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A comparative study of high school commercial curricula with suggestions for reorganization

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Boston University
BOSTON UNIVERSITY
GRADUATE SCHOOL

Thesis

A COMPARATIVE STUDY OF HIGH SCHOOL COMMERCIAL CURRICULA WITH SUGGESTIONS FOR REORGANIZATION.

Submitted by

Katherine Frances McAndrew

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In partial fulfilment of requirements for

the degree of Master of Arts

1925
OUTLINE OF THESIS

A COMPARATIVE STUDY OF HIGH SCHOOL COMMERCIAL CURRICULA WITH SUGGESTIONS FOR REORGANIZATION.

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Commercial education as it is known today is a development of recent times, and may still be said to be in the state of evolution. The beginning of commercial education in the United States, however, may be traced back to 1821, when the English Classical High School of Boston offered a course in Navigation. This course was highly technical in character, and was only an elective. Pittsburgh also offered courses in Penmanship and Commercial Arithmetic about this time, which were ineffective because of their detachment from the other courses.

Several factors contributed to the inclusion of commercial courses in the high-school program of studies. The primary one was the Industrial Revolution which gained its impetus in the United States about 1830. The growth of large manufacturing establishments led to a concentration of workers in towns and cities. At this time the railroads were first introduced in this country, and they paved the way for the great developments in transportation which were to come before the close of the century.
The greatest developments in industry and transportation came during the Civil War and immediately after it. The factory system did much to destroy the old system of apprenticeship by which boys had formerly gained their vocational education. The factories and railroad companies both, desired clerks to care for the records and correspondence which grew in proportion to the development of the organizations, themselves. Finally the introduction of compulsory education laws took away from the children any opportunities they might have of obtaining commercial training at an early age.

There was then a definite need of trained workers, and the private business school was the first organization formed to meet this need.

As early as 1834 there was a private business school in Philadelphia; but the opening of the first Bryant and Stratton College in 1850 in Cleveland really marked the beginning of the period of the private business school. In the next decade private business schools sprang up in many cities, and for about forty years they met the demands for trained office workers.
An outstanding feature of these schools was the fact that they gave instruction only in commercial subjects. The principal subjects taught were penmanship, bookkeeping, commercial arithmetic and commercial law. Some schools taught shorthand, but the transcription was done in longhand, for the typewriter did not appear until 1870. The instruction was usually given by dictation, and the texts were compiled from any available sources. The students were trained merely for clerkships, and even today the business college errs in narrowing the scope of its education to mere technical training.

The history of the Bryant and Stratton organization brings out clearly the defects of this system of commercial education. The purpose of the two founders was to have a business college in every city of ten thousand or more people. When starting a school, a member of the organization would approach a well-known citizen of a community, ask his aid in organizing a school and promise him a percentage of the profits. In this manner a chain was formed which was composed of many cities.
In 1866 Bryant and Stratton formed a perpetual partnership with the hope of monopolizing the field of commercial education. Their aim was never achieved because of the dissension which arose among the local managers, and the fact that several independent schools persisted over this period. One cause for the internal strife was the system of scholarships which had been in vogue in the system. A scholarship purchased at a certain price could be used at any school in the system and would even be accepted at intervals of time when the holder was not working. The evils of this scholarship system were soon realized, and the system was abandoned.

The monopolistic tendency was a dangerous one, but it did aid in establishing a slight degree of uniformity in the commercial courses.

The main defect of this system of private business schools was the purpose underlying them, namely the making of money. The organizers were too much concerned with the prospect of securing high profits from the school to consider very carefully the needs of the pupils. It was, and even today, is, in private business schools, to the interest of the managers to have the pupils remain in school as long as possible.
There were other failings connected with such a system. One of these was the lack of training which characterized the teachers. Many of them knew little about the subjects, and were interested solely from a financial point of view. There were no definite methods of instruction and no adequate texts on the subjects taught.

After 1894 there was a decline in the number of private business schools, partly due to the business depression which was very acute at that time, and partly due to the public high schools which were just beginning their work in commercial subjects.

A typical business-school curriculum at this time is as follows:

1. Mathematics
   a. Bookkeeping, b. Arithmetic

2. Writing
   a. Penmanship, b. Shorthand, c. Typewriting

3. Business
   a. Business Practice, b. History of Commerce,
      c. Commercial Geography

4. English
   a. Spelling, b. Grammar, c. Business Correspondence, d. Composition and Rhetoric,
   e. Public Speaking
5. Civics

a. Commercial Law, b. Civil Government

c. Economics

Very few schools taught all these subjects, because most of the pupils elected only the technical subjects. Bookkeeping was the subject which was most important, and the one most commonly chosen by pupils. Since the opening of the twentieth century the business schools have become more efficient because of the rivalry between them and the public high schools.

The money-making ambitions of the managers is still a detriment to the progress of the pupils who attend private business schools. Furthermore, the narrowing influence of training along only technical lines impedes the development of the child socially. It may be truly said that business schools emphasize rules too much and principles too little; and although the mind is trained, it is not developed.

The private business college still exists in most of the cities of the United States, but it has just about held its own since 1890. There has been "in the last two decades only about seventy-five per cent. increase in the number of these institutions as

compared with an increase of several hundred per cent. in the number of public schools offering commercial training."

In 1893, a business section was first recognized by the National Education Association. Even previous to 1890, there were some high schools where two-year commercial courses had been offered. By 1897, the enrollment in commercial courses was large; and a year previous, the Central High School, a separate commercial high school, was founded in Philadelphia. New York, Washington, Pittsburgh, Chicago and Brooklyn soon organized commercial high schools.

These early efforts at commercial education in public high schools were not successful for many reasons. In the first place the schools were dominated by classicists, who made few attempts to coordinate the academic and the technical work. There was a lack of properly trained teachers, and thus the instruction was poor, and commercial graduates inferior to those in the other curricula.


1. C. F. Marvin, Commercial Education in Secondary Schools, p. 17
Education for the Public Schools" which is as follows:

**First year:** English, German or French or Spanish, algebra, general history, bookkeeping, penmanship, and drawing.

**Second year:** History of English literature, composition, commercial correspondence, modern language, commercial arithmetic, English and European history, study of commercial products, commercial geography, bookkeeping, and typewriting.

**Third year:** Rhetoric and composition, United States history, plane geometry, physics or chemistry, political economy, commercial law, bookkeeping, and office practice, language or shorthand or typewriting.

**Fourth year:** English literature, parliamentary practice, history of commerce, language or shorthand or typewriting, physics or chemistry, banking and finance, solid geometry, mechanical drawing, advertising, accounting, office practice for stenographers.

The above curriculum was characteristic of those offered for commercial pupils at that time and shows the domination of the academic subjects. There are not apparent either the immediate nor remote objectives of fitting the pupil to fill a business position at the end of either of the four years, or of preparing him for one

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1. C. F. Marvin, Commercial Education in Secondary Schools, p. 37
upon graduation.

A large number of subjects in a curriculum means little time devoted to each one, and therefore the student receives but a smattering of knowledge. The inclusion of foreign languages, History of English literature, and English and European history show that the commercial pupils took many subjects designed for pupils preparing for college.

It is seen that no drill in arithmetic nor penmanship was given as a foundation for the business training. Bookkeeping and penmanship are both taken in the first year. Commercial correspondence seems rather isolated in the second year, and much of its efficacy is lacking because it is not directly linked up with stenography and typewriting. Mastery of English first, then stenographic ability combine to make a course in correspondence practical. The social studies do not bear on economic problems, nor does there seem to be any provision for oral English, although there is an abundance of composition.

The greater number of the courses are carried over directly from the college curriculum. There is a very apparent lack of coordination between the commercial and the academic subjects. The pupils do not secure a general business training which will give them a knowledge
of commerce and business principles. There is a lack of specialization in vocational studies, so that the pupils lacked sufficient technical training to be adequately fitted for positions.

No vocational guidance was attempted. Many of the pupils took a commercial curriculum because they had difficulty in finishing the grammar school, and teachers and principals would advise them to take a commercial curriculum. There was at that period, and there still is unfortunately in some localities, a sentiment that less mentality is required from pupils in a commercial curriculum. During this period a higher percentage of commercial pupils failed to finish high school than those in any other curriculum. Today, however, practically fifty per cent. of the pupils graduating from high schools are in the commercial curriculum.

Many of the teachers had had no training in higher commercial institutions nor any business experience. They had no sympathy with the vocational aims of commercial education. Consequently, the quality of instruction was poor; and it is no wonder that commercial students were classed as inferior upon graduation. The lure of a job, and the fact that even after spending four years in high school, really did not give adequate preparation for
any specific position, caused a great number of the pupils to leave school before receiving a diploma.

In commercial education in public schools, two types of organization have developed, the department of a general high school and the separate commercial high school. For the great majority of high schools, the department in a general high school is the most feasible plan. Less expense is involved in providing a section of the high school for commercial work. Furthermore, if all the children of a town or city attend one general high school, they will be more of a social unit. Such a grouping of the pupils will give them a broader outlook by contact with pupils of a different social status and different ideals. Some defenders of the idea of a general high school even claim that early specialization is bad, that the child is too young to choose his life work, and that the high school should give him a broad view of all the subjects taught there.

A separate commercial high school would only be practical in a large city, which could supply a sufficient number of pupils annually. A well-equipped commercial high school would involve the outlay of much money because the various machines are expensive, and pupils are careless in the use of the machines, which are very easily broken.
Thus the various machines employed are a constant source of expense, because they need to be repaired so often.

Perhaps the curriculum on the whole would be more narrowing than that of the general high school, but it would tend towards being more vocational and less academic in character. This could be remedied by having the curriculum determined by persons who recognize the worth of both social and vocational training.

The difficulty of transporting pupils to and from school is an objection often raised to a separate commercial high school. It is surprising to me that in such a large city as Boston so many pupils ride to school. This may be due to the fact that there are separate high schools like the Public Latin School, the Mechanics Arts High School and the High School of Commerce, which specialize in their curricula; or to the fact that many pupils like to go in town to school, rather than to the high schools in their own districts.

I think the most serious objection to separate commercial high schools is the fact that they make social distinctions among the pupils of the community. Although in all schools, there will always be groups of intimates, the mingling of all classes of pupils will tend to broaden the individual pupil's ideas and develop a more democratic
spirit in him. In Newton, Massachusetts, where I attended high school, there were two separate high school buildings, the Technical and Classical high schools. Naturally, there was much rivalry and feeling between the two schools, but now the two schools have been combined under the name of the Newton High School.

The junior high school is now an accomplished fact in the field of education, although most school systems still cling tenaciously to the old-time 8-4 plan of education. "Moreover, work under the new order has passed the experimental stage with the result that its superiority over the old plan has been clearly demonstrated."

The old eighth grade work was mainly a review of subjects taught in previous years. "Many pupils who failed were not unable to work but unwilling to." A wide gap existed between the grammar school and the high school; much of that is eliminated by the junior high school. This school recognizes the needs and changes of adolescence both in the physical and mental makeup of the pupils, whose ideals and tastes change to a marked degree during this period.

1. Salt Lake City, Utah, Syllabus of Courses of Study in Junior and Senior High Schools, p. 5
2. J. K. Van Denburg, The Junior High School Idea, p. 15
In matters of routine also, the children are gradually accustomed to the ways which they will soon follow in the senior high school. No longer will the freshmen of the senior high schools stand bewildered in the corridors when bells ring at the end of periods, nor wonder what they are supposed to study for homework.

Initiative and self-reliance in the pupils are developed in the junior high school so that they become used to the changing of classes, filing through corridors, preparation of homework, etc. Most of the pupils take great pride in these added responsibilities of the junior high school, which, however, does not permit as much freedom as is enjoyed in the senior high school.

The junior high schools provide a more efficient grouping of the pupils, too, as regards age and ability. In the junior high schools of New Britain, Connecticut the pupils are promoted by subject, which allows them to advance as fast as they are individually able. Such a procedure is highly desirable, for it is now recognized that it is the brilliant pupil who is most impeded in his work, because of the fact that most courses are organized for the average pupils or those of less than average ability.

Professor Calvin O. Davis calls the junior high school "an opportunity school" in an address recently.

1. Boston Transcript, March 26, 1925, "Junior High School is now the Opportunity School, Masters told"
made before the secondary school principals of New England. 

There are now two points of view in regard to the junior high school, Professor Davis continued, "The college wishes the elimination of all the 'unfit' pupils at an early date; the junior high school would hold all pupils in school as long as possible." The second method would tend to coordinate the work of the junior and senior high schools, and lead the child to see one as a stepping-stone to the other, and thus desire to stay in school through the twelfth year.

The guidance function of the junior high school is one of the very important tasks of this new school organization. Much of the responsibility of the guidance work must rest upon the shoulders of the teacher, therefore it is most essential that the instructor be a person of broad experience, wide sympathy and have a knowledge of child psychology. While in most school systems there is no differentiation in subject matter in the seventh grade, the teacher by close observation of the pupil and his work should gauge his abilities, so that she may suggest to him and his parents along what lines she believes he had best continue his studies in view of the capacities he has shown.
The recognition of individual differences is now almost universal, and Pyle declares, "As a rule, bright children continue to be bright and dull children continue to be dull in spite of what may happen to them." The inherited traits of the child and the environment in which he has been brought up determine to a large extent his tastes and ambitions in life. Acquaintance with the home conditions of her pupils will aid a teacher in her vocational guidance work.

Intelligence tests given to pupils at the beginning of the junior high school period would aid in ascertaining the abilities and interests of the pupils. Several tests should be given, and they should cover a variety of material to be most effective.

The exploratory or try-out course is another new feature of the junior high school. "The purpose of these courses is "to reveal the interests and aptitudes of pupils and to reveal to them the major fields of academic and vocational interest." Although the seventh year, marks the beginning of the junior high school, most of these exploratory courses do not begin until the eighth year.

Exploratory courses have been given in various trades by having boys work six weeks each at painting, carpentry, electrical work, metal work, etc., but because some boys at this period have whimsical ideas, these experiments have

1. W. H. Pyle, Psychology of Learning, p. 207
not been entirely successful. Unless a child is particularly
gifted in one field, it is difficult to determine what cur-
riculum he should pursue. Many boys who do choose to fol-
low a particular trade are motivated by the fact that it
pays better than other trades, and some boys choose the
last trade which they have tried out. Them, too, the
expense of equipping various shops is considerable, and
only a wealthy community could attempt such an undertaking.

A course in general language in the junior high school
would serve to give a foundation to pupils who contemplate
future study in foreign languages. This course includes a
study of the essentials of grammar which every one should
know, the development of the English language, which includes
the roots and forms which have been derived from Anglo-Saxon,
Latin and Norman French. Such a study is also worth-while for
the pupil who may leave school without studying any foreign
language.

Professor F. G. Nichols believes that a commercial
try-out course is of little value because the nature of
the subjects (they are drill subjects) is such that only
intensive work will demonstrate a student's abilities
in them. A try-out course in shorthand is not desirable
because it requires about a year's work, carrying the
subject five hours a week, to master the principles. It
has been often demonstrated that pupils may be able to

1. Frederick G. Nichols, Associate Professor of Education
   Graduate School of Education, Harvard University
write single words correctly and secure high marks in first-year shorthand; yet because of nervousness or sheer inability to take dictation with any degree of speed, fail completely as stenographers.

Typewriting is so closely connected with shorthand that if the two were given to pupils in the junior high school, it would probably be found that the pupils lack general knowledge and ability to write a business letter with correct punctuation and spelling. The best stenographer is the one with the broadest education and experience and best brains. In my class at college, almost without exception, the girls who were the best secretaries were those who also had achieved high standing in their academic work because of superior mental ability.

Bookkeeping is another tool-subject in commercial work, and is practically all a matter of drill. In this subject Professor Nichols believes that a record of the pupils' former work will testify as to the possibility of their becoming efficient bookkeepers. The neatness and legibility of the pupils' penmanship and the speed and accuracy with which they solve problems in arithmetic will serve as indices of their capabilities as prospective bookkeepers.

On the next few pages, I am making a comparison of curricula which seem representative of those which I have studied.
### Comparison of Curricula of 7th, 8th and 9th Years

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<th>Lincoln, Nebr.</th>
<th>New Britain, Conn.</th>
<th>Minneapolis, Minn.</th>
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<td>English</td>
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<td>Geography &amp; Voc. Reading</td>
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<td>Health</td>
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<td>Industrial Arts (Boys)</td>
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<td>Household Arts (Girls)</td>
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<td>Arithmetic</td>
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<td>Music</td>
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<td><strong>ELECTIVES (1)</strong></td>
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<td>Art</td>
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<td>Advanced Orchestra</td>
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<td>Prep. Orchestra</td>
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<td>Penmanship &amp; Spelling</td>
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<td><strong>8th Grade</strong></td>
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<td>History &amp; Voc. Reading</td>
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<td>Health</td>
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<td><strong>ELECTIVES (12 Hrs.)</strong></td>
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<td>Typewriting</td>
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<td>Com. Arithmetic</td>
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<td>Penmanship &amp; Spelling</td>
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<td>Household or Ind. Arts</td>
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<td>Math. (Arith. or Algebra)</td>
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<td>Science</td>
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<td>Vocational Reading</td>
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<td>Junior Business</td>
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<td>Typewriting</td>
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<td>Algebra I, II</td>
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## COMPARISON OF CURRICULA OF 10th, 11th and 12th YEARS

### Minneapolis, Minn.

<table>
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<td>Com. Law &amp; Economics</td>
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DISCUSSION OF CURRICULA ON PAGES 17 AND 20.

Lincoln, New Britain and Minneapolis require English and health in all three grades of the junior high school. Geography, arithmetic, practical arts for both boys and girls and music are also required subjects in the seventh year in all three cities. Lincoln is the only one of the cities which offers either art, advanced or preparatory orchestra, or penmanship as a two-hour a week elective in the seventh grade.

With the exception of English and health, history is the only required eighth grade subject in all three cities. Lincoln and New Britain give vocational reading in conjunction with the course in history. New Britain and Minneapolis require mathematics, practical arts and music. Minneapolis offers no electives; New Britain gives a choice of additional practical arts or English, while Lincoln offers twelve hours of electives. The commercial electives are typewriting, commercial arithmetic, penmanship and spelling; the others, music, art, household or industrial arts, mathematics or science.

In the ninth grade, Lincoln requires vocational reading, New Britain, general science and Minneapolis, Community Life Problems and chorus in addition to the two constants, English and health. Here are offered a variety of electives, which might be divided into three groups, the electives for college preparation, for commercial training and for practical arts. With respect to the commercial electives, New Britain combines arithmetic with bookkeeping and penmanship, while Lincoln offers these three subjects separately and junior business also. Minneapolis offers only arithmetic and penmanship. Typewriting is elective in all three cities, and commercial
geography in New Britain.

Minneapolis, New Britain and Salt Lake City require health and English in the three years of the senior high school. Minneapolis has no definite commercial curricula, though from the electives, a pupil may choose sufficient courses to fit him for a business position. New Britain has a commercial curriculum for boys and one for girls beginning in the tenth year. Salt Lake City has no separate commercial curricula until the eleventh grade. In general, the electives in all three cities may be divided into four groups, sciences, modern languages, practical and fine arts.

Minneapolis and New Britain require U. S. History in the eleventh grade. New Britain requires bookkeeping for boys, and stenography for girls. Salt Lake City has three curricula, one for accountancy, one for stenography and a third for general business training. Minneapolis offers advanced bookkeeping and stenography as electives. Salt Lake City requires commercial law and economics for half a year each. The electives in Salt Lake City are cultural subjects with the exception of Physics. The electives in Minneapolis and New Britain fall into the four groups I have noted in the tenth grade.

In the twelfth grade each city requires a social study. New Britain requires commercial law and economics for boys, and Salt Lake City bookkeeping and calculating machine work for accountancy, and salesmanship for general business. Stenography is also required in these two cities for the stenographic curriculum. The electives in Minneapolis and New Britain fall into the four main groups, although the former offers debate and commercial law or sociology. Salt Lake City offers advertising and journalism, which are not offered by the other two cities.
While the New Britain, Connecticut junior high schools offer one-half a year of commercial training in the seventh grade, the majority of junior high schools do not begin commercial work until the eighth or ninth years. Lincoln, Nebraska offers typewriting as an elective, two hours a week during the eighth year. Both Salt Lake City and Minneapolis offer it for five periods a week during the ninth year. However, typewriting is best left out of the curriculum until the senior high school, for if it is taken up after an intermission of a year or so, bad habits will have crept in, and it will be doubly hard to reestablish good habits.

The greatest stress in the junior high schools seems to be placed on English and the Social Studies, which contribute to the child's general education. The commercial electives are generally found in the ninth year and comprise, penmanship, spelling, arithmetic and sometimes commercial geography.

The junior high school work should underlie the senior high school work and should prepare pupils who will continue their education in the senior high school. But this should not be the only consideration in planning courses for a junior high school, for "exploratory courses should be pursued for the values that can be extracted from them as they are studied, and not except in a general way for any uncertain deferred values such as at present account for much of our curricular requirements."

1. Boston Transcript, March 26, 1925, --Speech of C. O. Davis
It is to the senior high school that we must look for the majority of the commercial studies, which are to fit the pupils for their vocations. There are today seven main objectives in secondary education 1. Health 2. Command of fundamental processes 3. Worthy home-membership 4. Vocation 5. Civic education 6. Worthy use of leisure 7. Ethical character.

Health education has not yet in our educational systems received the high place that its importance deserves. Two hours weekly is the average time given to health education, mainly because of lack of time for it in the course of a school week, and also because of lack of necessary equipment.

By the end of the sixth grade, I believe the child should have mastered the fundamentals, reading, writing, arithmetic and spelling. They are indispensable in continuing with any work, either cultural or vocational.

Fine character carries over into home life, but worthy membership at home is aided by the domestic science courses for girls and the practical arts courses for boys which are prescribed in the junior high school.

"As a member of one of these schools the pupil is considered a citizen of that school with certain definite obligations and responsibilities to meet, which necessarily
go with the rights and privileges to be enjoyed."

Training in the responsibilities of citizenship should bear fruit which would curb some of the lawlessness which characterizes American society today.

The many social activities which characterize present high school life and athletics also (if pursued for the physical benefits to be derived from them, and not for the sole motive of turning out "championship teams") are certainly worth-while influences in the life of the child, and will give him training in the use of leisure time. A gradual decrease in the length of the working day in industry shows more clearly than ever the necessity of fitting the child to use his leisure hours profitably. Cincinnati, Lincoln, Milwaukee and Minneapolis are cities which offer courses in art and music during the whole high school period.

Ethical character is developed by practice of the traits of service and unselfishness. Honorable conduct is often fostered by a school spirit which strives for honest effort in studies and extra-curricular activities.

"At present the Eastern section of the country is concerned with the vocational guidance movement, and the South is grappling with the problem of physical training. The Middle West is interested in vocational training as a result
of growing industrialism, while the Far West is making headway in achieving all of the seven objectives. #

The vocational function of the senior high school is the result of the following causes: "1. the relative ineffectiveness of formalized education already provided for the practical arts 2. the changed character of the secondary-school population 3. the importance of retardation and elimination and the needs of boys and girls who leave school at an early age or stage 4. the changes which have taken place in other social agencies which formerly provided valuable forms of practical and vocational training 5. the demands of modern occupational life." ¹

To make the commercial courses really valuable for a pupil who is to enter commercial life, teachers should have a knowledge of business conditions in modern offices. The arrangement of machines and equipment in class rooms tend towards giving the pupils a first-hand knowledge of what an office is really like. The fact that a pupil is interested solely in running his own machine as in typewriting or office practice makes it impossible to secure a distinct social unit as in other classes.

Speed is another factor which the pupil must recognize as essential in commercial work. The penchant for scientific methods in industry has led to a study of the


# Calvin O. Davis, Boston Evening Transcript, March 26, 1925
most efficient ways of completing tasks, and thus to increased production.

The school should realize the needs of the pupil who wishes to enter business upon graduation, and the employer should be interested in the commercial pupil as a prospective employee. "Business, consequently, is in no small degree responsible for the chasm between the school and business, and for several reasons. The business world has paid but little heed to commercial education, to the character of courses of study, to the efficiency of teachers, or to the encouragement and development of the idea of commercial training." This chasm is being bridged slowly but surely.

Unfortunately in the past, many business men have been obsessed with the idea that pupils should receive only a commercial training and no general education. Many employers speak in generalities in mentioning as necessities for the future office worker such traits as honesty, courtesy, accuracy, etc., which qualities are the product of no particular brand of school training.

Talks similar to those given by two business men, Mr. Kelly and Mr. Mouser, at the Business Section of the National Education Association in 1923, go far to give educators a knowledge of the vocational training pupils

1. F. V. Thompson, Commercial Education in Public Secondary Schools, p. 14
preparing for business should receive.

The two gentlemen whom I have mentioned above both stressed the need of drill in fundamentals such as spelling, arithmetic, penmanship, and the ability to read and write good plain English. Mr. Kelly and Mr. Mouser considered a broad, general training desirable since most business houses have to train their new employees in the performance of particular, routine duties.

There is at present a serious effort being made to reorganize commercial curricula and link them up with the vocations. Professor Inglis believes that the value of vocational studies is found in the realization that the belief that a broad education would fit pupils for all the activities of life is a false doctrine. A recognition of the principle of individual differences and the contributions made by pupils in vocations show the worth of the vocational subject matter in the curricula.

In studying the commercial courses now offered in the high schools I observed that most of the commercial work was identical for boys and girls until the beginning of the eleventh year. During the eleventh and twelfth years, girls usually pursue a stenographic curriculum and boys take one giving general business training. There are many variations from this plan, however. Springfield,
Massachusetts offers six different curricula within the commercial department, accounting, secretarial, salesmanship, investment and banking practice, civil service, and college preparatory for business administration and secretarial colleges. There are two salesmanship curricula, one for boys and one for girls; the other four curricula are open to both boys and girls. Perhaps industrial conditions in Springfield warrant the wide variation in courses.

English is practically the only subject required during the three years in high school. Even in the four-year high school curricula, the average for the social studies is two years, usually a year of community civics and a year of American History. Additional courses in civics and history are offered as electives in Milwaukee, Lincoln and Salt Lake City.

Stenography and typewriting are generally required for girls in the eleventh and twelfth years. There seems to be an unanimity of opinion in regard to these subjects, and the heads and teachers of commercial departments regard these courses as the major ones in the curriculum. Little attempt is made of standardization of subjects such as would fit boys for business positions. New Haven, Springfield, Cincinnati and Boston offer salesmanship
courses, and Springfield and Boston also offer courses in accounting for boys in lieu of the stenography. Bookkeeping is generally required of all the commercial pupils during the tenth year.

In connection with the stenographic work, there are also courses in office practice, which include filing, mailing and manipulation of duplicating and calculating machines such as are used in most business offices. New Britain provides for half of each day's work for one semester in local offices for senior boys and girls pursuing commercial courses. Such a policy is beneficial when proper cooperation is secured between the schools and the offices, and the pupils receive worth-while opportunities in their outside work.

As for the courses which would provide a general business education, there is little agreement about their rightful place in the curriculum. Under this heading would come commercial geography, industrial history, and economics and principles of business. Boston requires commercial geography of all tenth-year pupils, as do also Cincinnati and Springfield, Massachusetts. Most cities offer geography as an elective in the tenth grade and economics and commercial law in the eleventh or twelfth grades. Springfield, Massachusetts also offers elective
courses in journalism, industrial history and investment and finance.

A wide group of electives are offered in the fields of science and modern languages. Most pupils, however, are not able to take more than one elective a year. Physics and chemistry are generally offered in the eleventh and twelfth years. New Britain offers a course in biology and Cincinnati one consisting of astronomy one semester and geology the other.

A pupil who chooses a modern language, French or Spanish, must ordinarily pursue it for two years to secure graduation credit. New Britain offers three years of either French or Spanish, and I noted with interest that Latin is a possible choice in Cincinnati. Minneapolis offers the largest variety of foreign languages of any city whose curricula I have studied. Latin, French, Spanish, German, Norse and Swedish comprise the imposing list. The latter three languages are probably in the curricula because of the fact that such a large number of the city's population are of Nordic extraction.

Art is commonly a course that comes two hours a week, but Cincinnati offers a course in the eleventh and twelfth years which requires eight hours of class work a week. Mechanical drawing is usually offered to boys, but few
courses are offered to boys in mechanical arts. Perhaps most of the boys who are mechanically inclined elect courses in science.

In the reorganization of the work of the junior and senior high schools, it is necessary to make each year a unit of work so far as possible, because so many thousands of children leave school yearly to go to work. Professor Nichols declares there are three levels of employment, the latter junior, senior and executive. The rank is attained by promotion from the senior level which is that of the higher paid clerks, the private secretaries and head bookkeepers. High-school graduates will go into the junior level for probably only a short time, but boys and girls leaving school at the ages of fourteen or fifteen will go only into clerical or messenger work which is at the bottom of the junior level. Therefore the little technical training provided for the pupils in the junior high school should fit them for positions which they could fill if leaving school at the end of the school year.

One of the primary reasons for not including shorthand and typewriting in the junior high school curriculum is the fact that even if the children are bright enough to overcome their lack of general education, they could not secure positions as stenographers because they are too young. No business man would repose confidence in the
ability of a fourteen or fifteen-year old child to take charge of his commercial correspondence for him.

Therefore, even if the child is being trained for a higher position that those in the junior level, the immediate objective of his training must always be borne in mind.

The tendency of specialization in modern business organizations demands that children be given some general business training in the junior high school, because of the fact that a boy or girl may be shunted off to one small corner of an office to do some insignificant routine task day after day. Children do not have the opportunities of experiencing different types of work in business as did the younger generation of twenty years ago.

The remote objective of the training must also be a factor in organizing a curriculum for junior high school commercial pupils. The child who is going to continue through the senior high school must have an adequate foundation for future work.

Drill in penmanship and arithmetic for short periods daily will increase the proficiency of commercial pupils to a marked degree. Such drills should be given for about twenty minutes a day, and there should be no homework attached to these subjects.

Junior business training may properly start in the ninth grade with work in arithmetic, penmanship and
business forms. Such a preparation will accustom the children to neatness and accuracy in their work, so that they may continue successfully with elementary bookkeeping.

There is little need of coordination between the academic and technical work, for most of the junior high school studies aim to give the children a broad and not a specialized education.
A SUGGESTED COMMERCIAL CURRICULUM FOR JUNIOR HIGH SCHOOLS

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<th>Drawing</th>
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<td>Junior Business</td>
<td>Activities</td>
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This curriculum provides for a thirty-hour week.

1. This curriculum was suggested by Professor Jesse E. Davis of Boston University in his course in Secondary Education.
In the junior high school, there is little differen­tiation in the work, the only vocational subjects being the business training offered in the eighth and ninth years to both boys and girls.

The child must be trained as a good citizen, as well as being trained as a specialist in any vocation. Thus health, English, social studies, general mathematics and general science are prescribed, and they will lay a founda­tion for any training that may follow.

The guidance function of the junior high school is carried on in the hour a week devoted to it during the junior high school period. For ideal guidance work, more than this one period would be necessary, for it is only by close observation of the child and his aptitudes that he can be effectively directed. It is certainly true that we can not hope to place every child in his right niche during this period, although we may place many of the pupils. Furthermore, some children change their minds so often that it is difficult to decide along what lines they should con­tinue their education. This indecision as to what he shall make his life work is just as characteristic of most high school and college students as it is of pupils in the junior high school.

For pupils who are contemplating the advisability of taking a vocational curriculum in the senior high school,
the inclusion of a study of occupations under the social studies is of value. Such a course could well include the opportunities which lie in industrial fields, the specific tasks and benefits connected with each of these. Talks by people actively engaged in various types of work or professions, and visits by children to institutions operating in the community would be of value in giving the pupils first-hand information in regard to occupations.

Such a program as I have outlined contains the requirements for both the immediate and the remote objectives. A child leaving school at the end of either the eighth or ninth grades would be able to do the type of work commonly performed by those of his age. Provision is also made for the boy who plans to continue his commercial education through the twelfth grade.

In the high school is found the greater and most important part of the commercial curricula. Professor Nichols declares that all commercial education should be based on the following principles: 1. objectives, 2. character of people to be trained, 3. conditions of instruction.

The objectives are a general education for citizenship, a general business training and specialized training. Good citizenship is the basic aim of all education today, and the commercial pupil must therefore
receive training to make him an asset to the community. The better informed the boy is, and the finer character he has, the better are his chances of being a success in the world of business and a social asset to the community.

A general business education is desirable to give pupils the scope of industrial activities. The junior business training and elementary bookkeeping are subjects of worth to all commercial pupils. The narrowing down of commercial geography to a study of important products like wheat, minerals, lumber, etc., prevents pupils from securing the benefits which study in this field offers. Commercial law is a most interesting field, but I think most high school pupils are not attracted by it sufficiently to give it the intensive study it requires.

I have never observed any high school classes in economics, but I should think this might be a subject which could give a fine background for future workers in the business world. A study of credit and banking would although be helpful in such a course, some practice in banking methods is usually included in bookkeeping courses.

Most of the specialized training today is designed for girls, and we can see the error of this when we realize that the average length of time spent by girls in business is five years; whereas most boys are still
going to be working when they are sixty years of age.

Professor Inglis points out that only about fifteen per cent. of office work is clerical work, and that many office positions, such as civil service positions have no direct connection with commerce.

Adequate training, therefore, should be provided for boys who have no desire to become clerks or stenographers. Courses in salesmanship (not devoted entirely to retail selling) and business principles should give boys a good foundation for business in the Boston schools.

I noticed most of the commercial pupils were girls. A large number of boys take a college preparatory curriculum who go into business instead of entering college. They may take such a curriculum because of a desire to be in classes with friends, or they may change their intentions of going to college because of dislike of study.

In considering the people to be trained, it must be realized that the pupils are not people who have left school at an early age such as are found in many private business schools, and also that the pupils are not college graduates pursuing courses in finance or higher accountancy. The pupils are normal girls and boys, and their training should be secured at a normal rate of speed with efficient instruction to insure their securing a thorough training.
The conditions of instruction will vary in different communities. On the whole it is only that can afford proper commercial training or that really needs to supply it. It is generally true that only where industrial conditions require trained workers that a community needs to train them.

The vocational subjects taught should only be those which offer employment to a large number and which are steadily in demand by employers. The subjects should be useful in those industries which offer a comparatively long term of employment to the worker when he has secured his training.

Finally, the subjects should be those which offer increased returns to the worker and society because of increased efficiency. It is only the unskilled positions of bundle girls or messenger boys (the junior positions) which offer no increased remuneration to the worker who is experienced.

Local needs should be a factor also in determining what courses should be introduced in the curriculum. Los Angeles gives several years of Spanish because of its proximity to Mexico and its business relations with that Southern republic. Large cities may profitably include courses in retail selling and consider also the
advisability of courses in foreign trade and transport-
ation.

A question often arising is the advisability of leaving the doors open so that a pupil taking commercial courses may go to college if he wishes to. No high school has such iron-cast rules that it is impossible for a pupil to change to another curriculum if he so desires. However, the whole commercial curriculum should not be disarranged to provide for a few exceptional cases. The individual pupil wishing to change may do so usually by added study, and possibly by remaining an extra year or so in the high school.

I can not quite see the necessity of a commercial curriculum to prepare for colleges giving advanced commercial education. The college preparatory curriculum will meet the entrance requirements, and most of these vocational colleges build up their own technical work; for most of their students have pursued a college preparatory curriculum in high school. The curriculum in Springfield, Massachusetts, designed for pupils who will pursue commercial studies in higher institutions, becomes virtually a college preparatory one when the the pupils are required to take two years of a modern language, a year of algebra and a year of
geometry besides English and two years of history.

For most communities two major commercial curricula will suffice to supply needed training. One curriculum will prepare girls for secretarial work, another will provide boys with a general business training and training in salesmanship.
A SUGGESTED SECRETARIAL CURRICULUM FOR GIRLS

10th Grade Hours a week 11th Grade Hours a week 12th Grade Hours a week

REQUIRED
English 4 English 4 Business English 4
world History 4 U. S. History 4 Problems of Democracy 4
Bookkeeping 4 Typewriting 4 Typewriting 4

ELECTIVES (2)
Modern Language
Biology or Botany® 4 Science-Physics 4 Science-Physics or Chemistry® 4
Practical Arts 4 Practical Arts 4 Practical Arts 4
Fine Arts
Commercial Art®
Com. Geography®
Mathematics®

1. This curriculum was suggested by Professor Jesse B. Davis of Boston University in his course in Secondary Education, with the exception of the electives marked @.

All pupils in the senior high will be required to give each one hour a week for assembly, activities and voice training.

Two hours will be required for health education.
The social studies are those which will be required of pupils in all curricula during the high school period. English in the tenth and eleventh grades will be the regular courses in composition and literature. I think it would be helpful to have a great deal of the English oral in character because of the English used by most people ninety percent. is oral. For pupils who are to enter business an ability to speak clearly and correctly is a necessity. In the twelfth year, the oral work should be continued, but the course in business English would include training in correspondence. Transcription of shorthand notes involves the use of correct spelling and punctuation, and of course these are requisites for the correspondent. A course in correspondence would also involve the use of a pupil's initiative in answering letters, sending telegrams and reports when only the barest details of the transactions are mentioned in the directions.

Bookkeeping would be given in the tenth year; for all business is so intimately connected with financial transactions in these days of scientific management and the income tax, that all commercial pupils should have a working knowledge of the fundamental operations. In connection with bookkeeping, it is well to mention that the day of the old-fashioned bookkeeper perched on a stool is passing rapidly.
It is only today in small stores or perhaps offices here and there that sets of books are kept. The accuracy and speed of the numerous calculating machines have caused their introduction and use in most business firms of any considerable size. Even banks now employ machines for the majority of their bookkeeping, although to meet specific legal requirements certain records are still kept in books. The new era of industrialism thus seems to mark the passing of bookkeeping as it was formerly taught in commercial courses, when it formed the mainstay of the commercial curriculum.

Shorthand and typewriting will be required of girls for two years, and the typewriting, which is an unprepared subject will be given only two points for graduation. In the last year office practice, which gives training in the use of various machines and office devices will be required. As a supplement to such a course, part-time work in offices would give the pupils opportunity to utilize their training and give them an idea of the conditions they will meet after graduation. A committee of business men working in conjunction with the school would be essential to have such an arrangement advantageous to all parties concerned.

Under the electives a modern language is offered for
two years. Practical arts are offered because many girls would wish to continue this work. The fine arts, especially drawing in the form of lettering and posters, often prove valuable to the girl office worker who may be called upon to execute work of this kind. The twelfth year contains so many required subjects, that I do not quite see how it is possible to offer any electives, although if a girl wished to carry an extra course in the form of a third-year French or Spanish, it might be possible for her to do so.
A SUGGESTED BUSINESS CURRICULUM FOR BOYS

<table>
<thead>
<tr>
<th>10th Grade</th>
<th>Hours a week</th>
<th>11th Grade</th>
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<th>12th Grade</th>
<th>Hours a week</th>
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<tr>
<td>REQUIRED</td>
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<td>REQUIRED</td>
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<td>REQUIRED</td>
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<tr>
<td>English</td>
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<td>4</td>
<td>Problems of</td>
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<td>Democracy</td>
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<tr>
<td>World History</td>
<td>4</td>
<td>U. S. History</td>
<td>4</td>
<td>Commercial Law</td>
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</tr>
<tr>
<td>Bookkeeping</td>
<td>4</td>
<td>Bookkeeping</td>
<td>4</td>
<td>Commerce</td>
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<td></td>
<td></td>
<td></td>
<td>Business Organization &amp; Administration</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Salesmanship</td>
<td>1/2 each</td>
</tr>
</tbody>
</table>

ELECTIVES (2) ELECTIVES (2) ELECTIVES

| Modern Language | 4 | Modern Language | 4 | Modern Language | 4 |
| Botany @       |   |                |   |                |   |
| Science-Biology| 4 | Science-Physics | 4 | Science-Chemistry | 4 |
| Commercial     |   | or Chemistry @ |   | or Physics @    |   |
| Geography      |   | Commercial Art |   | Retail Selling  |   |
| Mathematics @  |   | Economics @    |   | Stenography @   |   |
| Mechanical @   |   | Stenography @  |   | Economics @     |   |
| Drawing @      |   | (double periods)|   | Banking @       |   |

All pupils in the senior high school will be required to give one hour a week for each of the following, assembly, voice training and activities. Two hours of health work will also be required.

1. This curriculum (except for electives marked @ in each grade) was suggested by Professor Jesse B. Davis of Boston University in his course in Secondary Education.
The cultural group consisting of English and social studies is the same as that required for girls, and elementary bookkeeping is also prescribed for boys. A second year of bookkeeping is provided for boys. This should give them ability to grasp the significant facts contained in financial reports and statements, and to check up figures in books of original entry.

Courses in law, commerce, business organization and salesmanship should give a boy the broad foundation he needs for business. In spite of the fact that the fields of woman's activities have broadened considerably in recent years, the business world offers wider opportunities and more remunerative ones to the man than it does to the woman, and probably will always continue to do so. Hence it is necessary for boys to have a wider training than girls. The principles of law will be given in one semester, and the course in commerce would include a study of transportation and industrial activities, especially those of the United States. The principles of salesmanship will be taught in one semester, and business organization would include different forms of management and organization, issuance of stock, credit, etc.

Among the electives the modern languages and sciences are offered, and also a few subjects strictly confined to commercial work. Commercial geography could be a worth-
while course to pupils interested in trade as a whole.
Commercial art might attract some boys who have artistic
talent and yet wish to assure themselves of a livelihood.
Retail selling would probably be of value only in large
cities and part-time work at selling could well be a part
of this course. Salesmanship pupils in Boston high schools
are allowed to work in department stores at Christmas time
in connection with the course in merchandising.

I believe that the courses I have studied to secure
material for this paper are representative of those now
given in junior and senior high schools of the United States.
They show the remarkable progress which has been made in the
field of commercial education in the past decade. Much is
yet to be accomplished, however, in making commercial cur-
ricula effective in training good citizens and good workers.

In my suggested curricula I have endeavored to keep in
mind the aims of all secondary education; and I think pro-
vision has been made to give boys and girls a general edu-
cation for citizenship, general business training and
vocational training.
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