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Commercial Subjects in the High Schools of New Mexico

Margaret Wiley Nelson

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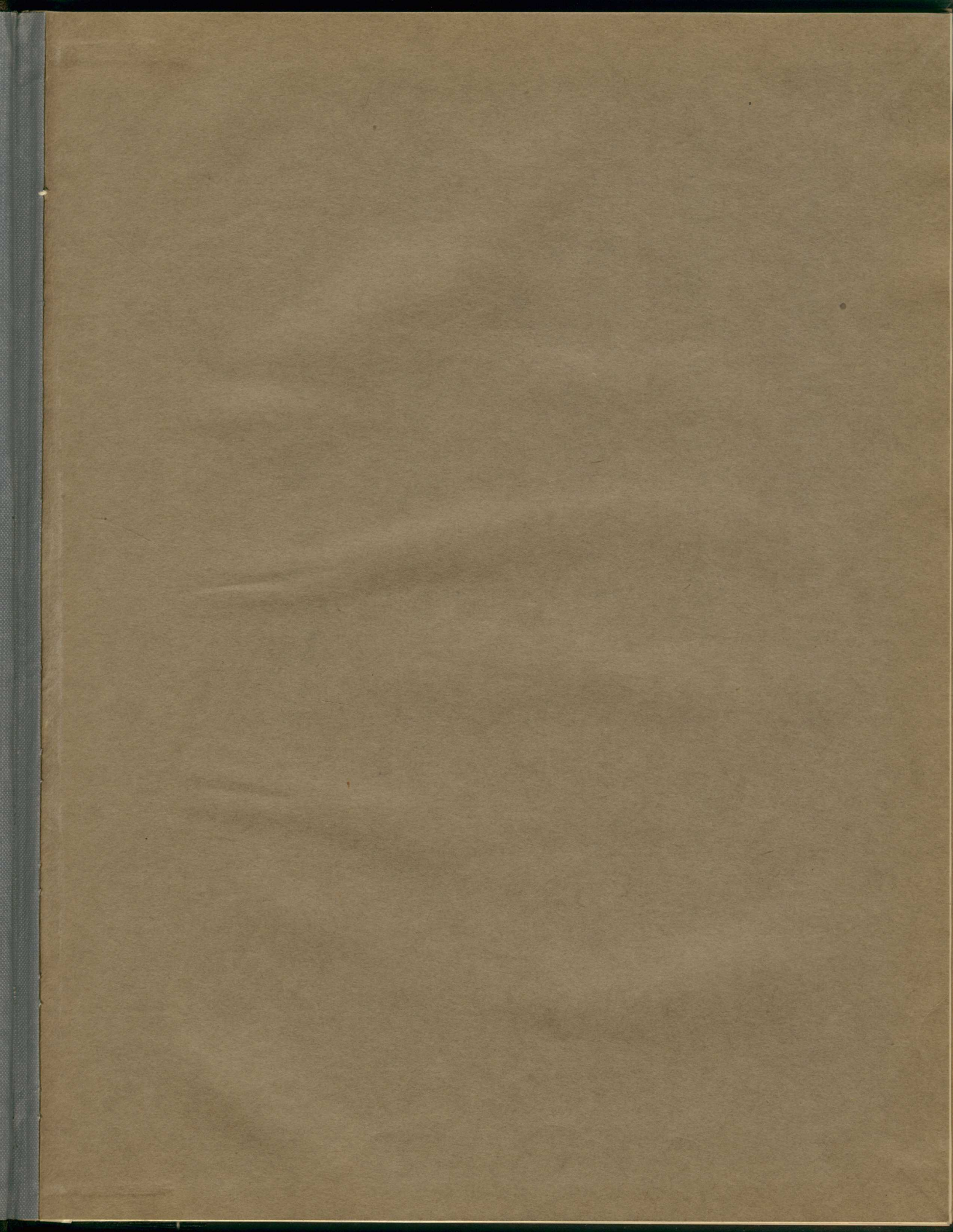
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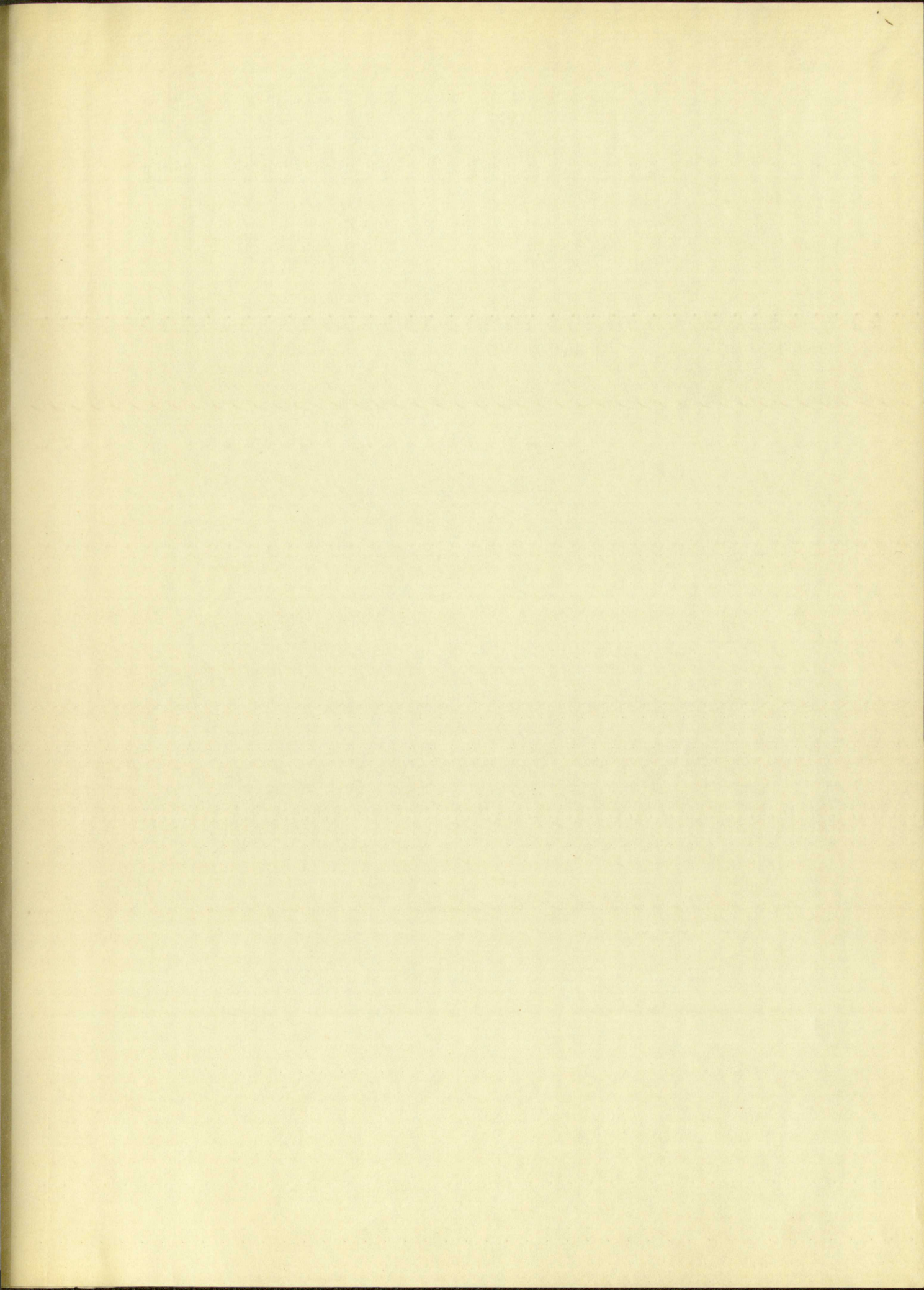
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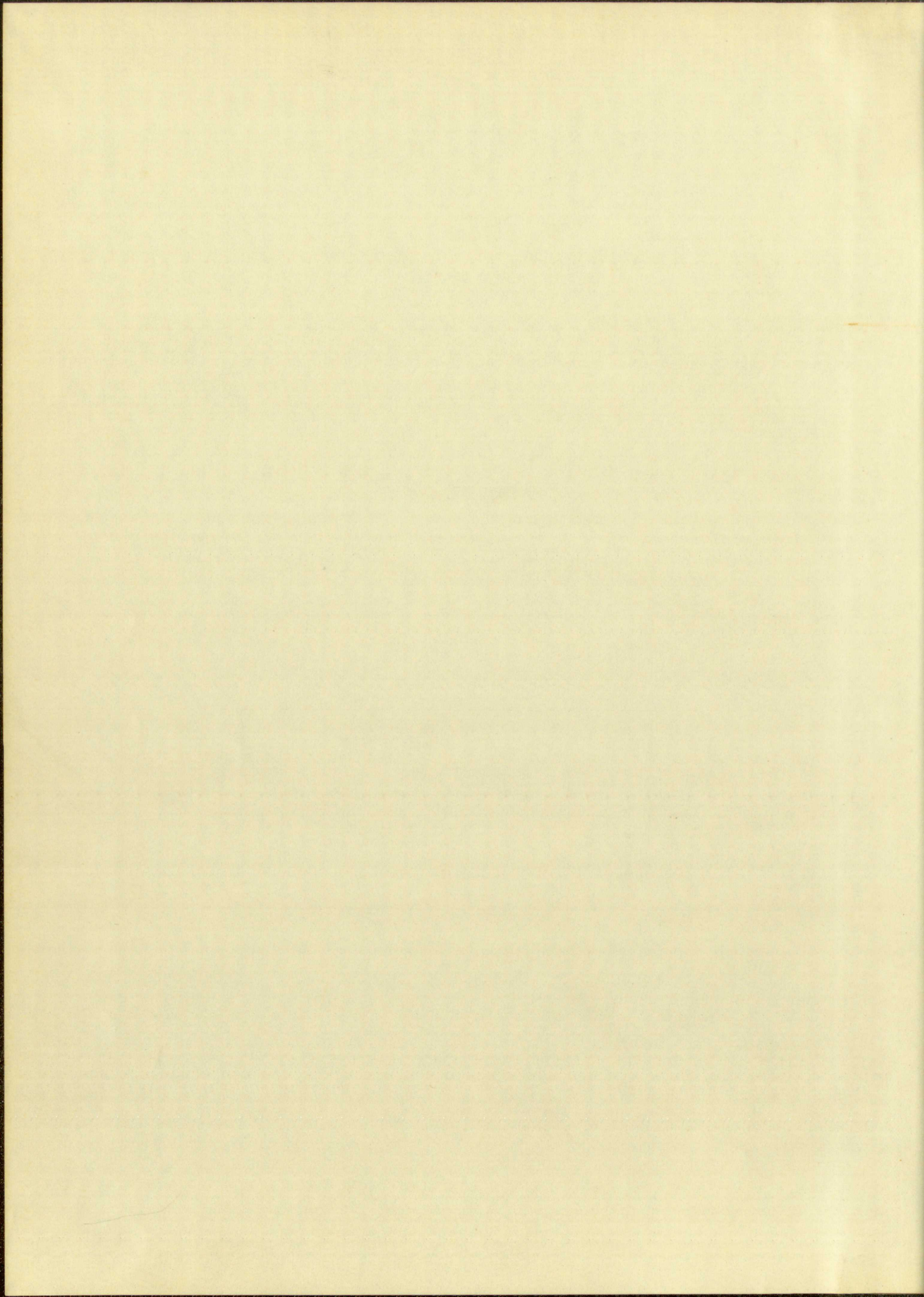


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COMMERCIAL SUBJECTS IN THE HIGH SCHOOLS
OF NEW MEXICO

By
Margaret Wiley Nelson

A Thesis
Submitted in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in Business Administration

University of New Mexico

1938

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UNIVERSITY OF
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This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

H. Hammond
DEAN

May 26/38
DATE

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ACKNOWLEDGEMENT

The writer wishes to express appreciation to the following:

To Dr. Vernon G. Sorrell, who suggested the study of commercial work in the schools of New Mexico; to Dr. Sorrell as an instructor, for his help and advice.

To the principals and superintendents who so kindly returned the questionnaires sent to them.

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CHAPTER ONE

INTRODUCTION

What do we mean by vocational education? The function of education is to prepare for complete living.¹ The National Aid to Vocational Education defines vocational education to be that "form of education whose controlling purpose is to give training of a secondary grade to persons over fourteen years of age for increased efficiency useful in the trades and industries, in agriculture, in commerce and commercial pursuits and in callings based upon a knowledge of home economics."² By this definition, vocational education is necessarily confined to the high schools. How often has it been said, "What are our high school graduates prepared to do?--Nothing!" For this reason they are forced to accept work as common or unskilled laborers.

An old Jewish law says, "As it is your duty to teach your sons the law, teach him a trade."³ We might well change

¹ Blackstone, E. G., University of Iowa Monographs in Education, first series #9, November 1, 1928, p. 170.

² Ricciardi, Kibby, "Readings in Vocational Education," p. 14.

³ Lee, Edwin A., "Objectives and Problems of Vocational Guidance," p. 3.

that to read, "As it is your duty to teach your sons the fine arts, teach him a trade."

The Federal Government has realized the need for vocational education and has aided education more along this line than any other, perhaps, since it has for over fifty years given help to state agricultural colleges, and the Smith-Hughes Act of 1917 provided assistance for other forms of vocational work.

We will be interested in this paper only in that part of vocational education which has to do with commercial or business education. Obviously, commercial education is directed learning for those in commercial occupations. There are probably several hundred occupations having to do with production and distribution of wealth and its related business services, such as banking or insurance, which must be included in any proper definition of commercial education.⁴

Commercial education had its beginning in the schools of this country in the private business colleges. Commercial courses came into our high schools under protest from educational administrators generally, and as a result of an insistent public demand. Public school patrons could not understand why it should be necessary for them to pay rather high tuition rates for instruction in these private schools after

⁴ Blackstone, E. G., op. cit., Series #11, p. 17.

their boys and girls had finished high school, or after they had dropped out of secondary schools, in order to prepare them for business positions.

For this reason the public schools have followed closely the program offered in private business schools. Specialized courses were the first to be taught and most of the public schools still cling to this kind of a program.

Commercial education is undoubtedly filling a definite demand for a type of education to satisfy the needs of society as organized and operated in this industrial and commercial age.⁵

The percentage of pupils enrolled in commercial work in the North Central Association has grown until it is surpassed only by enrollments in English, the social sciences, and mathematics, all of which are required subjects, while commerce is ordinarily elective.⁶

⁵ Blackstone, E. G., op. cit., Series #9, p. 176.

⁶ Ibid., Series #11, p. 207.

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PURPOSE: STATEMENT OF THE PROBLEM

The purpose of the study is two-fold. Each division resolves itself into a definite problem. The first problem is to determine (1) what commercial subjects are taught in the high schools of the state of New Mexico, (2) the number of pupils enrolled in these subjects, and (3) the size and number of schools offering these subjects.

The second problem is to determine (1) the number of teachers of commerce in the high schools in the state of New Mexico, and (2) the training of these teachers as to college work, teaching experience, and business experience.

JUSTIFICATION

No study of this kind has been made in the state of New Mexico, and, so far as I can determine, in any other state. Although quite extensive studies have been made about vocational education in the schools, few have dealt with commercial work in particular. I believe such a study as this will be useful in improving the commercial curriculum in the high schools and in determining what the need is in teacher training institutions for prospective commercial teachers.

CHAPTER IV

THE HISTORY OF THE UNITED STATES

THE HISTORY OF THE UNITED STATES
FROM 1776 TO 1865
BY
JAMES M. SMITH
NEW YORK
1865

DATA AND METHOD OF PROCEDURE

A questionnaire covering the data used was sent to 161 high schools of New Mexico. Out of this number, a reply was received from 114 schools (71%) representing a total enrollment of 13,807. The schools varied in enrollment from ten to 583. The median enrollment was 103. Ninety-seven were four-year high schools; eleven were three-year; five were two-year; and one was one-year. Seventy-six per cent are state accredited, and of this number twenty-nine or 25 per cent are accredited with the North Central Association. The status of the high schools was as follows:

	Public Schools	Private Schools
Questionnaire sent to	146	15
Number returned	107	7
Number offering commercial subjects	96	6

The questionnaire covered the school year 1936-1937. The schools are grouped as to size in two ways: (1) by enrollments of 1-50, 51-100, 101-150, et cetera; (2) by enrollments of 1-100, 101-201, et cetera.

Reference in this thesis to the total number of high schools in the state of New Mexico will be to the 114 schools answering the questionnaire. Reference to the total enrollment of the high schools of New Mexico will be to the 13,807 pupils represented by these schools.

CHAPTER TWO

COMMERCIAL SUBJECTS IN THE HIGH SCHOOLS OF NEW MEXICO

Out of the 114 schools reporting, twelve (10.5%) offered no commercial subjects at all. The total enrollment represented by the twelve schools was 431 pupils--the largest enrollment of any one school in the group being seventy-five. The twelve consisted of four four-year high schools, five three-year high schools, two two-year high schools, and one one-year high school. Of these, nine were state accredited, but none were accredited with the North Central Association. Two out of the twelve were private schools. Evidently the size of the schools had a direct bearing on the failure of these schools to offer a commercial curriculum, since every school exceeding seventy-five in enrollment was giving some commercial work. This is to be expected since there are certain required subjects which every high school must offer. Then as the school grows larger it has the opportunity to broaden its curriculum.

There are thirteen distinct commercial subjects taught in the high schools of the state (Table I). Typing, shorthand, and bookkeeping are offered in more of the schools than any of the other subjects. Typing I is taught in ninety-four (82.5%) of all the high schools reporting. There is a total enrollment in this subject of 2,664 or 19.3% of

all the pupils enrolled in the 114 high schools. The "big four" of commerce (typing, shorthand, bookkeeping, and business arithmetic) lead with the following percentage of total enrollment:

Typing	25.3%
Shorthand	9.0%
Bookkeeping	6.6%
Business Arithmetic	4.6%

Business Training is offered in fourteen high schools, with 237 students enrolled in the course. Salesmanship and general business are each offered in only one school. These figures would lead one to believe that our schools are teaching more specialized subjects than perhaps are necessary, and are failing to give the courses in general business methods which could be of greater use to every student in later life. Not every student wishes to become a typist, bookkeeper, clerk or stenographer; nor would there be positions for all of them if they did; but every adult should have a general knowledge of business practices if he is to become a useful and intelligent citizen.

In Table II, is an arrangement in order of magnitude of schools offering commercial subjects, and also the average size of the classes. With three exceptions, the magnitudnal arrangement of enrollment follows that of the number of schools teaching the subjects. Typing II is taught in six more schools than Shorthand I, but has a smaller enrollment

3

All the time, the school is in a state of confusion. The teachers are not doing their work, and the students are not learning. The school is a mess.

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TABLE ONE

COMPARISON OF NUMBER OF SCHOOLS TEACHING COMMERCIAL
SUBJECTS AND NUMBER OF PUPILS ENROLLED IN EACH

Subject	No. of high schools teaching	% of total high schools	No. of pupils enrolled	% of total enrollment
Typing I	94	82.5	2664	19.3
Typing II	85	74.6	834	6.0
Shorthand I	69	60.5	968	7.0
Shorthand II	24	21.0	274	2.0
Bookkeeping I	60	52.6	846	6.3
Bookkeeping II	3	2.6	37	0.3
Business English	22	19.3	422	3.0
Business Arithmetic	37	32.5	635	4.6
Business Law	21	18.4	294	2.1
Business Training	14	12.3	237	1.7
Commercial Geography	4	3.5	62	0.4
Salesmanship	1	0.9	17	0.1
Economics	6	5.3	73	0.5
Office Practice	3	2.6	41	0.3
Secretary Training	2	1.7	12	0.1
General Business	1	0.9	8	0.1

Note: Base used in arriving at percentages: number of high
schools--114; total enrollment--13,807.

COMPANY OF THE UNITED STATES

NEW YORK, N. Y.

Director

Typing I

Typing II

Shorthand I

Shorthand II

Bookkeeping I

Bookkeeping II

Business English

Business Arithmetic

Business Law

Business Writing

Commercial Geography

Business History

Accounting

Office Management

Secretary Training

General Business

Note: For more information, see the back of this book.

FIGURE I

Percentage of Schools in which
Commercial Subjects are Taught.

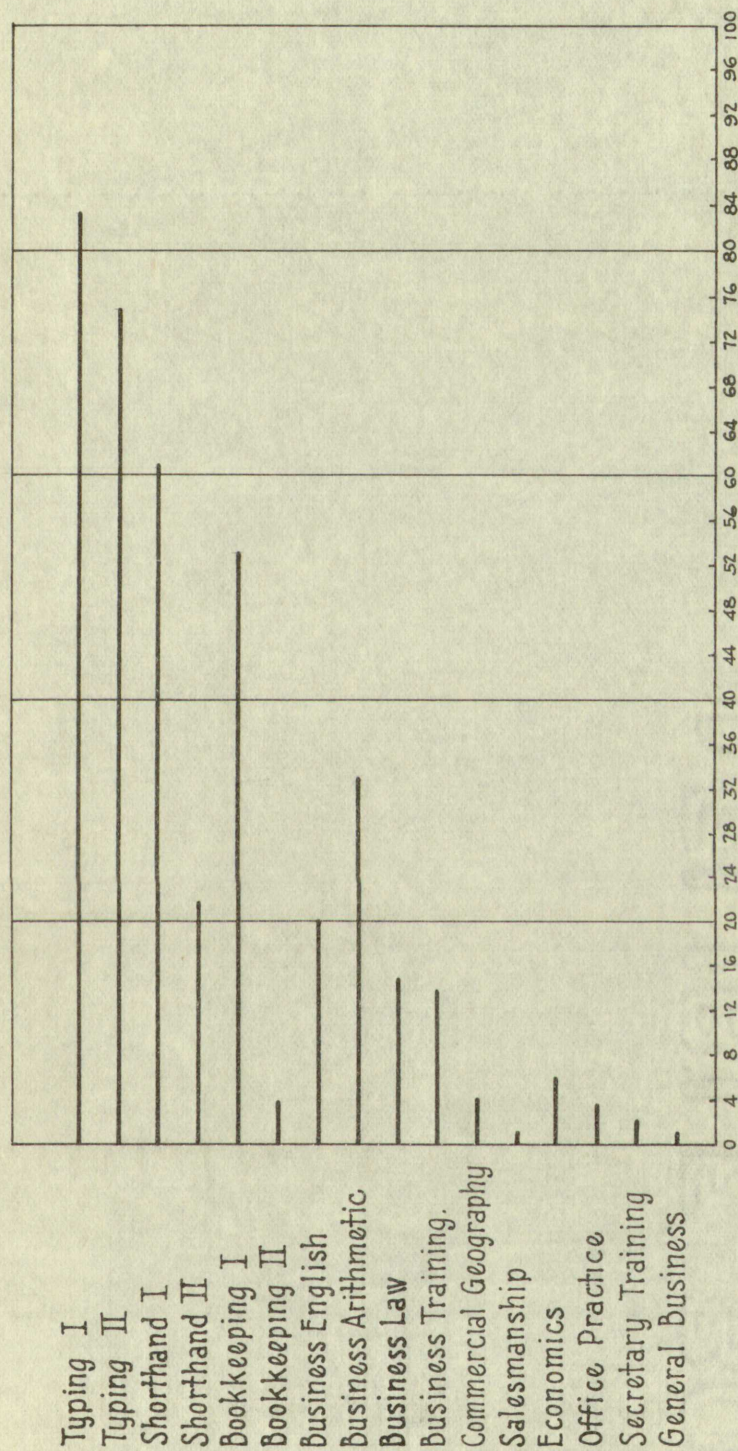


TABLE II

NUMBER OF SCHOOLS OFFERING COMMERCIAL SUBJECTS ARRANGED
IN ORDER OF MAGNITUDE: AVERAGE SIZE OF THE CLASSES

Subject	Schools offering	Total enrollment	Average size of classes
Typing I	94	2664	28
Typing II	85	834	9
Shorthand I	69	968	14
Bookkeeping I	60	846	11
Business Arithmetic	37	635	17
Shorthand II	24	274	11
Business English	22	422	19
Business Law	21	294	14
Business Training	14	237	17
Economics	6	73	18
Commercial Geography	4	62	16
Office Practice	3	41	14
Bookkeeping II	3	37	12
Secretary Training	2	12	6
Salesmanship	1	17	17
General Business	1	8	8

TABLE II

NUMBER OF STUDENTS IN EACH CLASS, BY SUBJECT, IN ORDER OF GRADE, AND THE AVERAGE GRADE OF THE CLASS

Subject	Grade	Number of Students	Average Grade
Typing I	8	25	80
Typing II	8	25	80
Shorthand I	10	25	80
Bookkeeping I	11	25	80
Business Arithmetic	11	25	80
Shorthand II	11	25	80
Business English	12	25	80
Business Law	12	25	80
Business Training	12	25	80
Vocational	13	25	80
Commercial Geography	13	25	80
Office Practice	14	25	80
Bookkeeping II	14	25	80
Secretary Training	15	25	80
Self-Management	15	25	80
General Business	16	25	80

by 134 pupils. Shorthand II is taught in two more schools than Business English and in three more than Business Law, but has a smaller enrollment by 152 and twenty respectively.

The average size of the classes is probably not significant for those subjects which are taught in less than ten schools. Typing classes also should not be included in this comparison since most of the schools divide their typing students into several groups. Omitting, then, typing and these subjects which are offered in less than ten schools, we find classes ranging from eleven to nineteen. They occur in order of magnitude as follows: Business English, Business Training, Business Arithmetic, Business Law, Shorthand I, Bookkeeping I, and Shorthand II. This seems to show that the students who have a choice of subjects prefer those concerned with general business practices rather than those more specialized courses.

The most commercial subjects taught in any one school is nine. There is only one school in the state teaching this many and it is a school with a total enrollment of 426 pupils. There is a slight correlation between the size of the school and the number of commercial subjects taught, as shown in Table III. Schools with enrollments of fifty or less average 2.8 subjects each. Schools with enrollments of 201-250 averaged highest with 5.5 subjects each. There is a drop to 3.7 subjects in schools with enrollment of 251-300

TABLE III
COMPARISON OF SIZE OF SCHOOLS AND NUMBER OF
COMMERCIAL SUBJECTS TAUGHT

Enrollment of school	No. of schools reporting	Range in number of subjects taught	Average No. of subjects offered
1 - 50	21	1 - 6	2.8
51 - 100	22	1 - 6	3.6
101 - 150	15	2 - 6	4.4
151 - 200	14	2 - 7	4.2
201 - 250	6	3 - 8	5.5
251 - 300	4	3 - 4	3.7
Over 300	15	3 - 9	5.0

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GOVERNMENT OF THE DISTRICT OF COLUMBIA
OFFICE OF THE COMMISSIONER OF EDUCATION

Enrollment of school		Total enrollment	
1 - 50	21	1 - 50	21
51 - 100	12	51 - 100	12
101 - 150	12	101 - 150	12
151 - 200	14	151 - 200	14
201 - 250	1	201 - 250	1
251 - 300	1	251 - 300	1
Over 300	1	Over 300	1

which seems hard to account for, unless it is due to the fact that only four schools in this class reported. Perhaps they are not representative of the group as a whole.

Six schools require one or more commercial subjects for graduation. The subjects, number and size of the schools requiring them are as follows:

	No. of schools	Size of schools
Typing I	4	430, 160, 70, 56
Shorthand I	1	70
Bookkeeping I	1	70
Business Training	1	70
Commercial Geography	1	32

There is one school (enrollment seventy) which requires three subjects for graduation--typing, shorthand, and bookkeeping. From the size of this school, it is evident that the students would have to take those subjects in order to get the sixteen necessary units for graduation. Probably that is true in six of the eight cases. It should not be true, however, in the schools with enrollments of 430 and 160.

Twenty schools have a special curriculum for commercial students. This is found in schools of over 100 enrolled, with two exceptions. These schools have a wider range of commercial subjects to offer. The following is a table showing the number of commercial subjects offered in those twenty schools:

Enrollment in school	No. commercial subjects offered
486	4
450	9
450	8
430	4
366	9
237	7
229	8
215	6
200	6
200	5
170	3
155	5
149	6
143	2
135	4
115	4
115	6
107	5
70	4
45	5

In Table IV is given a classification of the schools as to private or public. The following subjects are not found in the private schools: Bookkeeping II, Business English, Business Law, Business Training, Commercial Geography, Salesmanship, Economics, and General Business.

In the high schools of less than fifty is found the largest percentage of students enrolled in commercial departments. This, again, is probably due to the fact that these students do not have the choice of subjects which students in larger high schools have. Although the percentage varies from 24.1 per cent to 56.2 per cent we find only a difference of 4.6 per cent between the smallest and the largest schools.

TABLE IV
ORGANIZATION OF HIGH SCHOOLS OFFERING
COMMERCIAL WORK

Subject	Public Schools	Private Schools
Typing I	90	4
Typing II	79	4
Shorthand I	66	3
Shorthand II	22	2
Bookkeeping I	57	3
Bookkeeping II	3	0
Business English	22	0
Business Arithmetic	35	2
Business Law	21	0
Business Training	14	0
Commercial Geography	4	0
Salesmanship	1	0
Economics	6	0
Office Practice	2	1
Secretary Training	1	1
General Business	1	0

EX-100

EX-100

EX-100

EX-100	
1	General
2	Secretary
3	Office
4	Executive
5	Business
6	Commercial
7	Industrial
8	Professional
9	Technical
10	Administrative
11	Legal
12	Medical
13	Engineering
14	Architecture
15	Education
16	Religion
17	Arts
18	Science
19	History
20	Geography
21	Political
22	Social
23	Economic
24	Environmental
25	Health
26	Transportation
27	Communication
28	Energy
29	Defense
30	Foreign
31	Domestic
32	International
33	Global
34	World
35	Universal
36	Human
37	Natural
38	Artificial
39	Virtual
40	Digital
41	Electronic
42	Mechanical
43	Thermal
44	Acoustic
45	Optical
46	Electromagnetic
47	Gravitational
48	Nuclear
49	Atomic
50	Molecular
51	Cellular
52	Organic
53	Inorganic
54	Chemical
55	Physical
56	Mathematical
57	Statistical
58	Probabilistic
59	Stochastic
60	Dynamic
61	Static
62	Active
63	Passive
64	Responsive
65	Unresponsive
66	Adaptive
67	Non-adaptive
68	Flexible
69	Rigid
70	Plastic
71	Brittle
72	Ductile
73	Fractile
74	Resilient
75	Compliant
76	Stiff
77	Soft
78	Hard
79	Weak
80	Strong
81	Light
82	Heavy
83	Fast
84	Slow
85	Quick
86	Deliberate
87	Impulsive
88	Calculated
89	Spontaneous
90	Deliberate
91	Spontaneous
92	Deliberate
93	Spontaneous
94	Deliberate
95	Spontaneous
96	Deliberate
97	Spontaneous
98	Deliberate
99	Spontaneous
100	Deliberate

TABLE V
ENROLLMENT IN COMMERCIAL SUBJECTS BY SIZE
OF SCHOOLS

Enrollment of school	No. of schools reporting	Total enrollment	No. enrolled in commercial subjects	Percent of total enrollment
1 - 50	30	886	498	56.2
51 - 100	23	1641	850	51.9
101 - 150	16	1910	792	41.5
151 - 200	14	2402	1031	42.9
201 - 250	7	1577	606	38.4
251 - 300	4	1071	259	24.1
Over 300	15	6313	3257	51.6

CHINA

CHINA

CHINA

Enrollment of school		No. of schools		Total enrollment	
1 - 50					
51 - 100					
101 - 150					
151 - 200					
201 - 250					
251 - 300					
Over 300					

Twenty-six schools have dropped one or more commercial subjects because of lack of enrollment. A list of the subjects dropped is given in Table VI. Shorthand I was dropped in nine schools. These schools range in enrollment from 30 to 150. Each was offering from two to five other commercial subjects. Bookkeeping follows closely with six schools dropping that subject. These schools range in enrollment from 13 to 190. Each was offering from one to five other commercial subjects. Typing I, Shorthand II, and Business Administration were each dropped in only one school. This number is especially significant in the case of Business Administration because this subject is not being taught in any high school in the state.

SUMMARY

1. The size of the high schools seem to have a direct bearing on whether or not commercial subjects are included in the curriculum.

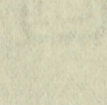
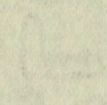
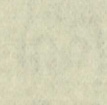
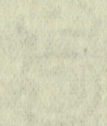
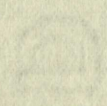
2. Typing is the most popular commercial subject of all. More than 25 per cent of the pupils in the reporting high schools of New Mexico are enrolled in typing classes. Shorthand, bookkeeping, business arithmetic, and business English follow in order of preference.

3. Of the high schools offering commercial work, 19.6 per cent have a special curriculum for commercial

TABLE VI
SUBJECTS DROPPED FOR LACK OF ENROLLMENT

Subject	No. of schools dropping	Percent of schools reporting
Typing I	2	1.7
Typing II	1	0.9
Shorthand I	9	7.9
Shorthand II	1	0.9
Bookkeeping I	6	5.3
Bookkeeping II	3	2.6
Business Law	3	2.6
Business English	5	4.4
Business Arithmetic	3	2.6
Business Administration	1	0.9

Note: Each school dropping one or more subjects is offering a variety of other commercial subjects.



Page 1 of 1

SUBJECT

Subject

Typing I

Typing II

Shorthand I

Shorthand II

Bookkeeping I

Bookkeeping II

Business Law

Business English

Business Arithmetic

Business Administration

Note:

Each course is given for one semester. Offered a year.

students.

4. Of the high schools offering commercial work, 5.9 per cent require one or more commercial subjects for graduation. However, only 1.9 per cent of the schools which are large enough to give students a choice of subjects require these for graduation. In these schools typing is the required course.

5. There are thirteen commercial subjects offered in the high schools of New Mexico.

CHAPTER THREE

TEACHER TRAINING

There are 157 commercial teachers employed in the state of New Mexico. Sixty-two of these devote their entire time to commercial subjects; thirty-one spend one-half time; and sixty-four spend less than half time.

Of the 134 teachers reporting their college work, 125 or 93.3 per cent had at least four years, leaving 6.7% with less than four years. All but 2.3 per cent had two years of college work or more. Only three of these had training in business college. Seventy-seven teachers are offering at least one commercial subject in which they have not had training.

A study of the college work according to size of the schools in which the teachers are located shows some interesting facts (Table VIII). The schools with less than 200 enrollment are the only ones which have teachers with more than five years training. However, the schools of 1-100 enrollment show all but five of their commercial teachers with four years or more of college work, while the schools of 101-200 enrollment show all but one; schools of 201-300 enrollment show all; and schools of over 300 enrollment show all but one.

There were 132 teachers who reported on whether or

TABLE VII
COLLEGE TRAINING OF COMMERCIAL TEACHERS IN THE
HIGH SCHOOLS OF NEW MEXICO

Years of college work	No. of teachers	Percent
7	1	0.8
6	0	---
5	23	17.2
4	101	75.4
3	3	2.2
2	3	2.2
1	3	2.2
Total	134	100.0

Note: The Median is four years.

Years of age		1900
1		7
2		8
3		9
4		10
5		11
6		12
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not they had had previous teaching experience. Fifteen or 11.4 per cent of them were teaching for the first time. A report (Table IX) according to the size of the school shows that the highest percentage of first year teachers was found in schools of less than 200 pupils, although the percentage was almost as large in the bigger high schools. The percentage of teachers with from five to ten years experience was much larger in the schools of more than 300. There were nine teachers with over ten years teaching experience in the schools of less than 100 and also nine in the schools of over 300.

Sixty-one out of the sixty-two full time commercial teachers had had special training in commercial subjects. Twenty-six out of the thirty-one half time teachers and forty-five out of the sixty-five less than half time teachers had training in commercial subjects. However, this does not mean that these teachers are offering work in the same subjects in which they have had training. Table XI shows the number and percentage of teachers who are teaching in the field of their special training. The largest percent-- 94.2 per cent--is in Shorthand. With the exception of salesmanship the smallest percent--15.4 per cent--is in Business Training.

Only sixty-six or 42 per cent of the teachers report business experience. The number of years of experience

not that the...
11.4 percent of...
report (Table 1)...
that the highest...
to schools of...
was almost...
type of...
much...
teachers with...
schools of...
300.

Sixty-one out of...
teachers had...
Twenty-five out of...
forty-five out of...
had training in...
mean that...
tests in which...
number and...
field of...
84.8 per cent...
manipulate the...
Training

Only...
business experience...

TABLE VIII
COLLEGE TRAINING OF TEACHERS COMPARED TO SIZE OF SCHOOLS

Years of College work	Enrollment 1 - 100	Enrollment 101 - 200	Enrollment 201 - 300	Enrollment Over 300
More than five years	1	1		
Percent	2.3%	2.6%		
Five years	6	5	4	6
Percent	13.9%	12.9%	21.1%	21.4%
Four years	31	32	15	21
Percent	72.1%	82.5%	78.9%	75.0%
Three years	1	1		
Percent	2.3%	2.6%		
Two years	1			1
Percent	2.3%			3.6%
One year	3			
Percent	6.9%			
Total No. reporting	43	39	19	28

COLLEGE TRAIL

Years of College Work		
More than five years	Percent	
Five years	Percent	
Four years	Percent	
Three years	Percent	
Two years	Percent	
One year	Percent	
Total No. reporting		

TABLE IX
TEACHING EXPERIENCE COMPARED TO SIZE OF SCHOOLS

Experience	Enrollment 1 - 100	Enrollment 101 - 200	Enrollment 201 - 300	Enrollment Over 300
Beginners (first year)	5	5	2	3
Percent	11.4%	12.5%	10.6%	10.3%
Less than 5 years	22	12	8	5
Percent	50.0%	30.0%	42.1%	17.2%
Five to 10 years	8	15	7	12
Percent	18.2%	37.5%	36.8%	41.4%
Over 10 years	9	8	2	9
Percent	20.5%	20.0%	10.5%	31.0%
Total No. reporting	44	40	19	29

TECHNICAL STAFF

Experience			
Beginners (First year)	2	3	4
Percent	11.4%	11.4%	11.4%
Less than 5 years	11.4%	11.4%	11.4%
Percent	11.4%	11.4%	11.4%
Five to 10 years	11.4%	11.4%	11.4%
Percent	11.4%	11.4%	11.4%
Over 10 years	11.4%	11.4%	11.4%
Percent	11.4%	11.4%	11.4%
Total No. reported	41	41	41

TABLE X
COMMERCIAL TRAINING AND BUSINESS EXPERIENCE OF TEACHERS

Time spent in teaching commer- cial subjects	No. teachers reporting	No. having training in commercial subjects	Percent	No. having business experience	Percent
Full time	62	61	.98	37	.59
Half time	31	26	.84	9	.29
Less than half time	64	45	.70	20	.31
Total	157	132	.84	66	.42

COMMERCIAL TRADING

Time spent in		No. of subjects		No. of subjects	
Teaching commercial		Teaching commercial		Teaching commercial	
Less than half		Half time		Full time	
84		81		82	
Total		150			

TABLE XI
SPECIAL TRAINING OF TEACHERS IN THE SUBJECTS
WHICH THEY OFFER

Subject	No. of high schools teaching	No. of high schools with teachers of special training	% high schools with teachers having special training
Typing	95	82	86.3
Shorthand	69	63	94.2
Bookkeeping	60	48	80.0
Business English	22	16	72.7
Business Arithmetic	37	25	67.6
Business Law	21	19	90.5
Business Training	14	2	14.3
Commercial Geography	4	1	25.0
Economics	6	5	83.3
Salesmanship	1	0	----
Office Practice	3	2	66.7

Note: One school reported a class in Typing II, but none in Typing I.

1911

REPORT OF THE BOARD OF TRUSTEES OF THE UNIVERSITY OF CALIFORNIA
FOR THE YEAR 1911

Students

Typing	10
Shorthand	10
Bookkeeping	10
Business English	10
Business Arithmetic	10
Business Law	10
Business Training	10
Commercial Geography	10
Economics	10
Salesmanship	10
Office Practice	10

Note: One school reported a total of 10 students.

varies from one-fourth year to forty-five years. Of the sixty-two full time teachers, thirty-seven have had business experience. The median in years of experience is two.

The number of commercial subjects taught by each commercial teacher is as follows:

	Enrollment 1 - 100	Enrollment 101 - 200	Enrollment 201 - 300	Enrollment Over 300
No. subjects taught	134	129	45	90
No. teachers	43	35	17	30
Average load	3.1	3.2	2.6	3.0

Most of these teachers in the small schools are spending only half or less time on commercial subjects, which means that his average teaching load is six or more subjects. Those in the smaller schools, no doubt, are called upon to teach a wider variety of commercial subjects since there is in almost every case only one teacher of commerce.

However, a true study of the teaching load can be made by taking only those schools which hire one or more full time commercial teacher and no part time ones. In that case we find the teaching load to vary from an average of 4.7 subjects per teacher in schools of less than 100 to 3.6 in schools of over 300.

A comparison (according to size of schools) of teachers spending full, half, and less than half time in commercial instruction is shown in Table XIV. There are three full time teachers in schools of less than fifty, while in

varies from one to two years, depending on the
experience of the individual. The average
The number of years of experience is usually
periodic testing is usually done every

For the purpose of this study, the
No. of years of experience
No. of years of experience
No. of years of experience
Average length

Most of these individuals have been in the
for only a few years. This means that the
means that the average length of service is
There is no exact figure, but it is
each a few years of service. This is
in almost every case, but it is not
However, it is not possible to say
by taking only those who have been in the
commercial service and who have been in the
find the average length of service. It is
not possible to say that the average length of
service is over 30 years.

a comparison of the results of the
each a few years of service. This means that the
periodic testing is usually done every
full time testing is usually done every

TABLE XII
BUSINESS EXPERIENCE OF COMMERCIAL TEACHERS

Years of business experience	No. of teachers
less than 1	3
1	18
2	16
3	9
4	5
5	5
6	3
7	2
more than 7	5
Total	66
Median: 2 years	

BUSINESS EXPENSES

Less: 100.00
Total: 100.00

Less: 100.00

100.00

100.00

100.00

100.00

100.00

100.00

100.00

More than 100.00

Total

Less: 100.00

TABLE XIII
TEACHING LOADS OF FULL TIME COMMERCIAL INSTRUCTORS

Enrollment of schools	No. of schools reporting	No. full time instructors	No. commercial subjects taught	Average teaching load
1 - 100	13	13	61	4.7
101 - 200	12	13	61	4.7
201 - 300	5	5	19	3.8
Over 300	7	10	36	3.6

TABLE I

TEACHING STAFF OF THE UNIVERSITY OF CALIFORNIA

Enrollment of schools reported	No. of schools	No. of teachers	No. of students
1 - 100	13	11	10
101 - 300	12	11	10
301 - 500	8	5	10
Over 500	7	1	1

TABLE XIV
TIME SPENT BY COMMERCIAL TEACHERS ACCORDING TO SIZE OF SCHOOL

Enrollment of school	No. of schools reporting	Full time		Half time		Less than half	
		No.	%	No.	%	No.	%
10 - 50	19	3	.13	5	.22	15	.65
51 - 100	23	11	.37	6	.20	13	.43
101 - 150	14	8	.36	1	.05	13	.59
151 - 200	14	8	.36	7	.32	7	.32
201 - 250	7	6	.50	1	.08	5	.42
251 - 300	7	6	.60	2	.20	2	.20
Over 300	15	20	.52	9	.24	9	.24
Total	99	62		31		64	

TABLE 1

TIME SPENT BY COMMERCIAL TEACHERS TRAINING IN 1940

Enrollment of school	No. of schools reporting	Total time in hours	Average per teacher
10 - 50	18	1,175	65.3
51 - 100	23	2,175	94.6
101 - 150	14	1,400	100.0
151 - 200	14	1,400	100.0
201 - 250	7	700	100.0
251 - 300	7	700	100.0
Over 300	18	1,400	77.8
Total	95	9,850	103.7

schools of over 300 there are twenty.

Several of the larger schools have hired one or two teachers without previous experience. This can probably be accounted for by the fact that these schools have a well established commercial department with several well trained teachers. For this reason they feel safe in taking an inexperienced teacher. Out of the 132 teachers reporting experience, only fifteen or 11.4 per cent were teaching for the first time last year.

SUMMARY

1. There are 11.4 per cent of Commercial teachers who are teaching for the first time.

2. The median level of training of teachers of business subjects is four years of college work.

3. Only 39.5 per cent of the Commercial teachers offer instruction in the field of commerce and business exclusively.

4. The median teacher of business subjects has had from five to ten years teaching experience.

5. Although only twenty-five of the commercial teachers have not had special training in the field of commerce, seventy-seven are teaching one or more courses in which they have not had special training.

CHAPTER FOUR

CONCLUSION

George S. Counts, University of Chicago, in the "Senior High School Curriculum" says "the commercial subjects have come to occupy a place in the program of studies second only to English."¹ We find in our own high schools of New Mexico considered in this study that more than 25 per cent of the entire enrollment is taking one commercial subject. Such popularity of any elective course in high school must be deserved. It must come, for the most part, from a real desire of the students to prepare themselves for a life work. In many of our smaller schools the study of commerce or business is the only opportunity that the students have for vocational education. If it is the students desire to learn the principles of some commercial occupation, should the curriculum force him to become a typist, stenographer, bookkeeper, or clerk? What about the hundreds of other business occupations which require a knowledge of general business practices and organization?

From the point of view of the business man--the future employer of these students--the teachers of commercial courses in secondary schools are making the fundamental error

¹ Blackstone, E. G., University of Iowa Monographs in Education, first series #11, January 1, 1929. p. 158.

of assuming that clerical education is preparation for business life. Their time is employed in teaching boys and girls to do rather than to think.²

An examination of the commercial courses offered in the high schools of New Mexico shows that the most thorough training is given in typing, stenography, bookkeeping, and commercial arithmetic. These comprise the "big four" or the "backbone" of education for business. These subjects are valuable for the student entering the business field of training but it has been over emphasized. Correlation is desirable but it has its limits. It is unfair to assume that every student wanting to know something about business methods, customs, and policies should be compelled to specialize in one of these four fields.

General business training should be an important aim of commercial education in the high schools. The commercial program should be extended and enriched. The teacher should devote an increasing amount of attention to the development of a general business intelligence as a background for all commercial students rather than to give all his time to the technical skills performed by a few people.

E. G. Blackstone in his "Research Studies in Commercial Education" says, "There is no single need in high school

² Blackstone, E. G., op. cit., Series #9, p. 177.

of receiving that which is necessary for life. It is not a matter of receiving but of giving. It is not a matter of receiving but of giving. It is not a matter of receiving but of giving.

In a world of such materialism, the only way to escape the grasp of the material is to turn to the spiritual. The spiritual is not a matter of receiving but of giving. It is not a matter of receiving but of giving. It is not a matter of receiving but of giving.

Generalization is a matter of giving. It is not a matter of receiving but of giving. It is not a matter of receiving but of giving. It is not a matter of receiving but of giving.

Generalization is a matter of giving. It is not a matter of receiving but of giving. It is not a matter of receiving but of giving. It is not a matter of receiving but of giving.

business education comparable with the need for a body of well-prepared, carefully graded teaching material in the field of general business education. Such a business course should be based upon elementary business practices, economic geography, economics, and include in the last two years, elementary marketing, finance, transportation, and business management."³

This program could of course be carried out only in those schools offering a complete commercial or business course. We do, however, have twenty such schools in New Mexico. Their curriculum could become of much greater benefit to the students were they to carry out this program.

The small schools which are now offering two years of typing, shorthand, and bookkeeping might gain much by substituting general business courses in the place of a second year of training in these subjects named.

There are a very few of our high schools which are attempting to generalize the business curriculum. The largest number offering such a course is fourteen--in business administration.

Commercial subjects which will train for the larger relationships in business are needed as well as specialized subjects.

³ Blackstone, E. G., op. cit., Series #9, p. 177.

business administration, and the need for a
well-organized, and well-trained, and
field of general business administration, and a
should be based upon a sound knowledge of
geography, economics, and the history of the
elementary statistics, finance, and
management.

The degree of business administration, and the
those schools, and the need for a sound
occurs, in the country, and the need for a
Mexico. The business administration, and the
fit to the business, and the need for a
The small business, and the need for a
typing, and the need for a sound
attending, and the need for a sound
year of training, and the need for a
there are a very few, and the need for a
attention to general, and the need for a
good number of them, and the need for a
administration.

Generalized subjects, and the need for a
relationship, and the need for a
subjects.

Business, and the need for a

Only 39.5 per cent of the high school commercial teachers offer instruction in the field of commerce and business exclusively. This fact indicates the desirability of the requirement of a teaching minor for the prospective teacher of business subjects.

One hundred and thirty-two of the commercial teachers out of the one hundred and fifty-seven in the high schools of New Mexico have had college training in commercial subjects. Although that leaves only twenty-five who have had no training in commercial subjects, there are seventy-seven teachers who are offering one or more courses in which they have not had college preparation. This would indicate one of two things: (1) that teachers are hired as a "commercial teacher" and not according to his preparation to teach the particular subjects desired, or (2) that the schools are attempting to teach more commercial subjects than they can do well. The latter seems to be true in New Mexico. Whether or not the former is true is impossible to determine in this paper.

Of the 132 teachers reporting, 42 per cent had some actual experience in business. The practical view point gained from this experience should add much to the richness of the program which these teachers offer.

There is only a slightly higher rate of inexperienced teachers in the small schools than in those of an enrollment

Only 15 per cent of the students in the
other other institutions in the United States
exclusively. This is the only institution in the
department of a technical school in the United States
exclusive institution.

One hundred and fifty per cent of the students
out of the one hundred and fifty per cent of the students
New Mexico have had to live in the United States
Although that leaves only twenty per cent of the students
ing in commercial schools, there are many other schools
who are offered one hundred per cent of the students
had college preparation. This is the only institution
things: (1) that the students are not allowed to
other and not allowed to live in the United States
students are allowed to live in the United States
attempting to teach mathematics in the United States
no well. The letter says that the students are not
or not one hundred per cent of the students in the
paper.

Of the 15 per cent of the students in the United States
actual experience in the United States. This is the only
Gaines has the experience of the United States
of the United States that the students are not
There is a school in the United States that
teachers in the United States are not allowed to live

of over 300.

Teacher training in commerce in the high schools of New Mexico compares favorably with teacher training in other fields of work. Only four high schools of the state require a commercial teacher to have a special certificate. With these four exceptions, the only requirement for holding commercial teaching positions is the successful teaching experience.

LIMITATIONS

The study is limited to 114 of the high schools of the state. This represents 71 per cent of the total number. The conclusions drawn therefore are not accurate for the entire state. However, the schools used do represent a fair sampling of all the high schools as to size, location, and qualifications.

Comparisons of conditions in our own state and those of other states could not be drawn because comparable figures were not to be had on the situation in other states.

the first. This is because the first is the most important. The second is the most important. The third is the most important. The fourth is the most important. The fifth is the most important. The sixth is the most important. The seventh is the most important. The eighth is the most important. The ninth is the most important. The tenth is the most important. The eleventh is the most important. The twelfth is the most important. The thirteenth is the most important. The fourteenth is the most important. The fifteenth is the most important. The sixteenth is the most important. The seventeenth is the most important. The eighteenth is the most important. The nineteenth is the most important. The twentieth is the most important. The twenty-first is the most important. The twenty-second is the most important. The twenty-third is the most important. The twenty-fourth is the most important. The twenty-fifth is the most important. The twenty-sixth is the most important. The twenty-seventh is the most important. The twenty-eighth is the most important. The twenty-ninth is the most important. The thirtieth is the most important. The thirty-first is the most important. The thirty-second is the most important. The thirty-third is the most important. The thirty-fourth is the most important. The thirty-fifth is the most important. The thirty-sixth is the most important. The thirty-seventh is the most important. The thirty-eighth is the most important. The thirty-ninth is the most important. The fortieth is the most important. The forty-first is the most important. The forty-second is the most important. The forty-third is the most important. The forty-fourth is the most important. The forty-fifth is the most important. The forty-sixth is the most important. The forty-seventh is the most important. The forty-eighth is the most important. The forty-ninth is the most important. The fiftieth is the most important. The fifty-first is the most important. The fifty-second is the most important. The fifty-third is the most important. The fifty-fourth is the most important. The fifty-fifth is the most important. The fifty-sixth is the most important. The fifty-seventh is the most important. The fifty-eighth is the most important. The fifty-ninth is the most important. The sixtieth is the most important. The sixty-first is the most important. The sixty-second is the most important. The sixty-third is the most important. The sixty-fourth is the most important. The sixty-fifth is the most important. The sixty-sixth is the most important. The sixty-seventh is the most important. The sixty-eighth is the most important. The sixty-ninth is the most important. The seventieth is the most important. The seventy-first is the most important. The seventy-second is the most important. The seventy-third is the most important. The seventy-fourth is the most important. The seventy-fifth is the most important. The seventy-sixth is the most important. The seventy-seventh is the most important. The seventy-eighth is the most important. The seventy-ninth is the most important. The eightieth is the most important. The eighty-first is the most important. The eighty-second is the most important. The eighty-third is the most important. The eighty-fourth is the most important. The eighty-fifth is the most important. The eighty-sixth is the most important. The eighty-seventh is the most important. The eighty-eighth is the most important. The eighty-ninth is the most important. The ninetieth is the most important. The ninety-first is the most important. The ninety-second is the most important. The ninety-third is the most important. The ninety-fourth is the most important. The ninety-fifth is the most important. The ninety-sixth is the most important. The ninety-seventh is the most important. The ninety-eighth is the most important. The ninety-ninth is the most important. The hundredth is the most important.

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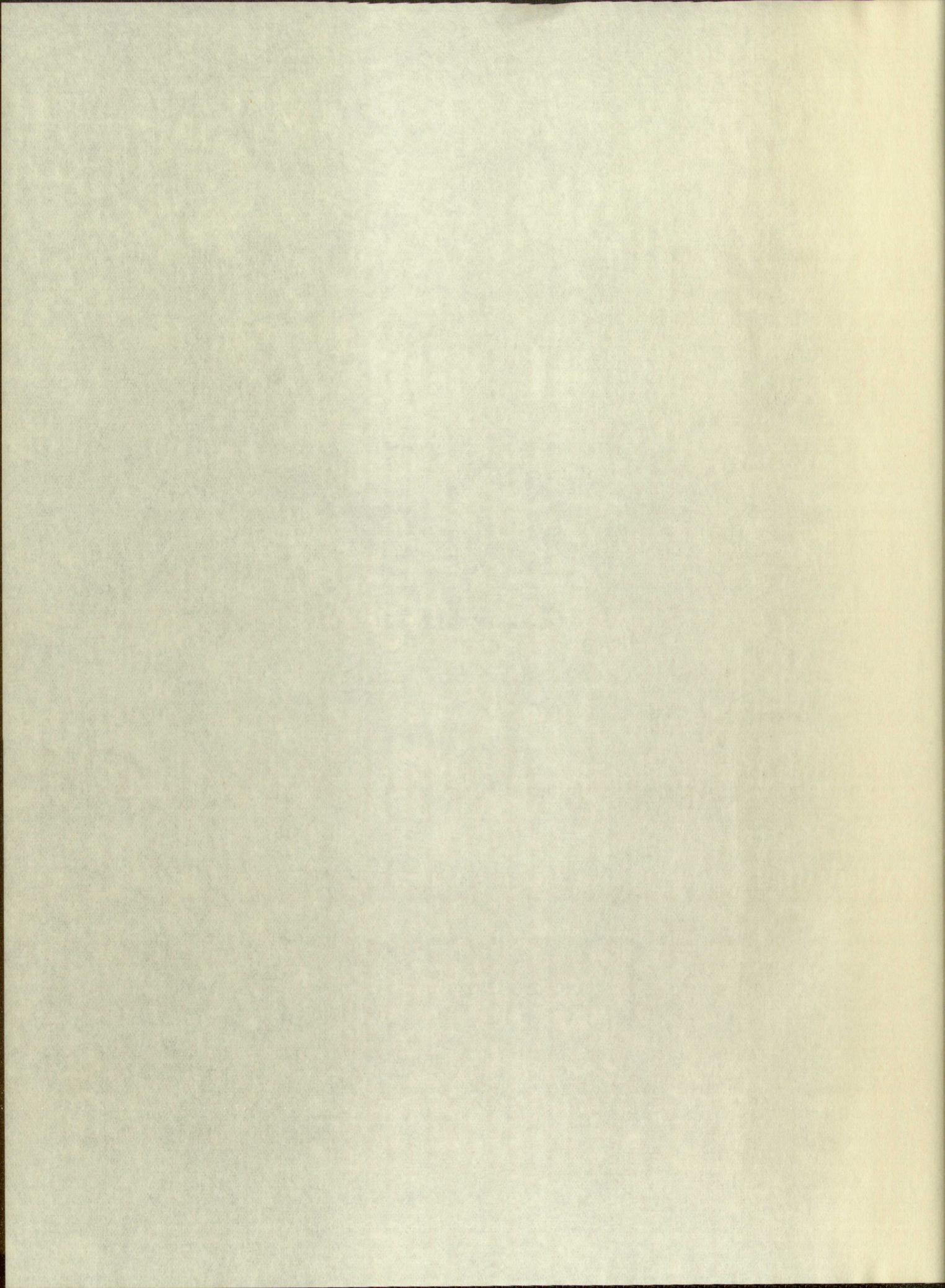
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APPENDIX



QUESTIONNAIRE

Name of School _____
 Location _____
 Number of Pupils Enrolled _____
 Number of Teachers _____
 Is School North Central Accredited? Yes _____ No _____
 Is School State Accredited? Yes _____ No _____
 How Many Years of High School Offered?
 Four _____ Three _____ Two _____ One _____
 Teachers of Commercial Subjects _____

Which of the Following Subjects Are Taught (Mark X) and How Many Are Enrolled in Each?

	Offered	No. Enrolled
Typing I	_____	_____
Typing II	_____	_____
Shorthand I	_____	_____
Shorthand II	_____	_____
Bookkeeping I	_____	_____
Bookkeeping II	_____	_____
Business English	_____	_____
Business Arithmetic	_____	_____
Business Law	_____	_____
Other Commercial Subjects:		
_____	_____	_____
_____	_____	_____
_____	_____	_____

Are Any of the Above Subjects Required for Graduation:

Yes _____ No _____

If So Which Ones? _____

Have Any of the Above Courses Been Offered, but Dropped for Lack of Enrollment? Yes _____ No _____

If so which ones? _____

Do You Have a Special Curriculum for Those wishing to Major in Commercial Subjects? Yes _____ No _____

Is a Special Certificate Required for Commercial Teachers? Yes _____ No _____

How Many Teachers Are Giving

Full _____

Half _____

Less Than Half _____

Time to Commercial Subjects?

Name of school _____
Location _____
Number of pupils _____
Number of teachers _____
Is school open _____
Is school open _____
How many years of high school _____
Total _____
Teacher of _____

Which of the following _____
Name the teacher _____

Typing _____
Typing _____
Shorthand _____
Shorthand _____
Bookkeeping _____
Bookkeeping _____
Business _____
Business _____
Other _____

Are you _____
Yes _____
No _____
If so when _____
Have any of the above _____
Back of _____
If so when _____
Do you have a _____
Is it _____
Is it _____
Yes _____
How many _____
Total _____
Total _____

Please Fill Out for Each Commercial Teacher:

	1st Teacher	2nd Teacher	3d Teacher
Number of Years College Work _____	_____	_____	_____
Which of Following Courses Have			
Each Taken in College or Busi-			
ness College?			
Typing _____	_____	_____	_____
Shorthand _____	_____	_____	_____
Business English _____	_____	_____	_____
Business Arithmetic _____	_____	_____	_____
Business Law _____	_____	_____	_____
Accounting _____	_____	_____	_____
Office Training _____	_____	_____	_____
Other Commercial Subjects:			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
No. Years Teaching Experience _____	_____	_____	_____
No. Years Business Experience _____	_____	_____	_____

Please fill in the following information:

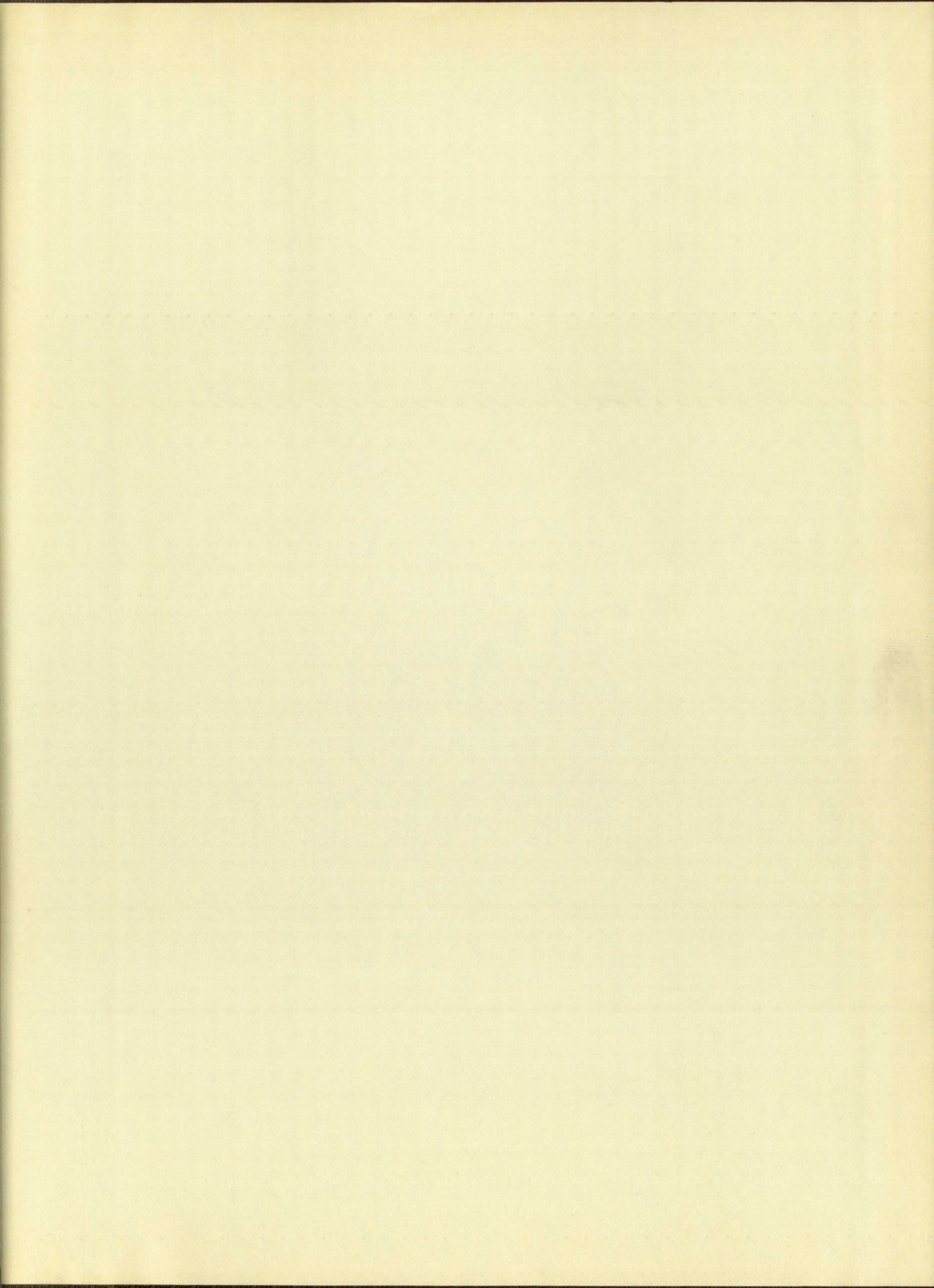
Name of the person or organization to whom the letter is addressed
Address of the person or organization to whom the letter is addressed
City and State of the person or organization to whom the letter is addressed

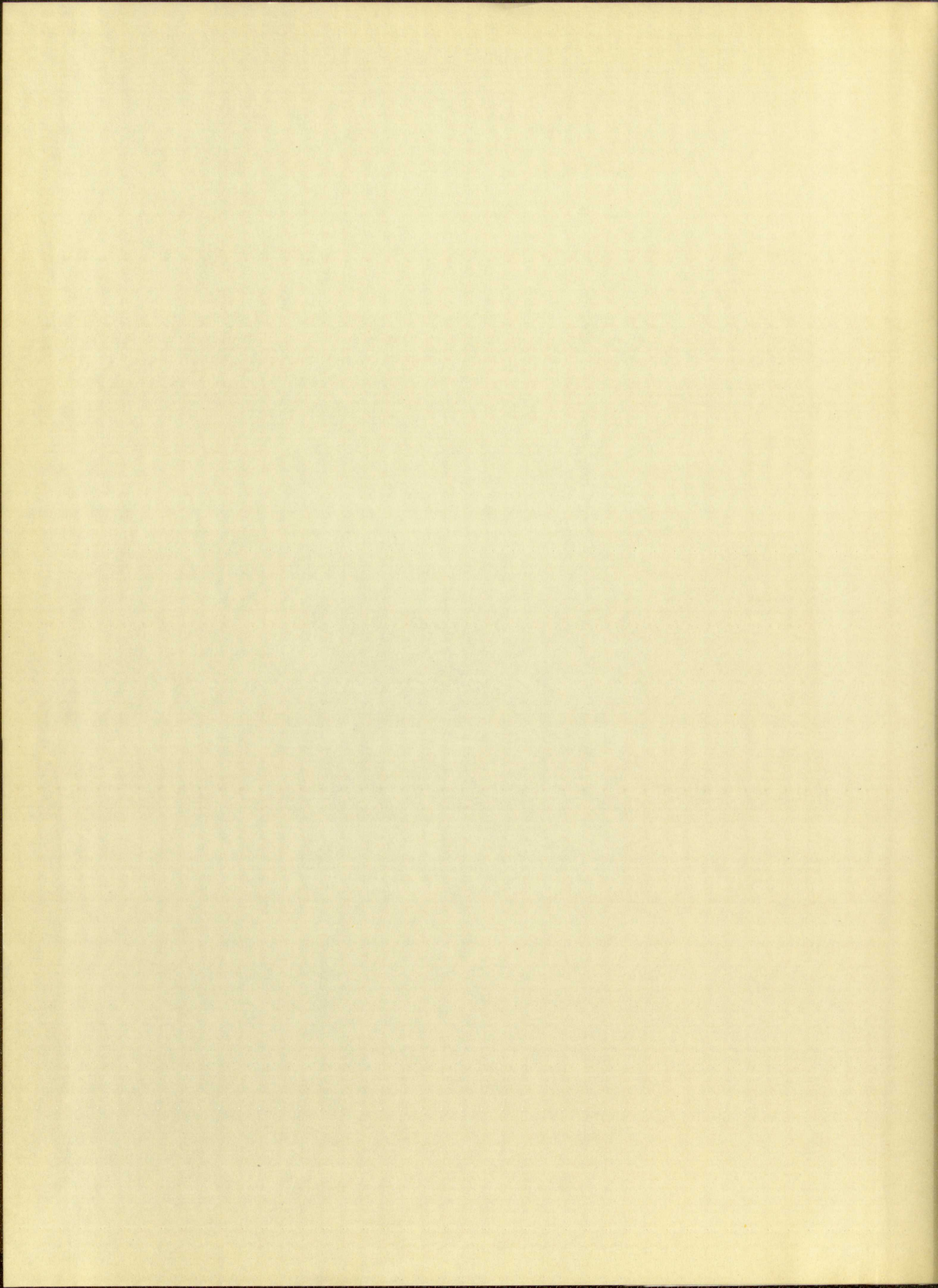
Subject of the letter
Date of the letter
Reference to any previous correspondence
Any other information you wish to include

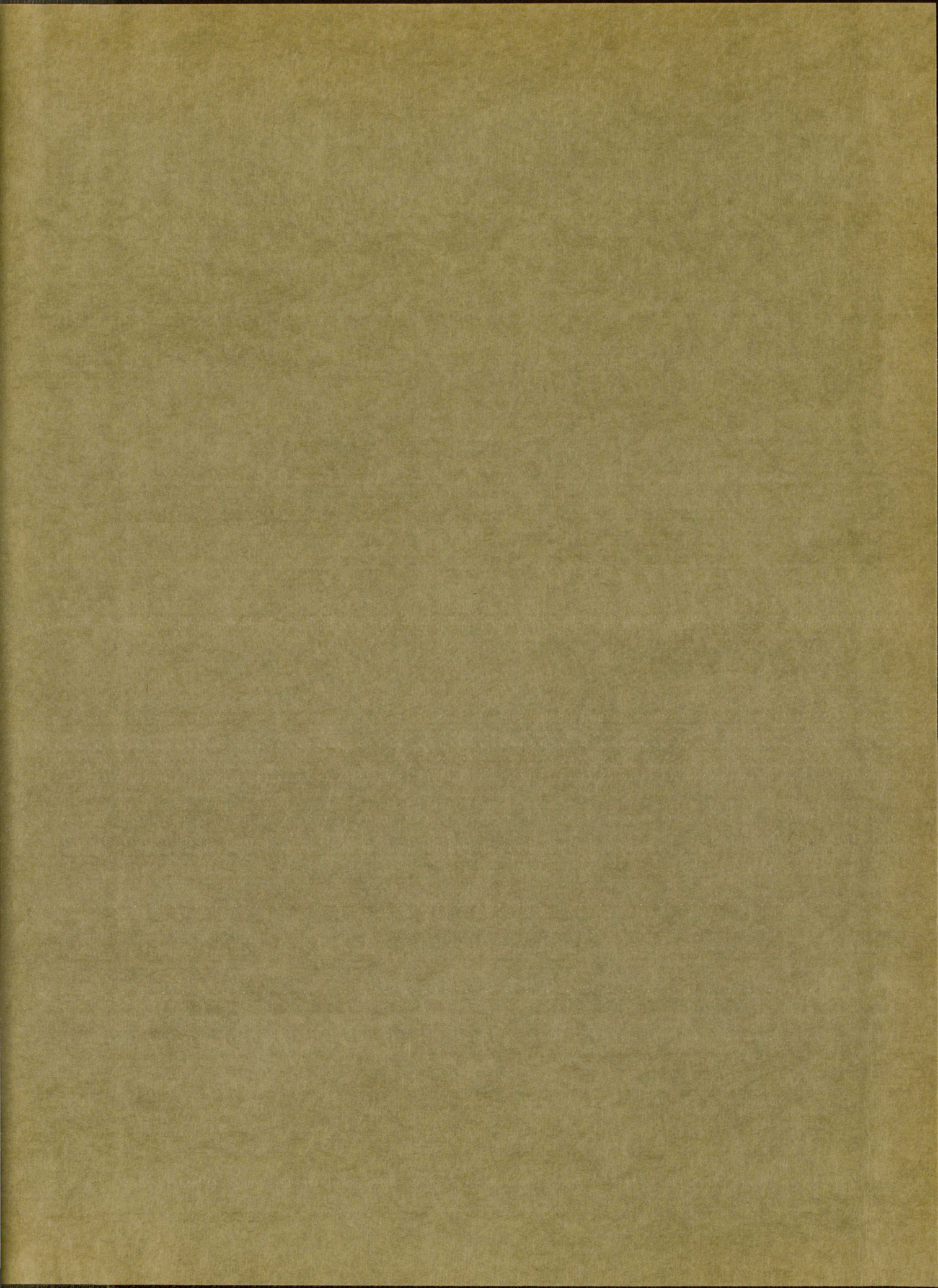
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EXHIBIT OF QUESTIONNAIRE

Name of School	-----	Offered	No. Enrolled	Is a Special Certificate Required for Commercial Teachers?
Location	-----			Yes ----- No -----
Number of Pupils Enrolled	-----			How Many Teachers Are Giving
Number of Teachers	-----			Full -----
Is School North Central Accredited? Yes ----- No -----				Half ----- } Time to Commercial Subjects?
Is School State Accredited? Yes ----- No -----				Less Than Half -----
How Many Years of High School Offered?	-----			Please Fill Out for Each Commercial Teacher:
Four ----- Three ----- Two ----- One -----				1st Teacher 2nd Teacher 3d Teacher
Teachers of Commercial Subjects	-----			Number of Years College Work -----
-----				Which of Following Courses Have
-----				Each Taken in College or Busi-
-----				ness College?
-----				Typing -----
-----				Shorthand -----
-----				Business English -----
-----				Business Arithmetic -----
-----				Business Law -----
-----				Accounting -----
-----				Office Training -----
-----				Other Commercial Subjects:
Which of the Following Subjects Are Taught (Mark X) and How Many Are Enrolled in Each?	-----			-----
Typing I	Offered ----- No. Enrolled -----			-----
Typing II	-----			-----
				No. Years Teaching Experience -----
				No. Years Business Experience -----







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