Public Secondary Business Education in Louisiana: Its Evolution, Organization and Administration.

Howard Magruder Norton

Follow this and additional works at: https://digitalcommons.lsu.edu/gradschool_disstheses

Recommended Citation
https://digitalcommons.lsu.edu/gradschool_disstheses/7797
Unpublished theses submitted for the master's and doctor's degrees and deposited in the Louisiana State University Library are available for inspection. Use of any thesis is limited by the rights of the author. Bibliographical references may be noted, but passages may not be copied unless the author has given permission. Credit must be given in subsequent written or published work.

A library which borrows this thesis for use by its clientele is expected to make sure that the borrower is aware of the above restrictions.

LOUISIANA STATE UNIVERSITY LIBRARY
PUBLIC SECONDARY BUSINESS EDUCATION
IN LOUISIANA

Its Evolution, Organization, and Administration

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The Department of Education

By
Howard MaGruder Norton
A. M., Louisiana State University, 1932
1938
ACKNOWLEDGMENT

The writer acknowledges with grateful appreciation his indebtedness to Dr. James Monroe Smith, President of Louisiana State University, for the generous permission and helpful encouragement given him to continue his graduate studies.

In the preparation of this study, the inspiration and guidance of Dr. Homer L. Garrett, Chairman of the Graduate Council and the writer's major professor, has been invaluable.

The generous cooperation and encouragement of Dr. James B. Trant, Dean of the College of Commerce, has greatly facilitated this study, and the writer takes this opportunity to express his sincere appreciation to him.

The writer especially wishes to thank Miss Evelyn Loecke, member of the staff of the College of Commerce, for her indispensable aid in the preparation of this manuscript.

For her loyal and impelling confidence at all times, and for the sacrifices that she has gladly made in order to advance his graduate study, the writer owes an unrecompensable debt to his wife, Alice Mouton Norton.
CONTENTS

LIST OF TABLES ........................................ Page v
ABSTRACT ...................................................... viii
INTRODUCTION ................................................ 1

CHAPTERS

I. THE PROBLEM
   The need for the study--its limitations--sources of data--plan of the study ........... 5

II. DEVELOPMENT OF COMMERCIAL EDUCATION IN THE UNITED STATES
   The growth of commercial education from Colonial times to the present--evolution of the private business college, the collegiate school of business, and high school business education--problems in the field of secondary business education--related studies .................. 13

III. THE DEVELOPMENT AND PRESENT STATUS OF SECONDARY COMMERCIAL EDUCATION IN LOUISIANA
   History of public secondary business education in Louisiana--high schools offering commercial subjects--commercial subjects offered--enrollment--teaching combinations of commercial teachers--supervision--commercial teacher training--demand for and supply of commercial teachers--qualifications and tenure of commercial teachers. 32

IV. OBJECTIVES AND CRITICISMS OF SECONDARY BUSINESS EDUCATION IN LOUISIANA FROM THE VIEWPOINT OF EDUCATORS
   Objectives of secondary business education as stated by leaders in this field--objectives as stated by high school principals in Louisiana--how adequately the present commercial curriculum is meeting the objectives--changes in commercial curriculum suggested .............. 80
LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Louisiana High Schools Having Commercial Departments, 1920-37</td>
<td>41</td>
</tr>
<tr>
<td>II. Comparative Growth of High School Enrollment and Enrollment in Commercial Courses in Louisiana High Schools, 1920-37</td>
<td>42</td>
</tr>
<tr>
<td>III. Growth of Four-Year State Approved High Schools in Louisiana, 1920-37</td>
<td>44</td>
</tr>
<tr>
<td>IV. Commercial Teachers Employed in Louisiana High Schools, 1920-37</td>
<td>45</td>
</tr>
<tr>
<td>V. Number and Percentage of Commercial Teachers Required Biennially in Louisiana for New Positions and for Replacement Turnover, 1925-37</td>
<td>47</td>
</tr>
<tr>
<td>VI. Source and Per Cent of Total Beginning Teachers Employed in Louisiana High Schools, 1920-37</td>
<td>49</td>
</tr>
<tr>
<td>VII. Source of Supply of Beginning Teachers, 1920-37</td>
<td>50</td>
</tr>
<tr>
<td>VIII. Subjects Taught Together with the Percentage of 148 Public High Schools Teaching Each, Session, 1936-37</td>
<td>55</td>
</tr>
<tr>
<td>IX. Subjects of Academic Specialization of 185 Commercial Teachers in Louisiana High Schools, Session, 1936-37</td>
<td>62</td>
</tr>
<tr>
<td>X. Percentage Distribution of Commercial Teachers in Louisiana High Schools with Number of Years' Experience in Same Position, Session, 1936-37</td>
<td>63</td>
</tr>
<tr>
<td>XI. Summary of Commercial Teaching Training Curriculums at 4 State Institutions of Higher Learning in Louisiana</td>
<td>66</td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>XII. Business Subjects Offered in 55 State-Approved High Schools in Louisiana Answering Questionnaire</td>
<td>92</td>
</tr>
<tr>
<td>XIII. The Objectives of Business Education in the High Schools of Louisiana Reported by Fifty-Five Principals</td>
<td>96</td>
</tr>
<tr>
<td>XIV. Changes in Business Education Suggested by Fifty-Five High School Principals in Louisiana</td>
<td>99</td>
</tr>
<tr>
<td>XV. Types of Businesses Represented by 415 Business Men Returning Check List</td>
<td>112</td>
</tr>
<tr>
<td>XVI. The Need for Vocational Business Education on the High School Level According to 415 Business Men Engaged in Various Businesses</td>
<td>115</td>
</tr>
<tr>
<td>XVII. Deficiencies of High School Commerce Curriculum According to 415 Business Men Engaged in Several Types of Businesses</td>
<td>118</td>
</tr>
<tr>
<td>XVIII. Per Cent of 415 Business Men Engaged in Several Types of Businesses Answering the Questionnaire who Indicated Certain Deficiencies of the High School Commercial Curriculum</td>
<td>119</td>
</tr>
<tr>
<td>XIX. Deficiencies of the High School Commerce Curriculum in Rank Order Considered of Most Importance by 415 Business Men</td>
<td>120</td>
</tr>
<tr>
<td>XX. Deficiencies of the High School Commerce Curriculum in Rank Order Considered of Some Importance by 415 Business Men</td>
<td>121</td>
</tr>
<tr>
<td>XXI. Deficiencies of High School Commerce Curriculum According to 415 Business Men Engaged in Several Types of Businesses</td>
<td>122</td>
</tr>
<tr>
<td>XXII. Vocational Commercial Subjects That Should Be Retained in the High School Commercial Curriculum Because of Personal Use Value As Checked by 415 Business Men Engaged in Several Types of Businesses</td>
<td>132</td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>XXIII. Per Cent of 415 Business Men Engaged in Several Types of Businesses Who Indicated Certain Vocational Commercial Subjects that Should Be Retained in the High School Commerce Curriculum Because of Their Personal Use Value</td>
<td>133</td>
</tr>
<tr>
<td>XXIV. Vocational Subjects in Rank Order Which 415 Business Men Considered Should Be Retained in the Commerce Curriculum Because of Most Personal Use Value</td>
<td>134</td>
</tr>
<tr>
<td>XXV. Vocational Subjects in Rank Order Which 415 Business Men Considered Should Be Retained in the Commerce Curriculum Because of Some Personal Use Value</td>
<td>135</td>
</tr>
<tr>
<td>XXVI. Vocational Commercial Subjects That Should Be Retained Because of Personal Use Value as Checked by 415 Business Men Engaged in Several Types of Businesses</td>
<td>136</td>
</tr>
<tr>
<td>XXVII. The Reactions of 415 Business Men Engaged in Several Types of Businesses as to the Ability Rating of Boys and Girls Electing the Commercial Courses in High Schools</td>
<td>139</td>
</tr>
<tr>
<td>XXVIII. Basis for Selecting High School Students for the Commercial Department as Suggested by 415 Business Men Engaged in Several Types of Businesses</td>
<td>140</td>
</tr>
<tr>
<td>XXIX. The Advisability of Practical Cooperative Training in High School According to 415 Business Men</td>
<td>143</td>
</tr>
<tr>
<td>XXX. The Importance of Actual Business Experience for High School Commerce Teachers as Indicated by 415 Business Men Engaged in Several Types</td>
<td>147</td>
</tr>
<tr>
<td>XXXI. State-Approved Public High Schools in Louisiana Teaching Commercial Subjects</td>
<td>207</td>
</tr>
<tr>
<td>XXXII. Combinations Taught by Commercial Teachers in Louisiana High Schools, Session, 1936-37</td>
<td>217</td>
</tr>
<tr>
<td>XXXIII. Combinations Taught by Commercial Teachers in Louisiana High Schools, Session, 1931-32</td>
<td>220</td>
</tr>
</tbody>
</table>
ABSTRACT

The purpose of this study is to determine the problems of public secondary commercial education in Louisiana, and to search for objectives and reliable data which will serve as a basis for its improvement.

The development of secondary business education in the United States and in Louisiana is briefly traced, and its present status in Louisiana is shown. Objectives and criticisms from the viewpoint of school administrators, commerce teachers, and representative business men are presented. Conclusions and recommendations are derived from the data collected.

The evolution of secondary business education in the United States and in Louisiana is briefly traced in order to determine the relationship between the trends in objectives and the curriculum in the country as a whole on the one hand, and the trends in objectives and the curriculum in Louisiana on the other. A detailed survey of secondary commercial education in Louisiana is made to determine its actual status in the state-approved public high schools. The statistical data do not include the Parish of Orleans. The following topics are considered: high schools offering commercial subjects; commercial subjects offered and
enrollment in these subjects; teaching combinations of commerce teachers; supervision of high school business education; commercial teacher training; demand for and supply of commerce teachers; qualifications and tenure of commerce teachers.

Records and reports on file in the state department of education were used in tracing the history of public secondary commercial education in Louisiana and showing its present status.

Objectives and criticisms of secondary business education in Louisiana from the viewpoint of school administrators and commerce teachers were determined and compared with aims and objectives as stated by leaders and administrators in the field of secondary business education in the country as a whole. The objectives and criticisms of high school business education in Louisiana from the viewpoint of representative business men in the state were also determined. A check list and questionnaire were sent to one thousand representative business men in all parts of Louisiana representing a wide distribution of businesses, and to the principals and commerce teachers of 95 high schools teaching three or more units of commercial work. Replies were received from 415 business men and 55 high schools.

The number of public high schools in Louisiana
offering commercial courses has increased from six in 1910, to 148 in 1937. Approximately 25% of the public secondary school population in Louisiana are enrolled in commercial studies. The traditional subjects, shorthand, typewriting, and bookkeeping are the core of the commercial curriculum, and about 90% of all enrollments in commercial subjects are found in these three subjects.

There are 185 teachers who devote either full-time or part-time to teaching business subjects. Only seven of these teachers have less than a bachelor's degree. Commercial teacher-training facilities are now adequate to supply the demand for new beginning teachers and replacement turn-over.

The general supervisory control of secondary commercial education in Louisiana is exercised directly by the State Department of Education which functions under the State Superintendent of Education.

Both business men and school administrators are practically unanimous in believing that there is a need for vocational business education on the high school level. However, they believe that vocational guidance must play an increasingly important part in business training if it is to have either real vocational or educational value. They are of the opinion that there are certain commercial courses that have a
personal use value and should appeal to all high school pupils, but that there should be definite segregation of vocational students and non-vocational students. Business men and educators also state that the present commercial curriculum is not meeting the vocational objectives, nor the general, the cultural, and the personal use values that should be obtained from these subjects.

The most significant deficiency of the curriculum according to business men in Louisiana is the lack of integrating all educational activities in the development of employable personalities. They recommend that more emphasis be placed on the fundamental tool subjects and that more emphasis be placed on teaching the nature and purpose of business. Business men and educators believe that the present commercial curriculum is too narrow and the technical subjects included in it are not adequately mastered for job efficiency. They believe that the vocational business curriculum in the high schools of Louisiana should include training for general clerical jobs and for the distributive occupations, and that practical cooperative training should be provided for vocational commercial students. They urge that prospective high school teachers of commerce be required to have actual business experience as a part of their training. It is the belief of educators and business
men that all students in secondary schools should be given information about business and economic relationships as a part of the training for intelligent citizenship.

The changing emphasis in secondary business education reveals many unsolved problems. In fact, this is a most fertile field for educational research. One of the problems that is in urgent need of solution is that of providing both academic and professional training for prospective commerce teachers in keeping with modern trends in high school business education.
INTRODUCTION

High school commercial education is that part of business education which is appropriate for boys and girls between the ages of fourteen and twenty, which may be given in all-day secondary schools, and which has for its primary purposes the preparation of boys and girls for socially useful and personally satisfactory living and, more particularly, for entrance into commercial employment with reasonable prospects of succeeding in their work by reason of the possession of (a) social intelligence and right social attitudes; (b) an initial occupational skill; (c) a reasonable amount of occupational intelligence; (d) a fund of usable general knowledge of sound business principles; (e) a proper attitude toward a life work; (f) high ethical standards in accordance with which their business careers are to be developed; and (g) supporting general education of varying but substantial amounts.¹

The same authority defines business education "as a type of training which, while playing its part in the achievement of the general aims of education on any given level, has for its primary objective the preparation of people to enter upon a business career, or having entered

upon such a career, to render more efficient service therein and to advance from their present levels of employment to higher levels."¹

Nichols places the major emphasis on the vocational objective in his definition of commercial education. The dominant note is training for business occupations. During the past few years there has been a gradual recognition of the non-vocational phase of commercial education not only as it affects those preparing for or already engaged in business occupation, but also as it affords all other individuals a working knowledge and understanding of fundamental business principles and practices, to the end that they may carry on their daily personal, communal, and civic business affairs with prudence, orderliness, and economic understanding. School administrators need a clearer understanding of the respective objectives of vocational and non-vocational business education. They need to make requisite reorganization and modification of secondary business education. This is one of the pressing problems in secondary business education today.

Business activities are a part of every person's life and as such are a component part of the social unity of life. Business education in its broadest sense is identified with every phase of the educative process and with every field of learning that in one way or another helps prepare the

¹Nichols, op. cit., p. 51.
individual to deal more effectively with the economic problems of life as he encounters them in his business occupational experience, in his private business negotiations, and finally in his communal economic activities. There should be no conflict between general education and vocational education. Commercial education as a division of secondary education must cooperate with the rest of American education. Training in technical skills and occupational intelligence to produce occupationally proficient workers are not its only function, as important as that is. Every high school student should be grounded in the basic principles of our economic and industrial order. This has been termed consumer education. To live intelligently, such a foundation is imperative. There is an economic base for all our activities.

Commercial education, then, represents, on the one hand, a kind of business education that has to do with all economic enterprise, and therefore concerns all students; and, on the other hand, a kind of specialized vocational education that concerns a major group of high school and college students who plan to pursue commercial employments.

Commercial education presents the greatest challenge in the history of secondary education. Two million high school boys and girls are enrolled in commercial courses. Modern trends and changes in education and in economic conditions indicate that business education is going to be
completely reorganized. Jobs for which the high school formerly trained are no longer open to boys and girls of high school age. That the traditional commercial curriculum of the high school is out-moded has been revealed by occupational research studies and census data. Moreover, general values, rather than vocational ones, are paramount in high school education today. Commercial educators realize the need for curricula of greater social significance, which shall have, as one of its major objectives, the improvement of the personal economic life of the individual. Schools of today are planning programs of education which will no longer permit young people to pass through its doors to assume shortly the responsibilities of citizenship, of worker, of consumer, and of parenthood without sound economic concepts.

These tendencies in commercial education are indicative not only of the changes that have taken place in the social and economic systems of the nation, but also of a wider conception of the meaning of public education—a conception that includes vocational education as an essential part of the educational program.
Chapter I

THE PROBLEM

The general purpose of this study and the investigation upon which it is based is to determine the changing aims and curricula of public secondary education in Louisiana, to determine its present status, and to search for objective and reliable data which will serve as a basis for the reorganization and improvement of commercial education in the public secondary schools of Louisiana.

An attempt will be made to trace historically the evolution of secondary business education in the United States and in Louisiana in order to determine the relationship between the trends in objectives and the curricula in the country as a whole on the one hand, and the trends in objectives and the curricula in Louisiana on the other.

Recommendations, based upon the findings, will be made for the purpose of harmonizing secondary business education in Louisiana with modern trends in secondary business education, with the aims and objectives as stated by teachers and leaders in the field of secondary business education and by high school administrators and commerce teachers in Louisiana, with the economic background of Louisiana and the problems peculiar to the small high school, with business facts and skills needed by all, with the carry-over value of the present high
school commercial curriculum, and with the employment opportu-
tunities of commercial drop-outs and graduates.

The Need for the Study

Commercial education has had an unparalleled record of
development. It has reached the point where a larger num-
ber of students are enrolled in business subjects than any
other single subject matter field. A few decades ago, busi-
ness education was brought into being because changing eco-
nomic conditions and an enlarged social viewpoint suggested
additions and revisions in the educational program of that
day. If business education is to endure, there must be con-
tinuous additions and revisions as changing situations and
enlarged understandings indicate new needs to be met. As
education is a social force, so business education as a
part of general education is a social force.

The need for broadly fundamental studies in commercial
education is evident. Although a great deal of research has
been done at all levels of our educational system, commer-
cial education has in the past been too largely neglected.
One of the major problems that face business education today
is to determine the essential additions, eliminations, and
refinements that may be made to advantage in the curriculum
structure and in teaching procedure, and to bring about the
necessary adjustments to put them into effect without losing
values already attained. In this regard the situation varies
with localities and with individual schools in some respects.

The problems of commercial education, especially those dealing with aims and objectives upon which curricula are built, are hard to solve, because commercial education is both vocational and general in its nature. It is difficult to separate pupils in the high school into those who are taking commercial courses for general, practical purposes and those who are definitely planning to enter a specific commercial occupation; consequently, the confusion in the minds of administrators who are responsible for the commercial curriculum. For this reason we find in most high schools the technical business-college type of program predominating, while practically no provision is made for the majority of the pupils who take the work for general, practical reasons. The public high schools have not been altogether successful in the development of vocational education. The classical tradition has been strong, and strong opposition is still encountered in some quarters.

The great natural wealth of our country has made it possible to neglect this phase of education without undue harm. The recent economic upheaval with its disastrous results, the increase in population and in competition in business, are already being felt in the increased popularity of vocational education. The American public is demanding education of every character today. Commercial education is becoming more popular with parents and pupils. The public high schools are being gradually extended to the public
junior colleges. The past twenty years have brought about fundamental changes in our educational philosophy. As a result, a definite plan of vocational education is urgent. A perusal of the scanty literature in the field of commercial education shows that this field is relatively unorganized and undeveloped. Except in the larger schools, the business college curriculum is still all but universal. Aims and objectives have not as yet been adequately determined. Well-defined policies of administration and organization are lacking. Professional supervision, except in a few large cities and in four or five states, is generally lacking. The teaching staff, as a whole, is generally lacking in adequate professional and academic training according to standards set up for other teachers. There is no adequate or regular organization for commercial teacher training. For a branch of education occupying so important a part in the educational system, the problems of commercial education are indeed great.

Limitations

This study is limited to the 146 state-approved public high schools of Louisiana teaching commercial courses, the city of New Orleans excepted. It is hoped that the major issues in a field so rich in problems will be indicated. It is not the purpose of this study to solve all or many of these problems. The investigation represents a general
view of public commercial education in one state. The data are more representative of the small rural high school than of the large metropolitan high school. It is hoped, however, that the study will be significant in its application in the reorganization of commercial education in the small high schools of Louisiana.

**Sources of Data**

The growth and development of secondary business education in Louisiana has been traced from the following sources:

1. The annual reports made by principals of state-approved high schools to the State Department of Education. Reports for the sessions 1920, 1925, 1927, 1929, 1931, 1933, 1935, and 1937 were examined.

2. Biennial Reports of the State Superintendent of Education, 1868 to the present time.

3. Minutes of the State Board of Education, 1902 to the present time.


5. State Courses of Study for High Schools, 1902 to the present time.

6. Annual Reports, State Department of Education, 1900 to present time.

The present status of public secondary business education has been obtained from the following sources:

1. The reports made by high school principals to the State Department of Education, session 1936-37.

2. Questionnaire and personal interview with Parish Superintendents of Education, high school principals, commerce teachers, high school supervisors
in the State Department of Education, and business men employing the product of the high school.

3. Officials and instructors of teacher training institutions offering commercial teacher training.

4. Catalogs of four state teacher training institutions offering commercial teacher training.


Objectives and criticisms of secondary commercial education from the viewpoint of administrators and commercial teachers were obtained by a questionnaire sent to 95 principals and commercial teachers of state-approved high schools offering commercial work.

Objectives and criticisms of secondary commercial education from the viewpoint of business men were obtained by a questionnaire sent to approximately 1000 business men in all parts of Louisiana.

Plan of Study

The plan of organization of the study consists of five parts, as follows:

1. A brief history of the evolution of business education in the United States from Colonial times to the present day. The evolution of the private business college, the collegiate school of business, and the commerce department of the public high school are traced. Problems and related studies in the field of secondary commercial education are noted.

II. The evolution of public secondary commercial
education in Louisiana and its present status are given in this chapter. A brief history of the growth of this phase of secondary education is presented from its beginning to the present time. A detailed survey of commercial education is made to determine the actual status of this subject in the state-approved, public high school. The following topics are considered: high schools offering commercial subjects; commercial subjects offered; enrollment in commercial subjects; teaching combinations of commercial teachers; supervision of secondary commercial education; commercial teacher training in Louisiana; demand for and supply of commercial teachers in Louisiana; qualifications, tenure, and salary of commercial teachers in Louisiana.

III. Objectives and criticisms of secondary public commercial education in Louisiana from the viewpoint of school administrators and commercial teachers are considered in this chapter. Objectives of secondary commercial education as stated by leaders in the field of secondary business education are also considered. College entrance requirements and business courses offered in the high school; changes suggested in the commercial curriculum by high school principals and commercial teachers; problems peculiar to the small high school; provisions in high school libraries for commercial education.
IV. Objectives and criticisms of secondary business education in the public high schools of Louisiana from the viewpoint of representative business men in Louisiana are considered in this chapter: the need for vocational business education; deficiencies of the high school commerce curriculum as business men see it; vocational commercial subjects that business men think should be in the curriculum for all high school students because of personal use value; the problem of guidance; cooperative training; actual business experience for commercial teachers; and chief criticisms of the product of the high school commercial department by business men.

V. An evaluation or appraisal of high school commercial education as it was found to exist, made in terms of aims and objectives as stated by school administrators, teachers, representative business men in Louisiana, and leaders in the field of secondary business education; modern trends in secondary business education, business facts and skills needed by all; and suggestions for the further improvement and possible reorganization of secondary business education in Louisiana.
Commercial education in colonial America had the same purpose that it has at the present time, to give technical preparation for business life. The commercial course was designed to prepare accountants, bookkeepers, clerks, scriveners, merchants, and bankers for their special vocations. For these purposes, the schools gave instructions in "common and mercantile Arithmetic," penmanship, bookkeeping; and for those who were preparing for foreign trade, the language of commerce, and "Foreign Exchange."

The curriculum announced for the opening of the Philadelphia Academy, in 1751, included "Merchants Accounts... Surveying...Navigation." "Introduction to Trade and Commerce" appeared in Provost Smith's program of 1756. Benjamin Franklin had recommended in his "Proposals" of 1749 "The History of Commerce, of the Invention of Arts, Rise of Manufactures, Progress of Trade, Change of its Seats, with the Reasons, Causes, etc."

Town schools made no attempt to meet the needs of the time. The commercial courses were offered only in private venture establishments during the colonial period of American

---

history. These schools had no definite, or exclusive name; they were called "School," "Academy," "Grammar School," "English Grammar School," "Mercantile and Mathematical School." They may properly be called vocational schools. Their various curriculums, identical in essential respects, were designed to prepare young men for vocational life. They were the most popular of all schools of secondary grade throughout the eighteenth century. In most instances these schools were organized and taught by one individual.

As has been indicated, these schools were not strictly commercial schools. The commercial curriculums were offered to those who were preparing for some phase of business. Other subjects were offered of a vocational nature also. The courses in surveying and navigation were especially popular among the vocational subjects.

Some of these private schools were open to girls. Strange as it may seem, bookkeeping occurs frequently in the curriculums announced for girls. William Dawson, of Philadelphia, in 1753, opened a school for girls, "to teach writing...arithmetic vulgar and decimal, merchants accounts, psalmody."¹ Bookkeeping was offered in his evening school for young ladies, established two years later.² In Alexander and William Power's night school in 1772, bookkeeping was taught and they announced that girls will be admitted at night school.³

¹Seyboldt, op. cit., p. 51.
²Loc. cit.
³Ibid., p. 81.
An essay entitled "Some Thoughts of Education," published in Philadelphia, 1735, contains some interesting comments on commercial education:

Writing and Accompts are the very profession of Clerks, and therefore to be wanting either of these is to be deficient in essentials, and unworthy of the very Name of Clerk: Nor is it sufficient barely to write a fair Character. A Clerk should have an easy Freedom in his Hand, and bold Stroke with his Pen, and the Skill and Command of striking a neat Capital, or proper Ornament, by which means he will not only be able to do his Business without Difficulty, but also make it appear to advantage.

'Tis a common thing for a young Man who wrote very tolerably at the Writing School, immediately upon his Entrance into Business, to lose his Hand, occasioned by his falling from a slow way of Practice, to attempt Dispatch; but if either at the time of their learning, they were brought by Degrees, from set Copies, and Pieces, to write after larger Specimens, and real Presidents, or on their first Entrance into Business &c., they would themselves have the Prudence, carefully, and leisurely to copy what is given them, and leave it to time and Practice to render them Ready and Expediitious, they would find the Benefit of it, and have their Diligence crown'd with Success.

Arithmetic is more the business of the Head than Hand, and he that proposes himself for a Clerk or Accompant, ought to have a perfect Understanding of it, for what Satisfaction can a Man take, in doing what he doth not understand? and how must he be out of Countenance, if Call'd upon for an Explanation? Whereas he that works with Knowledge, and can render a reason for what he doth, not only goes on with Certainty and Pleasure to himself, but to the Satisfaction of others: Besides e who is Master of the Theory, and whose Business puts him upon constant Practice, can hardly fail of adding new Improvements of his own, to the Discoveries of others in the Excellent Art.

The next necessary Qualification of a Clerk or Accompant, is that excellent Art of Italian Bookkeeping, a Science that needs not the Praise of Words, and without which a Man is fit neither for the Cabinet, or Compting-House, and indeed people seem more sensible
of its Value than ever, by the many that are instructed therein.¹

The author remarks that the "qualifications requisite to Trade, Commerce and Business of the Worlds are seldom or never to be had at Grammar Schools."

Schools devoting their time exclusively to business training had their beginning in this country as private ventures also, and although they are of comparative recent origin, there is much question as to who was the founder of the first business school. The first business training was offered by the academies and private schools up to the beginning of the third decade of the nineteenth century. The period of the Academy extended from the middle of the eighteenth century to the middle of the nineteenth century, with its greatest popularity during the fifty years from 1775 to 1825. These schools offered a meager training for clerkships. The training almost wholly disappeared with the passing of the Academy and not until the next decade when private business colleges were established does it reappear.

**The Private Business College Era**

"So humble was the beginning of education for business men in the United States that any one of many men who began practically at the same time to offer instruction in two

¹Seyboldt, op. cit., pp. 51-52.
or three simple subjects of commercial importance might fairly claim to have aided in the beginning of this work.\textsuperscript{1}

The first teachers of bookkeeping were really pioneers of our present business college system. The first business college began as between a man who wanted to know something in order to advance his own interest and another who was able to impart that knowledge, and was willing to do so for a consideration.

The development of the business college falls into three periods, the experimental period, the monopolistic period, and the modern period.\textsuperscript{2} The colleges founded prior to 1860 were organized to give a meager clerical training to those wishing to enter minor positions as clerks and bookkeepers. There were no textbooks. The subject matter was dictated from the experience of the instructor, and the equipment was usually a single room having a few chairs and a desk. More harmful to these early colleges than the lack of trained instructors or equipment was the fact that the aims of business training were too often defeated by the keen desire of the proprietors to make money.

The second period began about the middle of the fifties and was characterized by the attempt of energetic and


resourceful men to establish chains of business colleges in a number of cities throughout the country. H. B. Bryant and G. D. Stratton were students of Folsom Business College of Cleveland. These two men formed a partnership with James W. Lusk and established the first Bryant and Stratton Business College in 1853, and out of this organization grew a chain of business colleges. It was their purpose to establish a college in every town of ten thousand population. They forced out competition by various means. Uniform textbooks and interchangeable scholarships were a feature. The number of schools increased until they reached fifty or more. These schools gave instruction in penmanship, bookkeeping, commercial arithmetic, and commercial law. James Bennett of New York was an early textbook writer on bookkeeping. Peter Duff was another famous bookkeeping text writer. In 1863 and 1864, Bryant and Stratton called together the first convention of local partners of their colleges. There was dissatisfaction among these local partners that finally resulted in a termination of partnership shortly after Stratton's death, and the monopolistic system was broken.

The monopolistic era established uniform aims, methods, and ideals for commercial education. The new subjects, shorthand and typewriting, were added to the commercial curriculum during the latter part of the monopolistic era. About 1870, S. S. Packard turned his attention to the preparation of shorthand writers and typists. He was a firm believer in
commercial education for women and he offered to take thirty young women and train them free of charge "to make a better living than they could without his training, and in an occupation no less respectable."

In 1893, the convention of commercial colleges connected with the National Educational Association, and a business department was organized.

The past half century has seen the rapid development of two other phases of business education. One, the collegiate school of business, came into existence with the establishment of the Wharton School of Finance of the University of Pennsylvania;¹ the other is represented by the development of commercial education in the high schools of this country. This development began about the year 1890. It is true that there are evidences of the fact that bookkeeping was taught in the early New England Academies. Shorthand, too, was a subject of study in the old Central High School of Philadelphia before and during the Civil War. For every practical purpose, however, we may consider that commercial education in the high schools began in the early nineties of the last century.

The modern period of development, extending from the early Nineties, has seen the standardization under the principle of private gain, of all work offered in business colleges. The

¹However, the first collegiate department of commerce was established at the old University of Louisiana in New Orleans in 1849. See page 35.
aim of the business college from the earliest part of the period to the present time has been satisfactory training for commercial clerkships. There is a check upon further development of the private business college because of the growing demand for a broader education for business. The business college cannot give this because the cost is prohibitive.

The last three decades of the present century have seen the development of three types of institutions, new to the field, offering commercial training: the semi-public type, the correspondence school, and the corporation school. The Y.M.C.A., Knights of Columbus, and like institutions have thousands of students enrolled in their courses. Such correspondence schools as LaSalle Extension University, International Correspondence Schools and others of similar type have numerous students enrolled in their courses. Corporations, realizing the value of preliminary training for both employer and employee, have established classes in different phases of commercial work. In 1907, the Larkin Co., of Buffalo, organized a most efficient system for training office workers. The training undertaken by the National City Bank of New York represents the development of the class in financial institutions. The Drexel Institute of Philadelphia is an example of the privately endowed school which furnishes commercial education. This school is independent of student fees, and although
it gives technical work somewhat in line with the best business colleges, it treats the subjects of study more broadly and liberally.

**Public Secondary Commercial Education**

The development of public commercial education in this country is but one phase of a larger movement, the growth of public secondary schools. As such it has followed the several steps of the larger progress. Public commercial education patterned itself largely upon the style and standards of the private commercial schools or colleges as they were called, which caused commercial education in the secondary schools to suffer. They gave intensive course in penmanship, business arithmetic, bookkeeping, shorthand, typewriting, and later commercial law. Speedy acquaintance with these clerical tools and the acquisition of skill in handling them were emphasized in the business college. The public school gave the same emphasis. However, they soon found that this program was defective. The meager amount of training in those subjects represents only a part of the training which modern business demands. Business has become a very complex organization in the last few years and its functions highly specialized. It has been found necessary to add such courses as salesmanship, office practice, advertising, business English, and the like, to meet new demands and new points of emphasis.

Prior to 1890 private commercial education dominated the field of business training. Eighty-five per cent of the
total number of pupils in commercial courses were enrolled in private commercial institutions. This lead has gradually been decreased until in 1934, 92% were enrolled in public high schools.¹ In 1931, Mallott stated that there were one million students enrolled in high school business courses.² In 1954, it was estimated that this number approximated 1,600,000. In 1934, there were reported 102,286 students enrolled in private business colleges.

**Problems in Commercial Education**

In its haste to meet a rapidly growing demand, commercial education has become the victim of the haste of our modern life. It has made claims of swift, and at the same time simple, preparation of students for vocational and commercial positions. These claims have not justified themselves in the light of the results obtained. This has especially characterized the advertisements of the private commercial schools and the quick-training virus has even spread to some public schools.

Another difficulty has been in securing teachers who have had sufficient scholastic, as well as professional,


training to meet the laws and standards of teacher-certification in the modern high school. Salaries in the business and commercial world have been more attractive to those who could qualify for teaching than those offered by the schools. Since the demand has been far in excess of the supply in both fields, business has usually drawn the most capable teaching material to itself.

Two errors have grown up around the broader aspects of the commercial curriculum.1 The first of these has been confined to a narrow interpretation of clerical education as preparation for business life. The second grew out of the first, but is far more serious. It consists in a limiting of commercial education to the strictly clerical arts in the majority of the schools. This may be said to be true of the majority of commercial courses in Louisiana high schools. Practically all of the curriculums are limited to office training activities, which engage a very small percent of the total number of those employed in commercial positions. Conversely, other types of commercial jobs amount to a large proportion of all those engaging commercial employees. Obviously, a technical course such as stenography is almost, if not entirely, useless. The Cleveland Survey not only revealed this fact but also demonstrated that there is no longer reason for students to take both stenography and

bookkeeping. This study shows that the vast majority of commercial workers are recording clerks, with more than a third of the total number grouped into ten classes of clerical workers who do not have a need of bookkeeping or typing knowledge.\(^1\)

Inglis argued ten years ago that the chief emphasis in commercial education should be on salesmanship because of the fact that the majority of commercial positions are of that type. Anderson's study of Pasadena, in 1926, reinforced Inglis in this position,\(^2\) as did also the Boston Survey.\(^3\) Anderson found that 44.3% of male employees, and 22.6% of female employees, were engaged in selling, the total percentage for both being 34.4%. This is 14.4% above the next type of commercial work, general clerical. It needs no argument to see that, if these are typical findings, which they doubtless are, the conventional clerical type of training should take second place to a strong salesmanship course for boys, at least. Weersing found that 60% of all enrollments in commercial subjects were in typewriting, shorthand, and bookkeeping, irrespective of the training actually needed.\(^4\)

---

\(^1\)Inglis, *op. cit.*, pp. 584-590.


\(^3\)Sixth Yearbook of Department of Superintendence, *The Development of the High School Curriculum*, p. 435.

There is a great need for a general course of business training. Such a course would involve the common elements of business practice met with by men and women in all walks of life and would do for the commercial curriculum what general science does for science, general history for the social sciences, general literature for literature, and general mathematics for mathematics. Obviously, there is no escape from all sorts of business relationships, whatever the trade, occupation, or profession followed. The Sixth Yearbook, Department of Superintendence, emphasizes this fact in these words: "In an analysis of aims it is especially important that all secondary administrators appreciate the fact that commercial education—fundamentally a program of economic education—is co-extensive with all human endeavor." Such a course should be offered in Louisiana for any or all the reasons it should be offered in any state, or states, with the additional one that Louisiana, being more agricultural than industrial or commercial, the training of its graduates should be of a more general rather than a technical nature in the majority of the high schools.

Another need is for a searching analysis of the objectives with a careful weighing of the curricular materials by which these objectives are to be reached. This means a study of the community in which the school is located, the kinds and types of positions available to graduates and

---

1P. 435.
drop-outs, and the particular skills, abilities, knowledges and ideals required in these positions. This should be undertaken by the commerce teachers as a scientific and constructive necessity. It is one of the hopeful signs that this curricular revision in terms of actual job needs is going forward in many places throughout the nation. To quote from the 1927 report of the United States Commissioner of Education:

The outstanding events in secondary commercial education during the past year center around curriculum revision. The objectives have been to refine earlier methods in order to increase the efficiency of preparation for business occupations. The chief contributions have been studies of commercial teacher-training, commercial occupations, office equipment, clerical salaries and related topics, job analyses, and researches in methods of instruction. In this movement a renewed emphasis has been placed on the necessity of complementary relationship of the seven cardinal objectives in the commercial curriculum and the necessity of appropriate and adequate vocational preparation of each pupil who contemplates earning a livelihood in a business occupation.

Another challenging problem is the place of guidance in business education. Many of the students enrolled in commerce courses are not fitted for the type of work they have selected. No amount of training would fit them for a position. The need for careful guidance and selection of students for business training leading toward definite job objectives is being given much attention on the part of school administrators and commerce teachers. This problem does not imply the elimination

---

of some general business education for everybody. On the contrary, some leaders in business education feel that our concept of modern education has lagged behind our national progress in that we have made very little provision for some genuine business education for everybody.

Related Studies

The most comprehensive of all state-wide surveys of commercial education was made in Minnesota. The investigation included commercial occupation surveys in Minnesota cities, job analyses of office workers, statements of values of the commercial subjects as reported by graduates, preparation of teachers, and many other important topics. Among the findings that are of particular interest to this study are that, while the aims of commercial education are both vocational and general, the curriculum consists almost entirely of narrow, technical subjects, and these subjects are administered as general and not as vocational subjects, so that neither aim is well served; that commercial teacher training facilities are inadequate; that the local school authorities should provide for a closer cooperation between commerce teachers and business men; and that a state supervisor of commercial education should be provided. This study was made by Frederick J. Weersing. ¹

C. O. Burden made a study of the status of commercial education in the public secondary schools of Indiana in 1926. The features studied were: curriculum offerings, training and experience of teachers of business subjects, extent and amount of equipment, and placement service.¹

Carl W. Helmstadter made a study of commercial education in Nebraska in 1929. He found that typewriting, shorthand, and bookkeeping, commercial law, commercial arithmetic, and business English were the subjects most frequently required and that enrollments are increasing in business administration, accounting, and secretarial training.²

Harold T. Lehmann made a study to determine practices in business education in New Mexico in 1929. He found that 29% of the enrollment in the high schools were in business subjects.³

Louis A. Rice made a comparative study of commercial education in New Jersey for 1916 and 1930. The report shows


an increase of 94.6% in enrollment in business courses during the period, an increase of 408.3% in holding power of business curriculums, and improved teacher preparation and status.\(^1\)

In 1928, Robert C. Sollars made a study of the commercial curriculum in Indiana. Divergence of opinion with respect to aims was found, administrators being about equally divided on such questions as: "Should the commercial curriculum have as its chief aim the securing of immediate jobs for pupils after completion of course?"\(^2\)

Katherine W. Killgallon made a study of commercial education in the approved high schools of Pennsylvania in 1930, to determine the status of business education, enrollments, length of curriculums, required subjects, preparation of teachers, and various phases of teachers' jobs.\(^3\)

One of the most comprehensive studies covering any state was made by George S. Murray in Connecticut in 1934. A detailed analysis of the organization and administration of business education in the public secondary schools of Connecticut was made.\(^4\)


State-wide studies of the preparation of commercial teachers, their problems, subject combinations, business experience, salaries, and related topics were compiled in Ohio by Helen Reynolds;¹ in Michigan by Eugene D. Pennell;² in Arkansas by Adelaide Rogers Gafke;³ in Tennessee by James P. Phillips;⁴ in Pennsylvania by R. G. Walters;⁵ and in Louisiana by H. M. Norton.⁶ In 1931, L. W. Ferguson studied the status of the commercial education in 61 accredited high schools of Louisiana.⁷


Three phases were considered: (1) salary, tenure, teaching load of commerce teachers, and courses offered by these accredited high schools; (2) objectives of commercial education as stated by teachers; and (3) a survey of occupational histories of the graduates of four representative high schools in northwest Louisiana. In 1937, J. W. Reeves made a follow-up study of the commercial graduates of five high schools in Tangipahoa Parish.¹ At the present time eight state-wide studies are in process.

These and other researches in the field of commercial education indicate a new interest in basic research studies.

Chapter III
THE DEVELOPMENT AND PRESENT STATUS
OF SECONDARY COMMERCIAL EDUCATION IN LOUISIANA

The data presented in this chapter were collected by examining the reports of the principals of the state-approved high schools for the years 1920, 1925, 1927, 1929, 1931, 1933, 1935, and 1937. The reports are on file at the State Department of Education at Baton Rouge. The records of all state-approved high schools were examined for the years mentioned above. The records of those schools teaching commercial subjects were studied and information concerning total enrollment, enrollment in commercial courses, salary, tenure, educational qualifications, and teaching combinations of commerce teachers was secured. The Biennial Reports of the State Department of Education from 1854 to the present time were examined for certain statistical data relative to growth of high schools in Louisiana. State Courses of Study for the Common Schools, and later for the High Schools, were also examined for the aims and objectives of the secondary school curriculum, the content of the curriculum, and the place of the commerce courses in the high school curriculum. Before 1936, the course of study for secondary schools, as well as elementary schools, was found in the Biennial Reports of the State Superintendent of Education. Likewise, the available Minutes of the State Board of Education from 1900 to the
present time were examined for supplementary data. The Biennial Surveys of Education, 1918 to 1934, Bureau of Education, Washington, D. C., were examined for substantiating statistical data relative to the development of secondary business education.

It is the purpose of this chapter to show the origin, development, and growth of commercial education in the public secondary schools of Louisiana. In tracing the development and growth of public secondary commercial education, the parish of Orleans has been omitted.

The Central High School for Boys in New Orleans was the first public high school in Louisiana to offer a commercial curriculum. This high school was reorganized in 1867, with six departments, one of them being a department of commerce headed by a professor who gave full time to teaching practical bookkeeping, penmanship, and drawing, and three subjects in the commercial curriculum. In 1874, the State Superintendent of Education reported only three public high schools, all in the city of New Orleans. At that time, the Central High School for Boys enrolled 230 students. This school seems to have been the special pride of the Superintendent, as several pages of the annual report of 1874 are devoted to a review of the excellent character of its work, the praiseworthy accomplishments of its graduates, two of

---

1 Annual Report of the State Superintendent of Public Instruction, 1874, p. 171.
whom it was reported had attended well-known southern universities and attained the highest honors at their respective alma maters, and finally, and what is more pertinent to those interested in vocational education, an eloquent plea for a more liberal curriculum requirement for graduation from high school. The superintendent freely expressed the belief that the classical languages should not be a rigid requirement for all boys in high school, as no doubt there were many boys more gifted in the sciences than in Latin and Greek.¹

The State Superintendent of Education at this time was G. W. Brown, a gentleman of color, of ill repute, and very persona non grata to the school people of New Orleans and the State of Louisiana. His own educational qualifications were very limited. Backed by the carpet bag renegades who were in control of the state and municipal governments of Louisiana, an abortive attempt was made to throw open the three white high schools of New Orleans to negroes. These facts may have furnished the inspiration for Superintendent Brown's plea for a "more liberal curriculum." However that may be, or whatever motives he may have had, if any, Brown gave expression in his pious plea of 1874 to a pertinent educational problem that has been given much attention in later years.

It might be noted here in passing that Louisiana had the prior claim for the beginning of higher commercial

education in this country. The first collegiate department of commerce was established at the old University of Louisiana in New Orleans, in 1849, under the administration of its first president, the Reverend Francis L. Hawes. James D. B. DeBow was appointed professor of political economy, commerce, and statistics. DeBow probably continued his instruction until 1855, when President Franklin Pierce appointed him superintendent of the United States census. DeBow began formal instruction in 1849. He announced that classes would be formed for courses which he described as follows:

1st, a course of lectures upon the rise and progress of the science of political economy; productive powers of labor; nature, accumulation, etc., of stocks; progress of opulence in different nations; mercantile systems; revenue; sources of public wealth; growth and progress of the United States; ancient commerce; commerce in the dark ages; in medieval ages; growth of modern commerce; present commercial world; agriculture; manufactures; population; statistics; etc.

2nd-course: This is intended for regularly matriculated students. Instruction will cover the whole field of commercial education, given daily in three or four recitations, etc.: Writing, bookkeeping, commercial correspondence, accounts, account sales, invoices, general principles of commercial law, banking, insurance, exchange, partnership, factorage, guarantee, brokerage, bankruptcy, wrecks, salvage, freights, privateering, marque, and reprisals, quarantine, customs house regulations, etc., sketches of eminent merchants. A course of reading in history and commercial geography and navigation will be embraced.¹

There is no record that the department of commerce continued to function after DeBow discontinued his teaching. In fact, the entire faculty of the University of Louisiana were

¹DeBow's Review, Vol. VII (1849), p. 188.
formally dismissed in 1857 because the university lacked adequate financial support. However, the university functioned at intervals until 1882, when Paul Tulane, a generous philanthropist of New Orleans, donated more than a million dollars in property and securities for its support, and the University of Louisiana was reorganized as Tulane University of Louisiana.

In his biennial report to the legislature for the year 1877, Superintendent of Education Robert M. Lusher lists among the state-adopted textbooks for the academy or high school, Duff's *Common School Bookkeeping*, and Bryant's *Common School Bookkeeping*. However, outside the city of New Orleans there were probably no public schools that could be classed as secondary in the modern sense. A more handful of parochial academies survived the Civil War, and these were private institutions.

It was not until 1884 that the secondary schools were officially called "high schools." The first state course of study was formulated and curriculum uniformity established in the year 1896.

The State Course of Study for the Common Schools, 1902, sets up a program for three years of high school work. No commercial subject is included in this curriculum. The curriculum was classical, and its primary object was to prepare the student for college entrance, as evidenced by the fact

\[1\]p. xlv.

\[2\]p. 6-7.
that it met with the approval of the President of the State University and A. & M. College. ¹ The curriculum for the first year of high school work included English grammar, composition and literary masterpieces; algebra; physics, 2nd semester; general history; Latin grammar; physical exercises, music, and drawing. The second year high school curriculum included rhetoric and literary masterpieces; algebra, physics, 1st semester; chemistry, 2nd semester; Latin or French; and physical exercises, music, and drawing. The third and last year included history and development of American and English literature; geometry; physical geography, 1st semester; civil government, 2nd semester; Latin or French; and physical exercises, music, and drawing.

The "Official List of Textbooks and Prices," contained in the Course of Study for 1902, included Gay's Book-keeping at sixty cents, with an exchange price of forty-five cents, and Gay's Book-keeping blanks at forty-five cents.²

The State Course of Study for the Common Schools for 1905³ lists bookkeeping as an elective in the second semester of the first year of high school, and as an elective to be continued in the first semester of the second year of the high school course. Stenography and typewriting are listed as

¹State Course of Study for the Common Schools, 1902, p. 3.
²Ibid., p. 13.
³P. 65.
electives in the first and second semesters of the second year of the high school course. Two recitations per week were to be given in bookkeeping during the second semester of the first year, and three recitations per week in the first semester of the second year. Stenography and typewriting were to be taught together in the second year of the high school course, and two recitations per week were to be devoted to these subjects in the first semester and three recitations per week in the second semester. In 1905 the high school course was still three years in length.

In outlining the subjects of the course of study, bookkeeping is treated as follows:¹

Analysis of business transactions, the conditions requiring a record of it. Study of original entries; use of the day book and cash book; use of the ledger; special column books to facilitate grouping entries; invoices; sales book; special property accounts; The study of drawing of business forms, bills, drafts, checks, account sales and statements. Summary of results, balance sheet and exhibits. The course includes six typical sets in double entry with a few leading topics in Business Arithmetic and Commercial Law.

Text: Moore & Miner's Shorter Course.

Stenography and typewriting are described as follows:²

The aim in the stenography is to give the pupil control of the principles of the subject, and some skill in the art of writing shorthand. Typewriting should be taught along with shorthand.

¹State Course of Study, 1905, op. cit., p. 71.
²Ibid., p. 73.
An analysis of the above statements, in regard to the business subjects offered in 1905, reveals that the vocational aim, for at least stenography, was not paramount.

The year 1905 marks the official recognition of the commercial courses as having a place in the curriculum of the public high schools. However, they were electives, and not considered essentially a part of the main purpose of the high school curriculum, which could still be considered as preparation for college. The Report of the State Superintendent of Education to the Legislature for the years 1906-7 listed bookkeeping, typewriting, and "phonography" as electives, the only elective courses in the high school curriculum. 1

There were fifty state-approved high schools listed for the session 1907-8. The Fourth Annual Report of Inspector of High Schools, 1910-11, reports ninety-eight state-approved high schools, with an enrollment of 4805 students, the city of New Orleans excepted. 2 The State Course of Study for High Schools lists the three traditional commercial subjects, bookkeeping, phonography, and typewriting, along with three additional commercial subjects, commercial geography, commercial arithmetic, and economics. 3

Only six high schools were listed as offering commercial

1P. 90.
2Pp. 5ff.
3P. 136.
courses in 1910-11. They were Shreveport, Lake Charles, Baton Rouge, Franklin, Patterson, and Jeanerette.¹

The Annual Report of Louisiana High Schools, Session 1919-20, reports 206 state-approved high schools, enrolling 14,863 students. There were 942 students enrolled in bookkeeping, 244 students enrolled in stenography, and 497 students enrolled in typewriting that session.² No other commercial subjects were reported to have been taught that session.

The growth of high school commercial education in Louisiana has been rapid since its inauguration. Table I shows that there were 43 high schools teaching commercial subjects in 1920, with an enrollment of 1,683 students in commerce subjects.

As indicated above, only three commerce subjects were listed as having been taught during that session, bookkeeping, shorthand, and typewriting. During the session 1936-37, 148 state-approved high schools taught one or more commerce subjects, not including commercial arithmetic and commercial geography. The enrollment in commercial subjects was 13,183, or an average enrollment of 89.2 students for each school. Since 1910, a period of twenty-seven years, the number of schools teaching commercial subjects has increased from six to 148. During the period 1920-1937, enrollment in commercial courses has increased from 1,683 to 13,183, or over 800%.

¹State Course of Study, 1911, op. cit., p. 22.
²Pp. 46-47.
<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Schools</th>
<th>Commercial Enrollment</th>
<th>Average Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920</td>
<td>43</td>
<td>1,683</td>
<td>39.4</td>
</tr>
<tr>
<td>1925</td>
<td>60</td>
<td>2,018</td>
<td>43.6</td>
</tr>
<tr>
<td>1927</td>
<td>74</td>
<td>3,225</td>
<td>51.7</td>
</tr>
<tr>
<td>1929</td>
<td>89</td>
<td>5,332</td>
<td>59.8</td>
</tr>
<tr>
<td>1931</td>
<td>102</td>
<td>7,091</td>
<td>69.5</td>
</tr>
<tr>
<td>1933</td>
<td>109</td>
<td>8,673</td>
<td>79.6</td>
</tr>
<tr>
<td>1935</td>
<td>137</td>
<td>12,233</td>
<td>89.3</td>
</tr>
<tr>
<td>1937</td>
<td>148</td>
<td>13,195</td>
<td>89.2</td>
</tr>
</tbody>
</table>

This table should be read as follows: In 1920, 43 high schools had commercial departments with an enrollment of 1,683 students, which was an average enrollment of 39.4 students per school.
### Table II
**Comparative Growth of High School Enrollment and Enrollment in Commercial Courses in Louisiana High Schools, 1920-57**

<table>
<thead>
<tr>
<th>Year</th>
<th>High School Enrollment</th>
<th>Per Cent Increase</th>
<th>Commercial Enrollment</th>
<th>Per Cent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920</td>
<td>14,882</td>
<td></td>
<td>1,683</td>
<td></td>
</tr>
<tr>
<td>1925</td>
<td>39,656</td>
<td>165.2</td>
<td>2,618</td>
<td>55.5</td>
</tr>
<tr>
<td>1927</td>
<td>41,188</td>
<td>3.8</td>
<td>3,825</td>
<td>46.1</td>
</tr>
<tr>
<td>1929</td>
<td>49,974</td>
<td>21.0</td>
<td>5,332</td>
<td>39.4</td>
</tr>
<tr>
<td>1931</td>
<td>53,856</td>
<td>7.1</td>
<td>7,001</td>
<td>33.0</td>
</tr>
<tr>
<td>1933</td>
<td>60,321</td>
<td>11.2</td>
<td>8,673</td>
<td>22.3</td>
</tr>
<tr>
<td>1935</td>
<td>64,189</td>
<td>6.4</td>
<td>12,233</td>
<td>41.04</td>
</tr>
<tr>
<td>1937</td>
<td>67,258</td>
<td>4.6</td>
<td>13,195</td>
<td>7.3</td>
</tr>
</tbody>
</table>

This table should be read as follows: In 1925, the enrollment in the state-approved high schools was 39,656 students, an increase of 165.2% over the previous five years. The enrollment in commercial courses was 2,618 students, an increase of 55.5% over the previous five years.
This is even more significant when compared with Table II. The increase in total high school enrollment has been greatly outstripped by increase in enrollment in commercial subjects. While high school enrollment increased approximately 352% since 1920, enrollment in commercial subjects has increased over 800%. During the past four years, enrollment in commercial courses has increased nearly six times as much as total high school enrollment has increased.

Table III shows the growth of four-year state-approved high schools in Louisiana. Since 1920, there has been an increase of 163 high schools added to the state-approved list. In 1920, there were 206 state-approved high schools, and in 1937, there were 369—an increase of approximately 80% over the seventeen-year period. An interesting comparison might be made with the data shown in Table I. During this same seventeen-year period 105 state-approved high schools added commercial courses to their curriculum. In 1920, 43 high schools included commercial courses in their curriculum. In 1937, 148 high schools taught commercial courses. This was an increase of 244% during the seventeen-year period.

This increase in the growth of Louisiana high schools, with the addition of commercial departments, has called for additional commercial teachers each year to fill both new positions thus created, and those caused by replacement turnover. Reference to Table IV will indicate the demand
Table III
GROWTH OF FOUR-YEAR STATE APPROVED HIGH SCHOOLS
IN LOUISIANA, 1920-37

<table>
<thead>
<tr>
<th>Year</th>
<th>State-Approved High Schools</th>
<th>Enrollment</th>
<th>Increase</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920</td>
<td>206</td>
<td>14,882</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1925</td>
<td>332</td>
<td>39,656</td>
<td>24,774</td>
<td>165.2</td>
</tr>
<tr>
<td>1927</td>
<td>350</td>
<td>41,186</td>
<td>1,532</td>
<td>3.66</td>
</tr>
<tr>
<td>1929</td>
<td>353</td>
<td>49,974</td>
<td>9,786</td>
<td>21.31</td>
</tr>
<tr>
<td>1931</td>
<td>363</td>
<td>53,556</td>
<td>3,582</td>
<td>7.16</td>
</tr>
<tr>
<td>1933</td>
<td>362</td>
<td>60,321</td>
<td>6,765</td>
<td>12.61</td>
</tr>
<tr>
<td>1935</td>
<td>367</td>
<td>64,189</td>
<td>3,868</td>
<td>6.41</td>
</tr>
<tr>
<td>1937</td>
<td>369</td>
<td>67,258</td>
<td>3,069</td>
<td>4.6</td>
</tr>
</tbody>
</table>

This table should be read as follows: In 1925, there were 332 four-year state approved high schools in Louisiana with an enrollment of 39,656 students. This was an increase of 24,774 students over the previous five-year period, or an increase of 165.2%.
Table IV
COMMERCIAL TEACHERS EMPLOYED IN LOUISIANA HIGH SCHOOLS, 1920-37

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Increase</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920</td>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1925</td>
<td>62</td>
<td>17</td>
<td>37.7</td>
</tr>
<tr>
<td>1927</td>
<td>77</td>
<td>15</td>
<td>24.2</td>
</tr>
<tr>
<td>1929</td>
<td>91</td>
<td>14</td>
<td>10.1</td>
</tr>
<tr>
<td>1931</td>
<td>112</td>
<td>21</td>
<td>23.0</td>
</tr>
<tr>
<td>1933</td>
<td>124</td>
<td>12</td>
<td>10.7</td>
</tr>
<tr>
<td>1935</td>
<td>170</td>
<td>46</td>
<td>37.1</td>
</tr>
<tr>
<td>1937</td>
<td>185</td>
<td>15</td>
<td>8.8</td>
</tr>
</tbody>
</table>

This table should be read as follows: In 1925, there were 62 commercial teachers employed in the state-approved high schools of Louisiana. This was an increase of 17 teachers over the previous five-year period or an increase of 37.7%.
for commercial teachers to fill new positions created by the addition of commercial courses to the high school curriculum, as well as the growth of commercial departments already established. This table shows the increase of commercial teachers from 1920 to 1937. In 1920, there were 45 commercial teachers in 43 high schools teaching commercial courses. For the session 1936-37, there were 185 commercial teachers filling positions in 148 high schools teaching commercial subjects. The number of commercial teaching positions has tripled since 1925.

Table V shows the number and percentage of commercial teachers required biennially for new positions and for replacement turnover. The data for this table were secured as follows: The number of commercial teachers needed to fill new positions was found by ascertaining the increase in total number of commercial teachers for each biennium. The records show for each year the total number of commercial teachers new to the high schools of the state. The number of teachers required biennially for replacements is arrived at by subtracting from the total number of new commercial teachers, the number required to fill new positions. The remainder will be the number required for the biennial replacement turnover. During the period from 1925 to 1937, the average number of teachers needed to fill new positions is 17.5% of the total number of commercial teachers for each biennial period, and the average required to take care
### Table V
NUMBER AND PERCENTAGE OF COMMERICAL TEACHERS REQUIRED BIENNIALLY IN LOUISIANA FOR NEW POSITIONS AND FOR REPLACEMENT TURNOVER, 1925-37

<table>
<thead>
<tr>
<th>Year</th>
<th>New Positions</th>
<th>Replacement</th>
<th>Total New Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Cent</td>
<td>No.</td>
</tr>
<tr>
<td>1925</td>
<td>8</td>
<td>15.4</td>
<td>2</td>
</tr>
<tr>
<td>1927</td>
<td>15</td>
<td>19.4</td>
<td>6</td>
</tr>
<tr>
<td>1929</td>
<td>14</td>
<td>15.3</td>
<td>3</td>
</tr>
<tr>
<td>1931</td>
<td>21</td>
<td>18.7</td>
<td>23</td>
</tr>
<tr>
<td>1933</td>
<td>6</td>
<td>4.8</td>
<td>7</td>
</tr>
<tr>
<td>1935</td>
<td>47</td>
<td>27.1</td>
<td>16</td>
</tr>
<tr>
<td>1937</td>
<td>40</td>
<td>21.5</td>
<td>22</td>
</tr>
</tbody>
</table>

This table should be read as follows: In 1925, 8 commercial teachers who had had no experience whatever were employed. This was 15.4% of the total number of commercial teachers employed. The replacement turnover in 1925 was 2 teachers which was 3.2% of the commercial teachers employed, and the total number of new teachers required in 1925 was 10, which represents 18.6% of the total number of commercial teachers employed that year.
of replacements and new positions is practically 26.4% of the total number for each biennial period.

Where do we secure our beginning commercial teachers? An examination of the records of the beginning teachers for biennial periods, 1925-37, indicates that of the 151 teachers new to the service during this period, 121 were trained in Louisiana, and 30 were trained in institutions outside the state (See Table VI). In other words, 80% of the beginning teachers have been trained in Louisiana institutions. In 1937, there were 40 commercial teachers who were teaching for the first time employed by Louisiana high schools. Of this number only two were trained outside the state. From 1925 to 1933, from one-third to one-half of the beginning commercial teachers were drawn from other states (See Table VII). Since 1935, only an average of 6.7% have been drawn from other states, while the greatest increase in number of beginning teachers has taken place during this same period, 87 new teachers having been added to the commercial teaching corps. This great increase between the years 1935 and 1937 has been due to the fact that the high schools have been adding the commercial department to their curriculum very rapidly during the past two years. It also indicates that Louisiana institutions are giving more attention to the training of commercial teachers.

Table VIII shows the source of supply of beginning teachers for biennial periods between 1925 and 1937, by institutions
Table VI
SOURCE OF BEGINNING COMMERCIAL TEACHERS
EMPLOYED IN LOUISIANA HIGH SCHOOLS, 1920-37

<table>
<thead>
<tr>
<th>Year</th>
<th>Louisiana</th>
<th>Per Cent</th>
<th>Other States</th>
<th>Other States</th>
<th>Per Cent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920</td>
<td>4</td>
<td>50.0</td>
<td>4</td>
<td>50.0</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>1925</td>
<td>4</td>
<td>50.0</td>
<td>4</td>
<td>50.0</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>1927</td>
<td>10</td>
<td>66.6</td>
<td>5</td>
<td>33.4</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>1929</td>
<td>8</td>
<td>47.1</td>
<td>6</td>
<td>42.9</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>1931</td>
<td>14</td>
<td>66.6</td>
<td>7</td>
<td>33.4</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>1933</td>
<td>4</td>
<td>66.6</td>
<td>2</td>
<td>33.4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>1935</td>
<td>43</td>
<td>91.5</td>
<td>4</td>
<td>8.5</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>1937</td>
<td>38</td>
<td>95.0</td>
<td>2</td>
<td>5.0</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>121</td>
<td>30</td>
<td></td>
<td></td>
<td>151</td>
<td></td>
</tr>
</tbody>
</table>

This table should be read as follows: Four of the commercial teachers who had had no previous experience who were employed in Louisiana high schools in 1920, received their training in Louisiana institutions, and four received their training in institutions in other states.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1920</td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1925</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1927</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td></td>
<td>1</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1929</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1931</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1933</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1935</td>
<td>3</td>
<td>8</td>
<td>21</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1937</td>
<td>9</td>
<td>4</td>
<td>10</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>23</td>
<td>21</td>
<td>40</td>
<td>29</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>36</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

This table should be read as follows: In 1920, one of the beginning teachers of commercial subjects received his training at Louisiana Polytechnic Institute, two at Baton Rouge Business College, one at Newcomb and four at institutions in other states.
in Louisiana and from other states. During the past twelve years Louisiana State University has furnished 23 of the beginning teachers; Louisiana State Normal College has furnished 40; Southwestern Louisiana Institute has furnished 29; Louisiana Polytechnic Institute has furnished 20; Louisiana College and Newcomb College have furnished 2 each; and Centenary College has furnished 3.

It appears that up until 1935, commercial departments have been added to Louisiana high schools more rapidly than teachers could be supplied by the state institutions. The relative replacement turnover has not been large during the period 1925-37, being 8.6%. However, the total new teachers required biennially has averaged 26.4% of the total number employed, which is relatively high. The condition is partially accounted for by the fact that the growth in enrollment in commercial subjects has increased rapidly as has the growth of commercial departments in the high schools. Another reason is the fact that until recently little attention was paid to the matter of professional training of commercial teachers. Benson^ has shown that the period of service on the average is much longer for teachers professionally trained than for the general teaching population. Commercial teachers were permitted to teach on a special certificate requiring little more training than high school graduation plus a knowledge of

---

the tool subjects they were to teach. On March 10, 1931, the State Board of Education passed a regulation requiring that commercial teachers shall have the same qualifications as other high school teachers. This means that the commercial teacher must be a degree graduate of an accredited college or university with the requisite number of hours of both professional training as well as technical training. Hence as the proportion of professionally trained teachers increase the percentage required for replacement turnover will diminish. However, the statistics presented in Table V have not borne out this assumption entirely. Perhaps the fact that commercial teachers frequently accept more lucrative positions in the business world and the fact that most of the commercial teachers in Louisiana are women and get married sooner or later influence replacement turnover. Another factor to be considered is that better salaries are paid in the larger schools, and as certification requirements are the same for all high school positions, the tendency is to seek the better paying positions.

What state-approved high schools are offering business subjects? What business subjects are offered, and what is the enrollment in each subject? What equipment do commercial departments have? What are the teaching combinations of commercial teachers? What provisions are made for commercial teacher training and the supervision of commercial education in Louisiana? What are the trends in high school business education in Louisiana?
Table XXXI in Appendix D shows the state-approved public high schools in Louisiana teaching commercial subjects in the 1936-37 session, the commercial subjects taught in each high school, the number of students enrolled in each subject in each high school, and the number of commerce teachers employed in each high school. The data relative to commercial geography were included only for those schools in which the commerce teacher taught this subject.

The following commercial subjects are taught in the public high schools of Louisiana, the city of New Orleans excepted: shorthand, bookkeeping, typewriting, junior business training, commercial law, economics, office practice, and business English. Commercial arithmetic and commercial geography are also taught, but as these two subjects are found generally in all high schools they are not included in the tabulation. Commercial geography was included in the Table in the Appendix in only those cases where the commerce teacher also taught commercial geography. However, in a number of instances it was found that commercial geography was not taught by the commerce teacher.

The traditional commercial subjects—bookkeeping, shorthand, and typewriting—dominate the commercial curriculum. Bookkeeping is the most popular commercial subject; 130 high schools teach this subject one or two years. Of the 130 high schools offering bookkeeping, 69 offer two years, and 61 offer a one-year course. The enrollment in the bookkeeping
courses is larger than that of any other commercial subject. There are 3,797 students enrolled in first-year bookkeeping and 1,221 students enrolled in second-year bookkeeping, or a total of 5,018 students in bookkeeping courses. Typewriting ranks second in popularity among the commercial offerings. There were 115 high schools offering either one or two years of typewriting. Of this number 49 high schools offered two years. The enrollment in first-year typewriting is 3,523, and in second-year typewriting is 893. Shorthand ranks third in popularity with 92 high schools offering either one or two courses. The enrollment in first-year shorthand is 2,010 students and in second-year shorthand, 387 students. There are 24 high schools that offer a two-year course in this subject.

There are so few schools that offer the remaining commercial subjects shown in Table VIII that the three subjects, bookkeeping, shorthand, and typewriting, may be considered the commercial curriculum in Louisiana high schools. Only 9 schools were found to offer commercial law, enrolling 175 students in this subject. Five schools offered junior business training, enrolling 135 students, and five schools offered economics, enrolling 183 students. One school offered a course known as office practice enrolling 36 students, and three schools taught business English enrolling 63 students. The typical commercial curriculum appears to be one year of shorthand, two years of bookkeeping and one year of typewriting.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Schools</th>
<th>Enrollment</th>
<th>Percentage of Schools Teaching This Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookkeeping I</td>
<td>130</td>
<td>3797</td>
<td>31.1</td>
</tr>
<tr>
<td>Bookkeeping II</td>
<td>69</td>
<td>1221</td>
<td>46.6</td>
</tr>
<tr>
<td>Typewriting I</td>
<td>115</td>
<td>3523</td>
<td>78.3</td>
</tr>
<tr>
<td>Typewriting II</td>
<td>49</td>
<td>393</td>
<td>33.1</td>
</tr>
<tr>
<td>Shorthand I</td>
<td>92</td>
<td>2010</td>
<td>62.2</td>
</tr>
<tr>
<td>Shorthand II</td>
<td>24</td>
<td>387</td>
<td>16.2</td>
</tr>
<tr>
<td>Commercial Law</td>
<td>9</td>
<td>175</td>
<td>6.1</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
<td>183</td>
<td>3.4</td>
</tr>
<tr>
<td>Junior Business</td>
<td>5</td>
<td>135</td>
<td>3.4</td>
</tr>
<tr>
<td>Business English</td>
<td>3</td>
<td>83</td>
<td>2.0</td>
</tr>
<tr>
<td>Office Practice</td>
<td>1</td>
<td>38.</td>
<td>0.5</td>
</tr>
</tbody>
</table>

This table should be read as follows: 130 state-approved public high schools of the 148 high schools offering commercial courses offered first-year bookkeeping, which was 31.1% of the high schools offering commercial courses.
The average class in first-year bookkeeping consists of 29 students, and the average class in second-year bookkeeping consists of 18 students. The average class in first-year shorthand consists of 22 students, and the average class in second-year shorthand consists of 16 students. The average class in first-year typewriting consists of 30 students, and the average class in second-year typewriting consists of 20 students.

Only 25 high schools of the 148 that offer commercial subjects have two or more teachers teaching commercial subjects. Only eight high schools have three or more commerce teachers, and only one high school has as many as five commerce teachers. The remaining 123 high schools offering one or more commercial subjects employ one commerce teacher each. In a number of instances it is difficult to tell whether the teacher so employed is a commerce teacher or a teacher of academic subjects, as the courses in commerce are so meager that the teacher devotes as much time to teaching academic subjects as she does to commercial subjects, and in a few instances she devotes more time to the academic subjects.

Of the 185 teachers of commercial subjects in the high schools of Louisiana, 77 of them are only part-time commerce teachers.

Perhaps a clearer picture of the situation in regard to the commercial curriculum in the high schools of Louisiana can be obtained by examining Table XXXII in Appendix D, which
shows the teaching combinations of commercial teachers in the state-approved high schools offering commercial subjects. There are 108 teachers devoting full time to teaching commercial subjects. These 108 teachers devoting full time to the commercial subjects have the following teaching combinations: Forty-two teachers have bookkeeping, shorthand, and typewriting only as their subject load; sixteen teach bookkeeping and typewriting only; six teach bookkeeping and shorthand only; seven teach shorthand and typewriting only; three teach bookkeeping only; one teaches shorthand only; one, typewriting only; and one, economic history only.

Bookkeeping and commercial law were found to be the teaching combination in two cases, bookkeeping and junior business training in one case, bookkeeping and commercial arithmetic in one case, and bookkeeping and commercial geography in one case.

Bookkeeping and typewriting were found in combination with commercial geography four times, with commercial arithmetic and commercial geography two times, and with commercial arithmetic one time.

Shorthand, bookkeeping, and typewriting were found in combination with commercial geography two times; in combination with commercial geography and spelling nine times; in combination with spelling two times; in combination with arithmetic one time; and in combination with commercial geography and commercial arithmetic one time.
Shorthand and bookkeeping were found in combination with junior business training one time.

Typewriting was found in combination with commercial arithmetic one time, and in combination with business English one time.

Shorthand was found in combination with office practice and business English one time, and in combination with commercial arithmetic one time.

These are the teaching combinations of the 108 teachers who teach only commercial subjects. The remaining 77 commerce teachers are called on to teach one or more academic subjects. Their programs are as varied as the subjects offered in the high school curriculum. Practically all of these teachers are in one-teacher departments and have to handle many subjects. The commercial curriculum is meager and the enrollment small, so that the commerce teacher is called on to carry other subjects.

That the place of secondary business education is becoming more firmly established in the public high schools of Louisiana may be shown by a comparison of the teaching program of five years ago with the one for the session 1956-57 shown above. Table XXXIII in Appendix D shows the combinations taught by the 112 commerce teachers employed in the state-approved public high schools for the session 1931-32.

For the session 1931-32, there were 74 commerce teachers devoting full time to teaching commercial subjects. During
the session 1936-37, there were 108 commerce teachers devoting full time to teaching commercial subjects, or an increase of 34 teachers doing full time work in commerce. In terms of percentages, however, the showing is not apparently favorable. In 1931-32, 66% of all commerce teachers employed were full time commerce teachers, while during the session 1936-37, 58% of the commerce teachers employed were doing full time commercial work. It is believed that this may be explained by the fact that commerce courses are added gradually to the high school program; probably only one commerce subject this year, and another course next year, and so on until a sufficient number of commercial subjects have been added to the curriculum to justify a full time teacher. And then, too, enrollments have increased from year to year. The fact that there has been an increase of 34 full time commerce teachers in five years will bear out this contention. Likewise, the fact that the total number of full-time and part-time commerce teachers has increased from 112 in 1931-32 to 185 in 1936-37 is additional evidence of the contention.

During the past five years there has been no radical change in the commercial curriculum. As a matter of fact, for all practical purposes the commercial curriculum of today is the same as it was in 1910, when six schools reported to the State Department of Education that they had commercial departments. The State Course of Study in the Commercial Subjects for 1935 provided for several additional commercial subjects in the commercial curriculum. In addition to the
traditional subjects, shorthand, typewriting, and bookkeeping, the following subjects are suggested: commercial English, salesmanship and advertising, office practice, commercial law, and junior business training. Few high schools have added these suggested offerings. As pointed out in Table II in Appendix A, only nine high schools were found to offer commercial law, five high schools offer junior business training, five high schools offer economics, three high schools offer business English, and one high school offers office practice.

What is the academic and professional training of the commerce teachers employed in the state-approved public high schools? The academic degrees held by 185 commerce teachers for the session 1936-37 is as follows:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's</td>
<td>8</td>
<td>4.3</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>170</td>
<td>92.0</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>5</td>
<td>2.6</td>
</tr>
<tr>
<td>Commercial</td>
<td>2</td>
<td>1.0</td>
</tr>
</tbody>
</table>

It will be noted that only 7 of the 185 commerce teachers did not hold any degree.

Does the academic and professional training of commercial teachers in Louisiana high schools correlate with what they are called on to teach? An examination of the transcripts of the 185 commerce teachers indicates that 101 have
a major in commerce. Twenty-four of these teachers have their academic and professional specialization in other fields than commerce and business administration. Reference to Table XXXIII in Appendix D will show that there are 108 teachers out of 185 who teach commercial subjects only. The remaining 77 are required to teach one or more academic subjects, or non-commercial subjects, and in some instances they are called on to teach more non-commercial subjects than commercial subjects. Apparently, the commerce teachers have prepared to teach other than commercial subjects as indicated by their minor specializations.

An examination of Table X will show the status of tenure for the session 1936-37. The median tenure of commercial teachers in Louisiana is 3.5 years; in other words, a complete turnover takes place every 3.5 years. A turnover of 185 teachers every 3.5 years means that 53 commercial teaching positions are open in this state each year. In 1931, the median tenure of 112 commerce teachers was 2.4 years.\(^1\) It is probable that tenure will tend to be longer in the future, as it has increased during the past five years because of the fact that positions are now being filled with college-trained teachers. With salaries commensurate with training and experience, tenure will no doubt increase.

### Table IX
**Subjects of Academic Specialization**
*Of 185 Commercial Teachers in Louisiana High Schools*
*Session, 1936-37*

<table>
<thead>
<tr>
<th>Subjects of Specialization</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commerce</td>
<td>12</td>
</tr>
<tr>
<td>Commerce-English</td>
<td>40</td>
</tr>
<tr>
<td>Commerce-Mathematics</td>
<td>19</td>
</tr>
<tr>
<td>Commerce-Education</td>
<td>3</td>
</tr>
<tr>
<td>Commerce-History</td>
<td>36</td>
</tr>
<tr>
<td>Commerce-Home Economics</td>
<td>1</td>
</tr>
<tr>
<td>Commerce-Science</td>
<td>35</td>
</tr>
<tr>
<td>Commerce-Spanish</td>
<td>3</td>
</tr>
<tr>
<td>Commerce-Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Commerce-Economics</td>
<td>4</td>
</tr>
<tr>
<td>Commerce-German</td>
<td>1</td>
</tr>
<tr>
<td>Commerce-French</td>
<td>1</td>
</tr>
<tr>
<td>Secretarial Science</td>
<td>2</td>
</tr>
<tr>
<td>English-History</td>
<td>4</td>
</tr>
<tr>
<td>English-Education</td>
<td>1</td>
</tr>
<tr>
<td>English-Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>English-Latin</td>
<td>2</td>
</tr>
<tr>
<td>English-Social Science</td>
<td>8</td>
</tr>
<tr>
<td>English-Biology</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics-Science</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics-History</td>
<td>2</td>
</tr>
<tr>
<td>Science-History</td>
<td>2</td>
</tr>
<tr>
<td>Commerce-Agriculture</td>
<td>1</td>
</tr>
</tbody>
</table>

This table should be read as follows: 12 of the 185 commercial teachers teaching in Louisiana high schools, session 1936-37, had as their academic major, Commerce.
Table X

PERCENTAGE DISTRIBUTION
OF COMMERCIAL TEACHERS IN LOUISIANA HIGH SCHOOLS
WITH NUMBER OF YEARS' EXPERIENCE IN SAME POSITION
Session, 1936-37

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>45.4</td>
<td>27</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>12.7</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
<td>10.0</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2.7</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>6.3</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>5.45</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>0.9</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>2.7</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>1.8</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>2.7</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>0.9</td>
<td>0</td>
</tr>
<tr>
<td>12+</td>
<td>9</td>
<td>6.2</td>
<td>1</td>
</tr>
</tbody>
</table>

This table should be read as follows: 50 women, or 45.4% of the women commercial teachers have 1 year's service in the same position, while 27 men or 35.5% of the men commercial teachers have had 1 year's service in the same position. 77 commercial teachers, or 41.3% of the total number of commercial teachers have 1 year's experience in the same position.
A slightly greater per cent of the men teachers tend to remain in positions two, three, four, six and seven years than women teachers. A larger per cent of women than men have remained in the same position twelve years or more.

An examination of Table VI indicates that Louisiana is now training an adequate number of commerce teachers to take care of the new positions opening up each year and the replacement turnover. In 1923, 50% of the beginning commerce teachers were drawn from outside the state. During the session 1936-37, 95% of the new beginning commerce teachers were trained in Louisiana institutions. Four state institutions trained 36 of the 40 beginning teachers who started their teaching career that year. These institutions were Louisiana State University, Louisiana State Normal College, Louisiana Polytechnic Institute, and Southwestern Louisiana Institute.

What is the nature of the training offered prospective commerce teachers by the teachers' colleges of these four state institutions? Three of these institutions have a four-year commercial teacher training curriculum. One of them, Louisiana Polytechnic Institute, has a four-year commerce course in the College of Liberal Arts. The work done in these four schools was divided into three groups: general, commercial, and education. Courses in the general group are those required of all college students, and are of broad cultural value rather than of specific value to commerce or education students alone. The commercial group includes those
that are required only for those students preparing for the field of business or business teaching. The commercial group was divided into general and technical. General commercial courses are those of a non-specialized nature, and the specialized or technical courses are those that the teacher will use directly in her teaching. The education courses were likewise divided into general and commercial. Those of a general nature are required of all prospective teachers, and the commercial education courses are required only of prospective teachers.

Table XI gives a summary of commercial teacher curricula at the four state institutions offering commercial teacher training, namely, Louisiana State University, Southwestern Louisiana Institute, Louisiana State Normal College, and Louisiana Polytechnic Institute.

Southwestern Louisiana Institute requires more courses in general education than does any of the other three institutions, 19% of the curriculum being devoted to courses in general education. The lack of courses in commercial education at all institutions is striking. Louisiana State University and Louisiana State Normal College offer a course in methods of teaching the technical business subjects, and that is the extent of the courses in commercial education. This lack of courses in commercial education is one of the noticeable defects in the commercial teacher-training curricula in each of the institutions.

The greatest percentage requirement in all four curricula is in general courses. Louisiana Polytechnic Institute
<table>
<thead>
<tr>
<th>Type of Course</th>
<th>L. S. U.</th>
<th>S. L. I.</th>
<th>L. S. N.</th>
<th>L. P. I.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hrs. %</td>
<td>Hrs. %</td>
<td>Hrs. %</td>
<td>Hrs. %</td>
</tr>
<tr>
<td>General</td>
<td>56</td>
<td>43.7</td>
<td>59</td>
<td>44.7</td>
</tr>
<tr>
<td>General Commercial</td>
<td>15</td>
<td>11.7</td>
<td>12</td>
<td>9.0</td>
</tr>
<tr>
<td>Technical Commercial</td>
<td>25</td>
<td>19.4</td>
<td>30</td>
<td>22.9</td>
</tr>
<tr>
<td>General Education</td>
<td>15</td>
<td>11.7</td>
<td>25</td>
<td>19.0</td>
</tr>
<tr>
<td>Commercial Education</td>
<td>2</td>
<td>1.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Scattering (Electives)</td>
<td>15</td>
<td>11.7</td>
<td>6</td>
<td>4.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>128</td>
<td>100.0</td>
<td>132</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Note that these are minimum requirements.

This table should be read as follows: Louisiana State University requires 56 semester hours of a general nature, which is 43.7% of the total semester hours in the commercial teacher training curriculum; Southwestern Louisiana Institute requires 59 semester hours of a general nature, which is 44.9% of the total number of semester hours in the commercial teacher training curriculum; Louisiana State Normal College requires 63 semester hours of a general nature, which is 46% of the total number of hours in the commercial teacher training curriculum; and Louisiana Polytechnic Institute requires 36 semester hours of a general nature, which is 60.7% of the total number of semester hours in the commercial teacher training curriculum.
devotes 60.7% of the total courses to those of a general nature. The other three institutions devote slightly less than 50% to courses of a general nature. The prospective teacher should be given as much time as possible to become acquainted with the various broad aspects of human activity. Anything that can be done to prevent the attitude of the teacher from becoming narrowed should be encouraged. From this point of view these institutions are meeting the situation more than adequately. Tonne\(^1\) found that twenty-nine universities and colleges that offered teacher training for prospective commerce teachers gave 28.1% of their curricula to general courses, and he gave it as his opinion that relatively this was quite adequate.

The four institutions maintain demonstration high schools in which facilities for practice teaching and observation are had. The Louisiana State University does not have a commerce department in its demonstration high school. Southwestern Louisiana Institute and Louisiana State Normal College use the local high school in their respective cities for practice teaching, and these two high schools have commerce departments with facilities for practice teaching in commerce. The demonstration high school of Louisiana Polytechnic Institute has a small commerce department for practice teaching.

None of the four institutions made any mention of business experience as a requirement for prospective commerce teachers.

The curriculum set-up in the four state teacher-training institutions adequately meets the needs insofar as technical training is concerned. As has been shown, the typical high school commerce offerings are shorthand, typewriting, and bookkeeping. All four teacher-training curriculums offer a satisfactory program of training to meet the technical training needs of the prospective commerce teacher. As approximately 41% of the commerce teachers employed last year were only part-time commerce teachers, these curriculums make adequate provisions for a second teaching major as indicated by the large percentage of general courses included in the curriculum. However, the chief weakness in all four curriculums is the lack of more general background courses in commerce—particularly such courses as merchandising, marketing, salesmanship, and retailing. Perhaps these particular courses may be considered technical commercial subjects in view of present trends in secondary business education. As has been previously shown, objectives are shifting away from the strictly vocational aspects of secondary business education—especially in stenography and bookkeeping—to the consumer and prevocational aims. If the vocational aim is to be justified in the small high school—and the small high school is the typical high school in this state, as it is in the country as a whole—then the high school must take cognizance of what
its graduates do after leaving high school. Numerous follow-up studies previously cited have shown that the greater percentage of them who go to work in the business world go into retail selling and general clerical work. Commercial teacher training curriculums likewise must meet this situation by giving training to prospective commerce teachers which will fit them to train boys and girls for the jobs they will get.

In a study of commercial education it is important to know the nature of the state organization as well as the local organization. What are the rules and regulations in force, the views that are held regarding the place and purpose of commercial education, and the administrative provisions that have been established to realize these purposes? In Louisiana, as in most states, the general supervisory control of commercial education in the public high schools of the state is exercised directly by a State Department of Education, operating under the direction of a State Board, which functions under the State Superintendent of Education who is elected by popular vote. The State Department of Education has a very efficient form of organization, and has enjoyed a degree of continuity not often found in other states. The Department's influence and prestige are further assured by the powers delegated to it by law and made capable of enforcement by an unusually comprehensive program of state aid for the encouragement and equalization of local effort. There is, however, no state director or supervisor of commercial education. The supervision exercised by the Department is very
general, therefore, and much is left to local initiative which
might be suggested very properly by the department if expert
leadership could be provided.

The rules governing the administration of commercial
education constitute perhaps the best expression of the de-
partment’s policy in this respect. These rules and regula-
tions are set forth in Bulletin No. 311, State Department of
Education, November, 1935. On page 7 of this bulletin appears
the commercial curriculum for state-approved high schools
having commercial departments. This curriculum provides for
a minimum of three units and a maximum of five units of com-
merical work for graduation. One unit must be selected from
either commercial geography or junior business training, in
the freshman year. In the sophomore year one or one and one-
half units must be selected from bookkeeping, typewriting, or
 shorthand. In the junior year, one or one and one-half units
must be selected from bookkeeping, typewriting, shorthand,
commercial law, office practice, or foreign language, physics,
chemistry, or fine arts. In the senior year, two to two and
one-half units are to be selected from bookkeeping, shorthand,
typewriting, commercial law, office practice, salesmanship
and advertising, commercial English, economics, problems of
democracy, foreign language, chemistry, physics, algebra,
solid geometry, plane trigonometry, or fine arts.

This very wide choice of electives makes it possible for
a student to graduate from the commercial curriculum with only
two units of work in commerce. On the other hand, in actual practice no school in the state offers all the commercial subjects suggested in the above program. There are only five schools in the state that offer as many as three other commercial subjects besides shorthand, typewriting, and bookkeeping. In actual practice, therefore, a differentiated program is possible. A separate and definite commercial course, implying a well-defined sequence of subjects is possible in only a very few high schools, and this is largely restricted to secretarial work and bookkeeping.

Nine units of work in the commercial curriculum are constant. Four units are required in English, one unit in general science, one unit in arithmetic, one unit in algebra, one unit in history—either general or modern European, and one unit in American history.

Following this curriculum set-up, the Course of Study in the Commercial Subjects follows, and is in the form of a brief syllabus. It is noted that the grade placement of the technical business subjects permits these subjects in the ninth, tenth, and eleventh grades. The present tendency is to restrict the technical vocational subjects to the last two years of the high school course. General and specific objectives are set up, which are noted in the next chapter of this thesis. Next, each subject is introduced with a concise list of general and specific aims, after which a very brief synopsis of the course is given with some suggestions as to organization and teaching methods. The bibliographies following the
outline of each course are valuable both for teachers and pupils.

The syllabus reflects an experimental and tentative attitude towards commercial education with a rather definite attempt to conserve the more generally accepted educational values rather than rely on the merits of purely vocational training. The members of the Department responsible for the administration of commercial education are keenly aware of the general problems in the field and have adopted a progressive attitude toward solving those problems. A broad and liberal program has been proposed by the State Department of Education. A wide latitude for local initiative has been provided.

Perhaps the outstanding trend in secondary business education in Louisiana during the past seventeen years is its rapid growth. The addition of business courses to the curriculums of state-approved high schools has increased more rapidly than state-approved high schools proportionately. The growth in enrollment in business courses has increased far more rapidly than the growth in enrollment in state-approved high schools proportionately.

**Summary**

It appears that the first public high school in Louisiana to offer commerce courses was the Central High School for Boys, in New Orleans, in 1867. Bookkeeping, penmanship, and drawing constituted the commercial offerings in this high school. Ten years later, in 1877, there were only three public high schools in the state, all in the city of New Orleans.
The first state course of study for high schools was formulated in 1896. The high school course was three years in length until the session 1905-06.

The year 1905 marks the official recognition of the commercial courses as having a place in the curriculum of the public high schools. Bookkeeping, typewriting, and phonography are listed in the Course of Study for High Schools of that year as electives—the only electives in the high school curriculum, which was still three years in length.

Only six high schools were listed as having commercial courses during the session 1910-1911. During the session 1919-20, forty-three high schools reported having commercial courses. These forty-three high schools enrolled 1,683 students in shorthand, typewriting, and bookkeeping. There were forty-five commerce teachers employed in the public high schools for the session 1919-20. However, in thirteen high schools the high school principal taught the commercial courses. So, strictly speaking, there were only thirty teachers who could be classified as commerce teachers. Since 1920, commerce courses have been added rapidly to the curriculums of the high schools in Louisiana. For the session 1936-37, it was found that there were 148 high schools offering commerce courses, enrolling 13,195 students in these courses, and employing 185 commerce teachers.

State-approved high schools have increased 80% since 1920. The addition of commerce courses to high school curriculums has increased 244% during this same period.
During the period from 1925 to 1937, the average number of teachers needed to fill new positions is 17.5% of the total number of commercial teachers for each biennial period, and the average required to take care of replacements and new positions is practically 26.4% of the total number for each biennial period. Fifty per cent of the beginning commercial teachers for the session 1919-20 were trained in other states. Ninety-five per cent of the beginning commerce teachers for the session 1936-37 were trained in Louisiana. During the past seventeen years, the Louisiana State Normal college has trained forty of the new beginning teachers, Southwestern, 29, Louisiana State University, 25, and Louisiana Polytechnic Institute, 21. Thirty-six were trained in other states.

An examination of the curriculums of 148 Louisiana public high schools offering commerce courses reveals that the traditional courses—bookkeeping, typewriting, and shorthand—predominate. One hundred thirty schools offer one or two years of bookkeeping; typewriting is offered in 115 schools, and shorthand is offered in 92 schools. Other commerce courses found were commercial law, offered in 9 schools; junior business training, offered in 5 schools; economics, in 5 schools; office practice, in 1 school; and business English, in 3 schools. Commercial geography and commercial arithmetic were found in all schools, but were not always taught by the commerce teacher. Commercial geography was taught by the commerce teacher in 28 instances, and commercial arithmetic, in 20 instances. The fact that bookkeeping is taught in more
schools than shorthand and typewriting is in keeping with the trend in modern business education of shifting the emphasis from strictly vocational training to social business objectives. There is a very definite indication that the objectives of bookkeeping should be shifted from the vocational to what is considered to be the social or non-technical emphasis in the first year, with a vocational emphasis in an elective second-year course. This means making the course more practical in terms of the things the student will encounter in his everyday life. Worley, of Duquesne University, has very satisfactorily summarized the social-business objectives of bookkeeping. He states that bookkeeping "can be used to emphasize:

1. the principles of business,
2. the significance of accounting systems,
3. the significance of credit and credit instruments,
4. the dependence on good management,
5. the ownership of assets,
6. the significance of borrowing, lending, and discounting, and
7. the significance of liabilities, insolvency, bankruptcy, etc."

As shorthand is offered in fewer schools having commercial courses than either bookkeeping or typewriting, this is an indication that shorthand probably is considered strictly a vocational subject. Typewriting has a personal-use value aside from its vocational value that should make it a popular subject in every high school.

---

1R. J. Worley, "Shall We Train Robots or Useful Members of Society?" The Balance Sheet, Vol. XIV, No. 6 (February, 1933), p. 259.
What subjects are commerce teachers called on to teach in Louisiana high schools? The most frequent combination of subjects taught are shorthand, typewriting, and bookkeeping. Forty-two teachers have these three subjects only. Thirty-one teachers have these three subjects in combination with one or two other subjects, the most frequent combination being with commercial geography, which was found nine times in combination with the traditional subjects. There are ten ranges of subjects found in combination in the remaining cases. These subjects are physical education, algebra, geometry, chemistry, athletic coach, general science, English, social science, history, and civics. Bookkeeping and typewriting are taught by 16 teachers; bookkeeping and shorthand are taught by 6 teachers; shorthand and typewriting are taught by 7 teachers; bookkeeping only is taught by 3 teachers; shorthand only, by one teacher, and typewriting only, by one teacher. There are 108 commerce teachers who teach only commercial subjects, and 77 commerce teachers who are called on to teach one or more academic subjects.

In actual practice, there has been no radical change in the commercial curriculum in the public high schools during the past seventeen years.

The academic and professional training of the commerce teachers employed in the public high schools of Louisiana is relatively superior. Only seven teachers of the 185 teaching commerce do not have a degree.
The academic and professional training of commerce teachers correlates to a high degree with the subjects which they are called upon to teach. One hundred sixty-one commerce teachers had as their major or minor specialization commerce and business administration. Only 24 teachers had their major and minor specialization in fields other than commerce. As 77 commerce teachers are called on to teach academic subjects, and in some instances they teach more non-commercial subjects than commercial subjects, this is not a serious defect. An examination of the teachers' transcripts indicated that in practically every case the commerce teacher who has a mixed schedule is teaching the subjects of his minor specialization.

The median tenure of commerce teachers in Louisiana for the session 1936-37 is 3.5 years, as compared to 2.4 years for the session 1930-31. Commercial teacher-training facilities in Louisiana are now adequate to supply the demand for new beginning teachers. Ninety-five per cent of the new beginning teachers employed during the session 1936-37 were trained in institutions in Louisiana.

Louisiana State University, Louisiana State Normal College, and Southwestern Louisiana Institute have commercial teacher-training curriculums. Louisiana Polytechnic Institute has a four-year commerce curriculum in the College of Liberal Arts in which prospective commerce teachers may elect sufficient work in education to secure a teaching certificate. All four institutions devote a relatively small
percentage of their curriculums to general commercial subjects. The percentage of technical commercial courses is relatively high in comparison. The greatest percentage requirement in all four institutions is in general courses. Three of the four institutions have facilities for practice teaching in commerce. Louisiana State University does not provide this facility in its demonstration high school. None of the four institutions make any mention of business experience as a requirement for prospective commerce teachers. The chief weakness in all four curriculums is the lack of more general background courses in commerce—particularly such courses as merchandising, marketing, salesmanship, and retailing. Modern trends in secondary commercial education point to a greater emphasis on the social business subjects and retail and wholesale selling. Therefore, prospective commerce teachers should receive more training along these lines.

The general supervisory control of commercial education in Louisiana is exercised directly by a State Department of Education, which functions under the State Superintendent of Education. There is no state director or supervisor of commercial education.

The high school commercial curriculum set up by the State High School Inspector provides for a minimum of three units and a maximum of five units of commercial work for graduation in commerce. The general requirements and limitations governing credit in commercial subjects permit a minimum
of one-half unit and a maximum of five units to be counted toward graduation. Not less than one unit in shorthand or bookkeeping may be counted toward graduation. A separate and definite commerce curriculum, implying a well-defined sequence of subjects, is possible in only a very few high schools, and this is largely restricted to secretarial work and bookkeeping.

Under the leadership of the State Department of Education, a revision of secondary commercial education in Louisiana is eminent. Pre-vocational and consumer education are recognized as worthy objectives of commercial education on the secondary level. Such courses as personal economics, junior business training, commercial law, elementary marketing and merchandising, retail selling, and general clerical practice will have an important place in the commercial curriculum. Personal-use and consumer values will receive recognition as worthy objectives of commercial education as well as the vocational objective. In the larger schools vocational shorthand, bookkeeping, and typewriting will still have their place. In the smaller schools these traditional subjects, that is, bookkeeping and typewriting, will be taught for their personal-use values. Bookkeeping courses will be revised and made shorter, to meet the needs of the community. Shorthand will be dropped in the small high school to make room for subjects that will better meet the needs of the rural high school student.
Chapter IV

OBJECTIVES AND CRITICISMS
OF SECONDARY BUSINESS EDUCATION IN LOUISIANA
FROM THE VIEWPOINT OF EDUCATORS

What are justifiable objectives of commercial education in the high school? This question has become a dominant issue in secondary commercial education in recent years. In the beginning the high school borrowed its offerings from the private business school, and as a result the narrow viewpoint of that school dominated the high school offerings. But these objectives are no longer in harmony with present-day educational theories or modern business practices.

What were some of these early objectives of business training? Along with academic subject teachers the commercial teachers claimed that their subjects possessed cultural values, mental discipline values, general educational values. But when the "respectability" of traditional "cultural" training for all pupils had lost its support, and a rapidly growing group of influential educators refused to accept faculty psychology, the commercial teacher as well as the teacher of academic subjects was left high and dry.

Another traditional objective was to prepare the student for business. This objective of the private business school was adequate in its day, when business was small, competition was light, and life was simple. Nichols points out that:
To prepare for business meant two things. It meant preparation to do the immediate work required of an office worker and thus assured a position to those who obtained it. But it meant more than this. It meant that this same office worker would have an opportunity to "learn the business." In other words whatever advancement in business could come to a young man or woman could be expected to come through the channel of office employment. There were no collegiate schools of commerce. Business had not in any sense become a profession. That conditions are different today is well understood by all. Business is big and highly organized. One can still learn the business through experience, but the process is not so simple as it once was.

This objective is too vague to serve adequately as an objective of secondary commercial education. Likewise, it is confined to a narrow interpretation of clerical education as a preparation for business life.

To give introductory training for entrance into business as bookkeepers, stenographers, and typists is a more recent and specific objective. This objective stresses preparation for vocations and is a worthy one. Surely, commercial education is vocational education. But this objective is not all that is needed. Only 3% of employed people are doing office work. Only about 8% of office workers are stenographers. Only 2% of such workers are bookkeepers. Many more people are employed in stores than are employed in offices. The mechanization of office work is lessening the proportionate demand for stenographers and full-fledged

---

1Nichols, Commercial Education in the High School, op. cit., p. 207.
bookkeepers. Then, too, the trend in job opportunities for junior workers is distinctly on the wane.

Junior employment statistics show that in spite of every effort, the percentage of applicants placed in positions is steadily decreasing; i.e., in 1933 one out of every five applicants to Junior Employment Service secured a position through its help; in 1934, one out of six was placed in a position, and in 1935, one out of every eight applicants was placed in a position.¹

The mechanization of office work, codes, the rapid introduction of technical business subjects in colleges and universities, are influencing the stepping-up of the initial employment age.

An examination of objectives of secondary commercial education as stated by leaders in this field reveal that the vocational objective is still dominant. However, there is a distinct tendency noted toward shifting the emphasis from strictly vocational objectives to social business objectives, or consumer education. This implies relating the facts of the subject matter to everyday problems which the largest number of boys and girls are most likely to meet in adult life. No abandonment of the vocational objectives is implied, but rather a shift of emphasis.

Koos has listed the Denver objectives as follows:

1. To aid a pupil to discover and begin to develop his ability along commercial lines.

2. To give pupils who may leave school early basic training which will be of service to him in whatever line he may find himself located.

3. To give introductory vocational training in so far as possible for those commercial occupations which surveys show are entered by boys and girls who leave school during junior school days.

4. To make future commercial education more vital and meaningful regardless of length of time it may be pursued.

Each of these objectives is strictly vocational.

Professor Lomax of New York University has stated the objectives of secondary commercial education as follows:

1. Knowledge aims—"the sum total of acquired information or ascertained facts."

2. Habit aims—"the tendency to acquire fixed ways of reacting to particular situations."

3. Ideal aim—an individual or group characteristic which is an "object of desire."

4. Power aim—the ability to do, the ability to control the circumstances of life, the ability to conform to and transform the social environment, the ability to apply knowledge, habits, and ideals to the effective solution of problems.

These "aims" of commercial education may equally well apply to all education. Lomax finds no conflict between general education and vocational education. S. F. Fleming, Assistant Superintendent of Schools, Seattle, Washington, states, "there is a place for general education and there is a place for vocational education. There is no justification for substituting one for the other, and I think the

---


sooner we make this line of demarcation and stick to it, the sooner we are going to find our correct place.\textsuperscript{1}

C. M. Yoder has set up two objectives of commercial education:

1. General training in business principles.
2. Occupational activities in business procedure.\textsuperscript{2}

Blackstone of the University of Iowa gives the following objectives of commercial education:

1. Furtherance of the fundamental general purposes of the high school.
2. Explanatory and prevocational information.
3. Vocational training, especially for students who will either drop out of school before graduation or who will obtain no college training.
4. Preparation for collegiate training for those who will get such training.
5. Development of such capacities for and the giving of such information about business as is essential for the conduct of the personal business affairs of any adult.
6. Development of desirable personal qualities or traits particularly those which are most essential in the business world.
7. Specialization to the greatest extent possible for those business positions likely to be secured without encroachment on the core curricula provided for all students.


8. Provision of training for promotion or advancement in the business world.

Blackstone's objectives include orientation, consumer education or personal use values, personality development, and vocational preparation.

Nichols, of the Harvard Graduate School of Education, sets up the following objectives of senior high school commercial education:

1. To make the largest possible contribution toward the achievement of the six non-vocational aims of secondary education which usually are stated as follows:
   a. Health
   b. Command of the fundamental processes
   c. Worthy home membership
   d. Civic education
   e. Worthy use of leisure
   f. Ethical character.

2. To develop occupational intelligence to the highest possible degree having in mind business organization, management, service, and employments.

3. To develop the kind and degree of vocational skill required for successful functioning in a recognized initial contact-job.

In setting up these objectives what business is, what business demands in the way of preparation for initial-contact jobs, what boys and girls of high school age are capable and desirous of taking as preparation for business, and what society expects of its educational agencies have all been kept in mind...all the accepted objectives of secondary education are admitted to be objectives of commercial education. All the legitimate demands of business are considered. All the interests, aptitudes, and abilities of boys and girls of high

---

school age are given consideration to the extent possible under the limitations imposed upon those who set up a program of secondary education. ¹

Nichols places the major emphasis on the vocational objective.

J. H. Dodd, of State Teachers College, Fredericksburg, Virginia, has this to say in regard to objectives of secondary business education:

For some time I have felt that it is very possible that vocational preparation should not be the main justification for offering business subjects in the public high schools...if we cannot change the fundamental objectives of business education so as to offer education of a non-vocational nature, I believe that we may expect a retrenchment in the public support of secondary business education. For let us remember that if the main objective of secondary business education is vocational preparation, the test of its value is its job-getting possibilities. But if enrollments continue to increase and at the same time the prevocational life of the individual tends to lengthen, as it is doing, the demand for youthful workers will not keep pace with the supply.²

Shields, in a paper read before the 1934 University of Chicago Conference on Business Education, emphasizes the social-business or consumer concept of business education.

Commenting upon the general neglect of this phase of business education, he makes the following statement:

Even though the recent literature devoted to business education has given an unusual and encouraging amount of space for defense and promotion of social-business subjects, the effect of the widespread


recognition of the importance of this growing field has not as yet been felt in the field of secondary business education. It is noteworthy that in the secondary schools typewriting enrolls three times as many students as elementary economics, and the enrollment of the social-business subjects is as a whole negligible when compared to that for the technique subjects.¹

Harry D. Kitson in Commercial Education in Secondary Schools, points out much the same:

The schools cannot turn out full-fledged businessmen. Probably most of the ills growing out of the earlier conception and practice came for the hope that the school could turn out workers fully fitted to enter business as journeymen. Experience has shown that this hope is ill founded. No matter how well equipped a school may be, it cannot hope to give a pupil all the skills or all the facts he will need in business....

Another consideration is that most pupils in high school do not know what job they will enter on graduation; accordingly they would find it hard to select the particular skill in which they should seek to perfect themselves. A still more serious thought is that if we should try to make each high school youth simply a journeyman in some commercial "trade," we should deprive him of the broad foundation in general education which he should have, and we might narrow his opportunities for promotion to higher positions.²

Odell, of Columbia University, in the October, 1932, issue of the Teachers College Record states as the two objectives of commercial curriculum making:

The first of these aims at the development of a common culture that is commensurate with life in a democracy such as we aspire to in this country. This


demands that every individual be raised to his highest
level in the non-vocational or consumption side of
living. It includes the development of social and
civic knowledges, powers, attitudes, ideals, and ap­
preciations with respect to spiritual aesthetic, cul­
tural, and material values.

The second objective of secondary education aims
at the development within each individual who will
not continue his formal schooling beyond the secondary
level, of the power to produce most effectively in a
vocation.... Commercial education can be justifiably
included in the secondary school curriculum because
it makes large potential contributions toward the
realization of both these objectives.

Frederick W. Weersing says that the range of objectives
has been from specialized training to the furnishing of an
outlet for pupils of low intelligence. It is his belief
that there should be more to commercial education that prepa­
ratin for a vocation. He has minimized the vocational aim
and has added two non-vocational aims: first, the broadly
practical, and second, the cultural and broadly educational.¹

The Texas high school objectives and the Louisiana high
school objectives are two examples that emphasize general
values rather than vocational preparation. The Texas high
school objectives are:

1. It must make possible the proper physical founda­
tion for life's activities.

2. It must furnish a background for an appreciation
of the finer attributes of life.

3. It must create ability and desire to join in the
common work of the community.

¹Frederick W. Weersing, "The Future of Secondary Com­
161.
4. It must prepare for and give a knowledge of the social and economic values of a commercial vocation.

5. It must train for, or give a basis of, a technical commercial occupation.

The Louisiana high school objectives are:

I. General Objectives.
   a. To discover and encourage the development in pupils of such qualities of resourcefulness, enterprise, and ability to bear responsibility as are required for successful leadership in the community.

   b. To impart general knowledge and skills useful in everyday life activities.

   c. To acquaint the pupil with the underlying principles of business and to give him a knowledge of its organization and administration.

   d. To prepare the pupil for certain positions which require some specialized training.

II. Specific Objectives.
   a. The development of such character habits as may function in the life of the individual in a high type of citizenship.

   b. The attainment of a knowledge of business customs and the ability to prepare the common business forms with which a clerical worker in business should be familiar.

   c. The formation of desirable business habits such as the development of attention and the ability to carry out instructions accurately, with a critical attitude toward the finished product.

   d. The preparation of pupils technically equipped to earn a livelihood.

   e. The preparation of pupils for more technical training in institutions of higher learning.

---


From the various opinions expressed by leaders in the field of commercial education we may conclude that the trend in objectives indicates a two-fold purpose of secondary commercial education: (1) to develop an ability to deal successfully with problems of everyday life, and (2) to provide technical skills adequate for an initial job. As shown above, the vocational objective had in no way been abrogated by these leaders in the field of secondary business education. However, there is a distinct trend away from strictly vocational objectives toward social business objectives, i.e., training for consumption, or for personal use, and orientation. They see no conflict between general education and vocational education. All of them see difficulties in the way of setting up a program of secondary commercial education with technical skill subjects as the core and training for stenographic bookkeeping, and clerical jobs as the sole objective.

An investigation was made to determine the objectives for the commercial courses, and the opinions from principals concerning changes they would suggest in the commercial curriculum, (c) whether the present set-up in their schools was meeting satisfactorily the objectives they advocated, (d) the adequacy of their libraries for commercial work, and (e) whether college entrance affected their pupils' choice of the commercial course. The purpose of the investigation was to obtain first-hand data direct from the high schools of Louisiana offering three or more units of commercial work. The list of high
schools was selected after examining the reports of the principals of state-approved high schools to the State Department of Education. Ninety-five state-approved high schools were found to offer three or more units of commercial work, the city of New Orleans excepted. In making this investigation, the plan proposed by Colvin, of Colorado State College of Education, for the whole country was followed. However, for the purpose of this study the questionnaires sent out differed in several respects to those proposed by Colvin. Practically every parish in the state is represented in the list of high schools investigated. With the exception of the high schools in Shreveport, Monroe, Alexandria, Lake Charles, and Baton Rouge, all of these high schools may be classified as rural or small high schools. The average enrollment in the high school department is 320. The range is from 74 to 2246.

One hundred forty-eight state-approved high schools offer one or more commercial subjects, not including commercial geography and commercial arithmetic, which are offered in all high schools. Commercial geography may be counted either as a commercial study or as a social study, in making up majors and minors. In the commercial subjects, a minimum of one-half unit and a maximum of five units may be counted toward graduation.

Table XII is a summary of fifty-five questionnaires returned from fifty-five high school principals, representing high schools in cities and towns from 1000 to 15,000 population,
### Table XII

**BUSINESS SUBJECTS OFFERED IN 55 STATE-APPROVED HIGH SCHOOLS IN LOUISIANA ANSWERING QUESTIONNAIRE**

<table>
<thead>
<tr>
<th>Subject</th>
<th>No. Schools</th>
<th>Per Cent</th>
<th>Enrollment</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookkeeping, 1st Year</td>
<td>55</td>
<td>100</td>
<td>1909</td>
<td>28</td>
</tr>
<tr>
<td>Bookkeeping, 2nd Year</td>
<td>29</td>
<td>53</td>
<td>480</td>
<td>7</td>
</tr>
<tr>
<td>Typewriting, 1st Year</td>
<td>55</td>
<td>100</td>
<td>2086</td>
<td>30</td>
</tr>
<tr>
<td>Typewriting, 2nd Year</td>
<td>32</td>
<td>58</td>
<td>524</td>
<td>8</td>
</tr>
<tr>
<td>Shorthand, 1st Year</td>
<td>50</td>
<td>91</td>
<td>1160</td>
<td>17</td>
</tr>
<tr>
<td>Shorthand, 2nd Year</td>
<td>17</td>
<td>30</td>
<td>226</td>
<td>3</td>
</tr>
<tr>
<td>Junior Business</td>
<td>3</td>
<td>5</td>
<td>86</td>
<td>1.2</td>
</tr>
<tr>
<td>Commercial Law</td>
<td>3</td>
<td>5</td>
<td>97</td>
<td>1.4</td>
</tr>
<tr>
<td>Economics</td>
<td>1</td>
<td>2</td>
<td>123</td>
<td>1.8</td>
</tr>
<tr>
<td>Office Practice</td>
<td>1</td>
<td>2</td>
<td>33</td>
<td>0.5</td>
</tr>
<tr>
<td>Business English</td>
<td>1</td>
<td>2</td>
<td>12</td>
<td>0.2</td>
</tr>
</tbody>
</table>

This table should be read as follows: Fifty-five state-approved high schools, or 15% of those replying to the questionnaire, offered one year of bookkeeping, enrolling 1909 students, which is 28% of the total enrollment in commerce subjects.
except for the five cities named above, whose population range from 25,000 to 100,000.

Table XII shows the business subjects offered in the fifty-five high schools responding to the questionnaire. The number and per cent of schools offering each subject, the combined enrollment in each subject, and its per cent of the total school enrollment in business subjects are also shown. The total enrollment in the fifty-five high schools is 17,617. There are 6,746 students enrolled in the several commerce subjects offered by these high schools. This figure cannot be interpreted as individual students, as a student may be enrolled in two commerce courses at the same time. It may be estimated that a student is carrying an average of one and one-half business subjects, which will give approximately 4,497 individual students, or about 25% of the total school enrollment enrolled in commerce courses.

The traditional business subjects, typewriting, bookkeeping, and shorthand lead all other business subjects by a wide margin. Fifty-five schools, or 100% of the schools reporting, taught one year of bookkeeping, and 29 schools, or 53%, taught two years of bookkeeping. Likewise, fifty-five schools reported one year of typewriting and 32 of them taught two years of typewriting. Fifty of the fifty-five schools taught one year of shorthand, and 17 of the fifty schools taught two years of shorthand. Only three schools taught junior business and commercial law, while one each reported
that they taught economics, office practice, and business English.

On the basis of enrollment figures, typewriting is the most popular business subject. Bookkeeping ranks second in number of students enrolled, and shorthand ranks third. As so few schools offered any other business subjects, we may consider that the commerce curriculum consists of shorthand, typewriting, and bookkeeping. Commercial geography and commercial arithmetic were not considered in this tabulation, as they are generally required in all high schools in the state.

The Courses of Study in the Commercial Subjects, Louisiana High Schools, permits typewriting to be taught in the 9, 10, or 11 grade. Shorthand I may be taught in the 9, 10, or 11 grade; shorthand II in the 10 or 11 grade; bookkeeping I, in the 9, 10, or 11 grade; bookkeeping II, in the 10 or 11 grade. The tendency in actual practice is to place these technical subjects in the last two years of the high school course, with the exception of typewriting which is frequently found in the 9 grade. A maximum of one unit of credit may be earned in typewriting; a maximum of two units may be earned in bookkeeping, and a maximum of two units may be earned in shorthand.
The following three questions were asked and replies tabulated:

1. Do you believe that your present commercial curriculum is adequately meeting the objectives?  
   Yes: 25  No: 30

2. Do college entrance requirements affect your pupils choice of the commercial course?  
   None: 19  Little: 36  Fair: 26

3. Does your high school library contain reference material for the commercial department?  
   None: 12  Little: 26  Fair: 17

Much has been written and said about the objectives of business education in the small high school in recent years, but no conclusive agreement has been reached. Leaders in the field of business education are not altogether in harmony with reference to objectives. High school principals in Louisiana are not in agreement altogether. High school pupils who elect the business subjects evidently do so without a clear-cut idea as to what kind of jobs they will enter.

An examination of Table III shows that principals and commerce teachers are placing the greatest emphasis on the vocational objectives as 65 of them checked this objective on the questionnaire. However, they are giving consideration to the general educational values of this field of education also.
Table XIII
THE OBJECTIVES OF BUSINESS EDUCATION
IN THE HIGH SCHOOLS OF LOUISIANA REPORTED
BY FIFTY-FIVE PRINCIPALS

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To give introductory training for entrance into business for bookkeepers, stenographers, and typists.</td>
<td>47</td>
<td>85</td>
</tr>
<tr>
<td>2. To meet the individual needs of particular students who are better adapted to this field of education</td>
<td>42</td>
<td>76</td>
</tr>
<tr>
<td>3. To give a better understanding of our business and economic system</td>
<td>33</td>
<td>60</td>
</tr>
<tr>
<td>4. To give preparatory training for specialization in college</td>
<td>33</td>
<td>60</td>
</tr>
<tr>
<td>5. To meet the public demand</td>
<td>32</td>
<td>58</td>
</tr>
<tr>
<td>6. To give certain concepts and understandings which would be valuable to students as consumers</td>
<td>28</td>
<td>50</td>
</tr>
<tr>
<td>7. To broaden the general field of cultural education</td>
<td>24</td>
<td>43</td>
</tr>
</tbody>
</table>

This table should be read as follows: 47 of the 55 high school principals, or 85%, checked No. 1 as an objective of business education in their high schools.
"To meet the needs of particular students who are better adapted for this field of education," ranked second, and is in harmony with the highest ranking objective, vocational preparation. "To give a better understanding of our business and economic system," ranked third, and indicates that these principals recognized the general values of this type of training. Sixty per cent of the principals checked this objective. Likewise, 60% checked, "To give preparatory training for specialization in college", and this is in harmony with the third objective. However, it seems to indicate some confusion in their minds as to which phase of business education should be emphasized the most.

High school principals evidently expect their graduates to go to college. Yet 85% of them indicated that the main objective of the high school commerce course was to prepare for a job. Then, too, only 19 of the 55 principals indicated that their students chose the commercial course because of a likelihood of being unable to go to college. Fifty-eight per cent indicated that business courses were offered to meet the public demand. This indicates that the small towns are awake to the advantages of commercial education. To give certain concepts and understandings which would be valuable to students as consumers ranked sixth, and less than one-half of the schools seem to see any possibility for broadening the general field of cultural education through the business subjects.
Perhaps a better understanding of the aims of business education in these high schools can be obtained from a study of the changes in commercial courses recommended by the principals.

Table XIV summarizes the changes contemplated or recommended by the fifty-five high school principals returning the check list. Thirty-two of the principals, or 58%, recommended that the bookkeeping courses be more closely related to local conditions. This is significant for two reasons: It correlates with the vocational objective so overwhelmingly advocated by these principals; and second, bookkeeping is the most popular offering of the commercial subjects in the high schools of Louisiana.

It is interesting to note that the recommendation next most frequently made was adding a course in merchandising and salesmanship. Twenty-nine principals, or 53%, made this recommendation, and this despite the fact that not one of these schools offer such a course. This is a very practical and worthwhile recommendation in the light of the findings of many research studies that have been made of initial and succeeding jobs of high school graduates and of those who have dropped out before graduation. A majority of these high school boys and girls secure jobs in the distributive industries. Even in metropolitan centers a preponderence of commercial graduates and drop-outs secure positions as retail and wholesale sales people. A job opportunity survey made
<table>
<thead>
<tr>
<th>Changes</th>
<th>Recommended</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bookkeeping courses more closely related to local conditions</td>
<td></td>
<td>32</td>
<td>58</td>
</tr>
<tr>
<td>2. Adding a course in merchandising and salesmanship</td>
<td></td>
<td>29</td>
<td>53</td>
</tr>
<tr>
<td>3. Requiring a course of personal use typewriting of all students</td>
<td></td>
<td>27</td>
<td>49</td>
</tr>
<tr>
<td>4. Advising all students to take a course in personal use typewriting</td>
<td></td>
<td>26</td>
<td>47</td>
</tr>
<tr>
<td>5. More emphasis on clerical skills other than shorthand, typewriting, and bookkeeping</td>
<td></td>
<td>26</td>
<td>47</td>
</tr>
<tr>
<td>6. More emphasis on vocational skills</td>
<td></td>
<td>24</td>
<td>43</td>
</tr>
<tr>
<td>7. More emphasis on secretarial training beyond that required for stenographers</td>
<td></td>
<td>23</td>
<td>42</td>
</tr>
<tr>
<td>8. More emphasis on consumer economics</td>
<td></td>
<td>21</td>
<td>38</td>
</tr>
<tr>
<td>9. Shorter and more general courses in bookkeeping</td>
<td></td>
<td>21</td>
<td>38</td>
</tr>
<tr>
<td>10. Using the business subjects as a basis around which to build a broader program of general education</td>
<td></td>
<td>19</td>
<td>34</td>
</tr>
<tr>
<td>11. More attention to cooperative business education</td>
<td></td>
<td>19</td>
<td>34</td>
</tr>
<tr>
<td>12. More emphasis on general economics</td>
<td></td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>13. Giving less attention to the business subjects</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>14. Dropping the shorthand course from the curriculum</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>15. Dropping the bookkeeping course from the curriculum</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>16. Elimination of vocational skill subjects</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

This table should be read as follows: 24 high school principals, or 43%, recommended more emphasis on vocational skills.
in Evansville, Indiana, last year showed that approximately three times as many people secured positions in this type of work as was secured in any other type of commercial work. General clerical positions ranked second, bookkeeping positions ranked third, and stenographic positions ranked fourth.¹ Blackstone, in his Survey of Occupational Histories of Iowa Commercial Students, in which he made a study of 2,397 dropouts and graduates of high schools of twenty Iowa towns, found a similar situation. He found that selling and clerical jobs rank high in frequency in all sizes of towns and apparently instruction in them was needed.² Two follow-up studies made in Louisiana indicated that selling positions and general clerical positions led all other commercial jobs in employment opportunities.³

John A. Anderson, head of the Commerce Department of Pasadena High School, Pasadena, California, in a study entitled, Fitting the Commerce Course of the High School and Junior College to the Needs of the Community, recommended


² E. G. Blackstone, Survey of Occupational Histories of Iowa Commercial Students, University of Iowa Monographs in Education, Iowa City: State University of Iowa, Nov., 1928.

making a year of salesmanship a general requirement for all commerce pupils. Adjusting the Commercial Curriculum to the Needs of the Community, a report made by the Commercial Curriculum Committee of New Castle, Pennsylvania, Public Schools, found that 42% and 24% of the New Castle graduates are engaged in selling and general clerical work respectively.¹

Numerous follow-up studies have been made in the past ten years, Malott reporting over fifty in 1926-28,² all of which bear, more or less, the same testimony.

It is equally interesting to note that 49% of the principals recommend that all academic pupils should be required to take a course in personal-use typewriting. Twenty-seven schools make this recommendation. The fact that this recommendation, if carried out, would require additional expenditure of money for equipment, makes it more significant. Perhaps, if this could be carried out without the expenditure of considerable additional funds, still more schools would advise it. This recommendation seems to imply that typewriting is no longer considered strictly a commercial subject but a general subject, which is not to be interpreted that special training in typewriting is to be discontinued for commerce students, or that typewriting is to be removed from the commerce department.


More emphasis on clerical skills was recommended by 26 principals, or 47%. This ranked fourth in the list of recommendations and is in keeping with modern trends in secondary business education.

The fact that 24 principals, or 43%, recommended more emphasis on vocational skills, probably comes about because of the woeful lack of proficiency in shorthand, typewriting, and office machines possessed by the average high school student. No doubt repercussions have been heard by these principals from business men who have hired high-school-trained stenographers and general clerks. The small high school can hardly hope to turn out skilled technicians with part-time commerce teachers, or commerce teachers who are conducting two classes at the same time. Perhaps, too, the immaturity of high school students is a cause of poor technical ability in the skill subjects; for the stenographer must possess, in addition to technical skill, certain other characteristics and background knowledge, as accuracy, neatness, dependability, and a better than average command of the fundamentals of English, to be successful. One principal recommended a course in personality development. This recommendation, logically, should rank high, keeping in mind that 85% of the principals gave vocational preparation as the major objective of the commerce course. The fact that almost the same number of principals, 23, recommended more emphasis on secretarial training beyond that required for stenographers, would seem
to indicate that these two recommendations were closely associated. One principal summed it up as follows:

Contrary to the opinion of possibly the majority, I believe that high schools and state colleges should place more emphasis on the direct vocational subjects such as shorthand, typing, bookkeeping, the use of business machines, writing, spelling, business arithmetic, letter writing, and less emphasis on generalized business subjects. These generalized business subjects should be used as "polishers" and subsidiary to the direct vocational subjects. To the college business curriculum might be added, if not already found, a course in "Personality Development", which of course is the largest functioning factor in salesmanship.

I am for the practical, usable, tangible, business education.

More emphasis on consumer economics, and bookkeeping courses shorter and more general were recommended by 21 principals, or 38%. This indicates an appreciation of the personal-use and general cultural values of business education.

Thirty-four per cent of the principals are interested in cooperative business education. This is significant in view of the new George-Deen Act.

A very significant fact for the future of commercial education in this state is the fact that no principal is willing to eliminate the vocational skill subjects. Only one principal is dropping the shorthand course, and one is dropping the bookkeeping course from the commerce curriculum. Only one principal recommends giving less attention to the business subjects.
Summary

There is no indication of a decline of interest in high school business education. From the replies received from these fifty-five high school principals, one may conclude that there is a greater interest in this phase of secondary education than ever before. High school principals are cognizant of the values and trends in secondary business education. While they adhere to vocational preparation as the outstanding objective, they are aware of the general, the cultural, and the consumer values in business education.

The curriculum in the fifty smaller high schools does not differ materially from that followed in the five large high schools included in this survey. Employment opportunities are limited in the smaller communities. Teaching facilities likewise are limited in the small high school. In the light of findings of job opportunity surveys and follow-up studies made in both large and small communities, the emphasis is still on certain skill subjects. This is probably due to tradition and the type of teacher-training courses given in the colleges and universities rather than to an analysis of community needs. Research studies referred to show a very small percentage of high school boys and girls entering stenographic or bookkeeping jobs. School administrators should determine what percentage of their students enter business as bookkeepers, stenographers, or typists in order
to justify "preparation for entrance into business" as their major objective.

School administrators and commerce teachers should carefully analyze the bookkeeping course and make revisions in order to meet the needs of their particular students. A bookkeeping course which does not meet the local needs has no place in the commerce curriculum. Over one-half the principals recommended that bookkeeping courses be more closely related to local conditions.

Consideration should be given to replacing some of the technical skill subjects with courses in retail selling and merchandising. The fact that there are more job opportunities in this line of work, and that many students without the ability to do the more specialized work of stenographers and bookkeepers may make very successful salespeople should be seriously considered by school administrators. That school administrators are aware of this problem is indicated by the fact that over one-half of those replying to the questionnaire recommended that a course in merchandising and salesmanship be added to the commerce curriculum.

In the list of recommended changes in the commerce curriculum, "requiring all students to take a course in personal-use typewriting" ranked third, 49% of the principals recommending this. Two factors must be considered in carrying out this recommendation. First, the cost of equipment will be the chief difficulty in the way of carrying out this proposal.
Second, unless the students are to have typewriters available to them after they complete their course, it can be of very little personal use to them. Principals should take into consideration what per cent of their student body will go to college, enter business, or engage in other types of activities that will necessitate the ability to type.

School administrators should give consideration to adding general clerical courses to the commerce curriculum. This recommendation ranked fourth, 47% of the principals recommending this change. In the small high school the traditional bookkeeping and stenographic courses may be replaced with general clerical courses. Recent statistics show that a very large per cent of business employees are clerks or general office workers. Why, then, train all prospective office workers to be stenographers and bookkeepers?

Twenty-one principals evidenced an interest in adding a course in consumer economics to the commerce course. Everyone is a consumer as well as a producer. The commerce curriculum should make provision for giving all high school students a better understanding of our economic system, its agencies, and the common business practices which are experienced by everyone acting in the capacity of a consumer. Our present economic order is stepping up the initial employment age. Boys and girls will remain in school longer. This means that vocational training will be deferred somewhat, and that a better background of general education can be
obtained before technical training is obtained. There is no good reason why the commerce curriculum should be filled with technical skill subjects only which in many cases do not even meet the needs of the special groups for which they are intended, while subjects which might give to every student a better understanding of our business and economic system as well as information and skills necessary for intelligent handling of his own business affairs are overlooked. Such courses as junior business training with emphasis on the fundamental economic principles for the consumer as distinguished from the producer, and commercial law with a more or less abandonment of its vocational implications in favor of greater emphasis on the contribution it can make to the social, ethical, and cultural development of the young citizen will give the student a better understanding of his economic environment.

In answer to the question, "Do you believe that your present commercial curriculum is adequately meeting the objectives?" thirty principals said "no." Twenty-five principals answered this question in the affirmative. However, an examination of the check list returned by these twenty-five principals revealed that they suggested about as many changes in the commercial curriculum as those who stated that they felt that the present commercial curriculum set-up in their schools was not adequately meeting what they considered to be the objectives of secondary commercial education. It would probably be safe to interpret this item of the
questionnaire as a negation by the principals of the adequacy of the commercial curriculum as set up in their schools.

That high school administrators and commerce teachers are giving thought to enriching business courses and widening the horizon of the students taking business courses is indicated by the fact that material is being provided for these courses in the high school library. Only twelve principals indicated that no material was provided in their high school libraries for the commerce department. On the other hand, only 17 stated that their libraries contained a fair amount of material in comparison with other departments of the high school. More emphasis could be placed on providing for an adequate reference library for commerce students.
Chapter V

OBJECTIVES AND CRITICISMS
OF SECONDARY BUSINESS EDUCATION IN LOUISIANA
FROM THE VIEWPOINT OF BUSINESS MEN

What criticisms and suggestions do employers have to give relative to high school business education? What are the objectives of high school business education from the employer's point of view? What deficiencies in the high school commercial curriculum do the men and women who use the product of the high school find? Are business leaders willing to cooperate with educators in an attempt to improve pre-employment training? Do employers have a clear understanding of the problems involved in high school business training? These and other questions will be discussed in this chapter.

The training of boys and girls in the secondary school for jobs in the business world is not the responsibility of educators alone. If this training is to be effective, employers must have a part in the development of curriculums for the preliminary training of those who will come to them for their first jobs. The initial employment age is gradually being raised. This means that boys and girls will remain in school longer. Apprenticeship training by employers will be curtailed. The employee must be reasonably productive on his initial job if he is to be worth the salary he must necessarily receive. The employer must cooperate with the educator in constructing a program of training that will spare him the
An investigation was made to determine the reactions of business leaders in Louisiana toward training for business in the secondary schools. The purpose was to get first-hand information from employers of the product of the high school commercial departments relative to certain problems confronting secondary commercial education today:

(a) Is there need for vocational business education on the high school level?

(b) What are the deficiencies of the high school commerce curriculum?

(c) What vocational commercial subjects should be retained because of their personal-use value?

(d) What type of student tends to enroll in the commercial department of the high school?

(e) Should guidance be used in encouraging boys and girls to enroll in the commercial department?

(f) Should there be practical co-operative training in high school commercial education?

(g) Should high school commerce teachers be required to have actual business experience before being certified?

In addition to reactions to the above problems, each person interviewed was requested to state his chief criticism of the product of the high school commercial department, and to state the nature of his business.

A questionnaire was sent to approximately 1000 business men and women in Louisiana. The Bureau of Business Research
of the Louisiana State University furnished an address list of 800 business leaders in all sections of the state. The Director of Business Relations of the Division of Extension of the Louisiana State University contacted a number of business men and women throughout the state.

Who are these business men and what types of businesses do they represent? The chart on the next page indicates the distribution of the businesses replying to the check list. The chart indicates a fair spread of the investigation with respect to types of businesses. The number of employees in these various organizations range from eight or ten to several hundred. The questionnaire was directed to personnel directors, employment managers, department heads, and, in cases of small businesses, to the proprietor.

Replies were received from 97 retail establishments, 63 wholesale, 56 manufacturing, 29 transportation and communication offices, 37 insurance offices, 29 banks, 19 publishing and printing establishments, 29 public utilities, 27 government offices, 8 oil and gas companies, and 30 miscellaneous. A total of 415 replies were received. Scattering replies from accountants, chamber of commerce secretaries, lawyers, contractors, brokers, welfare directors, finance companies, business college directors, real estate dealers, building and loan secretaries, civil engineers, and employment bureaus were classified under miscellaneous.

Retail stores of every kind, grocery, meat, furniture, apparel, hardware, drug, dry goods, merchandise, etc., were classed under retailing. Likewise, jobbing and commission houses, commercial service bureaus, personal service
Table XV
TYPES OF BUSINESSES REPRESENTED BY 415 BUSINESS MEN RETURNING CHECK LIST

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retailing</td>
<td>97</td>
<td>23.4</td>
</tr>
<tr>
<td>Wholesale</td>
<td>63</td>
<td>15.2</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>56</td>
<td>13.5</td>
</tr>
<tr>
<td>Insurance</td>
<td>37</td>
<td>8.9</td>
</tr>
<tr>
<td>Transportation</td>
<td>29</td>
<td>7.0</td>
</tr>
<tr>
<td>Banks</td>
<td>29</td>
<td>7.0</td>
</tr>
<tr>
<td>Government</td>
<td>27</td>
<td>6.5</td>
</tr>
<tr>
<td>Public Utility</td>
<td>20</td>
<td>4.8</td>
</tr>
<tr>
<td>Publishing</td>
<td>19</td>
<td>4.6</td>
</tr>
<tr>
<td>Oil and Gas</td>
<td>8</td>
<td>1.9</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>30</td>
<td>7.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>415</td>
<td></td>
</tr>
</tbody>
</table>

This table should be read as follows: Of the 415 business men replying to the questionnaire, 97, or 23.4%, were engaged in retailing.
businesses such as laundries, dry cleaning, garages, etc., independent artisan shops, hotel, restaurant, recreation and amusement business, and small factories selling direct to the consumer were classified under retailing.

Only those businesses selling to retail distributors were classified under wholesaling.

Under manufacturing were classified all kinds of businesses engaged in the production of goods.

Railroads, bus lines, airways, ocean and river traffic, telephone, radio, and telegraph were classified under transportation and communication.

Both life insurance companies and commercial insurance companies were classified under insurance.

Commercial banks, investment, and trust companies were classified under banks.

Newspaper and magazine publishing companies, and job printing establishments were classified under publishing.

Electric and gas companies, and water companies, both publicly and privately owned and operated, were classified under utilities.

Local, district, and state directors of state and federal employment agencies, directors of governmental projects, such as W.O.L.C., F.B.A., etc., office managers and supervisors of the departments of state government, and postmasters were classified under government.

Under oil and gas were classified those companies engaged in the extraction and refining of these commodities.
Be representative business men in Louisiana believe that there is need for vocational business education on the high school level? Emphatically yes. An examination of Table XIV will indicate that an overwhelming majority of business men in each classification agree that there is a place for secondary business education.

Only five of the 415 business men replying to this question indicated that they believed that there was no need for vocational education on the high school level. One of these men was engaged in retailing; one, in manufacturing; one, in public utilities; and two, in transportation.

Fourteen business men stated that they believed that there was very little need for secondary vocational business education. Three of these men were engaged in retailing, two in wholesaling, one in transportation, one in insurance, two in banking, three in government offices, and two miscellaneous.

In justifying their replies to this question, several of those who answered the question in the negative, or stated that they felt that there was little need for business education on the high school level, stated that they employed only college graduates in their business. Several also stated that they believed that high school graduates were too immature to be of such value in their businesses, and preferred those who had secured a year or two additional training in vocational subjects after high school graduation. One business man believed that the high school course should be
Table XVI
THE NEED FOR VOCATIONAL BUSINESS EDUCATION
ON THE HIGH SCHOOL LEVEL ACCORDING TO 415 BUSINESS MEN
ENGAGED IN VARIOUS BUSINESSES

<table>
<thead>
<tr>
<th>Classification</th>
<th>Yes</th>
<th>Very Little</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Retailing</td>
<td>95</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Wholesale</td>
<td>61</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>55</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Transportation</td>
<td>26</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Insurance</td>
<td>36</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Banks</td>
<td>27</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Publishing</td>
<td>19</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Public Utility</td>
<td>19</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Government</td>
<td>24</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Oil and Gas</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>28</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

This table should be read as follows: 93 business men, or 96% of those engaged in retailing, believe that there is a need for vocational business education on the high school level; 3, or 3%, engaged in retailing believe that there is little need for this type of training; 1, or 1%, believe that there is no need for this type of training.
restricted to academic or general cultural courses, and an extra year or two devoted to vocational business education, superimposed on the four-year high school.

However, an overwhelming majority of business men in each classification were in favor of secondary vocational business education. The percentage of those answering this question in the affirmative in each classification ranged from 100% of those engaged in the publishing and oil and gas businesses to 88.9% of those in charge of government offices. A summary of the total number of replies to the question "Do you believe there is a need for vocational business education on the high school level?" is as follows:

<table>
<thead>
<tr>
<th>Number Times Checked</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>396</td>
</tr>
<tr>
<td>Very little</td>
<td>14</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
</tr>
</tbody>
</table>

What are the deficiencies of the high school commercial curriculum according to business men who are the employers of the product of the high school commercial department? Business men are in almost complete accord that we must have high school commercial education. Likewise, they are in almost complete accord that there are many deficiencies in the commercial curriculum and the product of the high school commercial department. A check list containing seven items was
presented to approximately one thousand leading business men in Louisiana with the request that a double check be placed opposite the item which was considered to be the most significant deficiency in the high school commercial curriculum, and a single check be placed opposite the item that was considered to be a significant deficiency. Replies were received from 415 business men. Tables XVII, XVIII, XIX, XX, and XXI present a tabulation of the data.

Table XVII shows the number of business men in each classification checking once or double checking each item. Table XVIII shows the per cent of business men in each classification indicating the importance of each item. Tables XIX and XX indicate the rank in which each classification placed the deficiencies of the high school commerce curriculum. Table XXI summarizes the total number of double checks and single checks given each item.

It is very interesting to note that business men in each classification were practically unanimous in placing first, as the chief deficiency of the high school commercial curriculum, item No. 6: Insufficient emphasis on developing personal traits considered desirable in the business world, such as accuracy, responsibility, promptness, neatness, honesty, thoroughness, initiative, ability to get along with people, etc. Of the eleven classifications of business men shown in the tables, only one classification, the printing and publishing business, did not place this deficiency first, and this group ranked it second. Most of these employers seem to think
Table XVII
DEFICIENCIES OF HIGH SCHOOL COMMERCE CURRICULUM
ACCORDING TO 416 BUSINESS MEN ENGAGED IN SEVERAL TYPES OF BUSINESSES

<table>
<thead>
<tr>
<th>Retailers</th>
<th>Wholesalers</th>
<th>Manufacturers</th>
<th>Transporters</th>
<th>Insurers</th>
<th>Publishers</th>
<th>Utilities</th>
<th>Bankers</th>
<th>Government</th>
<th>Miscellaneous</th>
<th>Oil</th>
</tr>
</thead>
<tbody>
<tr>
<td>XX X</td>
<td>XX X</td>
<td>XX X</td>
<td>XX X</td>
<td>XX X</td>
<td>XX X</td>
<td>XX X</td>
<td>XX X</td>
<td>XX X</td>
<td>XX X</td>
<td>XX X</td>
</tr>
</tbody>
</table>

1. Lack of emphasis on tool subjects

2. Training too meager in technical subjects

3. Insufficient emphasis on social business subjects

4. Insufficient emphasis on training for the distributive occupations

5. Insufficient emphasis on training for general clerical jobs

6. Insufficient emphasis on developing personal traits

7. Insufficient emphasis on developing occupational intelligence

This table should be read as follows: 48 retailers double checked Item No. 1 as being a most significant deficiency of the high school commerce curriculum; 26 retailers checked Item No. 1 once, as being significant, etc.
Table XVIII
PER CENT OF 415 BUSINESS MEN ENGAGED IN SEVERAL TYPES OF BUSINESSES ANSWERING THE QUESTIONNAIRE WHO INDICATED CERTAIN DEFICIENCIES OF THE HIGH SCHOOL COMMERCIAL CURRICULUM

<table>
<thead>
<tr>
<th></th>
<th>Retailers</th>
<th>Whole-Manuf.</th>
<th>Trans-Manuf.</th>
<th>Traders</th>
<th>Publishers</th>
<th>Utils</th>
<th>Government</th>
<th>Oil and Gas</th>
<th>Miscellaneous</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>XX X</td>
<td>XX X</td>
<td>XX X</td>
<td>XX X</td>
<td>XX X</td>
<td>XX X</td>
<td>XX X</td>
<td>XX X</td>
<td>XX X</td>
</tr>
<tr>
<td><strong>1.</strong></td>
<td>49.5</td>
<td>26.8</td>
<td>59.7</td>
<td>20.6</td>
<td>71.4</td>
<td>21.4</td>
<td>48.3</td>
<td>34.5</td>
<td>62.2</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>22.7</td>
<td>38.1</td>
<td>31.7</td>
<td>33.3</td>
<td>33.9</td>
<td>33.9</td>
<td>24.1</td>
<td>41.4</td>
<td>45.9</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>12.4</td>
<td>22.7</td>
<td>17.5</td>
<td>27.0</td>
<td>23.2</td>
<td>17.9</td>
<td>6.9</td>
<td>27.6</td>
<td>18.9</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td>33.0</td>
<td>24.7</td>
<td>20.6</td>
<td>19.0</td>
<td>8.9</td>
<td>28.6</td>
<td>10.3</td>
<td>13.8</td>
<td>13.5</td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td>12.4</td>
<td>45.7</td>
<td>11.1</td>
<td>46.0</td>
<td>21.4</td>
<td>28.5</td>
<td>24.1</td>
<td>41.4</td>
<td>22.5</td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td>59.8</td>
<td>25.9</td>
<td>72.9</td>
<td>23.8</td>
<td>73.2</td>
<td>23.2</td>
<td>62.3</td>
<td>27.6</td>
<td>83.8</td>
</tr>
<tr>
<td><strong>7.</strong></td>
<td>37.1</td>
<td>33.0</td>
<td>25.4</td>
<td>41.4</td>
<td>28.6</td>
<td>32.2</td>
<td>37.9</td>
<td>41.4</td>
<td>30.0</td>
</tr>
</tbody>
</table>

*See Table XVII for key.*

This table should be read as follows: 49.5% of the retailers replying to the questionnaire double checked Item No. 1 as being a most significant deficiency of the high school commerce curriculum; 26.8% of the retailers checked Item No. 1 once, as being significant, etc.
Table XIX
DEFICIENCIES OF THE HIGH SCHOOL COMMERCE CURRICULUM IN RANK ORDER
CONSIDERED OF MOST IMPORTANCE BY 415 BUSINESS MEN

<table>
<thead>
<tr>
<th>Rank</th>
<th>Retailers</th>
<th>Wholesalers</th>
<th>Manufacturers</th>
<th>Transportation</th>
<th>Insurance</th>
<th>Banks</th>
<th>Publishers</th>
<th>Utilities</th>
<th>Government</th>
<th>Oil and Gas</th>
<th>Miscellaneous</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>6*</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Second</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Third</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Fourth</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Fifth</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Sixth</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Seventh</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

*See Table XVII for key.

This table should be read as follows: Retailers ranked Item No. 6 first, as the chief deficiency of the high school commerce curriculum, etc.
### Table XX
DEFICIENCIES OF THE HIGH SCHOOL COMMERCE CURRICULUM IN RANK ORDER
CONSIDERED OF SOME IMPORTANCE BY 415 BUSINESS MEN

<table>
<thead>
<tr>
<th>Rank</th>
<th>Retailers</th>
<th>Wholesalers</th>
<th>Manufacturers</th>
<th>Transportation</th>
<th>Insurance</th>
<th>Banks</th>
<th>Publishers</th>
<th>Utilities</th>
<th>Government</th>
<th>Oil and Gas</th>
<th>Miscellaneous</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>5*</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>3</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Second</td>
<td>2</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Third</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Fourth</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Fifth</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Sixth</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Seventh</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

*See Table XVII for key.

This table should be read as follows: Retailers ranked Item No. 5 first as a deficiency of some significance in the high school commerce curriculum, etc.
Table XXI
DEFICIENCIES OF HIGH SCHOOL COMMERCE CURRICULUM
ACCORDING TO 415 BUSINESS MEN ENGAGED
IN SEVERAL TYPES OF BUSINESS

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Checked Twice</th>
<th></th>
<th>Checked Once</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>1. Insufficient emphasis on developing personal traits</td>
<td>288</td>
<td>69.6</td>
<td>95</td>
<td>23.2</td>
</tr>
<tr>
<td>2. Lack of emphasis on tool subjects</td>
<td>239</td>
<td>58.0</td>
<td>104</td>
<td>25.4</td>
</tr>
<tr>
<td>3. Training too meager in the technical subjects</td>
<td>131</td>
<td>31.6</td>
<td>134</td>
<td>32.4</td>
</tr>
<tr>
<td>4. Insufficient emphasis on developing occupational intelligence</td>
<td>126</td>
<td>30.4</td>
<td>158</td>
<td>38.1</td>
</tr>
<tr>
<td>5. Insufficient emphasis on training for general clerical jobs</td>
<td>79</td>
<td>18.9</td>
<td>142</td>
<td>34.3</td>
</tr>
<tr>
<td>6. Insufficient emphasis on the training for the distributive occupations</td>
<td>75</td>
<td>17.9</td>
<td>97</td>
<td>23.7</td>
</tr>
<tr>
<td>7. Insufficient emphasis on the social-business subjects</td>
<td>65</td>
<td>15.7</td>
<td>105</td>
<td>25.4</td>
</tr>
</tbody>
</table>

This table should be read as follows: 288 business men, or 69.6% of those replying to the questionnaire, double checked Item No. 1 as a most significant deficiency of the high school commerce curriculum; 95 business men, or 23.2%, checked this item as being of some significance.
that young people are lacking in those qualities of character and personality that are so essential to success in the business world. A total of 288, or 69.6% of those replying, considered this the most significant deficiency in the training of high school students.

In the letters from these 415 business men, included in the appendix, these comments are frequently found:

"They know nothing of business courtesy."

"Clock watchers."

"Lack of interest and lack of character."

"Not properly grounded in a spirit of loyalty to the employer."

"Slipshod, not precise and accurate."

"Lack of real ambition, and a serious deficiency in thoughtful consideration and courtesy toward others."

"The schools do not develop ambition nor inspire enthusiasm."

"There is a decided lack of emphasis on the importance of punctuality, dependability, honesty, thoroughness, etc."

"Students would greatly benefit by instructions on how to get along with other employees and how to deal with and handle customers or callers in the business office—it is most important to teach students to have a certain amount of self assurance and to develop a willingness to assume responsibility."

"Lack of teaching them to be thorough and accurate. Efficiency is most important at all times."

"Lack of dependability to carry out a duty to a definite conclusion."

"Too few are grounded in the fundamentals of conduct."
"The rarest thing in the field of business is young people who can move to positions of responsibility where judgment, initiative, and the capacity of leadership is required. Only those unusual ones who naturally have these qualities or who are inspired to obtain them have the chance to move ahead."

"An intelligent boy or girl with good character and the will to do a good job can be easily trained to do most tasks. These qualifications are a better recommendation than any specialized vocational training in business subjects taught either in high school or college."

Again business men are almost unanimous in ranking as a main deficiency of the high school commercial curriculum, Item No. 1: Lack of emphasis on the fundamental tool subjects, such as spelling, arithmetic, grammar, and business English. Each classification of business men gave this item second place except those engaged in the printing and publishing business, and they ranked it first, as might be expected from the nature of their business. Of the 415 business men replying to the questionnaire, 239, or 58%, double checked this item.

These comments and similar ones occur frequently in letters received from these business men:

"Only a fair knowledge of the three most important fundamentals, English, spelling, and arithmetic. If a beginner is well grounded in all three, he has a foundation to build upon and without that knowledge, he is doomed to failure."

"Reading, writing, English, and arithmetic, sadly neglected, without which one never becomes an educated person, nor can these limitations be easily overcome."

"My chief criticism of the product of the high school commercial department is that the stenographers come to us absolutely incompetent in the necessary fundamentals. They know little English, proper paragraphing, proper
spelling, etc. They have very little vocabulary to the degree and extent that we are forced to take them in the office and put them through a long training period before they are of any value. In other words, instead of the school doing the work, it is necessary for the office to do the work. We have a large number of employees in the office—about seventy-five. We have found best to pick the brightest girls possible from the commercial schools, then put them on at a modest salary, and build them up, which usually takes several years."

"Poor in sentence construction, letter writing, and spelling."

"Penmanship—in so far as formation of figures is concerned. Business English is not enough—every commercial graduate should have the full regular high school course in English the same as for the students preparing for college."

"Lack of spelling, English, and mathematics."

"Very little, if any knowledge of commercial arithmetic; lack of emphasis on the fundamental subjects."

"Lack of ability to spell. Poor in English and mathematics."

"Penmanship seems to be neglected throughout the entire public school course. Few high school graduates write a legible hand writing."

"Generally speaking, the English, spelling, grammar, punctuation, construction, and diction of high school graduates are very poor."

"They are usually much more proficient mathematically than they are in language."

"After 25 years' experience in placing these students with various clients, I find the students are deficient in the fundamentals, such as spelling, arithmetic, English. Business does not expect the students to be highly trained in commercial subjects, but they have a right to expect them to be educated in the fundamentals. I find good typists who cannot spell or even write a good letter. Bookkeepers know the fundamentals of bookkeeping, but cannot compute simple interest, or add, subtract, or multiply."
"I believe that there is a tremendous lack of emphasis on fundamental subjects such as, spelling, grammar, arithmetic, and business English. We will not employ in the business office or the editorial department less than a high school graduate, and Ye Gods, what they do put over!

These are only a few of many comments of a similar nature.

There is less agreement among the various classifications of business men relative to other deficiencies of the high school commercial curriculum. An examination of Table XIX will indicate that those engaged in retailing, transportation, banking, and utilities, placed Item No. 7 in third place. This Item is, "Insufficient emphasis on developing occupational intelligence, that is, what business has to offer them, what they might expect to earn, what the chances of advancement are, how to adjust to the first job." Those engaged in wholesaling, manufacturing, insurance, publishing and printing, government offices, and oil and gas, ranked Item No. 2 in third place. This item is, "Training too meager in the technical business subjects, such as shorthand, typewriting, and bookkeeping." Table XX indicates the significance given each deficiency by the total number of business men returning the questionnaire. This table shows that 131 business men, or 31.6% of the total number replying to the check list, double checked Item No. 2, and 126, or 30.4%, double checked Item No. 7. However, an examination of the same table indicates that 158 business men single checked Item No. 7, as being of some importance, giving it first place in the single check column."
The quotations below taken from replies received from employers in answer to the question, "What is your chief criticism of the product of the high school commercial department?" indicates that employers demand something more than skill and character.

"The high school graduate has no idea of what the business world is like. It is an entirely new world to him, and he has to take quite a while to adjust his point of view."

"Usually have no inkling of what is required in business as to deportment or responsibility."

"Lack of ability to adjust theory to practice."

"Cannot plan or outline their work."

"The ones I have noticed, have so few practical ideas of business."

"To the best of my knowledge the average high school commercial teacher does not have a clear understanding of the problems that the student will encounter in regular business life, since our experience proves that the student or applicant lacks the knowledge that is needed in our everyday business practice."

"Lack of general knowledge of office routine, business problems, and lack of general ability to follow instructions given only once."

"Lack of an aim or a plan. 'Want a job' is their beginning and end. No conception of future possibilities or what they should be paid."

"Sending graduates out into the business world happy with their grades of 75 or better, but without the knowledge that in successful business there is no time for corrections of errors or omissions, and the employee's work must all rank 100%. Many graduates go from job to job and finally lose faith in themselves, when if they had been properly qualified and fully informed regarding actual business requirements they would have been successful."

The indictment that high school training in the technical business subjects, shorthand, typewriting, and bookkeeping, is
too meager for practical business use must be considered as a serious one, if the main objective of the high school commerce course is vocational. This item was considered a most significant deficiency by 131 of the 415 business men returning the check list, and considered of some significance by 134 business men. In fact, this item ranked third in total number of checks and double checks that it received. On the whole, however, comments received from those business men in the larger towns and cities indicated that the training in these subjects was adequate for the initial job.

Insufficient emphasis on training for general clerical jobs ranked fifth as a most significant deficiency of the high school commerce curriculum as double checked by 79 business men. This item was ranked fourth by bankers, publishers, and transportation companies, and third by the miscellaneous group. It is interesting to note, however, that 142 business men, or 34.3% of those returning the check list, gave this item a single check as being significant. An examination of Table XX will indicate that retailers and wholesalers ranked this item first in the single check list.

Item No. 4, "Insufficient emphasis on training for the distributive occupations, such as retail selling, elementary merchandising, etc.," was ranked sixth among the deficiencies of the high school commerce curriculum by business men. This item was checked twice by 75 business men, or 17.9% of those returning the check list. Retailers ranked this item fourth,
as did those engaged in utilities. Wholesalers, publishers, those engaged in transportation and communication, and in the oil and gas business, ranked this item fifth. Table XX indicates that this item was single checked by 27% of those engaged in insurance, who placed it second in importance. Manufacturers, utilities, publishers, and government offices ranked this item third on the single check list. Retailers ranked this item sixth, and wholesalers, seventh, as being of some significance.

That some of those engaged in the retail field are aware of the possibilities of developing pre-vocational training in this field in the high schools is indicated by the following quotations from their replies to the questionnaire:

"I might say that the policy of my Company has been to employ clerical help at a very low initial salary and increase compensation rather rapidly upon reasonable application and duration of time. The question which comes to my mind that may be of interest to you is that it might well pay industry to start salaries at a higher bracket and insist on greater educational qualifications."

"Seemingly very little emphasis on distributive trades. It is our opinion that very few high school students appreciate the opportunity offered in the retail field."

"High school commerce curriculum too narrow. There is a great need for people more versatile in the commercial field. Too many simply master shorthand and typing, and call themselves commercial graduates."

"Insufficient emphasis on the social business subjects," was ranked seventh among the deficiencies of the high school commercial curriculum by business men of Louisiana. A total of 65 business men, or 15.7% of those returning the check list, double checked this item as being a most significant
deficiency; a total of 105, or 25.4%, gave this item a single check as being of some significance. Those engaged in retailing, wholesaling, transportation, insurance, publishing, government, and the miscellaneous group, ranked this item sixth, while those engaged in manufacturing, banking, and oil and gas, ranked this item fifth, as being a most significant deficiency. Office managers of government offices ranked this item first on the single check list. Those engaged in banking and utilities ranked it second, and those engaged in transportation, insurance ranked it third on the single check list.

Business men in Louisiana are aware of this deficiency as indicated by the following excerpts from their letters:

"The usual high school commercial department ignores the history and background of business and concentrates on details which the student often cannot intelligently apply because he does not understand the reason for their use."

"The student appears to have only a meager introduction to such courses as elementary bookkeeping, typing, and shorthand, and practically no insight into and interpretation of basic economic principles and fundamentals so necessary to qualify them even as a progressive citizen, let alone a business person."

"Students are taught mechanically to follow a pattern with too little emphasis on the reason or thought underlying."

"Their training has been superficial along specific subjects and not about the basic facts of business."

What vocational commercial subjects should be retained because of their value in everyday life other than business? A check list of nine vocational commercial subjects was presented to approximately one thousand business men in Louisiana with the request that a double check be placed opposite
each subject which was thought to be of most personal-use value, a single check opposite each subject which was believed to be of some value, and no check if the subject was believed to be of no personal-use value. Replies were received from 415 business men. The data are summarized in Tables XXII, XXIII, XXIV, XXV, and XXVI.

The number of business men in each of the several classifications double checking and checking once each subject is found in Table XXII; the per cent of business men in each of the several classifications double checking and checking once each subject is found in Table XXIII; the rank order given each of the subjects by the business men in each classification double checking each subject is given in Table XXIV; the rank order given each of the subjects by the business men in each classification checking each subject once is given in Table XXV; the total number and per cent of business men double checking and checking once each subject is given in Table XXVI.

Each classification, except government, ranked business English first as being of most value for personal use. Table XXVI indicates that 254 business men, or 61.1% of those returning the check list, double checked this subject. This subject was checked once by 115 business men, or 27.8% of those returning the questionnaire. Government offices ranked typewriting first and business English second.

Commercial arithmetic was ranked second by being double checked by 44 retailers, 24 wholesalers, 34 manufacturers, 14
| Subject                          | Retailers | Wholesalers | Fac- | Makers | Trans- | Pore- | Insur- | Mance | Banks | Pub- | Lish- | Utili- | ers | tics | Memo | and | Miscel- | laneous |
|---------------------------------|-----------|-------------|------|--------|--------|-------|-------|-------|-------|------|-------|-------|     |      |      |     |         |         |
| 1. Typewriting                  | 33        | 40          | 24   | 24     | 21     | 23    | 11    | 17    | 20    | 14   | 14    | 10    | 9    | 6    | 3    | 13   | 20    | 7    | 1    | 3    | 15   | 15   |
| 2. Shorthand                    | 18        | 29          | 13   | 28     | 8      | 19    | 7     | 12    | 13    | 18   | 4     | 15    | 5    | 3    | 5    | 7    | 11    | 7    | 0    | 1    | 8    | 10   |
| 3. Bookkeeping                 | 34        | 41          | 20   | 32     | 13     | 28    | 9     | 12    | 11    | 13   | 9     | 12    | 6    | 4    | 0    | 11   | 7     | 16   | 0    | 2    | 9    | 16   |
| 4. Office Machine Practice     | 5         | 20          | 3    | 18     | 6      | 13    | 2     | 13    | 0     | 5    | 2     | 10    | 1    | 4    | 0    | 0    | 0     | 7    | 0    | 0    | 0    | 8    |
| 5. Retail Selling              | 36        | 31          | 11   | 19     | 10     | 15    | 4     | 10    | 4     | 12   | 2     | 6     | 3    | 7    | 2    | 8    | 2     | 4    | 3    | 2    | 1    | 10   |
| 6. Advertising                 | 14        | 21          | 3    | 20     | 1      | 14    | 4     | 9     | 2     | 12   | 2     | 3     | 5    | 2    | 0    | 4    | 1     | 2    | 1    | 1    | 0    | 7    |
| 7. Office Practice             | 11        | 23          | 5    | 26     | 3      | 21    | 2     | 12    | 2     | 6    | 5     | 5     | 2    | 6    | 0    | 6    | 2     | 12   | 0    | 0    | 2    | 9    |
| 8. Commercial Arithmetic       | 44        | 32          | 24   | 28     | 34     | 11    | 14    | 11    | 11    | 13   | 12    | 12    | 3    | 12   | 10   | 4    | 13    | 11   | 1    | 2    | 15   | 9    |

This table should be read as follows: 33 retailers double checked typewriting as being of most personal use value; 40 checked typewriting once as being of some personal use value, etc.
Table XXIII

PER CENT OF 415 BUSINESS MEN ENGAGED IN SEVERAL TYPES OF BUSINESSES WHO INDICATED CERTAIN VOCATIONAL COMMERCIAL SUBJECTS THAT SHOULD BE RETAINED IN THE HIGH SCHOOL COMMERCE CURRICULUM BECAUSE OF THEIR PERSONAL USE VALUE

<table>
<thead>
<tr>
<th>Retailers</th>
<th>Whole-salers</th>
<th>Manufacturers</th>
<th>Trans-portation</th>
<th>Insurance</th>
<th>Banks</th>
<th>Publishers</th>
<th>Utilities</th>
<th>Government</th>
<th>Oil and</th>
<th>Miscel-laneous</th>
</tr>
</thead>
<tbody>
<tr>
<td>XX</td>
<td>X</td>
<td>XX</td>
<td>X</td>
<td>XX</td>
<td>X</td>
<td>XX</td>
<td>X</td>
<td>XX</td>
<td>X</td>
<td>XX</td>
</tr>
<tr>
<td>1.</td>
<td>34.0</td>
<td>41.2</td>
<td>38.1</td>
<td>38.1</td>
<td>37.5</td>
<td>41.0</td>
<td>37.9</td>
<td>58.6</td>
<td>54.0</td>
<td>37.6</td>
</tr>
<tr>
<td>2.</td>
<td>16.5</td>
<td>29.9</td>
<td>20.6</td>
<td>44.4</td>
<td>14.3</td>
<td>34.0</td>
<td>24.1</td>
<td>41.4</td>
<td>35.1</td>
<td>48.2</td>
</tr>
<tr>
<td>3.</td>
<td>35.0</td>
<td>42.3</td>
<td>31.7</td>
<td>50.8</td>
<td>23.2</td>
<td>50.0</td>
<td>31.0</td>
<td>41.4</td>
<td>29.7</td>
<td>35.1</td>
</tr>
<tr>
<td>4.</td>
<td>5.2</td>
<td>20.6</td>
<td>4.8</td>
<td>25.4</td>
<td>10.7</td>
<td>23.2</td>
<td>6.9</td>
<td>44.8</td>
<td>0.0</td>
<td>13.5</td>
</tr>
<tr>
<td>5.</td>
<td>37.1</td>
<td>32.0</td>
<td>17.5</td>
<td>30.1</td>
<td>16.3</td>
<td>26.8</td>
<td>13.7</td>
<td>34.5</td>
<td>10.8</td>
<td>32.4</td>
</tr>
<tr>
<td>6.</td>
<td>14.4</td>
<td>21.5</td>
<td>4.8</td>
<td>31.7</td>
<td>17.9</td>
<td>25.0</td>
<td>13.7</td>
<td>31.0</td>
<td>54.0</td>
<td>32.4</td>
</tr>
<tr>
<td>7.</td>
<td>11.3</td>
<td>23.7</td>
<td>7.9</td>
<td>41.3</td>
<td>53.6</td>
<td>37.6</td>
<td>6.9</td>
<td>41.4</td>
<td>54.0</td>
<td>16.2</td>
</tr>
<tr>
<td>8.</td>
<td>45.4</td>
<td>33.0</td>
<td>38.1</td>
<td>41.3</td>
<td>60.7</td>
<td>19.6</td>
<td>48.3</td>
<td>37.9</td>
<td>29.7</td>
<td>35.1</td>
</tr>
<tr>
<td>9.</td>
<td>50.5</td>
<td>36.0</td>
<td>49.2</td>
<td>31.7</td>
<td>80.4</td>
<td>89.3</td>
<td>58.6</td>
<td>41.4</td>
<td>64.8</td>
<td>24.3</td>
</tr>
</tbody>
</table>

*See Table XXII for key.

This table should be read as follows: 34% of the retailers double checked "typewriting" as being of most personal use value; 41.2% of the retailers checked "typewriting" as being of some personal use value.
### Table XXIV

**VOCATIONAL SUBJECTS IN RANK ORDER**  
**WHICH 415 BUSINESS MEN CONSIDERED SHOULD BE RETAINED**  
**IN THE COMMERCE CURRICULUM BECAUSE OF MOST PERSONAL USE VALUE**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Retailers</th>
<th>Wholesalers</th>
<th>Manufacturers</th>
<th>Transportation</th>
<th>Insurance</th>
<th>Banks</th>
<th>Publishers</th>
<th>Utilities</th>
<th>Government and Oil</th>
<th>Miscellaneous</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>9*</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>1</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Second</td>
<td>8</td>
<td>1</td>
<td>8</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Third</td>
<td>5</td>
<td>8</td>
<td>7</td>
<td>1</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Fourth</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Fifth</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Sixth</td>
<td>2</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Seventh</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>4</td>
<td>8</td>
<td>4</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Eighth</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Ninth</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

*See Table XXII for key.*

This table should be read as follows: Retailers ranked item No. 9 first, as the subject of most personal use value.
### Table XXV

VOCATIONAL SUBJECTS IN RANK ORDER WHICH 416 BUSINESS MEN CONSIDERED SHOULD BE RETAINED IN THE COMMERCE CURRICULUM BECAUSE OF SOME PERSONAL USE VALUE

<table>
<thead>
<tr>
<th>Rank</th>
<th>Retailers</th>
<th>Wholesalers</th>
<th>Manufacturers</th>
<th>Transportation</th>
<th>Insurance</th>
<th>Banks</th>
<th>Publishers</th>
<th>Utilities</th>
<th>Government</th>
<th>Oil</th>
<th>Miscellaneous</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>5*</td>
<td>3</td>
<td>9</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Second</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Third</td>
<td>9</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Fourth</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>3</td>
<td>8</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>9</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Fifth</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Sixth</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>6</td>
<td>9</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Seventh</td>
<td>7</td>
<td>9</td>
<td>6</td>
<td>8</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Eighth</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>9</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Ninth</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

*See Table XXII for key.*

This table should be read as follows: Retailers ranked Item No. 3 first, as the subject of some personal use value.
Table XXVI

VOCATIONAL COMMERCIAL SUBJECTS THAT SHOULD BE RETAINED BECAUSE OF PERSONAL USE VALUE AS CHECKED BY 415 BUSINESS MEN ENGAGED IN SEVERAL TYPES OF BUSINESSES

<table>
<thead>
<tr>
<th>Subject</th>
<th>Checked Twice</th>
<th>Checked Once</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typewriting</td>
<td>171</td>
<td>172</td>
</tr>
<tr>
<td>Shorthand</td>
<td>90</td>
<td>149</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>118</td>
<td>187</td>
</tr>
<tr>
<td>Office Machine Practice</td>
<td>19</td>
<td>96</td>
</tr>
<tr>
<td>Retail Selling</td>
<td>78</td>
<td>123</td>
</tr>
<tr>
<td>Advertising</td>
<td>33</td>
<td>95</td>
</tr>
<tr>
<td>Office Practice</td>
<td>34</td>
<td>126</td>
</tr>
<tr>
<td>Commercial Arithmetic</td>
<td>181</td>
<td>143</td>
</tr>
<tr>
<td>Business English</td>
<td>254</td>
<td>115</td>
</tr>
</tbody>
</table>

This table should be read as follows: 171 business men, or 41.4% of those returning the questionnaire, double checked typewriting, indicating that this is one of the subjects of most personal use value and should be retained in the commerce curriculum; 172 business men, or 41.4%, checked typewriting once, indicating that it is a subject of some personal use value, and should be retained in the commerce curriculum.
transportation offices, 10 public utilities, and 15 miscellaneous.

Typewriting was ranked second by 24 wholesalers (tieing with commercial arithmetic in this classification), 20 insurance offices, 14 bankers, 9 publishers, and 15 miscellaneous (tieing with commercial arithmetic in this classification).

The three subjects considered of most personal-use value are business English, commercial arithmetic, and typewriting, in that order, as double checked by business men in Louisiana.

Bookkeeping ranked relatively high as the fourth subject of most personal-use value, receiving 118 double checks, or 28.5% of those replying, and 187 single checks, or 45.3% of those replying, giving it first place in the single check list.

Shorthand ranked fifth, retail selling sixth, advertising seventh, office practice eighth, and office machine practice ninth, as being of most personal-use value. Retail selling was ranked second by the oil and gas business, and third by retailers.

The four subjects, business English, commercial arithmetic, typewriting, and bookkeeping, so far outranked the remaining vocational subjects listed on the check list, that it may safely be said that these four subjects are the ones that business men believe should be retained in the curriculum as of greatest personal-use value. Shorthand was checked once as being of some personal-use value by 149 business men, or 36%
of those replying, giving it third place on the single check list. Some business men added penmanship to the list of subjects of personal-use value.

"Does the commercial department in the high school tend to enroll students who are average or above average in ability, below average, or all kinds?" Business men pretty generally agree that little or no guidance is exercised in selecting pupils for the commercial courses in high schools. The following indicates the opinions of 415 business men as to ability rating of boys and girls electing the commercial courses in high school:

<table>
<thead>
<tr>
<th>Number Times Checked</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Average or above</td>
<td>53</td>
</tr>
<tr>
<td>3. All kinds</td>
<td>268</td>
</tr>
</tbody>
</table>

A summary of the opinions of business men in Louisiana relative to the ability rating of commercial graduates of the high schools is found in Table XXVII.

An examination of Table XXVIII will indicate that business men are in agreement with educators that vocational commercial courses in the high school should be opened only to those whose interests, aptitudes, and abilities assure reasonable success in their chosen vocations. The basis for selecting high school students for the commercial department according to 415 business leaders in Louisiana is as follows:
Table XXVII
THE REACTIONS OF 415 BUSINESS MEN ENGAGED IN SEVERAL TYPES OF BUSINESSES AS TO THE ABILITY RATING OF BOYS AND GIRLS ELECTING THE COMMERCIAL COURSES IN HIGH SCHOOLS

<table>
<thead>
<tr>
<th></th>
<th>Average or Above</th>
<th>Below Average</th>
<th>All Kinds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Retailing</td>
<td>15</td>
<td>10.3</td>
<td>3</td>
<td>3.4</td>
</tr>
<tr>
<td>Wholesale</td>
<td>10</td>
<td>20.0</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>3</td>
<td>7.5</td>
<td>6</td>
<td>15.0</td>
</tr>
<tr>
<td>Transportation</td>
<td>7</td>
<td>28.0</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>Insurance</td>
<td>2</td>
<td>6.7</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Banking</td>
<td>5</td>
<td>18.5</td>
<td>2</td>
<td>7.4</td>
</tr>
<tr>
<td>Publishing</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>18.7</td>
</tr>
<tr>
<td>Public Utility</td>
<td>1</td>
<td>6.2</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td>Government</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td>Oil and Gas</td>
<td>1</td>
<td>12.5</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>9</td>
<td>36.0</td>
<td>3</td>
<td>20.0</td>
</tr>
</tbody>
</table>

This table should be read as follows: 15 retailers, or 10.3%, expressed the opinion that high school students electing the commercial course in high schools were average or above average in ability; 3 retailers, or 3.4%, expressed the opinion that below average ability students elected the commerce curriculum; and 69 retailers, or 86.3%, stated that it was their opinion that the commerce curriculum tended to enroll all kinds of high school students.
Table XXVIII
BASIS FOR SELECTING HIGH SCHOOL STUDENTS FOR THE COMMERCIAL DEPARTMENT AS SUGGESTED BY 415 BUSINESS MEN ENGAGED IN SEVERAL TYPES OF BUSINESSES

<table>
<thead>
<tr>
<th>Type of Business</th>
<th>Open to all students</th>
<th>Open to students whose abilities, aptitudes, and interests assure reasonable success in their chosen vocation</th>
<th>Commercial courses for inferior students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retailers</td>
<td>29 30.2</td>
<td>67 69.8</td>
<td>0 0</td>
</tr>
<tr>
<td>Wholesalers</td>
<td>12 19.35</td>
<td>50 80.65</td>
<td>0 0</td>
</tr>
<tr>
<td>Manufacturers</td>
<td>14 26.4</td>
<td>39 73.6</td>
<td>0 0</td>
</tr>
<tr>
<td>Transportation</td>
<td>11 39.3</td>
<td>17 60.7</td>
<td>0 0</td>
</tr>
<tr>
<td>Insurance</td>
<td>11 29.7</td>
<td>26 70.3</td>
<td>0 0</td>
</tr>
<tr>
<td>Banks</td>
<td>9 31.0</td>
<td>20 69.0</td>
<td>0 0</td>
</tr>
<tr>
<td>Publishers</td>
<td>4 21.05</td>
<td>15 78.95</td>
<td>0 0</td>
</tr>
<tr>
<td>Utilities</td>
<td>6 31.6</td>
<td>13 68.4</td>
<td>0 0</td>
</tr>
<tr>
<td>Government</td>
<td>8 29.6</td>
<td>19 70.4</td>
<td>0 0</td>
</tr>
<tr>
<td>Oil and Gas</td>
<td>0 0.0</td>
<td>8 100.0</td>
<td>0 0</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>11 36.66</td>
<td>19 63.33</td>
<td>0 0</td>
</tr>
</tbody>
</table>

This table should be read as follows: 29 retailers, or 30.2%, expressed it as their opinion that commercial courses in the high school should be open to all students; 67 retailers, or 69.8%, believed that commercial courses in the high school should be opened only to those students whose abilities, aptitudes, and interests assure reasonable success in their chosen vocation; 0 retailers expresses the opinion that commercial courses be open to the inferior student's only.
There seems to be a lack of separating the 'wheat from the chaff,' or rather of trying to teach a boy fit only for a blacksmith or a farmer to be a stenographer—the terms used are illustrative only..."

"...Select those students whose ability along commercial lines has been ascertained to take the commercial courses."

"...His complete ignorance of what is expected of him once he gets a job. This isn't generally true of girls applying for stenographic positions or as machine operators, but it is of the average high school boy, who enters commerce with very little knowledge of what it is all about."

"I believe that a large share of students who take such courses (commercial) are not earnestly
interested in really learning something of value, but take them to avoid Latin and other subjects which are usually thought to be more difficult."

"As a rule, I find that the average high school student is fairly equipped to do general work; at least to a degree to be readily adaptable to new systems and ideas. There is a tendency, however, to turn out many students who are definitely not suitable for commercial fields. Proper vocational guidance and analysis would do much to eliminate this."

Are business men in favor of practical cooperative training in high school commercial education in which the student works part time in the office, store, etc., either with or without pay, and attends school part time? The check list was returned by 415 business men. Table XXIX summarizes the replies to this question. A majority of the business men in each classification, with the exception of those engaged in transportation, banking, and the oil and gas business, were in favor of cooperative training with pay. However, 46.4% of those engaged in transportation, 26% of those engaged in banking, and 37.5% of those engaged in the oil and gas business were in favor of cooperative training with pay. Forty-four per cent of those engaged in banking were in favor of cooperative training without pay, and 50% of those in the oil and gas business were in favor of cooperative training without pay. A larger percentage of those engaged in transportation, banking, publishing, and manufacturing were not in favor of cooperative training than in the other classifications. The nature of these businesses, to some extent, will account for this reaction. The reaction of 415
Table XXIX
THE ADVISABILITY OF PRACTICAL COOPERATIVE TRAINING
IN HIGH SCHOOL ACCORDING TO 415 BUSINESS MFN

<table>
<thead>
<tr>
<th></th>
<th>Yes With Pay</th>
<th>Yes Without Pay</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Retailers</td>
<td>58</td>
<td>59.8</td>
<td>26</td>
<td>26.8</td>
</tr>
<tr>
<td>Wholesalers</td>
<td>40</td>
<td>62.5</td>
<td>15</td>
<td>25.0</td>
</tr>
<tr>
<td>Manufacturers</td>
<td>33</td>
<td>58.9</td>
<td>10</td>
<td>17.9</td>
</tr>
<tr>
<td>Transportation</td>
<td>13</td>
<td>46.4</td>
<td>2</td>
<td>7.2</td>
</tr>
<tr>
<td>Insurance</td>
<td>22</td>
<td>60.0</td>
<td>13</td>
<td>34.6</td>
</tr>
<tr>
<td>Banks</td>
<td>7</td>
<td>26.0</td>
<td>12</td>
<td>44.0</td>
</tr>
<tr>
<td>Publishers</td>
<td>10</td>
<td>52.6</td>
<td>4</td>
<td>21.1</td>
</tr>
<tr>
<td>Utilities</td>
<td>12</td>
<td>63.1</td>
<td>5</td>
<td>26.3</td>
</tr>
<tr>
<td>Government</td>
<td>23</td>
<td>85.2</td>
<td>3</td>
<td>11.1</td>
</tr>
<tr>
<td>Oil and Gas</td>
<td>3</td>
<td>37.5</td>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>18</td>
<td>60.0</td>
<td>8</td>
<td>26.7</td>
</tr>
</tbody>
</table>

This table should be read as follows: 58 retailers, or 59.8%, stated that they were in favor of practical cooperative training in high school commercial education, with pay for the student doing part time work; 26 retailers, or 26.8%, were in favor of cooperative training, but without pay for the student; 13 retailers, or 13.4%, were not in favor of cooperative training.
representative business men in Louisiana as to the advis­ability of practical cooperative training in high school commercial education is as follows:

<table>
<thead>
<tr>
<th>Number Times Checked</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes, with pay</td>
<td>235</td>
</tr>
<tr>
<td>2. Yes, without pay</td>
<td>101</td>
</tr>
<tr>
<td>3. No</td>
<td>68</td>
</tr>
</tbody>
</table>

With the sentiment so overwhelmingly in favor of prac­tical cooperative training in high school commercial educa­tion, on the part of business men a challenge is given to administrators and teachers of commercial education in Louisiana that cannot be ignored.

The following comments by business men of Louisiana relative to this phase of high school commercial education were made in answer to the question, "What is your chief criticism of the product of the high school commerce depart­ment?"

"It seems to me that it would be helpful to have a plan that would provide some actual experience for students before their first job—would mean so much to the student and also avoid dismissal in many cases of individuals who apply for jobs stating that they can do the work—later finding it too complicated and difficult to accomplish."

"The product of the high school commercial depart­ment, as well as the product of college commer­cial departments, are as a general rule lacking in actual experience in the business world. I think your No. VII is one of the most important questions."

"High schools and commercial schools of the South have not kept pace with business methods."
"Students should have opportunity to apply the knowledge as they study. This means that they should work in the business world during school term or during the summer period."

"Students are taught theory only, with no attention paid to the practical phases of the business world."

"After the student leaves high school, he should be required to spend some time in an office before he is eligible for graduation from school."

"In my business, a part time student would be of no value, and the use of his services would, in most cases, be a favor to the student and should be considered as a part of his education."

I am in favor of cooperative training without pay for the apprentice. It would be very helpful to the student with the proper interest and ability, but would be too much to ask of the business man whose time spent in training would represent quite an expense—to say nothing of the loss of good will as a result of possible offense to business prospects by inexperienced students."

Should the teacher training program in business education include some practical business experience? This question is receiving a great deal of attention at the present time. Supervisors of business teacher training are giving serious consideration to making actual business experience a requirement for certification. Do business men believe that commercial teachers in the high school should have actual business experience? This question was directed to approximately one thousand business men in Louisiana with the request that they check one of the three answers as follows: (1) of great importance; (2) of some importance; (3) of little or no importance. One of the three answers was checked by 409 of the 415 business men who returned the questionnaire.
A tabulation of the replies by business classifications will be found in Table XXX.

Each of the eleven business classifications with the exception of the miscellaneous group agreed overwhelmingly that actual business experience for the commercial teacher was of great importance. While 43.4% of the miscellaneous group agreed that actual business experience for the commercial teacher was of great importance, 53.3% agreed that it was of some importance. What business men believe regarding the importance of actual business experience for high school commercial teachers is indicated as follows:

<table>
<thead>
<tr>
<th>Number Times Checked</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Of great importance</td>
<td>280</td>
</tr>
<tr>
<td>2. Of some importance</td>
<td>109</td>
</tr>
<tr>
<td>3. Of little or no importance</td>
<td>20</td>
</tr>
</tbody>
</table>

As further evidence that business men believe that commercial teachers should become more conscious of the necessity of a better coordination between business training in the school and the pupil in the position, the following comments received from business men in Louisiana are quoted:

"To the best of my knowledge the average high school commercial teacher does not have a clear understanding of the problems that the student will encounter in regular business life, since our experience proves that the student or applicant lacks the knowledge that is needed in our everyday business practice."

"The teachers do not seem to have had any practical experience and their pupils go out into
Table XXX
THE IMPORTANCE OF ACTUAL BUSINESS EXPERIENCE
FOR HIGH SCHOOL COMMERCE TEACHERS AS
INDICATED BY 415 BUSINESS MEN
ENGAGED IN SEVERAL TYPES

<table>
<thead>
<tr>
<th>Industry</th>
<th>Of Great Importance</th>
<th>Of Some Importance</th>
<th>Of Little or No Importance</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Retailing</td>
<td>63</td>
<td>66.3</td>
<td>25</td>
<td>26.3</td>
</tr>
<tr>
<td>Wholesale</td>
<td>45</td>
<td>76.2</td>
<td>11</td>
<td>17.4</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>40</td>
<td>72.7</td>
<td>14</td>
<td>25.5</td>
</tr>
<tr>
<td>Transportation</td>
<td>17</td>
<td>60.7</td>
<td>10</td>
<td>55.7</td>
</tr>
<tr>
<td>Insurance</td>
<td>26</td>
<td>70.0</td>
<td>8</td>
<td>21.6</td>
</tr>
<tr>
<td>Banking</td>
<td>21</td>
<td>72.4</td>
<td>6</td>
<td>20.7</td>
</tr>
<tr>
<td>Publishing</td>
<td>14</td>
<td>77.8</td>
<td>3</td>
<td>16.7</td>
</tr>
<tr>
<td>Utilities</td>
<td>14</td>
<td>77.7</td>
<td>4</td>
<td>22.3</td>
</tr>
<tr>
<td>Government</td>
<td>18</td>
<td>66.7</td>
<td>9</td>
<td>33.3</td>
</tr>
<tr>
<td>Oil and Gas</td>
<td>6</td>
<td>75.0</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>13</td>
<td>43.4</td>
<td>16</td>
<td>53.3</td>
</tr>
</tbody>
</table>

This table should be read as follows: 63 retailers, or 66.3% of those returning the questionnaire, believed that it was of great importance that high school commerce teachers have actual business experience before being certified; 25, or 26.3%, believed that it was of some importance; 7, or 7.4%, believed that it was of little or no importance.
the world seeming to have very little idea of what it is all about. Granted that this is sometimes the fault of the student, it is sadly true that many students have to be "untaught" some of the things they learned before they are useful in an office."

"It is my opinion that it is absolutely essential for teachers of commerce to have had actual business experience." 

"Pupils have been trained, in most cases, in theory only. I think every high school teacher of commercial subjects should be required to have several years of actual business experience."

"The average high school does not have a teacher who knows much more about the commercial world than the pupil that he or she teaches."

"...lack of adequate personal experience in lines taught by teachers, and lack of ability to put the subject over."

"All in all, I believe that high school teachers of commerce should have some practical experience. However, some practical persons are poor teachers; some teachers have not had enough experience to impart knowledge; then there are some who have had no practical experience but have the ability to teach better than some with practical experience."

"Lack of push in teachers."

"Teachers do not have sufficient business experience. Methods are not practical for business training."

"Seems to me a teacher handling pupils of high school age should have some experience in handling employees, at least have enough experience to broaden their viewpoint."

From the above it can be seen that business men in Louisiana are convinced that high school commerce teachers should have some practical business experience before they are certified.
Summary

Business wants to cooperate with educators in Louisiana in training young men and young women for business careers. The whole-hearted response of 415 business men to a three-page check list, and additional comments attached to the check list, indicate their vital interest in the problem of business education on the high school level. W. J. Cameron, of the Ford Motor Company, in discussing education for business, said:

"Business and education always have been related; together they flourish or fail."

Business men in Louisiana have, in effect, said the same thing. The check lists were returned by a fairly large spread with respect to types of businesses. Replies were received from 97 retail establishments, 63 wholesale houses, 56 manufacturing plants, 20 transportation and communication companies, 37 insurance companies, 29 banks, 19 publishing and printing establishments, 20 utility companies, 27 government offices, 3 oil and gas companies, and 30 miscellaneous business organizations.

An overwhelming majority of business men in Louisiana who returned the check lists believed that there is need for secondary vocational business education. A total of 396 business men in all classifications, or 95.5% of those replying, indicated that they believed that there is a distinct need for vocational commercial education on the high school level.
These business men believe that the most significant deficiency of the high school commerce curriculum is insufficient emphasis on developing personal traits considered desirable in the business world, such as accuracy, responsibility, promptness, neatness, honesty, thoroughness, initiative, ability to get along with people, etc. A total of 288, or 69.6% of those returning the check list, double checked this item as being a most significant deficiency in the training of high school boys and girls. This item was single checked by 96 business men, or 23.2% of those returning the check list, as being of some significance.

Ranking second as a most significant deficiency of the high school commerce curriculum was lack of emphasis on fundamental tool subjects, such as spelling, arithmetic, grammar, and business English. This item was double checked by 239 business men, or 58% of those returning the check list. A single check was given this item by 104 business men, or 25.4% of those returning the check list.

Less than fifty percent of the business men returning the check list double checked each of five other deficiencies of the high school commerce curriculum. In their rank order they are: Training too meager in the technical business subjects, double checked by 131 business men, or 31.6%, and single checked by 134 business men, or 32.4%; insufficient emphasis on developing occupational intelligence, double checked by 126 business men, or 30.4%, and single checked by 158 business men, or 38.1%; insufficient emphasis on training for general
clerical jobs, double checked by 79 business men, or 18.9%, and single checked by 142 business men, or 34.3%; insufficient emphasis on training for the distributive occupations, double checked by 75 business men, or 17.9%, and single checked by 97 business men, or 23.7%; insufficient emphasis on the social business subjects, double checked by 65 business men, or 15.7%, and single checked by 105 business men, or 25.4%.

In the opinion of business men in Louisiana there are certain vocational commercial subjects that have a personal use value aside from their vocational implications that make them worthy of consideration as a part of the high school curriculum for all students, both vocational and non-vocational. These subjects are business English, commercial arithmetic, typewriting, and bookkeeping. Each classification of business men with the exception of those classified under government ranked business English in first place as of most personal-use value. By business classifications commercial arithmetic was ranked second by retailers, wholesalers, manufacturers, transportation companies, and utilities; typewriting was ranked second by insurance companies, banks, publishers, and the miscellaneous group. A total number of 181 business men, or 43.8% of those replying double checked commercial arithmetic as being of most personal-use value, and a total of 171 business men, or 41.4% double checked typewriting as being of most personal-use value. Bookkeeping ranked fourth in the list of subjects of most personal-use value as double
checked by 118 business men, or 28.5% of those replying. However, bookkeeping was single checked by 187 business men as being of some personal-use value. Shorthand ranked fifth, retail selling sixth, advertising seventh, office practice, eighth, and office machine practice ninth. These latter five subjects received relatively few checks as compared with the first four subjects mentioned.

Business men in Louisiana are generally agreed that little or no guidance is exercised in selecting pupils for the vocational commercial courses in the high schools. In reply to the question, "Does the commercial department in the high school, as you know it at present, tend to enroll students who are average in ability, below average, or all kinds?" 268 business men, or 76% of those replying, answered "all kinds." However, 53, or 15% of those replying, gave it as their opinion that average or above average students elected the commerce courses, and 32, or 9% of those replying, stated that their experience with the graduates of the commercial departments of the high schools led them to believe that commercial graduates were below average in ability.

Business men in Louisiana are in agreement with educators that vocational commercial courses in the high school should be opened only to those whose interests, aptitudes, and abilities, assure reasonable success in their chosen vocations. Of the 415 business men returning the check lists, 293, or 71.8%, would make this the basis for selecting high school students for the vocational commercial subjects.
However, 115 business men, or 28.2% of the total number replying, would leave the commercial courses open to all students. None were in favor of using the commercial department as the dumping ground for inferior students.

Business men of Louisiana are overwhelmingly in favor of practical cooperative training in high school commercial education. A total of 356 business men, or 83.2% of those replying to the questionnaire, stated that they were in favor of this phase of vocational commercial education. There was some disagreement as to whether the student should be paid for part-time cooperative training. Nevertheless, 235 business men, or 58.2%, were in favor of paying a small wage for this type of work, while 101 business men were in favor of cooperative training without pay. Only 68 business men, or 16.8%, were not in favor of cooperative training. Those not in favor of practical cooperative training were in most cases engaged in a type of business where this type of training would be impractical from their point of view. The greatest per cent of negative answers were received from transportation and communication companies and banks.

Business men in Louisiana are firmly convinced that commercial teachers should become more conscious of the necessity for a better coordination between business training in the school and the pupil in the position. These business men believe that the teacher training program in business education should include some practical business experience. A total of 280 business men in all classifications, or 68.4% of those
checking this item indicated that they considered business experience for the prospective commercial teacher of great importance. A total of 109 business men, or 26.7% of those checking this item indicated that they considered business experience of some importance for prospective business teachers, while only 20 business men, or 4.9% of those checking this item indicated that they considered actual business experience for prospective commercial teachers of little or no importance.

From the replies received in answer to the final question on the check list, "What is your chief criticism of the product of the high school commercial department?" it would seem that business men have not confined themselves to criticisms of the high school graduates whom they employ, but rather have directed their criticisms toward the system of education that produced these employees. These criticisms may be grouped into five categories. The first is directed against the curriculum; the second calls attention to a seeming lack of vocational guidance; the third points out a lack of cooperation between the schools and business; the fourth finds fault with the teachers; and the fifth is directed against the commercial students.

The chief deficiencies of the curriculum as the business man sees it are as follows:

---

\(^1\)See appendix.
1. Lack of emphasis on the fundamental tool subjects, such as English—with emphasis on spelling, punctuation, grammar, penmanship, letter writing, and diction—and arithmetic.

2. Too narrow—limited to the traditional skill subjects, shorthand, typewriting, and bookkeeping. There should be more background subjects, such as elementary economics, business organization and management, business law, etc. Job opportunities not taken into consideration; more specific training for the types of commercial jobs found in the community.

3. Has not kept pace with modern business methods. Nineteenth century business methods being taught; lack of modern equipment in the commercial department.

4. Lack of emphasis on developing desirable personal traits considered essential for success in the business world.

5. Lack of emphasis on developing occupational intelligence, that is how to adjust to the first job, limitations of initial jobs, promotional opportunities, the necessity for further study, the importance of initiative and self-reliance, etc.

6. Vocational skill subjects should be placed in the last two years of high school and there should be
twelve years of public school, or post-high school vocational courses of one or two years.

With reference to guidance the following criticisms were found:

1. A tendency for inferior students to be placed in the commercial department.

2. Only students who show aptitudes and abilities for the type of work for which they are preparing should be encouraged to pursue vocational commercial courses.

3. Commercial courses may be opened to all students as electives, but vocational and non-vocational students should be segregated.

4. Lack of adequate information relative to job requirements.

The schools and business are not working together to produce vocationally competent employees in that:

1. Theory and practice are not coordinated.

2. Students are not given opportunities to put into practice the skills being developed in schools.

In regard to commerce teachers in the high schools, the following criticisms were found:

1. They are immature.

2. They are not acquainted with modern business methods.

3. They are lacking in practical business experience.

4. They lack initiative.
Practically all criticisms directed against high school graduates might be classified under one or the other of the above categories. A number of business men mentioned the immaturity of the high school graduate, their lack of seriousness of purpose, sense of responsibility, initiative, dependability, etc. Many times they mentioned that these high school graduates were not qualified for commercial positions without considerable additional training on the job. While calling attention to the deficiencies of the product of the high school, business men were not unaware that all of these deficiencies were not chargeable to the schools. The increased complexity of modern industry and commerce has produced a problem that has not been easy to solve. The college diploma of 1938 is worth about the same as the high school diploma of 1908. Business and industry are hiring college graduates today where they hired high school graduates thirty years ago. Despite the fact that green men are carefully hand-picked by industry and commerce in many instances, they still are not able for some time to step into jobs of any degree of permanence. Many organizations have found it necessary to establish training schools to bridge the gap between school and the job.
Chapter VI

CONCLUSIONS AND RECOMMENDATIONS FOR THE REORGANIZATION OF SECONDARY BUSINESS EDUCATION IN LOUISIANA

The purpose of this chapter is to present briefly the conclusions and recommendations deduced from the findings presented in the preceding chapters. The procedure will be to take up in order the following problems which have been derived from the study:

(A) An evaluation of the place of secondary commercial education in the scheme of education as a whole.

(B) An evaluation of the place and present status of secondary commercial education in the public high schools of Louisiana as it is now administered.

(C) An evaluation of the aims of secondary commercial education in Louisiana based upon the statements of school administrators, teachers, representative business men in Louisiana, and leaders in the field of secondary business education.

(D) An evaluation of the present commercial curriculum in the secondary schools of Louisiana based upon modern trends in secondary commercial education, objectives agreed upon by national leaders in secondary commercial education, administrators and teachers in Louisiana, and the suggestions and criticisms of representative business men in Louisiana, with recommendations for a plan of curriculum reorganization.

(E) The need for further study in the field of secondary commercial education.
The history of commercial education in this country dates back to colonial days. Its aim was to give technical preparation for business. Throughout the colonial period and down to the last decade of the nineteenth century, commercial education was largely a matter of private venture. The private business college era began in the third decade of the nineteenth century and the business college has grown and thrived with ever increasing impetus down to the present day. In the early '90's of the last century the single channel through which business education had developed breaks up into three streams. One of these streams represents the continued efforts of the private business school. Another one comes into existence with the establishment of the Wharton School of Finance of the University of Pennsylvania, and the Amos Tuck School of Commerce at Dartmouth. The third stream represents the development of commercial education in the high schools of this country. Public commercial education patterned itself largely upon the business college type, which caused public commercial education to suffer in the long run.

Prior to 1890 private commercial education dominated the field of business training. Of the total number of pupils enrolled in commercial courses, 85% were in private commercial schools. This lead has been decreased gradually until in 1934, 92% were enrolled in public high schools. In 1934 it was estimated that approximately 1,600,000 students were enrolled in commercial courses in the public high schools, and in 1936, it was estimated that this number had increased to approximately 2,000,000 students, while the secondary school
population was estimated at approximately 7,000,000. This
dynamic and expansive growth has placed commercial education
at the front of all secondary vocational education, and no
single subject field in the secondary school equals it in
popularity. Indications point to a continued growth in the
future. New conceptions of aims and objectives will lead to
a greater variety of courses and curriculums and the exten-
sion of public commercial education to the junior college.
By this means, the weakness of the high school commercial
training, due to the immaturity of students, will be largely
overcome.

These tendencies in commercial education are indicative
not only of the changes that have taken place in the social
and economic systems of the nation, but a wider conception of
the meaning of public education; a conception that is inclu-
sive of vocational education as an essential part of the edu-
cational program.

The Status of Secondary Commercial Education
in Louisiana

There are 369 state-approved high schools in Louisiana
(1936-37). Commercial subjects are offered in 148 of these
high schools. These 148 state-approved public high schools
enroll 13,195 students in commercial courses, and employ
185 commerce teachers. The traditional courses, bookkeeping,
shorthand, and typewriting, predominate. Bookkeeping is the
most popular commercial subject: 130 high schools offer this
subject, or 81.1% of the schools offering commercial subjects. Two years of bookkeeping are offered in 69 high schools.

Typewriting ranks second in popularity with 115 schools offering this subject, or 78.3% of the schools offering commercial subjects. Shorthand ranks third with 92 high schools offering this subject, or 62.2% of the schools offering commercial subjects. Commercial geography and arithmetic are general requirements in all high schools, and were not considered in the statistical data. Other commercial subjects found were commercial law, economics, business English, junior business training, and office practice. However, only 9 schools offered commercial law, 5 schools offered economics, 5 schools offered junior business training, 3 schools offered business English, and 1 school offered office practice. In a majority of the high schools the commercial curriculum consists of commercial geography, arithmetic, and bookkeeping; or commercial geography, arithmetic, bookkeeping, and typewriting; or commercial geography, arithmetic, bookkeeping, shorthand, and typewriting. Only one school offered as many as 7 units of commercial work. The program in this school consisted of two years of shorthand, two years of typewriting, two years of bookkeeping, economics, commercial law, commercial geography, and arithmetic.

In actual practice there has been no radical change in the commercial curriculum in Louisiana during the past seventeen years. However, the present State Course of Study for
High Schools suggests a wide range of commercial subjects. The addition of these subjects is left largely to local initiative.

There are 108 commerce teachers in the public high schools of Louisiana who teach only commercial subjects, and there are 77 commerce teachers who are called on to teach one or more non-commercial subjects. The academic and professional training of these teachers is relatively superior. Only seven teachers of the 185 commerce teachers employed in public high schools do not have a degree. Eight commerce teachers have the master's degree, and 170 commerce teachers have the bachelor's degree.

Because of the meagerness of the commercial curriculum in many small high schools, commerce teachers have had to prepare to teach other than commerce subjects. An examination of commerce teachers' transcripts indicated that in practically every case the commerce teacher who had a mixed schedule is teaching the subjects of her minor specialization.

The median tenure of commerce teachers in Louisiana is increasing. The median tenure for the session 1930-31 was 2.4 years, and for the session 1936-37, it was 3.5 years.

Commercial teacher-training facilities are now adequate to supply the demand for new beginning teachers and replacement turnover. Fifty per cent of the beginning teachers for the session 1920-21, were drawn from other states. This
same percentage was drawn from other states for the session 1924-25. For the session 1936-37, 95% of the new beginning commerce teachers were trained in Louisiana.

The general supervisory control of commercial education in Louisiana is exercised directly by a State Department of Education, which functions under the State Superintendent of Education. There is no state director or supervisor of commercial education. The influence of the State Department of Education is the deciding element in the determination of major policies and guiding principles in commercial education. The attitude of the State Department of Education toward commercial education is conservative and experimental, awaiting a more definite determination of aims and values before committing itself to a program of expansion in commercial education. The Department and high school principals and commerce teachers have shown that they are aware of the unsatisfactory state of commercial education as at present administered. They have indicated that they believed that commercial education as now organized was not yielding the values that it should.

However, commercial education in the high schools of Louisiana is not in a worse state than in the high schools of many other states. An examination of surveys and research studies made in other states, state and city courses of study in commerce, and the general body of literature in the field of secondary commercial education reveal the inadequacy of secondary commercial education in many states.
The State Department of Education has set up a commercial curriculum for the high schools which provides for a minimum of three units and a maximum of five units of work in commercial subjects. The general requirements and limitations governing credit in commercial subjects permit a minimum of one-half unit and a maximum of five units to be counted toward graduation. Not less than one unit in shorthand or bookkeeping may be counted toward graduation. A separate and definite commerce curriculum, implying a well-defined sequence of subjects is possible in only a very few high schools, and this is largely restricted to stenography and bookkeeping. In most high schools the commercial subjects are treated as free electives.

**Evaluation of Aims**

It has been shown that when commercial courses were introduced into the high schools these courses were borrowed from the business college and were of a narrow, technical nature. The aim of the private business college was to train young people for immediate entrance into the business world as stenographers, bookkeepers, and general clerks. The aim of the private business college was strictly vocational. In the days when business was less competitive and social and economic life less complex, this aim was admirably served by the private business college. When the high school borrowed the business college curriculum, they also borrowed the business college objective. The fact that the vocational aim did
not appear to be justifying itself in the light of results obtained, and the fact that the respectability of the commercial subjects was questioned by administrators and teachers of academic subjects led the friends of commercial education to advance the claims of formal discipline for their subjects. When Thorndike's study\(^1\) of mental discipline appeared, however, such doubt was cast upon faculty psychology that commerce teachers, as well as teachers of non-commercial subjects, began to look for further justification for their subject matter.

An examination of the literature in the field of commercial education indicates the following trends in the aims of secondary business education:

1. To provide technical skills adequate for an initial job, that is, preparation for simple office work. Today, curriculums are being set up on the basis of job analyses and occupational research.

2. To develop an ability to deal successfully with problems of everyday life, that is, adapting business education to the need of social and civic life. This means giving necessary business information and skills to all pupils for use in personal, social, and civic life.

3. A realization of the fact that there is no conflict between commercial education and general education, that is, secondary commercial education is not something isolated and apart from general secondary education but a part of the whole,

and all the accepted objectives of secondary education are admitted to be objectives of commercial education.

The vocational objective has in no way been cast overboard by the leaders in the field of secondary business education. Neither has the vocational aim of secondary business education been negated by business men. However, there is a distinct trend away from strictly vocational objectives toward social-business objectives, i.e., training for consumption, or for personal use, and orientation. They see no conflict between general education and vocational education. All of them see difficulties in the way of setting up a program of secondary commercial education with technical skill subjects as the core and training for stenographic, bookkeeping, and clerical jobs as the sole objective.¹

It was shown in Chapter III that approximately 90% of all enrollments in commercial education in Louisiana High Schools occurred in three subjects: bookkeeping, typewriting, and shorthand. Commercial education in Louisiana high schools as it exists at the present time is primarily vocational. Eighty-five per cent of the high school principals and teachers who checked the questionnaire gave this as an objective of the commercial curriculum in their high schools. Business men in Louisiana by direct statements and by implication, placed chief emphasis on the vocational objectives of high school commercial education. Ninety-five and a half percent of the business men who checked the questionnaire indicated that there was a distinct need for vocational commercial

¹See Tables XIII and XVI.
education on the high school level. These business men logically contended that if vocational preparation is the chief objective of high school commercial education, as they believe it to be, that vocational guidance must play an increasingly important part in commercial training if it is to have either real vocational or educational significance. Business men and educators in Louisiana agree that vocational commercial courses should be opened only to those whose interests, aptitudes, and abilities assure reasonable success in their chosen vocations. Of the 415 business men returning the check list, 293, or 71.8%, would make this the basis for selecting high school students for the vocational commercial courses.

A far larger proportion of our population than ever before is in school today. There is a vast range of interests, aptitudes, and abilities. The high school population of today is not as selective as it was a generation ago. Business has the right to expect that some sort of prognostic testing and guidance will prevent misfits from preparing for and gaining admittance into the wrong occupations. Hence guidance is a worthy objective of high school business education. This means that the pupil must have his interests and abilities tested; that he must study occupations and have some try-out experience before making a choice; that he must be helped through wise counseling to analyze his abilities and interests; that he must be guided into a school program of studies that will give him the best preparation for the type of work for which he has the greatest aptitude and in which he may become economically independent.
At the present time we have no reliable tests that, alone, can be used for guidance in directing students into the various commercial curriculums. The few that are available, such as clerical-aptitude tests, personality tests, shorthand prognostic tests, etc., cannot be used alone as criteria for determining the selection of pupils for various commercial curriculums.¹

Stuart has this to say of guidance for commercial students:

Guidance, to be really reliable must begin with intelligence and personality testing accompanied by careful exploratory work in subject matter in the junior high school. In the senior high school, guidance needs to be supplemented with definite prerequisites for electing subject matter. These prerequisites must be based upon scientific study and research as well as upon experience. The first year of a continuous subject should be a trial period, and no pupil should continue the second year without an A or B grade for this first year's work. The serious mistake we have made in the past has been to allow pupils in commercial courses to continue in a subject when they are C material. Business does not want C pupils, and at present, business does not need to employ C material. The C pupils are the making of unhappy adults who drift from one position to another.²

If teachers are to guide students into commercial work, they must not assume that all pupils can master all commercial subjects. If pupils are not mentally equipped to do the mathematics of an academic course, there is little


likelihood that they will achieve vocational success in bookkeeping, which demands mathematical accuracy. Surveys have revealed positive correlation between success in the mastery of shorthand and success in the mastery of a foreign language. The mastery of these subjects requires a strong English background, which should include an extensive vocabulary, English sense, an ability to construct sentences, and an ability to punctuate properly. Unless, then, a student possesses this English background, it seems useless for him to attempt the study of shorthand. Natural liking for work in an office, without adequate native ability, is not sufficient justification for taking commercial work.

The four periods of vocational guidance, as far as commercial work is concerned, according to Nichols, are as follows:

First, the general period during which the necessity for vocational choice and training will be emphasized and much general information regarding the various fields of social service will be made available to pupils not yet ready to make a vocational choice.

Second, the prevocational period during which, through counseling, exploration, try-out courses, careful consideration of aptitudes, and interests with appropriate testing, and such other means as may be devised, pupils should be helped to decide upon the best approach to business to adopt.

Third, the early vocational period, during which specific preparation for the initial-contact job should be given along with the development of an appreciation of the importance of the choice of an ultimate objective toward which to strive after entering upon employment.

\[1\] F. G. Nichols, Commercial Education in the High School, pp. 260-261.
Fourth, the early employment period, during which the worker should be helped in the effective use of all that he has learned and in discovering how to make experience yield its largest educational return as he forges ahead toward his ultimate goal.

From what has been said above, it is clear that vocational guidance is a part of vocational education. Not all vocational guidance is identified with vocational education, but in all vocational education there must be vocational guidance. Here is an opportunity for the commercial teacher to render immeasurable service to boys and girls seeking a business career.

Julian Hall, Personnel Director of the Detroit Bank, the oldest bank in Michigan and one of the largest banks in the United States, stated in an address delivered at a session of the Department of Business Education of the National Education Association held in Detroit on June 29, 1937:

Employers would welcome any opportunity to get closer to the schools, which, after all, are their primary source of man-power supply. We are eager to cooperate with the schools in every way possible.

Hall's statement expresses the sentiments of most business men. There is need for closer cooperation between business education and business. The business man has much to gain from the schoolroom. The business teacher in turn has everything to gain from business.

It has been shown also that a majority of students who take commercial courses do so for non-vocational use of them after graduation. Their plans and subsequent use of these subjects both indicate that these students would profit much
more from general, non-technical courses than from the narrow offerings now available. The conclusion, therefore, is that while the vocational aim was placed first by high school administrators, teachers, and business men, this aim is really defeated. These school administrators, commerce teachers, and business men are aware that the present commercial curriculum is not adequately meeting the vocational objectives. This is evidenced by the fact that 54% of the school administrators admitted that the commerce curriculum in their high schools were not adequately meeting the objectives. Business men pretty generally agreed that the graduates of the commercial departments of the high schools were not adequately prepared to fill successfully initial jobs in which they were employed. Louisiana business men frequently made statements similar to this, "They are not able to apply the knowledge gained in high school to practical business. Their training has been superficial along abstract lines and not about the basic facts of business."

School officials, commerce teachers, and business men in Louisiana are giving consideration to the general, the cultural, and the consumer values of the commercial curriculum. Sixty per cent of the school administrators who checked the questionnaire gave as an objective of secondary business education, "To give certain concepts and understandings which would be valuable to students as consumers." "To broaden the field of cultural education," was checked by forty-three per cent of the school administrators.
Likewise, the business men in their criticisms of the product of the high school commercial department made this and similar statements: "The student appears to have practically no insight into an interpretation of basic economic principles and fundamentals so necessary to qualify him as a progressive citizen, let alone as a business person."

If boys and girls of high school age are to be trained effectively to meet their personal, social, and civic obligations such as managing their own personal and family business affairs, to gain some knowledge of business methods and of the financial problems of local, state, and national government, and to gain knowledge and appreciation of our vast commercial life, courses which will provide an educational background of commercial thinking which everyone needs irrespective of future vocation must be provided.

Evaluation of Curriculum

The commercial curriculum in the public high schools of Louisiana was shown in Chapter III of this study to consist of a rather limited group of commercial subjects administered in most cases as free electives from among which students might choose from one-half unit to five units. Ninety-five high schools offered three or more units of commercial work in the traditional commercial subjects of shorthand, typewriting, and bookkeeping. Differentiated commercial curriculums consisting of specific groups of commercial courses for secretarial work, salesmanship, accounting, and other
types of commercial training were provided in only a few of the largest high schools, and the differentiation here consisted of a secretarial course and an accounting course.

Commercial education on the secondary level in Louisiana is in urgent need of reorganization if the aims and objectives set up in Chapters III and IV are to be realized.

The most significant deficiency of the high school commerce curriculum, according to 415 representative business men in Louisiana, is the lack of integrating all educational activities in the development of employable personalities.

It should be noted that "personal traits" is not a subject or a group of subjects. In fact, no one subject nor the commercial teacher alone can be depended upon to develop ethical character. The problem of personal development is one that concerns all teachers. Then, too, these qualities of personality are to a great extent innate, and the extent to which they can be developed in individual cases will be determined by natural endowment. Nevertheless, business men are in hearty agreement that technical proficiency is only one requisite for success and promotion in the business world.

It is claimed by these well qualified persons that shorthand, typewriting, bookkeeping, and those other technical and academic subjects of the curriculum, constitute less than 50% of the qualifications and equipment necessary for making good in business; that personality and the things we enumerated as attached to personality, comprise more than 50% of the
requirements for success. These employers want young men and young women as employees who can meet and handle people, who will represent the business and the employer to the public in the most favorable manner, who will build goodwill on the part of the public toward the firm for which they are working, and who have qualities that make them promotional material.

Can personality be improved, or is it something inherent—an intangible something with which an individual is born?

Knox, in his excellent essay, says that,

Personality need not be left to fate. Modern analysis shows that a large body of acquired emotional, intellectual, and habitual responses are important aspects of personality. If this be true, development of personality become amenable to those principles known to govern habit formation, acquisition of ideals and values, the operation of judgment, etc. Personality is modifiable, and its improvement may be made the object of conscious attack. Analysis of your own personality and constant practice will produce the highest type of personality, which has been characterized as the "outward and visible sign of an inward and spiritual grace." Personality is the result of right thinking. It is not produced by following the line of least resistance. It is produced by doing the thing that ought to be done when it ought to be done whether we like it or not.

Are business men correct in their criticism of the youth of today? Doubtless they are. Is it the responsibility of the schools to assist boys and girls to acquire those essential elements which are considered so necessary for success in the business world? Emphatically yes. The schools have done a good job on the whole in teaching subject matter, but

---

have they met their full responsibility in teaching boys and girls? Evidently they have not, if we are to accept the evidence of business men.

How should these desirable traits be inculcated and by whom? Nichols has this to say in regard to teaching ethical principles:

...Ethical principles may be learned and accepted, but until the pupil's life is modified in accordance with them, and the habit of automatic conformity with them is established, there can be no real progress toward ethical living.... No amount of preaching can be relied upon to develop desirable characteristics. Not even example can be counted upon too heavily in this matter. Practice to insure habituation is essential...the classroom should be regarded by commercial teacher and pupil alike as a business workshop-office or store. Each classroom should be on a par with the most up-to-date and efficiently managed business office or store. Commercial teachers should possess the personal characteristics and occupational intelligence which they are expected to develop in their pupils. They should regard themselves, not only as teachers, but also as thoroughly qualified office or store managers as far as is necessary 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 up to the highest possible standard of business conduct every day. When commercial teachers so conduct their school activities as to merit the unqualified commendation of high-grade business men who are competent to judge them as office or store managers, as well as of those competent to judge of the merit of their teaching, employers will have less cause for complaint about the undesirable personal traits of graduates of commercial 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. Thus only can essential business habits be established during the formative years of secondary school training.1

1Nichols, Commercial Education in the High School, op. cit., pp. 158ff.
While it is not the duty of the commercial teacher alone, or the function of any particular subject to develop these qualities, commercial teachers may well take the lead in finding ways and means of developing boys and girls into acceptable employees of ethical character.

Business men in Louisiana would like to have the schools place more emphasis on the fundamental tool subjects, such as English—with emphasis on spelling, punctuation, grammar, penmanship, letter writing, and diction—and arithmetic. Deficiency in the fundamental tool subjects was the most frequent criticism of the high school graduate by business men in Louisiana.

Are business men justified in their wholesale condemnation of the product of the high school on this score? Or are they thinking in terms of the deficiencies of those office workers responsible for getting out the correspondence, or those workers whose job includes calculation? Are there not many positions in the commercial world where these fundamentals do not play as large a part as is supposed? Is it not possible that one or two unfortunate experiences with a stenographer who could not spell led the employer to a wholesale condemnation of the schools on the score that they neglected this very important phase of education? Is it not possible that an applicant might be well grounded in arithmetic, and yet be found lacking in ability to solve the problems peculiar to a particular office?
Writing is important in office work, and high school graduates should write well. Perhaps there is justification for the severe criticism of business men on this score. More attention should be given to developing a legible handwriting.

Employers should not take it for granted that all high school graduates are equal because they have received equal educational opportunity. Over seven million boys and girls are in high school this year. They range all the way from near morons to very brilliant. Weak students and strong students are graduated from high school each year. Boys and girls graduate from high school who cannot spell, calculate, read well, nor write a legible handwriting. This means that employers will have to be more discriminating in selecting employees, for regardless of the training received by these below average students, they very likely will always mis-spell words, add up figures incorrectly, and fail to understand and carry out instructions. High school graduates vary widely and will continue to vary widely in these respects as compulsory schools laws continue to keep all boys and girls in high schools.

Boys and girls who are preparing for positions in the business world should be well grounded in these fundamentals. It is doubtful that these tool subjects are being neglected, but it is quite true that all boys and girls do not have equal ability to acquire these subjects adequately to meet the requirements in certain types of jobs. Finally, they are not the absolute sine qua non for attaining success in all business occupations.
Approximately one-third of the business men returning the check list felt that the training in the technical business subjects is too meager for practical business use. Forty-three per cent of the school administrators cooperating in this study recommended more emphasis on vocational skills, and 42% of them recommended more emphasis on secretarial training beyond that required for stenographers. No doubt repercussions have been heard by these principals from business men who have hired high school trained stenographers and general clerks.

Apparently the technical skill subjects receive inadequate attention in the small high schools. As noted in Chapter III, the small high school most frequently offers only one year of shorthand, typewriting, and bookkeeping. The small high school cannot hope to turn out skilled technicians with their meager offerings, and with commerce teachers who are only part-time commerce teachers and who are frequently conducting two classes at the same time. And it has not been proved that a great deal of emphasis should be placed on the technical skill business subjects in the small high school. Job opportunities in secretarial and bookkeeping work are too scarce in the rural community.

The business man certainly has a right to expect technically proficient stenographers and bookkeepers from the high schools in the larger towns and cities, if these high schools teach vocational shorthand, vocational typewriting, and vocational bookkeeping.
Likewise, about one-third of the business men returning the check list felt that more attention should be given to teaching the nature and purpose of business.

Employers are interested in securing employees who are able to adjust to the first job, who are aware of the limitations of initial jobs, who are interested in further study in order to advance themselves to higher positions, who can see the relationship between their job and other jobs in the business, who have knowledge of the personal qualifications that are considered attributes of success for their particular job and the job higher up, who understand that the employer's time should not be wasted, who understand that business is a great social service, and who can think and analyze the problems which confront them from day to day in their work. Surely the commercial teacher has a wonderful opportunity to produce vocational understanding. There is a wealth of material in each vocational subject that can be used to produce occupational intelligence. However, there must be a conscious aim on the part of the teacher to produce it from the subject.

Insufficient emphasis on training for general clerical jobs ranked fifth as a most significant deficiency of the high school commerce curriculum, according to business men in Louisiana.

As only about 8% of office workers, and an infinitely smaller per cent of business workers in general are stenographers, and as it was pointed out previously that a majority
of high school boys and girls secure jobs in the distributive occupations and in general clerical work, not only in Louisiana, but in the country as a whole, the significance of this deficiency is well worthy of consideration. For example, Kiser, office manager of the United States Rubber Products of Detroit, stated that approximately 60 of the 500 office employees of that company are engaged in stenographic, dictaphone, and typing operations. The remainder are machine operators or clerks.\(^1\) A survey made of job opportunities in New Orleans by Abrams showed that general clerical jobs were more numerous than any other type of jobs.\(^2\) By clerical jobs is meant that type of office work which is done by file clerks, transcribing or voicescribing clerks, duplicating operators, billing clerks, switchboard operators, posting clerks, computing machine clerks, and the general clerks who know how to assemble papers, sort, check, clip, etc., and who can operate the various small devices and machines needed and used in the modern office. It is difficult to draw a line between the bookkeeper, the stenographer, and the clerical worker as many times their duties overlap.

More time should be given to intensive training in the operation of the more commonly used types of office mechanical

---


equipment than is generally allotted in the average high school. The mechanization of office work is the tendency today. Clerical practice is a new subject in the commercial curriculum and, on that, is destined to be of increasing importance.

School administrators and teachers in Louisiana are aware of this deficiency in vocational commercial education, as evidenced by the fact that 47% of those replying to the questionnaire stated that more emphasis should be placed on clerical skills other than shorthand, typewriting, and bookkeeping.

Among the changes contemplated or recommended by the high school principals returning the questionnaire it is interesting to note that the recommendation ranking second in frequency was adding a course in merchandising and salesmanship. Apparently business men were not as alert to the possibilities in this field as educators. Insufficient emphasis on training for the distributive occupations was ranked sixth among the deficiencies of the high school commerce curriculum by business men. Retailers and wholesalers ranked this sixth and seventh respectively as a most significant deficiency of the curriculum.

It is surprising that those engaged in the distributive occupations have not given this deficiency of the high school curriculum a higher ranking. The city of New Orleans excepted, this type of training is not found in the high schools of Louisiana. Perhaps those engaged in distribution have trained
their personnel so long in their own part-time and continuation schools and by the apprentice method, that they are not fully aware of the possibilities of pre-vocational training of this type in the high schools. As was pointed out in the previous chapter, our present economic order is stepping up the age of initial employment. Boys and girls will remain in school longer. They cannot be expected to accept juvenile positions and learn the details of their jobs through experience. Employers could not afford to pay required minimal wages to such employees while they were learning the job.

The Census of Business in 1935 reported a total of 8,597,274 owners and employees in the five major fields of distribution. Approximately a minimum of 1 out of each 8 gainfully employed workers in this country is engaged in a distributive occupation—the third largest in number.

In an address delivered before the Department of Business Education of the National Education Association in Detroit on June 29, 1937, Williams, Director of Retail Selling in the Omaha Technical High School, had this to say:

With increased costs of operation, plus the increased tax burden, many of the so-called non-producing departments of the large stores have been greatly curtailed, if not entirely eliminated, significant of which is the training department.

Consequently more and more of the burden of training sales people has fallen upon the public school

where, in my opinion, it should fall. The schools are awaking to the fact that good training in retailing can be given in the public high school, which will make a valuable employee for the store, as well as furnish a pleasant and remunerative occupation for the worker.

On June 8, 1936, the President signed the George-Deen Act. The passage of that Act by Congress has served to concentrate attention on this neglected aspect of business training. The George-Deen Act authorizes the annual appropriation of $1,254,000 for salaries and necessary travel expenses of teachers, supervisors, and directors of, and maintenance of teacher training in, distributive occupational subjects.

The Act will probably play but a small part in the plans of administrators who are in charge of schools that now give training in selling. Federal funds are available, under the Act, only to part-time schools or classes which, for the most part, are attended by people who are already engaged in one aspect or another of selling.

Only 65 business men of the 415 returning the check list felt that a lack of emphasis on the social business subjects was a serious deficiency of the commerce curriculum. While 60% of the high school principals answering the check list gave as one of the objectives of business education in the high schools of Louisiana, "to give a better understanding of our business and economic system," yet only 38% of them recommended giving more emphasis to consumer economics, and only 20% of them recommended more attention be given to general economics.
The social business subjects are those that give the students information about business and economic relationships. The aim of social-business education is to give high school boys and girls a knowledge of business principles that will make them better citizens. Technical skill is essential for initial jobs, but without some background of business knowledge, an understanding of the fundamentals of economics, and reasonable familiarity with occupational requirements, a boy or girl may become stranded in a low-level job. There is need for placing more emphasis on giving information about business practice rather than the practice itself. Nichols says,

Call these economic background subjects what you will, but include them for every pupil in the vocational business department. Commercial geography, or economic geography; business organization, or business management, or business principles, or fundamentals of business, or just plain business; economics or business economics, or economics of business; commercial law, or business law, or legal principles of business; any of these will do. Or if you prefer, abandon the traditional course titles, and use business principles I, business principles II, and business principles III. It doesn't matter, so long as the right things are taught.

The social business subjects contribute to both producer and consumer, and are not necessarily to be classified as strictly vocational subjects, except in that all education may be said to be vocational. Doubt as to the advisability

---

of placing much emphasis on vocational training in small high schools, especially of the one business teacher type, has been expressed in many quarters. Most assuredly, then, high school pupils should be given a knowledge of business principles that will make them better citizens.

Both educators and business men believe that there are certain vocational commercial subjects that have a personal use value that should make an appeal to all high school pupils. The subjects most frequently mentioned were business English, commercial arithmetic, typewriting, and bookkeeping. Perhaps business English should be integrated with the regular English courses. Typewriting, bookkeeping, and commercial arithmetic have a personal use or consumer value that will appeal to all high school students. Instead of teaching these subjects from the vocational viewpoint, it is suggested that, in the small high school, they be taught from the personal use viewpoint. For example, in bookkeeping, instead of requiring the student to work out a set of books and study about one particular type of business from the vocational viewpoint have him learn the principles of bookkeeping so that he can make immediate use of them in his own personal record keeping and in keeping books for his extracurricular activities.

The small rural high school predominates in Louisiana, as it does in most states. Students who elect commercial
subjects in small high schools may be divided into two groups: those who will settle down in the home environment and those who will seek jobs in the nearby cities. It is not always possible to determine early to which group each boy or girl belongs. Some of them will know what they are going to do. They will stay on the farms, or carry on the small town businesses. These small town enterprises such as the general store, the grocery store, the hardware store, the drug store, the gasoline station, the automobile agency, restaurants, lumber yards, etc., will engage many of them. None of these enterprises suggest the need of stenography, although some of them indicate a possible need for some typing ability. Bookkeeping of a highly specialized nature need not be taught with the accountancy profession in view as an ultimate goal. The office machine skills need not be objectives for these boys and girls.

It is suggested that the commercial curriculum be limited in the small high school, and that the aims stated in the previous chapters be provided for in the order of their importance. The small high school cannot offer successfully all courses which individually its pupils may need or desire. In one- or two-teacher commercial departments, offerings in commerce must be restricted. The small high school must first meet the need for general education which has as its aim preparation for citizenship. College entrance requirements should not dominate the general educational
program of the small high school any more than should a business education program in the small high school be patterned after a large city high school program. In order to meet the non-vocational aims as well as the vocational aims, courses of a general educational nature rather than skill courses should be the first charge upon the resources of the commercial department.

No attempt will be made here to set a specific program of business education for the small high school. Each high school's program will be determined by community needs and its own limitations of equipment, teaching staff, and building facilities. However, it is urged that the training of the ordinary small businessman or the young man who wishes to go into a general business occupation, and the task of providing non-vocational pupils with the proper training for ordinary daily business affairs be considered. Those who want vocational business training of a highly specialized character in preparation for office positions should go to the large city high school or private business school.

The following subjects are suggested as appropriate for the small high school in order to meet both vocational and non-vocational needs of its students: Junior Business Training. This course is variously named, training for everyday business, general business training, etc. By whatever name it is called, the subject should emphasize fundamental economic principles for the consumer as distinguished from the producer. This is primarily a non-vocational
course, though it has decided vocational values. Not only business students, but every student in school should pursue this course. It may be covered in one semester if it is limited to the content in mind, and is properly placed in the first year of high school. The course in junior business training should be a fused course consisting of corrective penmanship, business arithmetic applied to specific business problems, the spelling of words used in business, preparation for such junior clerical jobs as are open to those who leave school, and to furnish orientation and background for further business courses offered in the high school.

Commercial and Economic Geography, with emphasis on the great problems of production, distribution, transportation, and consumption, to orient the pupil in the economic world of which he is a part.

Bookkeeping. A one-year course, preferably in the third year of high school. This course should be taught from the viewpoint of personal-use as distinguished from vocational usefulness. This is a vocational subject in the larger high schools, although recent trends in bookkeeping texts reveal a marked tendency to make the subject of more general value. The new approach emphasizes the ability to make a business analysis of any enterprise at any time, rather than routine bookkeeping alone. There is also a tendency to reduce the laboratory work and to increase the time given to lectures, discussions, and a study of business procedures. For those
schools offering only one year of bookkeeping it might even be postponed to the last year, placing it as close to actual entrance upon a business position as possible.

Commercial Law, with a more or less complete abandonment of its vocational implications in favor of a greater emphasis on the contributions it can make to the social, ethical, and cultural development of the coming citizen.

Retail Merchandising and Store Practice. This course should be offered in the final year of the high school course. This course has a decided place in the vocational curriculum when it is considered that the major part of high school graduates and drop-outs are employed in this occupation. Emphasis should be placed on the needs of the rural merchant.

Salesmanship. This course is closely related to the above course. The work in salesmanship should include actual demonstration and practice in making preparation for the sale, making approach, establishing confidence, answering objections, showing or demonstrating the article, closing the sale, etc.

Typewriting, for personal use. This course could be integrated with office practice designed to improve the procedures in small offices as distinguished from specialized procedures common to large offices. A one-year course in typewriting for personal use might be advisable for all high school students.

Commercial arithmetic could be integrated with junior business training and bookkeeping.

Business Organization and Management, with the needs of rural enterprises definitely in mind. This could be a one-unit
course in the eleventh grade. Material for such a course has been fairly well organized and textbooks are available.

Merchandising, salesmanship, personnel problems, financial problems, etc., may be offered as a single, comprehensive course in *Principles of Business*, with emphasis on the needs of the individual proprietor as distinguished from the corporate form of management.

Likewise, typewriting may well be integrated with other fundamental office procedures and bookkeeping in a single office practice course.

With employment conditions as they are now and as they will no doubt continue to be, it is hard for the small high school to justify a continuance of the training in the traditional skills, with which even the large city high schools are finding difficulty.

Commercial departments in a few large high schools of the state having three or more commerce teachers, may make a better differentiation between the non-vocational and the vocational groups than is possible in the program suggested for a one-teacher department. The curriculum may be expanded to offer four majors: general business, secretarial, accounting, and salesmanship and advertising. The specialized vocational subjects in the several sequences should be left until the junior and senior years.

Practical cooperative training should be provided. A more effective guidance program and a better selection of
students for the vocational business classes should be considered. Business men and educators are urgent in their recommendations that these two factors in business education be seriously considered.

The problem of cooperative training is one that is not very well understood by some business men and some educators alike. It is not something which is thrust on the business man as a burden, and which he, out of the kindness of his heart, tolerates because he is a public spirited citizen and interested in schools. If practical cooperative training is worthwhile, the business man is as much benefited economically as the boys and girls who participate in it. There must be wholehearted cooperation on the part of both school administrators and business men. Each must realize that it is mutually beneficial: to the school, in turning out vocationally competent employees; to the business man, in securing vocationally competent employees whom he has had a part in training. If this work is carefully planned by both the educator and the business man it need not be a "nightmare," as one business man expressed it, to either educator or business man.

The curriculum in commerce for a one-teacher department might consist of the following subjects:

Second Year

Junior Business Training, 1st semester; Commercial and Economic Geography, 2nd semester.
Third Year

Bookkeeping, new approach, two semesters; personal
Typewriting, two semesters.

Fourth Year

Typewriting and Office Practice, to develop skill in
clerical duties of non-stenographic and non-bookkeeping na-
ture, 1st semester; Commercial Law, 2nd semester. Principles of Business, including merchandising, retail selling,
personnel problems, financial problems, etc., two semesters.

This program would give the commerce teacher five peri-
ods a day as a teaching load, which is probably all that
should be undertaken in a one-teacher department.

It will be noticed that no commercial work has been
recommended for the first year in small four-year high
schools. It would be better, perhaps, to attempt a program
of guidance and exploration in the first year and postpone
the selection of a special curriculum until the beginning
of the second year.

The above curriculum correlates with the recommendations
proposed by 55 principals of state-approved high schools and
415 business men in Louisiana who returned the questionnaire.

There is a keen interest on the part of both educators
and business men in the high school commercial curriculum.
That a majority of school administrators and business men
are not satisfied with the present curriculum as set up in
the high schools is evidenced by the changes which they sug-
gest. There is no indication of a decline of interest in
high school business education. Only one principal of the fifty-five answering the questionnaire recommended giving less attention to the business subjects. Only five business men of the 415 returning the check list felt that there was no need for vocational business education on the high school level.

It is not the purpose of this study to challenge the validity of the contentions of business men in regard to the effectiveness of education in the high schools of Louisiana. Whether or not they are qualified to offer constructive suggestions for the improvement of secondary business education from a scientific viewpoint is not to be determined here. Undoubtedly many of them are. It is sufficient to note that these business men employ the product of the high school in their businesses, and help to support the public school system in the state, and whatever constructive criticisms they offer must have some weight in a democratic society. Likewise, whether or not high school principals in the state of Louisiana have familiarized themselves with the problems of business education in their own high schools, or on the secondary school level in general, is not challenged. It is known that many of them have. These school administrators collectively determine the curriculum in the high schools of the state, and individually, its effectiveness in their several schools. Their criticisms and suggestions must be given consideration in any study that proposes to advance the program of secondary education.
The interest in high school business education is vital. Its place in the scheme of secondary education is firmly established. The objectives of business education on the high school level are in the process of revision. Curriculums are being revised to meet these changing objectives. As the final factor determining the success or failure of an educational program is the ability of the classroom teacher to impart knowledge effectively, the problem of commercial teacher training is one that needs further study. Curriculums need to be set up which will train prospective commercial teachers for the small high schools with emphasis on consumer education and the social business subjects. There is need for diversified commercial teacher training curriculums for training prospective teachers for the larger high schools with emphasis on vocational preparation and job competency in the several occupational fields open to boys and girls of high school age. One phase of business teacher training that stands in urgent need of further study is the practicability of requiring actual business experience for prospective commercial teachers. How much business experience should be required? What kind of business experience? How shall it be administered? The problem of constructing commercial teacher training curriculums which will provide both academic and professional training in keeping with modern trends in secondary business education offers a rich field for further study.
APPENDIX A

BLANK USED TO COMPILE DATA

FROM STATE DEPARTMENT OF EDUCATION
BLANK USED TO SECURE DATA FROM THE STATE DEPARTMENT OF EDUCATION

1. Name of High School___________________
2. Name of Commerce Teacher_________________
3. Number of Years Experience_________________
4. Experience in Present Position_________________
5. Commercial Subjects Taught_________________
6. Enrollment in Each Commercial Subject________
7. Grade Placement of Each Subject_____________
8. High School Enrollment____________________
9. Teaching Combinations of Commerce Teacher____
10. Training of Teachers of Commerce:
    Degree_____Institutions Conferring_______
    Major Specialization____________________
    Minor Specialization____________________
APPENDIX B

LETTER AND QUESTIONNAIRE

SENT TO HIGH SCHOOL PRINCIPALS
I would appreciate it very much if you will give me five minutes of your valuable time in checking the inclosed list of objectives of high school business courses and list of changes which you would recommend in the high school commercial curriculum.

What do you consider to be the objectives of the high school commercial curriculum? If you agree with one or more of the seven objectives listed, or if there are other objectives which you have in mind, please indicate under Section I on the inclosed list.

Under Section III check the changes you would recommend. If you have in mind additional changes not mentioned, indicate in the blank space provided.

I am making a study of secondary business education and your assistance in checking the inclosed list will facilitate this.

Howard M. Norton
Department Secretarial Science

HMN: TAC
I. Below is a list of objectives of high school business courses. Please check the objectives of the business course in your high school.

1. To give introductory training for entrance into business as bookkeepers, stenographers, and typists.
2. To give preparatory training for specialization in college.
3. To give a better understanding of our business and economic system.
4. To give certain concepts and understandings which would be valuable to students as consumers.
5. To broaden the general field of cultural education.
6. To meet the public demand.
7. To meet the individual needs of particular students who are better adapted to this field of education.
8. 

II. Do you believe that your present commercial curriculum is adequately meeting the objectives? Yes , No.

III. Which of the following changes would you recommend?

1. More emphasis on vocational skills.
2. Elimination of the vocational skill subjects.
3. More emphasis on consumer economics.
4. More emphasis on general economics.
5. More emphasis on clerical skills other than shorthand, typewriting, and bookkeeping.
6. More attention to cooperative business education.
7. Shorter and more general courses in bookkeeping.
8. Bookkeeping courses more closely adapted to local conditions.
9. More emphasis on secretarial training beyond that required for stenographers.
10. Giving less attention to the business subjects.
11. Using the business subjects as a basis around which to build a broader program of general education.
12. Requiring a course of personal use typewriting of all students.
14. Advising all students to take a course in personal use typewriting.

15. Dropping the shorthand course from the curriculum.

16. Dropping the bookkeeping course from the curriculum.

17. Adding a course in merchandising and salesmanship.

18. ________________________________

IV. When was the commercial department added to your high school?

V. Do college entrance requirements affect your pupils choice of the commercial course? Yes____, No____.

VI. Does your high school library contain reference material for the commercial department? None____, Very Little____, A fair proportion____.

VII. How many of the following office machines do you have in the commercial department?

_____Adding machines
_____Calculating machines
_____Comptometers
_____Bookkeeping Machines
_____Billing Machines
_____Mimeograph
_____Ditto
_____Dictaphone

____________________________
APPENDIX C

LETTER AND QUESTIONNAIRE

SENT TO BUSINESS MEN
Dear Sir:

There is need for a better understanding between business leaders and school leaders looking toward the improvement of business studies in the high school. The business man has a right to feel that the schools should strive to meet his demands in the supply of serviceable and adaptable employees. If the business man will cooperate with the educator in the planning of the curricula that will make this possible, there will be little cause for justifiable complaint that the product of the high schools is not meeting business needs.

As a leader in the business world, will you give me your reactions to the following questions?

I. Taking into consideration employment opportunities of boys and girls of high school age, do you believe that there is a need for vocational business education on the high school level?

1. Yes
2. Very little
3. No.

II. What are the deficiencies of the high school commerce curriculum as you know it?

Below are seven items. Double check the items that you consider of most significance; check once the items that you consider significant; do not check the items that you consider of little significance.

1. Lack of emphasis on fundamental tool subjects, such as spelling, arithmetic, grammar, and business English.
2. Training too meager in the technical subjects, such as shorthand, typewriting, and bookkeeping.
3. Insufficient emphasis on the social-business subjects, such as economics, commercial law, commercial geography, history of commerce, etc.
4. Insufficient emphasis on training for the distributive occupations, such as retail selling, elementary merchandising, etc.
5. Insufficient emphasis on training for general clerical jobs, such as file clerks, calculating, billing and posting, duplicating, and other machine operators.
6. Insufficient emphasis on developing personal traits considered desirable in the business world, such as accuracy, responsibility,
2.

promptness, neatness, honesty, thoroughness, initiative, ability to get along with people, etc.

7. Insufficient emphasis on developing occupational intelligence, that is, what business has to offer them, what they might expect to earn, what the chances for advancement are, how to adjust to the first job.

III. What is the nature of your business?

IV. What vocational commercial subjects should be retained because of their value in everyday life other than business?

Double check those which you think of most value; check once those of some value; do not check those which you think are of no personal use value.

1. Typewriting
2. Shorthand
3. Bookkeeping
4. Office machine practice
5. Retail selling
6. Advertising
7. Office practice
8. Commercial arithmetic
9. Business English

V. Does the commercial department in the high school, as you know it at present, tend to enroll students who are

1. Average or above average in ability
2. Below average
3. All kinds

VI. On what basis should high school boys and girls be encouraged to take the commercial courses? Check one statement.

1. Commercial courses open to all students
2. For students whose abilities, aptitudes, and interests assure reasonable success in their chosen vocations
3. Commercial courses for inferior students

VII. Are you in favor of practical cooperative training in high school commercial education in which the student works part time in the office, store, etc., either with or without pay, and attends school part time? Check one statement.

1. Yes, with pay
2. Yes, without pay
3. No
VIII. Do you believe that high school commerce teachers should be required to have actual business experience before being certified? Check one statement.

1. Of great importance
2. Of some importance
3. Of little or no importance

IX. What is your chief criticism of the product of the high school commercial department?
APPENDIX D
SUPPLEMENTARY TABLES
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Crowley</td>
<td>1</td>
<td>14</td>
<td>19</td>
<td>31</td>
<td>26</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rayne</td>
<td>1</td>
<td>7</td>
<td>15</td>
<td>14</td>
<td>36</td>
<td>18</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oakdale</td>
<td>1</td>
<td></td>
<td>35</td>
<td>37</td>
<td>22</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Amant</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bunkie</td>
<td>1</td>
<td>11</td>
<td>27</td>
<td></td>
<td>9</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marksville</td>
<td>1</td>
<td>24</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DeRidder</td>
<td>3</td>
<td>54</td>
<td>21</td>
<td>86</td>
<td>13</td>
<td>33</td>
<td>21</td>
<td></td>
<td>38</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Merryville</td>
<td>1</td>
<td>12</td>
<td></td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td>7</td>
</tr>
<tr>
<td>Singer High</td>
<td>1</td>
<td>10</td>
<td>6</td>
<td>14</td>
<td>8</td>
<td>9</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arcadia</td>
<td>1</td>
<td>7</td>
<td>14</td>
<td>16</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bryceland</td>
<td>1</td>
<td></td>
<td>9</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Friendship</td>
<td>1</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Gibsland</td>
<td>1</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jamestown</td>
<td>1</td>
<td>13</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bossier City</td>
<td>1</td>
<td>27</td>
<td>19</td>
<td>10</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
<td>-------------</td>
<td>--------</td>
<td>------------</td>
<td>-------------</td>
<td>------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>1</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>37</td>
<td>29</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>12</td>
<td>10</td>
<td>8</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>17</td>
<td>18</td>
<td>46</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>14</td>
<td>5</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>16</td>
<td>20</td>
<td>7</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>15</td>
<td>29</td>
<td>12</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>57</td>
<td>93</td>
<td>116</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>77</td>
<td>165</td>
<td>160</td>
<td>32</td>
<td>128</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>39</td>
<td>46</td>
<td>30</td>
<td>58</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>16</td>
<td>28</td>
<td>14</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>34</td>
<td>21</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>25</td>
<td>64</td>
<td>30</td>
<td>60</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>35</td>
<td></td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>24</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>--------------</td>
<td>-------------</td>
<td>--------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------</td>
<td>----------</td>
<td>--------------</td>
<td>------------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>Columbia</td>
<td>2</td>
<td>24</td>
<td>40</td>
<td>28</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athens</td>
<td>1</td>
<td>27</td>
<td>21</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harris</td>
<td>1</td>
<td>4</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homer</td>
<td>2</td>
<td>24</td>
<td>13</td>
<td>56</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Haynesville</td>
<td>3</td>
<td>24</td>
<td>19</td>
<td>19</td>
<td>75</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lisbon</td>
<td>1</td>
<td>4</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summerville</td>
<td>1</td>
<td>33</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ferriday</td>
<td>1</td>
<td>7</td>
<td>17</td>
<td>15</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Cane</td>
<td>1</td>
<td>1</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logansport</td>
<td>1</td>
<td>13</td>
<td>41</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mansfield</td>
<td>1</td>
<td>30</td>
<td>60</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pelican High</td>
<td>1</td>
<td>13</td>
<td>36</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stonewall</td>
<td>1</td>
<td>16</td>
<td>25</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baton Rouge</td>
<td>2</td>
<td>36</td>
<td>42</td>
<td>140</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinton</td>
<td>1</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table XXXId

STATE-APPROVED PUBLIC HIGH SCHOOLS IN LOUISIANA TEACHING COMMERCIAL SUBJECTS

Session 1936-37

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Norwood</td>
<td>1</td>
<td></td>
<td></td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ville Platte</td>
<td>1</td>
<td></td>
<td></td>
<td>11</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wisner</td>
<td>1</td>
<td>23</td>
<td></td>
<td>34</td>
<td></td>
<td>12</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colfax</td>
<td>1</td>
<td>2</td>
<td></td>
<td>3</td>
<td>15</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dry Prong</td>
<td>1</td>
<td>9</td>
<td></td>
<td>3</td>
<td>6</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pollock</td>
<td>1</td>
<td>15</td>
<td></td>
<td>18</td>
<td>21</td>
<td>10</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selma</td>
<td>1</td>
<td>10</td>
<td></td>
<td>14</td>
<td></td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeanerette</td>
<td>1</td>
<td>12</td>
<td></td>
<td>13</td>
<td>5</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loreauville</td>
<td>1</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plaquemine</td>
<td>1</td>
<td>30</td>
<td>9</td>
<td>30</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Gabriel</td>
<td>1</td>
<td>17</td>
<td>22</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shady Grove</td>
<td>1</td>
<td>9</td>
<td></td>
<td>16</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Castle</td>
<td>1</td>
<td>12</td>
<td></td>
<td>20</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jonesboro</td>
<td>1</td>
<td>6</td>
<td></td>
<td>8</td>
<td>24</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gretna</td>
<td>1</td>
<td>24</td>
<td>17</td>
<td>44</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table XXIa
STATE-APPROVED PUBLIC HIGH SCHOOLS IN LOUISIANA TEACHING COMMERCIAL SUBJECTS
Session 1936-37

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenner</td>
<td>1</td>
<td>6</td>
<td></td>
<td>16</td>
<td>5</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metairie</td>
<td>2</td>
<td>25</td>
<td></td>
<td>23</td>
<td>22</td>
<td>22</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jennings</td>
<td>1</td>
<td>12</td>
<td></td>
<td>55</td>
<td>23</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welsh</td>
<td>1</td>
<td>1</td>
<td></td>
<td>16</td>
<td>16</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Arthur</td>
<td>1</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Lafayette</td>
<td>3</td>
<td>71</td>
<td></td>
<td>78</td>
<td>165</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>J S L</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lockport</td>
<td>1</td>
<td>8</td>
<td></td>
<td>22</td>
<td>9</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raceland</td>
<td>1</td>
<td>14</td>
<td></td>
<td>25</td>
<td>19</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Thibadoux</td>
<td>1</td>
<td>28</td>
<td></td>
<td>35</td>
<td>11</td>
<td>26</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hico</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Louisiana Tech.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>J S L</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Simsboro</td>
<td>1</td>
<td>4</td>
<td></td>
<td>11</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tallulah</td>
<td>1</td>
<td></td>
<td></td>
<td>25</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bastrop</td>
<td>1</td>
<td>24</td>
<td>13</td>
<td>55</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oak Ridge</td>
<td>1</td>
<td></td>
<td></td>
<td>14</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table XXXIV
STATE-APPROVED PUBLIC HIGH SCHOOLS IN LOUISIANA TEACHING COMMERCIAL SUBJECTS
Session 1936-37

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Campti</td>
<td>1</td>
<td></td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bonita</td>
<td>1</td>
<td>5</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cypress</td>
<td>1</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goldonna</td>
<td>1</td>
<td></td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marthaville</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natchitoches</td>
<td>1</td>
<td></td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ouachita</td>
<td>4</td>
<td>88 40</td>
<td>150 60</td>
<td></td>
<td></td>
<td>118 69</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Livonia</td>
<td>1</td>
<td>14</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poydras</td>
<td>2</td>
<td>32 14</td>
<td>25 14</td>
<td></td>
<td></td>
<td>11 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boyce</td>
<td>1</td>
<td></td>
<td>28 15</td>
<td></td>
<td></td>
<td>18 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LeCompte</td>
<td>1</td>
<td>10</td>
<td>16 17</td>
<td></td>
<td></td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bolton</td>
<td>3</td>
<td>37</td>
<td>116 70</td>
<td></td>
<td></td>
<td>105 81</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glenmora</td>
<td>1</td>
<td>4</td>
<td>3 14</td>
<td></td>
<td></td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tioga</td>
<td>1</td>
<td></td>
<td>23</td>
<td></td>
<td></td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coushatta</td>
<td>1</td>
<td></td>
<td>13 10</td>
<td></td>
<td></td>
<td>25 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------</td>
<td>-----------</td>
<td>-------------</td>
<td>--------</td>
<td>---------</td>
<td>------------</td>
<td>--------</td>
<td>----------</td>
<td>------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hall Summit</td>
<td>1</td>
<td>9</td>
<td>33</td>
<td>1</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delhi</td>
<td>1</td>
<td>9</td>
<td>29</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mangham</td>
<td>1</td>
<td>29</td>
<td>7</td>
<td>55</td>
<td>52</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rayville</td>
<td>1</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alliance</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Converse</td>
<td>1</td>
<td>9</td>
<td>14</td>
<td>9</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florein</td>
<td>1</td>
<td>22</td>
<td>10</td>
<td></td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many</td>
<td>2</td>
<td></td>
<td>33</td>
<td>8</td>
<td>6</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pleasant Hill</td>
<td>1</td>
<td>14</td>
<td>8</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zwolle</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>19</td>
<td>10</td>
<td>9</td>
<td></td>
<td></td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joseph Maumus</td>
<td>1</td>
<td>16</td>
<td>4</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greenburg</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lutcher</td>
<td>1</td>
<td></td>
<td>38</td>
<td>24</td>
<td>74</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. James</td>
<td>1</td>
<td>11</td>
<td>13</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edgard</td>
<td>1</td>
<td>27</td>
<td>11</td>
<td>11</td>
<td>7</td>
<td>21</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table XXXII

**STATE-APPROVED PUBLIC HIGH SCHOOLS IN LOUISIANA TEACHING COMMERCIAL SUBJECTS**

**Session 1936-37**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Leon Godchaux</td>
<td>1</td>
<td>45</td>
<td>31</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eunice</td>
<td>1</td>
<td>3</td>
<td>28</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Melville</td>
<td>2</td>
<td>6</td>
<td>22</td>
<td>16</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opelousas</td>
<td>1</td>
<td>10</td>
<td>41</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington</td>
<td>1</td>
<td>6</td>
<td>13</td>
<td>21</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Franklin</td>
<td>1</td>
<td>29</td>
<td>19</td>
<td>4</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morgan City</td>
<td>2</td>
<td>24</td>
<td>12</td>
<td>63</td>
<td>22</td>
<td>46</td>
<td>17</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elmor E. Lyon</td>
<td>2</td>
<td>51</td>
<td>19</td>
<td>9</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>41</td>
</tr>
<tr>
<td>Mandeville</td>
<td>1</td>
<td>7</td>
<td>15</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slidell</td>
<td>1</td>
<td></td>
<td>35</td>
<td>10</td>
<td>13</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amite</td>
<td>2</td>
<td>16</td>
<td>31</td>
<td>42</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hammond</td>
<td>2</td>
<td>31</td>
<td>14</td>
<td>33</td>
<td>14</td>
<td>39</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kentwood</td>
<td>1</td>
<td>17</td>
<td>8</td>
<td>15</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independence</td>
<td>1</td>
<td></td>
<td>31</td>
<td>17</td>
<td>16</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ponchatoula</td>
<td>1</td>
<td>14</td>
<td>7</td>
<td>55</td>
<td>32</td>
<td>13</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table XXXII
STATE-APPROVED PUBLIC HIGH SCHOOLS IN LOUISIANA TEACHING COMMERCIAL SUBJECTS
Session 1936-37

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jos. M. Davidson</td>
<td>1</td>
<td>7</td>
<td>12</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newellton</td>
<td>1</td>
<td>29</td>
<td>18</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waterproof</td>
<td>1</td>
<td>6</td>
<td>16</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terrebonne</td>
<td>3</td>
<td>41</td>
<td>59</td>
<td>88</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bernice (Union)</td>
<td>1</td>
<td></td>
<td></td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abbeville</td>
<td>1</td>
<td></td>
<td>21</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kaplan</td>
<td>1</td>
<td>47</td>
<td>12</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maurice</td>
<td>1</td>
<td></td>
<td></td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leesville</td>
<td>1</td>
<td></td>
<td>12</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bogalusa</td>
<td>2</td>
<td></td>
<td>24</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Franklinton</td>
<td>1</td>
<td>25</td>
<td>8</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mt. Hermon</td>
<td>1</td>
<td>8</td>
<td>10</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bernice (Webster)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shangaldea</td>
<td>1</td>
<td></td>
<td></td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cotton Valley</td>
<td>1</td>
<td></td>
<td></td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table XXXIj

**STATE-APPROVED PUBLIC HIGH SCHOOLS IN LOUISIANA TEACHING COMMERCIAL SUBJECTS**

**Session 1956-57**

<table>
<thead>
<tr>
<th>School</th>
<th>No. Teachers</th>
<th>Shorthand I</th>
<th>Shorthand II</th>
<th>Bookkeeping I</th>
<th>Bookkeeping II</th>
<th>Typing I</th>
<th>Typing II</th>
<th>Business I</th>
<th>Business II</th>
<th>Economics I</th>
<th>Economics II</th>
<th>English I</th>
<th>English II</th>
<th>History I</th>
<th>History II</th>
<th>Science I</th>
<th>Science II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sibley</td>
<td>1</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dayline</td>
<td>1</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minden</td>
<td>3</td>
<td>30</td>
<td>25</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heflin</td>
<td>1</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sarepta</td>
<td>1</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Springhill</td>
<td>1</td>
<td>19</td>
<td></td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winnfield</td>
<td>2</td>
<td>25</td>
<td>26</td>
<td>44</td>
<td>35</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garns Mill</td>
<td>1</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Epps</td>
<td>1</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oak Grove</td>
<td>1</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pioneer</td>
<td>1</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julius Freyhand</td>
<td>1</td>
<td>15</td>
<td></td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neville</td>
<td>2</td>
<td>22</td>
<td>15</td>
<td>29</td>
<td>25</td>
<td>59</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>165</td>
<td>2010</td>
<td>387</td>
<td>3797</td>
<td>1221</td>
<td>523</td>
<td>893</td>
<td>135</td>
<td>175</td>
<td>183</td>
<td>38</td>
<td>83</td>
<td>738</td>
<td>216</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table XXXIIa
COMBINATIONS TAUGHT BY COMMERCIAL TEACHERS
IN LOUISIANA HIGH SCHOOLS
Session, 1936-37

<table>
<thead>
<tr>
<th>Combination</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookkeeping only</td>
<td>3*</td>
</tr>
<tr>
<td>Bookkeeping and Typewriting</td>
<td>16*</td>
</tr>
<tr>
<td>Bookkeeping, Typewriting, and</td>
<td></td>
</tr>
<tr>
<td>Commercial Geography</td>
<td>4*</td>
</tr>
<tr>
<td>Commercial Geography and Geometry</td>
<td>1</td>
</tr>
<tr>
<td>English and Civics</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Geography and History</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Arithmetic and Commercial Geography</td>
<td>2*</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>1*</td>
</tr>
<tr>
<td>Algebra and Government</td>
<td>1</td>
</tr>
<tr>
<td>Algebra and Junior Business Training</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Geography and French and Athletics</td>
<td>1</td>
</tr>
<tr>
<td>History and Biology</td>
<td>1</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>Business English and American History</td>
<td>1</td>
</tr>
<tr>
<td>Civics and Geography</td>
<td>1</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
</tr>
<tr>
<td>Algebra</td>
<td>1</td>
</tr>
<tr>
<td>Bookkeeping and</td>
<td></td>
</tr>
<tr>
<td>Junior Business and History</td>
<td>1</td>
</tr>
<tr>
<td>Spelling and English</td>
<td>1</td>
</tr>
<tr>
<td>Junior Business Training</td>
<td>1*</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>2*</td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
</tr>
<tr>
<td>Arithmetic, Algebra, and General Science</td>
<td>1</td>
</tr>
<tr>
<td>Geometry, Physical Education, Civics, and Commercial Law</td>
<td>1</td>
</tr>
<tr>
<td>Algebra, History, and Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>History and Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>Arithmetic and Commercial Geography</td>
<td>1</td>
</tr>
<tr>
<td>Latin, Mathematics, English and Science</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Law</td>
<td>2*</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>Economics, Algebra, and Arithmetic</td>
<td>1</td>
</tr>
<tr>
<td>English and Library</td>
<td>1</td>
</tr>
<tr>
<td>Algebra and Arithmetic</td>
<td>1</td>
</tr>
<tr>
<td>Algebra, History, and Arithmetic</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Geography, Economics, and History</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Geography</td>
<td>1*</td>
</tr>
<tr>
<td>English</td>
<td>1</td>
</tr>
<tr>
<td>Biology</td>
<td>1</td>
</tr>
</tbody>
</table>

*Indicates teachers teaching only commercial subjects.

This table should be read as follows: Bookkeeping only was taught by three commercial teachers.
<table>
<thead>
<tr>
<th>COMBINATIONS TAUGHT BY COMMERCIAL TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN LOUISIANA HIGH SCHOOLS</td>
</tr>
<tr>
<td>Session, 1936-37</td>
</tr>
</tbody>
</table>

| Shorthand only                           | 1* |
| Shorthand and Typing only                | 7* |
| Shorthand, Typing, and                   |    |
| Commercial Law, Commercial Geography, Physical Education, and Civics | 1 |
| English                                 | 1 |
| Physical Education                      | 1 |
| Geometry                                | 1 |
| Chemistry, and Physical Education       | 1 |
| Shorthand and                           |    |
| Office Practice, and Business English   | 1* |
| Arithmetic                              | 1* |
| Shorthand and Bookkeeping               | 6* |
| Shorthand, Bookkeeping, and             |    |
| Music, Spelling, and Mathematics        | 1 |
| Commercial Law, Geography, History     | 1 |
| Algebra, History, and Spelling          | 1 |
| History                                 | 1 |
| Business Training                       | 1* |
| Shorthand, Typing, and Bookkeeping      | 42* |
| Shorthand, Typing, Bookkeeping, and     |    |
| Arithmetic and Physical Education       | 3 |
| Arithmetic                              | 1* |
| Algebra                                 | 1 |
| Commercial Geography and Spelling       | 9* |
| Commercial Geography                    | 2* |
| Commercial Arithmetic and Commercial Geography | 1* |
| Geometry and Chemistry                  | 2 |
| Spelling                                | 2* |
| Athletic Coach                          | 1 |
| Algebra and Arithmetic                  | 1 |
| General Science                         | 1 |
| English                                 | 2 |
| Social Science                          | 1 |
| History                                 | 1 |
| Spelling and Mathematics                | 1 |
| Civics                                  | 1 |
| Geography and Civics                    | 1 |

*Indicates teachers teaching only commercial subjects.

This table should be read as follows: Shorthand only was taught by one commercial teacher.
Table XXXIIc
COMBINATIONS TAUGHT BY COMMERCIAL TEACHERS
I LOUISIANA HIGH SCHOOLS
Session, 1936-37

<table>
<thead>
<tr>
<th>Typing only</th>
<th>1*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typing and</td>
<td></td>
</tr>
<tr>
<td>Algebra, History, and Civics</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Geography and English</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education and American History</td>
<td>1</td>
</tr>
<tr>
<td>General Science, Geography, and Arithmetic</td>
<td>1</td>
</tr>
<tr>
<td>English and Arithmetic</td>
<td>1</td>
</tr>
<tr>
<td>History, French, Latin, and Social Science</td>
<td>1</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>1#</td>
</tr>
<tr>
<td>Civics</td>
<td>1</td>
</tr>
<tr>
<td>Biology, English, and Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>General Science, Biology, Physical Education, and Algebra</td>
<td>1</td>
</tr>
<tr>
<td>Business English</td>
<td>1#</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Economics only</td>
<td>1#</td>
</tr>
<tr>
<td>Economics and</td>
<td></td>
</tr>
<tr>
<td>Commercial Geography and History</td>
<td>1</td>
</tr>
<tr>
<td>Civics and French</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Law and</td>
<td></td>
</tr>
<tr>
<td>Physical Education, and Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Geography and English and History</td>
<td>1</td>
</tr>
<tr>
<td>Latin and Algebra</td>
<td>1</td>
</tr>
<tr>
<td>Arithmetic and Chemistry</td>
<td>1</td>
</tr>
</tbody>
</table>

*Indicates teachers teaching only commercial subjects.

This table should be read as follows: Typing only was taught by one commercial teacher.
Table XXXIIa

COMBINATIONS TAUGHT BY COMMERCIAL TEACHERS
IN LOUISIANA HIGH SCHOOLS
Session, 1951-52

<table>
<thead>
<tr>
<th>Subject组合</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorthand, Typewriting, and Bookkeeping</td>
<td>31*</td>
</tr>
<tr>
<td>General Science</td>
<td>1</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>Algebra</td>
<td>2</td>
</tr>
<tr>
<td>Spanish</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Geography</td>
<td>13*</td>
</tr>
<tr>
<td>Commercial Arithmetic</td>
<td>3*</td>
</tr>
<tr>
<td>Geometry</td>
<td>1</td>
</tr>
<tr>
<td>Latin</td>
<td>1</td>
</tr>
<tr>
<td>English, 8th Grade</td>
<td>1</td>
</tr>
<tr>
<td>Athletic Coach</td>
<td>1</td>
</tr>
<tr>
<td>Shorthand only</td>
<td>1*</td>
</tr>
<tr>
<td>Shorthand and Typewriting only</td>
<td>5*</td>
</tr>
<tr>
<td>Shorthand, Typewriting, and Commercial Geography</td>
<td>2*</td>
</tr>
<tr>
<td>Spanish</td>
<td>1</td>
</tr>
</tbody>
</table>

*Indicates teachers teaching only commercial subjects.

This table should be read as follows: A combination of shorthand, typewriting and bookkeeping were taught by 31 commercial teachers.
Table XXXIIIb
COMBINATIONS TAUGHT BY COMMERCIAL TEACHERS
IN LOUISIANA HIGH SCHOOLS
Session, 1931-32

<table>
<thead>
<tr>
<th>Combination</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookkeeping only</td>
<td>1*</td>
</tr>
<tr>
<td>Bookkeeping and Shorthand</td>
<td>1*</td>
</tr>
<tr>
<td>Bookkeeping and Typewriting</td>
<td>6*</td>
</tr>
<tr>
<td>Bookkeeping, Typewriting and Commercial Arithmetic</td>
<td>5*</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>Athletic Coach</td>
<td>3</td>
</tr>
<tr>
<td>Commercial Arithmetic and Commercial Geography</td>
<td>1*</td>
</tr>
<tr>
<td>Commercial Arithmetic and History</td>
<td>1</td>
</tr>
<tr>
<td>Algebra</td>
<td>2</td>
</tr>
<tr>
<td>Geometry</td>
<td>3</td>
</tr>
<tr>
<td>Commercial Geography and History</td>
<td>3</td>
</tr>
<tr>
<td>Algebra and Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>Bookkeeping and Algebra and Geometry</td>
<td>6</td>
</tr>
<tr>
<td>Home Economics</td>
<td>1</td>
</tr>
<tr>
<td>Algebra, Geometry, and Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>Shorthand and Commercial Arithmetic</td>
<td>4*</td>
</tr>
<tr>
<td>Arithmetic, Commercial Geography, and Spanish</td>
<td>1</td>
</tr>
<tr>
<td>Arithmetic, and Civics</td>
<td>1</td>
</tr>
<tr>
<td>Arithmetic, Civics, and History</td>
<td>1</td>
</tr>
<tr>
<td>French, Commercial Geography and General Science</td>
<td>1</td>
</tr>
<tr>
<td>Economic History only</td>
<td>1*</td>
</tr>
</tbody>
</table>

*Indicates teachers teaching only commercial subjects.

This table should be read as follows: Bookkeeping only was taught by one commercial teacher.
APPENDIX E

CHIEF CRITICISMS OF THE PRODUCT OF THE HIGH SCHOOL COMMERCIAL DEPARTMENT BY REPRESENTATIVE BUSINESS MEN IN LOUISIANA
Very little, if any, knowledge of commercial arithmetic.

Too limited. They must have practical experience before they are capable of holding a position.

Not sufficiently acquainted with late methods to give criticism.

Seemingly very little emphasis on distributive trades. It is our opinion that very few high school students appreciate the opportunities offered in the retail field.

Not enough serious consideration given to that part of curriculum.

The high school graduate has no idea of what the business world is like. It is an entirely new world to him, and he has to take quite a while to adjust his point of view. It's like attempting to change a child into an adult over night.

Too little practical experience or knowledge.

Lack of practical application of knowledge acquired for business.

Students appear to have only a meager introduction to such courses as elementary bookkeeping, typing, and shorthand, and practically no insight into an interpretation of basic economic principles and fundamentals.
so necessary to qualify them even as a progressive citizen, let alone a business person.

Reading, writing, English and arithmetic are sadly neglected, without which one never becomes an educated person, nor can these limitations be easily overcome. Encouragement to students to get practical experience, better fits them for profitable employment after graduation. They know by the time they graduate that school knowledge is fundamental but experience must be had before they are worth much in business.

They know some shorthand, some typing and nothing else, not even prepared for the business world is my observation. The teachers have no practical experience of which they should be required to have at least two years general office experience before being allowed to teach.

Immature, not serious, green.

Lack of ability to adjust theory to practice. No salesmanship of practical value. Lack of thoroughness.

Young men and women coming out of high school should well consider as their slogan "Not evening but dawn." A high school education is nice to have, but experience is necessary in business today.

Slipshod, not precise and accurate.

Lack in self-confidence and cannot plan or outline their work.
Lack of intelligent application of what he or she has learned; lack of real ambition, and a serious deficiency in thoughtful consideration and courtesy toward others by students in general. More emphasis upon those particular things is of great importance in the training of future leaders in the world of commerce and business.

Insufficient training in typewriting, shorthand, grammar, and arithmetic. If student has this foundation, he can be of service in an organization while "learning from practical experience."

The lack of thoroughness in those commercial subjects that are taught.

Students should have opportunity to apply the knowledge as they study. This means that they should work in the business world during school term or during summer period.

Limited to typing, shorthand, and bookkeeping. I think a complete business course should be provided for those who cannot attend college, available, of course, to all.

There is not enough equipment to give every child a chance to be useful in life.

Have to be educated along business lines after they start work—apparently, few take school seriously.

Failure to teach penmanship—90% cannot write a good hand.

So many of our high school students who take a
business course are really too young to understand business practices. After 7 or 8 years experience as a teacher in the high school and some twenty odd years of business experience, I am more convinced than ever that there are many essential things which should be taught high school students and that a business course should supplement his high school education instead of being a part of it.

***

Lack of qualities named in part 6 of question #2.

***

I feel that this has been covered in your previous questions, but it is a matter of vital importance. The outstanding error we have is the fact that the boy or girl working who has only the training of the high school seems to be in a foreign field. They are "full of" theory and when the actual facts are put before them, they are at a total loss. They need an instructor who has had actual experience.

***

Only a fair knowledge of the three most important fundamentals: English, spelling, and arithmetic. If a beginner is well grounded in all three, he has a foundation to build upon and without that knowledge, he is doomed to failure.

You are taking a very important step with this questionnaire, and I am also wondering why it is thought good business to permit so many students to enter college who do not have the mental capacity to absorb a high school education.

***

Think they know it all without any actual experience.

***

Lack of proper teachers.

***

Inadequate practical training.
Not sufficiently trained to take their place in the business world.

***

I believe that one outstanding laxity on the part of all the schools is their failure to teach the students the value of money and methods of saving and budgeting money. I believe that students should be taught something about investing their savings--types of investments to be encouraged and types to be avoided. It has been my privilege to employ many fine young people in my business, and to me, the outstanding defect in their business training was their inability to handle their personal finances.

***

Should be compulsory for all students to take shorthand and typewriting.

***

Courses now taught are too elementary to be of any value to the average businessman or to the business world.

***

Inability to apply fundamentals in actual work.

***

After the student leaves the high school commercial department, he should be required to spend some time in an office before he is eligible for graduation from school.

***

Too theoretical--insufficient practical knowledge passed on to them by inexperienced teachers.

***

It seems to us that it would be helpful to have a plan that would provide some actual experience for the student before his first job--would mean so much to the student and also avoid dismissal in many cases of individuals who apply for jobs stating that they
can do the work--later finding it too complicated and difficult to accomplish.

###

Not qualified for commercial work without considerable additional training.

###

Use of Dictaphone by all commerce students. The opportunity for competent people to acquire the training as Dictaphone secretaries are tremendously increasing year by year. Today you will find practically all modern commercial schools teaching same. The need and value of such a course were recognized by Lyons and Carnahan, national book publishers, who are now distributing text books prepared by Miss Ivy Monk.... Our own experience was such, that to furnish the commercial world with properly instructed young people we found it necessary to install such a school for the purpose of teaching the "Dictaphone Business Practice Course." ...there are a great many corporations and many individual firms where nothing but Dictaphone dictation is employed, and necessarily, if a graduate is to be thoroughly qualified to accept employment, then it is important that this training be included in their course.

###

Lack of initiative--very slow in accepting responsibilities. Too apt to waste time.

###

Poor in English and arithmetic--poor handwriting. Need character improvement--especially responsibility and ambition.

###

Incomplete and insufficient training.

###

It is my feeling that the graduate of a commercial high school, having started such a course because he was only an average person, finishes that course only with a thorough technical knowledge of machines and methods. He has no understanding of the economics of
the world, he is most times entirely ignorant of a class struggle, he has had little or no contact with a commercial life and no laboratory experience in business. He enters the commercial atmosphere without training as to how to get along with his fellow employees, and most times finds himself maladjusted to the situation and people about him. There is a clash of personalities which reflects in his work. I would recommend the addition of courses in economics, finance, and other political sciences (with much outside reading); courses to train for more specific employment, i.e., credit, traffic, promotion; opportunity to be "farmed out" to a commercial firm for actual experience with pay, and a real vocational guidance program which as one part of their procedure would carefully (but early in the scheme before they have been trained) analyze the personality of the student in order to recommend suitable employment for them.

***

Often unable, without considerable schooling on the job, to give practical expression to his or her classroom training. Frequently deficient in ability to spell and use properly many words and terms common to commerce and industry. Too many are interested merely in the job and its short range prospects, rather than in the business and their value to it over the long-range. Too few are properly grounded in the fundamentals of conduct—or standards—so important to their success and advancement. Employers would rather lead than drive their help, and there is need for more self-reliant, alert, and able workers, unafraid of responsibilities and willing to adjust themselves to the business.

***

Have little, if any, conception of business. Not sufficiently trained in accuracy. Lack initiative and ambition.

***

Training too meager in typewriting, shorthand, grammar, arithmetic, and spelling.

***

Insufficient training—not good at any one thing--
Students lack any training or instruction as to the best way to market their abilities or make of themselves the type capable of assuming responsibilities which follow promotion. They lack the quality of initiative or original thinking and ability to use a typewriter, etc. These are not natural or God given skills. They are acquired at school. The capacity to market these skills should also be developed by the schools, together with the viewpoint and personality development which is necessary to raise these young people from the teeming field of mediocrity. The rarest thing in the field of business is young people who can move to positions of responsibility where judgment, initiative, and the capacity of leadership are required. Only those unusual ones who naturally have these qualities or who are aspired to obtain them have the chance to move ahead. Schools, colleges, or universities make no effort, so far as I know, to provide or encourage them. I am definitely of the opinion that graduates of all high schools, from all universities, in all professions, should have included in their courses, a thorough and carefully planned course in salesmanship in so far as it applies to the marketing of the knowledge and skill they spend years and dollars to acquire. Nobody would consider giving a young person years of training to cover the purpose of every part of an automobile entirely within the walls of a classroom, by teachers who had never driven a car, and upon graduation put the student behind the wheel alone in heavy traffic.

I have answered hastily the questions on the enclosed. I think, however, that I can better answer the last question by writing in reference to same. My chief criticism of the product of the high school commercial department is that the stenographers came to us absolutely incompetent in the necessary fundamentals. They know little about English, proper paragraphing, proper spelling, etc. They have very little vocabulary to the degree and extent that we are forced to take them in the office and put them through a long training period before they are of any value. In other

shorthand, typing, or bookkeeping. Lack of an aim or plan. "Want a job" is their beginning and end. No conception of future possibilities or what they should be paid.
words, instead of the schools doing the work, it is necessary for the office to do the work. We have a large number of employees in the office—about seventy-five. We have found it best to pick the brightest girls possible from the commercial schools, then put them on at a modest salary, and build them up, which takes several years. Occasionally we find one who is very bright and apt, but, in general, apparently they have read but little—have no control over the English language and do not seem to know how to think or reason. It appears to me that there is much lacking in the commercial schools. I believe that this can be remedied to some degree by requiring all teachers to have two or three years in office training before they are given the privilege of teaching a business course. It will certainly be a great help to business if you can improve the situation.

They are too prone to believe that they have mastered subjects that can only be really learned through experience. Their principal general fault is one of attitude.

Lack of thoroughness, and too little attention to fundamental business details.

Many students are too theoretical. Emphasis on No. 7 and No. 3 should tend to correct this. Students should be more thoroughly grounded in the "3 R's." It is pitiful to hear high school graduates speak of "doe" and/or "dose", etc., and all too many cannot express themselves. Far too many cannot even add accurately. I should like to suggest that a good dictionary be required to be used by every student.

Students are taught mechanically to follow a pattern with too little emphasis on the reason or thought underlying. Develops little adaptability to practical application. Too many graduates seem poorly trained in many subjects, particularly grammar. It is likely that better results would be had if Items 1 and 6, Section II would be taught thoroughly to the exclusion of all others, since an intelligent boy or
girl with good character and the will to do a good job can be easily trained to do most tasks. These qualifications are a better recommendation than any specialized vocational training in business subjects taught either in high school or college.

***

During the time of our experience, there has seldom come to our attention where any of our newly employed office and store personnel had any amount of vocational business education while attending high school. All of those whom we have engaged for office work, etc., had only taken a course, or had finished in some private business school. We believe that the State Educational System should be revamped so that more stress is placed on vocational training, both business and trade. Too many of our boys and girls leave high school with only academic training, which does not prepare them for business or the manufacturing fields.

You are, no doubt, aware that only a very small percentage of those who finish high school, or who either have a few years of high school, ever attend a university or college. We are convinced that the curriculum should be changed to better fit these young people so that they might start earning a satisfactory income without having to receive additional training at private institutions or in the school of "Hard Knocks."

***

Courses are too limited, hence lack of interest after they graduate, unless they enter college.

***

Not any practical experience.

***

From interviews with a number of them, there is a decided lack of self confidence.

***

The importance of the commercial department is not stressed enough. The world has got to the point where everyone needs some knowledge of commerce and its
closely connected allies. Now days, more than ever before, training is demanded for all vocations.

***

The average high school does not have a teacher who knows much more about the commercial world than the pupil whom he or she teaches.

***

The pupils receive some information on many subjects but are often not expert in anything, i.e., you can't find one who actually has knowledge of filing and finding in an office.

***

The high school student does not seem to acquire a sense of responsibility. Deficiency in vocational training on the high school level apparently is the cause for many of them going to business college after high school graduation.

***

They show that a lack of emphasis has been placed upon practical application of knowledge acquired in study.

***

Not enough vocational training in the rural high schools.

***

Inability to adjust to the job because of lack of practical cooperative training.

***

Insufficient training which is usually caused by a lack of equipment and time required. It is high time that our high school training advance beyond the nineteenth century requirements.

***

I have yet to see one who has been sufficiently
trained to be of any value in business.

***

Lack of individuality, initiative, and ambition.

***

WHOLESAVERS

Lack of spelling, English, and mathematics.

***

The present course is not thorough.

***

Too much theory and too little practice. Practical cooperative training should help. Select those students whose ability along commercial lines has been ascertained to take the commercial courses.

***

Lack of responsibility and initiative.

***

Most of them are still full of play and require much time and patience to adjust themselves to work. The few exceptions are the ones who advance rapidly.

***

Lack of teaching them to be thorough and accurate; efficiency is most important at all times. Lack of interest in what one is doing. Teach students to be loyal to the firm they work for.

***

Lack of dependability to carry a duty to a definite conclusion—to report results—military training would correct these traits. They might not like it with all the pacifist propaganda floating around, but they are no good unless they are in earnest, sincere, cooperative, and dependable.

***
As a rule, I find that the average high school product is fairly equipped to do general work; at least to a degree to be readily adaptable to new systems and ideas. There is a tendency, however, to turn out many students who are definitely not suitable for commercial fields. Proper vocational guidance and analysis would do much to eliminate this.

***

Lack of knowledge of the English language and of spelling. More concerned about the pay check than about the work.

***

Sending graduates out into the business world happy with their grades of 85 or better but without the knowledge that in successful business, there is no time for correction of errors or omissions, and employee's work must all rank close to 100%. Many graduates go from job to job and finally lose faith in themselves, when if they had been properly qualified and fully informed regarding actual business requirements by more competent teachers, they would have recognized that their instructors, and not themselves, were at fault. This is especially true, I am convinced from considerable observation, of certain so-called business college graduates.

***

They don't know how to apply the little information they have.

***

Lack of development of responsibility. The course does not take into consideration enough that high school may be all the schooling the pupil will ever receive.

***

Insufficient training in fundamental subjects, particularly grammar and spelling, and not enough specializing in the so-called commercial subjects. You make use of the expression, "Business English". There does not appear any difference between the English used in business and that used in any other profession. Thorough training in English grammar is essential, no matter what line is to be later followed.
Insufficient practical application of theoretical knowledge while in training, i.e., the text says "this", and this is the way it is applied to a specific business today plus a part-time practical application of the student's knowledge would assist him to march right into his work when the opportunity of permanent employment comes.

I believe that the accumulation and using information of this sort will not only provide a high school commerce student of a better caliber, but will also give this student more opportunities for advancement in business life.

***

Students come out of high school without having a sense of responsibility and lacking in essential qualities of accuracy, neatness, etc.

***

The graduates are taught too many different phases in too short a while to fully comprehend or see through the value, therefore, they are not very thorough and do not adapt themselves easily to the first job because of lack of understanding of the basic principles of commerce. I feel that it is better to specialize in one phase only after getting the foundation.

***

Lack of adequate personal experience in lines taught by teachers, and also lack of ability to put the subject over.

***

They do not get enough actual experience.

***

It is that they have a smattering of typing, bookkeeping, shorthand, etc., and when they attempt to apply for a job 95% of them are hopelessly at sea in trying to do stenographic work, with the result that the average business men after a few experiences, hesitates about giving a beginner a chance, preferring to have experienced help.
MANUFACTURING

Penmanship—in so far as formation of figures is concerned. Business English is not enough—every commercial graduate should have full regular high school courses in English the same as preparatory to college. Commercial graduates should be trained to check consistency of results with the problem involved. Example—we have production reports which invariably result in figures showing hundred thousands. Commercial graduates will figure reports and turn in as correct an answer either in millions or thousands due to an error in calculation. To my mind, the error itself is not as serious as the fact that an answer in millions (when an answer in hundred thousands is usual) did not indicate an error had been made. This is due to the fact that the task was performed mechanically. We need thinkers with their minds on their task and not just on an answer.

We need stenographers who can read their letters with enough intelligence to detect statements made in the letter which may not be consistent or may be contradictory. If the notes have been transcribed incorrectly, the stenographer can make necessary corrections. If the boss made a mistake, the stenographer endears herself to him by allowing him to make correction immediately instead of just learning about it a few minutes before the close of the day.

***

Lack of emphasis on fundamental subjects. Training too meager on technical subjects. Lack of interest and lack of character.

***

Have had little opportunity to judge. While an executive of a bank, I found that high school commercial students were not properly grounded in a spirit of loyalty to the employer, and the vast majority of present day students seem to think that hard work and concentration were not necessary to stepping up to better places. They were too much inoculated with the idea of "laissez faire". The new educational idea in high school of not failing a pupil is calculated to turn out a crop of pupils or students devoid of ambition.
I have found that they are not able to apply knowledge from high school to practical business. Their training has been superficial along specific subjects and not about the basic facts of business.

***

High schools and commercial schools of the South have not kept pace with business methods.

***

Insufficient.

***

Our schools need most of all twelve years. Our graduates are too young and not sufficiently trained to enter the business world.

***

Students are taught theory only, with no attention paid to the practical phases of the problems they will encounter on the job.

***

Impracticability and one other serious general deficiency: The youth of today needs to abandon the idea so prevalent—of Paternalism—that the world or someone owes me something and when it comes from outside sources, it generally is accepted as a matter of course.

***

From the viewpoint of office work, lack of training in Items 1, 2, and 5 of question II. These are standard in practically every office and the student well grounded in these can usually get a job from which to learn the methods and practices of the line of business in which he is engaged.

***

Too theoretical.

***
Lack of separating the "Wheat from the Chaff," or rather of trying to teach a boy only fit for a blacksmith or farmer to be a stenographer—the terms used are illustrative only. Also a lack of teaching thoroughly the fundamentals: arithmetic, English, etc.

The high school course should provide the student with the necessary tools for filling a position in business in general—such as knowledge of arithmetic, bookkeeping, shorthand, typewriting, spelling, grammar, and rhetoric. Once a student gets a job, his advancement and future depend a great deal on his native intelligence, energy, and character, which cannot be taught in school. If the school equips him for a start in business, it has done all it can do, and has actually done a great deal. It is the function of a high school or college to turn out efficient employees, who may or may not turn into executives. I don't think any school except experience can create an executive for any form of business.

Not thorough enough and to some extent not practical.

See question VI. Select students with more care considering aptitudes, etc.

As a rule needs only practical experience to complete learning.

Incomplete and insufficient training.

Seem to turn them out too fast, professors too young, male and female. Teachers who are too you can not secure discipline. Seems to me a teacher handling pupils of high school age should have some experience in handling employees, at least have enough experience to broaden his viewpoint. I do not find pupils in the high schools who have respect for teachers—something missing.
Due to the youth of high school graduates, they do not take their positions seriously. They are usually planning a night's activity instead of trying to improve their positions. Your question relative to cooperative training I will have to answer in the negative. I realize that it is splendid for the student, but it is a nightmare for the management.

***

The average boy or girl is forced to go to a business college after they graduate from high school.

***

Usually inferior students take the commercial course. The good ones enter college.

***

Lack of thoroughness in any one, two, or three divisions. These "products" seem to have a little knowledge on different phases of this work but require considerable training after they get out of high school.

***

Lack of training in business English and spelling.

***

Usually have no inkling of what is required in business as to deportment or responsibility.

***

They should be better fitted in one or two subjects, so they could state to the employer just what they could do.

***

TRANSPORTATION AND COMMUNICATION

Lack of knowledge of business fundamentals.
Lack of ability to use the typewriter and poor penmanship. Some students just out of high school have such poor handwriting that they are almost unfit to do railroad clerical duties.

Too elementary, perhaps owing principally to the youth of pupils. Tendency on part of pupils to treat subjects lightly and "get by."

Insufficient training in the technical subjects required in the vocation selected by student. Too many other subjects not of importance to the vocation chosen by the student included in curriculum.

Impractical teachers, teaching students of poor abilities and no aptitude for subject taught, resulting in an unsatisfactory product.

Do not impress student with the importance of subject in connection with business world.

The only criticism I have to offer is that in so many cases the student who has completed the high school commercial course considers that his training is complete. Although the high school course is more or less complete, as far as it goes, every student should enroll in a business school, where the entire time is given to this purpose, whereas in the high school, that is in the majority of cases, just one of the subjects is taken by the student. When the student who considers himself well equipped for a job in coming out of high school enters the business world, he is apt to find a lot of little things coming up, confusing and discouraging him, and causing him to lose the much needed confidence of the beginner.

Their knowledge is far overestimated in their own opinion.
Personal traits considered desirable in the business world, such as accuracy, responsibility, promptness, neatness, honesty, thoroughness, initiative, ability to get along with people, etc., are not developed.

***

Because of the selective system we maintain for new employees, and partially because we have not had to hire large groups at one time, we have found new employees from commercial high schools very satisfactorily trained. We know, however, of a number who receive diplomas who, by reason of backwardness in one or more subjects or because of a level of intelligence below the upper brackets, are not ready for commercial jobs. Some system should be employed to keep these students an extra year—either make the course harder so that subjects will have to be taken over, or require a higher grade in ALL subjects. Requirements for office work are not too rigid, and those students of bare average intelligence would be fitted for office work or routine jobs if they were kept an extra year repeating subjects on which their grades were not ABOVE average.

***

INSURANCE

Insufficiently trained. Poor English. Poor speaking. Clock watchers.

***

Lack of push in teachers.

***

Ability to spell—lack of confidence—and a general lack of ability to adapt themselves to the practical phases of the business world.

***

Poor in sentence construction, letter writing, and spelling.
Lack of personality development. Do not develop ambition nor inspire enthusiasm. There is a decided lack of emphasis on the importance of punctuality, dependability, honesty, thoroughness, etc.

Lack of discipline; lack of attention to details; no sense of responsibility.

The product has not learned enough of general commercial practices or methods, nor has he or she been drilled thoroughly in the essential subjects preparatory for use in the business world.

They do not take their work seriously enough, probably due to the fact that they do not regard their jobs at the moment as a life work.

The average product of the high school commercial department is fairly well trained technically but lacks personal traits of understanding and interest. Most secretaries are adapted to routine work, but have little originality or vision—possibly due in some cases to the fact that their background and home environment has been unfortunate, and the schools have not overcome this deficiency.

The teachers do not seem to have had any practical experience and their pupils go out into the world seeming to have very little idea of what it is all about. Granted that this is sometimes the fault of the student, it is sadly true that many students have to be "untaught" some of the things they learned before they are useful in an office. Every student who expects to be a stenographer should learn how to spell.

The majority I know use commercial courses as an elective to avoid some more difficult or distasteful
courses. It is very unusual to find a graduate who is well grounded in fundamentals, particularly spelling and grammar.

***

Mostly the lack of good teachers for such courses. Lack of equipment in schools. Course not complete enough.

***

Cannot give constructive criticism as my contacts have been too limited.

***

Not sufficiently trained in any particular field and not taught enough of the responsibilities of life following their high school days.

***

Many teachers conducting courses who have had no business experience. Theory taught. Very few, if any, are prepared for commercial work without taking private business school courses.

***

Lack of actual commercial experience before applying for work that requires a combination of experience and theory.

***

Doing as well as possible.

***

BANKERS

None in particular, they show up quite well with time and experience.
The product of the high school commercial department, as well as the product of college commercial departments, are as a general rule lacking in actual experience in the business world. I think your No. VII is one of the most important questions.

***

Penmanship seems to be neglected through the entire public school course. Very few high school graduates write a legible handwriting.

***

There seems to be a lack of fundamental knowledge and accuracy, perhaps too academic, as though studying without a purpose. Part time actual business training should help.

***

Insufficient equipment and instruction. A high school graduate should be ready for a job as the average boy or girl cannot afford to leave home for instruction.

***

Not practical enough—too much theory.

***

My chief criticism of all commercial courses is that the student is led to believe that if he will complete a prescribed course a business Utopia is opened to him.

They are not fully grounded in English, arithmetic, and letter writing, and last but not least the vast majority seem never to have taken a lesson in penmanship.

***

Lack of practical knowledge of everyday problems.

***

Too great an adherence to theory and not sufficient practical knowledge.
1. Not practical. 2. Do not appreciate accuracy. 3. Lack thorough knowledge of fundamentals of English, mathematics, spelling, and simple economics. Every office has different routines. See II 6—if superior in their traits and the fundamentals, they will develop into excellent business employees.

***

We have found that the academic course gets the cream of the crop. Those who cannot make the grade in academic drift to commercial. We have finally made graduation from academic course an employment requirement. Naturally there are many exceptions.

***

If students were taught bookkeeping, typing, and use of office machines, they could find employment and develop by experience into accountants, secretaries, and executives.

***

Generally speaking, I believe that the location of a high school is an important factor in determining what course should be offered to properly equip boys and girls who will graduate. I have in mind the high school at Lafayette, with a college at hand which should be more interested in preparing its students for college work, than would the high school at Oakdale. Not knowing, I should judge that a greater percentage of students not located in a college center are dependent on high school for their training for business than would students of high schools in Lafayette, Baton Rouge, New Orleans, etc.

***

Not willing to show their ability—first question how much they will make and how long they will have to work. This seems to be the idea of too many of the younger generation. If they were willing to show their ability, they would get more consideration from employers.

***

They do not have a thorough knowledge of any one subject, but are half efficient in many.

***
I wish to commend you in your effort for cooperation between business and school executives, and which, in my opinion, will bring about great strides in favor of practical education, and which will also result in decided benefits to business in the employment of beginners.

I therefore unhesitatingly set down the following answers to your questions, based on my experience in employing and training young people entering the business world:

Emphatically yes there is a need for vocational business education on the high school level.

All of the items under Number II, in my opinion, should be doubled checked, and to which might properly be added suggestions as to a courteous and efficient manner of answering the telephone and personal contacts with customers or clients.

I believe that typewriting, shorthand, bookkeeping, office machine practice, commercial arithmetic, and business English have great personal use value and should be taken by all high school students.

It has been my experience that the product of the high school commercial department is below average in ability.

I do not believe that any course should be opened except to those students who have aptitude for the same, and commercial courses certainly offer no future for inferior students.

In my business, a part time student would be of no value, and the use of services would, in most cases, be a favor to the student and should be considered as a part of his education.

It is my opinion that it is absolutely essential for teachers of commerce to have had actual business experience, and your question Number IV can be best answered by the fact that so many commerce teachers have had no such experience.

***

Should be better trained in school to do general
office work so it will not take three to six months
for them to be of value to a business firm.

***

High school cannot replace the colleges of
commerce or the business schools for this work, and
if too much of the student's time is taken up with
it, he will miss some of the essentials of education
in the arts and sciences that he should have but will
not get in the colleges of commerce or business
schools, or in business life.

***

PRINTERS AND PUBLISHERS

They know typewriting and shorthand but nothing
of general office duties, nothing of office practice,
and nothing of business courtesy.

***

The usual high school commercial department
ignores the history and background of business and
concentrates on details which the student often can
not intelligently apply because he does not under­
stand the reason for their use.

Generally the English, spelling, grammar,
punctuation, construction, and diction of high
school students are very poor. They are usually
much more proficient mathematically than they are
in language. The fundamental reason for this
deficiency is that the usual course in the English
language is so insufferably dull that the student
unconsciously develops a resistance to learning it.
It may also be that by removing the necessity for
the study of the Latin language we are depriving
students of the knowledge of basic roots. In this
connection possibly a small degree of attention to
the Anglo-Saxon roots might prove of advantage.
The teacher who will devise an interesting means of
teaching grammar will do the entire fabric of educa­
tion a service.

***

To the best of my knowledge the average high
school commercial department teacher does not have
a clear understanding of the problems that the student will encounter in regular business life, since our experience proves that the student or applicant lacks the knowledge that is needed in our everyday business practice.

###

The failure to teach the students the fundamentals of education, i.e., spelling, grammar, rhetoric, and again—spelling.

###

He does not know where he is going and won't make up his mind where he wants to go!

###

Typists usually poor. Bookkeepers usually fair. Spelling and grammar invariably poor and only fair.

###

I believe that there is a great need for vocational business education on the high school level; that is, if it is going to be constructive.

I believe that there is a tremendous lack of emphasis on fundamental subjects such as spelling, grammar, arithmetic, and business English. We will not employ in the business office or the editorial department less than a high school graduate, and Ye Gods what they do put over! There is indeed a tremendous lack of constructive work in that line.

###

UTILITIES

Lack of sufficient training. Present courses apparently taken as an easy way out.

###

We find that the major trouble with our younger employees seems to be the lack of willingness to assume responsibility.
No criticism—but one suggestion: To impress upon students who are taking commercial courses that their success in the business world depends entirely on how thoroughly they retain the fundamentals of business training.

***

I believe that a large share of students who take such courses are not earnestly interested in really learning something of value but take them to avoid Latin and other subjects which are usually thought to be more difficult.

***

Insufficient development of traits covered in Part II, #7, and the lack of practical training.

***

I am not sufficiently familiar with the high school commercial department to offer any criticism. My belief is, however, that the opportunities in the business world for a student of high school age are limited to routine types of employment, with limited responsibilities, and that the sacrifice of a sound training in the fundamentals such as English, spelling, etc., in favor of a meager training along commercial lines is a mistake.

***

Insufficient general training. No idea of what to expect in business world. No attempt to develop personality. Emphasize #6, teach the mechanics, and you have filled 90% of the requirements.

***

GOVERNMENT

It is that the classes are not long enough to allow perfect explanation of subjects. Classes are so short that students are rushed through subjects without getting full benefit of all the class subjects as some are not as apt to catch on as quickly as others.

***
His complete ignorance of what is expected of him once he gets a job. This isn’t generally true of girls applying for stenographic positions or as machine operators, but it is of the average high school boy, who enters commerce with very little knowledge of what it's all about.

***

Lack of general knowledge of office routine, business problems, and lack of general ability to follow instructions given only once. Also, this group would greatly benefit by instructions on how to get along with other employees and how to deal with and handle customers or callers in a business office. Most important is to teach this group to have a certain amount of self assurance and to develop a willingness to assume responsibility. Last, but not least, an effort should be made at developing the personality of each individual as this is all important in any position.

***

Not sufficient intensive and broad technical training.

***

More emphasis should be put on correct spelling and good business English.

***

I have before me your letter of January 8, addressed to employers of people in the Commercial and Industrial World. It has to do with the training of such persons as engage in office activities for the purpose of determining the adequacy of such training, and possibly the elimination of such subjects as may not be of value in today's business world. I regret that I have not kept such statistics as would enable me to answer, with a degree of accuracy that would be satisfactory, all of the questions contained in this questionnaire. If it is important that I should answer, then I shall endeavor to compile such information as in my judgment would be helpful. I might here state, however, that without the compilation of these statistics on training, I may be apt to over-emphasize some phases of training which may not meet
with general approval in the business world. My
reason for this feeling is long experience in the
educational world, preparing of curriculum for com-
mercial high school students, etc. On one occasion
it was my privilege to conduct a series of meetings
which brought together, for round-table discussions,
teachers of high school commercial subjects, and
business executives. The purpose was to enable the
high school teacher to better understand the business
executive, so that in the preparation of the student
a more definite goal might be kept in mind. My
general belief is that young people are permitted to
complete the work in commercial subjects at too early
an age and thereby enter the business world before
being adequately prepared for life. I lean to the
requirement of more general education and less
extensive training in commercial subjects during
each of the years spent in commercial high schools.
The result is, of course, a longer period of time
spent in the high school, with better general educa-
tion as a foundation for future development, and,
what is more important a more advanced age to make
the start in the commercial world. Many of these
youngsters being sent out into the business world
with inadequate training are the cause of the low
standard of value placed on service rendered by the
group. I regret that I have not all of the infor-
mation which I could prepare on this subject, but
wish to say that I am greatly interested in the
study and would appreciate very much a report of
your findings.

###

Lack of thoroughness; lack of knowledge in
English and arithmetic.

###

Immaturity—ineptitude until campus-itis wears
off. Too prolonged period of teacher-pupil relation-
ship instead of quick adaptation to employer-employee
status. Tendency to lean on more mature workers.
Tendency to disregard the unwritten law of prestige
of seniority.

###

Knowledge too general. Not enough emphasis
placed on basic requirements.
Have been trained, in most cases, in theory only. I think every high school teacher of commercial subjects should be required to have several years of actual business experience.

***

Inability to act on their own initiative. Personally, I have a strong preference for college trained persons, and would not select a person trained for business only in a high school. Thus from my viewpoint there would be few opportunities for high school boys and girls.

***

The product of the high school commercial department as I know them have acquitted themselves favorably in their positions in the business world. However, they should have more practice on office machines.

***

Lack of academic preparation and practical training, which results in an inability to adjust to conditions and circumstances and an inability to realize the depth and seriousness of any task or problem.

***

High school commerce curriculum too narrow. There is a great need for people more versatile in the commercial field. Too many simply master shorthand and typing and call themselves commercial graduates.

***

OIL AND GAS INDUSTRY

They expect to get the top position without working up through the ranks.

***

Not sufficient time given to each subject. Better to give more time to one subject. Insufficient equipment. I am in favor of cooperative training without pay for the apprentice. It would be very
helpful to the student with the proper interest and ability, but would be too much to ask of the business man whose time spent in training would represent quite an expense—to say nothing of the loss of good will as a result of possible offense to business prospects by inexperienced students.

###

**MISCELLANEOUS BUSINESSES**

Irresponsibility.

###

High school graduates do not have sufficient educational background to make competent help.

###

After twenty-five years experience in placing these students with various clients, I find the students are deficient in the fundamentals, such as, spelling, arithmetic, English. Business does not expect the students to be highly trained in commercial subjects, but they have a right to expect them to be educated in the fundamentals. I find good typists who cannot spell or even write a good letter. Bookkeepers know the fundamentals of bookkeeping, but cannot compute simple interest or add, subtract, or multiply.

###

Average too green, too much theory.

###

Penmanship is not mentioned. I think it is one of the most important factors in business training.

###

They are backward in this department.
Teachers do not have sufficient business experience. Methods are not practical for business training.

***

Not thorough enough.

***

On the whole, I believe that the chief weakness of the high school commercial graduate is his lack of a thorough knowledge of English grammar. Of the technical subjects, I believe that his training in shorthand and typing is strong enough to give him a working basis. His training in bookkeeping is too meager in my opinion to give him a firm enough grasp of the subject so that he may advance with the opening of better opportunities. Finally, the deficiency in the high school commercial course which needs most to be filled is that covered by Subsection 6 of II above, (Appendix C).

***

Lack of fundamentals, such as, English, spelling, punctuation, neatness, letter composition, and accurateness in transcription of shorthand notes.

***

I would say generally that it is the writer's opinion that we should train our high school students more on the vocational lines than we are now teaching them. Our young boys and girls now are graduating from high school without being properly equipped to enter employment, except as a very inexperienced qualified skilled worker. If we had courses in our high schools teaching business and vocational subjects and giving our young people more of a practical view of earning a living, it would, to my mind, be much more than the present academic training courses that we are now giving them. I do not mean that we should not continue the present academic courses, but rather I believe that we should include other vocational courses in addition to what we are now giving them.

***

Not enough emphasis on fundamentals—particularly grammar, spelling, and business English.

***
His failure to realize that his value to an employer is based more on what he learns after commencing work than on what he knows at the time of commencement. He is lacking in the knowledge of fundamental subjects, thereby finding it difficult to learn as quickly as he should. Specialization in high school is creating a deficiency in general knowledge and the ability to learn.

***

The usual graduate of a high school commercial department is unable to produce results which should conform to the length of his training. This, I attribute to the extreme youthfulness of the average high school graduate.

***

Teachers, on the whole, are not the best. Students, on the whole, not the best. Students too immature to learn the subjects taught. Students would be better off if they stuck to academic courses for high school and attended school another two years for the business subjects.

All in all, I believe that high school teachers of commerce should have some practical experience. Some practical persons are poor teachers; some teachers do not know enough to impart knowledge; others have that ability more than some practical persons.

***
BIBLIOGRAPHY

Magazine Articles


Worley, R. J., "Shall We Train Robots or Useful Members of Society?" The Balance Sheet, Vol. XIV, No. 6 (February, 1933), p. 259.

Books and Monographs


Kitson, Harry B., "Trade and Job Analysis as an Aid in Voca-
tional Curriculum Building," Twenty-third Yearbook of
the National Society for the Study of Education, Part II.
1924, pp. 237ff.

Knox, James S., Personal Efficiency. Chicago: The Gregg
Publishing Company, 1919.

Koos, Leonard V., The Administration of Secondary School
Units, Supplementary Educational Monographs. Chicago:
University of Chicago Press, Vol. I, No. 3 (July, 1917),
pp. 141-158.

Ginn and Company, 1927.

Koos, Leonard V., and Reauver, Grayson N., Guidance in
Secondary Schools. New York: The Macmillan Company,
1934.

Lomax, Paul S., Commercial Teaching Problems. New York:
Prentice-Hall, Inc., 1929.

Lyon, Leverett S., Education for Business. Chicago: Univer-
sity of Chicago Press, 1931.

Marvin, Cloyd Heck, Commercial Education in Secondary Schools.

Maule, Frances, She Strives to Conquer. New York: Funk &
Wagnalls Company.


Murray, George S., Business Education, Its Organization and
Administration in the Public Schools of Connecticut.
Orange, Conn.: Walton H. Lee Company.

National Commercial Teachers' Federation, National Business
Education Outlook, First Yearbook. Waterloo, Iowa:
Gates College.

Nichols, F. G., Commercial Education in the High School. New

Norton, Howard M., "Commercial Teachers in Louisiana High
Schools" (Unpublished Master's Thesis). Baton Rouge:
Louisiana State University, 1932.


Weersing, Frederick J., "Commercial Education in the Public High Schools in Minnesota" (Unpublished Master's Thesis), Minneapolis: University of Minnesota, 1929.


Reports


Instructional Units in Consumer Buying. Sacramento: Bureau of Business Education, California State Department of Education.


Occupational Distribution of Denver's High School Graduates, Volume 10, No. 3 of the University of Denver reports. Denver: Bureau of Business and Social Research, University of Denver.


Catalogs

Louisiana State University Annual Catalog, Baton Rouge, Louisiana, 1936.

Louisiana Polytechnic Institute Annual Catalog, Ruston, Louisiana, 1936.

Louisiana State Normal College Annual Catalog, Natchitoches, Louisiana, 1936.

Southwestern Louisiana Institute Annual Catalog, Lafayette, Louisiana, 1936.
BIOGRAPHY

Howard Magruder Norton was born at Madison, Mississippi, March 26, 1894. He attended elementary school in Missis­
issippi. He was graduated from the Baton Rouge High School in 1910. He received the A. B. degree from Louisiana State 
University in May, 1914.

He has held the following teaching positions: Commer­
cial teacher, Vinton High School, Vinton, Louisiana, 1914-
1918; Assistant Principal and Head of the Commercial Depart­
ment, DeQuincy High School, DeQuincy, Louisiana, 1919-1922; 
teacher of Social Science, University Demonstration High 
School, 1922-1924; Assistant Professor of Education, South­
western Louisiana Institute, Lafayette, Louisiana, 1924-1925; 
Associate Professor of Education and Assistant Director of 
Extension, 1925-1926; Professor of Education and Director of 
Extension, 1926-1931.

He served in the United States Army from June, 1918 to 
February, 1919.

He has done graduate work at Columbia University during 
the summer of 1920, at the University of Chicago during the 
summers of 1923-24-25-26, and at Harvard University during 
the summer of 1936. He entered the Graduate School of Loui­siana State University in the fall of 1931 and received the 
A. M. degree in June, 1932. He continued his studies in the 
Graduate School of Louisiana State University during the
sessions of 1932-1934, and served as instructor in secretarial science during this time. He is at present Head of the Department of Secretarial Science, College of Commerce, Louisiana State University.

On August 20, 1929, he was married to Alice Hopkins Mouton of Lafayette, Louisiana. On December 29, 1934, a son, Howard Magruder Norton, Jr., was born.
EXAMINATION AND THESIS REPORT

Candidate: Norton, Howard M.

Major Field: Education

Title of Thesis: Public Secondary Business Education in Louisiana

Approved:

Date: May 19, 1938.

Homer L. Garrett
Major Professor and Chairman

Charles W. Pythian
Dean of the Graduate School

EXAMINING COMMITTEE:

O. Greer

W. E. Hunter

E. M. Brink

James W. Dyant

Earl A. D'Elia

[Signatures]