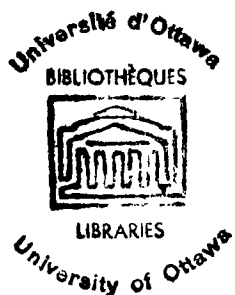


~~A COMPARATIVE ANALYSIS
OF THE PATTERNS OF GROWTH UNDER WHICH
BUSINESS EDUCATION DEVELOPED~~

by Albert G. Giordano

*The Main Objectives of Business
Education in California during the
Period 1635-1865.*

Thesis presented to the Faculty of
Psychology and Education of the
University of Ottawa as partial
fulfillment of the requirements for
the degree of Doctor of Philosophy



Monterey Peninsula, California, 1966

UMI Number: DC53348

INFORMATION TO USERS

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleed-through, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.



UMI Microform DC53348
Copyright 2011 by ProQuest LLC
All rights reserved. This microform edition is protected against
unauthorized copying under Title 17, United States Code.

ProQuest LLC
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106-1346

ACKNOWLEDGEMENTS

This thesis was prepared under the direction of Professor Lawrence T. Dayhaw, Ph.D., of the Faculty of Psychology and Education of the University of Ottawa.

The writer is indebted to his California business education colleagues for their continued interest and co-operation, and to the pioneer elder statesmen for their active participation and contributions of data not available in print.

CURRICULUM STUDIORUM

Albert G. Giordano was born January 18, 1925, in Italy. He received the Bachelor of Arts Degree from Arizona State University, Tempe, Arizona in 1950. He received the Master of Education Degree from the Graduate School of Education, University of Pittsburgh, Pennsylvania, in 1952. He received a Master of Science Degree from the Graduate School of Business and Economics, Indiana University, Bloomington, Indiana, in 1954.

TABLE OF CONTENTS

Chapter	page
INTRODUCTION	ix
I. - REVIEW OF RELATED RESEARCH	1
1. Factors and Forces Influencing Business Education	1
2. Definition of Terms	8
3. History of Business Education	19
4. Major Issues of Business Education	27
5. General Studies in Business Education	33
6. Summary and Basic Hypothesis	37
II. - EARLY HISTORICAL DEVELOPMENT	40
1. The Early History of Business Education, 1635-1852	40
2. The Business College Era, 1852-1893	45
3. The Subsidized Era, 1893-1917	52
4. Summary of Patterns of Thought	70
III. - THE UPWARD AND DOWNWARD EXTENSION OF BUSINESS EDUCATION	74
1. Collegiate Schools of Business Dominance, 1917-1933	74
2. The Era of Business Teacher Education, 1933-1949	93
3. The Impetus of the Junior College Movement, 1949-1965	112
4. Summary of Patterns of Thought	137
IV. - THE PRIMARY OBJECTIVE OF BUSINESS EDUCATION IN THE UNITED STATES	144
1. 1635-1917, Vocational Objective Era	145
2. 1917-1933, Integration of Vocational Business Education	149
3. 1933-1948, Period of Controversy, Vocational vs. General	158
4. 1948-1965, Alternating Cycles of Objectives	171
5. Interpretation, Summary and Appraisal	189
V. - THE PRIMARY OBJECTIVE OF BUSINESS EDUCATION IN CALIFORNIA	201
1. Objectives, Period of Early Development, 1635-1933	202
2. Analysis of Alternating Cycles, 1933-1965	206
3. The Lomax Study, 1958	225
4. F.A.B.E. - C.B.E.A. Study Session, 1961	227
5. Summary, Interpretation and Assessment	231
SUMMARY AND CONCLUSIONS	235
BIBLIOGRAPHY	250

TABLE OF CONTENTS

Chapter	page
Appendix	
1. C.B.E.A. HISTORICAL DATA-GATHERING MEETING, INTERVIEW CHECKLIST AND GUIDESHEET	276
2. TABLE III - "ELDER STATESMEN" AND PARTICIPANTS INTERVIEWED IN THE C.B.E.A. HISTORICAL MEETINGS .	277
3. TABLE IV - F.A.B.E. - C.B.E.A. STUDY SESSION PARTICIPANTS	278
4. ABSTRACT OF <u>A Comparative Analysis of the Patterns of Thought Under Which Education for Business Developed, 1635-1965</u>	279

LIST OF TABLES

Table	page
I. - Chronological Analysis of Patterns of Thought in California	208
II. - F.A.B.E. - C.B.E.A. Study Session Report, Bakersfield, California, March 11-12, 1961	229
III. - "Elder Statesmen" and Participants Interviewed in the C.B.E.A. Historical Meetings	277
IV. - F.A.B.E. - C.B.E.A. Study Session Participants, Bakersfield, California, March 11-12, 1961	278

LIST OF FIGURES

Figure	page
1. THE ALTERNATING CYCLES OF THE PRIMARY OBJECTIVE OF BUSINESS EDUCATION IN THE UNITED STATES, 1635-1965	196
2. THE ALTERNATING CYCLES OF THE PRIMARY OBJECTIVE OF BUSINESS EDUCATION IN CALIFORNIA, 1635-1965	233

INTRODUCTION

Education for business in the United States and in California has had a long history and today is the resultant of numerous factors and forces. It has been shaped by economic and social developments in conjunction with the changes in educational theories and practices. Business education antedates American history, and that type of education in the United States undoubtedly begins with the dawn of colonial history. Early training was very basic and simple; however, business training in the colonial days was probably as efficient for those times as is modern business training for today's demands.

The history and development of business education in California, as well as in the United States, closely parallels the history of the economic development of the Nation. Its inception was based on the needs of business and public demand. History has revealed that educational practices were influenced by social and economic conditions.

Business education in early colonial days was without organization--it was sporadic in nature. Only three subjects were taught--penmanship, bookkeeping, and arithmetic--and a commercial curriculum did not exist.

The great gold rush to California and the transcontinental railroad closed the gap between the eastern part of the country and the western sector. Businesses grew on the West Coast and the need for business-trained people followed. As the result of this expansion and the development

of a changing industrial society, public schools recognized the necessity of offering business education as a formal program in the schools.

1. Statement of the Problem.

The problem is a study of the patterns of thought under which business education developed in the State of California. Specifically, the problem includes:

1. a study of the basic factors and forces affecting American economic and political life that prepared the way for education for business;
2. a study of the evolution and development of issues having a direct bearing upon the primary objective of business education in the United States;
3. a study of the evolution and development of issues having a direct bearing upon the primary objective of business education in California;
4. an analysis and synthesis of
 - a. the factors and forces that influenced the development of the objectives of business education;
 - b. the relationship between general and vocational objectives of business education; and
 - c. the role of general and vocational business education towards the establishment of objectives.

2. Purposes of the Study and Importance of the Problem.

The Study was undertaken to trace the evolution of the objectives of business education throughout its long history in an effort to determine the

primary objectives of business education. A secondary purpose was to synthesize the patterns of thought into a systematic treatise to establish trends in aims of business education.

From the very beginning, business education lacked leadership and effectiveness. Differences and lack of agreement in aims and objectives has caused the largest, single controversy in the field. There has been general confusion among school administrators and business educators as to the primary and secondary objectives of business training. The importance of the problem is further substantiated by the predominance of professional literature in business education journals as to the primary objective of business education.

This study has been conducted at a time when business education has been criticized by many critics from both within and outside the profession.^{1,2,3,4} The timeliness of this research should help determine if the goals of business education have changed, or has the pendulum merely swung from one objective to another.

1 Robert A. Gordon and James E. Howell, Higher Education for Business, New York, Columbia University Press, 1959, 491 p.

2 Frank C. Pierson, et. al., The Education of American Businessmen, New York, McGraw-Hill, 1959, xx-740 p.

3 Leonard S. Silk, "Editor", The Education of Businessmen, Supplementary Paper No. 11, Business-Education Committee of the Committee for Economic Development, December 1960, 44 p.

4 William Benton, "The Failure of the Business Schools", The Saturday Evening Post, Vol. 234, No. 7, February 18, 1961, p. 26, 73-75.

This investigation should help solve an age-old controversy and might be helpful in providing an answer to the question, "What is the primary function of business education in the total pattern of education in a democratic society?"

3. Scope of the Study - Delimitations.

The portion of the study dealing with patterns of thought in California is limited to the documents and holdings in the Archives of the California Business Education Association, developed and compiled by this writer and now in permanent storage at the School of Business, San Francisco State College, San Francisco, California.

Although the primary sources limit the major portion of this study to the State of California, patterns of thought under which business education developed in the United States played an important role in this study. Therefore, it was deemed necessary to include an extensive study of the development of patterns of thought under which business education developed in the United States down through the centuries.

This study does not purport to trace all patterns of thought in business; rather, it is limited to those patterns of thought that relate to the primary objective of business education.

For the purpose of this research report, the primary objective of business education is classified and limited to only one of the three categories:

(1) general education; (2) vocational business education; or (3) dual-- a combination of the general and vocational objective.

4. Methods of Procedure.

Nature and Source of Data -- An exhaustive search of printed sources of information provided a dearth of writings and research in the field of business education, providing a voluminous working bibliography. A careful selection was made only after an analytical and critical analysis of each source.

Much of the data was obtained through library research at the libraries of the University of Ottawa, University of Pittsburgh, Harvard University, Columbia University, New York University, Indiana University, University of California at Berkeley, Stanford University, U.S. Navy Post-Graduate School, Monterey, and San Jose State College.

The files of the Bureau of Business Education at Sacramento provided some of the sources of information concerning the State organization for the administration of business education under the federal acts for vocational education. Among those records are the State plans for vocational education, special reports and records of business education, and the annual descriptive reports of business education.

Original documents relating to California history were obtained at the California State Library in Sacramento. Other primary sources concerning

business education were found in the California Room of the library. In addition, many other original theses and documents were obtained through the courtesy of the inter-library loan service provided by the Monterey Peninsula College Library.

5. Collection, Analysis, and Classification of Data.

Many persons active in the field of business education in California made available materials that were inaccessible through any libraries. Dr. McKee Fisk provided access to the Frederick G. Nichols Library; Dr. Ira W. Kibby provided old records of the Bureau of Business Education; and a number of other prominent colleagues provided valuable information.

The first major role was to develop and compile an Archives for the California Business Education Association. The writer was elected to the office of state historian and served for three years (1961-64). After many appeals for old documents, bulletins, minutes, and programs; considerable correspondence to all past presidents of the Association, early pioneers, and elder statesmen; and numerous personal requests, the writer found it necessary to schedule four historical data-gathering conferences throughout the State in an attempt to fill in the gaps of recorded history. Each participant was interviewed and tape recordings are stored in the Archives. These conferences proved to be fruitful and extended, corrected and verified historical data.

Perhaps the most significant and outstanding contribution to the possible solution of some of the problems in business education in California was the Foundation for the Advancement of Business Education--California Business Education Association Study Session, Bakersfield, March 11-12, 1961. This reporter had the privilege to participate with 33 other business education leaders, and thus afforded an opportunity to integrate exploratory research with a historical study. The findings, based upon twenty-five highly controversial business education theorems, have definite implications for determining the primary objective of business education in California.

6. Organization of the Report.

The introduction introduces the statement of the problem, purposes of the study and importance of the problem, scope of the study--delimitations, methods of procedure, collection, analysis and classification of data, and organization of the report.

The first chapter presents the factors and forces influencing business education, followed by a definition of terms. The related research is presented under three classifications--history of business education, major issues of business education, and general studies in business education. A summary and basic hypothesis concludes Chapter One.

The early historical development of business education is presented in three distinct periods validated by previous research. A summary of patterns of thought completes the chapter.

Chapter Three classified the modern history of business education into three additional periods. A summary of the findings concludes the chapter.

The primary objective of business education in the United States is divided into four periods of time; the vocational objective era, integration of vocational business education, the period of controversy, and alternating cycles of objectives. The last section is a summary, interpretation, and appraisal of objectives.

The last chapter deals with the primary objective of business education in California. Objectives during the period of early development is followed by a chronological analysis of alternating cycles of objectives. Special attention is given two significant studies that played a significant role in the determination of the primary objectives in California.

The last section includes a summary, interpretation, and assessment of objectives. The presentation of the thesis is concluded with a summary and conclusions.

CHAPTER I

REVIEW OF RELATED RESEARCH

The classic and perhaps most comprehensive definition of 'business' is "that scheme of economic organization which is at present largely responsible for gratifying human wants".¹ The business system may be viewed as an agency for meeting the material needs and wants of mankind throughout his life. Nichols emphasized, "There is an economic base for all our activities from the cradle to the grave".²

1. Factors and Forces Influencing Business Education.

Business as an Economic Force -- Throughout history, economic pursuits have become more and more essential and today business is recognized as an integral force with the profit motive dominating its undertakings. "The home, the church, the school, and the government are the primary social organizations. Every individual has spiritual, intellectual, emotional, and physical needs and wants which should be met".³ Economic

1 Leverett S. Lyon, Education for Business, Chicago, University of Chicago Press, 1931, p. 25.

2 Frederick G. Nichols, "What Is a Sound Philosophy of Business Education?", Service Booklet No. 6, A Sound Philosophy of Business Education, National Council of Business Education, 1936, p. 443.

3 Ibid., p. 444.

considerations, money used as a medium of exchange or as a measure of value, is necessary to satisfy all of these needs. Business may be defined "as an economic organization or system for using our natural and human resources to supply our waste".⁴

"Business exists in economic phases of modern life, such as those of personal, professional, occupational, and governmental".⁵ "Business, in its essence, is the whole process which finally provides people with the things they need".⁶ "All phases of getting the product from the producer to the consumer have become an important function of business in the American free enterprise system. Business is concerned with the management and distribution of the products and services of industry, of the professions, and of all other phases of the work of society".⁷

Business operates in a society which provides for and maintains the institutions of free enterprise and the right of private property. Business is not static; rather is dynamic and everchanging. Therefore, with an

4 Charles B. Hicks, The Technical Business Vocabulary of General Business Education, Delta Pi Epsilon Research Award Series, Stillwater, Oklahoma A & M College, 1952, p. 6.

5 Herbert A. Tonne and Henriette M. Tonne, Social-Business Education in Secondary Schools, New York, New York University Book Store, 1932, p. 9.

6 Walter Hoving, Your Career in Business, Garden City, New York, Garden City Publishing, 1942, p. 19.

7 Tonne & Tonne, Op. Cit., p. 9.

expanding economy throughout history, education for business has developed into a vital, fundamental, and expanding activity. Walter D. Cocking says:

The ability to earn a living is and will continue to be an essential part of the life of most individuals. When the necessity to earn a living is no longer present in society, it automatically follows that democratic institutions will cease to exist.⁸

Business has become the source of livelihood for a substantial portion of the total population.

Social and Economic Influences -- Agriculture was the leading industry in Colonial America. England discouraged manufacturing and inter-colonial communication. Throughout most of the colonial period there were alternating periods of prosperity and depression. Early settlements had been very largely confined to the seaboard and to the waterways leading into the Atlantic. English taxes on trade started a westward expansion movement. As the Western frontier advanced and new areas were brought under cultivation, industrialization also advanced, especially in the Eastern states. As new processes were developed in business and industry, changes took place in the nature and structure of the business unit. The factors and forces that contributed to the industrialization of the country in the Nineteenth Century were at work mainly in production, transportation, communication, finance, and distribution.

⁸ Walter D. Cocking, "Vocational Business Education and Social Welfare", Curriculum Journal, Society of Curriculum Study, George Peabody College, Nashville, Tennessee, 1939, p. 18.

Invention of the cotton gin and the steamboat further stimulated trade. Manufacturing was advanced by inventions, by the industrial revolution of 1794, and by the Embargo Act of 1807, and successive tariff acts. Factories sprang up in the Middle West as well as the East. Immigration was heavy; wealth increased; and many new industries were arising. Labor conditions were generally bad. As early as 1830 there were twice as many women and girls employed in the cotton mills as there were men and boys. Nearly half of the workers in the cotton mills of Rhode Island were children under twelve years of age.

The Civil War curtailed trade and industrialization; however, after the war, the development of industrial and business activities was especially rapid. Legislative influences and improvement in rail transportation stimulated growth. Overcapitalization of production facilities, together with heavy foreign importations, resulted in the great depression which enveloped the whole country.

New inventions, improvements in transportation and communications, wider distribution of industries, and ready access to great natural resources, all combined to provide a remarkable industrial expansion during the last quarter of the 19th century.

These innovations in the industrial area, soon played an important role in the business world even though most of the early inventions were production oriented. Typical of these inventions in business and industry

that most greatly affected the business world were the various writing machines which culminated finally in the successful model of the Remington Typewriter No. 1.⁹

Population statistics during the nineteenth century report the total population of the country multiplied about 14 times (from 5.3 to 75.9 million). During the same period, the rural population multiplied about 9 times (from 4.9 to 45.8 million), whereas the urban population multiplied about 94 times (from 322,000 to 30.1 million).¹⁰

The corporate form of enterprise was now added to the forms of business organizations. In addition to technical, financial, and marketing problems, a new category of problems was developing in business enterprises--personnel administration.

When groups in society insisted upon regulation on the activities of industry and business, promotion and stimulation of certain aspects of economic activities by the federal government took root. Functions and the complexity of the government were increasing rapidly to curb malpractices and to protect individuals from the advantages of "big business."

⁹ Edwin G. Knepper, History of Business Education in the United States, Ann Arbor, Michigan, Edwards Brothers, 1941, p. 40.

¹⁰ Meeri Marjatta Saarsalmi, Some Aspects of the Thought Underlying Higher Education for Business in the United States, unpublished D.B.A. dissertation, Indiana University, Bloomington, 1955, p. 38.

"Specialization was resorted to as a means of attaining a high degree of facility and efficiency. Scientific development was fast becoming a most potent factor in all life. Research and investigation became more potent influences in all human endeavor. Spiritual values were swept aside to make way for material advancement".¹¹

The impact of the automobile, continued railroad development, and a building of the Panama Canal were important elements in the development of our nation. The great expansion of industry is indicated in the increased investments of capital.¹²

Among the factors and forces affecting education for business during this 20th Century were war and prosperity, depression and scarcity of employment, greater complexity of business and industry, social extravagant spending, and women in industry.

Education as a Social Force -- Education is a powerful social force affecting every phase of human endeavor. The whole social environment should be used in the training and development of young people "to the end that they enjoy complete living in the world as it is and are able to make changes which result in what, to them, is a better world".¹³

11 Knepper, Op. Cit., p. 98.

12 Ibid., p. 95.

13 Jessie Graham, The Evolution of Business Education in the United States and Its Implications for Business-Teacher Education, Southern California Education Monographs, 1933-34 Series, Number 2, Los Angeles, University of Southern California Press, 1934, p. 5.

During the period that the United States was rapidly changing from an agricultural to an industrial nation, an important social effect of this change was the drift of rural populations to the cities. Young people preferred the white collar jobs of the clerk and the stenographer to the prospect of farm employments.¹⁴

A number of factors contributed to produce a vast high school population; important among these was a rise in the standard of living. The people of the United States were, in general, more prosperous. There was a definite tendency to advance the minimum age limit for industrial employments.

Education in the modern industrial society has a special function. It cannot be concerned merely with the development of culture. It must attempt to provide the pupil with means of adapting himself to the realities of modern economic life and to provide him with the intellectual tools for building for a better future.¹⁵ He must cultivate social judgments as well as develop vocational abilities. Because economic life is complex and dynamic, many factors and forces affect education in a democracy.

¹⁴ Ibid., p. 98.

¹⁵ Thomas L. Norton, Public Education and Economic Trends, The Committee on Publications, Cambridge, Massachusetts, Harvard University, Graduate School of Education, 1939, p. 172.

The necessity for shifting from one type of work to another, the existence of technological changes, the degree of horizontal mobility, the presence of changing skill requirements, the nature of many production jobs in modern industry, the short amount of time required to learn many machine operations, and the training facilities available in industry and business, all point to the desirability of not attempting to devote our major attention to vocational programs emphasizing intensive training in the highly skilled trades.¹⁶

It is the role of education to meet the needs of society; in fact, it must in some cases foresee trends and make appropriate adjustments and readjustments. It is the function of each community to provide in some way and through some organized educational agency business education to its members.¹⁷ Business education, as an integrating force, involves both economic and social factors of prime importance to all.

2. Definition of Terms

An understanding of the findings and conclusions of any study is facilitated to a very great extent by the clarification of the terms used.

¹⁶ Ibid., p. 175.

¹⁷ Earl P. Strong, The Organization, Administration, and Supervision of Business Education, unpublished Ed.D. thesis, New York University Library, 1943, p. 10.

It is imperative, in a study dealing with highly controversial points of views, that all terms used be defined with precision. For that reason, the terms used in this report will be consistently interpreted according to the following definitions:

One of the most acceptable definitions of education devised by an early business educator is credited to Lyon:¹⁸

Education is the process of conforming the individual to the given social standard or type, in such a manner that his inherent capacities are developed, his greatest usefulness and happiness obtained, and at the same time the highest welfare of society is conserved.

"General education is a broad type of education aimed at developing attitudes, abilities, and behavior considered desirable by society but not necessarily preparing the learner for specific types of vocations or a vocational pursuit."¹⁹ Many business educators promote a number of general business courses on their general education values; basic business is one of these.

Basic business education²⁰ is defined as that business education needed by all citizens in American society in order that (1) each may carry on effectively his daily business activities centered about his home and his personal life; (2) each may understand and participate in the business life of his community, his estate, and his nation; and (3) each may have an understanding of business as a factor in world relations and in world economic well-being.

¹⁸ Lyon, Op. Cit., p. 326.

¹⁹ Carter C. Good, "editor", Dictionary of Education, New York, McGraw-Hill, 1945, p. 183.

²⁰ The National Commercial Teacher's Federation, The Business Curriculum, Sixth Yearbook, Ann Arbor, Michigan, Ann Arbor Press, 1940, p. 5.

Liberal education is intellectual development that results in increased understanding of the material universe and of the non-material world of ideas." It is the building of a worthy scale of values upon the dual foundation of truth and beauty."²¹ Liberal education is general education, and business education is both general education and vocational education.

Shields²² defines social-business education as "training in business relationships, i. e. understanding of the general economic, financial, and personnel structure of modern business!" Blackstone²³ says "socio-business consists of those concepts and attitudes which help the individual to determine how he shall vote on issues of economic nature." Tonne²⁴ refers to general business education as "non-vocational education".

Vocational education²⁵ refers to "...a program of education organized to prepare the learner for entrance into a particular chosen vocation or to upgrade employed workers."

21 J. Harvey Dodd, et al., Toward Better Economic Education, Monograph 104, Cincinnati, South-Western, 1961, p. 1.

22 Harald G. Shields, "What Do You Mean--Socio-Business?", National Council of Business Education, Symposium on Socio-Business Education, Monograph 31, Cincinnati, South-Western, 1936, p. 9.

23 E. G. Blackstone, "What Do You Mean--Socio-Business?", National Council of Business Education, Symposium on Socio-Business Education, Monograph 31, Cincinnati, South-Western, 1936, p. 8.

24 Herbert A. Tonne, "The Scope of Social-Business Education", National Council of Business Education, Symposium on Socio-Business Education, Monograph 31, Cincinnati, South-Western, 1936, p. 12.

25 Good, Op. Cit., p. 448.

"Vocational education is part of the total educational process. It is education for work, any training which contributes to employability for preparation for work is vocational education".²⁶

Vocational education, as a general term, is considered in California to be "that part of the total program of education that deals specifically in an organized systematic manner with the acquisition of skill, understanding, attitude and ability that is necessary for entry upon a successful progress within an occupation".²⁷ Feirer,²⁸ agreeing with Good's definition, believes that vocational education was intended to serve two distinct groups of people-- "those who are already employed and those who are preparing for initial employment. The purpose of vocational education is to fit persons for useful employment".²⁹

Vocational education is an integral part of the total education program. It is not considered to be something apart from the total program of

26 P.F. Valentine, 20th Century Education, New York, Philosophical Library, 1946, p. 629.

27 R.C. Van Wagenen, Vocational Business Education, Bureau of Business Education, Sacramento, California State Department of Education, Mimeographed Report, 1964, p. 2.

28 Albert J. Feirer, "The Future Role of Vocational and Technical Education in Our Society", Industrial Arts and Vocational Education, Vol. 53, No. 5, May 1964, p. 23.

29 U.S. Office of Education, Education in the United States of America, U.S. Department of Health, Education and Welfare, Washington, Government Printing Office, 1960, ix-134 p.

of education. It does not take the place of general education; instead, it supplements and enhances general education for those students who want to train for a chosen occupation.

The American Vocational Association³⁰ includes vocational guidance and counseling in a comprehensive definition of vocational education. David Snedden³¹ emphasizes the "primary and controlling purpose is to fit youths for specific occupations" and the United States Bureau of Education places the same emphasis in an article, "Vocational Secondary Education".³² Brewer³³ simply defines vocational education as "training which prepares for a calling." This definition is not entirely adequate since practically any course taught in secondary schools would qualify as vocational education. Any subject designed to develop specific skills, knowledges, and information which enable the learner to prepare for or to be more efficient in his chosen trade

30 American Vocational Association, Inc., Definitions of Terms In Vocational, Technical and Practical Arts Education, Committee on Publications, Washington, American Vocational Association, Inc., 1965, p. 22.

31 David Snedden, "The Reorganization of Secondary Education", Paul Monroe, "Editor", Principles of Secondary Education, New York, Houghton, 1915, p. 759.

32 U.S. Bureau of Education, Vocational Secondary Education, No. 21, Bulletin, Washington, U.S. Government Printing Office, 1916, p. 36.

33 John M. Brewer, The Vocational Guidance Movement: Its Problems and Possibilities, New York, Macmillan, 1918, p. 291.

or occupation qualifies as a vocational subject.³⁴ Most business education subjects would qualify as vocational subjects under this definition.

The broader term, "business education", implies a sequence of subjects or a curriculum which provides some form of education for business.³⁵ The American Vocational Association states that "business education is a program of instruction that consists of two parts; office education and general business education."³⁶ According to Lomax,³⁷ "business education is that part of the field of education which deals with business experiences, both for specialized occupational uses and for general purposes." The dual role of the objectives of business education is stressed.

Nichols, however, continually supported the vocational objective.

He states:

Commercial education is a type of training which, while playing its part in the achievement of the general aims of education on any given level, has for its primary objective the preparation of people to enter upon a business career, or having entered upon such a career, to render more efficient service therein and to advance from their present levels of employment to higher levels.³⁸

34 American Vocational Association, Op. Cit., p. 23.

35 Earnest A. Zelliot, "General Business Education--Conflicts, Confusions, and Conclusions", National Business Education Quarterly, Vol. III, No. 4, May 1935, p. 32.

36 American Vocational Association, Op. Cit., p. 5.

37 Paul S. Lomax, "Changes in the Philosophy of Business Education", Recent and Projected Developments Affecting Business Education, Yearbook, Washington, D.C., National Business Education Association, Vol. 20, 1964, p. 1.

38 Frederick G. Nichols, Commercial Education in the High School, New York, Appleton-Century, 1933, p. 51.

In this definition Nichols not only recognizes that there must be only "one" primary objective, but that other objectives were possible. More important, he clarifies the issue that there necessarily must be different levels of employment; therefore, training should be geared to different levels of instruction.

Vocational guidance encompasses the process of assisting individuals to understand their capabilities and interests, to choose a suitable vocation, and to prepare for, enter, and make successful progress in it.³⁹ Technical education differs in that success is dependent largely upon technical information and understanding of the laws of science and principles of technology as applied to modern design, production, distribution, and service.

C.B.E.A. is the initial designation for the California Business Education Association, the largest state association of business teachers in the country. Reference to the C.B.E.A. Archives includes any material not published in professional journals or periodicals of the organization, such as "papers that have accumulated in the routine administration of an office and are no longer needed for current business".⁴⁰

³⁹ American Vocational Association, Op. Cit., p. 10.

⁴⁰ Gilbert J. Garraghan, A Guide to Historical Method, New York, Fordham University, 1946, p. 134.

F.A.B.E. is the initial designation for the Fund for the Advancement of Business Education, Inc. It is a creature of the C.B.E.A., formed in 1959 by a resolution of the State Executive Board. The purpose of F.A.B.E. is to implement research and develop instructional materials which will assist in the improvement of business education. It acts both as a soliciting agency for project funds and as a recipient consultant organization. It is a unique accomplishment as a "first" among state professional business education associations.⁴¹

Education for Business includes a variety of subjects. The list is flexible, adaptable to change and is geared to meet the needs expressed by citizens, the demands of business, employment conditions, and the plans of students.⁴² Good⁴³ defines business education as "that area of education which develops skills, attitudes, and understandings essential for the successful direction of business relationships; it is also an area of study dealing with the principles and practices of teaching business subjects." The teaching level and subject area are other important elements deserving consideration in formulating goals.

41 Giordano, The C.B.E.A. Story, Op. Cit., p. 13.

42 Bureau of Business Education, Business Education in California, Op. Cit., p. 51.

43 Good, Op. Cit., p. 54.

All of these factors have both educational and economic implications in solving the complex problem of determining the primary objective of education for business. The critical and complete review of the literature which follows, attempted to synthesize previous findings and thus crystalize the elements of the problem.

The problem of determining the primary objective of education for business, although a major controversy throughout recorded history of business education, has not been the sole topic of any research report. A number of research studies have dealt with (1) history of business education, (2) major issues of business education, and (3) business education institutions, associations, and social and economic factors. The literature will be reviewed under the above three categories and further subdivided into National Studies and California Studies.

Although many studies have embodied the objectives of business education, no systematic treatise is available tracing the patterns of thought under which business education developed. A report showing relationships among the patterns of thought presented in the scattered professional literature, research studies, and documents and devoted to unbiased interpretation, should provide a basis for understanding the development of the pattern of thought and the factors and forces which have determined the primary objective of business education throughout history.

Professional literature was practically non-existent prior to the turn of the century. Nearly all books written in business education were subject matter texts for classroom use. The Phonographic World, the forerunner of the present, Journal of Business Education, was the first journal in the field published in 1885. Most other professional journals are the product of the 20th century. The Journal of Business Education, became the official organ of the National Council for Business Education. One of the earlier books of great value to business education was published as the first year-book by the Eastern Commercial Teachers Association in 1928.

All graduate research studies related to this study were written since the early 30's. A number of outstanding books were written after the turn of the century and should be utilized by every research student in business education. Much of the early history of education for business is available only through these sources.

One of the first books published upon the subject of business education was written by Herrick in 1904.⁴⁴ A book dealing with business education in general was written by Marvin.⁴⁵ Welch⁴⁶ wrote about specific

⁴⁴ Cheesman A. Herrick, Meaning and Practice of Commercial Education, New York, Macmillan, 1904, xv-378 p.

⁴⁵ Cloyd Heck Marvin, Commercial Education in Secondary Schools, New York, Holt, 1922, viii-216 p.

⁴⁶ Arnon W. Welch, Some Observations on Secondary Commercial Education, New York, Gregg, 1924, xii-208 p.

skill in one of the office arts. One of the first general books dealing with methods of teaching the business subjects was written by Jones.⁴⁷

First among the contributions along the line of books which deal with a general problem of commercial education was Lyon's Education for Business, originally published in 1922, revised in 1931.

Two important critical writings were Social Business Education in the Secondary Schools, by H.A. and H.M. Tonne, and perhaps the most important contribution to the field of business education was written by the "Father of Modern Business Education", Frederick G. Nichols' Commercial Education in the High School.⁴⁸

Any study dealing with the higher levels of education should include Marshall's The Collegiate School of Business,⁴⁹ and Bossard and Dewhurst's University Education for Business.⁵⁰

A report concerned with vocational business education should not overlook Objectives and Problems of Vocational Education.⁵¹

47 Conner T. Jones, Teaching Business Subjects in the Secondary School, New York, Ronald Press, 1924, vii-307 p.

48 Nichols, Commercial Education in the High School, Op. Cit., xxii-514 p.

49 Leon C. Marshall, The Collegiate School of Business: Its Status At the First Quarter of the Twentieth Century, Chicago, University of Chicago Press, 1928, ix-468 p.

50 James H.S. Bossard and J. Frederic Dewhurst, University Education for Business, Philadelphia, University of Pennsylvania Press, 1931, xii-578 p.

51 Edwin A. Lee, "Editor", Objectives and Problems of Vocational Education, New York, McGraw-Hill, 1938, x-476 p.

3. History of Business Education.

National Studies -- The first research study of major importance was Graham's, The Evolution of Business Education in the United States and its Implications for Business-Teacher Education.⁵² Although the major concern was teacher education, the historical development of business education up to 1933 was compiled. An analysis of the five aims of secondary business education prior to 1919 mentioned most frequently by the writers of the period were reported. The most frequently mentioned aim was to prepare pupils for specific office positions. Other aims included general education, social and civic life, preparation for promotion, and mental discipline in that order.

Two more comprehensive studies tracing the historical development of education for business were written by Haynes and Jackson⁵³ and published as Monograph 25 and a Ph.D. dissertation completed at Harvard University by Knepper.⁵⁴ Both studies were completed in 1935 and

52 Jessie Graham, The Evolution of Business Education in the United States and its Implications for Business-Teacher Education, Southern California Education Monographs, 1933-34 Series, Number 2, Los Angeles, University of Southern California Press, 1934, xxiii-226 p.

53 Benjamin R. Haynes and Harry P. Jackson, A History of Business Education in the United States, Monograph 25, Cincinnati, South-Western, 1935, 159 p.

54 Edwin G. Knepper, A History of Business Education in the United States, unpublished Ph.D. thesis, Harvard University, Cambridge, 1935, viii-422 p.

evidently independent of each other. It is significant that the two California business educators, Haynes and Jackson, selected the title, A History of Business Education in the United States, and Knepper used the older, more traditional term in his title, A History of Commercial Education in the United States.

Although both studies were well organized and documented, the Haynes and Jackson study placed more distinction upon the institutions and types of business education. The objectives and principles of business education were simply casual observations. Knepper organized the periods of history more definitely and developed the problem more scientifically. Special emphasis was given to the factors and forces affecting the objectives and aims of commercial education. The problems facing education for business and their implications for education were stressed.

Reynolds⁵⁵ stressed the general purposes of the business education curriculum to provide for the well-rounded development of every individual. Preparation to meet the increasing emphasis by employers upon occupational intelligence was needed. However, the writer does not make any definite recommendations.

55 Helen Reynolds, Handbook for Studying Business Education, unpublished Ed.D. thesis, New York University, 1939, p. 15.

DeBrum's⁵⁶ findings in his study of terminal business education on the junior college level in the United States demonstrated that over one-third (34.9 per cent) of the total terminal enrollment is in business education. Terminal business education has as its primary role the preparation of students for positions in the world of business.

California Studies -- According to DeBrum,⁵⁷ findings of his study indicate that in the high schools of California training for business occupations follows the traditional curricular pattern of bookkeeping, stenographic, and clerical studies. The evidence shows the junior college business program to be less bound by tradition than are the other levels of education. The extensiveness of the business offerings indicates that the junior college, more than any other educational institution, is sensitive to the needs of the student and the community.⁵⁸ Business education in the junior college is more in harmony with actual business needs thereby meeting the vocational objective.

56 S. Joseph DeBrum, Terminal Business Education in the Junior Colleges of the U.S., unpublished M.A. thesis, Stanford University, Palo Alto, California, 1941, p. 29.

57 S. Joseph DeBrum, Business Education in California Public Secondary Schools, unpublished Ed.D. dissertation, Stanford University, Palo Alto, California, 1948, p. 118.

58 Ibid., p. 125.

Although several excellent studies dealing with the history of business education in the nation have been reported, there is only one study dealing with a history of business education in California. Dr. Bell's thesis, Background and Development of Business Education in California Public Schools,⁵⁹ is a comprehensive, well-written report. In addition to reviewing the recorded facts of history, this study proposed to deal with the causative forces in California's business education development. The people who came to California established the original pattern, the direction, and the scope of business education in California through the years.

In addition to a treatment of both the background and development of business education in the United States and California, particular emphasis is placed on the state administration of business education and business education teacher training. However, Bell places little importance on the chief controversy--the classification of business education as vocational or general education.⁶⁰ In fact, she simply assumes that business education has always had the dual objective of contributing to general education and contributing to occupational competence.⁶¹

59 M. Bernadine Bell, Background and Development of Business Education in California Public Schools, unpublished Ed.D. thesis, University of California, Los Angeles, 1950, v-336 p.

60 Ibid., p. 309.

61 Ibid., p. 310.

The C.B.E.A. Story⁶² represents more than the history of the California Business Education Association. A complete, detailed history of education for business in California is presented, verifying and extending Bell's study. Patterns of thought are analyzed and findings are put through the rigors of internal and external criticism to determine the primary objective of education for business.

In September, 1951, the Bureau of Business Education of the California State Department of Education in co-operation with the California Business Education Association, published a special bulletin, Business Education in California.⁶³ Dr. William R. Blackler, Chief of the Bureau of Business Education, credited Dr. M. Bernadine Bell, Consultant in Business Education, for the major responsibility for planning and organizing the material, although each chapter of the study was a co-operative effort of some of the best qualified business leaders in the State.

Emphasis was placed on the dual role of the objectives of Business Education--the vocational function of business was to produce occupational

62 Al Giordano, The C.B.E.A. Story, San Francisco, The California Business Education Association, May 1965, 16 p.

63 Bureau of Business Education, Business Education in California, Sacramento, California State Department of Education, Vol. XX, No. 9, September 1951, viii-70 p.

competency and the function of general business education was to provide those educational experiences that are needed for effective adjustment to the business environment.⁶⁴

The scope of business education has been expanded to include many different subjects at different levels of the educational ladder. Aims and goals vary by subject and curriculum. Conflict of the primary objective of business education is noted. At one point the study reports, "The increasing emphasis on general education for all does not reduce the responsibility of business to provide sound and thorough vocational education." Yet, the summary of the report states:⁶⁵ "The first of these responsibilities calls for the development of basic business education courses that contribute to the general education of all learners and deals strictly with personal, social, and consumer competency in economic life."

Another comprehensive study was published by the Bureau of Business Education in August 1955, Business Education in the Secondary Schools of California.⁶⁶ This survey report, as the 1951 report, utilized

⁶⁴ Ibid., p. 26.

⁶⁵ Ibid., p. 35.

⁶⁶ Bureau of Business Education, Business Education in the Secondary Schools of California, Sacramento, California State Department of Education, Vol. XXIV, No. 11, August 1955, x-54 p.

many of the leading business educators in the State to review and offer suggestions. Rulon C. Van Wagenen, Chief, Bureau of Business Education, delegated the responsibility of preparation for publication to Leland P. Baldwin, Regional Supervisor, with an assist from Dr. Bell, Consultant. This report, however, consolidated the graduate theses of Eckenrod, Erickson, and Himstreet.

Comprehensive data was gathered to provide an analysis for enrollment trends in business education. General business showed the greatest growth in the secondary schools of California.⁶⁷

Himstreet limited his study to the public junior colleges of California. Among his findings relating to patterns of thought, he found that the junior college business curriculum aims to provide instruction for occupational groups rather than for a specific job in business.⁶⁸ Instruction practices and policies and principles of business education were of prime concern. The dual role of business education was prominent.

Eckenrod⁶⁹ portrayed the status of enrollments in business education in the public secondary schools of California. Expansion of business

⁶⁷ Ibid., p. 20.

⁶⁸ William C. Himstreet, A Study of Business Education in the Public Junior Colleges of California, unpublished Ed. D. dissertation, University of Southern California, Los Angeles, 1955, p. 258.

⁶⁹ Gervase Andrew Eckenrod, Business Education Enrollments in California in 1954 in the Public Secondary Schools, unpublished M. A. thesis, 1956, Fresno State College, Fresno, California, viii-186 p.

education curricula by subjects and enrollment verifies the growth and development of education for business in California.

In October, 1956, the Bureau of Business Education published their bulletin, Business Education in Action,⁷⁰ which provided an analysis and review of the studies that have been made by California public high schools and junior colleges to determine the success their graduates were having on their first jobs in business. This study reinforced the vocational objective of business education.

The December, 1958 bulletin⁷¹ was prepared for the Bureau of Business Education by Dr. Paul S. Lomax, professor emeritus and former chairman, Department of Business Education, New York University, during a special one-year assignment in 1956-57. Dr. Lomax brought a lifetime of service to business education with a fresh, unbiased viewpoint towards some of the problems facing education for business in California. As the result of his survey of business education in California, twenty-two recommendations were reported.⁷² This writer has selected "The Lomax Study" as one

70 Bureau of Business Education, Business Education in Action, Sacramento, California State Department of Education, Vol. XXV, No. 8, October, 1956, viii-39 p.

71 Paul S. Lomax, A Survey of Business Education in the Secondary Schools of California, Bureau of Business Education, Sacramento, California State Department of Education, Vol. XXVII, No. 14, December 1958, vi-49 p.

72 Ibid., p. 42-45.

of two key criteria in validation of the problem as one worthy of consideration and study.

4. The Major Issues of Business Education.

National Studies -- The first research of importance that attempted to determine the major issues of commercial education was completed under the direction of Dr. McKee Fisk by Newton.⁷³ Although a master's thesis, the study is comprehensive and well done. The study probably would have been improved if attention would have been concentrated on a delimited, less over-whelming problem.

Newton, through a careful analysis of the literature, determined that the question of the objectives of business education was clearly the most important problem in the entire field. For this reason, Newton discussed the problem of determining the objectives of commercial education first.⁷⁴

In his doctoral research, J Marshall Hanna⁷⁵ probed deeper into the points of view maintained by business educators regarding objectives of

73 Byron Louis Newton, A Study to Determine the Major Issues of Commercial Education, unpublished M.S. Thesis, Oklahoma Agricultural and Mechanical College, 1939, iv-157 p.

74 Ibid., p. 18.

75 J Marshall Hanna, Conflicting Viewpoints in the Field of Secondary School Business Education, unpublished Ed.D. Thesis, New York University, 1939, vi-281 p.

business education. By asking a series of similar questions he obtained conflicting viewpoints. The importance of this study, is demonstrated by its publication as Monograph 48, Fundamental Issues in Business Education.

Further proof of the importance of the controversial issues is Hayden's 1950 study which parallels Dr. J Marshall Hanna's 1939 study. Unfortunately, not all of Hanna's conflicting viewpoints were utilized. Nevertheless, sufficient major trends in thought were considered, listed and discussed to indicate a significant change in opinion. Hayden's study was published as Monograph 75, Major Issues in Business Education.⁷⁶

Still a third parallel study was conducted by Gratz⁷⁷ to determine the trends of thought over the past two decades. The study concerned itself exclusively with fundamental issues in a variety of subject matter fields. Many of the previous major issues of great importance were eliminated. It is questionable if trends of thought can validly be claimed for this study. Gratz recognizes this when he reports, "Trends of thought cannot be developed in all areas because there are just five issues in the present study that can be compared with Hanna's study and thirteen issues in the

76 J. Marshall Hanna, Fundamental Issues in Business Education, Monograph 48, Cincinnati, South-Western, 1940, p. 56.

77 Jerre E. Gratz, Major Issues in Business Education, Monograph 106, Cincinnati, South-Western, 1962, iv-108 p.

present study that can be compared with Hayden's. Only four of the issues in the study could be compared with both Hanna's and Hayden's studies.⁷⁸

Returning to a consideration of related studies in a chronological order, Kelley was concerned with determining the extent and for what types and levels of work, vocational business training has become wholly or partially, a post-high school or junior college and university school of business function. He reported that vocational business subjects, as now being offered, were receiving a marked degree of emphasis on the post-high school level of instruction. Attention was given to the levels of instruction and the type of program they should handle favorably.

Another excellent study by Strong⁷⁹ investigated various levels of business education on the Federal, state, and local levels for the purpose of showing the implications for the organization, administration, and supervision of business education. He concluded,⁸⁰ "business education has as its dominant purpose the broad training of persons to live in a social and economic world including a personal-use, social-economic, and vocational factors."

78 Ibid., p. 104.

79 Earl P. Strong, The Organization, Administration, and Supervision of Business Education, New York University Library, unpublished Ed.D. thesis, 1943, vii-365 p.

80 Ibid., p. 13.

He reported that the purposes of business education were broadly conceived to include prevocational, vocational, personal-use, and social-economic education. The thesis not only contained valuable information but was well written and organized.

An analysis of the trends in business education curricula, throughout the period 1919-1941, is reported by Cross.⁸¹ Changes in the employment market, range and diversity of occupations, and changes in occupations are some of the factors studied.

A monumental, seven-volume study of trends of thought in business education by the late Herman G. Enterline⁸² analyzed and classified ideas of 373 business educators in eight main areas of business education in secondary schools. The objectives of secondary school business education are divided into the nonvocational objectives of business education and the vocational objectives of business education. Each of these two principal categories is further subdivided into eight main areas.⁸³

A historical study dealing with the development of higher education for business in the United States was completed by Meeri Marjatta Saarsalmi

81 Lois Cross, A Study of Trends in Practices in Business Education, unpublished Ph.D. thesis, New York University Library, 1943, xvii-655 p.

82 Herman G. Enterline, Trends of Thought in Business Education, unpublished Ph.D. thesis, New York University, 1947, 7 volumes.

83 Herman G. Enterline, Trends of Thought in Business Education, Monograph 72, Cincinnati, South-Western, March 1949, p. 8-10.

at Indiana University in 1955.⁸⁴ In addition to the early thought upon which the establishment of higher education for business in the United States was based, a study of the fundamental factors and forces that influenced the development of collegiate education for business was a part of the problem.

California Studies -- In addition to conducting an investigation of the status of business education in the Los Angeles secondary schools, Davidson⁸⁵ was concerned with recent trends in business education. The general education objective of business education was stressed heavily in the conclusions. Despite this observation, an increased enrollment is evident in both social-business and skilled technical business subjects.

In his study, A California Survey,⁸⁶ Given submitted questionnaires with twelve thought-provoking questions to a sampling of representative high school principals throughout the State. Even though the returns were inadequate (56 out of 120), the report is significant because administrators were asked to participate rather than the usual business education leaders.

The importance of the problem undergoing thorough research in this study is reinforced once again. Given's first question was: "What are the objectives of the department?"⁸⁷

84 Saarsalmi, Op. Cit., xii-323 p.

85 Mildred L. Davidson, Recent Trends in Business Education, unpublished Master's thesis, University of Southern California, Los Angeles, California, 1936, p. 122.

86 John N. Given, "A California Survey", The Balance Sheet, Vol. XXI, No. 1, September 1939, p. 70.

87 Ibid., p. 70.

In Chapter IV of his doctoral dissertation, Functions and Administration of Business Education,⁸⁸ Erickson included twelve issues as the basis for the check-list questions which were submitted to the California public senior high schools. The first issue of importance was determining the primary function of business education in the high school.

The primary concern of the current issues in business education in the public junior colleges of California was focused on the role of general education and vocational education. Perry⁸⁹ found that contrary to the popular misconceptions concerning the objectives of general education and vocational education, "the literature reviewed in this investigation revealed that general education and vocational education should not be set one against the other. In reality, each complements the other."

Crawford compared present basic business education practices in California public secondary schools with existent opinion of basic business educators as these practices and opinions related to present selected basic business issues.⁹⁰ Crawford settled on the dual objective for basic business

88 Lawrence W. Erickson, Selected Business Education Practices In the Public Senior High Schools of California, unpublished Ed.D. thesis, University of California, Los Angeles, 1955, xvi-461 p.

89 Richard S. Perry, A Critical Study of Current Issues in Business Education in the Public Junior Colleges of California, unpublished Ed.D. thesis, University of California, Los Angeles, 1956, xix-596 p.

90 Maurice L. Crawford, A Comparative Study of Basic Business Education in California Junior and Senior High Schools, unpublished Ed.D. dissertation, University of California, Los Angeles, 1962, xxxv-580 p.

education. The validity of the study is questionable as all participants were from the same mold--basic business teachers; therefore, it is natural for them to be prejudiced for their own discipline.

5. General Studies in Business Education.

National Studies -- A number of general studies proved to be valuable not only because of related research but also for the methods and procedures utilized in the investigations.

Malottke⁹¹ presented a critical analysis of the weaknesses of state commercial teachers' associations with suggestions for improvement.

Kauzlarich⁹² reported on the inception and development of the National Association of Business Teacher-Training Institutions. Objectives and services of the Association were spelled out.

Eckersley⁹³ reported on the work and development of the International Society for Business Education for the purpose of suggesting additional service functions. The work of the Society is broken down into four major

91 Erna R. Malottke, A Study of the Improvement of State Commercial Teachers' Associations, unpublished Master's thesis, University of Southern California, Los Angeles, 1942, ix-179 p.

92 Charles E. Kauzlarich, The National Association of Business Teacher-Training Institutions: Inception, Objectives, and Services to Business Education, unpublished Ph.D. thesis, State University of Iowa, Iowa City, 1951, iv-345 p.

93 Ann Louise Eckersley, A Study of the Work, Development, and Functions of the International Society for Business Education, unpublished Ed.D. thesis, Columbia University, New York City, New York, 1956, x-203 p.

subject areas: "1. Business and/or Industry; 2. Business Schools and Universities; 3. Business Education; and 4. Reports and/or Letters".⁹⁴

Sister Mary Dolores Grewe⁹⁵ presented a well-organized but limited study of a history of the Midwest Unit of the Catholic Business Education Association. The initial designation C.B.E.A. should not be confused with the California Business Education Association.

Chapman⁹⁶ presented a chronological history of the organization and development of the Southern Business Education Association. Particular emphasis was placed on the professional activities of the Association.

In a historical treatise of the Business Education Department of the National Education Association, Peeples⁹⁷ attempted to point out significant historical highlights and to define worthy objectives toward which future efforts should be directed. Although the history is adequate, the questionnaire needs further development.

94 Ibid., p. 59-61.

95 Sister Mary Dolores Grewe, The Midwest Unit of the Catholic Business Education Association: Its History, Proceedings and Objectives, unpublished Master's Thesis, University of Iowa, 1953, v-144 p.

96 Robert Roscoe Chapman, Jr., A History of the Southern Business Education Association, unpublished Master's Thesis, University of North Carolina, Chapel Hill, 1954, v-145 p.

97 Binford H. Peeples, A History of the Business Education Department of the National Education Association, unpublished Ed.D. dissertation, University of Kentucky, Lexington, Kentucky, 1964, vi-202 p.

Ewan Clague, Commissioner of Labor Statistics, delivered a talk, Effects of Technological Change on Occupational Employment Patterns in the United States⁹⁸ at the Conference on the Manpower Implications of Automation. There was a growing need for workers who had more education and training. These factors have direct application to business education programs.

Norton⁹⁹ treats the educational problems of our democratic economy in a clear, realistic, and thorough manner. This report is a must for background understanding of our free enterprise system; educational implications are outlined. The existence of technological changes has an important bearing on the question of the content of programs offered by the schools. The business data processing program is the best example of technological change in education for business.

In 1942, the eighth yearbook of the National Business Teachers Association edited by Dr. McKee Fisk, The Principles of Business Education¹⁰⁰ should be included in any study of business education. Although 57

98 Ewan Clague, Effects of Technological Change on Occupational Employment Patterns in the United States, Mimeographed Report, Conference on the Manpower Implications of Automation Organization for Economic Cooperation and Development, Washington, D.C., December 8, 1964, p. 23.

99 Thomas L. Norton, Public Education and Economic Trends, The Committee on Publications, Cambridge, Massachusetts, Harvard University, Graduate School of Education, 1939, p. 115.

100 McKee Fisk, "Editor", et al., "The Principles of Business Education", Eighth Yearbook of the National Business Teachers Association, 1942, p. 7.

principles were stated, no statement of the major objectives of business education was embodied in the Yearbook. Certainly the primary purpose should be stated in a guiding principle.

Paul S. Lomax corrects the omission in the first chapter, "Changes in the Philosophy of Business Education",¹⁰¹ in the 1964 Yearbook of the National Business Education Association. To the 57 original principles of business education, Lomax adds three principles and numbers them, No.'s 1, 2, and 11. The first principle indicates that business education is a related and integral part of a total program of education. Principle No. 2 states that business education has two major objectives.¹⁰²

California Studies -- A complete, detailed account of all facets of the California Teacher s Association has been written by Bowman.¹⁰³ This study is important to business education as its history and more particularly, the history of the C.B.E.A. followed the same pattern of development.

101 Lomax, Recent and Projected Developments Affecting Business Education, Yearbook, Op. Cit., p. 1-20.

102 Ibid., p. 3-5.

103 Leonard Leon Bowman, A History of the California Teacher's Association, unpublished Ed.D. thesis, Stanford University, Palo Alto, California, June 1943, xiii-584 p.

Another research report dealing with the development, structure and program of the California Teachers Association, was prepared by Gillingham.¹⁰⁴ More attention is given to the regional associations and the affiliates of the C.T.A. Since the business education associations started out as regional associations and later as an affiliate, it has some relation to the present study.

Wittenberg's¹⁰⁵ master's thesis is a brief report containing a number of errors relating to the California Business Education Association. A five-year program for improvement is proposed.

6. Summary and Basic Hypothesis.

Business is a vital economic force whose chief function is the gratifying of human wants. Therefore, business was affected by many social and economic influences--civil war, depression and periods of prosperity, inventions, immigration and changes in the population structure, and increasing complexity of government and business. Specialization and scientific development promoted material advancement at the expense of spiritual values.

104 Robert Cameron Gillingham, The California Teachers Association, Its Development, Structure, and Program, unpublished Ph.D. thesis, University of Southern California, Los Angeles, California, June 1949, xiii-371 p.

105 Mary Alice Wittenberg, A Proposed Five-Year Program for the California Business Education Association, unpublished Master's thesis, University of Southern California, Los Angeles, 1949, 104 p.

Business is dynamic and has constantly adapted to changes of a complex society. Business education, as an integrating force, involves both economic and social factors in meeting the needs of society.

The next section was devoted to a definition of terms. Clarification of terms was especially critical in a study attempting to prove or disprove a highly controversial issue.

The survey of the literature was reviewed under three categories and each was further subdivided into National Studies and California Studies.

The first group, history of business education, contained five national studies and eight California studies. A history of business education in both the nation and California was necessary to portray the historical development, and substantiate the major issues of business education over the years.

Nine graduate research studies have dealt with the problem of determining the major issues of business education on the national level. This second group also includes five California studies. There is, however, no comparison between the caliber and depth of the national studies and the limitations of the California studies. A definite need existed for a comprehensive study to determine the major issues of business education in California. On the national level a research study was needed to trace the trends determining the primary objective of education for business.

In order to trace the patterns of thought under which business education developed in California, it was first necessary to reconstruct the historical paths of the business education associations of the State. After three years of exhaustive research, the C.B.E.A. Archives were developed and were utilized as the 'vehicle' of this study. Therefore, the third category included ten national and three California studies concerned with business education institutions and associations and related social and economic factors.

The present investigation grew out of this more general problem. The writer sought to trace the patterns of thought under which business education developed in California to discover the primary objective of business education for each period. More specifically, this study was devoted to a comparative analysis of these patterns of thought in the United States to California. This researcher was chiefly concerned with only one aspect of the total problem; therefore, it may be stated in the form of the null hypothesis: a comparative analysis of the patterns of thoughts supports the theory that the primary objective of business education is not vocational.

The purpose of this chapter was to place the importance of the problem and its significance in its true perspective. The early history of business education in both the United States and California is reported in the subsequent chapters.

CHAPTER II

EARLY HISTORICAL DEVELOPMENT

1. The Early History of Business Education, 1635-1852.

United States, 1635-1852 -- Colonial education in America was a direct imitation of English education. Commercial education, as business education was originally known, in its early stages was taught by means of the apprenticeship system. In describing the apprenticeship system of medieval England, Lyon¹ reports, "we find in the apprenticeship system of medieval England a thoroughly organized educational system with well-recognized aims and carefully worked-out methods". It is easy to understand why early instruction in the practical methods of business during the first two centuries of this Country's history utilized the apprenticeship system. The rapid commercial developments of the Country soon made this system of education obsolete, providing an opportunity for other schools and methods to develop. Consequently, business education later was carried on through private instruction, private schools, grammar schools, evening schools and academies. Each of these types of educational institutions had a definite influence upon the present organization of business education and attributed greatly to its development.

¹ Leverett S. Lyon, Education for Business, Chicago, University of Chicago Press, 1931, p. 219.

The history and development of business education in the United States closely paralleled the history of the economic development of the Country. Its inception was based on the needs of business and it has developed to serve not only business, but also the individual in his everyday life.²

Early education for business was definitely oriented towards meeting the demands of the American free-enterprise system. Johnson makes this quite clear:

The beginning of commercial education in the United States was characteristically American, it was a growth, not an institution: a growth of private enterprise in response to public need. It was spontaneous and several early forms were almost simultaneous. All were in answer to definitely voiced demands.³

Business education was the original type of vocational education. In the years before agriculture, homemaking, and industrial education were offered in the public schools, business education was included in programs of public education. Its recognition was forced by public demand and private business school competition far in advance of the time when educational leaders were willing to admit it on principle.⁴

2 Earl P. Strong, The Organization, Administration, and Supervision of Business Education, unpublished Ed.D. thesis, New York University Library, 1943, p. 20.

3 Joseph F. Johnson, "Commercial Education", A Cyclopedia of Education, Paul Monroe, "Editor", New York, Macmillan, 1911, p. 143.

4 Frederick G. Nichols, Commercial Education in the High School, New York, Appleton-Century, 1933, p. 69.

Many of the problems business education has faced, both today and throughout history, are a result of this early conflict between the principles of vocational education and general education.

"Business education made its appearance in the 'New World' in 1635 when James Morton was hired as a school master by the Plymouth Colony to teach the children to read, write and cast accounts".⁵ Records indicate that throughout the 18th Century there were other grammar schools in which "arithmetic, handwriting and bookkeeping were taught".⁶ Franklin's Academy in Philadelphia, founded in 1749, is usually conceded to be the first of the academies.⁷

During the first two centuries, economic conditions of the day, non-existent compulsory school attendance regulations, poor labor conditions, and children in business and industry, all contributed to unorganized education for business. During this period, practically all instruction in business was through the apprenticeship system. The objective of this type of training was definitely vocational as training was for a specific trade.

5 Earl W. Barnhart, "Early Beginning of Commercial Education", Vocational Education Magazine, October 1922, p. 60.

6 Robert Francis Seybolt, Source Studies in American Colonial Education: The Private School, Urbana, University of Illinois, 1925, p. 53.

7 Robert Francis Seybolt, The Evening Schools of Colonial America, Vol. XXII, Bureau of Educational Research Bulletin, No. 24, Urbana, College of Education, University of Illinois, 1925, p. 9-11.

The first public high school, the English Classical School for Boys, was established in Boston in 1821. In 1823 bookkeeping was added to the curriculum.⁸ One of the chief aims of the school was to prepare students for commercial careers.⁹ The Massachusetts High School Law of 1827 specified single-entry bookkeeping as a high school subject. The Board of Regents of the State of New York in 1829 recognized bookkeeping as a subject appropriate to English education.¹⁰

It was during the first part of the 19th Century, with the introduction of bookkeeping into public high schools, and recognition by the states of Massachusetts and New York, that education for business found a place in the public school system of the day.

The need for more and better trained employees in business and the profit motive, encouraged free enterprise to engage in business training. Dolber's Commercial College, organized in New York City in 1835, was credited by the United States Commissioner of Education as being the first institution in this Country to be devoted exclusively to commercial education.

8 Elwood P. Cubberley, Public Education in the United States, Boston, Houghton Mifflin, 1934, p. 253.

9 Isaac L. Kandel, History of Education in the United States, Boston, Houghton Mifflin, 1930, p. 434.

10 M. Bernadine Bell, Background and Development of Business Education in California Public Schools, unpublished Ed.D. thesis, University of California, Los Angeles, 1950, p. 16.

By 1850 there were approximately 20 private business schools throughout the east and middle west. Much of the instruction was given in the evenings because most of the students were employed in business during the day.¹¹

California, 1635-1852 -- Economic factors of the day as well as geographical barriers delayed settlement of California. The Gold Rush of 1849 and the completion of the first trans-continental railroad started the migration westward which has lasted over a century. As a result, today, California is the most populated state in the Country with an unequaled economic growth and development.

In California, as was true throughout the Nation, business subjects were taught before business education as such was recognized. Bookkeeping was included in the curriculum of El Colegio San Jose, which was established near Monterey by W.E.P. Hartnell in 1834.¹²

Even though settlement came slowly at first, education for business followed the same pattern of development of the rest of the Country--bookkeeping was the first business subject to win popular acceptance.

¹¹ Isaac L. Kandel, History of Education in the United States, Op. Cit., p. 12.

¹² William Warren Ferrier, Ninety Years of Education in California, Oakland, California, West Coast, 1937, p. 27.

Educational Influences -- The apprenticeship system of medieval England was utilized in early training in business education. Private instruction, private schools, grammar schools, evening schools and academies had a definite influence upon the development of business education. Business education, as the original type of vocational education, paved the way for other forms of vocational education.

Throughout most of this early colonial and national period, education was still very limited and backward. Foreign influence continued very strong. It was not until the very end of the period that a few completely public, tax-supported schools became available in some states.

2. The Business College Era, 1852-1893.

United States, 1852-1893 -- The business college was the dominant institution for business training throughout the whole period. In 1863, H.B. Bryant and H.D. Stratton opened their first school in Cleveland, Ohio. This started the business college chain system. By 1863, there were more than 50 schools under their management. In 1867, Silas S. Packard bought the school he started in 1858 as part of the Bryant-Stratton chain and changed its name to Packard College.¹³ This started the movement of decreased emphasis on chain school development. Packard was the undisputed leader of this era.

¹³ Edmund J. James, Commercial Education, New York, American Book Company, 1910, p. 18-21.

During this period, during the rise and growth of the private business college, some progress had been made in the public high schools in offering business education subjects, but the emphasis of such schools had been mainly in preparation for college.

In 1861, due to an acute shortage of male clerks in the federal government offices during the Civil War, General Francis E. Spinner, United States Treasurer under Lincoln, hired 1500 women and took them into government offices.¹⁴

On July 2, 1862, President Lincoln signed the Morrill Act, "the land grant act," which donated to each state 30,000 acres for every representative it had in Congress to establish a college of instruction in agriculture, mechanical arts, and business.¹⁵

During the Civil War, and especially during the reconstruction period that followed, the expansion of industry and the improvement of transportation and communication were important in the promotion of business education.

In 1863, shorthand and bookkeeping were made a part of the course of study in the Central High School in Philadelphia as well as the St. Louis

¹⁴ Fortune, "Women in Business", Fortune, Vol. XII, July 1935, p. 35.

¹⁵ George P. Sanger, "Editor", United States Statutes at Large, Boston, Little, Brown and Company, 1863, p. 503.

High School.¹⁶ Even though business courses had been introduced in high schools earlier, the introduction of this work is the origin of clearly defined business education at public expense in the United States.¹⁷

Many parents insisted that the public schools should provide business courses for their sons and daughters. Private business schools were successful and profitable; therefore objected to the inclusion of more and more business courses into public high schools.

This period was marked by many new inventions. The single, most important invention to business education was the invention of the first typewriter on July 14, 1868, by C. Latham Sholes. Many of the first typewriters were awkward and clumsy to operate and did not produce acceptable work. Most of the business curricula maintained bookkeeping as the core, gradually adding a few courses such as commercial English. Although shorthand had already been developed and introduced into some programs, with the invention and perfection of the new writing machines, added emphasis was given to these courses when a touch-system of operation was developed. This marked the beginning of the basic curriculum of bookkeeping, shorthand, and typewriting.

16 Edwin G. Knepper, "Historical Development of the Business Curriculum", The Changing Business Education Curriculum, The American Business Education Yearbook, Vol. IV, 1947, p. 20.

17 Kandel, Op. Cit., p. 434.

Towards the end of the period, complete business curricula were being introduced into many high schools.

The High Schools of Commerce -- The first high school of commerce established as part of a public school system, was the Business High School of Washington, D.C., started in 1890.¹⁸ Early high schools of commerce were opened in Brooklyn, New York City, Philadelphia, and Boston. The records of the many high schools of commerce speaks highly of their accomplishments.

California, 1852-1893 -- The territory known as California grew rapidly and its educational system did not lag as much as it had in some other states. In 1856, two high schools were established in California-- one in San Francisco and one in Sacramento.

Bookkeeping and political economy were provided for in the first course of study adopted for California's first high school, San Francisco High School, in 1856.

The development of its first two high schools and the establishment of business colleges in California tends to follow the national trend in business education.

The development of business education was assumed by the private business schools beginning with the establishment of the San Jose Institute

18 Lyon, Op. Cit., p. 386-387.

and Commercial College in 1862. Bookkeeping was the primary subject and the center of the instructional program. Other leading schools and private business colleges were the Pacific Business College and Heald's Business College, established in San Francisco in 1863. The private business schools and colleges flourished; and, by 1900, there were many popular centers for instruction in business in every major city in the state.¹⁹

Early Professional Teacher Education Associations in the United States -- Recognition for the origin of convention of business teachers may be credited to the business college with a meeting of the Bryant-Stratton chain in 1863-1864. This was followed by the Business Educators Association, the predecessor of the N.E.A. Department of Business Education, in 1878. In 1892, this association became a department in the National Education Association and designated as the Department of Business Education.²⁰

Early Professional Teacher Education Associations in California -- The following account of the State teacher's association is presented as the development of business teacher associations was closely related and similar in scheme.

Although the State teacher's association was recognized as the statewide organization from its origin in 1876, most of its meetings were held in

19 Al Giordano, The C.B.E.A. Story, San Francisco, The California Business Education Association, May 1965, p. 1.

20 National Education Association, Addresses and Proceedings of the National Education Association, 1892, Wichita, Kansas, National Education Association, 1892, p. 31.

San Francisco and other cities in the Bay region. In reality the state association was largely local in patronage comprising the territory within one hundred miles of San Francisco, practically a Bay region concern.²¹

In 1890, the general economic conditions, the limited facilities for travel and communication, the economic status of the teachers themselves, the attitude of Boards of Education and the public towards teachers' meetings, and the general lack of professionalism among teachers all conspired to make the meetings local affairs.²²

Early Collegiate Schools of Business in the United States -- Collegiate schools of business in the United States have taken two forms. One type is the Institute of Technology; the other, the Collegiate School of Commerce. Each of these types of schools sprang, more or less, from the economic conditions of the times which saw its beginning. In 1824, the Rensselaer Polytechnic Institute was founded, followed in 1847 by the Sheffield Scientific School at Yale, and in 1848 by the Lawrence Scientific School at Harvard.²³ The Morrill Act of 1862 and the "so called" Second Morrill Act of 1890 brought the aid of public funds through land grants to state colleges.

²¹ Leonard Leon Bowman, A History of the California Teacher's Association, unpublished Ed.D. thesis, Stanford University, Palo Alto, California, June 1943, p. 263.

²² Ibid., p. 264.

²³ Lyon, Op. Cit., p. 326.

The first successful collegiate school of business, The Wharton School of Finance and Commerce, was founded at the University of Pennsylvania in 1881. From the beginning, the chief aim of collegiate business training had been the development of business leaders capable of making decisions based upon familiarity of economics, sociology, psychology, and other related fields.

Early Collegiate Schools of Business in California -- During this period, what few business courses were offered in California were pioneered by Catholic colleges. These institutions are today known as the University of San Francisco and Santa Clara University. Collegiate schools of business were non-existent.

Educational Influences -- The 19th Century places the greatest emphasis on "an elementary education for all". During this period, although public secondary schools were growing in student population and importance, the greatest progress in the business education area took place in the private business schools.

The mental discipline theory probably reached its most dominant position during this period. Spencer's emphasis on the practical arts hastened the introduction of the sciences. Herbart rejected the faculty psychology and the formal discipline conception of education. He insisted that subject matter should be selected on the basis of an analysis of life

activities. Girls began to outnumber boys in the high schools and in the business colleges, as their traditional role changed from that of homemaking. Girls found it rewarding as well as profitable to prepare themselves for office positions.

3. The Subsidized Business Education Era, Secondary School Dominance, 1893-1917.

The United States -- The Country was rapidly changing from an agricultural to an industrial people, with a consequent shift of population from rural communities toward the cities. This was a period of large business, constantly enlarging. There was legislation designed to curb malpractices and to protect individuals from the advantages of big business. Under this heading came strong legislation against the exploitation of children by industry and in many states compulsory school attendance laws.

The "machine age" resulted in a movement to substitute machinery for men wherever possible in order to keep capital invested. More efficient operation resulted, and the general standard of living was raised. A spirit of rivalry and a competition based upon efforts to increase efficiency was characteristic of this period. Specialization was resorted to as a means of attaining a high degree of facility and efficiency.

Scientific development was fast becoming a most potent influence in all human endeavor. Spiritual values were swept aside to make way for material advancement.

During the 19th Century the emphasis was on the elementary school level. In fact, the philosophy, 'an elementary education for all the children of all the people,' prevailed throughout the century. Now the emphasis swung to an upward extension of public education to the secondary level.

The Period of Secondary School Dominance, 1893-1917, was marked with a large variety of educational institutions participating in the function of education for business. The selection of the institution characteristic of the period is based not solely on numbers enrolled or trained, but their contribution and importance in the overall scheme of education for business.

The emphasis on elementary education throughout the 19th Century provided an over-abundance of youth of high school age requiring additional high schools to handle the flood of students.

During the period 1893-1917, the secondary school was rapidly growing. In fact, from 1890 to 1910, there were 7,700 new, free, public high schools established to take care of the rapid expansion of the secondary school population. Increase in the secondary school population was unprecedented and ultimately the secondary school became the dominant institution for business training.

The rise in standard of living, greater prosperity of the people generally, higher appreciation of the need for education, and the increasing of the minimum age limit for industrial employment, all contributed to this growth in school population. Demand for business executives and an enormous

demand of business for stenographers and typists, created ever-increasing enrollments; consequently, the quality of those enrolled were not given due consideration.

During the early years, the greatest weakness in the conduct of early business education was its lack of organization.²⁴ The new teaching associations started to remedy this early shortcoming.

Through most of this period, the private business schools were training more students than any other institution. The public high school was making rapid progress and soon overshadowed the business schools, both in importance and in the number of students trained. The size and location of the early high schools had a direct effect on the type of business curriculum and the number of business courses offered. The comprehensive high school owes its existence at least partially to the development of education for business. James M. Glass described the expansion of practical business training in the high school as follows:

It is a matter of common knowledge that the comprehensive high school had its origin in the first concession made by the academic curriculum to commercial courses of study. When business education had thus blazed the trail to an enlarged secondary program of studies adaptable to both college preparatory and vocational aims the trail became open to other vocational arts

²⁴ Edwin G. Knepper, A History of Business Education in the United States, Ann Arbor, Michigan, Edwards Brothers, 1941, p. 17.

curricula. Thus, the "comprehensive" or "democratized" high school, which is beyond question the greatest single contribution of the high school to American education, was inaugurated by business education.²⁵

California -- At the turn of the century, California lagged behind the Nation in the development of public high schools. During the early part of the period, private business schools still maintained their dominant position. After the turn of the century, expansion and development of public high schools was rapid. At this time business subjects were popular in California and by the end of the period all but 37 schools out of 285 were teaching business courses. Progress in business education continued through concerted effort despite the fact that business subjects in day high schools were not aided by state or federal funds.²⁶

The Collegiate Schools of Business in the United States -- Prior to the turn of the century, there were only three collegiate schools of commerce. Although the Wharton School of Finance and Commerce of the University of Pennsylvania was founded in 1881, the University of California was the first of the higher institutions of learning in the United States to adopt the idea and the name of a College of Commerce.²⁷

25 James M. Glass, "Commercial Education in the High School", Balance Sheet, Vol. VIII, No. 1, Cincinnati, South-Western, September 1926, p. 3.

26 Bell, Op. Cit., p. 119.

27 Giordano, Op. Cit., p. 1.

Other early developments are reported by Ruml as follows:

. . . In 1900, at the University of Wisconsin, a department was organized known as a School of Commerce, and in the same year at Dartmouth College was founded the Amos Tuck School of Administration and Finance. Also in that year, a Department of Economics and Commerce was established at the University of Vermont, and a School of Commerce, Accounts, and Finance at New York University.²⁸

The Collegiate Schools of Business in California -- The College of Commerce at the University of California and the College of Commerce at the University of Chicago both were founded in 1898.

During the early 1900's, the aims of the college of commerce were to: (1) furnish cultural work, to enrich the minds of the student with a supply of equipment in languages; (2) utilize methods of research, economics, and the knowledge of business organization--the essential mental tools for the man of business, and (3) provide an opportunity for the student to acquire some knowledge of a particular line of trade.²⁹

Business Teachers Education in the United States -- As in the colonial period, during the early national period there was probably no systematic instruction or any specially designed training course anywhere available for

28 Frances Ruml, "The Formative Period of Higher Commercial Education in American Universities", Leon C. Marshall, "Editor", The Collegiate School of Business, Chicago, University of Chicago Press, 1928, p. 53-54.

29 Bell, Op. Cit., p. 92.

prospective teachers of the business subjects either in the secondary schools of the period or in the privately established business schools.³⁰ Even though the last forty years of the nineteenth century was a period of rapid expansion in private business colleges there was no great progress made in education of teachers for this work.

Most of the early business teachers were a product of the private business schools; some were employed in the world of business. Some of the difficulties and weaknesses of business education programs was attributed to the poor qualifications of the early teachers.

In 1898, the Drexel Institute in Philadelphia offered the first business teacher training course.³¹ In the period between 1900 to 1920, although there were more than 30 state normal schools professing to give courses for the training of commercial teachers, only six were making a really serious effort to train such teachers for the public schools.³²

Business Teacher Education in California -- In the early years there was no education for business teachers in the State. Most teachers were

30 Jessie Graham, The Evolution of Business Education in the United States and Its Implications for Business-Teacher Education, Southern California Education Monographs, 1933-34 Series, Number 2, Los Angeles, University of Southern California Press, 1934, p. 24-25.

31 National Education Association, Addresses and Proceedings, 1901, Winona, Minnesota, National Education Association, 1901, p. 734.

32 Haynes and Jackson, Op. Cit., p. 130-131.

required to obtain their education in other states. It was not until 1915 that the State Board of Education granted special credentials in special fields, such as business education, for certification of teachers.

Two educational institutions are the product of the 20th Century in America. These are the junior high school and the junior or community college. These, as well as other older established educational institutions, have played a role in the development of vocational business education.

The Junior or Community College in the United States -- A comprehensive definition was given by Ricciardi:

A fully organized junior college aims to meet the needs of the community in which it is located, including preparations for institutions of higher learning. Liberal arts education for those who are not going beyond graduation from the junior college, vocational training for particular occupations usually designated as semi-professional vocations and short courses for adults with special interests.³³

The most effective and far reaching university influences in the formation of the junior colleges came from President Harper of the University of Chicago, and Dr. A.F. Lange of the University of California.³⁴ What is generally agreed upon as the first public junior college in the United States,

33 Nicholas Ricciardi, "Vital Junior College Problems in California", The Junior College Journal, Vol. I, No. 2, October 1930, p. 24-25.

34 Lyon, Education for Business, Op. Cit., p. 425-427.

is that initiated in 1902, under the direction of Superintendent J. Stanley Brown, with the encouragement of President Harper, by the Joliet Township High School, Joliet, Illinois. The provision of the terminal curriculum in junior colleges has resulted in the development of numerous semi-professional and technical business training programs.³⁵

As the newest of the public educational institutions, the junior college was less bound by tradition and custom; therefore presenting an opportunity to educators for research and experimentation.

The Junior or Community College in California -- Practically coincident with the work of President Harper, there was going on in California, under the influence of Dr. A.F. Lange, developments very similar to those in which President Harper was interested. The remarkable development of the junior college in California, bears eloquent testimony to the virility of Dr. Lange's influence.

Junior High Schools -- The junior high school organizations were a feature at the turn of the century. In 1909, Berkeley, California, re-organized its schools on a clear cut, six-three-three plan. The commission on the re-organization of secondary education of the National Education Association in 1913, issued what no doubt has been one of the most influential and best-known reports of the century in secondary education--the Cardinal Principles of Secondary Education. It has been referred to as the

35 Walter C. Eells, The Junior College, Boston, Houghton Mifflin, 1931, p. 167-168.

Magna-Carta of the junior high school movement. Re-organization along the six-three-three plan was emphasized.³⁶

The fifth yearbook of the Department of Superintendency divided the progress of business education in the junior high school into four stages. The courses offered during this period were strictly vocational. It was the theory, at that time, that many students would not enter high school and that vocational training would aid them in their search for employment. During the second, or practical stage, the chief development had been constant revision of content to make it more appropriate for the junior high school level. Progress was made toward making these courses pre-vocational and deferring the strictly vocational courses to the senior high school. During the third, or experimental stage, the commercial curriculum is given due credit for pioneering the necessary re-organization in junior high school subjects.³⁷ The fourth stage, or fusion stage, was simplified by the development of the junior business course.

Professional Teacher Education Associations in the United States --
The Business Educators Association voted to become affiliated with the

³⁶ U.S. Bureau of Education, The Cardinal Principles of Secondary Education, Bulletin 18, Washington, U.S. Government Printing Office, 1918, p. 18.

³⁷ Benjamin R. Haynes and Harry P. Jackson, A History of Business Education in the United States, Monograph 25, Cincinnati, South-Western, 1935, p. 78.

Department of Business Education in 1893.³⁸ In 1895, some of the private school members withdrew from the N.E.A. Department of Business Education and formed the National Commercial Teachers Association, later known as the National Business Teachers Association, and today the National Business Education Association. In 1897, the Eastern Commercial Teachers Association was also organized. During the same year, an important report released for the Commissioner of Education by Professor Edmund James of the Wharton School of Finance and Commerce had a tremendous influence on the development of business education. His report to the Commissioner of Education stressed the need for a commercial education that would train valuable office assistants and intellectually useful citizens.³⁹ This report, which was distributed widely by the American Bankers Association, did more than anything else to convince public school men that business education should have a place in our secondary schools.⁴⁰ In 1901, the International Society for Business Education was organized in Zurich, Switzerland.

38 David J. Stewart, A History of the Organizations and Literature in Business Education, unpublished M.S. Thesis, Indiana State Teachers College, Terre Haute, Indiana, 1950, p. 18.

39 Edmund J. James, "Commercial Education", Education in the United States, a Series of Monographs, Nicholas Murray Butler, "Editor", Albany, New York, J.B. Lyon, 1900, p. 25, 677.

40 Eells, Op. Cit., p. 631.

The first steps to organize the institutions offering education for business were taken in 1916 under the leadership of Dean E. F. Gay of the Harvard Graduate School of Business Administration, Dean L. C. Marshall of the College of Commerce and Administration of the University of Chicago, and A. E. Swanson, Acting Dean of the Northwestern University School of Commerce. "The Association of Collegiate Schools of Business was organized with sixteen initial members for the promotion and improvement of higher education for business in North America. In 1925, the name of the association was changed to The American Association of Collegiate Schools of Business."⁴¹

After ten years of existence, The American Association of Collegiate Schools of Business recognized three major objectives for higher education for business:⁴²

1. The social or public objective of collegiate education for business included the functioning of the school of business for the betterment of society.
2. The professional objective of collegiate education for business was preparation for executive positions in business calling for sound judgment and the ability to make wise decisions.

41 Meeri Marjatta Saarsalmi, Some Aspects of the Thought Underlying Higher Education for Business in the United States, unpublished D.B.A. dissertation, Indiana University, Bloomington, 1955, p. 102-103.

42 Ralph E. Heilman, "A Re-evaluation of the Objectives of Business Education", Proceedings of the Tenth Annual Meeting of the American Association of Collegiate Schools of Business, May 1928, p. 114.

3. As a branch of higher education, collegiate education for business shared in the responsibility of educating men with objective judgment who were prepared to take the "guess work" out of administration and to develop business disciplines.

Early curricula established to prepare young men for business leadership comprised of courses in three areas; general education, economics, and business administration.

Professional Teacher Education Associations in California -- At the turn of the century, business teachers met only as members of the State Teachers Association of California. At that time, the group was made up of four geographical sections and primarily met once a year at one large meeting. At this time, business teachers met at the annual Teacher Institutes sponsored by the California Teachers Association. After the era of teacher institutes, regional associations of business teachers were organized wholly independent of each other.⁴³

The California Business Education Association followed the pattern of development of the California Teachers Association.⁴⁴

The executive council of the California Teachers Association met in Los Angeles and among the topics reported on by the committees included

⁴³ Bowman, Op. Cit., p. 254.

⁴⁴ Ibid., p. 263.

"The function and scope of business courses in high schools". This was the first time that documented evidence indicated that business education was becoming recognized.⁴⁵

In 1897, sixteen departments were listed, business education was not one of these. Commercial education was listed as a department of the California Teachers Association for the first time in 1905.

In 1905, membership figures showed the California Teachers Association to be the strongest state teacher's organization in America.⁴⁶

The seventeenth annual session of the California Teachers Association was held December, 1909, at the Polytechnic High School in Los Angeles. Urging the recognition of commercial, industrial, and applied subjects for entrance to college was one point of business.⁴⁷

Historical records indicate that the first Business Education Association for public school teachers was organized in 1913 in the southern part of the State.⁴⁸ It has been verified that the first official business education meeting was held in the San Francisco Bay Area in 1915.⁴⁹ The meeting

45 Ibid., p. 273.

46 Ibid., p. 234.

47 Ibid., p. 226.

48 Southern California Public School Commercial Teachers Association, Minutes of Meeting of December 18, 1913, unpublished, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College.

49 Albert G. Giordano, Bay Area C.B.E.A. Historical Meeting of January 9, 1963, Burlingame, California, on tape No. 1, held in the C.B.E.A. Archives, Division of Business, San Francisco State College.

was held in conjunction with the Panama-Pacific International Exposition in Oakland in 1915 and highlighted business education by featuring a standard commercial school exhibit.

National Education Association Committees--Implications For Business Education -- The Committee of Ten of the National Association of Education in 1893 still stressed the college preparatory objective for the public secondary schools. The general educator looked upon the high school as an institution between the elementary school and the college, a sort of middle school to be shaped to the demands of the upper institution rather than the lower one. The injustice of this view taken by the Committee of Ten of the N.E.A. in its 1893 report was pointed out by G. Stanley Hall as early as 1901.

During this same period of time the academy had been repudiated as it had failed to keep step with economic needs. During this period of expansion of public secondary schools, business education experienced a greater growth and development. This resulted in recognition by the N.E.A. for the first time.

In 1903, a Committee of Nine appointed by the N.E.A. issued a report recommending a four-year course of business training in public schools. The course consisted of the college preparatory curriculum but business courses were listed as electives.⁵⁰

⁵⁰ National Education Association, Addresses and Proceedings, 1903, Winona, Minnesota, National Education Association, 1903, p. 750-753.

The report of the 1903 N.E.A. committee showed a definite tendency toward greater emphasis on social science materials.⁵¹ This action has been traced as one of the starting points of a change in objectives from vocational to general education.

The reports of the Committee of Nine described the efforts which were made to include general and academic subjects in the business education program. These reports also depict the attempts to construct the curriculum which could be adapted to an organized school system.⁵²

The N.E.A. displayed continued interest and in 1915 the N.E.A. committee prepared a second report on business education. They advocated the development of two business curricula for public high schools. One of these was in accounting, the other in stenography. Provision was made for an office practice class in each major.⁵³

The 1915 committee emphasized the technical business skill subjects as well as the general background subjects. However, the business program in the public schools did not change noticeably. It continued to be, for the most part, a course of electives with no particular objective for the students to follow.⁵⁴

51 Edwin G. Knepper, "A Historical Sketch of Business Education in the United States", Seventh Yearbook, Eastern Commercial Teachers' Association, Business Education in a Changing Social and Economic Order, 1934, p. 35.

52 Strong, Op. Cit., p. 20.

53 W.D. McKinney, "Report of Committee on Research, Standardization, and Correlation", Journal of Proceedings and Addresses of the Fifty-third Annual Meeting, National Education Association, 1915, p. 930-933.

54 Strong, Op. Cit., p. 26.

Federal Legislation -- In 1907, the Society for the Promotion of Vocational Education was formed. The objective of this organization was to secure school training which would result in job efficiency. It accomplished its first real victory in 1917 when the Smith-Hughes Act, providing for the Federal Board for Vocational Education, was passed. Funds were made available for the organization and maintenance of part-time schools and classes in order to give business training to employed persons. Reimbursement for instruction could not be obtained for regular high school business courses.⁵⁵

Without doubt, one of the most significant pieces of federal legislation so far as its direct effect upon business education is concerned, was the act which in 1917 made provision for a "Federal Board for Vocational Education". Although this act was not directed primarily toward business education, it had far reaching influences upon that phase of education even though other forms of vocational education benefited more from the legislation than did commercial education.

In the investigational work that preceded the drafting of the Smith-Hughes Act, no business educator had a part. It is doubtful, if any such

⁵⁵ Layton S. Hawkins, Commercial Education, Bulletin No. 29, National Society for Vocational Education, April 1919, p. 9.

educator felt slighted. Business educators had but recently won recognition of their field as sound academic or cultural education.⁵⁶

Because of this newly won recognition and entrenchment in the public secondary schools of the Nation, many educators believed that education for business had been overdeveloped and did not need Federal assistance. Kibby stated three reasons why business education did not receive greater recognition in the Smith-Hughes Act:

1. The commercial educators took little or no interest in the work of this Committee.
2. They came to the conclusion that the schools were training all the typists, bookkeepers and stenographers needed. Because of the lack of leadership on the part of the commercial educators, the Committee did not investigate the inadequacy of the leadership.
3. Strong opposition of private commercial schools.⁵⁷

Nichols⁵⁸ believed that commercial education in the year 1910 had become too academic to be recognized as vocational and for this reason was overlooked by those who led the fight for national recognition of vocational education during the years 1910-1917.

56 Nichols, Commercial Education in the High Schools, Op. Cit., p. 76.

57 Ira W. Kibby, What the American Vocational Association Can Do For Business Education, Address presented before the Business Education Section of the American Vocational Association, Buffalo, New York, February 7, 1946, p. 13.

58 Nichols, Commercial Education in the High Schools, Op. Cit., p. 82.

Educational Influences -- With more and more of the children of America enrolled in public secondary schools, differences in student abilities, aptitudes, and interest received more attention by professional educators. Up to this time, few if any educational institutions providing secondary education were concerned seriously about anything except to prepare the pupil for college entrance. The academy and high school had as their chief aim the strengthening of the mental powers.⁵⁹

This need for more recognition of individual differences gave rise to Froebel's doctrine of child-centered education rather than the previous teacher-centered educational pioneered by Herbart. The scientific tendency in education, as championed by men like Huxley, could not fail to benefit practical education. Among educators who have contributed to the movement for greater emphasis on the practical subjects was William James, who set forth the doctrine of "no impression without expression".⁶⁰

The movement for scientific research and measurement in education resulted in amplification of the first really scientific vocational guidance. Consideration was given to the careful analysis of the child and of the requirements of occupational areas. Brewer⁶¹ gives four causes basic to

59 Ibid., p. 60.

60 Ibid., p. 33.

61 John M. Brewer, History of Vocational Guidance, New York, Harper, 1942, p. 297.

vocational guidance: (1) division of labor; (2) growth of technology; (3) extension of vocational education, and (4) spread of modern forms of democracy. These also are very important causes that have shown interest and progress in vocational business education. Cushman⁶² presents six aims for commercial education, based upon his philosophy that all business content should be evaluated in terms of its contribution to society as a whole.

4. Summary of Patterns of Thought.

During the first two centuries, the apprenticeship system was utilized for early training for business. During this time business education was based on the needs of business and the demands of the American free enterprise system. Education for business was the original type of vocational education; the objective was to train for a specific trade.

In California, business education followed the national trend: (1) The vocational objective was stressed; (2) Bookkeeping was the first business subject to win popular acceptance; (3) In the early development, the apprenticeship system was utilized.

During the second period, 1852-1893, the business college was the dominant institution for business training. Business subjects were intro-

62 C.L. Cushman, "Social Responsibilities of Commercial Education", The Journal of Business Education, Vol. 8, No. 1, September 1932, p. 9.

duced into the public high schools upon the insistence of parents. Although shorthand was introduced into the curriculum, it was not until the perfection of the early writing machines and a touch-system of operation, that the combination of shorthand and typewriting made an impact upon the business curriculum. Once again California followed the national trend in the development of business colleges and high schools. However, California lagged behind in the establishment of a collegiate school of business and the organization of a professional business-teacher organization.

During the third period, 1893-1917, the emphasis swung to an upward extension of public education to the secondary level. The cause of the comprehensive high school was promoted by education for business. After a slow start, expansion and development of public high schools were rapid. California made up some lost ground by being the third state to develop a college of commerce.

During the early 1900's, the aims of the colleges of commerce stressed the general education objectives in addition to providing an opportunity for the student to acquire some knowledge of a particular line of trade. The objectives at the University of California were similar.

Although business teacher education programs started during this period, they were inadequate. California did not have any business teacher education programs at this time.

At the same time that the first junior college was being founded in Joliet, Illinois, California was developing community colleges under the leadership of Dr. A.F. Lange of the University of California. In 1909, California led the nation in the development of the first junior high school in Berkeley.

The objective of business education on the junior college level was originally general education, but the development of terminal programs placed more emphasis on the vocational objective. The opposite pattern developed on the junior high school level. At first the business courses had vocational objectives but as more students entered high school, the strictly vocational courses were deferred to the senior high school, with the pre-vocational objective relegated to the junior high school.

A variety of professional teacher education associations were started during this period, resulting in needed organization. Business teachers in California developed regional associations to promote education for business.

The National Education Association, in recognition of business education, appointed a number of committees during this period. The 1903 Committee placed greater emphasis on social science materials, marking a definite change in objectives from vocational to general education.

The 1915 Committee, however, emphasized the technical business skill subjects as well as the general background subjects. The vocational objective was reinforced with the passage of the Smith-Hughes Act in 1917.

However, business educators were complacent as they had just recently won recognition as academic or cultural education.

With expansion of the business curriculum, objectives changed; a discernible change in objectives is noted by grade level of instruction.

Even though the secondary school continued to be an important institution, the next period, 1917-1933, is dominated by the collegiate schools of business. A study of the continued upward expansion of vocational business education is reported in the next chapter.

CHAPTER III

THE UPWARD AND DOWNWARD EXTENSION

1. Collegiate Schools of Business Dominance, 1917-1933.

It naturally follows that the period of collegiate education for business dominance came on the heels of the period of greatest growth and expansion of the public high school in the country. The increase in the secondary school population provided an unprecedented number of high school graduates, desirous of more advanced training to meet the needs of the modern business world. The period of collegiate business education dates from 1917. It is on the collegiate level that the dominant influence on business training was to be found; not because of the numbers trained at this level, but because of the importance of the training in relation to all other institutions.¹

University education for business must be considered as a phase of the development of commercial education. Although collegiate business education was not an adjustment of the educational system to the demands of the modern business world, there is no question of its obvious kinship.²

¹ Edwin G. Knepper, "A Historical Sketch of Business Education in the United States", Seventh Yearbook, Eastern Commercial Teachers' Association, Business Education in a Changing Social and Economic Order, 1934, p. 31.

² James H.S. Bossard and J. Frederic Dewhurst, University Education for Business, Philadelphia, University of Pennsylvania Press, 1931, p. 250.

Colleges of commerce showed the greatest growth from a percentage standpoint in the decade from 1915-1924. Enrollments in these schools increased 410 per cent, while the number of institutions increased 424 per cent.³ Bossard and Dewhurst, in a study of schools holding a membership in the American Association of Collegiate Schools of Business, indicated a trend toward fundamental business studies and a trend toward decreasing emphasis upon technical instruction. Further specialization was frowned upon.⁴

Bossard and Dewhurst⁵ discovered that the period immediately following World War I was characterized by a decided acceleration of effort when 117 colleges and universities developed "a more or less definite set-up" in university education for business between the years 1919-1924. In still another survey, Bossard⁶ reported that collegiate education for business constituted the most rapidly growing form of higher education. The curricula of these schools had also grown rapidly; for example, at the Wharton School courses offered increased from 28 in 1890, to 128 in 1933.⁷

3 Knepper, Op. Cit., p. 41.

4 Bossard and Dewhurst, Op. Cit., p. 461-477.

5 Ibid., p. 252-253.

6 James H.S. Bossard, "University Education for Business--A Survey", The Journal of Business, Vol. IV, No. 10, Part 2, July 1931, p. 69.

7 Frances Ruml, "Collegiate Education for Business", The Journal of Business, Vol. I, No. 5, January 1928, p. 16.

The collegiate schools of business at this time were gaining ground in the training of business executives. Though vocational business education was foremost in the thinking of the business educators, they were at the same time becoming cognizant of a broader concept of business education.⁸

Developing a consciousness of the social implications of business became more discernible to the leaders in the field. According to Lyon,⁹ how "to translate broad social concepts into the specific subject matter of business practice" constituted a real problem.

It was at the close of this period that the pendulum swung from a vocational objective to a more broad general education objective. It was at this time that the term business education was more acceptable and replaced the older term, commercial education. Gradually, business education, although not always conveying the same meaning, was accepted for almost all levels of business training.

Although California ranked among the leaders in pioneering the development of collegiate education for business, progress was slow during

8 M. Bernadine Bell, Background and Development of Business Education in California Public Schools, unpublished Ed.D. thesis, University of California, Los Angeles, 1950, v-336 p.

9 Leverett S. Lyon, Education for Business, Third Edition, Chicago, University of Chicago Press, 1931, p. 351.

this period. The only noteworthy program was established at the University of Southern California. Interviews with "elder statesmen"¹⁰ verified that in the late twenties both San Jose and Fresno State Teachers Colleges offered business courses. San Diego State Teachers College introduced business courses a year later.

Business Teacher Education in the United States -- It was not until after 1922 that the movement to provide adequate training for teachers of business subjects took on a new impetus. A study made in 1928 revealed that of 470 institutions investigated, only 66, or 14 per cent, reported courses for the training of teachers of business subjects.¹¹

Malott reported that during the period 1920-1930, most of the training of business teachers was done by the private business schools.¹² In 1929, Graham determined that approximately 53 per cent of the state universities, 45 per cent of the teachers colleges and 24 per cent of the agricultural and publicly controlled institutions were providing courses in

10 Albert G. Giordano, Central California C.B.E.A. Historical Meeting of February 9, 1963, Fresno, California, on tape No. 2, held in the C.B.E.A. Archives, Division of Business, San Francisco State College.

11 Ruth Hoadley, "Present Status of Commercial Teacher Training in Public Institutions in the United States", The Journal of Commercial Education, Vol. 57, No. 6, June 1928, p. 165.

12 J.O. Malott, "Commercial Education", Biennial Survey of Education, 1928-30, Vol. I, United States Office of Education, Bulletin 1931, No. 20, Washington, D.C., U.S. Government Printing Office, 1931, p. 222-229.

business teacher education. Graham found in her research in 1929 that of 685 degree granting institutions only 130 of them, 20.1 per cent, provided courses in business teacher education.¹³

In introducing training for business teachers, most schools simply added the traditional technical business subjects to their regular curriculum. Some criticism was justified that some programs overloaded the technical subject matter of business. Olson¹⁴ reports that by the end of 1930, however, there was definite evidence of a trend toward providing future business teachers with more academic and appropriate professional education and less training in the technical subject matter of business.

During this period teacher certification regulations were inadequate and varied from state to state. Many states adopted a special credential for teachers of business subjects. Kelley¹⁵ found that in 1932, there was a decline in popularity of the general certificate and increased use of the special certificate. At this time eleven states required the baccalaureate

13 Jessie Graham, The Evolution of Business Education in the United States and Its Implications for Business Teacher Education, Southern California Education Monographs, 1933-34 Series, No. 2, Los Angeles, University of Southern California Press, 1934, p. 96.

14 Milton C. Olson, "Business Teacher Preparation: the Past, the Present, and Yet To Come", United Business Education Association Forum, Vol. XI, No. 9, May 1957, p. 4.

15 Earl Lewis Kelley, The Upward Extension of Vocational Business Education, unpublished Ph.D. thesis, University of Southern California, Los Angeles, 1939, xxviii-415 p.

degree of teachers of business subjects. Teacher training in Commerce on the graduate level was a development of the later portion of this period.

Business Teacher Education in California -- The Armstrong College of Business in Berkeley, California, was the first teacher-training institution for business teachers. (October, 1927).¹⁶ This school continued to provide business teacher education until June, 1946.

When the University of California, Los Angeles, was opened in September, 1919, a department of commerce was a part of the administrative organization.¹⁷

It was not possible to verify whether San Jose State College or Fresno State College was the first tax supported institution to offer a program for business teachers. Placement records of the University of California from July, 1925, to July, 1926, showed that the demand for commercial teachers, which amounted to 106, was only exceeded by the demand for teachers of English, science, and physical education; all of

16 Albert G. Giordano, Bay Area C.B.E.A. Historical Meeting of January 9, 1963, Burlingame, California, on tape No. 1, held in the C.B.E.A. Archives, Division of Business, San Francisco State College.

17 Albert G. Giordano, Southern California C.B.E.A. Historical Meeting of February 23, 1963, South Laguna, California, on tape No. 3, held in the C.B.E.A. Archives, Division of Business, San Francisco State College.

which were required subjects. Commercial teachers felt that they should also be given the opportunity to be included in teacher training programs at the University. No business teacher training education was offered at this time at the University.¹⁸

Through the efforts of Dr. Ira W. Kibby of the State Department of Education, Bureau of Business Education, during 1931, a program was developed at the University of California, Berkeley, for the preparation of business teachers. In 1928 it was necessary for the California public schools to obtain most of their teachers for business subjects from out-of-state institutions or to employ teachers with little or no teacher training in business subjects. And the courses for training teachers in business subjects were offered in one private institution, one public institution and occasionally in summer sessions of the state university.¹⁹

A special credential in commercial education became effective on September 15, 1928. In 1934 the certification for business teachers was revised. One change recommended provided for economic and general education and also provided for a sub-field in general business. The trend

18 Albert G. Giordano, The C.B.E.A. Story, San Francisco, The California Business Education Association, May 1965, 16 p.

19 California State Department of Education, Significant Accomplishments of the Bureau of Business Education, unpublished report, June 15, 1934, Sacramento, Files of Bureau of Business Education, p. 2-5.

towards more emphasis in general business education was felt.²⁰ In 1934, in addition to two state colleges and Armstrong's College of Business Administration, San Diego State College and the University of California, Berkeley, the University of Los Angeles and the University of Southern California, Los Angeles, were added to those institutions preparing business teachers.²¹

The Junior or Community College in the United States -- During this period there was an increase from just over 100 junior colleges at the beginning of the period to over 500 at the end of this period.²² Since the early junior colleges were established at the suggestion and with the encouragement of the universities, it was natural that their curricula should have been largely modeled upon the first two years of traditional college work.²³ Later, many junior colleges were organized as upward extensions of the high school, with the result that some of the business courses were traditional high school business subjects. In 1930, about one half of the junior colleges included some business subjects. LaDow

20 Bell, Op. Cit., p. 261-263.

21 California State Department of Education, Op. Cit., p. 4.

22 Benjamin R. Haynes and Harry P. Jackson, A History of Business Education in the United States, Monograph 25, Cincinnati, South-Western, 1935, p. 118.

23 Ibid., p. 120.

found that 20 per cent of the students in junior colleges which offer commerce were registered in such courses.²⁴ The newness of the junior college movement offered many changes and opportunities for development and diversity of curricula.

The Junior or Community College in California -- Although much of the emphasis during this period was devoted to the secondary schools, California is recognized as a leader and pioneer in the junior college movement. Many junior colleges developed outstanding programs in business. One of these to receive national acclaim was the Fullerton Junior College under the direction of L.O. Culp, the first president of the California Business Education Association.²⁵

Secondary Schools and High Schools of Commerce in the United States -- One of the chief trends in business education has been the growing attention to objectives. There was a greater tendency to analyze needs and many studies were made to ascertain what kind of business education was most desirable. More interest is discernible in the social-business

24 Robert LaDow, "A Survey of Commercial Education in the Junior College", Research Studies in Commercial Education, IV, University of Iowa Monographs in Education, First Series, No. 11, E.G. Blackstone, "Editor", Iowa City, Iowa, University of Iowa Press, January 1929, p. 138.

25 Giordano, Op. Cit., Tape 3, (Albert E. Bullock, contributor).

aspect of the curricula. Upgrading of technical business subjects and the deferring of specialization of the technical business education subjects in the secondary school were pointed out by Graham,²⁶ Haynes,²⁷ and Malott.²⁸ Some schools in Chicago, Detroit, Los Angeles, and New Orleans had established post-secondary courses in which technical training was deferred until after high school graduation.

J.O. Malott, in the biennial survey of education, 1928-1930, praised the schools of commerce. These schools had been more progressive than any other type in introducing guidance, placement and follow-up programs, in applying the findings of curriculum research, in organizing post-graduate curriculum, in breaking down the rigid traditional concept of business education and in bringing to administrators a realization of the significance of business education.²⁹

Typical of the criticism and opposition to the idea of a high school of commerce and the disadvantages have been pointed out candidly by Connor T. Jones, who wrote:

26 Graham, Op. Cit., p. 182.

27 Benjamin R. Haynes, "Need of a Teacher-Training Program in Business Education", California Quarterly of Secondary Education, Vol. IV, No. 5, January 1931, p. 157.

28 Malott, Op. Cit., p. 206.

29 Ibid., p. 21-22.

A warning should be sounded against undue emphasis upon the purely informational aspects of education for business. Piled up knowledge alone does not make for success. The knowledge must be accompanied by an ability to weigh, judge, and understand circumstances and a force of character strong enough to direct. Those phases of education, then, which have as their aims the development of superior tastes, qualities, and morals should be retained . . . That administrators of business education are beginning to see these points is apparent. An indication is seen in the establishment of commercial departments in general high schools rather than the segregation of pupils in distinct high schools of commerce.³⁰

Secondary Schools and High Schools of Commerce in California --

Business education in the secondary schools of California continued to thrive and develop. The trend towards the upgrading of business education courses into post-high schools was evident. The Merritt School of Business was organized in Oakland, California, in 1930, for the purpose of training business workers in both day and evening classes. Day classes were organized primarily for those persons who were unemployed and who desired to receive pre-employment training in business. The evening classes were primarily for those persons who were employed but who desired to supplement their training with advanced courses or desired to learn new skills in order to qualify for a different type of position. The curricula provided for training in eleven different occupational areas.

30 Connor T. Jones, "Editor", Teaching Business Subjects in the Secondary School, New York, Ronald Press, 1924, p. 3.

Strong³¹ singles out Merritt School of Business for outstanding recognition as one of three schools of commerce throughout the Country for outstanding business training on a vocational level.

Junior High Schools in the United States -- There had continued the tendency noted in earlier periods to drop business training on the lower school levels and to add training on the higher levels. It was quite generally recognized that there should be little vocational business training below the junior year of the senior high school.

There was a fairly clear training recognition that vocational training on the junior high school level was no longer justified. It was also agreed that there were different levels of business employment and corresponding different levels of preparation needed.

In a survey made for the Federal Board of Vocational Education, Nichols verified that the specialized vocational courses had little place in the junior high school program.³²

Junior High Schools in California -- In California, where the six-three-three plan was inaugurated, the movement continued to make progress

31 Earl P. Strong, The Organization, Administration, and Supervision of Business Education, unpublished Ed.D. Thesis, New York University Library, 1943, p. 158.

32 Haynes, "Need of a Teacher-Training Program in Business Education" Op. Cit., p. 80.

especially in the urban school districts. With the exception of courses in typewriting and junior business training, business education did not play a major role in the curricula of the junior high school.

N.E.A. Committees -- Up to this time the N.E.A. expressed more interest in the general education values of business education; however, the vocational objective of education for business was more apparent when in 1919 the N.E.A. Committee prepared a third report on business education. They advocated differentiated business programs for boys and girls; the development of secretarial training programs by broadening the stenographic curriculum and the development of a curriculum to train students for careers in selling.³³

The 1919 report of the National Education Association set the vocational objectives of business education. This statement of purposes showed that business education in the high schools and the private business schools held to the vocational objective.

The Committee of 1919, at the conclusion of their report, made a strong plea for explicit aims of business education. The Committee advocated that part-time work follow the completion of the courses. Proposals

³³ Cheesman A. Herrick, Business Education in Secondary Schools, Bulletin No. 55, Washington, D.C., Department of the Interior, 1919, p. 14-19.

of this Committee indicated two very definite changes. First, the amount of work required had been increased in accordance with the thought that achievement of a definite objective could only be accomplished by well-organized requirements. Second, the belief was expressed that the commercial curricula should do something more than merely train students for techniques used in business offices.³⁴

Federal Legislation -- The first Federal Board for Vocational Education, directed by Charles A. Prosser, supported and encouraged business education to the full extent of available funds.

In 1919, the Federal Board for Vocational Education issued a report on business education advocating a plan that provided general clerical training for those students who could complete high school training. The plan provided for specialization in general business and accounting, stenographic and secretarial work, retail selling, and foreign trade and shipping.³⁵

The George-Reed Act, passed by Congress in 1929, and the George-Ellzey Act did not provide any funds for business education. The vocational objective was not recognized nationally.

34 Haynes, "Need of a Teacher-Training Program in Business Education", Op. Cit., p. 56.

35 Federal Board for Vocational Education, Commercial Education, Bulletin No. 34, Commercial Series No. 3, Washington, Government Printing Office, June 1919, 87 p.

Professional Publications -- In addition to the additional support given vocational education through federal funds, this period was further exemplified by the additional publications in the field of business education-- The Balance Sheet in 1919; The American Shorthand Writer in 1920, now known as The Business Education World; and in 1932, the National Business Education Quarterly.³⁶ During this period, increased emphasis on scholarship, leadership, and research was stressed through the formation of a number of new associations and honorary fraternities.

Professional Teacher Education Associations in the United States -- The Southern Commercial Teachers' Association was organized at a meeting held in Atlanta, Georgia, in 1922. On December 1, 1934, the name was changed to Southern Business Education Association.³⁷

Pi Omega Pi, an honorary fraternity promoting scholarship and ethical ideals in business education, was founded by Paul Selby in 1923.³⁸

36 S.J. Wanous, "A Chronology of Business Education in the United States", Business Education Forum, Vol. XI, No. 9, May 1957, p. 57-58.

37 Robert Roscoe Chapman, Jr., A History of the Southern Business Education Association, unpublished Master's thesis, University of North Carolina, Chapel Hill, 1954, p. 35.

38 Wanous, Op. Cit., p. 58.

The American Vocational Association was organized in 1925. Many business educators hold active membership and participate in the Division of Business Education which is concerned with the vocational phase of business education.³⁹ Other teachers preferred business teacher education groups. On February 25, 1927, representatives from several colleges and universities met at the University of Iowa and formed the National Association of Commercial Teacher-Training Institutions with Dr. Earl G. Blackstone as the first president.⁴⁰ The association is now known as the National Association of Business Teacher-Training Institutions.

In an attempt to achieve unity in business education, the existing professional groups formed the National Council for Business Education in 1933.⁴¹

Professional Teacher Education Associations in California -- Even though a state-wide association did not exist, Louis Davy called together representatives of the independent sections. In 1926, the six independent regional associations of business teachers were organized into a state-wide

39 Idem., Ibid., p. 58.

40 Charles E. Kauzlarich, The National Association of Business Teacher-Training Institutions: Inception, Objectives, and Services to Business Education, unpublished Ph.D. thesis, State University of Iowa, Iowa City, 1951, iv-345 p.

41 Wanous, Op. Cit., p. 58.

executive council consisting of one delegate from each section.⁴² Even though a state organization did not exist at this time, the state-wide council provided some needed unity and gave impetus to the profession. Recognition was secured from the State Board of Education for a program of general elevation of commercial work in the State, providing for a major in business education.⁴³

Members of the executive board appeared before the State Board of Education in Sacramento in 1926 and presented a request for a State Director of Business Education.⁴⁴

After consideration by the State Board of Education, provision was made in the budget for a state director.

Bulletin No. C-1, The California Plan of Vocational Education,⁴⁵ published in 1927, stimulated state action on behalf of business education. The bulletin contained information which apparently laid the ground work for consideration of the establishment of a Bureau of Business Education, and the appointment of a chief of this Bureau.

42 California Business Education Association, 1925-26 File, unpublished, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

43 Southern California Commercial Teachers Association, The Balance Sheet, Vol. VII, No. 6, February 1926, p. 18.

44 California Business Education Association, 1926-27 File, unpublished, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

45 Nicholas Ricciardi, The California Plan of Vocational Education, Bulletin No. C-1, Sacramento, California State Printing Office, 1927.

State Leadership of Business Education, 1928-1934 -- The first chief of the Bureau, Dr. Ira W. Kibby, approved in 1928,⁴⁶ was assigned the responsibility of supervising classes in secondary schools of the State, and the carrying on of a continuous investigation and survey of business education in secondary schools, employment in the State, and of the educational requirements of the various types of commercial employment opportunities. The chief of the Bureau was to construct courses in business education which would best qualify students for the business occupations, and develop standardized and improved methods of teaching business subjects.

One of the first accomplishments of the chief of the Bureau of Business Education was the development of Bulletin C-5, Objectives of and Majors in Business Education.⁴⁷ The Bulletin was developed by the Bureau in co-operation with the business teachers of the State. This endeavor was for the purpose of placing vocational business majors on a par with academic majors in fulfilling graduation requirements. Majors were set up in the following fields: stenography, bookkeeping, and clerical sales service.

⁴⁶ , "Ira W. Kibby in New State Job", Alameda Times-Star, Alameda, California, (no vol.), July 13, 1928, p. 3, col. 5.

⁴⁷ Bureau of Business Education, The Objectives of and Majors in Business Education, Bulletin No. C-5, Sacramento, California, State Printing Office, 1929, 37 p.

Meetings of Business Teachers -- Dr. Kibby provided the initiative in calling special meetings throughout the State and inviting many business teachers.⁴⁸ Round table discussions were planned in most of the subject areas of business education. Teachers were interested in the development of office practice and co-operation with business offices as a means of increasing efficiency of stenographers.

Educational Influences -- Immediately following World War I, there was an enormous demand for college education. A tremendous increase in the school population, especially at the secondary level and beyond, contributed to the development of junior colleges.

Curricula for commercial teacher-training were still in a formative stage, much of the variation being due to individual institutional requirements rather than to known or supposed needs of the students.

Education was still strongly pupil-centered, but there was more of a tendency toward standardization. The psychological tendencies had probably the most influence on method; the scientific, on subject matter; and the sociological, on broadening the aim and attempting to make education a vehicle for improving institutional machinery.⁴⁹

⁴⁸ , "California Conference", The Balance Sheet, Vol. 14, No. 8, April 1933, p. 372.

⁴⁹ Paul A. Monroe, Text Book in the History of Education, Macmillan, London, 1905, p. 747.

Additional support was given vocational education through federal funds and recognition of business education by the National Education Association.

In commercial education, Dr. Weersing of the University of Southern California, predicted in 1929 that the trend was away from the skill subjects and in the direction of the content subjects. He believed that in addition to the technical subjects the graduates needed to be equipped with a fundamental knowledge of business principles.⁵⁰

2. The Era of Professional Business Teacher Education--1933-1949.

The United States -- The upward extension of business education beyond the secondary schools and the expansion to the college level pointed up the need for more and better qualified teachers of business subjects.

The Federal Income Tax Law, necessitated by the cost of the World War I, gave a strong impetus to accounting instruction in particular and probably was responsible for much of the popularizing of business education on the college level.⁵¹ The establishment of tax laws by 1933 started an

50 Frederick J. Weersing, "The Future of Secondary Commercial Education", The Balance Sheet, Vol. X, No. 6, February 1929, p. 161-124.

51 Edwin G. Knepper, A History of Business Education in the United States, Ann Arbor, Michigan, Edwards Brothers, 1941, p. 99.

evolution in office procedures. As our economy grew, so did the opportunities and responsibilities of business education. Commercial subjects occupied a place in the program of studies second only to English. The commercial curriculum introduced into the high school thrived and its popularity was explained by the growth of the complex commercial civilization which required a large amount of clerical services.⁵²

The shortage of employment caused by the severe economic depression of this period played an important role in the development of business education. Young people were staying in school longer as jobs were not available even after graduation from high school. The business curricula were expanded to include more and more general business courses as there was a change in emphasis from vocational specialization to economic problems of the depression, consumer economics, and socio-business subjects.

Kelley⁵³ found that almost fifty per cent of the enrollees in private business schools had had previous business training, and the majority of business subjects were being offered on a level of instruction above high school. Almost all of the enrollees were high school graduates.

The depression made it very difficult to place the graduates of business departments who had specialized in office skills. However, the

52 George Counts, The Senior High School Curriculum, Chicago, University of Chicago Press, 1926, p. 92, 122.

53 Kelley, Op. Cit., p. 334.

academic graduate could not be placed either and frequently returned for post-graduate work in the commercial area.

Child labor laws, the restrictions of unions on the employment of children, the tendency of employers on their own account to avoid employing children, the passage of compulsory school attendance laws, have all served to prevent young persons from entering occupational life as early as was formerly possible.

The factors of increased standards of proficiency for employment, the highly specialized character of many business positions, the later age at which it is possible for young persons to secure employment, and the uncertainties of employment, had led many general and business educators to doubt the value of vocational business education in the program of the secondary school.⁵⁴

There was a consequent disposition among commercial educators to relax the emphasis on vocational commercial education and to place a new emphasis on consumer education as the primary function of business education.⁵⁵ It was questioned whether a purely vocational objective in business education in the high school was defensible in view of the fact that most

⁵⁴ Helen Reynolds, Handbook for Studying Business Education, unpublished Ed.D. Thesis, New York University, 1939, p. 12.

⁵⁵ Knepper, Op. Cit., p. 39.

students were unable to be placed in jobs and enrolled in business education programs in post-high schools, schools of commerce and private business schools.

Graham listed trends in curricula of particular concern to business teacher education programs:

a. The prospective teacher should be made aware of the interrelationships among various courses in harmony with the present-day trend toward the building of fusion courses in various fields.

b. Because of the trend toward the requirement of more social-business subjects, the prospective teacher should be prepared to teach these subjects in addition to the technical-business courses.

c. The teacher-in-training should prepare to teach courses in office practice and business machines and should plan to keep in touch with the demands of the business world regarding such courses.

d. The prospective teacher should be made aware of the results of occupational studies and job analyses so that he may have a part in the construction of differentiated curricula suitable to the demands of business.⁵⁶

During this period, business teachers approached a professional standard of preparation and exhibited a professional attitude toward education with an increase in the tendency to obtain bachelor's and master's degrees.⁵⁷ An increasing number of business teachers were involved in the acquisition of some business experience.⁵⁸ A college degree had been required in all

⁵⁶ Graham, Op. Cit., p. 75.

⁵⁷ Lois Cross, A Study of Trends in Practices in Business Education, unpublished Ph.D. Thesis, New York University Library, 1943, Three Volumes, p. 387, 399.

⁵⁸ Ibid., p. 389.

states for certification for commercial teaching since 1939, and in several states before 1939.⁵⁹

Better teachers were the result of more people preparing for the profession as the business teacher education programs were upgraded.⁶⁰

California -- The economic forces which brought about the depression of the early thirties affected the business curricula in California. In fact, the change in emphasis to economics and the socio-business subjects was more evident in the state of California. Due to the hardships of the depression, related subjects in the socio-business area received increased attention. Evidence indicates that increased emphasis on courses such as consumer education led the way to the general education objective of business education.⁶¹

With the increased emphasis on post-high school training and the upgrading of vocational business education, greater interest and research were concerned with job standards and job analysis. The third annual conference of the C.B.E.A. dealt with the need of a business curriculum that would keep pace with changing employment requirements.⁶²

59 Ibid., p. 391.

60 L.A. Rice, "Business Education Changes of a Quarter Century", Business Education World, Vol. 20, No. 1 and 2, September 1939, p. 14.

61 Giordano, Op. Cit., C.B.E.A. Historical Meetings, Tapes 1, 2, 3, 4.

62 California Business Education Association, 1935-36 File, unpublished, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

Once again California set the pace for the Nation with the organization of the second post-high school of commerce. The Metropolitan School of Business was organized in February, 1935, for the purpose of offering intensive business education for persons above high school age and grade.⁶³ The curricula were occupational oriented and the work offered was closely coordinated with business offices and stores through the efforts of six full-time staff coordinators.

A discernible trend throughout the period 1919-1941 was the increasing cooperation between business teachers and business leaders.⁶⁴

Education for business in California took the initiative with cooperative training. Just as business must adjust itself to its market, so business education should keep abreast of changes in the employment market.⁶⁵

California lagged behind the rest of the Country in the preparation of business teachers, but under the leadership of Dr. Kibby, many programs were started at the state colleges and universities. Considerable interest was focused on the future of the business teacher and this was reflected in the improvement of business teacher certification.

63 Strong, Op. Cit., p. 158-159.

64 Cross, Op. Cit., p. 79.

65 Ibid., p. 25.

Professional Business Teacher Associations -- The impact of professional publications and business teacher associations continued into this period. Greater emphasis on leadership and research in business education was promoted with the founding of Delta Pi Epsilon, graduate honorary fraternity in business education at New York University in 1936. The forerunner of American Business Education was published under the sponsorship of the National Commercial Teachers Federation in 1937.⁶⁶

The National Council of Business Schools was organized in 1943. A year later, the American Business Education Yearbook was published when the Joint Publications Commission was established in 1944, and the separate yearbooks of the Eastern Commercial Teachers Association and the National Commercial Teachers Federation were discontinued.

The United Business Education Association was formed through a merger of the National Council for Business Education and the N.E.A. Department of Business Education in Buffalo, New York, on July 1, 1946. With this merger, the prestige of being the oldest (1892) organization of business teachers in the United States together with the Department Status of the National Education Association were inherited from the N.E.A. Department of Business Education.

⁶⁶ Wanous, Op. Cit., p. 58.

The Association was organized to promote better business education on national, state, and local levels through a unified association of business teachers.⁶⁷ The first issue of the Business Education Forum was published in March of 1947 as the official publication of the Association.⁶⁸ On July 6 of the same year, U.B.E.A. authorized two divisions--the Research Foundation of U.B.E.A. and the U.B.E.A. Administrators Division.⁶⁹

The Federated Business Teachers Association of California, 1934-1941 -- Ira W. Kibby, Chief of the Bureau of Business Education, called a State conference on business education in Fresno on March 24, 1934. It was conducted with cooperation of the various commercial teachers' associations of California.⁷⁰

A second business education conference was called by Dr. Kibby on April 13, 1935, at Fresno. It was at this meeting that the organization of the Federated Business Teachers Association of California was completed

67 Kauzlarich, Op. Cit., p. 188.

68 Wanous, Op. Cit., p. 59.

69 United Business Education Association, Minutes of the National Council Meeting at Cincinnati, 1947, Washington, D.C., U.B.E.A., 1947.

70 California Business Education Association, Executive Council Minutes 1933-34, unpublished, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College, also in the Fresno Bee, March 23, and March 25, 1934, p. 17, 38.

and a constitution and by-laws adopted. The late Mr. L.O. Culp was elected the first president. It was significant that Dr. Vierling Kersey, State Superintendent of Public Instruction and a former business teacher, was the chief speaker. Dr. Kersey had served for two years, 1913-15, as the first president of the Los Angeles Section.

During the early years of State organization, a great deal of effort was spent in attempting to bring about greater unity to the loosely knit federation.⁷¹

During this period, the annual State convention was the highlight of business activity. Some of the major topics included changing employment requirements, business ethics, consumer education, office employment, research in business education, economic illiteracy, job analysis, socio-business subjects, and the role of business education in the national defense program. Participation of nationally-known leaders increased the stature of programs. Conventions continued to be co-sponsored by the Bureau of Business Education and the C.B.E.A.

The C.B.E.A. Bulletin was adopted as the official state association organ, advancing professional business education.⁷² Additional evidence

⁷¹ Mary Alice Wittenberg, A Proposed Five-Year Program for the California Business Education Association, unpublished Master's Thesis, University of Southern California, Los Angeles, 1949, p. 25.

⁷² California Business Education Association, 1935-36 File, Op. Cit.

of professional growth and stature of the State Association is reflected by "Model Objectives for Associations",⁷³ prepared by the Southern Section of the C.B.E.A. to help unify and direct the work of the section.

During the late thirties professional growth of the State business teacher association was reflected in the nature of their programs and the national reputation of their speakers. Programs included Dr. Earl Barnhart of the U.S. Office of Education, Dr. Earl Blackstone of the University of Southern California, Dr. Edwin Lee of Columbia University, Dr. Hamden L. Forkner of Columbia University, Dr. D.D. Lessenberry of the University of Pittsburgh, Professor Frederick G. Nichols of Harvard University, and Dr. J. Hugh Jackson of Stanford University.

Dr. Forkner believed that business education must not only educate youth for work, but must assume the responsibility of placing students in work.⁷⁴

The World War II Interim Period (1941-48) -- The war effort and demands on business education focused more attention on the vocational objective as manpower shortages required specific job training. The

⁷³ California Business Education Association, Executive Council Minutes, 1941-42, unpublished, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College, also in the Business Education World, Vol. XXII, No. 7, February 1942, p. 504.

⁷⁴ California Business Education Association, Executive Council Minutes, 1939-40, unpublished, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

importance of general education to business education was explained in a speech delivered by Dr. Frank N. Freeman, Dean of Education at the University of California.⁷⁵ With the end of the war, business educators turned their attention to such problems as post-war market problems, trends and changes in California's employment pattern, and the implications for education. The C.B.E.A., at this time, voted to affiliate with the National Council for Business Education.⁷⁶

Although some activities were curtailed due to the war, business educators re-evaluated their programs to better meet the manpower shortages by speeding up training.

During the month of July, 1944, Robert Gordon Sproul, President of the University of California, and Walter Dexter, Superintendent of Public Instruction, California State Department of Education, appointed a joint council for vocational teacher training. A report of this advisory council had positive results for business teacher education in the state of California.

Since this was an era in which strong vocational business education schools were in existence, new junior colleges were developed which

75 California Business Education Association, Executive Council Minutes 1941-42, unpublished, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

76 California Business Education Association, Executive Council Minutes 1943-44, unpublished, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

stressed the general education value of business education. Administrators indicated they were not interested in vocational business education alone. It was felt that to make business education more general was to upgrade the subject area. The high school level had vocational business education as its primary goal.

During this period the pendulum swung towards the general education objective; however, World War II and the manpower shortage placed the emphasis back on job training and fulfilled the vocational objective. "Essentials of General Education"⁷⁷ stressed that business education must first be built upon a solid general education foundation.

In 1947-48 the C.B.E.A. voted unanimously to affiliate with the United Business Education Association. On May 1, 1948, a special Executive Council meeting decided to have Bay Section represent the C.B.E.A. at the U.N.E.S.C.O. Meeting on May 14-15 in San Francisco.

The C.B.E.A. supported the Federal Aid Bill sponsored by the N.E.A.⁷⁸ Towards the end of the period, the vocational objectives of business education were being emphasized. On April 12, 1949, the Executive Council voted to affiliate with the California Teachers Association.⁷⁹

⁷⁷ California Business Education Association, Executive Council Minutes 1941-42, Op. Cit.

⁷⁸ California Business Education Association, Executive Council Minutes 1947-48, unpublished, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

⁷⁹ California Business Education Association, Executive Council Minutes 1948-49, unpublished, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

Federal Legislation -- It was not until the George-Deen Act was passed by Congress in 1936, that federal aid was provided for the further development of business education.⁸⁰

The National Defense Training Act was passed in 1940. Six hundred fifty-five occupations were specified in the official list of occupations approved by the War Manpower Commission for which vocational training for war production workers might be given when need for such training was established.⁸¹ Once again, business occupations were not included in the list. Therefore, no training for business could be conducted under the terms of the National Defense Training Act. However, the need for training in the field of office occupations became so great, that a special grant for experimental purposes was permitted by the War Manpower Commission, Division of Training, for the training of office workers for the War Department. Again, in September of 1942, similar programs were conducted. Supervision of the programs was under the Business Education Service of the United States Office of Education.⁸² The amendment to the George-Deen Act, the George-Bardeen Act, was passed and approved by the President on August 1, 1946.

⁸⁰ George P. Sanger, "Editor", United States Statutes at Large, Boston, Little, Brown and Company, 1863, p. 115.

⁸¹ Federal Security Agency, War Production Occupations for Vocational Training, Washington, D.C., revised 1942, p. v.

⁸² Sanger, Op. Cit., p. 775.

Throughout most of this period post-high school business education had been emphasized as much as professional business teacher education. The tremendous growth of education for business and the subsequent need for additional, well-qualified teachers placed the primary importance on the development of professional business teacher programs. Graduate level programs can be attributed to this period.

Originally the junior college had for its main purpose the preparation of students for the four-year colleges and universities. As more and more students found it difficult, if not impossible, to obtain positions, post-high school business training became necessary as the upward extension of business education required. It was apparent that very young people were disappearing from business, the age limit for beginners continued to rise, and placement of high school graduates became increasingly difficult.⁸³ In addition, rapid changes in occupations made the need for further occupational training more urgent.⁸⁴

The movement of the vocational business courses to the post-high school level and the junior college in particular was verified by research.

In every type of school general or broad education was predominant in the earlier years of the course and direct vocational education was stressed in later years.⁸⁵

83 Kelley, Op. Cit., p. 43.

84 Cross, Op. Cit., p. 34.

85 Orville C. Pratt, "Trends in Business Education", The Business Education World, Vol. 17, No. 5, January 1937, p. 321-324.

There was the tendency to teach the vocational tool subjects in the last year of high school or even in the junior college. There was more stress on non-vocational courses with social business curricula stressing consumer education.⁸⁶ Business educators writing of the entire period of this investigation noted tendencies for vocational business education to be delayed until the post-high school years.⁸⁷

One of the leaders of the junior college movement, Medsker, explained the upward extension of vocational business education:

There are people who take the point of view that in communities which have junior colleges available, vocational business subjects should be offered only at the thirteenth and fourteenth year level. The argument for this contention is based on a number of trends including the rising age level of beginning employment resulting from increased restrictions on child labor, the competition of younger with older workers, and the preference of employers generally for more mature people. The fact that the period of greatest growth of the junior college has paralleled the development of these trends has made this institution appear to be the logical place for vocational business training if such training is to be given nearest to the employment age.

Opposed to this belief are those who firmly contend that vocational business education has a place both in the high school and the junior college areas; that until the majority of high school pupils go on to junior college, vocational business training must not be omitted from the high school.⁸⁸

86 H. A. Tonne and Committee, "Trends and Factors Affecting Curriculum Revision in Business Education of the School", Eastern Commercial Teachers Association, Fourteenth Yearbook, 1941, p. 25-74.

87 Herman G. Enterline, Trends of Thought in Business Education, Monograph 72, Cincinnati, South-Western, March 1949, p. 13.

88 Leland L. Medsker, "In Junior Colleges", Seventh Yearbook of the National Business Teachers Association, Problems and Issues in Business Education, 1941, p. 39.

In many parts of the Country, the high schools were doing an excellent job of training in business education and most of the students did not go beyond the high school. The elimination of vocational business training from the high schools as recommended by some educators was not justified. In California, one research study in particular substantiated high school vocational business training. DeBrum, in a comparison between business offerings in the schools and the status of business occupations, showed that the high schools in general provided adequate training for preparation in stenographic pursuits.⁸⁹

Another school of thought opposed high school level education for business.

Upgrading of the age of beginning employment in business has resulted in a demand that specific job training for business be largely relegated to the junior college level and that the secondary school limit itself with the possible exception of a twelfth year general pre-vocational business education program. Thus far, this demand has not been realized in practice.⁹⁰

The above viewpoint, although not accepted widely, met much opposition from all facets of education. A typical criticism was:

⁸⁹ S. Joseph DeBrum, Business Education in California Public Secondary Schools, unpublished Ed.D. dissertation, Stanford University, Palo Alto, California, 1948, p. 118.

⁹⁰ -----, Encyclopedia of Modern Education, Philosophy Library of New York City, New York, Hubner, 1943, xvi-902 p.

This trend toward a postponement of vocational education to the later schools is one of the most curious and inexplicable occurrences in the history of education. It does not make sense pedagogically, economically, socially, or historically. It runs counter to the psychology and philosophy of education. It ignores all the experiences derived from the operation of vocational guidance programs. It is certainly not justified by the discussions in the Yearbook.⁹¹

At the junior college level the business program was more in harmony with the occupational picture.⁹² With increased emphasis in general education, business educators need to take a more active role in this movement so that the content that serves general education purposes will not be relegated to a subordinate position.

More attention should be given to the whole problem of articulation in business education.⁹³ The literature in business education includes much discussion on "what ought to be done" on this problem of student selection, but reports of research and pragmatic action are indeed fragmentary.⁹⁴

Educational Influences -- Economic forces of the depression coupled with resultant business practices had a definite bearing on the upward extension of business education. Since these factors deferred employment and

91 Franklin J. Keller, "The Dynamics of Vocational Education", Forty-Second Yearbook of the National Society for the Study of Education, Part I, Bloomington, Illinois, Public School Publishing Company, 1943, p. 476.

92 DeBrum, Op. Cit., p. 126.

93 Ibid., p. 128.

94 Ibid., p. 129.

entrance to occupational life, it was natural for young people to stay in school longer. This gave rise to the establishment of many post-high schools, high schools of commerce and the junior college movement.

The business curricula were occupationally oriented and co-operation between business teachers and businessmen influenced the programs. Co-operative occupational training programs were initiated and with the impetus of the George-Deen Act of 1937 great strides were taken. Part-time co-operative training in distributive occupations and secretarial training was an outstanding development of this period.⁹⁵

Towards the end of the period, specialized high schools of commerce declined in number as business education grew in the comprehensive high school.

The upward extension of vocational business education placed the emphasis of terminal or semi-professional education in the junior college. DeBrum⁹⁶ identified terminal or semi-professional education as training which is specifically for those students who do not anticipate further training beyond the junior college and desire a diploma either in general, cultural, or technical vocational education. He found that of the total terminal enrollment, over one-third, 34.9 per cent, was in business education.

⁹⁵ Cross, Op. Cit., p. 212.

⁹⁶ S. Joseph DeBrum, Terminal Business Education in the Junior Colleges of the United States, unpublished M.A. Thesis, Stanford University, Palo Alto, California, 1941, p. 10.

The changing economic concepts and psychological influences of the period placed more emphasis on the guidance and counseling programs. Although there was a definite increase in the establishment of guidance programs, the concept of guidance had not kept pace with the great increase in the number of occupations available to business students.⁹⁷

In California, which led the Nation in the development of junior colleges, and throughout the Nation, vocational-technical programs developed along with excellent liberal arts and general education programs. DeBrum⁹⁸ found that business education in the junior college was more in harmony with actual business needs. This was no doubt true because the junior college met local needs with a flexible program. Practically every study dealing with the purposes of the junior college emphasized the importance of adapting the program to the community in which the junior college was located.⁹⁹

Although there is considerable overlapping of the educational institutions most prominent in any one period, it was self-evident that the next period would be dominated by the junior college movement.

97 Cross, Op. Cit., p. 255-260.

98 DeBrum, Op. Cit., Terminal Business Education in the Junior Colleges of the United States, p. 118.

99 McKee Fisk, "The Junior College Business Curriculum", The Business Curriculum, Sixth Yearbook (1940) of the National Commercial Teachers Federation, p. 87.

3. The Impetus of the Junior/Community College Movement, 1949-1965.

The demand for more mature graduates for initial employment had increased the need for thirteenth and fourteenth year programs in business education. Strong¹⁰⁰ reported that there was a definite trend toward junior college organization in business education to satisfy the need for an extension of the present school organization.

Secondary education must face squarely the fact that preparation for living includes the task of preparation for employment, not necessarily life-time employment, but initial employment. Preparation for initial employment should be a basic element of our democratic structure of education.¹⁰¹ With the upward extension of vocational-technical programs, the role of the high school may be the pre-vocational objective.

The relationship of technological change to occupational distribution had an important educational implication. The existence of technological changes had an important bearing on the question of the content of programs offered by the schools.¹⁰²

¹⁰⁰ Strong, Op. Cit., p. 331.

¹⁰¹ Thomas L. Norton, Public Education and Economic Trends, The Committee on Publications, Harvard University, Graduate School of Education, Cambridge, Massachusetts, 1939, p. 26.

¹⁰² Ibid., p. 114-115.

There was much evidence that¹⁰³an increasing number of employers were demanding a high school education for jobs which formerly were filled by those with less educational background.

In the area of business education,¹⁰⁴the rapidly expanding use of electronic data processing equipment and other innovations will change the occupational patterns in business and affect the business curricula. The development of business data programs took place on the junior college level, and provided the greatest change in the traditional business education program. From the junior college the programs expanded upward into the four-year schools and downward into the public high schools.

In 1922, there were 207 junior colleges and at the beginning of this period the number had increased to 634 such institutions.¹⁰⁵ Lomax reports that in the United States in 1956¹⁰⁶one out of every three colleges was a junior college.

103 Ewan Clague, Effects of Technological Change on Occupational Employment Patterns in the United States, Mimeographed Report, Conference on the Manpower Implications of Automation Organization for Economic Co-Operation and Development, Washington, D.C., U.S. Government Printing Office, December 8, 1964, p. 22.

104 Ibid., p. 14-15.

105 Paul S. Lomax, "An Inventory of Facts and Figures in Education", American Business Education Yearbook, Vol. XIII, 1956, p. 4-5.

106 Ibid., p. 5.

Mississippi was recognized as having one of the first well-planned state-wide systems of junior colleges.¹⁰⁷ In 1957 it was predicted that the future growth and development of the junior/community college was probably still in the future. Today's statistics bear out this prediction.¹⁰⁸ Fifty new two-year colleges, most of them publicly supported institutions, opened in 18 states in the fall of 1965, according to information gathered by the American Association of Junior Colleges. Opening of the new colleges brings to 780 the total number of two-year institutions now in operation in this country.¹⁰⁹

It was during this later period that the age-old controversy as to the primary objective of business education received considerable attention from many channels along the spectrum of education. For years the vocational objective had been challenged, but never seriously. During the previous period, many non-vocational subjects were added to business curricula, thus changing the very nature of business education. The continued upward extension of the vocational business subjects affected the function of business education on the secondary level. Most of the research during the period considered

107 Jesse P. Bogue, "Junior Colleges", Education for Business Beyond High School, The American Business Education Yearbook, Vol. 14, 1957, p. 299.

108 Dorothy E. Lee, "Historical Development From Colonial Times", Education for Business Beyond High School, The American Business Education Yearbook, Vol. 14, 1957, p. 28.

109 , "Fifty New Junior Colleges Open in 18 States", Junior College Journal, Vol. 36, No. 3, November 1965, p. 42.

levels of instruction separately and often times with independent objectives. Objectives of the training program on each level should be geared to the corresponding level of employment.

In California, where the junior college movement was well underway and progressing rapidly, the importance of its role in education for business was clearly defined in one of the first publications by the Bureau of Business Education under the new Chief, Dr. William Blackler, Publication No. 45, "Structure of Vocational Business Education Curriculum in Public Junior Colleges of California".¹¹⁰ The importance of the vocational objective was stressed. In 1950, the Executive Council of the C.B.E.A. affiliated with the C.C.V.A. --the Council of California Vocational Associations.¹¹¹

Up to this time, the vocational objective was paramount in the business curricula throughout the State although the importance of the role of general education and the responsibility of business teachers had been made clear as early as 1929.

Professional writings in the C.B.E.A. Bulletins indicated a trend towards the general education objective. Concern for economic education also was stressed by the C.B.E.A. Executive Council meetings.

¹¹⁰ California Business Education Association, Executive Council Minutes, 1949-50, unpublished, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

¹¹¹ Ibid.

The 1951 convention stressed business and economic life by business leaders in the community. The executive council appointed a committee to study the place of business education in the general education picture in California.¹¹²

A study of the contributions which vocational business education makes to the goals of general education was made by the Bureau of Business Education. The most frequent contributions of vocational business education were stated as (1) Personality development; (2) Self-confidence through skill development; (3) Cooperative living through learning experiences; (4) Speaking, writing, typewriting and arithmetic skills; (5) Skillful teachers of vocational business education provide opportunities for general education.¹¹³

More emphasis was given the role of general education by the C.B.E.A. Executive Council with its report in 1953. The report of the General Education Committee brought about a discussion of its objectives and procedures. The objectives of the committee were:

1. To bring about in business education increased feeling of a need on the part of business educators for more general education. Business educators have a responsibility for general education.

¹¹² California Business Education Association, Executive Council Minutes, 1950-51, unpublished, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

¹¹³ California Business Education Association, Report of Committee to Show Relationship of Business Education to General Education, Mimeographed Report, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College, April 7, 1952, 8 p.

2. To stimulate desire on the part of students to take more general education.¹¹⁴

Commission on Business in General Education - C.B.E.A. -- The increased responsibility to general education was culminated in the 1956 report of the Commission on Business in General Education. A basic philosophy and a series of objectives of the Commission were formulated by members of the Commission including a representative from each section of the C.B.E.A., consultants from the Bureau of Business Education, and other leading business educators:

1. To study the place of the business teacher in general education.
2. To determine to what extent business knowledge is contributing to general education.
3. To determine to what extent business knowledge can contribute to general education where it is not now doing so.
4. To facilitate the training of teachers, in-service and pre-service, for general business education.
5. To assist in the development of teaching methods and materials.
6. To promote better understanding between administrators, curriculum directors, counselors and business teachers.
7. To stimulate and encourage the various sections of C.B.E.A. to develop work sessions and action programs on business and general education.¹¹⁵

¹¹⁴ California Business Education Association, 1952-53 File, unpublished, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

¹¹⁵ California Business Education Association, Commission on Business in General Education, Mimeographed Report, 1955-56, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College, 7 p.

After considerable study, research, and discussion, re-alignment of the Commission's objectives was recommended into primary and secondary objectives designed to improve instruction of business within the general educational framework.

Even with the added emphasis in general education, the vocational area was not neglected as noted by the activities and problems of the C.B.E.A. during the early part of this period. Such topics as "Job Opportunities," "Labor Management Relations," "Training For Efficiency in Business Education," "Training Techniques In Industry," and "What Can We Do To Improve The Two-Way Flow Of Information Between The Schools And Business," were discussed. Many of the participants were businessmen. Two major addresses dealt with "Business Education and Business," and "Problems of Vocational Education in California." Prominent speakers included Dr. Paul A. Carlson, Dr. J Marshall Hanna, and Dr. D.D. Lessenberry.

In April, 1956, twelve business educators from various parts of the country met in New York City at a Consensus Conference. They agreed that the entire area of non-vocational business education should be called "Basic Business Education." The entire area of these related courses was called Social Business because of its relation to the social sciences.¹¹⁶

¹¹⁶ Gladys Bahr, "From Specific Business Training to General Education--That's the Basic Business Story", in 100 Years in Business Education, U.B.E.A. Forum, Centennial Issue, United Business Education Association, 1957, p. 27.

In 1958, California had 85,000 students enrolled in the junior colleges and approximately 300,000 are forecast by 1975.¹¹⁷ In California, the College of the Redwoods opened, bringing the total number of junior colleges in that state to 80.¹¹⁸

The early years of the Junior/Community College Period placed considerably more emphasis on the general education objective. The upward extension of vocational business education into the two-year college was responsible for the increased emphasis on general education objectives on the high school level. Support was given the general education objective when the C.B.E.A. Executive Council protested the placement of business education exclusively under vocational education in a letter to U.S. Commissioner of Education, Samuel Brownell.

Resolutions -- The strongest support to vocational business education during this period was reflected in resolutions approved by the C.B.E.A. Executive Council. Resolutions passed by the Executive Council, March, 1953:

117 California State Department of Education, A Master Plan for Higher Education in California, 1960-1975, prepared for the Liaison Committee for the State Board of Education and the Regents of the University of California, Sacramento, the Department, February 1960, 23 p.

118 , "Fifty New Junior Colleges Open in 18 States", Junior College Journal, Vol. 36, No. 3, November 1965, p. 42.

1. Support for the American Vocational Association;
2. Business teaching recruitment;
3. Citizens' advisory committees, and
4. Re-establishment of the business education service of the U.S. Office of Education.¹¹⁹

Emphasis on the vocational objectives continued the following year by resolutions passed by the Executive Council, April, 1954:

1. C.B.E.A. support of supervised off-campus work experience;
2. Establishment of an organized placement and follow-up service;
3. Greater emphasis upon business-economic education for all students in California secondary schools, and
4. Provision for service credit to teachers who have bona fide business experience.¹²⁰

C.B.E.A. resolutions approved by the Executive Council in 1958 included:

1. Accepting the responsibility for preparing business students to meet the challenges of modern business;
2. Favored united action to secure the establishment of additional supervisors of business education in city and county school districts in California;
3. Encouraged secondary schools to develop further their offerings in retailing, merchandising, selling, and clerical positions;
4. Encouraged schools to conduct follow-up studies of business students for the improvement of business education in California, and
5. Encouraged business teachers to inform counselors of training needs in business.¹²¹

¹¹⁹ California Business Education Association, "Executive Council Minutes", 1952-53, unpublished, on file in C.B.E.A. Archives, San Francisco State College.

¹²⁰ California Business Education Association, "Executive Council Minutes", 1953-54, unpublished, on file in C.B.E.A. Archives, San Francisco State College.

¹²¹ California Business Education Association, "Executive Council Minutes", 1957-58, unpublished, on file in C.B.E.A. Archives, San Francisco State College.

The resolutions approved by the Executive Council were further indications of the willingness of the C.B.E.A. to meet the challenges of the future.

Professional Associations -- During this era the C.B.E.A. affiliated with the United Business Education Association and the Western Region, Western Business Education Association. Their first joint-convention was held on April 7-8, 1952 in Oakland.¹²² In the Spring Executive Council meeting of 1961, members approved C.B.E.A. affiliation with the American Vocational Association.¹²³

The Society for Automation in Business Education was formed in 1960 to bring business teachers of all levels and areas of instruction, data about business automation that would affect instructional programs.¹²⁴

The National Business Education Association -- The plan for national unity in business education became effective on July 1, 1962. At that time, membership in the National Business Education Association and the five Regional Associations became unified to present a "United Front for Business Education." As an affiliate of N.B.E.A., California has shown its cooperation in the programs and activities of the N.B.E.A. and its western regional association--W.B.E.A.

122 California Business Education Association, "Executive Council Minutes", 1951-52, unpublished, on file in C.B.E.A. Archives, San Francisco State College.

123 California Business Education Association, "Executive Council Minutes", 1960-61, unpublished, on file in C.B.E.A. Archives, San Francisco State College.

124 Ibid.

The International Flavor -- An official delegate was authorized to the International Society for Business Education at the 1951 convention in New York and the 1953 convention in Amsterdam. A number of the C.B.E.A. programs featured business education in foreign countries. One major address by Mark Nichols, State Director of Vocational Education, Utah, was titled, "Vocational Education Inside Russia."¹²⁵

Professional Activities -- An award to an outstanding classroom business education teacher was proposed to stimulate better teaching. Still further recognition of professional business education was the added emphasis to the problem of teacher recruitment. A professional advisory committee once again brought closer unity between the Bureau of Business Education and the C.B.E.A.

Fund for the Advancement of Business Education -- F.A.B.E. represents the initial designation for the Fund for the Advancement of Business Education, Inc., a creature of C.B.E.A. It was formed in 1959 by resolution of the State Executive Board and had been formally incorporated as a non-profit educational corporation in the State of California.¹²⁶

¹²⁵ California Business Education Association, 'Business Education in the Space Age,' 26th Annual C.B.E.A. Convention Program, San Diego, March 25-27, 1961, Official Convention Programs, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College, p. 4.

¹²⁶ California Business Education Association, Fund For The Advancement of Business Education, 1959-1965, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College.

The purpose of F.A.B.E. is to implement research and develop instructional materials which will assist in the improvement of business education. It acts both as a soliciting agency for project funds and as a recipient consultant organization. All project work is completed by C.B.E.A. members and they are paid requisite professional compensation for all work done. It can assist sections both in implementing and financing research work. F.A.B.E. was originated by the C.B.E.A. It is a unique accomplishment as a "first" among state professional business education associations.

F.A.B.E.-C.B.E.A. Study Session, Bakersfield, March 11-12, 1961 -- This workshop stands out among many worthwhile projects as one of the most outstanding contributions to the possible solutions of some of the problems in business education. Dr. McKee Fisk, Head of the Division of Business at Fresno State College, served as Project Director and Discussion Leader.¹²⁷ Business education leaders throughout the State of California and from all levels of teaching were invited to participate with the C.B.E.A. Executive Council.

Twenty-five business education theorems were formalized in an attempt to resolve the issue: "To what extent can we agree on basic definitions and theorems about Business Education for use as the basis for a consistent

¹²⁷ California Business Education Association, F.A.B.E.-C.B.E.A. Study Session, Bakersfield, March 11-12, 1961, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College.

position in our dealing both in and out of the profession?" Additional discussion revolved around three basic topics: (1) The relationship of Business Education to other Vocational Areas, (2) The relationship of Business Education to General Education and "academic" areas, (3) Communication concerning the achievements of Business Education. More emphasis, it was concluded, should be placed on the implementation of the principles developed at this meeting.

C.B.E.A. Credential and Legislative Activities -- Proposed changes in the credentialing structure that seriously affected business teacher education brought unified action to the issue. A business education sub-committee was established to work with the California State Central Coordinating Committee on credential revision. The "battle of credentials" can best be summed up in three phases:

1. 60-61. C.B.E.A. was represented at all levels of government hearings, Association Committee meetings, legislative action programs, and college curriculum discussions.
2. 61-62. C.B.E.A. was instrumental in bringing about many changes in Senate Bill 57--The Fisher Bill--resulting in a less "oppressive" bill.
- 62-63. In Phase 2, despite a year of discussion and recommendations to State Central Coordinating Committee, the State Board of Education adopted its own proposed credential structure.
3. 63-64. Phase 3 continued as C.B.E.A. Public Relations and Legislative Activities Committee met with state colleges and the Credential Office to set minimum standards.¹²⁸

¹²⁸ Albert Giordano, The C.B.E.A. Story, The California Business Education Association, San Francisco, May 1965, 16 p.

Impact of Federal Legislation on Vocational Business Education --
The George-Barden Act, passed in 1936, provided for the further development of distributive education. The National Defense Education Act, Title III, formerly Title VIII, of the George-Barden Act, made provision for the training of highly skilled technicians. This act gave the impetus to the business data processing area.¹²⁹

California was the first state in the Nation to develop experimental programs in business data processing under the National Defense Education Act.¹³⁰

The late President Kennedy, in his message to Congress, February 20, 1961, said:

The National Vocational Education acts, first enacted by the Congress in 1917, and subsequently amended, have provided a program of training for industry, agriculture, and other occupational areas. The basic purpose of our vocational education effort is sound and sufficiently broad to provide a basis for meeting future needs. However, the technological changes which have occurred in all occupations call for a review and re-evaluation of these acts, with a view toward their modernization.

¹²⁹ Lee Baldwin, "Funds Available to Junior Colleges for Data Processing Programs", C.B.E.A. Bulletin, Vol. 16, No. 3, February, 1959, p. 2.

¹³⁰ , "Technical Business Education in the Junior Colleges", C.B.E.A. Bulletin, Vol. 18, No. 1, October 1960, p. 4.

To that end, I am requesting the Secretary of Health, Education and Welfare to convene an advisory body drawn from the educational profession, labor, industry, and agriculture, as well as the lay public, together with representatives from the Departments of Agriculture and Labor, to be charged with the responsibility of reviewing and evaluating the current National Vocational Education Acts, and making recommendations for improving and redirecting the program.¹³¹

The Manpower Development and Training Act of 1962 -- President John F. Kennedy, on March 15, 1962, approved the legislation which automatically became Public Law 87-415, "Manpower Development and Training Act of 1962". The primary purpose of the Act was to alleviate unemployment by conducting studies of changing patterns of jobs and identification of current and prospective manpower shortages. The basic provisions of the Act provided for reimbursement of expenditures for retraining of workers. Training programs were designed to prepare workers for immediate employment in specific jobs.¹³² Training under this act was designed to provide workers with new skills where needed, to upgrade their present skills, and to meet the job needs of workers displaced by automation, technological change,

¹³¹ R.C. Van Wagenen, Business Education and Technological Change, Mimeographed Report, California State Department of Education, Bureau of Business Education, September 1964, 12 p.

¹³² R.C. Van Wagenen, "Manpower Development and Training Act of 1962, Implications for Business Education", C.B.E.A. Bulletin, Vol. 19, No. 4, June 1962, p. 6.

geographic relocation of industry, and other shifts in the labor market.¹³³

Approximately one-half of the workers in the California labor field force are in business occupations.

The Vocational Education Act of 1963 -- The financial support under this legislation has been a great stimulus for the development of business occupational training.¹³⁴

The Vocational Education Act of 1963--Public Law 88-210 identified as the Perkins Bill, HR 4955, was formulated and developed with the support of the late John F. Kennedy and was signed into law by President Johnson. The purpose of the law was to train for gainful employment, and embraced all occupations, including business and office occupations.¹³⁵ National business education leaders, through the unified National Business Education Association, represented education for business well, and finally business education was recognized and rewarded for its contribution to vocational education.¹³⁶

133 R. C. Van Wagenen, Vocational Business Education in California, A Progress Report, California State Department of Education, Bureau of Business Education, 1950-64, p. 5.

134 Ibid., p. 4.

135 R. C. Van Wagenen, "Business Education and The Vocational Education Act of 1963", C.B.E.A. Bulletin, Vol. 21, No. 3, March 1964, p. 7, 10.

136 Wesley Smith, "Magna Charta for Vocational Education", C.B.E.A. Bulletin, Vol. 21, No. 4, May 1964, p. 1, 6, 7.

The Vocational Education Act of 1963 made provision for work study programs and residential schools; research and experimentation; and a number of ancilliary services. The purpose of the Act was¹³⁷ to authorize federal grants to states to assist them to maintain, extend, and improve existing programs, to develop new programs of vocational education and to provide part-time employment for youths.¹³⁷

Typical of the support for the inclusion of business education under the umbrella of the Vocational Education Act was the statement of Senator Hubert H. Humphrey of Minnesota, now Vice-President of the United States:

Some change in the emphasis of vocational education is long overdue . . . Much of our recent effort has not been directed toward the areas of primary need. Ten million members of our labor force are employed in office occupations, but no funds are presently provided for this area . . . We must update our efforts and must provide greater flexibility in the vocational aid programs. The proposed legislation is designed to achieve this end.¹³⁸

Each of the above laws gave vocational business education new opportunities and challenges to modify, to experiment, to extend, and to improve education for business. The Vocational Education Act of 1963 granted to vocational business education certain privileges and freedoms never before

¹³⁷ R.C. Van Wagenen, Business Education and the Vocational Education Act of 1963, Op. Cit., p. 7.

¹³⁸ , Congressional Record, Washington, Government Printing Office, Vol. 109, No. 160, October 8, 1963, p. 18026.

possible under previous federal aid laws. "These new laws will become the foundation for a new, upward spiral of vocational education in business never before conceived."¹³⁹

Upward Extension of Business Education -- Because of economic and employment conditions, the demands of business for more mature workers, and in part because of the desire of parents for more education for their children, pupils remained in school longer so that there were a corresponding number of fewer dropouts. For these reasons, there is in evidence a very definite trend toward favoring the moving of specialized business training to ever higher levels and of even postponing such training entirely until the post-high school years. There is likewise some evidence of a trend in the movement to defer the more general business courses to later years.

"When courses are given for direct vocational purposes they only should come at a time when the student is reasonably sure that he is about to discontinue normal school work."¹⁴⁰

Kelley¹⁴¹ determined by research that the junior and senior high schools should offer general/basic background appreciational courses. Schools of the

¹³⁹ Smith, Op. Cit., p. 6.

¹⁴⁰ Leverett S. Lyon, Education for Business, Chicago, University of Chicago Press, 1931, p. 553.

¹⁴¹ Kelley, Op. Cit., p. 45.

post-high school level should offer general vocational courses according to community needs, while the university upper division and graduate schools should offer the highly specialized and professional training.

Vocational business subjects will probably continue to be upgraded since there was evidence of upward extension of vocational business training in the high schools and post-high schools and the majority of the business educators were in general agreement that it should receive major emphasis on the post-high school level of instruction.¹⁴²

This tendency to move the vocational business courses into the 13th and 14th grades was also true in California especially with its emphasis based upon junior college education.¹⁴³

It was apparent that very young people were disappearing from business. The age limit for beginners continued to rise and placement of high school graduates became increasingly difficult.¹⁴⁴

Kelley's findings showed that¹⁴⁵ the majority of business firms which co-operated in furnishing data for his investigation preferred junior employees between the ages of 18 and 24 and trained above the high school level of instruction.

¹⁴² Ibid., p. 336.

¹⁴³ M. Bernadine Bell, Background and Development of Business Education in California Public Schools, unpublished Ed.D. Thesis, University of California, Los Angeles, 1950, p. 169.

¹⁴⁴ Kelley, Op. Cit., p. 43.

¹⁴⁵ Ibid., p. 267-268.

Co-Operative Work Experience -- There appears to be an existent lack of co-ordination and co-operation between educators and employers as more vocational business curricula were being shaped according to student demands rather than employer demands, and little direct effort was made by the schools to learn the changing requirements of the business world.

"The relationship between job preparatory business education on one hand and job specification and job standards on the other hand makes co-operation between schools and business firms mandatory."¹⁴⁶

There is general agreement in the profession that vocational business courses should be adapted more closely to the needs of local conditions.

Business teachers and businessmen need to work more closely together. Co-operative work experience programs fully co-ordinated with functioning advisory committees should be one of the best solutions to the problem.

Vocational business training should be correlated with application on the job and co-operative training arrangements should be encouraged.

Downward Extension of Business Education -- A gradual downward movement was discernible as some of the lower division courses were

146 Elvin S. Eyster, "Business Education Relationships Demand Cooperation", in 100 Years in Business Education, U.B.E.A. Forum, Centennial Issue, United Business Education Association, 1957, p. 37.

transferred from the four-year schools to the two-year colleges. The professional teacher education program at Stanford University was eliminated and this action was followed by similar action at the University of California at Los Angeles. The C.B.E.A. Council protested the academic squeeze. In a letter to Clark Kerr, president of the University of California, C.B.E.A. protested discontinuance of the department of business education at U.C.L.A. and spoke in support of business teacher education.¹⁴⁷

The space race, "sputnik", and the world scientific supremacy of the late "fifties" criticized vocational education and business education in particular.

The Carnegie Foundation and the Ford Foundation reports make penetrating observations and, often, sharp criticism of business education. These criticisms are a source of concern because they challenge the long-cherished central objective of business training in the schools--vocational or occupational preparation.

Most of the criticism centered on higher education for business. Many of the lower division business courses were relegated to the junior college. This complicated an already intensive problem, the articulation of students both upward and downward from the junior college level. However, research supports the junior college role. Findings show that the junior college transfer students performed as well as, and sometimes better than, native students

¹⁴⁷ California Business Education Association, Executive Council Minutes, Op. Cit., 1958-1959.

in the state colleges.¹⁴⁸ Training for the higher levels of business education, "the technical jobs are being forced upward out of the high school and are being forced downward out of the four-year college to the junior or community college."¹⁴⁹

The upward extension of vocational business subjects into the junior college was not entirely justified as many young people out of school seeking employment are usually either high school dropouts or graduates. There are about seven million young persons between sixteen and twenty-one years old who are out of school. Three million dropped out before completing high school. One million finished elementary school but proceeded no further, nor did they complete high school courses. In addition, one out of four dropouts could not find employment. There was no job training for nine out of ten after they left school. High school graduates were three times as likely to have post-school job training of some kind. Unemployment among out-of-school teenagers had risen 50 per cent in the last 6 years, 20 per cent in the past 12 months. Unemployment in April, 1964, was at the highest rate since World War II; at the same time, unemployment among teenagers reached a new high of 16.2 per cent.¹⁵⁰

148 Milburn D. Wright, "The Junior College Transfer Student", C.B.E.A. Bulletin, Vol. 21, No. 3, March 1964, p. 3.

149 Elvin S. Eyster, "Business Education 1965-1970, Plus or Minus", Theta Thots, Vol. 21, No. 3, August 1965, 5 p.

150 , Manpower Report of the President, Washington, U.S. Department of Labor, March 1965, p. 11.

"The prime employment problem in California is the result of migration which has doubled during the last twenty years, from 15,000 to 30,000 each month."¹⁵¹ Firmly established as the largest of the fifty states, California has one-tenth of the Nation's population. "Perhaps the most significant factor in this development has been the machines, which at the turn of the century, did 6 per cent of our work, but now does 96 per cent."¹⁵² No longer was desire and willingness to work sufficient qualification for a job; without vocational competence, an individual might find himself among the ranks of eight million other Americans whose only income is relief. Education is the answer; the greatest increase of employment opportunities expected for the next decade will be in the professional and technical fields. Gains are also expected in skilled, clerical, and service occupations. In fact, it can be predicted with certainty that workers will have to update their skills and general knowledge if they are to remain productive members of society." The greatest growth in the number of jobs in the future will be in the office and sales fields, almost four million more in 1970 than in 1960."¹⁵³

151 Edmund G. Brown, Governor, "California Employment", Address, Governor's Conference on Employment, September 30, 1965, Monterey, Trends, October 1965, p. 13.

152 Robert D. Strom, "School Dropouts in a World of Work", C.T.A. Journal, Vol. 60, No. 4, October 1964, p. 4, 5, 6.

153 Arthur J. Goldberg, "Keep Them In School", N.E.A. Journal, Vol. 50, April 1961, p. 9, also in C.B.E.A. Bulletin, Vol. 19, No. 2, January 1962, p. 1-3.

Upgrading of the technical business subjects out of the high school has only compounded the dropout problem. Regarding this issue, Gruber concluded from research on dropouts, "Delay vocational business education beyond the high school level and the retention and holding power of high schools is undermined."¹⁵⁴ Research proves that the retention power of the vocational subjects is greater than the academic subjects. The downward extension of vocational business education from the college and university to the junior college may be expected to decline from the junior college to the high school once again to alleviate the school dropout problem.

Educational Influences -- During the latter part of the period, the pendulum once again swung from general education to the vocational objective. For example, one convention program featured an address, "Trends in Office Automation That Affect Business Teachers", and another, "Business Education Belongs to General Education." Group meetings were included in the areas of Teacher Training, Business Education Youth Groups, and Modern Technology--Its Impact on Industry and Education. These group meetings continued to follow the established pattern of the early part of the period--group meetings were planned by the level of instruction--various sized high schools, junior colleges, and senior colleges.

¹⁵⁴ Joseph Gruber, "Delay Vocational Business Education? An Emphatic No!", The Balance Sheet, Vol. XLVII, No. 2, October 1965, p. 53.

Business Data Processing continued to gain status as a major area, and economic education and management received recognition. "General business has shown the most important single increase in enrollment in any business subject. Business enrollments in the junior college surpassed both the junior high school and the senior high school in percentage of active enrollments and in the numbers of subjects offered."¹⁵⁵

The vocational acts and new emphasis on vocational objectives had great implications for vocational counseling.¹⁵⁶ John W. Gardner contends, "every high school in the land should provide continuing vocational and educational counseling for all who leave school short of college."¹⁵⁷

Even though progress was evident in co-operative training programs, closer working relationships between business, industry, and education was needed. An excellent prospect for the solution of this problem was the Industry-Education Council--the clearing house for co-ordinating the needs of school and industry. Business educators in California were invited to

¹⁵⁵ Gervase Andrew Eckenrod, Business Education Enrollments in California in 1954 in the Public Secondary Schools, unpublished M.A. Thesis, Fresno State College, Fresno, California, 1956, p. 126.

¹⁵⁶ , The N.E.A. and the Growing Edge of Instruction, Washington, D.C., Division of Educational Services, National Education Association, 1963, p. 5.

¹⁵⁷ John W. Gardner, From High School to Job, Carnegie Corporation of New York, 1960, p. 7.

participate in this activity for the first time in 1963.¹⁵⁸ A year later, affiliation with the Industry-Education Council became a reality.¹⁵⁹

Patterns of thought dealt with improving the image of business education and the promotion of vocational business education.

4. Summary of Patterns of Thought.

1917-1933 -- During the early portion of this period, the United States was involved in a world war, consequently the economy was geared to war production and the vocational objective remained unchallenged. As the collegiate schools of business became cognizant of a broader concept of business education, there was a decrease in emphasis upon technical or specialized instruction. Social concepts and general information of concern to every member of organized society were advanced by Lyon and Tonne.

The early business teachers were trained by private business schools. When business teacher education was introduced in colleges, the traditional technical business subjects were simply added to their regular curriculum. A trend towards more academic and professional education for teachers led to provision for economic and general education at the end of the period.

¹⁵⁸ California Business Education Association, Executive Council Minutes, Op. Cit., 1962-63.

¹⁵⁹ California Business Education Association, Executive Council Minutes, Op. Cit., 1963-64.

The junior college curricula was largely modeled upon the first two years of traditional college work. Upgrading of technical business subjects deferred specialization, focusing attention to the social-business aspect of the curricula. The economic depression of the thirties gave rise to post-high schools of commerce. The N.E.A. Committee of 1919 "statement of purposes" showed that business education held to the vocational objective. This recognition by the N.E.A. and support through Federal funds strengthened the vocational objective. California set the standard for post-high schools of commerce and model junior college programs. Other patterns of thought dealt with a closer scrutiny of the curriculum; introduction of related socio-business subjects into business curricula; and the development of job standards and teacher certification.

1933-1949 -- During this era, business education was compelled to go from one economic situation--depression, scarcity of employment, to a national defense economy--manpower shortage. Due to the hardships of the depression, related subjects in the socio-business area received increasingly more recognition as young people were staying in school longer and more non-business students were taking business courses. The business curricula were expanded to include more and more general business courses as there was a change in emphasis from vocational specialization to economic problems of the depression, consumer economics and socio-business subjects.

During this period, the vocational objective of business education was seriously challenged for the first time, as a new emphasis was placed on consumer education as the primary function of business education.

Changes in curricula affected business teacher education programs. Demands of the business world, results of occupational studies and job analyses were utilized to keep pace with changing employment requirements. Business teachers approached a professional standard of preparation and exhibited a professional attitude toward education. There was an increased emphasis on post-high school training and the upgrading of vocational business education. California excelled in the development of post-high schools of commerce. The curricula were occupationally oriented and the work offered was closely co-ordinated with business offices and stores.

The war effort and demands on business education focused more attention on the vocational objective as manpower shortages required specific job training. Business educators proved that by streamlining and intensifying their programs, they well met vocational objectives.

Research verifies that the level of instruction, to a large degree, determines the primary objective of business education. Since strong vocational business schools were well established, the new junior colleges that were developed stressed the general education value of business education. The high schools held more closely to the vocational objective as its primary goal. During the period, there was common agreement that business education

must first be built upon a solid general education foundation. In every type of school, general or broad education was predominant in the earlier years of the course and direct vocational education was stressed in later years.

Co-operative occupational training programs in distributive occupations and secretarial training were an outstanding development of this period. Towards the end of the period, specialized high schools of commerce declined in number as business education grew in the comprehensive high school. The upward extension of vocational business education placed the emphasis of terminal or semi-professional education in the junior college. The result was that the vocational objective on the high school level became more nearly pre-vocational and the general objective of the junior college became more definitely vocational.

The original Vocational Education Act, the Smith-Hughes Act of 1917, completely ignored commercial education for two possible reasons: (1) Commercial education had just recently attained recognition as academic or cultural education, and (2) Commercial education was already well developed; in fact, by some standards, overdeveloped.

Economic forces of the Depression coupled with resultant business practices had a definite bearing on the upward extension of business education.

The George-Deen Act of 1936 provided funds for distributive education, a branch of business education. None of the other Federal Acts passed during this period provided direct assistance for business occupations.

1949-1965 -- The relationship of technological change to occupational distribution played an important role in the determination of course content and curriculum construction. Research during the period confirms that objectives of the training program on each level of instruction should be geared to the corresponding level of employment.

Up to this time, the vocational objective was paramount in the business curricula, but during the early years of this period, more emphasis was given the role of general education. The increased responsibility to general education culminated in the 1956 report of the Commission on Business in General Education which formulated a basic philosophy and objectives. The Governor's Conference on Automation promoted vocational business education.

The upward extension of vocational business education into the two-year colleges was responsible for the increased emphasis on general education objectives on the high school level.

The little support given the vocational objective during the early years of this period was reflected in resolutions approved by the C.B.E.A. Executive Council, 1953-58. Affiliation with the American Vocational Association and the formation of the Society for Automation in Business Education reinforced the vocational objective in the "sixties".

The Foundation for the Advancement of Business Education (F.A.B.E.) was created in 1959 by the C.B.E.A. for the purpose of supporting needed business education research, developing helpful business education materials, to furthering activities and promoting business education in California.

A business education sub-committee was established to work with the California State Central Co-ordinating Committee on credential revision. Resolutions were passed to oppose the Fisher Bill and ask for a redefinition of subject matter areas. Three phases have occurred in a "battle of credentials."

Impact of Federal Legislation on Vocational Business Education -- The National Defense Education Act of 1958, Title VIII, made available financial aid for vocational programs training highly-skilled technicians. This act gave the impetus to the business data processing area.

The Manpower Development Training Act of 1962 provided the C.B.E.A. with another vocational challenge as approximately 45 per cent of the job opportunities in California are in business occupations.

The vocational role of business education was given added emphasis and recognition by inclusion under the Vocational Education Act of 1963, which provided financial support for the development of business occupational training. This action leaves no doubt whatever that the primary objective of business education is vocational, completely refuting the null-hypothesis.

The relationship between job preparatory business education and job specification and job standards makes co-operation between schools and business firms not only desirable, but mandatory. A task force of business education helped solve this problem with the affiliation of the Industry-Education Council--the clearing house for co-ordinating the needs of school

and industry to provide closer working relationships between business, industry and education.

Patterns of thought dealt with improving the image of business education and the promotion of vocational business education. Convention programs in the "sixties" promoted the vocational objectives of business education.

CHAPTER IV

THE PRIMARY OBJECTIVE OF BUSINESS EDUCATION IN THE UNITED STATES

Introduction--The first three chapters traced the development and growth of education for business both in the United States and California. The development went through the evolution of the apprenticeship system, the private business schools, the public secondary schools, the collegiate schools of business, professional business teacher education, and the junior/community college movement.

The growth of business education not only involves all levels of education but various levels of employment as well. From a meager beginning involving simply two or three subjects, education for business has evolved into a well-accepted field of study comprising a dozen or more curricula and upwards of sixty different courses. During the first period of development, course offerings increased from three to ten in 1895.¹ In 1918, fourteen different subjects were offered in the secondary schools as compared to 33 toward the end of the period. There was no appreciable gain in course offerings during the era of professional business teacher education. During the

¹ Benjamin R. Haynes and Harry P. Jackson, A History of Business Education in the United States, Monograph 25, Cincinnati, South-Western, 1935, p. 51.

last period of the junior/community college movement there was a 25% increase in course offerings on the high school level, whereas the number of courses in the two-year colleges doubled in number. Part of the great increase can be attributed to the upward extension of business education from the high school into the junior college and the downward movement from the four-year college and university into the two-year schools.

Analysis of research findings that follow should determine the primary objective of business education for each period of time.

1. Vocational Objective Era, 1635-1917.

The Vocational Objective -- During the early history of business education as verified in Chapter II, the apprenticeship system was based on the needs of business and the demands of the American free-enterprise system. The only aim was to qualify for a business position by training for a specific trade.

The business college was developed to fulfill a definite need--preparation for employment in the world of business. These early colleges were an example of the free-enterprise system in action; unfortunately, the profit motive sometimes overshadowed the role of education.

Business courses were first introduced into the public high schools upon the insistence of parents. Parents felt that they should not have to pay tuition since their children were more interested in preparation for work rather than preparation for college.

In the 1890's, the business courses constituted complete preparation for any business occupation.² "Ever since Spencer formulated his aims for secondary education in 1860, our high schools have accepted the responsibility of preparing young people to make a living".³ As has already been reported, the chief objective of business education under the apprenticeship system, the private business college era, and during the early part of the period of secondary school dominance, was most definitely vocational. These developments tended to invalidate the assumption that commercial education did not develop according to a non-vocational objective.

At the turn of the Century, the aims of the colleges of commerce stressed the general education objectives in addition to providing an opportunity to prepare for a vocation. Added emphasis was given the non-vocational objective with the establishment of junior colleges with the primary objective of general education. This objective was short-lived; the development of terminal programs placed more emphasis on the vocational objective on the junior college level.

During the latter part of the period of secondary school dominance, other objectives were promoted. The five aims of secondary business education prior to 1919 mentioned most frequently by the writers of the period were:

2 Ralph R. Rice, "Report of Committee on Commercial Education, University of California", The Balance Sheet, Vol. 8, No. 7, March 1927, p. 3.

3 S.J. Wanous, "Are Our Schools Preparing Their Graduates For Jobs", C.B.E.A. Bulletin, Vol. 21, No. 2, December 1963, p. 1.

- a) to prepare pupils for specific office positions;
- b) to give that form of general education which will prepare young people to enter business pursuits;
- c) to adapt business education to social and civic life;
- d) to prepare pupils for later promotions; and
- e) to provide opportunity for mental discipline.⁴

The General Education Objective -- Prior to the turn of the Century, little emphasis was given the general education objective of business education. One example of the limited reference to a non-vocational objective is cited. During the early history of our Nation, Thomas Jefferson advocated a general type of business education, "To give every citizen the information he needs for transaction of his own business."⁵

It is clear that one primary objective cannot be assumed for all levels of instruction. Each level of instruction must set its own objective.

In July, 1901, during the meeting of the National Education Association, a Committee of Nine was appointed to make a study of business training in high schools. This committee devised a commercial course of study which proved to have an important effect upon the development of business education in the public high schools. A change from the traditional vocational objective

4 Jessie Graham, The Evolution of Business Education in the United States and Its Implications for Business-Teacher Education, Southern California Education Monographs, 1933-34 Series, No. 2, Los Angeles, University of Southern California Press, 1934, p. 50.

5 M. Herbert Freeman, Basic Business Education for Everyday Living, Monograph 74, Cincinnati, South-Western, 1951, p. 7.

can be attributed to the N.E.A. Committee of Nine which placed greater emphasis on social science materials, marking a definite change in objectives from vocational to general education.^{6, 7, 8, 9}

Before the turn of the Century, there were few texts written by business educators. However, even as early as 1904, some business educators were advocating broad education along social and economic lines.¹⁰ Another early book that stressed an all-around education for businessmen was Principles and Methods in Commercial Education.¹¹

The Dual Objective -- During the era in which the vocational objective was predominant, even though increasingly more attention had been given to the general education objective, no concept of a dual objective had yet been devised.

6 Frederick G. Nichols, Commercial Education in the High School, New York, Appleton-Century, 1933, p. 514.

7 M. Bernadine Bell, Background and Development of Business Education in California Public Schools, unpublished Ed.D. Thesis, University of California, Los Angeles, 1950, p. 36.

8 Haynes and Jackson, Op. Cit., p. 159.

9 Earl P. Strong, The Organization, Administration and Supervision of Business Education, New York, Gregg, 1944, p. 14-20.

10 Cheesman A. Herrick, Meaning and Practice of Commercial Education, New York, Macmillan, 1904, xv-378 p.

11 Joseph Kahn and Joseph J. Klein, Principles and Methods in Commercial Education, New York, Macmillan, 1921, (First Edition, 1914), xiv-439 p.

2. Integration of Vocational Business Education with the Social Studies.

This period is marked with strong vocational emphasis coupled with more general education aims of the business curricula. This integration of vocational business education and the social studies led to the coining of the term, dual objective.

The Vocational Objective -- Although the vocational objective was considered the primary objective, commercial education, the oldest form of vocational education, was not included under the provisions of the first federal legislation supporting vocational education--the Smith-Hughes Act which was signed by President Wilson on February 23, 1917.¹² "In the investigational work that preceded the drafting of the federal act for vocational education in 1917, no commercial educator had a part. Probably no such educator felt slighted. Commercial educators had but recently won recognition for their field as sound 'academic' or 'cultural' education".¹³ Further justification for the omission of commercial education from the Smith-Hughes Act is provided by Nichols, "They have preferred to stress the academic rather than the vocational implications of their work, have taken no important part in the deliberations of the American Vocational Association, and consequently, are repeatedly overlooked when important movements are under way."¹⁴ By

¹² Strong, Op. Cit., p. 34.

¹³ Nichols, Op. Cit., p. 76.

¹⁴ Ibid.

their own admissions, business education had become too academic to be recognized as vocational. The null hypothesis that the primary objective of business education is not vocational is reinforced.

Lyon, who stressed the general education values of business education, stated, "Every Local, State and National survey of business training and business needs points to the need for a revision of present high school curricula, and greater emphasis upon vocational commercial training in our high schools."¹⁵ Further evidence of the vocational goal of commercial education is presented by Marvin:

Commercial education had developed to meet the demand for trained workers. A demand which had increased constantly with the changing economic and social system of the 19th and 20th centuries. Although its growth had been retarded by traditional ideas of education, by social prejudices, and by lack of cooperation with business, it is, at this time, beginning to establish aims and to realize standards that make it of practical value to the business world. It was beginning, also, to formulate certain constructive policies which would ultimately modify the ideals which govern the commerce of the nation.¹⁶

A number of views have misled many educators into the belief that commercial education is not vocational. Among these are long association with the academic department of education, the antagonistic attitude of the

¹⁵ Leverett S. Lyon, Education for Business, Chicago, University of Chicago Press, 1931, p. 178.

¹⁶ Cloyd Heck Marvin, Commercial Education in Secondary Schools, New York, Holt, 1922, p. 10.

academic educator, the organization of commercial courses on an academic rather than a vocational basis.¹⁷ Reasons for expansion of the more comprehensive business curricula include "occupational needs with increasing demands of business, the entrance of large numbers of women into the business world, the invention and perfection of the typewriter, and the changing character of the secondary school pupil personnel".¹⁸

Even though business educators expressed little interest in the Smith-Hughes Act, the Federal Board for Vocational Education in 1919 published a report on the reorganization of business education.¹⁹ The first Federal Board for Vocational Education, directed by Charles A. Prosser, supported and encouraged business education to the full extent of available funds.²⁰

The American Vocational Association felt that business education was training for a vocation and therefore had organized a commercial education department as part of its scheme of vocational education.²¹

17 United States, Federal Board for Vocational Education, "Organization and Administration of Commercial Education", Bulletin 34, June 1919, Washington, Government Printing Office, 1919, p. 4-5.

18 Rice, Op. Cit., p. 3.

19 Strong, Op. Cit., p. 34.

20 Nichols, Op. Cit., p. 76.

21 J. L. Holtsclaw, "Business Education as Vocational Education", Journal of Business Education, Vol. 3, No. 3, December 1929, p. 14.

From the foregoing statements it is evident that business education lacked organization. Nichols believed that, "High school commercial education should be given with definite vocational objectives in mind. It must be regarded as preparatory to initial employment."²² The objective, preparation for initial employment, is considered pre-vocational. With the upward extension of business education, the vocational objective shifted to the post-high school level.

Business education is the original type of vocational education. Many years before agricultural, homemaking, and industrial education were offered in the public schools, business education was included in the program of public education. Its recognition was forced by public demand and private business school competition far in advance of the time when education leaders were willing to admit it on principle.²³

The General Education Objective -- A trend towards including more of the social studies in the business curricula became even more pronounced. The social sciences continued receiving attention among business books. One early text that emphasized the social sciences is Jones' Teaching Business Subjects in the Secondary Schools.²⁴ In justifying a strong general education,

22, Nichols, Op. Cit., p. 57.

23 Ibid., p. 69.

24 Conner T. Jones, Teaching Business Subjects in the Secondary Schools, New York, Ronald Press, 1924, vii-307 p.

Welch stated, "Success in business requires quite as much intelligence as success in college".²⁵

The American Vocational Association recognized that effective general education was the basis upon which any sound program of vocational education must be based. One of the Association's principles is "General Education is Basic to All Specialized Training".²⁶

In 1918, the Commission on the Reorganization of Secondary Education appointed by the National Education Association, published a momentous report, *Cardinal Principles of Secondary Education*.²⁷ The report emphasized the social studies. As a result, a committee on business education made recommendations proposing two very definite changes:

First, the amount of required work had been increased in accordance with the thought that achievement of a definite objective could only be accomplished by well organized requirements.

Second, the belief was expressed that the commercial curricula should do something more than merely train students for techniques and uses in business offices.²⁸

25 Arnon W. Welch, Some Observations on Secondary Commercial Education, New York, Gregg, 1924, p. 208.

26 Ira W. Kibby, What the American Vocational Association Can Do for Business Education, Address presented before the Business Education Section of the American Vocational Association, Buffalo, New York, February 7, 1946, Mimeographed text, Sacramento, Bureau of Business Education, March 1946, p. 17.

27 Lyon, Op. Cit., p. 168.

28 Haynes and Jackson, Op. Cit., p. 56.

Referring to a business education that maintained the vocational objective, in 1928 Lomax stated, "Business education in itself is not a complete education".²⁹

During the early "thirties", the severe economic depression had an effect on the general education objective.

Training for occupational areas rather than specific jobs opened the way for more general education courses. Changing occupational conditions made it impractical to train for definite objectives and the work of the high schools should be confined to providing the broad base for the foundation for later specialization, or we should train only for large general employment fields or for groups or families of occupations.³⁰ Haynes reported, "More subjects of a social-economic nature are being added to the business education curricula in the public and private secondary schools".³¹

Commercial education had become more and more a definite and essential part of every type of specific or general education. "Possibly it was because we were beginning to realize that there is a business side to

29 Paul S. Lomax, "What Should Be the Place of Business Education in American Education", The Balance Sheet, Vol. 9, No. 7, March 1928, p. 4-7.

30 H.A. Champion, "The Vocational Issue in Business Education", The Business Education World, Vol. 19, No. 8, April 1939, p. 622.

31 B.R. Haynes, "Trends in Business Education", The Balance Sheet, Vol. 12, No. 8, April 1931, p. 282.

every type of life activity".³² The role of general education became apparent when Barnhart stated, "Even more important than the vocational objective for secondary schools are the economic efficiency and economic integration objectives".³³

The Dual Objective -- As it became difficult to select one objective over another, both vocational and general education objectives were accepted. Justification for the dual role of vocational business education was presented in 1919 by the Federal Board for Vocational Education, "The inclusion of some vocational work at each grade level provides for the needs of dropouts while academic and social studies were also included".³⁴ Further need for the dual objective is exemplified by Lomax:

The educational aim of commercial education fundamentally centers in the seventh objective of secondary education, namely, vocational education or the occupational relationship. Vocational education is an essential part, but not the whole, of a complete education; general or academic education is also an essential part, but not the whole, of a complete education.³⁵

32 Earl W. Atkinson, "Trends in Business Education in the Secondary Schools", The Balance Sheet, Vol. 13, No. 2, October 1931, p. 57-59.

33 E.M. Barnhart, et. al., Challenges to Commercial Education, Monograph 21, Cincinnati, South-Western, 1933, p. 1.

34 United States Federal Board for Vocational Education, Op. Cit., p. 7.

35 Paul S. Lomax, "The Place of Commercial Education in a Complete Program of Secondary Education", The Balance Sheet, Vol. 3, No. 3, November 1921, p. 6.

During this period of time, distinction of two kinds of business education is verified. Watson believed, "The vocational ends of commercial education are of two distinct kinds. Theoretical knowledge coupled with specialized training".³⁶ Tonne believes two types of business education are desirable: 1) social business education, and 2) vocational business education.³⁷ Ingalls advocated, "A blending of cultural subjects and vocational skill subjects".³⁸ Koos studied 25 noteworthy statements of objectives that should characterize a secondary school curriculum. There was a unanimous agreement on just two objectives: 1) that of preparation for civic-social responsibility, and 2) that of preparation for occupational efficiency.³⁹

Although a dual objective may imply two equally important objectives, most often one of the two aims is considered primary. Cross⁴⁰ concluded that from 1931 on the business curricula in many states were beginning to be

36 W.L. Watson, "Commercial Education", The Balance Sheet, Vol. 6, No. 2, October 1924, p. 3.

37 Herbert A. Tonne, "Let's Define Business in Educational Terms", Journal of Business Education, Vol. 4, No. 3, June 1930, p. 20.

38 Rosco C. Ingalls, "A Philosophy and a Program for Semi-Professional Training", California Journal of Secondary Education, Vol. 11, No. 7, November 1936, p. 427.

39 Leonard V. Koos, The American Secondary Schools, New York, Ginn and Company, 1927, p. 153.

40 Lois Cross, A Study of Trends in Practices in Business Education, unpublished Ph.D. Thesis, New York University, 1943, (Three Volumes), p. 210-211.

set up on the basis of occupational research and for the first time, there was a trend toward giving necessary information to all pupils for use in personal, social, and civic life. This is the first period when the "dual" objective of both vocational and general education was verified by a graduate research thesis. The primary objective was still vocational. McNamara indicated, "Without losing its commercial value, commercial education may enter the more general field which has heretofore monopolized the so called general studies".⁴¹ Odell holds the point of view that the objectives of general education and of all secondary education are identical.⁴² Haynes simply states, "Education in a democracy educates an individual for his work and life".⁴³ Although Shields believes in the dual role, he places the major role on general education aims, "The real purpose of business education was the abolition of business and economic illiteracy".⁴⁴ Weersing believed that, "The vocational

41 E. J. McNamara, "Modern Trends in Business Education", Fourth Yearbook, Eastern Commercial Teachers Association, 1931, p. 22.

42 William R. Odell, "An Appraisal of Secondary School Commercial Education", Teachers College Record, New York, Bureau of Publications, Teachers College, Columbia University, Vol. 34, No. 1, October 1932, p. 49.

43 Benjamin R. Haynes, "Stop the 'Dumping' of Pupils", Challenges to Commercial Education, Monograph 21, Cincinnati, South-Western, 1933, p. 4.

44 Harald G. Shields, "A Preface to Real Business Education", Challenges to Commercial Education, Monograph 21, Cincinnati, South-Western, 1933, p. 7.

aim should include cultural education content as well as technical skill."⁴⁵

Research during this period considered business education both general and vocational in nature, thus creating the atmosphere for controversy.

3. Period of Controversy, 1933-1948.

Emphasis Towards General Education, 1933-1940 -- Due to the expansion of American business and its contact with so many of the affairs of life, a single type of business training is no longer feasible.⁴⁶ As business gets more complex, education for business will become more diversified to meet the different objectives on different levels of instruction.

The Vocational Objective -- Nichols, in recognizing new objectives, says that, "The field of business education is in danger of disintegration unless there is a halt in the devitalizing of vocational subjects by attempting to make them serve uses for which they are not intended".⁴⁷ He recommends the establishment of new courses and the co-operation with other departments as means of achieving these new objectives, rather than the abandonment of the legitimate aims of vocational subjects.

45 Frederick J. Weersing, "The Non-Vocational Values of Commercial Education", The Balance Sheet, Vol. 10, No. 6, March 1929, p. 185.

46 Graham, Op. Cit., p. 187.

47 Frederick G. Nichols, "Pre-employment Business Training", The Business Education World, Vol. 14, No. 9, May 1934, p. 530.

Regarding the primary purpose of business education, Kibby says:

Because our whole social life is so interwoven with our business activities, one needs an understanding of these activities and their effect on our social and political life in order to understand and interpret the happenings of contemporary living. In our vision of a new social business education, let us not forget that the primary purpose of business education is to train individuals for vocational efficiency. Jobs are the important part of contemporary living.⁴⁸

Reynolds sees two opposing influences. "Efforts are constantly being made to adjust business education so as to prepare students more adequately to meet the demands of our business occupations and to function intelligently as citizens in a highly complex economic order".⁴⁹ Snedden places the problem of objectives in plain layman's language. "Whatever some philosophers may have dreamed, the man in the street, and perhaps even more, the mother in the home, had never been in doubt that the primary and controlling purposes of any and all kinds of commercial or business education were vocational".⁵⁰ Both general and vocational education are necessary. One is no substitute for the other, nor should there be a conflict of objectives; rather, they should complement each other. Commercial education should meet job standards and train for employability.

48 Ira W. Kibby, et. al., "Business Education Adjusted to the Needs of Modern Society", Challenges to Commercial Education, Monograph 23, Cincinnati, South-Western, 1934, p. 12.

49 Helen Reynolds, Handbook for Studying Business Education, unpublished Ed.D. Thesis, New York University, 1939, p. 97.

50 David Snedden, "Toward Better Commercial Education", Business Education World, Vol. 15, No. 1, September 1934, p. 2.

The controversy of objectives in business education can be readily understood with the presentation of two opposing viewpoints in one article by the same author. Slaughter says, "Those subjects designed primarily to meet vocational objectives must have greater specialized emphasis than ever before".⁵¹ A considerable change of thought is presented, "A philosophy of business education for tomorrow must shift its point of orientation from vocational training to the education of an economic citizen".⁵² Rice states, "The general objective, of course, was still to educate the student to meet the demands of the business world and earn a living".⁵³

In a comprehensive doctoral study, Fundamental Issues in Business Education, Hanna revealed that there was almost complete unanimity of opinion; 70 out of 78 business educators, or 90%, agreed that business education is both vocational and general education.⁵⁴ However, in answer to the question, "What should be the primary function of business education in the secondary school? Is business education to be characterized primarily by its vocational function, its non-vocational function, or are both functions of equal importance?," his findings illustrated that in 1939, 48 out of 78 business

51 R. E. Slaughter, "Lost Horizons and Business Education", National Business Education Quarterly, Vol. 8, No. 1, October 1939, p. 41.

52 Ibid., p. 20.

53 Louis A. Rice, "Business Education Changes of a Quarter Century", Business Education World, Vol. 20, No. 1, September 1939, p. 14.

54 J Marshall Hanna, Fundamental Issues in Business Education, Monograph 48, Cincinnati, South-Western, 1940, p. 12.

educators, or 62%, held to the vocational objective; 17 out of 78, or 21%, held to the non-vocational objective; and 13 out of 78, or only 17%, felt that business education was characterized by the dual function.⁵⁵

Andruss shows concern over the enormous expenditure of the taxpayer's money. "Education for business must include an opportunity for the display of vocational competency in a practical situation to justify the enormous expenditures of the taxpayer's money and student's time in preparing students to make a living in the world of business".⁵⁶

Although more stress was placed on consumer education and education for citizenship and democracy in the 1930's, the chief objective of business education was still to educate the student to meet the demands of the business world and earn a living.⁵⁷ Basic business education included not only a study of business as it related to society as a whole, but also a study as it related to the individual in his personal business and consumer activities.⁵⁸

Altholz feels "the school offerings must have vocational utilitarian value".⁵⁹ In addition, many educators feel that occupational intelligence

55 Ibid., p. 13.

56 Harvey A. Andruss, "Developing Vocational Competency in Business", Business Education World, Vol. 19, No. 6, February 1939, p. 449.

57 Rice, "Business Education Changes of a Quarter Century, Op. Cit., p. 13-17.

58 Ibid.

59 Nathaniel Altholz, "Business Education as Vocational Education", The Balance Sheet, Vol. 18, No. 5, January 1937, p. 197.

must be developed. Fisk covers this area, "Businessmen, by and large, demand something other than a willingness to work--knowledge of how to work".⁶⁰

General Education Objective -- One of the basic principles now accepted in the field was that vocational education should be given only after as broad a foundation of general education had been laid for a student as was consonant with his ability to profit.⁶¹

The chief purpose of commercial education was not vocational, it was cultural and general in character. The chief objective was to develop the personal and social abilities of boys and girls.⁶² During this period there was continued interest in the general education objective. Price expressed the need for socialization and integration of the business curriculum.⁶³

The philosophy of business education for tomorrow must shift its point of orientation from vocational training to the education of an academic citizen.⁶⁴

⁶⁰ McKee Fisk, "Occupational Training for Business", The Texas Outlook, Vol. 23, No. 3, March 1939, p. 22.

⁶¹ Ralph E. Pickett, "The Place of Vocational Education in the General Plan of Education", The Balance Sheet, Vol. 18, No. 4, December 1936, p. 148-151.

⁶² Charles E. Greene, "The Place of Commercial Education in the Public School Program", The Balance Sheet, Vol. 19, No. 6, February 1937, p. 250-252.

⁶³ Ray G. Price, "Integration in Business Education", The Business Education World, Vol. 18, No. 9, May 1938, p. 739-740.

⁶⁴ Slaughter, Op. Cit., p. 20.

The general education trend upholds the null hypothesis that the primary objective of business education is not vocational.

The Dual Objective -- Shields expressed the idea that the commercial departments provide both general social education and specific vocational education. The dual objective expanded into more than simply two objectives.⁶⁵

Pratt follows the pattern established earlier by the American Vocational Association. The general or broadening education ought to be predominant in the earlier years of the course and direct vocational education ought to be stressed in later years. Particular thought is given to the emotional development of the student.⁶⁶

The dual responsibility of business education includes a curricula for social intelligence and specialized vocational training.^{67, 68} Zelliott distinguished between the objectives of vocational business education and general business education.⁶⁹ Dexter stated, "Two contributions of business education are general education and vocational training".⁷⁰

65 Harald G. Shields, "The Social Responsibility of Business Education", The Business Education World, Vol. 14, No. 10, June 1934, p. 615.

66 Orville C. Pratt, "Trends in Business Education", The Business Education World, Vol. 17, No. 5, January 1937, p. 321-324.

67 M. Herbert Freeman, Op. Cit., p. 11.

68 McKee Fisk, "The Junior College Business Curriculum", The Business Curriculum, Sixth Yearbook, of the National Commercial Teachers Federation, 1940, p. 38-39.

69 Ernest Zelliott, "Objectives in High School Business Subjects", The Business Education World, Vol. 19, No. 9, June 1939, p. 845.

70 Walter F. Dexter, "An Adequate Business Education", Business Education World, Vol. 18, No. 10, June 1939, p. 781.

During this period, specific job training lost ground as business educators emphasized training for occupational areas. Stress was on groupings of subjects rather than individual subjects. "No individual subject was either entirely vocational nor non-vocational in nature".⁷¹ If this were true, the problem would be even more crucial when comparing business curricula or complete programs.

World War II Interim Period, 1940-1948 -- The controversy as to the primary objective of business education reached its height during the thirties. An exhaustive analysis of the literature of the period confirms the dual function of business education. Twenty-nine professional reports substantiate the dual objective, nineteen writings support the vocational objective, and only ten articles uphold the general education objective as the chief objective.

Once again it took a national emergency for business education to focus its attention to its original objective--preparation for business occupations.

The Vocational Objective -- "Business education is without a doubt vocational in the minds of the general public and the moment that business education departs from this objective it will lose ground".⁷² There was a

71 R. G. Walters, "The Relation of Business Education to General Education", The Balance Sheet, Vol. 18, No. 6, February 1937, p. 244-246.

72 Eastern Commercial Teachers Association, The Eastern Commercial Teachers Association Yearbook, Vol. 15, 1941, p. 26.

noticeable trend to place vocational business education toward the higher grades. Even though some business educators are not willing to accept the vocational objective of business education, many authorities outside of the field are not as reluctant to state their position. McCarthy, President of the American Vocational Association, states, "vocational education is any form of education which prepares one to enter an occupation or to prepare to advance in an occupation".⁷³ Business education, therefore, is in the general classification of vocational education.

Probably the most comprehensive study dealing with the objectives of business education is Enterline's Trends of Thought in Business Education. Although the dual objective is strengthened by the study, Enterline reinforces the vocational objective by stating:

Business education is primarily vocational education. Its chief distinction lies in this fact, and the future of business education depends upon the continued recognition of this, its original purpose. Parents, students, employers, and taxpayers alike believe that those who follow the business curriculum in the secondary school will be prepared to fill positions in business.⁷⁴

73 The National Business Teachers Association and The Eastern Commercial Teachers Association, The American Business Education Yearbook, 1944, Vol. 1, p. 137.

74 Herman G. Enterline, Trends of Thought in Business Education, Monograph 72, Cincinnati, South-Western, March 1949, p. 20.

The vocational objective was also reinforced by Fisk:

Vocational business education is concerned primarily with the preparation of students for jobs . . . All other concerns are secondary or incidental. Thus the objective of vocational business education is preparation for gainful employment in a particular occupation.⁷⁵

Vocational business curricula must be built and adjusted so that the immediate and local needs of the community served by the educational agency will be adequately satisfied. Enterline believes, "Vocational business curriculum construction, to be justifiable, needs to incorporate the scientific method. What is included in the vocational business curriculum needs to be predicted upon a fact basis".⁷⁶

Prior to World War II, the literature in the field upheld the dual objective for business education. The only change during the World War II Interim Period was a somewhat heavier concentration on the vocational objective.

The General Education Objective -- Curtailment of activities because of World War II, increased emphasis toward the vocational and dual objectives and practically eliminated the general education objective as a major consideration. If the null hypothesis was to be tested during this one period alone, it would be resoundly defeated and totally rejected.

75 McKee Fisk, "Principles of Curriculum Construction in Vocational Business Education", The American Business Education Yearbook, The Changing Business Education Curriculum, Vol. 4, 1947, p. 34.

76 Enterline, Op. Cit., p. 14.

The Dual Objective -- The dual objective often implies a balanced or equal concentration on general and vocational education objectives. Tonne predicts, "The business education of the future would emphasize character, personality, and citizenship training in addition to skills."⁷⁷ According to Eells, the aims of terminal business education includes all of those phases of academic and vocational education which have as their function:

- 1) the preparation of workers in the field of business occupations;
- 2) the education of consumers of the products and services of business, and
- 3) the education of persons--to manage intelligently their personal incomes and financial resources.⁷⁸

Dr. J Marshall Hanna, one of the strongest supporters of the vocational objective, writing in the Seventh Yearbook of the National Business Teachers Association concerning the objectives of business education, stressed the "dual" point of view. "One point of view held that business training should be aimed at the acquisition of specific skills, knowledges, and abilities needed for a specific job or type of job"⁷⁹ The other type of

77 H. A. Tonne and Committee, "Trends and Factors Affecting Curriculum Revision in Business Education of the School", Eastern Commercial Teachers Association, Fourteenth Yearbook, 1941, p. 24.

78 Walter C. Eells, Why Junior College Terminal Education, American Association of Junior Colleges, Washington, D. C., Terminal Education, Monograph 3, 1941, p. 196.

79 J Marshall Hanna, "Concerning the Objectives of Business Education", Seventh Yearbook, National Business Teachers Association, Problems and Issues in Business Education, 1941, p. 171.

view stressed "the acquisition of general knowledge and background information in the field of business, with a view toward preparing for any one of a variety of jobs in the same general field".⁸⁰

Some business educators have the viewpoint that broad educational background is as necessary for vocational competence as is training in the specialized business subjects. Others specialize more definitely on the vocational subjects.

Forkner, in answer to the argument of too much specialization in the preparation of teachers, states, "The ideal program of specialized preparation is one which is built upon as broad a base of general education as possible."⁸¹

Another prominent business education leader has expressed the idea that there should be a general business curriculum as well as a vocational business curriculum and that the vocational program should be built upon the foundation provided by the basic courses.⁸²

Strong concluded in his study that schools should offer two types of business education: 1) Training in those phases of business that concern

⁸⁰ Ibid.

⁸¹ Hamden L. Forkner, "In Business Teacher Education", Seventh Yearbook, National Business Teachers Association, Problems and Issues in Business Education, 1941, p. 49.

⁸² Elvin S. Eyster, "The Program of Business Education", Business Education Digest, Vol. 1, May 1937, p. 103.

every member of society, and 2) Specialized instruction for those who desire to become wage earners in business occupations.⁸³

The dual role of business education is further upheld by a special committee appointed by the Eastern Commercial Teachers Association, maintaining a double purpose in their statement of objectives.⁸⁴

In discussing business teacher education programs, Dr. Forkner adds the area of general education to the vocational objective.

Although vocational preparation and vocational guidance are the chief justifications for business education at any level, there is also the important area of general education to which business education, broadly conceived, contributes in a very large part.⁸⁵

Every list of the objectives of business education includes reference to both the basic and occupational aspects of business education. Further examination of such lists clarifies the dual responsibility of business education, basic and occupational.⁸⁶

83 Earl P. Strong, The Organization, Administration and Supervision of Business Education, unpublished Ed.D. Thesis, New York University, 1943, p. 327.

84 Hanna, "Concerning the Objectives of Business Education", Op. Cit., p. 167.

85 Forkner, Op. Cit., p. 54.

86 McKee Fisk, "Editor", "The Functions of Business Education", Eighth Yearbook, National Business Teachers Association, The Principles of Business Education, 1942, p. 7-11.

The war effort placed greater emphasis upon production and efficient performance. However, general education was included in the dual objective. "Technical occupational training for all levels of work must be supplemented by appropriate and needed education of a general or commonly useful nature".⁸⁷ Even though the vocational objective is recognized as the primary or basic goal, other purposes are quickly added.

The basic aim of business education is to prepare young people for usefulness in business--for the earning of a living by the training of special abilities. While it is a necessary part of its function to see that young people are well prepared for this purpose, it is equally necessary that they be prepared for the living of a life.⁸⁸

U.S. Commissioner of Education, John W. Studebaker, reports dual purposes and functions for business education in the secondary school:

- 1) Vocational Business Training, which pertains specifically to job training, and
- 2) Consumer Business Education, which is non-vocational.⁸⁹

⁸⁷ McKee Fisk, "Editor", "The Business Curriculum", Ninth Yearbook, National Business Teachers Association, The Principles of Business Education, 1943, p. 277.

⁸⁸ Ibid., p. 282-283.

⁸⁹ John W. Studebaker, "Business Education at the Secondary School Level", The American Business Education Yearbook, Community Cooperation in Business Education, Volume 1, 1944, p. 91.

The emphasis during this period is on the dual objective. Muse also agrees that business education has a two-fold function:

- 1) It should contribute to the general education of the learner;
- 2) It should provide vocational fitness for those educable and employable.⁹⁰

Although patterns of thought during this period can best be evaluated as meeting the requirements of the dual objective, one important tendency is noted. There is an increasing number of business educators who listed the general education objective first, an indication of the increased importance given to the general education values of business education.

During the first part of this period the pendulum swung from one objective to another resulting in unsatisfactory objectives, poorly organized curriculum, overlapping of functions at different grade levels, and a vague philosophy of business education.

4. Alternating Cycles of Objectives, 1948-1965.

During this period, rather than the purposes of business education changing from one objective to another at irregular, frequent intervals, the development of objectives followed a more systematic pattern. Although the vocational objective was not neglected, the major objective, however, continued to be the dual objective.

⁹⁰ Paul F. Muse, "Principles of Curriculum Construction in General Business Education", The Changing Business Education Curriculum, The American Business Education Yearbook, Vol. 4, 1947, p. 49.

Combination - Vocational/Dual Objective, 1948-1951 -- Analysis of the literature indicated a pronounced change from exclusively the dual objective to the vocational. A combination objective, therefore, is utilized for this short period. One of the strongest proponents of the vocational objective, Dr. J Marshall Hanna, as late as 1948, stated:

It is my opinion that the secondary-school business curriculum does not have two equally important functions. It has but one major function and that is to provide a program of pre-vocational and vocational training. That is why our business curriculum exists in the secondary school and that is the reason why we, as business teachers, are there, to assume otherwise is simply not being realistic and is not consistent with currently accepted views of educational administrators.⁹¹

The primary objectives in business education listed by Turille include the development of:

- 1) occupational skill competency on the initial contact level;
- 2) occupational intelligence;
- 3) related technical and background business knowledge and skills;
- 4) consumer education.⁹²

Walters and Nolan very definitely stated, "To prepare students as competent business employees was the first, and still is, the chief objective of business education".⁹³

91 Hanna, Fundamental Issues of Business Education, Op. Cit., p. 13.

92 Stephen J. Turille, Principles and Methods in Business Education, Staunton, Virginia, McClure, 1949, p. 10.

93 R.G. Walters and C.A. Nolan, Principles and Problems of Business Education, Cincinnati, South-Western, 1950, p. 20.

In addition to job competency, most business educators and employers want prospective employees to have knowledges and related information of business and the occupational area. Harms states, "Occupational intelligence is a characteristic possessed by the properly adjusted office worker".⁹⁴

Hayden's study of fundamental issues in business education parallels the 1939 study of Dr Hanna, and therefore, can be considered a ten-year check-up on basic issues. This study is primarily concerned with Chapter I, Functions of Business Education. These two studies cover the crucial Period of Controversy, 1933-1948, at least. These studies represent attempts to solve the major issue in business education. The first issue was an attempt to determine the primary function of business education in the secondary school.⁹⁵

A change in opinion of the business leaders of the Country is reflected in the analysis. In 1939, only "17% of the business leaders favored the 'dual' objective of business education".⁹⁶ But, "95% of the respondents preferred the 'dual' objective" in the 1950 study of Hayden.⁹⁷

94 Harm Harms, Methods in Vocational Business Education, Cincinnati, South-Western, 1949, p. 312.

95 Carlos K. Hayden, Major Issues in Business Education, unpublished Ph. D. dissertation, Ohio State University, Columbus, 1950, p. 317.

96 Hanna, Fundamental Issues of Business Education, Op. Cit., p. 13.

97 Hayden, Op. Cit., p. 317.

The second issue was an attempt to determine the aim of vocational business training in the secondary schools: specific skills, knowledges and abilities needed for specific jobs in business; a broad general business background in preparation for any one of a variety of jobs within the same occupational field; or a combination of the first two.

"Business education should provide the student with specific skills, knowledges, and abilities needed for specific jobs in business, as well as a broad general business background".⁹⁸ This generalization represents a shift in opinion of half of the leaders who responded to the questionnaire; 66% of the respondents in the 1950 study favored the contention, as compared with 17% in 1939.⁹⁹

With the expansion of business enterprises, an increasingly larger variety of jobs developed. No longer was it justified to prepare for limited specialized positions. Preparation for vocational areas or occupational groups of jobs seemed more desirable.

Most business educators, 25 out of 35, or over 70%, believed that business students in the secondary school should receive specialized skill training in more than one occupational area.¹⁰⁰

⁹⁸ Hayden, Op. Cit., p. 317.

⁹⁹ Hanna, Fundamental Issues of Business Education, Op. Cit., p. 13.

¹⁰⁰ Carlos K. Hayden, Major Issues in Business Education, Monograph 75, Cincinnati, South-Western, 1951, p. 5.

All American youth need preparation for everyday living in a world in which business touches almost every human activity. They must be economically literate and be able to manage their business activities of a personal and family nature. "Preparation for economic literacy and everyday business competence is one of the most important phases of business education. Such training is non-vocational in nature and general education in purpose".¹⁰¹

Freeman's careful study of the extensive literature revealed that "there is substantial agreement that business education particularly on the secondary school level has two equally important functions. One function is to provide for vocational training for business students, the other function is to provide an essential part of the general education for all youth".¹⁰²

The vocational/dual objective was foremost in the professional literature, but the general education values of business education did not go unrecognized.

General Education Emphasis, 1951-1958 -- The innovations brought about by scientific research and development, an appreciation for higher education, the added emphasis given engineering, math and the sciences by "sputnik" and the space program all combined to bring general business out in the "limelight".

101 Freeman, Op. Cit., p. 7.

102 Ibid., p. 11.

The role of the citizen and responsibility of the school is brought out by Baker:

The role of the citizen in modern industrialized and technological society demands competence to deal effectively with the everyday problems of business and finance and, in addition, it calls for judicious skill in making judgment on social and economic issues of a political nature. Since these competencies are not likely to be acquired in ordinary daily living, it becomes the responsibility of the school, as the agent of society, to provide learning experiences that will guarantee a reasonable fund of information and a basic set of values which will enable youth to contribute to the preservation and development of a free society.¹⁰³

The function of the school in a free society must keep "in tune" with social change. This is vividly described by Harap:

The rapidity of social change makes special demands upon the modern school. There is a need to give greater attention to those aspects of daily living which have been deeply influenced by invention, by economic change, by new means of communication and transportation, and by new recreations. Social change demands that young people shall have an opportunity to go to the bottom of community problems. It is the function of the school to equip youth to do their part in solving the problems of this generation.¹⁰⁴

In recent years there has been greater emphasis on the academic studies of the secondary schools with a corresponding decrease of emphasis on the practical arts and vocational education.

103 G. Derwood Baker, The Business Educator's Responsibility for Economic Education, Tenth Annual Delta Pi Epsilon Lecture, Chicago, Illinois, December 28, 1951, Cincinnati, South-Western, 1952, p. 26.

104 Henry Harap, Curriculum Trends at Mid-Century, Eleventh Annual Delta Pi Epsilon Lecture, Chicago, Illinois, December 29, 1952, Cincinnati, South-Western, 1953, p. 14.

Heimerl reports, "a definite trend away from the vocational courses to the general education objective of the social-business subjects".¹⁰⁵

Eyster, recognizing the trend, suggests more involvement by business education:

The new emphasis on general education that we have in our American high schools opens the way for business education to become a very potent factor in the general high school curriculum. Business education has a genuine contribution to make to the general high school program.¹⁰⁶

"General education is not complete unless it includes certain phases of business education".¹⁰⁷ Education for business has a real opportunity and responsibility on all levels of the spectrum of education. Business and economic understanding should not be limited to managers and executives. Economic literacy for all the people is a challenge for business education. Economic education is one aspect of business education that can cut across liberal and vocational education lines. "Economic education can make a contribution to both liberal and vocational education."¹⁰⁸

105 Ramon P. Heimerl, "Curriculum Trends in Business Education in Secondary Schools," C.B.E.A. Bulletin, Vol. 11, No. 1, Spring 1954, p. 12.

106 Elvin S. Eyster, "Business Education 1965-1970, Plus or Minus", Theta Thots, Vol. 21, No. 3, August 1965, p. 8.

107 -----, "Educational Program and Procedures for Students at the Secondary Level", Business as a Social Institution, University of Chicago, Conference on Business Education, Proceedings, 1938, p. 12.

108 J. Harvey Dodd, et. al., Toward Better Economic Education, Monograph 104, Cincinnati, South-Western, 1961, p. 1.

The widespread lack of understanding of the American business system is viewed with alarm by business and industry. They have concluded that economic education can no longer be left to the schools and educators. Expenditure by business for extensive economic educational programs is increasing annually. In a report of his D.B.A. research study, Overman recommends:

A better understanding of the American business system than is now being provided should be a part of general education at the elementary, secondary, and collegiate levels. Much of the responsibility now being assumed by industry clearly belongs in the academic classroom. The fact that present programs of industry provide only an incomplete knowledge of the economic system increases the responsibility of academic institutions for giving students a thorough understanding of economic principles.¹⁰⁹

Dr. Ernest O. Melby, in "Economic Education is a Must", makes the need quite clear for a basic understanding and appreciation of our economic system:

In the present cold war for human freedom, our opponents believe that we shall ultimately lose because our economic system will fail us. The only way we can prove them wrong, and the only way we can make human freedom a reality, is to give our citizens the economic attitude and understanding that will equip them to develop sound economic policies and which will make our economic system a foundation for freedom, rather than a source of weakness in crises. Such education will be effective as it examines the issues clearly in the free market of opinion which should prevail in every school and college. It will have meaning, and power, as it is conducted in the true spirit of democracy and as it is dominated by a concern for moral and spiritual values.¹¹⁰

109 Glenn D. Overman, Economic Concepts Everyone Should Know, Monograph 95, Cincinnati, South-Western, 1954, p. 43.

110 Ernest O. Melby, "Economic Education is a Must", Journal of Educational Sociology, Vol. 23, March 1950, p. 388.

Eyster notes the importance of economic and business understanding:

Economic understanding not only for managers and leaders, but also for all of the people, is a prime requisite for a free competitive economy. The future not only of the free enterprise or competitive economic system, but also of democracy depends at least in part upon raising the level of economic and business understanding on the part of the general public. Attitudes that are not compatible with the principles of democracy and with the free enterprise system often stem from a lack of knowledge and understanding of democracy and of enterprise.¹¹¹

There is a trend to delay specialization to permit more emphasis in the general education area. Many administrators of schools of business have come to the conclusion that training for the first job can be more efficiently conducted by the employer and that the role of the collegiate school of business lies primarily in training for executive leadership.¹¹²

There is a strong tendency on the part of many schools to supplant specialized courses in the early period of the student's collegiate education with courses of a more general nature.¹¹³

In no period in the long history of education for business has the general education objective received so much attention. The literature and research of this period substantiates the null hypothesis that the primary objective of business education is not vocational.

¹¹¹ Elvin S. Eyster, "The Need for Economic Education", The American Business Education Yearbook, Educating Youth for Economic Competence, Vol. 15, 1958, p. 15.

¹¹² L.J. Benninger, "Trends in the Development of Higher Education for Business", The American Business Education Yearbook, Education for Business Beyond High School, Vol. 14, 1957, p. 48-49.

¹¹³ Ibid., p. 49.

Douglas, in one of the few new professional educational texts published during this time, maintains the dual objective: "All business education endeavors may best be first broadly divided into two classes of goals or general objectives, namely vocational education and non-vocational or general education."¹¹⁴

It is essential to recognize that in well taught vocational courses students can and do progress toward a number of essential general education values. "The effective program for occupational training will provide both a general education emphasis in vocational courses and specific general education courses adequate to meet the common needs of citizenship, family life, personal life, and the vocational needs of students".¹¹⁵

During this period, when business education was being criticized by many writers from outside the profession, many business educators were equally critical. A typical assessment was:

Perhaps the most serious indictment against vocational education is that it builds the skills with which to earn a living, but fails to give a philosophy by which to live a participating life. In the long run, a philosophy by which to live is more important than a specific tool with which to earn a living. But the purpose of education need not be a culture vs. a vocation; it can be culture through a vocation. A culture that holds itself apart from working, struggling human beings and which has its roots in a disdain for economic well-being does not widely participate in common interests and purposes.¹¹⁶

¹¹⁴ Lloyd V. Douglas, et. al., Teaching Business Subjects, Englewood Cliffs, New Jersey, Prentice-Hall, 1958, p. 31.

¹¹⁵ B. Lamar Johnson, General Education in Action, American Council on Education, Washington, Government Printing Office, 1952, p. 321.

¹¹⁶ D.D. Lessenberry, "Reforming the Future", The Delta Pi Epsilon Journal, Vol. 1, September 1957, p. 7.

The general education objective attained its most prominent position throughout the history of business education during the "fifties". The research cited bears out this observation. Perhaps Gratz's study presents the best summary and analysis of the literature of the period 1951-1958, which substantiates the general education objective and supports the null hypothesis that the primary objective of business education is not vocational.¹¹⁷

Dual Objective in Business Education, 1958-1961 -- The impact of the general education movement finally waned as the dual objective once again was voiced in the professional literature. The switch from the vocational objective to the general education objective did not solve the problems, as confusion and disorganization existed. Wanous believes that liberal arts courses do not prepare young people for careers in business; graduates with liberal arts degrees have a tough time being placed.¹¹⁸ Johnson wisely stated, "General education and vocational education must not be set one against the other. Actually, each complements the other".¹¹⁹ Another business educator

117 Jerre E. Gratz, Major Issues in Business Education, Monograph 106, Cincinnati, South-Western, 1962, iv-108 p.

118 S.J. Wanous, "Is Liberal Arts Best Preparation for Business Careers?", C.B.E.A. Bulletin, Vol. 17, No. 4, May 1960, p. 1-2.

119 Johnson, Op. Cit., p. 220.

advised, "A proper balance between specialized and liberal education is necessary".¹²⁰ Barnes advocated "integration of liberal and vocational education".¹²¹

Business educators had disenchanted the general education objective but were not willing to return to the vocational objective that had brought about discordance throughout the profession. Business conditions, and the economic factors and forces, were to play an important role in the determination of the primary objective of business education. The dual objective acted as an equalizer as equanimity prevailed. Business is dynamic and ever-changing. Therefore, education for business must not be static, it must keep pace with the institution it has been designed to serve.

The tendency of technical and professional education is to shape itself exclusively to a dual purpose; to provide technical, professional or specialist skills needed by our society and to provide individuals capable of mastering these skills with an opportunity to make a living in a useful and satisfying way.¹²²

Business education today has many facets and has acquired the many complexities of the business world it serves.

120 Sister M. Sarah, "The Liberal Arts vs. Specialized Education", Journal of Business Education, Vol. 35, No. 9, May 1960, p. 350-351.

121 H.T. Barnes, "Liberal vs. Vocational Education", The Balance Sheet, Vol. 45, No. 1, September 1963, p. 3.

122 Milton Katz, "Liberal Education in Education for Business", Business Horizons, Vol. 2, No. 3, Fall 1959, p. 78-79.

Just as education in the broad sense is no longer adequately described in terms of the three R's, so business education is no longer properly defined in terms of the simple triumvirate of bookkeeping, shorthand, and typewriting.¹²³

Accent on the Vocational Objective, 1961-1965 -- The economic changes in our society have created an increasing need for more highly skilled and educated workers, but have also reduced the skills needed by a large bloc of workers.

"Rapid technological developments inevitably bring radical changes in occupational demands and requirements. On one hand, new jobs are created by technological developments; on the other, some jobs will disappear".¹²⁴

A U.S. Department of Labor report concludes that "the kinds of jobs that industry will need workers for will also change. Professional office and sales jobs will grow fastest".¹²⁵

Education for business has been challenged to accept the responsibility for training and retraining to meet the rapidly changing requirements of the modern business office.

¹²³ Edwin A. Swanson, "Trends in Business Education", N.E.A. Journal, Vol. 49, No. 8, November 1960, p. 51.

¹²⁴ Doris H. Crank and Floyd L. Crank, "Desired Outcomes of Education and Their Relation to Education for Business", National Business Education Yearbook, New Perspectives in Education for Business, 1963, p. 13.

¹²⁵ U.S. Department of Labor, Manpower Challenge of the 1960's, Washington, Government Printing Office, 1960, p. 10.

The comparatively new field of office automation and data processing has created a variety of new positions far beyond the supply available. The urgency of this situation can best be described by indicating that many of these new positions did not even exist eight years ago.

When the whole picture of data processing is reviewed in terms of direct employment and the manufacturers of this equipment, it is a fact that the data processing field is the third largest in the United States today, exceeded only by the automobile and steel industries.¹²⁶

Technology has created a demand for more people in positions of greater responsibility, thus requiring educational preparation. "It is the task of higher education, including the community junior college, to satisfy this demand".¹²⁷

Events Leading Up to the Passage of the Vocational Act of 1963 --
The impact of automation and technological change had a great affect on occupational patterns and created unemployment and other related problems. Business occupations, and office training in particular, felt the impact more forcibly. These events have been summarized and listed as follows:

126 Paul M. Pair, "Desired Outcomes of Education for Business in Private Business Schools and Colleges", National Business Education Yearbook, New Perspectives in Education for Business, 1963, p. 438.

127 Robert J. Thompson, "Desired Outcomes of Education for Business in the Junior Colleges", National Business Education Yearbook, New Perspectives in Education for Business, 1963, p. 374.

- 1) The rising rate of unemployment;
- 2) Increased interest of the public and the press in vocational education as a possible solution to some of our social problems;
- 3) The rapid increase in the birth rate has produced surplus workers in many occupational categories, especially in the entry positions;
- 4) The impact of the increasing participation of women in the labor force;
- 5) Pressures from minority groups;
- 6) Political pressures for full employment and accelerated national growth;
- 7) General recognition that former vocational acts were not adequate to deal with our labor and employment problems in the space age.¹²⁸

The above factors played an important role in the development of legislation affecting vocational education. "The Vocational Education Act of 1963 is designed to reduce some of our employment problems growing out of automation and technological change".¹²⁹ Because of these factors, business occupations will no doubt increase in the future.

The U.S. Bureau of Labor Statistics reveal that:

In the postwar period, 1947-1964, the number of white-collar workers--professionals, executives, clerical workers, and sales-workers--grew from 20 million to 31 million, while the number of blue-collar workers--skilled, semi-skilled, and laborers--rose from 24 million to only 26 million. Thus, the balance is shifting decisively from the lunchbox to the attaché case.

. . . the white-collar occupations will rise further--from 44 percent in 1964 to 47 percent in 1975--while the blue-collar jobs will continue their relative decline--from 36 percent in 1964 to 34 percent in 1975.¹³⁰

128 R. C. Van Wageningen, Business Education and Technological Change, Mimeographed Report, Bureau of Business Education, Sacramento, California, September 1964, p. 5-6.

129 Ibid., p. 1.

130 Harold Goldstein, Education and Work Life in a Changing Economy, Bureau of Labor Statistics, Washington, Government Printing Office, 1965, p. 1-4.

Meanwhile, occupational changes are taking place:

Changes in the skill requirements of each occupation are moving in diverse directions: for some occupations, new technology creates needs for more advanced skills; in other occupations, the effect of technological change is simplification of jobs.¹³¹

The above factors involving changing occupational requirements pointed up the need for vocational training. The need for, and the importance of, vocational education in our society is reported by Van Wagenen:

The need for greater emphasis on the preparation of both youth and adults for today's world of work is everywhere becoming recognized. As important as general education is for the development of the individual and the preservation of our culture and way of life, it is not enough for the great majority of people who must operate our machines, shops, and offices; provide our services; sell and distribute the products of industry. More and more occupations require skills and specialized knowledge for which there must be prior training.¹³²

This movement toward giving more attention to the vocational objective of business education has been slow in coming for a number of reasons. First, the pressures of the last decade, 1950-1960, have been to "beef up education in science and mathematics--hence the switch to academic education". Second, there has been some uncertainty in the minds of business educators and businessmen as to the nature of jobs which will emerge because of automation and technological change.¹³³

¹³¹ Ibid., p. 2.

¹³² R. C. Van Wagenen, Vocational Business Education in California, A Progress Report, Mimeographed Report, Bureau of Business Education, Sacramento, California, 1964, p. 1-14.

¹³³ Ibid., p. 3.

Vocational education in America "was created to meet the Nation's changing manpower needs".¹³⁴

After being relegated to a subordinate position in the hierarchy of goals, the vocational objective was given new life by the demands of a changing world of work. Technology and automation played an important role in this development. Once again the cry of the original objective of business education was heard: "The first major objective of business education is to train for occupational competence in office, sales, and managerial occupations in business and industry".¹³⁵

Business education plays a vital role in the outcome of education. Six major outcomes with which business education was most vitally concerned were listed. The first major outcome was, "A major task of education for business always has been preparation for work".¹³⁶

The term vocational training has given way to the new term, 'occupational training.' Education for business has evolved from specific job training to occupational training.

134 U.S. Department of Health, Education and Welfare, "Vocational and Technical Education in a Changing Economy", Vocational and Technical Education, Washington, Government Printing Office, 1963, p. 1.

135 Robert J. Thompson, "This Business of Business Education", C.B.E.A. Bulletin, Vol. 20, No. 2, December 1962, p. 1.

136 Crank and Crank, Op. Cit., p. 9.

"The occupational aim of business education should be based on job opportunities and employment requirements".¹³⁷

The President's Panel of Consultants agreed that training in office occupations qualified as vocational education and thus became eligible for federal funds for the first time under the Vocational Education Act of 1963.¹³⁸ Business education also meets the primary objective requirements of vocational training. "The primary objective of any program of vocational study is the ability to perform satisfactorily in an occupation".¹³⁹

Further justification for vocational business education programs lied in the "retention power of vocational subjects".¹⁴⁰ Business education's role in the reduction of school dropouts "validates training for vocational competence".¹⁴¹ One of the major contributions throughout its long history has been the providing for individual differences through a diversified program of education for business.

137 S. J. Wanous, "An Evaluation of Curriculum Practices and Trends in Business Education", The National Business Education Yearbook, Recent and Projected Developments Affecting Business Education, 1964, p. 23.

138 Hamden L. Forkner, "Vocational Business Education Under the Vocational Education Act of 1963", The Balance Sheet, Vol. 45, No. 6, February 1964, p. 256.

139 Elvin S. Eyster, "Malpractice in Vocational and Technical Business Education", Journal of Business Education, Vol. 38, No. 5, February 1963, p. 180.

140 Joseph Gruber, "Delay Vocational Business Education? An Emphatic No!", The Balance Sheet, Vol. 47, No. 2, October 1965, p. 52-54.

141 Robert D. Strom, "School Dropouts in a World of Work", C.T.A. Journal, Vol. 60, No. 4, October 1964, p. 4-6.

During the "sixties" the pendulum swung forcibly to the vocational education objective; however, the area of general education continued to be recognized. "The higher one goes in the vocational hierarchy, the more basic is general education. Good vocational education was effective only if there had been an adequate general education".¹⁴² General education continued as a necessary foundation for business education on the collegiate level. "As vocational education tends to become more professional, general education becomes predominant".¹⁴³ With proper articulation of the business programs on all levels of instruction, the contribution to the entire school program goes unchallenged. "Business education has a genuine contribution to make to the general high school program".¹⁴⁴

Interpretation of objectives, including relationships between objectives and a comparative appraisal, is discussed next.

5. Summary, Interpretation, and Appraisal of the Objectives.

Vocational Objective Era, 1635-1917 -- The only aim of the apprenticeship system was qualification for a business position by training for a

¹⁴² H.A. Tonne, "General vs. Vocational Education", Journal of Business Education, Vol. 40, No. 8, April 1965, p. 280.

¹⁴³ Binford H. Peeples, A History of the Business Education Department of the National Education Association, unpublished Ed.D. dissertation, University of Kentucky, Lexington, 1964, p. 161.

¹⁴⁴ Eyster, Op. Cit., p. 8.

specific trade. The primary purpose of the business college was preparation for employment in the world of business. The vocational objective was also predominant during the early part of the period of secondary school dominance. Verification of the vocational objective as the primary objective of business education invalidated the assumption that education for business was not vocational. However, this position was strengthened for the first time when higher education for business stressed the general education objective in addition to providing an opportunity to prepare for a vocation. The development of the junior colleges with an emphasis on the principle of general education furthered the non-vocational objective (of business education).

This development made it clear that one primary objective should not be fitted to all levels or all types of institutions. Each level of instruction should set its own objective. Much of the confusion of objectives in business education can be attributed to the large number of courses and areas of study in addition to the multi-levels of instruction. It was not until the social studies were integrated with vocational business education, that a dual objective was conceived.

Integration of Vocational Business Education, 1917-1933 -- Business education was excluded from the first vocational education act--the Smith-Hughes Act. Commercial educators had just won recognition as "academic" or "cultural" education and displayed no interest in the drafting of the Federal Act. Even though business educators, for the most part, ignored the Smith-Hughes Act, the First Federal Board for Vocational Education, (directed by

Charles A. Prosser), supported and encouraged business education to the full extent of available funds. Additional recognition of the vocational objective was discernible with the organization of a commercial education department (as part of the scheme of vocational education) by the American Vocational Association.

The Cardinal Principles of Secondary Education emphasized the social studies and led the way for the integration of the social studies with business education. Training for occupational areas rather than specific jobs opened the way for more general education courses. Resultant social and economic conditions of the Depression applied additional impetus to the general education movement. As it became difficult to select one objective over another, both vocational and general education objectives were accepted, giving birth to a "dual" objective--a combination of the vocational and the general education objective. Even though the dual objective gained momentum, the vocational phase was commonly reported as the primary objective and invariably was listed first among other possible objectives. Considerable professional writing considered business education both general and vocational in nature, thus creating the atmosphere for controversy.

Period of Controversy, 1933-1948 -- Expansion and complexity of business created a variety of objectives on different educational levels of instruction. This led to confusion and resulted in misguided aims. Dr. Hanna's

comprehensive study on fundamental issues covering the decade of the "thirties", revealed that there was almost complete unanimity of opinion-- 70 out of 78 business educators, or 90%, agreed that business education is both vocational and general education. When questioned as to the primary function of business education in the secondary school, 48 out of 78 business educators, or 62%, held to the vocational objective; 17 out of 78, or 21%, held to the non-vocational objective, and 13 out of 78, or only 17%, felt that business education was characterized by the dual function.

During the World War II interim period, business educators held to the theory that vocational education should be built upon as broad a foundation of general education as possible. The dual responsibility of business education credited the vocational objective as the primary one toward the beginning of the period, but later the pendulum swung to the importance of the general education values. The period was marked with unsatisfactory objectives, poorly organized curriculum, overlapping of functions at different grade levels, and a vague philosophy of business education.

Alternating Cycles of Objectives, 1948-1965 -- The dual objective soon gave way to the vocational. Research verifies that leading business educators now preferred the "dual" objective. During the "fifties" the primary objective changed abruptly from vocational to general education. Economic education received a much needed boost as there was a trend to delay specialization to allow more general education subjects.

Following the period in which the general education objective attained its most prominent position throughout the history of business education, the professional literature stressed the dual objective for several years. Integration of liberal and vocational education was advocated and the goal was to achieve a balance between the two objectives.

Economic changes and rapid technological developments changed the requirements of the modern business office, creating positions requiring added responsibilities and educational preparation. Technology and automation gave the vocational objective a vigorous impetus and challenge.

Summary of the Objectives -- The vocational objective was validated as the primary objective of business education from 1635 to 1933. From 1933 to 1951, the dual objective reigned supreme. Analysis and assessment of the objectives from 1635 to 1933 and from 1933 to 1951 refute the null hypothesis that the primary objective of business education was not vocational. The null hypothesis was strongly supported during the period 1951 to 1958 when general education was definitely the primary objective. The null hypothesis was reinforced during the next few years with a heavy concentration on the dual objective.

During the "sixties" the vocational objective made a strong comeback, substantially weakening the null hypothesis. Like the business world it serves, business education is varied as to purpose and method.

Goals and aims of business education often varied considerably from one level of instruction to another, one program to another, and from one

institution to another. In the final analysis, business education has two major objectives: 1) to prepare students for, and in, business employment, and 2) to prepare students for, and in, those business experiences in which "all" citizens should be proficient, both in knowledge and in performance. The first is vocational and the second non-vocational or general education. Although the vocational objective has remained the primary objective of business education, it is by no means an exclusive objective.

Interpretation and Appraisal of Objectives -- Throughout its active life, business education had been criticized for a lack of organization, unity, and a statement of objectives and principles.

The Eighth Yearbook of the National Business Teachers Association was an attempt to meet the needs of business education for an authoritative statement of its philosophy and principles. Dr. McKee Fisk, Editor, states in the Introduction:

One of the pressing needs of business education is an authoritative statement of its philosophy and principles. Realizing this, the Yearbook Committee asked a group of individuals, each in his own right a recognized authority in the field, to prepare a joint statement which would bring together their own thinking, as well as that of others, in the form of a set of guiding principles.¹⁴⁵

A statement of the major objectives of business education was not embodied in any of the 57 principles stated in the 1942 National Business Teachers Association Yearbook. The only shortcoming of this praiseworthy,

¹⁴⁵ McKee Fisk, "Editor", "The Principles of Business Education," Eighth Yearbook, National Business Teachers Association, 1942, p. vii.

outstanding study was that it did not include its primary purposes as a guiding principle. This writer feels that the first order of business should have been to state the objectives and principles as the first guiding principle. Lomax is in agreement on this point, ". . . an adequate expression of a philosophy of a given field of knowledge requires that its primary purposes should be stated in a guiding principle".¹⁴⁶

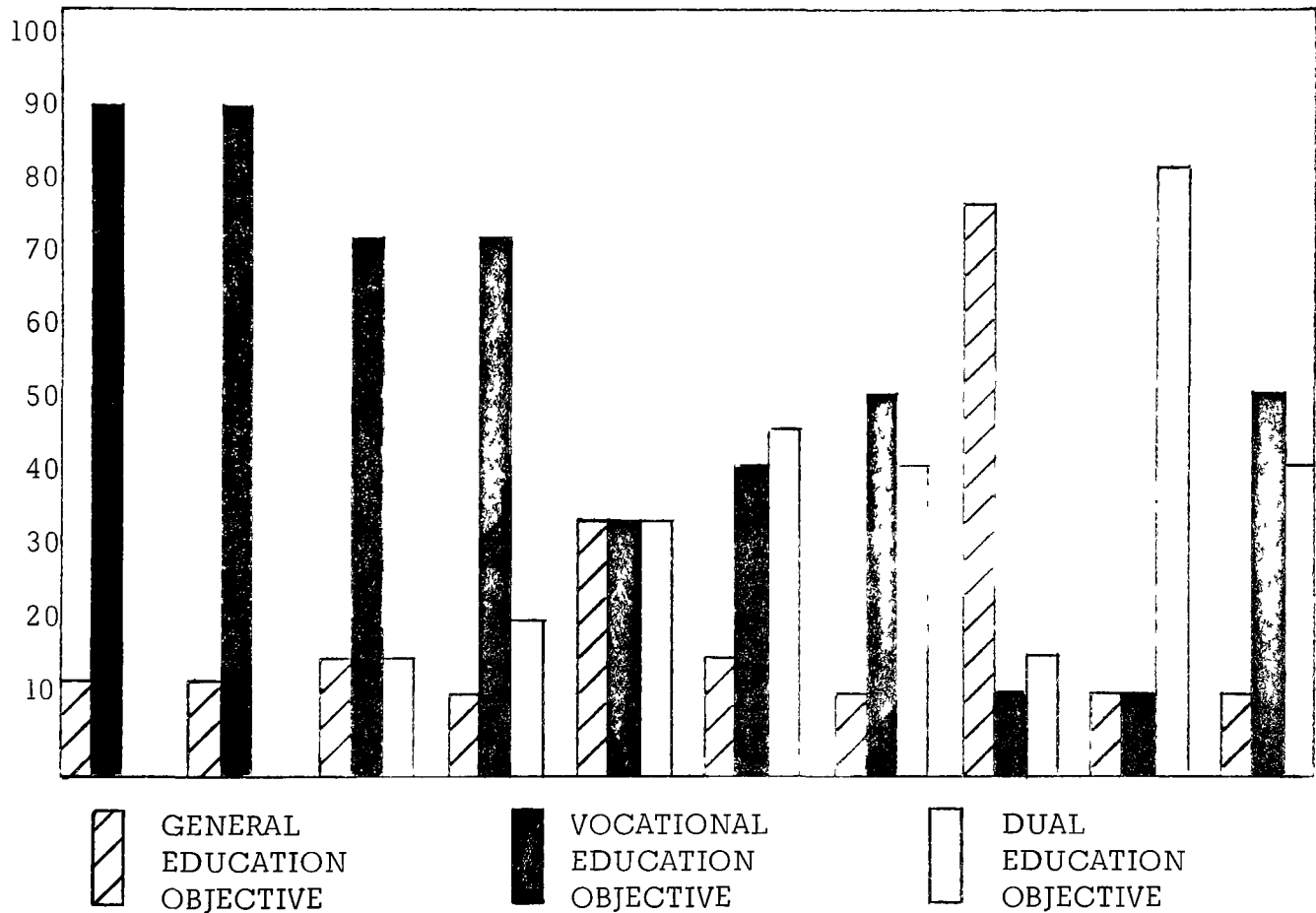
In spite of this shortcoming, Lomax states, "This is still the most comprehensive, thorough-going study of fundamental principles of business education which has ever been undertaken by a professional association in this field".¹⁴⁷

Evidence presented throughout the study validates the vocational objective as the primary objective of business education over much of its long history. With the return to the primacy of the vocational objective in the "sixties", a complete cycle has been established. The alternating cycles of objectives are graphically presented in Figure 1. A symbol designation is presented for each of the three objectives, symbolically illustrating the differences in value of each objective during a particular period of time.

¹⁴⁶ Paul S. Lomax, "Changes in the Philosophy of Business Education", National Business Education Yearbook, Recent and Projected Developments Affecting Business Education, 1964, p. 5.

¹⁴⁷ Ibid., p. 2.

1635	1852	1893	1917	1933	1940	1948	1951	1958	1961
1852	1893	1917	1933	1940	1948	1951	1958	1961	1965



1. Symbol designation (above) is presented for each of three objectives .
Symbols illustrate assigned value (percentage) during each of ten periods .

THE ALTERNATING CYCLES OF THE PRIMARY OBJECTIVES OF BUSINESS EDUCATION IN THE UNITED STATES, 1635 - 1965

Figure 1.

Figure 1 explicitly illustrates that the vocational objective was pre-dominant from 1635 to 1933. From 1933 to 1951, added emphasis to the general education objective amalgamated with the vocational objective, resulting in a "dual" objective for business education. Analysis and assessment of the objectives from 1635 to 1933 and from 1933 to 1951 refute the null hypothesis that the primary objective of business education was not vocational.

The null hypothesis was strongly supported during the period 1951 to 1958, when the general education objective was definitely the primary objective of education for business. During the short period of 1958 to 1961, the dual objective was foremost in the professional literature and research with limited reference to the vocational or general objective specifically, reinforcing the null hypothesis.

During the last period, 1961 to 1965, the vocational objective recovered much of the ground lost to the general and dual objectives, once again substantially undermining the null hypothesis that the primary objective of business education is not vocational.

With the expansion and development of business education since the economic depression of the "thirties", it has become increasingly difficult to evaluate objectives on all levels as the goals often varied from one educational institution to another and from one program or curriculum to another. The goals and objectives of business education can no longer be considered as applying to all levels of education.

"Higher education for business is not one thing, it is many, Like the business world it serves, business education is varied as to purpose and method, and is difficult to classify".¹⁴⁸ This same principle is true of business education on other levels of education.

As validated by Figure 1, at the time of the writing of the Eighth Yearbook of the National Business Teachers Association in 1942, the dual objective had been well entrenched as the primary objective of business education. Evidently, the Eighth Yearbook Committee had so unanimously agreed on the two major objectives that they felt it unnecessary to discuss this item further. Recognition of this and the dire need for a statement of the major objectives of business education culminated finally in the writing of Principle No. 2:

Business education has two major objectives. One of them is to prepare students for and in business employment. Business education in this respect is one of the main divisions of vocational education. The second major objective is to prepare students for and in those business experiences in which 'all' citizens should be proficient, both in knowledge and performance. Business education in this respect is an area of general education or the 'common learnings' which all enlightened citizens should have.¹⁴⁹

148 George W. Robbins, "The Community of Interest in Business Programs for Higher Education", The American Business Education Yearbook, Education for Business Beyond High School, Vol. 14, 1957, p. 3.

149 Lomax, "Changes in the Philosophy of Business Education", Op. Cit., p. 5.

Evidence of the relative importance placed on the two major objectives by the leadership of business education was found in a pamphlet issued by the Policies Commission on Business and Economic Education in 1961:

Business education in American secondary schools consists of both general education and vocational preparation for store and office occupations. These two elements of business education are essential parts of secondary education in America.¹⁵⁰

The acute employment problem of young workers, probably due to a lack of up-to-date occupational training, presents a genuine challenge to vocational business education, especially on the secondary school and junior college levels. Regarding this situation, Lomax asks:

. . . should leaders of business education modify their philosophy in relation to major objectives by again placing 'primary' (but not exclusive) emphasis on the vocational objective in secondary education? This paramount issue of business education has been concisely and clearly stated by Robert E. Slaughter, Senior Vice-President, McGraw-Hill Book Company, as follows:

The most important challenge facing business educators today is that of strengthening the vocational business education program in the secondary schools . . . We must maintain a strong 'vocational' program in secondary schools or business education will disappear from these schools entirely. Vocational business education is the vehicle through which we enroll academic students in our classes; we attract them through shorthand, typewriting, and other vocational subjects--not through social business subjects. General business education must be looked upon as a part of one's competence for employment. We must recognize that the true strength of business education in the secondary schools is in vocational business education.¹⁵¹

150 Lomax, Op. Cit., p. 6.

151 Ibid., p. 7.

Throughout the period of controversy when the dual objective was in conflict with the exclusive vocational objective, most business educators leaned toward the vocational objective, as they were aware that other objectives of a non-vocational nature were also important.

The primary objective of business education in California, as well as a comparative analysis of the primary objective of business education in California and the United States is presented in the next chapter.

CHAPTER V

THE PRIMARY OBJECTIVE OF BUSINESS EDUCATION IN CALIFORNIA

The interpretation and appraisal of the objectives of business education on the national level, having been developed in previous chapters, the patterns of thought influencing the objectives of business education in California will be traced in this chapter. In addition, a critical, comparative analysis of the objectives of business education in California and the United States is presented.

Interview-Questionnaire Analysis of 'Elder Statesmen' and C.B.E.A. Historical Meeting Participants -- Little recorded historical data was available for the Period of Early Development in California, 1635-1933. It was necessary to obtain unrecorded data through heavy correspondence and individual contacts. Finally, it was decided to schedule historical data gathering conferences in four different geographical locations throughout the State. These meetings were:

1. Bay Area C.B.E.A. Historical Meeting of January 9, 1963, Burlingame, California.
2. Central California C.B.E.A. Historical Meeting of February 9, 1963, Fresno, California.
3. Southern California C.B.E.A. Historical Meeting of February 23, 1963, South Laguna, California.
4. Northern California C.B.E.A. Historical Meeting of April 20, 1963, Sacramento, California.

A list of 'Elder Statesmen' and participants interviewed at these four meetings has been added to the appendix, Table III. An interview checklist was utilized in an attempt to control the type of questions asked and data obtained.

A sample copy has been placed in the Appendix. The purpose was to fill in the gaps of unrecorded history. In addition, the data obtained was used to verify, extend, and correct information previously uncovered. The checklist proved especially helpful in conducting individual interviews.

1. Objectives During the Period of Early Development, 1635-1933.

The Pioneering Period, 1635-1852 -- During this period, California experienced little growth, therefore had little need for business training. The apprenticeship system was utilized on a less extensive basis. The objective of business training was strictly vocational. Economic and educational institutions developed more slowly. During this era, California did not have a public high school nor a private business school. Under Spanish rule, the first organized system of education was conducted by the Catholic Jesuit Order including the first commercial courses.¹

Patterns of Thought in California, 1852-1893 -- Geographical and economic factors deferred the settlement of California and the development of educational institutions lagged considerably behind the rest of the country.

California followed the national trend during this business college era. With the advent of more private business schools, the vocational objective was emphasized even more. "Prior to 1894, the commercial course was the only vocational program offered in the State's seventy-two high schools".²

1 Paul John Harney, A History of Jesuit Education in American California, unpublished doctoral dissertation, University of California, Berkeley, 1944, p. 17-26.

2 Herbert C. Peiffer, Jr., Vocational Education in California Under the First Commissioner of Industrial and Vocational Education, unpublished Ph.D. dissertation, Stanford University, Palo Alto, California, 1939, p. 99.

Patterns of Thought During the Period of Teacher Institutes, 1893-1913

-- It was during this period that California accepted the challenges of education and was among the leaders in the development of a collegiate school of business, junior high schools and junior colleges.

Business education curricula were accepted into the secondary schools and, later in the period, into the junior colleges. The private business schools soon felt the force of competition as the high schools developed strong vocational business education programs. Strong regional associations sprang up throughout the State to promote education for business under able leadership.

The objective remained vocational throughout the period. This was verified by personal interviews with 'Elder Statesmen', interviewed as participants in the C.B.E.A. Historical Meetings. Eight of the twenty-nine participants who were actually teaching during this time, stated that the primary objective of business education in California prior to 1913 was definitely vocational.^{3, 4, 5, 6}

3 Albert G. Giordano, Bay Area C.B.E.A. Historical Meeting of January 9, 1963, Burlingame, California, on Tape No. 1, held in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

4 -----, Central California C.B.E.A. Historical Meeting of February 9, 1963, Fresno, California, on Tape No. 2, Op. Cit.

5 -----, Southern California C.B.E.A. Historical Meeting of February 23, 1963, South Laguna, California, on Tape No. 3, Op. Cit.

6 -----, Northern California C.B.E.A. Historical Meeting of April 20, 1963, Sacramento, California, on Tape No. 4, Op. Cit.

Objectives During the Formative Years and Period of State Leadership, 1913-1933 -- Even though business education lacked organization on the State level, the loosely knit regional associations were successful in securing recognition from the State Board of Education for a program of general elevation of commercial work, providing for a major in business education.⁷ This same group was instrumental in having a State Director of Business Education appointed and the establishment of a Bureau of Business Education.⁸

The first commissioner of industrial and vocational education, Dr. Edwin R. Snyder, in 1926 recognized the need for business education with vocational emphasis.⁹ He recommended that state aid not be given a commercial course including a major course of typing, stenography, and bookkeeping courses because they were not only well established but probably over-emphasized.

One of the first accomplishments of the Bureau was the development of Bulletin C-5, Objectives of and Majors in Business Education.¹⁰ This endeavor was for the purpose of placing vocational business majors on a par with academic majors in fulfilling graduation requirements.

7 California Business Education Association, 1927-28 File, unpublished, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

8 California Business Education Association, 1926-27 File, Op. Cit.

9 Peiffer, Op. Cit., p. 100.

10 California State Department of Education, Bureau of Business Education, Objectives of and Majors in Business Education, Bulletin No. C-5, Sacramento, State Printing Office, 1929, 37 p.

Post-high school and post-graduate business courses were a development of this period to meet the needs of unemployed youth. Many business courses were now offered in junior colleges, and the tendency to move business courses into the 13th and 14th grades gained momentum. "California set the standard for post-high schools of commerce"¹¹ and "model junior college programs".¹²

Other patterns of thought dealt with a closer scrutiny of the curriculum as the emphasis changed from 'How to Teach' to 'What to Teach;' the related socio-business subjects made inroads into various business curricula; in addition, business teachers were developing job standards and were concerned with teacher certification.

The economic forces of the stock market crash and economic depression caused a scarcity of jobs, and the resultant unemployment encouraged students to stay in school longer. In California, emphasis on the general education objective set the pace for the rest of the nation. Because jobs were not readily available, many liberal arts graduates returned to enroll in post-graduate vocational business education so as to compete more favorably with the business majors.

11 Earl P. Strong, The Organization, Administration, and Supervision of Business Education, unpublished Ed.D. Thesis, New York University, 1943, p. 158-159.

12 Albert E. Bullock, "Integration and Education", Business Education World, Vol. 15, No. 10, June 1935, p. 772.

Thirteen of the twenty-nine 'Elder Statesmen' contributed information regarding the primary objective of business education in California during the years 1913 to 1933. Documented evidence verified that California no longer lagged behind the nation, but rather forged ahead with curriculum development in the socio-business subjects and post-high school business curricula.¹³

The primary objective in California continued to be the vocational objective following the pattern already established throughout the nation. However, the trend towards more socio-business subjects was more evident in California as the general education objective was bolstered. Verification of the general education objective created an atmosphere for controversy as the primary objective of business education in California remained vocational in purpose.¹⁴

2. Chronological Analysis of Alternating Cycles of Objectives, 1933-1965.

Primary documents and original data were collected, compiled, and stored in the C.B.E.A. Archives by this researcher. Records and documents examined included unpublished minutes of meetings, printed programs of conferences, professional bulletins published, correspondence, news releases

¹³ Giordano, Tapes 1, 2, 3, and 4, Op. Cit.

¹⁴ Ibid.

and clippings, official Association reports and general documents. All documents were subjected to the rigors of external criticism and later judged on their origin and worth by internal analysis. In addition to a careful comparison with other material available, a final judgment was sought of statements arising from textual examination.

Documents and professional records since 1933 were utilized to determine a year by year analysis of the patterns of thought determining the primary objective of business education. Table I presents a detailed chronological analysis of patterns of thought.

Period of Controversy, Vocational vs. General Objective, 1933-1941-- During this period, the vocational objective, as the sole objective of business education, continued to be challenged. Business curricula were expanded to include more and more general business courses including economic problems of the depression, consumer economics, and socio-business subjects. This new concept was explained by Davidson, "The philosophy of business education has changed from emphasis on a vocational objective only, to emphasized training of individuals for service in the community in which they live and have intelligent participation in social life".¹⁵ Her study stressed the general education values of business education--economic understanding, social

¹⁵ Mildred L. Davidson, Recent Trends in Business Education, unpublished Master's Thesis, University of Southern California, Los Angeles, California, 1936, p. 122.

CHRONOLOGICAL ANALYSIS OF PATTERNS OF THOUGHT IN CALIFORNIA

Date	Theme	Objectives		
		V	G	D
1933-34	Trends in Business Education	X		
1934-35	Permanent State Organization Formed	X		
1935-36	Business Education to Meet New Emp. Requirements	X		
1936-37	Business Education and the Ethics in Business			X
1937-38	Significant Research in Business Education			X
1938-39	Place of Business Education in Core Curriculum		X	
1939-40	Facing the Facts in Business Education		X	
1940-41	Business Education Looks Ahead	X		
1941-42	Business Ed. in Community, State, and Nation	X		
1942-43	Business Education and the War Effort			X
1943-44	Business Education in the Post-War Era			X
1944-45	World War II Postponement	X		
1945-46	What's Ahead for Business Education in California	X		
1946-47	The Challenge for Leadership in Business Education			X
1947-48	The "New Look" in Business Education--1948	X		
1948-49	Tomorrow's Curriculum	X		
1949-50	Preparing California Youth for Business Life	X		
1950-51	Suppose You Tell Us--Community Business Leaders		X	
1951-52	Western Business Educators Face Facts			X
1952-53	Business Education is Our Business			X
1953-54	Your Capitol Honors Business Education			X
1954-55	Better Teaching for Better Business Behavior	X		
1955-56	Human Relations in Business	X		
1956-57	Blueprint for the Future	X		
1957-58	Brainstorming for Better Business Education			X
1958-59	What Does Business Consider Business Education	X		
1959-60	Silver Anniversary - C.B.E.A.			X
1960-61	Better Business Education in the Space Age	X		
1961-62	Progress, Politics, and Predictions			X
1962-63	Partners in Progress - Business and Education	X		
1963-64	Business Education Circles the Globe	X		
1964-65	Impact "65"			X

Al Giordano, C.B.E.A. Story, California Business Education Association, San Francisco, May 1965, 16 p.

V: Vocational Objective

G: General Objective

D: Dual Objective

intelligence, and consumer knowledge. Slaughter compared the change in objective of business education to changes by the business world. "Old methods of production and distribution are scraped completely or are improved upon and new innovations are ushered into operation at the slightest provocation of greater profits".¹⁶

The conflict between general and business education became more pronounced both in California and the United States. Selby predicted, "National organization is needed to give solidarity in the coming struggle between general education and business education for the cultural subjects are preparing to reoccupy the ground lost to the business subjects in recent years".¹⁷ Regarding the controversy between academic and commercial educators, Walters says, "Commercial educators must learn what successful business-men learned long ago--that a successful product is sold on its own merits and not because of the defects of a competing product".¹⁸

In California, the curricula became more occupationally oriented and the work offered was closely co-ordinated with business offices and stores.

16 R. E. Slaughter, "Some Current Trends in Business Education", The Balance Sheet, January 1939, p. 196.

17 P. O. Selby, The Deluge of Business Teachers' Associations, Vol. 15, No. 4, December 1939, p. 21.

18 R. G. Walters, Selling Commercial Education, Monograph 34, Cincinnati, South-Western, 1936, p. 8,

The role of the business community and the businessman gradually became a part of the educational system. Kibby expressed their role, "Once the businessmen grasp the significance of aiding in the training of their personnel, they take an active part in the program of training workers for business".¹⁹ During this period, the emphasis was towards general education on both the State and National levels. The movement was stronger in California but gave way to the vocational objective sooner. The economic factors and forces played an important role in the business education picture.

During this era, business education was forced to go from one economic situation--depression scarcity of employment, to a national defense economy--manpower shortage. During the mid-thirties the socio-economic, socio-business area received a boost as students were staying in school longer and more non-business students were taking business courses. On the other hand, the competition for business positions bolstered the vocational business courses, as a higher degree of skill was required.²⁰

New junior colleges were developed which stressed the general education value of business education. Administrators indicated they were not interested in vocational business education alone. It was felt that to make business education more general was to up-grade the subject area. The objective on the high school level was still primarily vocational. It now

¹⁹ I. W. Kibby and W. R. Blackler, "The Relationship of Business to Business Education", Sixth Yearbook, National Commercial Teachers Federation, 1940, p. 23-24.

²⁰ Al Giordano, The C.B.E.A. Story, San Francisco, The California Business Education Association, May 1965, p. 4.

became evident that the objective of business education was determined by the level of instruction.

The World War II Interim Period, 1941-1948 -- The war effort and demands on business education focused more attention on the vocational objective as manpower shortages required specific job training. Business educators proved that by streamlining and intensifying their programs, they well met vocational objectives.²¹ Nevertheless, the general education objective was not forgotten. "Essentials of General Education"²² stressed that business education must first be built upon a solid general education foundation.

During this period, the vocational objective was strong, as the Nation was on a war production economy. In California the vocational objective was even stronger, as a little less emphasis had been placed on a dual objective during the World War II period.

Combination - Vocational/Dual Objective, 1948-1951 -- During the World War II Interim Period, some professional activities had been curtailed and this was reflected in a minimum of professional writing in business education. As industry and business converted from war production to civilian commodities the pendulum swung from the vocational objective to a

21 Giordano, Ibid., p. 5.

22 California Business Education Association, 1942-43 File, unpublished, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

combination or balanced objective, most commonly referred to as the 'dual' objective. A measureable trend towards the dual objective of general education and vocational education was clearly recognized by 1948.

Business education has a dual function. In the first place, it provides the opportunity for all students to receive an understanding of the business system and the business community and of the role of industry and business in contributing to social welfare and progress through the production and distribution of goods and services. In this area, business education contributes to general education in the fields of citizenship, intelligent consumption and greater economic, business, and social intelligence and understanding.²³

The second function of business education is to give those who are interested and qualified, the skills, understandings, and attitudes needed to perform successfully in a business occupation. Vocational business education, as this phase is recognized and known, provides specialized instruction and training for those who plan to become wage earners in specified occupations.²⁴

In his 1948 doctoral study, DeBrum determined that the junior college in California was more "sensitive to the needs of the student and the community".²⁵ The vocational objective on the junior college level was more vocational than on the high school level.

23 California State Department of Education, Bureau of Business Education, An Overview of Business Education, Sacramento, State Printing Office, January 1948, p. 1.

24 Ibid., p. 2.

25 S. Joseph DeBrum, Business Education in California Public Secondary Schools, unpublished Ed.D. dissertation, Stanford University, Palo Alto, California, 1948, p. 125.

In the only comprehensive research report dealing with the background and development of business education in California, Bell did not recognize the controversy between the vocational and general education objective of business education. She simply assumed that, "business education has always had the dual objective of contributing to general education and contributing to occupational competence".²⁶ If 90 per cent of the emphasis on the vocational objective and only 10 per cent on the general education objective can be considered a dual objective, the premise reached by Bell could be considered valid.

Vocational business training should be correlated with application on the job and co-operative training arrangements should be encouraged.²⁷

Schools must educate those in the lower level of learning ability for citizenship and for employment--that was a social and economic issue as well as an occupational one.

Co-operation between business and education was needed to solve the many problems which bear on the optimum preparation of students to meet office manpower needs.

The California Framework Committee considered the objective of preparing for an occupation as a subordinate objective of economic efficiency.²⁸

26 M. Bernadine Bell, Background and Development of Business Education in California Public Schools, unpublished Ed.D. Thesis, University of California, Los Angeles, 1950, p. 310.

27 California State Department of Education, A Framework for Public Education in California, Sacramento, State Printing Office, November 1950, p. 5.

28 Ibid., p. 7.

General Education Emphasis, 1951-1958 -- The 1951 Bureau of Business Education bulletin revealed that offerings in general business subjects were proportionately more numerous in California than nationally.²⁹ California also showed leadership in "adapting the vocational business curricula to community business conditions--not only the local business community served by the school, but the business community of the entire state".³⁰ This pattern agrees with Forkner's statement, "one of the chief functions of a department of business education is that of co-ordinating the work of the school with the occupational requirements of the community".³¹ This factor, plus the added emphasis given to work experience programs, greatly advanced the vocational objective of business education.

An expansion of the occupational fields offered in the larger urban schools pointed to increased specialized vocational business preparation. The fourfold objectives of business education advocated by the Bureau of Business Education in 1949 included: "vocational training, up-grading, supplemental training, and pre-professional training."³² The term

29 California State Department of Education, Bureau of Business Education, Business Education in California, Sacramento, State Printing Office, Vol. 20, No. 9, September 1951, p. 9.

30 Idem., Ibid.

31 H. L. Forkner, A Study of Business Education in Two Major Cities, Monograph 54, San Francisco, South-Western, 1941, p. 9.

32 California State Department of Education, Bureau of Business Education, Vocational Education in the Junior College, Sacramento, State Printing Office, 1949, p. 57.

semi-professional related to the terminal courses, and pre-professional, the four-year college transfer courses.

The 1951 study stipulated specifically and delineated the vocational and general objectives of business education:

The function of vocational business education is to produce occupational competency by developing the understandings, abilities, skills, and attitudes needed to perform a business activity as an occupation.

The function of general business education is to provide those educational experiences that are needed for effective adjustment to the business environment, thus making a unique contribution to general education.³³

A study of the contributions which vocational business education makes to the goals of general education was made by the Bureau of Business Education in 1951.³⁴ Five general education values of business education were developed in co-operation with Dr. B. Lamar Johnson, Director of the Study of General Education in the Public Junior Colleges of California under a grant from the Carnegie Foundation.³⁵

Traditionally, business teachers favored the vocational courses and for the most part regarded the general business education courses as a

33 California State Department of Education, Bureau of Business Education, Business Education in California, Op. Cit., p. 9.

34 California Business Education Association, 1950-51 File, Op. Cit.

35 , "Vocational Education Contributions", C.B.E.A. Bulletin, Vol. 8, No. 3, May 1951, p. 4.

supplementary phase of the business education program. "Through the years since World War I, depression, unemployment, and other economic factors have changed in most schools the content of the junior business training course from a vocational type to a general business education type".³⁶ The recognition and acceptance of the responsibility of giving youth a better understanding of the economic system was a major factor moving business education in California closer to the general education objective. "The increasing emphasis on general education for all does not reduce the responsibility of business education to provide sound and thorough vocational education".³⁷ The evidence presented reflects the impact of the strong general education objective throughout the nation. Business leaders were made aware of this trend, "Business department material must be revised if business education is to keep pace with the general education trend".³⁸

The change in emphasis of objectives is clarified by a restatement of objectives. Even though the dual function of business education is still maintained, once again the importance is placed on the general education objective in California:

³⁶ Ibid., p. 30.

³⁷ Ibid., p. 33.

³⁸ Ibid., p. 35.

The first of these responsibilities calls for the development of basic business education courses that contribute to the general education of all learners and deals strictly with personal, social, and consumer competency in economic life.

The second unique and possibly more functional responsibility of business education is the development of occupational competency.³⁹

A report of the General Education Committee appointed by the C.B.E.A. Executive Council in 1953 greatly enhanced the general education objective. Both teachers and students were encouraged to take more interest and responsibility in general education courses.⁴⁰

Three resolutions by the C.B.E.A. Executive Board in 1954 supported the vocational objective. The C.B.E.A. "recommended supervised off-the-campus work experience"; the C.B.E.A. "proposed an organized placement and follow-up service wherever practical in California high schools and junior colleges as a part of the educational program;" and the C.B.E.A. "urged all school districts to grant service credit to business education teachers who have bona fide business experience".⁴¹ The general education objective was not overlooked as a fourth resolution encouraged "a greater emphasis upon instruction in business-economic education for all students in California secondary schools".⁴²

39 Ibid., p. 35.

40 California Business Education Association, 1952-53 File, Op. Cit.

41 California Business Education Association, 1953-54 File, Op. Cit.

42 Ibid.

During this period, graduate research studies in California added valuable information to the expanded business curricula and made it clear that it was no longer desirable and perhaps possible to study business education in general terms.

There was a tendency to delimit studies in business education to one definite level of instruction or area of major concentration.

From a trilogy of three basic subjects of bookkeeping, penmanship, and arithmetic, education for business has expanded overwhelmingly. Eckenrod⁴³ reported that thirteen different business subjects were offered in the junior high schools, forty-eight different business subjects were offered in the senior high schools, and sixty-eight different business subjects were offered in the junior colleges of California. The number of different courses on the four-year college and university levels is even higher. With the emphasis on new technical courses such as the area of business data processing, an entirely new breed of courses have been incorporated into the area of specialization still known as business education.

A major study by Himstreet limited the study of business education to the public junior colleges of California. Among a list of principles on which more than 90 per cent of the respondents were in agreement included:

43 Gervase Andrew Eckenrod, Business Education Enrollments in California in 1954 in the Public Secondary Schools, unpublished M. A. Thesis, Fresno State College, Fresno, California, 1956, p. 118-120.

1. Junior college business education should contribute to the general education of all as well as to vocational education.
2. Junior college business education should include instruction of a general education nature.
3. Vocational business education should be offered at the junior college level.
4. Training for skilled or semi-technical jobs is properly a function of the junior college.
5. Training for advanced technical and administrative jobs is properly a function of the college or university.
6. The content of the junior college vocational business curriculum should be based primarily on those basic skills and knowledges considered essential for success in an occupational area.⁴⁴

Additional principles on which a strong majority (67 per cent to 89 per cent) of the respondents were in agreement included:

1. Business education in the junior college has a joint primary responsibility--to contribute to both vocational and general education.
2. Junior college vocational business education should direct its emphasis, though not primarily, to training for specific technical jobs in business.
3. Vocational business education should also be offered at the high school and four-year college levels.
4. Vocational training for semi-skilled jobs is properly a function of the high school.
5. Vocational training for technical jobs is properly a function of the junior college.
6. Training for the higher-level jobs in business should be the responsibility of the colleges and universities.
7. The institutions responsible for training for lower-level initial jobs in business are the high school and junior college.⁴⁵

44 William C. Himstreet, A Study of Business Education in the Public Junior Colleges of California, unpublished Ed.D. dissertation, University of Southern California, Los Angeles, 1955, p. 250-258.

45 Ibid.

The 1955 report of the Bureau of Business Education, Business Education in the Secondary Schools of California, again supported the general education objective. "In the early 1950's the greatest growth has been in general business enrollments in the secondary schools of California".⁴⁶

Perhaps the most closely related study in California that paralleled the national studies of Hanna and Hayden was the 1955 study by Erickson. In his fourth chapter, "Functions and Administration of Business Education", four of twelve issues dealt with the function or objectives of business education. Erickson's study was limited to the high school level, but included 333 high schools. The purpose of the first issue was to determine "the primary function of business education in the high school".⁴⁷ Based on an 87.6 per cent return of useable questionnaires from the California public senior high schools, Erickson found that "82.6 per cent of the respondents agreed that the primary function of business education in our school is to provide vocational training as well as to contribute to the general education of all students-- both functions of fundamental or basic importance".⁴⁸ Only 10.8 per cent of the respondents favored the vocational training as the primary function of business education in the California secondary schools.

46 California State Department of Education, Bureau of Business Education, Business Education in the Secondary Schools of California, Sacramento, State Printing Office, Vol. 24, No. 11, August 1955, p. 20.

47 Lawrence W. Erickson, Selected Business Education Practices in the Public Senior High Schools of California, unpublished Ed.D. dissertation, University of California, Los Angeles, 1955, p. 65.

48 Ibid., p. 67.

The second issue raised by Erickson questioned if the vocational training aim of business education should be to provide specific job training or occupational training.

Nearly two-thirds of the California public senior high schools and the majority of the business education leaders agreed that the aim of vocational business training was to provide both the specific skills needed for initial jobs in business and a broad general business background.⁴⁹

Another finding of Erickson's research verified the levels of positions and corresponding levels of instruction recommended by this writer.

In the majority of the California public senior high schools (59.8 per cent), the vocational business education program provided training for the lower level of office and selling positions and gave the necessary background training to facilitate advancement to more responsible positions.⁵⁰

In attempting to meet the occupational needs of business students, the majority of the California public senior high schools assumed responsibility for initial training only. For this reason, the writer relegates the pre-vocational function of business education to the smaller high school and the vocational function to the larger high school.

Perry studied the current issues in business education in the public junior colleges of California and arrived at the conclusion that "business education had a dual function" and the literature reviewed in the investigation

49 Ibid., p. 67.

50 Ibid., p. 80.

revealed that "general and vocational education should not be set one against the other. In reality, each complements the other".⁵¹

The 1956 study by the Bureau of Business Education reinforced the vocational objective. Verification of the success of the vocational business education objective can be substantiated by this observation, "The follow-up studies used in making this report show that most students who majored in business education entered employment soon after they were graduated from high school".⁵² Another finding that verified that business education helped individuals to meet the needs of business employment was, "Over four times as many graduates who had taken business courses in high school as those who had not taken such courses reported that they had found jobs in which they used the skills and facts they had learned in their high school majors".⁵³

The C.B.E.A. Commission on Business in General Education formulated a basic philosophy and set up a series of objectives all designed to improve instruction of business within the general educational framework.⁵⁴

51 Richard S. Perry, A Critical Study of Current Issues in Business Education in the Public Junior Colleges of California, unpublished Ed. D. Thesis, University of California, Los Angeles, 1956, p. 511-523.

52 California State Department of Education, Bureau of Business Education, Business Education in Action, Sacramento, State Printing Office, Vol. 25, No. 8, October 1956, p. 6.

53 Ibid., p. 12.

54 California Business Education Association, 1956-57 File, Op. Cit.

In contrast to the patterns of thought across the Nation during this period, even though the general education objective was no doubt stronger than in any other previous period, in California the trend towards the dual objective was already in evidence.

The Dual Objective in Business Education, 1958-1961 -- The pattern of emphasis on the dual objective had already been well established in California during the past period. The vocational objective received increased attention with the Governor's Conference on Automation and the National Defense Education Act favoring business education.⁵⁵ Affiliation of the C.B.E.A. with the American Vocational Association and the vocational emphasis on convention programs played a prominent role in establishing a new trend toward the vocational objective.

The survey of business education in California which strongly supported the dual function, will be presented as a separate topic.

Accent on the Vocational Objective, 1961-1965 -- Patterns of thought dealt with the promotion of vocational business education and improving the image of business education. No doubt, promotion of professional research by the Fund for the Advancement of Business Education, a creature of the C.B.E.A., was instrumental in achieving these objectives.

55 California Business Education Association, 1958-59 File, Op. Cit.

A report of the F.A.B.E. -C.B.E.A. Study Session, due to its uniqueness and impact, will be presented as a separate subject.

Public Law 87-415, the Manpower Development Training Act of 1962, provided the C.B.E.A. with another vocational challenge as approximately 45 per cent of the job opportunities in California are in business occupations.⁵⁶

The impact of automation and technological change had a great affect on occupational patterns and created unemployment and other related problems. These and other factors played an important role in the development of legislation affecting vocational education.⁵⁷ The need for, and the importance of, vocational education in our society was reported by Van Wagenen.⁵⁸

The purpose of the Vocational Education Act is to train for specific jobs in identified occupations. Under the Vocational Education Act business education programs must be occupationally oriented.⁵⁹

Vocational business education takes on a new dimension with the passage of the Vocational Education Act. For the first time in history,

56 California Business Education Association, 1962-63 File, Op. Cit.

57 R. C. Van Wagenen, Business Education and Technological Change, Mimeographed Report, Bureau of Business Education, Sacramento, California, September 1964, p. 5-6.

58 R. C. Van Wagenen, Vocational Business Education in California, A Progress Report, Mimeographed Report, Bureau of Business Education, Sacramento, California, 1964, p. 1-14.

59 Ibid., p. 11.

federal funds are available for the further development of educational programs for the office occupations. Business education accounts for about 40 per cent of the vocational education projects submitted by school districts in California. Ninety per cent of the business projects are in the office area with about 10 per cent in the distributive field.⁶⁰ Funds from the Vocational Education Act can be used to design new occupational patterns and courses.⁶¹

Affiliation with the Industry-Education Council provided a closer working relationship between business, industry, and education enhanced by the vocational objective.

During the past five years, the vocational objective of business education attained its highest level of recognition since the 1917-1933 period.

3. The Lomax Study, 1958.

A Survey of Business Education in the Secondary Schools of California -- This study was undertaken to determine the adequacy and effectiveness of the business education programs being offered by California junior high schools, senior and four-year high schools, and junior colleges.

⁶⁰ R. C. Van Wagenen, Developments in Business Education at the State Level, Mimeographed Report, Bureau of Business Education, Sacramento, California, January 1965, p. 7.

⁶¹ Ibid., p. 5.

One of the main purposes of the study was to "identify the critical problems" in business education that need to be seriously studied and solved if best further advancement of business education is to take place".⁶²

This research represents one of the most comprehensive studies ever completed in California and was concerned with the philosophy and objectives of business education, occupational and educational trends, the business curriculum, enrollments, guidance and placement, business teacher education, administration and supervision. According to Lomax, "The primary function of business education is to provide vocational training as well as to contribute to the general education of all students".⁶³ This dual function of education for business was established by the writer as a criterion by which to gauge the primary objective of business education in California.

Lomax did not advocate specialized or technical education for the high schools but recommended it for the junior colleges. "Vocational preparation in high school should be directed toward training for a variety of occupational areas rather than toward specific jobs".⁶⁴ As a result of the study, twenty-two major recommendations were made by Dr. Lomax.⁶⁵

62 Paul S. Lomax, Tentative Findings and Observations of the California Business Education Study, Mimeographed Report, Sacramento, Bureau of Business Education, 1957, p. 1.

63 -----, A Survey of Business Education in the Secondary Schools of California, Sacramento, Bureau of Business Education, State Printing Office, Vol. 27, No. 14, December 1958, p. 1.

64 Ibid., p. 2.

65 Ibid., p. 42-44.

A definite trend was discernible towards increasing the level of education required for employment. In California, as throughout the nation, a hierarchy of levels of employment required corresponding levels of vocational preparation. This movement was accompanied by a trend towards securing a balance of the general and vocational education offered in each program of vocational preparation. "A business curriculum in the secondary schools is designed to prepare the student for an occupational career and to provide him with a well-rounded general education".⁶⁶ The dual, or combination, role of business education was maintained by Lomax with the exception of one instance when he stated, "One of the major purposes of business education in both the high school and junior college is to prepare young men and women for immediate employment in business".⁶⁷

4. F.A.B.E. - C.B.E.A. Study Session, 1961.

The F.A.B.E. - C.B.E.A. Study Session was a two-day workshop held in Bakersfield, California, on March 11 and 12, 1961. Table IV, a list of the thirty-four participants at this study session, is added to the Appendix. The prominent business educators who participated in the workshop attempted

⁶⁶ Ibid., p. 11.

⁶⁷ Ibid., p. 14.

to resolve the issue: "To what extent can we agree on basic definitions and theorems about business education for use as the basis for a consistent position in our dealings, both in and out of the profession?"⁶⁸ One major issue dealt with the problem, "To what extent is business education vocational, and what are the criteria of a vocational course?"⁶⁹ The findings of this study should shed some light on the age-old controversial problem of determining the primary objective of business education in California. As an introduction, twenty principles of vocational business training were reviewed and discussed.

Table II represents the questionnaire and the tabulation of the results of the reaction to each theorem. Common agreement existed on twenty of the twenty-five theorems for 80 per cent agreement.

The first theorem stated, "The business education program at all levels has the responsibility for the general economic and business education of all students as well as for those who wish to prepare for jobs?" All but one (97 per cent) of the business educator participants agreed that business education has a dual function.

Theorem fifteen listed a basic definition for the vocational course. "By a vocational course we mean one whose primary purpose is to enable a student to obtain and hold gainful employment, after completing the course in a satisfactory manner, doing the type of things learned in the course?"⁷⁰

68 , F.A.B.E. - C.B.E.A. Study Session Report, Hectograph duplicated manuscript, March 11-12, 1961, Bakersfield, California, 21 p.

69 Ibid., p. 3.

70 Ibid., p. 4.

Table II

F.A.B.E.^a - C.B.E.A.^b STUDY SESSION REPORT

229

Bakersfield, California, March 11-12, 1961

Twenty-Five Business Education Theorems

The following items state points of view regarding relationships and philosophical positions of the Business Education program. An analysis of each statement by study session participants is listed in appropriate column.

Do You Agree That:	Yes	No
1. The Business Education program at all levels has the responsibility for the general economic and business education of all students as well as for those who wish to prepare for jobs?	33	1
2. Business Education has a responsibility to contribute to the general or common education of all students?	33	1
3. Development of economic literacy is a major responsibility of the Social Science Department, not the Business Dept.?	3	31
4. Because of the increasing emphasis on junior college work, the vocational business education program should be eliminated from the high school?	0	34
5. Unless a high school can reasonably comply with the generally accepted principles of vocational education, it should not claim to give vocational business training?	30	4
6. Business Education in high school is entitled to a proportionate share of the better students?	30	4
7. Few High School business subjects lend themselves to a body of information helpful to all students?	6	28
8. In view of the counseling program, business teachers have little or no responsibility for guidance?	1	33
9. It is the obligation of the school to teach job requirements peculiar to a particular business?	7	27
10. The high school business program should be limited to such vocational courses as typing, shorthand and bookkeeping?	1	33
11. Whenever a course is taught for both general education and vocational purposes, it is usually the vocationally oriented student who suffers?	14	20
12. General or basic Business Education in the high school should be aimed at the non-college preparatory pupils?	3	31
13. It is better for students to prepare for the ultimate jobs students want, rather than for the jobs they will probably have to take?	10	24

F.A.B.E.^a - C.B.E.A.^b STUDY SESSION REPORT
(continued)

230

14. Vocational Business Education can be taught more effectively in a vocational or commercial school than in a general or comprehensive school?	6	28
15. By a vocational course we mean one whose primary purpose is to enable a student to obtain and hold gainful employment, after completing the course in a satisfactory manner, doing the type of things learned in the course?	31	3
16. A student in a vocational business education course in high school or junior college should be required to meet job standards of proficiency before receiving course credit?	21	13
17. Vocational Business Education in the high school should prepare for different types and levels of jobs from those for which preparation is given in the junior college?	27	7
18. Human relationships in business are more important to success than ability in business skills?	20	14
19. Ability grouping of high school students does not affect our business subject enrollments?	3	31
20. High School Business Education should take only a proportionate share of the poor ability students into its classes?	20	14
21. Inasmuch as the types of jobs generally available to high school graduates do not demand a high degree of skill or ability, Business Education should organize courses and limit enrollment to students of less than average ability?	1	33
22. Business Education should attempt to align itself more closely with collegiate schools of business rather than schools of education?	26	8
23. Business Education in high school, as frequently alleged, is too academic?	4	30
24. C.B.E.A. should be the voice of Business Education at all levels and in all types of institutions in California?	30	4
25. C.B.E.A. should encompass business and parochial schools as well as secondary schools and junior colleges in its membership?	30	4

F.A.B.E. - C.B.E.A. Study Session, Dr. McKee Fisk, Project Director, Bakersfield, California, March 11-12, 1961.

- a. F.A.B.E. - Fund For the Advancement of Business Education.
b. C.B.E.A. - California Business Education Association.

Thirty-one out of thirty-four (over 90 per cent) of the participants agreed with the definition of a vocational course. Further analysis of responses to theorems 1, 4, 5, 13, 14, 15, 16, and 17 indicate a strong preference for the vocational objective, although the dual objective was maintained as the primary objective of business education, forecasting a slight trend toward the vocational objective.

5. Summary, Interpretation, Comparative Analysis,
and Assessment of Objectives.

Objectives During Period of Early Development, 1635-1933 --

Although the apprenticeship system was utilized on a less extensive basis in California compared to the Nation, the primary objective of business training was strictly vocational. With the advent of more private business schools, the vocational objective was emphasized even more. The primary objective in California continued to be the vocational objective following the pattern already established throughout the Nation. The trend towards more socio-business subjects verified the general education objective, creating some controversy as to the primary objective. The primary objective in California remained vocational although the 'dual objective' was more evident.

Chronological Analysis of Alternating Cycles of Objectives, 1933-

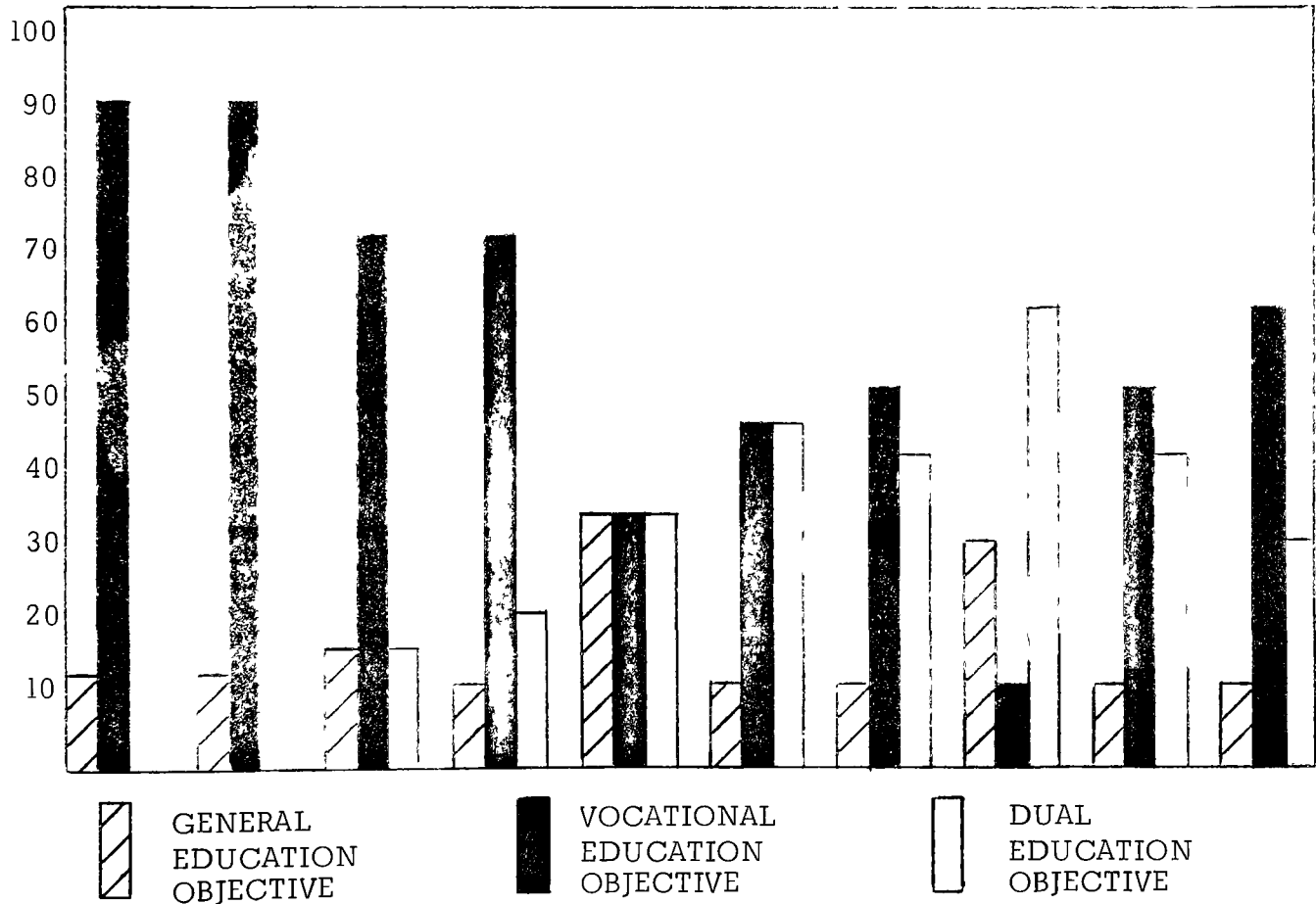
1965 -- The conflict between general and business education objectives became more pronounced both in California and the United States. The

objective of business education became more related to the level of instruction. The dual objective was first discernible on the collegiate level, the general education objective on the junior college level, and the vocational objective remained the primary objective in private business schools and high schools. Prior to World War II, the 'dual' responsibility of business education became predominant, but the pendulum swung to the vocational objective during the war. In California, the curricula became more occupationally oriented and the work offered was closely co-ordinated with business offices.

As industry and business converted from war production to civilian commodities, the pendulum again swung back to the 'dual' role. During the 'fifties' the primary objective of business education fluctuated between the general education and the dual objective in California, but remained solidly general education throughout the Nation. The alternating cycles of objectives are graphically presented in Figure 2. A symbol designation is presented for each of the three objectives, symbolically illustrating the differences in value of each objective during a particular period of time.

The Lomax Study, more than any other document, clarified the responsibility for the dual objective of business education in California. The trend was to direct high school training toward a variety of occupational areas rather than toward specific jobs. A definite trend was discernible toward increasing the level of education required for employment. California

1635	1852	1893	1917	1933	1940	1948	1951	1958	1961
1852	1893	1917	1933	1940	1948	1951	1958	1961	1965



1. Symbol designation (above) is presented for each of three objectives .
Symbols illustrate assigned value (percentage) during each of ten periods .

THE ALTERNATING CYCLES OF THE PRIMARY OBJECTIVE OF
BUSINESS EDUCATION IN CALIFORNIA, 1635 - 1965

Figure 2 .

led the movement of securing a balance between the general and vocational education offered in each program of vocational preparation.

The 1961 F.A.B.E. - C.B.E.A. Study Session supported and validated the "dual" objective of business education. Ninety-seven per cent of the prominent business educators participating in the study session agreed that the business education program at all levels has the responsibility for the general economic and business education of all students as well as for those who wish to prepare for jobs. Further analysis of responses to theorems indicated a strong preference for the vocational objective, although the dual objective was maintained as the primary objective of business education in California, forecasting a slight trend toward the vocational objective.

The impact of automation and technological change affected occupational patterns, creating unemployment and other related problems. These factors contributed heavily to the development of legislation affecting business education. Specifically, the Manpower Development Training Act of 1962, and the Vocational Education Act of 1963, did more to promote the cause of vocational business education throughout the Nation and California. Under the Vocational Education Act business education programs must be occupationally oriented to meet provisions of the Act. If any doubt existed that business education is vocational, the issue was finally resolved. During the past five years, the vocational objective of business education has attained its highest level of recognition since the 1917-1933 period.

SUMMARY AND CONCLUSIONS

This study was devoted to a comparative analysis of the patterns of thought under which education for business developed in the United States and California. One of the definite needs throughout the long history of business education was a comprehensive study tracing the evolution of the objectives of business education to determine the primary objective. A statement of the major objective of business education had not been formulated nor stated in a guiding principle until 1964. More specifically, the basic purpose of the study was to determine the primary objective of business education.

Each objective was analyzed, interpreted, and evaluated in terms of three objectives: 1) Vocational education, 2) General education, and 3) Dual or combination.

A thorough analysis and synthesis included a study of the factors and forces that influenced the development of the objectives of business education, the relationship between general and vocational objectives, and the role of general and vocational business education towards the establishment of objectives.

The first chapter sets the stage with a presentation of the business, economic, and social factors and forces influencing education for business. The review of the literature follows the definition of terms. The research is divided into studies dealing with the history of business education, the

major issues of business education, and general studies, and each category is further sub-divided into United States and California studies. The first chapter is concluded with a summary and a statement of the basic hypothesis in the null form; a comparative analysis of the patterns of thoughts supports the theory that the primary objective of business education is not vocational.

This study places the function of business education in the total pattern of education in a democratic society in its true perspective. Research studies have agreed on three distinct periods in the early history of business education in the United States. These three periods are utilized in Chapter Two. Chapter Three classified the modern history of business education into three additional periods.

The Early History of Business Education, 1635-1852 -- The primary objective of the apprenticeship system was specifically vocational. The objective for all of the early business subjects was essentially vocational. There was practically no organization of business education, instruction lacked quality, and little information was available on the subject. During the first two centuries, education for business was based on the needs of business and the demands of the American free-enterprise system. The primary objective in California continued to be the vocational objective following the pattern already established throughout the Nation. Verification of the vocational objective as the primary objective of business education invalidated the assumption that education for business was not vocational.

The Business College Era, 1852-1893 -- In no period of the history of business education was its objective more predominately vocational. The private business school was more responsive to the demands of the business world and better able to adapt itself quickly to any changes. Commercial educators tried to anticipate the needs of business and then supply the demand. During this period business courses were introduced into the public high schools upon the insistence of parents. California followed the same pattern in the development of business colleges and high schools.

The Subsidized Era of Secondary School Dominance, 1893-1917 -- This period experienced expansion and development of public high schools. The movement for comprehensive high schools was promoted by education for business. A definite trend was the upward extension of business education from the secondary level to the collegiate level. The early colleges of commerce stressed the general education objectives in addition to providing an opportunity for the student to acquire some knowledge of a particular line of trade.

The original objective of business education on the junior college level was general education, but the development of terminal programs placed more emphasis on the vocational objective. As more students entered high school, the strictly vocational courses were extended upward into the last two years, with the pre-vocational objective relegated to the junior high school. During the 19th Century, California lagged behind the Nation, but at the turn

of the century California assumed the leadership in the development of both junior high schools and junior colleges.

During this period, the National Education Association recognized the importance of business education with the appointment of study committees. The 1903 Committee placed greater emphasis on social science materials, marking a definite change in objectives from vocational to general education. The 1915 Committee emphasized the technical business skill subjects as well as the general background subjects. With the expansion of the business curricula, a discernible change in objectives is noted by grade level of instruction. From a trilogy of three basic subjects of bookkeeping, penmanship, and arithmetic, education for business has expanded overwhelmingly and today over a hundred different business courses are offered on the collegiate level alone.

Levels of employment tend to place education for business in its proper perspective and this created a hierarchy of levels of instruction in the public school system. The junior high school and the smaller high school should train for the pre-vocational level; vocational business education should be taught on the high school level in larger schools, junior colleges, and post-high schools. Most courses on the semi-professional or technical level should be reserved for the junior college. Professional courses can best be handled by the four-year college and university.

Collegiate Schools of Business Dominance, 1917-1933 -- During the early portion of this period, the vocational objective remained unchallenged as the economy was geared to World War I production. Through most of the period there had been an increasing emphasis on the social and the economic phases of education, with a decrease in emphasis upon technical or specialized instruction. Upgrading of technical business subjects to the junior college deferred specialization. The N.E.A. Committee of 1919 "statement of purposes" showed that business education held to the vocational objective. This recognition coupled with the support given vocational education with federal funds under the Smith-Hughes Act of 1917, strengthened the vocational objective. The economic depression of the thirties gave rise to post-high schools of commerce. California set the standard for post-high schools of commerce and model junior college programs.

In the 1920's, the commercial course was vocational, but during the 1930's it became less vocational. A survey by the United States Office of Education revealed that the traditional objectives of education for business continued to predominate and control the curriculum, although there was much discussion and considerable disagreement as to objectives.

The Era of Professional Business Teacher Education, 1933-1949 -- During this era, business education was compelled to go from one economic situation--depression, scarcity of employment, to a national defense economy --manpower shortage. The business curricula were expanded to include

more and more general business courses as there was a change in emphasis from vocational specialization to economic problems of the depression, consumer economics and socio-business subjects. During this period, the vocational objective of business education was seriously challenged for the first time, as a new emphasis was placed on consumer education as the primary function of business education.

Changes in curricula affected business teacher education programs. Demands of the business world, results of occupational studies and job analyses were utilized to keep pace with changing employment requirements. In California the emphasis was on post-high schools of commerce and the upgrading of vocational business education. The curricula were occupationally oriented and the work offered was closely co-ordinated with business offices and stores.

Manpower shortages caused by World War II focused more attention on the vocational objective as business educators streamlined and intensified their programs for specific job training.

Expansion and complexity of business created a variety of objectives on different educational levels of instruction.

Research verified that the level of instruction, to a large degree, determined the primary objective of business education. Since strong vocational business schools were well established, the new junior colleges that were developed stressed the general education value of business education. The high school held more closely to the vocational objective as its primary goal.

The principle that business education must first be built upon a solid general education foundation placed general or broad education in the earlier years of the program and direct vocational education was stressed in later years. The upward extension of vocational business education placed the emphasis of terminal or semi-professional education in the junior college, resulting in a pre-vocational objective on the high school level and a more definitely vocational objective on the junior college level.

The Impetus of the Junior/Community College Movement, 1949-1965

-- Research during the period confirms the assumption that objectives of the training program on each level of instruction should be geared to the corresponding level of employment. During the early part of this period, more emphasis was given the role of general education. The upward extension of vocational business education into the two-year colleges was responsible for the increased emphasis on general education objectives on the high school level.

The impact of federal legislation including the National Defense Education Act of 1958, the Manpower Development Training Act of 1962, and the Vocational Education Act of 1963, once again turned the tide towards the vocational objective. Inclusion under the Vocational Education Act provided solid support of the vocational objective completely refuting the null-hypothesis that the primary objective of business education is not vocational.

Co-operative work experience and a closer working relationship between business, industry, and education also reinforced the vocational objective. Business education in the 1960's devoted their energies towards improving the image of business education and the promotion of vocational business education.

The following conclusions are presented as being warranted on the basis of the evidence revealed in the preceding chapters of this research document.

1. Education for business had its start in the apprenticeship system of early America and evolved through various periods of development and today has attained recognition as a major field of study on all levels of education.

2. The growth of business education has paralleled the economic development of the country. Education for business was based on the needs of business and the demands of the American free-enterprise system. Educational practices were influenced by social and economic factors.

3. Education for business was founded on the basis that it was vocational in nature. It was the original type of vocational education, and the primary objective was to train for a specific trade. The private business school was the first educational institution to popularize business education and promote the vocational objective.

4. Business education was instrumental in promoting the movement for comprehensive high schools. This growth was reflected with a decline in numbers of specialized high schools of commerce.

5. Education for business played an important role in the upward extension of vocational education to the post-high schools and junior colleges. The level of education required for employment has risen steadily.

6. The appointment of the Committee of Nine under the auspices of the Department of Business of the National Education Association in 1901 is credited with the first concerted action to organize a business education curriculum.

7. From a triology of three basic courses, education for business has experienced phenomenal growth in number of business subjects offered, as well as in numbers of students enrolled.

8. There is a need for better organization, administration, and supervision on all levels of business education. Closer co-operation and co-ordination is needed by federal, state, and local educational agencies.

9. Business education has gradually grown out of private dominance into public control.

10. Lack of leadership and effectiveness over the years has contributed to the controversy of objectives of business education.

11. Levels of employment have created a heirarchy of levels of instruction. Each step of the educational ladder should prepare for a higher job level.

12. Training for broad fields or occupational areas is more desirable than training for specific jobs. Specific job skills and performance is not adequate; occupational intelligence should be an outcome of the business program.

13. A key principle of vocational education states that any vocational training should first be based on a broad general education foundation. Good business education must also be based on an adequate, sound general education.

14. Every complete vocational business program should also make a contribution to the attainment of the goals of general education.

15. Vocational training should be offered as near to the time of employment as possible. Occupational experience has long been recognized as a desirable requisite of vocational business programs.

16. Co-ordinated work experience programs should be available for effective training. Co-operative programs require harmonious working relationships between business and industry and the various educational institutions. Advisory committees should prove valuable in this respect.

17. Appropriate guidance and counseling is a necessary function of vocational business education. Placement services should be made available to students.

18. Performance standards of achievement for successful completion of vocational business programs should be a requisite in meeting minimum standards of employment.

19. Course content should be based upon sound, continuous research, utilizing job analysis and employment surveys. The impact of changing job classifications and requirements should also be considered if curricula are to meet the demands of the changing social and business world.

20. Vocational courses should have specific job objectives as their primary purpose.

21. Existing curriculum and instructional procedures must be evaluated periodically to make certain they reflect modern developments in technology and business practices.

22. Business education curricula, methods and materials should change with changes and developments by current and future technological and economic forces as well as federal legislation.

23. Teacher-training institutions should set the pace in the development of innovations in teaching. Scientific research is necessary in assuring quality programs such as team teaching and programmed learning.

24. Post-high schools should provide vocational business programs created by automation, business data processing, and computers.

25. Organization and direction of business education must be in line with changing and evolving purposes and objectives of education for business.

26. Expansion and complexity of business created a variety of objectives on different educational levels.

27. Through the years, business education was modified in the direction of traditional, academic, and cultural objectives, resulting in confusion among both business educators and school administrators as to the primary and secondary objectives.

28. The purposes of business education were broadened during the years between the two World Wars to include personal-use and social economic objectives.

29. Basic business and economic education should be an integral segment of general education programs.

30. The concept of the free-enterprise system should be included in business curricula at all educational levels.

31. Junior college enrollment data shows that business education was offered in the greatest number of institutions and enrolled the largest number of students.

32. There is a trend towards less specialization and more professionally oriented programs on the collegiate and university level.

33. The upward and downward extension of vocational business education placed the emphasis of terminal or semi-professional education in the junior college, resulting in a pre-vocational objective on the high school level and a more definitely vocational objective on the junior college level.

34. The most significant contribution of the junior colleges has been the development of quality semi-professional curricula to serve the

specific needs of the community. The junior college, more than any other institution, is more in phase with the particular needs of the local community.

35. Articulation of business programs at each level of instruction has increased in importance with the upward and downward extension of vocational business education.

36. Meeting the demands of technological and business changes in an increasingly more complex economic society is not enough--the importance of the cultural and social advantages of education must not be overlooked. Science and technology have brought many benefits to mankind, but they have also brought economic and social problems.

37. Business education needs to be more in tune with the needs of all of America's children in solving critical problems such as the drop-out and the disadvantaged.

38. Business education should play a significant role in the war on poverty by utilizing imagination and initiative in designing and developing business programs meeting a constantly changing technology, and a changing labor force in helping to build the great society.

39. Every business teacher, regardless of subject field, has a responsibility to teach and develop in the student, spiritual and moral values.

40. The California Business Education Association is considered a major facet of the California Council of Vocational Associations and the relationships with the California Teachers Association is on the basis of a vocational affiliate.

41. Vocational business education is but a part, an important part, of a well-balanced, total school program. A well-rounded program should develop competent employees but must also develop competent economically, socially, emotionally, physically, intellectually, and civically-minded citizens.

42. Like the business world it serves, business education is varied as to purposes and objectives. The variety of types of institutions and different levels of instruction adds to the problem of determining the primary objective of business education. The objectives of business education not only have increased in number but they are continually changing in nature.

43. Business educators must continually re-examine their objectives and purposes, and re-evaluate their assumptions and methods in light of their goals.

44. Most business educators recognize two major phases--vocational education for students who are planning to enter a business occupation and general business education of value to all students. This dual role is verified by the literature--one function is to provide vocational training for business students, the other function is to provide an essential part of the general education for all youths.

45. This study verifies that business education has two major objectives: 1) to prepare students for business employment, and 2) to prepare students for business experiences in which 'all' citizens should be proficient, both in knowledge and performance.

46. Evidence presented throughout most of the period of this investigation validates the vocational objective as the primary objective of business education.

47. Vocational and general education courses and their objectives should not be in conflict with each other, rather each should complement the other.

48. The importance of the issue of determining the 'primary' objective of business education leaves no doubt as to the value and priority of problems in education for business. This research study should help clarify the issue and lend direction to the possible solution of the problem.

BIBLIOGRAPHY

Alberty, Harold, The Core Program in the High School--Its Implications For Business Education, Fourteenth Annual Delta Pi Epsilon Lecture, Cincinnati, Ohio, December 29, 1955, Cincinnati, South-Western, 1955, 30 p.

A report dealing with the problems of relating business education to the core program of the high school and the contributions of business education to the education of all citizens.

Altholz, Nathaniel, "Business Education as Vocational Education", The Balance Sheet, Vol. 18, No. 5, January 1937, p. 196-199.

Recommends the inclusion of the academic studies to vocational business programs.

American Vocational Association, Inc., Definitions of Terms in Vocational Technical and Practical Arts Education, Washington, Committee on Publications, 1965, 24 p.

A listing of definitions prepared by a cross section of vocational educators to help resolve the confusion which existed in the use of certain terminology in vocational, technical, and practical arts education.

Anderson, Roy E., The Contributions of Frederick G. Nichols to the Field of Business Education, unpublished Ed.D. dissertation, Stanford University, Palo Alto, California, June 1963, viii-259 p.

A study of the writings and contributions of the recognized "Father of Modern Business Education", Professor Frederick G. Nichols of Harvard University.

Andruss, Harvey A., "Developing Vocational Competency in Business", Business Education World, Vol. 19, No. 6, February 1939, p. 448-450.

An interpretation of business as a social institution is presented from the points of view of labor, distribution, laymen, and government.

Archer, Fred C., "The Frederick G. Nichols Story", Part I, The Delta Pi Epsilon Journal, Vol. 3, No. 4, November 1961, p. 1-8.

An article on the life and writings of the most recognized authority on business education in this country.

Atkinson, Earl W., The Commercial Education Progress in Secondary Schools, unpublished Doctor's dissertation, Duquesne University, Pittsburgh, Pennsylvania, 1930, (4 Volumes).

Each of the business subjects--its history, aims, preparations and qualifications of teacher, equipment, place in curriculum, teaching plans, and textbooks is analyzed.

-----, "Trends in Business Education in the Secondary Schools", The Balance Sheet, Vol. 13, No. 2, October 1931, p. 57-59.

Depicts the role of business education for specific and general education.

Baker, G. Derwood, The Business Educator's Responsibility for Economic Education, Tenth Annual Delta Pi Epsilon Lecture, Chicago, Illinois, December 28, 1951, Cincinnati, South-Western, 1952, 26 p.

Vividly depicts the need for economic understanding today and the role business education should play.

Barnes, H. T., "Liberal vs. Vocational Education", The Balance Sheet, Vol. 45, No. 1, September 1963, p. 3.

An integration of liberal and vocational education is recommended.

Barnhart, Earl W., "Early Beginnings of Commercial Education", Vocational Education Magazine, Vol. 2, October 1922, p. 101-102. (Discontinued)

An account of the business education of Colonial times, especially of the activities of private teachers.

Barnhart, E. M., et. al., Challenges to Commercial Education, Monograph 21, Cincinnati, South-Western, 1933, 12 p.

A presentation of a series of editorials dealing with current problems facing commercial education.

Bell, M. Bernadine, Background and Development of Business Education in California Public Schools, unpublished Ed. D. Thesis, University of California, Los Angeles, 1950, v-336 p.

A thorough history of business education in the secondary schools of California, 1851 to 1950, with special emphasis on State administration of business education and business education teacher training.

Berry, Dr. R. E., et. al., "What the Junior Colleges Are Doing to Prepare the Young Men and Young Women for the Problems They Must Face in the Future", Symposium on Commercial Education, (no place), Mimeographed Report, Southern California Commercial Teachers Association, October Meeting, 1931, p. 65-71.

A report concerned with meeting the occupational needs of students.

Blackler, William, et. al., "An Analysis of the Job of the Teacher of Business Subjects in the Secondary Schools of California", The Balance Sheet, Vol. 33, No. 9, April 1952, p. 343-345.

Defines the role of the teacher in meeting the objectives of business education.

Bossard, James H.S., and Dewhurst, J. Frederic, University Education for Business, Philadelphia, University of Pennsylvania Press, 1931, p. xii-578.

Contains a detailed history of American university schools of business and a summary of present trends in university education for business.

Bowman, Leonard Leon, A History of the California Teachers Association, unpublished Ed.D. Thesis, Stanford University, Palo Alto, California, June 1943, xiii-584 p.

A complete, detailed account of the California Teachers Association.

Brown, Eleanor B., Relationship of Practices in Business Education to Established Objectives, unpublished Ed.D. dissertation, University Park, Pennsylvania State University, 1958, vii-341 p.

A study to determine areas of disagreement in principles of leading business educators.

Bullock, Albert E., "Integration and Education", Business Education World, Vol. 15, No. 10, June 1935, p. 772-773.

Advocates integration of the general educational program with business education.

Butler, Nicholas Murray, "Editor", Education in the United States, A Series of Monographs, Albany, New York, J.B. Lyon, 1900, 2 Volumes, xviii, 977 p.

Describes the organization and influence of each type of formal school of education in the United States.

California Business Education Association, The C.B.E.A. Bulletin, Vol. 1-22, 1943-1965, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

The professional journal of the California Business Education Association. This quarterly, originally the official organ of the Southern California Business Education Association, is edited by a staff that usually serves for two years.

-----, Documents, Special Reports, and Correspondence, 1913-1965, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

Official records of special committees, constitutions, affiliate records, original documents, pictures, news clippings, and correspondence of historical significance.

-----, Executive Council Minutes, 1940-1965, unpublished, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

Records of the official actions of the C.B.E.A. Executive Board, 1940-1965.

-----, Official Convention Programs, 1939-1965, stored in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

Official printed programs of the C.B.E.A. annual conventions.

California State Department of Education, Bureau of Business Education, Business Education in Action, Sacramento, State Printing Office, Vol. 25, No. 8, October 1956, viii-39 p.

An analysis and review of the studies that have been made by California public high schools and junior colleges to determine the success their graduates were having on their first jobs in business.

-----, Business Education in California, Sacramento, State Printing Office, Vol. 20, No. 9, September 1951, viii 70 p.

A comprehensive report of the current status of representative business education programs in California.

-----, Business Education in the Secondary Schools of California, Sacramento, State Printing Office, Vol. 24, No. 11, August 1955, x-54 p.

A survey report to determine the status of business education in California.

-----, The Objectives of and Majors in Business Education, Bulletin No. C-5, Sacramento, State Printing Office, 1929, 37 p.

The first report issued by the Bureau of Business Education relative to the functions of business education.

-----, An Overview of Business Education, Sacramento, State Printing Office, January 1948, 5 p.

The dual function of education for business--business employment and understanding of the business system, are explored.

-----, Report of Eighth Annual California Conference on Business Education, Business Education Publications, No. 11, Sacramento, State Printing Office, 1941, vi-63 p.

A report of the Eighth Annual California Conference on Business Education listing the complete program, summaries of the major addresses, and sectional meetings.

California, State Department of Education, A Framework for Public Education in California, Sacramento, State Printing Office, November 1950, p. 5-7.

The California Framework Committee considered the objective of preparing for an occupation as a subordinate objective of economic efficiency.

-----, Occupational Trends in California With Implications for Vocational Education, Vol. 1, Nature of the Population, Bulletin No. 10, Sacramento, State Printing Office, May 15, 1937, viii-21 p., and Vol. 4, Trends in the Distributive Occupations, Bulletin No. 4, May 15, 1938, x-101 p., and Vol. 6, Trends in Service Occupations--Personal, Business, and Repair, Bulletin No. 7, July 1939, xviii-138 p., and Vol. 7, Trends in Counties and Cities, Bulletin No. 3, October 1940, xiv-161 p.

Provides valuable information for curriculum development in vocational business education.

-----, Vocational Education Staff, Vocational Education in California, Bulletin, Vol. 14, No. 4, Sacramento, State Printing Office, October 1945, 66 p.

A complete report of the scope of vocational education indicating occupational patterns and trends in California with implications for educational planning.

-----, Vocational Education in the Junior Colleges, Sacramento, State Printing Office, 1949, 57 p.

An examination of vocational business education in the junior colleges in California.

Campion, H.A., "The Vocational Issue in Business Education", The Business Education World, Vol. 19, No. 8, April 1939, p. 621-623.

A discussion of reasons and implications concerning the proper place of vocational business training in the schools.

Chapman, Robert Roscoe Jr., A History of the Southern Business Education Association, unpublished Master's Thesis, University of North Carolina, Chapel Hill, North Carolina, 1954, v-145 p.

The author presents a chronological history of the organization and development of the Southern Business Education Association.

Chomitz, David Lincoln, Business Education for Adults in the Junior College, Monograph C-5, Cincinnati, South-Western, November 1957, 56 p.

An exploratory survey to determine the status, conditions and practices for business education for adults in the junior college. A summary of a Columbia University Ed.D. dissertation.

Clague, Ewan, Effects of Technological Change on Occupational Employment Patterns in the United States, Mimeographed Report, Conference on the Manpower Implications of Automation Organization for Economic Co-Operation and Development, Washington, U.S. Government Printing Office, December 8, 1964, 23 p.

An appraisal of the impact of technological change upon occupational patterns in the American economy.

Colvin, A. O., "The Relation of Business Education to General Education", The Balance Sheet, Vol. 18, No. 9, May 1937, p. 388-389.

One of a series of articles on the place of business education in the secondary school curriculum.

Crawford, Maurice L., A Comparative Study of Basic Business Education in California Junior and Senior High Schools, unpublished Ed. D. dissertation, University of California, Los Angeles, 1962, xxxv-580 p.

This study compared present basic business education practices in California public secondary schools with existent opinion of basic business educators as these practices and opinions related to present selected basic business issues.

Cross, Lois, A Study of Trends in Practices in Business Education, unpublished Ph. D. Thesis, New York University, 1943, Three Volumes, xvii-655 p.

This study attempts to discover trends in practices in the field of business education in the senior high schools of the United States during the period of 1919-1941. These practices include: administration and supervision, enrollment, the curriculum, guidance, physical equipment, and the teaching staff.

Cubberley, Elwood P., "Commercial Education--Its Past History, Present Status, and Prospects for Future Development", The Balance Sheet, Vol. 7, No. 9, May 1926, p. 4.

An account of early business education in the United States; a tracing of its evolution from its establishment about 1870, through the impetus given it by the World War.

Cushman, C. L., "Social Responsibilities of Commercial Education", The Journal of Business Education, Vol. 8, No. 1, September 1932, 9 p.

The writer of this article believes that the role of education should be to convert a nation trained primarily for rugged individualism to one of co-operative action. A presentation of six aims for commercial education based upon philosophy that all business conduct should be evaluated in terms of its contribution to society as a whole.

Davidson, Mildred L., Recent Trends in Business Education, unpublished Master's Thesis, University of Southern California, Los Angeles, California, 1936, 126 p.

A treatise on the historical trends in business education.

Davy, L.B., "Present Status of Commercial Education", The Balance Sheet, Vol. 9, No. 2, October 1927, p. 3-6.

An analysis of California surveys to determine business curricula content.

DeBrum, S. Joseph, Business Education in California Public Secondary Schools, unpublished Ed.D. dissertation, Stanford University, Palo Alto, California, 1948, viii-198 p.

A comprehensive study of the status of business education in California public secondary schools.

-----, Terminal Business Education in the Junior Colleges of the United States, unpublished M.A. Thesis, Stanford University, Palo Alto, California, 1941, x-117 p.

A study restricted to the vocational business education programs of the junior college.

Delta Pi Epsilon, New Images for Business Education, Ann Arbor, Michigan, Edwards Brothers, 1962, vi-74 p.

A review of complaints of business education.

Dexter, Walter F., "An Adequate Business Education", Business Education World, Vol. 18, No. 10, June 1939, 781 p.

Lists two contributions of business education: (1) a general education, and (2) vocational training.

Douglas, Lloyd V., "A Fundamental Philosophy of Business Education", The Balance Sheet, Vol. 20, No. 5, January 1938, p. 207-208.

Author breaks down the philosophy of business education into six essential points.

Douglass, Harl R., How General Education Trends Are Likely to Influence Business Education, Council of Business Education, Monograph 40, Cincinnati, South-Western, 1938, 31 p.

Prediction of a greater future role for business education in the general education of all students.

Eastern Commercial Teachers Association, The Eastern Commercial Teachers Association Yearbook, 1927-1943, Vol. 1-16.

The first yearbook published in the area of business education was started in 1927. Each volume was a high-caliber professional report on critical issues and problems in business education.

Eckenrod, Gervase Andrew, Business Education Enrollments in California in 1954 in the Public Secondary Schools, unpublished M.A. Thesis, Fresno State College, Fresno, California, 1956, viii-186 p.

A study to determine the status of business education enrollments in the public secondary schools of California in 1954.

Eckersley, Ann Louise, A Study of the Work, Development, and Functions of the International Society for Business Education, unpublished Ed.D. Thesis, Columbia University, New York City, New York, 1956, x-203 p.

A study of the work and development of the International Society for Business Education for the purpose of suggesting additional service functions.

Eells, Walter Crosby, Up-Grading and Out-Grading in Business Education, First Annual Delta Pi Epsilon Lecture, New York City, April 23, 1943, Cincinnati, South-Western, 1943, 39 p.

Discusses the problem of student retention created by the upgrading of business education into the junior college.

-----, Why Junior College Terminal Education, American Association of Junior Colleges, Washington, D.C., Terminal Education, Monograph 3, 1941, 196+ p.

Emphasizes that the aims of terminal business education are more than simply occupational training.

Enterline, Herman G., Trends of Thought in Business Education, Monograph 72, Cincinnati, South-Western, March 1949, 30 p.

A summary of the writer's Ph.D. thesis, New York University, 1947.

-----, Trends of Thought in Business Education, unpublished Ph.D. Thesis, New York University, 1947, 7 Volumes.

A monumental study in which the author analyzes and classifies his ideas as "trends of thought" in eight main areas of business education in secondary schools.

Erickson, Lawrence W., Selected Business Education Practices in the Public Senior High Schools of California, unpublished Ed.D. dissertation, University of California, Los Angeles, 1955, xvi-461 p.

A thorough study of selected practices of business education in the public high schools of California.

Eyster, Elvin S., "Business Education 1965-1970, Plus or Minus", Theta Thots, Vol. 21, No. 3, August 1965, p. 7-11.

Developments in education and business education are identified and examined in view of their implications.

-----, "Educational Program and Procedures for Students at the Secondary Level", Business as a Social Institution, University of Chicago Conference on Business Education, Proceedings, 1938, p. 94-107.

Responsibilities of the business education program for all students.

-----, "Malpractice in Vocational and Technical Business Education", Journal of Business Education, Vol. 38, No. 5, February 1963, p. 180.

Occupational competency as an outcome of a vocationally oriented curricula is recommended.

Fisk, McKee, "Education For Business Again At Cross Roads", C.B.E.A. Bulletin, Vol. 21, No. 4, May 1964, p. 1, 14, 15.

Six suggestions are made in order for business education to keep pace with rapidly evolving social needs.

-----, "The Frederick G. Nichols Story, Part IV: His Writings and Research", The Delta Pi Epsilon Journal, Vol. 4, No. 3, May 1962, p. 12-23.

An article on the life and writings of the most recognized authority on business education in this country.

-----, "Occupational Training for Business", The Texas Outlook, Vol. 23, No. 3, March 1939, p. 22-24.

Covers the area now recognized as occupational intelligence.

Fleming, S.E., "Is Commercial Education Vocational?", National Business Education Quarterly, Vol. 1, No. 1, October 1936, p. 8-12.

Justification for the vocational objective is substantiated.

Forkner, Hamden L., "Business Education--Its Present and Probable Future", Teachers College Record, New York, Columbia University, April 1943, p. 496, 499.

An appraisal and estimate of the role of education for business.

-----, "Vocational Business Education Under the Vocational Education Act of 1963", The Balance Sheet, Vol. 45, No. 6, February 1964, 256 p.

An analysis and interpretation of the Vocational Education Act of 1963.

Freeman, M. Herbert, Basic Business Education for Everyday Living, Monograph 74, Cincinnati, South-Western, 1951, 34 p.

A comprehensive treatment of basic business education for all secondary school students.

Fries, Albert C., "A Plan for Co-operative Effort Among Business Education Associations", Business Education Forum, Vol. 5, No. 4, December 1950, 43 p.

The author presents sound advice as guidelines for unification of business education associations.

Gillingham, Robert Cameron, The California Teachers Association, Its Development, Structure, and Program, unpublished Ph.D. Thesis, University of Southern California, Los Angeles, June 1949, xiii-371 p.

This study presents the principal events in the historical development of the California Teachers Association.

Giordano, Albert G., Bay Area C.B.E.A. Historical Meeting of January 9, 1963, Burlingame, California, on Tape No. 1, held in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

-----, Central California C.B.E.A. Historical Meeting of February 9, 1963, Fresno, California, on Tape No. 2, held in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

-----, Southern California C.B.E.A. Historical Meeting of February 23, 1963, South Laguna, California, on Tape No. 3, held in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

-----, Northern California C.B.E.A. Historical Meeting of April 20, 1963, on Tape No. 4, held in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

Tape recordings and transcripts were an attempt to verify recorded history and to supply missing information not available in printed form. All prominent elder statesmen among California business educators were invited.

-----, The C.B.E.A. Story, San Francisco, California Business Education Association, May 1965, 16 p.

A complete, comprehensive history of the California Business Education Association, the largest state association of business teachers in the country, 1913-1965.

Given, John N., "A California Survey", The Balance Sheet, Vol. 21, No. 1, September 1939, p. 70.

A presentation of the results of a study of 56 high school principals in California. The objectives of the business education department are discussed.

Goldstein, Harold, Education and Work Life in a Changing Economy, Bureau of Labor Statistics, U.S. Department of Labor, Washington, Government Printing Office, 1965, 4 p.

Economic forces and their affect on the make-up of the labor distribution.

Graham, Jessie, The Evolution of Business Education in the United States and Its Implications for Business-Teacher Education, Southern California Education Monographs, 1933-34 Series, Number 2, Los Angeles, University of Southern California Press, 1934, xxiii-226 p.

An exhaustive analysis of teacher training for business education. Contains extensive recommendations for improvement in this area of teacher education.

-----, "New Developments in Business Education", Junior College Journal, Vol. 7, March 1937, p. 319-322.

A summary of articles and trends of new developments in business education.

Gratz, Jerre E., Major Issues in Business Education, Monograph 106, Cincinnati, South-Western, 1962, iv-108 p.

A study of fundamental issues in business education, based upon the opinions of business educators regarding these issues. This summary of the Ed.D. Thesis at the University of Houston parallels the 1939 study of Dr. J Marshall Hanna and the 1951 study of Dr. Carlos E. Hayden.

Graves, Albert D., A Study of Controversy in Secondary Education, unpublished Ed.D. Thesis, Stanford University, Palo Alto, California, 1948, vii-271 p.

A study of the controversy between a liberal or general education as opposed to a vocational or specialized education.

Grewe, Sister Mary Dolores, The Midwest Unit of the Catholic Business Education Association: Its History, Proceedings, and Objectives, unpublished Master's Thesis, University of Iowa, 1953, v-144 p.

A well done but limited historical study of the Midwest Unit of the Catholic Business Education Association.

Gruber, Joseph, "Delay Vocational Business Education? An Emphatic No!", The Balance Sheet, Vol. 47, No. 2, October 1965, p. 52-54+.

Success of co-operative education programs has demonstrated most graphically that students are motivated to stay in high school longer.

Hanna, J Marshall, Conflicting Viewpoints in the Field of Secondary School Business Education, unpublished Ed.D. Thesis, New York University, 1939, vi-281 p.

A critical, comprehensive analysis of the controversial issues and viewpoints in business education.

-----, Fundamental Issues in Business Education, Monograph 48, Cincinnati, South-Western, 1940, 56 p.

A comprehensive report of the writer's doctoral dissertation completed at New York University in 1939. Controversial issues and viewpoints are critically analyzed and reported.

-----, "A Program for Social Business Education", Journal of Business Education, Vol. 22, No. 6, February 1948, p. 13.

Places emphasis on vocational objective in a social business program.

Harap, Henry, Curriculum Trends at Mid-Century, Eleventh Annual Delta Pi Epsilon Lecture, Chicago, Illinois, December 29, 1952, Cincinnati, South-Western, 1953, 39 p.

Focuses attention on the areas of social living of the National Education Association Report, Cardinal Principles of Secondary Education.

Harney, Paul John, A History of Jesuit Education in American California, unpublished doctoral dissertation, University of California, Berkeley, 1944, vi-292 p.

An account of the first organized education by the Catholic Jesuit Order. The first business courses were taught by the Jesuits in institutions which today are the University of Santa Clara and the University of San Francisco.

Hayden, Carlos K., Major Issues in Business Education, Monograph 75, Cincinnati, South-Western, 1951, iv-104 p.

An excellent summary of portions of a Ph.D. dissertation submitted to the Graduate School of Ohio State University.

-----, Major Issues in Business Education, unpublished Ph.D. dissertation, Ohio State University, Columbus, 1950, ix-392 p.

This study of fundamental issues in business education parallels the 1939 study of Dr. J Marshall Hanna.

Haynes, B.R., "Need of a Teacher-Training Program in Business Education", California Quarterly of Secondary Education, Berkeley, California, California Society of Secondary Education, Vol. 6, No. 2, January 1931, p. 157.

A discussion of recent trends in business education with their implications for business education and for business-teacher education.

Haynes, Benjamin R. and Jackson, Harry P., A History of Business Education in the United States, Monograph 25, Cincinnati, South-Western, 1935, 159 p.

Traces the development of business education from its origin to its present form. Consideration is given to all types of institutions offering education for business.

Hicks, Charles B., The Technical Business Vocabulary of General Business Education, Delta Pi Epsilon Research Award Series, Stillwater, Oklahoma A & M College, 1952, 88 p.

A good source of technical business vocabulary.

Himstreet, William C., A Study of Business Education in the Public Junior Colleges of California, unpublished Ed. D. dissertation, University of Southern California, Los Angeles, 1955, xxviii-507 p.

A comprehensive study of the junior college business education program.

Holland, Susan S. and Wetzel, J. Ross, "Labor Force and Employment in 1964", Special Labor Force Report, No. 52, Washington, U.S. Department of Labor, Bureau of Labor Statistics, 1965, 52 p.

Important annual labor and employment statistics.

Hutchins, Robert M., "Educational Program and Procedures for Students at the College Level", Business as a Social Institution, University of Chicago Conference on Business Education, Proceedings, 1938, p. 108-114.

Adds emphasis to the need for refinement of the collegiate professional business programs.

Johnson, B. Lamar, General Education in Action, American Council on Education, Washington, Government Printing Office, 1952, p. 220-252.

Presents the role of general education in vocational education programs.

Jones, Aaron E., "Some Philosophies in Vocational Guidance", California Schools, Vol. 11, February 1940, p. 48-56.

Six elements essential in a complete guidance program are finalized.

Katz, Milton, "Liberal Education in Education for Business", Business Horizons, Vol. 2, No. 3, Fall 1959, p. 78-84.

Distinguishes between traditional liberal education and education for business.

Kaufman, Bessie B., "Can Business Education Meet the Challenge of the Vocational Act?", Business Education Forum, Vol. 18, No. 7, April 1964, p. 28.

Author believes the Vocational Education Act of 1963 will strengthen the worth and dignity of vocational education and business education as well.

Kauzlarich, Charles E., The National Association of Business Teacher-Training Institutions: Inception, Objectives, and Services to Business Education, unpublished Ph.D. Thesis, State University of Iowa, Iowa City, 1951, iv-345 p.

A record of the events that occurred in the development of the National Association of Business Teacher-Training Institutions.

Kelley, Earl Lewis, The Upward Extension of Vocational Business Education, unpublished Ph.D. Thesis, University of Southern California, Los Angeles, 1939, xxviii-415 p.

This thesis is concerned with determining the extent and for what types and levels of work, vocational business training has become wholly or partly, a post-high school or junior college and university school-of-business function.

Kibby, Ira W., et. al., "Business Education Adjusted to the Needs of Modern Society", Challenges to Commercial Education, Monograph 23, Cincinnati, South-Western, 1934, 12 p.

A reprint of a series of editorials dealing with the controversy of general commercial education.

Kibby, Ira W., What the American Vocational Association Can Do For Business Education, Address presented before the Business Education Section of the American Vocational Association, Buffalo, New York, February 7, 1946, Mimeographed text, Sacramento, Bureau of Business Education, March 1946, p. 12-18.

The principles of the American Vocational Association and their relationship to business education.

Kimmel, W.G., "Business Education and the Social Studies", The Relation of Business Education to General Education, Council on Business Education, Monograph 40, Cincinnati, South-Western, 1938, 31 p.

Basic purposes of both the social studies and business education.

Knepper, Edwin G., A History of Business Education in the United States, unpublished Ph.D. Thesis, Harvard University, Cambridge, 1935, viii-422 p.

A classic and comprehensive study dealing with the extensive history of education for business in the United States.

-----, A History of Business Education in the United States, Ann Arbor, Michigan, Edwards Brothers, 1941, iii-221 p.

An outstanding text on the history of business education. This work is based primarily on Knepper's Ph.D. study completed at Harvard University in 1935.

LaDow, Robert, "A Survey of Commercial Education in the Junior College", Research Studies in Commercial Education, University of Iowa Monographs in Education, First Series, No. 2, January 1, 1929, p. 129-140.

A study of the status of business education in the junior colleges with special reference to tendencies and objectives based upon data gathered from 131 junior colleges offering business courses.

Lee, Edwin A., "Editor", Objectives and Problems of Vocational Education, New York, McGraw-Hill, 1938, x-476 p.

A general discussion of vocational education is presented with many statements on vocational business education.

Lessenberry, D.D., "Office Education in the United States", National Business Education Quarterly, Vol. 26, No. 2, December 1957, p. 12-15.

An investigation of office education and implication for training.

Lindsay, Frank B., "Enrollments in the Various Curriculum of California Public Junior Colleges", California Schools, Vol. 10, Part 2, December 1939, p. 303-308, and Vol. 11, Part 2, February 1940, p. 28.

Report of statistics relating the importance of business education curricula to the overall school program.

Lomax, Paul S., "The Frederick G. Nichols Story, Part II, Leadership at the Federal and State Levels", Delta Pi Epsilon Journal, Vol. 14, No. 1, November 1961, p. 16-22.

An article on the life and writings of the most recognized authority on business education in this country.

-----, "The Place of Commercial Education in a Complete Program of Secondary Education", The Balance Sheet, Vol. 3, No. 3, November 1921, p. 6+. Stresses the dual role of business education.

-----, A Survey of Business Education in the Secondary Schools of California, Sacramento, Bureau of Business Education, State Department of Education, Vol. 27, No. 14, December 1958, vi-49 p.

A comprehensive survey of business education to determine the adequacy and effectiveness of the business education programs being offered by California educational institutions. Objectives of business education used by the writer as the criteria for this study.

-----, "What Should Be the Place of Business Education in American Education", The Balance Sheet, Vol. 9, No. 7, March 1928, p. 4-7+.

Recognized limitations of a strictly vocational objective.

-----, "What is a Sound Philosophy of Business Education?", The Business Education World, Service Booklet No. 6, A Sound Philosophy of Business Education, National Council of Business Education, 1936, p. 1-7.

Philosophy of business education based on curricular objectives of business education originating in vocational education and general education.

Lyon, Leverett S., Education for Business, Chicago, University of Chicago Press, 1931, xvi-588 p.

One of the early classics in the field; develops the objectives of education for business. The general education values are emphasized.

Malott, J.O., "Commercial Education", Biennial Survey of Education, 1928-1930, U.S. Office of Education Bulletin, Washington, Government Printing Office, 1932, p. 189-236.

A comprehensive analysis of the status of business education.

Malottke, Erna R., A Study of the Improvement of State Commercial Teachers' Associations, unpublished Master's Thesis, University of Southern California, Los Angeles, 1942, ix-179 p.

A critical analysis of the weaknesses of state commercial teachers' associations with suggestions for improvement.

Marshall, Leon C., The Collegiate School of Business: Its Status at the First Quarter of the Twentieth Century, Chicago, University of Chicago Press, 1928, ix-468 p.

One of the earliest criticisms of secondary business education.

Melby, Ernest O., "Economic Education is a Must", Journal of Educational Sociology, Vol. 23, March 1950, p. 388.

Places importance and value of economic education in proper prospectus.

Moore, Hazelle S., "Certain Problems of the Machine Age and Their Educational Implications", California Quarterly of Secondary Education, Berkeley, California Society of Secondary Education, Vol. 7, No. 3, April 1932, p. 253-263.

A discussion of unemployment conditions culminating in a list of educational implications.

National Association of Secondary School Principals, "Characteristics of a Good Business Education Program", The Bulletin, Vol. 33, November 1949, 13 p.

Sets up a model business education program.

National Business Education Association, a department of the National Education Association, National Business Education Yearbook, 1963-1965.

Further unification of business teacher associations resulted in a new name in 1963--The National Business Teachers Association Yearbook. These yearbooks did not incorporate volume numbers but continued the quality research of previous years.

National Business Teachers Association, The National Business Teachers Association Yearbook, 1935-1943, Vol. 1-9.

The second major yearbook in the field, published first in 1935, brought together the best minds in business education to solve pertinent problems of the day.

National Business Teachers Association and The Eastern Commercial Teachers Association, The American Business Education Yearbook, 1944-1962, Vol. 1-19.

In 1944, a Joint Publications Committee, with members representing the National Business Teachers Association and The Eastern Commercial Teachers Association, agreed to publish a joint yearbook; thus, The American Business Education Yearbook was born in 1944. This grew out of a felt need for National unification and was induced by curtailment of activities due to World War II. The yearbooks maintained the established pattern of genuine professional research.

National Council of Business Education, A Symposium on Socio-Business Education, Monograph 31, Cincinnati, South-Western, 1936, 31 p.

A presentation on social-business education by leading business educators pointing up implications for the future.

National Education Association, Business Education Department, Addresses and Proceedings, Washington, National Education Association, 1892 to present.

The addresses and proceedings published annually contain the addresses made at the meetings of the department.

-----, "The New Curriculum", The Journal of the National Education Association, Vol. 14, No. 9, December 1925, p. 270.

Deals with the relationships between vocational education and liberal education.

Newton, Bryon Louis, A Study to Determine the Major Issues of Commercial Education, unpublished M.S. Thesis, Oklahoma Agricultural and Mechanical College, 1939, iv-157 p.

One of the first research studies dealing with the major issues of commercial education. The chief objective of business education was considered the most important problem in the entire field.

Nichols, Frederick G., Commercial Education in the High Schools, New York, Appleton-Century, 1933, xxii-514 p.

A scholarly presentation of the author's conclusions regarding business education in the high school, and sets forth social, cultural, and occupational aims and values of business education.

-----, "Pre-employment Business Training", The Business Education World, Vol. 14, No. 9, May 1934, p. 530+.

Warns that the field of business education is in danger of disintegrating unless the vocational objective is maintained.

-----, "What Is a Sound Philosophy of Business Education?", Service Booklet No. 6, A Sound Philosophy of Business Education, National Council of Business Education, 1936, p. 443-447.

An excellent expression of Nichols' philosophy of business education.

Norton, Thomas L., Education for Work, Regents' Inquiry, New York, McGraw-Hill, 1938, vii-236 p.

Report of inquiry concerning preparation for work by the New York State high schools.

-----, Public Education and Economic Trends, Cambridge, Massachusetts, Harvard University, Graduate School of Education, The Committee on Publications, 1939, xii-196 p.

Treats the educational problems of our democratic economy in a clear, realistic, and thorough manner.

Odell, William R., "An Appraisal of Secondary School Commercial Education", Teachers College Record, New York, Bureau of Publications, Teachers College, Columbia University, Vol. 34, No. 1, October 1932, p. 43-52.

Presents the point of view that the objectives of business education and of all secondary education are identical.

Oliverio, Mary Ellen, "New Concepts in Vocational Business Education", The New Jersey Business Education Observer, Vol. 35, No. 2, Winter 1964, p. 15.

Vocational business education should keep pace with a changing world of work.

Peeples, Binford H., A History of the Business Education Department of the National Education Association, unpublished Ed. D. dissertation, University of Kentucky, Lexington, 1964, vi-202 p.

The author brings the history of the Department of Business Education of the National Education Association of the United States up to date (1940-1964).

Peiffer, Herbert C. Jr., Vocational Education in California Under the First Commissioner of Industrial and Vocational Education, unpublished Ph.D. dissertation, Stanford University, Palo Alto, California, 1939, xiii-317 p.

An assessment of vocational education in California under the first Commissioner of Industrial and Vocational Education, 1913-1923.

Perry, Richard S., A Critical Study of Current Issues in Business Education in the Public Junior Colleges of California, unpublished Ed.D. Thesis, University of California, Los Angeles, 1956, xix-596 p.

A study concerned with the general and vocational education in the junior college.

Pickett, Ralph E., "The Place of Vocational Education in the General Plan of Education", The Balance Sheet, Vol. 18, No. 4, December 1936, p. 148-151.

Basic principles of vocational education include a broad foundation of general education.

-----, "The Place of Vocational Education in the General Plan of Education", The Relation of Business Education to General Education, Council of Business Education, Monograph 40, Cincinnati, South-Western, 1938, 31 p.

The author concludes that both general and business education are compatible and needed.

Policies Commission for Business and Economic Education, This We Believe About Business Education in the High School, (no place), United Business Education Association and Delta Pi Epsilon, [1960], 10 p.

Presentation evolves around two major goals of the education of youth--general and vocational.

Polishook, William M., "The Frederick G. Nichols Story, Part III, A Profile of the Teacher", Delta Pi Epsilon Journal, Vol. 4, No. 2, February 1962, p. 25-32.

An article on the life and writings of the most recognized authority on business education in this country.

Pratt, Orville C., "Trends in Business Education", The Business Education World, Vol. 17, No. 5, January 1937, p. 321-324.

A discussion of the trends in commercial education, and the responsibility of the commercial department for general education, vocational training, and the emotional development of the student.

Price, Ray G., "Integration in Business Education", The Business Education World, Vol. 18, No. 9, May 1938, p. 739-740.

Socialization and integration of the business curriculum--social studies with vocational business education.

Reynolds, Helen, Handbook for Studying Business Education, unpublished Ed.D. Thesis, New York University, 1939, xx-281 p.

Designed as an instrument for conducting objective studies of business education.

Ricciardi, Nicholas, The California Plan of Vocational Education, Bulletin No. C-1, Sacramento, California State Printing Office, 1927, 43 p.

A statement of the place, need, and controlling principles of vocational education in the secondary schools which sets forth the fundamental bases of vocational education.

Rice, Louis A., "Business Education Changes of a Quarter Century", Business Education World, Vol. 20, Nos. 1 and 2, September and October, 1939, p. 13-16 and 111-113.

A comparison of changes, 1914-1939.

Rice, Ralph R., "Report of Committee on Commercial Education, University of California", The Balance Sheet, Vol. 8, No. 7, March 1927, p. 3-8.

Discusses practices and trends in business education.

Roman, John C., The Business Curriculum, Monograph 100, Cincinnati, South-Western, 1960, vi-51 p.

A continuation of Walters' series of monographs, The Business Curriculum, with up-dated curriculum planning and construction principles.

Rugg, Harold, "The School Curriculum, 1825-1890", The Twenty-Sixth Yearbook of the National Society for the Study of Education, Bloomington, Illinois, Public School Publishing Company, 1926, p. 17-32.

A description of the adaptation of the school curriculum to the "steps of a century of development in America: industrialism, urbanization, mass education." The reasons for the lag of education behind social changes are discussed.

Russell, John Dale and Associates, Vocational Education, Prepared for the Advisory Committee on Education, Staff Study No. 8, Washington, Government Printing Office, 1938, x-325 p.

A study of Federal Aid for Vocational Education, the relation of such training to general education, and to prevailing economic and social conditions, and need of an expanded program.

Saarsalmi, Meeri Marjatta, Some Aspects of the Thought Underlying Higher Education for Business in the United States, unpublished D.B.A. dissertation, Indiana University, Bloomington, 1955, xii-323 p.

A treatise of some of the aspects of the thought leading to the development, growth, and progress of the collegiate schools of business.

Sarah, Sister M., "The Liberal Arts vs. Specialized Education", Journal of Business Education, Vol. 35, No. 9, May 1960, p. 350-351.

The author advocates that a balance be achieved between liberal arts and specialized education.

Selby, P.O., "Business Education Is and Must Remain Vocational", Business Education World, Vol. 19, No. 4, December 1938, p. 265-268.

Defines vocational education and enumerates the objectives and various business courses. Presents arguments for the vocational objective rather than cultural.

Shields, Harald G., "The Social Responsibility of Business Education", The Business Education World, Vol. 14, No. 10, June 1934, p. 615.

Stresses the need for both general social education and specific vocational education.

Slaughter, R.E., "Lost Horizons and Business Education", National Business Education Quarterly, Vol. 8, No. 1, October 1939, p. 17-20.

Presents conflicting views regarding the primary purpose of business education.

Smith, Wesley, "Magna Charta for Vocational Education", C.B.E.A. Bulletin, Vol. 21, No. 4, May 1964, p. 1, 6, 7.

A challenge to business education to re-evaluate their programs in light of the Vocational Education Act of 1963.

Snedden, David, "Toward Better Commercial Education", Business Education World, Vol. 15, No. 1, September 1934, p. 1-8.

An attempt to clarify the aims of commercial vocational education of the future.

Southern California Public School Commercial Teacher's Association, Minutes of the Meeting of December 18, 1913, unpublished, on file in the C.B.E.A. Archives, Division of Business, San Francisco State College, San Francisco, California.

Official actions of the Southern California Public School Commercial Teacher's Association on December 18, 1913.

Stewart, David J., A History of the Organizations and Literature in Business Education, unpublished M.S. Thesis, Indiana State Teachers College, Terre Haute, 1950, iii-82 p.

Although the study lacks depth, it is adequate for a summation as a brief history of the major organizations and the professional publications and literature in the field of business education.

Strom, Robert D., "School Dropouts in a World of Work", C.T.A. Journal, Vol. 60, No. 4, October 1964, p. 4, 5, 6.

An analysis of the dropout problem with implications for vocational education.

Strong, Earl P., The Organization, Administration, and Supervision of Business Education, unpublished Ed.D. Thesis, New York University, 1943, vii-365 p.

Various levels of business education on the federal, state and local levels are investigated for the purpose of showing the implications for the organization, administration, and supervision of business education.

Tonne, Herbert A., "The Frederick G. Nichols Story, Part V: An Image of His Times", The Delta Pi Epsilon Journal, Vol. 4, No. 4, July 1962, p. 19-24.

An article on the life and writings of the most recognized authority on business education in this country.

-----, "General vs. Vocational Education", Journal of Business Education, Vol. 40, No. 8, April 1965, 280 p.

An appraisal of the general and vocational objective of business education.

-----, "Let's Define Business in Educational Terms", Journal of Business Education, Vol. 4, No. 3, June 1930, p. 19-20+.

Discusses business as an integrating force among institutions in our social structure.

-----, "Trends in Business Occupations", Journal of Business Education, Vol. 9, No. 2, October 1933, p. 18-20.

A consideration of the employment statistics with implications on training.

Tonne, Herbert A. and Tonne, Henriette M., Social-Business Education in Secondary Schools, New York, New York University Book Store, 1932, 288 p.

One of the first texts devoted entirely to a study of the need for social-business subjects. A suggested curriculum emphasizing social studies is given.

United States, Bureau of Education, Annual Reports of the Commissioner of Education, Washington, Government Printing Office, 1868 to 1917.

Each report contains chapters and statistics on business education. Report of 1895-1896 includes description of "Commercial Education in Europe" by Edmund J. James.

-----, The Cardinal Principles of Secondary Education, Bulletin 18, Washington, Government Printing Office, 1918, 24 p.

A treatise covering the cardinal principles of secondary education, this study is primarily concerned with the fourth principle--vocations.

United States, Congressional Record Reprint, "H.R. 4955 Part A - Vocational Education", Business Education Forum, Vol. 18, No. 3, December 1963, 25 p.

A report of the features of the Vocational Education Act of 1963.

United States, Federal Board for Vocational Education, Annual Reports, Washington, Government Printing Office, 1918 to present.

Each of these reports contains a section on business education prepared by the Chief of Commercial Education Service. These sections deal with studies, investigations, and reports made during the year.

-----, "Organization and Administration of Commercial Education", Bulletin 34, June 1919, Washington, Government Printing Office, 1919, 11 p.

A proposed high school business curriculum based upon the unit-plan.

United States, Office of Education, Administration of Vocational Education, Vocational Education Bulletin No. 1, Washington, Government Printing Office, 1948, 13 p.

The organization, scope and administration of vocational education.

-----, "Commercial Education", Chapters in Biennial Surveys of Education in the United States, Bulletin No. 18, 1919, prepared by Frank V. Thompson; Bulletin No. 43, 1921, prepared by Glen L. Swiggett, Specialist in Commercial Education; Bulletin No. 4, 1928, Bulletin No. 26, 1929, and Bulletin No. 20, 1931, prepared by J.O. Malott, Specialist in Commercial Education, Washington, Government Printing Office.

These chapters from the biennial surveys of education report trends in business education for each biennium. They cover tendencies in enrollments, trend of objectives, surveys, development of business education in junior high schools, and university schools of business. Tendencies in business-teacher training are also reported.

-----, Department of Health, Education and Welfare, Education for a Changing World of Work -- Summary, Report of the Panel of Consultants on Vocational Education to the President, October 1961, through November 1962, Office of Education Publication No. 80021, Washington, Government Printing Office, 1962, p. 1-5, 11-14, 16-21, and 25.

Concerns the development and expansion of vocational education programs.

-----, Department of Health, Education and Welfare, Education in the United States of America, Government Printing Office, 1960, ix-134 p.

Good coverage is given vocational business education.

-----, Vocational Division, Vocational Education in the Years Ahead, A Report of a Committee to Study Postwar Problems in Vocational Education, Chapter 5, "Business Education", Bulletin No. 234, General Series No. 7, Washington, Government Printing Office, 1945, p. 159-189.

Ideas for postwar redevelopment of business education programs.

Van Wagenen, R. C., Business Education and Technological Change, Mimeographed Report, Sacramento, Bureau of Business Education, September 1964, 12 p.

The Vocational Education Act of 1963 and employment problems growing out of automation and technological change.

-----, "Business Education and The Vocational Education Act of 1963", C.B.E.A. Bulletin, Vol. 21, No. 3, March 1964, p. 7, 10.

The purpose of the Vocational Education Act of 1963 and specific features.

-----, Developments in Business Education at the State Level, Mimeographed Report, Sacramento, Bureau of Business Education, January 1965, 8 p.

An overview of business education developments and federal programs.

-----, "Manpower Development and Training Act of 1962", C.B.E.A. Bulletin, Vol. 19, No. 4, June 1962, p. 6.

Implications for business education under the Manpower Development and Training Act of 1962.

-----, Present Status and Trends in Business Education in California, Mimeographed Report, Sacramento, Bureau of Business Education, 1964, 12 p.

Vocational education programs in the high schools must keep abreast of changing demands in the world of work and offer pre-vocational and vocational programs.

-----, Vocational Business Education in California, A Progress Report, Mimeographed Report, Sacramento, Bureau of Business Education, 1964, 14 p.

Discussion of the forces at work in our society which direct more and more attention to the vocational objective.

Venn, Grant, Man, Education and Work, Washington, American Council on Education, President's Panel of Consultants on Vocational Education, 1964, p. 80-81.

Employment opportunities in business skills.

Veon, Dorothy H., et. al., (compilers), The National History of Delta Pi Epsilon, (no place), Delta Pi Epsilon Fraternity, April 1957, ii-34 p.

A comprehensive, well-written history of Delta Pi Epsilon Fraternity, an honorary graduate organization for men and women interested in business education. Research, publications, and professional services are stressed.

Walters, R. G., The Commercial Curriculum, Monograph 20, Cincinnati, South-Western, 1933, 30 p.

-----, The Commercial Curriculum, Monograph 37, Cincinnati, South-Western, 1937, 29 p.

-----, The Business Curriculum, Monograph 55, Cincinnati, South-Western, 1942, 38 p.

-----, The Business Curriculum, Monograph 76, Cincinnati, South-Western, 1951, 44 p.

The series of monographs represents change through evolution with revisions made at regular intervals, conforming to the latest accepted principles of general curriculum making.

-----, "The Relation of Business Education to General Education", The Balance Sheet, Vol. 18, No. 6, February 1937, p. 244-246, and also in Business Education as Non-Vocational Education, Monograph 40, National Council of Business Education, Cincinnati, South-Western, 1938, 31 p.

Indicates the relationship of vocational business education to general education and outlines goals for each.

Wanous, S.J., "A Chronology of Business Education in the United States", Business Education Forum, Vol. 11, No. 9, May 1957, p. 54-60.

A chronology of important dates, names, and events in the history of business education in the United States.

Weersing, Frederick J., "The Non-Vocational Values of Commercial Education", The Balance Sheet, Vol. 10, No. 6, March 1929, p. 185-186.

Advocates the inclusion of cultural and educational content as well as technical skill in retaining vocational aim as primary objective.

Wittenberg, Mary Alice, A Proposed Five-Year Program for the California Business Education Association, unpublished Master's Thesis, University of Southern California, Los Angeles, 1949, 104 p.

A brief history of the California Business Education Association with a proposed five-year program for improvement.

Woodward, Theodore, "Editor", "100 Years in Business Education", U.B.E.A. Forum, Centennial Issue, United Business Education Association, 1957, 62 p.

An inventory of business education issued on the occasion of the Centennial Year of the National Education Association.

Yerian, Theodore, "Business Education Across the Nation", The Business Educator, Vol. 1, Fall 1958, p. 10-12.

A brief report of the present status of business education.

Yoder, C.M., "Commercial Work in Relation to the Newer Developments in Education", The Balance Sheet, Vol. 8, No. 4, December 1926, p. 4-9.

Places emphasis on "socialized" business education rather than "specialized" business education.

Zelliot, Ernest A., "General Business Education--Conflicts, Confusions and Conclusions", National Business Education Quarterly, Vol. 3, No. 4, May 1935, p. 30.

Assessment of the conflict between general and vocational education.

-----, "Objectives in High School Business Subjects", Business Education World, Vol. 19, No. 9, June 1939, p. 843-846.

Distinguishes between objectives for vocational business education and general business education.

INTERVIEW CHECKLIST AND GUIDESHEET

This checklist/guidesheet is provided for you as a worksheet to utilize in recording your thoughts and to make it easier to respond to questions. This historical data-gathering meeting is one of four scheduled in four different geographical locations of the State. It is important to restrict comments to each period listed below. This meeting will be recorded for posterity and the tape stored in the C.B.E.A. Archives.

All Questions Will Be Considered Under Four Chronological Periods of Development.

<u>Period</u>	<u>Subject</u>
a. Prior to 1913	Pioneering Period (Teacher Institutes).
b. 1913 - 1933	Early Period of Development (Regional Associations & State Leadership).
c. 1933 - 1949	Period of Economic Depression and World War II (State Association and State Leadership).
d. 1949 - 1965	Period of Progress and Leadership (Professional State Association).
Code: V = Vocational G = General D = Dual	Use <u>Dual</u> whenever the primary function was both vocational and general; both being equally important.

Questions:

1. What was the primary objective of business education in California during each of the above periods? a) _____ b) _____ c) _____ d) _____
2. The aim of vocational business education was to provide training for specific job training or to provide a broad general business background? a) _____ b) _____ c) _____ d) _____
3. Which grade level was most prominent during each period? (a) Secondary School; (b) Post-High School; (c) Private Business School; (d) Junior College; (e) College or University. a) _____ b) _____ c) _____ d) _____
4. What area of activity was most important during each period? Curricula; Standards; Methods; Teacher Training; Research; Recruitment; Measurement; Individual Differences; Others. a) _____ b) _____ c) _____ d) _____
5. If you feel one of the above presents a major issue in business education, other than 1, 2, and 3 above, please indicate by period: _____
6. What do you think is the most important problem facing business education in California today? _____
7. Finally, as the meeting comes to a close, jot down any additional comments, recommendations, constructive criticism, or problems for further study: _____

Appendix 2
Table III

"Elder Statesmen" and Participants Interviewed
in the C.B.E.A. Historical Meetings

277

Name	Affiliation
San Francisco Bay Area	
Roland K. Abercrombie	2nd C.B.E.A. Pres., College of San Mateo
John E. Armstrong, Jr.	President, Armstrong College
Patrick Curry	Former Manager, South-Western Pub. Co.
Robert LaDow	Former Manager, Gregg Publishing Co.
Donald J. Robertson	Manager, South-Western Publishing Co.
Blake Spencer	C.B.E.A. Pres., Merritt School of Bus.
Reginald Stewart	1915 Pres. of N.E.A. Dept of Bus. Ed., San Jose Technical High School
Central California Area	
McKee Fisk	C.B.E.A. Pres., Fresno State College
Ethel McCormick	Fresno City College
Dorothy Meyers	College of the Sequoias
Wilbur Mikesell	1st Head of Business, Fresno State College
Louis Mudge	C.B.E.A. Pres., Fresno State College
Margaret Todd Ross	3rd C.B.E.A. Pres., Fresno Tech. H.S.
Southern California Area	
Philip Ashworth	C.B.E.A. Pres., San Diego Schools
Earl W. Atkinson	Division Head, San Jose State College
Albert Bullock	Supervisor, Los Angeles, Early Leader
L.O. Culp	1st C.B.E.A. Pres., Fullerton College
Jessie Graham	Early Leader, Business Teacher Education
Bessie Kaufman	C.B.E.A. Pres., Supervisor, Los Angeles
Vierling Kersey	1st Pres., Los Angeles Section, 1913, State Superintendent of Public Instr.
Ira W. Kibby	1st Chief, Bur. of Bus. Educ., Pioneer
Emma O. Leubbers	Chaffey College, So. Section, Pioneer
William Wright	1st Head, Div. of Business, San Diego State
Northern California Area	
Claud F. Addison	C.B.E.A. Pres., Hartnell College
Howbert Bonnett	C.B.E.A. Pres., Sacramento City College
William Clayton	C.B.E.A. Pres., Oakland Technical H.S.
James Callaghan	4th C.B.E.A. Pres., Sacramento City Coll.
John N. Given	C.B.E.A. Pres., Pioneer, President of Metropolitan College of Business
Marsdon Sherman	C.B.E.A. Pres., Chico State College

Appendix 3
Table IV

F.A.B.E. - C.B.E.A. STUDY SESSION PARTICIPANTS

278

Bakersfield, California

March 11-12, 1961

Participant	Affiliation
Dr. Alvin Beckett	San Jose State College
Dr. Maurice Crawford	San Diego State College
Dr. S. Joseph DeBrum	San Francisco State College
Mr. Gervase Eckenrod	Fresno City College
Mr. Reginald Estep	Marysville Union High School
Mr. Ernest Faitos	Santa Cruz High School
Dr. McKee Fisk	Fresno State College
Mrs. Dorothy Ford	Los Angeles County Schools
Dr. Albert Fries	Chico State College
Dr. E. Dana Gibson	San Diego State College
Mr. Albert G. Giordano	Monterey Peninsula College
Mr. Loyce Gossage	Mt. San Antonio College
Dr. William Himstreet	University of Southern California
Mrs. Bessie Kaufman	Los Angeles City Schools
Dr. John Linn	San Francisco State College
Mr. William Lower	Huntington Beach High School
Dr. George Madison	San Francisco State College
Mrs. Mary Miller	Fresno City College
Mr. Joseph Montague	McLane High School, Fresno
Dr. Leroy A. Pemberton	San Diego State College
Dr. Robert Place	Chico State College
Miss Patricia Rothermal	Oceanside-Carlsbad College
Dr. Russell Sicklebower	San Francisco State College
Miss Lura Lynn Straub	San Diego State College
Mr. Leonard Stenberg	Diablo Valley College
Mrs. Irene Szewiola	Manual Arts High School, Los Angeles
Mr. Gene Tarr	Hiram Johnson High School, Sacramento
Dr. James M. Thompson	San Jose State College
Dr. Williard Thompson	Sacramento State College
Dr. S.J. Wanous	University of California, Los Angeles
Mrs. Cora Warner	Los Angeles County Schools
Dr. William C. Wayne	Fresno State College
Dr. William Winnett	San Francisco State College
Dr. Kenneth Zimmer	Los Angeles State College

Appendix 4

ABSTRACT OF

A Comparative Analysis of the Patterns of Thought Under Which Education for Business Developed, 1635-1965¹

This study was an attempt to determine the primary objective of business education through a comparative analysis and appraisal of the patterns of thought under which education for business developed. The history of business education in the United States, 1635-1965, revealed that educational practices in education for business were influenced by social and economic conditions. Vocational business education is a much more complex operation today than it was in the early period of development. Expansion and complexity of business created a variety of objectives on different educational levels.

The vocational objective was validated as the primary objective of business education from 1635 to 1933 in both the United States and California. Once again the pattern was similar as the dual objective received more recognition from 1933 to 1951. The only exception was that during the 1940-1948 period, California experienced even less general education emphasis. Analysis and assessment of the objectives from 1635 to 1951 refute the null hypothesis that the primary objective of business education was not vocational.

¹ Albert G. Giordano, doctoral thesis presented to the Faculty of Psychology and Education of the University of Ottawa, Ontario, July, 1966, 280 p.

The general education objective stood out as the primary objective in the United States during the 1951-1958 period. In California, however, at least an equal emphasis was placed on the dual objective.

Heavy concentration on the dual objective was evident in 1958-1961, with a trend away from the dual to the vocational objective in 1961-1965 throughout the Nation. With the exceptions noted, California, by and large, followed the same pattern.

In California, the curricula became more occupationally oriented and the work offered was closely co-ordinated with business offices. The trend was to direct high school training toward a variety of occupational areas rather than toward specific jobs.

Levels of employment have created a heirarchy of levels of instruction. The junior high school and the smaller high school should probably limit itself to the pre-vocational objective; the larger high schools and private business schools the vocational objective; junior colleges and business colleges the semi-professional or technical goal; and the four-year college or university should train for the professional level.

In the final analysis, business education has two major objectives: 1) to prepare students for, and in, business employment, and 2) to prepare students for, and in, those business experiences in which 'all' citizens should be proficient, both in knowledge and performance.

Evidence presented throughout the study validates the vocational objective as the primary objective of business education over much of its long history.