

AN ANALYSIS OF THE OBJECTIVES OF THE GENERAL BUSINESS
COURSE IN THE SECONDARY SCHOOLS OF THE UNITED STATES
FROM 1919 TO 1958

A Thesis

Presented to

the Faculty of the Division of Business
and Business Education and the Graduate Council of
The Kansas State Teachers College of Emporia

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For the Division of Business
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Master of Science

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For the Division of Business
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The basic business courses have been stressed because every young person needs to understand basic business concepts if he is to become a useful citizen. As no other department is offering this material at the present time, business education should take the responsibility of providing the economic learnings needed by all students through a basic business program.

It is hoped that a careful analysis of the trends in the changing objectives will reveal information on the future need for this course.

¹H. G. Eshields, "The Business Teacher and Economic Education," The Balance Sheet, 28:106, November, 1946.

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1. STATE CHAPTER I IS PROBLEM

INTRODUCTION

It is the purpose of this study to:

Business educators are at the crossroads in determining the business curriculum of the future. For the first time since the depression, when consumer education was incorporated into the secondary school curriculum, there appears to be a strong possibility for a change in the business education curriculum to be offered to secondary school students.¹

Traditionally, the skill subjects have been the heart of the business education program on the secondary school level. In the last decade, however, there has been demand for a change in emphasis in the business education curriculum.

The basic business courses have been stressed because every young person needs to understand basic business concepts if he is to become a useful citizen. As no other department is offering this material at the present time, business education should take the responsibility of providing the economic learnings needed by all students through a basic business program.

It is hoped that a careful analysis of the trends in the changing objectives will reveal information on the future need for this course.

¹H. G. Shields, "The Business Teacher and Economic Education," The Balance Sheet, 28:106, November, 1946.

I. STATEMENT OF THE PROBLEM

It is the purpose of this study to:

1. Trace the changing objectives of the general business course in the public secondary schools of the United States from 1919 to 1958.
2. Trace the changing name of the general business course as it has evolved during the years.

II. SCOPE OF THE STUDY

This study is limited to the evolution of the objectives and name of the general business course at the ninth or tenth grade level in the public secondary schools of the United States from 1919 to 1958, as described by authors of articles and textbooks.

No attempt will be made to describe changes in content of the course, in teaching methods, or materials used in the course, or in qualifications and background of the teachers.

III. DEFINITIONS OF TERMS USED

General Business. General business is a course usually offered to ninth or tenth grade students² and has for its

²John L. Rowe (ed.), Educating Youth for Economic Competence, The American Business Education Yearbook, Vol. XIII (Somerville, New Jersey: The Eastern Business Teachers Association and The National Business Teachers Association, 1958), p. 371.

Business Education (second edition; Cincinnati: South-Western Publishing Co., 1950), p. 488.

primary aim that of developing economic literacy. The course is designed for all students so that they can more profitably understand and appreciate the business world with which they will come into contact daily in their personal lives.

Basic business. Basic business is that training needed by all students so that:

(1) each may carry on effectively business activities centered about the home and his personal business life, (2) each may understand and participate in the business life of the community and of the nation as these affect him personally and as they relate to the well being of every other citizen, and (3) each may have an understanding of business as a factor in world relations and in world economic well being.³

Business education. This type of education has for its primary purpose the preparation of students for positions in the business world and the presentation of a better understanding of our economic system. It is a special field of instruction in the secondary schools which deals with the knowledges, attitudes, skills and relationships which are necessary to appreciate, understand, and adjust to business as a social and economic institution.⁴

Skill subjects. These courses deal primarily with the learning of a skill which is developed through drill and repetition. For the purpose of this study, typing, shorthand,

³Ibid., pp. 377.

⁴C. A. Nolan and Carlos K. Hayden, Principles and Problems of Business Education (second edition; Cincinnati: South-Western Publishing Co., 1958), p. 488.

and bookkeeping on the secondary level are included under this heading, although bookkeeping is not always considered to be a skill subject. used as a starting point because it was in Secondary school. For the purpose of this study, the secondary school will include grades nine through twelve. The secondary school is an institution in which the students explore various fields of knowledge and acquire further skill for the solution of problems or as preparation for more advanced learnings.⁵

General education. This type of education covers the common needs, interests, and concerns of the group as contrasted with the special interests, desires, and needs of particular groups of pupils. It provides a common body of subject matter, a stimulus for experiences, and an area out of which special interests emerge.⁶

Periodical Literature for the years, 1919 to 1923, and from the Education Index and Business Education Index for the years.

IV. METHOD OF PROCEDURE

In order to make a systematic analysis of the evolution of the objectives of general business, the period of time covered by this study was divided into four divisions.

the first period. It was felt that it was important to

⁵Rudyard K. Bent and Henry H. Kronenberg, Principles of Secondary Education (New York: McGraw-Hill Book Company, Inc., 1955), p. 3.

⁶Ibid. Based on Vocational Education, Survey of Junior Commercial Occupations (Bulletin No. 54, Washington, D. C.: Federal Board for Vocational Education, June, 1920)

The periods of time are 1919 to 1928, 1929 to 1938, 1939 to 1948, and 1949 to 1958.

The year 1919 is used as a starting point because it was in that year that the results of Frederick G. Nichols' study of junior clerical jobs was published.⁷ Shortly after, the forerunner to general business, junior business training, began to find its place in the curriculum of the American secondary schools.

Articles pertinent to each of the four periods were scrutinized in order to get a complete picture of the evolution of the objectives. The periodicals were secured from the William Allen White Library, Emporia, Kansas, and from other libraries in the United States through inter-library loan from the William Allen White Library, Washington, D. C.

The articles were selected from the Reader's Guide to Periodical Literature for the years, 1919 to 1928, and from the Education Index and Business Education Index for the years, 1929 to 1958.

These articles were checked to determine the stated and implied objectives for general business for each of the time periods. It was felt that it was important to determine the implied objectives because in many of the listings by the authors of general business textbooks in

⁷Federal Board for Vocational Education, Survey of Junior Commercial Occupations (Bulletin No. 54. Washington, D. C.: Federal Board for Vocational Education, June, 1920)

articles the authors did not list the objectives but mentioned the content needed for the general business course. This was used as a basis for determining the implied objectives.

General business textbooks were also surveyed for each of the time periods to determine the stated and implied objectives of the course as written by the authors of the textbooks.

These textbooks were secured from the William Allen White Library, Emporia, Kansas, from several members of the faculty at Kansas State Teachers College, Emporia, Kansas, from other libraries in the United States through inter-library loan from William Allen White Library, Emporia, Kansas, and from the Library of Congress, Washington, D. C. A special trip was made to the Library of Congress to survey textbooks.

All the textbooks published during the period from 1919 to 1958 that could be obtained were used. Most of the general business textbooks published during this period were included in this study.

The objectives of general business as given by the authors of articles were then compared with the objectives listed by the authors of general business textbooks in each of the periods. This was done to determine if there were a similarity of objectives or if one source seemed training in the Public Junior High Schools of the United States," Journal of Business Education, 7:11, June, 1932.

to state the objectives first, and the other source to follow, inculcate habits of thrift, and (5) to aid those

The name of the course as given by both authors of articles and authors of textbooks was also surveyed to observe the changes in the course as it was reflected in the title. The periods were compared to determine what changes, if any, took place in the name of the course for each of the ten-year periods. Names given the course by the authors of articles and textbooks were compared to determine whether one source tended to lead, and the other to follow the example set.

V. PREVIOUS STUDIES

Very few studies have been written on the general business course as compared with those done on the older skill subjects. One of the first studies was done by Haynes.⁸

Haynes found in a nation-wide study of junior business training in the junior high schools of the United States in 1932 that the most frequently expressed aims of teachers of the course were:

- (1) to teach elementary business practices and principles,
- (2) to teach vocational information,
- (3) to meet

⁸ Benjamin R. Haynes, "Elementary Junior Business Training in the Public Junior High Schools of the United States," Journal of Business Education, 7:11, June, 1932.

the demand for business education in the junior high schools, (4) to inculcate habits of thrift, and (5) to aid those leaving school at the end of the junior high school.

Other aims that he found for the course were to aid in keeping students in school and to prepare them for the first year in bookkeeping.

He also found that there were two different conceptions of the role of junior business training--one that it should be a part of general education, and the other that it should be specific vocational training. Haynes suggested that the purpose of the course in the junior high school should be made more broadly educative for all students. He recommended a different name for the course which more nearly identified the principles which were being taught. Some of his suggestions for a name include General Business, General Business Information, and Everyday Business.

Haynes' study is the only national study dealing extensively with the development of the general business course and his study was made to determine the status of the course as of 1932. He made no attempt to trace the objectives or history of the course.

Haynes and Jackson found in a study made in 1935 that the elementary junior business training course was usually made a required course for all business students in the junior high school and was even a required course in some

P. Jackson, A History of Business Education in the United States, Monograph 25
in Kansas Public Schools (unpublished Master's thesis, *National Business Education Quarterly*, 19:14, October, 1950.)

junior high schools for students in general education.⁹ In the other schools in which it was offered, it was an elective and open to all students. Students enrolled in junior business training were expected to derive benefits from the information aspect of the course rather than from its vocational value.

As late as 1949, Heimerl found, in a study of the status of ninth-grade general business in Minnesota high schools, that there was still a very definite conflict between the teacher's stated major objective of emphasizing general business understandings and their classroom procedure of devoting most of the attention to fundamental skills.¹⁰

Madaus found in a study of the status of junior business training in Kansas in 1950 that there was a marked growth in offering and enrollment which he said was evidence of a trend toward wider introduction of the course.¹¹

During the twelve years of his study, he found that the proportion of schools offering junior business training

⁹Benjamin R. Haynes and Harry P. Jackson, A History of Business Education in the United States, Monograph 25 (Cincinnati: South-Western Publishing Company, 1935), p. 80.

¹⁰Ramon P. Heimerl, "The Status of Ninth Grade Business in Minnesota Public Schools" (unpublished Master's thesis, University of Minnesota, Minneapolis, 1949).

¹¹Herbert S. Madaus, "Status and Trends of the Course in Junior Business Training in the Schools of Kansas," National Business Education Quarterly, 19:14, October, 1950.

increased from 5.5 per cent to 18.0 per cent of the total number of accredited schools.

Madaus also found that there was a definite trend toward the use of the title, "General Business," for the course. Eleven different course titles were reported, in addition to "General Business," which indicated a lack of standardization in the course title. Baty found that almost 52 per cent of the schools in Missouri offered general business in a study completed in 1952.¹²

Baty found that the principal objective of the course was primarily non-vocational. The following objectives were most frequently given: "to give pupils an understanding of business practices valuable to consumers of business goods and services," was the objective of 86.3 per cent of the teachers and "to prepare boys and girls for a better economic life by presenting the tools of personal living," 76.3 per cent. Dominant opinion was that the traditional commercial education with its emphasis on bookkeeping and stenography was antiquated and wasteful. The emphasis in these subjects was misdirected, since comparatively few junior

¹²Wayne Baty, "General Business in Southeast Missouri High Schools," National Business Education Quarterly, 20: 24, March, 1952.

workers ever held the position of bookkeeper.

The study was confined specifically to the commercial

CHAPTER II
A REVIEW OF RELATED LITERATURE

The general business course in the secondary schools of the United States has had an interesting and confusing history. While the course was included in the curriculum of a few high schools before 1919 (it was called junior business training), very little attention was focused on it until Frederick G. Nichols of Harvard University published the results of a study he made for the Federal Board for Vocational Education in that year.¹

The study was a survey of junior occupations in 19 states. At that time, it appeared that a continuation school law was destined to be enacted in practically every state in the union. The initial purpose of the federal study was to assist the continuation schools in preparing a course of study suitable to the requirements of modern business.²

A dominant opinion was that the traditional commercial education with its emphasis on bookkeeping and stenography was antiquated and wasteful. The emphasis in these subjects was misdirected, since comparatively few junior

¹Herbert A. Tonne, Business Education Basic Principles and Trends (New York: The Gregg Publishing Company, 1939), p. 250.

²Federal Board for Vocational Education, loc. cit.

workers ever held the position of stenographer or bookkeeper. The study was confined specifically to the commercial positions held by boys and girls under 18.

The Federal Board for Vocational Education decided to make the survey in the states that had already enacted a continuation school law.

Some of the conclusions of the report were:

Business education in the high school should provide definite vocational training suited to the requirements of junior office and store workers. Training for vocations not open to boys and girls of continuation school age (bookkeeping and stenography) should not be given at the expense of training that will function in their present employment. Business training based upon office requirements of three decades ago could scarcely be expected to meet the requirements of today.

The ordinary commercial course was not meeting fully the needs of students under 18 years of age who were seeking employment. Of those who had studied shorthand and typing three or more months, only 12 per cent had employment as stenographers. Not more than two per cent of commercial workers under 18 were stenographers. Only about one per cent of such workers were properly classified as bookkeepers.

U. S. Bureau of Vocational Education, p. 14.

Paul L. Salgiver, "The Evolution of Junior Business Education," The National Business Education Quarterly, 7:16, Autumn, 1938.

The study also revealed that these dropout students were being employed primarily as sales clerks, file clerks, and wrapping clerks.³ Nichols proposed a course to be called junior business training that would be strictly vocational in nature and geared to the needs of the junior high school students who would be taking so called "junior jobs."⁴ According to Salsgiver, the junior business training course developed as a combination of rapid calculation, penmanship, and general business information taught primarily to achieve vocational, prevocational, and guidance aims.⁵ In many schools, rapid calculation and penmanship were continued as separate drill courses with general business information offered in conjunction with penmanship and arithmetic, either under a divided period or a double period plan. Gradually penmanship, arithmetic, and general business information were combined in a single course taught under the title of "Junior Business Training." The business information part of the course, included, in addition to specific vocational training, subject matter covering such junior

³S. J. Turille, "Improvement of Instruction in Basic Business and Consumer Business Education," Business Education Forum, 6:15, March, 1952.

⁴Tonne, op. cit., p. 16. Basic Curriculum, Monograph 55 (Chicago: Rand McNally Publishing Company, 1942), p. 11.

⁵Paul L. Salsgiver, "The Evolution of Junior Business Education," The National Business Education Quarterly, 7:16, Autumn, 1938.

clerical jobs as those of messenger, timekeeper, pay-roll clerk, cashier, shipping clerk, receiving clerk, file clerk, and bundle wrapper, subject matter intended for vocational guidance and general education purposes. The course was designed to give prospective young junior workers specific skills. These included the ability to compute figures quickly and accurately and to write legibly, because most of the junior workers did routine work that called for figuring and writing. The general business information phase of the course gave specific background for most clerical positions and was not general business information as it is known today. It did not deal with the social aspect of business or business from the personal-use point of view. The course grew rapidly during its first years, as business educators recognized a need for this type of training. As time passed, however, there were two factors that brought about a change in the attitude toward this course. Age limits for compulsory school attendance were raised and child labor laws were tightened in most states, thus sharply curtailing the number of students under sixteen who were leaving school to take junior jobs.⁶

⁶R. G. Walters, The Business Curriculum, Monograph 55 (Cincinnati: South-Western Publishing Company, 1942), p. 11. Educational Forum, 11:27, May, 1957.

As a result of these trends, the exploratory and ^{Junior} personal-use aims of general business increased in importance.⁷ Some revision of the content was made to place greater ^{social} emphasis upon business information generally useful to all citizens. Attention was focused primarily, however, on the guidance and prevocational values of general business for students electing business education. ^{situations.}

The vocational content, utilized in the introductory period for general business in training for junior clerical jobs, was modified to serve as a means of providing vocational guidance in business occupations. Exercise in penmanship and arithmetic were retained as important elements of the course in the belief that remedial instruction in handwriting and arithmetic was essential prevocational business training at the ninth grade level. ^{efficiency. This is the task of business education.}

At this period, there was considerable argument as to the future of the general business course. Most educators felt the course should remain in the curriculum but there was no unified belief as to the content of the course, or ^{He suggested that junior business training might be a good medium in which to teach these motives.} its objectives.

Gradually the content and objectives of junior business training swung around to the social and personal-use aims.

^{Arthur C. Kelley, "Is 'Social' Business' Training the Task of Business Education?" The Balance Sheet, 17:6, Jan-}

⁷Gladys Bahr, "From Specific Business Training to General Education--That's the Basic Business Story," Business Education Forum, 11:27, May, 1957. 17:161, November, 1958.

The name "General Business" gradually replaced "Junior Business Training" as the social business aspect of the course became more important. During the depression, social business became tremendously popular as people were tired of the traditional business curriculum of typewriting, shorthand, and bookkeeping. They wanted all students to learn how to handle everyday business situations.

As a result, much of this material began to be incorporated into the general business course; however, there were violent objections to the teaching of these new social business learnings by the business department in the secondary schools. As Kelley wrote in 1935:⁸

Let us therefore, leave the teaching of such courses to the social scientists, for such training is dangerous and is not the task of business education. We must strictly limit ourselves to training for business vocational efficiency. This is the task of business education.

Blackstone took the opposite view and the one that became most popular when he advocated social business training with emphasis on the consumer and citizenship motives.⁹ He suggested that junior business training might be a good medium in which to teach these motives.

⁸ Arthur C. Kelley, "Is 'Social Business' Training the Task of Business Education?" The Balance Sheet, 17:6, September, 1935.

⁹ E. G. Blackstone, "Socio-Business or Economic Citizenship? Which?" The Balance Sheet, 17:101, November, 1935.

Spurred on by the need for social business concepts, general business grew rapidly, if somewhat unevenly, throughout the country. There was no unity among business teachers as to the objectives or content of the course. In 1939, Gibson found that the general business course was being taught under no less than 13 different names:

- General Business
- Business of Living with Business
- Junior Business Training
- Introduction to Business
- Introduction to Business and Business Mathematics
- Junior Business Practice
- Introductory Business Training
- Everyday Business
- Junior Business Training for Economic Living
- Elements of General Business
- Preparing for Business
- Business of Life
- Our Business Life
- Fundamentals of Business Training

There was a decline in the number of schools offering general business during World War II as more emphasis was placed on the skill subjects. Since the war, the enrollment

¹⁰E. Dana Gibson, "An Experiment in Integration in Introduction to Business" (unpublished Master's thesis, Colorado State College of Education, Greeley, 1939).

in general business has not kept pace with the increasing school population.¹¹

This has happened despite the fact that most business teachers are in agreement that general business is one of the most valuable courses in the entire curriculum. Freeman says that all high school students should take general business in order to meet the problems of living with business.¹²

Fair advocates that the general business course be made a required course for all high school students because "General business permits a directed and systematic coverage of content aimed toward the development of business literacy."¹³

The enrollment in general business still runs a poor fourth in the nation, behind the traditional subjects of typing, bookkeeping, and shorthand. However, there are some areas in the country where general business is well established and is a required course in some schools. Heimerl found in a study of Minnesota high schools in 1950 that 80 per cent of the high schools in the state offered the course.¹⁴

¹¹Bahr, loc. cit.

¹²M. Herbert Freeman, "What We Say Compared With What We Do About Basic Business Education," Business Education Forum, 4:13, March, 1950.

¹³Mary Fair, "Should General Business Be a Required Course?" Business Education Forum, 10:27, April, 1956.

¹⁴Ramon P. Heimerl, "What Is Happening to the Ninth Grade Business Course?" Business Education Forum, 4:21, March, 1950.

One of the biggest drawbacks to the growth of general business is the attitude on the part of business teachers. Most business teachers would rather teach the skill subjects in which they are more experienced and have more confidence. As Musselman said:

Why don't more pupils study general business? Far too many business teachers prefer to teach typewriting, shorthand, or bookkeeping and frequently try to avoid the teaching of general business.¹⁵

Russell found in a study of basic business in Kansas in 1950 that the teacher-training institutions were doing a poor job of training business teachers to teach the basic business courses.¹⁶ Only nine of the twenty-one teacher-training colleges in Kansas offered a methods course dealing even partially with the teaching of basic business courses. General business, as the basic business course with the largest enrollment in Kansas, was being taught primarily by teachers trained only in the skill subjects. Russell put much of the blame for the lack of teacher interest in basic business courses on the shoulders of the colleges and

¹⁵Vernon A. Musselman, "General Business Needs Friendship of All Teachers," Business Education Forum, 12:21, December, 1957.

¹⁶Raymond B. Russell, "Academic Preparation for Teachers of Basic Business Subjects," Business Education Forum, 8:30, 35, April, 1954.

¹⁷Selen and Hayden, op. cit., p. 72.

advocated at least one methods course in the teaching of basic business courses in every teacher-training college.

Along the same line, the general business course, particularly when it is the only business course offered in some junior high schools, is often taught by the social science teacher.¹⁷ Usually the social science teacher is not particularly interested in the course and as a result it gets a reputation as being an easy and boring course, inviting criticism from other teachers and becoming a dumping ground for poor students who sense the chance to get an easy credit.

at the end of each period. This is a list of objectives which are mentioned most frequently by the authors in that period of time.

44. THE PERIOD 1919 TO 1928

It is apparent from the tables on the following pages that both the authors of articles and the authors of textbooks felt that the primary purpose of the general business course was to give vocational training. All five authors of textbooks and 12 of the 15 authors of articles were in agreement on this.

Most of the authors of articles evidently felt that the course should be devoted almost exclusively to the

¹⁷Nolan and Hayden, op. cit., p. 72.

CHAPTER III

PRESENTATION OF DATA IN ANALYZING OBJECTIVES OF GENERAL BUSINESS

This chapter is devoted to showing the changing objectives and name of the general business course for each of the periods covered by the study. The period, 1919 to 1928 will be shown first followed by 1929 to 1938, 1939 to 1948, and 1949 to 1958.

The major objectives of the course as stated by both authors of textbooks and articles will be listed at the end of each period. This is a list of objectives which are mentioned most frequently by the authors in that period of time.

A. THE PERIOD 1919 TO 1928

It is apparent from the tables on the following pages that both the authors of articles and the authors of textbooks felt that the primary purpose of the general business course was to give vocational training. All five authors of textbooks and 12 of the 15 authors of articles were in agreement on this.

Most of the authors of articles evidently felt that the course should be devoted almost exclusively to the teaching of vocational business information to include

TABLE I

OBJECTIVES OF GENERAL BUSINESS FROM 1919 TO 1928
 OBJECTIVES OF GENERAL BUSINESS FROM 1919 TO 1928
 AS STATED BY AUTHORS OF 15 PERIODICAL ARTICLES

Objective	No. of Times Stated	% of Times Stated
To prepare dropouts for jobs	12	80
To teach basic business principles	7	47
To teach business organization	5	33
To serve as an exploratory course	5	33
To teach the social aspects of business	3	20
To interest pupils in vocational training	3	20
To give vocational guidance	3	20
To serve as a foundation for more technical business courses	2 3	13 20
To develop a favorable attitude towards business	1 2	7 13
To give personal business information and knowledges	1 1	7 7

Read table thus: Of the 15 authors of articles who listed objectives for general business, eighty per cent thought that an important objective of the course was to prepare dropouts for jobs.

principles of business as organization and an

introduced
OBJECTIVES OF GENERAL BUSINESS FROM 1919 TO 1928
AS STATED BY AUTHORS OF 5 TEXTBOOKS

The authors of textbooks, however, stressed the personal-use, business information-aspect of the course

considerably: Four of the five thought even a business knowledge should be an objective of the course. The thought thrift and budgeting was an important objective.

Objective	No. of Times Stated	% of Times Stated
To give vocational training	5	100
To give everyday business knowledges	4	80
To teach thrift and budgeting	3	60
To give a foundation for senior high school commercial education	3	60
To develop character	2	40
To give consumer information	2	40
To give an understanding of business functions	2	40
Vocational guidance	1	20
To serve as a try-out course	1	20
To help the students build a business vocabulary	1	20

Read table thus: Of the five authors of textbooks who listed objectives for general business, one hundred per cent of them thought that an important objective of the course was to give vocational training.

principles of business and business organization and an introduction to business.

The authors of textbooks, however, stressed the personal-use, business information-aspect of the course considerably. Four of the five thought everyday business knowledges should be an objective of the course and three thought thrift and budgeting was an important objective.

Despite the tendency of textbook writers to stress the personal-use, business-information aspect of the course, the overwhelming purpose of the course continued to be to prepare future dropouts at the ninth and tenth grade for clerical jobs.

Nichols' views tended to be the dominant ones when he wrote that a junior business training course should be adopted in the public high schools of the United States to prepare future dropouts for jobs.¹ He said, however, that the content of the course would depend on research to find out the duties of the jobs and what specific training was needed.

Carrier said three classes of pupils benefited from the course: the dropouts who received specific training for business and general business information which everyone needed; those who wanted the course for a tryout course

¹Fred G. Nichols, "Outlook for Commercial Education," National Education Association, 1922:1313.

preparatory to entering business training in senior high school, and those who left school and went back after failing in business. The course served as a "finding" course for them.²

TABLE III

THE NAME OF GENERAL BUSINESS FROM 1919 TO 1928
AS STATED BY AUTHORS OF 15 PERIODICAL ARTICLES

Name of Course	No. of Times Stated	% of Times Stated
Junior Business Training	6	40
First Lessons in Business	1	7
Survey of Business Administration	1	7
Elementary Business	1	7
General Business Principles	1	7
Elementary Business Training	1	7

Read table thus: Of the fifteen authors of articles who listed a name for general business, forty per cent thought that Junior Business Training should be the name of the course.

It is surprising, however, that the authors of text-

²Norma Carrier, "The Junior Business-Training Course," Elementary School Journal, 27:139, October, 1926.

once. This is the title TABLE IV book published in 1917, with a second edition published in 1920.

THE NAME OF GENERAL BUSINESS FROM 1919 TO 1928
AS STATED BY AUTHORS OF 5 TEXTBOOKS

of the authors of articles to place a name on the new course.

Name of Course	No. of Times Stated	% of Times Stated
First Lessons in Business	2	40
Junior Business Training	1	20
Elements of Business Training	1	20
General Business Training	1	20

Read table thus: Of the five authors of textbooks who listed a name for general business, forty per cent thought that First Lessons in Business should be the name of the course.

Most of the authors of articles listed "Junior Business Training" as the name for the general business course. This was probably due to a large extent to the influence of Frederick G. Nichols. He called it "Junior Business Training" and apparently most of the authors of articles followed his lead.

It is surprising, however, that the authors of textbooks could not agree on a name for the course. Of the five titles of textbooks written during this period, "First Lessons in Business," was the only one to be used more than

once. This is the title of a textbook published in 1919, with a second edition published in 1920.

There was an apparent lack of eagerness on the part of the authors of articles to place a name on the new course. Many authors simply referred to the course as an eighth or ninth grade elementary business course without attaching a specific name.

Most authors labeled general business as a training course or prevocational course by placing the word, "training" in the title.

Exploratory course

Foundation for

B. THE PERIOD 1929 TO 1938

The authors of articles slowly swung around to the opinion that the course should be taught primarily with personal-use values in mind. Of the 82 authors listing objectives, 74 named personal-use, business information as one of the main objectives of the course.

The vocational information objective tumbled to fifth position in number of times listed, which probably was due in large part to the depression which was on during all of the period 1929 to 1938. There was obviously a shortage of jobs and little reason to train junior workers for jobs that did not exist.

The widespread belief that good general education was a prerequisite to efficiency on the job which was coupled per cent thought that an important objective was to give personal-use business information.

TABLE V

OBJECTIVES OF GENERAL BUSINESS FROM 1929 TO 1938
AS STATED BY AUTHORS OF 82 PERIODICAL ARTICLES

Objective	No. of Times Stated	% of Times Stated
Personal-use business information	74	90
Vocational guidance	52	63
Exploratory course information	41	50
Foundation for other business courses	31	38
Vocational business information	25	30
To give an understanding of business services	32	39
To develop a favorable attitude towards business	31	38
To teach the social relationships of business possible	21	26
To develop good business habits	17	21
Pre-vocational information	15	18
To train future dropout students	10	12
To encourage students to stay in school	7	9

Read table thus: Of the eighty-two authors of articles who listed objectives for general business, ninety per cent thought that an important objective was to give personal-use business information.

with widespread unemployment. TABLE VI shows the gradual elimination of the vocational element in the training aspect of general business. The AS STATED BY AUTHORS OF 8 TEXTBOOKS used more heavily during this period instead of the vocational preparation.

Objective	No. of Times Stated	% of Times Stated
Preparation for vocational training	8	100
Vocational guidance	6	75
Personal-use business information	5	63
Vocational training	5	63
Knowledge of common business functions, services, and practices	5	63
Consumer information	3	38
Social significance and economic background of business	2	25
To encourage pupils to stay in school as long as possible	2	25
Training for citizenship	1	13
To develop business skills such as arithmetic and writing	1	13

Read table thus: Of the eight authors of textbooks who listed objectives for general business, one hundred per cent thought that an important objective was preparation for vocational training.

with widespread unemployment led to the gradual elimination of the vocational clerical training aspect of general business.³ The consumer education objective was stressed more heavily during this period instead of the vocational preparation. All eight of the textbook authors were in agreement that Pew noted these trends in the course:⁴

1. The objectives became more social rather than vocational.

2. The course was considered to give students desirable attitudes towards business.
3. The subject matter became more of a general nature.
4. It was an introductory course in social-business.

As tables V and VI show, vocational guidance began to be stressed by both authors of texts and articles as one of the main objectives of the course. It was ranked second by both.

The exploratory values of the course were stressed by the authors of articles as 41, or 50 per cent, stated that it should be one of the main objectives. It was not listed by any of the eight textbook authors, however, as being an important objective.

³Jessie Graham, "Business Education for Consumer and Citizen," School Review, 42:322, May, 1934.

⁴Lester A. Pew, "Trends in Everyday Business," National Business Education Quarterly, 4:6, October, 1935.

While only 30 per cent of the authors of articles listed the vocational business information objective as being of importance, about 63 per cent of the textbook authors stated that it was an important objective of the course. All eight of the textbook authors were in agreement that preparation for vocational training was a major objective of the course while only 15, or 18 per cent, of the authors of articles felt that way.

It was apparent that the authors of articles began to adopt the personal-use objective of the course as the primary objective during this period, while the authors of textbooks still clung to the more traditional vocational preparation and training aspect of the course.

TABLE VII

THE NAME OF GENERAL BUSINESS FROM 1929 TO 1938
AS STATED BY AUTHORS OF 82 PERIODICAL ARTICLES

Name of Course	No. of Times Stated	% of Times Stated
Junior Business Training	36	44
General Business	14	17
Introduction to Business	10	12
Elementary Business Training	8	10
Everyday Business	5	6
General Business Training	4	5
Junior Business	2	2
Introductory Business Problems	1	1

Read table thus: Of the eighty-two authors of articles listing names for general business, forty-four per cent thought that Junior Business Training should be the name of the course.

Although there were TABLE VIII were listing "Junior Business Training" as the title of the course, ten different titles were listed AS STATED BY AUTHORS OF 8 TEXTBOOKS name for the course during this period,

Name of Course	No. of Times Stated	% of Times Stated
Elements of Business Training	2	25
Junior Business Training	1	13
General Business Science	1	13
General Business	1	13
General Business Training	1	13
Our Business Life	1	13
Junior Business Training for Economic Living	1	13

Read table thus: Of the eight authors of textbooks who stated a name for general business, twenty-five per cent thought that Elements of Business Training should be the name of the course.

"Introduction to Business" was better, he said, but not really. "Junior Business Training" was listed by more authors of articles, 36, than any other course title. "General Business" ranked second, however, with 14 authors listing it. This shows the first shift of the authors from the use of the vocational title, "Junior Business Training" to the personal-use title, "General Business." All Students or Should it be Called as It is or Should a Core Curriculum Subject? National Business Education Quarterly, 2:3, May, 1934.

Although there were more authors listing "Junior Business Training" as the title of the course, ten different titles were listed and there appeared to be no definitely recognized name for the course during this period.

There was almost no agreement among the authors of textbooks on a name for the course. Of the eight textbooks, there were seven different titles, and only "Elements of Business Training" was listed as a title by more than one author. The reason for this was that there were two editions of the text, Elements of Business Training, published during this period.

This apparently was a period in which the more traditional name "Junior Business Training" was used more frequently than the others. With the changing objectives of the course, however, a greater variety of names were being used.

Bullock said that "Junior Business Training" was a bad name for a course that stressed social business.⁵ "Introduction to Business" was better, he said, but not really descriptive of the course. He said "Everyday Business" was a still better title but not quite appropriate. He wanted the name to deal in a general way about business.

⁵A. E. Bullock, "Is the Present Type of Course in Introduction to Business Satisfactory for All Students or Should It Be Modified if It Is to Become a Core-Curriculum Subject?" National Business Education Quarterly, 2:8, May, 1934.

Haynes said that, "titles that imply the course should train for junior business are wrong.⁶ This is becoming increasingly true as occupations for junior are rapidly disappearing."

Todd called the title, "Junior Business Training," a misnomer because the content of the course had changed so rapidly that the course was not intended to train future junior workers.⁷

It appeared that during this period, there was a conflict between what the authors believed should be the objectives of the course and the name they gave to the course.

C. THE PERIOD 1939 TO 1948

It was apparent during this period that both the authors of textbooks and the authors of articles were in agreement that personal-use business information was the main objective of the general business course. Ninety-one per cent of the authors of articles and all nine of the textbook authors listed this.

The authors of textbooks appeared to be a bit more reluctant to erase the vocational training objective of the

⁶ Benjamin R. Haynes, "Foreward on Everyday Business," National Business Education Quarterly, 4:3, October, 1935.

⁷ Monette O. Todd, "A New Approach to the Teaching of Everyday Business," National Business Education Quarterly, 4:16, October, 1935.

TABLE IX

OBJECTIVES OF GENERAL BUSINESS FROM 1939 TO 1948
AS STATED BY AUTHORS OF 35 PERIODICAL ARTICLES

Objective	No. of Times Stated	% of Times Stated
Personal-use business information	32	91
Vocational guidance	24	69
Exploratory course	23	66
Introduction to business and business procedures	20	57
Develop favorable attitude towards business	15	43
Foundation for further business courses	14	40
To show the relationship between society and business	8	23
To teach intelligent use of business services	8	23
To teach everyday business skills	7	20
Prevocational information	5	14
Vocational information	1	3
Training for future dropout students	1	3

Read table thus: Of the 35 authors of articles who listed objectives for general business, ninety-one per cent thought that an important objective was personal-use business information.

course. Four of the nine TABLE X authors listed vocational training as one of the main objectives of the course.

OBJECTIVES OF GENERAL BUSINESS FROM 1939 TO 1948

Only AS STATED BY AUTHORS OF 9 TEXTBOOKS

information as one of the major objectives. The authors of

Objective	No. of Times Stated	% of Times Stated
Personal-use business information	9	100
Understanding of functions of business	8	89
Consumer information	6	67
Foundation for other business courses	6	67
Develop favorable attitude towards business	6	67
Understanding of business and economic community	5	56
Vocational guidance	5	56
Vocational training	4	44
Develop computational and writing skills	3	33
Contribute to intelligent economic citizenship	2	22
Build a business vocabulary	1	11

Read table thus: Of the nine authors of textbooks who listed objectives for general business, one hundred per cent thought that an important objective of the course was personal-use business information.

Read table thus: Of the thirty-five authors of articles who listed names for general business, twenty-six per cent thought that General Business should be the name of the course.

course. Four of the nine textbook authors listed vocational training as one of the main objectives of the course.

Only one of the authors of articles listed vocational information as one of the major objectives. The authors of articles did not include vocational or prevocational information in the top nine objectives for the course.

Not much stress was placed on the training of junior workers for clerical jobs. The traditional preparation of future dropouts for jobs appeared to be ignored by the authors of both textbooks and articles.

Junior Business for Economic Living

Introduction to Business

Introduction to Business

Junior Business

TABLE XI

THE NAME OF GENERAL BUSINESS FROM 1939 TO 1948
AS STATED BY AUTHORS OF 35 PERIODICAL ARTICLES

Name of Course	No. of Times Stated	% of Times Stated
General Business	9	26
Junior Business Training	9	26
Elementary Business Training	4	11
Introduction to Business	4	11
Everyday Business	3	9
General Business Training	3	9
Junior Business	1	3
Business Information	1	3
Elements of Business	1	3

Read table thus: Of the thirty-five authors of articles who listed names for general business, twenty-six per cent thought that General Business should be the name of the course.

This lack of agreement is surprising when it is observed

TABLE XII

that in this period most of the authors were in agreement

as to the objectives AS STATED BY AUTHORS OF 9 TEXTBOOKS

objectives were stressed by most authors. When it came to

Name of Course	No. of Times Stated	% of Times Stated
General Business	2	22
Our Business Life	2	22
Junior Business for Economic Living	2	22
Introduction to Business	1	11
Introductory Business Training	1	11
Junior Business	1	11

Read table thus: Of the nine authors of textbooks who listed names for general business, twenty-two per cent thought that General Business should be the name of the course.

Some of the names given the course, including

There was very little agreement among the authors of textbooks or articles as to the name of the course. Nine authors of articles listed General Business and nine listed Junior Business Training as appropriate titles for the course. General Business, Our Business Life and Junior Business for Economic Living were listed by two textbook authors as suitable names for the course.

the history of the course, the vocational training objective was not mentioned by either

This lack of agreement is surprising when it is observed that in this period most of the authors were in agreement as to the objectives of the course. The personal-use objectives were stressed by most authors. When it came to choosing a title for the course, however, about half of the authors wanted to keep a title describing the course as a training period for junior clerical positions.

There seemed to be no basis for keeping the name Junior Business Training for the course, because the objectives and content of the course had changed.

Many of the authors who listed the personal-use, business values of the course as the main objective still called the course Junior Business Training, which indicates an inability to change their ways of thinking from the more traditional ways of the past.

Many of the authors evidently still thought of the course as a training program for future junior clerical workers. Some of the names given the course, including Junior Business Training, Elementary Business Training, General Business Training, and Introductory Business Training, indicate that the training for a job was still the primary aim of the course.

D. THE PERIOD 1949 TO 1958

For the first time in the history of the course, the vocational training objective was not mentioned by either

TABLE XIII

OBJECTIVES OF GENERAL BUSINESS FROM 1949 TO 1958
AS STATED BY AUTHORS OF 21 PERIODICAL ARTICLES

Objective	No. of Times Stated	% of Times Stated
Personal-use business information	19	90
Vocational guidance	16	76
Training for economic citizenship	13	62
Understanding of business operations	10	48
Development of desirable attitude towards business	9	43
Exploratory course	8	38
Foundation for other business courses	5	24
Development of computational and writing skills	3	14
Survey course of business curriculum	2	10
Weed out students who cannot profit from business education	2	9
	1	5

Read table thus: Of the twenty-one authors of articles who listed objectives for general business, ninety per cent thought that an important objective was personal-use business information.

Read table thus: Of the seven authors of textbooks who listed objectives for general business, one hundred per cent thought that an important objective was personal-use business information.

authors of textbooks or TABLE XIV articles. Thus, the

authors swung around from their position of stressing the

OBJECTIVES OF GENERAL BUSINESS FROM 1949 TO 1958

VOCATIONAL AS STATED BY AUTHORS OF 7 TEXTBOOKS

emphasis on the personal-use values of the course.

Objective	No. of Times Stated	% of Times Stated
Personal-use business information	7	100
Vocational guidance	7	100
Foundation for further study in business	5	71
Sharpen computational skill	4	57
Practice of writing skill	4	57
Understanding of interrelation of individual, business, and government	3	43
Understanding business practices and principles	3	43
Building a good business vocabulary	3	43
Development of desirable attitude towards business	2	29
Intelligent use of business services	1	14
Consumer information	1	14
Personal record keeping	1	14

Read table thus: Of the seven authors of textbooks who listed objectives for general business, one hundred per cent thought that an important objective was personal-use business information.

authors of textbooks or authors of articles. Thus, the authors swung around from their position of stressing the vocational training values of the course to put the entire emphasis on the personal-use values of the course.

Personal-use business information and vocational guidance were the two objectives listed most frequently by both types of authors. Nineteen of the twenty-one authors of articles and all seven of the textbook authors listed personal-use business information and sixteen authors of articles and seven authors of textbooks listed vocational guidance.

The objectives of sharpening computational and writing skills, which were an objective of the early junior business training course, crept back into the list of objectives for the course. Four of the seven textbooks listed these two as important objectives of the course. Two authors of articles listed them as being of importance.

While the objectives for the course began to crystallize during this period, there were still a few authors who believed that general business should do more than just give personal-use business information, knowledges, and skills. An example of this was the author of an article who believed the course should weed out students who could not profit from business education.

Read table that of the seven textbook authors listing names for general business, seventy-one per cent thought that General Business should be the name of the course.

TABLE XV
The authors of the articles were in agreement that the name of the course should be General Business.

THE NAME OF GENERAL BUSINESS FROM 1949 TO 1958
AS STATED BY AUTHORS OF 21 PERIODICAL ARTICLES

What the authors felt were the objectives of the course.

Name of Course	No. of Times Stated	% of Times Stated
General Business	17	81
General Business Training	2	10
Junior Business Training	1	5
Junior Business	1	5

Read table thus: Of the twenty-one authors of articles who listed names for general business, eighty-one per cent thought that General Business should be the name of the course.

TABLE XVI

THE NAME OF GENERAL BUSINESS FROM 1949 TO 1958
AS STATED BY AUTHORS OF 7 TEXTBOOKS

The dominant name for the course at the time is as follows:

Name of Course	No. of Times Stated	% of Times Stated
General Business	5	71
Introduction to Business	1	14
Business Fundamentals for Everyone	1	14

Read table thus: Of the seven textbook authors listing names for general business, seventy-one per cent thought that General Business should be the name of the course.

The authors of textbooks and articles were in agreement that the name of the course should be General Business. The name of the course is thus brought into harmony with what the authors felt were the objectives of the course. The authors agreed that the main objective of the course was to give general business information of a personal-use nature to students. The title, General Business, was in agreement with this objective.

For the first time in the history of the course, the authors of textbooks were in agreement on a single name for the course. Even during the time that the name, Junior Business Training was predominant, the authors of textbooks had several different titles for the course.

CHAPTER SUMMARY

A list of the principal objectives of general business for each of the periods, which is headed by the dominant name for the course at the time is as follows:

1919 to 1928--Junior Business Training

1. To prepare future dropouts for junior clerical jobs.
2. To teach basic principles of business.
3. To teach business organization.
4. To serve as an exploratory course.
5. Foundation for further business education.
6. To give knowledges needed in everyday business transactions.

1929 to 1938--Junior Business Training and General Business

- 1. Preparation for vocational training.
- 2. Vocational guidance.
- 3. Exploratory course.
- 4. Personal-use business information.
- 5. Foundation for other business courses.
- 6. Knowledge of common business functions, services, and practices.

1939 to 1948--General Business

- 1. Personal-use business information.
- 2. Vocational guidance.
- 3. Exploratory course.
- 4. Understanding of functions of business.
- 5. Consumer skills needed for satisfactory living.
- 6. Develop favorable attitude towards business.
- 7. Foundation for further business courses.

1949 to 1958--General Business

- 1. Personal-use business information.
- 2. Vocational guidance.
- 3. Foundation for further study in business.
- 4. Understanding of business operations and procedures.
- 5. Training for economic citizenship.
- 6. Sharpen computational and writing skills.
- 7. Development of desirable attitudes towards business.

that most of the students dropping out of high school were taking clerical jobs that did not require typing or shorthand.

Because there was no course in the high school curriculum that gave training for clerks, Nichols suggested that a junior business training course be added to the curriculum. He wrote one of the first textbooks and his influence was so great that most of the schools followed his ideas as to content and title for the course.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

the demand for young people to fill these junior clerical jobs in Summary. As stated in Chapter I, the purpose of this study was:

1. To trace the changing objectives of the general business course in the public secondary schools of the United States from 1919 to 1958.

2. To trace the name of the general business course as it has evolved during the period from 1919 to 1958.

The objectives given for general business during the first ten-year period of the course were centered primarily around training future dropout students for junior clerical jobs. Much of this was due to the influence of Frederick G. Nichols who conducted a survey for the Federal Board for Vocational Education. The results of his survey indicated that most of the students dropping out of high school were taking clerical jobs that did not require typing or shorthand.

Because there was no course in the high school curriculum that gave training for clerks, Nichols suggested that a junior business training course be added to the business curriculum. He wrote one of the first textbooks and his influence was so great that most of the educators followed his ideas as to content and title for the course.

Gradually as child labor laws were tightened and the minimum age children had to attend school was raised to 16, the demand for young people to fill these junior clerical jobs declined. During the second period covered by this study, 1929 to 1938, the objectives for the course remained about the same except that vocational guidance was added as a necessary objective of the course.

During the third period, 1939 to 1948, two new objectives were added to the list of those recommended for the course. The authors recommended that the general business course should develop a favorable attitude towards business and give those consumer skills needed for satisfactory living. This last objective was an outgrowth of the depression period which swept the United States before World War II.

In the last period covered by the study, 1949 to 1958, the authors listed training for economic citizenship and sharpening computational and writing skills as important objectives of the course.

Thus, the objectives of the course in 1958 stressed the personal-use values of the course in contrast to the vocational values stressed by the authors in the first period covered by the study.

Three objectives were mentioned by the authors as being important in all four periods of the study. Personal-use business information, foundation for further study in business education, and the basic principles, practices and workings of business were mentioned in every period.

The vocational guidance aim was mentioned in the last three periods, and it has become a strong second to personal-use business information in frequency of listing by the authors. During the first three periods, the exploratory values of the course were listed, but the authors in the last period did not mention it.

The vocational training objective was very strongly rated during the first two periods, fell off considerably during the third period, and disappeared from the list during the last period.

The objective of developing a favorable attitude toward business made its appearance during the period 1939 to 1948 and is again listed during the period from 1949 to 1958.

The authors were in agreement during the first period that "Junior Business Training" was an appropriate title for the course. While other titles were mentioned frequently, most pertained to the junior business training aspect of the course.

The objectives of the course as stated by the authors of articles in one period were usually followed

During the second period, "Junior Business Training" was still the title listed by most authors as being appropriate for the course. The title, "General Business," however, ranked second.

During the third period, about half of the authors preferred the title, "Junior Business Training," and half listed "General Business" as being the name of the course. The title, "Junior Business Training," appeared to be listed so frequently because it was the more traditional name. Most of the objectives listed for the course during this period were of a personal-use or general business nature.

The title, "General Business," was the generally accepted title of the course as listed by the authors during the last period. The title, "Junior Business Training," had almost disappeared during the last period as only one author of an article listed it.

Conclusions. After an analysis of the changing objectives of the general business course in the public secondary schools of the United States from 1919 to 1958, certain conclusions were noted.

1. The general business course has evolved from the earlier junior business training course with a different set of objectives.

2. The objectives of the course as stated by the authors of articles in one period were usually followed

by the authors of textbooks in the next period. In other words, the authors of articles apparently formulated the objectives to be used by the textbook authors.

3. There was almost unanimous agreement among the authors in 1958 that the main objective of general business was to teach the business knowledges and competencies needed by every citizen.

4. The name, "General Business," was generally accepted in 1958 as the name to be used by both authors of articles and textbooks.

5. There were two periods of time in the history of the general business course that the authors were not in agreement as to the objectives of the course. The first occurred when the course was first developed in the early 1920's. The other came in the early 1930's when the original purpose of the course, training of junior clerical workers, became unnecessary because of a shift in our social order.

6. The objectives of personal-use business information, foundation for further study in business education and understanding the basic principles and practices of business, which have been listed by the authors in every period covered by the study, are the most enduring of the objectives.

7. The objectives of the course apparently are affected by social and economic conditions in the country. The consumer education objective, which was popular in the

period from 1939 to 1948 immediately followed a great depression in the United States. The vocational guidance objective became popular when students were no longer being used to fill the junior clerical jobs.

8. The name of the course usually reflected the objectives of the course. During the period when the objectives were changing from a vocational training nature to personal-use values, however, the objectives were mostly personal-use while the vocational training name, "Junior Business Training," was most frequently used.

Recommendations. From the study of the foregoing materials, it has been found that further study should be made in some areas; therefore the following recommendations are made:

1. As there has been no complete history written of the general business course, a monograph or booklet should be written on the history of this course.
2. A study should be made of those authors of articles today who are active in the area of basic business, to determine their objectives for the general business course. This should be compared to the objectives as stated in the textbooks to determine if there is agreement as to the objectives of the course.

3. Since the enrollment of the course has not grown so rapidly in some areas as it should, a study should be made to determine if the teachers of the course believe in the objectives set forth by authors of articles and textbooks.

4. A survey should be taken of the opinions of administrators as to the objectives of general business, in order to determine if the objectives of the course as it is being taught are in agreement with those of the administrators.

5. As the objectives of the course are influenced by social and economic conditions in this country, a study should be made of the social and economic conditions existent today which affect the general business course.

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