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ADJUSTING THE COMMERCIAL CURRICULUM OF DENTON
SENIOR HIGH SCHOOL, DENTON, TEXAS TO
THE NEEDS OF THE COMMUNITY

THESIS

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CHAPTER I

INTRODUCTION

Statement of the Problem

This study was made: First, to determine the vocational opportunities for commercial graduates of Denton Senior High School as a basis for more effective guidance; Second, to determine whether the commercial training program in the local high school is providing adequate vocational preparation for the principal commercial positions in Denton, Texas; Third, to discover the chief commercial weaknesses of the present employees in Denton, Texas; Fourth, to secure information necessary for appropriate commercial curriculum for the local high school. It is the further aim of this investigation to determine the social as well as the personal business needs of the average individuals.

Limitation of the Problem

This study is limited to the city of Denton, Texas. All of the original data used in the preparation of this problem were taken from sources within the local community, which because of the type of the industries, the number and size of businesses in general, the educational facilities, and the character of the people, give this community a different problem in curriculum construction. This study was divided according to the principal occupational and social groups, and attempt to determine the extent of the

opportunities in each type.

Sources of Data

The data used in this study were secured from three principal sources: First, questionnaires distributed personally to a representative group of business and professional men as shown in Tables 1, 2, 3, and 4 (see pages 14, 16, 17, 18); Second, questionnaires distributed to a group of employees in the principal occupational divisions as shown in Table 6 (see page 24); Third, the opinions of recognized authorities.

Method of Procedure

The first step in making this survey was the distribution of a questionnaire, a copy of which is shown on page 64, to employers of commercial workers. The purpose was to secure an idea of what the business men thought their employees should have as basic school training, what they considered the chief weaknesses traceable to lack of subject matter, which weaknesses they did not attribute to such lack, what they found to be the rate of turnover of employees in the different vocational groups, and further to know what kinds and the number of office appliances used. These questionnaires were filled in during the personal interview.

A questionnaire, as shown on page 68 was then distributed to one hundred four employees. These employees

were asked to give the following information: (1) how long they had been employed by that firm; (2) what salary a beginner might expect in same position; (3) what school subjects they thought were of most benefit to one doing such work; (4) to what occupational group they belonged.

The next procedure in the solution was the tabulation of the data gathered. After these facts were compiled, they were arranged in tables to show the information in a simple and concise form. Then comparisons of tables were made to reach the conclusions, which it is hoped may be useful in the revision of the Denton High School Commercial Curriculum so that it may better fit the business needs of Denton, Texas.

CHAPTER II

OBJECTIVES OF SECONDARY COMMERCIAL EDUCATION

Before one can educate for any particular type of activity, he must have a knowledge of the character of that activity. There must be a goal towards which to guide the training. To that end an attempt has been made to set up a group of objectives. The first step was to examine a number of those that have been set up by different agencies throughout the country, by which to check the objectives so that they may stay in line with the best thought in the commercial field.

Direct statements have been collected from business men. They were asked as to the most desirable traits, knowledges, techniques, and skills required for their employees. These men were very well agreed as to all these points and their views are presented in Tables 8 and 9 (see pages 31,34). An activity analysis and occupational survey of the local community was made to throw additional light on the definite objectives. Then they were checked by the objectives already set up by research organizations, such as the State Department of Education, curriculum specialists of city school systems, and writers of text books. These objectives, however, were stated in such general terms as ~~as~~ to fit the needs of all communities; hence they usually were found to fit no one particular community.

Early in this study the writer was faced with two definite views of business training: the one general, and the other vocational. It is evident that most writers on the subject recognize such differences. The most of the objectives set up have in mind the securing of the general training, leaving the vocational to come later as a more direct preparation for earning one's living.

The State Department of Public Instruction sets up several objectives for the guidance of the commercial teachers in the schools of the state which we must accept and follow to some extent for Denton Senior High School. Their objectives as quoted show three divisions:

1. In Social Usage

A. Developing in a practical way an understanding of some pertinent concepts concerning the organization, principles, and problems of modern business.

B. Reacting to situations which will emphasize the need for ethical thinking and behavior in the business world.

C. Directing capabilities in commercial skills into fields of activity where they can render society the maximum service.

II. In Personal Affairs

A. Developing such basic knowledge habits, and attitudes as will be useful in personal business affairs.

B. Building a background to aid an appraising and judging business contacts and obligations.

C. Exploring business possibilities in order to discover aptitudes and stimulate worthy interests.

D. Preparing to enter junior wage-earning positions at the end of the secondary period.

III. In Vocational Choosing

A. Gaining information about conditions, opportunities, and requirements for success in vari-

ous types of business occupations.

B. Acquiring information, experience, and advice for successful adjustment in commercial wage-earning positions.¹

Frederick J. Weersing gives the following group of objectives:

1. That a separate and definite "Commercial Course" must be maintained, implying, presumably, a well-defined sequence of subjects.

2. That emphasis be placed on bookkeeping, shorthand, and typewriting—all technical subjects as the core or basis of the commercial curriculum.

3. That penmanship and commercial arithmetic are to be included with bookkeeping and not taught as separate courses for which separate credit is given. Business English and spelling are included in this restriction and also discouraged as separate courses.

4. That shorthand and typewriting are to be administered as one subject, although the amount of credit to be given is left in doubt. Shorthand and typewriting should constitute a unit credit course; that is, no credit toward high school graduation should be granted for either one separately.

5. That building space and physical equipment for commercial education must meet general requirements before state aid will be given.²

Thus it is apparent that these writers recommend the more generally accepted educational values rather than those of purely vocational training. Vocational training is not ignored, however, Paul S. Lomax says:

Vocational education should equip the individual to secure a livelihood for himself and those dependent on him, to serve society well through his

¹Bulletin No. 381, Teaching Commerce, Texas State Department of Education. (January 20) p.10.

²Frederick J. Weersing, Reorganization of Commercial Education in Public High Schools, p. 14.

vocation, to maintain the right relationship toward his fellow workers and society, and as far as possible, to find in that vocation his own best development.

This ideal demands that the pupil explore his own capacities and aptitudes and make a survey of the world's work, to the end that he may select his vocation wisely. Hence, an effective program of vocational guidance in the secondary school is essential.

Vocational education should aim to develop an appreciation of the significance of the vocation to the community, and a clear conception of right relations between the members of the chosen vocation, between different vocational groups, between employee, and between producer and consumer. These aspects of vocational education demand emphatic attention.³

These objectives of Lomax stress the vocational training for high school graduates rather than the more generally accepted educational values.

During the early age of business the proprietor had very little thought of serving society. He was interested in his own welfare and not his neighbor's. Under the new era of business and social progress, executives have come to realize that business is merely a device for getting done part of the work of society. The business man must rely upon individuals to use his capital goods, labor resources, natural resources, and acquired knowledge in the task of supplying our ordinary needs. Business, as well as teaching, must be regarded as a device to improve society.

In order to satisfy the demand that the public school make available to every person some skill that

³Paul S. Lomax, Commercial Teaching Problems, p. 22.

enables him to earn a living, and also in recognition of the fact that too early specialization is harmful to later development, it has recently been proposed that each pupil in a commercial course be helped to acquire in school one skill demanded in modern business, but that he spend the rest of his preparatory period in acquiring a good general education and a knowledge of the rudiments of business organization and management. This view seems to be worthy of serious consideration. With one skill fairly well developed, a youth will be likely to find a place in which he can immediately earn a living, and with a broad background he will be able to assimilate the necessary experience that will enable him, as he grows and develops in business power, to lift himself out of the narrow technical groove of his single skill into positions of greater and greater responsibility. On the other hand if he is not able to find a position along the lines of his narrow specialty he will still not be lost. With the understanding of business conditions and practices he has obtained he will be able to enter a position even though he has not narrowly specialized in it, for he will be able more readily to assimilate new materials.⁴

R. G. Walters sets up a similar objectives:

1. Vocational efficiency in at least one business occupation, such as bookkeeping, stenography, selling, or office machine operation, sufficient to permit a graduate to secure an initial business position.
2. The ability to adapt oneself to occupational changes brought about by inventions or social and economic changes.
3. Knowledge of the business practices and proficiency in the business skills, needed by all intelligent consumers.
4. An appreciation and understanding of more important economic problems of present-day life, with desire to contribute to their solution.
5. The development of a personality which will be welcomed in business and society alike.
6. High ethical business standards.⁵

⁴Harry D. Kitson, Commercial Education in Secondary Schools, p. 6.

⁵R. G. Walters, Commercial Curriculum, p. 7.

The steps in attaining these ends of a commercial program of studies are given by Arnon W. Welch:

1. Each year's work should be a complete unit, giving the student the kind of training that will be most useful to him should he leave school at the end of that year, and also that will prepare him for the succeeding year's work should he remain in school. This should be considered from a broad rather than an ultra utilitarian point of view.

2. The complete high school course should give specialized vocational training in one technical group, such as secretarial, accounting, or retail selling.

3. The required work and the electives of the complete high school course should meet the entrance requirements of such colleges as New York University, School of Commerce, Accounts, and Finance; The Wharton School of Finance and Commerce, of the University of Pennsylvania; The University of Wisconsin; and the University of Cincinnati.

4. The commercial program in common with the other programs of a school will of course have the aim to make good, intelligent citizens.⁶

From reading these objectives it is evident that the vocational aims, while stressed, do not stand above the social and personal aims. There has been a great deal of emphasis placed on training boys and girls in specialized skills, such as selling, bookkeeping, stenography, and typing. It has been shown by these objectives that the commercial training should be along the line of social and economic trends. This is evident from the great volume of writing in the commercial magazines, and the business research work of this type in the colleges and universities throughout the country. While there is a growing recognition of the social

⁶Arnon W. Welch, The Commercial Program of Studies for High Schools, p. 4.

significance of commercial education of all levels, there are certain practical considerations that cannot be overlooked.

The number of students to be trained should be large enough to permit arrangements for an economical form of instruction. But there are many occupations in which the total number of workers employed is very small. Then it will be impossible for the schools, even in the most densely populated centers, to develop programs that will afford specialized preparation for such of these occupations as employ a small number of workers. Under the present financial support of the schools, it will be necessary to limit the program to those occupations in which the number needing training is large enough to permit an economical grouping for instruction. The schools should be concerned only with types of occupational preparation which require a considerable amount of time. According to this principle, training for jobs that can be learned in a week or two while one is actually engaged in the productive employment would not be suitable for inclusion in the curriculum of the schools. It would seem that the length of the training period should be considered as merely a danger signal, an indication of a need for further investigation before a course of instruction in any occupation is included in the schools, rather than as an absolute test of the suitability of the training.⁷

⁷Journal of Business Education, December 1938, p. 7.

Business education came into the curriculum of the secondary school as a progressive activity. The idea of vocational education at public expense was progressive. Its immediate popularity was an indication of the interest appeal which this kind of educational opportunity held for high school pupils. The new commercial subjects permitted the pupils to do things, to type, to keep books, and to write shorthand. The interest was spontaneous and real. The objective was employment soon after graduation in attractive positions. The classroom instruction was realistic, it sought to prepare boys and girls to meet employment requirements for stenographers, bookkeepers, and typists. Work experience where these tools could be used more or less effectively was by no means unusual for these pupils. Saturday jobs, vacation fill-in jobs, contributed to an understanding of what more must be learned in order to be employable.⁸

Not long after the introduction of these commercial subjects, new standards of attainment became the educational ideal. Gradually our high schools were giving a little of every thing, but teaching nothing thoroughly. Finally, if the opinions of the employing public be considered a valid measure of the results of our school training, there is a definite need of the reorganization of our commercial department to meet the needs of the community.⁹

⁸Journal of Business Education, December 1938, p. 7.

⁹Ibid. p. 5.

CHAPTER III

CLASSIFICATION OF BUSINESS ORGANIZATIONS

For the classification of business organization in Denton, Texas, two hundred ninety-eight different types secured from the 1939 Denton City Directory, the current Telephone Directory, and the owners of the businesses were used. Such an enumeration will be helpful in picturing the character of the community for which an attempt is being made to set up an appropriate commercial curriculum for the Senior High School.

The data in these tables give some indication of the real problems of the high school in preparing the boys and girls of the community to take an efficient part in the vocational and non-vocational life of Denton. With one thousand one hundred thirteen commercial employees, there is a rather large task of training the boys and girls to fill the vacancies which occur every year. While the need in Denton is not as great as in Evansville, Indiana,¹ Where the "Job Opportunity Survey" showed a turnover rate of 27.4 per cent, it is enough to justify concern. The rate of turnover in the city of Denton is 6.4 per cent. That means that thirty-six sales persons, twelve clerks, eight bookkeepers, and four stenographers, will be chosen each year

¹Monograph 33, Job Opportunity Survey. p. 15.

to take places left by other employees or created by new business.

As shown in Table 1, the six hundred forty-six employees include all persons engaged in commercial positions, such as, stenographers, bookkeepers, general clerks, and sales persons in different types of businesses employed in selling goods. About seventy per cent of the employees was found to be active as sales persons and the remaining thirty per cent was either stenographers, bookkeepers, or clerks.

Table 1 shows the number of persons selling goods in the one hundred seventy-three businesses listed. This implies that there should be a retail selling course offered to the students in Denton High School, many of whom will more than likely become sales persons. While it is not the purpose of this survey to set up an out line of such a course of study, it might be well to offer training in selling specific types of goods where a group of students could be instructed. The old method of retail selling has changed to the modern specialized retail selling.

The mechanics of selling in retail stores has been well advanced; methods of window display, lighting, store arrangement, fixture and all other details of the store equipment have been given a great deal of careful thought looking toward greater efficiency, and they have reaped big returns. As yet, little has been done with the human element, the sales-person; and it is with hope of stimulating interest and pointing out methods of betterment in this important field that a course in salesmanship

TABLE 1

ONE HUNDRED SEVENTY-THREE BUSINESS ORGANIZATIONS
 ENGAGED IN SELLING GOODS IN DENTON, TEXAS,
 (1939)

Type of Business	Number	Number of Employees
Automobile and Accessories	16	71
Bakeries	2	12
Batteries	2	4
Bicycles	1	2
Cafes	16	30
Dairies	2	20
Drug Stores	7	35
Dry Goods Stores	6	78
Electrical Equipment	4	14
Feed and Grain	3	6
Filling Stations	35	62
Florists	4	7
Fruit and Produce	2	4
Furniture	3	14
Garages	7	15
Gas Companies	2	32
Grocery, Retail	20	58
Grocery, Wholesale	2	20
Hardware, Retail	3	11
Hatcheries	2	2
Ice	3	25
Ice Cream	2	5
Implements, Farm	2	4
Jewelers	3	3
Junk	2	2
Ladies-Ready-to-Wear	3	7
Lumber	4	15
Monuments	2	3
Music	1	1
News Dealers	1	13
Newspaper	1	10
Nurseries	3	6
Plumbing, Supplies	2	3
Radios	3	7
Real Estate	6	6
Shoe Stores	2	6
Variety Stores	2	30
Wall Paper	2	3
Totals	173	646

should be offered in the public schools.¹

A course in salesmanship and advertising should have in it actual advertising and selling. Demonstration selling is of course to be done, but this also presents a very artificial situation. It is recommended that actual selling for a number of hours each week be done in connection with the course and that a definite period be set aside for discussion of problems of selling which arise while at work. While laboratory work is just as essential here as it is in a course in science, it is also realized that such laboratory work can probably not be required in an academic senior high school because of administrative difficulties and because of the lack of vocational objectives on the part of many pupils. Required selling experiences would call for close co-ordination of school work and store work.²

There is still more argument for training in selling in Table 2, though of a different type. Here is compiled a list of seventy-three businesses including two hundred two employees that sell services, which demands greater skill than store selling. In general, a successful salesman of services must possess a superior knowledge of his customers than that needed for store selling. The salesman of service must adapt himself to the character of his client and the customs of his vicinity. He, in common with all salesmen, must have a personality that will meet all classes of people.

The information listed in Table 3 indicates that Denton is rather a small industrial center. Of the fifteen business organizations engaged in manufacturing and processing in

¹Paul Wesley Ivey, Elements of Retail Salesmanship, p. 24.

²St. Louis Curriculum Bulletin, No. 47, Salesmanship and Advertising, p. 11.

TABLE 2

SEVENTY-THREE BUSINESS ORGANIZATIONS
ENGAGED IN SELLING SERVICES IN
DENTON, TEXAS, (1939)

Type of Business	Number	Number of Employees
Abstractors	2	2
Attorneys	4	4
Associations	1	3
Banks	2	15
Beauty Shops	15	36
Blacksmiths	1	1
Motor Bus Lines	4	14
Cleaners	1	3
Clinics, Medical	1	3
Contractors, Building	2	2
Dentists	5	5
Express Companies	1	3
Funeral Directors	3	12
Hospitals	1	3
Hotels	2	8
Insurance Agencies	6	8
Laundries	1	2
Loan Companies	2	3
Mattress Companies	1	2
Motor Freight	2	9
Optometrists	2	2
Physicians	3	3
Plumbers	2	2
Power and Light	1	3
Railroad Offices	1	2
Tax Consultants	1	5
Taxicabs	1	3
Telegraph Companies	1	2
Telephone Companies	1	30
Transfer Companies	2	4
Totals	73	202

Denton, Texas, there are ten traveling salesmen and not any cost accountants. From this data there is very little opportunity for cost accountants and traveling salesmen to receive employment in this community.

TABLE 3

FIFTEEN BUSINESS ORGANIZATIONS ENGAGED
IN MANUFACTURING AND PROCESSING IN
DENTON, TEXAS, (1939)

Type of Business	Number	Number of Employees
Acker Company	1	6
Bottle Works	3	21
Chili Factory	1	14
Flour Mills	2	66
Brick Plant	1	8
Gins, Cotton	1	3
Planing Mills	2	3
Printers	3	12
Tinners	1	3
Totals	15	136

The information listed in Table 4 indicates that Denton is rather a large education center. In Denton, all firms employ students on part time work. The constant turnover in minor positions makes it impertive that there be a number of managers to direct this work and that they hold their positions from year to year.

The worth of the survey made is summed up in a State Bulletin, which says in effect:

A survey of local conditions is not only valuable in placement and follow-up of the child in his own community, but is also valuable in the guidance of the youth of the state as a whole.³

TABLE 4

THIRTY-SEVEN MISCELLANEOUS BUSINESS
ORGANIZATIONS AND AGENCIES
IN DENTON, TEXAS, (1939)

Type of Business	Number	Number of Employees
Amusement Companies	5	9
City Offices	6	6
County Offices	7	22
Federal Offices	1	25
Justice of Peace Court	1	1
Libraries	1	3
Oil Companies, Branch	6	17
Photographers	3	3
Schools and Colleges	3	36
Sewing Machine Agency	1	2
Typewriter Agency	3	5
Totals	37	129

For each of the two hundred ninety-eighty businesses there must be at least one manager regardless of the nature of the business, and the school has an obligation of giving

³Bulletin No. 381, Texas State Department of Education, Teaching Commerce, p. 11.

appropriate training that will lead toward successful management of every type of business from the corner grocery employing one sales clerk to the larger store having forty or more on the payroll.

It seems to the writer neglect of this training would be a serious economic loss to the community. The school should not shirk this obligation.

CHAPTER IV

CLASSIFICATION AND DISTRIBUTION OF COMMERCIAL EMPLOYEES

For the purpose of this survey the businesses which returned information were classified under sixteen headings as shown in Table 5.

TABLE 5

CLASSIFICATION OF COMMERCIAL EMPLOYEES ACCORDING TO
SEX AND TYPE OF BUSINESS, AS REPORTED BY EIGHTY-
THREE REPRESENTATIVE BUSINESS MEN

Type of Business	Number of Employees		Total	Number of Businesses Represented
	Men	Women		
Dry Goods, Retail	41	76	117	9
Automobile and Ac- cessories	11	1	12	4
Insurance and Realty	3	5	8	7
Grocery, Retail	34	1	35	9
Law Office	0	1	1	1
City, County and Federal Offices	11	6	17	4
Manufacturing	43	12	55	7
Furniture, Retail	11	0	11	2
Grocery, Wholesale	21	0	21	2
Printing	8	1	9	2
Drug Stores	24	2	26	5
Financial	14	2	16	2
Hardware, Retail	10	1	11	3
Radios	7	2	9	2
Lumber Companies	7	1	8	2
Others having a Fre- quency of one	69	44	103	22
Totals	314	155	469	83

Two obvious groups are selling and manufacturing. Of the first group, businesses selling goods comes first in the number of employees with dry goods leading the list, groceries, both retail and wholesale, second; drugs third.

Of the group called services, financial comes first with insurance second.

The manufacturing businesses operating at this time are brick plant, flour mills, dairy products, bottling works, planing mills, and chili factory with one hundred eight employees.

One of the most significant conclusions to be drawn from the data in Table 5 seems to be the proportionately large number of businesses engaged in selling. Of the four hundred sixty-nine employees contacted through the employers about seventy per cent are engaged in retail distribution. In only three out of the group of sixteen businesses shown in Table 5 does the number of women employees exceed the number of men. That exception is in the case of retail dry good stores, insurance and realty, and law offices, where the proportion is eighty-two women to forty-four men. These facts supply information for the planning of the salesmanship course of study as well as for the needed guidance of boys and girls into proper avenues of vocational, personal, and social training.

With the other groups not engaged in dry goods selling

there is a different picture. In all of the other classifications the men employees exceed the women. From these data we are inclined to believe that the majority of the selling jobs are open to men, while most of the stenographic positions are open to women.

Distribution of Employees as to Positions

The information in Table 6 was gathered from one hundred four questionnaires which were circulated among employees in the principal types of businesses. Here, again the largest numbers are to be found in the selling groups. Of the twenty-eight retail sales persons contacted, seven were engaged in selling dry goods, seven were selling automobiles and accessories, five were selling groceries, three were selling made-to-order goods, two were selling hardware, two were selling shoes, one was selling wholesale groceries, one was selling radios, and six were selling other merchandise.

Of the eighteen stenographer-bookkeepers contacted; three were in wholesale oil businesses, two were in law offices, two were in public offices, and one in each of the following businesses; insurance, manufacturing, medical service, retail grocery, radios, wholesale grocery, college, financial, and six in businesses not named by classes.

Of the thirteen bookkeepers contacted, three were employed by wholesale grocery, two were with financial institutions, two were in public offices, one each in manu-

facturing and retail dry goods, and three distributed in other businesses.

Of the twelve bookkeeper-salesmen contacted, two were selling automobiles and accessories, two were employed by shoe stores, one each in the drug store, manufacturing, retail hardware, wholesale grocery, and three in businesses not mentioned by types.

Of the nine stenographers contacted, three were employed by associations, two were with insurance companies, two were in law offices, one each in public office and retail dry goods.

Of the nine general clerical employees contacted, three were in public offices, one each in automobile and accessories, medical service, retail dry goods, oil wholesale, and two unclassified businesses.

Of the six other types of employees contacted, two were in hotel-cafes, one each in manufacturing, retail dry goods, telephone, and the oil wholesale businesses.

Of the four solicitors contacted, three were with insurance companies, and one in other type of business.

Of the three collectors contacted, one each was employed by the retail grocery, retail hardware, and unclassified business. While the two typists contacted were in public offices.

It is with the above data in mind that some of the

TABLE 6

DISTRIBUTION OF TYPES OF EMPLOYEES ACCORDING
TO KINDS OF BUSINESS

Kinds of Business giving Employment	Stenographers	Typists (only)	Solicitors	General Clerical	Bookkeeper-Salesman	Stenographer-Bookkeeper	Retail Salesman	Collectors	Bookkeepers	Other Types of Employees	Total
Automobile	0	0	0	1	2	2	1	0	1	0	7
Drug Stores	0	0	0	0	1	0	0	0	0	0	1
Hotel-Cafes	0	0	0	0	0	0	0	0	0	2	2
Insurance	2	0	3	0	0	1	0	0	0	0	6
Law Office	2	0	0	0	0	2	0	0	0	0	4
Manufacturing	0	0	0	0	1	1	3	0	1	1	7
Medical-Physician	0	0	0	1	0	1	0	0	0	0	2
Public Offices	1	2	0	3	0	2	0	0	2	0	10
Dry Goods, Retail	1	0	0	1	0	0	7	0	1	1	11
Grocery, Retail	0	0	0	0	1	1	5	1	0	0	8
Telegraph and Telephone	0	0	0	0	0	0	0	0	0	1	1
Hardware, Retail	0	0	0	0	1	0	2	1	0	0	4
Grocery, Wholesale	0	0	0	0	1	1	1	0	3	0	6
Associations	3	0	0	0	0	0	0	0	0	0	3
Radios	0	0	0	0	0	1	1	0	0	0	2
Colleges	0	0	0	0	0	1	0	0	0	0	1
Shoe Stores	0	0	0	0	2	0	2	0	0	0	4
Oil, Wholesale	0	0	0	1	0	3	0	0	0	1	5
Financial	0	0	0	0	0	1	0	0	2	0	3
Others	0	0	1	2	3	1	6	1	3	0	17
Total	9	2	4	9	12	18	28	3	13	6	104

different types of commercial courses which might serve to improve the efficiency of commercial employees are here presented:

Beginning bookkeeping should be required of all commercial students, for a knowledge of the elementary principles of bookkeeping is equally valuable to the bookkeeper, the secretary, the salesman, and the general clerk. All these will come in contact with accounts, and will at times find an ability to interpret simple financial statements exceedingly helpful. Moreover, a year spent in the study of bookkeeping will develop systematic habits, as well as clerical neatness and accuracy-qualities which are desirable in everyone.

Advanced bookkeeping, accounting, and cost accounting, unlike beginning bookkeeping, should not be required of all commercial students. The advanced courses should be largely vocational in nature; hence, should only be required of students who are looking forward to bookkeeping and accounting as a life work. This idea is the basis of the recommendation of the Department of Public Instruction of Indiana that "the second year (of bookkeeping) is recommended only for schools in industrial communities which offer a vocational field."

Shorthand is a vocational subject; hence, it should be required only of those students who desire to become stenographers or secretaries. This is the basic thought in the statement of the Department of Public Instruction of Pennsylvania. "The primary purpose of a course in shorthand should be to develop skill for those who will use it in connection with their work as stenographers." It means that pupils who undertake the study of shorthand should do so with the primary idea of becoming stenographers. It is, therefore, the opinion of educators that shorthand should be a specialized study for a selected group instead of a general requirement for every pupil in the commercial course.

Although typewriting may be offered as a junior high school or even as an elementary subject, it is possible that many students will not desire to elect the subject until they have reached senior high school. Hence, it is well, even if beginning typewriting is offered in the junior high school, to offer a beginning course to senior high school students. In the discussion of junior high school subjects, it was pointed

out that shorthand and typewriting need not be taught contemporaneously. That many schools realize this is shown by the summary of commercial subjects, for while fifty-three of the hundred schools offer first-year typewriting in the ninth or tenth years, only thirty-five schools offer first-year shorthand that early in the curriculum. Two years should be sufficient time to devote to typewriting; but if the subject is begun in junior high school, or if the last year's work is combined with office practice, three years may be given to it.

The term "salesmanship," as ordinarily used in the secondary school curriculum, refers to the general principles of selling, which are equally useful to the traveling salesman, the retail store sales person, the farmer who sells his produce from house to house or from a roadside stand, the filling station employee, the restaurant waitress, the writer of advertisements, and the writer of sales letters. If the facilities of the school permit the offering of only one subject in the distributive field, the general principles of selling should be offered. If, however, time and facilities admit the offering of more than one subject in this field, then the course in salesmanship may be followed by courses in retailing, advertising, and other marketing subjects.

To be worthy of a place in the curriculum, salesmanship must be taught from the consumer viewpoint. When taught from this viewpoint, salesmanship is as valuable to the buying public as to the manufacturer and the retailer.

The subject of retailing is in reality an application of the general principles of salesmanship to retail work. Of course, retailing may be made to include many phases of store organization and administration. Although the majority of schools offering retailing require a preliminary course in the general principles of salesmanship, yet some schools do not. Where this is the case, extra stress should be placed on the theory of selling in the course in retailing.¹

¹R. G. Walters Monograph 37, The Commercial Curriculum
p. 16.

Summary

The information in this chapter points to the necessity for a course in general salesmanship. It seems to the writer that special emphasis should be placed on the opportunities for the different sexes. This chapter indicates that the largest group in retail selling are made up of men.

CHAPTER V

DEFICIENCIES OF COMMERCIAL EMPLOYEES

The school should be concerned with what the business men say about the weaknesses of their commercial employees. What they have to say is given in Tables 8 and 9. Possibly these isolated opinions are not a sufficiently reliable index to a commercial curriculum, but when they are taken in large numbers the evidence is of enough consequence to indicate the direction of reform. The opinions of the Denton employers will, in a considerable measure, determine the objectives of the commercial training in the Denton High School.

That it is desirable to permit local conditions to affect the curriculum is evident from a survey made by Cameron Beck on The Necessity of Closer Relations Between Business and the Schools, in which he has compiled seventy-nine replies of personal directors and others engaged in employing high school graduates. His survey contains many practical suggestions relative to the necessary qualifications of the average commercial employees. The following is a group of the deficiencies listed by Cameron Beck:

In general the weaknesses shown by commercial high school graduates after entering employment may be classified as technical and non-technical, the latter being the more important.

The technical weaknesses most commonly shown by girls entering stenographic positions are poor

spelling, faulty punctuation, and inability to realize, when having trouble reading their notes, that what they are writing does not make sense. Technical weaknesses exhibited by young men entering clerical positions include inaccuracy in fundamental operations of arithmetic, poor handwriting, and general lack of neatness in other work.

Among the non-technical we might list the following as being particularly common:

1. Lack of a sense of responsibility.
2. Lack of intelligent interest in their employer's work.
3. Failure to realize the seriousness of mistakes in their work.
4. Giving too much attention to personal matters during business hours.
5. Tardiness and irregularity in attendance.
6. Instability due to lack of judgement in giving up one position for another for the sake of a dollar or two increase in weekly salary.

We do not mean to imply that these non-technical defects are universally present. They are, however, entirely too frequent. In our opinion, the commercial schools are doing the technical side of their work very well but can help to promote the smooth assimilation of their graduates by business firms if they persistently emphasize the importance of guarding against the defects mentioned in the second group.

There are two things that have impressed themselves upon me in my dealings with boys, namely:

1. Most of them lack a definite purpose as to what they want to be eventually or what line of business they want to specialize in.
2. Most of them have the mistaken idea that when they finish their high school work their studying days are over.

In many cases penmanship is poor and in some cases, hardly legible.

My suggestion for the commercial high school would be not to attempt too much specialization but to give considerable attention to the fundamental courses such as English and mathematics. In the case of stenographers. We want them to be rapid, accurate and to have a good use of English.

Another phase of training which is apparently not given much consideration in many schools is the development of personality and personal qualifications which are essential in commercial and industrial

work.¹

TABLE 7

ESSENTIAL TRAINING FOR SUCCESS IN COMMERCIAL POSITIONS
AS CONCEIVED BY SEVENTY-NINE PERSONNEL DIRECTORS
FROM ALL SECTIONS OF THE UNITED STATES

Training Suggested	Frequency of Mention	Rank
English	20	1.5
Arithmetic	20	1.5
Spelling	19	3
Penmanship	12	4
Punctuation	8	5
Letter Writing	7	6
Grammar	6	7.5
Machine Operation	6	7.5
Stenography	4	8.5
Bookkeeping	4	8.5
Typewriting	3	10.0

Table 7 gives the relative importance of the various high school subjects in Beck's study as conceived by the personnel directors. English and arithmetic were mentioned twenty times each. Spelling, penmanship, punctuation, letter writing, Grammar, machine operation, stenography, bookkeeping, and typing were mentioned nineteen, twelve, eight, seven,

¹Cameron Beck, The Necessity of Closer Relations Between Business and the Schools, July 1, 1930. p. 1-2.

*Ibid. p. 1-47.

six, six, four, four, and three respectively. The above frequencies of mention were tabulated only when expressed as existing deficiencies. It may be concluded from this information that about seventy-five per cent of the employers are not satisfied with the training the high schools are giving the students in English, arithmetic, and spelling. However, the writer feels that the responsibility of teaching English, spelling and arithmetic lies with other departments of the high school. From this table it may be concluded that the other subjects taught are getting very satisfactory results, because of the few complaints registered.

Type of Weaknesses

The information gathered from the business and professional men using the commercial employees was divided into two classifications. First, those which resulted from the inadequate knowledge of subject-matter; Second, those which may be attributed to a lack of the proper development of personality traits.

It is evident, from Table 8, which shows the weaknesses of the commercial employees that they are deficient in written English. Poorly written English was mentioned twenty-six times. These weaknesses may be traced back to the elementary grades, and for them all departments should share the responsibility.

TABLE 8

WEAKNESSES OF COMMERCIAL EMPLOYEES WHICH ARE
TRACEABLE TO COMMERCIAL CURRICULUM

Trait	Times Mentioned	Rank
Poorly Written English	26	1
Inaccurate in Figures	25	2
Poorly Spoken English	21	3
Illegible Penmanship	19	4
Poor Knowledge of Bookkeeping	10	5
Inaccurate Typing	8	6
Slow Dictation	6	7
Slow Typewriting	5	8
Inaccurate Transcription	4	9
Lack of Spelling	1	10

Inaccuracy in use of figures, in Table 8, was mentioned twenty-five times and ranked second to poorly written English. This indicates very clearly that commercial workers are inadequate in their mathematics when it comes to figuring cost of material by a fractional unit of cost. Since a knowledge of arithmetic is essential to the mastery of bookkeeping, it should naturally precede the latter subject in the curriculum. A full year may be devoted to commercial arithmetic, for little can be done in one semester except to drill on the fundamentals. The social aspects of commercial arithmetic can best be stressed during the second semester when such non-vocational topics as insurance, taxes,

retail selling, building and loan problems are taught.

Poorly spoken English was mentioned twenty-one times in Table 8, which means more emphasis should be placed on this type of training. Spoken English should be taught in connection with written English.

Illegible penmanship was mentioned nineteen times in Table 8, which means that the business men demand good penmanship. Business records must be written legibly and rapidly. For business purposes, according to the business men, nothing equals a small, plain, compact style of writing in which the form contains a considerable amount of roundness. This roundness will increase the legibility and gracefulness of the writing, as well as the speed and ease of execution. Students pursuing the other commercial courses should be required to take lessons in penmanship when their writing falls below a certain standard on an approved scale. The teacher should select this standard with very great care.

This survey, the responses tabulated in Table 8, shows that the majority of the employers are not satisfied with the training the high school graduate receives in written English, business arithmetic, spoken English, and penmanship. It is generally conceded that no one department can give adequate instruction without the aid of the teachers in the related departments, and that divides the responsibility for the weaknesses. Our tabulation shows very

clearly that more emphasis should be given to the four subjects mentioned above. It seems that the commercial high school students must have at least three years of the general course of high school English. The business English course should consist mainly of business letter writing, report writing, advertisement writing, and the preparation of sales talks.

It seems that the following subjects: typing and shorthand are being taught adequately to satisfy the need of the business man.

TABLE 9

OTHER WEAKNESSES OF COMMERCIAL EMPLOYEES
REFLECTED IN THIS STUDY

Trait	Times Mentioned	Rank
Lack of initiative	29	1
Inability to meet people	21	2
Lack of tact	18	3
Lack of common sense	17	4
Lack of courtesy	16	5
Lack of punctuality	12	6
Lack of neatness in work	11	7
Lack of dependability	7	8
Dishonesty	5	9
Lack of thoroughness	2	10
Misuse of time	1	11

Table 9 presents other weaknesses of the commercial employees as reflected in this study. The deficiencies in

the personality traits of "lack of initiative", "inability to meet people", "lack of tact", "lack of common sense", and "lack of courtesy" were mentioned from three to four times as often as "slow typing" or "inaccurate in transcription". "Lack of initiative", "inability to meet people", and "lack of tact" were mentioned twenty-nine, twenty-one, and eighteen times respectively. While "lack of common sense", "lack of courtesy", and "lack of punctuality" were mentioned seventeen, sixteen, and twelve times respectively.

The data in Table 9 indicates the school's responsibilities must extend beyond the training in subject matter, since the most frequent weaknesses are those which are traceable to sources other than that of inadequate teaching of commercial subjects. The responsibility lies with the commercial teachers to locate the difficulties and lend their assistance in overcoming them.

The data gathered in this survey proves that business requires much greater mastery of written and oral English, business arithmetic, penmanship, and bookkeeping principles than is now generally given in business education courses in high school.

In reorganizing a commercial curriculum, provisions should be made in all courses to develop the quality of initiative; to develop tact in the true sense of the term; to produce situations which tend to cause students to acquire poise and ability to meet people; to develop habits

of neatness in work and in dress; to develop an appreciation of the importance of a sense of dependability and responsibility; to develop habits in courtesy; and to give instruction in principles of honesty. With all of the above information before us the scope of commercial education extends to unlimited ends.

Summary

The needs of the commercial employees will in a considerable measure determine the objectives of commercial training in the Denton Senior High School.

The responses in Table 8 indicates that the majority of employers are not satisfied with the training the high school graduate receives especially in written and spoken English, business arithmetic, and penmanship.

Table 9 indicates that the school's responsibilities must extend beyond the training in the commercial subjects. The deficiencies in personality traits is one of the great problems of the commercial teacher. The commercial department should locate the difficulties and lend their assistance in overcoming them.

CHAPTER VI

OFFICE APPLIANCE IN USE

Typewriters

The data presented in Table 10 show that eighty-three businesses are using one hundred seven typewriters. There are fifty-nine Underwoods, seventeen Remingtons, fourteen Royals, eight L. C. Smiths, four Woodstocks, two Oliviers, two Burroughs, and one Noiseless. Fifty-five per cent of the typewriters in use in the eighty-three businesses investigated were Underwoods, fifteen per cent were Remingtons, and thirteen per cent were Royals. This information will help us in setting up the number and kind of typewriters the Senior High School should use in training the boys and girls for commercial work.

The Senior High School is equipped with twenty-nine Underwood typewriters. The relative number of the different makes used in the business concerns would indicate that the high school equipment should be apportioned as follows if all makes of machines used in Denton were represented in high school: sixteen Underwoods, five Remington, four Royals, two L. C. Smiths, one Woodstock and one Oliver instead of the twenty-nine Underwoods now in use. However, since there is not much difference in machines now, using one make would be more economical from the standpoint of servicing and repair.

TABLE 10

TYPEWRITERS USED BY EIGHTY-THREE BUSINESS
CONCERNS IN DENTON, TEXAS, (1939)

Make	Number	Per Cent of Total
Underwood	59	55.1
Remington	17	15.9
Royal	14	13.1
L. C. Smith	8	7.5
Woodstock	4	3.7
Oliver	2	1.9
Burroughs	2	1.9
Noisless	1	.9
Totals	107	100.0

Adding Machines

The data presented in Table 11 show that eighty-three businesses are using ninety-three adding machines. There are seventy-seven Burroughs, five Victors, three Sundstrands, two others, no longer manufactured, and one each of the following: Dalton, Allen Wales, Monroe, American, Underwood and Remington distributed among the eighty-three businesses. Eighty-two per cent of the adding machines in use were Burroughs, five per cent were Victors, three per cent were Sundstrand, and all others ranked at two per cent or less.

The Senior High School is equipped with one Burroughs adding machine. It is desirable that the high school have

a standard electric model in addition to the portable model now in use in order to give all students an opportunity to learn the technique of operating this very common office machine.

TABLE 11

ADDING MACHINES USED BY EIGHTY-THREE BUSINESS CONCERNS IN DENTON, TEXAS, (1939)

Make	Number	Per Cent of Total
Burroughs	77	82.8
Victor	5	5.4
Sundstrand	3	3.102
Others	2	2.2
Dalton	1	1.083
Allen Wales	1	1.083
Monroe	1	1.083
American	1	1.083
Underwood	1	1.083
Remington	1	1.083
Totals	93	100.0

Cash Register

The data presented in Table 12 show that eighty-three businesses are using sixty-six cash registers. There are fifty-four Nationals, five Burroughs, two Counter Cash Drawers with cutter machine, two others, and one each of the following cash registers: Remington, American, and

Saint Louis. It is probable that the instruction could be correlated with the business concerns, thereby avoiding the purchase of additional equipment.

TABLE 12

CASH REGISTERS USED BY EIGHTY-THREE BUSINESS CONCERNS IN DENTON, TEXAS, (1939)

Make	Number	Per Cent of Total
National	54	83.3
Burroughs	5	7.5
Counter Cash Drawers with Cutting Machine	2	3.04
Others	2	3.04
Remington	1	1.04
American	1	1.04
Saint Louis	1	1.04
Totals	66	100.0

Miscellaneous Office Equipment

The data presented in Table 13 indicates that eighty-three businesses are using thirty-four other units of office equipments. There are fourteen Check Protectors, seven Bookkeeping Machines, six Burroughs Calculators, three Monroe Calculators, two Comptometers, one Addressograph, and one Mimeograph in use. The scarcity of all the machines listed in Table 13 indicates that a very comprehensive

course in training would be a waste of time. Enough training could be offered to enable the prospective worker to be familiar with the technique of operation so that mastery might be gained on the job without any great loss to the employer.

TABLE 13

MISCELLANEOUS OFFICE EQUIPMENT USED BY EIGHTY-THREE
BUSINESS CONCERNS IN DENTON, TEXAS, (1939)

Machines	Number	Rank
Check Protectors	14	1
Bookkeeping Machines	7	2
Burroughs Calculators	6	3
Monroe Calculators	3	4
Comptometers	2	5
Addressograph	1	6.5
Mimeograph	1	6.5
Total	34	

Filing Systems and Methods

The data presented in Table 14 shows the number and type of filing systems used in seventy business concerns. There are thirty-eight vertical loose sheets, fifteen index card records, nine horizontal loose sheets, five kardex, and three catalogue and pamphlets filing systems used in seventy business concerns.

TABLE 14

FILING SYSTEMS USED IN SIXTY BUSINESS
CONCERNS OF DENTON, TEXAS, (1939)

System	Frequency of Mention	Rank
Vertical Loose Sheet	38	1
Index Card Record	15	2
Horizontal Loose Sheet	9	3
Kardex	5	4
Catalogue and Pamphlet	3	5

TABLE 15

METHODS OF FILING USED IN SEVENTY BUSINESS
ESTABLISHMENTS IN DENTON, TEXAS, (1939)

Method	Frequency of Mention	Rank
Direct Alphabetic	47	1
Direct Name	8	2
Numeric	6	3
Alphabetic-Numeric	5	4
Subject	3	5
Geographical	2	6

The information in Table 15 shows the type and number of methods of filing used in seventy business concerns. There are forty-seven direct alphabetic, eight direct names, six

numeric, five alphabetic-numeric, three subject, and two geographical methods of filing used in seventy business concerns.

The information gathered in Table 14 proves that every commercial student who expects to enter business should have training in the various systems of filing, with particular emphasis upon the vertical loose sheet system.

The information in Table 15 shows that the direct alphabetic method of filing is the most commonly used. The most commonly used method should receive the greatest emphasis, with proportionately less time spent on the other methods.

Summary

The information presented in this chapter indicates the need for formal school room instruction in the use of office appliances. The aim should be to give every prospective commercial worker some training with the different office appliances, rather than to attempt to make of him a skilled operator of any particular machine. The student should become acquainted with the operation and function of the various machines before entering the business world.

This study seems to indicate that in order for the Senior High School Commercial Department to meet the local needs of graduates it should have a variety of typewriters and other equipment the following is suggested:

18 Underwood typewriters
5 Remington typewriters
4 Royal typewriters
2 L. C. Smith typewriters
1 Standard electric adding machine
1 National cash register
1 Check protector
1 Bookkeeping machine
1 Addressograph
1 Burroughs calculator
5 Sets of filing equipment

CHAPTER VII

VOCATIONAL OPPORTUNITIES OF COMMERCIAL GRADUATES OF DENTON SENIOR HIGH SCHOOL

Other Training Facilities

The Denton Senior High School, located in an educational center, offers opportunity for training in the social, personal, as well as vocational field. The Department of Business Education in the North Texas State Teachers College offers courses in the fields of accounting and secretarial science, to approximately seven hundred students. The State College for Women also has an excellent business department. These institutions make it possible for graduates to continue commercial training begun in high school.

Rate of Turnover

The information presented in Table 16 shows that out of the four hundred sixty-nine employees listed, twenty-two were added during the last twelve months to fill vacancies due to promotion, resignation, or dismissal. Of the twenty-two added, seven were secretarial-stenographers and typists, two were bookkeepers, two were general clerks, and eleven were sales persons. There were eleven employees added to fill newly created positions. Of the eleven new employees, five were secretaries doing stenography and typing, one was a bookkeeper, two were general clerks, and three were

TABLE 16

THE DISTRIBUTION OF EMPLOYEES IN EIGHTY-THREE DENTON BUSINESS CONCERNS AS TO KIND OF POSITION, SEX AND TENURE

Kind of Position	Number of Employees		Total Employees	Changes in Personnel During 1939		
	Men	Women		Added to fill vacancies due to promotion, resignation, dismissed	Added to fill new position	Released and the Position left unfilled.
Secretarial Steno-graphic and Typing	6	31	37	7	5	0
Bookkeeping and Accounting	24	19	43	2	1	0
General Clerical	62	28	90	2	2	0
Selling	222	77	279	11	3	1
Totals	314	155	469	22	11	1

sales persons. There was one sales person released and the position remained unfilled. The total increase in employees was thirty-two or 6.4 per cent of the total.

Several of the business representatives interviewed mentioned that they used college student help. However, they have their permanent employees which are employed over a long period of time. The educational advantages already mentioned in this report will help us to understand why Denton has such a low rate of turnover in employment. "The Job Opportunity Survey made in Evansville, Indiana" showed a 27.4 per cent rate of turnover in commercial positions.

Denton's annual rate of turnover in commercial employees would give employment to approximately seventy men and women yearly. Of the four hundred sixty-nine total employees there were thirty-seven engaged in stenographic work-thirty-one women and six men. During the year of 1938 there was an addition of twelve stenographers, secretaries, and typists in eighty-three business concerns. There were forty-three employees engaged in bookkeeping, nineteen of whom were women and twenty-four men. Three new bookkeepers were added during the year. There were ninety employees engaged in general clerical positions of whom twenty-eight were women and sixty-two men. Four new general clerks were added in 1938. There were two hundred seventy-nine employees engaged in selling, seventy-seven

of whom were women and two hundred twenty-two men. Fourteen new sales persons were added during the year.

Salary and Tenure

The one hundred four employees studied were selected from different types of employment. Two factors were sought in this investigation. The first factor was the salary that one might expect as an entrant into this particular type of work. The second factor was the length of time each employee had been engaged on his particular job.

The twenty-eight retail salesman gave \$14.00 as the average weekly salary on entering this type of work. The lowest salary was \$5.00 and the highest salary was \$25.00 per week. The tenure of employment ranged from one month to twenty years with an average of five years. The nine stenographers gave \$14.77 as the average weekly salary on entering this type of work. The lowest salary was \$6.00 and the highest salary was \$25.00 per week. The tenure of employment ranged from one month to eighteen years with an average of five years and three months. The eighteen stenographer-bookkeepers gave \$12.83 as the average weekly salary on entering this type of work. The lowest salary was \$6.00 and the highest salary was \$20.00 per week. The tenure of employment ranges from three months to ten years with an average of four years and five months. The nine general clerks gave \$16.00 as the average weekly salary

TABLE 17

THE DISTRIBUTION OF ONE HUNDRED FOUR EMPLOYEES AS
TO POSITION HELD, NUMBER, STARTING
SALARIES AND TENURE

Position Held	Number of Employees	Entrance Salary			Tenure		
		Lowest	Highest	Average	Shortest Yrs. Mo.	Longest Yrs. Mo.	Average Yrs. Mo.
Retail Salesman	28	\$ 5.00	\$25.00	\$14.00	0	20	5
Stenographers	9	6.00	25.00	14.77	0	18	5
Stenographer-Bookkeeper	18	6.00	20.00	12.83	0	10	4
General Clerical	9	3.00	25.00	16.00	1	14	5
Solicitors	4	10.00	15.00	13.75	1	11	5
Collectors	3	12.00	15.00	13.50	0	2	1
Bookkeeper-Salesman	12	10.00	25.00	11.72	0	8	3
Typist (only)	2	3.00	5.00	4.00	1	3	2
Bookkeepers	13	10.00	25.00	16.80	1	20	8
Others Having Frequency of One	7	8.00	15.00	13.53	2	6	3

on entering this type of work. The lowest salary was \$3.00 and the highest salary was \$25.00 per week. The tenure of employment ranged from one month to fourteen years with an average of five years and two months. The four solicitors gave \$13.75 as the average weekly salary on entering this type of work. The lowest salary was \$10.00 and the highest salary was \$15.00 per week. The tenure of employment ranged from two years and one month to eleven years and six months with an average of five years and five months. The three collectors gave \$13.50 as the average weekly salary on entering this type of work. The lowest salary was \$12.00 and the highest salary was \$15.00 per week. The tenure of employment ranged from four months to two years and two months with an average of one year and nine months. The twelve bookkeeper-salesmen gave \$11.72 as the average weekly salary on entering this type of work. The lowest salary was \$10.00 and highest salary was \$25.00 per week. The tenure of employment ranged from four months to eight years with an average of three years and six months. The two typist gave \$4.00 as the average weekly salary on entering this type of work. The lowest salary was \$3.00 and highest salary was \$5.00 per week. The tenure of employment ranged from one year and one month to three years with an average of two years. The thirteen bookkeepers gave \$16.80 as the average weekly salary on entering this type of work. The

lowest salary was \$10.00 and highest salary was \$25.00 per week. The seven others having a frequency of one gave \$13.33 as the average weekly salary on entering this type of work. The lowest salary was \$8.00 and the highest salary was \$15.00 per week.

The tenure of employment ranged from one month, the lowest, to twenty years and six months, the longest, with an average of three years and five months.

Summary

The rate of turnover in the commercial field was found to be 6.4 per cent. The average salary of the different types of workers was as follows: retail salesman \$14.00, stenographer \$14.77, stenographer-bookkeeper \$12.83, general clerks \$16.00, solicitor \$13.75, collector \$13.50, bookkeeper-salesman \$14.72, typist \$4.00, bookkeeper \$16.80, and others having a frequency of one, \$13.33.

The average tenure of employment was for retail salesman five years, the stenographer five years and three months, the stenographer-bookkeeper, four years and five months, the general clerk, five years and two months, the solicitor, five years and five months, the collector, one year and nine months, the bookkeeper-salesman, three years and six months, the typist, two years, the bookkeeper, eight years and five months, and others, one to three years and five months.

CHAPTER VIII

THE REASON FOR A REVISION OF THE COMMERCIAL CURRICULUM

The Present System

At the present time Denton Senior High School offers credit in the following commercial subjects: junior business training, one credit, in ninth grade; commercial arithmetic, $\frac{1}{2}$ credit, commercial geography, $\frac{1}{2}$ credit, commercial law, $\frac{1}{2}$ credit and bookkeeping, one credit in tenth grade; typing, one credit, and shorthand, one credit in eleventh grade. The administration does not make any requirement as to the subjects pursued in the commercial department; hence, the commercial department does not have the opportunity of holding a student to a unified commercial program. That is, there is no opportunity for setting up a required two, three, or four year curriculum for either stenographic or accounting students.

Suggestions From Business Men

The writer found from personal interviews with the business men that they showed a willingness to co-operate with the school in aiding commercial graduates to understand the mechanics of the business world and to establish themselves in their respective vocations.

The constructive criticisms or suggestions which relate

to the improvements of the high school commercial curriculum as shown by the questionnaires, page 64, as follows:

1. Young people should be taught to take the time really to learn one business well. If one can learn one business better than his competitor knows it, he will have no worry about success.

2. Business English, arithmetic, and penmanship should be stressed now in the high school as this is the foundation of most business.

3. Young people should be neater in appearance, smile and be polite, be good salesmen, and have common sense. They should have some idea of business.

4. Schools should offer a good salesmanship course. They should teach along with their bookkeeping course the proper way to make change without the loss of time or money.

5. The greatest weaknesses that we have found in high school commercial students are that when they do not see the exact style of books that they used in school they are completely lost. Show them a book that is not labeled "Day Book", "Cash Book", "Journal", with a different ruling, they do not know how or what to use it for. In other words they memorize the entry rather than what the entry represents.

6. Inability or unwillingness to keep their minds on their business. They must be told each night to put away their work and attend to mail, etc, In other words they must be told to do each job each day.

7. There is a need to teach the students to read and write. I know some students who can hardly read their own writing much less write.

8. The high school students should be able to go out and make a living.

9. The fundamental cost of doing business is something that all commercial workers should know.

10. Omit useless subjects such as Latin and let the student spend the time on practical subjects.

11. The high school teaches too little of the common things of life.

12. More spelling and mathematics should be stressed in the high school. ¹

1Verbatim Constructive Suggestions given by Employees.

TABLE 18

COMMERCIAL COURSES NAMED BY EIGHTY-THREE
BUSINESS MEN AS BEING NECESSARY FOR
ADEQUATE COMMERCIAL TRAINING

Courses	Frequency of Mention	Per Cent of Total	Rank
Business Arithmetic	44	12.57	1
Bookkeeping	40	11.4	2
Retail Selling	38	11.11	3
Business English	30	8.77	4
Typing	29	8.48	5
General Business Information	28	8.18	6
Advertising	27	7.89,	7
Penmanship	25	7.3	8
Commercial Law	20	5.84	9
Business Organization	16	4.68	10
Shorthand	15	4.38	11
Office Practice	10	2.9	12
Economics	8	2.31	13
Banking	7	2.05	14
Filing	2	.58	15
Commercial Geography	1	.29	16.75
Machine Dictation	1	.29	16.75
Insurance	1	.29	16.75
Public Speaking	1	.29	16.75
Totals	342	100.00	

The business men were asked to enumerate six subjects which in their opinion were important in training commercial workers. Table 18 indicates the commercial courses named by eighty-three business men as being necessary for adequate commercial training. Business arithmetic, bookkeeping,

retail selling, business English, typing, general business information, advertising, penmanship, commercial law, business organization, shorthand, office practice, economics, banking, filing, commercial geography, machine dictation, insurance, and public speaking were named in order of their rank. From the above information it seems to be generally desired that the first twelve subjects should be offered in the commercial curriculum.

Suggestion From Employees

TABLE 19

SCHOOL SUBJECTS THAT WERE INDICATED BY STENOGRAPHER-
BOOKKEEPER AND TYPIST EMPLOYEES AS HAVING
BEARING ON COMMERCIAL TRAINING

Subjects	Frequency of Mention as Having			Rank
	Primary Bearing	Secondary Bearing	Total	
Bookkeeping	22	5	27	1
Office Practice	13	13	26	2
Shorthand and Typing	18	6	24	3
Business Arithme- tic	14	9	23	4
Penmanship	11	9	20	5.5
Typing (only)	11	9	20	5.5
Business English	15	2	17	6.5
Filing	12	5	17	6.5
Retail Selling	4	3	7	7

TABLE 20

SCHOOL SUBJECTS THAT WERE INDICATED BY
BOOKKEEPING EMPLOYEES AS HAVING
BEARING ON COMMERCIAL TRAINING

Subjects	Frequency of Mention as Having			Rank
	Primary Bearing	Secondary Bearing	Total	
Bookkeeping	20	3	23	1
Business Arithmetic	17	2	19	2
Typing (only)	11	5	16	3
Retail Selling	10	4	14	4.5
Shorthand-Typing	4	10	14	4.5
Penmanship	3	10	13	6
Psychology	5	6	11	7
Office Practice	4	5	9	8.5
Filing	3	6	9	8.5
Business English	4	2	6	9
Commercial Law	1	0	1	10

Probably a more reliable source of information on which to base our commercial curriculum reorganization would be the employees' opinion as to what subjects they considered important in training for the business field. Table 19 show the school subjects that were indicated by stenographer-bookkeeper and typist employees as having primary bearing and secondary bearing on commercial training. Twenty-seven out of a total of twenty-nine indicated that bookkeeping was

an essential course. Twenty-six of the same twenty-nine mentioned office practice as a necessary course. Shorthand and typing held third place while business arithmetic came fourth. Only seven selected retail selling to be placed in our commercial curriculum.

Table 20 shows the school subjects selected by full time bookkeepers. Bookkeeping was mentioned twenty-three times as a beneficial course. Business arithmetic was mentioned nineteen times as an essential course. Typing ranked third with retail selling fourth. One believed commercial law was helpful.

TABLE 21

SCHOOL SUBJECTS THAT WERE INDICATED BY
GENERAL CLERICAL EMPLOYEES AS HAVING
BEARING ON COMMERCIAL TRAINING

Subjects	Frequency of Mention as Having			Rank
	Primary Bearing	Secondary Bearing	Total	
Bookkeeping	8	2	10	1
Office Practice	4	5	9	2
Penmanship	5	3	8	3
Business Arithmetic	5	2	7	4.5
Typing (only)	6	1	7	4.5
Shorthand-Typing	2	4	6	5.5
Filing	3	3	6	5.5
Business English	3	2	5	6
Retail Selling	1	3	4	7

Table 21 indicates the school subjects selected by general clerical employees. Bookkeeping was again judged the most important course, it having been mentioned ten times. Office practice was next with nine notations. Penmanship and business arithmetic held third and fourth places respectively. Retail selling was selected only once as being an essential course.

TABLE 22

SCHOOL SUBJECTS THAT WERE INDICATED BY
SALES PERSON AS HAVING BEARING ON
COMMERCIAL TRAINING

Subjects	Frequency of Mention as Having			Rank
	Primary Bearing	Secondary Bearing	Total	
Retail Selling	21	2	23	1
Business Arithmetic	13	2	15	2
Psychology	8	6	14	3
Penmanship	7	5	12	4.5
Bookkeeping	7	5	12	4.5
Typing	4	7	11	5
Filing	4	2	6	6
Office Practice	1	3	4	7.5
Shorthand-Typing	0	4	4	7.5

Table 22 shows the school subjects which were selected by sales persons. Here we find an altogether different picture as compared with Table 19, 20, and 21. Retail

selling ranked first as having a primary bearing on commercial training, it being mentioned twenty-three times. Business arithmetic was mentioned fifteen times and ranked second. Psychology held third place and penmanship fourth. None of the sales persons thought that shorthand and typing had any primary bearing on commercial training.

Summary

The commercial courses in the present curriculum are necessary in the training of commercial students of Denton Senior High School. Both employers and employees indicated that bookkeeping, business arithmetic, shorthand, typing, and penmanship should be given a great deal of emphasis. Stenographer-bookkeepers, bookkeepers, and general clerical employees gave bookkeeping first place. General clerical and stenographer-bookkeeper employees ranked office practice second. Bookkeepers and sales persons ranked business arithmetic second. Psychology, penmanship, and bookkeeping were ranked high by sales persons. Retail selling, business English, typing, general business information, and advertising were ranked high by the employers. Penmanship, business arithmetic, and typing were ranked high by general clerical employees. Shorthand and typing, business arithmetic, and penmanship were ranked high by stenographers and typists. Typing, retail selling, and shorthand were ranked high by bookkeeping employees.

CHAPTER IX

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The businesses of Denton were grouped into four classifications: selling goods, with six hundred forty-six employees; selling services, with two hundred two employees; manufacturing and processing with one hundred thirty-six employees; and other organizations and agencies with one hundred twenty-nine employees. From this group of businesses there must be at least one manager for each kind of business.

The commercial employees were classified under sixteen heads. One of the most significant conclusions to be drawn from the study of commercial employees was that there is a proportionately large number engaged in selling. About seventy per cent of the commercial employees was engaged in the retail distribution business. Another fact to be considered is that there are more men engaged in selling than women.

Out of the one hundred four employees contacted there were twenty-eight sales persons, eighteen stenographer-bookkeepers, twelve bookkeeper-salesman, nine stenographers, nine general clerks, six other types of employees, four solicitors, three collectors, and two typists.

The majority of employers were not satisfied with the training the high school graduates received in written and spoken English, business arithmetic, and penmanship. It was also indicated that the school's responsibilities should extend beyond the training in commercial subjects.

From the eighty-three businesses contacted there were twenty-two changes made in employment, which means a low rate of turnover (6.4 per cent). The average weekly salary of employees ranged from \$4.00 at the lowest level to \$16.80 at the highest. The average tenure of employees ranged from one year and nine months to eight years and five months.

Both employers and employees indicated that bookkeeping, business arithmetic, shorthand, typing, retail selling, business English, office practice, and penmanship should be taught in the high school.

Recommendations

Employers and employees indicated by their replies that all the present technical and social commercial courses in the present high school curriculum were necessary for adequate commercial educational training. It would seem then, that to the equipment used and the courses taught there might be some additions as follows:

1. That the Senior High School Commercial Department retain the twenty-nine Underwood typewriters and add one Standard Electric Adding Machine, one Addressograph, one

Burroughs Calculator, and five sets of filing equipment.

2. Since the business men showed a willingness to cooperate with the high school in assisting commercial graduates to orient themselves in their respective chosen vocations that the commercial program should be so arranged as to give the vocational students part-time employment in their respective fields.

3. Since "lack of initiative", "inability to meet people", "lack of tact", "lack of courtsey", and "lack of common sense" ranked high in the deficiencies in personality traits, that somewhere in the training of commercial workers there should be provided facilities for developing these social qualities that form an important part of the worker's business education.

4. Finally, that the commercial curriculum of Denton Senior High School be made to include three major fields of training: selling, secreterial, and bookkeeping, and that the commercial curriculum for the Senior High School include at least the following courses:

SELLING

9th. Grade

English II
 Typing
 Jr. Bus. Tr.
 Penmanship

10th. Grade

English III
 Bus. English
 Salesmanship
 Bus. Arith.
 Public Speaking

11th. Grade

English IV
 Bookkeeping
 Com. Law
 Advertising
 Retail Selling
 Economics

SECRETARIAL

9th. Grade

English II
 Typing
 Jr. Bus. Tr.
 Penmanship

10th. Grade

English III
 Bus. English
 Salesmanship
 Bus. Arith.
 Shorthand

11th. Grade

English IV
 Bookkeeping
 Com. Law
 Office Practice
 Stenography
 Economics

BOOKKEEPING

9th. Grade

English II
 Typing
 Jr. Bus. Tr.
 Penmanship

10th. Grade

English III
 Bus. English
 Salesmanship
 Bus. Arith.
 Retail Selling

11th. Grade

English IV
 Bookkeeping
 Com. Law
 Bus. Organization
 Economics
 Civics

APPENDIX

A COMMERCIAL OCCUPATIONAL SURVEY
 OF DENTON, TEXAS
 1939

Kind of Business _____

Number and Position of Employees:

List each employee according to his major duties.	Number of Employees		Changes in employees during last year		
	Men	Women	Number employees added to fill vacancies	Number employees added to fill new position	Number of places left unfilled
Stenographers.....					
Secretaries.....					
Typist.....					
Stenographer-Bookkeepers.....					
General Bookkeepers.....					
Bookkeeper-Cashiers.....					
Cost Accountants.....					
Auditors.....					
Receiving Clerks.....					
Shipping Clerks.....					
Time Clerks.....					
General Clerks.....					

continued

	Number of Employees		Changes in employees during last year		
	Men	Women	Number of employees added to fill vacancies	Number employees added to fill new position	Number of places left unfilled
Messengers.....
File clerks.....
Elevator operators.....
Retail dry goods.....
Retail grocery.....
Retail furniture.....
Retail jewelry.....
Retail hardware.....
Retail drugs.....
Retail (all others).....
Wholesale.....
Traveling.....
Solicitors.....
Canvassers.....
Others.....
.....
.....

Please indicate opposite the name the number of each office appliance used in your business:

Typewriters:		Calculating Machines:	
Underwood.....	___	Burroughs.....	___
Remington.....	___	Monroe.....	___
Royal.....	___	Marchant.....	___
Burroughs.....	___	Comptometers.....	___
L. C. Smith.....	___	___
Noiseless.....	___	___
Woodstock.....	___		
Oliver.....	___	Adding Machines:	
		Burroughs.....	___
Other Machines:		Dalton.....	___
Bookkeeping.....	___	Sundstrand.....	___
Billing Machine	___	Elliott.....	___
Mimeographs.....	___	___
Multigraphs.....	___	___
Addressographs.....	___		
Check Protectors.....	___	Cash Registers:	
Dictaphones.....	___	National.....	___
Ditto Machines.....	___	Remington.....	___
.....	___	___

Check the chief weaknesses which you have observed in commercial employees:

Lack of courtesy.....	___	Lack of honesty.....	___
Poorly written English....	___	Inaccurate transcription..	___
Poorly spoken English.....	___	Slow dictation.....	___
Lack of initiative.....	___	Poor knowledge of Bk.....	___
Illegible penmanship.....	___	Lack of dependability.....	___
Inaccurate in figures.....	___	Slow typewriting.....	___
Lack of neatness in work..	___	Lack of common sense.....	___
Inability to meet people..	___	___
Lack of tact.....	___	___
Lack of punctuality.....	___	___
.....	___	___

Please check the six commercial subjects which in your opinion should be taught in Denton High School to meet the business needs of employers in Denton, Texas:

- | | | | |
|----------------------------|-------|---------------------------|-------|
| Bookkeeping..... | _____ | Economics..... | _____ |
| Retail Selling..... | _____ | Business Arithmetic..... | _____ |
| Advertising..... | _____ | Commercial Geography..... | _____ |
| Banking..... | _____ | Typewriting..... | _____ |
| General Business Infor.... | _____ | Machine Dictation..... | _____ |
| Shorthand..... | _____ | Penmanship..... | _____ |
| Commercial Law..... | _____ | Business Organization.... | _____ |
| Business English..... | _____ | Junior Business Training. | _____ |
| Office Practice..... | _____ | Store Advertising..... | _____ |
| | _____ | | _____ |
| | _____ | | _____ |

Please check the filing systems used in your business:

- | | | | |
|---------------------------|-------|------------------------|-------|
| Loose Sheet System..... | _____ | Shannon File..... | _____ |
| Vertical System..... | _____ | Cardex..... | _____ |
| Catalogue and Phamphlet.. | _____ | Index Card Record..... | _____ |
| | _____ | | _____ |
| | _____ | | _____ |

List the method used in connection with above systems:

- | | | | |
|------------------------|-------|-------------------------|-------|
| Direct Alphabetic..... | _____ | Alphabetic-Numeric..... | _____ |
| Numeric..... | _____ | Subject..... | _____ |
| Geographical..... | _____ | Direct Name..... | _____ |
| | _____ | | _____ |
| | _____ | | _____ |

Please write any constructive criticisms or suggestions to help improve our high school commercial curriculum:

EMPLOYEE QUESTIONNAIRE

Please check the proper column to indicate your particular field of employment:

Retail Salesman.....	_____	Solicitor.....	_____
Selling (traveling).....	_____	Collector.....	_____
Selling (wholesale).....	_____	File Clerk.....	_____
Stenographer.....	_____	Stock Clerk.....	_____
Stenographer-Bookkeeper...	_____	Shipping Clerk.....	_____
General Clerical.....	_____	Bookkeeper (full time)...	_____
Bookkeeper- Salesman.....	_____	Typist.....	_____
Others:			
.....	_____	_____

Check the kind of business by which you are employed:

Retail Dry Goods.....	_____	Insurance.....	_____
Retail Grocery.....	_____	Automobile and Access-	_____
Wholesale Grocery.....	_____	ories.....	_____
Drug Store.....	_____	Manufacturing Firm.....	_____
Law Office.....	_____	Printing.....	_____
Jewelry Store.....	_____	Furniture Firm.....	_____
Hardware Firm.....	_____	Filling Station.....	_____
Transportation.....	_____	Hotel-Cafe.....	_____
County, State or Federal Of.	_____	Medical (Physician).....	_____
Others:		Hospital or Clinic.....	_____
.....	_____	_____

Please list five principle duties of your job:

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

How long have you been on your present job? _____

What salary would one expect upon entering work such as you are doing? _____ per week.

What are the school subjects that you would indicate as having a bearing on commercial education? Please check those which seem to have primary importance () and those that have secondary importance (x):

Office Practice.....	_____	Filing.....	_____
Bookkeeping.....	_____	Psychology.....	_____
Business Arithmetic.....	_____	Typewriting.....	_____
Retail Selling.....	_____	Shorthand and Typing.....	_____
Penmanship.....	_____	Business English.....	_____
Public Speaking.....	_____	Advertising.....	_____
.....	_____	_____

Please check the courses in which you may be interested in pursuing in evening classes:

Retail Selling.....	_____	Shorthand.....	_____
Business Arithmetic.....	_____	Store Advertising.....	_____
Bookkeeping.....	_____	Typewriting.....	_____
Business English.....	_____	Business Organization.....	_____
Business Law.....	_____	Economics.....	_____
.....	_____	_____

What time of day would suit your convenience better for an evening class? _____

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