

COMMERCIAL EDUCATION

in the

HIGH SCHOOLS

of

OKLAHOMA.

Ellis Mark Frost, Sr.

237

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HIGH SCHOOLS OF OKLAHOMA

by

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A Thesis Submitted in Partial Fulfillment of

the Requirements for the Degree of

Master of Science

in the

Oklahoma Agricultural and Mechanical College,

School of

Commerce and Marketing.

1924.

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INTRODUCTION.

The business and commercial world found itself confronted by an entirely changed situation at the close of the World War. With economic conditions rearranged, in many instances employees were unable, through lack of skilled training, to perform the new duties made necessary by the readjustments in the business and commercial world. Never in the world's history have so many lessons been learned in so short a time. New departments of business in schools and in industry were made necessary; and many new duties required of those in charge.

Nowhere in the annals of history do we find any record of such system and speed in mobilizing, organizing and equipping such a vast army as was done in this country during the World War. Speed and efficiency were demanded everywhere, and these two factors were soon felt in the business and commercial world. The public, awakening from its lethargy, suddenly demanded service from all industrial, business and commercial concerns. These soon learned that service implied efficiency at the helm and skill in the discharge of duty. The lack of trained men and women to fill these positions was very acute, and in thousands of instances unskilled and untrained persons were put in charge. Greater demands than ever before were made upon the high school, the business school, the college and the university to supply the need.

As a result of this urgent demand all these educational and industrial institutions attempted to answer the call and at once established systematized courses of training. Many of these courses were hastily estab-

lished and were formed without careful planning. State and federal governments came to the assistance through the establishment of vocational courses, industrial schools and trade schools, while business concerns established corporation and part-time schools in order to supply the demand for skilled employees. In fact practically all of the large industrial concerns established part-time or training schools in order to maintain their business efficiency. The Ford Motor Company is an outstanding concern in this respect. The Goodyear Tire and Rubber Company is another example. This concern has a school "with a teaching staff of 117 instructors, a student enrollment of more than 6,200, and a course of study including economics, corporation organization, industrial management, finance, bookkeeping and accountancy, costs and statistics, commercial geography, and economic history." (1)

Following the World War, business colleges sprang up in every city where twenty or more students could be guaranteed; high schools began offering commercial work, and new courses were added in our colleges and universities. Witness the rapid and marvelous growth of such departments in the Oklahoma Agricultural and Mechanical College and other of the larger educational institutions of higher learning.

But now, after the rush incident to the war has ended, and business conditions are becoming normal, we are able to study more accurately the commercial situation as it applies to commercial education.

For a few years the various institutions of higher learning have been preparing an army of young people for the demands of the business world.

(1) Business Training and Commercial Education, U. S. Bureau of Education Survey, Bulletin 43, 1921, page 3.

For several years the business world has been drawing trained employees from the commercial high schools and the private business colleges, and has had ample time to study the character, nature and quality of their services. The business should have some idea of what is expected and demanded of the office employees and whether they are meeting these demands.

The main purpose of this thesis, then, is to summarize the commercial work offered in the high schools of Oklahoma in order to discover to what extent it meets the demands of the business interests of the state.

It soon became evident to the writer that this was an entirely new field, that little or no published information would be available, and that original research work was necessary. With this object in view information was sought from the Oklahoma State Superintendent of Public Instruction, from the State High School Inspection Department, and from the Extension Division of the State University of Oklahoma. (1)

A questionnaire (2) was prepared and sent to one hundred eighty-five high schools of the state. A similar questionnaire (3) was sent to one hundred eighty-five business concerns of Oklahoma. The information gotten directly from these high schools and the business concerns by means of these questionnaires was compiled. The results were then supplemented by such published information as could be obtained, and by personal interviews, and the composite results are the subject matter of this investigation.

- (1) See letters I, II and III in Appendix.
- (2) See Appendix for questionnaire, IV and letter, V.
- (3) See Appendix for questionnaire VI and letter VII.

P A R T O N E

CHAPTER I

THE MEANING OF COMMERCIAL EDUCATION

A. In General.

Invariably the work of the private business college is confined almost entirely to office training, while that of the high school may include both business and commercial education. Commercial education implies a study and a knowledge of many related subjects, such as economics, sociology, salesmanship, business organization, business law, industrial history or others, in addition to the usual work in bookkeeping, shorthand and typewriting. The work given by universities and colleges may include both, while a third type may be included - that of secretarial training which may involve no knowledge of bookkeeping nor of any of the related subjects. In some respects the field of these three classes overlap making it more difficult to determine just what the business world wants and expects from the high school graduates.

Swiggett (1) quite clearly differentiates these two types of education when he says: "The aim of business education is definite and specific, while that of commercial is of wide range and may even at first glance seem purposeless in its effort to educate broadly for the understanding of social phenomena and economic management."

(1) Business Training and Commercial Education, U. S. Bureau of Education Survey, Bulletin 43, 1921, page 6.

In business the individual is trained to do a certain specific and definite thing without regard to related subjects. He is trained to operate almost mechanically a typewriter, and may learn very little or nothing about closely related subjects, is not called upon to exercise judgment in any great degree, to weigh subject matter or to draw conclusions. Instead, he is trained to operate a typewriter, or to record the transactions of others under a definite heading in the proper book without learning but little about the business transactions concerned, or the reasons for his own actions.

On the other hand, commercial education in its broad sense gives one a broad and a general knowledge of many related subjects. This is evidenced by a study of the courses offered by our higher institutions. So, in a general way, this thesis must be confined to business training rather than to commercial education since so few of our high schools can afford to offer a commercial course in the broad and true sense of the term.

Until very recently the business world wanted only the business-trained young man or woman. Owing to the rapid advancement of the business world, due to the application of science to industry, we find calls for both the business and the commercially trained person, and in very recent years a greatly increasing call for commercially-trained young men and women. In the mad business rush many business men expect the young person to have both types of training. An attempt has been made in this investigation to discover which type our high schools are stressing, and which the business world wants most.

Business education as a type is somewhat peculiar in that it

stands aloof from other types of education and has never been reduced to a standardized value in credit hours or credits of work. It may or may not be included in the curriculum of a high school or institution of higher learning, and it may be confined exclusively to a particular institution as in our private business colleges. Such is not the case with any other type of subject matter for we do not have schools devoted exclusively to the teaching of mathematics, Latin, science or other subjects. In fact, business training has never been closely bound by the curriculum of any institution. In the high school certain subjects are required to be taught in certain years, but this is not true with business training or commercial work. Other subjects usually require some prerequisites; but not so with business training, for we find it taught from the lower grades to the last year of the high school; and even in business colleges those who have not even completed the seventh grade take business training in some cases. In a personal letter from the largest business college in the state, a school which enrolled 1100 students last year, the president stated that 27 percent of its students had no high school education at all. Yet these same persons pursue business courses although they probably could not successfully pursue a commercial course at all.

We find many types of education in our curricula governed by statutory provisions. Until very recently this was not true of business and commercial training, and no legal sanction or recognition was given it. In fact in this state no recognition was given commercial education until 1915. (1) This law places all business colleges under bond to the

(1) See Appendix VIII.

state. However, but two have so arranged their course of instruction that students completing certain units or parts of it may receive credit in any accredited high school in the state. These two colleges have been accredited by the State High School Inspection Department for but four units each. (1) None of these nineteen business colleges are offering true commercial training - all being business training as defined above.

B. In Oklahoma.

From a legal standpoint it is readily seen that commercial education in this state means very little indeed. No standard is prescribed, no course of study is required, and there is no supervising board. In fact, any person, firm, association or corporation willing to give the required bond can establish a business college and teach nothing whatever but shorthand, arithmetic or any other single subject and be protected under our law so long as they teach the subject or subjects stipulated in the bond, and as promised when soliciting students to attend.

Once established, their instruction might be very inferior and given by inefficient teachers with no legal qualifications. Such is not true with other high school work, for there all teachers must be legally qualified and comply strictly with the law. Why should not the curricula, teachers and officers of business colleges come under the strict surveillance of the laws the same as other schools? The fact that but two business colleges in the state have established a course of study, with efficient teachers that would be approved by the State High School Inspection

(1) Bulletin: Accredited High Schools of Oklahoma, 1923, page 42.

Department tends to show that commercial education, as now offered by private business colleges in this state is at a very low ebb, indeed.

A survey of all the commercial school work offered in Oklahoma would come under three headings, - the public high school, the private business college, and the institutions of higher learning. Each of these has a field unto itself, and each would require a separate investigation and report. So we confine ourselves to the public high schools to which we must look for change, improvement, and the source of supply of a large percent of the help the business world is calling for in ever increasing numbers.

Commercial education is usually confused with business training. It includes not only a knowledge of business, but of all that affects business, and includes a knowledge of economics, sociology, psychology, salesmanship, business and commercial law, business administration, and advertising, distribution and marketing of goods. From this standpoint, then, our high schools are not offering much commercial education, but instead, a smattering of business training. Tables given later and throughout this thesis will show to what extent they are offering each kind of training. Schools as well as people are slow to break away from tradition where the original idea of commercial education was a clerical training in one or more phases of office work, penmanship, bookkeeping, and later stenography and typewriting. Such an aim and idea is strictly vocational and involves only the act and knowledge of doing routine, or almost mechanical, work.

On the other hand, commercial education, that which business is really demanding, goes out further and wider and involves a knowledge of conditions, relations and possibilities which in any way affect the business world.

So in concluding this phase of the discussion, we may state that commercial education in Oklahoma means little more than business training, except in a very few of the largest high schools, as will be shown later in tables prepared from information gathered in this survey.

CHAPTER II

THE SPREAD OF COMMERCIAL EDUCATION

A. In The United States.

Due to the unprecedented growth and expansion of business within the past twenty-five years, business education has grown almost beyond belief in the United States. Brief mention of this is necessary in order to better understand what our own state is doing. The first phase of this is shown in the following table:

TABLE I

STUDENTS IN PRIVATE COMMERCIAL SCHOOLS. (1)

	1895	1918	1920 (2)	Percent increase
Students in private commercial schools.	115,748	289,579	336,032	190.3

This gives an increase of over 290 percent in 27 years. Were we to add to this vast number the enrollment in private, nondenominational, commercial and business schools we would have a grand total of more than a half million receiving some instruction in commercial education in the United States in other than the public schools.

But this marvelous growth has not been confined to the business colleges alone, for the number of high schools offering some commercial work in the United States in 1911 is shown in Table II.

(1) U. S. Bureau of Education Survey, Bulletin 47, 1919, page 5.

(2) U. S. Bureau of Education, Bulletin 4, 1922, page 1.

TABLE II

INCREASE IN NUMBER OF HIGH SCHOOLS

TEACHING COMMERCIAL WORK (1)

	Y E A R		Percentage increase
	1911	1918	
Number of high schools	1752	2953	68.55

Table I shows the increase in enrollment in the business colleges, but in spite of this enormous increase we see the schools offering this work also increasing at an unparalleled rate as shown in Table II. Table I was for a 27-year period while Table II was for but a 7-year period. Had figures been available for 27 years it is quite probable that the increase in the number of schools would have shown even a larger percentage than that shown for the business college enrollment.

But the increase has not been in the high schools alone, but in the number enrolled in them as shown by Table III.

TABLE III

INCREASE IN NUMBER OF PUBLIC SCHOOL STUDENTS AND PUBLIC

HIGH SCHOOL COMMERCIAL STUDENTS FROM 1893 TO 1918.(2)

Number of Students	Y E A R		Percentage increase
	1893	1918	
High School Students	289,274	1,925,453	565.62
Commercial H.S.Students:	15,220	278,275	1,728.35

(1) U. S. Bureau of Education, Bulletin 19, 1920, page 13.

(2) U. S. Bureau Ed. Survey, 1920. Bul. 31, p. 4; Bul. 19, p. 138.

With such phenomenal increase in the number of schools, and the enrollment, the question may arise as to the percent of high school students who are taking some commercial work and are enrolled in that course. The information and figures from Table III show the relation expressed in percentage of increase.

TABLE IV
 PERCENT OF HIGH SCHOOL STUDENTS IN
 COMMERCIAL COURSE

Commercial Students	Year		Percentage Increase
	1893	1918	
Percentage of high school students enrolled in commercial course	5.26	13.35	153.8

This shows the increase in the number of high school students who are enrolled in the commercial course has also been phenomenal within this period. It is even greater than the percentage increase in the enrollment in private business colleges which was 149.3 for the same period.

The statement is often made that the students of the business colleges come from the country and small towns. Investigation was made to ascertain to what extent, if at all, this were true, and the results as shown in Table VI were obtained. These will later be used in comparison with the work in Oklahoma.

TABLE V.
 PERCENTAGE OF HIGH SCHOOL STUDENTS IN RURAL,
 VILLAGE AND CITY COMMUNITIES
 TAKING COMMERCIAL WORK
 IN 1919. (1)

	: City	: Village	: Rural	: Total No. or : percentage
Total No. Students Reported	: 7,943	: 5,510	: 18,172	: 31,172
Number Commercial Students	: 2,040	: 235	: 604	: 2,879
Percent Commercial Students	: 20.03	: 4.09	: 3.21	: 8.45

These statistics are from the United States Survey in which the term "rural" is applied to all cities with a population under 2,500; "village", from 2,500 to 5,000; and "city" above 5,000. "Rural", then, includes small towns and country districts in this table and survey.

Analyzing these figures we see that the "city" students comprise 25.4 percent of the total number enrolled in the high school, while on the other hand they comprise 70.85 percent of the total number enrolled in the commercial course. The "village" students comprise 11.25 percent of the total number of students enrolled in high school, but only 20.97 percent of those enrolled in the commercial course.

(1) U. S. Bureau of Education, Biennial Survey, Bulletin 19, 1920, Tables 29, 30, 31, 57.

These "rural" students are from towns having a population under 2,500 and from all country high schools. We see here that the small high school with an enrollment under 300 is giving very little commercial education. These figures also verify the statement that the great field from which the business colleges draw their support is from the country districts and the small town schools where the students are not given the opportunity to take this work in high school.

The one great problem, and perhaps the only one, in the solution of this question is that of rural school consolidation, in which rural schools unite with each other and form a large high school with greater opportunities, or that they unite with the small town, village or city school and obtain such advantages there. It has been proven that it is far cheaper to take the school to the child than to take the child to the school.

B. Spread of Commercial Education in Oklahoma.

Little or no information has been available along this line, since no official reports have been made public which in any way separates the commercial work from other high school work. In fact, very little information was obtainable as to the number of schools offering any commercial work, as the Annual Report of the State High School Department was not available for more than four years back and these were not except for examination in the State Superintendent's Office. Being unable to obtain this information for a number of years back, that for the year 1919 only, as shown in Table VI, is given.

TABLE VI.

ENROLLMENT IN HIGH SCHOOLS AND
BUSINESS COLLEGES.

Enrollment in Oklahoma High Schools, 1920	41,177 (1)
Enrollment in 17 Business Colleges in Oklahoma, 1920	4,485 (2)
High Schools Approved for 1920	418 (3)
Percentage of total enrollment in high school	90.18
Percentage of total enrollment in business college	9.82

- (1) Okla. State Superintendent's Annual Report, 1922, page 17.
 (2) U. S. Bureau Ed. Biennial Survey, 1922, Bulletin 4, page 5.
 (3) Okla. State Superintendent's Annual Report, 1922, page 61.

The number of approved high schools in Oklahoma for the year ending June 1, 1923, together with the number offering certain kinds of commercial work is shown in Table VII.

TABLE VII.
NUMBER OF APPROVED HIGH SCHOOLS AND NUMBER
OFFERING CERTAIN COMMERCIAL WORK.

<u>Number of schools and subjects offered</u>	<u>Number</u>	<u>Percent</u>
Number of schools approved, 1922-1923 . . .	640 (1)	
Number offering bookkeeping	145 (1)	22.65
Number offering stenography	75 (1)	11.72
Number offering bookkeeping and stenography	56 (1)	8.75
Number North Central Association Schools		
in which subjects are not reported	76 (1)	11.87
Number North Central Association Schools		
reporting in this survey	36	
Number reporting which offer some		
commercial work	26	
Number reporting, but no commercial work	10	

Some other commercial subjects are offered but may be with or without any of the above subjects. For this reason they are not tabulated here. But whatever the figures might be, it is very evident

(1) Okla. State Department of Education, Official Bulletin State Accredited High Schools, 1923-1924, pages 23 to 42.

that a more rapid growth in commercial education would be shown in this state than in the United States as a whole, owing to our peculiar conditions, the opening and settling of the country, the admission to Statehood, the rapid industrial advancement, business and industrial achievements, - all are indicative of a rapid growth.

But why this great demand for commercial work in the high schools? Why have we 19 business colleges in our state? Why a State Business Academy? Why an extended course in our Agricultural and Mechanical College? Is this commercial education only a fancy of the student or the teacher? Or, is there a real justifiable demand for commercial education?

With 145 high schools offering bookkeeping, with 56 offering stenography and bookkeeping, and 75 offering stenography, the question arises as to why we must permit the existence of these business colleges to do the work which our students are supposed to obtain in the high school free? Since the high school and the business college both depend upon the business world they cannot hope to change it and make it conform to the ideas of the institutions. Instead, each should adjust its course of instruction to the needs of the business world.

The great problem is to ascertain what the business world wants, and then to see that our schools give it, if not already doing so. Once it is well known what is wanted, the true commercial teacher will be able to turn out a product true to specifications, and which the business world can utilize in its every department.

CHAPTER III
THE COMMERCIAL WORK OFFERED BY THE
HIGH SCHOOLS OF OKLAHOMA

A. From the Standpoint of the School.

The problem was first studied from the standpoint of the school itself and an effort made to ascertain just what and how much commercial work was offered, both as to quality and quantity. Accordingly the questionnaire was sent to one hundred eighty-five high schools of the state in cities of over fifteen hundred population, with a few exceptions, from which one hundred forty-eight replies were received, though few gave all the desired information.

Of the seventy-six North Central Association High Schools in the state, only thirty-six returned the questionnaire though a second request was sent to those failing to return it at first. Thus it is that a great number of our larger high schools are not represented in this survey. Table VIII shows some of the information.

In this survey, and in Table VIII, commercial work includes bookkeeping, stenography, or typewriting, or any combination of them with other related subjects. Without at least one of these subjects in the course, the school was not considered as offering any commercial work at all. These subjects were taken as the basis for commercial work.

TABLE VIII
ENROLLMENT, NUMBER OF STUDENTS, AND NUMBER OF
SCHOOLS OFFERING COMMERCIAL WORK

Number of questionnaires sent out to high schools	185
Number of replies received	148
Number of schools offering some commercial work	108
Number of schools not offering commercial work	40
Total enrollment in the 148 high schools	40,586
Total enrollment in schools offering work	30,582
Total enrollment in schools not offering work	10,034
Percent of students given opportunity to obtain commercial or business education	75.3
Percent not given opportunity to obtain it	24.7
Number of schools offering full commercial course	22

Upon examining the report from these twenty-two which reported as offering a full commercial course, it was seen that they were offering business training instead, since most of them gave all electives, or else had but one or two required subjects and gave so little, or none, of the related work that their course could not be called a commercial course. In fact, only eight of the twenty-two have a fairly good commercial course.

It was desired to obtain the number of boys and girls each in the different courses, such as bookkeeping, stenography, typewriting, but

this part of the report was so incomplete that definite facts could not be summarized for the entire number reporting. Many schools reported students as taking typewriting only, others taking bookkeeping only, and still others as shorthand only. One school reported one hundred fifty taking typewriting, with but thirty-four taking shorthand. Such definite information as could be gotten is shown in Table IX.

TABLE IX

NUMBER OF STUDENTS TAKING DIFFERENT SUBJECTS

Subject	Boys	Girls	Total
Number taking bookkeeping	533	752	1285
Number taking shorthand	330	708	1038
Number taking typewriting	902	1491	2393
Number reported miscellaneously			2189
Total taking commercial work	1765	2951	6905
Percent taking bookkeeping	41.48	58.52	
Percent taking stenography	31.79	68.21	
Percent taking stenography and typewriting.			34.65
Percent taking typewriting alone			19.62
Percent of total taking bookkeeping	11.3	15.94	26.97
Percent of total taking stenography	6.99	15.01	22.00
Percent of total taking typewriting	19.12	31.61	50.73

Although much of the above is incomplete or somewhat indefinite, it will serve to show the general tendency and the relative percentages in these subjects, and as to the number of boys and girls taking each.

B. From Subjects Required in Commercial Course.

On the question of required subjects in the commercial course only twenty-two schools reported definitely, they being the same ones which offer a full commercial course. According to the State High School Inspector's report for the year ending June 1, 1923, there were fifty-six schools in the state offering both bookkeeping and stenography, none of which were in the North Central Association of schools. As these schools do not report the subjects offered, no information was obtainable from the State High School Inspector's Annual Report. Many may be offering a full course, or an elective course. In this survey only thirty-six of the seventy-six such schools returned the questionnaire, even upon second request for its return. Hence, forty of the North Central Association schools are not represented in this survey.

From the reports of those giving definite information as to the required subjects in the commercial course, it is seen that there is a very wide difference both as to the particular subjects and as to the number required. Of the twenty-two schools reporting definitely, there were thirteen different required subjects given, while the number required as given by each school varied from one to nine. The different subjects required, and the number of schools offering each is shown in Table X,

and is worthy of consideration since only the strong schools - those in the North Central Association - are represented therein.

TABLE X

SUBJECTS AND NUMBER OF SCHOOLS REQUIRING EACH

Subject	:Number of schools : requiring it	
	: Number	Percent
Stenography	: 19	: 86.3
Typewriting	: 20	: 90.9
Bookkeeping	: 17	: 77.2
English	: 8	: 36.3
Penmanship	: 3	: 13.1
Commercial Law	: 8	: 36.3
Commercial Arithmetic	: 10	: 45.4
Business English	: 4	: 18.1
Commercial Geography	: 3	: 13.1
Economics	: 1	: 4.5
Penmanship and spelling	: 2	: 9.1
Office Practice	: 3	: 13.1
American History	: 2	: 9.1

These results show that there is very wide latitude as to what subjects should be required in a full commercial course. Of the thirteen subjects, only three are required by half of the schools, while

but six of them are required by even one-fourth of the schools. Such a wide variation in required work cannot result in efficiency in the commercial or business world by or on the part of the part of the graduates. Only a standard course can accomplish this desired end.

Wide variation in the particular subjects required would not be possible under an adopted course by some authoritative board. Or, even permissible where a large percent of the course was required, but where most of the course is elective, unconditionally, the commercial work will remain at a low ebb. However, if the electives were from a selected or required list of electives the result would not be quite so unsatisfactory. However, the figures in Table XI show the results in this investigation and speak quite clearly for the work being offered.

TABLE XI
NUMBER OF SCHOOLS REQUIRING DIFFERENT
NUMBER OF SUBJECTS

	1	2	3	4	5	6	7	8	9
Number of Schools requiring each	3	1	3	5	3	2	3	1	1

It needs neither mathematician, scholar nor wizard to tell that something is radically wrong when the small number of twenty-two high schools offer thirteen different required subjects in their commercial course, and even worse when the number of required subjects varies from one to nine. In the first instance there is no set purpose, no definite

aim, no concrete knowledge as to what constitutes a commercial course, and an utter lack of knowledge as to what the business and commercial world wants from the high school graduate.

If "An education is the development by training and experience of that which is in an individual to the end that his best destiny may be accomplished," (1) it is very evident that many high students in these leading twenty-two high schools will not get very far in the business world and will not have to look far to see their destiny clearly depicted on the curtain of the world's stage. An attempt will be made to discover where the trouble lies.

Aside from these twenty-two schools there were forty-five others which reported either bookkeeping or stenography without any commercial law or commercial geography. It is quite evident that the whim and fancy of the superintendent enters very largely into the commercial courses offered.

It is naturally assumed that the authorities of each high school prepared the course in the belief that it would qualify their students to do what the business world expected a high school commercial graduate to be able to do. How very widely then do their ideas differ as to what the business world wants, and how utterly lacking their own knowledge of the business world.

Perhaps this divergence of opinion and difference in ideas as to the course of study can best be realized by a comparison with others and those of national fame and authority. This is shown in the following

(1) I. R. Garbutt, in THE BALANCE SHEET, November 1923, page 4.

Courses of Study, known as the Berkeley Conference, and the Oregon.

MINIMUM REQUIREMENTS FOR GRADUATION FROM COMMERCIAL DEPARTMENTS IN HIGH SCHOOLS AS RECOMMENDED BY THE SECOND CONFERENCE OF COMMERCIAL EDUCATION SPECIALISTS HELD UNDER THE JOINT AUSPICES OF THE UNITED STATES BUREAU OF EDUCATION AND THE VOCATIONAL EDUCATION ASSOCIATION OF THE MIDDLE WEST, MILWAUKEE, JANUARY 11, 1929. (1)

Bookkeeping and accounting course.

Two majors:	Units
1. English, including business correspondence	3
2. Social Science	3
U. S. History and Civics	
Commercial Law	
Economics	
Economic History	
Economic Geography	
Salesmanship and Advertising	
 Minors:	
Penmanship	1/2 or 1
Commercial Arithmetic	1
Bookkeeping.	2
Typewriting	1
Laboratory Science	1
Electives	4 or 4 1/2
Total	16

In this course it is seen that 75 percent of the work is positively required, and that seven of a possible eight or nine subjects are definitely stated, leaving not more than two subjects to be elected. This tends to make the work uniform throughout the entire United States when adopted.

The work for the Stenographic course varies somewhat, but has

(1) U. S. Bureau of Education, Commercial Education Leaflet 2, 1922, page 3.

the same basis work and is as follows:

Stenographic Course.

Two majors:	Units
1. English, including business correspondence	3
2. Social Science:	3
U. S. History and Civics	
Commercial Law	
Economics	
Economic History	
Economic Geography	
Salesmanship and Advertising	
Minors:	
Penmanship	1/2 or 1
Commercial Arithmetic	1
Bookkeeping	1
Stenography	2
Typewriting	1 1/2 or 2
Office Training	1/2
Laboratory Science	1
Electives	1 1/2 or 2 1/2
Total	16

In this course from 84.2 to 90.6 of the work is required and the subjects definitely adopted. This, too, tends to provide a strong course and one uniformly known as having a good foundation when adopted by all states.

Compare this course and the percent of required work with that shown in this survey of the Oklahoma work. In this survey the greatest percent of the course required was 56.25 percent with but one school holding that standard, while the lowest was 6.25 percent.

Perhaps the state of Oregon has taken the most prominent part as a leader in commercial education, for in January 1923 it adopted a

course based upon and almost identical with that prepared by the commission of the National Educational Association and recommended by the United States Bureau of Education. Apparently the Oregon Course is the first to be adopted from the recommendations of these two bodies, and for this reason it is safe to compare the Oklahoma work as found in this survey with it. The Oregon Course is as follows: (1)

COMMERCIAL COURSE FOR OREGON HIGH SCHOOLS, 1923

REQUIRED CREDITS FOR GRADUATION

	C o u r s e	
	Bookkeeping	Stenography
Basic subjects	5	5
Related subjects	2 1/2	2 1/2
Vocational subjects.	5	7
Electives (See groups 1 to 5) .	<u>5 1/2</u>	<u>1 1/2</u>
	16	16

Basic Subjects

Required of all high school students

English	3	3
American History	1	1
Civics	<u>1</u>	<u>1</u>
	5	5

(1) A Course of Study for the Commercial Departments in the High Schools of Oregon, 1923, pages 4-5.

Related Subjects

Recommended for all high school students and required
of students in the commercial course

	C o u r s e	
	Bookkeeping	Stenography
Business English	1	1
Commercial Geography and Local Industries	1	1
Commercial Law	$\frac{1}{2}$ $2 \frac{1}{2}$	$\frac{1}{2}$ $2 \frac{1}{2}$

Vocational Subjects

Required of all students in the commercial course

	C o u r s e	
	Bookkeeping	Stenography
Bookkeeping	2	1
Commercial Arithmetic and Business Forms	1	1
Penmanship and Word Study	1	1
Stenography		2
Typewriting	$\frac{1}{5}$	$\frac{2}{7}$

ELECTIVE SUBJECTS

The following electives are suggested in schools offering the work:

Group 1 - Salesmanship

Salesmanship	1	1
Business Organization	1/2	1/2
Typewriting	1	---
Industrial History	1/2	---
Apprenticeship	<u>1/2</u>	<u>---</u>
	3 1/2	1 1/2

Group 2 - Agriculture

Chemistry	---	1
Botany and Zoology	---	1
Agriculture	<u>---</u>	<u>1</u>
	0	3

Group 3 - Mechanical Arts

Algebra	---	1
Mechanical Drawing	---	1/2
Manual Training	<u>---</u>	<u>2</u>
	0	3 1/2

Group 4 - College Preparatory

Modern Language	2	2
Algebra	1	1
Science	1	1
Geometry	<u>1</u>	<u>1</u>
	5	5

This course is worthy of careful study and consideration by any commercial teacher, high school principal or superintendent in planning a course of study for their high school. It is observed that all electives must come from related subjects in the course for which the student is preparing.

The following quotation from letters of transmittal of their course to the State Superintendent by the committee which prepared it is worthy of some thought:

(1)" "By secondary commercial education this committee understands that training of the secondary school, direct and related, the aim of which is to equip young people for entrance into business life. Assuredly those going into business are entitled to an education, which, so far as possible, will give breadth of view and catholicity of interest, as well as facility in performing some specific task in the business world. The committee believes, therefore, that secondary commercial education can and should be made liberal, and at the same time prepare for some branch or branches of business.' (From statement of the National Education Association Committee on Business Education.) It is upon this fundamental proposition that this course has been planned."

(1) A Course of Study for the Commercial Departments in the High Schools of Oregon, 1923, page 3.

CHAPTER IV

YEAR IN WHICH VARIOUS SUBJECTS ARE OFFERED

As in the grades, so in the high school do we find a set and prescribed time for certain subjects to be given. This is due to the laws of mental growth and development mainly, and that certain prerequisite work essential in building a foundation may be given at the proper time. No workman, however unskilled, would think of constructing the framework of a building before he had laid the foundation, nor of placing the roof upon the building before he had properly placed the sills, sleepers or studding as supports, for he would have nothing upon which the structure could stand nor anything within to properly brace and support it.

And yet this is exactly what we see is being done in most instances with the commercial work in this state as evidenced by an analysis of the reports received. Many subjects required in the junior and senior years are given in the freshman or sophomore years, and vice versa. Some teachers give the finishing touches and then proceed to erect the structure; some giving the finishing work before laying the foundation. It is quite evident that no attention is paid to the time or year in which certain work is to be given. In fact, an average of the work shown in Table XII reveals to us that more than 60 percent of the commercial work is given out of its proper place in the course of study for Oklahoma high schools, and a still greater percent of it according to the Oregon course. No craftsman could ever hope to win nor his structure

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STILLWATER OKLA

to stand if he worked upon such a plan, but it seems perfectly all right for the teacher who is working upon human minds to pursue such a course.

TABLE XII
 YEAR IN WHICH VARIOUS SUBJECTS ARE OFFERED, AND THE
 YEAR IN WHICH REQUIRED BY THE OKLAHOMA
 AND THE OREGON COURSE OF STUDY

Required commercial subjects reported by 108 high schools of Oklahoma.	Percent of schools offering this subject in each year.				Year in which required		Percentage out of order according to		
	Fresh.:	Soph.:	Jr.:	Sr.:	Okla.:	Ore.:	Okla.:	Ore.:	
					(1)	(2)	Okla.:	Ore.:	
Commercial Geog.	36.1	27.8	25.	11.1	11-12:	10	63.:	63.	
Sociology	0	6.9	38.	55.1	Not required		100.	100.	
Spelling	37.	26.3	26.3	10.4	10	9	73.7:	63.	
Office Practice	16.7	8.3	25.	50.	10-12:	12	16.7:	50.	
Penmanship	28.6	28.6	21.4	21.4	10	9	71.4:	71.4	
Commercial Law	14.8	14.8	37.	33.4	12	11	66.6:	63.	
Economics	3.7	3.7	44.4	48.2	12	12	51.8:	51.8	
Business English	6.	19.	44.	31.	11	12	56.	69.	
Banking	0	12.5	12.5	75.	Not required		100.	100.	
Stenography	11.4	16.	36.3	36.3	11-12:	11-12	27.4:	27.4	
Commercial Arith.	27.5	20.	30.	22.5	9	9	72.5:	72.5	
Civics	8.	12.	40.	40.	Not rq:		12	100.:	60.
Industrial Hist.	0	33.3	33.3	33.4	10	10	66.7:	66.7	
Typewriting	6.8	25.1	36.3	31.8	10-11:	11-12	38.6:	31.9	
Bookkeeping	20.7	27.5	34.5	17.3	12	10-11	82.7:	38.	
Com. Papers and Business Forms	0.	27.	27.	36.	Not rq:		9	100.:	100.
Average	18.1	19.3	31.9	30.7	---	---	68.	64.25	
Percentage required each year by Okla. course.	5.88	29.4	29.4	36.32					

(1) Oklahoma High School Manual, 1919, pages 11 and 12.
 (2) Course of Study for the Commercial Departments in the High Schools of Oregon, 1923, pages 6 and 7.

An analysis of this table shows that much of the work is given far out of its regular order in the course of study. Some subjects are remarkably out of place in being given two and three years too early or too late as the case may be. Some subjects in particular are worthy of notice.

Commercial geography - a junior or senior subject, is given in the freshman year by over 36 percent of the schools. Commercial law is another senior subject but is given prominence in the freshman year. Economics, another of the senior subjects, is given by more than half of the schools before that year. On the other hand, nearly one-fourth of the work in commercial arithmetic is delayed until the senior year when it should be given in the freshman year. More than one-fifth of the work in bookkeeping is given in the freshman year, and more than eighty-three percent is given in advance of its proper time.

The 'average' shows the percent of the schools which give the work in that particular year, which in the main is the amount of the commercial work given in that year, while beneath this is given the amount required in that or each year by the Oklahoma Course of Study. This very clearly indicates that the freshman year is over-loaded, that far too much of the work is given without foundation or prerequisites and of course cannot come up to expectations.

The two right-hand columns show the percent of work that is given out of its proper time in both the Oklahoma and the Oregon Course of Study. With such irregularities, is it any wonder that we have in-

efficient work and that the business man complains of the product the high school is sending him? Apparently teachers are not following a definite or a prescribed course of study at all, but allow whim and fancy to dictate. Much of the work seems to be given merely to enable the student to 'get' a credit rather than to make an efficient business man or woman, or, that the work is offered and given too often by those who know nothing of actual commercial work. Teachers do not think of giving English, Algebra, Geometry, History or Domestic Science out of its regular place and time, but do not hesitate in giving 68 percent of the commercial work out of its proper time and place. "Consistency, thou art a jewel!"

It is also observed that too much office practice is given the first year, and 72 percent of the penmanship work delayed beyond the proper time. Also, 66 percent of the schools offer commercial law too early. In fact, most of the schools offer this before bookkeeping is given.

It is also observed that 52 percent of the schools give the work in economics too early according to the Oregon-Oklahoma standards, and before students are able to comprehend its importance, or even its meaning. More than 27 percent of them offer stenography in advance of the student's ability and capacity, while 72 percent give commercial arithmetic far out of its prescribed order in the course of study. Some of this may be due to the adopted text, though all cannot be charged to it since the one we have is not a true commercial text. But as it is, we see that more than 27 percent of the schools are offering it in the freshman year when it is recommended for the senior year.

One-fifth of the schools offer civics in advance of its time and in advance of history, though it is not given in the Oklahoma Commercial Course. Industrial History is not provided by our course, though it is offered by nine schools somewhat out of order. Typewriting is another subject which seems to be given to satisfy the fancy of the students rather than for the future good of them and the business world, since 38.6 percent of the schools give it too early. Bookkeeping seems to appeal to the fancy of the students for 83 percent of the work is given in advance of its regular place in the course of study, and before the student generally is capable of comprehending it.

In this survey it is seen that more than twenty high schools with enrollments from 200 to 725 do not offer any commercial work at all. Also, from above table it is seen that many of them - in fact about all except the particular twenty-two schools - give their work in a haphazard way merely to suit the whim of the student, or the fancy of the teacher or superintendent.

One high school teacher reporting an enrollment of more than 700 makes this statement - "Out of the high school enrollment of over 700 students, more than 450 are taking something in commercial work with not a single student taking straight commercial work." If this be true, in the large high school where they are able to maintain a commercial department, what can be expected from the smaller high schools? What is true in this one large high school is evidently true in many others. With such variation in the number of required subjects, and equally as

great in the time in which they are given, efficient and standard commercial work cannot be done, and so long as these conditions continue the business colleges will flourish, and ever-increasing numbers will enroll in the commercial course in our high schools.

Many high schools do not allow credit on transfers from other schools where the work has been given too early, though from observation this does not apply to commercial work, but does to English, History and some Science and Mathematics. But what is the difference between such advanced work and that given in the commercial course?

CHAPTER V

ENGLISH AND SPANISH IN THE COMMERCIAL COURSE

Answers to the question, - "How much English do you require in full four-year commercial course?" were not as full and complete as it was hoped they would be. Of the 108 schools reporting some commercial work, we find the same wide variation as in other subjects offered, and an apparent low value placed upon commercial education, believing that if the students get some training in bookkeeping, stenography or type-writing they are qualified for commercial work. Table XIII gives figures and comparisons made by Lyon covering twenty-six states, one for a Short Course of three years, and one for full course of four years.

TABLE XIII

NUMBER OF YEARS OF ENGLISH REQUIRED IN
COMMERCIAL COURSES

Number of years of English offered	1	2	3	3 1/2	4
Percent requiring in this survey	6.25	0.0	75.	2.1	12.5
Percent in Lyon's Short Course (1)	2.2	73.3	24.4	0.0	0.0
Percent in Lyon's Full Course (2)	0.8	3.4	15.6	5.2	74.7

This table and comparisons show that Oklahoma is far behind in the matter of English requirements in the commercial course, being one-sixth that of the average requirement for the twenty-six states reported

(1) Education for Business, Lyon, 1922, page 399.

(2) Ditto. Page 402.

and included in the Lyon Survey as shown for the four-year course.

FOREIGN LANGUAGE

Only three schools reported any requirement in foreign languages, though many offered it as an elective. Two require one year, and two require two years of Spanish in the full commercial course. This subject seems in nowise connected with commercial work, yet there is a demand in certain parts of the state for stenographers who have a knowledge of Spanish simply as an aid in transacting business with employees. No business men reported Spanish as a requirement, though several stated that it was considered a great asset to the employee in their own particular case and business.

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It is well to keep in mind these English requirements when we come to study the criticisms and objections the business man offers concerning the commercial graduate from the high school and see whether there is any comparison to be made, or just ground and reasons for his criticism.

Whatever objections there may be raised against other academic subjects by the utilitarian organizers of the high school curricula, it is very evident that the need of English is admitted and cannot be disregarded. We must have English, more of it, in the commercial course, perhaps less of the classics or Elizabethan, but more of the practical, the business English of today - the ability to understand, write, and comprehend - to compose an intelligent business letter and to give it

the proper meaning by correct punctuation. This is what the business man wants. See his criticisms hereafter.

Referring back to Table X it is observed that only four of the twenty-two North Central Association High Schools require Business English in their full commercial course, yet these same schools require four years of general English. In the survey by Lyon covering twenty-six states, it was found that 87.6 percent of the schools reporting required Business English. (1) Again this state seems to be behind.

(1) Lyon - "Education for Business." 1922, page 409.

CHAPTER VI

COMMERCIAL WORK IN THE HIGH SCHOOLS

A. Reasons for Offering It.

In asking for reasons why commercial work should be offered in the high schools, the following three reasons were in mind:-

(1) The teacher. (2) The student. (3) The public.

Many and varied were the reasons given, and being so varied the reasons were difficult to tabulate. As many of them offer food for thought and speculation, a number of the answers are given with the number of teachers giving that as their reason in several instances.

"Vocational."	12
"To prepare to enter the business world."	10
"No special reason for giving it."	10
"To promote interest in commercial work."	3
"Demand for it."	21
"To give pupils a chance."	3
"Raise standard of commercial graduates."	3
"Give commercial advantage to small high school	3
"Benefit of those whose education is limited to the local high school	3
"Desire of pupils to study it."	18
"Familiarize students with business problems."	3
"I like to teach it."	10
"To give pupils a knowledge of facts the same as mathematics, English or history."	5
"No particular reason."	38

In summing up these replies, it is difficult to determine which plays the greater part - the pupil's fancy for the work, the demand for it, the whim and fad of the teacher, or the aim of the teacher to better equip the student and prepare material the business world is calling for daily.

B. MEETING THE DEMANDS OF BUSINESS

In order to obtain the teacher's own and honest opinion of the work being offered and done, and to get an open and frank expression from the "master workman" himself as to the merits of his own product, the following question was asked, - "DOES THIS COURSE QUALIFY YOUR STUDENTS TO DO WHAT THE BUSINESS WORLD EXPECTS A HIGH SCHOOL COMMERCIAL GRADUATE TO BE ABLE TO DO?"

Answers were many and varied, indefinite and indicative of wasted time, energy and money as an analysis of the results will readily show. The following are most of the answers given, a strict analysis of which affords food for serious thought.

Answers	No. of Schools.
"No."	20
"Yes."	15
"Hardly."	9
"Only in a few cases."	13
"Fairly well."	3
"No high school does this."	1
"Only partially."	3
"Don't know."	5
"It may."	4
"I think so."	2
"Is supposed to."	2
"Can't tell."	5
"Doubtful."	7

Of these 89 replies, but 16 percent are clear and decisively for the commercial work offered and being done; 22 percent are just as positive that the work is a failure in so far as meeting the demands of the business world is concerned, while the remainder indirectly state that it does not qualify for the work expected of the graduates.

What a sad indictment of our schools and commercial teachers if this condition holds good in all the schools of the state. In fact it would appear, after analyzing this survey, that it is even worse since most of the larger and better schools have reported leaving the smaller ones in which the work would be of as good quality as that offered in the large schools which have reported in this survey. These smaller schools, and most of those which have not reported, are offering but one or two subjects and their work certainly could not qualify its students for the work of the business world.

Some points brought out are deserving of mention. The McAlester High School with more than 450 in the commercial course does not have a single student taking a straight commercial course, yet the principal says their work does qualify for the business world. This is possible where the demand is for strictly technical work as bookkeeping, stenography, typewriting or minor office work, but would not meet the demands generally, according to results to be given later from business men themselves.

Another thought is suggested by replies from six of the more important schools offering one and two years of commercial work and a

"Second year of stenography." . . .	3
"Close cooperation with business firms." . . .	3
"More strictly commercial work." . . .	2
"Better text book."	2
"Better teachers."	5
"None."	8

"A well organized commercial course with certain requirements - offering of, and the requiring of penmanship and spelling as well as Business English, practical experience along with school work. If possible have the academic subjects mostly during the first two years of high school and the commercial subjects during the last two, and then require office training, and say two weeks actual experience with some business firm. In this way he would not have to miss so much of work other than commercial." 1

"A definite standard set and then followed by the high schools of the state, and courses offered that will be in keeping with that standard." 1

In this summary there are two outstanding suggestions tending to the betterment of the work, with a possible third one receiving men-

tion by five teachers. More and better equipment, more complete course, and better teachers.

Of the answers "none", some were given by schools offering but one or two subjects which might indicate lack of realization of commercial work, lack of demand for graduates, or at most, demand for but one special line of work - typewriting or shorthand, with light work in either as is found in the smaller towns generally.

CHAPTER VII

EXTENT AND APPLICATION OF COMMERCIAL WORK

A. PERCENT OF STUDENTS COMPLETING COMMERCIAL COURSE WHO ENTER UPON
SUCH EMPLOYMENT WHEN LEAVING HIGH SCHOOL

The object back of the question, - "What percent of your students completing your course enter upon such employment when leaving school?" was to ascertain the extent to which the school and course turned out a usable - a "ready-to-wear" - product, whether their high school commercial training had been the kind worth while, and what the business world was demanding. In one respect the replies were a disappointment since so few were given. The information is tabulated in Table XIII and speaks for itself, for the teachers, and the work offered.

As much of the information was so incomplete or indefinite, it could not be tabulated. Only those reports which were in best form and condition are tabulated. A few of the best and largest schools are not included for the above reason. Had their report been full it might have made a good showing. However, from these we may get a fair insight into the situation and form some idea of what the general condition may be throughout the state.

TABLE XIII.

High School	Enrollment		Full course offered?	Percentage following work in after life.
	High School	Commercial work		
Atoka	163	36	No.	---
Bartlesville	360	61	Yes.	98
Blackwell	616	155	Yes.	3 to 5
Chickasha	480	150	Yes.	---
Cleveland	235	47	Yes.	50
Cushing	408	---	Yes.	80
El Reno	898	---	Yes.	25
Guymon	200	114	No.	---
Kiefer	137	20	No. Elective	---
Lawton	596	50	No. Elective	Practically all.
Marietta	175	30	No. Elective	None.
McAlester	700	450	Yes. Elective	70
McMann	84	27	Yes.	None.
Nowata	340	---	Yes. Elective	Large percent
Oilton	265	26	No. Elective	40
Oklahoma City	2491	---	Yes.	25
Okmulgee	1342	343	Yes.	?
Perry	400	50	Yes.	Negligible.
Ponca City	500	75	Yes. Elective	---
Sand Springs	450	50	No. Elective	50
Sapulpa	750	50	Yes.	60
Skiatook	156	25	No.	---
Tulsa	3296	2034	Yes.	---
Yale	350	---	Yes.	50

B. WHY NO MORE ENTER UPON COMMERCIAL CAREER
 WHEN LEAVING HIGH SCHOOL

Information relative to this subject is very meager and none other than in this investigation was obtainable. The object was to see how many and how well students chose their career in early life as later evidenced by their following up this career when leaving high school. Various factors enter into the question in this survey, as in life, making it difficult to arrive at general conclusions. As so few replies were given to this question the most of them are given herein as follows:

Reason	Number of schools
"Go to college."	10
"Decided to enter upon other work." . .	9
"Don't know."	8
"Lack of ambition."	4
"Course not extensive enough for business world	11
"Can't find jobs."	5

"High schools do not possess the professional atmosphere in which young people can be trained for business. They do not profess to send trained workers into business any more than schools of commerce in colleges give practical training. The business theory which a high school student gets may

be compared to the theory a college student learns. There is no practical contact in high school, or in a school of commerce. Business discipline is taught only in business colleges." 1

"The commercial department of the McAlester high school is maintained not so much as a separate department but as one to be correlated with the other regular high school subjects. We have always more or less discouraged the students desirous of taking solely a commercial course, and insisted that they take a regular high school course in addition to certain commercial subjects. In this way they are not trained for, nor do they assume the role of, a commercial graduate so as to enter upon that career when leaving high school." 1

"The commercial department is maintained for the benefit of that great mass of students to whom a high school education is likely to be their finished education. None of the commercial subjects are compulsory, except in cases where students are taking a straight commercial course, in which case all commercial subjects become compulsory. Out of the high school enrollment of

over seven hundred students more than four hundred fifty are taking something in commercial work, but with not a single student taking straight commercial work." 1

Perhaps the McAlester High School is the most outstanding one in the state for offering the work for purely vocational purposes rather than for either business or commercial training, since all work is elective and they do not have a single student who is taking straight commercial work. That the work is given to satisfy the whim and fancy of the student in many instances is no doubt true, yet since their report states that 70 percent of their students follow this work after leaving school it cannot be said that whim and fancy constitute the main reason for taking the work. They offer one year of bookkeeping, typewriting in all grades, with office practice, business English, business forms and commercial papers, commercial law, economics, spelling in all grades, and sociology, - a very good list from which the student may select his work.

There is one good lesson to be drawn from this survey in this respect, and that is whether it would not be best for all schools to offer more vocational work and let the business and commercial training work go to the business colleges and institutions of higher learning. The part-time school, cooperation school, night school and corporation schools have come to us as a result of the failure of the high school to meet the demands of business, and also because students were not

able to attend the business colleges. All these other types of school give vocational training - the very thing the active young person wants and what he invariably follows in after life.

CHAPTER VIII
AMOUNT OF COMMERCIAL WORK A HIGH SCHOOL
SHOULD OFFER

A. Bookkeeping.

In order to ascertain further the quantity of certain commercial work offered the question, "How much of the adopted text is completed each year?" was asked. Wide and distinct variations in the quantity of work done were shown, which in turn would have a bearing upon the quality as well. 'Lyon's Complete Bookkeeping', the state adopted text provides for two full year's work.

However, regardless of the quantity of work the adopted text offers, some teachers complete it in one year, some in one and one-half, and others require two years. Table XIV gives a summary of results.

TABLE XIV
AMOUNT OF WORK DONE IN THE ADOPTED TEXT IN
BOOKKEEPING EACH YEAR

Time and quantity	Percent of schools doing this amount
Completing two sets first year	3.7
Completing three sets first year	3.7
Completing entire text in one year	63.0
Completing text in one and one-half years	11.1
Completing text in two years	16.5

These results will be commented upon in our conclusions.

As efficiency and thoroughness of the work performed are judged in part by the rate at which it is done, this table will enable one to draw some conclusions after it has been analyzed. A better understanding may be gotten from results as shown in Table XV which gives it in a different light and shows relative conditions.

TABLE XV
PERCENT OF SCHOOLS, NUMBER AND LENGTH OF
PERIODS PER WEEK, AND TIME DEVOTED TO
THE ADOPTED TEXT IN BOOKKEEPING

Number and length of recitations per week.	: Percent of schools and : length of time	
	: 1 year	: 2 years
Five 35-minutes periods.	: 4.35	:
Four 45-minute periods	: 4.35	:
Five 45-minute periods.	: 43.48	:
Five 45-minute periods.	: :	: 8.7
Five 60-minute periods.	: 4.35	:
Five 60-minute periods.	: :	: 4.35
Five 65-minute periods.	: 4.35	:
Five 70-minute periods.	: 8.7	:
Five 90-minute periods.	: 21.79	:

This table shows that almost half of the schools complete the work in one year with 45-minute recitation periods, while almost one-fourth require the same time with 90-minute recitation periods. As quality and efficiency are affected by the rate, as well as the ability of the student to secure employment, Table XVI is deserving of close analysis.

TABLE XVI

Name of school:	Time spent:	Number	: Does it	: Percent	: Reasons for offering this work in your
:	on text	: taking	: quality	: securing	: high school
:	:	: bookkeeping:	:	: employment :	:
Atoka	: 1 year	: 24	: No.	: ---	: Local demand for such work.
Bartlesville	: 1 year	: 95	: Yes.	: 98	: -----
Blackwell	: 1 year	: ---	: Hardly.	: 3 to 5	: -----
Chickasha	: 2 sets	: 20	: Yes.	: ---	: Vocational - enable to grasp college.
Cleveland	: 1 year	: 13	: Yes.	: 50	: Qualify for positions in life.
Cushing	: 2 years	: ---	: Yes.	: 80	: Vocational.
El Reno	: 1 year	: ---	: Yes.	: 25	: Qualify for business.
Hugo	: 1 year	: ---	: Yes.	: ---	: Demand in school by students.
Kiefer	: 1 year.	: 6	: Yes.	: ---	: Raise standard of commercial graduates.
Lawton	: 1.5 year	: 35	: Yes.	: 80-90	: Vocational.
McAlester	: 2 years	: ---	: Yes.	: 70	: Benefit majority of students.
McMann	: 1.5 year	: 17	: No.	: None.	: Desire of students and community.
Miami	: 1 year	: ---	: ---	: ---	: -----
Nowata	: 1 year	: ---	: No.	: 40	: Demanded by students.
Oilton	: 1 year	: 26	: Yes.	: 40	: Demand for it.
Oklahoma City	: 2 years	: ---	: Yes.	: 25	: Demand in city.
Okmulgee	: 1 year	: ---	: Only partly.	: ?	: Prepare for business.
Perry	: 1 year	: 24	: No.	: Negligible	: To meet popular demand.
Ponca City	: 1 year	: 57	: Fairly well.	: ---	: Help meet demands of community.
Sand Springs	: 1.5 year	: 24	: Only few cases.	: 50	: Familiarize with business problems.
Sapulpa	: 2 yrs	: ---	: Not thoroughly	: 60	: Demand for it.
Skiatook	: 1 year	: 21	: Hardly	: ---	: -----
Tulsa	: 2 years	: 249	: No.	: 50	: To meet demand.
Yale	: 1 year	: ---	: No.	: 50	: Patrons demand practical work.

Reports from other schools were so vague, lacking in information or incomplete as to render them valueless in this table. It is noted that, with one or two exceptions, where but one year was given to the work, the report as to qualifying is negative, and in these instances the class enrollment is apt to be very small. Also, note in several instances where two years are given to the work that the answer is negative, though this is perhaps due to large classes and a more extended demand of local business requirements in large cities.

But six schools reporting on bookkeeping are complying with the state Course of Study as to the time allotted to the adopted work. Why have a course? Either it is dreadfully faulty or the teachers are lacking in the realization and comprehension of the work.

B. Second Year Work.

Comparatively little information was given regarding this subject, and much of what was given is indefinite and hard to classify and tabulate. Some schools gave two full years each to bookkeeping, stenography, and typewriting, and gave it as a two-year course; others gave a year of each of the three and called it a one-year course; others gave the same and called it a one-year course; some gave two years of stenography and one of typewriting and called it a two-year course, and still others gave a year of bookkeeping and two of typewriting and called it a two-year course. The length of recitation period and number per week were shown in Table XV. Table XVII shows the results obtained relative to second year commercial work.

TABLE XVII

PERCENT OF SCHOOLS OFFERING SECOND YEAR WORK

Subject	Percent of schools giving it.
Two years of bookkeeping	15.87
Two years of stenography	15.87
Two years of typewriting	23.84
One year of bookkeeping and typing each - considered two years work . . .	22.22
Bookkeeping, with stenography and typing - considered two years work . .	17.47
Three years of typing alone and considered as two years of work . . .	4.73

Here is another instance of a lack of systematic work and disregard of the High School Manual and Course of Study. No doubt this is very largely due to local demands and conditions, though all surely is not, for poor equipment, with insufficient and inefficient teachers, would have much to do with this condition.

C. SHOULD A HIGH SCHOOL OF LESS THAN 300 STUDENTS OFFER

ANY COMMERCIAL WORK?-----WHY?

In the rapid spread of commercial education the past few years the desire seems to have come to every high school regardless of its size to offer this work. For this reason it was desired to ascertain the opinion of commercial teachers concerning it and the question was asked.

As community interests play an important part in all affairs of life it is apparent that the student in the large high school, brought up under the hum and hurry of the business world, grows up under an environment very different from that of his country cousin. Should the student in the country and small towns be forced to attend the business college to obtain a commercial education? Table XVIII shows the result and the general sentiment.

TABLE XVIII

SHOULD THE SMALL HIGH SCHOOL OFFER ANY COMMERCIAL EDUCATION?		
Replies received	Number	Percent
Schools reporting affirmatively	100	83.33
Schools reporting negatively	20	16.67

It might be worthy of note that ten of the leading schools, which reported that their course did not qualify the student to meet business conditions upon graduating, were in favor of commercial work in the smaller high school and voted "yes" on this question. They were: Atoka, Blackwell, Hobart, Marietta, McMann, Perry, Okmulgee, Sand Springs, Skiatook, and Yale. Local conditions might have influenced their note.

The larger high schools which had reported their own work as a success or failure, very frequently voted that the small high school should not attempt to offer a commercial course for financial reasons, while some said "yes" because of the excellent material in the small high schools, and because of the duty and obligations due the students who were not able to attend the business college. Some reasons are given herein, as follows:

<u>Reason</u>	<u>Number</u>
"If demand is sufficient to justify it." . . .	12
"If finances will permit its introduction." . . .	10
"Yes, to supply demand of small towns." . . .	7
"For its practical value."	5
"Students deserve it - should have the opportunity."	3
"Fits the need of many students."	2
"Good material often found there."	2
"Same reason as for the large high school."	1
"Should have equal chance with large ones."	1
"Might as well give what advantage we can, even but a little."	1
"No harm can be done."	1

"Because 50 percent of the students will engage in that work after graduating."	1
"Serves the community with its own product."	1
"To prepare for simple office work."	1
"Gives opportunity to decide whether they want to follow it in later life."	1
"With proper requirements it is as appropriate as a college entrance course."	1

From the above it is clear that sentiment favors the offering of this work in the smaller high schools. But, however true this may be, they are not getting it as this survey tends to indicate, for of the schools reporting in this survey there were but nine with an enrollment below 300 which were offering any commercial or business training. Table XIX shows the percentage of high school students taking commercial work in rural and city schools, or in cities having less than 2500 inhabitants and classed as rural, and those having more than that number.

TABLE XIX

PERCENTAGE OF HIGH SCHOOL STUDENTS

TAKING COMMERCIAL WORK

Source of information	City	Rural
The entire United States. (1)	36.9	7.5
Oklahoma - U. S. Bureau Ed. Survey (2). . . .	29.8	3.3
Oklahoma - this survey	35.0	11.3

(1) Lyon - Education for Business, 1922, page 13.

(2) Lyon - Education for Business, 1922, page 13.

These results may not be conclusive as regards the work in this state for the reason that so few schools have reported. And it is quite apparent that had more reported the results would have shown a corresponding decrease for the rural schools, or those with population below 2500 since most of the largest cities are included in this survey. Increase in number of reports should have come largely from the smaller towns which would have shown much less than 11.3 percent of the high school students as having an opportunity to obtain commercial education in the local high school. The smaller and rural high schools are not offering commercial work, though there is an insistent and a growing demand for it. Consolidation of schools with the establishment of more vocational courses will tend materially to solve this phase of the problem.

CHAPTER IX

T E A C H E R S

A. Qualifications, Training and Business Experience.

The best work can be done only when the most efficient, thoroughly competent and well-trained teachers are employed. To a great extent the success or failure of the work to measure up to expectations through the students sent out as graduates will depend largely upon the teacher, and if our high school commercial work ever attains a high degree of efficiency it will be when our commercial teachers come to a full and true realization of all that a commercial education implies, when they themselves fully understand business methods, and when they are required to come up to the same high standard of qualifications demanded of those for other subjects. The following table gives the various qualifications as reported in this survey.

TABLE XX.
 QUALIFICATIONS, BUSINESS EXPERIENCE AND
 NUMBER OF COMMERCIAL TEACHERS

Number of schools reporting.	108
Number of business college graduates	26
Number of university graduates	12
Number of college graduates	26
Number of normal school graduates	15
Number of undergraduates	28
Number holding degrees as follows:	
Master of Accounts	1
Commercial Science, B. S.	1
Bachelor of Science	24
Bachelor of Arts	12
	38
Number with previous business experience	
Three months' experience	1
One year's experience	5
Two years' experience	2
Seven years' experience	1
	9
Number with no actual business experience	98
Number devoting full time to commercial teaching in high school	61
Number devoting part time to commercial teaching in high school	46

There were 108 reported some commercial work, yet only 107 teachers were reported. A number of schools gave no information on this subject.

B. Salaries.

Of late we hear so much regarding salaries of teachers for different subjects. For this reason it was decided to obtain some information concerning the salaries of commercial teachers and comparing with those paid other teachers. No information on this subject was obtainable from any source other than that in this survey, the results of which are shown in Table XXI.

TABLE XXI.

SALARIES OF COMMERCIAL AND NON-COMMERCIAL
TEACHERS.

Class	No.	Average
Commercial teachers . . .	59	\$1530.85
Non-Commercial teachers . . .	48	\$1559.14

This shows a higher average salary is paid the non-commercial teacher. This is due mainly to the fact that in many instances, and especially in the smaller schools the principal's salary was given and was always greater than that received by the commercial teachers. In no instance was the principal a strictly commercial teacher, while he was in all other instances.

Another factor tending to lower the commercial teacher's salary is the fact that so many undergraduates are teaching - some not even normal school graduates. In fact, one North Central Association School reported that the head of the commercial depart-

ment as a business college graduate, had but two years of college work, and that not a degreed teacher in that school was doing any commercial teaching.

C. SUGGESTIONS AND CRITICISMS GIVEN BY
 TEACHERS REGARDING THE WORK

Most of the teachers seemed reluctant to give any criticisms, while suggestions for the betterment of the work were indifferently given in most instances it seemed. A few of them are given below:

"Work be made more intensive and practical."	2
"Lack of organization."	2
"Broaden the work to include more subjects."	2
"Adopt a new text."	9
"A full course should be offered."	1
"Change the text and add more teachers."	2
"Adopt the 20th Century Bookkeeping text."	6
"Need more of it."	1
"Not broad enough."	1
"Change typewriting and bookkeeping texts."	2
"Adopt a usable text or leave it to the school"	1
"Bookkeeping text antiquated."	1
"Lack of money to make the department efficient"	1
"None."	71

It was found that about 85 percent of those answering "none" were offering all elective work of one or two subjects. In fact two schools offer stenography alone with no other commercial subject whatever, three offered it without typewriting, four offered typewriting without any other commercial subject, while twelve offered bookkeeping with no other commercial subject. No wonder, then, that business colleges flourish and the business world becomes dissatisfied with high school commercial education.

Some of these criticisms are worthy of thought and indicate that the commercial teacher is fully conscious of the meaning and value of commercial work in the high school. It is also quite evident that a change in textbook is not only desirable, but highly advisable, since these references to unsatisfactory text come from teachers in the larger schools and those offering a full commercial course, at least in bookkeeping and related subjects.

D.

DRAWBACKS TO COMMERCIAL EDUCATION

IN THE HIGH SCHOOL

In answer to the question,- "What do you consider the greatest drawbacks to commercial education in the high schools?" a number of deserving replies were received, though most of the teachers failed to give any reply. Some of them are listed below.

"Not enough time." 4

"Lack of finances and available good teachers." 3

"Requirements not strict enough." 2

"Lack of seriousness on the part of the pupil."	1
"Lack of training by commercial teachers."	4
"Work is only half taught."	2
"Lack of equipment."	2
"Commercial course too weak in general subjects"	1
"Lack of finances."	2
"Lack of foundation."	2
"Poor text in bookkeeping and typewriting--lack of college trained teachers in commerce--teach- ers not allowed to select the text."	1
"Business colleges of low standards."	1
"Lack of business-like methods and requirements-- teachers should have business experience."	1
"Poor selection of adopted texts."	3
"Business college with 3 to 6 months course."	2
"None."	31

Some of these are meritorious and show a trend of seriousness on the part of the teacher. Some replies are not fully substantiated by general conditions in the school of the one offering the criticism as revealed by the questionnaire. For a teacher to offer a criticism when he himself is guilty of the thing criticised is not consistent, yet this was revealed in some instances.

After considering the field for speculation in this question, and reading the replies received, one might readily conclude that a very great number of the commercial teachers could see

no further, figuratively speaking, in a commercial training sense, than the student in the rear seat. This would be due, no doubt, to their own lack of commercial training, low estimate placed upon the value of commercial education, or low standards required for commercial teachers' qualifications.

CHAPTER X

CONCLUSIONS AND COMPARISONS

The principal criticisms seem to be inefficient teachers, unsatisfactory text, lack of finances and proper equipment. With poor teachers little could be expected. Why they are poor cannot be explained in full since they come from the business schools, colleges, universities and Teachers' colleges. Twenty-six of these teachers are from the business college and should have sufficient business training. The same number from the college may or may not have had the business training though they are supposed to have received it. The twelve from the university, and fifteen from the normal school, may or may not have had sufficient business training. True, they have degrees or diplomas, yet possibly have received no business training. But the sad part of the matter is that only nine have had any actual business experience. Without this they could not so fully realize the significance or importance of the work they were attempting to teach.

Another element entering into the poor work, is that of the fifty-six teachers who are devoting a part of their time to commercial work. Their qualifications are not given and it is not shown whether they have any business preparation, training or experience. Many of these may be teaching some subject, other than bookkeeping or stenography, without having had the work in college or elsewhere. Such would be possible with other than these two since they are tech-

nical and require skilled instruction. Other subjects may be taught by one who has not pursued them in college and in such instance poor work would result.

Finance and equipment must necessarily continue to play an important part, for without the former the latter cannot be provided. With these two essentials granted there still remains the matter of inefficient teachers.

There is a local, and a general, demand for commercial or business-trained young people. Patrons want the work introduced in their high school, students desire to study it, and teachers incline to teach it. Competent and efficient teachers are not available so the unqualified are given a class or two to teach, and in this manner much of the instruction is given. Students take bookkeeping without commercial law, business forms or other related subjects in fact most of them seem to be taught only "to pound" a typewriter, to take dictation, or to record the simplest business transactions in a book with printed headings, without knowing the underlying principles governing the same.

Again, much of the poor work done is chargeable to the low standards required for commercial teachers, or to variable standards. With our State Agricultural and Mechanical College, the State University, and the State Business and Junior Vocational College of Tonkawa all training teachers it is no wonder that standards vary, for no two institutions have the same requirements for graduation. Further, many teachers are employed who are not graduates of any of these insti-

tutions. That this condition is not confined to Oklahoma alone is evidenced by data gathered by the Commercial Education Service of the Federal Board for Vocational Education which make a series of investigations of teacher-training by means of a questionnaire, from which the following quotations are taken: (1)

"Lack of clearly defined aims and widely varying standards of teaching requirements characterize the educational policies of the majority of states and cities. It is a testimony to the unexplored problems of providing adequately trained teachers for commercial courses that no study of the needs and possibilities of commercial teacher-training has been published up to the present time. The following conditions exist at present: (a) a policy of expediency, (b) lack of standardization in requirements and, (c) confusion as to what educational institutions should assure the responsibility for preparing teachers."

"Under the pressure of securing teachers, school authorities have turned to various sources. From business schools have been secured teachers thoroughly trained in shorthand, typewriting, sometimes bookkeeping and penmanship supported by a high school education and possibly in addition a normal-school training. This group has served best under existing circumstances to teach the "technique" courses. From the business world have been obtained men and women with office or selling experience, whose knowledge

(1) "Lyon," Education for Business, 1922, page 535.

of actual business, rather than their specific educational requirements, has been their qualification to teach commercial courses."

"Finally, a third source has been teachers of other subjects, who, because of the decrease in popularity of certain courses, as German and the Classics, and the attractiveness of higher salaries offered to commercial teachers, have been willing to change their work. It is thus evident that the qualifications of commercial instructors vary greatly in respect to experience, educational training, and, as a result, outlook."

"When uniformity is so utterly lacking in the securing of teachers, it is not to be expected that standardization of requirements is to be found. As a matter of fact, certain states and cities where commercial education has assumed great importance, have developed regulations to be observed in selecting commercial teachers. But in many instances these have been set aside where their observance would prevent the procuring of a sufficient number to fill the school needs. Other states have not found it necessary to differentiate their requirements for commercial teachers, or else have included them under the group called "Special." -- The one generalization applicable to the country as a whole is that the requirements are moderate and where existing are often unobserved by individual cities."

Quoting from Bulletin No. 43, 1921, Department of the Interior, Bureau of Education, page 11, we find this statement:

"It is thus seen that it was impossible to receive training for the teaching of secondary school subjects in preparation for business and commerce at the close of the school year as reported in the following states: Alabama, Arkansas, Delaware, Louisiana, Maine, Maryland, Mississippi, Nevada, New Mexico, Rhode Island, South Carolina, Tennessee, Vermont and Wyoming."

Missouri has taken a good step in this direction, for in 1923 the State Superintendent of Public Instruction, the State Board of Education, and the Presidents of the State Teachers' Colleges adopted the following regulations concerning qualifications of commercial teachers, with semester hours of college credit required by the teacher in that particular subject in order to teach that subject in the high school:

TABLE XXII

SUBJECTS WITH SEMESTER HOURS OF CREDIT REQUIRED

FOR MISSOURI TEACHERS IN ORDER TO TEACH

THAT PARTICULAR COMMERCIAL SUBJECT (1)

Subject to be taught.	Semester hours of college credit required.
Bookkeeping - one unit of work.	7½
Bookkeeping - two units of work.	10
Stenography.	7½
Typewriting.	5
Commercial geography.	2½
with additional credit in geography.	5
Commercial arithmetic.	2½
with additional credit in accounting.	2½
and additional credit in college Math.	2½
Commercial law.	5

(1) The Balance Sheet, September 1923, page 20.

Permanship, credit in method.	2½
Also, attainment certificate, grade of 80%	
Business English.	2½
with additional credit in regular English.	7½
Salesmanship, advertising or marketing, each.	2½
with additional credit for each in Psych.	2½

=====

Before one is permitted to teach any of the listed subjects he must have college credit in that subject of the number of hours so indicated, with additional credit in several instances.

It is very evident that if these or similar requirements were met by teachers less cause would exist for unsatisfactory work or inefficient teachers, and criticism would soon cease.

In Oklahoma there are no legal requirements to be met by commercial teachers, other than those of the local board or the superintendent in selecting his teachers. Provided, of course, that they have the necessary elementary or state certificate. However, there may not be a single commercial credit on this certificate, since none are required.

In issuing various kinds of state certificates, such as music, manual training, or home economics, a certain number of college credits are required, and unless these are properly certified by the teacher he or she cannot teach said subjects in an accredited high school in this state and the students receive for the work.

How long, oh how long, shall Oklahoma continue to

lag in education? She now ranks as thirty-fifth in general education, but where in commercial education?

TABLE XXIII

COMPARISON OF THE COMMERCIAL COURSE OF STUDY SUGGESTED

BY THE OKLAHOMA STATE BOARD OF EDUCATION, WITH THAT

ADOPTED BY OREGON, AND THE ONE RECOMMENDED BY

THE NATIONAL EDUCATIONAL ASSOCIATION

Oklahoma. (2)	Oregon. (3)	National Ed. Association. (4)
English. (Required)	English.	English.
(1) Span or French.	Pen. & Word Study. . . .	Penmanship.
General Science	Com. Arith. & Bus. Forms	(1) Manual Training.
or	(1) Manual Training.	Dom. Sci. & Dom. Art.
Botany or Zoology	Dom. Art of Agri.	Modern Language.
Algebra. . . .	Modern Language.	Algebra or Drawing.
Business Arith. . .	Algebra or Drawing.	

: Sophomore Year :		
English. (Required)	English.	English
(1) Spanish or French	Bookkeeping.	Bookkeeping or Penmanship.
Hist. of Commerce.	Com. Geog. & Local Ind.	Com. Arith. or Com. Geog.
Office Practice.	(1) Manual Training.	(1) Manual Training.
Pen. & Spelling.	D. S. & D. A. or Agri	Dom. Sci. & Art or Agri.
	Modern Language.	Modern Language.
	Pl. Geom. or Drawing	Pl. Geom. or Drawing.

: Junior Year. :		
English ½ unit.	English.	English.
Business Eng. ½ unit.	Bookkeeping or Steno.	Stenography or Bookkeeping.
(1) Stenography or	Civics.	Typewriting.
Stenotypy. . . .	Com. Law or Typing. . .	Elective (one)
Commercial Geog.	(1) Bookpg. or Stenog.	(1) Bookkeeping.
Office practice.	Typing or D. S. & D. A	Domestic Sci. & Art. . . .
Spanish or French.	Physics or Com. Law	History.
Typewriting. . . .	History.	Commercial Law.
Salesmanship. . .	Elective (one)	Elective (one)

: Senior Year. :		
(1) Bookkeeping. . . .	Business English. . . .	Business English.
Stenog. or Typing.	Am. History & Civs.	Stenography.
American Hist. . .	Salesmanship or	Typewriting.
Bus. Organization.	Stenography & Typing.	Elective (one)
Office Practice.	(1) Stenog. & Typing.	(1) Economics.
Com. Geog. or BusLaw:	Bookpg. or Economics:	Office Practice.
Pen. & Spelling. . .	Office Training. . . .	American Hist. & Civics.
(All elective in	Apprenticeship. . . .	Apprenticeship.
4th year in Okla.)	Elective (one)	Elective (one).

(1) Electives indented in outline.
 (2) Oklahoma High School Manual, 1919, page 11-12.
 (3) Oregon Course of Study, 1923, page 6-7.
 (4) Lyon-Education for Business, 1922, page 552, 553, 554.

P A R T . T W O

CHAPTER XI

COMMERCIAL EDUCATION FROM THE STANDPOINT OF
BUSINESS WORLD

Formerly it was the custom of manufacturers in placing their products upon the market to make the public and the customers conform to the ideas of the manufacturer himself as to the character and quality of the product. In other words, the producer controlled the public thus developed a desire for the particular product. But in recent times this attitude has changed and the manufacturer who turns out the greater quantity and the best quality of goods is the one who keeps his ear to the ground, so to speak, and who "listens" to get an idea as to what the public really wants; and then makes up his product accordingly. In fact a very large quantity of manufactured products is those which are made on special order, where the producer takes the order from the customer and makes up the article according to the customer's specifications. The custom is gaining rapidly for the consumer to specify what kind of an article he wants, for what purpose it is required, and to demand that the product be made up accordingly. Today we find business making its demands and those supplying these demands must first ascertain just what is wanted. The business world no longer buys what is offered it without murmur, but is everywhere making its specific demands; and those supplying these demands; must make their product conform thereto.

What was true and is now true in the manufacturing and industrial

world is also true in the educational and business world. Very few schools today are content to merely graduate students and turn them loose upon an unsuspecting world with the statement "Here they are - take and use them without question." Business has grown and methods changed so that the school of a few years ago no longer sends to the business world a product it cannot use without being rebuilt and remade.

But as the school was an old institution, and business a new ideal the school continued long in its old way until business began making its own product and training its own help. Industrial plants organized training schools, stores and small establishments introduced cooperative and part-time training schools. Y. M. C. A. schools were established, and private business colleges world began making such demands and began turning out a product to suit the needs of the business world without only partially knowing what was really wanted.

This condition with reference to the correlation of schools and business needs was true in Oklahoma as elsewhere. Great dissatisfaction was quite apparent. Business was displeased, but the schools were not clearly able to diagnose the case and to determine just what really was needed. In fact, business has two ways of telling what it wants, namely: by expression and by facts. One, directly, by expressions made in statements, books, magazines and answers to questionnaires.

The other method, indirectly, by a study of what it actually employs or seeks to employ and make use of continually. This survey combines

both in a measure since it sought the kind and number of employees at present, with opinions and expressions directly from business concerns. A letter (1) and a questionnaire (2) were sent to one hundred seventy-five business, industrial and commercial concerns over the state of Oklahoma to gather information from the business man's viewpoint, as to the type of commercial work being offered by the high schools, and particularly what the business world wanted, what it was getting, and its degree of satisfaction with the product being furnished.

Of the firms addressed, one hundred returned the questionnaire, though not all information called for was always given. The results obtained are tabulated, and many replies and suggestions are also given herein.

The following cities were selected and as many of the leading representative business or industrial concerns as could be ascertained were included, though replies were not received from all of the cities: Lawton, Oklahoma City, Guthrie, Enid, Ponca City, Sapulpa, Tulsa, Bartlesville and Muskogee. Twenty-eight different types of business are represented, the designation and number of each being as shown in Table XXIV.

(1) See letter VI in Appendix.

(2) See Questionnaire VII in Appendix.

TABLE XXIV

TYPES AND NUMBER OF BUSINESS FIRMS REPRESENTED

Type of firm.	Number.
Auto dealers.	3
Banks.	11
Book Company - wholesale.	2
Building and Loan Association.	4
Contractors and Builders.	3
Cooperative Marketing Associations.	3
Cotton Mills.	1
Department Stores.	11
Drygoods - wholesale.	2
Drug Company - wholesale.	1
Furniture - wholesale and retail.	2
Groceries - wholesale.	3
Hardware - wholesale and retail.	2
Implement Distributors.	4
Life Insurance Company.	3
Manufacturers and Distributors.	3
Office and Bank Furniture.	3
Oil Well Supplies & Machinery.	2
Oil Company.	7
Publishers, Printers & Bookbinders.	6
Packers.	3
Produce - wholesale dealers.	2
Real Estate, Loans and Insurance.	5
Railroad - Electric Interurban.	1
Ranch.	1
Refinery.	4
Telephone & Telegraph Co.,	3

One firm to whom the questionnaire was sent replied that it would require two or three months and from \$300 to \$500 to secure and tabulate the information; another that two months time and \$200 expense would be required. Two firms, each employing about 150 and 200 business clerks replied that they had been compelled to refuse such information except upon legal requirements owing to the great expense and time necessary in obtaining it.

WHAT THE BUSINESS WORLD WANTS AS EVIDENCED BY
THE NUMBER OF PRESENT EMPLOYEES

The old adage, that "A man is known by the company he keeps," might be applicable to a business concern in a degree as "A business concern is known by the type of employee on its payroll." The type of employee is one of the best guides in judging its needs. This is shown in Table XXV.

TABLE XXV

NUMBER OF EMPLOYEES WITH COMMERCIAL HIGH

SCHOOL TRAINING

Occupation.	Males	Females	Total	Percent.
Stenographer-Typewriter.	192		192	15.9
Bookkeeper.	244		244	20.1
Clerk - technical.	212		212	17.5
Cashier.	36		36	3.0
General Office Work.	228		228	18.7
Adding Machine.	0		0	0
Salesman.	84		84	7.0
Counter Clerk.	32		32	2.6
Collector.	12		12	1.0
Typist (Typing only).	40		40	3.3
Order and Billing Clerk	56		56	4.6
Messenger.	24		24	2.0
Auditor.	16		16	1.3
Advertising.	36		36	3.0
Total number reported:	874	338	1212	100.

From this table it is seen that bookkeepers, general office work, clerks and stenographers are, in the order named, demanded most by the business world, with salesmen, order and billing clerk, typist, and cashier and advertising tied each in the order named. Whether the above results are in accord with other states and the Nation at large is shown in Table XXVI in which the first column shows the results of a survey of 1067 boys and girls in the city of Milwaukee, made by the Federal Board for Vocational Education, 1920. (1) The second column shows the result of a national survey by the same board and representing 3, 567 boys and girls. The third column shows the results in this survey. However, the first two surveys include all employees who have had some commercial education, but only 7% were high school graduates. Also, the Milwaukee and the National survey include employees under seventeen years of age, while this is regardless of age.

TABLE XXVI

COMMERCIAL OCCUPATION OF BOYS AND GIRLS

Occupation.	:Milwaukee:		National :		Oklahoma	
	survey.:		survey. :		survey.	
	No. :	% :	No. :	% :	No. :	% :
Bookkeeper.. .. .	: 62 :	4.5 :	54 :	1.5 :	244 :	20.1
Stenographer-typist.	:114 :	10.7 :	88 :	2.5 :	192 :	15.9
Clerk - general. . .	:244 :	23. :	692 :	19.4 :	212 :	17.5
Cashier.	:---	---	: 71 :	2.0 :	36 :	3.0
General Office Work.	:---	---	:---	---	228 :	18.7
Adding Machine.. ..	: 40 :	3.7 :	28 :	.8 :	0 :	0.
Salesman.	:---	---	:---	---	84 :	7.0
Counter Clerk. . . .	: 48 :	4.5 :	832 :	23.3 :	32 :	2.6
Collector.	: -- :	---	: 23 :	.6 :	12 :	1.0
Typing only.	:160 :	15.0 :	211 :	6.9 :	40 :	3.3
Order and Billing. . .	:172 :	16.1 :	436 :	12.2 :	56 :	4.6
Messenger.	:229 :	21.4 :	1116 :	31.3 :	24 :	2.0
Auditor.	: -- :	---	:---	---	16 :	1.3
Advertising.	: -- :	---	:---	---	36 :	3.0

(1) Lyon - Education for Business, 1922, page 121 and 147.

The above table shows that the class of employees in this survey are superior to those in either of the other two in all the more technical and important positions, due to the fact that they are high school graduates, while but 7 percent of the others are high school graduates.

Whether the business world wants males or females cannot always be determined since the supply of the one might not be adequate which would result in a greater number of the other sex being employed. The results or percentages of this survey compared with three others are shown in Table XXVI.

TABLE XXVI

PERCENTAGE OF MALES AND FEMALES EMPLOYED WHO
ARE COMMERCIAL HIGH SCHOOL GRADUATES

Source of information.	Males. %	Females. %
Clerical positions, Cleveland, Ohio.	(1): 61	: 39
Administrative positions, Cleveland, O.	(1): 94	: 6
Clerical positions, 16 large cities, U. S.	(2): 56	: 44
Clerical positions - this survey.	: 72	: 28

Neither the Cleveland survey nor the survey of the 16 large cities of the United States was confined to high school graduates, but to clerical positions in general held by persons over 17 years of age. This survey applies only to high school graduates. However, it is apparent that as the more important administrative positions are considered we find the percentage of males on the increase.

- (1) Lyon - Education for Business, 1922. page 124.
(2) Lyon - Education for Business, 1922, page 145.

CHAPTER XII
THE EFFICIENCY OF THE COMMERCIAL HIGH
SCHOOL GRADUATE

In reply to the question "In your experience, have these young people been able to do what you had a right to expect them to do?" many answers were given tending to show that the business man has been studying this class of employees carefully in connection with his business. Table XXVII gives the tabulated results.

TABLE XXVII
DO COMMERCIAL HIGH SCHOOL GRADUATES COME UP
TO EXPECTATIONS?

Business man's reply.	:Number.	:	Percent	:
Yes.	33	:	33	:
No.	27	:	27	:
Generally, but not always.	3	:	3	:
Not always.	6	:	6	:
Fairly well.	6	:	6	:
No reply, but with "?" mark.	10	:	10	:
No reply at all.	15	:		:

These results speak for themselves and should be given a great deal of consideration. On the face of the table, but 33 percent were free to testify as to the satisfactory service rendered by this class of young people, though 15 percent additional were fairly well satisfied with their services and ability to make good.

OBJECTIONS OFFERED BY THE BUSINESS MAN TO
THE COMMERCIAL HIGH SCHOOL GRADUATE.

In asking the business man what had been his greatest trouble with these young people, or his chief objection to them, it was hoped to ascertain additional information as to their efficiency and ability to satisfy business demands. Some of the following replies are worthy of consideration while others seem trivial and unjustified.

"The commercial high school graduate is usually young. The training he received in high school may have given him the ability to write shorthand or to transcribe his notes on the typewriter, but it has given him a very vague idea of the duties of an up-to-date business office. He needs intense training, given him in a business-like manner. He is not inclined to take his work seriously."

"Lack of application to their work, and lack of thoroughness in what they do."

"They do not know how to speak and write the English language."

"Do not have a head of their own - cannot think."

"Ignorant of office work and training."

"Lack of initiative." (Given by 7 firms.)

"Take a job that requires experience at first and cannot qualify."

"Lack of knowledge as to what 'work' means." (By 5)

"Not enough practical education - can't don't think."

"Depend wholly upon memory - cannot reason a question or matter out to a solution."

"Frequently think they 'know it all.' "

CAUSES OF FAILURE AS SEEN BY THE
BUSINESS MAN

The business man who is dissatisfied with the high school graduate should be the proper person to whom the graduate should go for advice and suggestion. Were this suggestion followed the career of many young people would possibly terminate more successfully. However, comparatively few were anxious to give their views as to why these young people failed to come up to expectations. But here again it is seen that the business man is thinking along this line even though he may not have expressed himself in every instance. A few replies to the question "To what do you ascribe their failure to come up to expectations?" are here given.

"Youth and lack of proper training."

"Inability to adapt themselves to business conditions."

"Subject not taught enough - just 'passed by'."

"Lose their head too easily and quickly."

"Work purely automatic, careless in spelling and punctuation, incompetency in accounting."

"Lack of training in the home - lack of training for independent thinking in school."

"Should have more experinece before being considered a finished course."

"Lack of ambition." (Given by 5)

"Lack of concentratio n." (Given by 4)

"Do not know their work well enough - not well

grounded." (By 5)

"Business and giddiness do not go together."

"A business head cannot be supported on a child's shoulders."

"Poorly or improperly taught in high school." (By 9)

"Too often taught by inexperienced business teachers." (6)

"Frequently taught by non-commercial teachers." (4)

"More concerned in making a credit in high school than in making a reputation in business or life."

"Know too little, or nothing, of related subjects and work." (By 5)

If proper weight and significance of each reply could be ascertained it is highly probable that the next to the last one given would counterbalance all others, for, regardless of what is or may be said, the student is concerned in making his credit in a degree far surpassing that of his desire to earn a reputation in life. To the average student his career and the future mean but little to him - his credit towards graduating means all - everything to him - at least in the great majority of cases. The author of this reply had looked beyond the limits of his office desk, or the confines of his office.

WEAKNESSES OF COMMERCIAL HIGH SCHOOL GRADUATES
AS SEEN BY THE BUSINESS MAN

After ascertaining the objections, and the causes of their failure, it seems proper to locate their weaknesses. A graduate may attain a reasonable degree of success but still have one or more weak points in his individuality. The following table sums up the weaknesses as seen by the business men and reported in this survey.

TABLE XXVIII

WEAKNESSES OF COMMERCIAL HIGH SCHOOL GRADUATES

Weakness.	Number of replies.
English and punctuation.	12
Penmanship.	2
Spelling.	4
Dictation.	5
Knowledge of bookkeeping methods.	9
General office ability.	15
Non-adaptation to work.	6
Letter writing.	6
Inaccuracy.	7
Office practice and methods.	5
Interest in work.	4
Personality - frankness.	5
Guardedness in conversation.	4
Ability to meet the public in office.	3
Lack of desire to become familiar with work in office, or business.	7
	<u>100</u>

CHAPTER XIII

WHAT BUSINESS EXPECTS OF THE COMMERCIAL

HIGH SCHOOL GRADUATE

A. Other than Technical Knowledge.

That the high school may adjust its operation so as to furnish the type of product demanded by the business world, it is necessary that the business world give an outline of its specifications in order that the school may shape and fashion its work accordingly. This was the intention of the writer when asking the question "What do YOU expect of a commercial student other than ability to pound a typewriter, take dictation or keep books?" Answers varied as the nature of the business varied, but as there are various kinds of business it is only just that each be given attention and its specifications given due consideration. Some of the answers to the above question were as follows:

"Show an interest in his work and the business."	3
"Willingness to learn, and an absorbing interest in future advancement commensurate with results."	1
"Honesty, integrity, common sense and application to."	1
"General interest in the business."	5
"To be able to grasp a business proposition." .	4
"Know how to meet and greet people, and to cultivate their personality."	3
"How to manage an office."	3

"To use their heads and do the work according to dictates of good judgment." . . .	1
"A fair degree of common sense." . . .	3
"To spell, figure accurately, and a knowledge of office routine." . . .	2
"Knowledge of commercial practice, business law, and civil government." (101 Ranch) .	1
"An understanding of what is expected of them - care and accuracy in their work." . .	1
"Adaptability to work assigned them." . .	4
"An interest in business, ambition, disposition to study and to improve." . . .	1
"Use their common sense and ask questions no one knows it all." . . .	1
"Initiative and discretion - "Horse sense"	1
"Initiative and executive ability." . .	1
"Ability to comprehend a business transaction."	3
"To use sound business judgment in handling the business, patrons and complaints." .	1
"Loyalty, integrity, honesty." . . .	1

While these replies cannot be classes it is possible to see a train of closely related ideas prevailing in the business world, most of which cannot be obtained from the printed text. Honesty, initiative, ambition, integrity, interest, good judgment,

loyalty, ability to meet the public, tact and common sense being the dominant ones and are characteristics the business man hopes and expects to find in the commercial employee.

Such characteristics cannot be acquired through pounding a typewriter, taking dictation or posting books, but must be instilled through the personality of the teacher, through environment, and above all, through related subjects in the high school curriculum - Civics, Economics, Sociology, Office Practice, English and a love for good literature. One may secure a business training - in one subject as bookkeeping, stenography or typewriting - in three or four months, but he cannot obtain the broader commercial education in that length of time.

B. Related subjects.

The business man a few years ago was satisfied if his bookkeeper was accurate in recording and posting the business transactions and sending out statements; or, if his stenographer was able to transcribe her notes with a reasonable degree of speed and accuracy. This was all that was required of either bookkeeper or stenographer. No other knowledge was considered necessary or advisable.

From the study made in this survey, and its comparison with other state and national surveys of like nature, it is quite apparent that the business man has changed his ideas as to the qualifications and knowledge required of his office employees, and that he himself has been making considerable progress in this respect. His former

technical employee can no longer meet his requirements but must be commercially trained and have a knowledge of all related subjects which would broaden his field of knowledge, enhance his usefulness and increase his efficiency. Table XXIX shows results.

TABLE XXIX

SUBJECTS WHICH THE BUSINESS MAN EXPECTS THE
COMMERCIAL HIGH SCHOOL GRADUATE TO KNOW.

Subject.	Replies.	Percent
Economics.	36	41
Sociology.	20	23
Commercial Law.	44	50
Civics.	24	27
Spanish.	4	4.6
French.	0	0
German.	0	0
Salesmanship.	64	72
Banking.	36	41
Stenography.	60	69
Cost Accounting	44	50
Insurance.	32	37
Latin.	0	0
Advertising	52	59
Auditing.	48	55
Dictaphone.	16	18
Shipping Clerk	20	23
Others not mentioned.		
English - how to speak and write it.	8	9

While few business men absolutely requires any one or more of these subjects he does expect the employee to have a knowledge of some of them. In fact some replies expected as many as twelve, while the average expected a little more than nine, and two expected knowledge of all save French, German and Latin.

Worthy of consideration is the fact that a very large percent expected knowledge of Salesmanship (72%), Advertising (59%), Auditing (55%), Cost Accounting and Commercial Law each (50%), Economics (41%), and Insurance (37%).

None of these subjects have been considered within the field of business college or commercial high school course until within the last five or ten years and then by only the largest high schools in which it was offered as an elective with very few students taking the work. This tends to show that the business man has surpassed the schools from which he has been supplied secretarial help.

C. Business Man's Preference.

As every business firm has its preference for a certain line of goods, for trading with a certain jobber or wholesale house, for one section of the country over another, so it is reasonable to suppose he has his preference of sources from which he obtains his supply of business help. Just as a merchant would like to know which competitor's goods are preferred to his own, so we would like to know whether the product of the business college is preferred to that of the commercial-high school or vice versa, and why. If the high school is not turning out a product that stands the test of the business world then it is time that the course of study, equipment, methods of teaching or instructors be changed. The public - and very largely the business man, supports the high school and has a right to expect a product that can be utilized by the public - the business man - in preference to the

of the business college. The question - "Which do you prefer - the commercial high school graduate, or the business college graduate, and why?" - was asked, and the results are as shown in Table XXX. No information of like nature from elsewhere was obtainable.

TABLE XXXX

THE BUSINESS MAN'S PREFERENCE

Preference.	Firms.	Percent
Commercial high school.	: 32	: 33.3 :
Business college.	: 64	: 66.7 :
No preference.	: 4	: -- :
Total replies received.	: 100	: : :

So many varied and different replies were received that cannot be tabulated in full, so are given in part, the more potent ones being given that we may the more clearly see or understand why the business prefers the one to the other. Preferring high school graduate, they are as follows:

"Younger - not set in ways - more easily directed."

"Habits formed - they have to study in high school, but do as they please in the business college."

"More apt to grow into the business."

"Generally has more education - and more brains - has usually studied something else along with his business work."

"Broader training - more than two or three subjects."

"Seems to be more thoroughly trained. Many business colleges turn out graduates too fast and exercise no choice of students other than ability to pay tuition."

"From the high school we often get our best students who were unable to pay tuition in the business college, but get it free in the high school and make better business men and women in after life."

"Because their morals have been guarded better in the high school - they 'drift' in the business college."

PREFERRING BUSINESS COLLEGE GRADUATES.

"More specific and intensive training, usually older and have better judgment."

"Because of better general knowledge, better cultured mind, and more balanced character."

"Best fitted for business."

"Have more practical business training."

"High school graduates have usually taken the work only for the 'credits' and really know very little about it when through with it."

"Because as a rule they realize the value of service, and hit the ball - not all theory with them."

"He has specialized and no doubt has applied himself and derived more benefit from his studies than in the high school."

"Training seems to be more thorough and practical."

"Because they are better trained."

"They know their work, and know they know it."

"Are more ambitious to begin with, have an idea of what they want to do, and have the 'push'."

"Our experience has been much better with the Business college graduate."

"Generally more easily adapted to their work."

"Seem to be more thorough in business training."

"Usually they have grown up in an environment of activity and readily adjust themselves to it."

"Because there are few persons graduated from the up-to-date business college, at the present time, who have not had at least a high school education."

"The business college graduate has been through some pretty intensive work and is usually ready to settle down to business when he takes a position."

"The high school graduate has usually taken his time about his work, and is not geared to the higher speed expected of him in an office."

Since most of the replies come from the larger cities and where they have better business colleges, it is quite apparent they would have come in contact with a better class of business college graduates, while on the other hand the smaller towns have come in contact with the local high school graduate who may have had meager training under an inefficient teacher and cannot measure up to the graduate of the better business colleges.

NUMBER OF BUSINESS COLLEGE

GRADUATES EMPLOYED

As more business firms reported from the larger cities than from the smaller cities more business college graduates are therefore employed. The total number was 537. A summary of high school and business college graduates employed is shown in Table XXXI.

TABLE XXXI

SUMMARY OF COMMERCIAL HIGH SCHOOL AND BUSINESS

COLLEGE GRADUATES

Class.	Number	Percent
High school graduates employed.	1212	69.3
Business college graduates.	537	30.7
Firms preferring high school.	32	33.3
Firms preferring Bus. College.	64	66.7

This table shows that 69.3% of the employees were high school graduates, although only 33.3% of the employers preferred them. Local conditions and the reasons heretofore given show this is true.

While several firms did not report the total number of employees, it is still possible to arrive at a fair conclusion as to possible results. Of the 100 replies received, Table XXV shows that 1212 employees were reported. Table XXXII shows results in another form and condition.

TABLE XXXII

GREATEST NUMBER OF EMPLOYEES OF EACH CLASS

Greatest number of employees by single firm.	: High : school	: Business : college.	:
Largest number. Two firms.	: 65	: 50	:
	:	:	:
Second. Different firms.	: 63	: 48	:
	:	:	:
Third. Different firms.	: 27	: 40	:
	:	:	:
Fourth. Different firms.	: 22	: 13	:
	:	:	:
Fifth. Different firms.	: 14	: 12	:
	:	:	:
Highest number of each employed by single firm.	: 48	: 22	:
	:	:	:
<u>Second highest - one firm.</u>	<u>: 13</u>	<u>: 13</u>	<u>:</u>

CHAPTER XIV

THE BUSINESS MAN AND THE FUTURE

In considering the future in this instance three points were in mind:-

- (1) The business man's child and its education.
- (2) The future of business as it might be influenced or controlled by his preferred employee - male or female.
- (3) The future of the commercial high school as the business man would or might influence it.

The first point (1) deals with the business man's child, while all questions heretofore have dealt with the other person's child. There the business man was given ample opportunity to express his opinion, give his ideas and reasons. But here the matter is put squarely before him in his own case and interest, and tests his real attitude toward the two types of business institutions discussed herein. This question was asked, - "For commercial training would you send YOUR child to the private business college or to the public high school and why?" Talbe XXXIII gives the results.

TABLE XXXIII

PREFERENCE FOR HIGH SCHOOL OR BUSINESS

COLLEGE TRAINING

Where send his child.	: High school : Number :	: Bus. College : Percent :	: Number :	: %
Business college.	: :	: :	52	59.1
High school.	: 36	: 40.9	: :	: :
Replies received. 38	: :	: :	: :	: :

As the replies in this case cannot be tabulated, a number are given below, from which a general conclusion may be drawn.

REASONS FOR FAVORING THE BUSINESS COLLEGE

"More is accomplished by specialization. Would have him complete high school and then go to business college."	5
"More specific training - would be older and have better judgment - less liable to be wrongly influenced."	1
"Better business training - more intensive."	3
"Best field for business - good atmosphere."	2
"More condensed - more intensive."	3
"Because of intensive, practical teaching there."	1
"Closer application and specialization."	3
"Instruction more thorough and practical."	2
"Experienced and practical teachers, better work."	2
"Better training - better teachers."	3
"Get more they can use and less they cannot."	3
"Because it broadens them in a business way." ,	1
"Better teachers - better methods."	5

REASONS FOR FAVORING THE HIGH SCHOOL

- "A more practical course of training dealing with actual business instead of theories." (From high school in large city.)
- "Gets a broader education in the large high school."
- "Because of attraction and social training."(College town)

"More thorough instruction." (Large city high school)

"Course is more complete." (Large city.)

"Under rigid high school discipline."

In every instance where reply was favorable to the high school the individual resided in a large city where they had complete commercial course in the high school and where the work probably was of better quality.

(2) The second point will necessarily involve the question of a difference between the sexes and the demands for each in the business world. Some information and statistics will be available along this line.

DIFFERENT DEMANDS FOR BOYS AND GIRLS

Much has been said and written regarding different requirements for boys and girls. It is frequently stated that their training in the office is different because of sex. The boy is trained for managerial and executive positions; the girl for clerical, secretarial, stenographic and typing which are "blind alley jobs" with little chance for promotion. This study does not go into this phase of the question very deeply. However, the following questions were asked to get some idea of the business man's attitude toward the two classes of employees:

In Lyon's Education For Business ⁽¹⁾ we find this quotation, "Generally, if you can say a boy has pep and the girl is quiet, you have satisfied the business man.?"

(1) Do you agree with this statement? (2) Why?

Table XXXIV shows the results obtained from replies.

(1) Lyon-page 162

TABLE XXXIV

BUSINESS MEN'S REQUIREMENTS OF BOYS AND GIRLS

Statement in LYON .	Number	Percent
Agreeing with the statement in Lyon.	25	29.4
Not agreeing with statement in Lyon.	60	70.6
Total.	85	100.

=====

As the reasons cannot be tabulated a few of them are given verbatim, those agreeing with the statement being given first.

Reasons for Agreeing with the Statement

"The exception may be greater than generally would be implied. If the boy directs his energy aright, and the 'quiet' girl is not lazy, they generally "get ahead."

"Both add to their ability and make for better employees."

"If they have these traits you can teach them the rest."

"The business man can train technically if they furnish the foundation."

"The trouble usually is that the boy has too much pep."

"If the girl is not quiet she is a very poor excuse for an office employee, for if not quiet she is apt to be giddy, insincere, the thoughtless and uninterested in work."

"The quiet girl does more work - the talkative one makes too many mistakes and loses her position."

"The quiet girl thinks deep and seriously - the noisy one shallow, if at all.

"If the boy doesn't have pep he is a laggard and gets nowhere."

Reasons not agreeing with the statement.

"It has little application to business."

"No difference in sexes." (By 10)

"We want intelligence - not sex - as a foundation."

"It takes more than quietude to make a good business woman of the office girl."

"Brains and application - not pep and quietude - win."

"Both need pep and initiative." (By 4)

"Life and action - sobriety and seriousness - counts most."

"Pep should be backed up by brain that either is or can be developed further."

"The trouble is usually that the boy has too much pep.

Very often the girl is too quiet. A business man wants a girl who is not afraid to speak up, and who cannot be bluffed. He wants a boy to have enough pep, but not too much. Too much pep usually leads to bluffing and sooner or later to looking for another position." (By a Woman)

Additional information was desired as to whether the business man believes in subordinating the girl in her work while promoting the boy, and the following questions were asked, - "Do you practice the plan of holding the girl back while promoting the boy, and why?" Table XXXV shows the tabulated results, together with a comparison with A Survey of Commercial Education in the Public High Schools of the United States by Lyon. (1)

(1) Lyon - Education for Business, 1922, page 161

TABLE XXXV
DIFFERENT DEMANDS FOR THE SEXES IN
COMMERCIAL OCCUPATIONS

Requirements.	Number:Percent:		
Number practicing plan of promoting the boy while holding the girl back.	24	:	28.6
Number not practicing the plan.	44	:	52.4
Number practicing plan in part	16	:	19.0
Survey of 66 large cities of U. S.			
Number cities favoring boy.	42	:	63.4
Number cities favoring <u>neither</u>	24	:	36.6

=====

This shows that far more preference is given to the girl in this survey than is shown in the survey of the 66 large cities of the United States, but this may be due very largely to the fact that in this survey only high school or business college graduates were included, while in the survey of the 66 cities all classes were included. Again it is seen that as the more important positions are filled the boy is given no preference over the girl, showing that ability and qualification constitute the basis for promotion.

As some replies given might afford food for thought a few of them are given, as follows:

THE BUSINESS MAN'S REASONS FOR MAKING DIFFERENCE BETWEEN THE
SEXES

"Because girls get married and quit."	7
"Girls use business as a steppingstone to matrimony."	3

- "The boy is training for a lifetime-the girl for matrimony." 1
- "Girls do not stay long enough to get the idea and are more prone to change because of some friend she would rather be with. Girls do not take the knocks and bumps like boys do - they are by nature more easily hurt." 1
- "Our business necessitates boys to a certain extent." 1
- "The girl wants the salary - the boy wants promotion." 5
- "Girls not precocious enough - wont forge ahead in business." 2
- "In the administrative and more important positions in life man naturally prefers to transact business with a man." 1
- "Boys are expected to grow up with the business - girls to remain until they drop off into the sea of matrimony." 1
- "Business demands initiative - girls do not have enough of it." 1

THE BUSINESS MAN'S REASONS FOR MAKING NO DIFFERENCE BETWEEN THE SEXES

- "Each has equal chance with us - same salary for same work for each." (By firm employing 65 high school graduates.) 1

"We promote for efficiency alone - not because of sex."	1
"No difference if they do the work as well."	6
"Women should have just treatment, but should be favored in business because of sex."	1
"We give both an equal chance as far as possible." (Employs 48).	1
"If the girl does the work she is entitled to promotion."	1
"We promote for efficiency regardless of sex."	1
"Girls appreciate promotion more than boys do."	1

BUSINESS MEN'S SUGGESTIONS FOR THE BETTERMENT OF COMMERCIAL
EDUCATION IN THE HIGH SCHOOL

Previous tables show what the business man has been getting, his degree of satisfaction, and what his desires, so it is only proper that his suggestions for changes or improvement be given consideration. A few of the leading ones are given below:

"Give us more PRACTICAL work."	9
"More PRACTICAL APPLICATION. Most graduates are lost when they begin their first job."	1
"A more practical course of training dealing with actual business methods instead of with so much of theory."	1
"Strict application to duty and work."	3
"That teachers be graduates of reputable business colleges."	6

"More efficient teachers - more thorough work."	5
"More complete course - better teachers."	5
"Better teachers - more importance attached to the work."	2
"The teaching of business ethics and emphasis on service - Service - that is demanded by modern business."	1
"Better teachers, and require all teachers to be graduates of higher institutions."	1
"Make the course more complete, and give the same tests as the business college does."	1
"Cut out a lot of useless stuff and give more time to useful ones - better teachers."	1
"Include a course in such lines as railroads, telegraph, telephone, express, commercial industries."	1
"More experience in business, more practical teachers and methods."	1
"More attention to business - less time and attention to the 'getting' of credits in the high school."	1

Throughout these suggestions there runs a plea for better teachers and more practical work. The business man is not a teacher, but seems to know what is lacking when he puts the graduate to work in his office. He believes the student has not been given practical training, and that he has been taught by inferior teachers

who are inexperienced in business.

His third plea is for an extended and more comprehensive course, something more than ability to take dictation, manipulate a typewriter, or make an entry in the daybook. He has indicated some of the causes of failure on the part of the graduate to measure up to expectations.

In the next chapter we will summarize what the business man wants, and what he is getting, together with some comparisons and conclusions.

CHAPTER XV
WHAT BUSINESS SAYS IT WANTS

In preceding chapters it has been shown by tables, and from statements of business men, what business wants, directly and indirectly. In Part One of this thesis it was shown what was being prepared and offered to business. In this chapter some comparisons will be made through tables in which these two factors - the school, and business - are contrasted from the standpoint of the business man.

A comparison of what the high schools are offering through the graduates, and what the business world is using as evidence by what it employs, is shown in Table XXXVI.

TABLE XXXVI
PREPARATION AND EMPLOYMENT BY SEXES

Number now being trained	M a l e s		F e m a l e s	
	Number	%	No.	%
Commercial students.	2302	39.5	3523	60.5
Graduates now employed.	874	72.1	338	27.9

This table shows that the business world wants one thing but is being given another. There is a wide difference between the percent being trained and the percent now being employed as the table shows, for twice the percentage being prepared are already employed. But with the females the results are more than reversed. There is either an extreme demand for males, or else a very large percent of the girls never enter upon such employment when leaving the high school. This is shown in another way in Table XXXVII.

TABLE XXXVII

SURPLUS AND SHORTAGE IN TRAINED AND EMPLOYED

Surplus or shortage.	: Males. : :Percent.:	Females. : Percent. :
Excess in training.	:	32.6 :
Shortage in training.	: 32.6 :	:

This excess or shortage is based upon the actual difference between the percent being trained and now being employed, which may not be a true comparison, one with the other, as the base in each instance is different.

The five leading occupations in business as reported, with specific lines of training are shown in Table XXXVIII.

TABLE XXXVIII

LEADING OCCUPATIONS AND TRAININGS

Occupation and training.	: Trained :	Employed :
Bookkeeping.	: 28.2% :	20.1% :
General Office Work.	: (1) :	18.7 :
Clerk - skilled, technical.	: (1) :	17.5 :
Stenography-typewriting.	: 24.7 :	15.9 :
Salesman.	: (1) :	7.0 :
Order and Billing Clerk.	: (1) :	4.6 :
Typewriting alone.	: 22.4 :	3.3 :

This shows that in but three instances, bookkeeping, stenography-typewriting, and typewriting alone, is the training given what the business world is wanting, and in each of these we see a very large

(1) Numbers not reported. Work, if given, is in connection with other work.

excess in the number being trained as compared with the number of the same specific training now employed. For this reason, then, we should expect the business man to be well satisfied with what he is getting since he has a large percentage from which to make his selection. Whether this be true or not is partly shown in Table XXXIX, for it shows the degree of satisfaction as expressed by the business men in this survey.

TABLE XXXIX
 EFFICIENCY OF THE COMMERCIAL HIGH SCHOOL GRADUATE
 AS EXPRESSED BY THE BUSINESS MAN

Degree of satisfaction.	Percent.
Satisfied.	33
Not satisfied.	27
Not always.	9
Fairly well.	6
No reply - indicated by "?"	15

From these replies it is evident that but 33% of the business men are satisfied and consider the commercial high school graduate efficient and capable of doing the work expected of him. The reasons cannot be tabulated, but the greatest objection urged is that of inefficiency, that they do not know their work and are not sufficiently well grounded in it and business principles in general.

The next conclusion to be drawn is that they have been taught by inefficient and inexperienced teachers, and that they do not compre-

hend the seriousness of their new relation.

In summarizing what the business world wants in addition to specific courses in bookkeeping, stenography and typing, and contrasted with what it is getting, Table XL gives the results, showing the percent of each occupation wanted, the percent of schools that require it in their commercial course, and the percent giving it as an elective.

TABLE XL

SUBJECTS WHICH THE BUSINESS WORLD EXPECTS THE COMMERCIAL
HIGH SCHOOL GRADUATE TO KNOW SOMETHING ABOUT

Subjects.	Wanted by:		Taught in school	
	business	:	Required:	Elective.
Salesmanship.	: 72%	:	1.8%	: 1.3%
Stenography.	: 69	:	70.3	: 29.7
Advertising.	: 59	:	0.0	: 0.0
Auditing.	: 55	:	0.0	: 0.0
Commercial Law.	: 50	:	37.0	: 33.3
Cost Accounting.	: 50	:	0.0	: 0.0
Economics.	: 41	:	1.8	: 73.1
Banking.	: 41	:	0.0	: 3.7
Insurance.	: 37	:	0.0	: 0.0
Civics.	: 27	:	0.0	: 33.3
Sociology.	: 23	:	0.0	: 18.5
Shipping Clerk.	: 23	:	0.0	: 0.0
Average.	: 47.3	:	10.0	: 16.1

An analysis of this table shows that for these twelve subjects which the business men expect the commercial graduates to know something about, the average expectation of the business man is 47.3 %, and that but 10% of this work is required in the high schools, or rather is offered by but 10% of them, and that only 16.1% of the schools give it as elective. No figures were given showing how much of the elective work was actually being given this year. Truly the business world is disappointed.

The very great expectation for Salesmanship shows its importance in the business world. This subject is remarkable in two respects - it stands highest in the expectations of the business world, and also stands lowest in both the required and the elective work now actually offered by the high schools, though there are some which are not offered at all.

Advertising is another which is high in the expectations of the business world although it is not offered in a single high school reporting in this survey. It would seem that this table should receive the most thoughtful and serious consideration of the commercial teachers of the state, for as "coming events cast their shadows before them," so does this list cast its light in the direction in which the business world is drifting. In all candidness, it is a rather serious matter when the high schools are requiring but 10% of the work expected by the business world through the graduates, and offering but 16.1% as elective. Tradition has fastened itself upon us.

CHAPTER XVI

C O N C L U S I O N S

AS TO THE COMMERCIAL WORK OFFERED BY THE HIGH SCHOOLS

That the business man is justified in criticising commercial work offered by our high schools is very evident for at least reasons:

(1) Inefficiency. Confining criticism to the work in bookkeeping, typewriting, stenography and commercial arithmetic from the adopted text, it is very evident that the work is given in a desultory and haphazard manner in too many schools. In support of this criticism I would refer to Table XII, page 34 in which is shown the year in which a certain percent of the schools are giving this work as reported in this survey, the year in which it is supposed to be given as provided by the Course of Study recommended by the State Board of Education, and also the year in which the same subject is given in the Oregon Course of Study, the latter being based almost wholly upon the recommended course planned by the National Education Association. Figures there clearly show that much of the work is given at random and at a time when most convenient for the student to make a 'credit' rather than a reputation.

In further support of inefficiency it is only necessary to note the time spent on these four subjects, for the rate at which work is performed is usually indicative of its efficiency when a prescribed time is indicated and the work performed in half of that prescribed time. In the following table is shown the percent of schools and the length of time required for each of these four subjects as found by this survey, and compared with that of a survey of high schools in the United States made by Lyon. (1) Table XLI shows the results.

TABLE XLI

LENGTH OF TIME REQUIRED FOR TECHNICAL SUBJECTS IN COMMERCIAL
COURSES IN PUBLIC HIGH SCHOOLS

Time in years.	Bookkeeping		Typewriting		Stenography		Commercial Arithmetic	
	Okla.	U.S.	Okla.	U.S.	Okla.	U.S.	Okla.	U.S.
One-half	4.0	3.3	8.0	.8	9.5	.8	72.7	31.5
One year	68.0	11.5	76.0	13.4	61.9	7.7	27.3	63.1
1½ "	12.0	10.8	4.0	5.4	4.8	4.3	0.0	2.6
Two "	16.0	49.5	12.0	48.2	23.8	68.9	0.0	1.7
2½ "	0.0	5.7	0.0	8.0	0.0	6.0	0.0	0.0
Three "	0.0	14.0	0.0	19.6	0.0	9.4	0.0	0.0
3½ "	0.0	.83	0.0	.9	0.0	.8	0.0	0.0
Four "	0.0	3.3	0.0	3.6	0.0	1.7	0.0	0.0
Average percent of work completed <u>first</u> year, Okla.: 81.8 :								
Average percent of work completed <u>second</u> year, U.S.: 85.3 :								

This table shows that Oklahoma is devoting but half time to these subjects. It is seen that 68% of the schools in Oklahoma devote but one year to bookkeeping, while 49.5% of the schools in the Lyon survey devoted two years to it; that 76% of the Oklahoma Schools devote one year to typewriting, while 48.2% of the United States devote two years; while for stenography and arithmetic is even as bad.

(2) Grade in which work is given.

That the time or grade in which the work is given is an important factor cannot be denied, for no academic teacher would think of giving English Literature in the freshman year, or Plane Geometry

(1) Lyon - Education for Business, 1922, page 433. U.S.

either; nor would Houseplanning or Millinery be given to first year girls. No one would think of it nor consent to it. And yet, far greater variations are seen in the commercial work, for we see senior subjects given to freshman classes without hesitation or thought of the consequence.

By reference to Table XII, page 34, it is seen that the Freshman year is carrying 18.1% of the commercial work while our recommended Course of Study gives it but 5.88%. This is placing more than three times the work upon the freshman student that he is supposed to carry of the commercial work.

By this table it is still further observed that on an average, 68% of the commercial work is given out of its prescribed time and grade in Oklahoma. There is but slight difference between giving seventh and eighth grade work to fourth and fifth grade pupils, and that of giving senior and junior subjects to freshman and sophomore students. Such irregularity cannot produce the best results, nor can we hope to see our schools sending out strong students to the businessman until our commercial work is as firmly established, and as highly respected, as that of the regular academic work. The amount of required work, and the amount given is more definitely shown in Table XLII.

In planning a course of study the laws of mental growth and development are kept in mind and the more difficult subjects placed in the later years. Also, it is well known that certain subjects require a foundation - a certain amount of prerequisite work, and for this reason certain subjects are required to be given in certain years. Whether this has been done, and the laws of mental growth and development observed, in giving the work in this state is shown in Table XLII.

TABLE XLII

AMOUNT OF REQUIRED WORK IN THE COMMERCIAL COURSE FOR EACH YEAR AS PROVIDED IN VARIOUS COURSES, AND THE AMOUNT GIVEN BY THE SCHOOLS LISTED IN THIS SURVEY

Course of Study.	:Fresh. : Soph. : Junior: Senior:				
	: %	: %	: %	: %	
National Education Association:	:	:	:	:	:
Bookkeeping Course.	: 12.5	: 18.75	: 15.6	: 18.75	: (1)
Same, Stenographic Course.	: 12.5	: 18.75	: 18.75	: 18.75	: (1)
Oklahoma Course. . . .	: 6.25	: 6.25	: 6.25	: 6.25	: (2)
Average in this survey. . .	: 18.42	: 22.64	: 34.47	: 24.47	:

(3) Lax Regulations.

Another cause of inefficient work is that old lax regulations concerning required and elective subjects. The Oklahoma Course has but one required subject; namely, English in the first three years. All others are elective. The recommended work is disregarded in more than fifty percent of the schools and other wholly unrelated work given, is no regularity in this respect is shown by the varying number of required subjects in the schools reporting in this survey. These results are shown in Table XLIV.

(1) Lyon - Education for Business, 1922, page 552,554.

(2) Oklahoma High School Manual, 1919, page 11-12.

TABLE XLIV
PERCENTAGE OF SCHOOLS WITH NUMBER OF
REQUIRED SUBJECTS

Number of subjects required.	Percent of schools.
One subject required.	5
Two subjects required.	15
Three subjects required.	15
Four subjects required.	25
Five subjects required.	15
Six subjects required.	10
Seven subjects required.	5
Eight subjects required.	5
Nine subjects required.	5
Number of schools reporting.	108

B. As to Teachers.

Another very potent cause of inefficiency is that of unqualified teachers due to lack of standard qualifications. As pointed out in previous pages we have no legal qualifications for commercial teachers, other than regular academic work, and the only approach to any requirement is the recommendation of the State Department of Education.

The Oregon Course has $12\frac{1}{2}$ required units in the bookkeeping course, and 14 in the stenographic course. The course recommended by the National Educational Association requires $10\frac{1}{2}$ in the bookkeeping course, and 11 in the stenographic course. Also, in each of these courses

all electives must come from a strictly related source and all these electives are designated, from which the student must make his elections. The comparison in percentage of the required and the elective subjects is shown in Table XLIII.

TABLE XLIII

PERCENT OF REQUIRED AND ELECTIVE SUBJECTS

Course and work.	:Required :percent.	: Elective : Percent.
National Educational Association - Bookpg.	: 90.3	: 9.2
Same - Stenographic.	: 93.75	: 6.25
Oregon Course, Bookkeeping.	: 78.12	: 21.88
Same - Stenographic.	: 87.5	: 12.5
Oklahoma Course.	: 6.25	: 93.75

This table shows where Oklahoma stands relative to the amount of required work in the commercial course. Elective work is all right if elected from related subjects, but when elected at random and without any regard to these or to vocational work it frequently becomes useless and worthless other than to meet the required number of units for graduation. Since our course offers but one required sub-teachers are free to require what they prefer. That there follows: (1) "The State Department of Education recommends that only teachers who are graduates of standard colleges and universities of the North Central Association be employed in state high schools and the college preparation should include at least twelve semester hours in special preparation and study of

(1) Oklahoma High School Manual, 1919, page 12.

the content and pedagogy of the subject to be taught. No teacher should be employed in the high school who is not a graduate of a state normal school, or who has not completed at least two years of standard college work above a four year high school course. The state High School Certificate is the minimum." (1)

This minimum certificate may not have any commercial credits on it yet the holder may teach one or more commercial subjects in the high school. In fact one school in the North Central Association offers a full commercial course but reports that the head of the department is not a graduate of business college, normal school, college nor university, but with some college work and one term in a small private business college. This teacher may or may not be doing efficient work, but it is quite evident that many are not and that the standard is very low in this state.

C. Standardization.

The work should be standardized as to the required and elective subjects. We must have a stronger required course; should have specific standard length of time to be devoted to each subject; should have longer time on the average devoted to each subject; should make a credit in a commercial subject mean the same in all schools of the state.

That our required course is weak is evidenced by the fact that English is the only subject required, all others being elective. What can be expected from such a commercial course as this? If the electives were from those which business wants they would meet the demands.

(1) Oklahoma High School Manual, 1919, page 12.

That Oklahoma is holding to her reputation of going at breakneck speed in commercial education as in other respects is clearly shown by Table XLI, page 111 this survey, which shows that the high schools of Oklahoma are completing practically as much work in one year as the general average of schools for the United States are completing in two years, for the average amount completed in one year is 81.8% while that for the United States is 85.3% for two years. What can we expect when going at such speed?

D. As to the Business Man.

An analysis of the business man's side of this survey indicates decidedly that he is not pleased with the commercial high school nor its product. He gives some strong evidence in support of his views, some harsh criticisms, and offers some valuable suggestions. He considers teachers inefficient, work not intensive enough, is not practical, the graduate too young, and knows entirely too little of related work.

In stenography and typewriting, and in a measure in bookkeeping, the high school graduate renders a reasonable degree of satisfaction, but his field of knowledge of related subjects is so limited that he fails to satisfy the business man who has something more than this mere routine work to be done. That he selects 64% of his commercial help from the business college product which comprises but 43% of the available supply further indicates his displeasure.

The commercial high school sells its product to the business man and depends upon him for existence. If this support is withdrawn the high school must close its commercial department. Such action can-

not be considered. If the commercial high school is to continue to exist it and fulfill its mission it must give attention to the demands of business and so arrange and rearrange its course of study as to enable it to turn out a product which will be 100% in demand by the business world.

The business man wants greater efficiency, more practical work, and more related subjects taught, and additional knowledge on the part of the employee. He prefers business college graduates to the high school graduate. By far the greater percent of business men make no sex distinction in employment or promotion, and are rapidly getting away from the plan of strict bookkeeping and stenographic work to one of general office management and administrative work for the employee.

E. The Small High School.

There is little hope for financial relief for the average small high school. Hence, the next and perhaps the only relief will have to come through college and university graduates with commercial training, making them combination teachers who can devote a part of their time to commercial instruction which should then be as efficient as that given in the large high schools. It is imperative that we have more and better commercial teachers if our commercial work is to survive in the high school, for with the ever-widening and increasing demands of the modern business world the high school must develop rapidly.

Business cannot get commercial relief from the business college since it trains for technical business and not for commercial work. If the high school fails to take advantage of its golden opportunity, the

private business college, the vocational school, part-time schools, cooperative school, corporation school and industrial school all now developing so rapidly - will have to take over the commercial work and train our young people for commercial occupations. The world looks to the high school and is proud of it; the business man supports it and expects a usable product. Will the high school be true to its trust and measure up to expectations?

We must break away from the time-honored tradition that a commercial education is the ability to write 100 words a minute or to make a profit and loss statement. It is the commercial high school's opportunity to show to the business world that it is actually doing something in return for what it pays.

APPENDIX I.

Oklahoma City, Oklahoma
Dec. 11, 1923

Mr. Avery L. Carlson
A. & M. College
Stillwater, Okla.

Dear Mr. Carlson:

I have your letter of December 7 relative to the proposed study to be made by Mr. Frost, candidate for Master's degree at the Oklahoma A. & M. College, surveying commercial education in the high schools of this state by means of a questionnaire.

I approve this project heartily. I am sure that the commercial instructors in the various high schools will gladly furnish the necessary information, inasmuch as the results of the study will be of benefit to all superintendents and principals of the state, and especially to the commercial teachers' section of the Oklahoma Educational Association.

Very truly yours,

M. A. Nash,

State Superintendent.

APPENDIX II.

Oklahoma City, Oklahoma
Dec. 15, 1923

Mr. E. M. Frost
Stillwater, Oklahoma

Dear Friend Frost:

We have accredited bulletins for only four years back. You may be able to get some old ones from the University.

As we have no one to compile statistics the only way I know for you to get the number of students studying commercial subjects for the past four or five years, is to come to this office and go over the records yourself. Our files are not quite complete, but near enough to give you a fairly good idea as to the extent of the work.

Very truly yours

E. E. Tourtellotte

Chief High School Inspector

APPENDIX III.

Norman, Oklahoma
Dec. 13, 1923.

Mr. E. M. Frost,
Stillwater, Oklahoma.

My dear Mr. Frost:

I have received your recent letter asking for information on the Commercial work done in the High Schools of the State and I am very sorry that I must write to tell you that we have no information on this subject.

I hope you will call on us at some future time when we may be able to give you better service.

Very sincerely yours,

Elizabeth Andrews,

Secretary Department of

Public Information.

APPENDIX IV.

OKLAHOMA A. & M. COLLEGE
School of Commerce and Marketing
Stillwater, Oklahoma

January 5, 1924

Dear Co-Worker:

Will you please give me a few minutes of your busy time? I have spent many years in the schoolroom in this state and am well aware of what TIME means to the busy teacher. However, I have nothing to sell. Instead, I am working in cooperation with the Oklahoma Agricultural and Mechanical College through the School of Commerce and Marketing -- and at the request of the officers of the Commercial Section of the Oklahoma Educational Association, and also at the suggestion of State Superintendent M. A. Nash-- on an investigation of the Commercial work offered in the high schools of this state.

Information on both the quantity and quality is sought. A similar study is also being made as to the demands the business men make of the graduates of our Commercial Departments. Our purpose, then, is merely to gather reliable information which we hope to use in pointing the way to more efficient commercial work in our high schools. We hope to find the weak places, and also to ascertain what the business world demands from our schools, that greater efficiency may result in this particular line of work.

Will you kindly fill out the enclosed questionnaire and return to me at your earliest convenience, a stamped envelope being enclosed for reply? I shall be glad to send you a summary of the results, if you are interested. Thanks!

Very truly yours,

E. M. Frost

Q U E S T I O N N A I R E

For a Survey of Commercial Education in the
High Schools of Oklahoma

1. Name of high school _____ H. S. Enrollment _____
2. Is full Commercial Course offered? _____
3. Required subjects _____ : Recitations pr. wk: No. in class
in Com. Course : Yr: Wks: Th'ry: Min: Lab: Min:: Boys: Girls:
: : : : : : : : : :
: : : : : : : : : :
4. Elective subjects: : : : : : : : : :
in Com. Course : : : : : : : : : :
5. Underscore subjects given, indicating after each the year in
which it is given in your school.
Commercial Geog _____ Commercial Law _____ Commercial Arith _____
Sociology _____ Economics _____ Civics _____
Spelling _____ Business English _____ Industrial History _____
Penmanship _____ Banking _____ Typewriting _____
Office Practice _____ Stenography _____ Com. papers and
Business Forms. _____
6. How much English do you require in full four-year Commercial
Course? _____
7. How much and what foreign language is required in your
Commercial Course? _____
8. Reasons for offering this commercial work in your high
school? _____
9. Does this course qualify your students to do what the business
world expects a high school commercial graduate to be able to
do? _____ What changes do you think would improve
your work? _____
10. What percent of students completing your course enter upon
such employment when leaving school? _____
Why no more? _____
11. How much of adopted text in bookkeeping is completed first
year? _____
12. Do you offer second year work? _____ Do you complete the
text in bookkeeping? _____
13. Should a high school of less than 300 offer any commercial
work? _____ Why? _____
14. Is teacher of strictly commercial subjects a business college
graduate? _____ College graduate? _____ University
graduate? _____ Norman School graduate? _____
15. Where was training received? _____
Experience in business? _____ Degree _____
16. How many teachers devote full time to commercial subjects? _____
Part time? _____
17. Salary of strictly commercial teachers? _____ Others? _____
18. What suggestions or criticisms would you offer regarding the
text or the course as now given? _____
19. What do you consider the greatest drawbacks to commercial
education in the high schools? _____
20. Signed _____ Position _____

Supt., Prin., or Teacher

(Extra space eliminated throughout this copy)

APPENDIX VI

OKLAHOMA A. & M. COLLEGE
School of Commerce and Marketing
Stillwater, Oklahoma

January 24, 1924

Dear Sir:

I have nothing to sell. As a business man you are interested in three things — TAXES, SCHOOLS, and BUSINESS — are you not? Taxes support schools — schools educate and train our children — our children run the business of the world tomorrow. We must have schools, but are YOU, as a business man, satisfied with them — are you satisfied with the business and commercial training they give our children? Do they qualify these young people to fill the positions the business world has to offer them today? Is the business man satisfied with the ability of the commercial student coming to him for employment? Are YOU? What is demanded — what is expected — of the high school commercial graduate? What does the business world want? Our schools should give to the world exactly what it wants.

This is exactly what I am trying to find out. I am working in cooperation with the Agricultural and Mechanical College through the school of Commerce and Marketing, in an effort to determine whether the Commercial work offered by the high schools of the state is what the business world demands. In this investigation I hope to find out particularly what the business world, the business man, what YOU demand and expect of a commercial graduate coming to you from the high school. When this information from hundreds of business men is assembled I hope to ascertain definitely what the business world wants and then to suggest results for improvement that greater efficiency may result.

Will you kindly fill out the enclosed questionnaire and return to me at your earliest convenience, a stamped envelope being enclosed for reply? I shall appreciate it very much indeed. Thanké!

Yours very truly,

E. M. Frost.

APPENDIX VII
Q U E S T I O N N A I R E

130.

For a Survey of Commercial Education Demanded by the
Business World of Today

1. What is the number of employees with commercial high school qualification in your industry as stenographer? ___ cashier? ___ bookkeeper? ___ general office work? ___ adding machine? ___ typist? ___ salesman? ___ counter clerk? ___ collector? ___ order and billing clerk? ___ messenger? ___ auditor? ___ advertising clerk? ___ No. males with high school commercial training ___ females? ___
2. In your experience have these young people been able to do what you had a right to expect them to do? _____
3. If not, what has been your greatest objection or trouble? _____
4. To what do you ascribe their failure to come up to expectations? _____
5. Wherein is their greatest weakness -- spelling, dictation, bookkeeping, general office ability, adaptation to work, or what? _____
6. What do YOU expect of a commercial student other than mere ability to pound a typewriter, take dictation or keep books? _____
7. Do you expect them to know anything about the following subjects? _____ Check them.

Economics	German	Latin
Sociology	Salesmanship	Advertising
Commercial Law	Banking	Auditing
Divics	Stenography	Dictaphone
Spanish	Cost Accounting	Shipping Clerk
French	Insurance	

Others not mentioned: _____
8. Which do you prefer - the high school graduates now employed by you? _____
9. How many, if any, business college graduates now employed by you? _____
10. For commercial training would you send your child to the private business college or to the public commercial high school? _____
Why? _____
11. As a business man, what suggestions would you offer for the betterment of commercial education in the high school? _____
12. A prominent author makes the statement, "Generally, if you can say a boy has pep and the girl is quiet, you have satisfied the business man." Do you agree with this author? _____
Why? _____
13. Another says, "We want girls to work and boys to train for promotion." Do you agree with him? _____ Do you practice this plan of holding the girl to her position while promoting the boy? _____ Why? _____
14. Signature _____
15. Name and address of firm _____

APPENDIX VIII

BUSINESS COLLEGES

SECTION 393. Shall Give Bond: Any person, firm, association or corporation having established or proposing to establish a business college in the state of Oklahoma, shall be required to furnish a good and sufficient bond with two or more sureties, to be approved by the county clerk to the State of Oklahoma, in the penal sum of two thousand dollars (\$2,000), conditioned that such business college shall faithfully perform any and all expressed or implied contracts made in soliciting a bonus from cities or towns or in selling scholarships and that such business college shall continue a reasonable length of time, not less than six months, to enable those who have subscribed and paid for scholarships, either in whole or in part, to finish the course or courses to which the scholarship entitled the holder thereof, and that the course of study taught in said college shall be in accordance with such contracts made in soliciting the sale of scholarships. Such bond shall be filed in the office of the county clerk of the county in which such business colleges are located and shall remain on file subject to the inspection of the public and shall be for the use and benefit of any person or persons for a violation of any of the conditions of said bond. (Sec. 1, H.B.403, Ch. 281, L. 1915).

SECTION 394. Liability: Any person, firm, association or corporation conducting or running a business college in the state

shall be liable on said bond given under section 1 of this act, to any person, defrauded by reason of not having completed the course or courses of study for which said scholarship was purchased, or any other breach of said bond, and any person defrauded is hereby authorized to maintain a suit on said bond to recover any and all sums due by reason of a breach of said bond. (Sec. 2, H.B.403, L. 1915.)

SECTION 395. Penalty: Any person, firm, association or corporation running, maintaining, operating or conducting a business college without first having complied with Section 393, shall be deemed guilty of a misdemeanor, and upon conviction, shall be fined in any sum not less than one hundred dollars, (\$100.00), and not more than five hundred dollars, and by imprisonment in the county jail not less than thirty days, and not more than six months. (Sec. 3, H.B. 403, Ch. 281, L. 1915.)

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