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Needs of Local Employers and the Commercial Educational Program for Negro Students

Anna B. Dawson

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NEEDS OF LOCAL EMPLOYERS AND THE COMMERCIAL

EDUCATIONAL PROGRAM FOR NEGRO STUDENTS

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EDUCATIONAL PROGRAM FOR NEGRO STUDENTS

A Thesis Submitted in Partial Fulfillment

of the Requirements for the Degree

Master of Science

SCHOOL OF BUSINESS

INDIANA UNIVERSITY

1940

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By
Anna B. Dawson

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FOREWORD

The number of Negro students who have enrolled in the commercial subjects in recent years has grown with such rapidity that it is almost startling. Many educators of the Negro race in other cities have seen the necessity to do research work concerning the training of Negro commerce workers but investigation has shown that no such study has been made in Indianapolis relative to the training of these students to meet the needs of those who employ them.

This study is the result of an investigation into the needs of local employers, their employment problems, and the training of the potential office and sales workers.

The survey included in this study was begun in January 1940 and completed in April 1940. Due to the duplication of information sought by other investigating agencies, state and federal government, a complete list of all firms and institutions employing Negro commerce workers could not be obtained.

As the investigation progressed, there was felt a need for assistance from those who had specialized in the field of commerce if the study were to be brought to a realization. With this in mind, a cross section of these educators and specialists were called upon to contribute their experiences. The response was satisfactory.

The teachers of the commercial department and the seniors of the school as well as a number of employers of commercial workers assisted in conducting the survey. It is to those firms and institutions who cooperated with me to help make this study possible that I recognize an obligation. For the wholesome spirit of participation exhibited by the teachers of the commercial department, Mr. Lane, the principal, and the seniors of Crispus Attucks High School, I am doubly appreciative.

Special acknowledgement is made to those educators whose correspondence contributed much. To Dr. Amos B. Carlile I am indebted for his timely assistance and guidance throughout this study.

Anna B. Dawson
Indianapolis, Indiana
1940

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CONTENTS

The purpose of this study is to determine the effect of the commercial subjects completed by the graduates of the C. A. H. S. on their ability to handle business practice tests.

The subjects included in this study are:

- (1) The ability of the graduates of the C. A. H. S. to handle business practice tests.
- (2) The ability of the graduates of the C. A. H. S. to handle business practice tests.
- (3) The ability of the graduates of the C. A. H. S. to handle business practice tests.
- (4) The ability of the graduates of the C. A. H. S. to handle business practice tests.

NEEDS OF LOCAL EMPLOYERS AND THE COMMERCIAL
EDUCATIONAL PROGRAM FOR NEGRO STUDENTS

CHAPTER I

INTRODUCTION TO THE STUDY

The Problem

Rapid changes in business procedures due to new type office equipment, short-cuts in production, keener competition, recent labor laws, and the need for greater accuracy in record keeping, give rise to many new problems in the content and administration of the commercial curriculum and demands the need for a study of the training and guidance of commercial students.

The problem with which this study is concerned is to determine the adequacy in which the commercial educational program meets these rapid changes. The problem may be stated in six questions:

- (1) What is the nature of the needs of the local employers?
- (2) How much training do the employers require of their employees?
- (3) Does the present curriculum provide for these needs?
- (4) What are the causes of failure to meet the needs of local employers?

(5) What phases of commercial education should be emphasized more?

(6) Should the school reorganize its program to meet these demands?

These questions can be answered only by a critical analysis of the needs of the local employers and the commercial curriculum.

Need for the Study

(1) Investigation has shown that no immediate study has been made of the occupational opportunities in Indianapolis, Indiana for Negro sales and office workers since 1939 at which time the writer attempted to make a partial survey. The records of this survey were destroyed during the change in administrators of the school.

(2) The writer also visited or phoned the Chamber of Commerce, newspaper offices, and employment agencies to obtain a list of businesses employing Negro office and sales workers but no such list was available. Neither was a reliable directory of Negro businesses obtainable, therefore, it was necessary to work out an organized plan for visiting each business to obtain the desired information.

(3) It is essential to know the demand for certain products in order to supply these products in the right proportions. Without this knowledge an over-supply or under-supply would be a waste of time and money. The schools must know the kind of training the high school student needs in order to fit in the available positions in the community.

(4) The greatest need for this study is to know if there exist

enough business positions to justify the reorganization of the commercial curricula to meet the demands of the local employers and the expenditure of large sums of money for business equipment.

(5) Heretofore, the complaints of administrative executors, and tax-payers concerning the amount of money spent for business subjects, and the small number of business opportunities compared to the number of graduates trained for business positions have never been substantiated by proven facts.

The Purpose of the Study

The purpose of this study is to make a critical analysis of the needs of local employers; to become acquainted with the kind of positions for which the Indianapolis school should train Negro students; the types of office equipment used; to compare these results with the present commercial program in order to determine whether or not this program meets the needs of local employers, and to bring about a closer co-operation between employers and the school.

Scope of the Study

The study is limited to the businesses and institutions employing Negro office and sales workers in Indianapolis, Indiana. There is only one high school and one private business school for Negro students in this city, therefore the study of the commercial curriculum is limited to the Crispus Attucks High School because of the availability of accurate records.

Sources of Data

The sources of data for this study are as follows:

- (1) Personal interviews and conferences of business executives, the employers of the State House, Court House, and City Hall employees.
- (2) Questionnaires answered by employees.
- (3) Two hundred and eighteen check lists of occupational choices filled out by the 1939-1940 seniors of Crispus Attucks High School.
- (4) Thompson "General Business Practice Test," Form A, given to the same group of seniors.
- (5) School records of the graduates and the commercial curriculum.
- (6) Previous surveys made of occupational opportunities and all available literature in this field of study.

The Procedure

The procedure of collecting these data involved two steps: (1) The gathering of data obtained by the survey of occupational opportunities, testing, and checking the list of occupational choices of seniors, the critical analysis of this data. (2) The selection of a suitable criteria for the evaluation of the curriculum.

Survey of Business Opportunities:--(a) An interview sheet was

prepared for the employer and a questionnaire card for the employee. First, a number of recent occupational surveys were reviewed in order to find a suitable questionnaire which would give the desired information required in this study. The questionnaires reviewed did not suit this purpose because of the limitation of occupational opportunities due to racial difficulties.

Finally, the interview sheet for the employer was composed of questions commonly asked on application blanks, together with a partial inventory of office equipment and job requirements. The questionnaire card for employees was composed of a few items that commonly appear on follow-up questionnaires sent to the alumni by the schools.

In order that the study might be based on actual conditions in the fields of commerce, a personal door-to-door canvass was made and personal interviews were solicited. The employee was told that he may omit his name because of the personal nature of a few questions, but the name of the business was written on the back of the card for identification. Many employees refused to fill out cards because of the personal questions of age, salary, and training.

(b) Check lists of Occupational Choices:--To find out the nature of the occupations the seniors preferred, how many had prepared themselves or intended to further their study in the commercial field, and the actual experiences of the graduates, a check list was prepared and each senior was asked to check the various items. (See Appendix I)

(c) General Business Practice Test:--Letters, asking for a reliable test that would cover the general business information which each graduate should have whether or not he intends to enter the business field, were sent to the various firms that specialized in tests. The unanimous answer was "Thompson Test on General Business Practice-Form A." After a careful analysis, this test was selected and administered to all seniors.

(d) Related Literature:--All recent studies of occupational surveys were reviewed and several unpublished theses were secured with the aid

the libraries. Letters were also sent to those who had conducted the surveys reviewed and much valuable information was received.

(a) The Criteria:--Seventeen criteria were selected by the commercial teachers of the Crispus Attucks High School from a list of twenty-one constructed by Miss Helen Reynolds, secretary for the National Council of Business Education for the purpose of evaluating the business-education curriculum. The list of seventeen criteria was sent to twenty-five educators, who are specialists in the field of commerce, to be checked-according to their opinion-in the order of their importance. Each criterion was weighed according to the frequency of its position checked.

requiring superior ability and skill. For the purpose of this study, the kinds of businesses are classified under six specific headings according to the type of business performed and include only those which employ Negroes:

The kinds of businesses which will be referred to later in this discussion are:

- Professional
- Retail
- Wholesale
- Service
- Amusement
- Manufacturing
- Financial
- Other

Professional includes doctors, lawyers, and dentists.
Retail includes food, hats, general merchandises, furniture, apparel, and other similar groups.

the following: (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17)

CHAPTER II

KINDS OF BUSINESSES, POSITIONS, AND DUTIES OF EMPLOYEES DEFINED

Classification of Businesses

In recent years, there have been Negro office and sales workers employed in almost every kind of business and they have held positions requiring superior ability and skill. For the purpose of this study, the kinds of businesses are classified under six specific headings according to the type of business performed and include only those which employ Negroes.

The kinds of businesses which will be referred to later in this discussion are:

- Professional
- Retail
- Wholesale
- Service
- Governmental
- Manufacturing
- Financial
- Others

Professional includes doctors, lawyers, and dentists.
Retail includes food, auto, general merchandise, furniture, apparel, and other similar groups.

Wholesale includes groceries, accessories, and various other types of businesses who sell on a large scale.

Service includes dairy, gas stations, coal, ice, etc.

Governmental includes all government agencies such as city government, board of education, court clerks, Indiana State Employment Bureau, P. W. A., Housing Project, N. Y. A., etc.

Manufacturing includes various types of businesses that produce products for distribution to the retailer.

Financial includes businesses such as banks, insurance companies, and building and loan companies.

Others include those types of businesses where only one or two of the same types are mentioned and does not justify placing them under specific headings.

Positions Held By Office and Sales Workers

The two divisions of business workers with which this study is concerned are the office and sales workers. Due to the many phases of office work, it is necessary to break up these divisions into their several parts but first, there should be a clear understanding and meaning of the word "office" and its purpose. "An office is that part of an enterprise devoted to the direction and co-ordination of its various activities. It is characterized by gathering, classification, and preservation of data of all sorts; the making, using, and preservation of all kinds of records; the analysis and utilization of these data in planning, executing, and determining the results of operation,

issuing, and preservation of instructions and orders; and the composition, copying, and filing of written messages.¹

The Nature of the Work:--Modern conveniences, the opportunity to meet influential people, and clean surroundings found in most offices today act as magnets in drawing those who must work for a livelihood to this type of work. Positions in large firms require that a definite amount of time be given to a special part of the office work and the employees are seldom asked to leave the office for other duties, while positions with small firms require the performance of all clerical duties and errands. The nature of sales work is that of travelling in most cases.

Skilled and Semi-skilled Workers:--Workers are divided into two groups according to the length of time in training and the kind of training. Skilled workers are those who have specialized in the manipulation of machines and the performing of certain clerical duties. Semi-skilled workers are those who take care of detailed office duties of a business and whose training requires a shorter length of time to prepare for this type of work. The following list of workers are classed as skilled workers.

Typists are those who operate typewriters independent of shorthand knowledge.

Adding machine operators list and compile figures for tabulation purposes.

Lists will follow.

¹William Henry Leffingwell, A Textbook of Office Management, McGraw Hill, Inc., New York, 1932, p. 3.

Bookkeeping machine operators are those who have the fundamental knowledge of bookkeeping and the manipulation of the adding machine.

Dictation machine operators are those who type from recordings on waxed cylinders in the place of shorthand dictation.

Duplicating machine operators are those who have a knowledge of typing and methods of reproducing a number of copies from an original or stencil on the Ditto, Mimeograph, and other similar machines.

Addressing machine operators are those who address envelopes by the use of metal plates.

Stenotypists are those who take dictation by means of a small machine which has a keyboard similar to that of a typewriter.

Stenographers are those who take dictation by means of special types of signs.

Retail sales workers are those who sell merchandise over the counter.

Travelling sales workers are those who solicit orders outside the office and are assigned to certain territories. These workers generally contact firms for orders on a large scale.

Canvass or door-to-door sales workers are those who solicit orders on a small scale and generally sell to housewives and families. Pay is on a commission basis.

Although there are numerous other positions held by both skilled and semi-skilled workers but for the purpose of this study, the above lists will suffice.

The ~~sten~~ Duties Performed by Office and Sales Workers

These duties of commerce workers vary according to the size and kind of business. A small firm may require an office worker to perform a greater variety of duties than a large firm due to the necessity of economizing or that the business does not require more than one office or sales worker. In contrast to the small firm, the large firm must have special departments and special workers to concentrate on a particular part of a particular job.

The work of the typist may vary from that of typing letters or other material when the amount of typing in that particular business does not call for sole concentration on that particular type of work. Some of the other duties performed by the typist are the answering of the telephone, greeting callers, receiving and sorting incoming mail, cutting stencils, filing reports, and many other similar duties.

The duties of the bookkeeper are not so easy to describe since there are so many branches of this particular type of position. As has been stated before, the duties performed depend upon the business. The duties generally performed by a bookkeeper are the recording of transactions, charges, money on accounts, cash sales, orders, and expenditures; make up bank deposits; put all in a permanent record; check bills payable; write checks to pay bills; send out statements; close books at the end of the month and make trial balance; total ledger every month; keep stock records.¹ of letters

¹Robert K. Salyers and Frank D. Peterson, Clerical Occupations, National Youth Administration for Kentucky, 1937, p. 26.

The stenographer, in addition to the taking of dictation and transcribing, may be required to take care of routine office correspondence, cutting stencils, using the mimeograph machine and receiving visitors.

The duties of a secretary may be classed under several headings such as mail, dictation, transcription, typewriting from notes, telephone and telegrams, editorial duties, meeting and handling people, financial, clerical, and social. The secretary is a person employed by another to help him in his correspondence, literary or other work and act generally for him in a confidential capacity.

The general clerk usually performs such duties as answering the telephone, sorting the mail, greeting people, running errands, keeping simple records, operating simple office machines, and such typing as addressing cards and envelopes.

The duties performed by the business office workers just mentioned are by no means complete. A list prepared from a survey made of secretarial duties and traits of 715 experienced workers by W. W. Charters and Isodore Whitley revealed that 871 duties were listed by the 715 workers.¹ The nine ranking duties performed by the office workers were:

Typewriting letters

Answering the telephone

Dictation of letters

¹W. W. Charters and Isodore Whitley, Analysis of Secretarial Duties and Traits, Williams & Wilkins Co., Baltimore, 1924, p. 75.

Transcription of letters
 Use of telephone (local)
 Addressing envelopes, packages, etc.
 Inserting letters
 Fold letters
 Order supplies of various kinds

It is hoped that the writer has made clear the kind of businesses, business positions, and the duties commonly performed by office and sales workers to such an extent that when used in the following chapter, they will not be confusing. Chapter III will be devoted to the discussion of the needs of the local employers as evidenced by the information found on the interview sheet for the employer and questionnaire card for the employee.

and find out what they expect of the high school commercial graduate, the types of potential positions most in demand, and the subjects most used in these fields of work.

Proper vocational guidance plays a major part in helping the student choose an occupation. This type of guidance should be administered by well qualified teachers or counselors who are well acquainted with the various industries, the risks, compensations, and the training required for each type of position. Bucknigham, president of the First National Bank of Portland, Oregon, says that "If teachers could give their (Commercial students) some vocational guidance, and in addition some knowledge of what industry has to offer them, what they might expect to earn, and what the chances for advancement are, they might be saved some of the

CHAPTER III

ANALYSIS OF THE NEEDS OF LOCAL EMPLOYERS OF OFFICE AND SALES WORKERS

Under the stress of the present economic conditions, the school must do more than simply train students in the so-called business skills and upon graduation, dump them on the already enormous heap of the unemployed. They must share the responsibility of securing jobs for those showing ability to do the work by having a first hand knowledge of the needs of the employers. To do this it is necessary to have the co-operation as well as the confidence of the employers and find out what they expect of the high school commercial graduate, the types of potential positions most in demand, and the subjects most used in these fields of work.

Proper vocational guidance plays a major part in helping the student choose an occupation. This type of guidance should be administered by well qualified teachers or counselors who are well acquainted with the various industries, the risks, compensations, and the training required for each type of position. MacNaughton, president of the First National Bank of Portland, Oregon, says that "If teachers could give them (Commercial students) some vocational guidance, and in addition some knowledge of what industry has to offer them, what they might expect to earn, and what the chances for advancement are, they might be saved some of the

heartbreaks and disappointments that they will meet when they get out into business.¹ It has been shown that an occasional survey of occupational opportunities will be of great guidance value to those whose duty it is to guide and train the potential commercial workers. The writer, feeling the need for such a study concerning Negro commercial students, has attempted such a survey in Indianapolis, Indiana.

The task of conducting a survey to determine the needs of local employers is by no means an easy one. There must be full co-operation on the part of the business men, employees, and the school. It was found, while conducting this study, that a lack of co-operation on the part of many employers and employees made it very difficult to obtain the desired information. The "Monday Luncheon Club", an organization of business men, was consulted in order to promote a better understanding of the project and solicit the aid of the members in appealing to other business men to co-operate more fully in granting interviews. In view of the difficulties encountered in this survey, it is hoped that further study will be made covering important phases of occupational needs that have been omitted at this time.

The Interview Sheet

The interview sheet for the employers contained only items of an impersonal nature with the exception of the salaries paid the employees. The purpose of these sheets was to have uniformity in the questions asked to determine the only channel through which employers selected

¹ E. B. MacNaughton, "What does the Business Man Look for in the High School Commercial Graduate," The National Business Education Quarterly, Vol. V, No. 1, Baltimore: Department of Business Education, 1936. P. 15

and to facilitate the tabulation of the answers. The questions were divided into five groups which are explained as follows:

Group I:--The five items listed in this group are the kind of business, number of employees, sex, salaries paid employees, and the duties performed by employees. The purpose of this information was to find out the types and number of businesses that employed Negro sales and office workers, the compensation for each type of position, and the activities in which these workers were expected to engage.

Group II:--The second group of questions was for the purpose of securing information as to the various requirements for holding certain types of positions.

Group III:--The third group of questions was for the purpose of determining the deficiencies found in the employees, whether or not more emphasis should be placed on the development of personal traits, business skills, or general education. The possibility of promotions within the business was also asked in this group of questions.

Group IV:--The fourth group was concerned with the kind of machines, makes, and the number of each kind most commonly used in businesses. This was to determine the kind of machine practice that should be emphasized and the type of equipment upon which this training should be given.

Group V:--The information desired from this group of questions was to determine the most common medium through which employers selected their employees.

According to the data presented in Table I, the largest number of businesses visited were of the retail type, the second largest, that of the professional type, the third largest number was of the service type and the fourth largest number, was that of the governmental type. Only one wholesale business was visited.

TABLE II. Classification of Businesses Visited

As previously stated in Chapter II, firms and institutions were grouped into classes according to the type of business performed. A list of this classification, together with the number actually visited and arranged according to their frequency, is contained in Table I.

TABLE I. CLASSIFICATION OF FIRMS AND INSTITUTIONS VISITED WHO EMPLOY NEGRO OFFICE AND SALES WORKERS

Kind of Business	Number Visited
Retail.	37
Professional.	20
Service	10
Governmental	8
Financial	2
Wholesale	2
Manufacturing	1
Others	10
Total	90

This table should be read as follows: "Of the total number of businesses visited, 37 were retail" etc.

According to the data presented in Table I, the largest number of businesses visited were of the retail type, the second largest, that of the professional type, the third largest number was of the service type and the fourth largest number, was that of the governmental type. Only one wholesale business was visited.

TABLE II. DISTRIBUTION OF FIRMS ACCORDING TO TYPE OF BUSINESS

Classification	Units	Group Totals	Division Totals
<u>Retail</u>			
<u>Food Group</u>			
Grocery	20	20	
<u>Drug</u>	8	8	
<u>Apparel Group</u>			
Ready-to-wear	2		
Men's Clothing	2	4	
<u>Furniture and Household Group</u>			
Furniture	1		
Electrical Appliance	1	2	
<u>Automotive Group</u>			
Garage	1	1	
<u>Others</u>			
Music Store	1		
Variety	1	2	37
<u>Professional</u>			
Lawyers	8		
Physicians	7		
Dentists	5	20	20
<u>Service</u>			
Gar Stations	5		
Coal and Ice	4		
Dairy	1	10	10
<u>Governmental</u>			
City Government	3		
National Youth Administration	2		
Board of Education	1		
Works Progress Administration	1		
Farm Credit Bureau	1	8	8

TABLE II. DISTRIBUTION OF FIRMS ACCORDING TO TYPE OF BUSINESS (CONTINUED)

Classification	Units	Group Totals	Division Totals
<u>Wholesale</u>			
Plumbing Supplies	2		
Bottling Works		2	2
<u>Financial</u>			
Insurance	2	2	2
<u>Manufacturing</u>			
Glove Factory	1	1	1
<u>Others</u>			
Mortician	4		
Cleaners	3		
Recreation	2		
Newspaper	1	10	10
Total	90	90	90

This table should be read as follows: "Of the businesses visited, in the retail group, 20 of them were groceries, etc."

Under the professional group, the largest number of professional types of business visited were lawyers and the second largest number were physicians.

Out of the ten service types of business visited, five of them were leased gas stations and four of the ten were privately owned coal yards.

There were three city governmental institutions visited which consisted of the State-house, City Hall, and Court-house. It was impossible to cover all departments in each institution and interview blanks were left to be filled out. Many of them were not returned.

Those businesses included under the heading of "others" were insufficient in number to class under special division heads. Included under this heading were morticians, newspaper plant, recreation establishments, and cleaners.

Data presented in Table III, the occupational distribution of Negro office and sales employees, shows that the largest group of business positions are held by sales workers, mainly employed by the financial branch of business; the second largest group to hold business positions are general clerks who are employed by all types of business employers, and the third largest group held positions as general clerks. Those occupations listed under "others" include circulation clerks, superintendents, and editors in the newspaper office. Table III also shows that only 2.6 per cent of the 268 workers are secretaries, 2.2 per cent are typists and 2.2 per cent are bookkeepers, positions which require training in the skill subjects.

The number of skilled workers contacted in this study represents about 1/10 of the workers in this field. As explained in Chapter I, the general feeling of employers toward giving information at this time was not favorable.

TABLE III. OCCUPATIONAL DISTRIBUTION OF NEGRO OFFICE AND SALES EMPLOYEES

Name of Occupations	Number of Employees	Per Cent
Sales Workers.	100	37.3%
Sales Clerks	50	18.7%
General Clerk	32	11.9%
Managers	12	4.7%
Stenographer	11	4.1%
Assistants	11	4.1%
Circulation Clerks	8	2.9%
Advertising Clerk	7	2.6%
Supervisor	7	2.6%
Secretary	7	2.6%
Typist	6	2.2%
Bookkeeper	6	2.2%
File Clerk	2	.8%
Cashier.	1	.4%
Others	8	2.9%
Total	268	100%

This table should be read "Of the 268 office and sales workers 100 or 37.3 per cent of the total number are sales workers."

Spears, Harold, "Making a Job-Survey of the Community," Experiences in Building a Curriculum, New York, The Macmillan Company, 1937, Chapter V.

Saylor, Robert K. and Patterson, F. D. Clerical Occupations, study made by N. Y. A. for Kentucky, Division of Educational Aid, Louisville, 1937.

Comparing the data in Table II with similar surveys of white office
 1
 and sales workers made in Quincy, Illinois, Evansville, Indiana, and
 2
 3
 Louisville, Kentucky, the number of firms and institutions co-operating
 constitute a reasonable number for this study.

The various branches and the units contained in each kind of busi-
 ness are given under their specific headings in Table II. The largest
 number of businesses listed under "Retail" was the food group consist-
 ing of private and chain grocery stores.

This group employed a greater number of sales and general clerks
 than any other type of business. It was also found that these workers
 were in line for higher promotions than any other type of positions
 held by Negro commercial workers except that of Insurance salesmen.

"Promotion to manager" was given as the highest promotion by the retail
 business employers while those of the financial branch of business re-
 marked there was no limit to promotion. From the information given re-
 garding employees of financial firms, the position of superintendent
 seemed to be the highest position obtainable.

The drugstores were the second largest number of retail type of
 business. Seven of the eight drugstores visited were privately owned,
 one, a chain store.

1
 Lewis, R. Toll, Comparison of the Needs of Employers with the
 Commercial Educational Program of Quincy, Illinois, 1936 (original copy)

2
 Spears, Harold, "Making a Job-Survey of the Community," Experiences
 in Building a Curriculum. New York: The Macmillian Company, 1937.
 Chapter V. "The survey of the sales workers are male and 50 or 55.6 per
 cent are female."

3
 Sayler, Robert E. and Patterson, F. D. Clerical Occupation. A
 study made by N. Y. A. for Kentucky, Division of Educational Aid.
 Louisville, 1937.

Table IV shows there is a majority of 64 male employees holding business positions. The female employees outnumber the male employees as stenographers, assistants, secretaries and typists and the male employees excel in all other types of occupations.

The term "sales workers" means a sales person working in the office directly or outside either on commission or salary. This group constitutes 37.3 per cent of the total number of office and sales workers contacted. Table IV further shows that the only position not held by the female worker is that of manager.

TABLE IV. OCCUPATIONAL DISTRIBUTION OF NEGRO OFFICE AND SALES EMPLOYEES ACCORDING TO SEX

Name of Occupations	Male Employees	Per Cent	Female Employees	Per Cent
Sales Workers.	70	42.2%	30	29.4%
Sales Clerks	35	21.1%	15	14.7%
General Clerks	24	14.5%	8	7.8%
Managers	12	7.3%	-	-
Stenographer	-	-	11	10.7%
Assistants	3	1.9%	8	7.8%
Circulation Clerks	5	3.0%	3	2.9%
Advertising Clerks	4	2.5%	3	2.9%
Supervisor	4	2.5%	3	2.9%
Secretary	1	.7%	6	5.8%
Typist	-	-	6	5.8%
Bookkeeper	2	1.3%	4	3.8%
File Clerks	-	-	2	1.9%
Cashier	-	-	1	.9%
Others	5	3.0%	3	2.9%
Total	166	100.0%	102	100.0%

Table IV should be read: "Of the 268 office and sales workers, 70 or 42.2 per cent of the sales workers are male and 30 or 29.4 per cent are female."

The question of salaries paid employees appeared too personal to be answered by the majority of employers. The data gathered from those answering this specific question are shown in Table V.

TABLE V. SALARIES PAID NEGRO OFFICE AND SALES WORKERS

Occupations	Monthly Range of Salaries	
	Male	Female
Typists	-	30-110
Sales Clerks	40- 60	40- 60
Stenographers	-	30-110
Bookkeepers	60-100	40- 60
Secretaries	90-100	40- 60
Sales Workers	40-160	20-100
General Clerks	60-115	40-100
Assistants	75-100	24- 88
Managers	100-200	-

Table V should be read as follows: "The range of the monthly salaries of typists is \$30.00 to \$110 for female workers."

The data presented in Table V also shows that managers receive \$200 per month, the highest salary paid male employees, and that \$110 per month is the highest salary paid to the female workers as typists and stenographers. The smallest salary paid male employees is \$40 monthly, while the smallest monthly salary paid the female employees as assistants is \$24.

Seventy of the ninety firms visited gave their opinions on the phases of educational training that should be emphasized. The total number of employers, i. e., the seventy who answered this part of the interview, stated personal traits should be emphasized in preference to general education and business skills. Since this question is subjective rather than objective, allowance must be made for the disposition of the persons expressing these opinions.

The data in Table VII also shows that the second phase of educational training should be in general education and the third, in business skills. The largest number of employers checking the personal traits were the grocers, with the doctors following as the second largest. The grocers also constituted the largest number of employers who checked business skills and general education.

The one manufacturing firm, represented in this survey, reported only business skills should be emphasized. This is due to the type of clerical work done by the bookkeeper and the office machines in use such as the comptometer and the calculator.

Table VII should be read as follows: "Of the 90 firms visited, 14 grocers stated that business skills should be emphasized in preparation for business jobs, 15 grocers stated that personal traits should be emphasized, and 10 stated that general education should be stressed."

18. Insurance	2	2	2
19. Government	-	2	2
Totals	45	70	80

TABLE VII. PHASES OF TRAINING THAT SHOULD BE EMPHASIZED
IN PREPARATION FOR BUSINESS JOBS

Type of Business	Business Skills	Personal Traits	General Education
1. Grocery.	14	15	10
2. Recreational	-	2	2
3. Electrical	1	1	1
4. Cleaners	3	3	3
5. Morticians	-	2	2
6. Coal Co.	4	4	4
7. Doctors	3	7	6
8. Drugstore	6	6	6
9. Dentists	2	5	5
10. Gas Stations	-	5	5
11. Plumbing	2	2	1
12. Music Store	1	1	-
13. Lawyers	2	8	6
14. Dry Goods	2	2	2
15. Men's Clothing	2	2	2
16. Glove Mfg.	1	-	-
17. Newspaper	1	1	1
18. Insurance	2	2	2
19. Government	-	2	2
Totals	46	70	60

According to the data presented in Table VIII of the 90 firms represented in this study who employ the 268 office and sales employees, 20 of them require experienced workers and 41 do not require any experience. There are 32 of the 90 firms who require a high school education, 9 who require a business school education and 23 who made no educational requirements. Although 23 employers made no requirements they expressed the desire for high school graduates in preference to those with an elementary school education.

Table VIII further shows that grocers hire a larger number of employees with no experience and have less educational requirements than the other employers contacted. The electrical appliance firms make less demands concerning experience and educational requirements than any other firm. One drug firm stated that it required its employees to have a college education.

Table VIII should be read as follows: "Of the total number of employers, the grocers employing 35 male and 15 female employees, 9 of the employers require experience and 11 no experience, 8 require a high school education, 1 requires a business school education, and 1, no educational requirements.

TABLE VIII. EXPERIENCE AND EDUCATIONAL REQUIREMENTS EXPRESSED
BY THE EMPLOYERS OF OFFICE AND SALES WORKERS

Kind of Business	Number Employed			Experience Required		Educational Requirements			
	M.	F.	Total	Yes	No	H.S.	Bus. Col.	Col.	None
Insurance	49	17	66		2	1			1
Groceries	35	15	50	9	11	8	1		11
Recreational	24	17	41	1	1	1			2
Drug Stores	18	4	22	2	4	7		1	
Governmental	12	9	21		2	1	1		1
Newspaper	12	8	20			1			
Lawyers		8	8	1	2	1	2		1
Physicians		7	7	1	5	3	2		
Morticians	3	2	5		1				1
Men's Clothing	4		4		1				4
Music	2	2	4	1		1			
Coal Companies	1	3	4		4	2	1		1
Dentists		3	3	1	3	3	1		
Gas Stations	3		3	2					2
Dry Goods		3	3	1	1	1			
Electrical Appliance	2		2		1				1
Cleaners	1	1	2	1	1	2			
Plumbing		2	2		2	1			1
Glove Mfg. Co.		1	1				1		
Total	166	102	268	20	41	32	9	1	23

Instead of asking the employers to check a list of deficiencies commonly found in commerce workers, they were asked if they had observed any undesirable traits or deficiencies in their workers. Those who answered the question stated that they found most of the deficiencies which they observed were in personality traits. The following list is a compilation of the deficiencies mentioned by the employers.

1. Failure to check work carefully
2. Carelessness
3. Lack of fundamental training
4. Indefinite standards of service
5. Lack of ability to meet people
6. Do not like to be corrected
7. Do not like to do extra work
8. Lack of interest in work
9. Lack of responsibility
10. Lack of Universal interest
11. Lack of initiative and imagination
12. Lack of courtesy
13. Punctuality
14. Lack of concentration on details
15. Unwilling to do outside study
16. Satisfied to "get by"
17. Failure to apply themselves
18. Dishonesty
19. Too talkative
20. Office manners
21. Techniques in selling
22. Mathematics
23. English
24. Letter composition

The above list of deficiencies found by the employers contains only three subjects in which these deficiencies are found. English and letter composition may be counted as English proper. Deficiency in mathematics and selling techniques were found in the sales workers and general sales clerks who are employed in groceries. There is evidence that more attention should be given to those phases of business training which include the development of personal traits and job-intelligence.

In the training of business workers, it is essential to know the kind of machines that they will come in contact with or use when they secure a business position. For this reason, an attempt was made to take an inventory of the machines used in the firms employing these workers.

Table IX should be read: "Of the 116 machines, there are 22 Burrough adding machines, 19 Allen and Wales, 13 R.C. Allen, 6 Victor, 1 Remington and 20 other various makes of adding machines, a total of 80, used by the businesses represented."

The most frequently used machines listed in the order of number in use by the 90 businesses are the adding machines, duplicating machines, calculator, bookkeeping machines, stenographic machines, check protectors, and addressing machines. The 116 machines used constitute a number worthy of consideration by the schools when constructing their program for business training.

The 9 calculators are used by the newspaper and governmental firms, and the only one reporting a stenographic machine was a newspaper firm. The duplicating machines were usually distributed among the various businesses.

The question that prompted the survey of methods used by employers in selecting employees was "Is there a definite need for a placement bureau in the school?" the employers interviewed stated that no effort had been made by the school to secure positions for their business graduates and that they had little or no knowledge of the qualification of the graduates. Five of the firms asked that a list of competent stenographers be sent them.

TABLE IX. DISTRIBUTION OF OFFICE MACHINES

Make	Number	Total
<u>Adding Machines</u>		
Burroughs.	22	
Allen and Wales.	19	
R. C. Allen	12	
Victor	6	
Remington	1	
Others	20	80
<u>Duplicating Machines</u>		
Standards.	2	
Mimeograph	7	
Others	10	19
<u>Calculating</u>		
Comptometer	1	
Burroughs	2	
Others	6	9
<u>Bookkeeping Machines</u>		
Burroughs.	2	2
<u>Stenographic Machines</u>		
Dictaphone	1	1
<u>Others</u>		
Addressing Machines	2	
Check Protectors	3	5
Total		116

No Typewriters are not included in this table.

Table I should be read as follows: "Of the 64 employees answering this question, 23 employ office and sales writers recommended by someone."

The tabulated results of the methods used in the selection of hiring office and sales workers reveal that closer co-operation is needed between the business men and the schools, and there is a great need to acquaint them with the fact that the schools recommend only competent commerce workers.

It was found that the majority of the employers hire those workers who are recommended by someone and nearly as many more hire those seeking work. Since the school does not provide for the placing of their business graduates in the various business occupations, these graduates must seek work themselves. The data presented in Table X show that only 64 of the 90 businesses mentioned the method of hiring employees. Only one employer stated that he had no particular method of selecting his help.

TABLE X. METHODS OF SELECTING EMPLOYERS

Method	Frequency
Recommended by someone	28
Hire those seeking work	21
Application and other methods	5
School placement bureau	5
Employment bureau	2
Newspaper ads	2
No particular method	1
Total	64

Table X should be read as follows: "Of the 64 employers answering this question, 28 employ office and sales workers recommended by someone."

The Questionnaire Card for the Employee

The small number of questionnaire cards filled out by the office and sales workers make it impractical to construct tables from those received. Nevertheless, the seventy cards received, the fifty male and twenty female, enabled the writer to determine, in a small measure, some of the needs of the employees.

The ages of the male employees range from 17 to 27 years, and the ages of the female employees range from 18 to 22 years. The male employees seemed to be more willing to give the information concerning their ages than the female employees. The length of time employed ranged from six months to three years for the male employees and from one month to five years for the female.

The employees who filled out the cards stated that they had little use for shorthand and typing but the majority of them stated that they used the adding machines.

In answering the question "How many years of commercial training have you?", only two employees stated that they had a specific amount of commercial training but failed to mention the name of the subjects. Only four of the seventy employees stated that they had received additional training. English, shorthand, typewriting, and mathematics were the subjects named as the most helpful subjects in their work.

The employees were asked if they would return to high school for additional training in their work if provisions were made. All seventh answered in the affirmative. The time between graduation and employment ranged from one week to one year for both male and female employees.

There is evidence that students are employed shortly after leaving high school and secure jobs on their own initiative. The data presented also shows there is little justification for the large number of students who take shorthand and typewriting.

The desire to return to high school for additional training expressed by all employees shows that there is desire for further training. The employees stated that unless the high school offered this kind of training, they could not obtain it in any business school in Indianapolis. This statement seems to show that limited provisions for additional business training may be the cause of the small number who reported they had not received any advanced training.

The last question asked the employees was "Did the school help you get a job?" Two of the male employees stated that the school had helped them secure a job but the female employees stated that the school had not aided them in any way to secure work.

As presented, was offered to those students desiring to continue along with typewriting, bookkeeping, and shorthand. Grammar and spelling were discontinued as the time period available for training was limited. Revised English, as elective, is under the supervision of the English department. Although there is a demand for additional commercial and professional practice and required mathematics, there have never been sufficient data to justify these additions.

Table II shows the subjects now being offered in the commercial curriculum and the number of semesters each subject is offered.

CHAPTER IV

ANALYSIS OF THE PRESENT COMMERCIAL CURRICULUM

The Administration of the Commercial Curriculum

An analysis of the commercial curriculum of C. A. H. S. shows that eight different types of business subjects are offered to those enrolled in the commercial department. Typewriting, shorthand, bookkeeping, and penmanship and spelling are the oldest subjects included in the commercial curriculum; salesmanship, production, junior business training, business law, clerical training, and filing are the most recent, being added to the curriculum in the order listed above.

Business arithmetic, taught in the mathematics department and discontinued at present, was offered to those students majoring in commerce along with typewriting, bookkeeping, and shorthand. Penmanship and spelling were discontinued at the time junior business training was introduced. Business English, an elective, is under the supervision of the English department. Although there is a demand for additional commercial subjects--office practice and advanced salesmanship--there have never been sufficient data to justify these additions.

Table XI shows the subjects now being offered in the commercial curriculum and the number of semesters each subject is offered.

TABLE XI. BUSINESS SUBJECTS OFFERED IN THE COMMERCIAL CURRICULUM OF CRISPUS ATTUCKS HIGH SCHOOL

Subjects	Semesters
Bookkeeping	6
Typewriting	5
Shorthand	4
Production	3
Junior Business Training	2
Salesmanship	1
Business Law	1
Clerical Training	1

The above table should be read as follows: "Bookkeeping is offered in the commercial curriculum for six semesters, typewriting for five semesters," etc.

Majors and Minors

Two majors and two minors are required of all graduates. This means that each graduate must make six credits in a particular subject for a major and four credits for a minor. The majors and minors are set up in the various departments of the school by the administrators and are so grouped as to meet the requirements for special positions, the background for further study in specialized fields, and initial entry into the

various industries. Table XII is a list of commercial majors and minors constructed to meet the needs of those electing to use business training as a vocation.

TABLE XII. COMMERCIAL MAJORS AND MINORS-C. A. H. S.

Majors	Credits	Minors	Credits
Bookkeeping:		Bookkeeping:	
I. Bookkeeping I-VI	6	I. Bookkeeping I-IV	4
Business English (VIB)		Filing (Elective)	
II. Bookkeeping I-IV	4	II. Bookkeeping I-II	2
Salesmanship	1	Salesmanship	1
Business Law	1	Business Law	1
Business English (VIB)		Filing (Elective)	
Stenographic		Stenographic	
I. Shorthand I-IV	3	I. Typing I-II	1½
Typing I-IV	3	Shorthand	1½
Business English (VIB)		Sect. Tr. (Elect.)	1
Sect. Tr. (Elect.)			
II. Shorthand I-II	1½	II. Typing I-II	1½
Typing I-IV	3	Shorthand I-II	1½
Business Law	1	Business Law or	
Business English (VIB)		Salesmanship	1
Filing	½	Filing (Elective)	
General Clerical		General Clerical	
I. Bookkeeping I-II	2	I. Typing I-II	1½
Shorthand I-II	1½	Bookkeeping I-II	2
Typing I-II	1½	Salesmanship or Law	1
Business English (VIB)		Filing (Elective)	
Secretarial Training	1		
II. Bookkeeping I-II	2	II. Typing I-IV	3
Salesmanship	1	Clerical Training	1
Business Law	1		
Typing I-II	1½		
Business English (VIB)			
Filing	½		

Although Table XII shows more than six credits for a major and more than four credits for a minor, it should be understood that those subjects checked as electives are not required to complete a major or minor. Business English may be elected by commercial students in the place of the English VI. Credit for this subject is counted in the six credits of English required by the state as a major for graduation.

The Content of the Commercial Curriculum

The subjects considered as basic subjects in the commercial curriculum are shorthand, typing, and bookkeeping which are also called the "skill" subjects.

The subjects of the commercial curriculum may be broken down in order to clarify the various names under which the various courses may be listed:

Bookkeeping includes courses in cost accounting and social security which is commonly called bookkeeping V and VI.

Shorthand also includes courses known as stenography, transcription, and secretarial practice. Stenography is used interchangeably with shorthand, while transcription consists of rapid reading from shorthand notes and the latter, of rapid dictation and typing from shorthand notes or from machine recordings such as the Ediphone.

Salesmanship may be divided into courses known as "Retail Selling," "Consumer Education," and "Store Practice."

Secretarial Training, also called office practice, includes machine operation, filing and general clerical training.

Typewriting is divided into three classes, beginning or elementary, intermediate, and advanced.

Production, a related course in typewriting, is designed for the primary purpose of integrating typewriting with all other departmental courses.

All subjects offered in the commercial curriculum, their content and the credit given in each, are as follows:

JUNIOR BUSINESS TRAINING I-9B:--Exploratory course. Open to 9B students only. Prepare for junior office positions and as a basis for senior commercial work. Entering the business world, travel, transportation, banking, filing, keeping records, insurance, junior positions such as, mail, payroll, file, stock and sales clerks, messengers, and office boys. One credit.

JUNIOR BUS. TR. II-9A:--A continuation of Jr. Bus. Training I. One credit.

SHORTHAND I-10B:--This course is not open to 9th grade students. Shorthand must be accompanied by typewriting unless the student has already received credit in typing. To receive credit, the attainment must be followed: 50 words per minute--exactly as dictated. Three-fourth credit.

SHORTHAND II-10A:--A continuation of Shorthand I. Dictation of simple business letters and non-technical business matter, transcribing letters and articles from special texts. To receive credit, the attainment must be as follows: 80 words per minute--exactly as dictated. Three-fourth credit.

SHORTHAND III-11B:--Review of the principles learned in Shorthand I-II with timed dictation covering these principles, rapid dictation, and transcription. Special attention given to spelling and vocabulary building covering various fields of occupations. Speed 100 words per minute. Three-fourth credit.

SHORTHAND IV-11A:--Secretarial dictation, reporting for Commercial Club, auditorium exercises, serving as secretary to principal and faculty, taking speeches and lectures. Speed requirement 100 words per minute on new matter. Three-fourth credit.

TYPING I-10B:-- Not open to ninth grade students. Keyboard, parts of machine, development of muscular co-ordination of hands and fingers, arrangement and appearance of simple business letters. Required speed 25 to 35 net words per minute. No credit will be given unless followed by Typing II. Three-fourth credit.

TYPING II-10A:--Continuation of Typing I. Business letters, tabulations, arrangement of such business forms as bills, bank and financial statements, specifications, and legal papers. Three-fourth credit.

TYPING III-11B:--Review of letter arrangement, tabulating, typing of manuscripts, cutting stencils, use of mimeograph, etc. Speed required 50-60 net words per minute. Workbook of printed forms. Three-fourth credit.

TYPING IV-11A:--Arrangement problems in billing, financial statements, and legal papers. Compiling material in book form as projects. Workbook of printed forms used. Speed 50-70 words per minute. Three-fourth credit. office skills such as handling mail, telephone calls, etc.

One semester course. One credit.

BOOKKEEPING V-12B:--Cost Accounting, Manufacturing Accounts, Manufacturing Statements, Manufacturing Processes and methods of keeping records, Expense allocations and distributions. Bank Accounting may be substituted for Cost Accounting. One credit.

BOOKKEEPING VI-12A:--Intensive courses in Social Security projects, co-ordinated with actual experience in this field. One credit.

BUSINESS LAW-12B and 12A:--Open to first and second semester seniors only or by special permission to post graduates. Negotiable instruments, actual use and practice of legal forms as making up deeds, leases, wills, etc. Visits to court, law offices, abstractor's office, mock trials, debates, open forum with local lawyers presiding etc. One semester course. One credit.

SALESMANSHIP-11A, 12B, and 12A:--Open to second semester juniors, first and second semester seniors. Salesman's personality; physical, mental, and moral qualities; ability to reason; buying motives; securing prospects; securing interviews; attracting attention; creating interest and desire; demonstrations selling through suggestion; service and ethics of selling. Actual selling of some commodity by each student, talks by business men, and participating in the selling of tickets for school project. One semester course. One credit.

CLERICAL TRAINING-11B, 11A, 12B, and 12A:--Units covering the various systems of filing, increased skill in the manipulation of office machines, mimeographing, transcription, application of bookkeeping knowledge to practical office procedure, and the development of additional office skills such as handling mail, telephone calls, etc. One semester course. One credit.

TYPING V-12B:--General clerical work on school paper, club paper etc. Supplementary material according to kind of position selected, such as "Legal Practice" for those who intend to seek work with a law firm. Three-fourth credit.

PRODUCTION-12A:--Prerequisite--one year of shorthand and typing or their equivalent. General office work for administrators, clubs, faculty, and school office. Outside work by special permission. One semester course. One-half credit.

BOOKKEEPING I-10B:--Open to students above the ninth grade. This course must be followed by Bookkeeping II before credit is given. General emphasis on the Bookkeeping Cycle and the form statements as aids to business management. Personal, social, and vocational phases stresses. One credit.

BOOKKEEPING II-10A:--Continuation of Bookkeeping I. General emphasis on business papers and their uses. Extraneous Profit and Loss, Fixed Assets, Depreciation reserves, Accruals and deferred items. Practice set required. One credit.

BOOKKEEPING III-11B:--Controlling Accounts, Consignments, Petty Cash, Columnar Journals. Practice set required. One credit.

BOOKKEEPING IV-11A:--Corporate Organization, Corporate Records, Stocks, Bonds, Intangible Assets, The Voucher System, Sinking Funds and Reserves, General practice in handling transactions and accounts peculiar to Corporations. One credit.

after this school year. This course is waning in popularity because

The Comparative Enrollment of Commercial Students, 1935-1940

One of the problems which the students encounter when selecting majors and minors is the taking of subjects in their sequential order. Conflicts with required subjects for graduation, over-crowded classes, and limited facilities are the major obstacles. This is especially true in the typewriting classes and the more advanced courses such as law, salesmanship, advanced bookkeeping, and advanced stenography. Students enrolled in the beginning typewriting classes may be required to wait two semesters before taking the second semester of typewriting.

The Table XIII shows how these subjects fluctuate in numbers from year to year. The data were secured from the promotion rolls for a period of five years, September 1935 to June 1940. The subjects in which the boys show the greatest interest are:

Junior Business Training

Typewriting

Business Law

Salesmanship

There has also been a decided increase in the enrollment of boys in the bookkeeping classes in the past five years, the largest enrollment occurring in the school year, 1939-1940. This has been largely due to the guidance toward civil service examinations.

The peak enrollment of Junior Business Tr. occurs during the school year of 1937-1938. There is a steady decline in the enrollment after this school year. This course is waning in popularity because

of the change in content and orientation value. There is also seen a considerable drop in the enrollment in shorthand during the school year of 1936-1937, but a small increase during the school year 1937-1938. The peak enrollment in this subject, during the five year period, is in 1938-1939 which has stayed the same for the present year, 1939-1940. The first year typing classes show the largest enrollment than in any of the other business subjects, but there is greater fluctuation in the enrollment of the typewriting classes. It was found that this was due to the placement of the classes during the school day.

The most noticeable increase in the typing classes is seen in the second year typing classes. There has been a steady increase during each succeeding school year in both the first and second semester classes.

Secretarial training shows an increased enrollment of girls, but a decrease enrollment of boys.

Filing, which has recently been added to the curriculum, has shown a steady increase in enrollment. Shorthand, that is the beginning or first year of shorthand, has stayed around the same enrollment for the past two years and the enrollment in the advanced classes of shorthand has been the same.

The enrollment in the business law class has increased fifty per cent in the year 1939-1940 because it is a one semester course and students are not required to major in commerce in order to take business law. The only requirement is that the student be a first or second year senior.

TABLE XIII. COMPARATIVE ENROLLMENT IN COMMERCIAL

Girls, Total of 100, were enrolled in

TABLE XIII. COMPARATIVE ENROLLMENT IN COMMERCIAL SUBJECTS FOR THE PERIOD
OF 1935-1936 TO 1939-1940

SUBJECTS	1935-1936			1936-1937			1937-1938			1938-1939			1939-1940		
	Boys	Girls	Totals	Boys	Girls	Totals	Boys	Girls	Totals	Boys	Girls	Totals	Boys	Girls	Totals
Jr. Bus. I	27	59	86	22	76	98	30	77	107	28	66	94	24	64	88
" II	20	71	91	26	55	81	30	73	103	20	69	89	16	43	59
Shorthand I	12	86	98	8	50	58	3	68	71	3	113	116	12	94	116
" II	5	50	55	2	34	36	2	34	36	--	56	56	1	56	57
" III	--	7	7	1	15	16	1	8	9	--	12	12	--	12	12
" IV	--	--	--	6	55	61	1	8	9	--	6	6	--	12	12
Typing I	30	158	188	24	151	174	34	191	225	46	243	289	50	192	242
" II	18	136	154	22	85	107	21	147	168	32	181	213	36	168	204
" III	4	40	44	2	41	43	2	43	44	5	64	69	12	74	86
" IV	2	18	20	3	26	29	4	29	33	2	43	45	7	43	50
" V	--	1	1	--	--	--	--	--	--	--	--	--	--	--	--

Sect. Tr. This table should be read as follows: "During the school year 1935-1936, 27 boys and 59 girls, a total of 86 were enrolled in Junior Business I; 1936-1937, 22 boys and 76 girls, a total of 98, were enrolled in Junior business I; 1937-1938, 30 boys and 70 girls, a total of 100, were enrolled in Junior Business I; 1938-1939, 28 boys and 66 girls, a total of 94, were

TABLE XIII. COMPARATIVE ENROLLMENT IN COMMERCIAL SUBJECTS FOR THE PERIOD
OF 1935-1936 TO 1939-1940 (CONTINUED)

SUBJECTS	1935-1936			1936-1937			1937-1938			1938-1939			1939-1940		
	Boys	Girls	Totals	Boys	Girls	Totals	Boys	Girls	Totals	Boys	Girls	Totals	Boys	Girls	Totals
Bookkeeping I	7	36	43	12	48	60	15	38	43	21	53	74	23	43	66
" II	2	17	19	9	27	36	11	27	38	12	37	49	24	16	40
" III	--	8	8	2	11	13	3	5	8	--	4	4	2	3	5
" IV	1	3	4	--	5	5	3	6	9	2	2	4	4	1	5
" V	--	1	1	--	1	1	1	1	2	--	1	1	1	7	8
" VI	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Law I	14	39	53	19	28	47	16	17	33	20	29	49	25	37	62
Salesman- ship I	19	45	64	17	44	61	8	37	45	14	42	56	18	28	46
Production I	1	10	11	1	21	22	1	5	6	--	21	21	10	17	27
" II	--	--	--	--	6	6	--	--	--	--	1	1	--	--	--
" III	--	--	--	--	1	1	--	--	--	--	--	--	--	--	--
Filing I	--	--	--	--	--	--	--	--	--	--	9	9	1	10	11
Sect. Tr. I	--	--	--	--	--	--	--	--	--	7	25	32	4	30	34

enrolled in Junior Business I; and 1939-1940, 24 boys and 64 girls, a total of 88, are enrolled in Junior Business I."

This chapter has dealt specifically with present commercial curriculum and has been analyzed in detail in order to show the amount of training offered, the subjects offered, and the groups of subjects that constitute the majors and minors. The content of each subject has been given for the purpose of showing the units of work given in each subject in order to prepare the reader for Chapter V which is the discussion of a list of criteria for the evaluation of the present commercial curriculum.

and presented in Chapter III revealed that some large concerns which are engaged in retail type of business, general stores, sales stores, and others had the list of these concerns, the total number employed in each compared with the number of students enrolled in the commercial department each year and the number who complete before its completion.

The commercial education of any city is always an individual problem. The Industries and Businesses control, to a certain extent, the kind of business positions for which the schools should train the potential workers but there is a tendency on the part of the commercial departments to offer out-and-out programs, similar to those of other cities. There is also a tendency to hold all students to a certain vocational standard and for those who show the ability to perform the work and meet these standards.

CHAPTER V

CRITERIA FOR THE EVALUATION OF THE PRESENT COMMERCIAL EDUCATION CURRICULUM FOR NEGROES

The data gathered from the survey of occupational opportunities and presented in Chapter III revealed that more Negro commerce workers are employed in retail type of business. General clerks, sales clerks, and salesmen head the list of these workers. Yet, the total number employed is small compared with the number of students enrolled in the commercial department each year and the number who complete majors in commerce.

The commercial curriculum of any city is always an individual problem. The industries and businesses control, to a certain extent, the kind of business positions for which the schools should train the potential workers but there is a tendency on the part of the commercial departments to offer cut-and-dried programs, patterned after some other city. There is also a tendency to hold all students to a certain vocational standard set for those who show the ability to pursue the work and meet those standards.

In order to get a perspective of this kind of commercial curriculum, it was felt that a list of criteria should be constructed and

Should the aim of the commercial curriculum be solely constructed to meet the vocational needs of the students? Should the individual who wishes to secure a general background for intelligently carrying on practical everyday business transactions be required to take the same subjects and attain the same standards as those who prefer to become commerce workers? What, then, should the commercial-education program include?

These and many more questions may arise when constructing a curriculum or if reorganization of the existing curriculum is anticipated. Teachers and administrators often disagree on the standards to be met as well as the various subjects to be offered and the types of students who should be allowed to pursue the course. There is evidence of this in the comments made by those educators who rated the criteria sent them for the purpose of evaluating the commercial education program.

Interpretation of the Criteria

The traditional curriculum, devised for the purpose of proficiency in the skill subjects only, is passe because of the complexity of business organization which calls for a larger personnel and increased responsibilities. Since approximately one-fourth of the graduates attend institutions of higher learning, it becomes necessary for the high school to have a program that will attempt to meet their immediate needs.

In order to get a perspective of this kind of commercial curriculum, it was felt that a list of criteria should be constructed and

presented to experienced educators in the field of commerce for rating as to the importance of each criterion. The criteria were selected from the list of twenty-one criteria constructed by Miss Helen Reynolds.¹

This was done, and twenty of the twenty-five educators to whom the list of seventeen criteria were sent, returned them. The lists which were returned were carefully analyzed and the results tabulated. The interpretation, the tabulated ratings, and comments of each criterion are as follows:

Criterion (1):--The question implied in this criterion is "Should every state in providing a complete education for its citizens include both vocational and non-vocational education?" This question is partly answered by the seven cardinal principles of education, especially those of "citizenship, worth leisure time, and home membership".

The question also arises "What is a complete education?" A complete education, interpreted by the writer from the many publications on education and including business training, is "training in some occupation in which the individual can be happily employed, citizenship, a general knowledge of the fundamentals of arithmetic, reading, and English, and healthful living--according to the ability of the individual".

It is then reasonable to conclude, that public education must provide for every individual (according to his ability) education for occupational experience and education for non-vocational, personal experience if it is to be consistent in carrying out the seven cardinal principles of education.

¹Haynes and Humphrey, loc. cit., p. 12

TABLE XIV. RANKING OF CRITERION I

Rating Scale	Frequency of Rating	Per Cent of Rating Group
1	6	54.55
2	-	-
3	1	9.09
4	-	-
5	1	9.09
6	-	-
7	1	9.09
8	1	9.09
9	1	9.09
10	-	-
11	-	-
12	-	-
13	-	-
14	-	-
15	-	-
16	-	-
17	-	-
Total ratings	11	100.
Answered but not rated	9	
No answer	5	
Mean rating	3.4	

This table should be read as follows: "Criterion I was ranked by first by 6 or 54.55 per cent of the educators ranked this criterion."

According to the data presented in Table XIV, criterion one seems to be the most important of the seventeen criteria for the evaluation of the business curriculum. Six or 54.55 per cent of the eleven educators who ranked this criterion, gave it a ranking of one. It is not ranked lower than ninth on the rating scale. On the other hand, it

Comments:--Criterion one was said to be too general to classify with the other restatements and that it was not related to business-education except as a broad conception of all education. It was also stated that criterion one should include social experience and business education.

Criterion (2):--Considering the statement made in criterion one, should business subjects such as bookkeeping and typewriting be taught for their vocational use only? If the vocational view is taken, should the primary criterion in judging the material be its business usage? The aims of the traditional commercial program was to measure the content of subjects by its business usage, therefore, an over-emphasis on the skill subjects. A skill-training program should include material for the development of personality traits, social attitudes and civic leadership. It seems, then, that the primary criterion in judging any material is not only its business usage but its social and civic usage as well.

Table XV shows that there were two more educators who ranked criterion two than those who ranked criterion one. The data presented in this table also shows that there is a wide difference in opinion as to the value of this criterion in the evaluation of the business education curriculum. Of the thirteen who ranked criterion two, 23.08 per cent of them ranked it first and 30.78 per cent ranked it as sixteenth on the rating scale. Seven of the twenty educators who returned the criteria commented but did not rank the criterion.

Comments:--Restatement two was thought to be short-sighted view-point of business education, and too narrow, but on the other hand, it

was all right "if" the material was of a vocational nature. It was emphasized that business usage must be general as well as technical.

TABLE XV. RANKING OF CRITERION II

Rating Scale	Frequency of Rating	Per Cent of Rating Group
1	3	23.08
2	1	7.69
3	1	7.69
4	-	-
5	-	-
6	-	-
7	-	-
8	1	7.69
9	-	-
10	1	7.69
11	1	7.69
12	-	-
13	-	-
14	-	-
15	-	-
16	4	30.78
17	1	7.69

Total ratings 13 100.

Answered but not rated 7

No answer 5

Mean rating 9.07

This table should be read as follows: "Criterion II was ranked first by 3 or 23.08 per cent of the 13 educators who ranked this criterion."

Criterion (3):--The consuming and purchasing of food, the buying or renting of a home, and the buying of clothing are phases of living that cannot be ignored by an individual whether a professional or

common laborer. It is to these phases of living that business education makes its distinct contribution. Since all students are potential home makers, income must be protected and wisely spent if they are to provide for the family, education, recreation and protection against the risk of fire, illness, old age, etc. of the family.

Table XVI shows that three-fourths of the twenty educators who returned the list of criteria ranked criterion three. According to the data presented in this table, there is evidence that the educators were not in accord as to the importance of this criterion. Eight of the fifteen who ranked criterion three ranked it in the upper half of the rating scale and seven ranked it in the lower half of the rating scale.

Comments:--The comments made concerning restatement number three by the five educators who commented were similar in meaning.

These five educators agreed that this was important but with reservation. It was stated that practically all individuals will be consumers even though some may never be wage earners, at least not regularly, but that this phase of training will get sufficient emphasis in other connections. The statement was thought to be good in as much as the part business-education can play in the task of giving all high school students needed economic understandings. Other comments were that general education that does not include some business education is unsound, and that the wage earner must know how to manage his personal finances or his education is not complete.

Criterion (4):--The question implied in this criterion is "Should education for business, either of a vocational or non-vocational kind,

be essentially based on economic principles used as a means to systematize and evaluate such business experiences?" Because of the small number of students who attend higher institutions to further their business or general education, it seems that the high school should provide, through education for business, to develop a sound understanding of economic principles and their application in the every day affairs of life both vocational and non-vocational.

TABLE XVI. RANKING OF CRITERION III

Rating Scale	Frequency of Rating	Per Cent of Rating Group
1	3	20.00
2	3	20.00
3	1	6.67
4	1	6.67
5	0	0
6	0	0
7	0	0
8	0	0
9	1	6.67
10	1	6.67
11	1	6.67
12	0	0
13	1	6.67
14	0	13.33
15	2	6.67
16	1	0
17	0	0
Total rating	15	100.00
Answered but not rated	5	
No answer	5	
Mean rating	7	

The foregoing table should be read as follows: "Criterion III was ranked first by 3 or 20 per cent of the 15 educators who ranked this Criterion".

The data in Table XVII shows that the educators were more in agreement as to the importance of criterion four than on any of the other criteria ranked. Twelve of the fifty educators ranked this criterion no lower than sixth on the rating scale.

TABLE XVII. RANKING OF CRITERION IV

Rating Scale	Frequency of Rating	Per Cent of Rating Group
1	3	20.00
2	2	13.33
3	1	6.67
4	3	20.00
5	1	6.67
6	2	13.33
7	0	0
8	0	0
9	1	6.67
10	0	0
11	0	0
12	1	6.67
13	0	0
14	0	0
15	0	0
16	1	6.67
17	0	0
Total ratings	15	100.
Answered but not rated	5	
No answer	5	
Mean rating	5.6	

The foregoing table should be read as follows: "Criterion IV was ranked first by 3 or 20 per cent of the 15 educators who ranked this criterion."

Comments:--Restatement four was held as being a good statement but it does not include the necessary emphasis on training for high school graduates. It was also criticized on the basis that it was difficult to do since it is a matter of growth and takes time. Cooperative training or apprenticeship were suggested as two facilities which should provide for the development of the understanding of economic principles. The general opinion of those commenting was that the statement was good.

Criterion (5):--The personal-use phase of business education has been questioned by the ardent adherers of business training for vocational use only. Many question the specific use of shorthand especially in non-vocational situations but advocate typewriting to a certain degree. The question implied in this criterion is as follows: "Is it practical to provide short unit courses for those desiring these skill subjects for personal-use and should the courses be intensive and given as near as possible to graduation or the need for such skill?" Table XVIII shows the results of the ranking of Criterion V.

Comments:--Nine of those who returned the list of criteria commented on restatement five. Most of the criticism was directed against providing short unit courses in shorthand. It was stated that shorthand is not a short unit course and should be excluded as a personal-use subject.

In contrast to the criticism of shorthand, typewriting was thought

to be all right. The restatement, as a whole, was thought to be fundamentally sound, a good theory, but not a good practical philosophy. Yet, one educator commented, it is not so easy to do this in a faculty already burdened with heavy schedules and that business education classes should not open its doors to everybody. The question was asked "How do you know when the need will arise?" One educator seemed to partly answer this when he said "Excellent for pupils preparing for college." It was also stated that all first year or beginning typewriting should be based on personal-use.

TABLE XVIII. RANKING OF CRITERION V

Rating Scale	Frequency of Rating	Per Cent of Rating Group
1	1	6.67
2	1	6.67
3	0	0
4	1	6.67
5	3	20.00
6	1	6.67
7	0	0
8	0	0
9	0	0
10	1	6.67
11	0	0
12	1	6.67
13	1	6.67
14	1	6.67
15	2	13.33
16	2	13.33
17	0	0
Total rating	15	100.
Answered but not rated	5	
No answer	5	
Mean rating	9.2	

The foregoing table should be read as follows: "Criterion V was ranked first by 1 or 6.67 per cent of the 15 educators who ranked this criterion."

Table XVIII shows that criterion five was ranked farther down on the rating scale by a larger number of educators than any of the other criteria. The largest number of the fifteen educators ranked it as fifth in importance. Fifty per cent ranked it on the upper half of the rating scale and fifty per cent ranked it on the lower half of the scale.

Criterion (6):--The questions implied in this criterion are "Should the vocational business curriculum provide training for the kinds of business in the community into which the high school graduates go? Should the standards of achievement in vocational business education curriculum be the same as the standards for employment in the jobs for which these curricula prepares?" It seems that the primary responsibility for those who construct the business curriculum is to consider the needs of local communities. In doing so, vocational business education courses can be so planned and administered as to enable the graduates of such courses to meet the employment demands of the community to be served.

Comments:--The fact that graduates must fit into almost any situation and await opportunity to show the skill they may have was brought out in the comments on criterion six. It was also stated that adaptation of the courses to employment demands should be the major guiding principle, therefore, important. The strongest point brought out was that "No commercial course in high school is justified unless it is with a vocational aim and prepares the pupils for positions available

in his home community."

TABLE XIX. RANKING OF CRITERION VI

Rating Scale	Frequency of Rating	Per Cent of Rating Group
1	5	33.33
2	2	13.33
3	0	0
4	0	0
5	1	6.67
6	1	6.67
7	0	0
8	2	13.33
9	0	0
10	2	13.33
11	2	13.33
12	0	0
13	0	0
14	0	0
15	0	0
16	0	0
17	0	0
Total rating	15	100.
Answered but not rated	5	
No answer	5	
Mean rating	4.5	

This table should be read as follows: "Criterion VI was ranked first by 5 or 33.33 per cent of the 15 educators who ranked this criterion."

According to Table XIX, criterion six is considered important in the evaluation of the curriculum. Five of the fifteen who rated it ranked it first on the rating scale and all fifteen ratings were in the upper two-thirds of the rating scale.

Criterion (7):--The question implied in this criterion is "Do the service fields need to be further analyzed to determine what specific information is needed and what duties must be performed in the specific occupations within these fields?" The trend in curriculum construction is to provide for the various branches of an occupation by dividing the curriculum into two, three, or four divisions, such as general, stenographic, merchandising, and bookkeeping. Various courses are also provided for training in these specific branches of occupations such as secretarial training and office practice in which machine operation, filing, and secretarial activities are stressed. Therefore, as far as possible the fields of service should be broken down into their component parts so that the technical skills may be made the basis of suitable instructions, study, and practice.

Comments:--The comments on restatement seven seem to be in accord with the suggestion of breaking down the fields of service into their component parts. It was suggested that different types of courses will provide the learning of skills, for example, a four-way curriculum--secretarial, clerical, accounting, and merchandising. Also, the schools cannot go too far in breaking down these fields since there is need to train students for families of occupations. The survey mentioned in restatement 13, if carried to a satisfactory conclusion, will require that this be done. It was also suggested that this should be done even though it is necessary to tie up the school work to some part-time outside work and that those who train commercial workers should get "Laboratory-minded" as well as emphasize case methods.

Table XX reveals that criterion seven is not very important in

the evaluation of the commercial education curriculum because eleven of the twelve who ranked this criterion ranked it below nine on the rating scale. The comments made on criterion seven show the opposite from that evidenced by the data in Table XX.

TABLE XX. RANKING OF CRITERION VII

Rating Scale	Frequency of Rating	Per Cent of Rating Group
1	0	0
2	0	0
3	0	0
4	0	0
5	0	0
6	0	0
7	1	8.33
8	0	0
9	0	0
10	1	8.33
11	1	8.33
12	2	16.67
13	2	16.67
14	2	16.67
15	2	16.67
16	0	0
17	1	8.33
Total rating	12	100.
Answered but not rated	8	
No answer	5	
Mean rating	12.75	

This table should be read as follows: "Criterion VII was not ranked as first by any of the 12 educators who ranked this criterion." set-up of that particular business. There should be a background upon which to build these experiences. As stated in criterion eight,

Criterion (8):--The question implied in criterion eight is "Does proficiency in occupational skills equip the high school graduate with the ability to adjust himself successfully to all conditions of employment and to know how to get along with employers and fellow workers?" As stated in criterion number two, personality traits and qualities should provide the individual with that kind of knowledge so that he may maintain the right relationship toward his fellow workers.

The technical skills are only the basis for training and must be recognized as one of the most important phases of business training but job intelligence is almost equal in importance.

The data presented in Table XXI shows that the degree of importance of criterion eight seems doubtful. It was ranked from second down to thirteenth on the rating scale with the exception of ninth and eleventh places.

Comments:--The need for attention to the development of job intelligence as brought out in restatement eight and was said to be the most important, following vocational skills. Emphasis was placed on the truth of the principle implied in criterion eight although it was a matter of growth. No other comments were made.

Criterion (9):--"Does proficiency in occupational skills provide pupils with an understanding of the broad principles of business that are basic in all fields of business?" is the question implied in criterion nine. Most all businesses have special training or a standard procedure for all new employees in order to acquaint them with the set-up of that particular business. There should be a background upon which to build these experiences. As stated in criterion eight,

proficiency in skills is only one phase of business training and such basic principles of business common to all types of business as organization, personnel, business ethics, etc., should be understood by those who intend to hold any type of business positions.

TABLE XXI. RANKING OF CRITERION VIII

Rating Scale	Frequency of Rating	Per Cent of Rating Group
1	0	0
2	4	23.54
3	1	5.88
4	1	5.88
5	1	5.88
6	1	5.88
7	1	5.88
8	3	17.65
9	0	0
10	1	5.88
11	0	0
12	1	5.88
13	3	17.65
14	0	0
15	0	0
16	0	0
17	0	0
Total ratings	17	100.
Answered but not rated	3	
No answer	5	
Mean rating	6.9	

This table should be read as follows: "Criterion VIII was not ranked as first by any of the 17 educators who ranked this criterion."

Table XXII shows that the fourteen who rated criterion nine were of different opinions as to its importance. In only three instances have any two of the fourteen agreed upon the same ranking.

TABLE XXII. RANKING OF CRITERION IX

Rating Scale	Frequency of Rating	Per Cent of Rating Group
1	1	7.14
2	1	7.14
3	1	7.14
4	0	0
5	1	7.14
6	2	14.28
7	1	7.14
8	2	14.28
9	0	0
10	1	7.14
11	1	7.14
12	1	7.14
13	0	0
14	2	14.28
15	0	0
16	0	0
17	0	0
Total ratings	14	100.
Answered but not rated	7	
No answer	5	
Mean rating	7.6	

This table should be read as follows: "Criterion IX was ranked first by 1 or 7.14 per cent of the 14 educators who ranked this criterion."

business experience. The importance of this statement was acknowledged, but it was expressed that this phase of training may fall to

Comments:--The need to understand the basic principles of business common to all types of business occupations as implied in restatement nine was said to be true and a vital need, if they can be identified. It was also suggested that proper emphasis be placed on the principles, and that restatement ten, which concerns the development of a better understanding of the foundation of our economic order, should be included with this and both developed along with restatement twelve which is concerned with the development of the business curriculum in the light of the business needs of the community in which the graduate may live.

Criterion (10):--The question implied in criterion ten is "Should the schools enable the student to develop an understanding of such things as the responsibility of employers to labor and labor to employers, old age, unemployment and disability insurance, child labor, etc.?" Since one of the major aims of education is to train for good citizenship, it seems that the business education curriculum should develop in students a better understanding of the foundations of our economic order. Table XXIII shows the results of the ranking of Criterion X.

Comments:--Restatement ten seemed to be confused with restatement three which was concerned with the distinct contribution that business education makes to the general education of everyone in making wise use of income, etc., and restatement four, which was concerned with the economic principles as a means of systematizing and evaluating business experiences. The importance of this statement was acknowledged, but it was expressed that this phase of training may fall to

the social studies department. The majority of the educators avoided commenting on this particular criterion.

Table XXIII shows that ten of the thirteen educators acknowledged the importance of criterion ten by ranking it in the upper half of the rating scale. Only three ranked it in the lower quarter of the scale.

TABLE XXIII. RANKING OF CRITERION X

Rating Scale	Frequency of Rating	Per Cent of Rating Group
1	0	0
2	2	15.39
3	1	7.69
4	2	15.39
5	2	15.39
6	0	0
7	1	7.69
8	1	7.69
9	0	0
10	0	0
11	0	0
12	0	0
13	0	0
14	2	15.39
15	1	7.69
16	0	0
17	0	0
Total ratings	13	100.
Answered but not rated	7	
No answer	5	
Mean rating	7.5	

This table should be read as follows: "Criterion X was not ranked first by any of the 13 educators who ranked this criterion."

The importance of this criterion is small but should contribute to the

Criterion (11):--"Should there be a clear recognition of the fact that those who are selected by one process of elimination or another must possess special aptitudes, interests, and abilities and those who do not should be denied admittance into the course for advanced training?" is the question implied in criterion eleven. Many states have laws which do not permit the schools to deny students admittance into any courses which they care to enroll but in view of the fact that the saving of money on the part of the state, avoiding heartaches and disappointments on the part of the students, and adding burdens to those who train them, it is reasonable to suggest that some plan of elimination is justified.

Special courses should be provided for those students who enroll in the commercial subjects but whose ability does not permit them to reach the goals set up by the administrators for vocational purposes. With careful guidance, these students may be steered into courses which may prove more valuable. In addition to these students, there are students whose interests are not in securing business positions or for personal-use, but just for the credit given.

It seems reasonable to say that after the initial year of business training, those whose abilities, interests, and aptitudes warrant a second year of training should be permitted to continue under vocational training programs of study.

Table XXIV shows that the fourteen educators were widely divided as to the importance of criterion eleven. The ranking is well distributed on the scale from one to fourteen. There is evidence that the importance of this criterion is small but should contribute to the

evaluation of the commercial education curriculum.

TABLE XXIV. RANKING OF CRITERION XI

Rating Scale	Frequency of Rating	Per Cent of Rating Group
1	1	7.14
2	2	14.29
3	2	14.29
4	1	7.14
5	3	21.42
6	0	0
7	0	0
8	0	0
9	1	7.14
10	0	0
11	2	14.29
12	1	7.14
13	0	0
14	1	7.14
15	0	0
16	0	0
17	0	0

Total ratings would be developed 14 the light of the basis 100.

Answered but not rated 5 also equip the students to meet

No answer of employers in other 5 committee in which they may live 10

Mean rating in of education is 6.2 into consideration. Table XIV

This table should be read as follows: "Criterion XI was ranked first by 1 or 7.14 per cent of the 14 educators who ranked this criterion."

Comments:--The most severe criticism of restatement eleven was that the principle implied was purely theory and the whole subject (selection, placement, and follow-up) has been talked to death with little result. On the other hand, it was suggested that selection

was good and that placement and follow-up are helpful in getting a check on the efficiency of the business training program but are not as essential in the sense as that of selection. A suggestion was made that placement and follow-up might be done, however, by agencies outside the high school, such as government employment agencies. Evidence of practicability is a most significant "acid test" particularly where public moneys are depended upon for continued support of a program.

Criterion (12):--The question implied in criterion twelve is "If certain requirements for employing typists or stenographers in a given community are known, such as typing a certain number of words per minute or taking dictation at the rate of so many words per minute, should the graduation standards of the school parallel these employment standards?" This criterion is based upon the assumption that the needs of the immediate community are known. Due to the gregariousness of youth, it seems logical that a satisfactory business curriculum should be developed in the light of the business needs in the immediate community and should also equip the students to meet the needs of employers in other communities in which they may live if the broad aim of education is taken into consideration. Table XXV shows the results of the ranking of Criterion XII.

Comments:--There were few comments made on restatement twelve. The most outstanding comment was that the statement will be fulfilled if restatement nine, which is concerned with developing in students an understanding of basic principles of business common to all types of business occupations, and restatement ten, which is concerned with the understanding of the foundations of the economic order, are included.

There was also a suggestion that this may be done "if it is known that the graduates work in other communities, but is best determined by follow-up."

The data presented in Table XXV shows considerable attention was paid to criterion twelve. There is evidence that the importance of this criterion should be considered by the ranking given it. Twelve of the sixteen educators ranked it in the upper three-fourths of the rating scale.

TABLE XXV. RANKING OF CRITERION XII

Rating Scale	Frequency of Rating	Per Cent of Rating Group
1	1	6.25
2	0	0
3	2	12.50
4	0	0
5	1	6.25
6	2	12.50
7	2	12.50
8	1	6.25
9	3	18.75
10	0	0
11	2	12.50
12	1	6.25
13	0	0
14	1	6.25
15	0	0
16	0	0
17	0	0
Total ratings	16	100.
Answered but not rated	4	
No answer	5	
Mean rating	7.6	

The foregoing table should be read as follows: "Criterion XII was ranked first by 1 or 6.25 per cent of the 16 educators who ranked this criterion."

Criterion (13):--"Should the business education curriculum be constructed by the school, working with the business workers of the community?" is the question implied in criterion thirteen. It is necessary that employers cooperate with the school by making known their needs. Not only should there be close cooperation between employers and the schools but the school and employees. A follow-up system should be developed to determine the training most useful to those holding the positions. It seems that the business-education curriculum can best be adjusted to meet the needs of the community through the enlightened cooperation of the business workers and the educational workers of that community. Table XXVI shows the results of the ranking of Criteria XIII.

Comments:--Restatement thirteen, which is concerned with the adjustment of the curriculum to meet the needs of the community, seems to be of vast importance in the revision or evaluation of the business-education curriculum. Although there seems to be some optimism on the part of a few in getting the cooperation of the employers, those who commented suggested seeking this cooperation. Some of the comments made were as follows: "Simply add the employers and you will have the stage set for a thorough survey of occupational opportunities that must of necessity precede any curriculum revision," and "Don't expect much help from business," and "If you can get complete cooperation." One commented that it was a fine ideal, but

difficult of anything like satisfactory attainment--good, however, to make a beginning in this direction. A very good suggestion was made concerning the cooperative plan of training by introducing a two-weeks-out and two-weeks-in school training. It was said to be of help in placement and in keeping the curricula up-to-date.

TABLE XXVI. RANKING OF CRITERION XIII

Rating Scale	Frequency of Rating	Per Cent of Rating Group
1	0	0
2	1	5.88
3	0	0
4	6	35.29
5	1	5.88
6	2	11.76
7	0	0
8	1	5.88
9	1	5.88
10	3	17.65
11	0	0
12	1	5.88
13	0	0
14	0	0
15	1	5.88
16	0	0
17	0	0
Total ratings	17	100.
Answered but not rated	3	
No answer	5	
Mean rating	6.9	

guidance is desirable setting. It was also stated that if the parents desire their children to change the business course, they must take

The foregoing table should be read as follows: "Criterion XIII was not ranked as first by any of the 17 educators who ranked this criterion."

Table XXVI shows that criterion thirteen is ranked as the third most important criterion. Six of the seventeen educators ranked it as third, with the other nine ranking it on the upper half of the rating scale.

Criterion (14):--The question implied in criterion fourteen is "Should the business curriculum in the high school continue to prepare a large number of persons for a particular type of position when relatively few such positions are open to the employment community?" It is not enough to construct the business curriculum to meet the needs of the community but some effort should be made to adjust the number of individuals electing the business curriculum to the employment requirements of the community. An over supply of any product tends to lessen the value of it as well as incur extra expense in production. Table XXIX shows the results of the ranking of Criterion XIV.

Comments:--Restatement number fourteen which is concerned with putting forth effort to adjust the number electing vocational training to the employment requirements of the community did not bring many comments. Those commenting realized the limitation of the schools in carrying this out due to the many factors over which they (the schools) have no control. The fact that this can only be done indirectly by guidance is worthwhile noting. It was also stated that if the parents desire their children to choose the business course, they must take

it. These are free public schools!

Table XXVII shows that criterion fourteen was about the same in importance, the larger number of the educators ranking it on the upper three-fourths of the scale. Only one educator ranked this criterion as the least important.

TABLE XXVII. RANKING OF CRITERION XIV

Rating Scale	Frequency of Rating	Per Cent of Rating Group
1	0	0
2	1	6.67
3	0	0
4	2	13.33
5	2	13.33
6	1	6.67
7	3	20.00
8	1	6.67
9	1	6.67
10	0	0
11	1	6.67
12	2	13.33
13	0	0
14	0	0
15	0	0
16	0	0
17	1	6.67
Total ratings	15	100.
Answered but not rated	5	
No answer	5	
Mean rating	7.7	

This table should be read as follows: "Criterion XIV was not ranked as first by any of the 15 educators who ranked this criterion."

Criterion (15):--The question implied in this criterion is "If changing occupations make it necessary for employed high school graduates to master additional skills for which they did not prepare in high school, should it be possible for the graduate to return to the high school and take a short unit course to qualify for such employment?" It seems that the duty of the school should not end in preparing students for available jobs since the change in business procedures are so rapid and the fact that employers are being sold on new office equipment which calls for more specialized workers, the schools should provide, if possible, short, intensive courses to enable those not in full-time day high school to improve business skills already possessed and to learn new ones. Table XXVIII shows the results of the rating of Criterion XV.

Comments:--In commenting on restatement fifteen, concerning the short, intensive courses to enable those not in the full-time day high school to return for improvement in business skills already possessed and to learn new ones, the educators said that this statement is decidedly true, but the program is primarily an adult education program administered largely through evening schools and late afternoon organizations. Further comments were that this plan was excellent, if the employer would permit the employee to train for the next position above and as a means of gaining promotion. The plan was also questioned as to the possibility of carrying it out and a suggestion that the taxpayers be consulted was made.

According to the data presented in Table XXVIII, criterion

fifteen was ranked low in importance for the evaluation of the commercial curriculum. Although six ranked it on the upper half of the rating scale, there were ten who ranked it in the lower half of the scale.

TABLE XXVIII. RANKING OF CRITERION XV

Rating Scale	Frequency of Rating	Per Cent of Rating Group
1	1	6.25
2	0	0
3	1	6.25
4	1	6.25
5	0	0
6	1	6.25
7	1	6.25
8	1	6.25
9	0	0
10	1	6.25
11	0	0
12	0	0
13	1	6.25
14	2	12.50
15	2	12.50
16	4	25.00
17	0	0
Total ratings	16	100.
Answered but not rated	4	
No answer	5	
Mean rating	10.9	

This table should be read as follows: "Criterion XV was not ranked first by any of the 16 educators who ranked this criterion." students will complete their general schooling at the high school

Criterion (16):--The development of social experiences of the individual is implied in this criterion. Since it has been repeatedly said that an education is not complete unless it includes the social, civic, and economic aspects of training, certainly, the business curriculum should be so constructed as to assist in developing the students' whole personality.

Comments:--There were few comments on criterion sixteen but the statement concerning the attempt to develop the student's whole personality, as implied in restatement sixteen, seemed to cause two lines of thought. First, that the whole job should not be attempted there because there are other departments; second, that every other curriculum should do the same. It was also expressed that this has never been done but was quite necessary.

Table XXIX shows that criterion sixteen is important in the evaluation of the commercial education curriculum in as much as thirteen of the fifteen educators ranked it on the upper half of the rating scale. Although the comments showed doubt as to the accomplishment of developing the whole personality there is evidence that the attempt should be made.

Criterion (17):--On which level should vocational business education be given principally? The nature of the field of business selected seems to control the level on which this training should be given.

Comments:--One educator stated that since the vast majority of students still complete their formal schooling at the high school

level, vocational training should be given on this level and should immediately precede employment.

TABLE XXIX. RANKING OF CRITERION XVI

Rating Scale	Frequency of Rating	Per Cent of Rating Group
1	0	0
2	1	6.67
3	3	20.00
4	2	13.33
5	0	0
6	1	6.67
7	2	13.33
8	0	0
9	4	26.67
10	0	0
Junior 11 School	1	6.67
12	0	0
Senior 13 School	0	0
14	0	0
Junior 15 High	1	6.67
16	0	0
Senior 17 High	0	0
Total ratings	15	100.
Answered but not rated	5	33
No answer	5	33
Mean rating		3

This table should be read as follows: "Criterion XVI was not ranked as first by any of the 15 educators who ranked this criterion."

Table XXX shows that 65 per cent of the total number of educators who returned the criteria checked the Senior High School level as the most appropriate level on which vocational business education should be given. The fact that 35 per cent of the educators checked the Junior College level shows the tendency toward deferring business training after leaving high school.

TABLE XXX. CRITERION XVII. THE LEVELS ON WHICH VOCATIONAL BUSINESS EDUCATION SHOULD BE GIVEN PRINCIPALLY

Levels of Training	Frequency of Rating	Per Cent of Rating Group
Junior High School	0	0
Senior High School	13	65
Junior College	7	35
Senior College	0	0
Total ratings	20	100
Answered but not rated	0	
No answer	5	

This table should be read as follows: "Of the four levels of training, the Junior High School level was not selected by any of the educators as the level on which vocational business education should be given principally."

Comparison of Present Curriculum and Criteria

Comparing the data, gathered from the ratings of the criteria and comments made on each criterion, with the present business curriculum for Negro students, it was found that the present curriculum is constructed on the same principles expressed in the criteria with a few exceptions. These exceptions are as follows:

1. The present curriculum does not provide separate courses for non-vocational students. All courses are constructed on a purely vocational basis.
2. There are no short, intensive courses provided for those who desire additional training after leaving school.
3. There are no provisions made for follow-up, placement, or intelligent guidance of those who elect the business-training course.
4. Little effort is made to adjust the number of students electing the business course to the employment requirements of the community.

In order to provide for non-vocational, personal experience, rather than add new subjects, there is need for a general reorganization of material already included in the various business courses.

It is suggested that in the planning of new courses of study and the reorganization of the material included in the present business courses, the more technical units of instruction should be omitted for non-vocational students.

The recent business texts for personal use should also be considered. Lists of these texts, also copies, may be secured from the local libraries or the various publishers.

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Specialist in Vocational Education.

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Dr. Earl B. Douglass, Director, Division of Education, University of North Carolina, Greensboro, N. C.; President, National Association of College Teachers of Education.

Miss Irma Shuchardt, Indiana State Teachers College, Terre Haute, Indiana.

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Miss Margaret L. Sans, State Director of Delaware, Wilmington Senior High School, Wilmington, Delaware.

EDUCATORS WHO RATED THE CRITERIA FOR THE EVALUATION
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- W. S. Barnhart, Vice-principal, Head of the Commercial Department,
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- Dr. H. E. Bice, Syracuse University, School of Business Administration,
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- E. G. Blackstone, Commercial Teacher Training Division, University
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- Dr. Ambrose Caliver, U. S. Commissioner of Education, Washington, D. C.
Specialist in Negro Education.
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- R. O'Hara Lanier, Assistant National N. Y. A. Director, Office of Education, Washington, D. C.
- D. D. Lessenberry, Director of Courses in Commercial Education, School of Education, University of Pittsburg, Pittsburg, Pa.
- Dr. Paul S. Lomax, New York University, New York, N. Y.
- Frederick G. Nichols, Harvard University, Cambridge, Mass.
- Ivan Mitchell, Head of Commercial Department, Central High School, Detroit, Michigan.
- Harold Spears, Director of Research and Secondary Education, Evansville, Indiana.
- M. E. Studebaker, Ball State College, Muncie, Indiana.
- R. G. Walters, Personnel Officer, Grove City College, Grove City, Pa.
- Howard E. Wheland, Head of Commercial Department, John Hay High School Cleveland, Ohio.
- Harold Alton Wiggin, Central Junior High School, East Providence, Rhode Island.

First, consider the abilities and interests of the potential business workers when aiding them to decide upon their life's career and see, in addition, what the business employers expect of a commercial graduate.

Through wise guidance, the potential workers may be led into the kind of training suited to their abilities which will lead to future happiness and success more often than failure. Interests of students fluctuate very from year to year and have been known to change as late as the senior year. It was found, through interviews, that some of

CHAPTER VI

COMPARATIVE STUDY OF THE PREPARATION, OCCUPATIONAL OPPORTUNITIES, AND OCCUPATIONAL CHOICES

There is a growing interest on the part of educators and laymen in the future of out-of-school youth due to the large number of graduates each year turned out without jobs, no money to attend college, and a very small per cent returning to the high school for post-graduate work. This interest has caused the schools to realize more fully their responsibility to those who spend most of their adolescent years under their guidance and have set up an organized guidance program for counseling, training, and placing their graduates.

Those who are elected to counsel and guide these students should first, consider the abilities and interests of the potential business workers when aiding them to decide upon their life's career and second, what the business employers expect of a commercial graduate.

Through wise guidance, the potential workers may be led into the kind of training suited to their abilities which will lead to future happiness and success more often than failure. Interests of students sometime vary from year to year and have been known to change as late as the senior year. It was found, through interviews, that some of

the changes were due to failures in the subjects necessary to build up a background for future study or potential jobs, some changed because their friends were preparing for certain positions, a few changed because of additional information concerning the requirements for the work they had chosen to follow.

A check list of occupational choices,¹ recently given to a group of 1939-1940 seniors of Crispus Attucks High School, revealed that their interests had undergone a vivid change since selecting their majors and minors in the tenth year. The purpose of this check list was to find out the number of graduates who expected to enter college; their majors and minors and if the special fields which they wished to pursue in college was in harmony with their interests and abilities; the economic status of those who had planned to enter college; the number of graduates who had jobs awaiting them upon graduation; and the various kinds of actual working experiences of the seniors.

The students were asked to answer each question as truthfully as possible after explaining to them the difference between real facts and wishful thinking. Due to illness or other causes, only 218 blanks were checked by the seniors during an extended roll-call period. The senior sponsor-room teachers supervised the filling out of the blanks and returned them to the writer. These blanks were grouped according

¹Milo Stuart and Dewitt S. Morgan, Guidance at Work, McGraw-Hill Book Company, Inc., New York, 1931, p. 98.

list of interests, comparing with a number of seniors brought out the fact that this was due to meeting college requirements as well as re-

to sex and each item carefully tabulated and compiled into tables showing the comparative results.

The industrial arts ranked lowest in the selection of minors.

Majors and Minors

Majors and minors play a great part in the high school life of the adolescent. The courses selected should depend upon the ability, and interests of the students as well as the present social and economic conditions. In tabulating the majors and minors of the 1939-1940 graduates, it was found that the majors that ranked highest were of an academic nature with the exception of commerce and home economics. English and history ranked one and two respectively, with the languages--Latin and Spanish--ranking third.

Printing ranked highest of the small number of industrial arts chosen as majors. This was due to the five periods required of the students who wanted to major in this branch of work. It was found that it interfered with other courses which the students wished to take or with part-time jobs.

The total number, 218 students, majored in English because of the state requirement of six credits in English for graduations. The writer found out after interviewing a number of freshman college students, office workers, and other alumni, that four years of English should be required of all graduates.

Mathematics, history, science, and foreign languages head the list of minors. Interviews with a number of seniors brought out the fact that this was due to meeting college requirements as well as re-

quirements for graduation. Fifty per cent of the number interviewed had no definite assurance of financial support to enable them to go to college. The industrial arts ranked lowest in the tabulation of minors.

It was also noted that out of the large number of students enrolled each semester in the commercial department, only 27 seniors completed majors in commerce and 17 seniors completed minors in commerce. The fact that they had started their commercial work too late to complete the course was brought out in the interviews. Table XXXI and XXXII show the tabulated results of the majors and minors completed by the 1939-1940 graduates.

Subject	Girls	Boys	Total
English	129	99	228
French	179	99	278
Spanish	179	99	278
Latin	179	99	278
German	179	99	278
Italian	179	99	278
Portuguese	179	99	278
Japanese	179	99	278
Chinese	179	99	278
Arabic	179	99	278
Hebrew	179	99	278
Other	179	99	278
Total	288	179	467

*The above table should be read as follows:—Of the 228 students,

129 girls and 99 boys, a total of 228 students completed Majors in

English.

179 girls and 99 boys, a total of 278 students completed Majors in

TABLE XXXI. MAJORS COMPLETED BY 1939-1940 SENIORS*

Subject	No. of Students		Total
	Girls	Boys	
English	129	89	218
History	37	38	75
Commerce	23	4	27
Latin	18		18
Spanish	9	8	17
Home Economics	16		16
Math	6	6	12
Clothing	11		11
Art	2	9	11
Science	6	2	8
Voc. Printing		6	6
Auto Mech.		4	4
Soc. Science	3		3
Music	3		3
Ind. Arts		3	3
Mech. Dr.		3	3
Shoe Shop		3	3
Band		3	3
French		1	1
Voc. Tailoring		1	1
Not given		1	1
Total	263	179	442

*The above table should be read as follows:--"Of the 218 seniors, 129 girls and 89 boys, a total of 218 students completed Majors in English."

TABLE XXXII. MINORS COMPLETED BY 1939-1940 SENIORS

Subjects	No. of Students		Total
	Girls	Boys	
Mathematics.....	54	39	93
History.....	51	27	78
Science.....	31	21	52
Latin.....	27	14	41
Spanish.....	22	15	37
French.....	15	11	27
Music.....	16	9	25
Commerce.....	10		10
Home Economics.....	11		11
Clothing.....	10		10
German.....	2	7	9
Art.....	2	6	8
Social Science.....	3	4	7
Language.....	5	1	6
Woodshop.....		3	3
Foods.....	2		2
Industrial Arts.....		2	2
Mech. Drawing.....		2	2
Typing.....	2		2
Bookkeeping.....	1		1
Chemistry.....		1	1
Electricity.....		1	1
Phys. Education.....	1		1
R. O. T. C.....		1	1
Tailoring.....		1	1
Not given.....		1	1
Totals	165	166	431

This table should be read "Of the 218 seniors, 54 girls and 39 boys, a total of 93 students completed minors in Mathematics." in college.

Table XXXIII shows the completed results of the question "Will you have to work your way through college?"

Economic Status of the 1939-1940 Seniors

A study of the check list revealed that the economic situation of those graduating was very acute. Of the 218 graduates, only seven girls and seventeen boys, a total of twenty-four students, stated that they had jobs awaiting them after graduation. Seventy-six girls and forty-nine boys, a total of one hundred and twenty-five, stated that they had no jobs while forty-six girls and twenty-three boys, a total of sixty-nine students, did not answer the question. Table XXXIII shows the tabulated results of this part of the study.

TABLE XXXIII. EMPLOYMENT SITUATION OF 1939-1940 SENIORS

Answer	No. of Students		Totals
	Girls	Boys	
Yes.....	7	17	24
No.....	76	49	125
No answer.....	46	23	69
Total	129	89	218

The tabulated results of the question "Do you intend to to to college?" showed that eighty-nine girls and sixty-four boys, a total of one hundred and fifty-three students, stated that they intended to go to college. Out of this number one hundred and one or two-thirds of the total number must wholly or partially support themselves while in college. Table XXXIV shows the tabulated results of the question "Will you have to work your way through college?"

..... only five students who stated that they had no intention of going to college and one who had not decided.

TABLE XXXIV. WILL YOU HAVE TO WORK YOUR WAY THROUGH COLLEGE

Answer	No. of Students		Total
	Girls	Boys	
Wholly	17	16	33
Partly	38	30	68
Not at all	12	5	17
Not sure	14	8	22
No answer	8	5	13
Total	89	64	153

Table XXXIV should be read "Of the 153 students who intend to go to college, 17 girls and 16 boys, a total of 33 students, must wholly support themselves while in college."

Future Preparation

The adolescent minds undergo many changes in regard to interests while in high school as has already been stated earlier in the chapter and as a final check on these interests and to know in which fields they will prepare themselves, a list of the various vocational, professional, and technical fields were given the seniors. An analysis of this part of the study revealed that a total of thirty-two various fields of study were selected by the seniors. Approximately one-half of the one hundred and fifty-three seniors who stated that they were planning to attend college selected two fields of study. The reason for this, they explained, was that they intended to make one their major and the other their minor. There were only five students who stated that they had no special field in mind and one who had not decided.

The largest number of seniors chose the field of teaching, the next largest number chose the field of business while the third largest number chose the field of nursing. A check was made on the students who stated that they would prepare themselves for business and it was found that a small number had not taken more than one year of typewriting. This will be explained more fully later in this chapter.

Table XXXIV shows the various fields selected. They are listed according to their frequency, the boys and girls being tabulated separately.

Occupational Choices of the Seniors Who Are Unemployed

The data presented in Table XXXIV shows that one hundred and one of the one hundred and fifty-three students who intended to enter college must work and other data gathered from the occupational check list reveals that only twenty-four of the total number of two hundred and eighteen seniors had jobs awaiting them upon graduation.

Those students who had no jobs were asked to check a list of occupations in order of their preferences, that is, first, second, and third choices. The result was that the largest number of boys chose printing as their first choice, electricity and commercial art were chosen by the largest number of boys as second choice, and foundry and general office work were selected by the largest number of boys as their third choice.

Due to the large number of occupations, the boys and girls were tabulated separately. The largest number of girls chose nursing as

TABLE XXXV. FIELDS CHECKED BY 1939-1940 SENIORS FOR WHICH THEY WILL PREPARE THEMSELVES WHILE IN COLLEGE

Fields	No. of Students		Total
	Girls	Boys	
Teaching	31	9	40
Business	20	10	30
Nursing	29		29
Music	8	8	16
Social Science	9		9
Engineering		7	7
Art	2	5	7
Dramatic Art	6	1	7
Industry		7	7
Library	7		7
Architecture	6		6
Home Economics	6		6
Law	2	4	6
Medicine	2	4	6
Beauty Culture	3		3
Journalism	2	1	3
Sewing	3		3
Agriculture-Farming		2	2
Dress-maker-Designer	2		2
Make-up Artist	2		2
Pharmacy		2	2
Accounting		1	1
Commercial Art		1	1
Chemistry		1	1
Embalming		1	1
English	1		1
Exterminating		1	1
Mail-Clerk		1	1
Math	1		1
Linotype		1	1
Printing		1	1
Religious	1		1
Shoe-making-Designing		1	1
No special preparation	1	4	5
Not given	5	2	7
Undecided		1	1
Totals	149	76	225

their first choice, library work was chosen the largest number of girls as their second choice, general office work and telephone operation, were chosen by the largest number of girls as their third choice. Typing ranked second as a first, second, and third choice, respectively by the second largest number of girls.

Tables XXXVI and XXXVII show the order in which the occupations were ranked according to the frequency of the first, second, and third choices.

TABLE XXXVI. PREFERENCE OF POSITIONS AFTER GRADUATION BY THE SENIOR GIRLS WHO HAVE NO POSITIONS

Choice					
First	No.	Second	No.	Third	No.
Nurse	25	Librarian	20	Gen. office-work	16
Typist	13	Typist	12	Tel. operator	16
Stenographer	13	Gen. officework	9	Typist	10
Musician	9	Nursing	9	Librarian	11
Alteration of garments	7	Tel. operator	6	Filing	4
Librarian	5	Bookkeeper	5	Nursing	3
Tel. operator	5	Alterating	5	Millinery	3
Sales	4	Pattern-making	3	Stenographer	3
Gen. officework	4	Musician	3	Bookkeeper	2
Pattern-making	3	Filing	3	Alterating	2
Dress-making	3	Stenographer	2	Sales	2
Social Service	1	Sales work	1	Commercial Art	2
Song writer	1	Fashionist	1	Pattern making	1
		Millinery work	1	Singer	1
		Not checked	3	Not checked	15
Total	93		88		91

Table XXXVI should be read as follows: "Of the 129 senior girls, 25 girls chose Nursing as their first choice, 20 girls chose library work as second choice, and 16 girls chose general office work as their third choice," etc.

First	No.	Second	No.	Third	No.
Printing	2	Electrician	2	Fundry	2
Government work	2	Mechanic	2	General office	2
Electrician	2	Drafting	2	Auto mechanics	2
Mechanic	2	Printing	2	Mechanic	2
Typist	2	File	2	Electrician	2
Office work	2	Government work	2	Mechanic	2
Auto mechanics	2	General office	2	Mechanic	2
Fundry	2	Bookkeeper	2	Bookkeeper	2
Mechanic	2	Printing	2	Drafting	2
Alteration of gowns	2				
Auto mechanics	2	Auto mechanics	2	Filing	2
Sales	2	Tel. operator	2	Printing	2
Mail carrier	1	Mill worker	1	Sheet metal	1
Drafting	1	Electrician	1	Printing	1
Art	1	Woodwork	1	Librarian	1
Bookkeeper	1	Mechanic	1	Tailoring	1
Woodwork	1	Filing	1	Sales	1
Librarian	1				
Shoe rebuilding	1				
Government work	2				
Not checked	15	Not checked	1	Not checked	14
Total	52		30		53

Table XXXVII should be read: "Of the 89 senior boys, 3 chose printing as their first choice, 3 boys chose electric work for second choice while five boys chose foundry as their third choice."

TABLE XXXVII. PREFERENCE OF POSITIONS AFTER GRADUATION
BY THE SENIOR BOYS WHO HAVE NO POSITIONS

Choice					
First	No.	Second	No.	Third	No.
Printing	8	Electrician	9	Foundry	5
Commercial Art	3	Musician	5	General office	5
Electrician	4	Drafting	5	Auto mechanics	4
Musician	4	Foundry	5	Machinist	4
Typist	3	Sales	4	Electrician	3
Office work	3	Commercial art	4	Woodwork	3
Auto mechanics	3	General office	3	Musician	2
Foundry	2	Bookkeeper	2	Bookkeeper	2
Mechanist	2	Plumbing	2	Drafting	2
Alteration of garments	2	Auto mechanics	2	Filing	2
Sales	2	Tel. operator	2	Plumbing	2
Mail carrier	1	Mill worker	2	Sheet metal	1
Drafting	1	Librarian	1	Printing	1
Art	1	Woodwork	1	Librarian	1
Bookkeeper	1	Machinist	1	Tailoring	1
Woodwork	1	Filing	1	Sales	1
Librarian	1				
Shoe Rebuilding	1				
Government work	1				
Not checked	13	Not checked	1	Not checked	14
Total	62		50		53

Table XXXVII should be read: "Of the 89 senior boys, 8 chose printing as their first choice, 9 boys chose electric work for second choice while five boys chose foundry as their third choice."

The results of occupational preferences were checked against the tabulated list of activities in which the seniors had actual experiences and found there was little relationship between the actual experiences and the occupational choices. Printing is the only vocation showing a close relationship between the past experience and occupational preference.

The activities in which the senior girls had actual experiences were of a domestic nature while those of the boys were of the general delivery type. While interviewing some of the students, it was brought out that they had confused "Newspaper work" with delivering newspapers, "Nursing" with caring for children, and "Office work" with messenger work in the school office. This explains the large number of boys who stated that they had actual experience in newspaper work and girls who stated that they had experience in office work.

Table XXXVIII, the activities in which the seniors have had actual working experiences, shows that they have had little experience in the commercial field except store work. The writer could not determine from the interviews if the large number of seniors who checked "selling" included working in grocery stores. A small number of both girls and boys checked "Housework" although it was found that the majority of the students who get work through the school are given housework jobs, especially the girls.

Service work	1	1
Industrial work	1	1
Store work	1	1
Housework	1	1
No answer	1	1
Total	5	5

TABLE XXXVIII. ACTIVITIES IN WHICH THE SENIORS HAVE HAD
ACTUAL WORKING EXPERIENCES

Activities	No. of Students		Total
	Girls	Boys	
Caring for Children	61	1	62
Selling	24	33	57
Delivery work	2	37	39
Grocery store	4	33	37
Newspaper work	2	31	33
Office work	22	7	29
Music	14	15	29
Sewing	25		25
Cafeteria	8	12	20
Truck driving		17	17
Farm work	1	14	15
Nursing	14		14
Telephone work	14		14
Drugstore work	2	12	14
Art work	2	11	13
Construction		9	9
Electrical work		9	9
Printing	1	8	9
Housework	3	4	7
Woodwork		7	7
Mechanical work		6	6
Drafting		4	4
Library	2		2
Typing	2		2
Beautician	1		1
Car parking		1	1
Caretaker		1	1
Chauffeur		1	1
Custodian		1	1
Dry goods store	1		1
Exterminating		1	1
Gardening		1	1
Garment cleaning		1	1
Gasoline station		1	1
Mail carrying		1	1
Millinery	1		1
Restaurant	1		1
Service shop		1	1
Sheet-Metal work		1	1
Shoe rebuilding		1	1
No experience	5	9	14
Totals	232	291	523

The Results of the Business Practice Test

To determine how well the public high school graduate is informed on general business practices is the reason for administering the Thompson Business Practice Test-Form A. This test is divided into the following parts:

Part I consists of 110 true and false items.

Part II consists of 40 matching items.

Part III consists of 35 so-called multiple-choice items-----
4 alternative answers.

Part IV consists of 35 completion items. There is a total of 220 items in all. These items are divided into ten areas, arithmetic; communication; money and banking, and methods of payments; purchasing, ordering, receiving, and storing; recording, filing, and reference books; simple economics and miscellaneous business information; selling, advertising, billing and shipping; thrift savings, investment, insurance; travel information and facilities.

The test was given to 218 commercial and non-commercial seniors but only 164 tests were usable. The test required two forty minute periods, i.e., Parts I and II required forty minutes one day, and Parts III and IV required forty minutes on the following day. The students who failed to complete the test were either absent or later engaged in an activity which required all of their free periods. The uncompleted tests were discarded.

Table XXXIX shows that the largest number of students made scores between 80 and 89 which conforms with the tabulated results of the same test given to 790 high school students in 26 schools located in 22 states and the District of Columbia. The mode or largest number of scores fell in the 80-89 interval. The difference is that

the distribution of scores of the test given to the 790 high school students reached as high as the 210-219 interval while the 140-149 interval was the highest reached in the testing of the seniors of the 1940 graduating class.

The lowest scores were made on parts III and IV which consists of items concerned with interest, notes, and investments. The result of the testing shows that the seniors of the graduating class possess very little knowledge of the common business practices which they must experience in their daily living.

The seniors were also asked to write the names of the business subjects, which they had completed, on the back of the test before the time to start the test. The tabulation of these subjects shows that two girls had completed typing I-IV, eight girls had completed shorthand I-IV, and two boys and two girls had completed bookkeeping I-IV. There is evidence that those students who stay in school are interested in the beginning or elementary business courses.

Table XL shows the commercial subjects and the number of seniors completing them.

70-79	29	3.7
80-89	20	2.5
90-99	24	3.0
40-49	7	.9
50-59	5	.6
Total	104	100.0

TABLE XXXIX. RESULTS OF THE THOMPSON BUSINESS PRACTICE
TEST FORM A

Score	Frequency	Per cent
210-219		
200-209		
190-199		
180-189		
170-179		
160-169		
150-159		
140-149	1	.6
130-139	3	1.8
120-129	6	3.7
110-119	8	4.9
100-109	19	11.5
90- 99	22	13.4
80- 89	38	23.2
70- 79	23	14.0
60- 69	20	12.2
50- 59	14	8.6
40- 49	7	4.3
30- 39	3	1.8
Total	164	100.0

TABLE XL. COMMERCIAL SUBJECTS COMPLETED BY C. A. H. S. GRADUATES OF 1940

Subjects		No. of Students		
		Boys	Girls	Total
Typing	I-II	8	48	56
"	I-IV	3	28	31
"	I-V	0	2	2
Shorthand	I-II	1	32	33
"	I-IV	0	8	8
Production	I	0	8	8
Law	I	9	26	35
Bookkeeping	I-II	7	18	25
"	I-IV	2	2	4
Salesmanship	I	4	19	23
Filing	I	0	4	4
Cler. Tr.	I	0	14	14
Jr. Bus.	I-II	10	17	27
None		27	18	45
Total		71	244	315

Table XL should be read "Of the 164 seniors tested, 8 boys and 43 girls, a total of 56, had completed typing I and II."

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The study of the needs of the local employers and the present commercial education program for Negro students includes (1) a check list of occupational choices to determine the present and proposed future training, the fields of interest, the occupational choices, the actual working experiences, and economic status of the present graduating class of the Negro high school students of Indianapolis. (2) A survey of occupational opportunities for offices and sales workers to determine the kind of positions, the requirements and training needed to fill these positions as well as the duties performed by these workers and the salaries paid them. (3) A test on general business practices to determine how well the high school graduate understands elementary business practices. (4) The questionnaire card for employees determine the age, amount of training completed, the use of shorthand and typewriting in their work, the desire to return to school for additional training, the length of time employed, and the aid given them by the school in securing employment.

Conclusions

1. Negroes are employed in almost all of the major types of business as office and sales employees, the largest number being employed as sales workers and general clerks, positions which do not require the use of skill subjects. The small number of stenographic positions open to this group of workers does not justify the training of a large number of students in this field.
2. The majority of firms require employees to have a high school education which shows that further training is not absolutely necessary.
3. The present commercial education curriculum for Negro students consists of subjects and content suitable for the training of students for business occupations available in the local community.
4. There is little relationship between employers and the school. Evidence has been presented that shows that the local employers do not consult the school when available business positions are open but use the trial and error method of selecting their employees.
5. There is a definite need for a greater concentration on the development of personal traits. There is also evidence that a general education, in addition to the development of business skills, should be emphasized next to personality traits.
6. In the light of the foregoing conclusions, the present commercial curriculum does not provide for students taking commercial work for personal use and the subjects included in the majors and minors are not sufficient in number to properly train the students vocationally for the various types of business positions.

Recommendations

The following recommendations are presented after a careful analysis of the conclusions which are based upon the data gathered for this study.

1. The skill subjects should form the basis of vocational business education training but should also include the guidance, selection, and training of those desirable

personality traits and job intelligence that business demands.

2. Provisions should be made for those students who do not wish to take the business subjects for vocational purposes. Those students who can meet the educational, personality, and mental requirements and who have the necessary aptitude for development should be encouraged to select a special field so that the best possible achievement in vocational skills may be achieved.
3. All business courses should be reorganized and constructed on a non-vocational basis for the first year, thereafter, adhering strictly to vocational standards.
4. Locate and classify the kinds of positions, the number of each kind available, by means of contacting employers through interviews and job analysis and make adjustments in the training of the commerce workers to meet the needs of the employers.
5. Attention should be directed to the various qualifications for filling these positions, such as development of skills, educational requirements, age requirements, personality requirements and mental requirements.
6. Encourage the employers to contact the schools when there is an available job and educate them to the fact that they have a part in directing the training of the commerce workers.
7. The school should provide for placement and follow-up of its graduates in order to adjust its program as the needs arise.

In conclusion, it is hoped that the facts presented in this study concerning the needs of the local employers will cause closer concentration on the business educational curriculum constructed to train Negro students for business positions.

Original copy of a study made by the author
 The Graduate School, New York University.

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APPENDIX I

OCCUPATIONAL CHOICE OF SENIORS

Date _____, Sp. R. _____

1. Name _____ Date of birth _____
2. What Majors will you have completed at graduation?

3. What Minors will you have completed at graduation?

4. Do you intend to go to college? (Yes, No) What college? _____
 - a. At what date do you intend to enter college? _____
 - b. If you are going to college, will you have to work your way through? (Wholly, Partly, Not at all) _____
 - c. If you are deferring entrance to college until later than the beginning of the next college semester, check from the following your plan for the time that intervenes.
 - Post-graduate work in high-school.
 - Work for wages.
 - Stay at home.
 - Travel.
 - d. From the following fields, check the one for which you will prepare yourself while in college:

<input type="checkbox"/> Engineering	<input type="checkbox"/> Architecture	<input type="checkbox"/> _____
<input type="checkbox"/> Law	<input type="checkbox"/> Journalism	<input type="checkbox"/> Dentistry
<input type="checkbox"/> Medicine	<input type="checkbox"/> Music	<input type="checkbox"/> Business
<input type="checkbox"/> Library	<input type="checkbox"/> Industry	<input type="checkbox"/> No special preparation
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> Dramatic Art	<input type="checkbox"/> Teaching	<input type="checkbox"/> _____
<input type="checkbox"/> Nursing	<input type="checkbox"/> Ministry	<input type="checkbox"/> _____
<input type="checkbox"/> Art	<input type="checkbox"/> Pharmacy	<input type="checkbox"/> _____

5. If you intend to go to work for wages immediately after high-school graduation, either for the purpose of preparing yourself further for college or for the purpose of establishing yourself permanently in some position, please answer the following questions:

- a. Do you have a position awaiting you after graduation? (Yes, No)
- b. If so, give firm name and nature of work on line below.

c. If you do not have a position awaiting you after graduation, indicate your preference from the following by writing "1" in the parentheses before your first choice, "2" before your second choice, and "3" before your third choice:

- | | | |
|--|---|---|
| <input type="checkbox"/> Machine calculating | <input type="checkbox"/> Commercial Art | <input type="checkbox"/> Tel. operating |
| <input type="checkbox"/> Sales | <input type="checkbox"/> Auto mechanic | <input type="checkbox"/> Printing |
| <input type="checkbox"/> Machinist | <input type="checkbox"/> Woodwork | <input type="checkbox"/> Millinery |
| <input type="checkbox"/> Typist | <input type="checkbox"/> Drafting | <input type="checkbox"/> Alteration garment |
| <input type="checkbox"/> Sheetmetal | <input type="checkbox"/> Bookkeeping | <input type="checkbox"/> Plumbing |
| <input type="checkbox"/> Pattern making | <input type="checkbox"/> Electrician | <input type="checkbox"/> Librarian |
| <input type="checkbox"/> Stenography | <input type="checkbox"/> Millwork | <input type="checkbox"/> Gen. Office work |
| <input type="checkbox"/> Musician | <input type="checkbox"/> Nursing | <input type="checkbox"/> Filing |
| <input type="checkbox"/> Musician | <input type="checkbox"/> Foundry | |

d. Check those activities among the following in which you have had actual working experience:

- | | | |
|--|--|---|
| <input type="checkbox"/> Office work | <input type="checkbox"/> Newspaper work | <input type="checkbox"/> Truck driving |
| <input type="checkbox"/> Selling | <input type="checkbox"/> Telephone work | <input type="checkbox"/> Grocery store work |
| <input type="checkbox"/> Nursing | <input type="checkbox"/> Delivery work | <input type="checkbox"/> Sewing |
| <input type="checkbox"/> Library | <input type="checkbox"/> Construction work | <input type="checkbox"/> Millinery |
| <input type="checkbox"/> Caring for children | <input type="checkbox"/> Electrical | <input type="checkbox"/> Woodwork |
| <input type="checkbox"/> Drug store work | <input type="checkbox"/> Music | <input type="checkbox"/> Cafeteria |
| <input type="checkbox"/> Mechanical work | <input type="checkbox"/> Drafting | <input type="checkbox"/> Art work |
| <input type="checkbox"/> Farm work | <input type="checkbox"/> Printing | |

Job	Name	Address

VII. How would you use in the selection of employees

- Interview bureau
- School placement bureau
- Exchange visit-ads
- Recommended by someone
- Sign those seeking work

INTERVIEW SHEET

EMPLOYER

This information is to be used to compare the needs of local employers with the commercial educational program for Negro students of Indianapolis. Names of firms and businesses will be held in strict confidence and all other information will be shown in massed figures.

Name of Firm _____ Address _____
 Kind of Business _____ No. of employees _____

I. Positions:

Kind	Working Hrs.	Salary	Sex	Duties

II. Educational requirements:

College: 1 yr. 2 yrs. 3 yrs. 4 yrs. High school: 1 yr. 2 yrs.
 3 yrs. 4 yrs. () Business School () No special re-
 quirements.

III. Experience required:

Training: In which of the following do you think emphasis should be placed?

- () Business skills
- () Personality traits
- () General education

IV. Deficiencies found in employees:

V. Name promotional opportunities:

VI. Office Machines

Kind	Make	Number

VII. Check method you use in the selection of employees

- () Employment bureau
- () School placement bureau
- () Newspaper want-ads
- () Recommended by someone
- () Hire those seeking work

APPENDIX III

EMPLOYEE QUESTIONNAIRE CARD

EMPLOYEE

Position _____ Age _____
 Length of time employed _____ Salary _____
 Do you use shorthand? Yes-No _____ System _____
 Does your position call for the use of typing? Yes-No _____
 Name the various office machines you use: _____
 How many years of commercial training _____
 Where _____ Name of school _____
 Name business subjects you have: _____

Name subjects which have helped you most in your work: _____

If high school graduate, have you had any advance training since leaving school? Yes-No _____

Would you return to high school for additional training in your work if provisions were made? Yes-No _____

How long were you out of school before being employed? _____
 Did the school help you get a job? Yes-No _____

Yours very truly,

A. B. Dawson

(Letter Sent With The Criteria To The Twenty-five Educators)

CRISPUS ATTUCKS HIGH SCHOOL

1140 N. West Street
Indianapolis, Indiana

The enclosed list of criteria was selected by the commercial teachers of this school from a list of twenty-one constructed by Miss Helen Reynolds, secretary for the National Council of Business Education, and is to be used in the evaluation and construction of the business-education curriculum.

You are one of twenty-five educators to whom I am sending this list, and I shall appreciate it if you will, according to your opinion, number the ones in order of their importance that you think will best suit the purpose of evaluating the curriculum on the high school level.

An occupational survey is also being made here to determine the needs of the local employers of Negro office and sales workers, and these needs will be compared with the commercial education program for Negro students in Indianapolis. Therefore, I shall be truly grateful if you will co-operate with me at this time by checking the enclosed list and returning it to me at your earliest convenience.

If you care for a list of the criteria selected by those returning the tentative list, please make notation at the top of list returned.

Yours very truly,

A. B. Dawson

CRITERIA FOR USE IN CONSTRUCTION AND EVALUATION OF
BUSINESS-EDUCATION CURRICULA

According to your opinion, number each of the following criteria (1, 2, 3, etc.) in the order of its importance in evaluating or constructing the business-education curricula on the high school level.

Criteria	()	Comments
<p>1. Public education must provide for every individual education for occupational experience and education for non-vocational, personal experience.</p>
<p>Restatement:</p>		
<p>2. The primary criterion in judging any material is its business usage.</p>
<p>Restatement:</p>		
<p>3. Business education has a distinct contribution to make to the general education of everyone in enabling the individual to make wise use of his income in the provision of food, clothing, housing, recreation, and education for himself and his family; and of protection against the risks of fire, death, old age, illness, accidents, unemployment.</p>
<p>Restatement:</p>		
<p>4. Facilities should be provided to enable every individual to develop a sound understanding, through business education, of economic principles and their application in the everyday affairs of life, both vocational and non-vocational.</p>
<p>Restatement:</p>		
<p>5. Short unit courses in such skill subjects as typewriting and shorthand should be organized for those who want these subjects for personal use. Such courses should be available only to those who can profit by taking them, and should be given only at a time not too far removed from the need for the resultant skills.</p>

Criteria	()	Comments
<p>Restatement: 6. Vocational business education courses in high schools should be so planned and administered as to enable the graduates of such courses to meet the employment demands of the community to be served--both in the type of position trained for and in the quality of the preparation achieved by the high school student.</p>	<p>(...)</p>	<p>.....</p>
<p>Restatement: 7. It is not enough to prepare for business, for office work, for store work, for selling, or for clerical work. These fields of service, not specific occupations for which preparations can be made. They must be broken down into their component parts so that the technical skills may be made the basis of suitable instruction, study, and practice.</p>	<p>(...)</p>	<p>.....</p>
<p>Restatement: 8. Vocational business education must include specific attention to the development of job intelligence.</p>	<p>(...)</p>	<p>.....</p>
<p>Restatement: 9. Business-education curricula, through appropriate courses, should seek to develop in students an understanding of basic principles of business common to all types of business occupations.</p>	<p>(...)</p>	<p>.....</p>
<p>Restatement: 10. Business education should develop in students a better understanding of the foundations of our economic order.</p>	<p>(...)</p>	<p>.....</p>
<p>Restatement: 11. Satisfactory vocational business education must be based upon a program of guidance that includes selection, placement, and follow-up of all persons who take this type of training.</p>	<p>(...)</p>	<p>.....</p>

Criteria	()	Comments
<p>Restatement: 12. The business curriculum should be developed in the light of the business need, not necessarily of the community alone in which the pupil lives, but also of the one in which he is likely to be later employed.</p>	<p>() </p>	<p>..... </p>
<p>Restatement: 13. The business curriculum can best be adjusted to meet the business needs of the community through the enlightened co-operation of the business workers and the educational workers of that community.</p>	<p>() </p>	<p>..... </p>
<p>Restatement: 14. Some effort should be made to adjust the number of persons electing vocational business courses to the employment requirements of the community, keeping in mind the geographical extent of the employment community.</p>	<p>() </p>	<p>..... </p>
<p>Restatement: 15. Short, intensive courses should be given by the public high school to enable those not in the full-time day high school to improve business skills already possessed and to learn new ones.</p>	<p>() </p>	<p>..... </p>
<p>Restatement: 16. The business-education curriculum should be so constructed as to assist in developing the student's whole personality.</p>	<p>() </p>	<p>..... </p>
<p>Restatement: 17. On which level should vocational business education be given principally? Junior high school Senior high school Junior college Senior college</p>	<p>() </p>	<p>..... </p>

