (Also two in Junior High)
4. Please check the names of the following courses which have been most helpful to you in your teaching:
   - Stenography
   - Typewriting
   - Accounting
   - Business Letter Writing
   - Secretarial Practice
   - *Office Management
   - *Business Law
   - Commercial Arithmetic
   - Prin. of Business
   - *Salesmanship
   - **Methods of Comm. Education
   - History of Comm. Education

5. List courses not offered which would have helped you:

I shall appreciate your co-operation in the filling out of this blank. Likewise, if at any time, our department can be of service to you, please feel free to call upon us.

With the very best wishes, I am

Sincerely,

Shepherd Young

Head of Commerce Department
Miss Ruth, Virginia Wagner  
Peru, Indiana  

Dear Miss Wagner:  

May I ask you for a little assistance in gathering some data about commercial teaching? I believe you are still interested in Indiana State Teachers College and are willing to lend a hand occasionally in its behalf.  

Will it be possible for you to send me a copy of your commercial course of study? Then, too, will you please give me the following information at once?  

1. High School Enrollment  789  
2. Number enrolled on commercial course  423  
3. Number of commercial teachers  3  
4. Please check the names of the following courses which have been most helpful to you in your teaching:  
*Stenography  
*Typewriting  
*Accounting  
*Business Letter Writing  
*Secretarial Practice  
*Office Management  
*Business Law  
Commercial Arithmetic  
*Prin. of Business  
*Salesmanship  
*Methods of Comm. Education  
*History of Comm. Education  

5. List courses not offered which would have helped you:  
Foreign Trade  
Industrial Economics  

I shall appreciate your co-operation in the filling out of this blank. Likewise, if at any time, our department can be of service to you, please feel free to call upon us.  

With the very best wishes, I am  
Sincerely,  
Shepherd Young  
Head of Commerce Department
Mr. Roy Hunter  
Brazil, Indiana

Dear Mr. Hunter:

May I ask you for a little assistance in gathering some data about commercial teaching? I believe you are still interested in Indiana State Teachers College and are willing to lend a hand occasionally in its behalf.

Will it be possible for you to send me a copy of your commercial course of study? Then, too, will you please give me the following information at once?

1. High School Enrollment 750 (Upper 4 grades)
2. Number enrolled on commercial course 172
3. Number of commercial teachers 5
4. Please check the names of the following courses which have been most helpful to you in your teaching:

- Stenography
- Typewriting
- Accounting
- Business Letter Writing
- Secretarial Practice
- Office Management

5. List courses not offered which would have helped you:
   - Banking (Posting Machines
   - Machine Instructions (Adding Machines
   - Repair of Typewriters

I shall appreciate your co-operation in the filling out of this blank. Likewise, if at any time, our department can be of service to you, please feel free to call upon us.

With the very best wishes, I am

Sincerely,

Shepherd Young

Head of Commerce Department
Miss Ola Crouch  
609 N. 6th St.  
Vincennes, Indiana  

Dear Miss Crouch:

May I ask you for a little assistance in gathering some data about commercial teaching? I believe you are still interested in Indiana State Teachers College and are willing to lend a hand occasionally in its behalf.

Will it be possible for you to send me a copy of your commercial course of study? Then, too, will you please give me the following information at once?

1. High School Enrollment 737
2. Number enrolled on commercial course 298
3. Number of commercial teachers 3
4. Please check the names of the following courses which have been most helpful to you in your teaching:

- Stenography
- Typewriting
- *Accounting
- Business Letter Writing
- Secretarial Practice
- Office Management
- *Business Law
- Commercial Arithmetic
- Prin. of Business
- Salesmanship
- Methods of Comm. Education
- History of Comm. Education

5. List courses not offered which would have helped you:

A more thorough course in methods of teaching Commercial subjects would have helped me greatly.

I shall appreciate your co-operation in the filling out of this blank. Likewise, if at any time, our department can be of service to you, please feel free to call upon us.

With the very best wishes, I am

Sincerely,

Shepherd Young  
Head of Commerce Department
Miss Mary Gertrude Downs  
Paris, Illinois  

Dear Miss Downs:  

May I ask you for a little assistance in gathering some data about commercial teaching? I believe you are still interested in Indiana State Teachers College and are willing to lend a hand occasionally in its behalf.  

Will it be possible for you to send me a copy of your commercial course of study? Then, too, will you please give me the following information at once?  

1. High School Enrollment 671  
2. Number enrolled on commercial course 402  
3. Number of commercial teachers 3  
4. Please check the names of the following courses which have been most helpful to you in your teaching:  

   - Stenography  
   - *Typewriting  
   - *Accounting  
   - *Business Letter Writing  
   - *Secretarial Practice  
   - *Office Management  
   - *Business Law  
   - *Commercial Arithmetic  
   - *Prin. of Business  
   - *Salesmanship  
   - Methods of Comm. Education  
   - History of Comm. Education  

5. List courses not offered which would have helped you:  

I shall appreciate your co-operation in the filling out of this blank. Likewise, if at any time, our department can be of service to you, please feel free to call upon us.  

With the very best wishes, I am  

Sincerely,  

Shepherd Young  
Head of Commerce Department
Miss Joye Dorsey
Crawfordsville, Ind.

Dear Miss Dorsey:

May I ask you for a little assistance in gathering some data about commercial teaching? I believe you are still interested in Indiana State Teachers College and are willing to lend a hand occasionally in its behalf.

Will it be possible for you to send me a copy of your commercial course of study? Then, too, will you please give me the following information at once?

1. High School Enrollment 9th - 143 10-11-12 - 516
2. Number enrolled on commercial course 299 (Some are duplicates)
3. Number of commercial teachers 3
4. Please check the names of the following courses which have been most helpful to you in your teaching:
   - Stenography
   - Typewriting
   - Accounting
   - Business Letter Writing
   - Secretarial Practice
   - Office Management
   - Business Law
   - Commercial Arithmetic
   - Prin. of Business
   - Salesmanship
   - Methods of Comm. Education
   - History of Comm. Education

5. List courses not offered which would have helped you:

I shall appreciate your co-operation in the filling out of this blank. Likewise, if at any time, our department can be of service to you, please feel free to call upon us.

With the very best wishes, I am

Sincerely,

Shepherd Young
Head of Commerce Department
APPENDIX II

(Courses of Study)
Chicago City Schools

FOUR-YEAR COMMERCIAL COURSE

First Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>First Semester Hours</th>
<th>Second Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5</td>
<td>English</td>
</tr>
<tr>
<td>Algebra (Note 1.)</td>
<td>5</td>
<td>Algebra (Note 1.)</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
<td>Science or H. Arts</td>
</tr>
<tr>
<td>Occupations</td>
<td>5</td>
<td>Elective (Note 2.)</td>
</tr>
<tr>
<td>Drawing</td>
<td>2</td>
<td>Drawing</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>Music</td>
</tr>
<tr>
<td>Physical Ed.</td>
<td>3</td>
<td>Physical Ed.</td>
</tr>
</tbody>
</table>

Note 1. Pupils who are not going to college may choose Arithmetic or an elective.

Note 2. Pupils who are going to college should choose a foreign language the second semester.

Second Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>First Semester Hours</th>
<th>Second Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5</td>
<td>English</td>
</tr>
<tr>
<td>Geometry Note 1.</td>
<td>5</td>
<td>Geometry Note 1.</td>
</tr>
<tr>
<td>Commercial Geography</td>
<td>5</td>
<td>Commercial Geography</td>
</tr>
<tr>
<td>Community Civics No. 2</td>
<td>5</td>
<td>General History Note 2</td>
</tr>
<tr>
<td>Drawing</td>
<td>2</td>
<td>Drawing</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>Music</td>
</tr>
<tr>
<td>Physical Ed.</td>
<td>3</td>
<td>Physical Ed.</td>
</tr>
</tbody>
</table>

Note 1. Pupils who are not going to college may choose an elective.

Note 2. Pupils who are going to college should omit civics and general history and continue foreign language.
Chicago City Schools—(Continued)

Third Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
<th>Subject</th>
<th>Hours</th>
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<tbody>
<tr>
<td>English</td>
<td>5</td>
<td>English</td>
<td>5</td>
</tr>
<tr>
<td>Hist., Indus. or Europ.</td>
<td>5</td>
<td>Hist., Indus. or Europ.</td>
<td>5</td>
</tr>
<tr>
<td>Elective Note 2.</td>
<td>5</td>
<td>Salesmanship</td>
<td>5</td>
</tr>
<tr>
<td>Stenography Note 1 and</td>
<td>5</td>
<td>Stenography</td>
<td>5</td>
</tr>
<tr>
<td>Typewriting</td>
<td>5</td>
<td>Typewriting</td>
<td>5</td>
</tr>
<tr>
<td>or Bookkeeping</td>
<td>10</td>
<td>or Bookkeeping</td>
<td>10</td>
</tr>
<tr>
<td>Physical Ed.</td>
<td>3</td>
<td>Physical Ed.</td>
<td>3</td>
</tr>
</tbody>
</table>

Note 1. Pupils in the third and fourth years must take either:
a) two years of stenography and typewriting or
b) two years of bookkeeping.

Note 2. Pupils who are going to college should take a foreign language the first semester as the elective.
Chicago City Schools--(Continued)

Fourth Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td></td>
<td>Subject</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>5</td>
<td>Civics</td>
<td>5</td>
</tr>
<tr>
<td>U. S. History</td>
<td>5</td>
<td>U. S. History</td>
<td>5</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
<td>Commercial Law</td>
<td>5</td>
</tr>
<tr>
<td>*Stenography and</td>
<td>5</td>
<td>*Stenography and</td>
<td>5</td>
</tr>
<tr>
<td>Typewriting</td>
<td>5</td>
<td>Typewriting and</td>
<td>5</td>
</tr>
<tr>
<td>Revision</td>
<td>5</td>
<td>Revision</td>
<td>5</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>10</td>
<td>Bookkeeping</td>
<td>10</td>
</tr>
<tr>
<td>and</td>
<td></td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>Business Organiza.</td>
<td>5</td>
<td>Office Mach.</td>
<td>5</td>
</tr>
<tr>
<td>Physical Ed.</td>
<td>3</td>
<td>Physical Ed.</td>
<td>3</td>
</tr>
</tbody>
</table>

*Business Organization will be used as a dictation exercise in this course.
Flint Senior High School, Flint, Michigan

COMMERCIAL CURRICULUM I

(Preparatory to Stenographic and Clerical work)

Constants . . . . . . . . . . . . . . 70 hours

(Same as in College Preparatory Curriculum)

Curricular Requirements . . . . . . . . . . . . 50 hours

Shorthand . . . . . . . . . . . . . . 20 hours

Typing . . . . . . . . . . . . . . 20 hours

Bookkeeping . . . . . . . . . . . . . . 10 hours

Electives . . . . . . . . . . . . . . 30 hours

(May be chosen from practically all other courses)

COMMERCIAL CURRICULUM II

(Preparatory to Accounting and Bookkeeping)

Constants . . . . . . . . . . . . . . 70 hours

(Same as in College Preparatory Curriculum I.)

Curricular Requirements . . . . . . . . . . . . 40 hours

Bookkeeping . . . . . . . . . . . . . . 20 hours

Commercial Arithmetic . . . . . 5 hours

Commercial Law . . . . . . . . . . . . . . 5 hours

Problems of Democracy II

(Economics). . . . . . . . . . . . . . . 5 hours

Calculating . . . . . . . . . . . . . . 5 hours

Electives . . . . . . . . . . . . . . 40 hours

To be selected. Since many places of business employ bookkeepers who can take dictation, it is suggested that shorthand and typing be elected in this course.

Constants . . . . . . . . . . . . . . 70 hours

English I, II, III, IV . . . . . . . . 20 hours
Flint Senior High School, Flint, Michigan--(Continued)

Social Science . . . . . . 10 hours

Either of the following:
1. U. S. History . . . . 10 hours
2. Prob. of Democracy . . 10 hours

Laboratory Science

Any one of the following:
1. Biology . . . . . . 10 hours
2. Chemistry . . . . . . 10 hours
3. Physics . . . . . . 10 hours

Physical Education . . . . 15 hours
Student Activities . . . . 15 hours

Units of Credit: Credits earned are recorded upon a semes­
ter hour basis. An hour of credit is defined as the credit
earned through the successful completion of a subject that is
offered one sixty-minute period for a week for one semester.
Thus a subject such as English, carried on a satisfactory
scholarship level, commands five hours of credit a semester.
On this basis 150 hours of credit are required for graduation
from the senior high school. The constants required of every
student for graduation are: English, 20 hrs.; Social Science,
10 hours; Laboratory Science, 10 hours; Student Activity, 15
hours; Physical Education, 15 hours.

COMMERCIAL CURRICULUM I
(Stenographic and Clerical)

10th Grade 10th Grade

First Semester: Second Semester:

English I 5 English II 5
Bookkeeping I 5 Bookkeeping II 5
Flint Senior High School, Flint, Michigan—(Continued)

11th Grade

<table>
<thead>
<tr>
<th>Activity</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Biology I</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 1/2</td>
</tr>
<tr>
<td>Activity</td>
<td>2 1/2</td>
</tr>
<tr>
<td>Elective</td>
<td>2 1/2</td>
</tr>
</tbody>
</table>

Electives must be selected from 10th grade electives

11th Grade

First Semester:

<table>
<thead>
<tr>
<th>Activity</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>English III</td>
<td>5</td>
</tr>
<tr>
<td>Shorthand I</td>
<td>5</td>
</tr>
<tr>
<td>Typing I</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 1/2</td>
</tr>
<tr>
<td>Activity</td>
<td>2 1/2</td>
</tr>
<tr>
<td>Elective</td>
<td>2 1/2</td>
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</table>

Second Semester:

<table>
<thead>
<tr>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>English IV</td>
<td>5</td>
</tr>
<tr>
<td>Shorthand II</td>
<td>5</td>
</tr>
<tr>
<td>Typing I</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 1/2</td>
</tr>
<tr>
<td>Activity</td>
<td>2 1/2</td>
</tr>
<tr>
<td>Elective</td>
<td>2 1/2</td>
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12th Grade

First Semester:

<table>
<thead>
<tr>
<th>Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>U. S. History I or Prob. of Democracy I</td>
<td>5</td>
</tr>
<tr>
<td>Shorthand III</td>
<td>5</td>
</tr>
<tr>
<td>Typing III</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 1/2</td>
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<tr>
<td>Activity</td>
<td>2 1/2</td>
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Second Semester:

<table>
<thead>
<tr>
<th>Activity</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>U. S. History II or Prob. of Demo. II</td>
<td>5</td>
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<tr>
<td>Shorthand IV</td>
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<td>Typing IV</td>
<td>5</td>
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<tr>
<td>Physical Education</td>
<td>2 1/2</td>
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<tr>
<td>Activity</td>
<td>2 1/2</td>
</tr>
<tr>
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<td>2 1/2</td>
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</table>
Flint Senior High School, Flint, Michigan—(Continued)

COMMERCIAL CURRICULUM II
(Accounting and Bookkeeping)

10th Grade

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<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>English III</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Bookkeeping III</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Biology I</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Phys. Education</td>
<td>$2\frac{1}{2}$</td>
<td></td>
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<tr>
<td>Activity</td>
<td></td>
<td>$2\frac{1}{2}$</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>$\frac{5}{25}$</td>
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11th Grade

<table>
<thead>
<tr>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>English III</td>
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<td>5</td>
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<tr>
<td>Bookkeeping III</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Com. Arith.</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Phys. Education</td>
<td>$2\frac{1}{2}$</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td></td>
<td>$2\frac{1}{2}$</td>
</tr>
<tr>
<td>Elective</td>
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12th Grade

<table>
<thead>
<tr>
<th>Activity</th>
<th>Elective</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>U. S. History I</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Calculating</td>
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<td>5</td>
</tr>
<tr>
<td>Phys. Education</td>
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<td></td>
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<tr>
<td>Activity</td>
<td></td>
<td>$2\frac{1}{2}$</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>$\frac{10}{25}$</td>
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Second Semester:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Elective</th>
<th></th>
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</thead>
<tbody>
<tr>
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<td>5</td>
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<tr>
<td>Bookkeeping II</td>
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<td>Biology II</td>
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<td>5</td>
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<td>Phys. Education</td>
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<td></td>
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<tr>
<td>Activity</td>
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<td>$2\frac{1}{2}$</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>$\frac{5}{25}$</td>
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</tbody>
</table>

Second Semester:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Elective</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English IV</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Bookkeeping IV</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Prob. of Demo. II</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Phys. Education</td>
<td>$2\frac{1}{2}$</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td></td>
<td>$2\frac{1}{2}$</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>$\frac{5}{25}$</td>
</tr>
</tbody>
</table>

Second Semester:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Elective</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>U. S. History II</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Commercial Law</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Phys. Education</td>
<td>$2\frac{1}{2}$</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td></td>
<td>$2\frac{1}{2}$</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>$\frac{10}{25}$</td>
</tr>
</tbody>
</table>
COURSE OF STUDY

COMMERCIAL SUBJECTS

FOR THE

HIGH SCHOOLS

YEARS VII - XII

HARRISBURG PUBLIC SCHOOLS

Harrisburg, Pennsylvania
COURSE OF STUDY
IN
COMMERCIAL SUBJECTS

JUNIOR BUSINESS TRAINING

AIMS:

1. To familiarize boys and girls with practices of the business world
2. To prepare boys and girls for elementary bookkeeping work later
3. To enable pupils to determine their aptitudes and capabilities for bookkeeping work
4. To give useful training to pupils who will leave school this year
5. To study the various types of junior business occupations that are open to boys and girls of this age
6. To lay a foundation for the study of bookkeeping in the senior high school

FIRST SEMESTER
3B

Two periods per week for 19 weeks

CONTENT:

<table>
<thead>
<tr>
<th>I. General Training</th>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-Records of various kinds</td>
<td>38</td>
</tr>
<tr>
<td>B-Business forms</td>
<td></td>
</tr>
<tr>
<td>C-Elementary filing methods</td>
<td></td>
</tr>
<tr>
<td>D-Banks and their uses</td>
<td></td>
</tr>
<tr>
<td>E-How to use the telephone and telegraph service</td>
<td></td>
</tr>
<tr>
<td>F-How packages should be shipped</td>
<td></td>
</tr>
<tr>
<td>G-How money may be safely carried and sent</td>
<td></td>
</tr>
</tbody>
</table>
**SECOND SEMESTER**

**8A**

Two periods per week for 19 weeks

I. Special Training

A- Preparatory service
B- Vocational information
C- Kinds of business and their departments
D- About seeking a position
E- Getting ahead in life
F- Messenger service

**CONTENT:**

G- File clerk service
H- Statement clerk service
I- Cashier service
J- Shipping clerk service
K- Order clerk service
L- Billing clerk service
M- Receiving clerk service
N- Stock clerk service
C- Timekeeper and payroll service

**AIMS:**

1. To develop a thorough knowledge of the keyboard through the sense of touch
2. To develop an efficient operating technique
3. To develop habits of neatness, accuracy, and rapidity in typing
4. To lay a foundation for advanced work in typing

**FIRST SEMESTER**

**8B**

Two periods per week for 19 weeks

**CONTENT:**

<table>
<thead>
<tr>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
</tr>
</tbody>
</table>

I. Technique of Typing

A-Typing drills, words, and sentences
B-Forming correct operating habits
C-Learning the keyboard by touch method
D-Learning to take care of a typewriter

**SECOND SEMESTER**

**8A**

Two periods per week for 19 weeks

I. Mechanical Features of Business Letters

<table>
<thead>
<tr>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
</tr>
</tbody>
</table>

A-Addressing envelops
B-Copying from rough draft
C-Tabulating
D-Location and uses of the different parts of the typewriter

**NINTH YEAR**

**AIMS:**

1. To develop a speed of twenty-five words a minute in typing through rhythmic speed drills
2. To train students to do accurate typing
3. To develop greater skill in taking care of a typewriter
4. To develop power to arrange all kinds of business papers attractively from unarranged copy according to business standards
FIRST SEMESTER

9B

Two periods per week for 19 weeks

CONTENT:  PERIODS

I. The work of this semester will consist of the development of a typing speed of twenty words a minute, of power to set up simple manuscripts, and of tabulating work of various kinds

SECOND SEMESTER

9A

Two periods per week for 19 weeks

I. Complete Formal Training in All Phases of Typing

A-Intelligent, efficient typing
B-Write new matter at a speed of twenty-five words a minute
C-Clean, oil and make simple repairs to a typewriter
D-Arrange business papers attractively from unarranged copy according to accepted business standards

TENTH YEAR

AIMS:

1. To familiarize students with standard forms of business and legal papers through thought-provoking exercises
2. To develop a speed of thirty-five words a minute in typing non-technical new matter
3. To prepare students for transcription work next year
FIRST SEMESTER

10B

Five periods per week for 19 weeks

CONTENT:                                        PERIODS

I. Letters                                       95
   A-Speed drills
   B-Thought provoking exercises
   C-Form and arrangement of letters
   D-Telegrams and card writing

SECOND SEMESTER

10A

Five periods per week for 19 weeks

I. Thought Provoking Exercises                   95
   A-Speed drills
   B-Rough drafts
   C-Legal papers
   D-Tabulating and billing

ELEVENTH YEAR

AIMS:

1. To develop a speed of forty words a minute on new matter

2. To develop a transcription speed of twenty words a minute on the letters dictated in the shorthand class

3. To familiarize students with the operation and care of the typewriter

4. To perfect the work of students in the mechanical features of typing
FIRST SEMESTER

11B

Five periods per week for 19 weeks

CONTENT:

I. Transcription Practice

A-Speed Drills
B-Letter Transcription
C-Typewriting Projects

SECOND SEMESTER

11A

Five periods per week for 19 weeks

I. Continuation of Work of 11B

A-Speed Drills
B-Letter Transcription
C-Typewriting Projects

STENOGRAPHY

NINTH YEAR

AIMS:

1. To give a try-out in the subject of shorthand to enable pupils to determine their aptitudes and capabilities in shorthand writing

2. To develop sufficient skill in shorthand writing to enable pupils to make use of it in note-taking

3. To encourage pupils to continue their school work in the senior high school

FIRST SEMESTER

9B

Three periods per week for 19 weeks

CONTENT:   PERIODS

PERIODS

95
I. Alphabetic principles of shorthand

TENTH YEAR

AIMS:

1. Begin the vocational training of students through textbook principles for shorthand writing
2. Develop facility in reading plate and pencil notes as well as an accurate style of shorthand writing
3. Form and fix good shorthand habits in the way of sitting at the desk properly, holding the pen and pencil correctly and making pen and pencil notes like plate notes
4. Develop harmony between mind and hand in converting dictated matter into shorthand writing

FIRST SEMESTER

10B

Five periods per week for 19 weeks

CONTENT:

I. Completion of Textbook Principles

SECOND SEMESTER

10A

Five periods per week for 19 weeks

I. Application of Textbook Principles

A- Words, sentences and drills
B- Simple business letters

ELEVENTH YEAR

AIMS:

1. Complete the formal training of shorthand students by developing a writing speed of one hundred words a minute and a transcription speed of thirty words a minute on non-technical material
2. Create a desire on the part of students to continue their shorthand training in the office training and secretarial practice course of the next year

**FIRST SEMESTER**

11B

Five periods per week for 19 weeks

**CONTENT:**

<table>
<thead>
<tr>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Dictation Practice</td>
</tr>
<tr>
<td>A-Textbook principles reviewed</td>
</tr>
<tr>
<td>B-Dictation and transcription practice</td>
</tr>
<tr>
<td>C-Reading practice</td>
</tr>
</tbody>
</table>

**SECOND SEMESTER**

11A

Five periods per week for 19 weeks

I. Dictation practice continued

<table>
<thead>
<tr>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Dictation practice continued</td>
</tr>
<tr>
<td>A-Textbook principles reviewed</td>
</tr>
<tr>
<td>B-Dictation and transcription practice</td>
</tr>
<tr>
<td>C-Reading practice</td>
</tr>
</tbody>
</table>

**SECRETARIAL PRACTICE**

(Stenographic application)

**TWELFTH YEAR**

**AIMS:**

1. To give students, through office training practice, the equivalent of three months' actual experience in a modern business office

2. To familiarize students with the operation of the various office machines used in the business world

3. To enable students to determine the kind of machine operation they are best fitted for
4. To develop skillful machine operators to enable students to do office work other than stenographic
5. To give students training in secretarial practice to develop those qualities of personality that will enable them to do stenographic work efficiently
6. To give actual office experience through cooperative employment

**FIRST SEMESTER**

12B

Ten periods per week for 19 weeks

<table>
<thead>
<tr>
<th>CONTENT:</th>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Office Training Practice</td>
<td>90</td>
</tr>
<tr>
<td>II. Machine Practice</td>
<td>50</td>
</tr>
<tr>
<td>A-Adding machine</td>
<td></td>
</tr>
<tr>
<td>B-Mimeographing</td>
<td></td>
</tr>
<tr>
<td>C-Filing</td>
<td></td>
</tr>
<tr>
<td>III. Commercial Law</td>
<td>50</td>
</tr>
</tbody>
</table>

**SECOND SEMESTER**

12A

Five periods per week for 19 weeks

| I. Secretarial Studies                      | 90      |
| II. Machine Practice Specialized            | 50      |
| A-Adding Machine                            |         |
| B-Mimeographing                              |         |
| C-Filing                                     |         |
| D-Comptometer Practice                      |         |
| E-Calculating Machine Practice              |         |
| III. Business Organization                  | 50      |
AIMS:

1. To familiarize pupils with business practice and procedure
2. To lay a foundation for advanced work in the subject in the senior high school for those who are contemplating an accounting career
3. To teach pupils who leave school the art of systematic record keeping according to modern business standards

SECOND SEMESTER

9A

Three periods per week for 19 weeks

CONTENT:

1. Elementary Principles of Bookkeeping

PERIODS

57

TENTH YEAR

AIMS:

1. To do intensive work in record making in so far as it relates to partnership accounting
2. To give students a clear understanding of scientific recording, classification, presentation and interpretation of the financial facts relating to business enterprises
3. To familiarize students with the business and legal procedure surrounding the formation of partnerships and their advantages and dangers
4. To develop skill in recording transactions in books of record in an efficient way
5. To form and fix habits of neatness, accuracy and rapidity
FIRST SEMESTER

10B

Five periods per week for 19 weeks

CONTENT:

I. Partnership Accounting

SECOND SEMESTER

10A

Five periods per week for 19 weeks

I. Partnership Accounting (cont'd)

ELEVENTH YEAR

AIMS:

1. To familiarize students with the application of the principles of accounting to a business operated as a corporation

2. To acquaint students with accounts and special types of books that are peculiar to corporation accounting

3. To prepare students for highly specialized accounting practice next year

FIRST SEMESTER

11B

Five periods per week for 19 weeks

CONTENT:

I. Corporation Accounting

SECOND SEMESTER

11A

Five periods per week for 19 weeks

CONTENT:

I. Continuation of Corporation Accounting

II. Bank Accounting (Optional)
ACCOUNTANCY PRACTICE
(Bookkeeping Application)

TWELFTH YEAR

AIMS:

1. To familiarize students with cost accounting
2. To give students training in professional accounting
3. To give actual accounting experience through cooperative employment so far as this is possible in this community
4. To awaken the desire of students to continue their accounting work in college

FIRST SEMESTER
12B

Ten periods per week for 19 weeks

CONTENT: 

I. Cost Accounting 100
II. Commercial Law 90

SECOND SEMESTER
12A

Ten periods per week for 19 weeks

I. Fundamentals of Accounting 100
II. Business Organization 90
10th Year

1. English
2. World History, European History, Biology
3. Bookkeeping I & II
4. Economic Geography, Clothing (2), Food (2), Spanish 102,
   Forge (2), Foundry (2)
5. Art Appreciation or Music
6. Gym or Military Drill

11th Year

1. American History
2. Business Correspondence
3. Shorthand & Typing (2), Bookkeeping III & IV.
4. English 11B and Salesmanship, Social Economics, Spanish
5. Typing (One period daily, required as an extra of all
   students not taking Shorthand).
6. Gym or Military Drill

12th Year

1. Civics 12B and English 12A
2. Laboratory Science
3. Shorthand and Typing (2), 12B, and Shorthand and Office
   Practice (2), 12A; Salesmanship 12B and Advertising 12A.
4. Commercial Law
5. Typing (Same as in the 11th year--one period daily)
6. Gym or Military Drill
Requirements for Graduation from Los Angeles High Schools.

1. Thirty-two credits (16 units) in solids.

2. Two majors, one of which must be in English, including oral English. The second major may be chosen from any one of the following departments:
   (a) Mathematics (2 credits in mechanical drawing may be included).
   (b) History or Social Studies
   (c) Science
   (d) Foreign Language (6 or more credits in one or 4 credits in each of two languages).
   (e) Art
   (f) Commerce
   (g) Home Economics
   (h) Mechanic Arts
   (i) Music

Note: A major consists of three years of a solid subject or a previously announced group of related solids, one year of which must be taken in the eleventh or twelfth year of the course. Departmental Announcement: The Commercial major shall consist of 6 credits chosen from any commercial subjects, except that 4 credits must be upper grade and when shorthand is included not less than 4 credits may be accepted.

Note: Commercial Law may not be counted toward a Social Studies major.
There would seem to be little room for argument in the proposition that a course in commercial training should be very much more than a training for a clerical position. The tendency everywhere is to make high school commercial courses broad enough to afford the earnest student training that shall give him a real foundation for success in business. There is still room for an enlargement of our conception of the true function of a commercial course. In addition to a training in distinctly clerical subjects, more attention should be given to merchandising retail salesmanship, general salesmanship, business organization, business administration, advertising, foreign trade, economics, and credit.

However, we must not lose sight of the fact that the training of boys and girls for competent clerical service must remain one of the most important foundations of a commercial course. No student should be graduated from a high school commercial course who is not able to perform the various duties of a modern business office with accuracy and dispatch. Business men are clearly within their rights in demanding technical skill of a high order from boys and girls who seek employment.

It is impossible to formulate a course of study that shall fit the needs of all schools and communities. Local conditions must always be a factor in determining the details of a course of training. Some general suggestions may be made that practically all schools of commercial training may carry out.
COOPERATION BETWEEN THE SCHOOL AND BUSINESS

The relation between the commercial school and the business of the community should be intimate. Both will receive much benefit from a close cooperation. This may be brought about in part at least by frequent talks to commercial classes by business men, visits to factories and stores, part-time employment in offices and stores during the senior year or earlier if conditions will permit. Instruction in certain subjects should be adapted to local practices. To this end the teachers should be expected to make a study of commercial employment conditions in their communities so as to better meet local needs.

ADD TO THE COURSE WITH CAUTION

A progressive school will constantly strive to broaden its course and to increase its facilities. No high school should add to its course until it has done a first-class job in the subjects already offered. No additions to the course should be attempted unless the teaching force and the equipment is adequate to make success possible. A small field well tilled will produce much better results than one too large for the force and equipment.

SELECTION OF TEACHERS

Attention is here called to a serious condition which almost all high school commercial departments have to contend with. School authorities fall into the common error of supposing that anyone can teach beginning bookkeeping and business arithmetic, and when these classes become too large for the regular commercial teaching force they are farmed out to anyone who may not have a full schedule of classes. Commercial department heads should oppose this practice with utmost vigor.
PREPARATION FOR COMMERCIAL TEACHING

Teachers employed in commercial departments should have a good general education as well as a training in technical commercial subjects. Preference should be given to teachers with college training, provided they also have had thorough training in the commercial subjects which they are expected to teach. No teacher should be regularly employed in the commercial department who is not fully competent to put into practice the things to be taught. All commercial teachers should have had actual experience in the subjects which they are to teach. As a matter of fact very few teachers enter the school system with much business experience. Where it is impossible for a community to obtain a teacher who has had business experience, the community should require the teacher to obtain it within a reasonable length of time. Teachers can readily obtain business experience by making surveys, job analyses, organization and employment studies, and by seeking employment in business offices during the summer vacation. If a portion of the vacation period is spent in regular office work it will be found not only of great practical value to the progressive commercial teacher, but the direct contact with business men and business ways will be a source of real enjoyment. It is hoped that the requirements for teachers of commercial branches will continue to be strengthened.

THE SHORT COURSE

In high schools that are able to offer a four-year course in commercial training, experience has shown clearly that the
needs of the pupil who can take only one or two years of high school training is not best met through a special or short course. To offer a one or a two year commercial course (except for seniors or high school graduates) is to encourage a student in the belief that a training for business pursuits may be had in a shorter time than the facts warrant. Where a short course is offered many students will take this course who might just as well take a thorough course in a belief that they are getting all the training necessary for success in business employment. The results of inadequate preparation may be seen on every hand. Courses should be so prepared that they afford a maximum in practical training from the beginning, so that the student will be given the best sort of training at each stage of the work, whether he takes all or part of the course offered.

ADAPTING THE COURSE TO THE NEEDS OF THE PUPIL

Commercial courses of high schools have too long been planned to give the same training for boys and girls throughout the entire course. After leaving the high school and entering business boys and girls are not found in the same lines of employment. Their work may be similar for a short time, but eventually it will differ materially. The first two years should be general foundation work for boys and girls alike. Beginning with the junior year there should be considerable latitude of choice between courses designed for specified lines of employment. The courses outlined on the following page will suggest how this may be accomplished. It will be seen that shorthand is not offered the first two years. This is not because shorthand is any more difficult for the freshman and sophomore than
any other subject, but because it has little practical value to one who does not have a fairly adequate general education.

EMPLOYMENT BUREAU

The full duty of the commercial department to the pupil is not discharged when the course of study has been completed. The student has been trained for a job as well as a broad outlook on business, and an adequate employment bureau should be maintained to get him that job which shall be a starting point in a business career.

COURSE OF STUDY

Purpose

First, to provide a study of and a training in the fundamental principles of business as an aid to the understanding of business which shall lead to success therein.

Second, to provide a four-year course of technical training that shall prepare the student without further schooling for the duties of a modern business office.

Third, to provide a usable course of training for pupils who can be in high school but two years or less.

Fourth, to provide a course of training that shall prepare for a college or university course in commerce.

OUTLINE OF COMMERCIAL COURSES

First Year -- General Preparation

Designed as an elementary course in business, and as a preparation for the work of the third and fourth years of the High School Commercial Course.
FIRST SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>5</td>
</tr>
<tr>
<td>Bookkeeping I (Elementary Bus. Procedure &amp; practice with rapid calculation)</td>
<td>10</td>
</tr>
<tr>
<td>Penmanship</td>
<td>5</td>
</tr>
<tr>
<td>General Science I</td>
<td>5</td>
</tr>
</tbody>
</table>

SECOND SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English II</td>
<td>5</td>
</tr>
<tr>
<td>Bookkeeping II (Advanced Bus. procedure &amp; Office Practice)</td>
<td>10</td>
</tr>
<tr>
<td>Business Arithmetic</td>
<td>5</td>
</tr>
<tr>
<td>General Science II</td>
<td>5</td>
</tr>
</tbody>
</table>

Second Year—General Preparation

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English III</td>
<td>5</td>
</tr>
<tr>
<td>Bookkeeping III (With Adv. Office Practice)</td>
<td>10</td>
</tr>
<tr>
<td>Com'l. Geography</td>
<td>5</td>
</tr>
<tr>
<td>Electives—choose one—see note</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>5</td>
</tr>
<tr>
<td>Algebra I</td>
<td>5</td>
</tr>
<tr>
<td>Domestic Science I</td>
<td>10</td>
</tr>
<tr>
<td>Hist. (Greek or Roman)</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: If the Secretarial Course is to be chosen beginning with the third year, elect a Foreign Language or Domestic Science in the second year.
If the Accounting Course is to be chosen beginning with the third year, elect Algebra in the second year.
If the student is expecting to take a college or university course in Business Organization and Administration he must cover three years of English, two years of Mathematics (algebra and geometry) and two years of history in his high school course.
THIRD YEAR -- SPECIAL PREPARATION

A special preparation for the larger duties of business and business administration.

GENERAL BUSINESS AND ACCOUNTING

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hours</strong></td>
<td><strong>Hours</strong></td>
</tr>
<tr>
<td><strong>Per Wk.</strong></td>
<td><strong>Per Wk.</strong></td>
</tr>
<tr>
<td>English V</td>
<td>Business English</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Commercial Science I</td>
<td>Commercial Science II</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>U. S. History</td>
<td>Civics</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Electives--choose one</td>
<td>Electives--choose one</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Geometry I</td>
<td>Geometry II</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Typing I (See Note)</td>
<td>Typing II</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

FOURTH YEAR -- Special Preparation

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hours</strong></td>
<td><strong>Hours</strong></td>
</tr>
<tr>
<td><strong>Per Wk.</strong></td>
<td><strong>Per Wk.</strong></td>
</tr>
<tr>
<td>Commercial Law II</td>
<td>Economics</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Advertising</td>
<td>Salesmanship</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Bookkeeping V</td>
<td>Bookkeeping VI</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>(Experience in Bus. Of.)</td>
<td></td>
</tr>
<tr>
<td>Electives--choose one</td>
<td>Electives--choose one</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Business English</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Commercial Design</td>
<td>History</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Typing III</td>
<td>Typing IV</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: Typing may be carried as an extra subject, one period each day, with no outside preparation, through the Junior and Senior years, giving one-fourth credit for each semester carried.
COMMERCIAL COURSE

Third Year -- Special Preparation

A special preparation for the duties of a stenographer and private secretary

STENOGRAPHIC, SECRETARIAL AND REPORTING

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English V</td>
<td>English VI</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>U. S. History</td>
<td>Civics</td>
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<tr>
<td>Shorthand I</td>
<td>Shorthand II</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Typing I</td>
<td>Typing II</td>
</tr>
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</tbody>
</table>

Fourth Year -- Special Preparation

A special preparation for duties of stenographer and private secretary

Business English  5  Economics  5
Salesmanship       5  Office Training  5
Shorthand III      5  Shorthand IV  5
Typing III         10  Typing IV  10

(Experience in business office)

Note: This course is open to all students who have had two years in any high school course.

COMMERCIAL COURSE

Third Year -- Special Preparation

A special preparation for the duties of a sales person.

A one-year course.
RETAIL SELLING:

1st Semester

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours Per Wk.</th>
</tr>
</thead>
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<tr>
<td>English V</td>
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<tr>
<td>U. S. History</td>
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<td>Electives--choose one</td>
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<tr>
<td>Mathematics</td>
<td>5</td>
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<tr>
<td>History</td>
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<td>Foreign Language</td>
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2nd Semester

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours Per Wk.</th>
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<td>Civics</td>
<td>5</td>
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<tr>
<td>Electives--choose one</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>History</td>
<td>5</td>
</tr>
<tr>
<td>Foreign Language</td>
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</tbody>
</table>

Store Practice throughout each semester.

Note: This course is open to all high school students of Junior or Senior standing.

EXPLANATION OF SUBJECTS OFFERED

Space in this manual will not permit of a detailed discussion of all the subjects offered in a four year commercial course.

Bookkeeping and Advertising

Three years' work is offered in this subject, requiring two 45-min. periods daily or the equivalent.

The aim of the first two years' work should be along the line of general office training rather than technical bookkeeping and accounting. Much attention should be given to the study of general business conditions. The first year should cover a study of business methods and elementary office practice, commercial papers and general commercial problems, accounts and statements, introduction of a practice set in which the book-
keeping records are made from business vouchers. During the first year much attention should be given to correct methods and accuracy in all commercial calculations. All work of the first year should be by daily assignment of a specific lesson as in any other subject. Each student should be required to complete the assignment before the beginning of the next recitation. By the close of the first year the student should have a thorough knowledge of the general books of accounts, should know how to close accounts, and be able to furnish the proprietor with a statement setting forth the condition of the business. He should be able to keep a set of books in actual business where the work is not too complicated.

The second year should cover a study of Advanced Office Practice; a business conducted as a partnership; a business conducted as a corporation; introduction to special books of accounts, and a study of their application to modern accounting; elementary business organization.

The third year should cover a study of cost accounting, banking, auditing, and business organization.

Through the entire bookkeeping course much time should be given to class recitations and tests. In the advanced work the daily assignment plan should be discontinued and each pupil be allowed to cover the work as rapidly as he may be able. Individuality and initiative should be developed as fully as possible. In the last year of the work the student should have access to bookkeeping machines, calculating machines and other office appliances. Throughout the entire course the student
should be led to cultivate the power of intelligent thinking, to the end that he may develop into an intelligent man of business rather than a mere routine worker.

Business Calculations

This subject, together with the introductory bookkeeping, provides two consecutive periods of 45 minutes each, or the equivalent, for the first semester. In some schools it will be found more convenient to have classes in business calculations separate and distinct from the beginning subjects which are in actual use in the ordinary business office and which every business man must at some time master. It is not the aim of this work to turn out experts, but rather to turn out accurate workers in everyday commercial figuring.

Business Arithmetic

One-half year. In schools that are not able to give the time for a special class in business calculations, commercial arithmetic should cover the entire year. This work will be in many respects similar to the work offered in business calculations but should go somewhat further. It should cover all the work found in the better texts on this subject.

General Science

It is believed that a year's work in general science will be of greatest value to the commercial pupil in broadening his conception of an education. The work covered would be as indicated in a text on general science. This work will also be of considerable assistance in the later work of commercial science.
Commercial Geography

The course in commercial geography is scheduled for the first semester of the second year of high school work, and the work should be adapted to the maturity of the tenth grade pupils. The textbook should be supplemented by the use of trade reports, reference books, magazine articles, and maps. Make the course distinctly a high school course, not a hurried review of elementary geography. Make this work, as in fact all commercial subjects, connect with business life as found in your community.

Business Law

A study of laws covering business practice; the law of contracts and how to write them; the law of negotiable instruments, sales, deeds, and mortgages. It is, of course, not the purpose of this work to make lawyers, but rather to give the student such insight into the laws covering business as will enable him to conduct his business according to legal requirements. Students should have access to a case book as library reference.

Commercial Science

Biology, physics or chemistry taken with the regular classes, but with the laboratory work arranged to give special attention to the commercial phase of the subject.

Commercial Design

This work will cover one semester in lettering, sign writing and showcard writing.

Advertising & Salesmanship

A study of advertising and salesmanship, so far as the adolescent is concerned, must be more or less general. It is
Economics

A study of economic laws as directly pertaining to the ever-present question of how to make a living; the development of the power to think clearly and logically.

English

All commercial students should be required to take at least five semesters of the regular English work.

Business English

The purpose: To provide instruction that will familiarize the student with the language of business; the writing of letters relative to sales, collections, claims, adjustments, information, application, formal social and official letters; familiarity with business papers; vocabulary building; pronunciation; meaning and use of words. Before an attempt is made to write letters pertaining to any business, that business should be studied closely, that the student may have a working knowledge of the business on which he is to write.

Penmanship

To the commercial student this subject is of utmost importance. Every commercial student should be required to master a free, rapid and clear style of business writing. Emphasis should be laid on the development of an easy arm movement, form of letters, and on speed. Training should also be given in writing
under various difficult conditions, such as writing with a pencil on tablets held in the hand, making out sales tickets, etc.

Shorthand

Pupils who show a marked deficiency in English should not be allowed to take up the study of shorthand. Ability in the use of good English is absolutely necessary if shorthand notes are to have any value when transcribed. As a rule this subject should not be given before the junior year. In some schools it may be necessary and wise to allow it to be taken up earlier in the student's course, depending upon the age and ability of the student. The first year of shorthand should be given to the mastering of theory and the second year to advanced practice. Some schools, in which class periods are long, may find it possible to cover the theory in one semester. At the completion of the first year's work a student should have a working speed of not less than 70 words per minute; at the end of the second year he should have a working speed of 100 words or more per minute. Space will not permit of a discussion of details in the handling of this subject.

Typewriting

Touch typewriting only should be taught. The work in this subject should be given in conjunction with shorthand. Typewriting should also be offered pupils who are not taking shorthand. The first year's work will be largely devoted to the mastery of the keyboard and the acquiring of the ability to write without any inclination to look at the keys. No student can hope to be successful in the practical application of his
Typewriting knowledge who has not mastered the touch method. Where the equipment is sufficient it would be well to allow typing to be elected in any part of the student's course.

Training should be given in the operation of different makes of machines; in cleaning, oiling and general care of the machine; in manifolding, briefing and tabulating; cutting of stencils and the use of the mimeograph. Accuracy is of prime importance in typewriting but speed is essential. Speed drills should be commenced early in the course and continued to the end of the course. By the close of the first year the student should have a speed of 40 words per minute. By the close of the second year the student should have a speed of 60 or more words per minute. Where the conditions do not allow the teachers of typewriting to devote a special period to instruction in this subject the speed requirements might be reduced to 30 words per minute for the first year and 50 words per minute for the second year.

Office Training

A good text on office training, of which there are many, should be used in this work. Lay special emphasis on proper arrangement and transcribing of letters, billing and tabulating, legal documents, and filing. A complete equipment for filing should be had and copies of all letters or documents written should be filed. This course would cover instruction in the use of calculating machines, adding machines, dictaphones, mimeograph and other modern office appliances. If properly handled the time devoted to office training will be of the utmost value to the student. The possibilities of this work are unlimited.
The teacher of this work must keep in touch with the office conditions and needs of the community.

Retail Selling

All students in this subject are required to spend Saturdays, or such other time as may be arranged, in actual work of selling in retail stores. The course is arranged as a combination of class instruction and store practice. The work covers general salesmanship and merchandising; a study of textiles and non-textiles, color and design, arithmetic, personal hygiene, English. Talks to the class by store managers, visits to stores and factories would be found very helpful.
APPENDIX III

(Bibliography)
APPENDIX III--BIBLIOGRAPHY


