A study of the cooperation between business education and business

Day, Francis X.

Boston University

http://hdl.handle.net/2144/13800

Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

THESIS

A STUDY OF THE COOPERATION BETWEEN BUSINESS EDUCATION AND BUSINESS

SUBMITTED BY
FRANCIS X. DAY
B.B.A. BOSTON UNIVERSITY, COLLEGE OF BUSINESS ADMINISTRATION
1936
IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION 1948

First Reader: John L. Rowe, Associate Professor of Education
Second Reader: J. Wendell Yeo, Professor of Education
Third Reader: Worcester Warren, Professor of Education
Gift of F. X. Day
School of Education
June 24, 1948
295 45
ACKNOWLEDGE

To Dr. John L. Rowe, Associate Professor of Business Education, Boston University, School of Education, for his guidance which proved invaluable in the preparation of this thesis, I express my deep and sincere appreciation.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS</td>
<td>1</td>
</tr>
<tr>
<td>II</td>
<td>PREVIOUS RESEARCH IN THE FIELD</td>
<td>8</td>
</tr>
<tr>
<td>III</td>
<td>PROCEDURES USED IN GATHERING THE DATA</td>
<td>30</td>
</tr>
<tr>
<td>IV</td>
<td>RESULTS OF THE SURVEY</td>
<td>47</td>
</tr>
<tr>
<td>V</td>
<td>SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>BIBLIOGRAPHY</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>APPENDIX</td>
<td>78</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE NUMBER</th>
<th>TABLE TITLE</th>
<th>PAGE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>CLASSIFICATION OF INDUSTRIES USED IN THE SURVEY</td>
<td>40</td>
</tr>
<tr>
<td>II</td>
<td>RESULTS OF RETURNS ON QUESTIONNAIRES SENT TO BUSINESS FIRMS</td>
<td>46</td>
</tr>
<tr>
<td>III</td>
<td>RESULTS OF RETURNS ON QUESTIONNAIRES SENT TO SCHOOLS</td>
<td>46</td>
</tr>
</tbody>
</table>
CHAPTER I

STATEMENT OF THE PROBLEM
AND DEFINITION OF TERMS

The problem of this thesis is to determine the degree of cooperation between business education and business. This study will attempt to ascertain the methods used by business education in obtaining the cooperation of businessmen. It will also attempt to determine the criticisms made by business of education and to what extent steps are being taken to remedy the shortcomings of business education. The study will include the results brought about by the combined efforts of business and education working together toward the ultimate goal of producing efficient office workers.

The study has for its purpose the following objectives:

1. To show the need of greater cooperation between business and business education.

2. To determine the extent business education has sought the cooperation of business in improving the methods of teaching business subjects; to state the criticisms made by business education of business.
3. To present the criticisms made by business of business education; to determine the extent business has cooperated with education for the purpose of producing better qualified business workers.

4. To show the results of close and harmonious relations between business education and business.

For purposes of general clarity, the terms used will be defined as they are used throughout this study. All definitions are based on those found in the Dictionary of Education¹ and Webster's New International Dictionary.²

Business: This term refers to a commercial or industrial enterprise.

Businessman: This term relates to a man who transacts a serious occupation, trade, or profession which requires energy, time, and thought.

Business Education: That part of education which develops skills, attitudes, and understandings essential for the successful direction of business relationships; and an area of study dealing with the principles and practices of teaching business subjects.

Cooperation: The association of a number of persons for their common benefit; collective action in the pursuit of common well-being, especially in some business process.

Course: A course is an organized unit of subject matter.

Employment: This term includes an occupation, profession, or trade that engages or occupies time or attention.

Occupation: An occupation is an economic activity that is the lifework of an individual.


²Webster's New International Dictionary. Second Edition
The number of new cases with the symptoms of fever, headache, and muscle pain have increased significantly over the past week. It is important to note that these symptoms are common in several viral infections, including dengue and Zika. However, the recent outbreak of a new strain of influenza virus in the region has raised concerns about its potential spread. Public health officials are closely monitoring the situation and advising the public to take necessary precautions to prevent the spread of this virus. It is recommended that individuals wash their hands frequently, avoid close contact with sick people, and cover their mouth and nose when coughing or sneezing. Health authorities are also assessing the need for a potential vaccination program to combat this new strain of virus.
Questionnaire: Set of questions for submission to a number of persons in order to get data for an induction or calculation.

School: An organized group of pupils pursuing defined studies at defined levels and receiving instructions from one or more teachers, frequently with the addition of other employees and officers, such as a principal, various supervisors of instruction, and a staff of maintenance workers.

Training: The state of being trained, or educated, developed in ability.

IMPORTANCE OF THE PROBLEM

Business education has been constantly criticized by businessmen for failing to produce properly trained workers. Business education has met this criticism by seeking the cooperation of businessmen for the purpose of improving courses of instruction and of working with business leaders.

The role of the business educator has been difficult. In the past he was not able to select his students for business training courses. They were "dumped" upon him with the admonition, "These pupils must be trained for something--train them for business." The results were obvious. Many graduates of business courses were given positions for which they were not qualified. Businessmen then sternly rebuked business educators for turning out students who did not possess the slightest degree of business acumen.

This prompted business education leaders to revolt against the practice of using the business course as a "dumping" ground for atypical students. They pointed out that businessmen were raising their standards of work and
that all students were not qualified to study business subjects. Prognostic tests were devised for entrance into business courses.

Business education undertook to make surveys of business needs. This developed into community projects to determine just what local businessmen needed in the way of specialized and trained workers. Schools set up vocational guidance departments. Businessmen were invited to talk before student assemblies; field trips were made by students to business offices and plants; cooperative training programs were established; teachers were urged to join business associations and work in groups with businessmen. All these aided in bringing business education and businessmen together. The Chamber of Commerce of the United States has always taken cognizance of the educational needs of the nation. Its established policy includes in part the following:

Organization members (local chambers of commerce) throughout the country should become more closely acquainted with the educational problems of their communities, with a view to ensuring that the training of youth may be fundamentally sound and wholesome, and also with a view to accomplishing... preparation for self-reliance and self-supporting occupations.1

Recently T. C. Boushall, Chairman of the National Chamber of Commerce Committee on Education, in discussing

---

"Business and Education--An Imperative Partnership" states in part the following:

The challenge I lay down for education is that the upgrading, the training, and education of the skills of the American working force, be developed as an instrument whereby America--these United States--may meet the postwar challenge of optimum employment and adequate production.¹

Businessmen criticize business education for failing to produce efficient workers but seemed reluctant to state specifically just what their business requirements are. Business teachers sometimes wonder if businessmen really know what they want in the way of trained and competent workers. Guidance counselors receive requests from businessmen who have positions they desire to have filled, but the requirements stressed by businessmen vary and are at times inconsistent. Too much is expected from novices in business. Co-operative training has given the businessman a better opportunity to study the worker and evaluate his potential business fitness. Businessmen need to acquire first-hand experience about the difficulties teachers have in selecting students, maintaining standards, and coping with educational situations.

Many businessmen have been of the opinion that training for business cannot come from books alone. They have

suggested that teachers of business subjects go out into the business world and acquire business experience. In this way the teacher could combine effectively his book learning and actual business experience into his courses, thereby giving his students a better business training. Business education has stressed the importance of teachers acquiring business experience. This experience gives the teacher an up-to-date picture of constantly changing business conditions and job requirements. With a business background the teacher can make recommendations for changes in the curriculum to fit the needs of the businessmen in the community. This thesis will attempt to show how much assistance business has given teachers to acquire this business experience.

Lomax summarizes the problem very clearly:

Business leaders, and business educators need to form the habit of working together, on the basis of adequate research data, to plan, to carry out, and evaluate the business education that is offered in our schools, business organizations, over the radio, in the press, in the movies. We need to appreciate and understand the great truth that real leadership can take place in business education, in business life, and consumer life only when business and educators, business leaders, and consumer leaders become co-partners as members of a business advisory group that meets regularly and conducts deliberations on the basis of adequate research data about both business and business education. By this means we must translate business into education, and education into business, with such translation based on factual interpretations and understandings.
We must recognize that joint professional leadership of business and other educators, the lay leadership of business owners, managers, employees, and consumers are absolutely essential to the planning and carrying out of a better business education that will result in significant improvements in business living.¹

Although this survey is not to be the complete answer to the questions, "What is Wrong With Business Education", and, "What is Wrong With Business", it will attempt to show the need for business educators and businessmen to work together so that, through research and study, significant improvement in trained and efficient office workers will result. A mutual understanding of the problems of the school and of business will give a definite impetus to close cooperation.

Educators and businessmen have come to the realization that they must work together closely in the training of business workers. Educational associations have formed committees on business education for the purpose of determining the needs of business. The information gathered by these educational committees should be studied carefully by school administrators and business teachers. Educators realize their graduates reflect the training given by the schools. Business associations, too, have formed committees both on a local and on a national level for the purpose of determining the needs of association members and for the purpose of informing educators of their office standards and requirements. In a changing business world it is only natural that the business standards and requirements change constantly.

In the 1800's an attempt was made by the public schools to meet the need for business training, but the results were not satisfactory. Therefore in the 1800's, private business schools or institutions appeared, offering specialized subjects such as bookkeeping, penmanship and arithmetic.
II. TRENDS

MARKET IN FOREIGN BUSINESS

In the context of a new era of globalization and innovation.

To illustrate the importance of foreign business, we can look at the example of a tech company that has successfully expanded its operations by establishing partnerships in new markets. This company, through its strategic initiatives, has been able to increase its customer base and revenue streams.

Furthermore, the demand for sustainable and eco-friendly products is on the rise globally, creating opportunities for businesses to explore new markets and innovative solutions.

In conclusion, the foreign business landscape is constantly evolving, offering new challenges and opportunities for companies to adapt and thrive.

Without further ado, let us now delve into some of the key trends in foreign business.

Companies are now leveraging blockchain technology to enhance supply chain transparency and reduce operational costs.

Moreover, social media and digital marketing platforms are becoming increasingly important tools for foreign businesses to reach their target audiences.

In summary, foreign business is a dynamic field that requires adaptability and innovation to succeed in a global marketplace.
With the introduction of the typewriter in the late nineteenth century, the way was open for employment of large numbers of women in office work. It also resulted in adding to the business school program the teaching of typing and later of shorthand. As business grew in size and complexity, bookkeeping gave way to accounting. Statistical analyses, cost control, budgetary procedures, principles of business organization and management, and other subjects were added to the business school curriculum.

Now business looks to the public school to provide that basic training that will help fit the individual into a work situation, with the understanding that the training peculiar to a business's own operations must be supplied by the business itself. Business has no right to ask the schools to do that part of its training that is peculiar to its own work. It can, however, expect that the school will equip the individual with sufficient training so that adjustment to work will be easily made.

In some instances, there are definite attempts at close cooperation between business and business education. This may be found in the activities of the National Association of Office Managers. (NOMA)

In one of Herbert Tonne's editorials, he comments:

No service organization has showed more willingness to co-operate with business education than has the
National Office Management Association.¹

Tonne lists some of the things that NOMA and other service organizations can do and must do if they are going to be a real help to the schools:

1. Set up real job standards in their own offices.
2. Stop talking in terms of generalities.
3. Make job breakdowns of the most usual office tasks.
4. When a worker is to be hired, find out what his school record is.
5. Set up a real job training program in business offices.
6. Stop criticizing and show teachers specifically what is required of employees—list the specific facts of where the beginning workers are failures and then go to the teachers with these specifics.¹

Two committees are now organized to cooperate with business education so as to bring to fruition definite criteria in business education. The first, the Committee on Vocational Education, has been working to develop (in cooperation with the United States Office of Education) a bulletin on organization, supervision, and teaching of business education. As a result of the efforts of this committee and the National Council for Business Education, the National Clerical Aptitude Tests were designed; experiments have been made to bring about the improvement of these

I would also like to thank the staff of the British Library for their assistance in providing the necessary research materials. Without their help, this project would not have been possible.

[Signature]

[Name]
tests and secure their adoption by schools. Local chapters of NOMA have been helpful in working with the schools throughout the country.

The second, the National Educational Committee of NOMA, functions in the belief that office management and business education are interrelated fields in which progress can be greatly facilitated into closer cooperation and the acceptance of mutual responsibility.¹

One of NOMA'S main objectives is to assist established educational institutions to interpret the needs of business in order that they might develop a suitable curriculum. Each chapter of NOMA throughout the United States and Canada has an educational committee. The chairman works with the National Educational Committee and is a member of an overall group comprising the Chairmen of Chapter Educational Committees, Chapter Presidents, and the members of the National Educational Committee.

A monthly bulletin serves as a clearing house for ideas, suggestions, and questions by the various Chairmen and Presidents. This exchange of ideas and material has been an excellent means of arousing interest in educational activities. The National Educational Committee of NOMA recommends:

1. Improved training in office activities.


The document contains text that is not legible due to the quality of the image. It appears to be a page from a book or a report, but the content cannot be accurately transcribed.

---

The text is not legible due to the quality of the image. It appears to be a page from a book or a report, but the content cannot be accurately transcribed.
2. Improved training in operation of business machines.

3. An intensive course in business law.

4. The establishment of vocational guidance departments.

5. The appointment of a Director of Business Education for closer cooperation between business education and businessmen.

6. The establishment of sub-committees to study and report on specific problems, such as,

   (a) opportunities for employment
   (b) job analysis
   (c) present instruction
   (d) student selection and certification
   (e) qualifications, placement, and follow-up programs

One constructive step toward the closer cooperation of business and business education is the use of businessmen as part-time teachers. Because of their familiarity with certain phases of a business subject, they can be used to advantage. For example, the utility accountant, expert in rate making procedure, or the office manager, skilled in duplicating and reproduction methods, through familiarity with actual details, are more apt to simplify these subjects for the students.

During 1947 two NOMA chapters have produced worthy and significant studies of business education. The Seattle

\[1\] McKenzie, op. cit. P11-12.
chapter has printed "Business Education—The Door to the New Frontier", and the Winnipeg chapter has published a report on the business education facilities of that city. These plus the earlier studies conducted in St. Louis, Toronto, Hartford, Akron, Cincinnati, and elsewhere put NOMA in the leadership of cooperation between business and education. These reports suggested specific types of equipment and personnel needed to give business the kind of service it needs and deserves.

The Education Committee of the Seattle Chapter of NOMA, in cooperation with the Seattle Public Schools and the University of Washington, organized a survey of the Seattle business offices, with the following objectives in view:

1. It was felt that a joint study would provide an opportunity for business to bring to the attention of teachers and administrative officers developments which were taking place in the business world that would influence the curricula, equipment, and guidance provided for business students.

2. The study, it was hoped, would reveal to businessmen the educator’s problems in business education.

3. This exchange of ideas between the teacher and the businessmen, it was believed, would materially assist in the satisfactory selection, effective training, and suitable placement of students and bring about a desirable permanent and close relationship between the educator and the business world.¹

¹A Joint Committee Composed of Representatives from Seattle Chapter of the National Office Management Association, Seattle Public Schools, University of Washington, Business Education—The Door To The New Frontier. 1947.
In order to obtain the data needed, a questionnaire was used by authorities on business and education. The questionnaire was presented to the businessmen of Seattle by the teachers of the business education department of the public schools. Use was also made of all available literature, reports on surveys made in other cities, and the conclusions and findings arrived at jointly by teachers and businessmen.

The Joint Committee was urged that a closer cooperation and collaboration be brought about between school and business organizations. The report was to open a permanent avenue for directing into the schools vital information concerning methods and techniques. In view of the fact that office procedure is in a constant state of change, with which business education must keep pace, this flow of information should continue in a continuous process. It was recommended that business and education develop together a recurring cycle of mutually beneficial steps—helpful to business in improving production efficiency and to business education in developing and maintaining a modern training program.

A mutual understanding of the problems of the school and of business will give a definite impetus to closer cooperation. The development of the NCMA program has been a gradual trend. Goodwill talks and attendance of businessmen at teacher meetings is encouraging, but it is in the
day by day cooperation between businessmen and business teachers that real progress is made. Every time an office manager checks with the school instead of taking for granted the casual comments of the prospective employee, he has cooperated with the school. Every time a teacher makes it his business to find out how his former students are getting along in the office he is showing his interest in the problems of business.

Tonne, in his article, states that organizations of small businessmen, retailers' associations, societies for the development of economic awareness, and similar groups need to develop some such program as NOMA has undertaken. NOMA has paved the way for mutual understanding between school and office, but the movement must spread before the goal can be attained.¹

The problems between business and business education has been well-presented by O. L. Jones in a talk delivered before the First General Assembly, NBTA Convention, at Chicago, December 27, 1946. He lists the problems as follows:

1. The misunderstandings can be remedied by mutual effort of the teaching profession and business.

¹Tonne, op. cit. P7.
I
2. Business must work with the teachers in working out a plan whereby the teachers will have the time to instruct their students and not be burdened with detail.

3. Both teachers and business should stop talking about what is wrong with education and should get busy on the positive side of doing something about our educational program before it is too late.

4. Start on the problems as we find them in our communities and not wait for help from the state, the Federal government or from other large groups.

5. Have business and educators at the national level get together with the major funds, such as the Guggenheim or Rockefeller Funds, and the Federal government and see what can be done to further national studies of business education and then consolidate this effort with those studies being made at the local level. NOMA will be glad to offer its service in any such mutual effort.

6. Business must definitely establish objective standards for job needs. Again these should be worked out in co-operation with the schools and not just separately by business. Business should ask the teachers to assist with this job analysis and to help set the standards for the job needs. Teachers would see more specifically the standards business wants and where the students fail. Business would see, too, that their performance standards are not always as high as businessmen think they are.1

In the eyes of business, one of the outstanding deficiencies of business education is the lack of insight into business problems. Consequently, business feels students

---

are not given training in business problems as they actually exist. Some school officials have stressed the need of teachers' having actual business experience either before they entered the teaching profession or acquired during school vacation periods.

E. G. Blackstone is of the opinion that business experience can be either good or bad, and that indiscriminate assignment to business offices may have bad results as readily as good ones. He points out that securing office training for teachers is difficult to administer because: it is hard to find the right kind of offices; that few jobs are available; that the employer hesitates to accept teachers as office help for brief periods because he feels that they are expensive to train and are not amenable to regular office conditions; and that he is willing to give them jobs but unwilling to prepare elaborate reports on them.¹

Odell feels that since desirable objectives of business experience have not been determined, desirable outcomes are not likely to develop until some certainty has been reached as to what is to be attained.²

The opinions of nationally recognized leaders of business education, as reflected in books and professional


periodicals, place these leaders almost unanimously in favor of actual business experience for business teachers. Their discussions of various benefits to be derived from occupational experience deal mainly with broader understanding of business, greater tolerance of shortcomings, greater enthusiasm attained from confidence, and better guidance of students.\(^1\)

An examination of numerous magazine articles which express the opinions of business teachers who have had business experience shows that overwhelming majority believe that this type of business-teacher training is worthwhile. The following is part of the recommendations of a policy committee of the National Association of Business Teacher-Training Institutions:

Occupational experience should be required of prospective teachers of business subjects. This committee believes that at least one semester, preferably during the second semester of the junior year, of the first semester of the senior year, the pre-service business education teacher should be placed in approved actual business employment on a paid basis under the supervision of the department of business education in the teacher-training institution where the student is working for the degree. In addition, college credit, labeled as business experience or business laboratory, should be given for this employment.

It is further recommended that from 6 to 12 semester hours of credit be given for this employment which will be composed of a 36 hour or longer work week. In addition, at least one

---

course, carrying 3 or 6 hours credit, of a conference nature, which reports, discusses, analyzes, and studies the work of experience of the individual should be required. The semester hours should be planned so that the equivalent of one semester's work in college is attainable. These courses should be applicable toward the major in business education. The instructor in charge of this work experience should see that a variety of business employment is made available to the prospective teacher of business subjects.¹

It is, then, a recognized fact that teachers need to know how things are done in business offices. Visits to business offices and industrial plants, contacts with business concerns for employment information, follow-up programs covering graduates who have been placed by the school in local business establishments are some of the methods by which teachers can remain alert to the needs of business.

Another phase of the problem of cooperation is the need of tools of measurement. These tools of measurement must be applied both to research in business and to the school curricula. Schools must gear their production to the needs and demands of business. The questionnaire has been helpful in the approach toward closer cooperation between business and education. The survey is a good sales argument for school-business cooperation and the mutual understanding of common problems. The questionnaire and the

survey have been mediums for obtaining information from schools and from business.

In the Report of a study of business education in Seattle, Washington, the Joint Committee stated that there are a number of areas in the field of research which could be investigated by joint committees of business educators and representatives of the business world. Investigation should be made of the methods of training students in offices or in schools in order to perfect the skills required by various office positions.¹

The business teacher could take part in business research. L. A. Rice suggests that:

It is not too idealistic to look forward to the day when every business teacher will be a contributor to a study of some one of the thousands of things still unsettled after more than half a century of the practice of training for business.²

The teachers of business education do not have to work alone on the many problems confronting education and business. The problems should be shared by businessmen. The combined efforts of educators and businessmen working together as one unit of research will result in some specific solutions.

NCMA, through various committees, has made research

¹Joint Committee, op. cit.
projects improving efficiency in office routine. The results of these projects have been made available to teachers of business education.\(^1\)

One of the most pointed criticisms made by business against teachers of business education is that the teachers do not come out and seek information about business. Education and business should not be incompatible. One businessman criticized business teachers in the following manner:

I believe that every teacher of business subjects should be on speaking terms with every employer in his own community. Businessmen should know his problems, and he should have a first-hand understanding of his requirements. Frankly, I cannot understand the timidity with which the teacher looks upon the businessman. For two years I had a standing invitation to the business teachers in a city of over 100,000, to visit our office (with over 600 clerks) to become familiar with the jobs, study the procedures, and bring their classes down for tours and inspections. Not one ever accepted my invitation.\(^2\)

The following seems to be a typical problem found by business executives:

The contact which a personnel director in a business organization values more than almost any other and the one which he will probably go the farthest to preserve, is a perfectly honest straightforward


relationship, between himself and a school personnel director or teacher. Strange as it may seem, this is one of the hardest contacts to make.1

Teachers of business subjects, naturally, should possess the personal characteristics and occupational intelligence which they are expected to develop in their pupils. They should enact not only the role of teachers, but also that of thoroughly qualified office or store managers in order to deal with comparable situations that arise in their daily contact with their pupils. In other words, they should be business-like in the best sense of the term and hold their pupils to the highest possible standard of business conduct every day. When such standards are maintained in the classroom, then employers will have less chance to complain about the undesirable personal traits of graduates of business education departments.

Business teachers must find out just what standards of conduct are required by most exacting business concerns and seek to hold themselves and their pupils up to those standards at all times. Only in this way, F. G. Nichols maintains, can essential business habits be established during the formative years of secondary school training.2

---


Since the treatment was continued for six months,
the symptoms of the patient were greatly improved.
Although the patient was still experiencing some
symptoms, they were significantly reduced compared
to the initial visit. The patient also reported a
significant improvement in mood and energy levels.
This improvement was noted by both the doctor and
the patient's family. The patient was advised to
continue the treatment for another three months
before a reevaluation could be conducted. The
doctor recommended a follow-up appointment
in four weeks to assess the patient's progress.

The treatment plan included a combination
of medication and therapy. The patient was also
told to maintain a healthy lifestyle, including
regular exercise and a balanced diet. The doctor
advised the patient to avoid stressful situations
and to seek support from family and friends.

The patient was grateful for the support given
by the doctor and the family. They expressed
their appreciation for the care and the
treatment provided.

Further treatment considerations were discussed
at the meeting, and the patient was encouraged
to continue the treatment as prescribed.
The increased demand placed on business during World War II has tended to make more obvious the fact that the average high school business course graduates are poorly equipped when they apply for positions as typists, stenographers, file clerks, bookkeepers, or general clerks. The blame has been variously placed on the school system, teacher, principal, and employer. The responsibility must be shared by all. To eliminate such unsatisfactory conditions, anyone having anything to do with preparing young people for the business world and with employing them must be willing to do his part. Committees consisting of employers, supervisors, workers, teachers, and school principals should be organized. Vocational education has used such committees, and they have been found to be invaluable to both the teacher and employer.

Specific suggestions toward closer cooperation between business and education has been stated by Albert Felmet in the following manner:

Office managers should place themselves in such a position that school officials will invite them to assist in vocational guidance. All too frequently, we find bright young graduates seeking employment in our offices, yet they are most inadequately prepared—they know nothing about office practice methods nor have they had any business training in high school.

Larger companies might well consider arranging with schools for the senior business education students to visit their offices and to make trips through their establishments to observe typical business offices in operation. Office managers should make themselves available to speak before classes.
in business education. Office managers should welcome the opportunity to have the business education teachers work in their offices during the summer months. The cooperation should not stop at this point. During the school year, teachers should frequently take a day off and visit various business offices so that they may better equip themselves to prepare young people for the difficult task of facing job adjustment.1

It has been a policy on the part of many school administrators and teachers of business to think of business representatives as a part of business education, and of the job of training youth for vocational efficiency as a joint professional job of the schools and of business.

The Commercial Education Association of the City of New York and Vicinity planned a program for the years 1940-1941 based on a study of "The Contribution of the Schools and Business to Education for Business." The following inquiry was sent to school principals in the City of New York and to a selected group of school superintendents of Long Island, Westchester County, and Northern New Jersey for the purpose of compiling a list of key business and other community organizations which have proved most helpful in the development of the school program of business education:

Please list below the names of three or four persons of your school community who have been most beneficial in giving leadership to the development of your program of business education.

Organized Relationships of School and Business

<table>
<thead>
<tr>
<th>Community</th>
<th>Replies</th>
<th>Organized Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern New Jersey</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Suburban New York</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>New York City Vocational Schools</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>New York City General Schools</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>43</td>
<td>17</td>
</tr>
</tbody>
</table>

Although there were 40 names of businessmen or organizations listed in the answers, only 17, or 39.6 per cent, of the 43 schools answering the questionnaire had business contacts for the improvement of the program of business education, the conclusion was reached that relatively few of them have organized plans for maintaining business relationships. Probably the reason for this is not the nature of the community of that business will not cooperate, but that very few schools have made a serious effort to attack the problem.

---

The problems of cooperation between schools and business as presented by the administrators were:

1. Schools do not have contacts with the employers in the community and business teachers lack freedom to develop such contacts.

2. Administration does not concern itself with the problem of appraisal and adaptation of progress to meet the community's business needs, nor does it recognize the various levels of occupational competence and training for these levels.

3. The high school courses are not conceived as vocational in nature, but as preparation for further study in private commercial schools, business vocational schools or colleges.

4. Programs of business education departments are not flexible.

5. Vocational information has very little influence on the content of the course of studies.

6. Administration subscribed to, but does not provide for, guidance, job analyses, advisory councils, and placement.¹

Teachers of business education have been active and energetic in bringing about closer cooperation with businessmen. Teachers have accepted the challenge and criticisms of business regarding the training of students for business. Business has been criticized by teachers for general antipathy towards the problems involved in the proper training of young people for business careers. It must be remembered that teachers have no opportunity to

¹Business and Education, op. cit. P222.
select their students for business education courses. On the other hand, businessmen have a wide selection of graduates from which to make selections for their office needs.

The suggestions of business educators toward solving the problem of cooperation with business is contained in F. W. Alexander's talk before the Secondary Schools Department, NBTA Convention, Chicago, December 27, 1946. Twelve steps which need to be taken in business education were given. A one-year holiday in the attempt to further perfect teaching skills was suggested with the time thus made available to be used developing closer cooperation with business.

The excellent suggestions made by Alexander were as follows:

1. Differentiate between what constitutes general business and vocational business education.


3. Determine standards of proficiency that students should reach before being recommended for beginning jobs. Here it will be necessary to know about the jobs performed by beginners.

4. In the larger teaching units, develop a testing program for business students and consider a suitable plan of certification of these students. Here consideration could be given the National Vocational Clerical Ability Tests.

5. Conduct follow-up studies of graduates.

7. Explore possibilities for providing opportunities for teachers to secure practical business experience through refresher business experience during vacation periods.

8. Explore the possibilities for part-time programs in clerical and distributive occupations.

9. Determine which phases of the program can be assigned to on-the-job training and which phases the schools are most eminently qualified to undertake.

10. Determine what if anything should be done in training for individual small business proprietorship.

11. Explore the desirability of providing content for those periphery skills in typing, non-specialized clerical duties. This would also include filing and machine operation with the idea that this may influence the training for general clerical workers.

12. In this period of one-year holiday, initiate a program which has for its purpose the development of suitable content desirable in a human relations training program.¹

This thesis will attempt to show how closely business education and business are cooperating in solving mutual problems found in training students for business positions. It will show to what extent business education has sought and utilized suggestions of businessmen in making curricula revision. On the other hand, it will show to what extent businessmen have cooperated with educators in their

attempt to produce efficient workers.

The common goal of business and business education is the production of capable employees for the business world. Therefore, it is necessary that business education committees and advisory groups or councils of businessmen exert even greater effort toward the achievement of this end.
CHAPTER III
PROCEDURES USED IN GATHERING THE DATA

The information and data for this study of the cooperation between Business Education and Business were secured from two separate questionnaires. One questionnaire was prepared for business (see page 31) and the other for education (see page 32). These were distributed in the following ways:

1. The questionnaire was sent to one hundred forty-two superintendents of schools located in thirty-six states including the District of Columbia and was marked for the attention of the supervisor of business education.

2. The questionnaire for business was sent to one hundred and eighty-seven business organizations located in the same thirty-six states including the District of Columbia and was marked for the attention of the Director of Personnel.

3. Accompanying each questionnaire was a cover letter (see pages 33 and 34) explaining the purpose of the study. Assurance was given to school officials and directors of personnel that the name of the school or firm would not be used in the findings.

The questionnaire to education consisted of two pages and contained sixteen questions. The questionnaire was prepared with the thought that it could be easily and quickly answered. The words "Yes" or "No" could be used in answering twelve of the questions. The person filling in the

-30-
Questionnaire sent to Business

1. Is any member of your firm on an advisory committee on business education for any school in your community? ...................... YES  NO

2. Do any of the business associations of which your firm is a member have committees to promote better relationship between Business Education and Business? ......................

3. Has your firm been contacted by members of a local school to determine whether or not the school is training students adequately for future employment by your firm? ......................

   If so, please list any courses which you felt should be added to the school curriculum.

4. Have members of your firm been invited to give talks before school assemblies on subjects pertaining to business? ......................

5. Does your firm conduct a training program for new employees? ......................

6. Does your firm have a co-operative training program in conjunction with a local school? ...........

7. If such a plan is offered, do you feel it has given you a better opportunity to select future employees? ......................

8. Does your firm have an educational adviser to assist employees in selecting courses offered by the local school in evening classes? ...........
9. Does your firm pay the cost of business courses taken by employees? .................................................. YES NO

If so, please check one of the following:
The cost of such courses is paid: (a) in full____ (b) in part____ (to what extent)

(c) not at all____.

10. Does your firm pay the cost of cultural (non-business) courses taken by employees?................. YES NO

If so, please check one of the following:
The cost of such courses is paid: (a) in full____ (b) in part____ (to what extent)

11. Are pay raises or promotions given to employees who pursue courses after working hours?.. YES NO

12. Do you feel that a teacher of business subjects should be required to have some practical business experience?.......................... YES NO

13. Business has criticized business teachers because they possessed book learning only and not practical business experience. Does your firm afford teachers an opportunity to acquire this needed experience during vacation periods?.......................... YES NO

14. Does the local chapter of your business association invited local business educators to address its meetings with the idea of promoting closer relationship between Business and Business Education?.......................... YES NO

15. Would you like a copy of the results of this research project?.......................... YES NO
Questionnaire sent to Schools

1. Has the school system made a survey of the needs of businessmen in the community? ...... YES NO

2. Does your school system have a business education advisory committee composed of leading businessmen in the community? ..........

3. Have new courses been added to the school curriculum upon the advice of businessmen?..
   If so, please state what courses have been added:

4. Do businessmen cooperate with the school in any of the following ways:
   (a) Field trips to offices and plants.... YES NO
   (b) Lectures at school by businessmen....
   (c) Permit students to visit the office or plant for a full day in order that the students might observe the worker on the job..................

5. To teach business subjects in your school is practical business experience required?.....

6. Do you give credit for business experience in determining the teacher's salary?.......

7. Have teachers complained that businessmen are not eager to employ them during vacation periods so that they might gain business experience and be informed of the latest developments and requirements of business?..
8. Do teachers in your system give talks before groups of local businessmen with the idea of informing them of the work done in the school in training students for entrance into business?  

9. Is the management of new industries in your community contacted with idea of learning what new specific skills are necessary in order to qualify for employment with the firm?  

10. Do local businessmen encourage their employees to attend business courses in your Evening School of Adult Education classes?  

11. Does your school conduct an "open" house during the school year for the purpose of informing business of the work being done in business education?  

12. What methods are used by your school to establish closer cooperation between business and the schools?  

13. What have been some of the criticisms made by businessmen of the school graduates who apply for positions?  

14. What criticisms has the school system of the requirements or standards of employment as set up by business?  

15. The work of developing closer cooperation with businessmen in the community is handled by: (please check)  

- Vocational guidance counselor  
- Supervisor of Business Education  
- School Principal  
- Head of Business Education Department  
- A member of the Business Education Dept.  
- Not assigned to a specific individual
Attention Director of Personnel

Gentlemen:

In connection with my graduate work at Boston University, I am engaged in a research project based on a study of the cooperation between Business and Business Education.

Enclosed you will find a questionnaire which I am using to assimilate data for this study. If you will fill out and return this questionnaire to me in the enclosed, stamped, self-addressed envelope, I shall appreciate your assistance. I can assure you the name of your firm will not be used in any of my findings.

If you are interested in receiving a copy of the findings or results of this study, please check Question No. 15.

Very truly yours,

Enclosures 2
Attention Supervisor of Business Education

Dear Sir:

In connection with my graduate work at Boston University, I am engaged in a research project based on a study of the cooperation between Business Education and Business.

Enclosed you will find a questionnaire which I am using to assimilate data for this study. If you will fill out and return this questionnaire to me in the enclosed, stamped, self-addressed envelope, I shall appreciate your assistance. I can assure you the name of your school will not be used in any of my findings.

If you are interested in receiving a copy of the findings or results of this study, please check Question No. 16.

Very truly yours,

Enclosures 2
questionnaire was requested to check either word. Four questions requested detailed answers for which four lines were provided. The school systems were selected at random throughout the country, but particular attention was given to larger school systems throughout the United States. Another thought that was kept in mind was to select school systems in cities where diversified business industries were located. By this selection it was felt the school systems would have varied problems arising from the training of students for office positions, and it was hoped some of these problems would be contained in the answers from supervisors of business education. Provision was also made in the questionnaire for a statement of the methods used by the school to establish closer cooperation between business and the school.

The following information was to be gathered from the question:

1. How many school systems made surveys of the needs of businessmen in the community.

2. How many schools used the services of an advisory committee composed of local businessmen.

3. What curriculum changes are recommended by businessmen.

4. What methods are used by businessmen to cooperate with the school.
5. If actual business experience is required of teachers.

6. If teachers' salaries are determined in part by the fact that they have had business experience.

7. If it is possible for teachers to gain business experience by part-time employment during school vacations.

8. How business training programs are brought to the attention of businessmen by teachers giving talks before business groups.

9. If the business needs of new industries are determined.

10. To what extent employers encourage their employees to attend business courses in the Evening School or Adult Education classes offered by the school system.

11. If the school invites businessmen to visit the school during the year to see the work being done in business education.

12. The methods used by the school to establish closer cooperation between business and the school.

13. The criticisms made by businessmen of the school graduates.

14. The criticisms of the school regarding the standards of employment as set up by business.

15. What member of the school systems handles the problems that arise between the school and business.

16. If the school desires a copy of the results of this study.
The questionnaire to business consisted of two pages and contained fifteen questions. This questionnaire could be answered with ease and facility by the Director of Personnel because the questions were short and the words "Yes" or "No" could be used in answering all fifteen questions. Provision was made on questions three, nine, and ten for further comment on the particular question.

The business firms selected for this study were both large and small, and care was made to have the industries diversified. However, it was kept in mind that the firms so selected would have a fairly large office staff which would present problems to the office manager or executive in charge. A classification of business firms used in the survey is shown in Table I. (see page 40).

Care was taken to word the questions so that the director of personnel would not feel information considered confidential by the company was to be used in the study in a manner which would be prejudicial to the firm's name. Assurance was given that the name of the firm would not be used in any of the findings of this study.

The following information was to be secured from the questionnaire sent to business firms:

1. If a member of the firm is on an advisory committee on business education for any school in the community.
<table>
<thead>
<tr>
<th>Aircraft Manufacturers</th>
<th>Machine Manufacturing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Transportation</td>
<td>Meat Packing</td>
</tr>
<tr>
<td>Agricultural Machine</td>
<td>Motor Car</td>
</tr>
<tr>
<td>Automotive Parts</td>
<td>Miscellaneous Industries</td>
</tr>
<tr>
<td>Banks</td>
<td>Office Machines &amp; Appliances</td>
</tr>
<tr>
<td>Brewers</td>
<td>Paint Manufacturers</td>
</tr>
<tr>
<td>Building Construction</td>
<td>Paper and Paper Products</td>
</tr>
<tr>
<td>Chemical</td>
<td>Petroleum Products</td>
</tr>
<tr>
<td>Dairy Products</td>
<td>Publishing</td>
</tr>
<tr>
<td>Department Stores</td>
<td>Radio</td>
</tr>
<tr>
<td>Distilling</td>
<td>Railroads</td>
</tr>
<tr>
<td>Drug</td>
<td>Restaurants</td>
</tr>
<tr>
<td>Electrical</td>
<td>Rubber</td>
</tr>
<tr>
<td>Engineering</td>
<td>Steamship</td>
</tr>
<tr>
<td>Flour Milling</td>
<td>Shipbuilding</td>
</tr>
<tr>
<td>Food &amp; Grocery</td>
<td>Shoe</td>
</tr>
<tr>
<td>Furniture</td>
<td>Soap Products</td>
</tr>
<tr>
<td>Furnace &amp; Stove</td>
<td>Steel</td>
</tr>
<tr>
<td>Hotels</td>
<td>Textile</td>
</tr>
<tr>
<td>Household Appliances</td>
<td>Tool Mfg.</td>
</tr>
<tr>
<td>Insurance</td>
<td>Tobacco</td>
</tr>
<tr>
<td>Lumber</td>
<td>Utilities</td>
</tr>
<tr>
<td>Column 1</td>
<td>Column 2</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Value 1</td>
<td>Value 2</td>
</tr>
<tr>
<td>Value 3</td>
<td>Value 4</td>
</tr>
<tr>
<td>Value 5</td>
<td>Value 6</td>
</tr>
<tr>
<td>Value 7</td>
<td>Value 8</td>
</tr>
<tr>
<td>Value 9</td>
<td>Value 10</td>
</tr>
<tr>
<td>Value 11</td>
<td>Value 12</td>
</tr>
<tr>
<td>Value 13</td>
<td>Value 14</td>
</tr>
<tr>
<td>Value 15</td>
<td>Value 16</td>
</tr>
<tr>
<td>Value 17</td>
<td>Value 18</td>
</tr>
<tr>
<td>Value 19</td>
<td>Value 20</td>
</tr>
<tr>
<td>Value 21</td>
<td>Value 22</td>
</tr>
<tr>
<td>Value 23</td>
<td>Value 24</td>
</tr>
<tr>
<td>Value 25</td>
<td>Value 26</td>
</tr>
<tr>
<td>Value 27</td>
<td>Value 28</td>
</tr>
<tr>
<td>Value 29</td>
<td>Value 30</td>
</tr>
<tr>
<td>Value 31</td>
<td>Value 32</td>
</tr>
<tr>
<td>Value 33</td>
<td>Value 34</td>
</tr>
<tr>
<td>Value 35</td>
<td>Value 36</td>
</tr>
<tr>
<td>Value 37</td>
<td>Value 38</td>
</tr>
<tr>
<td>Value 39</td>
<td>Value 40</td>
</tr>
<tr>
<td>Value 41</td>
<td>Value 42</td>
</tr>
<tr>
<td>Value 43</td>
<td>Value 44</td>
</tr>
<tr>
<td>Value 45</td>
<td>Value 46</td>
</tr>
<tr>
<td>Value 47</td>
<td>Value 48</td>
</tr>
<tr>
<td>Value 49</td>
<td>Value 50</td>
</tr>
<tr>
<td>Value 51</td>
<td>Value 52</td>
</tr>
<tr>
<td>Value 53</td>
<td>Value 54</td>
</tr>
<tr>
<td>Value 55</td>
<td>Value 56</td>
</tr>
<tr>
<td>Value 57</td>
<td>Value 58</td>
</tr>
<tr>
<td>Value 59</td>
<td>Value 60</td>
</tr>
<tr>
<td>Value 61</td>
<td>Value 62</td>
</tr>
<tr>
<td>Value 63</td>
<td>Value 64</td>
</tr>
<tr>
<td>Value 65</td>
<td>Value 66</td>
</tr>
<tr>
<td>Value 67</td>
<td>Value 68</td>
</tr>
<tr>
<td>Value 69</td>
<td>Value 70</td>
</tr>
<tr>
<td>Value 71</td>
<td>Value 72</td>
</tr>
<tr>
<td>Value 73</td>
<td>Value 74</td>
</tr>
<tr>
<td>Value 75</td>
<td>Value 76</td>
</tr>
<tr>
<td>Value 77</td>
<td>Value 78</td>
</tr>
<tr>
<td>Value 79</td>
<td>Value 80</td>
</tr>
<tr>
<td>Value 81</td>
<td>Value 82</td>
</tr>
<tr>
<td>Value 83</td>
<td>Value 84</td>
</tr>
<tr>
<td>Value 85</td>
<td>Value 86</td>
</tr>
<tr>
<td>Value 87</td>
<td>Value 88</td>
</tr>
<tr>
<td>Value 89</td>
<td>Value 90</td>
</tr>
<tr>
<td>Value 91</td>
<td>Value 92</td>
</tr>
<tr>
<td>Value 93</td>
<td>Value 94</td>
</tr>
<tr>
<td>Value 95</td>
<td>Value 96</td>
</tr>
<tr>
<td>Value 97</td>
<td>Value 98</td>
</tr>
<tr>
<td>Value 99</td>
<td>Value 100</td>
</tr>
</tbody>
</table>
2. If business associations, of which the firm is a member, have committees to promote closer cooperation between business education and business.

3. If the local school has contacted the firm regarding employment of future school graduates.

4. If the local school has contacted the firm for the purpose of determining whether or not the school is training students to fit the requirements of the firm.

5. If the businessman is invited to talk before school assemblies.

6. If the firm conducts a training program for new employees.

7. If the businessman feels such a training program has enabled him to make a better selection in his personnel.

8. If an educational adviser has been appointed to assist employees in selecting courses in evening schools.

9. If the firm pays the cost of business courses, and, if so, to what extent.

10. If the firm pays the cost of non-business courses, and, if so, to what extent.

11. If pay raises are given to those who take courses.

12. If the businessman feels that a teacher of business subjects should have some practical business experience.

13. If there are opportunities in the firm for teachers to acquire business experience during vacation periods.
14. If local business associations invite teachers to their meetings for the purpose of promoting closer relationship between the school and local businessmen.

15. If the director of personnel desires a copy of the findings of the study.

In both questionnaires leading questions were avoided. Facts rather than opinions were sought. In preparing the questionnaire, care was taken to avoid any inquiry that might be considered personal. In the letters accompanying the questionnaires, (see pages 35 and 36) it was explained that the names of the business firms or school would not be used in any of the findings. In this way it was felt that the information requested in the questionnaires could and would be answered in a factual matter.

A follow-up letter and another copy of the questionnaire (see pages 43 and 44) were sent to the business firms and schools which did not answer the first questionnaire.

While the questionnaires were not sent out under the name of an official agency, the number of returns received indicated that businessmen and teachers of business education are interested in this study and readily offered the information requested.
Attention Director of Personnel

Gentlemen:

Recently I sent you a letter explaining the purpose of the questionnaire which was enclosed. To date I have not received your reply. As I am anxious to complete my research project based on a study of the cooperation between Business and Business Education, I am enclosing another questionnaire and a stamped self-addressed envelope for its return. Again I assure you the name of your firm will not be used in any of my findings.

If you are interested in receiving a copy of the findings or results of this study, please check Question No. 15.

Very Truly yours,

Enclosures 2
A review of the above comment

THE MEANING OF LIFE

The question of the meaning of life is a profound one. It has puzzled philosophers, scientists, and theologians for centuries. Many people believe that life has a purpose, and that this purpose is to achieve happiness, love, and fulfillment. Others believe that life is random and that there is no meaning to it. In recent years, some have suggested that the meaning of life is to contribute to the greater good of society. Whatever the meaning of life may be, it is clear that it is an important question to consider, as it can have a significant impact on our lives and the way we live them.
Attention Supervisor of Business Education

Dear Sir:

Recently I sent you a letter explaining the purpose of the questionnaire which was enclosed. To date I have not received your reply. As I am anxious to complete my research project based on a study of the cooperation between Business and Business Education, I am enclosing another questionnaire and a stamped self-addressed envelope for its return. Again I assure you the name of your school will not be used in any of my findings.

If you are interested in receiving a copy of the findings or results of this study, please check Question No. 16.

Very truly yours,

Enclosures 2
Both questionnaires were sent to business firms and school systems located in 142 cities throughout the country. The states in which these cities are located are shown in Figure I. (see Appendix A). The smallest city used in the survey had a population of 9,500 and the largest cities had populations of over 1,000,000 or more.

A total of 187 questionnaires were sent to business firms. Of the total number sent, 116 were returned. This number represented 62 per cent of the total. Included in the number returned were 5 questionnaires which were unanswered but contained no explanation why the firm did not complete the form. Another questionnaire was returned unfilled but was accompanied by a letter explaining the reason. The director of personnel of the particular firm stated that the questions were considered too confidential by the management. The findings of this survey, therefore, will be based on 110 returns, or 58.6 per cent of the total questionnaires sent to business organizations.
the work itself can be done poorly or poorly done. And,

But fisher's view that all of business is a matter of

character, not just numbers or technical aspects, is

worth considering. As he puts it, "Business is a

matter of character, not numbers or technical

aspects."
TABLE II
RESULTS OF RETURNS ON QUESTIONNAIRES
SENT TO BUSINESS FIRMS

<table>
<thead>
<tr>
<th>Total Number Sent</th>
<th>187</th>
<th>100.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number completed and returned</td>
<td>110</td>
<td>58.6%</td>
</tr>
<tr>
<td>Number returned unfilled</td>
<td>6</td>
<td>3.2</td>
</tr>
<tr>
<td>Total returned questionnaires</td>
<td>116</td>
<td>62.0%</td>
</tr>
<tr>
<td>Number unanswered</td>
<td>71</td>
<td>38.0</td>
</tr>
<tr>
<td>Total</td>
<td>187</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

A total of 142 questionnaires were sent to school systems located in thirty-six states including the District of Columbia. Of the total number sent, 94 or 66.2 per cent were returned. A much higher percentage of returns was expected from schools.

TABLE III
RESULTS OF RETURNS ON QUESTIONNAIRES
SENT TO SCHOOLS

<table>
<thead>
<tr>
<th>Total number sent</th>
<th>142</th>
<th>100.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number completed and returned</td>
<td>94</td>
<td>66.2</td>
</tr>
<tr>
<td>Number unanswered</td>
<td>48</td>
<td>33.8</td>
</tr>
<tr>
<td>Total</td>
<td>142</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
CHAPTER IV
RESULTS OF THE SURVEY

The following is a summary of the questions with an analysis of the replies received from 110 business firms, or 58.8 per cent of the total questionnaires sent to business organizations.

Question No. 1. Is any member of your firm on an advisory committee on business education for any school in your community?

The following are the answers received:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Unanswered</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Question No. 2. Do any of the business associations of which your firm is a member have committees to promote better relationship between Business Education and Business?

The following are the answers received:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Unanswered</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Question No. 3. Has your firm been contacted by members of a local school to determine whether or not the school is training students adequately for future employment by your firm?

The answers to the above question are as follows:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>
The following is a list of courses proposed and comments made by businessmen:

Advanced accounting
Course in use of slide rule
Business machine practice
Junior College-Business Administration
Present courses well-covered by local school

Enough courses now, if properly taught and more option to select courses is left to the student

Have not been concerned with additional subjects--rather, have tried to get more thorough instruction and review courses in fundamental arithmetic, spelling, and grammar

Improvement in present Typewriting, Stenographic, and Secretarial courses.

Filing

Emphasis was placed by many businessmen on the teaching of English, Arithmetic, Spelling, and Office Conduct.

Question No. 4. Have members of your firm been invited to give talks before school assemblies on subjects pertaining to business?

The answers received are as follows:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>55</td>
</tr>
<tr>
<td>No</td>
<td>52</td>
</tr>
<tr>
<td>Unanswered</td>
<td>3</td>
</tr>
</tbody>
</table>
Question No. 5. Does your firm conduct a training program for new employees?

Yes  75
No    32
Unanswered  3

Question No. 6. Does your firm have a co-operative training program in conjunction with a local school?

The following answers were received:

Yes  45
No    65

Question No. 7. If such a plan is offered, do you feel it has given you a better opportunity to select future employees?

The following answers were received:

Yes  46
No    13
Unanswered  51

Question No. 8. Does your firm have an educational adviser to assist employees in selecting courses offered by the local school in evening classes?

The answers to the above question are as follows:

Yes  41
No    68
Unanswered  1

The following are comments added by some businessmen:

Members of Personnel Department are available for such counseling.

Responsibility of employee's supervisor...
Materials, bulletins, and catalogs from schools are made available to employees.

Question No. 9. Does your firm pay the cost of business courses taken by employees?

The following answers were received:

Yes 42  
No  68

If so, please check one of the following:

(a) The cost of such courses is paid in full—25 firms answered that they pay such cost in full.

Comments made by some of the firms in answering (a) above were as follows:

Cost of courses selected by executives are paid in full.

Cost of examinations, if passing grade is attained.

Courses in typing and operation of comptometer paid by firm.

One half cost of special training courses if completed satisfactorily.

Cost of tuition fee, laboratory fee, and books.

Cost paid in full by firm where subjects are connected with individual's work.

Cost of course in addition to travelling expenses to school.

Firm pays the cost of some college extension courses.

Tuition

One firm has a definite plan which encourages employees to pursue courses which will help them in their jobs. Refunds up to $75.00 per year are made.
(b) The cost of such courses is paid in part—17 firms replied that they pay part of the cost of courses taken by employees.

The extent to which these firms pay the partial cost of such courses is shown below:

One half cost of course if completed satisfactorily
50 to 60 per cent of the cost of tuition
Partial cost of books, tuition, and laboratory fee
50 to 100 per cent of cost of such courses taken
Amount of payment varies
Depends upon employee's status in firm
Seventy-five dollars per semester up to a total of $150.00 in a 12 month period
Allowance up to $30.00 per year is made
To a limited extent an amount which is determined in individual cases

Some firms checked both (a) and (b) and made comments where both questions pertained to the procedure used by the firm.

Question No. 10. Does your firm pay the cost of cultural (non-business) courses taken by employees?

Answers to this question were as follows:

Yes 6
No 104
The cost of such courses is paid (a) in full—2 firms checked this part of the question.

The cost of such courses is paid (b) in part—4 firms checked this.

Further comments made by firms on (a) and (b) above were as follows:

Paid in part to a certain extent

Adult Education Program given by public school offers many courses for which there is no fee

50 per cent if course is completed

Where non-business (cultural) courses are considered to be of benefit to the individual in his work, the refunding of tuition is approved.

Not a regular practice to pay cost of such courses, but if course should benefit the individual in his development with the firm, part of tuition is refunded.

Question No. 11. Are pay raises or promotions given to employees who pursue courses after working hours?

The following answers were received:

Yes 20
No 52
Unanswered 9

Comments were made by 29

The following comments were compiled from the replies received from the above 29 firms:

Given to all those who show improvement and interest in their jobs

Pay raises or promotions not given on this basis alone

Depends upon the individual
If employee is worthy of it
If warranted
When such courses have obviously increased an individual's worth to the firm
For all diligent employees, regardless of schooling
Credit for interest in such courses is given
Promotions are made as employees are better qualified after completing the courses
This is not the only factor considered
Only as proficiency is increased
Not automatically

Question No. 12. Do you feel that a teacher of business subjects should be required to have some practical business experience?

The following answers were received:

Yes 95
No 11
Unanswered 4

The following comments were made by firms:

Although it would be helpful, it should not be required
It would be helpful in some cases
Practical business experience is helpful
Most decidedly, and should continue such work while teaching

Yes, on college level; No, on high school level
Question No. 13. Business has criticized business teachers because they possessed book learning and not practical business experience. Does your firm afford teachers an opportunity to acquire this needed experience during vacation periods?

The following answers were received:

Yes 56
No 42
Unanswered 12

Comments received on this question were as follows:

Have never been approached on this
No formal program
They have been employed from time to time
Teachers rarely ask for such employment—Why?
Yes, if possible to place a teacher
We are willing to cooperate
To a limited degree
Not practical in our business
We have a number of teachers during vacations
Selection would be made on qualifications only

Question No. 14. Does the local chapter of your business association invite local business educators to address its meetings with the idea of promoting closer relationship between Business and Business Education?

The following answers were received:

Yes 58
No 28
Unanswered 24
Question No. 15. Would you like a copy of the results of this research project?

The following replies were received:

<table>
<thead>
<tr>
<th>Yes</th>
<th>66</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>25</td>
</tr>
<tr>
<td>Unanswered</td>
<td>19</td>
</tr>
</tbody>
</table>

The following is a summary of the questions with an analysis of the replies received from 94 school systems, or 66.2 per cent of the total questionnaires sent to 142 superintendents of schools located in 36 states including the District of Columbia:

Question No. 1. Has the school system made a survey of the needs of businessmen in the community?

The answers to the above question were as follows:

<table>
<thead>
<tr>
<th>Yes</th>
<th>58</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>31</td>
</tr>
</tbody>
</table>

Four schools states that such a survey was now in process. One school states that a continuous survey was made by the Coordinator of Distributive Education.

Question No. 2. Does your school system have a business education advisory committee composed of leading businessmen in the community?

The following answers were received:

<table>
<thead>
<tr>
<th>Yes</th>
<th>38</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>52</td>
</tr>
</tbody>
</table>

Three schools were preparing to form such an advisory committee.
**Question No. 3.** Have new courses been added to the school curriculum upon the advice of businessmen?

The answers received are as follows:

- **Yes** 42
- **No** 51
- **Unanswered** 1

In those systems where the school curriculum was changed upon the advice of businessmen, it was requested that the courses recommended be listed. The information received for this part of the question was quite varied. The courses recommended by businessmen were as follows:

- Hotel management
- Accounting
- Bookkeeping and secretarial work in the Textile Industry
- Retailing and Distributive Education
- Office machines and practice
- Introduction to Business
- Key punch operators for IBM machines
- Business organization and management
- Retail credit procedure
- Arithmetic
- Dictaphone transcription
- Psychology of Human Relations
- Filing
- Medical and Dental Assistants
- Review of Penmanship
- Review of Arithmetic
**Question No. 4.** Do businessmen cooperate with the school in any of the following ways:

(a) Field trips to office and plants

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>86</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
</tr>
<tr>
<td>Unanswered</td>
<td>1</td>
</tr>
</tbody>
</table>

(b) Lectures at school by local businessmen

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>88</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
</tr>
<tr>
<td>Unanswered</td>
<td>1</td>
</tr>
</tbody>
</table>

(c) Permit students to visit the office or plant for a full day in order that the students might observe the worker on the job.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>54</td>
</tr>
<tr>
<td>No</td>
<td>33</td>
</tr>
<tr>
<td>Unanswered</td>
<td>7</td>
</tr>
</tbody>
</table>

**Question No. 5.** To teach business subjects in your school is practical business experience required?

This question was answered as follows:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23</td>
</tr>
<tr>
<td>No</td>
<td>70</td>
</tr>
<tr>
<td>Unanswered</td>
<td>1</td>
</tr>
</tbody>
</table>

Further comments made on this question were as follows:

- Experience required for Distributive Education only
- One year of business experience required
- Experience required in vocational school
Most teachers in the school system have had business experience

Experience is desirable

Should be required

Experience required in Technical school only

Experience is preferred and preference is given to applicants for teaching positions who have had such experience

Question No. 6. Do you give credit for business experience in determining the teacher's salary?

The following answers were received:

Yes 22  
No 68  
Unanswered 4

Question No. 7. Have teachers complained that businessmen are not eager to employ them during vacation periods so that they might gain business experience and be informed of the latest developments and requirements of business?

The following answers were received:

Yes 9  
No 83  
Unanswered 2

Question No. 8. Do teachers in your system give talks before groups of local businessmen with the idea of informing them of the work done in the school in training students for entrance into business?

This question was answered as follows:

Yes 60  
No 34
Question No. 9. Is the management of new industries in your community contacted with the idea of learning what new specific skills are necessary in order to qualify for employment with the firm?

The following answers were received:

Yes 41
No 52
Unanswered 1

Question No. 10. Do local businessmen encourage their employees to attend business courses in your Evening School or Adult Education classes?

The following answers were received:

Yes 83
No 8
Unanswered 2
No Evening School 1

Question No. 11. Does your school conduct an "open" house during the school year for the purpose of informing business of the work being done in the business education department of the school?

The answers received were as follows:

Yes 48
No 36

Question No. 12. What methods are used by your school to establish closer cooperation between business and the school?

The following is a list of the varied answers received:

School has made follow-up studies of business course graduates
Supervisor and Coordinators are in constant touch with firms
Cooperation with NOMA
No definite policy
Have felt that relations are close enough, with no apparent need for a special program

Membership in business organizations by school officials is maintained

Use of service clubs

Conferences with businessmen about graduates employed by them

Cooperative plan wherein senior students alternate weekly in business offices

Cooperation with the Educational Committees of the local Chamber of Commerce, Kiwanis Club, and Rotary Club

Group discussions with personnel managers

Visits to business concerns

Advisory educational committees

A dinner meeting once a year with leading businessmen as guests of the business teachers

Coordinator spends four days a week contacting business firms and supervising On-the-Job Training

Teachers visit business offices

NCMA methods to be instituted shortly

Do not need closer cooperation

Establishment of Career Clinics and Career Days sponsored by the Kiwanis Club

Employment bureau maintained for graduates of business department
Question No. 13. What have been some of the criticisms made by businessmen of the school graduates who apply for positions?

Thirteen schools did not answer this question. The following is a list of the criticisms made by businessmen:

- Students cannot follow instructions
- Will not check their work
- Too much time out of work
- Not efficient
- Deficient in arithmetic
- Too many low-level pupils are permitted to enroll in business courses
- Deficient in use of English
- Cannot spell
- Poor penmanship
- Little knowledge of business procedure
- Cannot operate business machines
- Do not want to assume responsibility
- Lack of sense of loyalty and obligation to employer
- Need for more help in knowing how to apply for a position and present their qualifications
- Do not have a willingness to start at the bottom
- Lack of neat appearance when applying for work
- Deficient in reading
- Inadequate training in filing
- Lack of personal traits
- Have heard only praise
- Shortage of trained office workers
Get married too soon
No criticism of training; criticism of usual faults of personality
Inability to get along with co-workers
Girls smoking during office hours
Poor telephone technique
School training should be thorough in regard to fundamentals. Special training should be left to employers.
Too many students want to start as secretaries
Wasteful in use of office materials
Students do not remain in school long enough to be really proficient--jobs are too plentiful at high salaries

Question No. 14. What criticisms has the school system of the requirements or standards of employment as set up by business?

The following answers were received:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>16</td>
</tr>
<tr>
<td>Unanswered</td>
<td>19</td>
</tr>
</tbody>
</table>

The following is a summary of the detailed criticisms made by school officials:

Standards set up by businessmen are not higher than the actual situation requires

Lack of understanding on the part of supervisors

Failure to consult schools in regard to the qualifications of prospective employees

Request secretaries and then assign the new employee to general clerical or file work. This results in the employee losing skill in shorthand

Failure of businessmen to contact vocational guidance or placement department of school for recommendations on graduates
Have never made a study of the criticisms, if any

Expect the same performance as that given by experienced adults

Employers lack patience with new employees

Business is very understanding of the capabilities of graduates

Standards of pay for clerical and office work is too low

Business fails to realize that the school graduate is just a beginner in business

Lack of orientation program for beginning workers

Businessmen often do not know what they want

Businessmen take our poor students and not our honor students because of family or other connections and sometimes criticize our preparation of these students

No definite plan of promotion

Business not willing to give in-service training to new employees

Business needs more modern, up-to-date equipment

**Question No. 15.** The work of developing closer cooperation with businessmen in the community is handled by:

(a) Vocational guidance counselor 41 schools
(b) Supervisor of Business Education 37
(c) School Principal 28
(d) Head of Business Education Department 38
(e) A member of the Business Education Dept. 12
(f) Not assigned to a specific individual 21
(g) Others 5

In most instances this work was found to be handled by more than one individual in the school system.
Question No. 16. Would you like a copy of the results of this research project?

The following answers were received:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>67</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
</tr>
<tr>
<td>Unanswered</td>
<td>23</td>
</tr>
</tbody>
</table>
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to determine the degree of cooperation between business education and business. Also, it attempted the following: to ascertain the methods used by business education in obtaining the cooperation of business; to determine the criticisms made by business of education; and to note the extent to which steps are being taken to remedy the deficiencies of business education.

Recurring terms throughout the study were defined in Chapter I.

The following reasons for this study were given:

1. To show the need of greater cooperation between business education and business.

2. To determine the extent business education has sought the cooperation of business in improving the methods of teaching business subjects; to state the criticisms made by business education of business.

3. To present the criticisms made by business of business education; to determine the extent business has cooperated with education for the purpose of producing better qualified business workers.

4. To show the results of close and harmonious relations between business education and business.

-65-
The following procedures were employed in solving the problem:

1. Distribution of a questionnaire to business firms.
2. Selection of diversified industries to which questionnaire was sent.
3. Distribution of questionnaire to school systems.
4. Selection of both large and small school systems throughout the country to which questionnaires were sent.

CONCLUSIONS

The results of this study show conclusively that businessmen are eager and willing to cooperate with education in the training of better office workers. On the other hand business education has not exerted itself in seeking advice and assistance from business. Since close cooperation is needed between business education and business in order to fit the individual for office work, business must tell education what qualifications are required of office workers and business education must establish these qualifications as standards in producing efficient workers. Business education should openly seek the advice and criticisms of businessmen in order that students might be trained for positions that are available.
The committee held their next in session on

[Paragraph continued on next page]
One significant deficiency on the part of business education is the failure to establish advisory committees or councils composed of leading businessmen in the community. This survey showed that out of 110 business firms only 55 had membership in advisory councils or committees. It would seem that the initiative in forming such a committee should be taken by the local school. Only 58 out of 94 school systems used in this study had made a survey of the needs of businessmen in the community. The results should have shown that every school had made such a survey. Schools must have some basis for the courses of study offered by the business education department of the system. The basis upon which the curriculum should be built is the needs of local businessmen and the test of successful indoctrination is the manner in which business welcomes or rejects the school graduates.

Regarding courses taken by employees, it is evident that many firms have attempted to assist employees who seek to better themselves and their positions by studying after working hours. The establishment of an educational unit or branch within the personnel department for the purpose of assisting employees in selecting suitable courses would be of inestimable value. Only 41 out of 110 firms had an educational adviser.
Of the firms questioned, 38 per cent paid the cost of business courses taken by employees, either in whole or in part. The majority of firms would pay only for such courses as would benefit the employee in his job. The benefit of financial assistance for those desiring to take business courses was extended to all employees and not just a few selected executives.

Business, however, does not evince a comparable interest in the so-called cultural courses, for only 6 out of 110 firms paid for these courses. Most firms, apparently, were interested merely in increasing the efficiency of the worker in his daily job and felt that broad general knowledge did not make the worker more valuable to the firm.

While only 23 school systems replied that business experience was required of teachers, 70 answered it was not required. However, most of the schools in the latter group stated that such experience should be required or was desirable. Yet, in practice, it is apparent that many schools do not follow the recommendations of the National Association of Business-Teacher Training Institutions. A committee of this association stated that occupational experience should be required of prospective teachers.
of business subjects. A significant fact is that 86 per cent of the firms used in this survey felt that teachers of business subjects should be required to have some practical business experience. Practical understanding of business problems and how they can be solved can come only from actual business experience.

In determining a teacher's salary only 22 school systems stated that credit for business experience was a determining factor in establishing salary. In contrast, 68 school systems replied that business experience on the part of the prospective teacher did not enter into the determination of salary.

This study found that businessmen were generally helpful in enabling teachers of business subjects to obtain practical business experience during vacation periods. The number of firms offering such opportunities was 56 with 42 firms either unable or unwilling to provide such opportunities. Some firms stated that teachers had never asked for such employment and wondered why. Only 9 school systems replied that teachers found it difficult to obtain business experience during vacation periods whereas 88 systems stated that teachers had no complaint about business' failure to employ them.

The conclusion to be reached on the question of business experience for teachers is that such experience can be easily and readily obtained if teachers go out and approach businessmen in the community. Such employment should not be primarily for remunerative reasons, but rather for the purpose of obtaining broad experience and knowledge of the latest developments and requirements of business.

The survey indicated that business shows little interest in having employees pursue courses after working hours. Very few firms, 20 in number, promote employees or grant pay raises for this reason, in contrast to the large number of firms, 52, who do not regard this factor at all. Merit and increased proficiency on the job, are the determining influences in giving increments and promotions to employees.

Both business and education approved the plan of having educators address local business associations. This study revealed that 53 per cent of the firms that returned questionnaires were inviting business education leaders to address their members and that 64 per cent of the schools returning questionnaires had teachers in the systems give talks to businessmen. Such a plan brings closer understanding between both groups for such meetings provide the opportunity for both business and education to explain their problems and to seek assistance in solving these problems.
The findings of this study revealed that businessmen definitely cooperated with schools in three important ways. All three of these help to produce efficient office workers. It was found that 92 per cent of the firms used in this study permitted students to make field trips to their offices and plants. Businessmen were eager to give their time and information to students because 94 per cent stated that they gave talks at school assemblies. Fifty-seven per cent of the firms permitted students to visit the office or plant for a full day in order that the students might observe the worker on the job. The above statistics are definitely conclusive that businessmen are willing to give their time and the facilities of their organizations to assist schools in training business students in modern business techniques.

RECOMMENDATIONS

An analysis of the results of this study suggested certain recommendations. First, co-operative training programs should be established in more school systems. About 41 per cent of the firms included in this study had such a program in conjunction with local schools, and it was found it worked successfully because it gave them a better opportunity to select future employees. Large school systems should have no difficulty in finding suitable firms that would be agreeable to such a system.
The students working under such a plan can, by giving his own personal reaction to the job, assist the school to understand the problems of its graduates; at the same time the school official handling such a program can make an analysis of job requirements.

Another important recommendation is that schools should make surveys of the needs of local business firms frequently. Information received from such a survey is invaluable in changing the contents of a business course. It must be kept in mind that business methods and requirements are constantly changing and therefore business education must be cognizant of such changes. Prospective candidates for positions in business must be trained in a manner that qualifies them for the positions which they seek. In this way the school is not criticized for training incompetent business personnel.

Advisory committees or councils composed of leading businessmen in the community should be used by all schools. Such groups can be an important influence in keeping teachers informed concerning the changing conditions in business and can suggest improvements in the school curriculum.

School officials and teachers of business subjects should be in close contact with local NOMA chapters. Business, through the activities of the National Office Management Association (NOMA), has taken definite steps in an
the present, the best mode is found that is being applied and used in the majority of the cases. This method of treatment is being employed in a number of cases. It is found that by using this method, the treatment is being effective. The results are promising and the method is being applied on a large scale.
attempt to bring about closer cooperation between business and business education. Through the efforts of NOMA and the United Business Education Association the Business Entrance Tests were designed. Local schools have been approached by local NOMA committees to have the clerical aptitude tests used in the schools. Such tests would result in more efficient preparation of prospective office workers. Therefore, education should be ready to cooperate with this progressive business association.

One of the important criticisms made of business by teachers of business education as found in the results of this study was that business failed to establish definite requirements for jobs. For example, an executive would request assistance from the local school in filling a position in his organization. He would want a secretary who could take dictation at 125 words per minute and type about 80 words per minute. Actually the job did not require this high degree of skill. The executive would never dictate that fast with the result that a student who could take rapid dictation would quickly lose her shorthand speed. This shows that business should define its needs more definitely and should use the vocational guidance facilities of the local school in filling positions.
The main point of the document is that...
Business should assume the responsibility of training new employees. Orientation programs should be set up for this purpose. The transition between school work and office work is so great for many students that they lose confidence in themselves if they are not given time and assistance in adjusting themselves to their new environment--the business office.

This study has shown that educators and businessmen have come to the realization that they must work together closely in the training of business workers. It is the opinion of the writer that business has taken the initiative in bringing about this cooperation through organizations such as the National Office Management Association. Business education, however, should be more alert about using the facilities placed at its disposal by business. For example, more schools should begin a program of field trips for students to business offices and plants and also should establish a co-operative training program. The school should adopt a follow-up program of its graduates. Studies should be made of the causes of failure on the part of the student to measure up to office standards. Business educators should take the initiative in conducting studies on business education and seek the cooperation and assistance of local businessmen's associations. Such studies would suggest specific
- There was a sticky mess in the corner of the room.
- The room was very chaotic.
- People were walking around.
- The door was open.
- They were having a meeting.
- There were papers on the table.
- The window was closed.
- The sky was overcast.
- The weather was rainy.
- The temperature was cold.
- The atmosphere was tense.
- They were discussing a project.
- The room was filled with people.
- The conversation was loud.
- They were brainstorming ideas.
- The light was dim.
- They were using a projector.
- The coffee was spilled.
- They were laughing.
- The room was too small.
- The furniture was old.
- The carpet was dirty.
- They were eating snacks.
- The music was playing.
- The windows were broken.
- They were preparing for an event.
- The room was empty.
- The clock was ticking.
- They were waiting for someone.
- The doorbell was ringing.
- They were talking about the weather.
- The room was echoey.
- They were getting ready for a presentation.
- The room was too hot.
- They were discussing their plans.
- The room was too bright.
- They were feeling nervous.
- The room was too dark.
- They were sharing ideas.
- The room was too quiet.
- They were working on a project.
- The room was too cold.
- They were feeling excited.
- The room was too crowded.
- They were listening to music.
- The room was too small.
- They were discussing their work.
- The room was too dark.
- They were feeling anxious.
- The room was too noisy.
types of equipment and personnel needed as well as educational methods required to give business the kind of service it needs and deserves. Each and every device that increases the efficiency of business education should be adopted.
BIBLIOGRAPHY


Joint Committee Composed of Representatives from Seattle Chapter of National Office Management Association, Seattle Public Schools, University of Washington. Business Education--The Door to the New Frontier. 1947


